

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees



Regular Meeting
Monday, July 22, 2024 5:30 PM

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

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

Agenda

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

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

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

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

4. Public Comment

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

5. INFORMATION ITEMS

- 5.A. ***Parent & Family/Community Support:*** LDISD Strategic Plan Priority 3
 - 5.B. ***Efficient Operations:*** Student Fees - FP Legal and Local
 - 5.C. ***Efficient Operations:*** 2024-2025 Student Handbook and Student Code of Conduct
 - 5.D. ***Faculty & Staff Engagement:*** 2024-2025 Employee Handbook
 - 5.E. ***Efficient Operations:*** Budget Presentation
 - 5.F. ***Efficient Operations:*** Construction Report
- #### **6. CONSENT AGENDA ITEMS**

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

- 6.A. **Consideration/Approval of the Minutes of June 17, 2024, Regular Board Meeting.**
- 6.B. **Consideration/Approval of Budget Amendment #4**
- 6.C. **Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report**
- 6.D. **Consideration/Approval of ESC 11 Contracted Services Agreement**
- 6.E. **Consideration/Approval of the 2024-2025 Student Code of Conduct**
- 6.F. **Consideration/Approval of the 2024-2025 Employee Handbook**
- 6.G. **Consideration/Approval of the Dual Credit Partnership MOU between NCTC and Lake Dallas ISD for the academic years 2024-2025, 2025-2026, and 2026-2027.**
- 6.H. **Consideration/Approval of the Resolution for Extracurricular Status of 4-H Organization between Denton County Texas 4-H Organization and Lake Dallas ISD.**
- 6.I. **Consideration/Approval of Say Something Anonymous Reporting System (SSARS) Memorandum of Understanding between Sandy Hook Promise Foundation and Lake Dallas ISD.**

6.J. Consideration/Approval of Memorandum of Understanding between Lake Dallas ISD and Glory of Zion International Ministries for Sheltering and Mass Care Facilities for the Purpose of Emergency Management Reunification.

6.K. Consideration/Approval of Breakfast and Lunch Costs for the 2024-2025 School Year.

6.L. Consideration/Approval of TPESS Appraisers and Calendar.

6.M. Consideration/Approval of TTESS Appraisers and Calendar.

7. ACTION ITEMS

7.A. *Efficient Operations:* Consideration/Approval of TASB Delegate

7.B. *Efficient Operations:* Consideration/Approval of the District and Campus Improvement Plans

8. Calendar, Announcements & Information

8.A. Upcoming Meetings & Events

9. Executive Session (if needed)

10. Adjournment

Lake Dallas ISD Strategic Plan Balanced Scorecard 2022-2026

In Lake Dallas ISD We Believe...

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

Vision: Small School Atmosphere, Big School Opportunities

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

Slogan: Falcons First

Priorities:	Objectives:	District Stakeholders:	Actions:	Measures:	Baseline	24-25	25-26	26-27
Parents and Family/Community Support	3.1 Parent/Community Communication	Campus Staff C&I Department Communications Department	3.1A) Transparent & Timely Communication 3.1B) Active Online Presence 3.1C) Promote Student/Staff News	3.1A) Customer service training for campus staff - Response time to parents and community - Parent/community surveys - Use of District communication i.e Parent Square, Possip 3.1B) Access/views on social media and web page - Engaging content posted online 3.1C) Access/views of newsletters and district communication	3.1A) Monitor/Measure communication participation 3.1B) Maintain/Measure social media engagement rates month over month 3.1C) Min.70% of all social media staff/student celebration	3.1A) Target: 85% parent satisfaction with school and district level communication based on parent survey by end of 24-25 school year. - 10 Possip Surveys each year (one/month) - 500 possip responses each month 3.1B) Maintain social media engagement rates month over month 3.1C) Min.70% of all social media staff/student celebrations	3.1A) 5% increase each year - 10 Possip Surveys each year (one/month) - 600 possip responses each month 3.1B) Maintain social media engagement rates month over month 3.1C) 70% of all social media staff/student celebrations	3.1A) 5% increase each year -10 Possip Surveys each year (one/month) - 700 possip responses each month 3.1B) Maintain social media engagement rates month over month 3.1C) Min.70% of all social media staff/student celebrations
	3.2 Parent/Community Engagement	Campus Staff C&I Department Communications Department	3.2A) Increase participation in Parent/Teacher Organization 3.2B) Increase Committee Involvement 3.2C) Increase Community Involvement	3.2A) Membership numbers at each campus 3.2B) Information tables at school events to gather feedback (athletics, theatre, student showcases, etc) 3.2C) Total number of events and partnerships with the community, i.e. Rotary, Chamber, Organizations	3.2A) Percentage of staff who are PTA Members 3.2B) 65% participation of volunteers attend Falcon Insider meetings regularly - district and campus based decision making committees will have representation from staff, parents, community members, and local businesses 3.2C) Partnerships in community and district events	3.2A) 75% of staff are PTA Members 3.2B) 75% participation of volunteers attend Falcon Insider meetings regularly - Post at least once per committee on social media during 24-25 school year - District and campus based decision making committees will have representation from staff, parents, community members, and local businesses 3.2C) Increase social media engagement rates month over month - Host Community Breakfast annually - Develop partnerships with community by hosting a realtor event and city liason event	3.2A) 80% of staff are PTA Members 3.2B) 80% participation of volunteers attend Falcon Insider meetings regularly - Post at least once per committee on social media during 24-25 school year - District and campus based decision making committees will have representation from staff, parents, community members, and local businesses 3.2C) Increase social media engagement rates month over month - Host Community Breakfast annually - Increase partnerships with community by hosting a realtor event and city liason event	3.2A) 85% of staff are PTA Members 3.2B) 85% participation of volunteers attend Falcon Insider meetings regularly - Post at least once per committee on social media during 24-25 school year - District and campus based decision making committees will have representation from staff, parents, community members, and local businesses 3.2C) Increase social media engagement rates month over month -Host Community Breakfast annually -Increase partnerships with community by hosting a realtor event and city liason event

Strategic Plan Update

Priority 3: Parents & Family/Community Support

Presenter: Kelly O'Sullivan
Event: LDISD Board Meeting
Date: July 22, 2024



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EFFICIENT OPERATIONS



Lake Dallas ISD Strategic Plan Balanced Scorecard 2022-2026

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3.1 Parent & Family/Community Support Communication

- **Improve and Increase**

- Transparency & Timeliness
- Online Presence
- Promotion of Student/Staff News

- **Measured & Monitored**

- **Expected Outcomes**

- Increased parent/family satisfaction
- Increased engagement with social media
- Increased Possip Survey responses



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3.2 Parent & Family/Community Support Engagement

- **Improve and Increase**

- PTA Participation
- Committee Involvement
- Community Involvement

- **Measured & Monitored**

- **Expected Outcomes**

- Increased parent/family/staff PTA memberships
- Increase in volunteers, event attendance and community partnerships
- Increased social media engagement



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Any Questions?





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Student Fees- FP Legal & Local

Presenter: John Modica
Event: Regular Board Meeting
Date: July 22nd, 2024



Student Fees

- The Board of Trustees may approve payments for:
 - Membership Dues, personal athletic or fine arts equipment, personal apparel associated with extracurriculars, etc.
 - Products for optional purchase of students: yearbooks, class rings, etc.



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Current Student Fees

- Membership Dues
 - Athletics
 - Band
 - Highsteppers
 - Cheer
 - Thespians
 - Various clubs and organizations
- Fundraisers
 - All are sponsor and campus principal approved
- Miscellaneous
 - Summer School, College Entrance exams, damaged or lost technology items or textbooks, seat time



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Current Student Fees

- Any athletic student membership fees collected are used for the purchase of student meals, practice shirts/gear, sweats, or banquet fees
- Any personal items or apparel purchased with student fees are the property of the student
- Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. (FP Local)



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Miscellaneous Fees

Item	Student Fee	Other Districts' Fees
Lost or damaged power cord/case	\$35 for replacement cord, \$25 for replacement case	
Lost or damaged Chromebook	\$75 for first & second occurrence, Third occurrence and beyond are at cost	\$30 Insurance fee for every student plus the costs of repairs after third incident
Parking	\$30	\$0, \$10 - \$25, or \$30
Seat Time	\$10-\$25 depending on amount of hours	\$0, \$25-\$50 depending on amount of hours
Summer School	\$100 .5 credit, \$150 1 credit, \$150 for an acceleration course	\$50 - \$150 per credit
College Entrance Exams	At cost for each individual exam	



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Extracurricular Fees

Sport	Membership Fee
Baseball	\$45
Boys Soccer	\$30
Football	\$75 Varsity, \$50 Sub Varsity
Volleyball	\$100
Band	\$498 New Members, \$398 Returning Members
Boys Basketball	\$100 Varsity, \$75 Sub Varsity
Girls Basketball	\$125 Varsity, \$100 Sub Varsity



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Next Steps

- A further analysis of other districts in the area and their student fees as well as our own internal processes and procedures for collection and allocation of student fees
- At the August 12th Regular Board meeting a list of student fees will be brought to the Board of Trustees for Consideration/Approval



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Any Questions?





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LAKE DALLAS

Independent School District



LDISD 2024-2025 Student Handbook and Student Code of Conduct Updates

Presenter: John Modica
Event: Regular Board Meeting
Date: July 22nd, 2024



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Summary of Changes for the 2024-2025 Student Handbook

- One Student Handbook for all grade levels
- Parent notes will reflect the Student Attendance Accounting Handbook (SAAH) as unexcused
 - Absences marked excused in reference to FEA (Legal & Local)
- The district will take official attendance every instructional day at 9:30 a.m.
- A parent may opt their student out of automatic enrollment in an advanced mathematics course.



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Summary of Changes for the 2024-2025 Student Code of Conduct

- No changes for the 2024-2025 school year
- Recent changes from the 2023-2024 school year
 - HB 114 requires mandatory placement in a DAEP for offenses related to e-cigarettes within 300 feet of school property or while attending a school related event
 - HB 3928 requires a transition meeting for any student with a DAEP placement at the beginning and conclusion of their placement
 - HB 3928 requires the district provide information to the parent of a student with a DAEP placement regarding the process for requesting a full individual and initial evaluation of the student special education services
 - The maximum number of ISS or OSS days served by a student for a single infraction is 3 instructional days



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Any Questions?





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LAKE DALLAS

Independent School District



Lake Dallas ISD

2024-2025 Employee Handbook



If you have difficulty accessing the information in this document because of a disability, please email klandrum@ldisd.net.

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Employee Handbook Receipt

Name _____

Campus/Department _____

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

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

Visit <https://www.ldisd.net/employment> to access electronic.

Please indicate your choice by checking the appropriate box below:

- ☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ☐ I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

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

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

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

Signature

Date

Please sign and date this receipt and forward it to your principal or supervisor.

Introduction

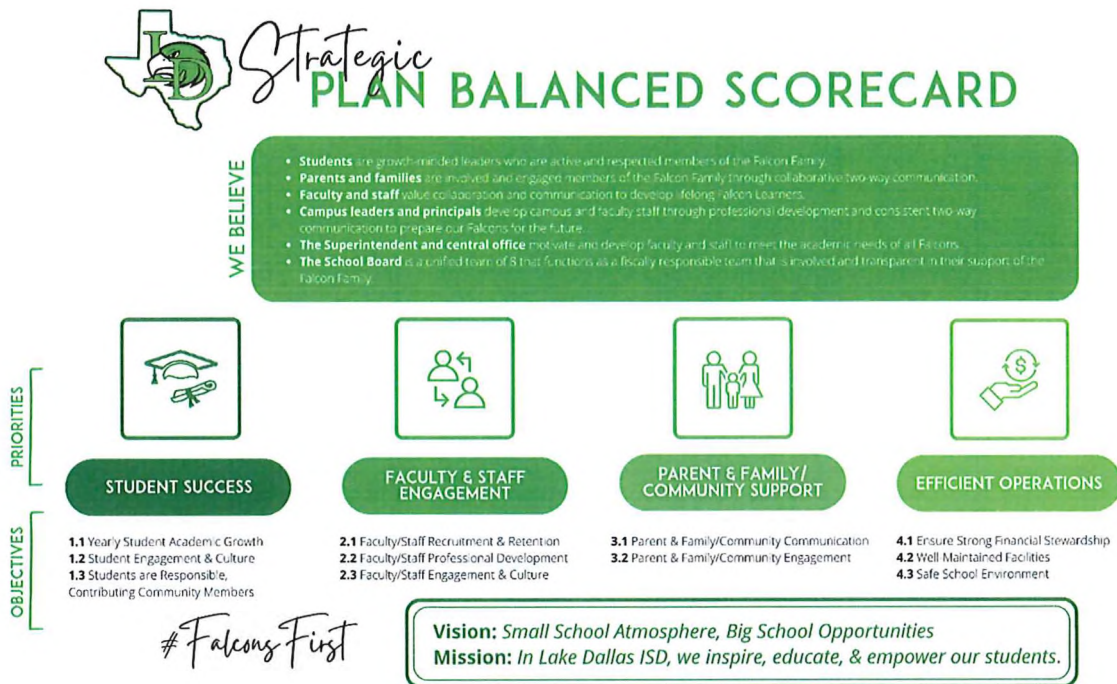
The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be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

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at <https://pol.tasb.org/PolicyOnline?key=392>.

District Information

Mission Statement, Goals, and Objectives

Policy AE



Board Approved: June 2022

Board of Trustees

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

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected each year in May and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Lance Stacy, President , Place 5
- Ginger Collier, Vice President, Place 3
- Mark Tucker, Secretary, Place 6
- Aaron Appleby, Place 1
- Greg Bartley, Place 2
- Scott Baird, Place 4
- Bruce Smith, Place 7

The board usually meets on the third Monday of each month at LDISD at LDISD Central Services Boardroom. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the LDISD Central Services Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

July 22, 2024- Regular Board Meeting *
 August 12, 2024 - Regular Board Meeting *
 August 26, 2024 - Special Board Meeting *
 September 9, 2024 - Regular Board Meeting *
 October 7, 2024 - Workshop (Team of 8)
 October 21, 2024 - Regular Board Meeting
 November 18, 2024 - Regular Board Meeting
 December 16, 2024 - Regular Board Meeting
 January 13, 2025 - Regular Board Meeting *
 February 3, 2025 - Workshop

February 17, 2025 - Regular Board Meeting
 March 3, 2025 - Workshop
 March 24, 2025 - Regular Board Meeting *
 April 7, 2025 - Workshop
 April 21, 2025 - Regular Board Meeting
 May 5, 2025 - Workshop
 May 19, 2025 - Regular Board Meeting
 June 2, 2025 - Workshop
 June 16, 2025 - Regular Board Meeting.

** Regular Meeting moved due to school calendar*

Administration

Dr. Kristin N. Brown, Superintendent

Wes Eversole, Deputy Superintendent

Dr. Kelly O'Sullivan, Deputy Superintendent

Anne Haehn, Chief Financial Officer

John Modica, Chief Operations Office

Chadd Springer, Chief Administrator of Safety and Security

Karla Landrum, Executive Director of Human Resources

Melissa McCurdy, Assistant to the Superintendent and Board

Staff Calendar*



2024 2025 STAFF CALENDAR

187 Day Employees

LEGEND

- FIRST DAY OF SCHOOL
- STAFF DEVELOPMENT (STUDENT HOLIDAY)
- TEACHER WORKDAY (STUDENT HOLIDAY)
- SCHOOL CLOSED
- BAD WEATHER MAKE UP DAY
- EARLY RELEASE
- BEGINNING/END OF GRADING PERIOD

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SEPTEMBER

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

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27	28	29	30	31		

NOVEMBER

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

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22	23	24	25	26	27	28
29	30	31				

JANUARY

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26	27	28	29	30	31	

FEBRUARY

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MARCH

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23	24	25	26	27	28	29
30	31					

APRIL

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20	21	22	23	24	25	26
27	28	29	30			

MAY

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

GRADING PERIODS

1ST GRADING PERIOD
AUG. 14 - OCT. 10

2ND GRADING PERIOD
OCT. 15 - DEC. 20

3RD GRADING PERIOD
JAN. 8 - MAR. 13

4TH GRADING PERIOD
MAR. 24 - MAY 23

*Calendar provided is for 187 Day Staff members. For all other duty day calendars, refer to LDISD Compensation Manual, which can be found at <https://www.ldisd.net/employment>

Lake Dallas ISD Employee Handbook
Revised July 2024

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Helpful Contacts

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

Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065 940.497.4039

Dr. Kristin N. Brown, Superintendent
Wes Eversole, Deputy Superintendent
Dr. Kelly O'Sullivan, Deputy Superintendent
Anne Haehn, Chief Financial Officer
John Modica, Chief Operations Officer
Chadd Springer, Chief Administrator of Safety and Security
Karla Landrum, Executive Director of Human Resources
Taylor Poston, Director of Communications
Melissa McCurdy, Assistant to the Superintendent and Board
Mike Dabney, Director of Technology
Anne Haehn, Director of Accounting
Scott Head, Director of Athletics
Dr. Jay Weidenbach, Director of Special Programs
Robin Carroll, Human Resources and Substitute Specialist
, Payroll Supervisor
Reshma Deshmukhh, Human Resources and Benefits Specialist

Student Services

Mike Cromis, Director of DAEP	940-497-8501
Barbara Pitt, Director of Curriculum & Instruction	940-497-8731
Stephanie Payne, District Assessment and RTI Coordinator	940-497-4019
Dr. Cassandra Woods, District 504 Administrator	940-497-4039
Katie Landaverde, Instructional Technology Coordinator	940-497-8727
Bry Kenney, Director of Childcare	940-497-8514

Instructional Support

Barbara Himel, Instructional Coach--SSE
940-497-4069

Suzanne Murray, Instructional Coach--LDE
940-497-4068

Kelly Espolt, Instructional Coach--CE
940-497-4082

Amina Jackson, Instructional Coach—LDMS
940-497-4037

Ashley Nay, Instructional Coach—LDHS
940-497-4031

Support Services

Corey Ray, Director of Food Services
940-497-2225

Trent Stinson, Director of Transportation
940-497-4026

David Talbert, Executive Director of Facilities & Operations
940-497-4645

Bry Kenney, Director of Childcare
940-497-8514

Lisa Walraven RN, Health Services Coordinator
940-497-1429

School Directory

Lake Dallas High School

Mollie Avelino, Principal
Jesus Gomez, Jr., Assistant Principal
Christopher Linton, Assistant Principal
Russell Lopez, Assistant Principal
Arely Potts, Assistant Principal
Melanie Vasquez, Assistant Principal
3016 Parkridge Drive
Corinth, Texas 76210
940-497-4031

Lake Dallas Middle School

Dr. Kendrick Johnson, Principal
Juli Bartley, Assistant Principal
Sharee Glendenning, Assistant Principal
Charlayne Heselton Pruitt, Assistant Principal
325 E. Hundley Drive
Lake Dallas, TX 75065
940-497-4037

Lake Dallas Elementary School

Kerri Blevins, Principal
Diana Calderon, Assistant Principal
401 Main Street
Lake Dallas, TX 75065
940-497-2222

Shady Shores Elementary School

Jennifer Bryant, Principal
Alyssa Stevenson, Assistant Principal
300 Dobbs Road
Shady Shores, TX 76208
940-497-4035

Corinth Elementary School

Jessica Bovan, Principal
Ashley Fay, Assistant Principal
3501 Cliff Oak Dr.
Corinth, Texas 76210
940-497-4010

Employment

Equal Employment Opportunity

Policies DAA, DIA

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

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

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Karla Landrum, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, klandrum@ldisd.net, 940-497-4039*. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Dr. Cassandra Woods, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, cwoods@ldisd.net, 940-497-4039*.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

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

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

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

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

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

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

District of Innovation. The district reserves the right to recruit individuals and determine the candidates best suited to teach its courses based upon qualifications such as education, industry knowledge and certification, and real-world experience. District leadership will determine whether it is in the best interest of its students to locally qualify individuals based on these

factors rather than appeal to the Commissioner of Education. Individuals hired as teachers who do not hold an SBEC certification will be employed by staff agreements.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

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

Certification and Licenses

Policies DBA, DF, Administrative Regulation DBA

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

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

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Human Resources Department if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

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

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

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Human Resources Department.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent

training and certification. Employees subject to this requirement must submit their certification or documentation to the Human Resources Department by September 1.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus transfers must be approved by the principal at the receiving campus. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by the first Monday in March. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resources Department and must be approved by the receiving supervisor. See appendix for Transfer Request Form.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30

minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 21 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

Lake Dallas ISD is designated as a Texas Mother-Friendly Worksites. The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk.

The district provides a private location(s), that is not a bathroom, is shielded from view and free from intrusion, and is equipped for the purpose of milk expression. A nearby, clean, and safe water source, a sink for washing hands and rinsing out breast pump equipment, and a hygienic storage option for mothers to safely store breast milk is also available.

Flexible work schedules including breaks and work patterns to provide time for expression of breast milk will be provided. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Karla Landrum, Executive Director of Human Resources, 940-497-4039.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Karla Landrum, Executive Director of Human Resources, 940-497-4039 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Human Resources Department.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Lake Dallas ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from Lake Dallas ISD Central Services.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 20.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact the Payroll Specialist for more information about the district's pay schedules or their own pay.

Paychecks

All employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement.

The schedule of pay dates for the 2024-2025 school year follows:

SEPTEMBER 25, 2024
OCTOBER 25, 2024
NOVEMBER 22, 2024
DECEMBER 20, 2024
JANUARY 24, 2025
FEBRUARY 25, 2025
MARCH 25, 2025
APRIL 25, 2025
MAY 23, 2025
JUNE 25, 2025
JULY 25, 2025
AUGUST 25, 2025

Automatic Payroll Deposit

Employees must have their paychecks electronically deposited into a designated account. A notification by the 12th of the month is necessary to activate this service. Contact Payroll Specialist for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

In the event of overpayment or the underpayment of a salary please reference page 13 of the [LDISD Compensation manual](#).

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work

beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins on Monday and ends on Sunday

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Nonexempt employees are required to clock in and clock out using the district's electronic time tracking system. Failure to do so will result in disciplinary action including termination.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee must have completed and received approval on the District Travel Request form and in alignment with the District Travel Request Procedures. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for major medical, dental, vision, cancer, life, disability, accident insurance, and Medical and Dependent/Childcare Reimbursement. Premiums for these programs can be paid by payroll deduction. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from TASB effective September 1 through August 31.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to Reshma Deshmukh, HR and Benefits Specialist. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 36 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Reshma Deshmukh, HR and Benefits Specialist.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Payroll Specialist as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 13 for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Reshma Deshmukh, HR and Benefits Specialist, for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in 1/2 increments. Earned comp time and nonworking days must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Days
- State Days

Employees who retire from the District after at least 10 consecutive years of service with LDISD are eligible to exchange up to 20 days of local leave at a rate of \$50 per day for a contract employee and \$25 per day for a noncontract employee.

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". Discretionary use of state personal leave shall not exceed five consecutive workdays.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

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

- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and

generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 7 days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

District employees* may not use discretionary time off on the blackout days, which fall on professional learning days and days immediately before or after a student and staff holiday. Failing to report to work on these dates may result in the employee being docked pay for that day. (See LDISD Compensation Manual)

**Blackout days do not apply to 12 month employees.*

Stipend positions are not subject to discretionary leave. Leave during required events, practices or scheduled activities may result in a reduction or elimination of stipend payment.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)

- Death in the immediate family
- Active military service

Local Leave

All employees shall earn five workdays of paid local leave per school year in accordance with administrative regulations. Local leave shall accumulate to a maximum of 20 workdays. Local leave shall be used according to the terms and conditions of state personal leave.

Vacation

Policy DED

Eligible employees in positions normally requiring 260 days of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

Sick Leave Pool

Purpose: The sick leave pool is a benefit to assist employees in dealing with prolonged, severe, or life-threatening conditions that force them to exhaust paid leave and would otherwise result in a loss of income. The sick leave pool program allows employees to voluntarily donate accrued local leave to another employee.

Pool Administrator: The Executive Director of Human Resources will serve as the Pool Administrator, administer the sick leave pool program and is responsible for receiving and granting requests and processing donation of sick leave pool days.

Forms:

- Request for Sick Leave Pool Days
- Medical Certification
- Donation Form
- Notice of Grant or Denial of Requests

Appeals: Employees who wish to appeal the decision of the sick leave administrator must follow the employee grievance process outlined in Policy DGBA.

Reports: An annual, statistical report showing requests, donations, and usage will be presented to the superintendent and the board of trustees.

Definitions:

“School year” is defined as the time period from July 1 to June 30.

“Day” is defined as an employee’s work day.

“Work Day” is defined as the number of hours associated with the employee’s usual work assignment.

Eligibility and Donations

Eligibility: All full-time regular employees who have been employed with the district for at least 12 months and who earn Local Leave are eligible to request establishment of a sick leave pool.

Pool Creation: An employee with a catastrophic illness (see definition below) may request a sick leave pool be created when the employee has exhausted all state sick leave, state personal leave, local leave, compensatory time and accrued vacation leave (if applicable).

An employee must exhaust all other available leave days, compensatory time, and vacation or non-duty days if applicable before applying for sick leave pool days.

Pool Termination: A pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool. A Sick Leave Pool is terminated at the end of the school year (June 30) regardless of whether the pledged days for that pool have all been used.

Donations: Individuals may donate a maximum of 2 local leave day(s) per school year. Only those individuals who have completed at least 12 months of employment with the District prior to September 1 of the current school year are eligible to donate to a Sick Leave Pool.

A signed Donation Form indicating the number of accrued local leave days the employee wishes to donate to a pool must be submitted to the Pool Administrator. All donations must be made in full day increment(s).

The donation of leave to a sick leave pool is voluntary on the part of the donor. Employees may not solicit fellow employees for donations.

Donated leave will be applied to an individual sick leave pool in the order in which donor forms are received. Once pledged, donated days are not available to the donor unless and/or until it is determined that they are not needed for the Sick Leave Pool for which they were donated. The

donated days will be documented in the order in which they are received. Unused days will be returned to the donors based on the documented sequence in which the days were donated.

Days pledged but not used by the recipient will be returned to donors at the end of the school year.

No general pool shall remain in existence.

Personnel who terminate their employment with the District forfeit the number of days donated to the Sick Leave Pool.

Qualifying Conditions

Employee and Family: Only absences due to the employee's catastrophic illness or injury or the catastrophic illness or injury of a member of the employee's immediate family are covered by the Sick Leave Pool.

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

A routine illness, minor surgery, elective surgery or procedure, minor injury, or an otherwise uncomplicated (routine) pregnancy shall be not eligible for participation in a Sick Leave Pool.

A Sick Leave Pool may not be used for illnesses and/or medical conditions which qualify the member for Worker's Compensation benefits.

Requests for Sick Leave Pool Days

Request for Days: In order to request Sick Leave Pool Days, the recipient must have completed 12 months of employment prior to September 1 of the current school year.

An employee must submit a written request for sick leave pool days to the Pool Administrator. A request must be made on the District's "Request for Sick Leave Pool Days" form and must be accompanied by the District's "Medical Certification" form. The form must be signed by the physician or healthcare provider as defined by the Family and Medical Leave Act. The Pool Administrator will not honor any physician's statement unless it is on the official "Medical Certification" form.

The administrator will notify the employee in writing regarding approval or denial of the request.

Number of Days Granted: An employee may be granted up to the maximum number of days contributed to the pool, not to exceed 30 days per pool year (July 1 through June 30). A request for additional SLP's may be considered if there is a continuing need. The maximum number of days that will be granted for any employee during the duration of their employment with the District is 60 days.

Confidentiality: Any medical information provided shall remain confidential. The names of all donors will remain confidential. An employee who violates the confidentiality requirements in regards to a sick leave pool shall be considered to have violated District policy and the standards or ethics listed at DH (EXHIBIT) and shall be subject to discipline in accordance with policies at DH.

Certification

Medical Provider: Medical certification by a healthcare provider as defined by the Family and Medical Leave Act of 1993 must be submitted with a request for sick leave pool days.

Frequency: Recertification of a medical condition is required every 30 days and/or when a request is made for additional sick leave pool days.

Second Opinions: The district reserves the right to request a second opinion to certify the need for leave by a healthcare provider designated by the district. The district will assume the cost if a second opinion is required.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,

- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information. Requests for accommodations should be directed to Reshma Deshmukh, Benefits Specialist.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or

- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must*:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your employer ***may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must*:**

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your employer **cannot** interfere with your FMLA rights or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your employer **must** confirm whether you are eligible or not eligible for FMLA leave. If your employer determines that you are eligible, your employer **must** notify you in writing:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. Scan the QR code to learn about our WHD complaint process.



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period from July 1 through June 30

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Reshma Deshmukhh, HR and Benefits Specialist, for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

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

request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, Superintendent should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

An employee may use accumulated state leave and/or local sick leave for a death in the immediate family.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and will be required to provide the district a copy of the summons to document the need for leave.

An employee must report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court is required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039 for details on eligibility, requirements, and limitations.

temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Payment for Accumulated Leave Upon Retirement

DEC(LOCAL)

An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee is retiring under the Teacher Retirement System of Texas (TRS).
3. The employee provides advance written notice of intent to retire. Contract and noncontract employees must provide written notice by the first Monday in March of the fiscal year.
4. The employee has at least 10 consecutive years of service with the District.
5. A contract employee must fulfill the terms of the contract.
6. A noncontract employee must complete the work year based on the work calendar.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 20 days, at a rate of \$50 per day for a contract employee and \$25 per day for a noncontract employee. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the Communications department publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. Employees will also receive information and communication from the district via Parent Square, including emergency management information.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

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

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 67 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Employee Dress Code

Policy DH(LOCAL)

Lake Dallas ISD Board Policy DH(LOCAL) states “the dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.”

Appropriate professional attire, both at school and for conferences, trainings, meetings, site-visits, and other out of district functions is expected, as employees represent Lake Dallas ISD.

A District employee should serve as a role model, exemplifying high standards of professional appearance, to install community values and proper grooming and hygiene. An employee shall be expected to maintain dress and grooming habits that project a professional image for the employee, school, and District.

Professional employees and support staff are expected to observe practical, prudent, and professional dress habits in accordance with the following:

Men – slacks with button-up dress shirt or polo shirt (tie, suit/dress coat are optional); well-groomed, neatly trimmed facial hair.

Women - dress or skirt, pant suits, slacks, or capri pants worn with appropriate blouse/shirt.

Prohibited are:

- extreme personal grooming (e.g. excessive make-up, extreme hair colors, etc.)
- skirt/dress shorter than 1.5 inches above the knee, or those with slits on the side, rear, or front that extend more than 1.5 inches above the knee
- sleeveless shirts, dresses, blouses which expose undergarments or do not cover the shoulder, unless worn with covering
- tank tops, halter tops, mesh apparel, or any shirts/blouses that expose cleavage or bare midriff,
- denim jeans (of any color), except if worn with a Falcon spirit shirt on Fridays and on Wednesdays as designated by a campus principal
- jeans with holes, tears or slits
- shorts/sweatpants (exception: coaches and P.E. teachers may wear loose fitting shorts at least to mid-thigh during P.E./athletics classes)
- leggings/jeggings worn without appropriate skirt or dress that extends at-least to the mid-thigh
- inappropriately-sized attire (e.g. tight fitting or baggy clothing such as shirts,

- blouses, dresses, pants, etc.)
- shower shoes (rubber flip flops)
- caps, hats, and other headgear worn indoors
- unkempt beards or facial hair
- exposed tattoos that contain images/wording that is deemed inappropriate
- exposed body piercings, septum piercings, or facial jewelry that are distracting to the educational environment (may not exceed a single stud or small hoop on nose.)
- jewelry or similar artifact that is obscene, distracting, or that may cause disruptions to the educational environment.

The campus/department administrator is the final authority on determining appropriate and inappropriate apparel or grooming. Please see your supervisor for questions regarding the established administrator dress code.

The campus principal/supervisor shall have the discretion to determine appropriate attire and grooming and should notify employees when their dress or grooming fails to comply with these standards.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

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

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 48 and *Bullying*, page 71 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students can be found at the links below:

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

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

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

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or

neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made Online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FFG#localTabContent>

As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.

- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action.

Employees are responsible for reviewing the **LDISD Acceptable Use Policy and the Mobile Device Guide** which can be found at <https://www.ldisd.net/departments/technology-services>

Employees with questions about computer use and data management can contact Mike Dabney, Director of Technology, at 940-497-4039.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee must follow the District's social media and communications guidelines as provided in DH(Local) Exhibit B: Social Media Guidelines.
- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.

- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below.

Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*; however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must complete the district's applicable social media use document prior to creating a social media page for professional district use, DH(Local): Exhibit C.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - *Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]*
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts or Parent Square for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.

- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation

- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy DH

Lake Dallas ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

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

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco and nicotine products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 63 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Chadd Springer, Chief Administrator of Safety and Security.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Chad Springer, Chief Administrator of Safety and Security, immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept at each Campus Administration office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the building entrances. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest

control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

www.ldisd.net

TV Channels, 4, 5, 8, and 11

Twitter

Facebook

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the LDISD Business Department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Anne Haehn, Chief Financial Officer for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources Office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Human Resources Office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Human Resources Office. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. John Modica, Chief Operations Officer, is responsible for scheduling the use of facilities after school hours. Contact John Modica, Chief Operations Officer, to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes the Executive Director of Human Resources. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 67. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the employee's supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension,

termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The principal is required to notify the superintendent of an educator's termination or resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 67. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 41.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the district must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student

or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Lake Dallas ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Karla Landrum, Executive Director of Human Resources, 104 Swisher Road, Lake Dallas, TX 75065, klandrum@ldisd.net, 940-497-4039, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Dr. Cassandra Woods, District 504 Administrator, 104 Swisher Road, Lake Dallas, TX 75065, cwoods@ldisd.net, 940-497-4039 the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the Campus Principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen[®]), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to campus principal or designee. The district's policy includes definitions and procedures for reporting and investigating bullying of students and can be found here:

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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LAKE DALLAS

INDEPENDENT SCHOOL DISTRICT

TRANSFER REQUEST FORM 2024-2025

- Proper qualifications, including certification, for the requested transfer are necessary.
- Transfers are not guaranteed; final placement is contingent upon District needs.

SUBMIT THIS FORM TO YOUR CURRENT PRINCIPAL/SUPERVISOR IN PERSON.

A discussion with your campus principal is required in order for them to approve or deny the request.

Employee Information

Approved requests will be sent to the Human Resources office for final approval

Name: _____

Current Assignment (campus, subject, grade level): _____

Certification(s) Held: _____

Transfer Request Information

Campus(es) Requested: _____

Subject or Grade Requested: _____

Reason for Request: _____

Employee Signature: _____ Date: _____

For Office Use Only

Current Supervisor Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____

TITLE OF PRESENTATION

Presenter: Karla Landrum
Event: Regular Board Meeting
Date: July 22, 2024



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EFFICIENT OPERATIONS



TASB Model Handbook

- LDISD uses the TASB Model Handbook as the template for the annual Employee Handbook
- Not a legislative year = few changes
- Title IX updates are not included in this version of the Employee Handbook due to legal challenges
- Working document



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Summary of Changes

- Inclusion of Administrative Regulations, where applicable (p. 14 “Certification and Licenses”)
- Inclusion of LDISD Compensation Manual/Blackout Days Calendar reference (p. 27 “Discretionary Leave”)
- Added topic “Payment for Accumulated Leave Upon Retirement (p. 39)
- Staff Transfer Request Form (p. 16 and Appendix)
- Expanded the topic “Tobacco Products and E-Cigarettes” to include use of any nicotine products (p. 57)
- Added instructions for employees to review their pay statements for accuracy in the topic “Paychecks”, and added an explanation of overpayments and the repayment process to “Payroll Deductions/Overpayments” (P. 21)



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Any Questions?



LAKE DALLAS

Independent School District



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EFFICIENT OPERATIONS



2024-25 Budget Planning

Presenter: Wes Eversole
Event: Board Meeting
Date: July 22, 2024



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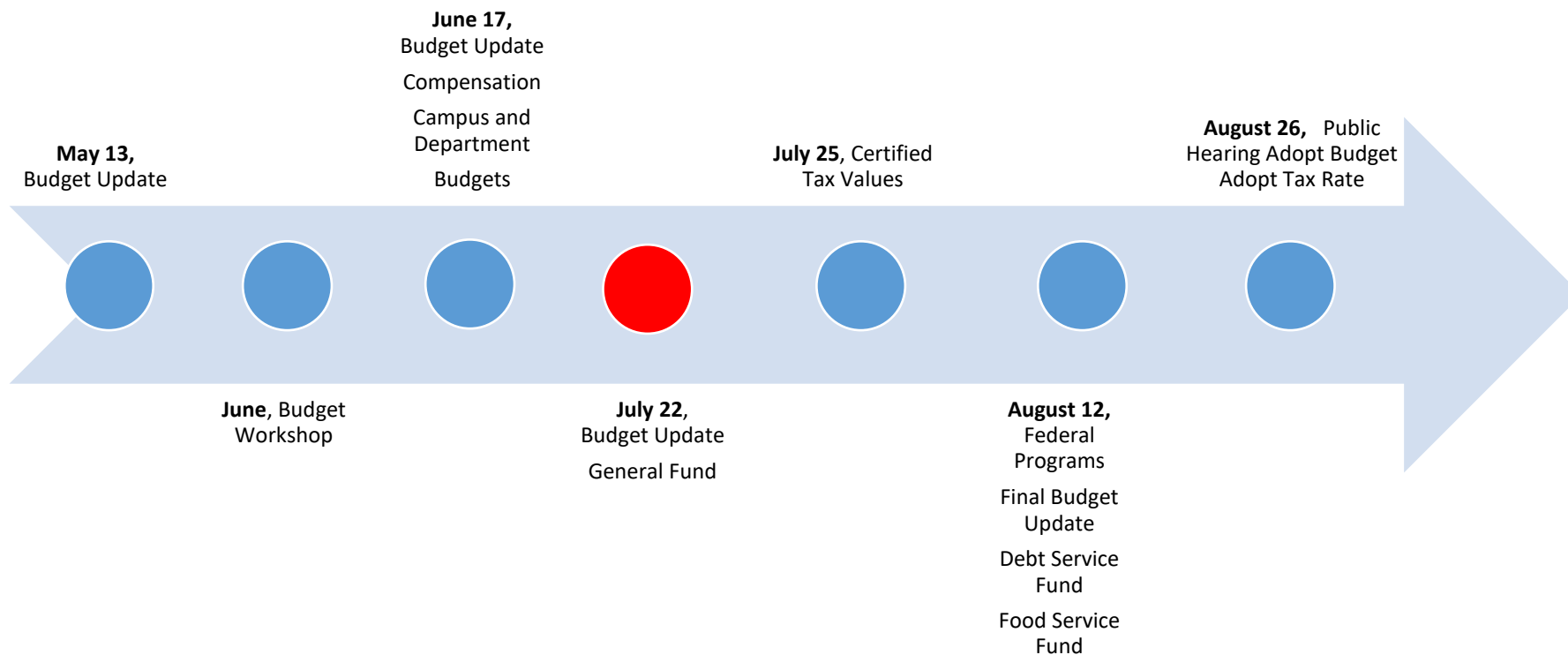
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Budget Calendar



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EFFICIENT OPERATIONS



State Funding Follows the Student

Foundation School Program (FSP) establishes how much state funding school districts are entitled to receive.

- District Characteristics
- Student characteristics
- Number of students in attendance (ADA)
- Number of students in enrollment
- Number of full-time equivalent students (FTE)



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Texas School Finance Key Points

Revenue per student is determined by state funding formulas

- Basic allotment:
 - \$6,160 per student
 - Level has not changed since 2019

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

Higher property values do not mean more overall General Fund revenue



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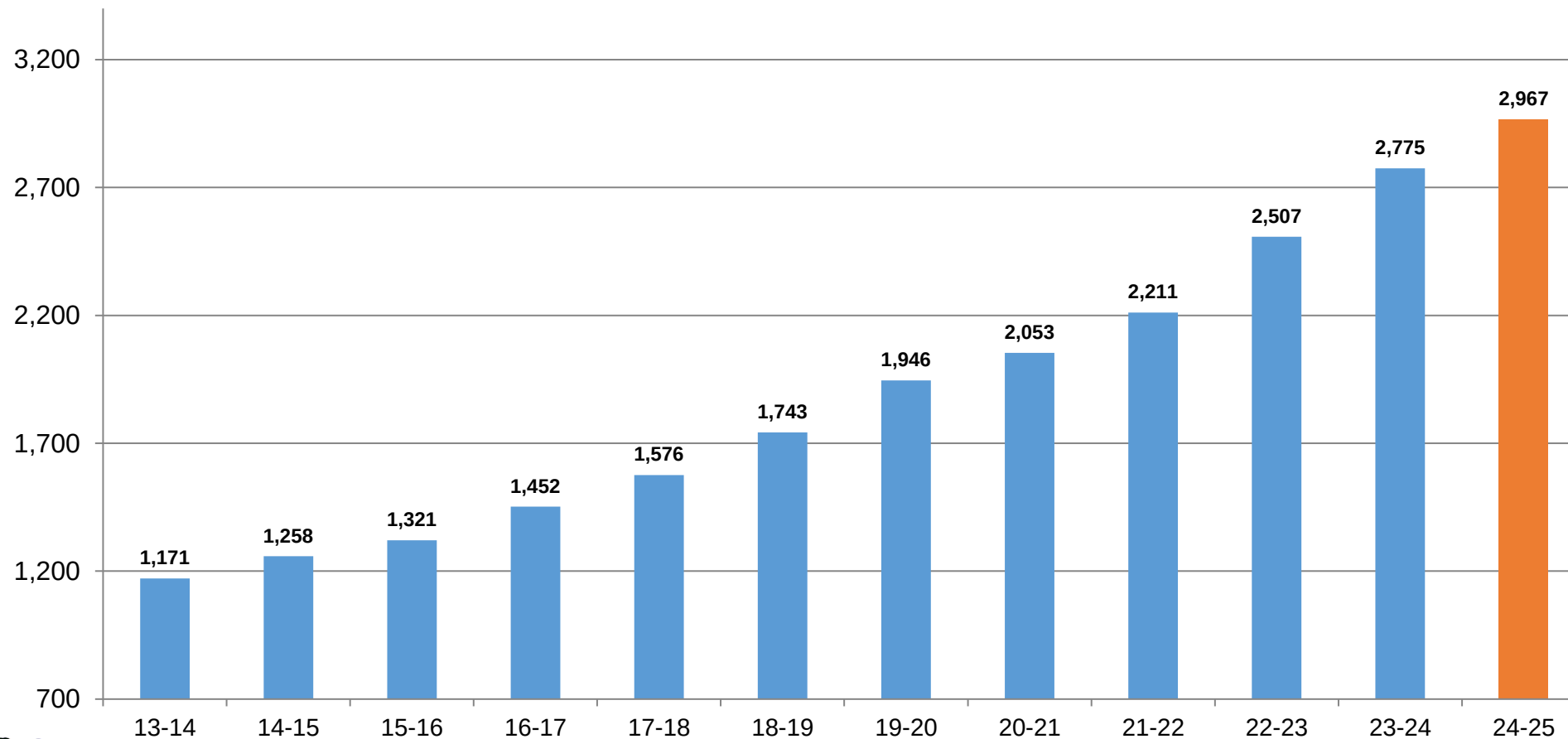
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Taxable Values



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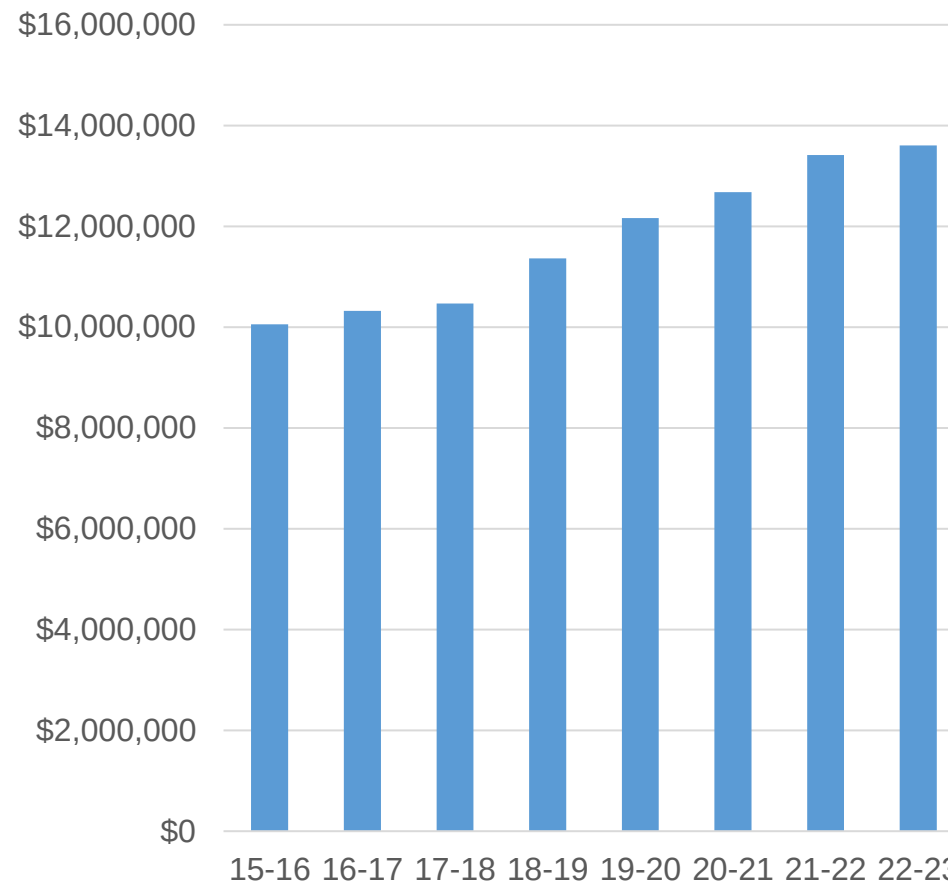


EFFICIENT OPERATIONS



General Fund - Fund Balance

- Cash management
- Ongoing support for educational programs
- One-time expenditures
- Fund Balance 8-31-23
\$13.6 M
- TEA baseline - 25% of annual expenditures
\$10.4 M



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EFFICIENT OPERATIONS



GENERAL FUND REVENUE

Local Revenue

- Property Taxes
- Interest Revenue
- Athletic Revenue

State Revenue

- Available School Fund
- Foundation
- TRS on Behalf

Federal Revenue

- SHARS
- Federal Impact Aid
- Indirect Costs

	Adopted 2023-24 Budget	Proposed 2024-25 Budget	Increase (Decrease)	% Increase (Decrease)
Local	\$24,312,747	24,006,409	(306,338)	-1.3%
State	16,149,965	17,089,001	939,036	5.8%
Federal	<u>974,318</u>	<u>641,018</u>	<u>(333,300)</u>	-34.2%
Total	\$41,437,030	41,736,428	299,398	0.7%



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



Non-Payroll Expenditures General Fund

	Adopted 2023-24 Budget	Proposed 2024-25 Budget	Increase (Decrease)	% Increase (Decrease)
Instruction	1,100,539	1,049,234	(51,305)	-4.7%
Instruction Resources & Media Services	66,510	64,860	(1,650)	-2.5%
Curriculum/Instructional Staff Development	51,905	38,815	(13,090)	-25.2%
Instructional Leadership	35,950	45,950	10,000	27.8%
School Leadership	51,495	59,534	8,039	15.6%
Guidance and Counseling Services	52,163	66,465	14,302	27.4%
Health Services	12,325	12,325	0	0.0%
Student Transportation	347,013	381,993	34,980	10.1%
Co-Curricular Extracurricular Activities	247,449	247,604	155	0.1%
General Administration	275,528	422,569	147,041	53.4%
Plant Maintenance & Operations	3,100,816	3,672,254	571,438	18.4%
Security & Monitoring Services	544,614	797,460	252,846	46.4%
Data Processing Services	692,663	701,258	8,595	1.2%
Facilities Acquisition and Construction	14,000	14,000	0	0.0%
Payments to Fiscal Agents	4,500	4,500	0	0.0%
JJAEP	4,000	2,000	(2,000)	-50.0%
Other Intergovernmental Charges	262,815	307,200	44,385	16.9%
TOTAL	6,864,285	7,888,021	1,023,736	14.9%



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EFFICIENT OPERATIONS



GENERAL FUND EXPENDITURES

	Adopted 2023-24 Budget	Estimated 2024-25 Budget	Increase (Decrease)	% Increase (Decrease)
Payroll Expenditures	34,784,099	34,475,841	(308,258)	-0.89%
Non-Payroll Expenditures	<u>6,864,285</u>	<u>7,888,021</u>	<u>914,219</u>	13.32%
Total	\$41,648,384	42,363,862	605,961	1.45%



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



GENERAL FUND BUDGET

	Adopted 2023-24 Budget	Estimated 2024-25 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	41,437,030	\$41,736,428	\$299,398	0.7%
Expenditure	<u>41,648,384</u>	<u>42,363,862</u>	<u>605,961</u>	<u>1.5%</u>
Increase (Decrease)	(211,354)	(\$627,434)		



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EFFICIENT OPERATIONS



CHILD NUTRITION

Community Eligibility Provision

- All elementary schools were approved to operate under CEP for the 24-25 school year
- Serve breakfast and lunch at no cost to all elementary students
- Secondary Prices remain the same
 - Breakfast \$2.00
 - Lunch \$3.35



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



DEBT SERVICE BUDGET

- Increased property values provide additional opportunities to retire debt
 - Increase LDISD Debt Capacity
 - Decreases Taxpayer Interest Burden
- Since 2012, deployed debt management practices such as pre-payment or refinancing debt, realizing \$30 million in interest and principle savings
- Defeasement of Debt
- Maintaining Current Tax Rate - \$.50 for FY 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



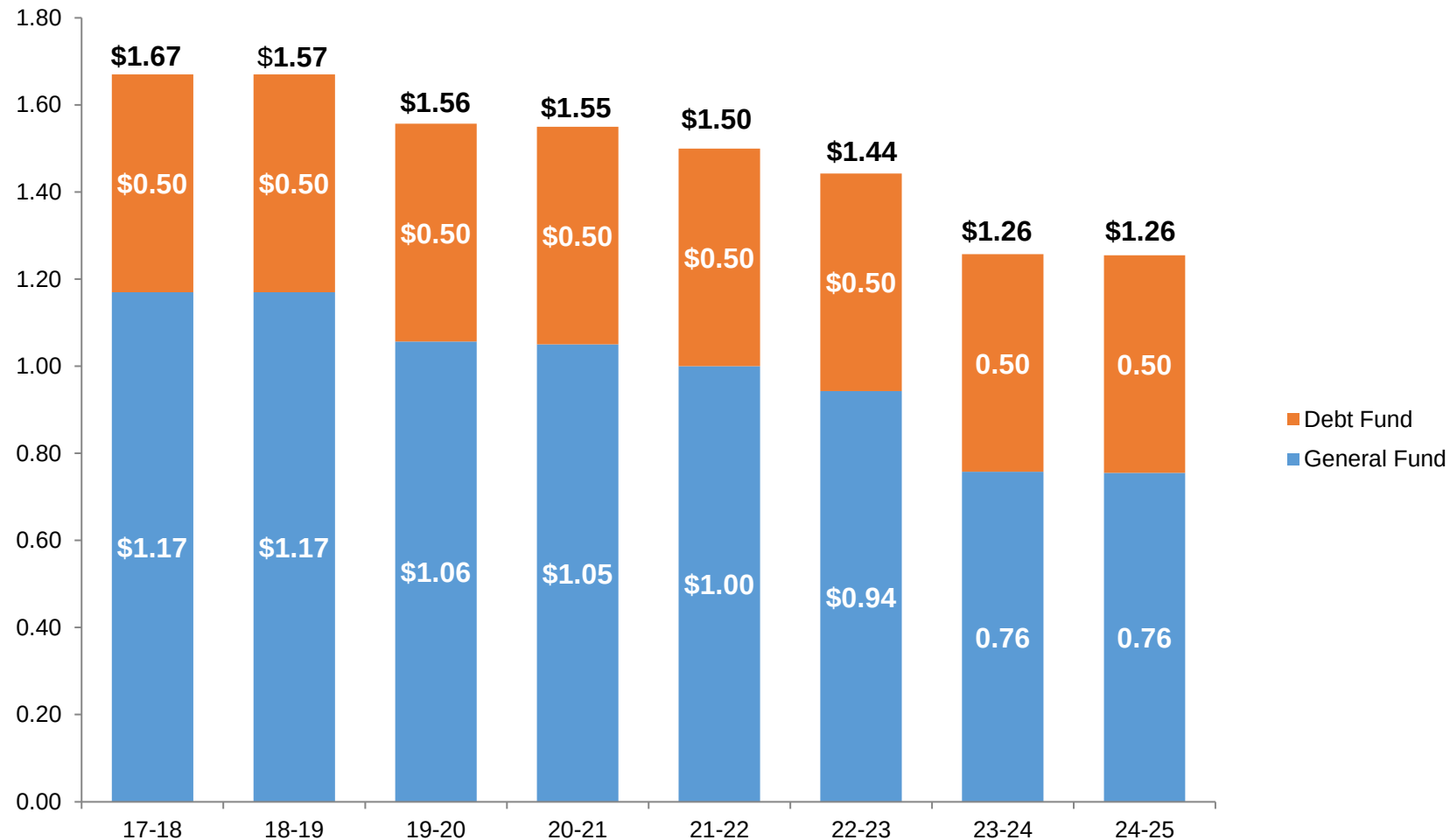
FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Tax Rate



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



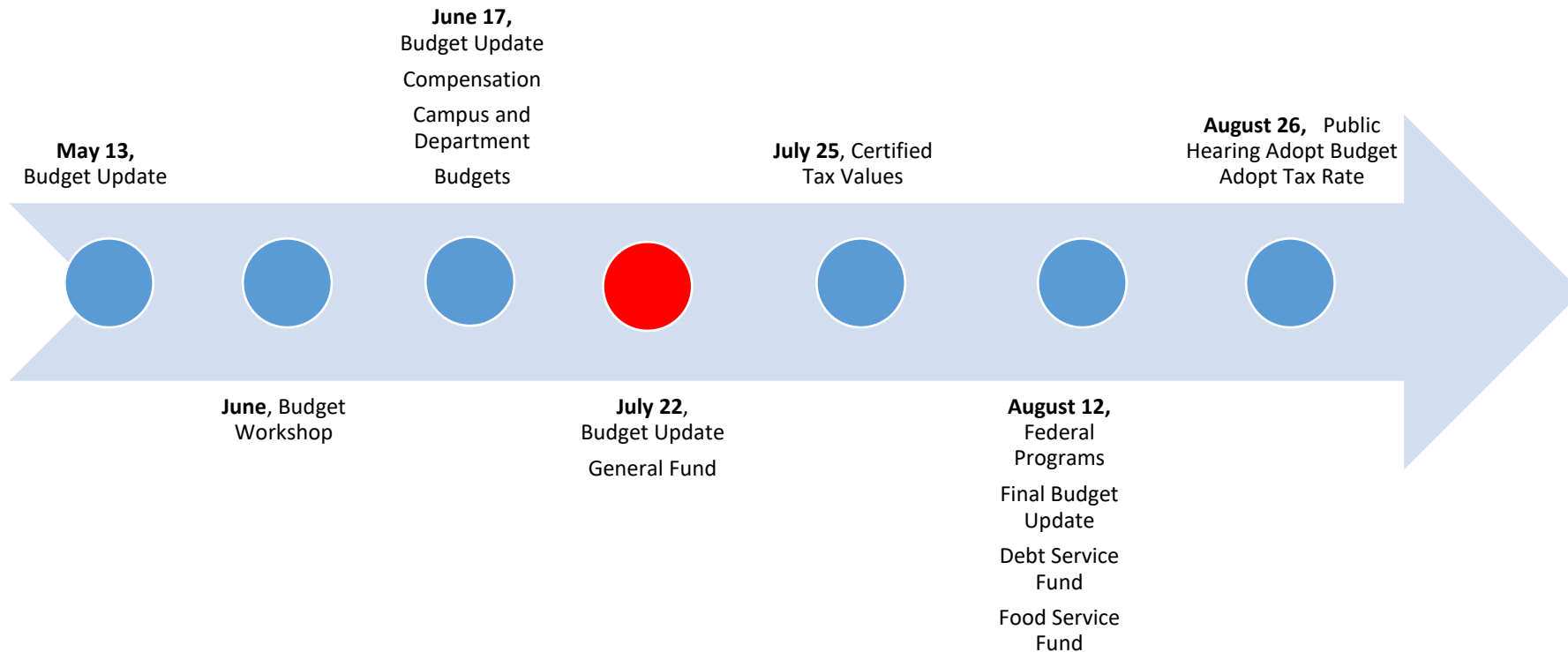
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ENGAGEMENT



EFFICIENT OPERATIONS



Upcoming Board Meetings



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Any Questions?





