

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
Board of Trustees



**Regular Meeting**

Monday, April 20, 2026 5:30 PM

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**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.

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**Agenda**

1. **Call to Order, Roll Call, and Establishment of Quorum**
2. **Moment of Silence and Pledges of Allegiance**
3. **Student/Staff Report/Recognitions**
  - 3.A. **Student Success:** Lake Dallas High School Student Advisory Council
  - 3.B. **Student Success:** LDHS Visual Art VASE Regional Medalists and State Qualifier
  - 3.C. **Student Success:** LDHS UIL Speech, Debate & Academic Success
  - 3.D. **Student Success:** UIL A+ Academics District Meet Results
  - 3.E. **Student Success:** LDHS Choir UIL Success
  - 3.F. **Student Success:** LDHS Girls Soccer Success
  - 3.G. **Student Success:** LDHS Boys Soccer Success
  - 3.H. **Parent & Family/Community Support:** Lake Dallas ISD Falcon Insider Recognition
  - 3.I. **Faculty & Staff Engagement:** April Teachers and Employees of the Month
4. **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) including the three-year safety audit findings.
- 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)

**5. 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.

**6. INFORMATION ITEMS**

- 6.A. *Efficient Operations*: Board Member Continuing Education Announcement

**7. 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.

- 7.A. **Consideration/Approval of the Minutes of the April 6, 2026, Board Workshop Meeting**
- 7.B. **Consideration/Approval of the Minutes of the March 23, 2026, Regular Meeting**
- 7.C. **Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report**
- 7.D. **Consideration/Approval of Certification of Provision of Instructional Materials Survey 2026-2027**
- 7.E. **Consideration/Approval of Donation Requests to Lake Dallas ISD**

- 7.F. **Consideration/Approval of Purchases Over \$75,000**
- 7.G. **Consideration/Approval of 2026-2027 Board of Trustee Meeting Dates**
- 7.H. **Consideration/Approval of Board Policy DK(Local)**
- 7.I. **Consideration/Approval of Lake Dallas ISD Open Education Resources (OER)**
- 7.J. **Consideration/Approval of 2026-2027 Compliance Training and Professional Development Plan**
- 7.K. **Consideration/Approval of Resolution of the Board of Trustees of the Lake Dallas Independent School District SB 546 Seat Belt Requirements - Financial Inability Determination**
- 7.L. **Consideration/Approval of Low-Attendance Waiver Day**
- 7.M. **Consideration/Approval of 2026-2027 Professional Contracts**
- 8. **ACTION ITEMS**
- 8.A. ***Efficient Operations:*** Consideration/Approval of Final Construction Payment to Crossland Construction Company, LLC
- 8.B. ***Efficient Operations:*** Consideration/Approval of Request for Purchase of Dark Fiber Service
- 8.C. ***Efficient Operations:*** Consideration/Acceptance of the Three-Year Safety & Security Audit Report
- 8.D. ***Efficient Operations:*** Consideration and possible action regarding approval of a finding in accordance with Texas Education Code Section 21.210(c)(2) and 19 Texas Administrative Code 249.14(j), that good cause did not exist for Erin Vincent, term contract teacher, to abandon her employment contract, position and attempt to resign from Lake Dallas ISD
- 8.E. ***Efficient Operations:*** Consideration and possible action regarding notification to the State Board for Educator Certification of term contract teacher Erin Vincent concerning abandonment of her employment contract and seeking sanctions for abandonment of her position
- 9. **Calendar, Announcements & Information**
- 9.A. **Upcoming Meetings & Events**
- 10. **Executive Session (if needed)**
- 11. **Adjournment**

# 3.A. ***Student Success:*** Lake Dallas High School Student Advisory Council

**Presenter:** Dr. Colleen Grindle, LDHS Principal  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# LDHS Student Advisory Members

- Destini Atkins
- Issac Birdseye
- Presley Clark
- Sanniyah Foster
- Emmet Holmberg
- Davin Hopkins
- Noora Jagger
- Truett Lima Keeton
- Chance Phillips
- Kylee Salmons
- Jackson Schaefer
- Anjali Singh
- Emily Skousen
- Presley Sloan
- Brenton Sweetland
- Ella Wren



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### 3.B.

## ***Student Success:***

# LDHS Visual Art VASE Regional Medalists and State Qualifier

**Presenter:** Jeanette Murray, LDHS Art Teacher

**Event:** LDISD Board of Trustees Meeting

**Date:** April 20, 2026



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# Region 11N VASE Results

- Region 11N Visual Arts Scholastic Event was held, March 7, 2026
- 1721 pieces of artwork registered, 1546 pieces of artwork actually juried, and 130 pieces of artwork advancing to state from the entire region
- LDHS competed with 22 students and 26 works of art
- 2 artworks receive Excellent ratings
- 24 artworks received Superior ratings and regional medals



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# LDHS Region 11N VASE Medalists

- Alana Blake
- Tristen Dorrall - double medal winner
- Sophia Dunn
- Joanna Im
- Tessa Knop
- Karly Linneman
- Emily Murguia
- Itzel Navarro
- Isabela Ojeda - double medal winner
- Ava Pagel - double medal winner
- Athena Paz
- Emma Quinn
- Kylee Salmons
- Hollie Sweetland - double medal winner
- Sara Tilley
- Hayden Wade
- Katie Wilcox
- Jazz True- Wilkerson
- Ella Wren



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# State VASE Qualifier

- Freshman, Emma Quinn advanced to the State VASE competition
- State competition will be April 25, 2026 in San Marcos, Texas
- LDHS continues a 25 year streak of having students advance to the State level in the Visual Arts



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### 3.C.

## ***Student Success:***

# ***LDHS UIL Speech, Debate & Academic Success***

**Presenter:** Steven Bell, Jessie Eubanks, and Cire Jauregui,  
LDHS Speech, Debate and Academic Sponsors  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# Students Advancing to Regional Contest

- Spelling and Vocabulary
  - Alaina Clemens has won first place (by a wide margin) three years in a row.
  - This contest requires a great deal of study, and a broad knowledge of words in English, and other languages.



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# Students Advancing to Regional Contest

- Lincoln Douglas Debate
  - For the first time in program history, Falcon Speech and Debate advanced an LD debater to the Regional Contest
    - Lily Hoffman, senior and team captain, won 4 consecutive rounds to reach the District Final. She placed 2<sup>nd</sup> overall.
  - This contest asks students to take a stance on a philosophical/ethical issue
    - The current topic is about the morality of Economic Globalization vs Protectionism for developing countries



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# Mathematics Team Success

- Mathematics
  - This contest requires students to take a test that covers anything and everything from their high school math courses: algebra to geometry to statistics and even some calculus!
  - Our math team placed second overall in the district
    - Ajitesh Mylavarapu, Korianka Mauricio Campos, Emily Skousen  
Alaina Clemens, Jacob Bailey



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# 3.D. *Student Success:* UIL A+ Academics District Meet Results

**Presenter:** Denise Kennedy, Director of Student Initiatives,  
Kerri Blevins, Jennifer Bryant and Ashley Fay, Elementary Principals  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# UIL A+ Academics and How It Started

UIL recognized early that the path to educational excellence begins with young learners. Academic competition for elementary students has been part of UIL since its early years, starting with the junior division Declamation contest in 1913 for students ages 10–14. In 1921, opportunities expanded further with the introduction of Spelling for students under age 10.



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# UIL A+ Academics today...

A+ Academics, officially established in 2008, is UIL's academic competition program for students in grades 2–8. It features 20 events spanning the curriculum, designed to enhance classroom learning and build cross-disciplinary skills. Each year, approximately 3,000 Texas schools participate in over 400 district meets.



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# Campus Preparation

In August, each campus designated a UIL campus coordinator to recruit coaches and help encourage kids to participate in offered events. This year's campus coordinators are:

CE - Allison McCowan

LDE - Karen Anderson

SSE - Kami Tipps

6 Events were offered this year 50+ kids competing:  
Art, Creative Writing, Number Sense, Oral Reading,  
Spelling, and Storytelling.



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# How the magic happens...

Coaches set up practice times with their students and away they went!

Students were challenged beyond the classroom to think deeper and perform at a higher level. Coaches were able to inspire curiosity while building advanced academic skills. Learners tackled complex problems and practiced performing under pressure. Teams supported one another, building confidence and a shared sense of accomplishment.

All of this practice culminated in fierce competition at the LDISD UIL A+ Academics District Meet, held on Saturday, March 28th at Lake Dallas Middle School.



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# Results by Campus - SSE



Event	Team Member (first name)	Team Member (last name)	Grade	School	Ranking
Number Sense	Knight	Gonzales	5th Grade	SSE	3
Storytelling	Rylee	Comfort	3rd Grade	SSE	1
Storytelling	Caroline	Bassinger	3rd Grade	SSE	2
Storytelling	Piper	Sommerman	3rd Grade	SSE	3



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# Results by Campus - LDE



Event	Team Member (first name)	Team Member (last name)	Grade	School	Ranking
Creative Writing	Avery	Hason	2nd Grade	LDE	1
Creative Writing	Eliyanah	Brown	2nd Grade	LDE	2
Spelling 3/4	Harper	Phillips	4th Grade	LDE	3



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# Results by Campus - CE



Event	Team Member (first name)	Team Member (last name)	Grade	School	Ranking
Art	Jasmine	Wright	5th Grade	CE	1
Art	Camila	Fernandez Leal	5th Grade	CE	2
Art	Austin	Hustedde	5th Grade	CE	3
Creative Writing	Helen	Gober	2nd Grade	CE	3
Number Sense	Tathsilu	Perera	5th Grade	CE	1
Number Sense	Ricardo	Sanchez Castillo	5th Grade	CE	2
Oral Reading	Jimmy	Sykes	5th Grade	CE	1
Oral Reading	Scarlett	Kading	5th Grade	CE	2
Oral Reading	Rylee	Himel	5th Grade	CE	3
Spelling 5	Samantha	Wikman	5th Grade	CE	1
Spelling 3/4	Ovini	Perera	4th Grade	CE	1
Spelling 3/4	Lainey	Knuckles	4th Grade	CE	2



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# 3.E. *Student Success:* LDHS Choir UIL Success

**Presenter:** Laura Jenkins, LDHS Choir Director  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# Sweepstakes Again!