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



LAKE DALLAS

Independent School District





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Construction Update

Presenter: Wes Eversole
Event: Board of Trustees
Date: July 22, 2024



Construction Schedule

May 2024 – Begin Band Hall and Choir Room Renovation

August 2024 -

- Completion of Phase 1
- Completion of Phase 2A

November 2024 - Completion of Tennis Courts

June 2025 - Completion of the CATE Building

August 2025 - Completion of Phase 2B



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT

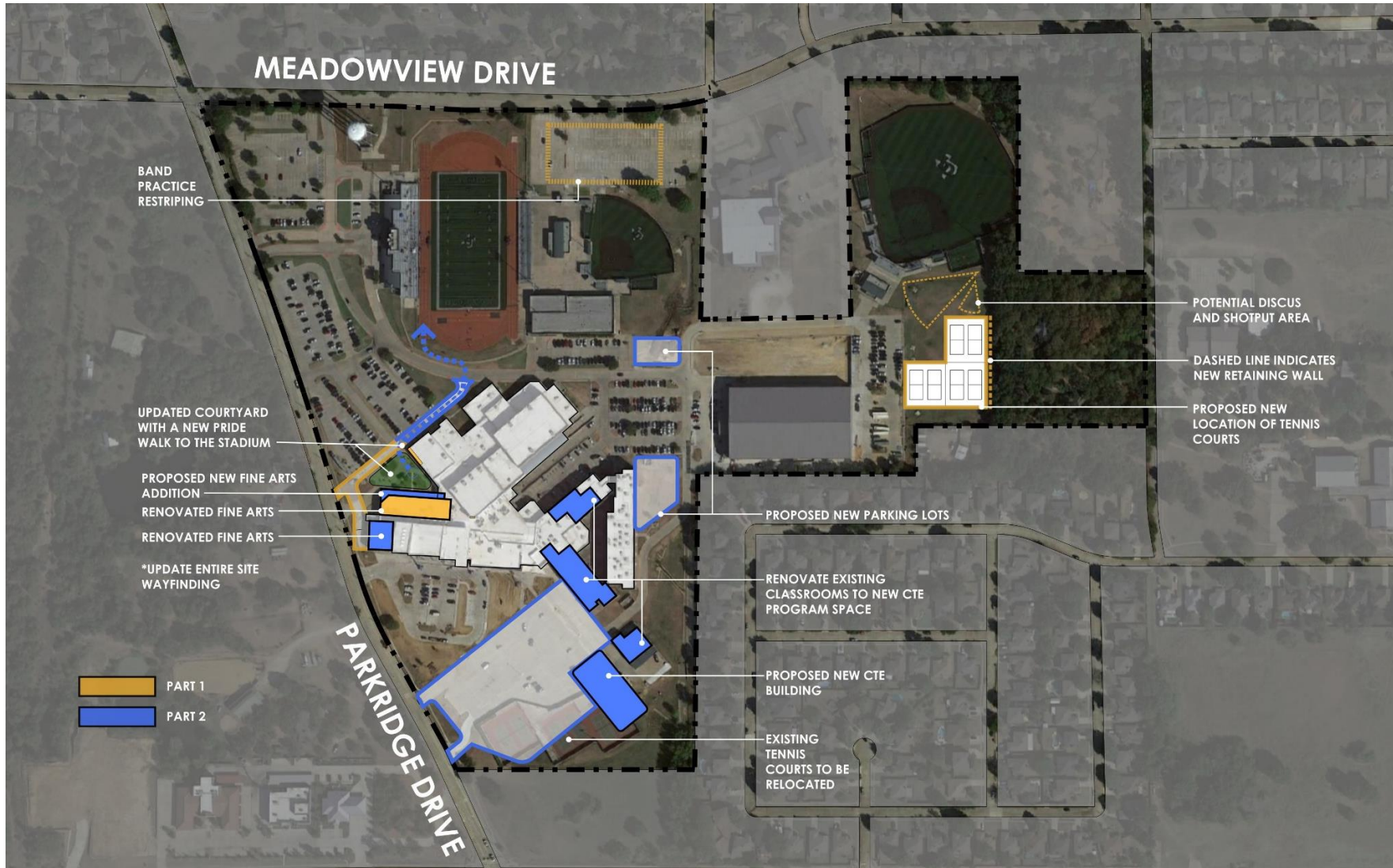


FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



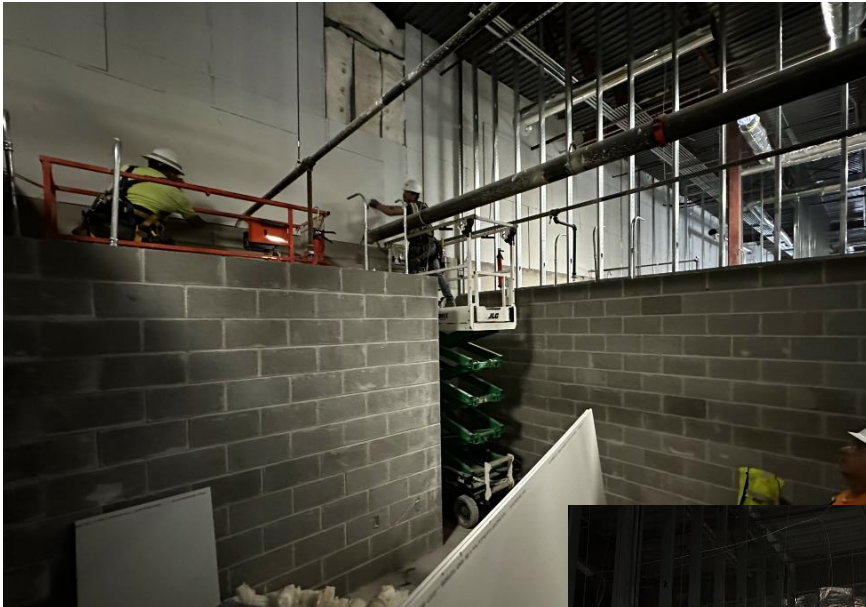
PARENT & FAMILY/
COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



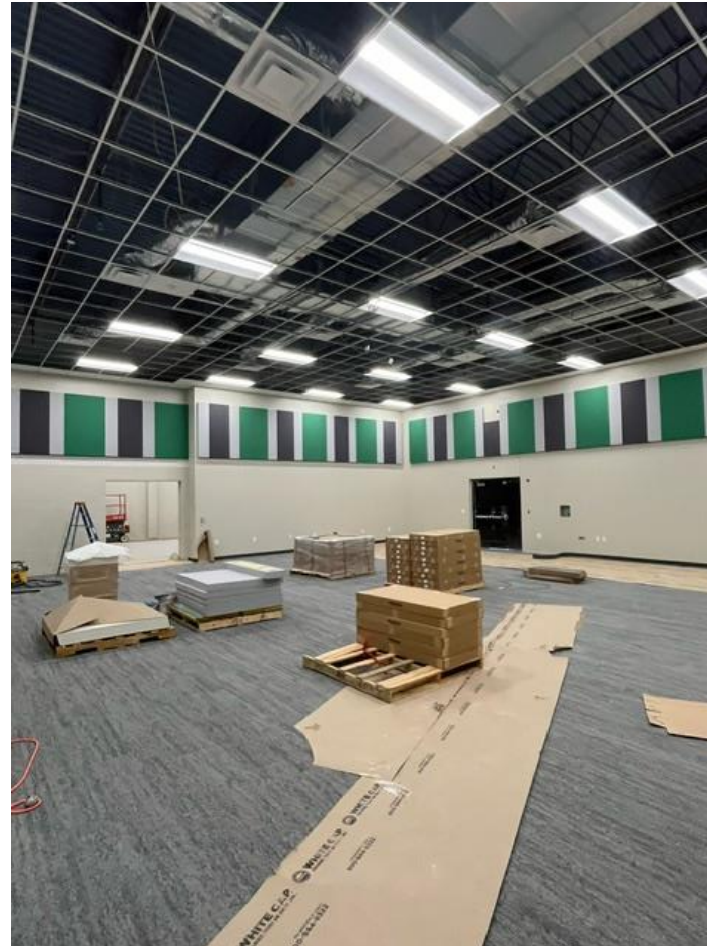
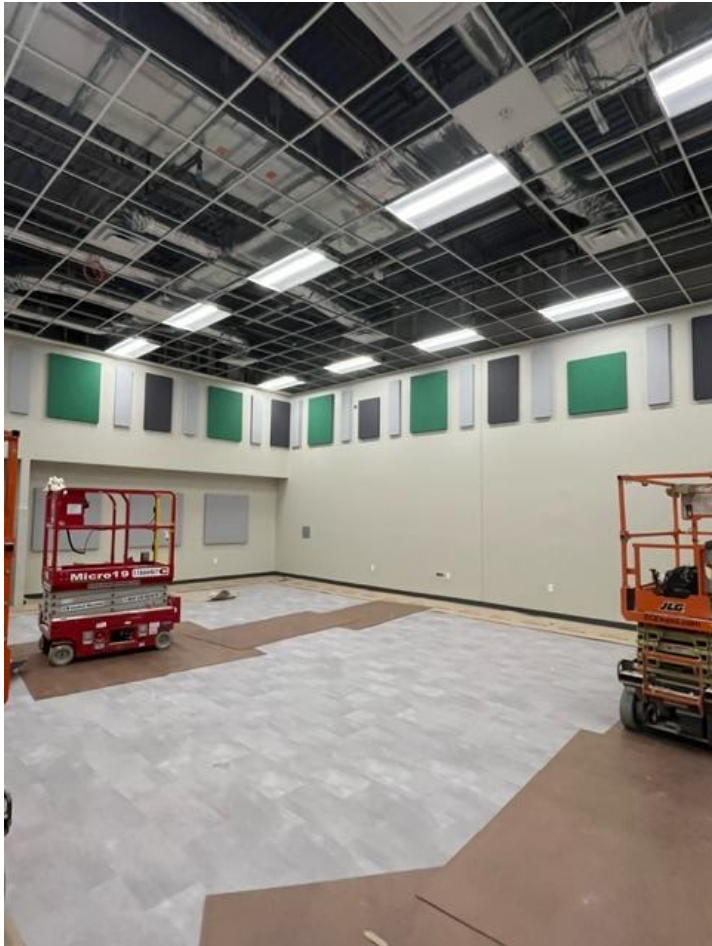
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EFFICIENT OPERATIONS





STUDENT SUCCESS



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EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



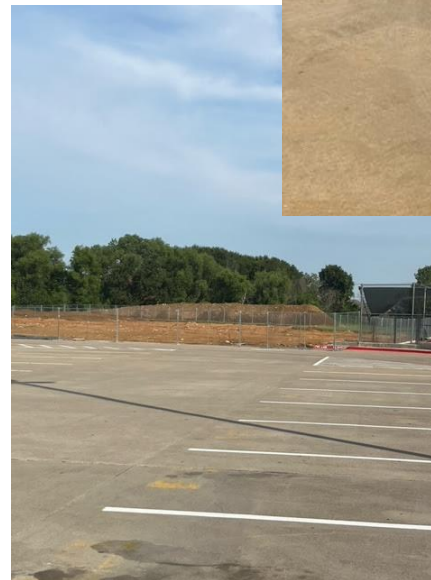
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EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS

LAKE DALLAS

Independent School District



Minutes of Regular Board Meeting

The Board of Trustees

Lake Dallas Independent School District

A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, June 17, 2024, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

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

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

2. Moment of Silence and Pledges of Allegiance

President Lance Stacy led the moment of silence. The pledges of allegiance were led by Wes Eversole, Deputy Superintendent/CFO.

3. Executive Session

The open session of the meeting adjourned at 5:31 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).

Trustee Ginger Collier joined the meeting at 5:34 PM and left the meeting at 7:14 PM

The Board reconvened to open session at 7:17 pm.

4. 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.

5. INFORMATION ITEMS

A. *Efficient Operations:* Development of Lake Dallas ISD Police Department

Chadd Springer, Chief Administrator of Safety & Security presented a PowerPoint presentation and information pertaining to the creation of the Lake Dallas ISD Police Department.

6. CONSENT AGENDA ITEMS

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

It was **MOVED** by Mark Tucker and **SECONDED** by Bruce Smith to approve the Consent Agenda as presented.

A. Consideration/Approval of the Minutes of the May 13, 2024, Regular Board Meeting

B. Consideration/Approval of the Minutes of the of the June 3, 2024, Board Workshop Meeting

C. Consideration/Approval of Monthly Financial Statements

- D. Consideration/Approval of Budget Amendment #3
- E. Consideration/Approval Of The Lake Dallas ISD Board Operating Procedures
- F. Consideration/Approval of 2024-2025 Board of Trustee Meeting Dates
- G. Consideration/Approval of Renewal of Membership in Walsh Gallegos' Retainer Program
- H. Consideration/Approval of the General Legal Service Agreement with Leon/Alcala.
- I. Consideration/Approval of the Partnership Agreement Between Communities in Schools of North Texas, Inc. and Lake Dallas ISD - Lake Dallas High School Campus
- J. Consideration/Approval of the Partnership Agreement Between Communities in Schools of North Texas, Inc. and Lake Dallas ISD - Lake Dallas Elementary, Corinth Elementary & Lake Dallas Middle School Campuses
- K. Consideration/Approval of the 2024 and 2025 PIA Non-Business Day Calendar
- L. Consideration/Approval of Attendance Waiver
- M. Consideration/Approval of Purchases over \$75,000
 - **Longhorn Bus Sales, LLC** - The district needs school buses as the fleet is aging. The average age of a full-sized school bus is 19 years, with an average of over 105,000 miles. The last bus purchased was in 2021. Staff recommends approving the proposal from Longhorn Bus Sales. The proposal amount is \$150,015 which was competitively procured by the TASB Buy Board.
 - **Parkway Chevrolet, Inc** - In preparation for the LDISD Police Department, the district will need to purchase five (5) police vehicles, one for each SRO at each campus. The per vehicle amount is \$68,383.25. The total amount is \$341,916.25.

MOTION PASSED 6-0.

7. ACTION ITEMS

- A. **Efficient Operations:** Consideration/Approval of the MOU Concerning Communication & Coordination between LDISD Police Department and the Corinth Police Department
Chadd Springer, Chief Administrator of Safety & Security presented the MOU Concerning Communication & Coordination between LDISD Police Department and the Corinth Police Department.

As part of the new police department requirements, LDISD is required to enter into an MOU for coordination with local law enforcement agencies in which there will be overlapping jurisdiction.

It was MOVED by Bruce Smith and SECONDED by Aaron Appleby to approve the MOU Concerning Communication & Coordination between LDISD Police Department and the Corinth Police Department.

MOTION PASSED 6-0.

- B. **Efficient Operations:** Consideration/Approval of the MOU Concerning Communication & Coordination between LDISD Police Department and the Hickory Creek Police Department
Chadd Springer, Chief Administrator of Safety & Security presented the MOU Concerning Communication & Coordination between LDISD Police Department and the Hickory Creek Police Department.

As part of the new police department requirements, LDISD is required to enter into an MOU for coordination with local law enforcement agencies in which there will be overlapping jurisdiction.

It was MOVED by Scott Baird and SECONDED by Mark Tucker to approve the MOU Concerning

Communication & Coordination between LDISD Police Department and the Hickory Creek Police Department.

MOTION PASSED 6-0.

- C. *Efficient Operations:*** Consideration/Approval of the MOU Concerning Communication & Coordination between LDISD Police Department and the Lake Dallas Police Department
Chadd Springer, Chief Administrator of Safety & Security presented the MOU Concerning Communication & Coordination between LDISD Police Department and the Lake Dallas Police Department.

As part of the new police department requirements, LDISD is required to enter into an MOU for coordination with local law enforcement agencies in which there will be overlapping jurisdiction.

It was MOVED by Aaron Appleby and SECONDED by Bruce Smith to approve the MOU Concerning Communication & Coordination between LDISD Police Department and the Lake Dallas Police Department.

MOTION PASSED 6-0.

- D. *Efficient Operations:*** Consideration/Approval of the Interlocal Cooperation Agreement for Shared Governance Communications & Dispatch Services System between Lake Dallas ISD Police Department & Denton County.

As part of the new police department requirements, LDISD is required to enter into an MOU for coordination with local law enforcement agencies in which there will be overlapping jurisdiction.

It was MOVED by Bruce Smith and SECONDED by Scott Baird to approve the Interlocal Cooperation Agreement for Shared Governance.

MOTION PASSED 6-0.

- E. *Efficient Operations:*** Consideration/Approval of the 2024-2025 District Pay Increase
Wes Eversole, Deputy Superintendent/CFO, presented information pertaining to campus budgets which are based on per-student allocation of the projected campus enrollment and the particular special program student population of each campus. Last school year, the district engaged the Texas Association of School Boards to comprehensively review its employee compensation plan. The new compensation plan:
- Developed pay structures to improve market and internal equity
 - Implemented salary adjustments to improve internal equity and market competitiveness.
 - Improved pay equity and budget management by implementing a pay discipline for employees paid above the maximum of their assigned pay grade.
 - Adopted a market-based approach to pay planning.

Based on the current compensation plan, two proposed compensation increases are as follows:

OPTION 1

- Teachers and Nurses \$58,500 starting salary 1% general pay increase of \$645
- Other staff - 1% of midpoint pay increase

OPTION 2

- Teachers and Nurses \$59,190 starting salary 2% general pay increase of \$1,290
- Other staff - 2% of midpoint pay increase

It was MOVED by Aaron Appleby and SECONDED by Scott Baird to approve option two, which provides a 2 percent general pay increase for all staff as presented.

MOTION PASSED 6-0.

- F. *Efficient Operations:*** Consideration/Approval of The Guaranteed Maximum Price for Phase 2, Part 2B Of The 2019 Bond Projects at Lake Dallas High School
Wes Eversole, Deputy Superintendent/CFO, presented information regarding the next phase of the 2019 Bond projects which include the Band Hall addition, Theatre-Back of house and classroom renovations, CTE classroom renovations inside the current High School building, Agriculture building renovations, and the new CTE building.

Additional parking Construction Documents for Phase No. 2: Part 2B were issued on May 6, 2024, and made available to all bidders. Bids were received on June 4, 2024. The bids have been reviewed, and Crossland is ready to provide a final recommended GMP for Phase No. 2: Part 2B. The total guaranteed maximum price (GMP) for those projects is \$26,672,509. Over 150 proposals were received by Crossland Construction for this phase of the project. The GMP for all three parts totals \$33,740,143. Phase 1 - Part 1 3,496,631 Phase 2 - Part 2A 3,571,003 Phase 3 - Part 2B 26,672,509
Total \$33,740,143

It was MOVED by Bruce Smith and SECONDED by Mark tucker to approve the Guaranteed Maximum Price of \$26,672,509 for Phase 2, part 2B of the 2019 Bond Projects at Lake Dallas High School.

MOTION PASSED 6-0.

8. CALENDAR, ANNOUNCEMENT & INFORMATION

A. Upcoming Meetings & Events

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

9. Executive Session

The open session of the meeting adjourned at 8:11 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).

1. Personnel Matters-(Texas Gov't Code § 551.074)

(a) to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

- Superintendent's Formative Evaluation.
- Superintendent Contract

(b) Legal Matters-(Texas Gov't Code § 551.071).

- Private Consultation with Board's Attorney.

Trustee Ginger Collier rejoined the meeting at 8:13 PM and left the meeting at 8:43 PM

The Board reconvened to open session at 8:45 pm.

10. ACTION ITEMS

A. Consideration/Approval of Personnel Items including the Superintendent's Formative Evaluation and Contract

Lance Stacy, Board President, opened it up for a motion on the item that was discussed in Executive Session.

It was MOVED by Greg Bartley to waive section 5.1A on the Superintendent contract for the 2024-2025 school year. The motion was SECONDED by Aaron Appleby.

MOTION PASSED 6-0

11. Adjournment

The meeting was adjourned at 8:46 pm.

Lance Stacy, Board President

Mark Tucker, Board Secretary

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

EXPENDITURES

(USE WHOLE DOLLAR AMOUNTS ONLY.)

199	52	6395	0	999	0	99	900	Supplies	0	85,000	85,000
199	52	6631	0	999	0	99	900	Capital Outlay	0	395,386	395,386
									0	480,386	480,386

TOTAL REVENUES

0	0	0
---	---	---

NET CHANGE TO FUND BALANCE

-480,386

+INCREASE/(DECREASE)

EXPLANATION:

To amend the budget to reflect the purchase of police vehicles and other police related supplies

Processed by _____

Date: _____

(ADMINISTRATIVE OFFICE USE ONLY)

ORIGINATOR

DATE

SUPERVISOR/PRINCIPAL

DATE

DIRECTOR OF ACCOUNTING

DATE

SUPERINTENDENT

DATE

BOARD SECRETARY

DATE

BOARD PRESIDENT

DATE

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

7-19-24

LAKE DALLAS ISD
COMPARISON OF REVENUE AND EXPENDITURES
GENERAL FUND
MAY 2024

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	21,880,114	22,004,092	22,697,861	693,769	96.9%
State Revenue	10,478,182	11,480,328	17,691,302	6,210,974	64.9%
Federal Revenue	366,307	368,979	974,318	605,339	37.9%
Total Revenue	32,724,602	33,853,398	41,363,481	7,510,083	81.8%
EXPENDITURES					
Instruction	15,328,352	17,247,924	23,696,150	6,448,226	72.8%
Inst. Res./Media Services	366,118	411,323	635,360	224,037	64.7%
Curriculum Dev. & Inst. Staff Devel	552,708	619,660	872,295	252,635	71.0%
Inst. Leadership	555,444	628,505	776,189	147,684	81.0%
School Leadership	1,432,611	1,608,644	2,232,169	623,525	72.1%
Guidance/Counseling/Evaluation	1,113,799	1,252,773	1,485,568	232,795	84.3%
Social Work Services	0	0	13,990	13,990	0.0%
Health Services	243,173	281,038	372,789	91,751	75.4%
Pupil Transportation	1,019,911	1,163,783	1,613,502	449,719	72.1%
Cocurr./Extracurr. Activities	905,504	1,004,209	1,232,350	228,141	81.5%
Gen Administration	1,174,171	1,314,867	1,593,700	278,833	82.5%
Plant Maintenance & Operations	3,867,660	4,259,525	5,011,404	751,879	85.0%
School Monitoring Services	227,648	508,892	629,236	120,344	80.9%
Data Processing Services	839,731	901,150	1,241,509	340,359	72.6%
Community Services	5,627	5,627	5,628	1	100.0%
Facilities Acq. & Construction	12,000	12,000	14,000	2,000	85.7%
Payment to Fiscal Agents	0	0	4,500	4,500	0.0%
Payments to JJAEP Program	0	0	4,000	4,000	0.0%
Other Intergovernmental Charges	186,980	186,980	262,815	75,835	71.1%
Total Expenditures	27,831,437	31,406,899	41,697,154	10,290,255	75.3%
Grand Revenue Totals	32,724,602	33,853,398	41,363,481		
Grand Expenditure Totals	27,831,437	31,406,899	41,697,154		
Grand Totals	4,893,165	2,446,499	(333,673)		

LAKE DALLAS ISD
 COMPARISON OF REVENUE AND EXPENDITURES
 FOOD SERVICE FUND
 MAY 2024

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	716,435	734,614	724,247	(10,367)	101.4%
State Revenue	32,088	35,982	36,000	18	99.9%
Federal Revenue	970,384	1,092,082	1,258,243	166,161	86.8%
Total Revenue	1,718,907	1,862,678	2,018,490	155,812	92.3%
EXPENDITURES					
Food Service	1,841,936	2,019,724	2,013,158	(6,566)	100.3%
Total Expenditures	1,841,936	2,019,724	2,013,158	(6,566)	100.3%
Grand Revenue Totals	1,718,907	1,862,678	2,018,490		
Grand Expenditure Totals	1,841,936	2,019,724	2,013,158		
Grand Totals	(123,029)	(157,047)	5,332		

LAKE DALLAS ISD
 COMPARISON OF REVENUE AND EXPENDITURES
 DEBT SERVICE FUND
 MAY 2024

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	14,154,051	14,198,731	15,900,712	1,701,981	89.3%
State Revenue	1,237,404	1,237,404	291,589	(945,815)	424.4%
Total Revenue	15,391,455	15,436,135	16,192,301	756,166	95.3%
EXPENDITURES					
Debt Services	3,326,872	3,326,872	16,193,438	12,866,566	20.5%
Total Expenditures	3,326,872	3,326,872	16,193,438	12,866,566	20.5%
Grand Revenue Totals	15,391,455	15,436,135	16,192,301		
Grand Expenditure Totals	3,326,872	3,326,872	16,193,438		
Grand Totals	12,064,584	12,109,263	(1,137)		

LAKE DALLAS ISD
BALANCE SHEET
GENERAL FUND, FOOD SERVICE AND DEBT SERVICE
AS OF MAY 31, 2024

General Fund

Cash & Investments	42,397,898
Receivables	2,641,409
Deferred Expenses	23,049
Total Assets	45,062,356
Current Payables	(28,538,584)
Accrued Expenses	(90,677)
Deferred Revenue	(381,176)
Total Liabilities	(29,010,437)
Reserve for Encumbrances	1,100,428
Undesig. Fund Balance	(16,051,919)
Reserve for Encumbrances	(1,100,428)
Total Equity	(16,051,919)

Food Service

Cash & Investments	2,080,809
Receivables	0
Total Assets	2,080,809
Current Payables	(788,368)
Accrued Expenses	(28,253)
Deferred Revenue	(99,311)
Total Liabilities	(915,932)
Reserve for Food Encumbrances	(848,162)
Undesig. Fund Balance	159,133
Reserve for Encumbrances	(475,849)
Total Equity	(1,164,877)

Debt Services

Cash & Investments	13,781,999
Receivables	1,278,578
Total Assets	15,060,577
Current Payables	(139,943)
Deferred Revenue	(173,254)
Total Liabilities	(313,197)
Reserve for Long Term Debt	(2,103,774)
Undesig. Fund Balance	(12,643,606)
Total Equity	(14,747,380)

Lake Dallas ISD

Summary Of Tax Collections Comparison

May 2024

Current Tax Collections

	<u>2024</u>	<u>2023</u>	<u>2022</u>
Current Tax Roll Status:	\$39,130,672	\$40,209,073	\$37,169,279
+/- Supplemental Adjustments	-703,331	1,772,386	620,981
Balance Taxes Due After Adjustments	<u>38,427,341</u>	<u>41,981,459</u>	<u>37,790,260</u>
Current Collection Activity:			
General Operating Fund	21,315,826	26,074,659	23,734,200
Debt Service Fund	14,069,850	13,826,841	11,863,541
Total Current Collections	<u>35,385,677</u>	<u>39,901,500</u>	<u>35,597,741</u>
Unpaid Current Taxes Due @ End of Month	3,041,664	2,079,959	2,192,519
Collection % to Current Tax Role	92.08%	95.05%	94.20%

Delinquent Tax Collections

Prior Years Delinquent Tax Roll:	716,402	696,078	741,793
+/- Supplemental Adjustments	339,747	(19,836)	(148,451)
Balance Taxes Due After Adjustments	<u>1,056,149</u>	<u>676,242</u>	<u>593,342</u>
Delinquent Collection Activity:			
Less General Operating Funds Collected	-87,082	60,362	59,497
Less Debt Service Collected	-47,660	29,736	28,294
Total Delinquent Collections	<u>-134,742</u>	<u>90,098</u>	<u>87,791</u>
Unpaid Delinquent Taxes Due @ End of Month	1,190,892	586,144	505,551
Collection % to Delinquent Tax Role	-12.76%	13.32%	14.80%

Penalties, Interest, Attorney Fees

Penalties and Interest:			
Penalty and Interest Paid On Taxes	181,368	163,258	150,643
Amount Paid to Tax Attorney	33,353	21,978	59,528
Total Penalties, Interest, Attorney Fees	<u>214,721</u>	<u>185,236</u>	<u>210,170</u>

Collection Summary

Current Taxes Collected	35,385,677	39,901,500	35,597,741
Delinquent Taxes Collected	-134,742	90,098	87,791
Penalties, Interest, Attorney Fees	214,721	185,236	210,170
Total Tax Collections	<u>35,465,656</u>	<u>40,176,833</u>	<u>35,895,703</u>
Total Unpaid Current Taxes Due @ End of Month	3,041,664	2,079,959	2,192,519
Total Unpaid Delinquent Taxes Due @ End of Month	1,190,892	586,144	505,551
Total Taxes Outstanding	<u>4,232,556</u>	<u>2,666,103</u>	<u>2,698,070</u>

QUARTERLY INVESTMENT REPORT
QUARTER ENDED MAY 31, 2024

POOLED INVESTMENTS	TOTAL BOOK VALUE MAY31	% OF TOTAL INVESTMENT	MONTHLY AVERAGE YIELD	WEIGHTED AVERAGE MATURITY		TOTAL POOLED INVESTMENTS	TOTAL FEB29	TOTAL MAY31
				FEB29	MAY31			
TEXPOOL	394,889	1.81%	5.32	36	40	BOOK VALUE	29,958,317	33,563,891
LONESTAR-GOVT	7,739	0.04%	5.32	31	34	MRKT VALUE	29,958,295	33,562,944
LOGIC	141,517	0.65%	5.42	42	47	CHANGE	-22	-947
LONESTAR-CORP	7,713,737	35.31%	5.46	58	59			
WELLS FARGO TMR	0	0.00%	-	-	-			
TEXAS RANGE	13,590,956	62.20%	5.44	51	60			
TOTAL	21,848,839	100.00%						

LAKE DALLAS ISD

QUARTERLY INVESTMENT REPORT

QUARTER ENDED MAY 31, 2024

SUMMARY OF FIXED TERM INVESTMENTS

FUND	INVESTMENT INSTRUMENT	PURCHASE DATE	INVESTED AMOUNT	STATED YIELD	MATURITY DATE	MARKET VALUE	MATURITY VALUE	MATURITY INTEREST
CLEARING FUND	TEXAS RANGE	2/7/2024	3,500,000	5.31%	6/18/2024	3,557,888	3,566,520	66,520
	TEXAS RANGE	2/13/2024	3,500,000	5.31%	7/17/2024	3,554,841	3,578,199	78,199
	TEXAS RANGE	2/16/2024	9,000,000	5.33%	8/7/2024	9,138,930	9,226,743	226,743
	TEXAS RANGE	8/17/2023	1,500,000	5.85%	8/9/2024	1,569,289	1,585,832	85,832
	TEXAS RANGE	12/15/2023	800,000	5.14%	8/9/2024	818,987	826,739	26,739
	TEXAS RANGE	7/24/2023	12,000,000	5.94%	7/19/2024	12,609,580	12,703,062	703,062
CONSTRUCTION 2023	TEXAS RANGE	12/15/2023	12,647,179	4.99%	11/25/2024	12,938,586	13,243,787	596,608
TOTAL			42,947,179			44,188,100	44,730,883	1,783,704

TOTAL INVESTMENTS BY FUND	
GENERAL FUND	9,688,149
INTEREST AND SINKING	3,453,591
ACTIVITY	1,077,351
CONSTRUCTION	7,629,747
TOTAL INVESTMENTS	21,848,839

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.


Wes Eversole, Deputy Superintendent/CFO, District Investment Officer

7/22/2024
Date



LAKE DALLAS ISD Contract Summary Report

Last Year Enrollment: 3811

<u>Contract</u>	<u>Lock Date</u>	<u>Enroll Start</u>	<u>Enroll End</u>	<u>Total</u>
Benefits Co-op	06/26/2024	09/01/2024	08/31/2025	--
Comprehensive Services Basic Contract	03/28/2024	09/01/2024	08/31/2025	\$650.00
HR Systems	06/26/2024	09/01/2024	08/31/2025	\$10,001.26
Instructional Solutions and Support	06/09/2024	09/01/2024	08/31/2025	\$37,123.63
Management Information Systems Cloud Storage	06/26/2024	08/01/2024	07/31/2025	\$720.00
OnDataSuite	06/26/2024	09/01/2024	08/31/2025	\$6,250.00
Superintendent & School Board Member Training	06/26/2024	09/01/2024	08/31/2025	\$800.00
Technology Services	06/26/2024	09/01/2024	08/31/2025	\$5,000.00
TEKS Resource System	06/09/2024	09/01/2024	08/31/2025	\$33,531.40
TSDS (PEIMS, TIMS, UID, Core Collections)	06/26/2024	09/01/2024	08/31/2025	\$5,195.00

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

Signature of Board President or Designee

Date Approved by Board of Trustees

Signature of Superintendent or Designee

Date

Designated District Contact

E-mail of District Contact

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

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

ESC Region 11 Executive Director Signature

Lake Dallas ISD
Student Code of Conduct
2024-2025 School Year



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

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Student Code of Conduct

Accessibility

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

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Lake Dallas ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the [district’s website](#). Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at <https://www.ldisd.net/> and at <https://www.ldisd.net/students/student-handbooks>.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

School District Authority and Jurisdiction

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs) to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

1. Education of teachers and students regarding the law, investigation of criminal activity on school grounds, drug prevention, and crisis intervention.
2. Interaction with the student body, faculty, and visitors by providing the following: education in crime prevention, student awareness of drugs and crimes, and an enhanced communication between the police and the student body.
3. Assist in security efforts at the designated school.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

School District Authority and Jurisdiction

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 17, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 15.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use any telecommunications device, including a cell phone, smart watch, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 17 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

General Conduct Violations

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 17.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.

Discipline Management Techniques

- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=392>.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

District-provided summer programs will serve students assigned to a DAEP separately from those students not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in

Disciplinary Alternative Education Program (DAEP) Placement

conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

Disciplinary Alternative Education Program (DAEP) Placement

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Disciplinary Alternative Education Program (DAEP) Placement

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Disciplinary Alternative Education Program (DAEP) Placement

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Appeals from parents regarding disciplinary measures should be first addressed to the campus principal. DAEP appeals can only be made for placements that exceed 60 days or the end of the next grading period, whichever is shorter. The Board has designated the campus principal as the person to whom appeals must be made and their decision shall be final. The appeal must be made in writing within 5 days of the DAEP placement conference. Upon receiving the written appeal, the campus principal shall schedule an appeal conference with the parents within 5 school days, and shall render a decision within 10 school days following the appeal conference.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=392>.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

Disciplinary Alternative Education Program (DAEP) Placement

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

Disciplinary Alternative Education Program (DAEP) Placement

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

Placement and/or Expulsion for Certain Offenses

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Placement and/or Expulsion for Certain Offenses

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 17.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent of schools or their designee the authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the board's designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Código de Conducta Estudiantil de
Lake Dallas ISD
Año escolar 2024-2025



Si tiene dificultad para acceder a la información de este documento debido a una discapacidad, comuníquese con jmodica@ldisd.net o llamar 940-497-4039.

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Código de Conducta Estudiantil

Accesibilidad

Si tiene dificultad para acceder a la información en este documento debido a una discapacidad, comuníquese con jmodica@ldisd.net o llamar 940-497-4039.

Propósito

El Código de Conducta Estudiantil ("Código de Conducta"), como lo requiere el Capítulo 37 del Código de Educación de Texas, provee métodos y opciones para manejar la conducta de los estudiantes, prevenir e intervenir en los problemas de disciplina de los estudiantes e imponer disciplina.

La ley exige que el distrito defina la mala conducta que pueda, o deba, dar como resultado consecuencias disciplinarias específicas, incluida la remoción de un salón de clase regular o de la escuela, suspensión fuera de la escuela, asignación a un programa disciplinario de educación alternativa (DAEP), asignación en un programa de educación alternativa de la justicia juvenil (JJAEP), o expulsión de la escuela.

Este Código de Conducta ha sido adoptado por la junta escolar de *Lake Dallas ISD* y desarrollado con el asesoramiento del comité de planificación y toma de decisiones a nivel del distrito. Provee información a padres y estudiantes referente a las normas de conducta, consecuencias de la mala conducta y procedimientos para administrar disciplina. Este Código de Conducta continúa en efecto durante la escuela de verano y en todos los eventos y actividades relacionados con la escuela fuera del año escolar hasta que la junta adopte una versión actualizada para el siguiente año escolar.

En conformidad con la ley estatal, el Código de Conducta se publicará en cada campus escolar o estará disponible para revisión en la oficina del director de la escuela. Adicionalmente, el Código de Conducta estará disponible en la oficina del coordinador de conducta del campus y se publicará en el sitio [web del distrito](#). Bajo el Capítulo 37 del Código de Educación, se notificará a los padres sobre cualquier infracción de conducta que pueda dar como resultado la suspensión de un estudiante, asignación a un DAEP o JJAEP, expulsión o arresto por un oficial de la ley.

Dado que la junta escolar del distrito adoptó el Código de Conducta, éste tiene la fuerza del reglamento. En caso de que haya conflicto entre el Código de Conducta y el Manual para Estudiantes, el Código de Conducta prevalecerá.

Advierta que: La disciplina de los estudiantes discapacitados que reúnen los requisitos para recibir servicios bajo la ley federal (Ley de Educación de Estudiantes Discapacitados y la Sección 504 de la Ley de Rehabilitación de 1973) está sujeta a las disposiciones de esas leyes.

Autoridad y jurisdicción del distrito escolar

Las reglas de la escuela y la autoridad del distrito para administrar disciplina se aplican siempre que haya interés del distrito, dentro o fuera de la propiedad escolar, junto o independientemente de las clases y actividades patrocinadas por la escuela.

El distrito tiene autoridad disciplinaria sobre un estudiante:

1. Durante el día escolar regular;
2. Mientras el estudiante viaja en transporte del distrito;
3. Durante los periodos de almuerzo cuando un estudiante tenga permitido salir del campus;
4. En cualquier actividad relacionada con la escuela, sin importar la hora o el lugar;
5. Por cualquier mala conducta relacionada con la escuela, sin importar la hora o el lugar;
6. Cuando ocurra una represalia o amenaza en contra de un empleado de la escuela, miembro de la junta o voluntario, sin importar la hora o el lugar;
7. Cuando un estudiante participe en intimidación cibernética (cyberbullying), como se define en el Código de Educación 37.0832;
8. Cuando se cometa mala conducta delictiva dentro o fuera de la propiedad escolar o en un evento relacionado con la escuela;
9. Por ciertas infracciones cometidas dentro de 300 pies desde la propiedad escolar según lo medido desde cualquier punto del límite del inmueble escolar;
10. Por ciertas infracciones cometidas en la propiedad escolar o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela de otro distrito en Texas;
11. Cuando el estudiante cometa un delito mayor, de acuerdo al Código de Educación 37.006 o 37.0081; y
12. Cuando el estudiante deba registrarse como delincuente sexual.

Coordinador de conducta del campus

En conformidad con la ley, se debe designar a una persona en cada escuela que tenga la función de coordinador de conducta del campus (CBC). La persona designada puede ser el director del campus u otro administrador seleccionado por el director. El CBC es el principal responsable de mantener la disciplina de los estudiantes. El distrito publicará en su sitio web y en el Manual para Estudiantes, para cada campus, la dirección de correo electrónico y el número de teléfono de la persona que actúa como CBC. La información de contacto se encuentra en <https://www.ldisd.net/> y en <https://www.ldisd.net/students/student-handbooks>.

Equipo escolar de evaluación de amenazas y de seguridad y apoyo

El CBC u otro administrador adecuado trabajará estrechamente con el equipo escolar de evaluación de amenazas y de seguridad y apoyo del campus para implementar el reglamento y los procedimientos de evaluación de amenazas del distrito, según lo requerido por la ley, y tomará la medida disciplinaria adecuada en conformidad con el Código de Conducta.

Registros

Los oficiales del distrito pueden realizar registros de estudiantes, sus pertenencias y sus vehículos en conformidad con la ley estatal y federal y el reglamento del distrito. Los registros

Autoridad y jurisdicción del distrito escolar

de estudiantes serán realizados en una manera razonable y no discriminatoria. Para obtener más información sobre investigaciones y registros, ver los reglamentos del distrito en FNF(LEGAL) y FNF(LOCAL).

El distrito tiene el derecho de registrar un vehículo conducido a la escuela por un estudiante y estacionado en la propiedad escolar siempre que exista una sospecha razonable para creer que contiene artículos o materiales prohibidos por el distrito.

Los escritorios, los casilleros, la tecnología provista por el distrito y artículos similares son propiedad del distrito y se proveen para uso del estudiante a efectos de la comodidad. La propiedad del distrito está sujeta a registro o inspección en cualquier momento sin previo aviso.

Denuncia de delitos

El director o CBC y otros administradores escolares, según corresponda, denunciarán delitos de acuerdo a lo que exige la ley y llamarán a la policía cuando un administrador sospeche que se ha cometido un crimen en el campus.

Personal de seguridad

La junta utiliza oficiales de recursos escolares (SRO por sus siglas en inglés para garantizar la seguridad y protección de los estudiantes, el personal y la propiedad. En conformidad con la ley, la junta se ha puesto de acuerdo con el CBC y otros empleados del distrito para garantizar la asignación de funciones de orden público adecuadas a estas personas. Las disposiciones que abordan los diversos tipos de personal de seguridad se pueden encontrar en la serie de reglamentos CKE.

Los deberes de aplicación de la ley de los oficiales de recursos escolares son:

1. Educación de maestros y estudiantes sobre la ley, investigación de actividad criminal en terrenos escolares, prevención de drogas e intervención en crisis.
2. Interacción con el alumnado, profesores y visitantes proporcionando lo siguiente: educación en prevención del delito, concientización de los estudiantes sobre las drogas y los delitos y una comunicación mejorada entre la policía y el alumnado.
3. Ayudar en los esfuerzos de seguridad en la escuela designada.

Definición de “padre”

En todo el Código de Conducta y reglamentos de disciplina relacionados, el término “padre” incluye padre, madre, tutor legal u otra persona que tiene control legal del menor.

Participación en actividades de graduación

El distrito tiene derecho de limitar la participación de un estudiante en actividades de graduación por violar el Código de Conducta del distrito.

La participación podría incluir una función de orador, de acuerdo a lo establecido por el reglamento y los procedimientos del distrito.

Los estudiantes que cumplen con los requisitos de elegibilidad para dar los comentarios de apertura y cierre en la graduación serán notificados por el director del campus. No obstante cualquier otro requisito de elegibilidad, para ser considerado elegible, un estudiante no debe haber sido partícipe en ninguna mala conducta que dé como resultado una suspensión fuera de la escuela, la remoción a un DAEP o expulsión durante el semestre inmediatamente anterior a la graduación.

Autoridad y jurisdicción del distrito escolar

El valedictorian y el salutatorian también pueden tener roles de orador en la graduación. Ningún estudiante será elegible para tener un rol de orador si participó en una mala conducta que resultó en una suspensión fuera de la escuela, la remoción a un DAEP o expulsión durante el semestre inmediatamente anterior a la graduación.

Personas no autorizadas

En conformidad con el Código de Educación 37.105, un administrador escolar, SRO, u oficial de policía del distrito tendrán autoridad de negar la entrada o sacar a una persona de la propiedad del distrito si la persona se niega a salir pacíficamente cuando se le pide y:

1. La persona plantea un riesgo sustancial de daño a alguna persona, o
2. La persona se comporta de una manera inapropiada para el entorno escolar y continúa con dicha conducta después de que se le ha advertido verbalmente que la conducta es inapropiada y puede ocasionar que se le deniegue la entrada o que se le pida que se retire.