- Choir students receive SWEEPSTAKES at UIL Concert & Sight-Reading contest at Decatur HS.
- Students received straight 1 Superior ratings from all six judges.
- Lake Dallas Varsity Mixed Choir was one of the 8 out of 34 choral ensembles that received straight 1s.



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# Concert Judges' Comments

- ♪ “Choir, this is the best singing I have heard all day!”
- ♪ “I truly appreciate the finesse and agility that this choir performs with.”
- ♪ “This whole choir is a VIBE and finesse/suave is the name of said vibe.”
- ♪ “Excellent, so smart, Choir. Stunning.”

- ♪ “It was such a musical delight to hear you all sing!”
- ♪ “I can hear the consonants popping in the tapestry of the lines; singing within the boundaries of beautiful; excellent lilt to the line and articulation of rhythmic structure. So well done, Choir.”



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# Sight-Reading Judges' Comments

- ♪ “Outstanding tonal production and timbre.”
- ♪ “Excellent balance and blend.”
- ♪ “This choir reads so incredibly well.”
- ♪ “Excellent read.”
- ♪ “Exquisite understanding of the musical elements.”

- ♪ “Solid, beautiful, resonant tone.”
- ♪ “I love your steady tempo and how you are pulsing the notes!”
- ♪ “Beautiful legato singing today. I really enjoyed listening to you. The hard work paid off!”



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# 3.F. *Student Success:* LDHS Girls Soccer Success

**Presenter:** Nathan Davis, LDHS Soccer Coach  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# Back to Back District 8-4A Champions

Bi-District Champions

Overall Record of 19-3 (Most wins for program)

District Record of 10-0

Scored 126 Goals/Gave up 16

21 of 22 Athletes were Academic All-District



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# 3.G. *Student Success:* LDHS Boys Soccer Success

**Presenter:** Brandon Martin, LDHS Soccer Coach  
**Event:** LDISD Board of Trustees Meeting  
**Date:** April 20, 2026



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# UIL 4A D1 State Runner Up

- District 8/4A Runner Up
- Bi-District Champions (1-0 vs Eastern Hills)
- Area Champions (1-1 vs Stephenville in PK's)
- Regional Semifinal Champions (2-1 vs Ysleta)
- Regional Final Champions (4-3 vs Decatur)
- State Semi-Final Champions (2-1 vs Palestine)
- State Final Runner Up (0-1 vs La Vega)



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2025

FALCON SOCCER



VARSITY

# Player Recognition

- Adrian Anaya - Captain, 8 goals, 9 assists
- Cameron Sasser - 5 goals, 1 assist
- Asher Seibenmann - 7 goals, 2 assists
- Axel Rodriguez
- Eugenio Govea - 1 assist
- Alex Flores - 3 assists
- Arthur Bellini - 2 goals, 1 assist
- Martin Gonzalez - 2 goals, 1 assist



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# Keys to our Success

## STAFF

- Trainers
- Teachers
- Administrators
- Transportation
- Coaches
- Office Staff
- Students/Fans

## PARENTS

- Mrs. Deboard
- Mr. Denehie
- Mr. Ploof
- Mrs. Howell



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## 3.H.

# ***Parent & Family/Community Support:*** Lake Dallas ISD Falcon Insider Recognition

**Presenter:** John Modica, Chief Operations Officer

**Event:** LDISD Board of Trustees Meeting

**Date:** April 20, 2026



# Falcon Insider

- Lake Dallas ISD's Falcon Insider program is a unique opportunity for parents and community members to experience an interactive and in-depth behind-the-scenes view of LDISD.
- Participants interacted and learned from the people who are responsible for district programs and services, as well as toured facilities where learning and daily operations take place.



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# Falcon Insider Schedule

**SSE** - Special Education Services and Safety & Security

**LDHS** - Career & Technology Education and Athletics

**CE** - Curriculum & Instruction, Human Resources, and Health Services

**LDMS** - Transportation, Technology, and Facilities & Custodial Services

**LDE** - Business Office, Child Nutrition, and Communications



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# Falcon Insider Members

- Emily Barrow-Sparkman
- Kristy Bleau
- Brett Clickner
- Amanda Kent
- Nancy Koket
- Ashley Leazure
- Mackenzie Maddox
- Mary Madrid
- Todd McKay
- Tom Newell
- Laura Olson
- Sarah Ortega
- Cori Riley
- Jamie Spear



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### 3.1.

## ***Faculty & Staff Engagement:***

# April Teachers and Employees of the Month

**Presenter:** Dr. Kristin N. Brown, Superintendent

**Event:** LDISD Board of Trustees Meeting

**Date:** April 20, 2026



# April Teachers and Employees of the Month

## RECOGNIZED TEACHERS

- Nathania Reyes, LDE
- Jennifer Ramsey, CE
- Mason Hansen, SSE
- Brandi Crouch, LDMS
- Ryan Hunt, LDHS

## RECOGNIZED EMPLOYEES

- Mary Jane Crews, SSE
- Julia Colley, CE (March)
- Michelle Cooper, CE (April)
- Michelle Meade, LDMS
- Maritzel Macias, LDHS
- Richard Bender, Transportation
- Letty Easley, Child Nutrition
- Cathy Sprayberry, Facilities
- Payton Baxter, Childcare



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**Annual Announcement on Continuing Education of Board Members**

**Lake Dallas ISD**

May 2025 through April 2026 - Report run on 4/19/2026



<b>NEW / EXPERIENCED TRUSTEES</b>	<b>Local District Orientation</b> <i>(3 hours for new Trustees, within 1st 120 days)</i>	<b>Introduction to Texas Education Code</b> <i>(3 hours for new Trustees, within 1st 120 days)</i>	<b>School Safety</b> <i>(2 hour every 2 years for all trustees)</i> <i>(Within 1st 120 days for new trustees)</i>	<b>Evaluating &amp; Improving Student Outcomes</b> <i>(3 hours every 2 years for all trustees)</i> <i>(Within 1st 120 days for new trustees)</i>	<b>Post Legislative Update to TEC</b> <i>(2 hours for experienced Trustees after each Legislative Session)</i> <i>(New Trustees - N/A)</i>	<b>Child Abuse Prevention</b> <i>((1 hour every 2 years)</i> <i>(Within 1st 120 days for new trustees)</i>	<b>Team Building Session</b> <i>(3 hours for all Trustees)</i>	<b>Continuing Education</b> <i>(10 hours for new trustees; 5 hours for experienced Trustees)</i>	<b>Completed Exceeded Incomplete</b>
Aaron Appleby	N/A	N/A	Complete	Complete	Complete	Complete	Complete	11 hrs	Exceeds
Bruce Smith	N/A	N/A	Complete	Complete	Complete	Complete	Complete	6 hrs	Exceeds
Ginger Collier	N/A	N/A	Complete	Complete	Complete	Complete	Complete	22.5 hrs	Exceeds
Greg Bartley	N/A	N/A	Complete	Complete	Complete	Complete	Complete	9 hrs	Exceeds
Lance Stacy	N/A	N/A	Complete	Complete	Complete	Complete	Complete	9.5 hrs	Exceeds
Mark Tucker	N/A	N/A	Complete	Complete	Complete	Complete	Complete	16 hrs	Exceeds
Scott Baird	N/A	N/A	Complete	Complete	Complete	Complete	Complete	15.5 hrs	Exceeds

(N) = New Trustee

School board members are required to complete continuing education as outlined by the State Board of Education (SBOE). The board president must annually announce whether each trustee has met these requirements in accordance with Tex. Educ. Code §11.159 and 19 Tex. Admin. Code §§61.1 and 61.3. The areas of required training are reflected in the accompanying table.

Please note, this annual announcement does not include open government or cybersecurity training required under other laws. Tex. Gov't Code §§551.005, 552.012, and 2054.5191 mandate that:

- Open Meetings Act (OMA) and Public Information Act (PIA) training be completed by all elected officials within 90 days of election or appointment (PIA training may be delegated by district policy), and
- Cybersecurity training be completed by all school board members on an annual basis.

This report was generated in alignment with Texas Education Code §61.1 and reflects trainings provided by TEA-registered providers, based on data available at the time of reporting. The district is the official record keeper for trustee continuing education. Any discrepancies regarding provider status, training hours, or reporting should be resolved at the district level.

# Framework for School Board Development

## Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as a corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes and provide support for opportunities and experiences through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

## Framework

- I. **Vision and Goals**—The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:
  - Keeps the district focus on the well-being of all children
  - Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children
  - Ensures that the vision aligns with the state’s mission, objectives, and goals for education established by law or rule
  - Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes
  - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences
  - Uses the vision and goals to drive all deliberations, decisions, and actions

## Framework for School Board Development

- II. **Systems and Processes**—The board ensures systems and processes are in place to accomplish the vision and goals. The board:
- Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals
  - Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals
  - Monitors multiple, measurable elements of student progress and achievement throughout the year
  - Incorporates equity when making decisions and evaluating systems and processes
  - Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management
  - Approves goals, policies, and programs that ensure a safe and secure learning environment
  - Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools
  - Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision
  - Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision
  - Welcomes and values all people and cultures as important stakeholders in the process for student success
  - Ensures the district has a system that monitors for sound business and fiscal practices
  - Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules
  - Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers
  - Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees

## Framework for School Board Development

- III. **Progress and Accountability**—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:
- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures
  - Ensures progress toward achievement of district goals through systematic, timely, and comprehensive reviews of relevant reports and student data that illustrate progress toward locally developed student outcome goals
  - Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources
  - Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes
  - Monitors and evaluates the allocation of resources in support of the district’s vision and goals and sustainability
  - Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district’s vision and goals
  - Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations
- IV. **Advocacy and Engagement**—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:
- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community
  - Regularly reports district progress to families and the community, which could include an online dashboard for the community
  - Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district
  - Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students
  - Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren
  - Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community

## Framework for School Board Development

- V. **Synergy and Teamwork**—The board’s duties are distinct, and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent
  - Recognizes each individual trustee’s duty as a trustee and fiduciary for the entire district
  - Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision
  - Annually evaluates its performance as a team, with attention given to the district’s vision and goals; fulfilling the board’s duties, responsibilities, and commitments; and the board’s working relationship with the superintendent
  - Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters
  - Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority
  - Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent
  - Understands and adheres to laws and local policies and respects the superintendent’s responsibility to manage the school district and to direct employees in district and campus matters
  - Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community
  - Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board
  - Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers

# Minutes of Board Workshop Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Board Workshop Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, April 6, 2026, 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, Greg Bartley, Bruce Smith, and Superintendent Dr. Kristin N. Brown

Absent: Aaron Appleby

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

**2. 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.**

**3. INFORMATION ITEMS**

**3.A. *Efficient Operations:* Strategic Plan - Priority 4**

**3.A.1** VLK Bond Service Update

Kevin Worthy and Jennifer Workman with VLK discussed several aspects and steps involved with Bond Planning.

**3.B. *Student Success:* Strategic Plan - Priority 1**

**3.B.1** 2026-2027 Middle School and High School Programming

Dr. Colleen Grindle, LDHS Principal and Jessica Bovan, LDMS Principal, discussed the 2026-2027 Middle School and High School Programming which included information on course additions, changes and considerations.

**3.B.2** K-5 ELAR Curriculum

Barbara Pitt, Executive Director of Curriculum & Instruction, discussed a possible curriculum transition to Bluebonnet RLA Kindergarten through 5th grades. The intended impact would be to LDISD's Strategic Plan 1.1: Yearly Student Academic Growth in the area of elementary RLA.

**3.B.3** Annual Certification of Provision of Instructional Materials

Barbara Pitt, Executive Director of Curriculum & Instruction, discussed the Certificate of Provision of Instructional Materials.

The board is required to annually certify to the State Board of Education and TEA commissioner that students have access to instructional materials covering all TEKS for all required subjects, except PE.

**3.C. *Efficient Operation:* Strategic Plan - Priority 4**

### 3.C.1. Finance Update

Anne Haehn, CFO, gave a financial update to include the following information.

- 2025-2026 budget as of February 28, 2026
- Projected revenue for 2026-2027
- Enrollment Projections
- Cost of Employee Raises for 2026-2027

### 3.C.2 District Policies and District of Innovation Plan

John Modica, Chief Operations Officer, gave an update on District Policies and the District of Innovation Plan to include the following information.

- Grievance Timeline
- District of innovation Plan Amendment (TEC 26A.001)
  - The District exempts from every requirement of TEC 26A and further exempts from these requirements to the extent they are interpreted to be applicable to any type of grievance other than parent or student grievances.
  - LDISD's school board maintains the option to delegate authority to hear and decide a grievance to a committee of at least three members composed only of members of the board.
  - The District exempts from the requirements of TEC 26A.002. The District maintains the ability to provide a decision on all non-board level grievances 20 days after the date of the hearing.

### 3.C.3. Transportation Fleet and Seat Belts

John Modica, Chief Operations Officer, discussed the Districts current fleet count and the cost projected to retrofit our fleet with 3-point seat belts.

### 3.C.4 Facilities

John Modica, Chief Operations Officer, discussed the current and future facilities operations at Lake Dallas High School to include the following information.

- Current Status of Operations Projects
- Future Projects Needed
- Estimated Bonds Remaining

## 3.D. **Faculty & Staff Engagement:** Strategic Plan - Priority 2

### 3.D.1. School District Training Permits

Mollie Avelino, Chief of Staff, discussed approaches to hiring a new teacher which included an overview of the types of School District Training Permits and why a District would implement them.

## 3.E. **Efficient Operations:** Strategic Plan - Priority 4

### 3.E.1. 2026-2027 Board Meeting Calendar and Training Dates

Dr. Kristin N. Brown, Superintendent, and the Board discussed possible Board meeting dates and training opportunities for 2026-2027.

**4. 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**

**5. The meeting was adjourned at 8:18 pm.**

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Lance Stacy, President

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Mark Tucker, Board Secretary

# Minutes of Regular Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, March 23, 2026, 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

Late Arrival: Bruce Smith arrived at 6:13 pm

**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 members of the Lake Dallas Middle School Girls Basketball Team.

**3. Student/Staff Report/Recognitions**

**A. *Student Success:* Lake Dallas Middle School Student Advisory Council**

Jessica Bovan, LDMS Principal, introduced their campus representatives who sit on the Superintendent Student Advisory Council for Lake Dallas Middle School. These students meet with Dr. Brown periodically throughout the year to give insight into helping further the success of our District.

- Jacob Bohse
- Gracyn Ingram
- Brantlee Procell
- Brendan Brown
- Bryson Kirk
- Layla Richards
- Aila Murray
- Analise Clemens
- Briana Arimany
- Weston Moore

**B. *Student Success:* LDMS Girls Basketball Wins District Championship**

Jamie Roach, LDMS Basketball Coach, recognized the LDMS 8th Grade Lady Falcons Basketball members for earning the title of district champs this season.

**• Season Overview**

- Season Record: 12-1
- Total team points: 618
- Average points per game: 48
- Highest scoring game: 64

**Individual scoring leaders**

- Chloe Davis Scored 373
- London Scott Scored 126
- Julia Peter 40
- Kailey Hunter 30

**C. *Student Success:*** TAEA Youth Art Month Exhibition

Jennifer Rios, LDHS Art Teacher, recognized student, Reika Daley, for being selected to be part of the 2025-2026 Texas Art Education Association's Youth Art Month Exhibition with her artwork entitled, Olympia.

**D. *Student Success:*** Texas Theatre Scholar Distinction

Melissa Shamp, LDHS Theatre Director, recognized 10 LDHS students as Texas Theatre Scholars.

The International Thespian Society is an honor society that recognizes students hard work on or behind the stage, in the classroom, and work in the community. Not only do our students excel on the stage but in the classroom as well.

Texas Thespians recognize theatre students who demonstrate high academic success in overall coursework through the Texas Theatre Scholar Distinction.

**President's List**

**4.0 Cumulative GPA**

- Teresa Carruth
- Lily Dennis
- Ava McConnell
- Caleigh Quinn
- Wytha Sarvis
- Hannah Shamp
- Rose Starks
- Wesley White

**Vice President's List**

**3.5 Cumulative GPA**

- Nicholas Linden
- Isabela Ojeda

**E. *Student Success:*** LDHS Band UIL Texas State Solo and Ensemble Qualifiers

Mikaela Pyle, LDHS Band Director, recognized band students who qualified for UIL Texas State Solo and Ensemble.

- Mitchell Meche, Lalah Brewer, and Malik Alexander – Saxophone Trio
- Presley Sloan, Ethan Glowney, and Liza Lee – Woodwind Trio
- Connor Guffey, Elijah Starks, Emma Hoffman, and Laila Johnson - Clarinet Quartet
- Jonas Thompson, Gael Perez, Zoe Gamble, and Abril Carrillo – Clarinet Quartet
- AJ Adcock, Ulises Quezada, and Ryker Winnett – Trumpet Trio
- Chris Willis, Ethan Butler, Isaac High, and Gabriel Presley - Euphonium Quartet
- Esther Kitamura - Trombone Solo
- Gabriel Presley - Euphonium Solo
- Isaac Birdseye - Trombone Solo
- Caden Ehmer - Trombone Solo
- Ethan Glowney - Clarinet Solo
- Liza Lee - Oboe Solo

**F. *Faculty & Staff Engagement:*** Life-Saving Efforts at SSE

Jennifer Bryant, SSE Principal, recognized campus educator, Mrs. Estrella Tovar, for jumping into action during lunch duty to successfully administer the Heimlich maneuver on a student.

**G. *Faculty & Staff Engagement:*** 2025–2026 Teachers, Paraprofessionals and Employee of the Year  
Mollie Avelino, Chief of Staff, LDISD Principals, and Director, recognized Teachers and Paraprofessionals of the Year for each campus, as well as Employee and First Year Teacher of the

Year for the District.