En conformidad con los reglamentos FNG(LOCAL) o GF(LOCAL), se pueden presentar apelaciones referentes a la negativa de entrada o peticiones de abandonar la propiedad escolar, según corresponda. Sin embargo, los plazos para los procedimientos de queja del distrito serán ajustados según sea necesario para permitirle a la persona dirigirse a la junta en persona dentro de los 90 días calendario, a menos que la queja se resuelva antes de una audiencia con la junta.

Ver DAEP – Restricciones durante la asignación en la página 24, para obtener información referente a un estudiante asignado a un DAEP al momento de la graduación.

Estándares de conducta estudiantil

Se espera que cada estudiante:

- Demuestre cortesía, incluso cuando otros no la demuestran.
- Se comporte de una manera responsable.
- Ejercer autodisciplina.
- Asista a todas las clases, con regularidad y puntualmente.
- Lleve los materiales adecuados y las tareas a clase.
- Cumpla las normas de aseo y vestimenta del distrito y de la escuela.
- Obedezca todas las reglas de la escuela y del salón de clase.
- Respete los derechos y privilegios de los estudiantes, maestros y otro personal y voluntarios del distrito.
- Respete las pertenencias de los demás, incluida la propiedad e instalaciones del distrito.
- Coopere y asista al personal de la escuela para mantener la seguridad, el orden y la disciplina.
- Cumpla con los requisitos del Código de Conducta Estudiantil.

Infracciones generales de conducta

Las categorías de conducta a continuación están prohibidas en la escuela, en vehículos que sean propiedad del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, pero la lista no incluye las infracciones más graves. En las secciones subsiguientes de **Suspensión fuera de la escuela** en la página 17, **Asignación a un DAEP** en la página 19, **Asignación y/o expulsión por ciertas infracciones** en la página 27, y **Expulsión** en la página 30, se incluyen esas infracciones que requieren o permiten consecuencias específicas. Sin embargo, cualquier infracción puede ser lo suficientemente grave para dar como resultado la **Remoción del entorno educativo regular** según se detalla en la página 15.

Desobediencia a la autoridad

Los estudiantes no deben:

- Incumplir las instrucciones dadas por el personal de la escuela.
- Abandonar el terreno escolar ni los eventos patrocinados por la escuela sin autorización.
- Desobedecer las reglas de conducta en los vehículos del distrito.
- Negarse a aceptar la disciplina o consecuencia asignada por un maestro o director.

Maltrato a otras personas

Los estudiantes no deben:

- Usar lenguaje profano o vulgar ni hacer gestos obscenos.
- Pelearse o reñir. (Para agresiones, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 27).
- Amenazar a un estudiante, empleado o voluntario del distrito, incluso fuera de la propiedad escolar, si la conducta da como resultado una interrupción considerable al entorno educativo.
- Participar en intimidación escolar (bullying), intimidación cibernética (cyberbullying), acoso o hacer listas negras. (Ver los cuatro términos en el **glosario**).
- Publicar o amenazar con publicar material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participar en acoso sexual o acoso basado en género, o abuso sexual, ya sea mediante palabras, gestos, o cualquier otra conducta, dirigida a otra persona, incluido un estudiante, empleado, miembro de la junta o voluntario del distrito.
- Participar en conducta que constituya violencia en la pareja. (Ver **glosario**).
- Exponer inadecuada o indecentemente las partes íntimas del cuerpo.
- Participar en novatadas maliciosas (hazing). (Ver **glosario**).
- Coaccionar a un individuo para que actúe mediante el uso o la amenaza de fuerza.
- Cometer extorsión o chantaje.
- Participar en una conducta inadecuada de naturaleza verbal, física o sexual dirigida a otra persona, incluido un estudiante, empleado o voluntario del distrito.

Infracciones generales de conducta

- Grabar la voz o imagen de otros sin el consentimiento previo de los individuos que se graban o que interrumpa el entorno educativo o invada la privacidad de otros.

Infracciones a la propiedad

Los estudiantes no deben:

- Dañar ni destruir pertenencias de otros. (Para delitos criminales mayores, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 27).
- Desfigurar o dañar la propiedad escolar, incluidos libros de texto, tecnología y recursos electrónicos, casilleros, muebles y otro equipo, con grafiti u otros medios.
- Robar objetos de estudiantes, del personal o de la escuela.
- Cometer o asistir en un hurto o robo, incluso si no constituye un delito mayor en conformidad con el Código Penal. (Para delito de robo mayor, robo agravado y hurto, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 27).
- Ingresar, sin autorización, a las instalaciones del distrito que no estén abiertas para las operaciones.

Poseción de artículos prohibidos

Los estudiantes no deben poseer ni usar:

- Armas de fuego de ningún tipo, bombas de humo o fétidas, ni ningún otro artefacto pirotécnico;
- Rastrillo, navaja para cortar cajas, cadena ni ningún otro objeto usado de alguna manera que amenace o cause lesiones físicas a otra persona;
- Un arma de “imitación” con la intención de ser usada como un arma o que se podría percibir como un arma;
- Una pistola de aire o de postas;
- Munición;
- Un instrumento manual diseñado para cortar o penetrar a otra persona al ser lanzado;
- Un silenciador o supresor de arma de fuego;
- *Una navaja restringida en la ubicación;
- *Un garrote;
- *Un arma de fuego;
- Un arma paralizante;
- Manoplas;
- Una navaja de bolsillo u otro tipo de navaja pequeña;
- Spray de pimienta o macis (mace);
- Material pornográfico;
- Productos de tabaco, cigarrillos, cigarrillos electrónicos, y cualquier componente, pieza o accesorio para un dispositivo de cigarrillo electrónico;

Infracciones generales de conducta

- Fósforos o un encendedor;
- Apuntador láser, a menos que sea para uso aprobado; o
- Cualquier artículo que generalmente no se considera armas, incluidos artículos escolares, cuando el director o su representante determina que existe un peligro.

*Para armas y armas de fuego, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 27. En muchas circunstancias, la posesión de estos artículos es sancionable mediante expulsión obligatoria bajo la ley federal o estatal.

Posesión de dispositivos de telecomunicaciones u otros dispositivos electrónicos

Los estudiantes no deben:

- Usar un dispositivo de telecomunicaciones, incluido un teléfono celular u otro dispositivo electrónico, que infrinja las reglas del distrito y de la escuela.

Drogas ilegales, medicamentos recetados y de venta libre

Los estudiantes no deben:

- Poseer, usar, regalar ni vender alcohol o drogas ilegales. (Ver también en **Asignación a un DAEP** en la página 19 y en **Expulsión** en la página 30 las consecuencias obligatorias y permisibles bajo la ley estatal).
- Poseer ni vender semillas ni piezas de marihuana en cantidad menor a la utilizable.
- Poseer, usar, dar o vender parafernalia relacionada con cualquier sustancia prohibida. (Ver “parafernalia” en el **glosario**).
- Poseer, usar, abusar o vender sustancias parecidas a las drogas o intentar pasar artículos como drogas o contrabando.
- Abusar de un medicamento recetado propio, dar un medicamento recetado a otro estudiante, o poseer o estar bajo los efectos del medicamento recetado de otra persona en la propiedad escolar o en un evento relacionado con la escuela. (Ver “abuso” en el **glosario**).
- Abusar de medicamentos de venta libre. (Ver “abuso” en el **glosario**).
- Estar bajo los efectos de medicamentos recetados o de venta libre que causen trastorno corporal o mental. (Ver “bajo los efectos” en el **glosario**).
- Tener o tomar medicamentos recetados o de venta libre en la escuela fuera de lo permitido por el reglamento del distrito.

Mal uso de recursos de tecnología e internet

Los estudiantes no deben:

- Violar los reglamentos, reglas o acuerdos firmados por el estudiante o el padre del estudiante referentes al uso de los recursos de tecnología.
- Intentar acceder o evadir contraseñas u otra información relacionada con seguridad del distrito, estudiantes o empleados, o subir o crear virus computacionales, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.

Infracciones generales de conducta

- Intentar alterar, destruir o deshabilitar recursos tecnológicos del distrito, incluidos, entre otros, computadoras y equipo relacionado, datos del distrito, datos de otras personas u otras redes conectadas al sistema del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.
- Usar el internet u otras comunicaciones electrónicas para amenazar o acosar a los estudiantes, empleados, miembros de la junta o voluntarios del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Enviar, publicar o poseer mensajes electrónicos abusivos, obscenos, orientados sexualmente, amenazadores, acosadores, que dañen la reputación de una persona, o ilegales, como intimidación cibernética y “sexting”, dentro o fuera de la propiedad escolar, si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Usar el internet u otras comunicaciones electrónicas para participar o fomentar una conducta ilegal o amenazar la seguridad de la escuela, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.

Transgresiones de seguridad

Los estudiantes no deben:

- Poseer material publicado o electrónico que está diseñado para promover o estimular una conducta ilegal o que podría amenazar la seguridad de la escuela.
- Participar en intercambios verbales (orales o escritos) que amenacen la seguridad de otro estudiante, un empleado de la escuela o la propiedad escolar.
- Hacer acusaciones falsas o engaños respecto de la seguridad de la escuela.
- Participar en cualquier conducta que los directivos de la escuela consideren de manera razonable que interrumpirá sustancialmente el programa escolar o incitará a la violencia.
- Arrojar objetos que puedan causar lesiones físicas o daños a la propiedad.
- Activar un extintor de fuego sin una razón válida.

Infracciones varias

Los estudiantes no deben:

- Violar las normas de vestimenta y aseo que se indican en el Manual para Estudiantes.
- Incurrir en deshonestidad académica, lo que incluye hacer trampa o copiar el trabajo de otro estudiante, el plagio y la comunicación no autorizada entre estudiantes durante un examen.
- Hacer trampa o copiar el trabajo de otra persona.
- Participar en juegos de azar.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Participar en acciones o demostraciones que interrumpan sustancialmente o interfieran materialmente con las actividades escolares.
- Infringir reiteradamente las normas de conducta de otras escuelas o salones de clase.

Infracciones generales de conducta

El distrito puede imponer reglas del campus o salón de clase además de las que se encuentran en el Código de Conducta. Estas reglas pueden publicarse en los salones de clase o entregarse al estudiante, y pueden o no constituir violaciones del Código de Conducta.

Técnicas de administración disciplinaria

Se diseñará la disciplina de manera que mejore la conducta y aliente a los estudiantes a ser miembros responsables de la comunidad escolar. La medida disciplinaria será a consideración profesional de maestros y administradores y mediante una variedad de técnicas de administración disciplinaria, incluidas las prácticas restaurativas. La disciplina debe basarse en la gravedad de la infracción, edad y nivel de grado del estudiante, frecuencia de la mala conducta, actitud del estudiante, efecto de la mala conducta en el ámbito escolar y requisitos estatutarios.

Estudiantes con discapacidades

La disciplina de los estudiantes con discapacidades está sujeta a la ley federal y estatal aplicable además del Código de Conducta. En caso de algún conflicto, el distrito cumplirá con la ley federal. Para obtener más información respecto de la disciplina de estudiantes con discapacidades, ver el reglamento FOF(LEGAL).

En conformidad con el Código de Educación, un estudiante que reciba servicios de educación especial no puede ser disciplinado por conductas que sean parte de la definición de intimidación escolar, intimidación cibernética, acoso o hacer listas negras (ver **glosario**) hasta que un comité de admisión, revisión y retiro (ARD) se reúna y revise la conducta.

Para decidir si se ordenará la suspensión, asignación a un DAEP o expulsión, sin importar si la medida es obligatoria o discrecional, el distrito tomará en cuenta una discapacidad que imposibilite considerablemente la capacidad del estudiante para distinguir la ilicitud de la conducta del estudiante.

Técnicas

Se pueden usar las siguientes técnicas de administración de disciplina por sí solas, en combinación o como parte de intervenciones progresivas a causa de conductas prohibidas por el Código de Conducta o por las reglas del campus o del salón de clase:

- Corrección verbal, oral o escrita.
- Tiempo para tranquilizarse o un breve periodo de reflexión, en conformidad con la ley.
- Cambio de asiento en el salón de clase o vehículos operados por o pertenecientes al distrito.
- Confiscación temporal de artículos que interrumpan el proceso de instrucción.
- Recompensas o deméritos.
- Contratos de conducta.
- Consejería por parte de maestros, consejeros escolares o personal administrativo.
- Reuniones de padres y maestros.
- Asesoría en conducta.
- Clases de control del enojo.
- Meditación (víctima-ofensor).
- Círculos en el salón de clase.
- Conferencias de grupos familiares.

Técnicas de administración disciplinaria

- Reducciones de calificación por hacer trampa, plagio y de otra manera permitida por la ley.
- Detención, incluso fuera del horario escolar.
- Enviar al estudiante a la dirección, a otra área asignada, o a en suspensión escolar (ISS).
- Asignación de labores escolares, como limpiar o recoger basura.
- Retiro de privilegios, como participación en actividades extracurriculares, elegibilidad para postularse y ocupar cargos honorarios, o membresía en clubes y organizaciones patrocinados por la escuela.
- Sanciones identificadas en las normas de conducta de las actividades extracurriculares de organizaciones estudiantiles.
- Restricción o revocación de privilegios de transporte del distrito.
- Periodo de prueba evaluado y administrado por la escuela.
- Suspensión fuera de la escuela, de acuerdo a lo especificado en **Suspensión fuera de la escuela** en la página 17.
- Asignación a un DAEP, de acuerdo a lo especificado en **DAEP** en la página 19.
- Expulsión y/o asignación a un entorno educativo alternativo, de acuerdo a lo especificado en **Asignación y/o expulsión por ciertas infracciones** en la página 27.
- Expulsión, de acuerdo a lo especificado en **Expulsión** en la página 30.
- Traslado a una agencia externa o autoridad legal para proceso penal además de medidas disciplinarias impuestas por el distrito.
- Otras estrategias y consecuencias de acuerdo a lo determinado por los directivos de la escuela.

Técnicas aversivas prohibidas

Está prohibido el uso de técnicas aversivas con estudiantes y se definen como técnicas o intervenciones con el propósito de reducir la repetición de una conducta a través de infligir intencionalmente considerable molestia o dolor físico o emocional. Las técnicas aversivas incluyen:

- Usar técnicas diseñadas para causar dolor físico o que probablemente lo causen. [Ver el reglamento FO(LOCAL).]
- Usar técnicas diseñadas para causar dolor físico o que probablemente lo causen a través del electrochoque o cualquier procedimiento que incluye puntos de presión o inmovilización de articulaciones.
- Liberación dirigida de un espray, rocío o sustancia nocivo, tóxico o desagradable cerca del rostro de un estudiante.
- Privar de sueño adecuado, aire, alimentos, agua, albergue, cama, comodidad física, supervisión o acceso a un baño.
- Ridiculizar o denigrar a un estudiante de manera que perjudique o ponga en peligro el aprendizaje o la salud mental del estudiante o constituya abuso verbal.
- Emplear un dispositivo, material u objeto que inmovilice todas las cuatro extremidades de un estudiante, incluso sujeción en el suelo en posición prona o supina.

Técnicas de administración disciplinaria

- Alterar la respiración de un estudiante, incluyendo la aplicación de presión sobre el torso o cuello del estudiante o colocar algo dentro, sobre o encima de la boca o nariz del estudiante o tapar la cara del estudiante.
- Restringir la circulación del estudiante.
- Sujetar al estudiante a un objeto inmóvil mientras el estudiante está de pie o sentado.
- Inhibir, reducir o entorpecer la capacidad del estudiante para comunicarse.
- Usar sujeciones químicas.
- Usar el tiempo de reflexión de una manera que evite que el estudiante pueda participar y avanzar como corresponde en el currículo requerido o en cualesquier metas programa de educación individualizada (IEP) que correspondan, incluso aislando al estudiante usando barreras físicas.
- Privar al estudiante de uno o más de los sentidos del estudiante, a menos que la técnica no cause incomodidad al estudiante o cumpla con el plan de intervención conductual (BIP) o IEP del estudiante.

Notificación

El CBC notificará inmediatamente al padre del estudiante por teléfono o en persona cualquier violación que pueda dar como resultado suspensión en la escuela o fuera de la escuela, asignación a un DAEP, asignación a un JJAEP, o expulsión. El CBC también notificará al padre del estudiante si el estudiante ha sido detenido por un oficial de la policía bajo las disposiciones disciplinarias del Código de Educación.

Se hará un esfuerzo de buena fe para proporcionar una notificación escrita de la medida disciplinaria al estudiante, el día en que se tomó la medida, para entregarla al padre del estudiante. Si se contacta al padre por teléfono o en persona antes de las 5:00 p.m. del primer día hábil después de que se haya seguido la medida disciplinaria, el CBC enviará una notificación escrita por correo postal de EE.UU. Si el CBC no puede informar al padre, el director o su representante le darán el aviso.

Antes de que el director o administrador adecuado asigne a un estudiante menor de 18 años a detención fuera del horario escolar regular, se informará al padre del estudiante el motivo de la detención y se permitirán arreglos para el transporte necesario.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias deberían dirigirse al maestro, a la administración del campus o al CBC, según corresponda. Las apelaciones o reclamos con respecto al uso de técnicas específicas de administración de disciplina se deben dirigir en conformidad con el reglamento FNG(LOCAL). Se puede obtener una copia del reglamento en la oficina del director, la oficina del CBC, o en la oficina de administración central o a través de Policy Online® en la siguiente dirección: <https://pol.tasb.org/PolicyOnline?key=392>.

El distrito no demorará una consecuencia disciplinaria mientras un estudiante o padre tramita una queja. En el caso de que se acuse a un estudiante de haber tenido una conducta que coincida con la definición de acoso sexual según se define en el Título IX, el distrito cumplirá con la ley federal correspondiente, que incluye el proceso de quejas formales del Título IX. Vea los reglamentos FFH(LEGAL) y (LOCAL).

Remoción del autobús escolar

Un conductor de autobús puede derivar a un estudiante a la oficina del director o a la oficina del CBC para mantener una disciplina efectiva en el autobús. El director o CBC debe emplear técnicas adicionales de administración de disciplina, según corresponda, las cuales pueden incluir la restricción o revocación de los privilegios de viajar en autobús de un estudiante.

Para transportar a los estudiantes de manera segura, el operador del vehículo debe concentrarse en conducir y no distraerse con la mala conducta de algún estudiante. Por lo tanto, cuando las técnicas apropiadas de administración de disciplina no mejoran la conducta del estudiante o cuando una mala conducta específica justifica la remoción inmediata, el director o el CBC puede restringir o revocar los privilegios de transporte del estudiante, en conformidad con la ley.

Remoción del entorno educativo regular

Además de otras técnicas de administración de disciplina, la mala conducta puede dar como resultado la remoción del entorno educativo regular mediante un traslado de rutina o una remoción formal.

Derivación de rutina

Una derivación de rutina ocurre cuando un maestro envía a un estudiante a la oficina del CBC como técnica de administración de disciplina. El CBC empleará técnicas alternativas de administración de disciplina, incluyendo intervenciones progresivas. Un maestro o administrador puede remover a un estudiante de la clase por una conducta que infrinja este Código de Conducta para mantener una buena disciplina en el salón de clase.

Remoción formal

Un maestro puede iniciar una remoción formal de la clase si:

1. El maestro ha documentado que la conducta de un estudiante interfiere repetidamente con la capacidad del maestro de enseñar la clase o con la capacidad de aprender de otros estudiantes; o
2. La conducta es tan rebelde, perturbadora o abusiva que el maestro no puede enseñar y los estudiantes del salón de clase no pueden aprender.

En un plazo de tres días escolares de la remoción formal, el CBC o el administrador correspondiente programará una reunión con el padre del estudiante, el estudiante, el maestro que retiró al estudiante de la clase y cualquier otro administrador que corresponda.

En la reunión, el CBC o el administrador correspondiente informará al estudiante la supuesta mala conducta y las consecuencias propuestas. El estudiante tendrá una oportunidad para responder a las acusaciones.

Cuando un maestro remueva a un estudiante del salón de clase regular y esté pendiente una reunión, el CBC u otro administrador puede asignar al estudiante a:

- Otro salón de clase adecuado.
- ISS.
- Suspensión fuera de la escuela.
- DAEP.

Un maestro o administrador debe remover a un estudiante de la clase si el estudiante tiene una conducta que bajo el Código de Educación requiera o permita que el estudiante sea asignado a un DAEP o expulsado. Al ser removido por esos motivos, se seguirán los procedimientos de las secciones subsiguientes sobre DAEP o expulsión.

Regresar a un estudiante al salón de clase

Un estudiante que haya sido retirado formalmente de la clase por un maestro por conducta en contra del maestro que contenga elementos de agresión, agresión agravada, agresión sexual, o agresión sexual agravada no puede regresar a la clase el maestro sin el consentimiento del maestro.

Un estudiante que haya sido retirado formalmente por un maestro por alguna otra conducta puede regresar a la clase del maestro sin el consentimiento del maestro si el comité de revisión

Remoción del entorno educativo regular

de asignaciones determina que la clase el maestro es la mejor alternativa o la única alternativa disponible.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a los estudiantes por conducta incluida en el Código de Conducta como infracción general de conducta, infracción de DAEP o infracción que amerita expulsión.

El distrito no utilizará la suspensión fuera de la escuela para los estudiantes en el segundo grado o inferior a menos que la conducta cumpla con los requisitos establecidos por la ley.

Un estudiante en un grado inferior al tercer grado o un estudiante que no tiene hogar no será suspendido fuera de la escuela a menos que, mientras se encuentre en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar, el estudiante:

- Participe en una conducta que incluya los elementos de una infracción con armas, en conformidad con la Sección 46.02 o 46.05 del Código Penal.
- Participe en una conducta que incluya los elementos de agresión, agresión sexual, agresión agravada o agresión sexual agravada, según lo dispuesto por el Código Penal; o
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una bebida alcohólica o una sustancia controlada o una droga peligrosa, según lo definido por la ley federal o estatal.

El distrito utilizará un programa de conducta positiva como alternativa disciplinaria para los estudiantes en grados inferiores al tercer grado que cometan violaciones de conducta general en lugar de suspensión o asignación a un DAEP. El programa deberá cumplir con los requisitos de la ley.

Proceso

La ley estatal permite que un estudiante sea suspendido un máximo de tres días escolares por violación de conducta, sin límite del número de veces que puede ser suspendido en un semestre o año escolar.

Antes de ser suspendido, un estudiante tendrá una reunión informal con el CBC o el administrador correspondiente, quien informará al estudiante la supuesta mala conducta.

El CBC determinará el número de días de la suspensión de un estudiante, pero no excederá tres días escolares.

Para decidir si se debe ordenar suspensión fuera de la escuela, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Suspensión fuera de la escuela

El administrador correspondiente determinará las restricciones de la participación en actividades extracurriculares y paralelas patrocinadas por la escuela o relacionadas con la escuela.

Trabajo de clase durante la suspensión

El distrito se asegurará de que un estudiante reciba acceso al trabajo de la clase de los cursos del currículo básico mientras el estudiante está en suspensión dentro o fuera de la escuela, incluso al menos un método de recepción de este trabajo de clase que no requiera del uso de internet.

Un estudiante que se traslade del salón de clase regular a ISS u otro programa de educación, además de DAEP, tendrá una oportunidad, antes del inicio del siguiente año escolar, de completar un curso básico del plan de estudio en el cual el estudiante estaba matriculado al momento de la remoción. El distrito puede dar la oportunidad a través de cualquier método disponible, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no hará ningún cargo al estudiante por el método para completar el trabajo provisto por el distrito.

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El DAEP se ofrecerá en un entorno distinto al salón de clase regular del estudiante. Un estudiante de primaria no puede ser asignado a un DAEP con un estudiante que no sea un estudiante de primaria.

Para propósitos del DAEP, la clasificación de primaria será de kindergarten a 5o. grado y la clasificación de secundaria será de 6o. a 12o. grado.

Los programas de verano provistos por el distrito darán servicio a los estudiantes asignados a un DAEP por separado de aquellos estudiantes que no están asignados al programa.

Un estudiante expulsado por una infracción que de otra manera habría dado como resultado la asignación a un DAEP no tiene que asignarse a un DAEP además de la expulsión.

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Asignación discrecional: Mala conducta que puede dar como resultado la asignación a un DAEP

Se puede asignar a un estudiante a un DAEP por conductas prohibidas en la sección de Violaciones generales de conducta de este Código de Conducta.

Mala conducta identificada en la ley estatal

En conformidad con la ley estatal, **se puede** asignar a un estudiante a un DAEP por alguna de las siguientes infracciones:

- Participación en intimidación escolar que anime a un estudiante a cometer o intentar cometer suicidio.
- Incitación de violencia en contra de un estudiante a través de intimidación escolar grupal.
- Publicación o amenaza de publicación de material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participación en una fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública, incluida la participación como miembro o bajo juramento, o solicitar a otra persona que tome juramento o sea miembro de una fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública. (Ver **glosario**).
- Participación en una actividad delictiva de pandilla callejera delincuente. (Ver **glosario**).

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- Cualquier travesura delictiva, incluido un delito mayor.
- Agresión (sin lesión corporal) con amenaza de lesión corporal inminente.
- Agresión mediante contacto físico ofensivo o provocativo.

En conformidad con la ley estatal, se **puede** asignar a un estudiante a un DAEP si el superintendente o su representante cree de manera razonable (ver **glosario**) que el estudiante participó en una conducta sancionable como delito mayor, además de robo agravado o aquellos delitos descritos como ofensas con lesión a una persona en el Título 5 (ver **glosario**) del Código Penal, que ocurra fuera de la propiedad escolar y no en un evento patrocinado por la escuela o relacionado con la escuela, si la presencia del estudiante en el salón de clase regular amenaza la seguridad de otros estudiantes o maestros, o se considera peligroso para el proceso educativo.

El CBC **puede** asignar a un estudiante a un DAEP por conducta fuera de la escuela para la cual la ley estatal exija la asignación a un DAEP si el administrador no tiene conocimiento de la conducta antes del primer aniversario de la fecha en que ocurrió la conducta.

Asignación obligatoria: Mala conducta que requiere asignación a un DAEP

Se **debe** asignar a un estudiante a un DAEP si:

- Participa en una conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista que incluya una escuela pública. (Ver **glosario**).
- Comete las siguientes infracciones en propiedad de la escuela, dentro de 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar, o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:
 - Participa en una conducta sancionable como delito mayor.
 - Comete una agresión (ver **glosario**) bajo el Código Penal 22.01(a)(1).
 - Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de una sustancia controlada o droga peligrosa en una cantidad que no constituya un delito mayor. (Las infracciones de drogas consideradas delito mayor relacionadas con la escuela se incluyen en **Expulsión** en la página 30). (Ver en el **glosario** “bajo los efectos”, “sustancia controlada” y “droga peligrosa”).
 - Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de la marihuana o THC. Un estudiante con una receta válida de cannabis de bajo THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición.
 - Vende, da o entrega a otra persona una bebida alcohólica; comete una infracción grave mientras está bajo los efectos del alcohol; o posee, usa o está bajo los efectos del alcohol.
 - Se comporta de tal manera que sus actos contienen los elementos de una infracción relacionada con abuso de sustancias químicas volátiles.
 - Vende, da o entrega a otra persona o posee o utiliza un cigarrillo electrónico.
 - Se comporta de tal manera que sus actos contienen los elementos de lascivia o exhibicionismo público. (Ver **glosario**).

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- Participa en una conducta que contiene los elementos de una infracción de acoso contra un empleado bajo 42.07(a)(1), (2), (3) o (7) del Código Penal.
- Participa en una conducta que amerita expulsión y tiene de seis a nueve años de edad.
- Comete una violación federal con armas de fuego y es menor de seis años.
- Participa en una conducta que contiene los elementos de la infracción de represalia contra algún empleado o voluntario de la escuela dentro o fuera de la propiedad escolar. (Cometer represalia en combinación con otra infracción que amerite expulsión se incluye en **Expulsión** en la página 30).
- Participar en una conducta sancionable como robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal cuando la conducta ocurre fuera de la propiedad escolar y en un evento no patrocinado por la escuela ni relacionado con la escuela y:
 1. El estudiante recibe enjuiciamiento diferido (ver **glosario**),
 2. Un tribunal o jurado determina que el estudiante ha participado en una conducta delictiva (ver **glosario**), o
 3. El superintendente o su representante cree de manera razonable (ver **glosario**) que el estudiante participó en la conducta.

Agresión sexual y asignaciones de campus

Se transferirá a un estudiante a otro campus si:

- El estudiante ha sido convicto de abuso sexual continuo de un niño pequeño o de una persona discapacitada, o convicto o asignado a una adjudicación diferida por agresión sexual o agresión sexual agravada en contra de otro estudiante de la misma escuela; y
- El padre de la víctima u otra persona con autoridad de actuar en nombre de la víctima solicita que la junta transfiera al estudiante ofensor a otro campus.

Si no hay otra escuela en el distrito que brinde servicio al nivel de grado del estudiante ofensor, entonces se transferirá a un DAEP.

Proceso

Las remociones a un DAEP las debe hacer el CBC.

Reunión

Cuando se remueve a un estudiante de una clase por una infracción de DAEP, el CBC o el administrador correspondiente programará una reunión dentro de tres días escolares con el padre del estudiante, el estudiante y, en caso de la remoción por un maestro, el maestro.

En la reunión, el CBC o el administrador correspondiente brindará al estudiante:

- Información, oral o escrita, de las razones de la remoción;
- Una explicación de las bases de la remoción; y
- Una oportunidad para responder a las razones de la remoción.

Después de intentos válidos de pedir la asistencia, el distrito puede detener la reunión y tomar una decisión de la asignación sin importar si el estudiante o los padres del estudiante asisten a la reunión.

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Consideración de factores de mitigación

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Orden de asignación

Después de la reunión, si se asigna al estudiante a un DAEP, el CBC escribirá una orden de asignación. Se enviará una copia de la orden de asignación a un DAEP e información para el padre o la persona designada en la relación de padre con el estudiante sobre el proceso de solicitar una evaluación individual e inicial completa del estudiante para propósitos de servicios de educación especial al estudiante y al padre del estudiante.

A más tardar el segundo día hábil después de la reunión, el representante de la junta entregará al tribunal de menores una copia de la orden de asignación y toda la información requerida por la Sección 52.04 del Código de Familia.

Si se asigna al estudiante a un DAEP y el periodo de asignación no coincide con las pautas incluidas en este Código de Conducta, la orden de asignación dará aviso de la incoherencia.

DAEP con cupo lleno

Si un DAEP tiene cupo lleno al momento que el CBC decide la asignación por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil, se asignará al estudiante a ISS y luego se le transferirá a un DAEP por el resto del periodo cuando haya cupo disponible antes del vencimiento del periodo de asignación.

Si un DAEP tiene cupo lleno al momento en que el CBC está decidiendo la asignación de un estudiante que participó en una conducta violenta, un estudiante asignado en un DAEP por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil se puede asignar a ISS para disponer de espacio en el DAEP para el estudiante que participó en una conducta violenta. Si hay un lugar disponible en un DAEP antes del vencimiento del periodo de la asignación para el estudiante sacado de la escuela, el estudiante deberá regresar a un DAEP por el resto del periodo.

Aviso del trabajo del curso

Se dará un aviso escrito al padre o tutor de un estudiante asignado a un DAEP sobre la oportunidad del estudiante de completar, sin costo para el estudiante, un curso base del plan de estudios en el que el estudiante estaba matriculado al momento de la remoción y que se requiere para graduación. El aviso incluirá información referente a todos los métodos disponibles para completar el trabajo del curso.

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Duración de una asignación

El CBC determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada según cada caso en base a la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales.

El periodo máximo de la asignación a un DAEP será de un año calendario, salvo lo estipulado a continuación.

A menos que se especifique de otra manera en la orden de asignación, los días ausentes de un DAEP no deberán contar para completar el número de días requeridos en la orden de asignación a un DAEP de un estudiante.

El distrito administrará las evaluaciones previas y posteriores requeridas para los estudiantes asignados a un DAEP durante un periodo de 90 días o más en conformidad con los procedimientos administrativos establecidos del distrito para administrar otras evaluaciones de diagnóstico o de punto de referencia.

Excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito.

Las limitaciones estatutarias sobre el periodo de una asignación a un DAEP no se aplican a la asignación resultante de la decisión de la junta para asignar a un estudiante que participó en una agresión sexual de otro estudiante para que no se asigne a los estudiantes al mismo campus.

Excede el año escolar

A los estudiantes que cometen infracciones que requieren la asignación a un DAEP al final del año escolar se les puede exigir que continúen en esa asignación al inicio del siguiente año escolar para completar el término de la asignación.

Para una asignación a un DAEP que se extienda más allá del final del año escolar, el CBC o el representante de la junta debe determinar que:

1. La presencia del estudiante en el salón de clase regular o escuela presenta un peligro de daño físico para el estudiante o los demás, o
2. El estudiante ha participado en una mala conducta grave o persistente (ver **glosario**) que viola el Código de Conducta del distrito.

Excede 60 días

Para la asignación a un DAEP de más de 60 días o del final del siguiente periodo de calificaciones, lo que ocurra primero, se dará aviso al padre del estudiante y la oportunidad de participar en un proceso ante la junta o el representante de la junta.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias se deben dirigir a la administración escolar.

Las apelaciones de los padres sobre medidas disciplinarias deben dirigirse primero al campus principal. Las apelaciones a DAEP solo se pueden realizar para colocaciones que excedan los

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60 días o el final del siguiente período de calificaciones, que siempre es más corto. La Junta ha designado al campus principal como la persona ante quien se deben realizar las apelaciones y su decisión será definitiva. La apelación debe realizarse por escrito dentro de los 5 días posteriores a la conferencia de colocación en DAEP. Al recibir la apelación por escrito, el campus principal programará una conferencia de apelación con los padres dentro de los 5 días escolares y tomará una decisión dentro de los 10 días escolares siguientes a la conferencia de apelación.

Las apelaciones de estudiantes o padres con respecto a la colocación de un estudiante en un DAEP deben abordarse de acuerdo con la política FNG(LOCAL). Se puede obtener una copia de esta política en la oficina del director, la oficina del CBC, la oficina de administración central o a través de Policy Online® en la siguiente dirección:

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

El distrito no demorará consecuencias disciplinarias en espera del resultado una apelación. La decisión de asignar a un estudiante a un DAEP no se puede apelar más allá de la junta.

Restricciones durante la asignación

El distrito no permite a ningún estudiante asignado a un DAEP participar en ninguna actividad extracurricular o paralela patrocinada por la escuela o relacionada con la escuela, incluyendo postularse para un cargo honorario y/o membresía en un club u organización patrocinado por la escuela.

A un estudiante asignado a un DAEP no se le proveerá transporte, a menos que el estudiante sea un estudiante con discapacidad que tenga derecho a transporte en conformidad con el IEP del estudiante o el plan de la Sección 504.

Para los estudiantes de doceavo grado que reúnen los requisitos para graduarse y se asignan a un DAEP al momento de la graduación, la asignación en el programa continuará hasta la graduación y no se permitirá que el estudiante participe en la ceremonia de graduación ni en las actividades relacionadas con la graduación.

Revisión de asignación

El CBC o el representante de la junta proveerá a un estudiante asignado a un DAEP una revisión de su estatus, incluido el estatus académico, a intervalos que no excedan 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, se dará la oportunidad al estudiante o al padre del estudiante de presentar argumentos para el regreso del estudiante al salón de clase o campus regular. El estudiante no puede regresar al salón de clase regular de un maestro que haya removido al estudiante sin consentimiento de ese maestro.

Mala conducta adicional

Si durante el plazo de la asignación a un DAEP el estudiante participa en mala conducta adicional para la cual se requiere o permite la asignación a un DAEP o expulsión, se pueden llevar a cabo procesos adicionales y el CBC puede hacer una orden disciplinaria adicional como resultado de esos procesos.

Aviso de actuaciones penales

Cuando un estudiante se asigne a un DAEP por ciertas infracciones, la oficina del fiscal notificará al distrito si:

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1. Se negó el enjuiciamiento del caso del estudiante por falta de mérito de acusación o evidencias insuficientes y no se iniciará ningún proceso formal, adjudicación diferida (ver **glosario**) ni enjuiciamiento diferido; o
2. El tribunal o jurado determinó que el estudiante no es culpable, o descubrió que el estudiante no participó en una conducta delictiva o conducta que indique una necesidad de supervisión, y el caso se desestimó con prejuicio.

Si se asignó a un estudiante a un DAEP por dicha conducta, al recibir el aviso del fiscal, el superintendente o su representante revisará la asignación del estudiante y programará una revisión con el padre del estudiante a más tardar el tercer día después de que el superintendente o su representante reciba aviso del fiscal. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la revisión.

Después de revisar el aviso y recibir información del padre del estudiante, el superintendente o su representante puede continuar la asignación del estudiante si hay motivos para pensar que la presencia del estudiante en el salón de clase regular amenaza la seguridad de los demás estudiantes o del maestro.

El estudiante o padre del estudiante puede apelar la decisión del superintendente a la junta. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación. En caso de una apelación, la junta, en la siguiente reunión programada, revisará el aviso del fiscal y recibirá información del estudiante, el padre del estudiante y el superintendente o su representante, y confirmará o invertirá la decisión del superintendente o su representante. La junta hará un informe de los procesos.

Si la junta confirma la decisión del superintendente o su representante, el estudiante y el padre del estudiante pueden apelar ante el Comisionado de Educación. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación.

Baja durante el proceso

Cuando un estudiante viole el Código de Conducta del distrito de una manera que requiera o permita que el estudiante se asigne a un DAEP y el estudiante se da de baja del distrito antes de completar la orden de la asignación, el CBC puede completar los procesos y emitir una orden de asignación. Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden en ese momento, menos cualquier periodo que el estudiante haya cumplido la asignación durante su matrícula en otro distrito. Si el CBC o la junta no emite una orden de asignación después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos y emitir una orden de asignación.

Estudiantes recién matriculados

El distrito continuará la asignación al DAEP de un estudiante que se matricule en el distrito y haya sido asignado a un DAEP en una escuela autónoma (charter) de inscripción abierta u otro distrito, incluido un distrito en otro estado.

Cuando un estudiante se matricula en el distrito con una asignación a un DAEP de un distrito de otro estado, el distrito tiene el derecho de asignar al estudiante en un DAEP de la misma manera que a cualquier otro estudiante recién matriculado si la conducta cometida es una razón de asignación a un DAEP en el distrito que recibe al estudiante.

La ley estatal requiere que el distrito reduzca una asignación impuesta por un distrito en otro estado que exceda un año de manera que la asignación total no exceda un año. Sin embargo,

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después de una revisión, la asignación se puede extender a más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados, o si la asignación extendida es para el mejor interés del estudiante.

Procedimiento de asignación de emergencia

Cuando sea necesaria una asignación de emergencia debido a la conducta indebida, perturbadora o abusiva que interfiera seriamente con las operaciones del salón de clase o de la escuela, se dará al estudiante un aviso oral de la razón de la acción. A más tardar el décimo día después de la fecha de asignación, se dará la oportunidad al estudiante de tener una reunión apropiada requerida para la asignación a un DAEP.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición a un estudiante que regresa al salón de clase regular de un programa alternativo de educación, incluso de un DAEP. Para obtener más información, ver el reglamento FOCA(LEGAL).

Asignación y/o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación estipula procesos únicos y consecuencias específicas.

Delinquentes sexuales registrados

En conformidad con la ley estatal, al recibir una notificación de que un estudiante debe registrarse actualmente como ofensor sexual, el distrito debe remover al estudiante del salón de clase regular y determinar la asignación apropiada, a menos que el tribunal ordene la asignación a JJAEP.

Si el estudiante está bajo alguna forma de supervisión de la corte, incluida libertad condicional, supervisión de la comunidad, libertad provisional, el estudiante se asignará a DAEP o JJAEP por lo menos un semestre.

Si el estudiante no está bajo ninguna forma de supervisión de la corte, el estudiante puede ser asignado a DAEP o JJAEP por un semestre o puede ser asignado a un salón de clase regular. El estudiante no puede ser asignado al salón de clase regular si la junta o su representante determina que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la asignación de un estudiante a un entorno educativo alternativo y antes del inicio de cada año escolar para el cual el estudiante permanezca en una asignación alternativa, en conformidad con la ley estatal, el distrito formará un comité para revisar la asignación del estudiante. El comité recomendará si el estudiante debería regresar al salón de clase regular o permanecer en la asignación. Sin tener ningún hallazgo especial, la junta o su representante debe seguir la recomendación del comité.

La revisión de la asignación de un estudiante discapacitado que recibe servicios de educación especial debe hacerla el comité de ARD.

Estudiante recién matriculado

Si un estudiante se matricula en el distrito durante una asignación obligatoria como ofensor sexual registrado, el distrito puede tomar en cuenta el tiempo que el estudiante ya pasó en una asignación, o puede exigir un semestre adicional en una asignación alternativa sin llevar a cabo una revisión de la asignación.

Apelación

Un estudiante o padre de un estudiante puede apelar la asignación solicitando una reunión entre la junta o su representante, el estudiante y el padre del estudiante. La reunión se limita a la pregunta factual sobre si el estudiante se debe registrar como ofensor sexual. Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Determinados delitos mayores

Sin importar si la asignación a DAEP o expulsión es requerida o permitida por una de las razones en las secciones de Asignación a DAEP o Expulsión, en conformidad con el Código de

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Educación 37.0081, un estudiante puede ser expulsado y asignado a DAEP o JJAEP si la junta o el CBC hace ciertos hallazgos y existen las siguientes circunstancias en relación con robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal. El estudiante debe haber:

- Recibido enjuiciamiento diferido por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido encontrado por un tribunal o jurado que ha participado en una conducta delictiva por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido cargos de participar en una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido remitido a un tribunal de menores por presunta participación en una conducta delictiva definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido libertad provisional o adjudicación diferida, o haber sido arrestado, acusado o convicto de robo agravado o un delito mayor bajo el Título 5.

El distrito puede expulsar al estudiante y ordenar otra asignación bajo estas circunstancias sin importar:

1. La fecha en la que ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió mientras el estudiante estaba matriculado en el distrito, o
4. Si el estudiante completó satisfactoriamente los requisitos de alguna disposición del tribunal impuestos en relación con la conducta.

Audiencia y hallazgos requeridos

El estudiante debe tener primeramente una audiencia ante la junta o su representante, quien debe determinar que además de las circunstancias anteriores que permiten la expulsión, la presencia del estudiante en el salón de clase regular:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Duración de asignación

El estudiante está sujeto a la asignación hasta que:

1. El estudiante se gradúa de la escuela preparatoria,
2. Se levantan los cargos o se reducen a una infracción menor, o
3. El estudiante completa el término de la asignación o se le asigna a otro programa.

Revisión de asignación

Un estudiante asignado a un DAEP o JJAEP bajo esta sección tiene derecho a una revisión de su situación, incluido el estatus académico, por parte del CBC o el representante de la junta en

Asignación y/o expulsión por ciertas infracciones

intervalos que no excedan los 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, el estudiante o su padre tendrá la oportunidad de presentar argumentos para el regreso del estudiante al salón de clase o escuela regular.

Estudiantes recién matriculados

Un estudiante que se inscriba en el distrito antes de completar una asignación bajo esta sección de otro distrito escolar debe completar el término de la asignación.

Expulsión

Para decidir si se debe ordenar la expulsión, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Expulsión discrecional: Mala conducta que puede dar como resultado la expulsión

Algunos de los siguientes tipos de mala conducta pueden dar como resultado una asignación obligatoria a un DAEP, sin importar si se expulsa o no al estudiante. (Ver **Asignación a un DAEP** en la página 19).

Cualquier sitio

Un estudiante **puede** ser expulsado por:

- Participación en intimidación escolar que anime a un estudiante a cometer o intentar cometer suicidio.
- Incitación de violencia en contra de un estudiante a través de intimidación escolar grupal.
- Publicación o amenaza de publicación de material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Conducta que contiene los elementos de agresión bajo el Código Penal 22.01(a)(1) en represalia contra un empleado o voluntario de la escuela.
- Mala conducta delictiva, si es sancionable como delito mayor.
- Participación en una conducta que contenga los elementos de una de las siguientes infracciones en contra de otro estudiante:
 - Agresión agravada.
 - Agresión sexual.
 - Agresión sexual agravada.
 - Homicidio.
 - Homicidio en primer grado.
 - Tentativa de homicidio u homicidio en primer grado.
 - Robo agravado.
- Quebrantamiento de seguridad informática. (Ver **glosario**).

- Participación en una conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista que incluya una escuela pública.

En la escuela, a 300 pies o en un evento escolar

Un estudiante **puede** ser expulsado por cometer cualquiera de las siguientes infracciones en la escuela o dentro de 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar, o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:

- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una sustancia controlada o una droga peligrosa. Un estudiante con una receta válida de cannabis de bajo THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición. (Ver “bajo los efectos” en el **glosario**).
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de una bebida alcohólica; comete una infracción grave mientras está bajo los efectos del alcohol.
- Se comporta de tal manera que su conducta contiene los elementos de una infracción relacionada con abuso de químicos volátiles.
- Se comporta de tal manera que su conducta contiene los elementos de agresión bajo 22.01(a)(1) del Código Penal contra un empleado o un voluntario.
- Participa en una conducta mortal. (Ver **glosario**).

Dentro de 300 pies de la escuela

Un estudiante **puede** ser expulsado por participar en las siguientes conductas mientras se encuentra a 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar:

- Agresión agravada, agresión sexual o agresión sexual agravada.
- Incendio premeditado. (Ver **glosario**).
- Homicidio, asesinato capital o intento criminal de cometer homicidio o asesinato capital.
- Indecencia con un menor.
- Secuestro agravado.
- Homicidio no premeditado.
- Homicidio criminal negligente.
- Robo agravado.
- Abuso sexual continuo de un niño pequeño o de una persona discapacitada.
- Delito mayor por ofensas de una sustancia controlada o droga peligrosa, sin incluir THC.
- Portar ilegalmente sobre la persona del estudiante una pistola o una navaja restringida en el sitio, según la definición de estos términos en la ley estatal. (Ver **glosario**).
- Poseer, fabricar, transportar, reparar o vender un arma prohibida, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).
- Posesión de un arma de fuego, de acuerdo a lo definido por la ley federal. (Ver **glosario**).

Propiedad de otro distrito

Un estudiante **puede** ser expulsado por cometer una infracción que el estado considere infracción con expulsión obligatoria si la infracción se comete en la propiedad de otro distrito en Texas o mientras el estudiante asiste a una actividad patrocinada por la escuela o relacionada con la escuela de otro distrito en Texas.

En un DAEP

Un estudiante puede ser expulsado por participar en mala conducta grave documentada que viole el Código de Conducta del distrito, a pesar de las intervenciones de conducta documentadas mientras está asignado a un DAEP. Para propósitos de expulsión discrecional de un DAEP, mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
 - a. Lascivia pública bajo el Código Penal 21.07;
 - b. Exhibicionismo bajo el Código Penal 21.08;
 - c. Mala conducta delictiva bajo el Código Penal 28.03;
 - d. Novatadas maliciosas bajo el Código de Educación 37.152; o
 - e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Expulsión obligatoria: Mala conducta que requiere expulsión

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cualquiera de las siguientes infracciones que ocurran en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:

Bajo la ley federal

- Llevar o poseer en la escuela, incluido cualquier lugar que esté bajo control o supervisión del distrito para propósitos de una actividad escolar, un arma de fuego, según lo definido por la ley federal. (Ver **glosario**).

Nota: La expulsión obligatoria bajo la Ley Federal de Escuelas sin Armas no se aplica a un arma de fuego que esté legalmente guardada dentro de un vehículo con seguro, o a armas de fuego usadas en actividades aprobadas y autorizadas por el distrito cuando el distrito ha adoptado medidas de resguardo apropiadas para garantizar la seguridad del estudiante.

Bajo el Código Penal

- Portar ilegalmente sobre la persona del estudiante lo siguiente, de manera prohibida por el Código Penal 46.02:
 - Una pistola, definida por la ley estatal como un arma de fuego diseñada, hecha o adaptada para usarse con una mano. (Ver **glosario**). Nota: Un estudiante no puede ser expulsado únicamente con base en el uso, exhibición, o posesión del estudiante de un arma de fuego que ocurra en unas instalaciones de tiro al blanco que no estén ubicadas en un campus escolar, al participar o prepararse para participar en una competencia

deportiva de tiro patrocinada por la escuela o en una actividad deportiva de tiro patrocinada o apoyada por el Departamento de Parques y Vida Silvestre, o una organización deportiva de tiro trabajando con el departamento. [Ver el reglamento FNCG (LEGAL)].

- Una navaja restringida en el sitio, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).
- Poseer, fabricar, transportar, reparar o vender un arma prohibida, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).
- Comportarse de una manera en la cual la conducta contenga elementos de las siguientes infracciones bajo el Código Penal:
 - Agresión agravada, agresión sexual o agresión sexual agravada.
 - Incendio premeditado. (Ver **glosario**).
 - Homicidio, asesinato capital o intento criminal de cometer homicidio o asesinato capital.
 - Indecencia con un menor.
 - Secuestro agravado.
 - Robo agravado.
 - Homicidio no premeditado.
 - Homicidio criminal negligente.
 - Abuso sexual continuo de un niño pequeño o de una persona discapacitada.
 - Conducta sancionable como delito mayor que incluye vender, dar o entregar a otra persona, o poseer, usar, o estar bajo los efectos de una sustancia controlada o una droga peligrosa.
- Participar en represalias contra un empleado o voluntario de la escuela en combinación con una de las infracciones de expulsión obligatoria indicadas previamente.

Menos de diez años

Cuando un estudiante menor de diez años participa en una conducta que se castiga con expulsión, el estudiante no será expulsado, sino que se le asignará a un DAEP. Un estudiante menor de seis años no se debe asignar a un DAEP a menos que haya cometido una infracción federal con armas de fuego.

Proceso

Si se piensa que un estudiante ha cometido una infracción cuyo castigo es la expulsión, el CBC u otro administrador apropiado programará una audiencia dentro de un periodo razonable. Se invitará al padre del estudiante por escrito para que asista a la audiencia.

Hasta que se pueda llevar a cabo una audiencia, el CBC u otro administrador puede asignar al estudiante a:

- Otro salón de clase adecuado.
- ISS.
- Suspensión fuera de la escuela.