**Teachers of the Year**

- Estrella Tovar – SSE
- Christina Soukis – CE
- Kelsey Starkey – LDE
- Oliver Jones – LDMS
- Ashley Hathaway – LDHS

**Paraprofessionals of the Year**

- Sandy Bowen – SSE
- Elizabeth Crawford – CE
- Claudia Gill – LDE
- Gricelda Becerra – LDMS
- Holly Jones – LDHS

**First Year Teacher of the Year**

- Jason Starr – LDMS

**Auxiliary Employee of the Year**

- Brandon Wilson

- H. ***Faculty & Staff Engagement:*** March Teachers and Employees of the Month  
Dr. Kristin N. Brown, Superintendent, recognized 11 staff members selected as Teachers and Employees of the Month for March and 1 staff member who was selected as Teacher of the Month for February.

**Teachers**

- Kendra Ray, LDE
- Megan Winger, CE
- Kathleen Stout, SSE (February)
- Estrella Tover, SSE (March)
- Sierra Gilbert, LDMS
- Zane Jillson, LDHS

**Employees**

- Haley Gomez, LDE
- Ashley Johnson, SSE
- Heather Chambers, LDMS
- Danielle Bacchus, LDHS
- Elke Barber, Transportation
- Jessica Portillo, Child Nutrition

A video highlighting the Teachers and Employees of the Month was shown during Executive Session.

**4. Executive Session**

The open session of the meeting adjourned at 6:26 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 6:59 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. *Parent & Family/Community Support:*** Priority 3 - Strategic Plan Update  
Jessica Bovan, Dr. Colleen Grindle, Kerri Blevins, Ashley Fay, and Jennifer Bryant, Campus Principals, present progress on LDISD Strategic Plan Priority 3 as related to parent, family and community support, activities and engagement opportunities occurring on campuses and throughout the district.
- B. *Efficient Operations:*** LDISD Police Department Racial Profiling Report  
Chadd Springer, LDISD Chief of Police, presented the Racial Profiling Report for the Lake Dallas ISD Police Department.

**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 February 16, 2026, Regular Meeting**
- B. Consideration/Approval of the Minutes of the March 2, 2026, Board Workshop Meeting**
- C. Consideration/Approval of Monthly Financial Statements**
- D. Consideration/Approval of 2026-2027 Base Compensation Manual**

The 2026-2027 base Compensation Manual, which did not include employee pay information, was presented to the Board.

**E. Consideration/Approval of Attendance Waiver Days**

LDISD is seeking Board approval to submit low attendance waiver applications to TEA to excuse instructional days from ADA and FSP funding calculations that have attendance at least 10 percentage points below the last school year's overall average attendance, for the district or applicable campus due to inclement weather, health, or safety-related issues.

**F. Consideration/Approval of Purchase of School Library Advisory Council Recommended Library Materials**

The Lake Dallas ISD School Library Advisory Council recommendations regarding the list of requested LDISD library books in accordance with SB 13 and LDISD Board Policy EFB (Local).

**G. Consideration/Approval of 2026-2027 Professional Contracts**

**H. Consideration/Approval of Donation Requests to Lake Dallas ISD**

Cash donation from Lake Dallas Elementary PTA to fund the construction of a playground shade. This request will replace the two previous donation requests approved previously for the shade structure.

**MOTION PASSED 7-0**

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

**8. ACTION ITEMS**

- A. *Efficient Operations:*** Consider Acceptance of the Certification of Unopposed Candidates, and approve an Order Canceling the May 2, 2026 Board of Trustees Election and Declaring Unopposed Candidates Elected

John Modica, Chief Operations Officer, asked for the consideration and acceptance of the Certification of Unopposed Candidates, and to approve an Order Canceling the May 2, 2026 Board of Trustees Election and Declaring Unopposed Candidates Elected.

Texas Election Code §§ 2.052-2.053 provides that when each candidate whose name is to appear on the ballot is unopposed and the deadlines for filing applications for a place on the ballot and for declared write-in candidates have passed, the authority responsible for preparing the ballot must certify the candidates as unopposed. Upon receipt of the certification, the governing body shall declare the unopposed candidates elected by order or ordinance, after which the election is not held.

It is the recommendation of the Superintendent that the Board of Trustees accepts the Certification of Unopposed Candidates; adopt the order canceling the May 2, 2026 election, and declare the unopposed candidates elected. By law, effective December 2, 2021, if a proper certification of unopposed status is presented by the filing authority to the governing body, the governing body must cancel the election. (Senate Bill 1, Second Called Session, 2021).

**It was MOVED by Mark Tucker and SECONDED by Ginger Collier to approve to accept the Certification of Unopposed Candidates; adopt the order canceling the May 2, 2026 election, and declare the unopposed candidates elected.**

**MOTION PASSED 7-0**

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

**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.**

**11. Adjournment**

The meeting was adjourned at 7:12 pm

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 GENERAL FUND  
 Feb. 2026

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	19,825,397	23,225,925	24,404,224	1,178,299	95.2%
State Revenue	11,437,076	11,682,255	19,811,938	8,129,683	59.0%
Federal Revenue	35,687	36,249	560,000	523,751	6.5%
<b>Total Revenue</b>	<b>31,298,160</b>	<b>34,944,429</b>	<b>44,776,162</b>	<b>9,831,733</b>	<b>78.0%</b>
<b>EXPENDITURES</b>					
Instruction	10,637,230	12,845,068	25,618,214	12,773,146	50.1%
Inst. Res./Media Services	17,120	27,562	476,934	449,372	5.8%
Curriculum Dev. & Inst. Staff Devel	353,415	442,809	862,680	419,871	51.3%
Inst. Leadership	292,645	349,242	691,665	342,423	50.5%
School Leadership	951,752	1,136,753	2,320,726	1,183,973	49.0%
Guidance/Counseling/Evaluation	592,709	708,738	1,336,939	628,201	53.0%
Health Services	153,193	183,567	377,771	194,204	48.6%
Pupil Transportation	780,311	899,762	1,746,222	846,460	51.5%
Cocurr./Extracurr. Activities	595,048	717,508	1,270,351	552,843	56.5%
Gen Administration	838,257	986,534	1,837,287	850,753	53.7%
Plant Maintenance & Operations	2,761,909	3,188,439	6,104,540	2,916,101	52.2%
School Monitoring Services	328,687	392,762	792,935	400,173	49.5%
Data Processing Services	541,107	624,949	1,169,558	544,609	53.4%
Debt Services	0	0	760,430	760,430	0.0%
Facilities Acq. & Construction	0	0	14,000	14,000	0.0%
Payments to Fiscal Agents	0	0	4,500	4,500	0.0%
Payments to JJAEP Program	0	0	2,000	2,000	0.0%
Other Intergovernmental Charges	137,473	137,473	340,400	202,927	40.4%
<b>Total Expenditures</b>	<b>18,980,855</b>	<b>22,641,164</b>	<b>45,727,152</b>	<b>23,085,988</b>	<b>49.5%</b>
<b>Grand Revenue Totals</b>	<b>31,298,160</b>	<b>34,944,429</b>	<b>44,776,162</b>		
<b>Grand Expenditure Totals</b>	<b>18,980,855</b>	<b>22,641,164</b>	<b>45,727,152</b>		
<b>Grand Totals</b>	<b>12,317,305</b>	<b>12,303,264</b>	<b>(950,990)</b>		

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 FOOD SERVICE FUND  
 Feb 2026

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	324,893	399,964	802,403	402,439	49.8%
State Revenue	15,319	19,222	52,533	33,311	36.6%
Federal Revenue	690,483	849,229	1,411,658	562,429	60.2%
<b>Total Revenue</b>	<b>1,030,695</b>	<b>1,268,415</b>	<b>2,266,594</b>	<b>998,179</b>	<b>56.0%</b>
<b>EXPENDITURES</b>					
Food Service	1,078,155	1,299,816	2,441,484	1,141,668	53.2%
<b>Total Expenditures</b>	<b>1,078,155</b>	<b>1,299,816</b>	<b>2,441,484</b>	<b>1,141,668</b>	<b>53.2%</b>
<b>Grand Revenue Totals</b>	<b>1,030,695</b>	<b>1,268,415</b>	<b>2,266,594</b>		
<b>Grand Expenditure Totals</b>	<b>1,078,155</b>	<b>1,299,816</b>	<b>2,441,484</b>		
<b>Grand Totals</b>	<b>(47,461)</b>	<b>(31,401)</b>	<b>(174,890)</b>		

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 DEBT SERVICE FUND  
 Feb 2026

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	12,818,070	15,033,561	15,498,058	464,497	97.0%
State Revenue	3,787,512	3,787,512	2,848,379	(939,133)	133.0%
<b>Total Revenue</b>	<b>16,605,582</b>	<b>18,821,073</b>	<b>18,346,437</b>	<b>(474,636)</b>	<b>102.6%</b>
<b>EXPENDITURES</b>					
Debt Services	3,975	3,263,909	18,345,069	15,081,160	17.8%
<b>Total Expenditures</b>	<b>3,975</b>	<b>3,263,909</b>	<b>18,345,069</b>	<b>15,081,160</b>	<b>17.8%</b>
<b>Grand Revenue Totals</b>	<b>16,605,582</b>	<b>18,821,073</b>	<b>18,346,437</b>		
<b>Grand Expenditure Totals</b>	<b>3,975</b>	<b>3,263,909</b>	<b>18,345,069</b>		
<b>Grand Totals</b>	<b>16,601,607</b>	<b>15,557,163</b>	<b>1,368</b>		