- DAEP.

Audiencia

Se dará a un estudiante que se enfrente a la expulsión una audiencia con el debido proceso. El estudiante tiene derecho a:

1. Representación por el padre del estudiante u otro adulto que pueda proveer guía al estudiante y que no sea empleado del distrito,
2. Una oportunidad de testificar y presentar evidencias y testigos en su defensa, y
3. Una oportunidad de hacer preguntas a los testigos convocados por el distrito para la audiencia.

Después de dar aviso al estudiante y su padre sobre la audiencia, el distrito puede detener la audiencia sin importar si el estudiante o los padres del estudiante asisten.

La junta escolar delega en el superintendente de escuelas o su designado la autoridad para realizar audiencias y expulsar a los estudiantes.

Revisión de la expulsión por parte de la junta

Después del debido proceso de la audiencia, el estudiante expulsado puede solicitar que la junta revise las decisiones de expulsión. El estudiante o padre debe presentar una solicitud escrita al superintendente en un plazo de siete días después de recibir la decisión escrita. El superintendente debe dar al estudiante o padre un aviso escrito de la fecha, la hora y el lugar de la reunión en la cual la junta revisará la decisión.

La junta revisará el informe de la audiencia de expulsión en una reunión privada, a menos que el padre solicite por escrito que el asunto se puede llevar a cabo en una reunión pública. La junta también puede escuchar una declaración del estudiante o padre y del representante de la junta.

La junta considerará y basará su decisión en evidencias reflejadas en el informe y en cualquier declaración hecha por las partes en la revisión. La junta hará y comunicará su decisión verbalmente al concluir la presentación. No se diferirán las consecuencias hasta que finalice el resultado de la audiencia.

Orden de expulsión

Antes de ordenar la expulsión, la junta o el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Si el estudiante es expulsado, la junta o su representante darán al estudiante y al padre del estudiante una copia de la orden de expulsión del estudiante.

A más tardar el segundo día hábil después de la audiencia, la persona designada por la junta entregará al tribunal de menores una copia de la orden de expulsión y toda la información requerida por la Sección 52.04 del Código de Familia.

Si el periodo de expulsión no coincide con las pautas incluidas en el Código de Código de Conducta, la orden de expulsión dará aviso de la incoherencia.

Duración de la expulsión

La duración de la expulsión se basará en la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos estatutarios.

La duración de la expulsión de un estudiante se determinará con base en cada caso. El periodo máximo de la expulsión es un año calendario, salvo lo estipulado a continuación.

Una expulsión no puede exceder un año, a menos que, después de la revisión, el distrito determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito, o
2. La expulsión prolongada es para el mejor interés del estudiante.

La ley federal y estatal exige que un estudiante se expulse del salón de clase regular durante un periodo de por lo menos un año calendario por llevar a la escuela un arma de fuego, de acuerdo a lo definido por la ley federal. Sin embargo, el superintendente puede modificar la duración de la expulsión con base en cada caso.

A los estudiantes que cometen infracciones que requieren la expulsión al final del año escolar se les puede expulsar incluso después de iniciar el siguiente año escolar para completar el término de la expulsión.

Baja durante el proceso

Cuando la conducta de un estudiante requiera o permita la expulsión del distrito y el estudiante se da de baja del distrito antes de que se lleve a cabo la audiencia de la expulsión, el distrito puede llevar a cabo una audiencia después de enviar aviso escrito al padre o al estudiante.

Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden de expulsión en ese momento, menos cualquier periodo que el estudiante haya cumplido el periodo de expulsión durante su matrícula en otro distrito.

Si el CBC o la junta no emite una orden de expulsión después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos.

Mala conducta adicional

Si durante la expulsión el estudiante participa en mala conducta adicional para la cual se requiere o permite la asignación a un DAEP o expulsión, se pueden llevar a cabo procesos adicionales y el CBC puede emitir una orden disciplinaria adicional como resultado de esos procesos.

Restricciones durante la expulsión

Los estudiantes expulsados tienen prohibido estar en la propiedad escolar o asistir a actividades patrocinadas por la escuela o relacionadas con la escuela durante el periodo de expulsión.

No se obtendrá ningún crédito académico por el trabajo perdido durante el periodo de expulsión a menos que el estudiante esté matriculado en un JJAEP u otro programa aprobado por el distrito.

Estudiantes recién matriculados

El distrito continuará la expulsión de cualquier estudiante recién matriculado expulsado de otro distrito o de una escuela autónoma (charter) de inscripción abierta hasta que se complete el periodo de expulsión.

Si un estudiante expulsado de otro estado se matricula en el distrito, el distrito puede continuar la expulsión bajo los términos de la orden de expulsión, puede asignar a un estudiante a un DAEP durante el periodo especificado en la orden, o puede permitir que el estudiante asista a clases regulares si:

1. El distrito del otro estado provee al distrito una copia de la orden de expulsión, y
2. La infracción que causó la expulsión es también una infracción con motivo de expulsión en el distrito en el cual el estudiante se está matriculando.

Si un distrito escolar de otro estado expulsó al estudiante por un periodo que exceda un año y el distrito continúa la expulsión o asigna al estudiante a un DAEP, el distrito reducirá el periodo de expulsión o asignación a un DAEP de manera que el periodo no exceda un año, a menos que después de una revisión se determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito, o
2. La asignación prolongada es para el mejor interés del estudiante.

Procedimientos de expulsión de emergencia

Cuando sea necesaria una expulsión de emergencia para proteger a personas o propiedad de un daño inminente, se dará al estudiante un aviso verbal de la razón de la acción. Dentro de diez días después de la fecha de la expulsión de emergencia, se dará al estudiante el debido proceso requerido para un estudiante que se enfrenta a una expulsión.

Asignación a un DAEP de estudiantes expulsados

El distrito puede proveer servicios de instrucción a cualquier estudiante expulsado en un DAEP. Sin embargo, servicios de instrucción en el DAEP deben proveerse si el estudiante tiene menos de diez años de edad.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición para un estudiante que regresa al salón de clase regular de una asignación a un programa alternativo de educación, incluso de un DAEP o JJAEP. Para obtener más información, ver los reglamentos FOCA(LEGAL) y FODA(LEGAL).

Glosario

Abuso es el uso inapropiado o excesivo.

Acoso incluye:

1. Conducta que cumple con la definición establecida en los reglamentos del distrito DIA(LOCAL) y FFH(LOCAL);
2. Conducta que amenaza causar daños o lesiones corporales a otra persona, incluido un estudiante del distrito, empleado, miembro de la junta, o voluntario; es sexualmente intimidante; causa daños físicos a las pertenencias de otro estudiante; sujeta a otro estudiante a restricción física; o daña maliciosa y considerablemente la salud o seguridad física o emocional de otro estudiante, de acuerdo a lo definido en el Código de Educación 37.001(b)(2); o
3. Conducta que es sancionable como delito bajo el Código Penal 42.07, incluso los siguientes tipos de conducta si se llevan a cabo con la intención de acosar, molestar, alarmar, abusar, atormentar o avergonzar a otro:
 - a. Iniciar comunicación y, en el transcurso de la comunicación, realizar un comentario, solicitud, sugerencia o propuesta que es obsceno, según lo definido por la ley;
 - b. Amenazar, en una forma que es razonablemente probable que alarme a la persona que recibe la amenaza, de que se va a infligir daño físico a la persona o a cometer un delito mayor en contra de la persona, un integrante de la familia o grupo familiar de la persona o los bienes de la persona;
 - c. Expresar, en una forma que es razonablemente probable que alarme a la persona que recibe el informe, un informe falso, que el emisor sabe que es falso, que diga que otra persona ha fallecido o sufrido lesión física grave;
 - d. Hacer que el teléfono u otro dispositivo timbre reiteradamente, o hacer comunicaciones telefónicas repetitivas de modo anónimo, o que de una manera razonable tenga la posibilidad de acosar, molestar, alarmar, abusar, atormentar, avergonzar u ofender a otra persona;
 - e. Hacer una llamada telefónica e intencionalmente no colgar o desconectar la llamada;
 - f. Permitir a sabiendas el uso de un teléfono bajo control de la persona por otra persona para cometer un delito bajo esta sección;
 - g. Enviar comunicaciones electrónicas reiteradas en una forma que es razonable que produzca acoso, molestia, alarma, abuso, tormento, vergüenza u ofensa a otro; y
 - h. Publicar en un sitio web de Internet, incluidas las plataformas de redes sociales, comunicaciones electrónicas repetidas de manera tal que sea razonablemente probable que causen angustia, abuso o tormento a otra persona, a menos que las comunicaciones se hagan en relación con un asunto de interés público, tal como lo define la ley; o
 - i. Hacer llamadas telefónicas obscenas, intimidantes o amenazadoras o a través de otra comunicación electrónica de un número de teléfono temporal o desechable provisto por una aplicación de Internet u otro medio de tecnología.

Adjudicación diferida es una alternativa a la búsqueda de convicción en el tribunal que se puede ofrecer a un menor por una conducta delictiva o conducta que indique una necesidad de supervisión.

Agresión se define en parte en el Código Penal 22.01 como causar intencionalmente, a sabiendas o imprudentemente lesión corporal a otra persona; amenazar intencionalmente o a sabiendas a otra persona con lesión corporal inminente; o causar intencionalmente o a sabiendas contacto físico con otra persona que pueda considerarse de manera razonable como ofensivo o provocador.

Amenaza terrorista, definida por el Código Penal 22.07, es una amenaza de violencia a alguna persona o propiedad con la intención de:

1. Causar una reacción de cualquier tipo de alguna agencia oficial o voluntaria organizada para lidiar con emergencias;
2. Atemorizar a una persona de una lesión corporal grave e inminente;
3. Impedir o interrumpir la ocupación o uso de un edificio; habitación, lugar de reunión o lugar de acceso público; lugar de empleo u ocupación; avión, automóvil, u otro medio de transporte; u otro lugar público;
4. Impedir o interrumpir las comunicaciones públicas; el transporte público; suministro de agua, gas o electricidad pública; u otro servicio público;
5. Atemorizar al público o a un grupo público de una lesión corporal grave; o
6. Influir la conducta o actividades de una dependencia o agencia del gobierno federal, el estado, o una subdivisión política del estado (incluido el distrito).

Ametralladora, definida por el Código Penal 46.01, es cualquier arma de fuego que es capaz de disparar más de dos tiros automáticamente, sin recargo manual, con un solo apretón del gatillo.

Arma de cañón corto se define en el Código Penal 46.01 como un rifle con cañón de menos de 16 pulgadas de largo o una escopeta con cañón de menos de 18 pulgadas, o cualquier arma hecha de un rifle o escopeta que, al alterarse, tenga una longitud total de menos de 26 pulgadas.

Arma de fuego se define en la ley federal (18 U.S.C. 921(a)) como:

1. Cualquier arma (incluyendo una pistola de salva) que se convertirá, está diseñada para convertirse o se puede convertir en un dispositivo que lanza un proyectil mediante la acción de un explosivo;
2. El marco o receptor de cualquier tipo de arma;
3. Cualquier amortiguador de sonido de arma de fuego o silenciador de arma de fuego, que se define como cualquier dispositivo para silenciar, amortiguar o reducir la explosión de un arma de fuego portátil; o
4. Cualquier dispositivo destructivo, como un explosivo, bomba incendiaria o de gas venenoso, o granada.

Dicho término no incluye un arma de fuego considerada antigüedad.

Arma de imitación significa un objeto que se parece a un arma pero que no está destinado a causar lesiones corporales graves.

Arma explosiva, definida en el Código Penal 46.01, es un explosivo o bomba incendiaria, granada, cohete, o mina y su mecanismo de ejecución que está diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave, la muerte o daños considerables a la

propiedad, o para el propósito principal de causar un ruido muy fuerte que cause alarma o terror al público.

Arma improvisada, definida por el Código Penal 46.01, es un dispositivo, o combinación de dispositivos, que originalmente no son un arma de fuego, pero que se adaptan para disparar un proyectil a través de un cañón de ánima lisa o rayada usando la energía generada por una explosión o sustancia ardiente.

Arma prohibida bajo el Código Penal 46.05(a) significa:

1. Los siguientes artículos, a menos que estén registrados con la Agencia de Alcohol, Tabaco, Armas de Fuego y Explosivos de EE.UU., o que no estén sujetos de otra manera al requisito de registro, o a menos que el artículo esté clasificado como curiosidad o reliquia por el Departamento de Justicia de EE.UU.:
 - a. Un arma explosiva;
 - b. Una ametralladora;
 - c. Un arma de cañón corto;
2. Munición perforante;
3. Dispositivo dispensador de químicos;
4. Un arma improvisada;
5. Un dispositivo para desinflar neumáticos; o
6. Un dispositivo de explosivo improvisado.

Autodefensa es el uso de fuerza contra otra persona hasta el grado que una persona piensa de manera razonable que es inmediatamente necesaria para protegerse a sí misma.

Bajo los efectos significa la falta del uso normal de las facultades físicas o mentales. El deterioro de las facultades físicas o mentales de una persona puede detectarse por un patrón de conducta anormal o errática, la presencia de síntomas físicos de uso de alcohol o drogas, o admitiéndolo. Un estudiante que esté “bajo los efectos” no tiene que estar intoxicado legalmente para causar una medida disciplinaria.

Cigarrillo electrónico significa un cigarrillo electrónico u otro dispositivo que simula el fumar usando un elemento de calentamiento mecánico, pila o circuito electrónico para dispensar nicotina u otras sustancias a la persona que inhala del dispositivo, o una solución líquida consumible u otro material aerosolizado o vaporizado durante el uso de un cigarrillo electrónico u otro dispositivo descrito en esta disposición. El término incluye cualquier dispositivo que es fabricado, distribuido o vendido como un cigarrillo electrónico, puro electrónico o pipa electrónica, o bajo otro nombre o descripción de producto y un componente, pieza o accesorio para el dispositivo, sin importar si el componente, pieza o accesorio se vende por separado del dispositivo.

Conducta delictiva es una conducta que viola la ley federal o estatal y que sea sancionable mediante prisión o encarcelamiento. Incluye la conducta que viole ciertas órdenes del tribunal de menores, incluyendo órdenes de libertad condicional, pero no incluye violaciones a las leyes de tránsito.

Conducta mortal bajo el Código Penal 22.05 ocurre cuando una persona participa imprudentemente en una conducta que plantea a otro un peligro inminente de lesión física

grave, como disparar un arma de fuego conscientemente en dirección a una persona, habitación, edificio o vehículo.

Creencia razonable es aquella que una persona común de inteligencia promedio y lucidez mental creería. El Capítulo 37 exige que el superintendente o su representante tome determinadas decisiones disciplinarias cuando tenga una creencia razonable de que el estudiante participó en una conducta sancionable como delito mayor. En la formación de una creencia razonable de ese tipo, el superintendente o su representante puede utilizar toda la información disponible y debe considerar la información provista en el aviso de la detención de un estudiante bajo el Código de Procedimientos Penales, Artículo 15.27.

Delitos mayores del Título 5 son los delitos mayores incluidos en el Título 5 del Código Penal que generalmente involucran lesión a una persona y pueden incluir:

- Asesinato, homicidio no premeditado u homicidio bajo las Secciones 19.02 - .05;
- Secuestro bajo la Sección 20.03;
- Trata de personas bajo la Sección 20A.02;
- Tráfico ilícito o continuo de personas bajo las Secciones 20.05 - .06;
- Agresión bajo la Sección 22.01;
- Agresión agravada bajo la Sección 22.02;
- Agresión sexual bajo la Sección 22.011;
- Agresión sexual agravada bajo la Sección 22.021;
- Privación ilegal de la libertad bajo la Sección 20.02;
- Abuso sexual continuo de un niño pequeño o de una persona discapacitada bajo la Sección 21.02;
- Bestialidad/bestialismo bajo la Sección 21.09;
- Relación inapropiada entre el educador y el estudiante bajo la Sección 21.12;
- Voyerismo bajo la Sección 21.17;
- Indecencia con un menor bajo la Sección 21.11;
- Grabación visual invasiva bajo la Sección 21.15;
- Revelación o promoción de material visual íntimo bajo la Sección 21.16;
- Coerción sexual bajo la Sección 21.18;
- Lesión a un menor, un anciano o una persona discapacitada de cualquier edad bajo la Sección 22.04;
- Abandono o puesta en peligro de un menor bajo la Sección 22.041;
- Conducta mortal bajo la Sección 22.05;
- Amenaza terrorista bajo la Sección 22.07;
- Ayuda a una persona a suicidarse bajo la Sección 22.08; y
- Manipulación de un producto de consumo bajo la Sección 22.09;

Discrecional significa que algo se deja o regula por un tomador de decisiones local.

Dispositivo dispensador de químicos, definido por el Código Penal 46.01, es un dispositivo diseñado, hecho o adaptado para el propósito de dispensar una sustancia capaz de causar un efecto psicológico o fisiológico adverso en un ser humano. Un dispensador de químicos pequeño que se vende comercialmente para protección personal no está dentro de esta categoría.

Dispositivo para desinflar neumáticos se define en parte por el Código Penal 46.01 como un dispositivo, incluyendo un abrojo o ponchallantas que, cuando se conduce por encima, impide o detiene el movimiento de un vehículo de ruedas perforando uno o más neumáticos del vehículo.

Droga peligrosa se define en el Código de Salud y Seguridad 483.001 como un dispositivo o una droga que no es segura para automedicación y que no está incluida en los Anexos I a V o en los Grupos 1 a 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye un dispositivo o una droga que la ley federal prohíbe dispensar sin receta o que restringe para uso de un veterinario habilitado o por orden del mismo.

Enjuiciamiento diferido se puede ofrecer a un menor como una alternativa a la búsqueda de convicción en el tribunal por una conducta delictiva o conducta que indique una necesidad de supervisión.

Exhibicionismo, definido por el Código Penal 21.08, es una ofensa que ocurre cuando una persona expone el ano de la persona o alguna parte de los genitales de la persona con la intención de despertar o gratificar los deseos sexuales de una persona, y al exhibidor no le importa si la otra persona presente se ofenderá o alarmará a causa de la acción.

Explosivo improvisado, definido por el Código Penal 46.01, es una bomba completa y funcional diseñada para causar lesiones corporales graves, la muerte o daños considerables a la propiedad, que se fabrica de una manera improvisada con el uso de componentes no militares.

Falsa alarma o informe bajo el Código Penal 42.06 ocurre cuando una persona deliberadamente inicia, comunica o distribuye un informe de una bomba, incendio, infracción u otra emergencia presente, pasada o futura que sabe que es falsa o sin fundamentos y que generalmente:

1. Causaría la acción de la policía o agencia voluntaria organizada para lidiar con emergencias;
2. Atemorizaría a una persona de una lesión corporal grave e inminente; o
3. Impediría o interrumpiría la ocupación de un edificio, habitación o lugar de reunión.

Fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública significa una organización compuesta en su totalidad o en parte por estudiantes que buscan perpetuarse a sí mismos aceptando miembros adicionales de entre los estudiantes matriculados en la escuela con base a una membresía en lugar de la libre elección de un estudiante calificado. Las organizaciones educativas incluidas en el Código de Educación 37.121(d) son excepciones de esta definición.

Grafiti incluye marcas con pintura, pluma o marcador indeleble, o dispositivo de grabación en bienes tangibles sin el consentimiento del propietario. Las marcas pueden incluir inscripciones, eslogan, dibujos o pinturas.

Incendio premeditado se define en parte en el Código Penal 28.02 como un delito que incluye:

1. Crear un incendio o causar una explosión con la intención de destruir o hacer daños:
 - a. De vegetación, cerca o estructura en un terreno abierto; o
 - b. A cualquier edificio, habitación o vehículo:
 - (1) Sabiendo que está dentro de los límites de una ciudad o poblado incorporado,
 - (2) Sabiendo que está asegurado contra daños o destrucción,
 - (3) Sabiendo que está sujeto a una hipoteca u otro interés de garantía,
 - (4) Sabiendo que está ubicado en la propiedad de otra persona,
 - (5) Sabiendo que está ubicado dentro de la propiedad de otra persona, o
 - (6) Cuando la persona que inicia el incendio no considera que el incendio o la explosión pondrá en peligro la vida de alguna persona o la seguridad de la propiedad de una persona.
2. Crear un incendio o explosión de manera imprudente mientras se fabrique o intente fabricar una sustancia controlada si el incendio o la explosión daña algún edificio, habitación o vehículo; o
3. Crear un incendio o causar una explosión de manera intencional y esto causa:
 - a. Dañar o destruir de manera imprudente un edificio que pertenece a otra persona, o
 - b. Causar de manera imprudente que otra persona sufra lesiones corporales o la muerte.

Intimidación cibernética (cyberbullying), como se define en el Código de Educación 37.0832, es intimidación a través del uso de algún dispositivo de comunicación electrónica, incluso a través del uso de un teléfono celular u otro tipo de teléfono, una computadora, una cámara, correo electrónico, mensajes instantáneos, mensajes de texto, una aplicación de redes sociales, un sitio web de internet o cualquier otra herramienta de comunicación por internet.

Intimidación escolar (bullying) se define como una acción o un patrón de acciones significativas por parte de uno o más estudiantes dirigidas a otro estudiante que aprovecha un desequilibrio de poder, e implica participar en la expresión verbal o escrita, en la expresión a través de medios electrónicos o en conducta física que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, dañar las pertenencias de un estudiante o imponer en un estudiante un temor razonable de daño a su persona o daño a sus pertenencias;
2. Es tan grave, persistente e intensa que la acción o amenaza crea un entorno educativo que es intimidante, amenazador o abusivo para un estudiante;
3. Perturba de manera sustancial y considerable el proceso de instrucción o el funcionamiento ordenado de un salón de clase o escuela, o
4. Infringe los derechos de la víctima en la escuela.

La intimidación escolar incluye la intimidación cibernética (cyberbullying). (Ver a continuación) Las leyes de este estado sobre la intimidación escolar se aplican a:

1. Intimidación escolar que ocurre en la propiedad escolar, se dirige deliberadamente a la propiedad escolar o al sitio de una actividad patrocinada o relacionada con la escuela, dentro o fuera de la propiedad escolar;

2. Intimidación escolar que ocurre en un autobús o vehículo escolar público o privado que se utiliza para transportar estudiantes de ida o vuelta a la escuela o a una actividad patrocinada o relacionada con la escuela; y
3. Intimidación cibernética que ocurre fuera de la propiedad escolar o fuera de una actividad patrocinada o relacionada con la escuela si dicha intimidación interfiere con las oportunidades educativas de un estudiante o interrumpe considerablemente la operación ordenada de un salón de clase, escuela o actividad patrocinada o relacionada con la escuela.

Lascivia pública, definida por el Código Penal 21.07, es una ofensa que ocurre cuando una persona participa deliberadamente en el coito sexual, coito sexual desviado o contacto sexual en un lugar público o, si no es un lugar público, lo hace sin importarle si otras personas presentes se ofenderán o alarmarán a causa de la acción.

Mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
 - a. Lascivia pública bajo el Código Penal 21.07;
 - b. Exhibicionismo bajo el Código Penal 21.08;
 - c. Mala conducta delictiva bajo el Código Penal 28.03;
 - d. Novatadas maliciosas bajo el Código de Educación 37.152; o
 - e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Mala conducta grave o persistente incluye, entre otras cosas:

- Conducta que es causa de expulsión permisible o asignación obligatoria a un DAEP.
- Conducta identificada por el distrito como causa de asignación discrecional a un DAEP.
- Acciones o demostraciones que interrumpan de manera considerable o interfieran materialmente con las actividades escolares.
- Negarse a tratar de hacer o completar el trabajo escolar asignado.
- Insubordinación.
- Usar lenguaje profano o vulgar, o hacer gestos obscenos.
- Salir de la propiedad escolar sin permiso.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Negarse a aceptar medidas disciplinarias asignadas por un maestro o director.

Manoplas significa cualquier instrumento que consiste de anillos o cubiertas hechas de una sustancia dura y diseñado o adaptado para causar lesiones corporales graves o la muerte golpeando a una persona con el puño apretando los nudillos.

Material visual íntimo, definido por el Código Civil de Prácticas y Remedios 98B.001 y el Código Penal 21.16, es un material visual que representa a una persona con sus partes íntimas expuestas o participando en una conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se presente en una computadora u otra pantalla de video y cualquier imagen transmitida a una computadora u otra pantalla visual.

Munición perforante se define en el Código Penal 46.01 como munición de pistola usada en pistolas y revólveres y diseñada principalmente para penetrar metal o blindaje personal.

Navaja restringida en el sitio, definida por el Código Penal 46.01, es una navaja con una cuchilla de más de cinco pulgadas y media.

Novatada maliciosa (hazing) se define en el Código de Educación 37.151 como un acto intencional, consciente o imprudente, en el campus o fuera de él, hecho por una persona sola o que actúa con otras, dirigido a un estudiante con el propósito de comprometer, iniciar, afiliar, tener un cargo o mantener la membresía en una organización estudiantil si el acto contiene los elementos del Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que someta al estudiante a un riesgo irrazonable de daño o que perjudique la salud física o mental del estudiante, como privación de sueño, exposición a factores meteorológicos, encierro en espacios reducidos, calistenia o consumo de alimentos, líquidos, drogas u otras sustancias;
3. Una actividad que induzca, cause o exija que el estudiante realice una función o tarea que infrinja el Código Penal; o
4. Forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante está intoxicado. **Lista negra (lista de víctimas)**, definida en el Código de Educación 37.001(b)(3), es una lista de gente a la que se desea lastimar, usando un arma de fuego, una navaja o cualquier otro objeto con la intención de causar lesiones corporales.

Obligatorio significa que algo es obligatorio o requerido por una autoridad.

Pandilla callejera delincuente se define en el Código Penal 71.01 como tres o más personas que tienen una señal o símbolo de identificación común o un liderazgo identificable que se relaciona continua o regularmente con la perpetración de actividades delictivas.

Parafernalia son dispositivos que se pueden usar para inhalar, ingerir, inyectar o de otra manera introducir una sustancia controlada en el cuerpo humano.

Pistola, definida por el Código Penal 46.01, es cualquier arma de fuego que esté diseñada, hecha o adaptada para dispararse con una mano.

Porra (club), como se define en el Código Penal 46.01, es un instrumento especialmente diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave o la muerte al golpear a una persona con el instrumento, e incluye, entre otros, cachiporra, porra de policía, maza, y hacha.

Posesión significa tener un artículo en su persona o en la propiedad personal, que incluye, entre otros:

1. Ropa, bolso o mochila;

2. Un vehículo privado usado para transportarse hacia o desde la escuela o actividades relacionadas con la escuela, incluyendo, entre otros, un automóvil, camioneta, motocicleta o bicicleta;
3. Dispositivos de telecomunicaciones o electrónicos; o
4. Cualquier propiedad escolar usada por el estudiante, incluyendo, entre otros, un casillero o escritorio.

Quebrantamiento de seguridad informática incluye acceder deliberadamente a una computadora, red o sistema computacional sin el consentimiento efectivo del propietario de acuerdo a lo definido por el Código Penal 33.02, si la conducta incluye acceder a una computadora, red o sistema computacional que es propiedad de un distrito escolar u operado a nombre del distrito y el estudiante deliberadamente altera, daña o borra propiedad o información del distrito escolar o comete un quebrantamiento de alguna otra computadora, red o sistema computacional.

Robo agravado se define en parte en el Código Penal 29.03(a) como cuando una persona comete un robo y:

1. Causa lesiones físicas graves a otra persona;
2. Usa o enseña un arma mortal; o
3. Causa lesiones físicas a otra persona o amenaza o atemoriza a otra persona de una lesión física inminente o muerte, si la otra persona es:
 - a. Mayor de 65 años, o
 - b. Una persona discapacitada.

Sustancia controlada significa una sustancia, incluso un fármaco, un adulterante y un diluyente, enumerados en los Anexos I a V o Grupo 1, 1-A, 1-B, 2, 2-A, 3 o 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye cáñamo, según se define en el Código de Agricultura 121.001, o el tetrahidrocannabinol (THC) en el cáñamo.

Uso significa introducción voluntaria al propio cuerpo, por cualquier medio, de una sustancia prohibida.

Violencia en la pareja ocurre cuando una persona en una relación de pareja actual o pasada utiliza el abuso físico, sexual, verbal o emocional para dañar, amenazar, intimidar o controlar a la otra persona en la relación. La violencia en la pareja también ocurre cuando una persona comete estos actos contra una persona en una relación de matrimonio o de pareja con la persona que está o estuvo casada o en una relación de pareja con la persona que comete la ofensa, de acuerdo a lo definido en la Sección 710021 del Código de Familia.

Lake Dallas ISD

2024-2025 Employee Handbook



If you have difficulty accessing the information in this document because of a disability, please email klandrum@ldisd.net.

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Employee Handbook Receipt

Name _____

Campus/Department _____

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

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

Visit <https://www.ldisd.net/employment> to access electronic.

Please indicate your choice by checking the appropriate box below:

- ☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ☐ I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

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

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

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

Signature

Date

Please sign and date this receipt and forward it to your principal or supervisor.

Introduction

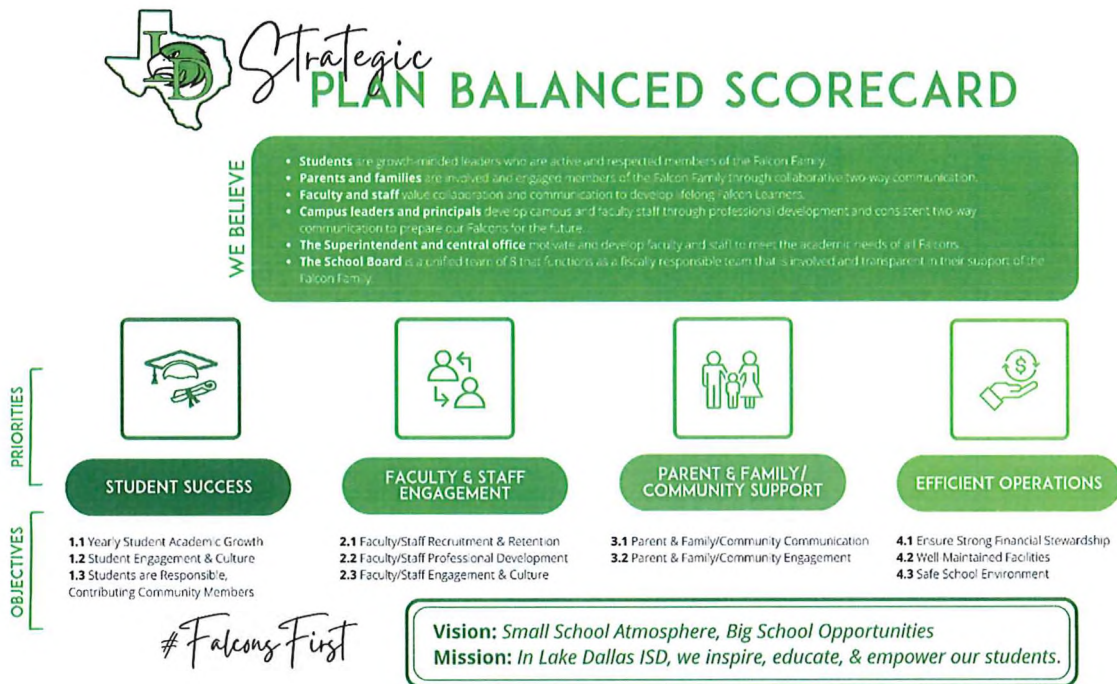
The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be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

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at <https://pol.tasb.org/PolicyOnline?key=392>.

District Information

Mission Statement, Goals, and Objectives

Policy AE



Board Approved: June 2022

Board of Trustees

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

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected each year in May and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Lance Stacy, President , Place 5
- Ginger Collier, Vice President, Place 3
- Mark Tucker, Secretary, Place 6
- Aaron Appleby, Place 1
- Greg Bartley, Place 2
- Scott Baird, Place 4
- Bruce Smith, Place 7

The board usually meets on the third Monday of each month at LDISD at LDISD Central Services Boardroom. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the LDISD Central Services Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

July 22, 2024- Regular Board Meeting *
 August 12, 2024 - Regular Board Meeting *
 August 26, 2024 - Special Board Meeting *
 September 9, 2024 - Regular Board Meeting *
 October 7, 2024 - Workshop (Team of 8)
 October 21, 2024 - Regular Board Meeting
 November 18, 2024 - Regular Board Meeting
 December 16, 2024 - Regular Board Meeting
 January 13, 2025 - Regular Board Meeting *
 February 3, 2025 - Workshop

February 17, 2025 - Regular Board Meeting
 March 3, 2025 - Workshop
 March 24, 2025 - Regular Board Meeting *
 April 7, 2025 - Workshop
 April 21, 2025 - Regular Board Meeting
 May 5, 2025 - Workshop
 May 19, 2025 - Regular Board Meeting
 June 2, 2025 - Workshop
 June 16, 2025 - Regular Board Meeting.

** Regular Meeting moved due to school calendar*

Administration

Dr. Kristin N. Brown, Superintendent

Wes Eversole, Deputy Superintendent

Dr. Kelly O’Sullivan, Deputy Superintendent

Anne Haehn, Chief Financial Officer

John Modica, Chief Operations Office

Chadd Springer, Chief Administrator of Safety and Security

Karla Landrum, Executive Director of Human Resources

Melissa McCurdy, Assistant to the Superintendent and Board

Staff Calendar*



2024 2025 STAFF CALENDAR

187 Day Employees

LEGEND

- FIRST DAY OF SCHOOL
- STAFF DEVELOPMENT (STUDENT HOLIDAY)
- TEACHER WORKDAY (STUDENT HOLIDAY)
- SCHOOL CLOSED
- BAD WEATHER MAKE UP DAY
- EARLY RELEASE
- BEGINNING/END OF GRADING PERIOD

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

GRADING PERIODS

1ST GRADING PERIOD
AUG. 14 - OCT. 10

2ND GRADING PERIOD
OCT. 15 - DEC. 20

3RD GRADING PERIOD
JAN. 8 - MAR. 13

4TH GRADING PERIOD
MAR. 24 - MAY 23

*Calendar provided is for 187 Day Staff members. For all other duty day calendars, refer to LDISD Compensation Manual, which can be found at <https://www.ldisd.net/employment>

Lake Dallas ISD Employee Handbook
Revised July 2024

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Helpful Contacts

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

Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065 940.497.4039

- Dr. Kristin N. Brown, Superintendent
- Wes Eversole, Deputy Superintendent
- Dr. Kelly O’Sullivan, Deputy Superintendent
- Anne Haehn, Chief Financial Officer
- John Modica, Chief Operations Officer
- Chadd Springer, Chief Administrator of Safety and Security
- Karla Landrum, Executive Director of Human Resources
- Taylor Poston, Director of Communications
- Melissa McCurdy, Assistant to the Superintendent and Board
- Mike Dabney, Director of Technology
- Anne Haehn, Director of Accounting
- Scott Head, Director of Athletics
- Dr. Jay Weidenbach, Director of Special Programs
- Robin Carroll, Human Resources and Substitute Specialist
- , Payroll Supervisor
- Reshma Deshmukhh, Human Resources and Benefits Specialist

Student Services

- | | |
|--|--------------|
| Mike Cromis, Director of DAEP | 940-497-8501 |
| Barbara Pitt, Director of Curriculum & Instruction | 940-497-8731 |
| Stephanie Payne, District Assessment and RTI Coordinator | 940-497-4019 |
| Dr. Cassandra Woods, District 504 Administrator | 940-497-4039 |
| Katie Landaverde, Instructional Technology Coordinator | 940-497-8727 |
| Bry Kenney, Director of Childcare | 940-497-8514 |

Instructional Support
Barbara Himel, Instructional Coach--SSE 940-497-4069
Suzanne Murray, Instructional Coach--LDE 940-497-4068
Kelly Espolt, Instructional Coach--CE 940-497-4082
Amina Jackson, Instructional Coach—LDMS 940-497-4037
Ashley Nay, Instructional Coach—LDHS 940-497-4031

Support Services
Corey Ray, Director of Food Services 940-497-2225
Trent Stinson, Director of Transportation 940-497-4026
David Talbert, Executive Director of Facilities & Operations 940-497-4645
Bry Kenney, Director of Childcare 940-497-8514
Lisa Walraven RN, Health Services Coordinator 940-497-1429

School Directory

Lake Dallas High School

Mollie Avelino, Principal
Jesus Gomez, Jr., Assistant Principal
Christopher Linton, Assistant Principal
Russell Lopez, Assistant Principal
Arely Potts, Assistant Principal
Melanie Vasquez, Assistant Principal
3016 Parkridge Drive
Corinth, Texas 76210
940-497-4031

Lake Dallas Middle School

Dr. Kendrick Johnson, Principal
Juli Bartley, Assistant Principal
Sharee Glendenning, Assistant Principal
Charlayne Heselton Pruitt, Assistant Principal
325 E. Hundley Drive
Lake Dallas, TX 75065
940-497-4037

Lake Dallas Elementary School

Kerri Blevins, Principal
Diana Calderon, Assistant Principal
401 Main Street
Lake Dallas, TX 75065
940-497-2222

Shady Shores Elementary School

Jennifer Bryant, Principal
Alyssa Stevenson, Assistant Principal
300 Dobbs Road
Shady Shores, TX 76208
940-497-4035

Corinth Elementary School

Jessica Bovan, Principal
Ashley Fay, Assistant Principal
3501 Cliff Oak Dr.
Corinth, Texas 76210
940-497-4010

Employment

Equal Employment Opportunity

Policies DAA, DIA

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

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

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Karla Landrum, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, klandrum@ldisd.net, 940-497-4039*. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Dr. Cassandra Woods, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, cwoods@ldisd.net, 940-497-4039*.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

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

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

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

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

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

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

District of Innovation. The district reserves the right to recruit individuals and determine the candidates best suited to teach its courses based upon qualifications such as education, industry knowledge and certification, and real-world experience. District leadership will determine whether it is in the best interest of its students to locally qualify individuals based on these

factors rather than appeal to the Commissioner of Education. Individuals hired as teachers who do not hold an SBEC certification will be employed by staff agreements.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

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

Certification and Licenses

Policies DBA, DF, Administrative Regulation DBA

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

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

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Human Resources Department if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

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

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

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Human Resources Department.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent

training and certification. Employees subject to this requirement must submit their certification or documentation to the Human Resources Department by September 1.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus transfers must be approved by the principal at the receiving campus. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by the first Monday in March. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resources Department and must be approved by the receiving supervisor. See appendix for Transfer Request Form.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30

minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 21 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

Lake Dallas ISD is designated as a Texas Mother-Friendly Worksite. The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk.

The district provides a private location(s), that is not a bathroom, is shielded from view and free from intrusion, and is equipped for the purpose of milk expression. A nearby, clean, and safe water source, a sink for washing hands and rinsing out breast pump equipment, and a hygienic storage option for mothers to safely store breast milk is also available.

Flexible work schedules including breaks and work patterns to provide time for expression of breast milk will be provided. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Karla Landrum, Executive Director of Human Resources, 940-497-4039.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Karla Landrum, Executive Director of Human Resources, 940-497-4039 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Human Resources Department.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Lake Dallas ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from Lake Dallas ISD Central Services.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 20.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact the Payroll Specialist for more information about the district's pay schedules or their own pay.

Paychecks

All employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement.

The schedule of pay dates for the 2024-2025 school year follows:

SEPTEMBER 25, 2024
OCTOBER 25, 2024
NOVEMBER 22, 2024
DECEMBER 20, 2024
JANUARY 24, 2025
FEBRUARY 25, 2025
MARCH 25, 2025
APRIL 25, 2025
MAY 23, 2025
JUNE 25, 2025
JULY 25, 2025
AUGUST 25, 2025

Automatic Payroll Deposit

Employees must have their paychecks electronically deposited into a designated account. A notification by the 12th of the month is necessary to activate this service. Contact Payroll Specialist for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

In the event of overpayment or the underpayment of a salary please reference page 13 of the [LDISD Compensation manual](#).

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work

beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins on Monday and ends on Sunday

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Nonexempt employees are required to clock in and clock out using the district's electronic time tracking system. Failure to do so will result in disciplinary action including termination.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee must have completed and received approval on the District Travel Request form and in alignment with the District Travel Request Procedures. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for major medical, dental, vision, cancer, life, disability, accident insurance, and Medical and Dependent/Childcare Reimbursement. Premiums for these programs can be paid by payroll deduction. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from TASB effective September 1 through August 31.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to Reshma Deshmukh, HR and Benefits Specialist. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 36 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Reshma Deshmukh, HR and Benefits Specialist.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Payroll Specialist as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 13 for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Reshma Deshmukh, HR and Benefits Specialist, for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in 1/2 increments. Earned comp time and nonworking days must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Days
- State Days

Employees who retire from the District after at least 10 consecutive years of service with LDISD are eligible to exchange up to 20 days of local leave at a rate of \$50 per day for a contract employee and \$25 per day for a noncontract employee.

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". Discretionary use of state personal leave shall not exceed five consecutive workdays.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

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

- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and

generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 7 days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

District employees* may not use discretionary time off on the blackout days, which fall on professional learning days and days immediately before or after a student and staff holiday. Failing to report to work on these dates may result in the employee being docked pay for that day. (See LDISD Compensation Manual)

**Blackout days do not apply to 12 month employees.*

Stipend positions are not subject to discretionary leave. Leave during required events, practices or scheduled activities may result in a reduction or elimination of stipend payment.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)

- Death in the immediate family
- Active military service

Local Leave

All employees shall earn five workdays of paid local leave per school year in accordance with administrative regulations. Local leave shall accumulate to a maximum of 20 workdays. Local leave shall be used according to the terms and conditions of state personal leave.

Vacation

Policy DED

Eligible employees in positions normally requiring 260 days of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

Sick Leave Pool

Purpose: The sick leave pool is a benefit to assist employees in dealing with prolonged, severe, or life-threatening conditions that force them to exhaust paid leave and would otherwise result in a loss of income. The sick leave pool program allows employees to voluntarily donate accrued local leave to another employee.

Pool Administrator: The Executive Director of Human Resources will serve as the Pool Administrator, administer the sick leave pool program and is responsible for receiving and granting requests and processing donation of sick leave pool days.

Forms:

- Request for Sick Leave Pool Days
- Medical Certification
- Donation Form
- Notice of Grant or Denial of Requests

Appeals: Employees who wish to appeal the decision of the sick leave administrator must follow the employee grievance process outlined in Policy DGBA.

Reports: An annual, statistical report showing requests, donations, and usage will be presented to the superintendent and the board of trustees.

Definitions:

“School year” is defined as the time period from July 1 to June 30.

“Day” is defined as an employee’s work day.

“Work Day” is defined as the number of hours associated with the employee’s usual work assignment.

Eligibility and Donations

Eligibility: All full-time regular employees who have been employed with the district for at least 12 months and who earn Local Leave are eligible to request establishment of a sick leave pool.

Pool Creation: An employee with a catastrophic illness (see definition below) may request a sick leave pool be created when the employee has exhausted all state sick leave, state personal leave, local leave, compensatory time and accrued vacation leave (if applicable).

An employee must exhaust all other available leave days, compensatory time, and vacation or non-duty days if applicable before applying for sick leave pool days.

Pool Termination: A pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool. A Sick Leave Pool is terminated at the end of the school year (June 30) regardless of whether the pledged days for that pool have all been used.

Donations: Individuals may donate a maximum of 2 local leave day(s) per school year. Only those individuals who have completed at least 12 months of employment with the District prior to September 1 of the current school year are eligible to donate to a Sick Leave Pool.

A signed Donation Form indicating the number of accrued local leave days the employee wishes to donate to a pool must be submitted to the Pool Administrator. All donations must be made in full day increment(s).

The donation of leave to a sick leave pool is voluntary on the part of the donor. Employees may not solicit fellow employees for donations.

Donated leave will be applied to an individual sick leave pool in the order in which donor forms are received. Once pledged, donated days are not available to the donor unless and/or until it is determined that they are not needed for the Sick Leave Pool for which they were donated. The

donated days will be documented in the order in which they are received. Unused days will be returned to the donors based on the documented sequence in which the days were donated.

Days pledged but not used by the recipient will be returned to donors at the end of the school year.

No general pool shall remain in existence.

Personnel who terminate their employment with the District forfeit the number of days donated to the Sick Leave Pool.

Qualifying Conditions

Employee and Family: Only absences due to the employee's catastrophic illness or injury or the catastrophic illness or injury of a member of the employee's immediate family are covered by the Sick Leave Pool.

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

A routine illness, minor surgery, elective surgery or procedure, minor injury, or an otherwise uncomplicated (routine) pregnancy shall be not eligible for participation in a Sick Leave Pool.

A Sick Leave Pool may not be used for illnesses and/or medical conditions which qualify the member for Worker's Compensation benefits.

Requests for Sick Leave Pool Days

Request for Days: In order to request Sick Leave Pool Days, the recipient must have completed 12 months of employment prior to September 1 of the current school year.

An employee must submit a written request for sick leave pool days to the Pool Administrator. A request must be made on the District's "Request for Sick Leave Pool Days" form and must be accompanied by the District's "Medical Certification" form. The form must be signed by the physician or healthcare provider as defined by the Family and Medical Leave Act. The Pool Administrator will not honor any physician's statement unless it is on the official "Medical Certification" form.

The administrator will notify the employee in writing regarding approval or denial of the request.

Number of Days Granted: An employee may be granted up to the maximum number of days contributed to the pool, not to exceed 30 days per pool year (July 1 through June 30). A request for additional SLP's may be considered if there is a continuing need. The maximum number of days that will be granted for any employee during the duration of their employment with the District is 60 days.

Confidentiality: Any medical information provided shall remain confidential. The names of all donors will remain confidential. An employee who violates the confidentiality requirements in regards to a sick leave pool shall be considered to have violated District policy and the standards or ethics listed at DH (EXHIBIT) and shall be subject to discipline in accordance with policies at DH.

Certification

Medical Provider: Medical certification by a healthcare provider as defined by the Family and Medical Leave Act of 1993 must be submitted with a request for sick leave pool days.

Frequency: Recertification of a medical condition is required every 30 days and/or when a request is made for additional sick leave pool days.

Second Opinions: The district reserves the right to request a second opinion to certify the need for leave by a healthcare provider designated by the district. The district will assume the cost if a second opinion is required.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,

- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information. Requests for accommodations should be directed to Reshma Deshmukh, Benefits Specialist.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or

- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must*:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You ***do not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your employer ***may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must*:**

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your employer **cannot** interfere with your FMLA rights or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your employer **must** confirm whether you are eligible or not eligible for FMLA leave. If your employer determines that you are eligible, your employer **must** notify you in writing:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. Scan the QR code to learn about our WHD complaint process.



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period from July 1 through June 30

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Reshma Deshmukhh, HR and Benefits Specialist, for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

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

request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, Superintendent should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

An employee may use accumulated state leave and/or local sick leave for a death in the immediate family.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and will be required to provide the district a copy of the summons to document the need for leave.

An employee must report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court is required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Reshma Deshmukh, HR and Benefits Specialist, at 940-497-4039 for details on eligibility, requirements, and limitations.

temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Payment for Accumulated Leave Upon Retirement

DEC(LOCAL)

An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee is retiring under the Teacher Retirement System of Texas (TRS).
3. The employee provides advance written notice of intent to retire. Contract and noncontract employees must provide written notice by the first Monday in March of the fiscal year.
4. The employee has at least 10 consecutive years of service with the District.
5. A contract employee must fulfill the terms of the contract.
6. A noncontract employee must complete the work year based on the work calendar.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 20 days, at a rate of \$50 per day for a contract employee and \$25 per day for a noncontract employee. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the Communications department publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. Employees will also receive information and communication from the district via Parent Square, including emergency management information.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

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

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 67 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Employee Dress Code

Policy DH(LOCAL)

Lake Dallas ISD Board Policy DH(LOCAL) states “the dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.”

Appropriate professional attire, both at school and for conferences, trainings, meetings, site-visits, and other out of district functions is expected, as employees represent Lake Dallas ISD.

A District employee should serve as a role model, exemplifying high standards of professional appearance, to install community values and proper grooming and hygiene. An employee shall be expected to maintain dress and grooming habits that project a professional image for the employee, school, and District.

Professional employees and support staff are expected to observe practical, prudent, and professional dress habits in accordance with the following:

Men – slacks with button-up dress shirt or polo shirt (tie, suit/dress coat are optional); well-groomed, neatly trimmed facial hair.

Women - dress or skirt, pant suits, slacks, or capri pants worn with appropriate blouse/shirt.

Prohibited are:

- extreme personal grooming (e.g. excessive make-up, extreme hair colors, etc.)
- skirt/dress shorter than 1.5 inches above the knee, or those with slits on the side, rear, or front that extend more than 1.5 inches above the knee
- sleeveless shirts, dresses, blouses which expose undergarments or do not cover the shoulder, unless worn with covering
- tank tops, halter tops, mesh apparel, or any shirts/blouses that expose cleavage or bare midriff,
- denim jeans (of any color), except if worn with a Falcon spirit shirt on Fridays and on Wednesdays as designated by a campus principal
- jeans with holes, tears or slits
- shorts/sweatpants (exception: coaches and P.E. teachers may wear loose fitting shorts at least to mid-thigh during P.E./athletics classes)
- leggings/jeggings worn without appropriate skirt or dress that extends at-least to the mid-thigh
- inappropriately-sized attire (e.g. tight fitting or baggy clothing such as shirts,

- blouses, dresses, pants, etc.)
- shower shoes (rubber flip flops)
- caps, hats, and other headgear worn indoors
- unkempt beards or facial hair
- exposed tattoos that contain images/wording that is deemed inappropriate
- exposed body piercings, septum piercings, or facial jewelry that are distracting to the educational environment (may not exceed a single stud or small hoop on nose.)
- jewelry or similar artifact that is obscene, distracting, or that may cause disruptions to the educational environment.

The campus/department administrator is the final authority on determining appropriate and inappropriate apparel or grooming. Please see your supervisor for questions regarding the established administrator dress code.

The campus principal/supervisor shall have the discretion to determine appropriate attire and grooming and should notify employees when their dress or grooming fails to comply with these standards.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

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

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 48 and *Bullying*, page 71 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students can be found at the links below:

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

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

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

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or

neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made Online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FFG#localTabContent>

As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.

- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action.

Employees are responsible for reviewing the **LDISD Acceptable Use Policy and the Mobile Device Guide** which can be found at <https://www.ldisd.net/departments/technology-services>

Employees with questions about computer use and data management can contact Mike Dabney, Director of Technology, at 940-497-4039.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee must follow the District's social media and communications guidelines as provided in DH(Local) Exhibit B: Social Media Guidelines.
- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.

- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below.

Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*; however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must complete the district's applicable social media use document prior to creating a social media page for professional district use, DH(Local): Exhibit C.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - *Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]*
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts or Parent Square for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.

- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation

- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy DH

Lake Dallas ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

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

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco and nicotine products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 63 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Chadd Springer, Chief Administrator of Safety and Security.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Chad Springer, Chief Administrator of Safety and Security, immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept at each Campus Administration office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the building entrances. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest

control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

www.ldisd.net

TV Channels, 4, 5, 8, and 11

Twitter

Facebook

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockdown, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the LDISD Business Department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Anne Haehn, Chief Financial Officer for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources Office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Human Resources Office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Human Resources Office. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. John Modica, Chief Operations Officer, is responsible for scheduling the use of facilities after school hours. Contact John Modica, Chief Operations Officer, to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes the Executive Director of Human Resources. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 67. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the employee's supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension,

termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The principal is required to notify the superintendent of an educator's termination or resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 67. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 41.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the district must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student

or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Lake Dallas ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Karla Landrum, Executive Director of Human Resources, 104 Swisher Road, Lake Dallas, TX 75065, klandrum@ldisd.net, 940-497-4039, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Dr. Cassandra Woods, District 504 Administrator, 104 Swisher Road, Lake Dallas, TX 75065, cwoods@ldisd.net, 940-497-4039 the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the Campus Principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen[®]), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to campus principal or designee. The district's policy includes definitions and procedures for reporting and investigating bullying of students and can be found here:

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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LAKE DALLAS

INDEPENDENT SCHOOL DISTRICT

TRANSFER REQUEST FORM 2024-2025

- Proper qualifications, including certification, for the requested transfer are necessary.
- Transfers are not guaranteed; final placement is contingent upon District needs.

SUBMIT THIS FORM TO YOUR CURRENT PRINCIPAL/SUPERVISOR IN PERSON.

A discussion with your campus principal is required in order for them to approve or deny the request.

Employee Information

Approved requests will be sent to the Human Resources office for final approval

Name: _____

Current Assignment (campus, subject, grade level): _____

Certification(s) Held: _____

Transfer Request Information

Campus(es) Requested: _____

Subject or Grade Requested: _____

Reason for Request: _____

Employee Signature: _____ Date: _____

For Office Use Only

Current Supervisor Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____



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

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

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

PROGRAM GOALS

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

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

1. ELIGIBLE COURSES

Dual credit courses must be identified as:

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

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

2. STUDENT ELIGIBILITY REQUIREMENTS

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

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

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

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

3. ADMISSION REQUIREMENTS

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

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

4. DUAL CREDIT LOADS

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

5. DUAL CREDIT COURSE LOCATIONS

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

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

6. STUDENT COURSE COMPOSITION

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

7. FACULTY SELECTION, SUPERVISION AND EVALUATION

- a. Potential instructors shall submit employment applications and official transcripts to NCTC Human Resources prior to employment.
- b. All faculty must be interviewed by NCTC personnel before consideration is given to allow them to teach dual credit.
- c. It is the policy and practice at NCTC to ensure that all faculty possess the appropriate academic preparation, training, and experience to teach in a community college setting. All faculty at NCTC will meet or exceed the minimum credentialing requirements of accrediting bodies and state agencies. This policy applies to all full-time and adjunct faculty on all campuses and in all learning environments (e.g. on-line, face-to-face, off-campus, etc.). A district may want to contact NCTC for clarification on qualifications prior to making offers to ISD faculty members to determine if the individual meets SACs credentialing standards. If questions arise in areas of credentialing, the Dual Credit Department or Division Administration can be contacted for clarification.
- d. Embedded faculty members employed on a full-time basis with the ISD, who teach a dual credit course under the MOU inside or outside of their ISD regular duty hours are considered employees of NCTC for the purpose of the dual credit course and must adhere to all college instructional and administrative procedures as outlined in the NCTC Employee Handbook or as directed by their NCTC Division Chair.

These include, but are not limited to:

- i. NCTC department approved text or OER
- ii. NCTC approved course syllabi
- iii. Follow NCTC calendar
- iv. Timely submission of certified rosters within NCTC deadlines

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

8. COURSE CURRICULUM, INSTRUCTION AND GRADING

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

9. ACADEMIC AND STUDENT SUPPORT SERVICES

Advising

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

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

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

Career Services

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

Learning Tools

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

10. DISABILITY SERVICES

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

11. STUDENT EXPECTATIONS and RESPONSIBILITIES

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

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

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

12. ATTENDANCE

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

13. WITHDRAWAL FROM COURSES

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

14. TRANSCRIPTION OF CREDIT

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

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

15. Tuition, Fees, Textbooks and Supplies

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

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

Traditional Dual Credit Students:

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

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

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

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

Third Party Billing or Scholarships:

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

16. SCHOOLS HOSTING FIRE/EMT PROGRAM

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

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

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

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

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

18. FERPA COMPLIANCE AND DATA SHARING

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

19. UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY

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

20. TERM AND TERMINATION

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

21. LEGAL COMPLIANCE

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

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

ADDENDUMS SUBMITTED BY ISD UPON RETURN OF THE MOU:

☐

Crosswalk

☐

Third-Party Billing Letter (if applicable)

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

Superintendent

Date

Dr. Bruce King
Provost, North Central Texas College

Date

EXTRACURRICULAR STATUS REQUEST

DENTON COUNTY EXTENSION SERVICE



6/26/2024

Kelly O'Sullivan
Wesley Eversole
Lake Dallas ISD
104 Swisher Road
Lake Dallas, TX 75065

Dear Kelly O'Sullivan and Wesley Eversole:

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

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

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

Sincerely,

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

Attachment: Resolution for Extracurricular Status of 4-H Organization

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

EXTRACURRICULAR STATUS REQUEST

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

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

Lake Dallas Independent School District

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

Denton

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

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

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

Approved this _____ day of _____, 20_____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST

DENTON COUNTY EXTENSION SERVICE



6/26/2024

**Kelly O'Sullivan
Wesley Eversole
Lake Dallas ISD
104 Swisher Road
Lake Dallas, TX 75065**

Dear Kelly O'Sullivan and Wesley Eversole:

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

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

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

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

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

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

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

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

Sincerely,

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

Attachment: Resolution for Extracurricular Status of 4-H Organization

Denton County Extension
611 Kimberly Dr., Suite #151
Lake Dallas, TX 76208

<http://texas4-h.tamu.edu> | Tel. 940.349.2884

ADJUNCT FACULTY REQUEST

**THE STATE OF TEXAS
COUNTY OF DENTON**

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

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

1. This appointment shall commence on the _____ day of _____, 20____ and remain in effect until the _____ day of _____, 20_____.

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

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

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Lake Dallas Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 4 or Denton County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

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

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

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

Signed this _____ day of _____, 20____.

Lake Dallas Independent School District

By: _____

ACADEMIC ELIGIBILITY PROCESS

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

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

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

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

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

DECLARATION OF ELIGIBILITY FORM INSTRUCTIONS

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

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

Parent/Guardian Section

1. Parent/Guardian will select the information being requested. It is either:
 - a. Academic eligibility information only. (Used to verify academic eligibility only for 4-H competitive events/activities.), or
 - b. Academic eligibility information and authorization to receive an excused absence from school. (Used to verify academic eligibility as well as receive authorization to receive an excused absence. This would be used for events held during school hours such as stock shows, state and national 4-H contests and events, etc.)
2. Complete the date and name of activity. (Used to notify school officials of exact dates/times a student would be participating in a 4-H activity or representing 4-H at an event.)
3. Parent/Guardian signature is required. The signature of the parent/guardian confirms that this person is aware of the academic eligibility and excused absence requirements of the Texas Education Code.

County Extension Agent Section

1. Extension Office will complete this section and certify the youth is a 4-H member and his/her participation in the event.
2. County Extension Agent (with adjunct faculty status) will sign the form.

School Principal/Designee Section

1. Principal, or designee, will indicate the 4-H members eligibility status, options are:
 - a. Academically eligible to participate
 - b. Not academically eligible to participate
2. The principal, or designee, will indicate whether or not an excused absence will be granted.
3. The principal, or designee, will provide the date being used to determine eligibility.
4. Principal, or designee, will sign and date the form in order to be valid.

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



PRAIRIE VIEW
A&M UNIVERSITY
COLLEGE OF AGRICULTURE
AND HUMAN SCIENCES

Cooperative Extension Program



Texas 4-H Youth Development Program DECLARATION OF ELIGIBILITY FORM

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

PARENT/GUARDIAN SECTION

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

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

Date of Activity: _____ Name of Activity: _____

Signature of Parent/Guardian: _____

COUNTY EXTENSION AGENT SECTION

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

Date: _____

Signature: _____

SCHOOL PRINCIPAL OR DESIGNEE SECTION

ACADEMIC ELIGIBILITY (CHECK ONE)

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

EXCUSED ABSENCE (CHECK ONE)

- ☐ An excused absence will be granted
- ☐ An excused absence will NOT be granted.
- ☐ Does not apply

EDUCATIONAL STATUS (CHECK ONE)

- ☐ Face-to-Face (on campus)
- ☐ Virtual Option
- ☐ Homeschooled

Date used to determine eligibility: _____

Date: _____

Signature of Principal or Designee: _____

Name of School: _____



***Say Something* Anonymous Reporting System (*Say Something* ARS) Memorandum of Understanding between
Sandy Hook Promise Foundation and Lake Dallas ISD**

This Memorandum of Understanding (“MOU”) is entered into by Sandy Hook Promise Foundation (“SHPF”), a non-profit IRC 501(c)(3) organization, located at 13 Church Hill Road, Newtown, Connecticut 06470, and Lake Dallas ISD which is organized and existing under and pursuant to the Constitution and laws of the State of Texas and with a primary business address at 104 Swisher Road, Lake Dallas, TX 75065. SHPF and Lake Dallas ISD may also each be referred to herein individually as a “Party” or collectively as the “Parties.”

1. PURPOSE.

SHPF and Lake Dallas ISD agree to educate Lake Dallas ISD participating schools identified in EXHIBIT E about SHPF’s *Say Something* Anonymous Reporting System. The *Say Something* ARS teaches students how to recognize for warning signs especially in social media, from individuals who may want to hurt themselves or others and to “*Say Something*” to a trusted adult or use the Anonymous Reporting System (App, Website or 24/7/365 Crisis Telephone Line) to get them help.

2. DUTIES.

The Parties shall perform the duties described generally below, and in Exhibits attached hereto and made a part hereof.

A. During the Program, SHPF will perform the following duties:

- i. Program coordination and onboarding: Provide guidance and support in the establishment of tip management teams and tip management infrastructure. Supply communication and outreach materials needed for the setup, announcement, and launch of the Program.
- ii. Trainings:
 - a. Adult Training: Provide user training for district and school team members (Teams Training) on use of the P3 Tip Manager, on Crisis Center tip processing and protocols, on tip management best practices, on conducting and passing the Official Pre-Launch Tip Test, and on ways to ensure program longevity. Additional learning resources and guides for *Say Something* ARS Teams are provided digitally at no cost. This training is available via the SHPF Digital Learning Center and will be shared with Lake Dallas ISD.
 - b. Student Training: Provide video-based student training and related lesson plans and activities (through the SHPF Learning Center, an online learning management system).
- iii. Program engagement and success: Provide ongoing account management support, including dedicated Account Manager available for 1:1 coaching in the areas of team management, tip management, and use of the P3 Tip Management platform. Supply monthly newsletter, professional development webinars, Awareness Materials (posters, window cling, etc.) to participating schools. Provide framework and materials needed for participating schools to establish SAVE Promise Clubs to reinforce the philosophy of the *Say Something* ARS program amongst students and help ensure proper and continued utilization of the anonymous reporting system.
- iv. Compliance: SHPF shall adhere to and comply with applicable federal and state laws and regulations.



- v. Background Checks: All SHPF employees, agents, and volunteers who will have contact with students will undergo and must pass a background check before interacting with students.
- vi. Indemnity: SHPF shall defend, hold harmless and indemnify Lake Dallas ISD, its affiliates, and/or Lake Dallas ISD employees and volunteers from claims, demands, damages, or litigation brought by third parties resulting from the acts or omissions of SHPF.
- vii. Exhibit A-1: The activities set forth on Exhibit A-1 attached hereto and made a part hereof.

B. Lake Dallas ISD will perform the following duties:

- i. Communication: Lake Dallas ISD will communicate the benefits of *Say Something* ARS at Lake Dallas ISD, foster buy-in with program participants (team members) and supply regular and ongoing reminders of the program to the school community, including parents.
- ii. Program infrastructure and workflow: Support the establishment of tip management teams, including School Teams for each participating school, a District Team for tip management support and oversight, a Special Team for exceptional or highly sensitive tips, and a Flex Team, as needed, for activation during school breaks and holidays. Reinforce program requirements and Crisis Center protocol, including Tip Disposition requirements. Equip team members with the devices or equipment needed to carry out their tip management and tip follow-up responsibilities, with scheduling and outreach and, where needed, communication on presentations/training.
- iii. Meet all *Say Something* ARS Launch Readiness Standards and complete all Onboarding steps prior to program launch (i.e., initiation of student training), including the establishment of:
 - a. A Program Lead: A district-level administrator who *believes in the program*, has the ability to mobilize school administrators, can communicate effectively amongst various disciplines (i.e., education, law enforcement, mental health), supports School Teams in providing timely and appropriate responses to concerns raised in tips, and provides clear and consistent feedback to SHPF on the program's needs, challenges, *and* successes. The Program Lead also provides clear parameters and timeframe for Flex Team activation (covered in more detail below). The Program Lead is the primary point of contact for the SHPF Team, including Account Management and Crisis Center teams.
 - b. A District Team: A team of 3-5 year-round district-level administrators, including the Program Lead. District Teams support School Teams in tip management and providing follow-up resources, assessments, or care plans for students in need.
 - c. School Teams: A team for each participating school that consists of 3-5 school-level administrators, including a School Team Lead (typically but not necessarily the principal), who serves as the Crisis Center's primary point of contact regarding tips submitted to their specific school or questions/concerns about their specific School Team. Team Leads are responsible for identifying trusted and high-performing school administrators to perform the duties of the School Team; for keeping their Team roster up to date with staff turnover; for ensuring tips are closed-out and dispositioned thoughtfully, accurately, and regularly in the P3 Tip Manager; for communicating needs or challenges to the Program Lead; and for providing follow-up, assessments, or care plans to students in need.
 - d. A Special Team: a team consisting of 1-2 members of the District Team who are notified of exceptional or particularly sensitive tips, including but not limited to tips concerning school-related adults (e.g., school administrators, teachers, coaches, volunteers, etc.) or sexual assault of a



minor.

- e. A Flex Team: an optional team consisting of a mix of 3-5 District Team members (typically, the Program Lead and each School Team's Lead). If the designated district and school teams are not able to take tips during these times, a Flex Team can be engaged during school breaks or holidays (or whenever deemed necessary by the Program Lead). The Flex Team *flexes* to fill gaps and serves as backup as needed. The Program Lead must clearly define, in advance and in writing, to the Crisis Center, periods of activation (start and end dates/ times) of the Flex Team.
- f. Launch Readiness Standards:
 - i. **Approval on *Say Something* ARS related websites**: Program Lead will work with district IT personnel to make sure *Say Something* ARS domains and IP address are approved to ensure *Say Something* ARS communications, including notifications of new and updated tips, reach team members' inboxes.
 - ii. **District Team establishment**: Program Lead must identify 3-5 district-level admin to support the management of tips and follow-up.
 - iii. **School Team establishment**: Participating Schools must establish a team of 3-5 school-level administrators to receive and manage tips and provide follow-up and support to students.
 - iv. **School Team Lead Identification**: School Teams must have a Team Lead identified.
 - v. **Special Team and optional Flex Team establishment**: Special Team must have 1-2 district-level team members, and the Flex Team must have 3-5 school or district-level team members.
 - vi. **Cell Phones in P3**: All team members must have a cell phone on file in P3 for emergency contact purposes
 - vii. **District email addresses in P3**: All team members must provide a district, not personal email address in P3.
 - viii. **Team Training**: A Team is considered "trained" when at least 3 of its members have completed *Say Something* ARS Team Training; All Teams must be considered "trained."
 - ix. **The Official Pre-Launch Tip Test**: Prior to program launch, Teams are tested by the Crisis Center to ensure team members are being notified properly, are able to access tips in the P3 Tip Manager, and can perform basic functions within the P3 platform, a Team receives a "Pass" on the Official Pre-Launch Tip Test when at least 3 of its members respond to the test properly. Program Leads will select their Tip Test date on the Onboarding Dashboard after submitting their Student Engagement Plans. Program Leads will select their dates through the *Say Something* ARS Portal using the Dates and Deadlines Tab.
 - x. **Student Engagement Plans Submission**: The Program Lead must submit a plan of when they plan to train their students and how many students they'll train. Student Engagement Plans determine the program's "Go Live Date," as the program is considered officially "live" once the first group of students receive *Say Something* ARS student training. The [Go-Live](#) Date determines when the Official Pre-Launch Tip Test is conducted. Submission of Student Engagement Plans occur annually following the program's launch, prior to the start of the new school year. As such, student training/re--training occurs annually, at a minimum.



Note: The following can result in delayed program launch, additional training, remediation measures, or termination.

- Repeated failure of the Official Pre-Launch Tip Test
 - Unresponsive Teams/Team members who do not respond to Life Safety calls
 - Out-of-date Team rosters/contact information
 - Lack of student engagement/very low tip volume
 - Failure to observe or undermining of Crisis Center processes and protocol, including not responding to after-hours life-safety calls
- iv. Policies and Procedures: Lake Dallas ISD to inform SHPF on the relevant Lake Dallas ISD policies and procedures applicable to the services SHPF is providing. Lake Dallas ISD to coordinate visitor passes for Program Coordinator, Presenters and, as needed, SHPF support staff.
- v. SAVE Club Activity and Special Event Support: Lake Dallas ISD to support identified and agreed to special events at Lake Dallas ISD, within the region, and SHPF “Call to Action” Weeks.
- vi. Report Backs and Data Sharing: Lake Dallas ISD will report back to SHPF on the number of students to be trained per participating school or any related data within one week of training as well as provide access to data as described in APPENDIX F.
- vii. Close Out / Disposition tips in a timely manner: School and District Teams must close out and Disposition tips in a timely manner, or within 7 days of tip submission, providing information regarding Tip outcome, plan of action for student, and next steps.
- ix. Up-to-date information in the P3 team roster: All School / District Teams must maintain accurate contact information/details in the team roster, including cell phone numbers and district/school email address.
- x. Indemnity: Lake Dallas ISD shall defend, hold harmless and indemnify SHPF, its affiliates, and/or SHPF employees and volunteers from claims, demands, damages, or litigation brought by third parties resulting from the acts or omissions of Lake Dallas ISD.
- xi. Exhibit A-2: The activities set forth on Exhibit A-2 attached hereto and made a part hereof.

3. EXHIBITS. The Exhibits to this MOU are an integral part of this MOU and are specifically incorporated into this MOU. They include the obligations and rights of both parties.

4. FUNDING. SHPF generally funds its programs from a combination of public, private and governmental support. SHPF anticipates it will be able to secure adequate funding through these sources to pay for the program for the duration of this MOU. However, SHPF reserves the right to terminate the program per the Term and Termination clause in this MOU.

5. TERM AND TERMINATION. The Program will begin July 1, 2024 and end on June 30, 2027. This MOU shall be effective from the date the last Party signs. This MOU and the Program may be terminated, in whole or in part, by either Party hereto, upon thirty (30) calendar days’ advance written notice to the other Party. This MOU may be



amended at any time by the mutual agreement of the Parties; provided, however, that before any amendment shall be operative or valid, it shall be reduced to writing and signed by the authorized representatives of the Parties, including any amendments to any and all Exhibits of this MOU.

6. PRIVACY POLICY AND TERMS OF USE. Please refer to the SHP Privacy Policy and Terms of Use links below: [Privacy Policy](#)
[Terms of Use](#)

The Privacy Policy and Terms of Use can also be found at www.sandyhookpromise.org

7. CONTRACTOR. While engaged in performance of this MOU, SHPF is an independent contractor and is not an officer, agent, or employee of Lake Dallas ISD. SHPF employees, volunteers and agents are not entitled to benefits of any kind to which Lake Dallas ISD's employees are entitled, including but not limited to unemployment compensation, worker' compensation, health insurance and retirement benefits.

8. EQUAL EMPLOYMENT OPPORTUNITY. It is the policy of Lake Dallas ISD that, in connection with all work performed under Lake Dallas ISD MOUs, there shall be no discrimination against any employee or applicant for employment because of race, color, religious creed, national origin, ancestry, marital status, sex, sexual orientation, age, disability or medical condition and, therefore, the SHPF agrees to comply with applicable federal and state laws. In addition, the SHPF agrees to require similar compliance by its employees, agents, and all sub-contractors employed on the work.

9. NON-DISCRIMINATION. Lake Dallas ISD is committed to providing a working and learning environment free from discrimination, harassment, intimidation and/or bullying. Lake Dallas ISD prohibits discrimination, harassment, intimidation and/or bullying and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance. The SHPF agrees to comply with applicable federal and state laws. In addition, the SHPF agrees to require similar compliance by its employees, agents, and all sub-contractors employed on the work.

10. GOVERNING LAW. All matters relating to this MOU and any dispute or claim arising therefrom or related thereto (in each case, including non-contractual disputes or claims), shall be governed by and construed in accordance with the internal laws of the State of Connecticut without giving effect to any choice or conflict of law provision or rule (whether of the State of Connecticut or any other jurisdiction).

11. FINGERPRINTING and BACKGROUND CHECKS. SHPF shall perform the following acts:

- A. As required by Lake Dallas ISD, SHPF shall have all current and subsequent employees, agents and volunteers of who may enter a school site during the time that students are present submit their fingerprints in a manner authorized and required by Lake Dallas ISD.
- B. Prohibit employees, agents and volunteers of SHPF from coming into contact with students until SHPF has conducted a background check and employment history check in accordance with all applicable state, local or federal statutes or requirements.



- C. As required, provide a list of the names of SHPF's employees, agents and volunteers who may have contact with students to Lake Dallas ISD administrator for this MOU.

12. **INSURANCE:** SHPF shall, at its sole cost and expense, maintain in full force and effect, during the term of this MOU, the following insurance coverage from a licensed, admitted or authorized insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficiently estimated to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with SHPF's fulfillment of any of its obligations under this MOU:

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:
- \$1,000,000 per occurrence
 - \$100,000 fire damage
 - \$5,000 med expenses
 - \$1,000,000 personal & adv. injury
 - \$3,000,000 general aggregate
 - \$3,000,000 products/completed operations aggregate
- B. **Business Auto Liability Insurance** for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than \$1 million per occurrence.
- C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering SHPF's full liability under applicable state and federal laws, as follows:
- Part A – Statutory Limits
 - Part B – Employers Liability: \$1,000,000/\$1,000,000/\$1,000,000
- D. **Errors & Omissions** (Professional Liability) coverage, as follows: \$1,000,000 per occurrence/ \$1,000,000 aggregate
- E. **Sexual Abuse and Molestation** coverage, as follows: \$1,000,000 per occurrence/\$1,000,000 aggregate

SHPF, upon execution of this MOU and periodically thereafter upon request, shall furnish Lake Dallas ISD with certificates of insurance evidencing such coverage.

13. **NOTICES.** All notices to be given, or documents, samples, or other materials to be delivered by either Party to the other pursuant to this MOU will be sent by prepaid first-class mail, electronic mail, or hand-delivered, to the addresses set forth below. Any such notices, documents, samples, or other materials will be deemed to have been given or delivered forty-eight (48) hours after posting, if sent by first class mail; when received, if sent by electronic mail; or when delivered, if delivered by hand.

To SHPF:

Name: David Conrad
Title: Chief Financial Officer
Entity: Sandy Hook Promise Foundation
Address: PO Box 3489, Newtown, CT 06470
Telephone: (203)491-2059



Email: info@sandyhookpromise.org

To Lake Dallas ISD:

Name: Dr Kristin N. Brown
Title: Superintendent
Entity: Lake Dallas ISD
Address: 104 Swisher Road, Lake Dallas, TX 75065
Telephone: (940)497-4039
Email: knbrown@ldisd.net

14. DISPUTE RESOLUTION. Should any problem or conflict arise during the course of the delivery of services under this MOU, it is understood that both parties will work with each other to accomplish an effective resolution through discussion. If discussions are unsuccessful, Parties reserve their right to enforce the terms of this MOU in any Court having jurisdiction, this being in addition to any other remedy to which the Parties are entitled at law or in equity.

15. COMPLIANCE WITH LAWS. Each Party will comply at their own expense with all applicable laws and regulations, including without limitation those of other jurisdictions that may apply concerning the protection of personal data. Lake Dallas ISD agrees and acknowledges that Lake Dallas ISD is solely responsible for obtaining any consents required under the applicable data privacy and data protection laws for information and access to information provided by Lake Dallas ISD to SHPF under this MOU. Lake Dallas ISD acknowledges and agrees that SHPF's collection and use of personal data from users of the *Say Something* ARS in connection with this MOU shall be governed by the SHPF Privacy Policy, as updated from time to time and posted at <https://www.sandyhookpromise.org/say-something-tips/>, which Privacy Policy is made a part of this MOU as if fully set forth herein.

16. ENTIRE MOU/AMENDMENT. This MOU, all Exhibits to this MOU, and documents incorporated by reference herein, constitute the entire agreement between the parties to the MOU and supersede any prior or contemporaneous written or oral understanding or agreement, and may be amended only by written amendment executed by both parties to this MOU, as described in Section 5, above. Lake Dallas ISD acknowledges and agrees that a user's access to and use of the *Say Something* ARS in connection with this MOU shall be governed by the SHPF Terms of Use, as updated from time to time and posted at <https://www.sandyhookpromise.org/say-something-tips/>, which Terms of Use is made a part of this MOU as if fully set forth herein.



Lake Dallas ISD	- SHPF-
BY (SIGN): _____	
NAME (Print): _____	BY (SIGN): _____
POSITION: _____	NAME (Print): _____ David Conrad
DATE: _____	POSITION: _____ Chief Financial Officer
	DATE: _____

[Signature page Say Something Anonymous Reporting System (*SAY SOMETHING* ARS) Memorandum of Understanding]



EXHIBIT A –1 – SAY SOMETHING ARS PROGRAM SPECIFICS

SHPF and Lake Dallas ISD agree to this agreement as follows:

SHPF will perform the following duties:

1. SHPF shall provide training and support of *Say Something* ARS to Lake Dallas ISD students and team members. SHPF will manage and maintain the 24/7/365 Crisis Center App and website for students, educators, administrators, and parents of Lake Dallas ISD's students to use to submit anonymous tips.
2. SHPF shall implement *Say Something* ARS by retaining qualified persons (Instructors), digital-download instruction and training video to provide training and technical assistance to Lake Dallas ISD.
3. SHPF shall manage the 24/7/365 Crisis Center and provide them with Lake Dallas ISD developed and approved team member contact information, Reporting Process and Protocols (Exhibit C) and contact list.
4. SHPF 24/7/365 Crisis Center will, per Lake Dallas ISD direction, triage all tip submissions prior to trafficking to Lake Dallas ISD.
5. SHPF 24/7/365 Crisis Center will provide crisis management to any tip submission per Lake Dallas ISD developed and approved Life Safety and Non-Life Safety Tip Definitions (Exhibit B), Reporting Process and Protocols (Exhibit C), state and federal laws.
6. SHPF shall share and/or provide immediate, direct access to Lake Dallas ISD all information gathered using *Say Something* ARS – including number of participants, schools, tip details and dispositions.
7. SHPF will provide prompt support of *Say Something* ARS via phone, in-person and/or email and make available prompt and reasonable online training for all types of users who may interact with the system.
8. SHPF shall not under any circumstances sell any *Say Something* ARS information or other data or information received or generated as a result of this agreement to any advertiser or third party. Furthermore, and except as to Lake Dallas ISD, SHPF shall always maintain the anonymity of all data and other information received in connection with the *Say Something* ARS including the identity of anyone providing a tip and the specifics of any incident responded to or averted unless otherwise demanded under state or federal law.
9. SHPF grants to Lake Dallas ISD a limited, non-exclusive, non-transferable, revocable subscription *Say Something* ARS license during the term of this MOU, solely for Lake Dallas ISD's purposes – including (a) to use, perform, and digitally display *Say Something* ARS to access, display, search, analyze, reformat, download, and print reports of any submissions and/or results generated by the authorized use of the *Say Something* ARS.
10. SHPF will provide each user identified on Lake Dallas ISD's contact list with a unique username and password to enable such users to access *Say Something* ARS pursuant to this agreement. SHPF may alternatively provide an assigned Lake Dallas ISD Administrator with a unique username and password, which such Administrator will use to create and issue additional unique usernames and passwords for Lake Dallas ISD 's additional users. SHPF may change or update these username and passwords, with notice to Lake Dallas ISD. Each username and password may only be used to access *Say Something* ARS one (1) concurrent login session. SHPF reserves the right to terminate any username and password which SHPF reasonably determines may have been used by an unauthorized third party or by any user or individual other than the user to whom such username and password was originally assigned.



11. SHPF will make P3 and tip processing training available to local 911 dispatch, who are alerted 24/7/365 only in the case of events requiring law enforcement intervention as described in Exhibit B. In the event that local 911 does not agree to access tips via P3, then SHPF will call local 911 dispatch and provide a verbal intake. If 911 dispatch refuses to use P3, Lake Dallas ISD acknowledges compliances with Exhibit D that SHPF assumes no liability for adverse that result because of this refusal.

12. Contact Us. Please contact us at the following address:

Sandy Hook Promise Foundation
PO Box 3489
Newtown, CT 06470

Or contact us by email at info@sandyhookpromise.org



EXHIBIT A –2 – SAY SOMETHING ARS PROGRAM SPECIFICS

Lake Dallas ISD will perform the following duties:

1. Lake Dallas ISD to provide and update SHPF their district and school team contact list, identifying the order in which team individuals should be contacted.
2. Lake Dallas ISD acknowledges and agrees that only users are entitled to receive a username and password and to access the Services. Lake Dallas ISD will provide SHPF information and other assistance as necessary to enable SHPF to establish usernames for users, and Lake Dallas ISD will verify all user requests for account passwords. Lake Dallas ISD will ensure that each username and password issued to a user will be used only by that user. Lake Dallas ISD is responsible for maintaining the confidentiality of all users' usernames and passwords and is solely responsible for all activities that occur under these usernames. Lake Dallas ISD agrees (a) not to allow a third party to use its account, usernames, or passwords at any time, and (b) to promptly notify SHPF in writing of any actual or suspected unauthorized use of its account, usernames or passwords, or any other breach or suspected breach of the obligations contained in this Section. In the event of a data breach, SHPF shall timely notify Lake Dallas ISD, take prompt and deliberate action in response to the breach, and provide all such notifications as required under law, as well as perform any other legally required functions in response to the data breach.
3. Lake Dallas ISD acknowledges and agrees to act upon all known *Say Something* ARS submissions in accordance with Lake Dallas ISD policies and procedures.
4. Lake Dallas ISD acknowledges and agrees that all trainings are SHPF's intellectual property, and they will not be shared beyond the school and district (i.e., on social media, on school website, etc.), nor will they be modified in any way without express permission from SHPF.



EXHIBIT B – SAY SOMETHING ARS Event Types

Below is a list of event types that Tipsters can choose from the dropdown when submitting a tip. When a Crisis Counselor receives, vets, and triages a tip, it is categorized as Life Safety or Non-Life Safety based on the criteria below.

For a tip to be designated by a Crisis Center Crisis Counselor as “Life Safety,” the tip must articulate a **threat of substantial bodily harm or death**, and it must have **at least one** of the following characteristics:

- **Actionability:** enough information is available for a welfare check/intervention to immediately take place;
- **Timeliness:** reported concern is imminent, in-progress, or just happened;
- **Credibility:** information is clear, consistent, convincing, and supported by evidence; or
- **Probability:** subject has the means, intent, and opportunity to carry out the threat.

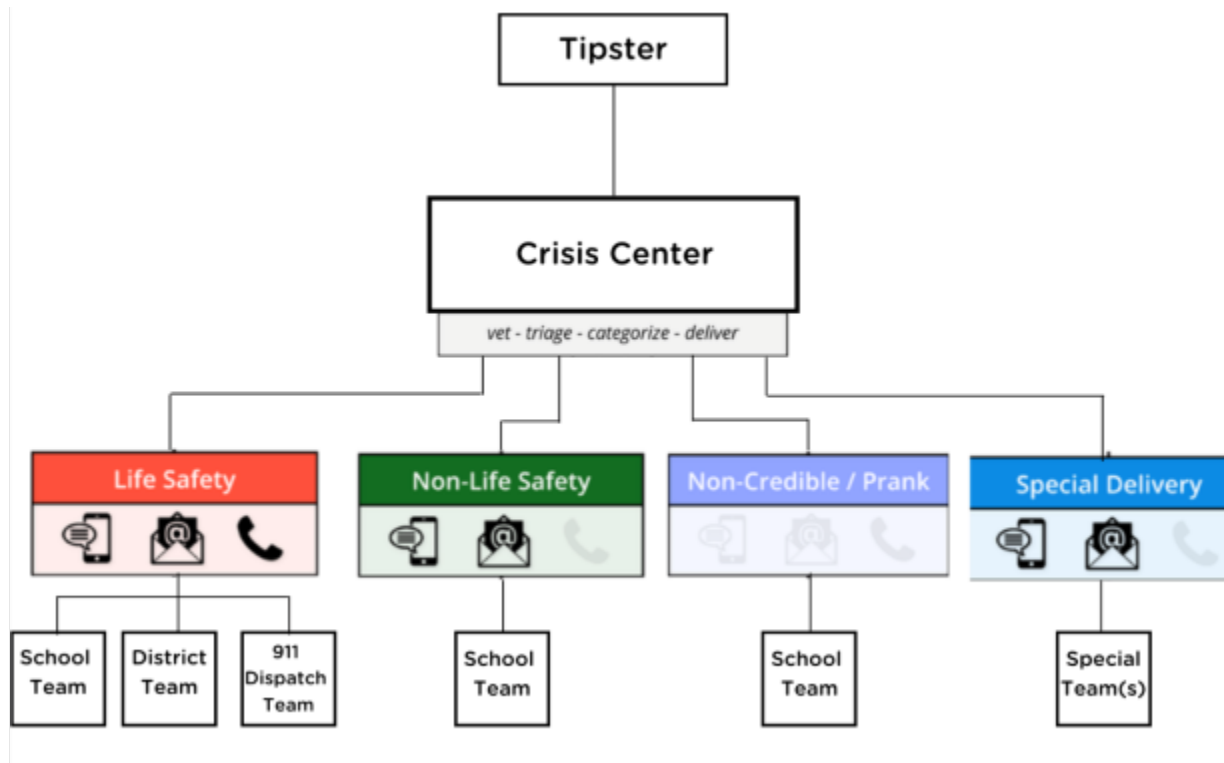
Based on their intuition and the totality of the circumstances, Crisis Counselors have the discretion to err on the side of caution and make a Life Safety designation.

Event Types

Anger Issues	Physical Abuse
Animal Cruelty	Planned Fight / Assault
Bullying / Cyber Bullying	Planned School Attack
Concern about an Adult	Reckless / Dangerous Behavior
Cutting / Self-Harm	Sexual Assault / Rape
Depression / Anxiety	Sexual Exploitation / Abuse
Domestic Violence / Child Abuse	Sexual Harassment
Drug Use / Distribution	Sharing Inappropriate Photos
Eating Disorder	Social Isolation / Withdrawal
Gang Violence / Activity	Substance Abuse
Harassment / Intimidation	Suicide / Suicide Ideation
Hate Crime / Hate Speech	Theft
Hazing	Toxic / Abusive Relationship
Homeless / Runaway Student	Vandalism
Inappropriate Relationship	Verbal Abuse
Intent to Harm Someone	Weapon(s)



EXHIBIT C - REPORTING PROCESS AND PROTOCOLS



All Non-Life Safety tips are sent to School Team contacts between the hours of 6:00am and 6:00pm on weekdays (local time) daily, and between the hours of 10:00am to 6:00pm on weekends.

Contact Us. Please contact us at the following address:

Sandy Hook Promise
PO Box 3489
Newtown, CT 06470

Or contact us by email at info@sandyhookpromise.org



EXHIBIT D - 911 Dispatch Training and P3 Use

The *Say Something* ARS model is designed to contact and involve local 911 dispatch in life-threatening situations. However, local 911 is not required to attend training or use the P3 system. SHPF will, however, make *Say Something* ARS training available to all local 911 dispatch centers and will also make available the web-based tip management system, which allows team members to:

- View real-time anonymous dialogue between tipsters and SHPF Crisis Counselors
- View any pictures, videos or evidence attached to a tip
- Dialogue with a tipster if necessary
- Access real-time updates to an evolving situation, potentially providing officer safety information

Lake Dallas ISD and SHPF agree and acknowledge that SHPF will not be held liable for any adverse outcome resulting from a local 911 dispatch's refusal to participate in training or use the Say Something-ARS model or web-based tip management system as intended.

Contact Us. Please contact us at the following address:

Sandy Hook Promise
PO Box 3489
Newtown, CT 06470

Or contact us by email at info@sandyhookpromise.org



EXHIBIT E - Participating Schools List

School Name	Street Address	City	NCES School ID	School Type	Grade Range	Grades Served
Lake Dallas El	P O Box 548	Lake Dallas	482643002974	Traditional Public	Elementary	KG · 01 · 02 · 03 · 04 · 05
Corinth El	P O Box 548	Lake Dallas	482643021224	Traditional Public	Elementary	KG · 01 · 02 · 03 · 04 · 05
Lake Dallas High School	P O Box 548	Lake Dallas	482643002975	Traditional Public	High	09 · 10 · 11 · 12
Lake Dallas Middle	P O Box 548	Lake Dallas	482643002976	Traditional Public	Middle	06 · 07 · 08 · 09
Shady Shores El	P O Box 548	Lake Dallas	482643010624	Traditional Public	Elementary	KG · 01 · 02 · 03 · 04 · 05
Denton Co J J A E P	P O Box 548	Lake Dallas	482643008201	Alternative	High	10

Any questions or concerns should be directed to:

Company: Sandy Hook Promise Foundation
Address: PO Box 3489, Newtown, CT 06470
Telephone: 203-304-9780
Email: info@sandyhookpromise.org



EXHIBIT F - DATA SHARING AGREEMENT

Memorandum of Agreement

By and Between Lake Dallas ISD and Sandy Hook Promise Foundation

The Sandy Hook Promise Foundation is a national nonprofit organization founded and led by several family members whose loved ones were killed at Sandy Hook Elementary School on December 14, 2012. Based in Newtown, Connecticut, our intent is to honor all victims of gun violence by turning our tragedy into a moment of transformation. By empowering youth to “know the signs” and uniting all people who value the protection of children, we can take meaningful actions in schools, homes, and communities to prevent gun violence and stop the tragic loss of life.

Data Required

The primary aim of ongoing evaluation is to extract, secure, and analyze data from the *Say Something* Anonymous Reporting System (*Say Something* ARS) for purposes of trend identification in connection with contracted research partner [Research Partner] and continual program improvement. [School Partner] will make data available as needed to SHPF: all raw data pertaining to tips received during the contract period. Relevant fields include, but are not limited to, type of tip; source of tip; date recorded/last action/outstanding (i.e., time until resolution); disposition; time of tip; triage rates (school vs police); other variables as identified. These data will be treated confidentially and aggregated so that no identifying data of a single individual or single school will ever be externally reported, except as outlined in processes for tip escalation in the scope of Crisis Counselor tip coordination. The *Say Something* ARS raw data will be merged with Sandy Hook Promise training data and publicly available from Lake Dallas ISD school/district data to create an integrated data set that will enable analysis of training and school-related factors on tip submissions. Analysis of the [*Say Something* ARS] data will contribute to the evidence base of anonymous reporting systems and guide decision making related to the monitoring and responding to tips. Upon completion of the evaluation objectives, the project team will report data-driven documentation to SHPF and Lake Dallas ISD of common tip profiles, which can be shared with other participating districts to manage expectations and staffing in order to meet the needs of tip subjects.

Agreement for Sharing of Data

This Agreement is entered into by the Lake Dallas ISD and the Sandy Hook Promise Foundation for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974 (“FERPA”). The information will be used by researchers at the SHPF to conduct studies designed to improve *Say Something* ARS tools and services for schools participating in SHP’s *Say Something* ARS program in the state of Texas.

FERPA describes circumstances under which Local Educational Agencies (LEAs) and the Lake Dallas ISD are authorized to release confidential data regarding individual students, teachers, and schools without prior parental consent. Confidential information can be disclosed to organizations as stated in section II. 2. and is destroyed per section V.



The following terms further specify the manner in which the Lake Dallas ISD agrees to share data with the Sandy Hook Promise Foundation, subject to FERPA regulations:

- I. **PARTIES.** The Lake Dallas ISD is a state educational authority authorized to receive information from local educational agencies (“LEAs”) subject to FERPA, as authorized by 34 CFR Section 99.31. Researcher desires to conduct studies on tip data for the purpose of improving Say Something-ARS tools and resources in Texas public schools. The parties wish to share data collected by the Lake Dallas ISD regarding education in Texas, some of which may allow the identification of individual students.
- II. **COMPLIANCE WITH FERPA.** To effect the transfer of data subject to FERPA, the Sandy Hook Promise Foundation agrees to:
 1. In all respects comply with the provisions of FERPA. For purposes of this Agreement, “FERPA” includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations and reauthorization when effective. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.
 2. Use the data shared under this Agreement for no purpose other than research and analysis authorized under Section 99.31(a)(6) of Title 34 of the Code of Federal Regulations which allow disclosure of personally identifiable information from students’ education records in connection with Lake Dallas ISD’s conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. The Sandy Hook Promise Foundation further agrees not to share data received under this MOA with any entity other than contracted research partner [Research Partner] without the Lake Dallas ISD approval. The Sandy Hook Promise Foundation agrees to allow the Office of the State Auditor, subject to FERPA restrictions, access to data shared under this Agreement and any relevant records of the Sandy Hook Promise Foundation for purposes of completing authorized audits of the parties.
 3. Require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement. SHPF agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this Agreement. Nothing in this paragraph authorizes sharing data provided under this Agreement with any other entity for any purpose other than completing the Sandy Hook Promise Foundation’s work authorized under this Agreement.
 4. Maintain all data obtained pursuant to this Agreement in accordance with Texas State Information Security Manual and not copy, reproduce or transmit data obtained pursuant to this Agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from the Sandy Hook Promise Foundation to any other institution or entity or unauthorized individual or agent.
 5. Not to disclose any data obtained under this Agreement in a manner that could identify an individual student, except as authorized by FERPA, to any other entity. The Sandy Hook Promise Foundation may publish results of studies authorized by this Agreement.



6. Not to provide any data obtained under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity by virtue of a finding under Sections 99.67(c), (d), or (e) of Title 34, Code of Federal Regulations.
 7. Destroy all data and provided verification in writing of the destruction of all copies of the data obtained under this Agreement to Lake Dallas ISD 12 months following the date of publication of the final report of this project. All data no longer needed shall be destroyed or returned to the Lake Dallas ISD in compliance with 34 CFR Section 99.35(b)(2). The Sandy Hook Promise Foundation agrees to require all employees, contractors, or agents of any kind to comply with this provision.
- III. AUTHORIZED REPRESENTATIVE. The SHPF shall designate in writing (an) authorized representative(s) able to request data under this Agreement. The authorized representative shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction data as required by this Agreement. The Sandy Hook Promise Foundation designates *the* [Research Institution] as the authorized representative of the Department's data. Lake Dallas ISD or its agents may upon request review the records required to be kept under this section.
- IV. RELATED PARTIES. The Sandy Hook Promise Foundation represents that it is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of student data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way. Data may be stored on a server with additional data but may not be merged with any other data without prior written permission from Lake Dallas ISD. This Agreement takes effect only upon acceptance by authorized representatives of the Sandy Hook Promise Foundation, by which that institution agrees to abide by its terms and return or destroy all student data covered by this MOA 12 months following the date of publication of the final report of this project.
- V. TERMS. This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until [End Date]. The parties further understand that the Lake Dallas ISD or the Sandy Hook Promise Foundation may cancel this Agreement at any time, upon reasonable notice. The Lake Dallas ISD specifically reserves the right to cancel this Agreement should the Lake Dallas ISD, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access has become generally available for research purposes through any other mechanism approved by the Lake Dallas ISD.
1. The Sandy Hook Promise Foundation understands that the Agreement does not convey ownership of data to the Sandy Hook Promise Foundation.
 2. Lake Dallas ISD agrees to make a good faith effort to provide the most accurate and complete data possible at the time of the request. This does not imply that Lake Dallas ISD guarantees the accuracy, completeness, or currency of the data that will be provided as a result of this Agreement.
 3. Lake Dallas ISD data shall not be removed from the United States. Remote access to Lake Dallas ISD data from outside the continental United States is prohibited, including access by employees, contractors, subcontractors, or agents of any kind. Lake Dallas ISD data is defined as any data provided by Lake Dallas ISD, any data provided by a third party at the direction of Lake Dallas ISD, any data to which access is



provided by Lake Dallas ISD, and/or the results of Lake Dallas ISD source data combined with any other data.

4. Sandy Hook Promise Foundation will provide Lake Dallas ISD with an electronic copy of the final versions of all reports and other documents associated with the analysis of tip data Lake Dallas ISD, as the owner of the data, reserves the right to distribute and otherwise use the final report and associated documents in its discretion, in sum or in part. The Sandy Hook Promise Foundation, or its agents working on this project, retain the right to publish findings in other publications, provided that prior notice of report is first shared with Lake Dallas ISD.
5. Sandy Hook Promise Foundation has the right, consistent with scientific standards, to publish, present or use the study results gained in the course of the research under this Agreement. In order to protect the confidentiality of previously identified confidential information disclosed to SHPF the authorized representative agrees to provide to Lake Dallas ISD any proposed publications or presentations which are to make public any findings, data, or results of the research under this Agreement for the Department's review at least thirty (30) days prior to submission of a manuscript or abstract for publication or the date of the presentation. The Sandy Hook Promise Foundation agrees to delete any of Lake Dallas ISD's previously identified confidential information therefrom.

MEMORANDUM OF UNDERSTANDING
BETWEEN LAKE DALLAS INDEPENDENT SCHOOL DISTRICT AND
GLORY OF ZION INTERNATIONAL MINISTRIES FOR SHELTERING
AND MASS CARE FACILITIES FOR THE PURPOSE OF EMERGENCY
MANAGEMENT REUNIFICATION

This Memorandum of Understanding ("MOU") is made and entered into between Glory of Zion International Ministries ("GZI" or "Glory of Zion"), 7801S. Interstate 35E, Corinth, Texas 76210, a non-profit IRC 501(c)(3) organization, and Lake Dallas ISD ("Lake Dallas" or "LDISD") which is organized and existing under and pursuant to the Constitution and laws of the State of Texas and with a primary business address at 104 Swisher Road, Lake Dallas, TX 75065. GZI and Lake Dallas ISD may also each be referred to herein individually as a "Party" or collectively as the "Parties."

1. PURPOSE.

As a component of Lake Dallas ISD's overall Safety and Multi-Hazard Emergency Operations Plan, Lake Dallas ISD is required to plan for the orderly reunification of children with their families. In the event a Lake Dallas ISD campus or school facility is required to be evacuated, an identified site is required in order to provide safety and a location for the orderly unification of children with their parent(s)/guardians(s). The Parties have agreed to cooperate in the identification of a site to be used in the event of an emergency for this purpose.

2. DUTIES.

The Parties shall perform the duties described generally below, and made a part hereof.

A. During the Program, GZI will perform the following duties:

i. Providing Temporary Facilities

- a. GZI agrees to open their building located at Global Spheres Center 7801 S Interstate 35 Corinth, TX 76208 to provide shelter and assistance to students and staff evacuated during emergency situations when the students and staff have a need to be sheltered.
- b. GZI has a capacity to accommodate approximately 5000 people. GZI understands that their organization will be responsible for opening the building and developing procedures for making the building accessible, including rest rooms and an area with phone and internet connection (if available) for Lake Dallas ISD administrative personnel. Furthermore,

LDISD will provide supervision for all students and staff during the time that the facility is used as an emergency shelter site.

- ii. Trainings:
 - a. GZI agrees to reasonably cooperate with LDISD officials in emergency planning and preparation as requested by LDISD emergency planning officials.
- iii. Compliance: GZI shall adhere to and comply with applicable federal and state laws and regulations.
- iv. Background Checks: All GZI employees, agents, and volunteers who will have contact with students will undergo and must pass a background check before interacting with students.
- v. Indemnity: To the extent permitted by law, the Parties mutually agree to defend, hold harmless and indemnify the other party, its affiliates, and/or employees and volunteers from claims, demands, damages, or litigation brought by third parties resulting from the acts or omissions of the other party.

B. Lake Dallas ISD will perform the following duties:

- i. Communication: The LDISD will make every effort to notify GZI of evacuation possibilities with as much notice as possible. Contact information between the two parties shall be maintained in a separate appendix and is considered confidential information and is not subject to public disclosure.
- ii. Reasonable Care: The LDISD agrees that it shall exercise reasonable care in the conduct of its activities in said facilities and further agrees as permitted by the Constitution and Laws of the State of Texas to replace or reimburse GZI for any items, materials, equipment or supplies that may be used by the district in the conduct of its sheltering activities in said facilities.
 - a. Replacement and Repair: In accordance with the provisions of paragraph ii, the LDISD will be responsible for replacing, restoring or repairing damage occasioned by the use of any building, facilities or equipment belonging to GZI.
 - b. Facility Personnel Costs: Consistent with Paragraph ii, the LDISD will reimburse GZI for any bona fide expenditure of personnel required to maintain the facility, including overtime costs, upon production of receipts or time sheets. The LDISD will not pay any operational or administrative fees to GZI.