LAKE DALLAS ISD  
BALANCE SHEET  
GENERAL FUND, FOOD SERVICE AND DEBT SERVICE  
AS OF Feb 28, 2026

**General Fund**

Cash & Investments	32,364,036
Receivables	4,308,209
Deferred Expenses	199,827
<b>Total Assets</b>	<u>36,872,072</u>

Current Payables	(10,431,675)
Accrued Expenses	(72,194)
Deferred Revenue	(376,865)
<b>Total Liabilities</b>	<u>(10,880,733)</u>

Reserve for Encumbrances	615,951
Undesig. Fund Balance	(25,991,338)
Reserve for Encumbrances	(615,951)
<b>Total Equity</b>	<u>(25,991,338)</u>

**Food Service**

Cash & Investments	1,033,956
Receivables	158,747
<b>Total Assets</b>	<u>1,192,702</u>

Current Payables	(244,495)
Accrued Expenses	(28,253)
Deferred Revenue	(99,311)
<b>Total Liabilities</b>	<u>(372,058)</u>

Reserve for Food Encumbrances	(1,151,906)
Undesig. Fund Balance	469,063
Reserve for Encumbrances	(137,800)
<b>Total Equity</b>	<u>(820,644)</u>

**Debt Services**

Cash & Investments	13,377,308
Receivables	5,217,690
<b>Total Assets</b>	<u>18,594,997</u>

Current Payables	0
Deferred Revenue	(208,448)
<b>Total Liabilities</b>	<u>(208,448)</u>


Reserve for Long Term Debt	(2,655,470)
Undesig. Fund Balance	(15,731,080)
<b>Total Equity</b>	<u>(18,386,550)</u>



**LAKE DALLAS ISD**  
**QUARTERLY INVESTMENT REPORT**  
**QUARTER ENDED FEBRUARY 28, 2026**  
**SUMMARY OF FIXED TERM INVESTMENTS**

FUND	INVESTMENT INSTRUMENT	PURCHASE DATE	INVESTED AMOUNT	STATED YIELD	MATURITY DATE	MARKET VALUE	MATURITY VALUE	MATURITY INTEREST
<b>TOTAL INVESTMENTS BY FUND</b>								
GENERAL FUND			27,156,701					
INTEREST AND SINKING ACTIVITY			13,278,921					
CONSTRUCTION			1,166,444					
			<u>11,297,126</u>					
<b>TOTAL INVESTMENTS</b>			<b>52,899,192</b>					

The Lake Dallas Independent School district complies to the objectives and policies adopted by the Lake Dallas School Board. The objectives and priorities of the investment policy of Lake Dallas Independent School District are as listed: To comply with the laws of the State of Texas as defined in Government Code 10 (Chapter 2256), known as the "Public Funds Investment Act"; To provide for the safety of principal of all Lake Dallas ISD funds. To provide sufficient funds to meet the cash needs of the continuing operations of Lake Dallas ISD. To earn the highest possible rates of return on investments consistent with foregoing objectives and guidelines. To allow for diversification in the types, issues and maturities of investments so as to avoid incurring unreasonable and avoidable risks. To maintain the highest professional and ethical standards as custodians of the public trust.

  
 Anne Haehn, CFO, District Investment Officer

  
 Date

# PREWORK FORM



## **Certification of Provision of Instructional Materials Survey 2026–27**

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# Survey Prewrite Form

## 2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prewrite form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prewrite form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
  - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prewrite form and survey by **May 1, 2026**. The prewrite form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

## Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

## Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at [im.tea.texas.gov](http://im.tea.texas.gov).
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
  - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
  - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

## Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

## Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

## **Instructional Materials Procurement Reminder**

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

# Certification 2026–27 Survey Questions

## Background Information

**QUESTION 1.0:**

Name of person completing this form:

Barbara Pitt

**QUESTION 1.1:**

Your email address:

bpitt@ldisd.net

**QUESTION 1.2:**

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

## Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

**QUESTION 2.0:**

Region #

11

**QUESTION 2.1:**

School system name and number

Lake Dallas ISD, 061-912

**QUESTION 2.2:**

Name of superintendent

Dr. Kristin N. Brown

**QUESTION 2.3:**

Email address of the superintendent

knbrown@ldisd.net

**QUESTION 2.4:**

Name of the school board president or officer of the governing body

Lance Stacy

**QUESTION 2.5:**

Email address of the school board president or officer of the governing body

lstacy@ldisd.net

**QUESTION 2.6:**

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

4/20/2026

# Reading Language Arts Certification

## Scope and Sequence: All Grade Levels RLA

### QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

## English Reading Language Arts K–5 TEKS Coverage Certification

### QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

## English Reading Language Arts K–5 Instructional Materials

### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA and/or Phonics grades K-5** full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Learning RLA, Bluebonnet Learning Foundational Skills, UFLI, Lowman Education, and Study Island

**QUESTION 5.1:**

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

1,300

**QUESTION 5.2:**

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

700

# Spanish Reading Language Arts K–5 TEKS Coverage Certification

## QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

# Spanish Reading Language Arts K–5 Instructional Materials

## QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Spanish RLA and/or Phonics grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

Aprendizaje Bluebonnet, Artes del lenguaje y lectura, Aprendizaje Bluebonnet, Destrezas fundamentales, Estrellita, Lowman Education, and Study Island

## QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

100

**QUESTION 7.2:**

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

60

## English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

**QUESTION 8.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## English Reading Language Arts (RLA) 6–8 Instructional Materials

### QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

MyPerspectives Texas, Lowman Education, and Study Island
--

## English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

### QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

## English Reading Language Arts (RLA) 9–12 Instructional Materials

### QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

Savvas Easy Bridge and MyPerspectives Texas, Lowman Education, and Study Island

# Mathematics Certification

## Scope and Sequence: All Grade Levels Mathematics

### QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

## Mathematics K–5 TEKS Coverage Certification

### QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

### QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math, Lowman Education, Study Island, and Zearn

**QUESTION 14.1:**

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

1,400

## Mathematics 6–8 TEKS Coverage Certification

**QUESTION 15.0**

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

**QUESTION 16.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math, Lowman Education, Study Island, and Zearn

**QUESTION 16.0B:**

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

830

## Advanced Mathematics 6–8 Instructional Materials

**QUESTION 17.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Advanced Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Learning Math, Lowman Education, Study Island, and Zearn

## Mathematics 9–12 TEKS Coverage Certification

### QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

### QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math, The Practice of Statistics, Statistics for Business and Economics, Lowman Education, and Study Island

## Social Studies Certification

### Scope and Sequence: All Grade Levels Social Studies

**QUESTION 20.0:**

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

### Social Studies K–5 TEKS Coverage Certification

**QUESTION 21.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

### Social Studies K–5 Instructional Materials

**QUESTION 22.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

Studies Weekly and Study Island
---------------------------------

## Social Studies 6–8 TEKS Coverage Certification

### QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 6–8 Instructional Materials

### QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades 6–8** full-subject and/or supplemental publisher(s)/product(s) used:

HMH Social Studies, Lowman Education, and Study Island
--

## Social Studies 9–12 TEKS Coverage Certification

**QUESTION 25.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

## Social Studies 9–12 Instructional Materials

### QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

HMH Social Studies, Lowman Education, and Study Island

# Science Certification

## Scope and Sequence: All Grade Levels Science

### QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

## Science K–5 TEKS Coverage Certification

### QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

# Science K–5 Instructional Materials

### QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

HMH Into Science, Lowman Education, and Study Island

## Science 6–8 TEKS Coverage Certification

### QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

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Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

HMH Into Science, Lowman Education, and Study Island

## Science 9–12 TEKS Coverage Certification

### QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Science grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

McGraw Hill Science, Savvas: AP Physics, Cengage: Environmental Science, Lowman Education, and Study Island

# The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

## **QUESTION 34.0:**

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

## Additional Informational Questions (Optional)\*

### QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

Yes

No

### QUESTION 35.1:

**If “Yes” is selected:** In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? \*

English reading language arts

Spanish reading language arts

English phonics

Spanish phonics

Full-subject, Tier one mathematics

Supplemental mathematics

**QUESTION 35.2:**

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) \*

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**QUESTION 36.0:**

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

**QUESTION 37.0:**

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

## Other Certified Subject Areas

### QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

# Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

**District County Number (6-digit ID):**

061-912

**District Name:**

Lake Dallas ISD

**Date of Ratification by Local School Board of Trustees or Governing Body:**

4/20/2026

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

**After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.**

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**



Board Meeting Date: April 20, 2026

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

The Board delegates to the Superintendent the authority to accept solicited or unsolicited gifts on behalf of the District. However, any gift estimated over \$1,000 and 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:**

<b>Campus/Dept.</b>	<b>Donor</b>	<b>Description</b>	<b>Value</b>
LDISD Police Dept.	Living for Zachary Exec. Director Jessica Cook	7 AED: Defibtech Lifeline	<b>\$10,500.00</b>
		<b>Total</b>	<b>\$10,500.00</b>



Vendor Name: BSN Sports Amount: \$117,375.00  
Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard  
Description: LDHS Athletics Branding  
Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: BSN Sports Amount: \$116,077.00  
Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard  
Description: LDHS Athletics Weight Equipment  
Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: BSN Sports Amount: \$171,465.00  
Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard  
Description: LDHS Varsity Athletics Lockers  
Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: Longhorn Bus Sales Amount: \$54,434.00  
Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard  
Description: Special Education Bus (Lake Dallas ISD will pay \$54,434.00 of the \$161,500.00 total cost. The rest will be paid for by the Texas Clean Bus Program.  
Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: E3 Integral Solutions, Inc Amount: \$4,000,000.00  
Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard  
Description: HVAC and LED Lighting for all district buildings  
Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: MooreCo - K-12 Designs, LLC Amount: \$25,719.15

Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard

Description: Chairs for Lake Dallas Elementary

Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

Vendor Name: MooreCo - K-12 Designs, LLC Amount: \$577,293.00

Purchase Method  Sole Source  RFQ  RFP  Coop: Buyboard

Description: Library for Shady Shores Elementary and Lake Dallas Elementary. Stem lab furniture for Shady Shores Elementary, Lake Dallas Elementary and Corinth Elementary.