- iii. Media Inquiries: The LDISD shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to GZI shall be directed to the LDISD's Public Information Officer or the Superintendent of Schools.
- iv. The LDISD will make every effort to recognize the hospitality of GZI in any press or media releases pertaining to the re-location and sheltering of students and staff.

3. EXHIBITS. The Exhibits to this MOU are an integral part of this MOU and are specifically incorporated into this MOU.

4. FUNDING. No funds are anticipated to be expended upon the execution of this MOU.

5. TERM AND TERMINATION. The Program will begin August 12, 2024 and terminate as specified in this Agreement. This MOU and the Program may be terminated, in whole or in part, by either Party hereto, upon thirty (30) calendar days' advance written notice to the other Party. This MOU may be amended at any time by the mutual agreement of the Parties; provided, however, that before any amendment shall be operative or valid, it shall be reduced to writing and signed by the authorized representatives of the Parties, including any amendments to any and all Exhibits of this MOU.

6. CONTRACTOR. While engaged in performance of this MOU, GZI is an independent contractor and is not an officer, agent, or employee of Lake Dallas ISD. GZI employees, volunteers and agents are not entitled to benefits of any kind to which Lake Dallas ISD's employees are entitled, including but not limited to unemployment compensation, worker's compensation, health insurance and retirement benefits.

7. GOVERNING LAW. All matters relating to this MOU and any dispute or claim arising therefrom or related thereto (in each case, including non-contractual disputes or claims), shall be governed by and construed in accordance with the internal laws of the State of Texas. Venue shall be in the courts of Denton County, Texas.

8. INSURANCE: Both parties shall, at their sole cost and expense, maintain in full force and effect, during the term of this MOU, the following insurance coverage from a licensed, admitted or authorized insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficiently estimated to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with their fulfillment of any of their obligations under this MOU:

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:
 - \$1,000,000 per occurrence

\$100,000 fire damage

\$5,000 med expenses

\$1,000,000 personal & adv. injury

\$3,000,000 general aggregate

\$3,000,000 products/completed operations aggregate

B. **Business Auto Liability Insurance** for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than \$1 million per occurrence.

C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering GZI's full liability under applicable state and federal laws, as follows:

Part A – Statutory Limits

Part B – Employers Liability: \$1,000,000/\$1,000,000/\$1,000,000

D. **Errors & Omissions** (Professional Liability) coverage, as follows: \$1,000,000 per occurrence/ \$1,000,000 aggregate

E. **Sexual Abuse and Molestation** coverage, as follows: \$1,000,000 per occurrence/\$1,000,000 aggregate

The Parties, upon execution of this MOU and periodically thereafter upon request, shall furnish Lake Dallas ISD with certificates of insurance evidencing such coverage.

9. **NOTICES.** All notices to be given, or documents, samples, or other materials to be delivered by either Party to the other pursuant to this MOU will be sent by prepaid first-class mail, electronic mail, or hand-delivered, to the addresses set forth below. Any such notices, documents, samples, or other materials will be deemed to have been given or delivered forty-eight (48) hours after posting, if sent by first class mail; when received, if sent by electronic mail; or when delivered, if delivered by hand.

To GZI:

Name:



Title:

DIRECTOR OF OPERATIONS: SECURITY

Entity:

Glory Zion International Ministries

Address:

PO Box 1601, Denton, Texas 76202

Telephone: (940) 382-7231

Email: info@gloryofzion.org

To Lake Dallas ISD:

Name: Dr. Kristin Brown

Title: Superintendent

Entity: Lake Dallas ISD

Address: 104 Swisher Road, Lake Dallas, TX 75065

Telephone: (940)497-4039

Email: knbrown@ldisd.net

10. DISPUTE RESOLUTION. Should any problem or conflict arise during the course of the delivery of services under this MOU, it is understood that both parties will work with each other to accomplish an effective resolution through discussion.

11. COMPLIANCE WITH LAWS. Each Party will comply at their own expense with all applicable laws and regulations, including without limitation those of other jurisdictions that may apply concerning the protection of personal data. Lake Dallas ISD agrees and acknowledges that Lake Dallas ISD is solely responsible for obtaining any consents required under the applicable data privacy and data protection laws for information and access to information provided by Lake Dallas ISD to GZI under this MOU. GZI agrees to comply with applicable privacy laws with respect to any information provided by LDISD to GZI.

12. ENTIRE MOU. This MOU, all Exhibits to this MOU, and documents incorporated by reference herein, constitute the entire agreement between the parties to the MOU and supersede any prior or contemporaneous written or oral understanding or agreement, and may be amended only by written amendment executed by both parties to this MOU, as described in Section 5, above.

Lake Dallas ISD

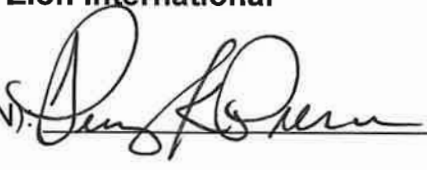
BY (SIGN): _____

NAME (Print): _____

POSITION: _____

DATE: _____

Glory of Zion International

BY (SIGN):  _____

NAME (Print): Penny K. Pierce

POSITION: Director of Operations
Security

DATE: 6/26/24

Principal Appraisal System Lake Dallas I.S.D. Approved Appraisers 2024-2025

Mollie Avelino

Kerri Blevins

Jessica Bovan

Jennifer Bryant

Dr. Kendrick Johnson

Barbara Pitt

Dr. Kristin Brown

Dr. Kelly O'Sullivan

Principals

The District shall appraise principals using the Texas Principal Evaluation and Support System (T-PESS) in accordance with law and administrative regulations.

Other Campus Administrators

The appraisal system used for campus administrators other than principals shall be determined by each administrator's position and job responsibilities and shall consist of either a local appraisal system developed in accordance with law and administrative regulations or a modified version of the T-PESS.

Frequency

District principals and other campus administrators shall be appraised annually.

LAKE DALLAS ISD

DNB(LOCAL)

Lake Dallas ISD T-PESS Appraisal Calendar 2024-2025

August – September 2024	Complete Self-Assessment and Goal-Setting
By End of September 2024	Hold Beginning-of-Year Conference
August 2024-May 2025	Ongoing Informal Assessments
December 2024-January 2025	Hold Mid-Year Conference
August 2024- May 2025	Identify and Collect Artifacts and Evidence
May 2025 – June 2025	Hold End-of-Year Conference and Goal Setting

**Professional Development and Appraisal System
Lake Dallas I.S.D. Approved Appraisers 2024-2025**

Mollie Avelino Kerri Blevins Jessica Bovan Jennifer Bryant Mike Cromis Ashley Fay Sharee Glendenning Jesus Gomez	Christopher Linton Russell Lopez Kendrick Johnson Kelly O’Sullivan Barbara Pitt Charlayne Heselton Pruitt Arely Potts Melanie Vasquez
---	--

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

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

All appraisers shall complete required T-TESS Appraisal Training and Appraiser Certification exam prior to performing appraisals.

All District teachers shall be appraised annually except as allowed by DNA(Local). Components of the appraisal process, such as classroom observations and walk-throughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.

The District shall establish an appraisal calendar each year.

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

Lake Dallas ISD Appraisal Calendar 2024-2025

The appraisal period excludes the two weeks following the orientation and prohibits appraisals on the last day of instruction before official school holidays.

Monday, July 29, 2024

T-TESS Orientation

- For teachers new to T-TESS, the district and when district policy has changed from the last orientation
- Will be conducted no later than the first three weeks of school and at least two weeks before the first appraisal.

Tuesday, August 6, 2024

T-TESS Refresher

- Presented on individual campuses

Wednesday, August 14, 2024

May begin classroom observations (at least 2 weeks after completion of orientation)

Friday, August 30, 2024

No appraisals may be conducted.

Not Later Than Friday, September 6, 2024

Completed *Goal Setting and Professional Development Plan*

- New teachers submit to the appraiser for approval within six weeks from the day of completion of the orientation.
- A GSPD Conference is required for a teacher in the first year of appraisal under T-TESS and teachers new to the district.
- Returning teachers review the goal(s) established at the EOY Conference to determine if changes are needed and submit within first six weeks of instruction.

Not Later Than Tuesday, September 24, 2024

Thursday, October 10, 2024

No appraisals may be conducted.

Friday, November 22, 2024

No appraisals may be conducted.

Wednesday, December 18, 2024

No appraisals may be conducted.

Friday, January 17, 2025

No appraisals may be conducted.

Thursday, March 13, 2025

No appraisals may be conducted.

Thursday, April 17, 2025

No appraisals may be conducted.

Not Later Than Friday, May 2, 2025

End of Year Conference

- **At least** 15 Days Prior to the Last Day of Instruction
- Review summative scores for Domains I, II and III
- Review the data and evidence gathered throughout the appraisal year for Domain IV, including the teacher's evidence for this domain/dimensions
- Review results of the performance of the teachers' students
- Review potential goals and professional development plans for the next school year

Note: Domain IV is not scored until after the teacher has been afforded an opportunity to present evidence related to each of the four dimensions during the end-of-year conference.

TASB Director Candidates

*Indicates Large District Director Positions
(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 1, Position A	Alison Busse-Savage Yolanda Castillo Deborah Crane Aliseda Marcos Garcia	Lyford CISD Pharr-San Juan-Alamo ISD McAllen ISD Mercedes ISD	2024–2027
Region 3	Margaret Pruett	Victoria ISD	2024–2027
Region 4, Position A	Rose Avalos	Aldine ISD	2024–2027
Region 4, Position C	Kelly Hodges Tony Hopkins	Spring ISD Friendswood ISD	2024–2027
Region 4, Position F*	Vacant	Cypress-Fairbanks ISD	2024–2027
Region 4, Position G*	Angie Hanan	Fort Bend ISD	2024–2026
Region 5	Nicholas Phillips	Nederland ISD	2024–2027
Region 10, Position A	Tricia Ikard	Maypearl ISD	2024–2027
Region 10, Position E*	Dynette Davis	Frisco ISD	2024–2026
Region 11, Position D	Steven Newcom	Eagle Mountain-Saginaw ISD	2024–2027
Region 12	Steven Carter Russ Johnson Marvin Rainwater Keri Roberts Pam Watts	Connally ISD Lorena ISD Killeen ISD Goldthwaite CISD Midway ISD-McLennan County	2024–2027
Region 13, Position C	Bryan Holubec Kathy Major Stephanie Rodriguez-Barnett	Thrall ISD Liberty Hill ISD Manor ISD	2024–2027

TASB Director Candidates

*Indicates Large District Director Positions
(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 17	Carlos Bentancourt	Slaton ISD	2024–2027
	Sylvia De La Garza	Plainview ISD	
Region 18	Steve Brown	Ector County ISD	2024–2027
	Sara Burleson	Midland ISD	
Region 19	Marlene Bullard	Tornillo ISD	2024–2027
Region 20, Position A	Ginger Friesenhahn	East Central ISD	2024–2026
Region 20, Position D	Rich Sena	Boerne ISD	2024–2025



TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE: June 13, 2024

NAME: Steven G. Newcom

MAILING ADDRESS: [REDACTED]

CITY: [REDACTED] ZIP: [REDACTED]

BUSINESS PHONE: [REDACTED] RESIDENCE PHONE: [REDACTED]

CELL PHONE: [REDACTED] FAX NUMBER (if applicable): [REDACTED]

We communicate with our Board members primarily via e-mail. Please list your preferred email address.

E-MAIL: [REDACTED]

SCHOOL DISTRICT: Eagle Mountain-Saginaw ISD

LOCAL TERM EXPIRES: 05/2025 YEARS ON BOARD: 29+
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

YES X NO

BOARD POSITIONS HELD (including dates): President (1999-2002, 2006-2008, 2012-2014, 2015-2022)
Vice President (1998-1999, 2004-2006, 2009-2012) Secretary (1997-1998, 2023-current).

OCCUPATION: Consultant/Retired

CURRENT EMPLOYER: Self-Employed DATES: 1984-2022

EDUCATION-HIGH SCHOOL: Boswell High School COLLEGE: TCC/Baylor University

OTHER EDUCATION: _____ DEGREES: AA 1976; BA 1978

HOBBIES/SPECIAL INTERESTS: Golf, Grandkids.

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): Listed office of President only: Saginaw Optimist Club 1995-1996; Saginaw Chamber of Commerce 2010; Fort Worth Chapter of CPA's 2014-2015; FW Chapter of TASO (Basketball) 1990-1994, PTA Lifetime Member.

ADDITIONAL COMMENTS: 1998 Leadership TASB Graduate, Master Trustee, TASB Board of Directors
Position 11-D.



EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence



Steven G. Newcom has served on the Eagle Mountain-Saginaw ISD Board of Education for 29 years. He graduated from Leadership TASB and earned his Master Trustee designation in 1998. Originally elected in 1995, he has served as President of the Board for multiple terms during his tenure, including consecutive terms from 2015-2022, and most recently as Board Secretary for 2023-2024 and 2024-2025. Under his leadership, the Board was named a top five finalist for Texas Honor Board of the Year in 2016.

Mr. Newcom's parents both taught in EMS ISD and he is a proud graduate of Boswell High School, where the gymnasium bears his father's name. Steve and his wife, [REDACTED] have three sons, who are all Boswell High School graduates. He now has one grandchild who recently graduated from the district and two grandchildren currently attending district schools.

Steve graduated from Baylor University and is a Certified Public Accountant. Now retired, he owned and operated his accounting firm in the community for 37 years. In his professional career, he served as President of the Fort Worth Chapter of Certified Public Accountants and on the TXCPA Fort Worth Chapter Nominating Committee. He was named the Chapter's CPA of the Year in 2015-2016. He also was named a Distinguished Alumni of Tarrant County College in 2013. In 2023; he was elected to TASB Board of Directors Position 11-D.

He also has a long legacy of service in the local community, including terms as President of the Saginaw Area Chamber of Commerce, Saginaw Optimist Club, and the Fort Worth Chapter of Texas Association of Sports Officials. He has been bestowed the prestigious honor of PTA Lifetime Member and has been named the City of Saginaw Citizen of the Year and City of Saginaw Public Servant of the Year.

Steve is respected in both professional groups and across the community for his decision-making and leadership abilities. He is passionate about insisting that all children can learn. He believes the job of a board member is to do all they can to pave the way for each student to reach their highest potential, and he can be seen in schools and at school activities throughout the years to support and celebrate the students, staff, and families of EMS ISD.

**TASB ENDORSEMENT FORM**

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 29, 2024.

RETURN TO: E-mail: boardcommunications@tasb.org

Lake Dallas ISD 2024-2025 District Improvement Plan Campus Improvement Plans

Presenter: Dr. Kelly O'Sullivan, Jennifer Bryant, Mollie Avelino,
Dr. Kendrick Johnson, Jessica Bovan & Kerri Blevins

Event: LDISD Board Meeting

Date: July 22, 2024



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





Strategic

PLAN BALANCED SCORECARD

WE BELIEVE

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

PRIORITIES



STUDENT SUCCESS

- 1.1** Yearly Student Academic Growth
1.2 Student Engagement & Culture
1.3 Students are Responsible, Contributing Community Members



FACULTY & STAFF ENGAGEMENT

- 2.1** Faculty/Staff Recruitment & Retention
2.2 Faculty/Staff Professional Development
2.3 Faculty/Staff Engagement & Culture



PARENT & FAMILY/ COMMUNITY SUPPORT

- 3.1** Parent & Family/Community Communication
3.2 Parent & Family/Community Engagement



EFFICIENT OPERATIONS

- 4.1** Ensure Strong Financial Stewardship
4.2 Well-Maintained Facilities
4.3 Safe School Environment

#FalconsFirst

Vision: *Small School Atmosphere, Big School Opportunities*

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

Board Approved: June 2022



STUDENT SUCCESS



PARENT & FAMILY/ COMMUNITY SUPPORT



FACULTY & STAFF ENGAGEMENT



EFFICIENT OPERATIONS

PRIORITY 1: STUDENT SUCCESS

- By May 2025, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.
- By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level, as measured by 2024 TELPAS, will increase by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 1: STUDENT SUCCESS

- By May 2025, SSE students will increase achievement in Math, Reading, and Science by 5%.
- By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



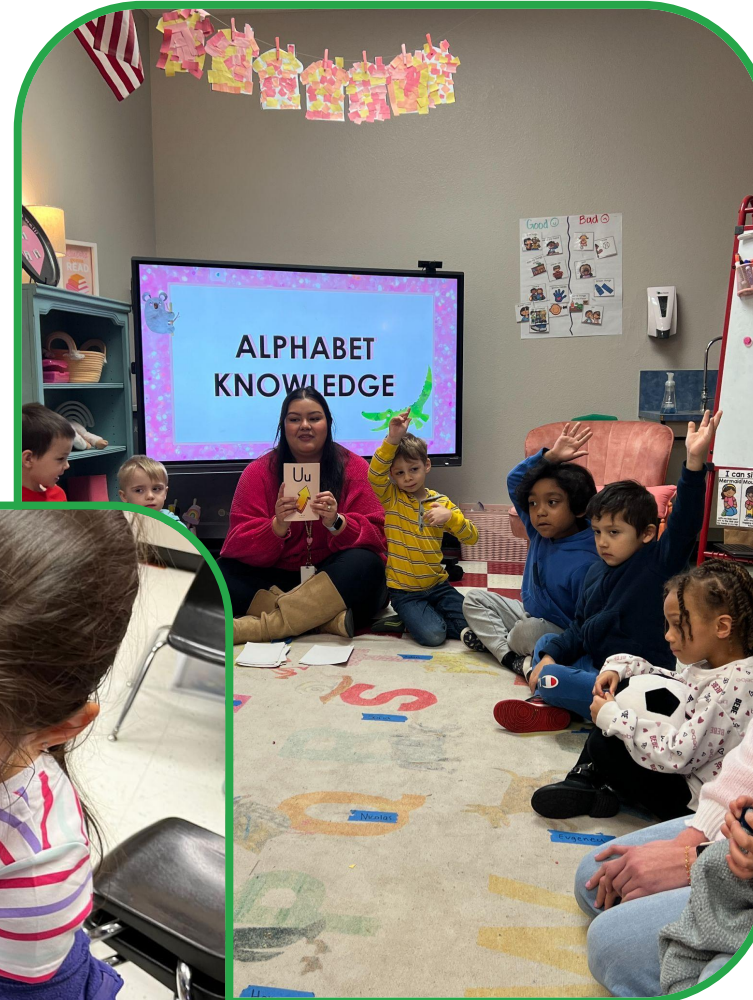
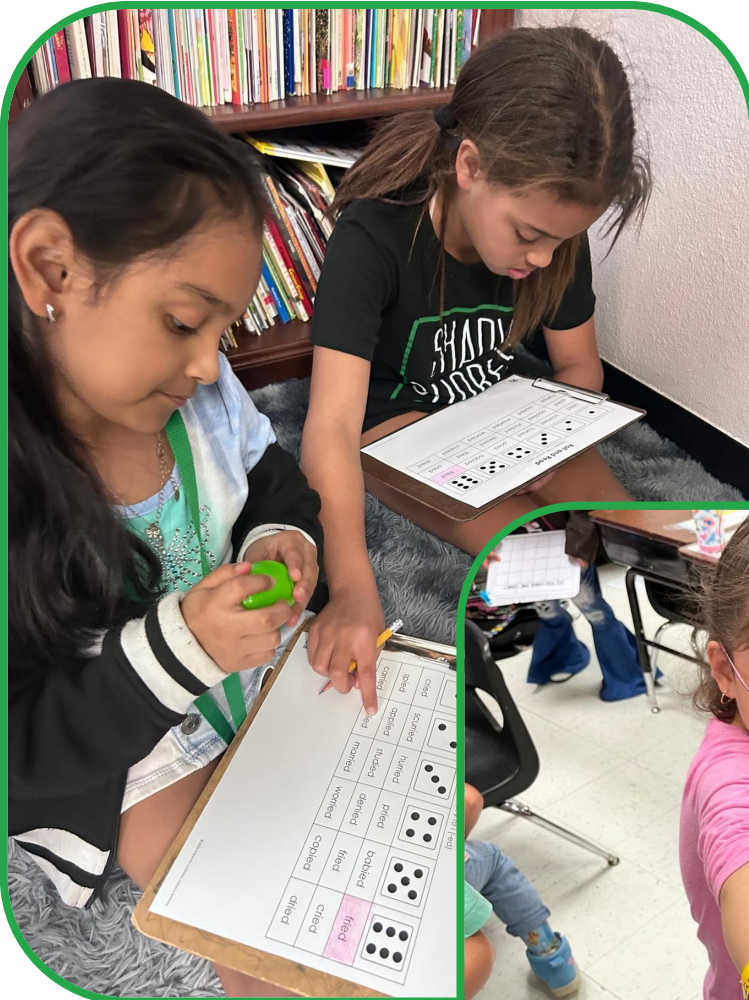
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COMMUNITY SUPPORT

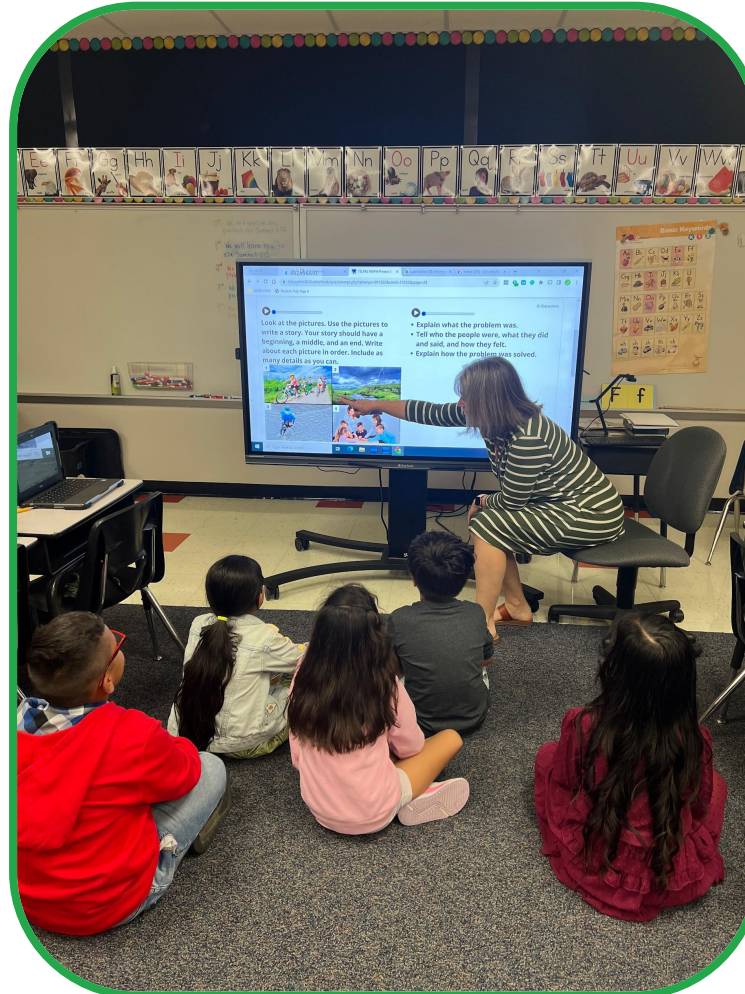
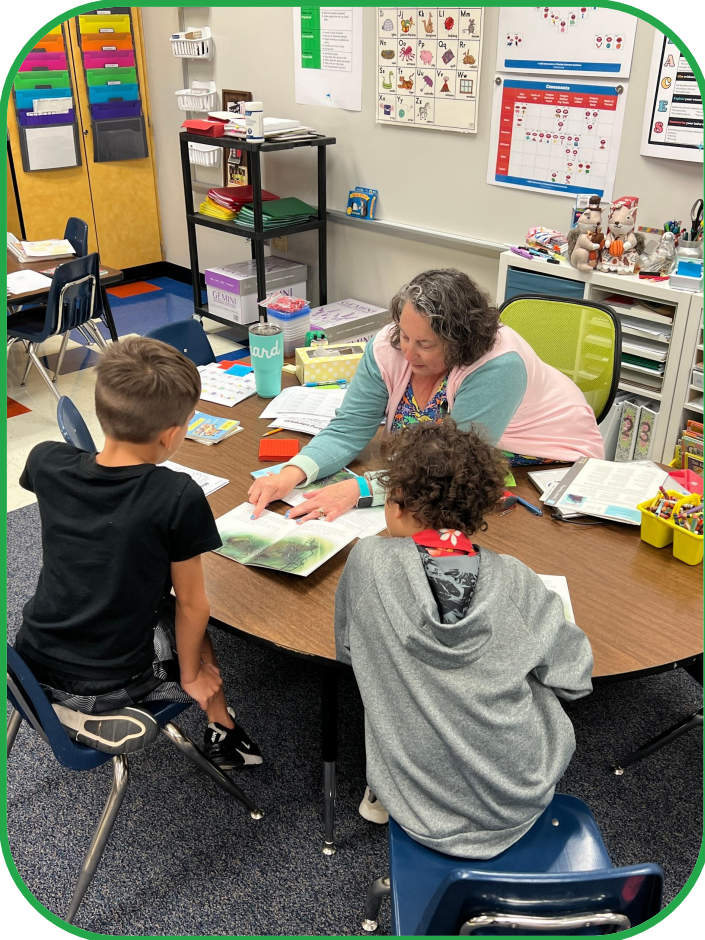


FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

PRIORITY 1: STUDENT SUCCESS

- By May 2025, LDHS will ensure that 90% of the Class of 2025 will meet CCMR criteria.
- LDHS will implement a Freshmen Initiative to focus on the following goals:
 - Increasing attendance
 - Reducing course failure rate
 - Reducing discipline referrals that result in ISS/OSS/DAEP



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



2024-2025
**AT LAKE DALLAS
HIGH SCHOOL WE HAVE...**

*Great
Grades!*

*Great
Attendance!*

*Great
Behavior!*

**REQUEST FOR
COUNSELING
APPOINTMENT**

Scan Here to request an appointment with your counselor



LDHS COUNSELORS

Mrs. Jen Lovejoy 10-12 A-D

Ms. Lyndsey Shaw 10-12 E-MM

Mrs. Christina Shoto 10-12 MN-Z

Mrs. Jessica Stewart 9th grade

S.O.A.R

LDHS HALLWAY EXPECTATIONS

SAFE

Keep your eyes up
Walk with purpose
Walk on the right side

OWNSHIP

Be punctual
Be tidy

ATTITUDE

Appropriate tone of voice
Follow dress code

RESPECTFUL

Personal space
Be polite



PRIORITY 1: STUDENT SUCCESS

- LDHS will continue to implement service learning opportunities for students.
 - Student organizations will track hours spent in service opportunities.
 - Sponsors will set targeted goals based on their individual organization.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

START WITH HELLO WEEK

Monday

Look for kind messages posted on the bathroom mirrors throughout the school!

Tuesday

Write what kindness means to you or something kind about someone on the poster in the cafeteria.

Wednesday

Collect a wristband that says "KINDNESS COSTS NOTHING", from STUCO.

Thursday

Pledge to be kind by writing your name that will be connected into a big chain.

Friday

Collect fruit smile gummies from STUCO as you enter the school.



Priority 2: Faculty & Staff Engagement RETENTION & RECRUITMENT

- LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2024-2025 school year to fill vacancies and prepare for the 2024-2025 school year.
- LDISD will increase the percent of staff retained for the 2024-2025 school year.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement RETENTION & RECRUITMENT

- LDMS: Retain 90% of all campus professionals.
- LDMS: 100% of the LDMS faculty and staff will be included in the RCA House System.
- LDMS: Provide resources to staff for various beginning of the year tasks to allow for productive use of time.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Three Cheers! Due every Thursday at noon!

Give a shout out to your co workers! I will add them to my Friday Daily reminders.

nsjohnson@ldisd.net [Switch account](#)



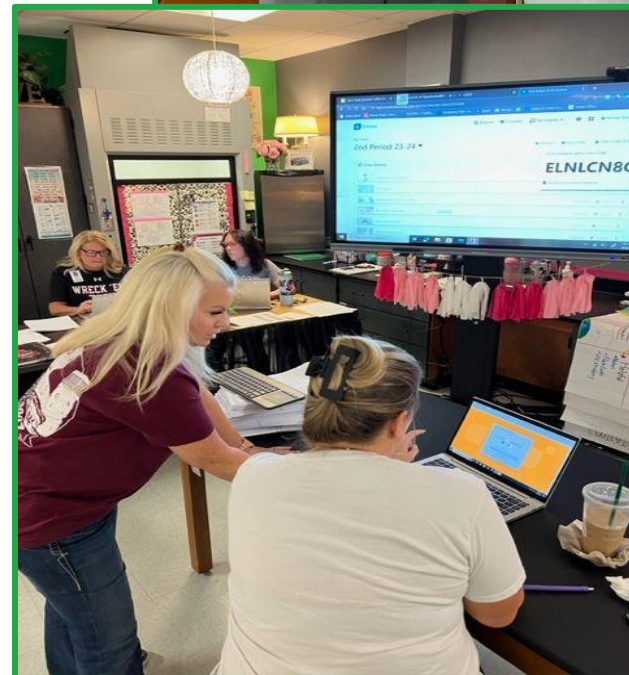
* Indicates required question

Email *

☐

Record nsjohnson@ldisd.net as the email to be included with my response

Three cheers to.....



Priority 2: Faculty & Staff Engagement PROFESSIONAL DEVELOPMENT

- LDISD faculty and staff will have the opportunity to contribute to the continuous improvement process through surveys, committees, PLCs and professional development from August 2024 - May 2025.
- For the 2024 - 25 school year, LDISD will implement a district plan for professional development for all staff.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement PROFESSIONAL DEVELOPMENT

- CE: Campus administrators will utilize classroom walkthrough and observation data to provide intentional, specific professional development.
- CE: Between August 2024 and May 2025, CE will offer staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS

- LDISD will hold celebrations monthly to recognize teachers and staff from August 2024-May 2025.
- Dr. Brown will celebrate staff members' birthdays with brownie deliveries.
- Employee and Teacher of the Month and of the Year are celebrated with staff and the community.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS

- CE will celebrate staff by:
 - Recognizing staff in the staff newsletter
 - Providing a rose to staff during staff meetings who have helped another staff member
 - Providing rewards to staff utilizing PBIS Rewards
 - Providing posters to staff with positive words of affirmation



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS

Spotlight Barbie (or Ken) Staff of the Week

Want to recognize a colleague? Fill out the Google form to nominate a teacher or staff member "Barbie" or "Ken" of the week. They will be highlighted in next week's newsletter, get a treat, and be recognized on the front marquee.

[Spotlight Barbie \(or Ken\) Staff of the Week](#)



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

- LDISD will engage in ongoing communication with parents and community during the 2024-2025 school year.
- LDISD will increase engagement and learning opportunities for parents and community through campus and district events.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

- LDE: By May 2025, LDE will increase engagement participation in parent/community communication during the 2024-2025 school year by 5%.
- By May 2025, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





Lake Dallas Elementary School

Posted by Buffer

1d • 🌐

We held our first Leadership Assembly yesterday morning. What a great way to start the day!... See more



Lake Dallas Elementary School

Back to School Information



Mrs. Blevins

From the Principal, Mrs. Blevins

Welcome to the 2024-2025 school year! We are so excited to begin this school year with you and your child. We know that this year will be a great one!

Did you know that Lake Dallas Elementary School has a Facebook page? Be sure to like and follow our campus on Facebook to keep up-to-date on current events. Click on the green button below.

If you have any questions at all, please reach out to me. I can be reached here at the elementary campus by phone at (940) 497-2222 or by email at kblevins@ldisd.net. I look forward to seeing everyone very soon!

"Mrs. Foster has been amazing with my daughter helping her with school as well as support when needed for current events happening in her life"

"All of their teachers are great. One thing that stands out to me is how they are greeted every day with a smile and a wave from teachers at drop off."

environment we feel LDE. when the principal knew our son's name we were amazed"



"MRS. SIMPSON IS WONDERFUL AT PROBLEM RESOLUTION WITH THE STUDENTS. IF KIDS AREN'T BEING KIND TO CLASSMATES, SHE ADDRESSES IT RIGHT AWAY."

"He loves his teacher Mrs. Montgomery."

"LDE DOES AN AMAZING JOB AT MAKING PARENTS AND STUDENTS FEEL WELCOMED, SUPPORTED, AND APPRECIATED."



Any Questions?



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



LAKE DALLAS

Independent School District



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Lake Dallas Independent School District

District Improvement Plan

2024-2025



Mission Statement

In Lake Dallas ISD, We inspire, educate and empower our students.

Vision

Small School Atmosphere, Big School Opportunities

Core Beliefs

In Lake Dallas ISD We Believe...

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

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Comprehensive Needs Assessment

Revised/Approved: July 16, 2024

Demographics

Demographics Summary

Lake Dallas ISD is adjacent to Lewisville Lake in North Texas. The school district covers 9.8 square miles in Denton County with the beauty of the lake as a backdrop. Lake Dallas, Shady Shores, Corinth and Hickory Creek are the four towns within the boundaries of Lake Dallas ISD. With a focus on family and community, Lake Dallas ISD is excited about the growth and achievement of the three elementary schools, one middle school and one high school.

Located approximately 30 miles from downtown Dallas on the growing 1-35 corridor, the District has recorded increased population over the past several decades. The character of the District has changed from a part-time recreational and retirement community to a year-round residential area.

Lake Dallas ISD is in close proximity to the Dallas/Ft. Worth metroplex and DFW International Airport. The Dallas-Ft. Worth area is an important center of trade, finance and other major services. The quality of life and diversified economic base make this area one of the choice home, industrial, and manufacturing places to locate.

The District offers programs and educational opportunities that are suited to the needs of a broad spectrum of students. Lake Dallas ISD schools, programs, staff and students earn state and regional recognition regularly. A challenging curriculum, dedicated staff, and supportive community ensure exceptional educational opportunities for all students. Lake Dallas schools continually strive for educational excellence in all areas.

The district is dedicated to giving every student the best possible education through an intensive core curriculum based on guidelines of the Texas Education Agency and an array of specialized, challenging instructional and career programs. Lake Dallas ISD is committed to being one of the nation's best school systems, constantly improving and refining both instructional programs and managerial operations in the interest of effectiveness, productivity, and economy. Our standards for students and staff members are high, and will continue to be so to play a decisive role in ensuring the future success of the dynamic community we serve.

Lake Dallas serves approximately 3850 students. Our student population is 47% White, 34.64% Hispanic, 8.67% African American, 5.82% Two or More Races, 2.95% Asian, 67% American Indian- Alaskan Native and .02% Native Hawaiian-Pacific Islander. 44% of our students are Economically Disadvantaged and 47.2% are At Risk. 10.79% of the student population is Dyslexic and Gifted and Talented makes up 7.99%. Section 504 is 15.98%, Special Education is 12.51%, and 11.74% are Emergent Bilingual.

The district has 587 employees with 292 of those being teachers.

Demographics Strengths

Lake Dallas has always been a welcoming place to visitors and people of different backgrounds. This has helped us evolve as our demographics have shifted. The following have been designed to continue this tradition. The size of our district creates an environment where teachers have easy access to campus and central administration to address needs. Our size also allows us to be mobile to adapt as needs change. Connecting our summer breakfast and lunch program to our elementary summer school improves participation. We have several initiatives to foster parent and community relationships.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Highly qualified teacher recruitment and retention is a challenge. **Root Cause:** Colleges and teacher certification programs have communicated there are fewer participants in the programs and fewer majoring in education.

Student Learning

Student Learning Summary

2023 - 2024 Student Achievement for (061912) LAKE DALLAS ISD														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	75%	62%	69%	82%	67%	82%	50%	76%	63%	58%	65%	43%	76%	77%
% at Meets GL Standard or Above	48%	32%	41%	57%	37%	61%	25%	50%	34%	27%	34%	20%	49%	50%
% at Masters GL Standard	18%	9%	13%	23%	10%	38%	25%	21%	9%	8%	10%	5%	19%	19%
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	78%	65%	72%	85%	67%	78%	50%	82%	66%	59%	68%	42%	79%	80%
% at Meets GL Standard or Above	56%	40%	48%	65%	33%	63%	50%	60%	40%	32%	42%	21%	52%	58%
% at Masters GL Standard	22%	12%	15%	28%	22%	38%	50%	24%	10%	9%	11%	4%	19%	23%
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	70%	58%	63%	79%	64%	81%	50%	68%	58%	54%	59%	41%	70%	73%
% at Meets GL Standard or Above	38%	22%	31%	45%	36%	56%	0%	38%	25%	24%	25%	16%	40%	39%
% at Masters GL Standard	11%	4%	8%	14%	0%	32%	0%	11%	6%	6%	5%	3%	12%	11%
Science														
Percent of Tests														
% at Approaches GL Standard or Above	75%	56%	72%	82%	67%	88%		71%	64%	62%	65%	45%	71%	76%
% at Meets GL Standard or Above	46%	30%	38%	57%	33%	55%		45%	32%	23%	32%	22%	54%	48%
% at Masters GL Standard	14%	6%	10%	17%	0%	36%		18%	8%	7%	8%	6%	13%	14%
Social Studies														
Percent of Tests														
% at Approaches GL Standard or Above	79%	72%	75%	82%	75%	88%		81%	69%	61%	69%	58%	89%	81%
% at Meets GL Standard or Above	56%	40%	49%	62%	50%	79%		58%	40%	29%	41%	31%	61%	58%
% at Masters GL Standard	33%	17%	26%	38%	25%	54%		47%	20%	16%	21%	10%	44%	33%

75% of our students achieved Approaches Grade Level or higher. Our reading scores slightly decreased from 79% to 78%. The math scores for all students approaching grade level and higher was 70%. 36% of our emergent bilingual students showed progress on the TELPAS assessment.

80% of our high school students are enrolled in CTE courses. The College, Career, Military Readiness indicator score for the district was 48% (lagging indicator from 2022-2023).

TELPAS Composite Rating	Grade	Number of Students	No Rating Available (Absent or Withdrew)	Beginning : Students are in the beginning stages of learning English.	Intermediate : Students use common, basic academic English, & need considerable support.	Advanced : Students understand and use academic English with some support.	Advanced High: Students use academic English with little support.	Advanced High Total Students Grades 1st-12th (Reclassification Criteria)
State	K	101360	1%	50%	29%	13%	7%	
Region	K	9668	0%	43%	32%	15%	9%	
District	K	49	0%	35%	41%	14%	10%	
State	1st	106742	1%	30%	35%	20%	15%	
Region	1st	9925	0%	24%	36%	24%	16%	
District	1st	42	0%	7%	40%	21%	31%	
State	2nd	104848	0%	21%	54%	22%	3%	
Region	2nd	9490	0%	20%	53%	24%	3%	
District	2nd	30	0%	13%	73%	13%	0%	0
State	3rd	105429	0%	14%	44%	33%	10%	
Region	3rd	9333	0%	15%	42%	34%	9%	
District	3rd	32	0%	9%	38%	38%	16%	
State	4th	105675	0%	13%	36%	37%	14%	
Region	4th	9633	0%	12%	36%	38%	13%	
District	4th	47	0%	19%	32%	38%	11%	
State	5th	106316	0%	10%	28%	38%	23%	
Region	5th	9890	0%	10%	27%	40%	24%	
District	5th	43	2%	5%	19%	56%	19%	
State	6th	105398	0%	8%	34%	44%	14%	
Region	6th	9511	0%	7%	32%	45%	15%	
District/Campus	6th	34	0%	3%	47%	44%	6%	2
State	7th	104816	1%	7%	32%	43%	16%	
Region	7th	9323	0%	7%	32%	44%	17%	
District/Campus	7th	40	0%	5%	38%	50%	8%	3
State	8th	101509	1%	5%	36%	44%	14%	
Region	8th	9331	0%	6%	34%	45%	15%	
District/Campus	8th	43	0%	5%	26%	42%	28%	12
State	9th	110052	2%	12%	38%	35%	13%	
Region	9th	10939	1%	12%	37%	37%	14%	
District/Campus	9th	50	0%	6%	22%	56%	16%	8
State	10th	86961	2%	12%	37%	33%	16%	
Region	10th	8984	1%	11%	39%	34%	15%	
District/Campus	10th	40	0%	3%	28%	55%	15%	6
State	11th	69481	3%	10%	37%	34%	17%	
Region	11th	7201	1%	8%	36%	37%	17%	
District/Campus	11th	37	3%	5%	16%	51%	24%	9
State	12th	52276	4%	10%	41%	33%	13%	
Region	12th	5287	1%	7%	42%	36%	13%	
District/Campus	12th	26	0%	0%	38%	42%	19%	5
Total Students		513						76

76(16%) Bilingual/ESL students scored Advanced High on TELPAS, assessed in areas of Reading, Writing, Speaking and Listening.

Student Learning Strengths

Lake Dallas ISD saw an increase in students meeting growth expectations. 4th grade Reading increased from 75% to 79% and 3rd grade Math increased from 70% to 73%. 6th grade Reading increased from Overall Math scores remained consistent at 70% for all students. 290 students made accelerated growth, meaning they had scores of Did Not Meet Grade Level on STAAR the previous year, but made Approaches, Meets or Masters for 2023-24. 73% of students made expected growth in Reading and 70% of students made expected growth in Math. For 2023- 2024 accountability, based on a lagging indicator from 2022-2023, 48% of students met the CCMR (College, Career, Military Readiness), 36 students scored a 3 or higher on AP exams, 21 students obtained an Industry-Based Certification and 44 students obtained the required number of Dual Credit hours. Our graduation rate remains high at 99.3%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 16% of our emergent bilingual students scored Advanced High on TELPAS. **Root Cause:** Our emergent bilingual population has continuing to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.

Problem Statement 2 (Prioritized): Math scores have not indicated expected growth at the elementary and middle school grade levels. **Root Cause:** Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

District Processes & Programs

District Processes & Programs Summary

Lake Dallas ISD has an organizational structure centered around the Board of Trustees and the Superintendent. Lake Dallas ISD has developed and trained appropriate personnel in the areas of instruction, identifying and serving special populations, as well as instructional leadership to guide and support. Digital learning tools enhance learning opportunities for all students and are specific to content, skill and need. Extra-curricular activities are offered through fine arts, athletics/PE, languages other English, CTE, and subject-related electives.

District Processes & Programs Strengths

RtI Process for addressing student needs and identifying candidates for 504, special education or dyslexia services

Identification and services of GT students

Identification and services of LEP students

Use of periodic benchmarks to identify student progress and improve instruction in all core subjects at the secondary level and math, ELA and science at the elementary schools.

PLCs and coaching/feedback cycles facilitated by the principal and instructional coaches to improve instruction at all campuses

District Leadership Team meetings monthly to train and calibrate on district initiatives and best practices

Priority Problem Statements

Problem Statement 1: Highly qualified teacher recruitment and retention is a challenge.

Root Cause 1: Colleges and teacher certification programs have communicated there are fewer participants in the programs and fewer majoring in education.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention - Demographics

Problem Statement 2: 16% of our emergent bilingual students scored Advanced High on TELPAS.

Root Cause 2: Our emergent bilingual population has continuing to increase over the last few years. Continued training and coaching in Language Aquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.

Problem Statement 2 Areas: Student Achievement - Student Learning

Problem Statement 3: Math scores have not indicated expected growth at the elementary and middle school grade levels.

Root Cause 3: Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

Problem Statement 3 Areas: Student Achievement - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Priorities

Revised/Approved: July 16, 2024

Priority 1: Priority 1: Student Success

Goal 1: By May 2025, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.

Evaluation Data Sources: STAAR score, MAP, CLI, TPRI, SAT, AP, IBC

Strategy 1 Details	Formative Reviews		
Strategy 1: Progress monitor student academic achievement through aligned assessments and data meetings throughout the year. Strategy's Expected Result/Impact: Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth. Staff Responsible for Monitoring: Curriculum & Instruction Team and Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide effective and timely interventions based on data. Strategy's Expected Result/Impact: Teachers will use the data from assessments to intervene in a timely manner to student needs, resulting in increased student achievement and growth. Staff Responsible for Monitoring: RTI Specialists and Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDISD classroom expectations are clearly defined. Strategy's Expected Result/Impact: Classroom instruction will center around the LDISD Classroom Expectations which are research based best practices. The result will be increased student achievement and growth. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers have access to vetted and aligned curriculum resources. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of Curriculum and Instruction and Principals	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Learning Community (PLC) on each campus will collaborate to plan lessons and instructional practices, analyze data and monitor progress. Strategy's Expected Result/Impact: An indepth understanding of the curriculum which will lead to consistency among classrooms and increased student achievement. Staff Responsible for Monitoring: Deputy Superintendent and Director of Curriculum and Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Student Success

Goal 2: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level, as measured by 2024 TELPAS, will increase by 5%.

Evaluation Data Sources: TELPAS, Common Formative Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: EB students will utilize a specialized learning program twice weekly to build their English language proficiency. Strategy's Expected Result/Impact: EB students will improve their proficiency in English. Staff Responsible for Monitoring: Deputy Superintendent, Director of Curriculum & Instruction, Coordinator of Bilingual and Student Services, Principals, Assistant Principals, Classroom Teachers, and ESL Specialists	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development for language aquisition strategies will be provided with coaching for implementation and progress monitoring. Strategy's Expected Result/Impact: Increased instructional knowledge of Bil/ESL strategies and increased student achievement. Staff Responsible for Monitoring: C & I team, Principals and ESL specialists	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Student Success

Goal 3: By May 2025, LDISD will increase the student attendance rate to 95%.

Evaluation Data Sources: Student attendance rate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student attendance will be monitored at least every 9 weeks and incentives will be implemented if needed. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Central administration and campus principals	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Student Success

Goal 5: By May 2025, at least 75% of student culture surveys will receive favorable responses.

Evaluation Data Sources: Campus Engagement and Culture survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Survey will be given to all students to determine the level of student engagement and campus culture. Strategy's Expected Result/Impact: District will be able to determine the level of culture and engagement throughout the district. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in student achievement and engagement. Staff Responsible for Monitoring: Campus administration, Executive Director of Administrative Services	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement LDISD classroom expectation district-wide. Strategy's Expected Result/Impact: Classroom activities will be engaging and rigorous. The result will be students excited about coming to school, therefore, an increase in attendance rate as well as an increase in student achievement. Staff Responsible for Monitoring: Curriculum & Instruction team, Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize positive behavior reinforcement system. Strategy's Expected Result/Impact: Increase in attendance and engagement resulting in increased student achievement. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1: Student Success

Goal 6: By May 2025, 88% of LDISD seniors will meet CCMR criteria.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide resources for multiple and varied pathways for students to earn CCMR indicator. Strategy's Expected Result/Impact: Increase percentage of students meeting CCMR criteria. Staff Responsible for Monitoring: C & I team, Principal, Asst Principal, Academic Advisor	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor CCMR progress during the 2024-25 school year. Strategy's Expected Result/Impact: Increase in CCMR indicators earned. Staff Responsible for Monitoring: C & I team, Principal, Assistant Principal, Academic Advisor	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 1: LDISD will continue to present a competitive comprehensive benefits package to the Board of Trustees for consideration for the 2024-2025 school year.

Evaluation Data Sources: Established salary scales, staffing rations, total number of exited employees, hiring data

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with the Business Department to create a competitive, comprehensive benefits package. Strategy's Expected Result/Impact: In the Spring of 2025, present a competitive, comprehensive benefits package to the Board for consideration. Staff Responsible for Monitoring: Executive Director of HR and Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDISD will continue to use the TASB salary study in compensation planning. Strategy's Expected Result/Impact: LDISD will be able to post salary scales for all positions in the Spring of 2024. Staff Responsible for Monitoring: Executive Director of HR and Chief Financial Officer	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: LDISD will actively recruit qualified and passionate individuals to serve students in the District to fill 2024 -2025 vacancies.

Evaluation Data Sources: Number of unfilled positions

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen relationships with Teach North Texas, University Educator programs and alternative certification programs. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Executive Director of HR	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide cohort meeting space for UNT student teachers and professors to introduce campus facilities to potential employees Strategy's Expected Result/Impact: Recruit new to the profession teachers Staff Responsible for Monitoring: Executive Director of HR and Principals	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage participation in education and training classes (RST) at LDHS Strategy's Expected Result/Impact: Increase number of "homegrown" teachers Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 3: LDISD will increase the percent of staff retained for the 2024-2025 school year by 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship, ongoing training, and support to all new teachers. Strategy's Expected Result/Impact: Increased retention of highly qualified staff. Staff Responsible for Monitoring: HR, Curriculum & Instruction Team and Campus Leadership	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a district plan for professional development for all staff, based on district and campus goals. Staff Responsible for Monitoring: Curriculum and Instruction Team	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 4: LDISD faculty and staff will have the opportunity to contribute to the continuous improvement process through surveys, committees, PLCs and professional development from August 2024-May 2025.

Evaluation Data Sources: T-TESS and T-PESS Goals
PLC and Staff Meeting Agendas
Professional Development Calendars

Strategy 1 Details	Formative Reviews		
Strategy 1: During the Fall and Spring of 2023-2024, campus staff will complete an Upbeat Survey in the Fall and Spring . Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of each campus and work towards continuous improvement. Staff Responsible for Monitoring: Administrative Services, Campus Principals, Executive Director of HR	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate and encourage participation on district and campus committees. Strategy's Expected Result/Impact: Increase participation and engagement in the district. Staff Responsible for Monitoring: District and Campus leadership	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 5: LDISD will hold celebrations monthly to recognize teachers and staff from August 2024-May 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Falcon First moments will be shared at the start of all meetings. Strategy's Expected Result/Impact: Increase morale Staff Responsible for Monitoring: All district and campus leadership	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Dr. Brown will celebrate staff members birthdays with brownie deliveries. Strategy's Expected Result/Impact: Increase morale Staff Responsible for Monitoring: Superintendent's office and Communications	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Teacher and Employee of the Month and of the Year will be celebrated with staff and the community. Strategy's Expected Result/Impact: Increased positive culture and retention. Staff Responsible for Monitoring: Central Administration and Principals	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 6: For the 2024-25 school year, LDISD will implement a district plan for professional development for all staff.