Priority:  Student Success  Faculty/Staff Engagement  Parent/Family/ Community Support  Efficient Operations

# **2026-2027**

## **Board of Trustee**

### **Meeting Dates**

**June 1, 2026** - Board Workshop  
**June 22, 2026** - Regular Board Meeting \*  
**July 20, 2026** - Regular Meeting  
**August 17, 2026** - Regular Meeting  
**September 14 , 2026** - Regular Meeting \*  
**October 5, 2026** - Board Workshop (Team of 8)  
**October 19, 2026** - Regular Meeting  
**November 16, 2026** - Regular Meeting  
**December 14, 2026** - Regular Meeting \*  
**January 18, 2027** - Regular Meeting  
**February 8, 2027** - Board Workshop  
**February 22, 2027** - Regular Meeting \*  
**March 1, 2027** - Board Workshop  
**March 8, 2027** - Regular Meeting \*  
**April 5, 2027** - Board Workshop  
**April 19, 2027** - Regular Meeting  
**May 3, 2027** - Board Workshop  
**May 17, 2027** - Regular Meeting  
**June 7, 2027** - Board Workshop

\* Changes due to school calendar



### **Superintendent's Authority**

All personnel are employed subject to assignment and reassignment by the Superintendent or designee when the Superintendent determines that the assignment or reassignment is in the best interest of the District. Reassignment shall be defined as a transfer to another position, department, or facility that does not necessitate a change in the employment contract of a contract employee. Any change in an employee's contract shall be in accordance with policy DC.

Any employee may request reassignment within the District to another position for which he or she is qualified.

### **Campus Assignments**

The principal's criteria for approval of campus assignments and reassignments shall be consistent with District policy regarding equal opportunity employment, and with staffing patterns approved in the District and campus plans. [See BQ series] In exercising their authority to approve assignments and reassignments, principals shall work cooperatively with the central office staff to ensure the efficient operation of the District as a whole.

### **Supplemental Duties**

Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may do so by notifying the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.

### **Work Calendars and Schedules**

Subject to the Board-adopted budget and compensation plan and in harmony with employment contracts, the Superintendent shall determine required work calendars for all employees. [See DC, EB]

Daily time schedules for all employees shall be determined by the Superintendent or designee and principals.

### **Conflict of Interest Relationships**

An employee shall not be permitted to work full-time, part-time, or on a common daily schedule if the employee meets both the designated Employment Relationship definition and the Degree of Relationship definition or the Personal Relationship definition as described in this policy, below.

### Employment Relationship

Employees are considered to be in a conflict of interest relationship if the employees hold the following employment relationships:

1. Fiscal control or responsibility. The employees work together within the financial services division, the human resources department, or in the payroll and human resources department.
2. Budgetary control or responsibility. The employees are in the same line of budgetary approval or oversight within a school, department, or program.
3. Supervisory control or responsibility. The employees are either directly or indirectly supervised by, or under the supervision of, a relative as listed at Degree of Relationship or a person who is in a Personal Relationship with the employee, below.
4. Hiring authority. The employees may not hire or recommend for full-time, part-time, or substitute employment any person who is related as listed at Degree of Relationship, below or who is in a Personal Relationship with the employee. [See Exception for Seasonal or Temporary Employees, below]
5. Bookkeeping control or responsibility. Campus or department bookkeepers or employees who are assigned budgetary responsibilities for a campus or department may not be related to any employee within the same campus or department as listed at Degree of Relationship, below nor may they be in a Personal Relationship with such a person.

### Degree of Relationship

Any of the following shall reflect a conflict of interest relationship:

Husband	Wife	Son
Daughter	Father	Mother
Sister	Brother	Uncle
Aunt	Nephew	Niece
First Cousin	Grandfather	Grandmother
Grandson	Granddaughter	Father-in-law
Mother-in-law	Sister-in-law	Brother-in-law
Son-in-law	Daughter-in-law	

Employees are required to report any relationships to their direct supervisor. Failure to disclose a conflict of interest may result in termination of both individuals.

Employees are required to report any relationships to their direct supervisor. Failure to disclose a conflict of interest may result in termination or both individuals. Exceptions for Seasonal or Temporary Employees

The Superintendent may approve exceptions to the above-described conflict of interest relationships on a case-by-case basis for seasonal, cocurricular, extracurricular, or temporary employees, provided that such seasonal, cocurricular, extracurricular, or temporary employees may not be given budgetary responsibilities.

### **Disruptive Relationships**

#### **Personal Relationship**

#### **Exceptions for Seasonal or Temporary Employees**

#### **Grandfather Provision**

The term “personal relationship” as used in this Policy, is defined as two employees getting engaged or otherwise planning to be married, becoming domestic partners, dating or entering into a romantic relationship, sexual relationship or affair with each other. It also includes a business relationship that two or more employees enter into.

The Superintendent may approve exceptions to the above-described conflict of interest relationships on a case-by-case

basis for seasonal, cocurricular, extracurricular, or temporary employees, provided that such seasonal, cocurricular, extracurricular, or temporary employees may not be given budgetary responsibilities.

An employee who was in an Employment Relationship prohibited by this policy may continue to be employed by the School District provided that the employee reports the situation in writing to the Superintendent within two-weeks of the adoption of this policy and complies with the requirements specified in writing by the Superintendent. For each grandfathered employee, the Superintendent shall establish written requirements to ensure that any conflict of interest is at least greatly minimized. The requirements could include having another supervisor evaluate and set compensation for the subordinate employee. The requirements shall include a yearly evaluation of the employment relationship to ensure any potential conflicts are in fact greatly minimized.

If in the judgment of the Superintendent, it is determined that an exception to this policy would significantly benefit the District, such an exception may be made. The Superintendent will document the need for the exception in writing and will establish written requirements for the employees just as written requirements are established for grandfathered employees.

### **Disruptive Relationships**

Employees who are engaged in a personal relationship either by marriage, dating, or other scenarios who are not otherwise prohibited by this policy from working in the same department, campus, or building may be reassigned or may face other employment consequences up to and including termination if the relationship becomes disruptive to the operations of the District or if the relationship is not in the best interests of the District.

ASSIGNMENT AND SCHEDULES

DK  
(LOCAL)

**Superintendent's Authority**

All personnel are employed subject to assignment and reassignment by the Superintendent or designee when the Superintendent determines that the assignment or reassignment is in the best interest of the District. Reassignment shall be defined as a transfer to another position, department, or facility that does not necessitate a change in the employment contract of a contract employee. Any change in an employee's contract shall be in accordance with policy DC.

Any employee may request reassignment within the District to another position for which he or she is qualified.

**Campus Assignments**

The principal's criteria for approval of campus assignments and reassignments shall be consistent with District policy regarding equal opportunity employment, and with staffing patterns approved in the District and campus plans. [See BQ series] In exercising their authority to approve assignments and reassignments, principals shall work cooperatively with the central office staff to ensure the efficient operation of the District as a whole.

**Supplemental Duties**

Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may do so by notifying the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.

**Work Calendars and Schedules**

Subject to the Board-adopted budget and compensation plan and in harmony with employment contracts, the Superintendent shall determine required work calendars for all employees. [See DC, EB]

Daily time schedules for all employees shall be determined by the Superintendent or designee and principals.

**Conflict of Interest Relationships**

An employee shall not be permitted to work full-time, part-time, or on a common daily schedule if the employee meets both the designated Employment Relationship definition, and the Degree of Relationship definition or the Personal Relationship definition as described in this policy, below.

**Employment Relationship**

Employees are considered to be in a conflict of interest relationship if the employees hold the following employment relationships:

1. Fiscal control or responsibility. The employees work together within the financial services division, the human resources department, or in the payroll and human resources department.

ASSIGNMENT AND SCHEDULES

DK  
(LOCAL)

2. Budgetary control or responsibility. The employees are in the same line of budgetary approval or oversight within a school, department, or program.
3. Supervisory control or responsibility. The employees are either directly or indirectly supervised by, or under the supervision of, a relative as listed at Degree of Relationship or a person who is in a Personal Relationship with the employee.
4. Hiring authority. The employees may not hire or recommend for full-time, part-time, or substitute employment any person who is related as listed at Degree of Relationship, below or who is in a Personal Relationship with the employee.
5. Bookkeeping control or responsibility. Campus or department bookkeepers or employees who are assigned budgetary responsibilities for a campus or department may not be related to any employee within the same campus or department as listed at Degree of Relationship, below nor may they be in a Personal Relationship with such a person.