Evaluation Data Sources: PLC agendas, training schedules

Strategy 1 Details	Formative Reviews		
Strategy 1: Mentors will be assigned to all new LDISD teachers. Strategy's Expected Result/Impact: Professional growth and retention Staff Responsible for Monitoring: Campus Principal and Director of Curriculum and Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development will be provided to all staff based on grade level, content area, and instructional focus. Strategy's Expected Result/Impact: Increased achievement, staff retention and professional growth Staff Responsible for Monitoring: Curriculum and Instruction Team and Campus Administrators	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 3: Priority 3: Parent, Family, and Community Support.

Goal 1: LDISD will engage in ongoing communication with parents and community during the 2024-2025 school year.

Evaluation Data Sources: Campus Newsletters
 ParentSquare Usage
 District Email via Communications Department
 Social Media Posts

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide district communication in emergency situations. Strategy's Expected Result/Impact: Ensure reliable and transparent information is communicated to parents in a timely manner. Staff Responsible for Monitoring: Communications	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate through newsletters, social media and district communication platform. Strategy's Expected Result/Impact: To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through social media and a variety of communication tools. Staff Responsible for Monitoring: Communications	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Request monthly feedback from parents through dialogue and/or survey . Strategy's Expected Result/Impact: Inform stakeholders, build relationships, and continuously improve,	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 3: Priority 3: Parent, Family, and Community Support.

Goal 2: LDISD will increase engagement and learning opportunities for parents and community through campus and district events.

Evaluation Data Sources: List of Campus Events for Parents/Community

Falcon Showcase

Falcon Insider

Strategy 1 Details	Formative Reviews		
Strategy 1: TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students. Staff Responsible for Monitoring: Counseling department and Communications	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Social media content and frequency intentionally focused on PTA, Parent/Booster Organizations, Community Organizations, etc Strategy's Expected Result/Impact: The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media and the district website.	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue strong partnership between the District and the Lake Cities Education Foundation (LCEF) Strategy's Expected Result/Impact: To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography. Staff Responsible for Monitoring: LCEF Exec Dir and Communications	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The LDISD will hold a community breakfast where stakeholders and community leaders can learn more about the District and how we are contributing to the community. Strategy's Expected Result/Impact: Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners. Staff Responsible for Monitoring: Administrative Services	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase involvement in rotary and Lake Cities Chamber of Commerce. Strategy's Expected Result/Impact: Building relationships and partnering with community members is crucial for the success of our learners. Staff Responsible for Monitoring: Superintendent	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: Partner with community organizations to support students. Strategy's Expected Result/Impact: Continue to partner with community organizations/resources to help students overcome the barriers that keep them from succeeding in school. Staff Responsible for Monitoring: Deputy Superintendent, counselors and campus principals	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Priority 4.1: Efficient Operations

Goal 1: LDISD will ensure a coherent 2024-2025 budget development process.

Evaluation Data Sources: Financial data and reports, Adopted Budget,

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop timeline for annual budget process Strategy's Expected Result/Impact: Ensure adequate time for budget preparation and adoption Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Determine revenue projections based on anticipated student enrollment Strategy's Expected Result/Impact: Revenue projections reflect expected enrollment and attendance rate Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide budget allocations to campuses/departments. Strategy's Expected Result/Impact: Budget allocations based on projected enrollment and student populations Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 4: Priority 4.1: Efficient Operations

Goal 2: LDISD will respond within 48 hours for all maintenance, facility, and custodial requests .

Evaluation Data Sources: School Dude/Brightly CMMS and Master Facilities Improvement Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish and monitor response times. Strategy's Expected Result/Impact: Provides a baseline and supports improvement goals. Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Train staff annually on appropriate request procedures Strategy's Expected Result/Impact: Ensure all staff understand the basic functions and reasoning behind our Work Order Management System Staff Responsible for Monitoring: Director of Facilities and Operations	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a work order management system. Strategy's Expected Result/Impact: This allows the Facilities Department to analyze data more effectively and improve the decision making processes for efficient operations Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Maximize the use of PM DIRECT in School Dude/Brightly Programming Strategy's Expected Result/Impact: Reduction of work order requests and minimize downtime on equipment Staff Responsible for Monitoring: Director of Facilities and Operations	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 4: Priority 4.1: Efficient Operations

Goal 3: During 2024 -2025, LDISD will provide to the board an Annual Comprehensive Financial Report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Present Annual Audit and results to the Board of Trustees for approval Strategy's Expected Result/Impact: To ensure financial statements fairly present the financial position of the District Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Priority 4.1: Efficient Operations

Goal 4: LDISD will maintain safe and secure environments of all LDISD facilities during the 2024-2025 school year.

Evaluation Data Sources: SRO Contracts

Camera List

Inventory of Proximity Cards

Door Audit Logs

Sign Ins for Staff Security Training

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate the effectiveness of security, surveillance equipment and signage on school district properties Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Chief Administrator of Safety and Security and Director of Technology	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly exterior door audits and logs Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Chief Administrator of Safety and Security and Campus Principals	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Consistently evaluate and repair all exterior lighting Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain SRO contract with Lake Dallas and Corinth Police Departments Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Chief Administrator of Safety and Security	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 4: Priority 4.1: Efficient Operations

Goal 5: LDISD will train and implement security practices with all faculty and staff during the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Safety and Security Committee will meet in Fall 2024 and Spring 2025. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Chief Administrator of Safety and Security	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Annual training with campus staff on location and use of AED (Automated External Defibrillator) machines and Stop the Bleed Kits on campus Strategy's Expected Result/Impact: Safe and healthy environment with trained personnel available in an emergency. Staff Responsible for Monitoring: Health Services Coordinator	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Annual training with campus staff on Emergency Response Protocols and the Raptor Response System Strategy's Expected Result/Impact: Increased campus security and safety Staff Responsible for Monitoring: Chief Administrator of Safety and Security	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Assure at each campus and at the district level there is an established and trained Behavioral Threat Assessment Team Strategy's Expected Result/Impact: Increased ability to assess and respond to threats Staff Responsible for Monitoring: Chief Administrator of Safety and Security and Principals	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Train staff each year in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent Strategy's Expected Result/Impact: Ability to properly assess students and provide appropriate support for mental health needs. Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Consistently evaluate and update the effectiveness of internet safety training and internet search/network filters established Strategy's Expected Result/Impact: Safe access for students using technology Staff Responsible for Monitoring: Director of Technology	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: Student Health Advisory Committee will meet periodically throughout the school year Strategy's Expected Result/Impact: Present recommendations on school health program to the superintendent and school board. Staff Responsible for Monitoring: Health Services Coordinator and Operations & Chief Operations Officer	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: Establish and maintain an anonymous reporting system to address safety concerns as well as a safety response team at each campus Strategy's Expected Result/Impact: Open line of communication to ensure a safe and secure school environment. Staff Responsible for Monitoring: Director of Technology and Campus Principals	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,853,699.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Lake Dallas Independent School District
Corinth Elementary School
2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Corinth Elementary (CE) is a neighborhood school with most students residing within a couple of miles of the campus. Corinth Elementary serves approximately 580 students. 43.79% of the student population are girls, and 56.21% are boys. Our student population includes 42.07% White, 31.38% Hispanic, 13.45% Black-African American, 6.21% Two-or-More Races, 6.21% Asian, 0.52% American Indian-Alaskan Native, and 0.17% Native Hawaiian-Pacific Islander. 41.83% of our students are Economically Disadvantaged and 61.02 are At-Risk. 10.17% of the student population is Dyslexic and 6.55% is Gifted and Talented. Section 504 is 13.28%. Special Education is 21.90%. Emergent Bilingual is 11.55%. The campus' attendance rate for the 2023-2024 school year was 95.01%.

The class size for grades Pre-kindergarten through 5th ranges from 13 to 24 students per class.

Discipline referrals have decreased from the 2022-2023 school year (approximately 478 office referrals) to the 2023-2024 school year (approximately 282 office referrals).

Corinth Elementary utilized Title I funds to have a Communities in School Site Coordinator for the campus.

CEIC stakeholders contribute to creating and implementing the Campus Improvement Plan.

Demographics Strengths

Corinth Elementary is fully staffed to support special populations, such as Special Education, Gifted and Talented, ESL, and Dyslexia. All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

CE has 100 students served by CIS.

There are apartment buildings and houses currently being built in CE's zone that will help to increase our campus' student enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased disruptive behaviors exhibited in classrooms **Root Cause:** Teacher need time and tools to effectively implement and practice expectations with consistency.

Problem Statement 2: A high percentage of parents do not participate in academic initiatives or volunteer on campus. **Root Cause:** Lack of scheduling, planning, and communicating opportunities in advance.

Student Learning

Student Learning Summary

STAAR 3-8 Performance Report													
Approaches or Above all													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	75%	74%	68%	78%	N/A	N/A	93%	88%	38%	100%	65%	62%	76%
2023	69%	59%	61%	78%	N/A	N/A	75%	63%	33%	100%	54%	52%	45%
Subject Area - Mathematics													
2024	64%	62%	57%	68%	N/A	N/A	79%	69%	33%	75%	56%	49%	55%
2023	58%	49%	45%	70%	N/A	N/A	67%	44%	29%	83%	47%	36%	45%
Subject Area - Science													
2024	48%	30%	31%	68%	N/A	N/A	75%	17%	32%	33%	36%	28%	42%
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	N/A	80%	41%	36%	43%
Approaches or Above 03													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	76%	90%	70%	69%	N/A	N/A	100%	100%	38%	100%	73%	65%	80%
2023	64%	56%	52%	75%	N/A	N/A	75%	60%	37%	N/A	46%	47%	56%
Subject Area - Mathematics													

STAAR 3-8 Performance Report

2024	78%	80%	78%	71%	N/A	N/A	100%	100%	42%	100%	78%	69%	80%
2023	61%	56%	52%	73%	N/A	N/A	50%	40%	37%	N/A	46%	42%	44%

Approaches or Above 04

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	70%	64%	59%	76%	N/A	N/A	75%	100%	35%	N/A	48%	47%	71%
2023	66%	54%	58%	80%	N/A	N/A	60%	50%	38%	100%	52%	47%	38%

Subject Area - Mathematics

2024	46%	57%	32%	49%	N/A	N/A	50%	60%	10%	N/A	21%	16%	14%
2023	52%	46%	31%	66%	N/A	N/A	80%	33%	33%	N/A	48%	30%	54%

Approaches or Above 05

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	80%	70%	72%	88%	N/A	N/A	100%	67%	41%	100%	71%	69%	75%
2023	77%	67%	76%	79%	N/A	N/A	100%	80%	17%	100%	65%	60%	43%

Subject Area - Mathematics

2024	68%	50%	59%	80%	N/A	N/A	75%	50%	45%	67%	62%	52%	58%
2023	63%	42%	59%	71%	N/A	N/A	67%	60%	8%	100%	47%	40%	29%

Subject Area - Science

2024	48%	30%	31%	68%	N/A	N/A	75%	17%	32%	33%	36%	28%	42%
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	N/A	80%	41%	36%	43%

STAAR 3-8 Performance Report

Meets or Above all

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	44%	41%	32%	51%	N/A	N/A	57%	50%	8%	25%	37%	25%	31%
2023	38%	34%	26%	47%	N/A	N/A	33%	38%	10%	67%	22%	16%	10%
Subject Area - Mathematics													
2024	36%	21%	32%	42%	N/A	N/A	57%	25%	11%	50%	25%	19%	38%
2023	31%	29%	23%	38%	N/A	N/A	42%	6%	4%	33%	22%	10%	17%
Subject Area - Science													
2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	5%	33%	11%	3%	8%
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	N/A	N/A	18%	10%	N/A

Meets or Above 03

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	47%	60%	43%	45%	N/A	N/A	50%	40%	4%	N/A	48%	30%	50%
2023	27%	31%	13%	33%	N/A	N/A	50%	20%	5%	N/A	8%	5%	11%
Subject Area - Mathematics													
2024	48%	30%	61%	38%	N/A	N/A	83%	60%	21%	100%	40%	37%	80%
2023	24%	25%	13%	30%	N/A	N/A	50%	N/A	N/A	N/A	13%	5%	11%

Meets or Above 04

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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STAAR 3-8 Performance Report

Subject Area - Reading

2024	30%	21%	14%	38%	N/A	N/A	75%	40%	N/A	N/A	12%	11%	14%
2023	28%	15%	19%	41%	N/A	N/A	N/A	33%	10%	N/A	19%	4%	N/A

Subject Area - Mathematics

2024	23%	14%	18%	30%	N/A	N/A	25%	20%	N/A	N/A	3%	5%	N/A
2023	27%	23%	19%	39%	N/A	N/A	20%	N/A	10%	N/A	24%	6%	23%

Meets or Above 05

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	55%	50%	38%	68%	N/A	N/A	50%	67%	18%	33%	47%	31%	25%
2023	60%	58%	53%	63%	N/A	N/A	67%	60%	17%	80%	41%	33%	29%

Subject Area - Mathematics

2024	37%	20%	22%	56%	N/A	N/A	50%	N/A	9%	33%	27%	12%	25%
2023	42%	42%	41%	44%	N/A	N/A	67%	20%	N/A	40%	29%	17%	14%

Subject Area - Science

2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	5%	33%	11%	3%	8%
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	N/A	N/A	18%	10%	N/A

Masters or Above all

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	19%	12%	10%	25%	N/A	N/A	21%	25%	N/A	N/A	10%	6%	14%
2023	16%	17%	8%	21%	N/A	N/A	17%	13%	2%	50%	7%	4%	3%

Subject Area - Mathematics

STAAR 3-8 Performance Report

2024	11%	3%	6%	13%	N/A	N/A	50%	6%	2%	N/A	6%	5%	17%
2023	12%	10%	5%	16%	N/A	N/A	25%	N/A	N/A	N/A	6%	3%	7%
Subject Area - Science													
2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	N/A	N/A	4%	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	N/A	N/A	6%	N/A	N/A
Masters or Above 03													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	16%	20%	22%	12%	N/A	N/A	17%	20%	N/A	N/A	13%	9%	30%
2023	10%	13%	4%	13%	N/A	N/A	25%	N/A	N/A	N/A	3%	N/A	N/A
	Subject- Math												
2024	19%	10%	17%	12%	N/A	N/A	83%	20%	4%	N/A	15%	11%	40%
2023	7%	N/A	4%	10%	N/A	N/A	25%	N/A	N/A	N/A	N/A	N/A	N/A
Masters or Above 04													
2024	10%	7%	N/A	16%	N/A	N/A	N/A	20%	N/A	N/A	N/A	N/A	N/A
2023	7%	8%	N/A	14%	N/A	N/A	N/A	N/A	5%	N/A	5%	N/A	N/A
Subject Area - Mathematics													
2024	7%	N/A	5%	11%	N/A	N/A	25%	N/A	N/A	N/A	N/A	N/A	N/A
2023	9%	N/A	N/A	18%	N/A	N/A	20%	N/A	N/A	N/A	7%	4%	15%
Masters or Above 05													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													

STAAR 3-8 Performance Report													
2024	29%	10%	9%	46%	N/A	N/A	50%	33%	N/A	N/A	16%	7%	8%
2023	31%	33%	24%	33%	N/A	N/A	33%	40%	N/A	60%	15%	10%	14%
Subject Area - Mathematics													
2024	8%	N/A	N/A	15%	N/A	N/A	25%	N/A	N/A	N/A	2%	2%	8%
2023	19%	33%	12%	19%	N/A	N/A	33%	N/A	N/A	N/A	12%	2%	N/A
Subject Area - Science													
2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	N/A	N/A	4%	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	N/A	N/A	6%	N/A	N/A

Approaches or higher scores increased in Reading and Math from the previous year (2023). Reading scores increased from 69% (2023) to 75% (2024). Math scores increased from 58% (2023) to 64% (2024). Approaches or higher scores decreased in Science from the previous year by 10% - 58% (2023) to 48% (2024).

Meets or higher scores increased in Reading and Math from the previous year (2023). Reading scores increased from 38% (2023) to 44% (2024). Math scores increased from 31% (2023) to 36% (2024). Meets or higher scores decreased in Science from the previous year by 17% - 30% (2023) to 13% (2024).

Masters or higher scores increased in Reading from the previous school year (2023). Reading scores increased from 16% (2023) to 19% (2024). Masters or higher scores stay approximately the same in Math, with 12% in 2023 and 11% in 2024. Masters or higher scores in Science decreased by 12% - 14% (2023) to 2% (2024).

The following graph shows the percentage of students who progressed at least one proficiency level based on TELPAS composite scores.

TELPAS 2023-2024	
Grade Level	Percent of Students Who Progress At Least One Proficiency Level On TELPAS
1st	100%
2nd	17%
3rd	40%
4th	25%
5th	55%
Campus	45%

Students in grades K-5 are assessed on their reading level through the Fountas & Pinnell benchmarking tool at the beginning, middle, and end of the school year.

Fountas & Pinnell	
Grade Level	Percentage of Students Who Made At Least One Year's Growth in Reading Level
K	63%
1	90%
2	65%
3	86%
4	47%
5	77%
Campus	71%

Students in Kindergarten are assessed using TX- KEA at the beginning, middle, and end of Kindergarten. The tool is used to evaluate students' academic success throughout Kindergarten. 60.75% of students showed readiness by the end of the 2023-2024 school year.

Students in 1st and 2nd grade are assessed to identify their reading and comprehension development.

	TPRI
	Developed
	BOY
1st	61.50%
2nd	36.00%

Student Learning Strengths

The percentage of students who scored Approaches on the STAAR Reading assessment increased from 69% (2023) to 75% (2024) and 58% (2023) to 64% (2024) on STAAR Math assessments.

The percentage of African American students who scored Approaches on the STAAR Reading assessment increased from 59% (2023) to 74% (2024). The percentage of Hispanic students who scored Approaches on the STAAR Reading assessment increased from 49% (2023) to 57% (2024).

The percentage of African American students who scored Approaches on the STAAR Math assessment increased from 49% (2023) to 62% (2024). The percentage of Hispanic students who scored Approaches on the STAAR Reading assessment increased from 45% (2023) to 68% (2024).

The percentage of ESL Current and Monitored students who approached on STAAR increased from 45% (2023) to 76% (2024) in Reading and 45%(2023) to 55% (2024) in Math.

71% of students in Grades K - 5 made one year's growth according to the Fountas & Pinnell benchmarking tool.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On the Science STAAR, 87% of students did not meet grade-level expectations based on STAAR assessment data. **Root Cause:** Teachers need a systematic approach to teaching science with limited time in the schedule.

Problem Statement 2: On the TELPAS assessment, 55% of all students did not progress at least one proficiency level. **Root Cause:** Lack of prioritizing ELPS strategies.

School Processes & Programs

School Processes & Programs Summary

For curriculum, teachers in grades K-5 utilize Instructional Focus Documents provided by TEKS Resource System. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as Stemscores for Science and Math, Units of Study for Writing, and Social Studies Weekly for Social Studies. Our Pre-K teacher uses CLI to provide instruction in class. Leader in Me and Momentous resources have been provided for Pre-kindergarten through 5th grade to address leadership and, life skills and social-emotional learning. Professional development is determined and provided based on the needs of the staff.

During the 2023-2024 school year, Kindergarten through 2nd-grade teachers, special education teachers, and other support staff attended professional development to increase their capacity to implement the phonics curriculum, UFLI. Kindergarten through 5th-grade teachers participated in embedded coaching with Solution Tree to increase their knowledge of PLC best practices and next steps based on the needs of each team three times over the year. Kindergarten through 5th-grade teachers who provide reading instruction attended professional development with Leach Literacy to increase their knowledge of implementation of the Workshop Model three or four times over the school year based on the needs of each teacher. 3rd - 5th-grade teachers attending Lead4ward's Rockin' Review, which teachers could learn more about how to:

- Focus review on priority TEKS clusters
- Leverage content strategies to engage learners
- Explore hands-on/minds-on activities that provide meaningful practice
- Activate student voice to create engaging review
- Empower students to analyze and take ownership of common errors

Specific teachers were also provided professional development on other topics pertinent to the subjects/ content they taught or areas based on individual teacher needs.

Several leadership teams help with decisions made on campus. The Campus Leadership Team consists of the principal, the assistant principal, the counselor, the RTI specialist, and the instructional coach. The guiding coalition and team leads consist of several staff members on the campus. These teams help make campus and team decisions about campus initiatives. There is a PBIS team that consists of staff on campus. The PBIS team helps to make decisions about the implementation of PBIS. Grade-level teams were also included in decision-making for actions pertinent to their teams.

The campus administration sends out a weekly staff newsletter. The newsletter contains upcoming events, deadlines, rewards and celebrations, and other important information. Communication is also sent out through email as needed. Information from administrators was also discussed in staff meetings on the 2nd and 4th Monday of each month.

A family newsletter is sent out to all families every two weeks. The family newsletter included upcoming events, and information specific to grade-level teams, CIS, the school counselor, and other staff on campus.

The campus has a master schedule that allows for an adequate amount of minutes per subject for each grade level. Support services pull students out of class to provide services and/or provide in-class inclusion support based on the students' IEPs and schedule of services.

During school, students have opportunities to participate in Leadership Clubs each Friday, as well as the Kindness Club, Office Helpers, Announcements Team, and Leadership Assembly Team. Students also have leadership opportunities in the classroom, such as classroom jobs. During the 2023-2024 school year, student leadership opportunities increased, as there were opportunities for students to help keep the bathroom areas picked up, help monitor the cafeteria, and help in teachers' classrooms. During the 2024-2025 school year, there will be additional leadership opportunities offered, such as being a part of the Student Lighthouse Team which will have a voice in making campus decisions, Hallway Monitors during arrival, and Safety Patrol during arrival and dismissal. Students will also have the opportunity to participate in STEAM/ STEM clubs.

Technology is integrated into classrooms through programs, including MobyMax, Splashlearn, Lowman, Seesaw, and other websites selected by teachers. Students also attended Technology class once each week, where they learned about internet safety, Digital Citizenship, typing, and other technology skills.

School Processes & Programs Strengths

There are several leadership teams with a diverse group of stakeholders that help with decisions made on campus.

Campus administrators send a weekly staff newsletter to provide important information and reminders.

A family newsletter is sent out to all families every two weeks to keep families knowledgeable about events on campus.

Students were offered more leadership opportunities than the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus professional development has not increased teacher capacity. **Root Cause:** Teachers need additional time to fully grasp the information provided during campus professional development sessions.

Problem Statement 2: District-provided curriculum has not been implemented with fidelity on campus. **Root Cause:** Teachers need more training on the implementation of the curriculum.

Perceptions

Perceptions Summary

According to the MRA Survey, students work to overcome barriers, problem-solve, and find solutions on their own, and know how to enlist support when needed (80% - 5% increase from 2023). Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home (81% - 12% increase from 2023). Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential (81% - 9% increase from 2023). Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence (79% - 5% increase from 2023). Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to (79% - 6% increase from 2023). Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits (78% - 1% increase from 2023). These areas scored Effective (80 - 89%) or high Satisfactory (70 - 79) on the MRA survey completed by 129 4th and 5th-grade students, 16 staff, and 47 families in May 2024.

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning (58% - 13% decrease from 2023). Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn (61% - 10% decreased from 2023). Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement (60% - 5% decrease from 2023).

According to the Upbeat survey completed by staff in Spring 2024, teachers at Corinth Elementary build trusting relationships with parents (95%). The principal at CE looks out for the well-being of the staff (95%). The staff trusts the principal (97%), and the principal backs staff up when they need support (97%). The principal uses data to monitor students' progress (97%). The staff feel physically safe at the school (92%). Teachers trust each other (92%) and help each other improve their instructional practices (92%). The school is a welcoming community for newly hired teachers (97%). The staff has someone they can turn to on campus when they are having a difficult time (97%). They feel like they belong at this school (92%), and people at the school care about them (92%). Opportunities are accessible to all teachers, regardless of race, culture, and other aspects of personal identity (97%). Administrators value the perspectives of teachers (95%) and respect staff (97%) from different races, ethnicities, and cultures. Administrators actively work towards creating an inclusive school culture (92%). Teachers strive to help all students feel like they belong (97%) and care about the well-being of the students (97%). Staff find a sense of purpose in the work they do each day (97%) and believe that the work they do has a lasting positive impact on students (97%). Teachers can see themselves teaching at CE for at least the next year (97%) and are satisfied with being a teacher at this school (95%).

Teachers feel that the professional development available to them is not a good use of their time (57%) and that the workload expected of teachers is not reasonable (62%). They feel they do not have access to high-quality curriculum (51%). They feel they do not have influence over hiring professional staff (73%) or that they are compensated for taking on extra responsibilities (84%). Teachers feel that the diversity of the teachers is not representative of the diversity of the students (59%). Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class (43%), and disciplinary practices are not applied fairly to all students at the school (46%).

According to feedback gathered from the Possip survey sent to parents each month, during the 2023-2024 school year, 75% of families that completed the survey are happy with the school, and 23% are mostly happy. The feedback showed that families believe the teachers and staff at CE care about their child. They appreciate increased communication this year. The feedback also showed that parents believe the administrators, teachers, and staff are professional, helpful, and devoted to growing students' academic knowledge.

Perceptions Strengths

Students work to overcome barriers, problem-solve, and find solutions on their own, and know how to enlist support when needed. Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

The staff trusts the principal, and the principal backs the staff up when they need support. The principal uses data to monitor students' progress. The school is a welcoming community for newly hired teachers. The staff has someone they can turn to on campus when they are having a difficult time. Opportunities are accessible to all teachers, regardless of race,

culture, and other aspects of personal identity. Administrators respect staff from different races, ethnicities, and cultures. Teachers strive to help all students feel like they belong and care about the well-being of the students. Staff find a sense of purpose in the work they do each day and believe that the work they do has a lasting positive impact on students. Teachers can see themselves teaching at CE for at least the next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are not confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. **Root Cause:** Teachers have not been provided professional development in implementing evidence-based instructional best practices or opportunities to see these practices utilized in classrooms.

Problem Statement 2: Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class. **Root Cause:** The staff has not collectively committed to prioritizing and ensuring ALL students are held to the same behavioral expectations in all settings.

Priority Problem Statements

Priorities

Revised/Approved: July 15, 2024

Priority 1: Increase Student Success

Goal 1: By May 2024, 90% of Corinth Elementary students will make one year's academic growth in reading and math.

Evaluation Data Sources: STAAR, MAP, Fountas & Pinnell

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities (PLC) teams will meet biweekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students. Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will monitor student progress in academic achievement with assessments throughout the year. Strategy's Expected Result/Impact: Increased student achievement and growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, RTI Specialist Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: CE will provide a Literacy Specialist to deliver targeted intervention and literacy support for students with reading difficulties in Kindergarten through 2nd grade utilizing a specialized literacy program. Strategy's Expected Result/Impact: Increased growth in reading skills Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Reading Specialist 100% - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE will provide Accelerated Instruction to students who did not pass STAAR during the 2023-2024 school year. Strategy's Expected Result/Impact: Increase student knowledge of grade-level skills Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Each CE PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in reading, math, and science. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: CE will provide an RTI/ MTSS Specialist on the campus to support with progress monitoring and student instructional support and interventions. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Funding Sources: RTI Specialist 100% - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: CE will provide dyslexia-trained general education therapists and special education teachers to support students identified with dyslexia. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia Therapist - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: CE will offer full-day pre-kindergarten for the 2024-2025 school year. TEA Priorities: Build a foundation of reading and math Funding Sources: Pre-kindergarten Teacher 100% - 199- Early Education Allotment, Pre-kindergarten aid 100% - 429 - Pre-K Grant	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide summer programming to meet students' needs for accelerated instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of curriculum TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 10 Details	Formative Reviews		
Strategy 10: CE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Jan	Mar

Strategy 11 Details	Formative Reviews		
Strategy 11: Students in Kindergarten through 5th grade will be given opportunities for independent reading daily. Strategy's Expected Result/Impact: Increase students' ability to read and comprehend books on their level Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 12 Details	Formative Reviews		
Strategy 12: CE teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students. Strategy's Expected Result/Impact: Increase student growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 2: By May 2025, 70% of 5th grade students at CE will make one year's growth in science.

Evaluation Data Sources: MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades K-5 will receive explicit science instruction utilizing district- approved curriculum in classrooms for a minimum of four days each week. Strategy's Expected Result/Impact: Increased knowledge of science vocabulary and concepts Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom teachers in grades K-5 will provide hands-on science activities at least twice a month. Strategy's Expected Result/Impact: Increase student knowledge of science vocabulary and concepts Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Increase Student Success

Goal 3: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 20%.

Evaluation Data Sources: TELPAS 2025 report

Strategy 1 Details	Formative Reviews		
Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Funding Sources: ESL Specialist 100% - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: ELPS strategies will be included in Kindergarten through 5th grade lessons daily. Strategy's Expected Result/Impact: Increase students' ability to understand concepts taught Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Increase Student Success

Goal 4: By May 2025, CE will increase the student attendance rate to 97.0%.

Evaluation Data Sources: ADA reports, SFE reports, STAAR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Student attendance will be discussed weekly by the campus leadership team to monitor student attendance, track trends, and patterns, and to contact families regarding patterns of truancy. Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Student attendance and tardies are monitored every month and incentives are implemented by class. Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE attendance committee will meet every two weeks to review attendance and contact parents. Strategy's Expected Result/Impact: Increase attendance rate Staff Responsible for Monitoring: Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Students with perfect attendance, including tardies and absences each nine weeks will be rewarded. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 5: On the Leader in Me Measurable Results Assessment, CE will show increases in Academics in both Instructional Efficacy (Empowering Teachers) and Student Goal (Goal Achievement) from Spring of 2024 to Spring of 2025.

Evaluation Data Sources: Leader in Me Measurable Results Assessment (MRA)

Strategy 1 Details	Formative Reviews		
Strategy 1: Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2025. Strategy's Expected Result/Impact: The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate.. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 1: Increase Student Success

Goal 6: CE will provide opportunities for students to grow in the area of social and emotional well-being.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus guidance counselor will provide counseling lessons to students in grades PreK-5. Strategy's Expected Result/Impact: Increased social and emotional coping skills Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Leader in Me lessons will be implemented in classrooms three times per week. Strategy's Expected Result/Impact: Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: At CE, classroom teachers will have circle time with their students a minimum of twice per week. Strategy's Expected Result/Impact: Build community within the classroom Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day. Strategy's Expected Result/Impact: Increased student awareness Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students. Strategy's Expected Result/Impact: Students will be able to respond appropriately to situations and self-regulate. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 - ESF Levers: Lever 2: Strategic Staffing Funding Sources: CIS Site Coordinator - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: The campus guidance counselor will provide weekly lessons to Tier 3 RTI students with behavior needs and biweekly lessons to Tier 2 RTI students with behavior needs. Strategy's Expected Result/Impact: Decrease student dysregulation, students learn coping skills and strategies and increase classroom instruction time due to decreased disruptions. Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers and staff will utilize Navigate 360 to provide behavioral intervention to students. Strategy's Expected Result/Impact: Increased student knowledge of understanding their emotions and actions deemed inappropriate according to the Student Code of Conduct and campuswide expectations Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist, Counselor	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 7: CE will increase student leadership opportunities, participation in clubs/ extracurricular activities, and participation in service learning projects within the community by 10%.

Evaluation Data Sources: Walkthroughs

Student interviews

Student Leadership Teams

The number of students involved in clubs/ extracurricular activities

Attendance Logs for Service Learning Opportunities

Strategy 1 Details	Formative Reviews		
Strategy 1: School-wide leadership assemblies held throughout the school year will be led by student leaders. The assemblies will highlight student achievement and student leadership. Strategy's Expected Result/Impact: Increased student engagement and culture Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be provided leadership opportunities, such as cafeteria helpers, helping keep the building tidy, office helpers, safety patrol, library helpers, and student mentor programs. Strategy's Expected Result/Impact: Students are empowered to be leaders on campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Leader in Me Campus Coordinators ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE will offer a Friday schedule that provides club time to 100% of students in kindergarten through grade five during the school day. Strategy's Expected Result/Impact: Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: CE will participate in two service opportunities during the school year. Strategy's Expected Result/Impact: Students will be responsible, contributing community members. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Increase Faculty and Staff Engagement

Goal 1: From August 2024 through May 2025, CE campus administration will complete classroom walkthroughs and observations weekly to provide intentional, specific feedback to teachers.

Evaluation Data Sources: Walkthrough Data

Strategy 1 Details	Formative Reviews		
Strategy 1: CE administrators will conduct walkthroughs weekly. Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE administrators will conduct observations on all required professional staff within the 2024- 2025 school year. Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Increase Faculty and Staff Engagement

Goal 2: By May 2025, CE will retain 90% of staff for the 2025-2026 school year.

Evaluation Data Sources: Number of staff exiting at the end of the 2024-2025 school year

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2024-2025 school year to better understand how to help staff feel supported and appreciated. Strategy's Expected Result/Impact: Staff will stay employed at CE because they feel supported and appreciated. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: From August 2024 through May 2025, CE will provide mentors to all teachers new to teaching, new to CE, and new to the grade level/ content area.	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Between August 2024 and May 2025, CE will offer staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices. Strategy's Expected Result/Impact: Increase teacher capacity Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE will celebrate staff weekly by recognizing staff in the staff newsletter, providing a rose to staff during staff meetings who have helped another staff member, and providing rewards to staff utilizing PBIS Rewards. Strategy's Expected Result/Impact: Increase staff morale and campus culture Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: CE will provide staff development to all staff during the school year. Strategy's Expected Result/Impact: Increase staff capacity Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Priority 3: Improve Parent and Family Engagement

Goal 1: From August 2024 through May 2024, Corinth Elementary staff will increase parent communication during the 2024-2025 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, S'more newsletter analytics, Campus Calendar, Communication Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Biweekly newsletters will be sent to families via Parent Square. Strategy's Expected Result/Impact: Increased communication between the school and home, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE campus webpage and online calendar will be maintained and updated communicating accurate campus information and events. Strategy's Expected Result/Impact: Increased communication between the home and school, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Increased campus communication with families and community Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: All teachers will contact all families to share positive feedback on the students within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication with families, Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 3: Improve Parent and Family Engagement

Goal 2: From August 2024 through May 2025, Corinth Elementary staff will increase parent/ community engagement in the 2024-2025 school year.

Evaluation Data Sources: Parent Square reports, sign-in sheets from events, number of events held throughout the year

Strategy 1 Details	Formative Reviews		
Strategy 1: CE staff will host 2 family events during the 2024 - 2025 school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will request feedback from parents on the monthly Possip survey. Strategy's Expected Result/Impact: Increase family engagement, provide feedback for areas of strength and growth Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE will provide families opportunities to engage in their student's learning throughout the 2024- 2025 school year by inviting parents to attend CE 101, two student-led/ parent-teacher conferences, and an open house and music program for each grade level. Strategy's Expected Result/Impact: Increase parent engagement, guide for families to understand and assist with their child's education needs Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE will meet with families to review and edit the Parent and Family Engagement policy and distribute the policy to 100% of families. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: CE will provide activities in the family newsletter monthly for families to engage in at home. Strategy's Expected Result/Impact: Increased parent engagement, develop school-parent partnership Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: CE will communicate the need for volunteers on campus in each family newsletter. Strategy's Expected Result/Impact: Increase family engagement, develop school-parent partnership Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Efficient Operations

Goal 1: From August 2024 through May 2025, CE will ensure a fiscally responsible budget is followed.

Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus budget and monitor expenditures to align with CIP priorities throughout the school year. Strategy's Expected Result/Impact: To ensure efficient and effective use of funds Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Efficient Operations

Goal 2: From August 2024 through May 2025, CE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit door logs

Strategy 1 Details	Formative Reviews		
Strategy 1: CE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will work with the staff and campus SRO to maintain safety procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE will continue to implement the Say Something anonymous reporting system and Raptor alert system. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 4: Efficient Operations

Goal 3: CE faculty and staff will comply with all district security and safety practices throughout the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: CE will have a School Resource Officer (SRO) on campus daily to monitor campus activities. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will have a secure front vestibule with a buzzer system for entry into the office. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Exterior door audits will be conducted weekly and logs will be maintained. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE staff will receive annual training on Emergency Response Protocols. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain a Behavioral Threat Assessment Team that is current on required trainings. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: CE will train all staff and utilize Raptor for visitors to sign in, as well as for safety drills throughout the school year. Strategy's Expected Result/Impact: Increase safety on campus Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Receptionist	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Corinth Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Campus Education Improvement Committee

Committee Role	Name	Position
Community Representative	Mary Freeman	Community Representative
District-level Professional	John Modica	District Representative
Community Representative	Jeffrey Chapman	Community Member
Non-classroom Professional	Elizabeth Espolt	Instructional Coach
Non-classroom Professional	LaTonne Leftwich	RTI Specialist
Non-classroom Professional	Monica Gonzalez	Counselor
Non-classroom Professional	Lori Carmona	SPED teacher
Non-classroom Professional	Raven Dugas	Specials
Paraprofessional	Linda Grubbs	SPED para
Classroom Teacher	Elisabeth Peabody	Kindergarten
Classroom Teacher	Hannah Shewrood	4th Grade
Classroom Teacher	Cynthia Salmons	3rd Grade
Classroom Teacher	Megan Winger	2nd Grade
Classroom Teacher	Kimberly Mackeprang	1st Grade
Classroom Teacher	Claudia Garza	Pre-K
Classroom Teacher	Mackenzie Broadstreet	5th Grade
Non-classroom Professional	Bailey Skinner	CIS
Administrator	Ashley Fay	Assistant Principal
Administrator	Jessica Bovan	Principal

Lake Dallas Independent School District

Lake Dallas Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Dallas Elementary (LDE) is a neighborhood school with most students residing within a couple of miles of the campus. Lake Dallas Elementary serves approximately 520 students. Our student population is 48.45% Hispanic, 37.21% White, 5.81% Black-African American, 5.04% Two-or-More Races, 3.10% Asian, 0.19% American Indian-Alaskan Native, and 0.19% Native Hawaiian-Pacific Islander. 58% of our students are Economically Disadvantaged and 57% are At-Risk. 9.5% of the student population is Dyslexic and Gifted and Talented make up 6.4%. Section 504 is 10.47%, Special Education is 14.92%, and 28.1% are Emergent Bilingual. The 2023-24 campus attendance rate was 95.7%.

The 2024-25 school year will be Lake Dallas Elementary School's 14th year as a Title I campus. Lake Dallas Elementary has the highest percentage of economically disadvantaged students in the district.

Class sizes for each grade level vary between 13 and 25 students per teacher.

The campus continues to seek out and employ multiple staff members who are bilingual to facilitate communication with our growing Hispanic population.

Since January 2013, LDE has used Title 1 funds to acquire a Communities in Schools Program Manager for the campus. The 2013-2014 school year was the first year LDE offered a CIS program manager year-round. The CIS program will continue through the 2024-25 school year.

Demographics Strengths

- LDE had 103 students served by CIS.
- 65% of LDE teachers have taught for more than 11 years.
- 39.9% of LDE teachers have taught between 11-20 years.
- Campus size creates an environment where teachers and parents have easy access to campus and central administration to address needs quickly and efficiently.

- Summer breakfast and lunch program is hosted at Lake Dallas Elementary School during Summer School to improve participation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are beginning school with fewer early childhood foundational skills. **Root Cause:** LDE has a high number percentage of students that are economically disadvantaged.

Problem Statement 2 (Prioritized): Recruitment of highly qualified bilingual teachers is a challenge. **Root Cause:** Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

Student Learning

Student Learning Summary

Approaches or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
2024	71%	47%	67%	80%	N/A	100%	67%	77%
2023	80%	80%	76%	83%	N/A	N/A	100%	75%
2022	77%	58%	77%	81%	N/A	N/A	100%	68%
2021	65%	56%	60%	72%	N/A	N/A	100%	62%
Subject Area - Mathematics								
2024	64%	41%	56%	76%	N/A	100%	78%	69%
2023	72%	73%	66%	82%	N/A	N/A	100%	50%
2022	63%	53%	56%	75%	N/A	N/A	86%	50%
2021	65%	50%	59%	70%	N/A	N/A	100%	77%
Subject Area - Science								
2024	53%	17%	44%	70%	N/A	N/A	100%	50%
2023	58%	50%	56%	64%	N/A	N/A	N/A	33%
2022	47%	30%	42%	56%	N/A	N/A	50%	50%
2021	63%	50%	54%	77%	N/A	N/A	100%	50%

Approaches or Above all					
	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored

Approaches or Above all					
	Subject Area - Reading				
2024	39%	80%	63%	48%	54%
2023	44%	89%	74%	72%	67%
2022	54%	71%	71%	72%	75%
2021	40%	50%	61%	53%	47%
	Subject Area - Mathematics				
2024	31%	50%	51%	38%	46%
2023	50%	67%	64%	63%	58%
2022	40%	57%	58%	52%	49%
2021	28%	50%	56%	49%	55%
	Subject Area - Science				
2024	31%	50%	39%	23%	28%
2023	23%	100%	52%	43%	48%
2022	19%	N/A	36%	30%	11%
2021	38%	33%	55%	44%	43%

Meets or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
2024	51%	29%	45%	59%	N/A	100%	56%	54%
2023	47%	33%	42%	51%	N/A	N/A	100%	50%
2022	44%	26%	40%	50%	N/A	N/A	71%	45%
2021	33%	19%	22%	42%	N/A	N/A	100%	54%
Subject Area - Mathematics								
2024	38%	6%	29%	53%	N/A	N/A	33%	46%

Meets or Above all								
2023	36%	13%	30%	47%	N/A	N/A	75%	31%
2022	27%	21%	18%	37%	N/A	N/A	43%	18%
2021	31%	N/A	25%	39%	N/A	N/A	100%	38%
Subject Area - Science								
2024	18%	N/A	14%	22%	N/A	N/A	25%	50%
2023	22%	25%	11%	31%	N/A	N/A	N/A	17%
2022	19%	N/A	13%	28%	N/A	N/A	50%	25%
2021	22%	N/A	10%	35%	N/A	N/A	100%	25%

	Meets or Above all				
	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
	Subject Area - Reading				
2024	11%	50%	38%	21%	28%
2023	5%	33%	36%	31%	30%
2022	17%	29%	33%	33%	32%
2021	14%	10%	23%	13%	15%
	Subject Area - Mathematics				
2024	9%	30%	24%	15%	23%
2023	10%	22%	25%	24%	22%
2022	19%	14%	20%	17%	10%
2021	12%	10%	24%	18%	19%
	Subject Area - Science				
2024	8%	N/A	9%	3%	N/A
2023	8%	N/A	15%	13%	17%
2022	6%	N/A	9%	7%	N/A

	Meets or Above all				
2021	N/A	N/A	17%	9%	4%

Masters or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
2024	22%	12%	16%	33%	N/A	100%	22%	8%
2023	16%	N/A	9%	21%	N/A	N/A	75%	19%
2022	22%	11%	17%	27%	N/A	N/A	57%	18%
2021	17%	13%	8%	23%	N/A	N/A	75%	31%
Subject Area - Mathematics								
2024	11%	N/A	7%	17%	N/A	N/A	22%	15%
2023	12%	N/A	6%	18%	N/A	N/A	50%	13%
2022	12%	5%	7%	18%	N/A	N/A	43%	9%
2021	15%	N/A	12%	19%	N/A	N/A	75%	8%
Subject Area - Science								
2024	3%	N/A	N/A	4%	N/A	N/A	25%	N/A
2023	6%	25%	3%	7%	N/A	N/A	N/A	N/A
2022	2%	N/A	3%	N/A	N/A	N/A	50%	N/A
2021	11%	N/A	2%	16%	N/A	N/A	100%	25%

	Masters or Above all					
	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
	Subject Area - Reading					

	Masters or Above all					
2024	8%	2%	20%	9%	6%	9%
2023	19%	N/A	11%	8%	5%	4%
2022	18%	6%	N/A	14%	14%	15%
2021	31%	5%	N/A	11%	6%	5%
		Subject Area - Mathematics				
2024	15%	N/A	10%	4%	2%	5%
2023	13%	3%	N/A	7%	5%	4%
2022	9%	4%	14%	6%	5%	4%
2021	8%	7%	N/A	10%	6%	9%
		Subject Area - Science				
2024	N/A	N/A	N/A	N/A	N/A	N/A
2023	N/A	N/A	N/A	3%	2%	4%
2022	N/A	N/A	N/A	2%	N/A	N/A
2021	25%	N/A	N/A	7%	2%	N/A

Approaches or higher scores showed a decline in Reading, Math, and Science from the previous year (2023 Reading 80%, 2023 Math 72%, 2023 Science 58%). 71% of our students achieved Approaches Grade Level or higher on the Reading STAAR assessment. 64% of our students achieved Approaches Grade Level or higher on the Math STAAR Assessment. 53% of our students achieved Approaches Grade Level or higher on the Science STAAR assessment.

The following graph shows the percentage of students that progressed at least one proficiency level as evidenced by TELPAS composite scores:

Grade Level	% of Students Who Progressed at Least One Proficiency Level on TELPAS
1	77%
2	21%
3	36%
4	35%
5	35%
K-2	56%
3-5	35%

Students in grades K-5 are assessed on their reading level through the Fountas & Pinnell benchmarking System at various times throughout the year:

Grade Level	BOY- % On Level or Above Level	EOY - % On Level or Above Level
K	MOY - 36.4 %	45.6%
1	38 %	39.4 %
2	25.5 %	43.8 %
3	50.8 %	45.8 %
4	48.2 %	46.2 %
5	53 %	47.4 %

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus has utilized Fountas and Pinnell and NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Tier Time (Falcon Time), allowing full access to the curriculum, and included the use of a Title I instructional assistant for reading support.

Student Learning Strengths

STAAR Performance Measures Grades 3-5

In Science, our current Special Education students' scores have continued to steadily improve in the Approaches level over the past three years, increasing from 19% Approaches in 2022 to 31% Approaches in 2024.

Our Reading and Math Meets or higher scores increased from the previous year for our All Students Group (Reading 47% to 51%, Math 36% to 38%). In addition, Reading saw improvements in the Meets or higher scores for the Hispanic, White, and Two or More Races student groups compared to last year. We also saw increases in Meets or higher in Reading in our current and former Special Education student groups compared to last year: Current SPED 5% to 11% and Former SPED 33% to 50%. Math saw improvements in the Meets or higher scores for the White and Two or More Races student groups compared to last year.

We saw gains in the number of students achieving Masters on the Reading STAAR assessment in the All Students category, as well as the Hispanic, White, Former Special Education, Economically Disadvantaged, At-Risk, and EL Current & Monitored student groups compared to last year's scores.

TELPAS

Our students made gains on the TELPAS assessment demonstrating growth. The most growth was seen in first grade where we had 24 Emergent Bilingual Students and 17 of them (or 77%) progressed at least one proficiency level on their TELPAS composite score.

Literacy K-5

Kindergarten through second grade showed gains from their first Fountas & Pinnell testing to their End-of-Year Fountas & Pinnell reading level testing. More students were reading

on or above level than when they tested at the beginning of the year in the early grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: In K-5, 55% of students were reading below grade level according to Fountas & Pinnell. **Root Cause:** Professional Development is needed in research-based literacy practices.

Problem Statement 2 (Prioritized): On Grade 5 Science STAAR, 53% of students met the passing standard. **Root Cause:** Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

Problem Statement 3 (Prioritized): On STAAR Mathematics, 64% of all students in grades 3-5 scored Approaches or higher. **Root Cause:** Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

School Processes & Programs

School Processes & Programs Summary

LDE has begun a transition from a Transitional Early Exit bilingual program to a Dual Language One Way program. LDE has partnered with Region 11 to ensure the implementation is aligned to the state Dual Language Immersion program framework. This process will take place over the course of several years, beginning with the addition of signage in both Spanish and English, authentic Spanish Texts, and a bilingual curriculum for kindergarten and 1st grade. Beginning with the 2022-23 school year, all emergent bilingual students began utilizing Summit K12 to leverage individualized learning paths that will further develop and enrich English language acquisition.

The district/campus continued the use of TEKS Resource System curriculum for 2023-2024. Students utilized Moby Max adaptive learning software for academic intervention during the 2023-24 school year.

All students are leveled in reading using the Fountas and Pinnell benchmarking system at BOY, MOY, and EOY. Benchmarks were determined using NWEA MAP testing in Reading and Mathematics.

Multiple opportunities for student tutorials were provided throughout the school year. Individual teachers, special area teachers, CIS tutorials, as well as campus-wide efforts to provide extended learning to students through tutorials and open library, were all available in 2023-24.

Targeted instruction will continue for all students during math and reading Tier 2 Time. Data-driven decisions were used to provide targeted instruction for students. The majority of all pull-out services occurred during Tier Time, in order to protect the integrity of curriculum instruction in the classrooms.

Along with the campus-wide utilization of Tier Time, a campus-wide master schedule was maintained for special area scheduling purposes - special education pull-out and inclusion, ESL inclusion, etc.

New and returning teachers received professional development and training before students arrived on the first day of school. All staff benefitted from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. All staff received Solution Tree Professional Learning Communities training prior to the start of the 2023-2024 school year.

LDISD continued with T-TESS as the Teacher Evaluation Tool of choice. Training was provided as recommended. Local decisions determined district/campus procedures. T-PSS was utilized for district administrators.

Strong efforts were made by the campus to recruit new staff members for the 2024-2025 school year. Multiple applicants for each open position were carefully considered.

Each classroom is equipped with a ClearTouch interactive board. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

Teachers have access to multiple media resources daily-- Classlink, Skyward, Gradebook, Gmail, Eduphoria, etc.

Wireless access points are available for 100% of the campus, including the library, front office, and conference room.

LDE will continue to have 2 full-day PreK sections, both taught by certified teachers.

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2024-2025 school year.

During the 2023-2024 school year, the following extracurricular clubs were offered to students after school: elementary choir, 4-H Cheftastics Cooking Club, Folklorico, Crochet

Club, and GOAL Soccer Club. During the 2024-25 school year, students will be offered the opportunity to participate in club time during the school day.