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Mother-in-law	Sister-in-law	Brother-in-law
Son-in-law	Daughter-in-law	

Employees are required to report any relationships to their direct supervisor. Failure to disclose a conflict of interest may result in termination of both individuals.

ASSIGNMENT AND SCHEDULES

DK  
(LOCAL)

**Personal Relationship**

The term "personal relationship" as used in this Policy, is defined as two employees getting engaged or otherwise planning to be married, becoming domestic partners, dating or entering into a romantic relationship, sexual relationship or affair with each other. It also includes a business relationship that two or more employees enter into.

**Exceptions for Seasonal or Temporary Employees**

The Superintendent may approve exceptions to the above-described conflict of interest relationships on a case-by-case basis for seasonal, cocurricular, extracurricular, or temporary employees, provided that such seasonal, cocurricular, extracurricular, or temporary employees may not be given budgetary responsibilities.

**Grandfather Provision**

An employee who was in an Employment Relationship prohibited by this policy may continue to be employed by the School District provided that the employee reports the situation in writing to the Superintendent within two-weeks of the adoption of this policy and complies with the requirements specified in writing by the Superintendent. For each grandfathered employee, the Superintendent shall establish written requirements to ensure that any conflict of interest is at least greatly minimized. The requirements could include having another supervisor evaluate and set compensation for the subordinate employee. The requirements shall include a yearly evaluation of the employment relationship to ensure any potential conflicts are in fact greatly minimized.

**Exception to Significantly Benefit the District**

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Employees who are engaged in a personal relationship either by marriage, dating, or other scenarios who are not otherwise prohibited by this policy from working in the same department, campus, or building may be reassigned or may face other employment consequences up to and including termination if the relationship becomes disruptive to the operations of the District or if the relationship is not in the best interests of the District.



# Bluebonnet Learning: K–5 English Language Arts and Reading

Bluebonnet Learning K–5 English Language Arts and Reading (ELAR) includes **K–3 Foundational Skills (English phonics)** and **K–5 Reading Language Arts (RLA)** instructional materials.

Bluebonnet Learning K–3 Foundational Skills instructional materials are partial-subject, tier-one materials that focus on a specific part or section of the Texas Essential Knowledge and Skills (TEKS) for classroom instruction and are not intended to serve as the sole instructional materials to cover all TEKS. Bluebonnet Learning K–5 RLA are full-subject, tier-one instructional materials. The materials are designed to provide a classroom educator with everything needed to teach RLA, including a scope and sequence, daily lesson plans, and student materials.

Both K–3 Foundational Skills and K–5 RLA instructional materials were submitted and approved in the inaugural cycle of the Instructional Materials Review and Approval (IMRA) process. All ELAR instructional materials cover **100% of the Texas Essential Knowledge and Skills (TEKS)** and the Texas English Language Proficiency Standards (ELPS) and achieved **high scores on IMRA quality and suitability rubrics**.

## K–3 Foundational Skills (English Phonics)

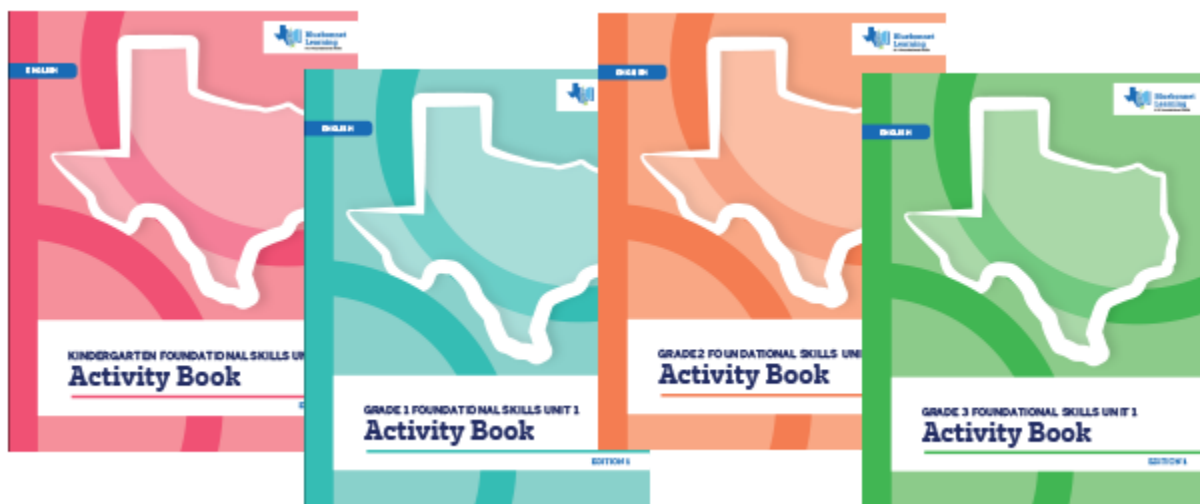
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Bluebonnet Learning K–3 Foundational Skills instructional materials were designed to address student learning using **research-based instructional strategies** to ensure students are receiving explicit instruction to develop and grow their literacy skills.

The Foundational Skills lessons are **systematically sequenced** so that the material progresses gradually from less complex to more complex. Within this sequence, students engage in explicit and intentional opportunities to practice the foundational skills in isolation and through decodable text. Through this explicit, systematic instruction, students **build their foundational literacy skills** that support the practice of reading.

In Grades K–2, the Foundational Skills units focus on **comprehensive instruction in foundational literacy skills**, including oral language, print concepts, phonological awareness, phonics, word recognition, and fluency. In addition, vocabulary development, conventions of English, syntax, spelling, grammar, reading comprehension, and writing instruction are key components of the Skills units. Students also receive explicit handwriting instruction with cursive instruction beginning in second grade.

In Grade 3, students develop foundational literacy skills through units that focus on language, phonemic awareness, sound-spelling patterns, regular and irregular high-frequency words, and decoding and encoding one-syllable and multisyllable words. Vocabulary instruction is also embedded to build students' understanding around word parts, meaning, and academic and social language. Throughout the year, students will continue to develop their foundational reading skills to **become independent readers of more complex texts**.



### Foundational Skills Product Offerings:

- Teacher Guides
- Student Activity Books
- Student Readers
- Spelling Cards
- Big Books
- Supplemental Kits

# K–5 Reading Language Arts (RLA)

K–5 RLA units of study are strategic and coherent, with intentionally sequenced units to build upon prior learning. This **knowledge-based instructional approach** connects topics within and across grades and introduces cross-curricular content that builds knowledge in science and history, while including great works of literature. Not only are students exposed to **complex, grade-level texts**, but they also engage in the inquiry and research process to create written responses grounded in text evidence. Writing is a daily part of each lesson and builds from short responses to extended written responses, in accordance with grade-level TEKS.



Bluebonnet Learning K–5 RLA instructional materials are also designed to **reflect the unique and diverse spirit of Texas**. Across grades K–5, lessons build knowledge on influential Texans, like Hector Garcia, Bessie Coleman, Opal Lee, Shinpei Mykawa, and Clara Barton. Different geographical regions and cities in Texas are described in texts and portrayed in images throughout the instructional materials.

In addition, the materials **strategically prepare students for success on the State of Texas Assessment of Academic Readiness (STAAR)**. Lessons in grades 3 through 5 incorporate checks for understanding aligned to STAAR item-type questions to ensure students are comprehending grade-level texts. Direct instruction on composing STAAR-aligned extended constructed response essays is also provided in units throughout grades 3, 4, and 5. Each unit also includes an end-of-unit assessment. Bluebonnet Learning offers digital assessments that can be integrated into a learning management system (LMS) or print assessments. Schools and school districts can select the assessment method that is best for their communities.

**LAKE DALLAS ISD**  
**PROFESSIONAL DEVELOPMENT CALENDAR 2026-2027**  
**Compliance Training and Staff Development**

- Compliance training determined by role and responsibilities within LDISD.
- UIL Safety Training
- State Assessment and Appraisal System

1. Lake Dallas ISD requires annual compliance training of staff in accordance with the TEA Continuing Education and Training Clearinghouse per SB 1267.

The following trainings are completed by staff members through the ESC XI online portal prior to the first day of instruction:

2026-2027 District Compliance Requirements by Campus and Department			
	LDISD Campus Staff	Central Administration Staff	Facilities and Operations
ADA Compliance for Online Content	X		
Anaphylaxis and Epinephrine Use	X		X
Bloodborne Pathogens	X		X
Bullying Preventions	X		X
Child Abuse/ Trafficking and Maltreatment	X		X
Copyright	X		
Diabetes Overview	X		X
Ferpa: Family Educational Rights	X	X	X
Mental Health Overview	X		
Section 504 Overview	X		
Seizures Overview	X		
Sexual Harassment	X	X	X
Suicide Prevention	X	X	X
Teen Dating Violence and Healthy Relationships	X		
Texas Educators Code Of Ethics	X		

2. All UIL coaches, sponsors and directors completed the required Coaches Certification Program for the 2026-27 school year, which includes:

- UIL Constitution and Contest Rules
- UIL Ethics
- Steroid Education
- Concussion Training
- Sport Specific Training

3. State Assessment and Appraisal Training

- STAAR and TELPAS Administration Training
  - Annual professional development prior to test administration
  - All staff who coordinate and administer assessments
- Texas Principal Evaluation and Support System (T-PESS)
  - Annual professional development for administrator evaluation system for the state of Texas
- Texas Teacher Evaluation and Support System (T-TESS)
  - Annual professional development for teacher evaluation system for the state of Texas

**LAKE DALLAS ISD  
PROFESSIONAL DEVELOPMENT CALENDAR  
2026-2027**

DATE	EVENT	LOCATION	DESCRIPTION
<b>NEW HIRE TRAINING</b>			
July 27-28	New Hire Training	SSE	Three days of PD for LDISD new hires: Mission, Culture, Systems & Routines, Curriculum, Resources, Mentor Program
July 29	New Hire Training	Orientation On Home Campus	
<b>BACK TO SCHOOL</b>			
August 4-6	<ul style="list-style-type: none"> <li>Campus Professional Development Planning and Classroom Time</li> <li>Safety Training</li> <li>Student Safety and Physical Boundaries</li> <li>Stop the Bleed (All)/CPR/AED (Leads)</li> </ul>	Campuses	Vision, Culture, TTESS, Instructional Expectations  August 6: New Teacher Lunch with Admin: Adopt-A-Teacher 11:30-12:30 @SSE  LDHS Fish Camp 4:30-6 pm  LDMS 6th grade Parent Night 5-6 pm  LDHS Open House 6-7 pm
August 7	<b>District Training</b> <ul style="list-style-type: none"> <li>Magic AI Training</li> <li>New To Canvas</li> <li>Special Programs</li> <li>Front Office Staff Training</li> <li>Vertical Planning &amp; Collaboration – Grade level/Subject</li> </ul>	Various Locations	Special Education 504 Dyslexia Bilingual/ESL Safety and Security
August 10	Planning Day	Campuses	Meet The Teacher – Elementary 5-7 pm
August 11	Workday	Campuses	Elementary and Secondary may switch Planning Day and Workday

**RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
SB 546 SEAT BELT REQUIREMENTS – FINANCIAL INABILITY DETERMINATION**

WHEREAS, Senate Bill 546 (89th Texas Legislature) requires that all school buses operated by or contracted for use by a school district be equipped with three-point seat belts for every passenger, including the operator, with full compliance required no later than September 1, 2029; and

WHEREAS, LAKE DALLAS ISD currently operates a fleet that includes a significant number of buses that do not meet the newly mandated safety equipment requirements; and

WHEREAS, the estimated cost to replace or retrofit the non-compliant buses creates a substantial financial burden on the District, and current budget conditions do not permit full compliance within the required timeframe; and

WHEREAS, SB 546 authorizes a school district to determine, through Board action, that the District's budget does not permit the purchase of compliant buses or retrofitting of non-compliant buses at this time, provided that required reporting to the Texas Education Agency (TEA) is completed; and

WHEREAS, the Board of Trustees has reviewed the fleet inventory, cost projections, and multi-year capital replacement requirements and finds that full compliance by the statutory deadline is not financially feasible under current funding conditions; and

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board of Trustees of LAKE DALLAS ISD hereby determines that the District's current budget does not permit full compliance with SB 546 by September 1, 2029.
2. The Board directs the Superintendent to submit the required SB 546 reporting to the Texas Education Agency, including the fleet inventory, cost estimates, and this Resolution.
3. The Board further directs the Superintendent to continue the current replacement and/or retrofit plan and to provide updates to the Board as part of annual budget planning.

Adopted and approved this 20<sup>th</sup> day of April 2026 by the Board of Trustees of the Lake Dallas Independent School District.

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Lance Stacy, President  
Lake Dallas ISD Board of Trustees

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Mark Tucker, Secretary  
Lake Dallas ISD Board of Trustees

25-26 SM1 Template Parameters  
ADA Report

Calendar		Calendar		Grad Yr		Grad Yr		Race		Race		Student		Student		Type		Totals	
Low	High	Low	High	Low	High	Low	High	Type	Low	High	Date	Low	Date	High	By	Report	Type		
<u>Processed By</u>																			
	ZZZ		2026		2029		ZZZ		ZZZ		04/09/2026		04/09/2026		Entity	Summary	Only		
Student Range																			

Processed Entities: 001

Excluded Entities: None

<u>Entity</u>	<u>Name</u>	<u>Cal</u>	<u>Operational</u> <u>Days</u>	<u>Grade</u> <u>Level</u>	<u>Total Days</u> <u>Membership</u>	<u>Total Ineligible</u> <u>Days Present</u>	<u>Total Eligible</u> <u>Days Present</u>	<u>Refined</u> <u>ADA</u>	<u>Percentage Of</u> <u>Attendance</u>
001	LAKE DALLAS HIGH SCH	001	1	ALL	1200.0	0.0	791.0	791.00	65.92
REPORT TOTALS:					1200.0	0.0	791.0	791.00	65.92

\*\*\*\*\* End of report \*\*\*\*\*

ADA 24-25 Template Parameters  
ADA Report

Calendar		Calendar		Grad Yr		Grad Yr		Race		Race		Student		Student		Type		Totals	
Low	High	Low	High	Low	High	Low	High	Type	Low	High	Date	Low	Date	High	By	Report	Type		
<u>Processed By</u>																			
	ZZZ		0000		9999		ZZZ		ZZZ		08/14/2024		05/23/2025		Entity	Summary	Only		
Student Range																			

Processed Entities: 001

Excluded Entities: None

<u>Entity</u>	<u>Name</u>	<u>Cal</u>	<u>Days</u>	<u>Grade</u>	<u>Total Days</u>	<u>Total Ineligible</u>	<u>Total Eligible</u>	<u>Refined</u>	<u>Percentage Of</u>
				<u>Level</u>	<u>Membership</u>	<u>Days Present</u>	<u>Days Present</u>	<u>ADA</u>	<u>Attendance</u>
001	LAKE DALLAS HIGH SCH	001	171	ALL	218618.0	0.0	204226.0	1194.30	93.42
REPORT TOTALS:					218618.0	0.0	204226.0	1194.30	93.42

\*\*\*\*\* End of report \*\*\*\*\*

## 8.B.

### *Efficient Operations:*

# Consideration/Approval of Request for Purchase of Dark Fiber Service

**Presenter:** John Modica, Chief Operations Officer

**Event:** LDISD Board of Trustees Meeting

**Date:** April 20, 2026



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# Contracted Services for Internet

Vendors shall propose Fully Managed Leased Lit Ten (10) Gbps services and/or Two (2) Strands minimum Dark Fiber services for a Ten (10) Year Service Agreement. Each location shall be priced exclusively.



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# Length of the Service Agreement

The term of this contract shall be for 10 years with an optional extension price for ten (10) additional years.

Extension price is optional as selected by the District.

Auto renewal language will not be allowed in the final contract.



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# Evaluation Criteria

- 30% Purchase Price
- 12 % Reputation and References
- 10% Quality of the Vendor's goods or services
- 10% Extent to which the goods or services meet District needs
- 10% Vendor's past relationship with the district
- 1% Impact of District's compliance with laws and rules relating to historically underutilized businesses
- 12% Total Long-term cost to the district
- 5% Service Level Agreement
- 5% Proposed Implementation Plan
- 5% Local Service and Support Team



STUDENT SUCCESS



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ENGAGEMENT



EFFICIENT OPERATIONS



# Consideration/Approval of Internet Services through Dark Fiber

Astound Broadband	Pavlov Media
Evaluated Score: 99	Evaluated Score: 59



STUDENT SUCCESS



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ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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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



April 20- May 11, 2026



# UPCOMING EVENTS

*Lake Dallas Independent School District*

EVENT	DATE	TIME	LOCATION
<b>April</b>			
Board of Trustees Meeting	20	5:30 PM	LDISD Central Services
LDMS PTA Angelina's Spirit Day	21		Angelina's Hickory Creek
Mayor's Prayer Breakfast	22	6:30 AM	The Olana
LDHS Varsity Baseball vs Krum	24	7:00 PM	Falcon Field
LDHS Var			
LDISD Solo and Ensemble Contest	25		LDHS
LDHS Prom	25	7:00 PM	UNT
NHS Induction	27	5:45 PM	LDHS Lecture Hall
Thespian Induction	28	6:00 PM	LDHS
CE Kindergarten Musical/Open House	28	6:00 PM	CE
LDE Talent Show	28	6:00 PM	LDE
SSE Kindergarten Open House	28	6:00 PM	SSE
LDHS Adulting Day	29		LDHS
Student Athletic Training Banquet	29	6:00 PM	LDISD Event Center
Falcon Friends Track Meet	30	9:00 AM	Falcon Stadium
LDMS Open House and Art Show	30	5:30 PM	LDMS
<b>May</b>			
CE Career Day	1		CE
Teacher and Employee of the Month Breakfast	1	8:00 AM	LDISD Central Services
SSE 3rd Grade Economic Store	1	2:15 PM	SSE
Elementary Choir Performance	1	5:00 PM	SSE
Band Banquet	2	6:00 PM	Circle R Ranch

<b>May</b>			
LDMS Career Day	4		LDMS
CE Multicultural Night	4	6:00 PM	CE
LDHS Fine Arts Signing Day	5	9:30 AM	LDHS
LDISD PreK Family Night	5	6:00 PM	LDE
LDHS Spring Choir Concert	5	7:00 PM	First Baptist Church Corinth
LDMS Theater Performance	8	6:30 PM	LDMS
LDMS Theater Performance	9	2:30 PM	LDMS
Board of Trustees Meeting	11	5:	