School Processes & Programs Strengths

- Professional Learning Communities were held weekly and facilitated by grade level team leads and the campus instructional coach. PLCs were utilized to review student progress and plan for future instruction and intervention.
- The Campus Leadership Team (CLT), which includes administrators, RtI Specialist, ESL Specialist, Counselor, and Instructional Coach, also met to ensure campus practices aligned to the campus mission and vision.
- Campus Bilingual Interventionist supported literacy growth and development of Emergent Bilingual population.
- Reading Specialist supported literacy growth and development by providing support to developing readers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not adequately trained to use the academic resources provided. **Root Cause:** There has been an emphasis on other trainings or programs to present during teacher professional development days. There have not been opportunities to receive training on resources.

Perceptions

Perceptions Summary

During the 2023-2024 school year, Possip surveys were sent out to LDE families each month to gather feedback about general campus topics, such as operations, academics, teachers and staff, and community and culture. Feedback that was generated was used to improve campus operations and improve upon the family-school relationship/communication. End-of-Year Possip Results show that 98% of LDE respondents were happy or mostly happy with our campus.

Distribution of Possip Praise by Category	
Teacher & Staff	48%
General	34%
Community & Culture	9%
Academic	5%
Operations	4%

All LDE faculty and staff were provided with the opportunity to complete an Upbeat Survey at the beginning and end of the year to provide insight into their perceptions regarding Staff Engagement. 86% of the faculty and staff completed the survey at the beginning of the year, and 85% of the faculty and staff completed the survey at the end of the year. Data from the Spring showed opportunities for growth in building teacher leadership capacity and teacher voice.

The Leader in Me Measurable Results Assessment (MRA) was sent to students in grades 4 and 5 at the end of the year. All LDE families and all LDE staff were also asked to complete the MRA Survey in early May of 2024. We received 161 student surveys, 36 staff surveys, and 41 family surveys. The overall Leader in Me score was a 77, with a score of 76 in Leadership, a score of 80 in Culture, and a score of 76 in Academics. Scores increased from last year to this year in every sub-category, except for Empowered Learners and Goal Achievement.

Leader in Me MRA Sub-Categories	2023 MRA Score	2024 MRA Score	Difference
Student Leadership	74	75	+1
Staff Leadership	74	78	+4
Family & Community Engagement	71	75	+4
Supportive Student Environment	75	78	+3
Supportive Staff Environment	74	82	+8
Empowering Teachers	77	79	+2
Empowered Learners	79	76	-3

Leader in Me MRA Sub-Categories	2023 MRA Score	2024 MRA Score	Difference
Goal Achievement	76	75	-1

Perceptions Strengths

LDE families report positively when surveyed monthly on Possip surveys, with 98% of families reporting that they are happy or mostly happy with LDE.

Data from the Upbeat surveys completed by staff at the end of the year show that collaboration, appreciation, care and commitment, and satisfaction and purpose percentages for engagement are higher than the district engagement percentages. From the fall to spring Upbeat survey, the work/life balance and appreciation categories saw gains, indicating that staff is feeling more appreciated and to better manage the stress of work demands.

On the MRA Leader in Me Survey, we saw gains across the board in the Overall LIM Score and the three categories of Leadership, Culture, and Academics. The Overall LIM Scores increased from 74 to 77 from last year. The Leadership category increased from 73 to 76 this year, with positive gains in Student Leadership (+1), Staff Leadership (+4), and Family & Community Engagement (+4). The Culture category increased from 74 to 80 this year, with positive gains in Supportive Student Environment (+3) and Supportive Staff Environment (+8). In the Academics category, we saw positive gains in Empowering Teachers (+2).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not feel empowered or supported when applying their personal leadership habits in their academic pursuits. **Root Cause:** The master schedule was adjusted during the 2023-24 school year moving the Leadership Block from the beginning of the day to the end of the day. Students and teachers did not have adequate time to implement and apply Leader in Me goal-setting and leadership habits during the school day.

Priority Problem Statements

Problem Statement 1: On STAAR Mathematics, 64% of all students in grades 3-5 scored Approaches or higher.

Root Cause 1: Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading: In K-5, 55% of students were reading below grade level according to Fountas & Pinnell.

Root Cause 2: Professional Development is needed in research-based literacy practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On Grade 5 Science STAAR, 53% of students met the passing standard.

Root Cause 3: Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers are not adequately trained to use the academic resources provided.

Root Cause 4: There has been an emphasis on other trainings or programs to present during teacher professional development days. There have not been opportunities to receive training on resources.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students are beginning school with fewer early childhood foundational skills.

Root Cause 5: LDE has a high number percentage of students that are economically disadvantaged.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Recruitment of highly qualified bilingual teachers is a challenge.

Root Cause 6: Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Revised/Approved: July 15, 2024

Priority 1: Priority 1.1: Student Success

Goal 1: By May of 2025, LDE students will increase achievement in Math and Reading by 5%.

Evaluation Data Sources: STAAR scores, NWEA MAP, CLI, TPRI, Fountas & Pinnell

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities (PLC) teams will meet to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students. Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Educational Aide - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416. Strategy's Expected Result/Impact: Increased student achievement and growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: LDE will have a Reading Specialist provide targeted intervention and literacy support for students in grades K-5. Strategy's Expected Result/Impact: Increased student achievement and growth in reading Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Early Literacy Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: LDE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions. Strategy's Expected Result/Impact: Increased student achievement and growth Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 Funding Sources: RtI Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: LDE will provide dyslexia trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia. Strategy's Expected Result/Impact: Increased student achievement and growth Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500, Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: LDE will provide full-day Pre-kindergarten for the 2024-2025 school year. Strategy's Expected Result/Impact: Increased student achievement and growth Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Funding Sources: PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide summer programming to meet students' needs for accelerated instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of Curriculum, Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Summer School - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1.1: Student Success

Goal 2: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS 2025 report

Strategy 1 Details	Formative Reviews		
Strategy 1: All LDE bilingual teaching staff will receive research-based professional development and ongoing coaching support from Region XI throughout the school year to support bilingual classroom instructional strategies. Strategy's Expected Result/Impact: Increased English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Emergent Bilingual students will utilize Summit K12 twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased English Language Acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDE will have an ESL Specialist provide targeted language acquisition for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: ESL Specialist (100%) - 199 State Compensatory Education (SCE) - \$58,000	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1.1: Student Success

Goal 3: By May 2025, LDE will increase the student attendance rate to 96.7%.

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance meetings will be held weekly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy. Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Student attendance and tardies are monitored weekly and incentives are implemented by class and grade level. Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1.1: Student Success

Goal 4: By May 2025, LDE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

Evaluation Data Sources: Leader in Me Measurable Results Assessment (MRA)

Strategy 1 Details	Formative Reviews		
Strategy 1: LDE will utilize Positive Behavior Interventions & Supports (PBIS) to generate student engagement. Strategy's Expected Result/Impact: Increase in attendance and engagement resulting in increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will hold leadership roles on campus through the development of Student Action Groups. Strategy's Expected Result/Impact: Increased student voice in decision-making Staff Responsible for Monitoring: Lighthouse Action Group Leads Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership. Strategy's Expected Result/Impact: Increased student engagement and culture Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, all LDE staff, and families to determine the level of student engagement and campus culture in the Spring of 2025. Strategy's Expected Result/Impact: To provide climate and culture perception data from students Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 1: By May 2025, LDE will retain 90% of the teaching staff for the 2025-2026 school year.

Evaluation Data Sources: Staffing reports

Strategy 1 Details	Formative Reviews		
Strategy 1: LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2024-2025 school year. Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health the campus and work towards continuous improvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus leadership team will celebrate staff on a continual basis throughout the year. Strategy's Expected Result/Impact: Increased staff morale; Increase in Upbeat survey results in the area of appreciation Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach. Strategy's Expected Result/Impact: Increase in teacher capacity and retention Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: All teachers with less than 3 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team. Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: LDE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.

Evaluation Data Sources: PD sign-in sheets, Presentations, Certificates from Solution Tree

Strategy 1 Details	Formative Reviews		
Strategy 1: Teaching staff will receive professional development in the PLC model throughout the school year. Strategy's Expected Result/Impact: Increased understanding of effective PLCs and implementation of effective strategies Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All classroom teachers will attend Solution Tree's Professional Learning Communities: At Work conference either in-person or virtually. Strategy's Expected Result/Impact: Increased understanding of effective PLCs Staff Responsible for Monitoring: Principals, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 1: By May 2025, LDE will increase engagement participation in parent/community communication during the 2024-2025 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, S'more newsletter analytics

Strategy 1 Details	Formative Reviews		
Strategy 1: LDE will share bi-monthly campus newsletters with families. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: To begin building relationships with families at the start of the school year, all LDE homeroom teachers will contact all families within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDE will utilize social media at a minimum of 2 times a week to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Increased campus communication to families and community Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: LDE will send out Possip Surveys every month to gather feedback/communication from parents. Strategy's Expected Result/Impact: Increased communication with families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 2: By May 2025, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Sources: MRA and Possip surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: LDE will host a family night in the fall and spring semesters that focuses on student learning. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.2	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house. Strategy's Expected Result/Impact: Increased parent/community engagement Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDE will partner with Communities in Schools during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased parent/community engagement. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: LDE will partner with the PTA during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased family and community engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: LDE will increase the participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. Strategy's Expected Result/Impact: Increased parent/community engagement. Increased fire safety awareness for students Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: LDE will partner with the Rotary Club during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal/Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: LDE will host a Career Day where community partners will be invited to visit the campus to teach students about their careers and the skills and education needed for future success. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 4: Efficient Operations

Goal 1: From August 2024 through May 2025, LDE will ensure a financially responsible budget is followed.

Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year. Strategy's Expected Result/Impact: To ensure efficient and effective use of funds Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 4: Priority 4: Efficient Operations

Goal 2: From August 2024 through May 2025, LDE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit door logs

Strategy 1 Details	Formative Reviews		
Strategy 1: LDE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal, SRO	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDE will continue to implement and monitor the Say Something anonymous reporting system and the Raptor alert system. Strategy's Expected Result/Impact: Increased safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

State Compensatory

Budget for Lake Dallas Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shannon Craft	Title I Reading Paraprofessional		

Lake Dallas Independent School District

Shady Shores Elementary School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

There were approximately 580 students enrolled at SSE at the end of the 2023-2024 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged percentage has remained at 45%. The ELL population has remained at 13%. The special education population has increased to 21% with the amount of students qualifying for ECSE increasing compared to years past and dyslexia now falling under special education. At-risk population is 48%. Student attendance decreased from 95.4% to 95.2% for the 2023-2024 school year. 4.3% of the teachers are beginning teachers. The average years of experience of teachers is 12.7 and the average years of experience with the district is 8.9.

Demographics Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.' 87% of teachers have 6 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of the mobile student population is not on grade level in reading and/or math, and is Economically Disadvantaged. **Root Cause:** Students' multiple years of moving is causing gaps in their foundation of reading and/or math.

Student Learning

Student Learning Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-2, the campus has utilized Fountas and Pinnell, and NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most Tier 2 and Tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional assistant for support.

Student Learning Strengths

STAAR Performance Measures Grades 3-5

In grade 3, STAAR RLA results showed growth in both the meets and masters performance levels.

In grade 4 STAAR RLA and Math, results showed growth in the approaches, meets, and masters performance levels.

In grade 5 STAAR RLA, results showed growth in the masters performance level.

220 students in 4th-5th grades showed 1 year of growth on STAAR and 35 of those students showed more than 1 year of growth.

In grades 3-5 under Reporting Category 2 for RLA, all grade levels' percentage increased.

According to MAPS Growth Assessment, from fall of 2023 to spring of 2024, students in K-5 showed growth in the 53rd percentile in reading and 60th percentile in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

Problem Statement 2 (Prioritized): Mathematics: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students. **Root Cause:** Significant gaps in foundational math skills.

Problem Statement 3: Reading K-5: 29% of students are performing below grade level in reading according to Fountas and Pinnell reading assessment. **Root Cause:** Students lack foundational literacy skills.

Problem Statement 4: Mathematics K-5: 42% of students are performing below grade level on math performance measures in MAP (NWEA) assessments. **Root Cause:** Students lack foundational math skills, and teaching methods were breadth not depth based.

Problem Statement 5: Science: 5th grade students performed significantly lower than the state average on STAAR. **Root Cause:** Students lack vocabulary knowledge and need more opportunities for writing in science.

School Processes & Programs

School Processes & Programs Summary

The district and campus continued the use of the TEKS Resource System. Students in grades 1-5 are leveled in their reading using the Fountas and Pinnell system three times a year. Pre-kindergarten students are assessed using CLI three times a year. Kindergarten students are assessed at beginning of the year using the Kindergarten Entry Assessment and leveled in their reading using the Fountas and Pinnell system at middle of the year and end of the year. First and second grade students will be assessed through TPRI at the beginning of the year and at the end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in math three times during the year, and 3-5 will take the NWEA MAP Growth assessment in reading.

Students participate in student leadership clubs on Friday during the school day. Students have opportunities for school-wide leadership roles.

Adjustments were made to the master schedule to lessen transitions and create protected instructional blocks of time.

Staff are involved in decision-making through Leader in Me action teams, CEIC, Funshine, and IMA.

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of addressing students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2024-2025 school year.

School Processes & Programs Strengths

Professional Learning Communities met weekly and were facilitated by the campus Instructional Coach and Principal.

Opportunities for staff to have a voice in decision-making were continued through the creation of a Guiding Coalition team, a PBIS team, and Team Leads.

Tier times (Falcon Time) were included in the master schedule for grades K-5 to provide targeted instruction to students in reading and in math. Students showing mastery of the student expectation are provided extension during these times.

Perceptions

Perceptions Summary

Students in grades K-1 and 4-5 have higher rates of discipline data reflective of behavior challenges. Students showed on the Measurable Results Assessment (Leader in Me survey) that they believe they are cared about and understood by the people in their school. Possip surveys are given out monthly to families for feedback. Upbeat surveys are administered to staff two times a year to assess the culture and climate of the school.

Perceptions Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Student Leadership, Supportive Student Environment, and Academic Self-Efficacy. Staff reported positively in the areas of Staff Leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student discipline has increased in grades K-1 and 4-5 compared to 2022-2023. **Root Cause:** Students need extra support with behavior foundations.

Priority Problem Statements

Problem Statement 1: Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures.

Root Cause 1: Need to increase targeted classroom and academic differentiation strategies.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Mathematics: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Root Cause 2: Significant gaps in foundational math skills.

Problem Statement 2 Areas: Student Achievement - Student Learning

Priorities

Revised/Approved: July 15, 2024

Priority 1: Priority 1: Student Success

Goal 1: By May 2025, SSE students will increase achievement in Math, Reading, and Science by 5%.

Evaluation Data Sources: Spring 2025 MAP Growth Assessment Report for Math
Spring 2025 F&P data in Eduphoria for Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities (PLC) teams will meet bi-weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students. Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: SSE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Educational Aide (100%) - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: SSE will have a Literacy Specialist provide targeted intervention and literacy support for students in grades K-5. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Reading Specialist (100%) - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: SSE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Funding Sources: RtI Specialist (50%) - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: SSE will provide dyslexia trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE), Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: SSE will offer full day pre-kindergarten for the 2024-2025 school year. Strategy's Expected Result/Impact: Increased kindergarten readiness Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Pre-Kindergarten Aide (50%) - 199- State Pre-K, Pre-Kindergarten Teacher (100%) - 199- Early Education Allotment, Pre-Kindergarten Aide (50%) - 199- Early Education Allotment, Pre-Kindergarten Teacher (50%) - 199- State Pre-K	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide summer programming to meet students' needs for accelerated instruction. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Director of Curriculum TEA Priorities: Build a foundation of reading and math Funding Sources: Summer School - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1: Student Success

Goal 2: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS 2025 report

Strategy 1 Details	Formative Reviews		
Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: ESL Specialist (100%) - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1: Student Success

Goal 3: By May 2025, SSE will increase the student attendance rate to 97%.

Evaluation Data Sources: Campus Attendance Reports in Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance meetings will be held monthly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will receive monthly and grading period incentives for perfect attendance. Strategy's Expected Result/Impact: Increase in student attendance rate Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance of attendance, and the impact of chronic absenteeism on a student's learning success. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Student Success

Goal 4: By May 2025, SSE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

Evaluation Data Sources: Leader in Me Measurable Results Assessment (MRA)

Strategy 1 Details	Formative Reviews		
Strategy 1: Measurable Results Assessment (MRA) will be given to 3rd, 4th, and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2025. Strategy's Expected Result/Impact: To provide climate and culture perception data from students Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will implement Wildly Important Goals (WIG), for school, grade level, and class goals, during the Leadership Block to teach students how to set, track, and celebrate their goals. Strategy's Expected Result/Impact: Increased student understanding of goal setting Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: SSE teachers and staff will receive professional development in The Culture of Belonging by Franklin Covey through Leader in Me. Strategy's Expected Result/Impact: Increased teacher and staff knowledge, MRA results show improvement in teacher support & student belonging Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: School-wide leadership assemblies will be held every nine weeks and will be student-led. The assemblies will highlight student achievement and student leadership. Strategy's Expected Result/Impact: Increased student engagement and culture Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: SSE will create a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus. Strategy's Expected Result/Impact: Increased student voice in decision-making Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 1: By May 2025, SSE will retain 90% of the teaching staff for the 2025-2026 school year.

Evaluation Data Sources: Staffing reports

Strategy 1 Details	Formative Reviews		
Strategy 1: SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2024-2025 school year. Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus leadership team will provide a monthly staff morale booster. Strategy's Expected Result/Impact: Increase in Upbeat survey results in the area of appreciation Staff Responsible for Monitoring: Principal & Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach. Strategy's Expected Result/Impact: Increase in teacher capacity and retention Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: All teachers with less than 3 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team. Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: SSE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.

Evaluation Data Sources: PD sign in sheets, Presentations, Certificates from Solution Tree PD

Strategy 1 Details	Formative Reviews		
Strategy 1: Teaching staff will receive professional development in the PLC model throughout the school year. Strategy's Expected Result/Impact: Increased understanding of effective PLCs and implementation of effective strategies Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All classroom teachers will attend Solution Tree's Professional Learning Communities: At Work conference either in-person or virtually. Strategy's Expected Result/Impact: Increased understanding of effective PLCs Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 1: By May 2025, SSE will increase engagement participation in parent/community communication during the 2024-2025 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, S'more newsletter analytics

Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will share bi-monthly campus newsletters with families. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: To begin building relationships with families at the start of the school year, all SSE homeroom teachers will contact all families within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: SSE will utilize social media at a minimum of 2 times a week to provide up-to-date communication, including campus events, and showcase student learning. Strategy's Expected Result/Impact: Increased campus communication to families and community Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: SSE will send out Possip Surveys every month to gather feedback/communication from parents. Strategy's Expected Result/Impact: Increased communication with families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 2: By May 2025, SSE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Sources: MRA and Possip surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: SSE will host a family night in the fall and spring semesters with focuses on student learning. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 4.2	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house. Strategy's Expected Result/Impact: Increased parent/community engagement Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: SSE will increase participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. Strategy's Expected Result/Impact: Increased community engagement, Increased fire safety awareness for students Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: SSE will partner with the Rotary Club during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: SSE will host a Leadership Day where community partners will be invited to visit the campus and learn about our student leadership. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: SSE will celebrate the 100th day of school with designated grade level times for families to visit their child's classroom and for their child to share their individual goals and progress. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 4: Priority 4: Efficient Operations

Goal 1: From August 2024 through May 2025, SSE will ensure a financially responsible budget is followed.

Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year. Strategy's Expected Result/Impact: To ensure efficient and effective use of funds Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 4: Priority 4: Efficient Operations

Goal 2: From August 2024 through May 2025, SSE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit doors logs

Strategy 1 Details	Formative Reviews		
Strategy 1: SSE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. Strategy's Expected Result/Impact: increase campus security Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement the Say Something anonymous reporting system and Raptor alert system. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

State Compensatory

Budget for Shady Shores Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelsey Gonzalez	Title I Paraprofessional		

Lake Dallas Independent School District

Lake Dallas Middle School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Dallas Middle School is the only middle school in Lake Dallas ISD. LDMS students live in four neighboring communities--Lake Dallas, Corinth, Shady Shores, and Hickory Creek. Campus enrollment has remained fairly consistent over the last few years with about 900 students. The mobility rate is at 11.7%, which is below the state average.

The 2024 - 2025 school year will be LDMS's 13th year as a Title I campus. Since 2014-2015, the Economically Disadvantaged population has hovered around 40% and was at 41.5% for the 2022-2023 school year. Our student demographics have remained consistent over the last six years with slight growth in our Hispanic population (TAPR 2013-2014=23.3%, TAPR 2020-2021=33.4%, TAPR 2021-2022=35.2%, and TAPR 2023-2023=35.9%). The elementary campuses in the LDMS feeder system continue to see growth in their Hispanic and Economically Disadvantaged populations so the middle school is expecting to experience significant growth in both of those demographics over the next 5 years. Our population of EB Learners has increased over the last few years, in 2014-2015 our campus was 5.4% and on the most recent report, the percentage increased to 12.9% but remains below the state average.

The current student information (TAPR) shows a couple of campus groups that are higher than the district groups: Gifted & Talented (10.1% campus, 7.0% district), Special Education (15.0% campus, 12.8% district), and those identified as At-Risk (40.1% campus, 51.0% district). As a campus, we are above the state average in Special Education (15.0% campus, 12.6% state) and Gifted and Talented (10.1% campus, 8.2% state).

Over 500 students participate in various student organizations, which include: Athletics, Student Council, National Junior Honor Society, Robotics, Band, Choir, 4-H, Chess Club, Theater, and Academic UIL.

In 2016, LDMS joined in a partnership with Communities in Schools to secure a School Program Manager for the campus. The program will continue through 2024-2025.

Demographics Strengths

- Campus attendance rate is 94.3%
- Over 100 students served by Communities in Schools
- LDMS class size ratios remain low in order to best serve the diverse population of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus. **Root Cause:** Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

Student Learning

Student Learning Summary

STAAR (Spring 2024 Administration)

STAAR Results Spring 2024:

6th grade Reading 76% Approaches with 49% Meets and 24% Masters; ED 67%, ESL 50%, Sp Ed 28%, GT % (Approaches)

6th grade Math 77% Approaches with 37% Meets and 11% Masters; ED 65%, ESL %, Sp Ed 41%, GT % (Approaches)

7th grade Reading 75% Approaches with 52% Meets and 26% Masters; ED 60%, ESL %, Sp Ed 37%, GT % (Approaches)

7th grade Math 51% Approaches with 25% Meets and 2.4% Masters; ED 41%, ESL %, Sp Ed 31%, GT % (Approaches)

8th grade Reading 83% Approaches 56% Meets and 32% Masters; ED 73%, ESL %, Sp Ed 52%, GT % (Approaches)

8th grade Math 69% Approaches, 25% Meets and 4% Masters; ED 65%, ESL %, Sp Ed 62%, GT % (Approaches)

8th grade Science 78% Approaches, 49% Meets and 17% Masters; ED 68%, ESL %, Sp Ed 42%, GT % (Approaches)

8th grade Social Studies 58% Approaches, 32% Meets and 20% Masters; ED 45%, ESL %, Sp Ed 37%, GT % (Approaches)

Algebra 1 EOC 100% Approaches, 81% Meets, and 42% Masters, ED 100%, GT 100% (Approaches)

Before and after school tutorials, before and after school open library/computer labs, and summer schools were offered and highly attended.

Falcon Time also allowed academically high students to receive individualized instruction. Many opportunities such as the spelling bee, foreign language, chess, robotics, and UIL events gave students opportunities to advance and excel in academics.

There are 5 CTE courses offered at LDMS that expose students to multiple opportunities outside of the core curriculum.

Services provided to Special Education students have been a focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with more emphasis on planned, intentional instruction in all areas, including Falcon Time. Co-Teach classrooms for Math and Language Arts are now in all grade levels.

Student Learning Strengths

LDMS was an overall "B" rated campus for the 22-23 school year. The campus had a scaled score of 80 in STAAR performance and an 81 in School Progress.

LDMS scored in quartile 1 for "Accelerated Student Progress in ELA/Reading" and "Grade 7 Mathematics Performance."

Problem Statements Identifying Student Learning Needs

Problem Statement 1: LDMS EB students consistently perform lower than "all students" on 2022 STAAR with a percentage of MEETS grade level standard or above an average of 35 percentage points lower in Reading and an average of 24 percentage points lower in Math. **Root Cause:** Student difficulties with language acquisition.

Problem Statement 2 (Prioritized): The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus. **Root Cause:** Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

School Processes & Programs

School Processes & Programs Summary

From 2021-2022, the students and staff participated in a variety of campus-wide events which added to the positive spirit and family atmosphere at LDMS. Some events were campus traditions and some were only recently implemented. Frequent opportunities for student recognition were provided (PBIS, attendance prizes, announcements, pictures in hallways, bulletin boards, programs, school board recognition, awards assemblies, etc.). Multiple staff luncheons and gatherings promoted camaraderie amongst the staff.

With recent tragedies regarding school safety across the nation, the campus revisited safety procedures in 2021-2022. This review resulted in slight adjustments to policies involving front office procedures, background checks, and school-wide safety drills. In 2021-2022 the campus continued with stringent guidelines and procedures.

A proactive stance on bullying (Rachel's Challenge, counseling) has kept the percentage of bullying incidents to a minimum.

New teachers in the Fall of 2023 were given mentor teachers and additional staff development training before the school year started. Returning teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state training, district training, campus training, and grade level/content-specific training throughout the school year. Some staff attended off-campus workshops and conferences, while others received individual training on specific skills and methods on an as-needed basis.

Strong efforts were made by the campus to recruit new teachers. Job fairs were attended by campus administrators. Multiple interviews for each open position were carefully considered. Tours of the campus were given to prime candidates as well as scheduled times in which the applicant could observe teachers in the classroom and get a feel for the campus.

The district/campus continued the use of the TEKS Resource System curriculum for 2021-2022.

Math, ELA, and Science teachers have a common planning time for planning and professional development. The Campus Leadership Team met once a month in order to check in and provide professional development through a common PLC period. During PLC, time was spent looking at content area TEKS, assessments, and STAAR Blueprints.

PLC was also spent learning about Lead4ward and the resources available to teachers for planning and learning how to use data to drive instruction.

Campus focus centered around developing and posting learning objectives each day.

The campus implemented MAP testing for Math and Reading grades 6-8.

The master schedule continues to have double-blocked ELA for each grade level and 6th-grade mathematics so these students receive 90-minutes of instruction. Math labs were utilized for 8th grade and will be moved into 7th grade for the upcoming year. Special Education students may receive math and ELA instruction from either general education, general education with a co-teach class, or inclusion. In science and social studies, Special Education students receive instruction from general education or general education with inclusion support.

LDMS offers five CTE courses, with two of them providing high school credit.

School Processes & Programs Strengths

The OHI survey revealed that "Cohesiveness" is one of the strengths at LDMS. The positive and warm family feel of LDMS is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.

Staff is generally pleased and happy to be at work. The staff genuinely enjoys each other's company.

Student recognition is a daily occurrence on campus. Student recognition occurs often and frequently regarding school events. Students also have many opportunities to participate in student athletic groups and activities (Football, Volleyball, Basketball, Track, Tennis, Cross Country, Band, Choir, NJHS, Student Council, Code Club, UIL Academics, One Act Play, GOAL, 4-H Club, etc) which make school an enjoyable place to be. Student Council saw particularly great success receiving state-level recognition for being a Sweepstakes group for the 5th year in a row. Our Honor Band also received a Sweepstakes rating at their UIL competition.

A wide variety of staff development and training was offered throughout the year 2022-2023. We offered staff development that allowed teachers the opportunity to pick what training they received as well as volunteer to train their peers. Feedback from staff indicated the training was meaningful and relevant. Campus-specific training was offered in areas of technology, assessment, literacy, classroom management, policies and procedures, school safety, etc. Multiple teachers were sent to a variety of workshops at Region 11 and the PLC conference, and then returned to campus to share information--in the form of "mini-sessions" on an early release day, PLC, and after-school. This proved enjoyable, meaningful, and relevant for all.

PLCs were utilized for staff development and training throughout the year. Planning for these was flexible and timely and included relevant topics.

- Teachers have become much more familiar with how to use MAP data.
- PLCs were utilized to pull apart TEKS, review student progress, and plan for future instruction.
- Teachers are open to learning new things and growing in pedagogy and making changes that will impact student growth.
- Teachers have taken an active role in making changes on the campus and have ownership of the processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The OHI staff survey showed staff morale has suffered because of low problem solving adequacy with campus administration. **Root Cause:** Lack of structured procedures set in place before the school year began. The amount of time teachers had to wait for answers to questions regarding campus business.

Perceptions

Perceptions Summary

Teachers filled out surveys on discipline and procedures.

Students filled out career interest surveys.

The communities in schools position and work with students.

LDMS participated in the Back to School Fair, LDMS continued to offer Adult English and GED classes.

Collaboration with local services was strong in 2023-2024--Fire dept, parks and rec, public library, etc.

LDMS Art Club partnered with the city of Lake Dallas to create a butterfly garden.

NJHS led LDMS in a canned food drive for the community and donated over 3,500 items.

LDMS hosted Falcon Camp for incoming 6th graders and their parents.

LDMS G.O.A.L. students participated in the Copa Familia soccer tournament.

LDMS STUCO hosted a school-wide picnic and PBIS celebration.

LDMS provided parent volunteer opportunities as field trip chaperones.

Perceptions Strengths

The CIS program has been very well received and continues serving a full load of 100 students.

The Adult classes offered in partnership with Denton ISD have been well received and frequently attended by some parents this year. We hope to see the program grow in 2024-25.

Feedback from parents indicates that they feel welcome at LDMS.

Falcon Camp was once again well attended and had over 90% of incoming 6th graders in attendance.

We hired more bilingual (Spanish-speaking) staff members.

The 4-H partnership has led to Cooking Showcases with parents and community members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success.

Root Cause: Teacher communication tends to relate to student behaviors instead of academic gaps. For example, multiple missing assignments, or inattentiveness in the classroom.

Priority Problem Statements

Problem Statement 1: The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus.

Root Cause 1: Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

Problem Statement 1 Areas: Student Achievement - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Revised/Approved: July 15, 2024

Priority 1: Priority 1: Increase Student Success

Goal 1: Increase the LDMS school "overall" accountability rating from an 80 to an 83 for the 24-25 academic school year.

Evaluation Data Sources: 2025 Spring STAAR assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize PLC time to plan lessons that reach the level of rigor for each priority TEK. Strategy's Expected Result/Impact: Increase the "all test" averages to 80% Approaches, 48% Meets, and 25% Masters. Staff Responsible for Monitoring: Curriculum & Instruction Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teach to the rigor of the TEK and scaffold as needed. Strategy's Expected Result/Impact: Growth on MAP Scores for the MOY and EOY assessments, increasing all levels of STAAR performance not just approaches. Staff Responsible for Monitoring: Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase student attendance through weekly attendance drawings and award days. Strategy's Expected Result/Impact: Students are exposed to the curriculum when they are present. Staff Responsible for Monitoring: Community In Schools representative and Principal Title I: 2.5, 2.6 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 2: LDMS will increase the "school progress" score from an 81 to an 83 for the 24-25 academic school year.

High Priority

Evaluation Data Sources: 2025 Spring STAAR assessment academic growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: HB1416 and At-Risk Students - Utilize Falcon Time for intervention to accelerate growth through intentional grouping and targeted instruction. Strategy's Expected Result/Impact: Deliver lessons "by student and by skill." Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement targeted tutorial times with transportation offered. Strategy's Expected Result/Impact: Create opportunities for all students to participate in tutoring. Staff Responsible for Monitoring: Administration Title I: 2.5	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Title 1 paraprofessional to tutor small groups of students to target specific skills. Strategy's Expected Result/Impact: Build foundational skills for struggling students. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase support for all EL students through inclusion support and a Newcomer's class. Strategy's Expected Result/Impact: Improve student performance on TELPAS and STAAR. Staff Responsible for Monitoring: ESL Teacher Title I: 2.6 Funding Sources: - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 3: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level, as measured by 2024 TELPAS, will increase by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in K12 Summit and ELlevation curriculum through pullout services with ESL personnel. Strategy's Expected Result/Impact: Increased performance on STAAR and TELPAS administrations. Staff Responsible for Monitoring: ESL Specialist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 4: Utilize RCA House System to teach student expectations and improve student behavior decreasing discipline referrals by 10% in the 2024-2025 school year.

Evaluation Data Sources: RCA House Points app rewards store, student engagement on walkthrough forms, and student participation in extra-curricular activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teach expected behaviors in the classroom and common areas at the beginning of the year and re-teach the expectations every 9 weeks. Strategy's Expected Result/Impact: Improve behavior in the classroom and common areas, resulting in a school environment where high levels of learning will occur. Staff Responsible for Monitoring: RCA House Committee ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize RCA House system to reinforce correct behaviors and utilize restorative practices to improve behavior within the classroom setting. Strategy's Expected Result/Impact: Build student ownership of the building. Staff Responsible for Monitoring: RCA House committee ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 5: By May 2025, 80% of 7th and 8th-grade students will be involved in an extracurricular activity, clubs or electives that lead to future employability.

Evaluation Data Sources: Enrollment in UIL activities, rosters from after-school clubs, and classroom enrollment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a Google Form in order to determine student interest for new clubs. Strategy's Expected Result/Impact: Increased opportunities will lead to an increase in participation. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase funding and fundraising for existing and new extracurricular activities and clubs. Strategy's Expected Result/Impact: Increased funding will provide support to growing the programs. Staff Responsible for Monitoring: Staff Sponsors	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 6: Given the opportunity, all LDMS students will participate in the Positive Youth Development educational classes facilitated by Future Leads Outreach Network (FLON).

High Priority

Evaluation Data Sources: A voluntary, anonymous, and confidential entry and exit survey will be offered.

Strategy 1 Details	Formative Reviews		
Strategy 1: Four lessons related to goal setting, decision-making, handling peer pressure and self-regulation will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program. Strategy's Expected Result/Impact: Students will develop healthy life skills in order to help them become responsible, contributing members of the community. Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 State Career and Technical Education	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Four lessons related to healthy life skills, career exploration, financial literacy and leadership development will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program. Strategy's Expected Result/Impact: Students will develop healthy life skills in order to help them become responsible, contributing members of the community. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 State Career and Technical Education	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Priority 1: Priority 1: Increase Student Success

Goal 7: By May 2025 LDMS will form at least one new partnership with a health care entity to support LDMS students with mental health services.

Evaluation Data Sources: Monthly utilization reports provided by TCHAT.

Strategy 1 Details	Formative Reviews		
Strategy 1: Telephonic psychosocial assessment with parents or guardians, and when clinically indicated, the student. Strategy's Expected Result/Impact: Connect eligible students with telemedicine counseling. Staff Responsible for Monitoring: Counselors Title I: 4.1, 4.2 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: After the assessment, if clinically indicated, the TCHAT can offer up to 4 therapy sessions conducted at school through a videoconferencing app. Strategy's Expected Result/Impact: Improved mental health and the well-being of the student. Staff Responsible for Monitoring: Counselors Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Partner with Texas Child Health Access Through Telemedicine (TCHAT) to provide counseling for students referred by key stakeholders. Strategy's Expected Result/Impact: Meets needs of students Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 8: CISNT Site Coordinator works with targeted students to set goals for the school year. (2 Goals-per student, 100 students total).

Evaluation Data Sources: CIS monthly report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet quarterly to gather input from teachers on students that are on the CIS caseload needing intervention . Strategy's Expected Result/Impact: Support students in social and emotional learning. Staff Responsible for Monitoring: CIS Site Coordinator Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 9: CISNT Site Coordinator provides support to a caseload of 100 students during the 23-24 school year.

High Priority
Evaluation Data Sources: CIS monthly report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conducts biweekly lunch groups per grade level. Strategy's Expected Result/Impact: Promote a positive school climate. Staff Responsible for Monitoring: CIS Site Coordinator Title I: 2.6 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Meets with students to provide supportive guidance, crisis intervention, and conflict resolution. Strategy's Expected Result/Impact: Resolve and prevent social and emotional challenges. Staff Responsible for Monitoring: CIS Site Coordinator Title I: 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 10: All students at LDMS participate in character lessons during Advisory.

Evaluation Data Sources: In Control session lessons and student survey data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Sessions cover a variety of topics including building community, goal setting, growth mindset, and more. Strategy's Expected Result/Impact: Students will feel connected and have a sense of belonging to the LDMS community. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will engage in discussions, written and oral responses for each of the character lessons. Strategy's Expected Result/Impact: Students engagement in the lessons will foster school engagement and promote a positive school culture. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 1: Retain 90% of all campus professionals for the 24-25 school year.

Evaluation Data Sources: Staffing numbers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Campus and District level mentoring program to support new professionals. Strategy's Expected Result/Impact: Make professionals feel welcome, offer guidance, and give feedback. Staff Responsible for Monitoring: Dean of Instruction and Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate in a timely and accurate manner. Strategy's Expected Result/Impact: Build trust and openness to gather feedback. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a recognition and rewards system. Strategy's Expected Result/Impact: Give staff a sense of belonging as part of the Falcon Family. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 2: Engage staff by allowing them to recognize each others accomplishments on campus in front of peers once a month in the 2024-25 school year.

Evaluation Data Sources: Google form spreadsheet.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each week, teachers submit Falcon Three Cheers (shout-outs) to LDMS Staff. These will be publicized through many modalities, which include email, bulletin boards, announcements, etc. Strategy's Expected Result/Impact: To increase staff morale. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 3: Create a positive culture through various activities and/or rewards each month for staff.

Evaluation Data Sources: Staff Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Each month, either through student clubs and organizations or admin, provide a snack wagon with drinks and favorite snacks to staff. Strategy's Expected Result/Impact: Increase campus morale. Staff Responsible for Monitoring: Campus sponsors and Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly games for staff to compete and win prizes. Strategy's Expected Result/Impact: Increase campus morale. Staff Responsible for Monitoring: Campus sponsors and Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 4: LDMS will support academic success by increasing student engagement and behavior through the Ron Clark Academy House System throughout the 2024-25 school year.

Evaluation Data Sources: RCA House Points app Reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 24-25 school year, scheduled behavioral data meetings will be held with teachers by House breakdown. Strategy's Expected Result/Impact: Educate the teachers on where and when events are occurring in order to make changes to implementation. Staff Responsible for Monitoring: House Leadership Team	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher leaders will attend June House Mania Conference, hosted by Ron Clark Academy, to learn how to implement the house system with the Lake Dallas Middle School school community. Strategy's Expected Result/Impact: The house system is a way to cultivate character building, relationships, and school spirit within our campus. It has been proven that with the house system, students are able to achieve goals inside and outside their classroom, and we are able to build a positive climate and culture for staff and students. Staff Responsible for Monitoring: Administration along with Staff House Leaders. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 5: By May 2025, LDMS will improve best practices in teacher collaboration through monthly PLC development meetings.

Evaluation Data Sources: Professional Development Plan Calendar.

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer multiple dates for teachers to attend the training. Strategy's Expected Result/Impact: Give teachers flexibility with their schedules to attend. Staff Responsible for Monitoring: Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Allow teachers, that attend, to assist in training other staff on the value of quality team planning. Strategy's Expected Result/Impact: Create buy-in from staff on the effectiveness of a quality PLC. Staff Responsible for Monitoring: Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Train 100% of teachers on the Solution Tree model of an effective PLC. Strategy's Expected Result/Impact: Improve student learning Staff Responsible for Monitoring: Principal, Dean of Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 1: LDMS will increase the parents understanding of their student's level of academic performance.

High Priority

Evaluation Data Sources: ParentSquare mailout data, teacher communication logs, parent/teacher conferences, ARDs, and 504 meeting notes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize mail-outs, ParentSquare messaging, the Community Newsletter, to help parents understand MAP data. Strategy's Expected Result/Impact: Help parents gain an understanding of what MAP data reveals about their students learning. Staff Responsible for Monitoring: Dean of Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate clearly with 100% of parents where their student currently stands academically utilizing the Measures of Academic Progress (MAP) testing. Strategy's Expected Result/Impact: Encourage partnership with home and school in the educational process. Staff Responsible for Monitoring: Principal, Dean of Instruction	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 2: Provide a weekly Community Newsletter during the 24-25 Academic School Calendar detailing information about the upcoming events and activities on campus.

Evaluation Data Sources: ParentSquare email delivery reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the "Smore" program to create an engaging newsletter. Strategy's Expected Result/Impact: Increase parent involvement in activities. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a Counselor Corner Newsletter, in conjunction with, a Community Newsletter detailing components of the Comprehensive Counseling Program. Strategy's Expected Result/Impact: Inform parents of resources and support for their children. Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 3: CISNT Site Coordinator communicates with LDMS parents and families to share campus information and community resources. The goal is to increase 93 hours of parent communication to 97 hours.

Evaluation Data Sources: CIS monthly report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with school counselors and campus administration to target areas of need. Strategy's Expected Result/Impact: Support students socially and emotionally to increase learning. Staff Responsible for Monitoring: CIS Site Coordinator Title I: 2.6 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 4: Have 70% of parents attend Open House or the New Student Welcome Night.

Evaluation Data Sources: Parent sign-in sheets for Open House.

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate the dates through the Community Newsletter and email. Strategy's Expected Result/Impact: Increase parent attendance to allow teachers to build positive relationships. Staff Responsible for Monitoring: Campus Administration Title I: 4.2	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Reward students that attend with RCA House points to use in the store. Strategy's Expected Result/Impact: Encourage student attendance. Staff Responsible for Monitoring: House Leadership Team	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 5: Organize or host three community-wide activities during the school year.

Evaluation Data Sources: School Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Host the Homecoming Parade. Strategy's Expected Result/Impact: Build school pride and a positive culture. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Be involved in organizing the Back to School Fair. Strategy's Expected Result/Impact: Show community support. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Host parent education meetings facilitated by the Children's Advocacy Center for North Texas on the topic of Internet Safety. Strategy's Expected Result/Impact: Educate and inform parents of resources for their children. Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 1: August 2024 through May 2025, department heads will develop and follow processes for department budgets with long and short-term planning.

Evaluation Data Sources: School budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with department heads to gather input and recommendations. Strategy's Expected Result/Impact: Create buy-in and understanding of the budget process. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide quarterly budget updates to department heads. Strategy's Expected Result/Impact: Build trust with department heads in the budgeting process. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 2: During the 24-25 school, student safety will increase by providing a place for students, staff or parents to make anonymous reports.

Evaluation Data Sources: Data/statistics from the anonymous reporting learning portal.

Strategy 1 Details	Formative Reviews		
Strategy 1: During the first month of student advisory lessons, educate 100% of students about the anonymous reporting system and monitor the system 24/7 to follow through on all reports. Strategy's Expected Result/Impact: Ensure that students know they are being heard by seeing our response. Staff Responsible for Monitoring: Administration and Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 3: Maintain financial accountability for 100% of the campus budget.

Evaluation Data Sources: Campus Budget and Requests.

Strategy 1 Details	Formative Reviews		
Strategy 1: Roles and activities are assigned to qualified and properly trained personnel. Strategy's Expected Result/Impact: All fundraising activities, department budgets, and the campus budget are maintained accurately. Staff Responsible for Monitoring: Campus Secretary and Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Expenditures comply with relevant policies, rules, and regulations. Strategy's Expected Result/Impact: Financial errors are addressed and internal adjustments are created to monitor. Staff Responsible for Monitoring: Campus Secretary and Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 4: By May 2025, LDMS will host a campus-wide educational assembly to address the dangers of drugs and alcohol.

Evaluation Data Sources: Student pre/post assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Red Ribbon Week assembly to discuss drug and alcohol prevention. Strategy's Expected Result/Impact: Educate students on the dangers of drugs and alcohol. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 5: During the 24-25 school year, safety of all students and staff will be ensured through a campus Security Resource Officer and by performing scheduled safety drills.

Evaluation Data Sources: Drill results and Door-check logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Perform one secure lockdown, two lockdown drills, one evacuation drill, one shelter in place, one shelter for severe weather, and four fire drills. Strategy's Expected Result/Impact: Teach the staff and students how to perform the drills and what the expectations will be during an emergency. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Check all doors, daily, for security purposes. Strategy's Expected Result/Impact: Ensure that all doors are locked. Staff Responsible for Monitoring: Campus SRO and Administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDMS administration and front office staff will have a training each year over the fire alarm and intruder alarm systems. Strategy's Expected Result/Impact: Everyone has an understanding of how the systems work and how to troubleshoot issues the campus may encounter. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 6: LMDS will work with the Maintenance and Facilities staff to coordinate needed updates to all classrooms.

Evaluation Data Sources: Work order system and maintenance calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a long term plan for updates to the 7th and 8th grade wings of the building. Strategy's Expected Result/Impact: Improve the building aesthetically Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 7: Enter all work orders promptly and accurately.

Evaluation Data Sources: Work order system

Strategy 1 Details	Formative Reviews		
Strategy 1: Train staff on how to enter work orders and how to follow through to completion. Strategy's Expected Result/Impact: Ensure that the maintenance, facilities or technology department send the correct assistance. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Lake Dallas Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Lake Dallas Independent School District

Lake Dallas High School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

LDHS is rated a "B" campus with a score of 82.

Algebra 1 STAAR scores are an area of focus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, Biology, and Algebra. **Root Cause:** Lack of opportunities within our lessons for students to have extension activities that will create higher order thinking.

Priority Problem Statements

Problem Statement 2: We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, Biology, and Algebra.

Root Cause 2: Lack of opportunities within our lessons for students to have extension activities that will create higher order thinking.

Problem Statement 2 Areas: Student Achievement - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Revised/Approved: July 15, 2024

Priority 1: Priority 1: Increase Student Success

Goal 1: By May 2025, LDHS will increase achievement in Math and English STAAR/EOC scores by 5%.

Evaluation Data Sources: STAAR/ EOC scores, benchmark data

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will implement PLC planning opportunities for core teachers. Staff Responsible for Monitoring: Administration, Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will continue to implement advisory time as a support framework for students. Staff Responsible for Monitoring: Administration, Instructional Coach Linton	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 2: By May 2025, LDHS will increase student attendance rate to 95%.

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will implement a attendance monitoring process to intervene with students at risk of losing credit. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Potts	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will implement seat time protocols for credit recovery during the school year. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Potts	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 3: By May 2025, 88% of LDHS seniors will meet CCMR criteria.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multiple opportunities for students to gain CCMR through IBCs. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Avelino, Gomez	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will provide multiple opportunities for students to meet CCMR through administration of the TSIA, SAT, and Texas College Bridge. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Avelino, Gomez	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: LDHS will facilitate multiple opportunities for students to have access to military recruiters. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Potts, Lovejoy	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: LDHS will implement CCMR tracking through the use of the Career Craft data management software. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Gomez, Canales	Formative		
	Nov	Jan	Mar
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 4: LDHS will implement a Freshmen Initiative to increase success of 9th grade students on track to graduation.

Strategy 1 Details	Formative Reviews		
Strategy 1: By May 2025, Freshmen failure rate will decrease by 5%. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Lopez	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: By May 2025, Freshmen discipline referrals will decrease by 5%. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Lopez	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: By May 2025, Freshmen attendance rate will increase by 3%. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Lopez, Salas	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 1: Priority 1: Increase Student Success

Goal 5: LDHS will set service learning expectations for all student organizations.

Strategy 1 Details	Formative Reviews		
Strategy 1: All student organizations will take part in at least one service project during the school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Student Organization Leaders	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Increase Faculty and Staff Engagement

Goal 1: LDHS will increase the percent of staff retained for the 2025-26 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will provide an experienced mentor for all new hires within their department to assist with curriculum, lesson planning, and campus procedural support. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Avelino, Potts, Nay	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will continue to provide weekly relevant information to teachers through the campus newsletter and email. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Avelino	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 2: LDHS will provide targeted, on time professional development for teachers based on areas of need.

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will provide multiple lunch and learn sessions as well as staff meeting and scheduled PD for new and returning staff members. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Avelino, Linton, Nay	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Engagement

Goal 1: LDHS will engage in weekly communication with the campus community during the 2024-25 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will communicate through our Weekly Newsletter, Counselors communication, Parent Square, and social media. Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Priority 3: Priority 3: Improve Parent & Family/Community Engagement

Goal 2: LDHS will plan and host multiple community activities during the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan and host all the following events: Fish Camp, Open House, Homecoming week, 8th Grade Day, Adulting Day, Activities Fair, and Spring Showcase. Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors, Organization Sponsors	Formative		
	Nov	Jan	Mar

No Progress

Accomplished

Continue/Modify

Discontinue

Priority 4: Priority 4: Efficient Operations

Goal 1: LDHS will develop a campus budget that supports strong financial stewardship.

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with department chairs once per year for budgetary needs assessment. Staff Responsible for Monitoring: Administration, Instructional Coach, Dept Chairs	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will align campus budget with the CIP priorities. Staff Responsible for Monitoring: M. Avelino, K. Gross	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Priority 4: Priority 4: Efficient Operations

Goal 2: LDHS will implement procedures to ensure safe, secure facilities.

Strategy 1 Details	Formative Reviews		
Strategy 1: LDHS will implement daily door checks and campus entry procedures. Staff Responsible for Monitoring: Administration and all staff	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: LDHS will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. Staff Responsible for Monitoring: Avelino, Potts, SRO	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement the Say Something anonymous reporting system and Raptor alert system. Monitor student technology reports and Linewize reports for safety concerns. Staff Responsible for Monitoring: Avelino, Potts, SRO	Formative		
	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

State Compensatory

Budget for Lake Dallas High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

May 13-June 17, 2024



UPCOMING EVENTS

Lake Dallas Independent School District

EVENT	DATE	TIME	LOCATION
July			
LDISD Board of Trustees Meeting	22	5:30 PM	Central Office
August			
Popsicles with the Principals	5	5-6PM	Elementary Campuses
Convocation	7	8:00 AM	LDHS Auditorium
LCCC Adopt a Teacher Presentation	8	11:30AM	SSE Cafeteria
LDHS Varsity Cross Country @ Birdville Invitational	8		The Buff
Falcon Fest	9	8:30 AM	LDHS
Meet the Teacher	12	5-7PM	Elementary Campuses
Board Meeting	12	5:30 PM	Central Office