LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees

Regular Meeting
Monday, July 20, 2026 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. **Student/Staff Report/Recognitions**

3.A. ***Faculty & Staff Engagement:*** 2026 Texas PTA Elementary Principal of the Year

3.B. ***Faculty & Staff Engagement:*** 2026 Texas Association of School Resource Officers Administrator of the Year

4. **Introductions**

4.A. Introduction of Gretchen McGregor - Assistant Principal, CE

4.B. Introduction of Jessica Kindberg - Assistant Principal, LDMS

5. **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)

6. **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.

7. **INFORMATION ITEMS**

7.A. ***Efficient Operations:*** 2026-2027 Budget Update
7.B. ***Faculty & Staff Engagement:*** 2026-2027 Employee Handbook
7.C. ***Efficient Operations:*** 2026-2027 Student Handbook and Student Code of Conduct
7.D. ***Student Success:*** 2025-2026 Preliminary STAAR Scores

8. **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.

8.A. **Consideration/Approval of the Minutes of the June 22, 2026, Regular Meeting**
8.B. **Consideration/Approval of Budget Amendment #5**
8.C. **Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report**
8.D. **Consideration/Approval of 2026-2027 Student Code of Conduct**
8.E. **Consideration/Approval of 2026-2027 Employee Handbook**
8.F. **Consideration/Approval of Extracurricular Activities for Absences**

8.G. **Consideration/Approval of Resolution for Extracurricular Status of 4H Organization between Denton County Texas 4H Organization and Lake Dallas ISD**

8.H. **Consideration/Approval of Audit Engagement Letter**

9. **ACTION ITEMS**

9.A. ***Efficient Operations:*** Consideration/Approval of TASB Delegate and Alternate for TASB Delegate Assembly

9.B. ***Efficient Operations:*** Consideration/Approval of TASB Director Candidate for Region 11

9.C. ***Efficient Operations:*** Consideration/Approval of 2026-2027 Administrator Contract for Assistant Principal

10. **Calendar, Announcements & Information**

10.A. **Upcoming Meetings & Events**

11. **Executive Session (if needed)**

12. **Adjournment**

3.A.
Faculty & Staff Engagement:
2026 Texas PTA Elementary Principal of the Year

Presenter: Mel Haughton, Former LDE PTA President
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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EFFICIENT OPERATIONS

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TX PTA Elementary Principal of the Year

- Congratulations to Mrs. Blevins for being named Texas PTA Elementary Principal of the year!
- She was recognized on July 11th at the TX PTA Launch Conference.



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TX PTA Elementary Principal of the Year

- This honor recognizes outstanding leadership in elementary education, with a focus on family-school partnerships, student success, and creating a positive learning environment.
- Winners are selected through a nomination and review process by Texas PTA leaders.



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TX PTA Elementary Principal of the Year

- Mrs. Blevins consistently ensures that LDE PTA gets 100% staff and teacher membership and always supports the TX PTA mission.
- She attends every board and general meeting, and reviews every presentation and all meeting minutes, ensuring that PTA and the district are aligned and succeed together.



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TX PTA Elementary Principal of the Year

- Partnered with LDE PTA to host Math Nights, Art Nights, Movie Nights, and fun runs
- Brought National PTA programs Ready, Tech, Go and Healthy Minds to our campus.
- Helped LDE PTA become a National PTA School of Excellence (23-25).
- Leads with heart, with integrity, and with a level of dedication that inspires everyone around her.



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3.B.
Faculty & Staff Engagement:
2026 Texas Association of School Resource Officers Administrator of the Year

Presenter: Ofc. Melinda Zehetner, LDISD Police Dept.
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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About the Award

This award is presented to a School Administrator who has made a difference in the lives of his/her learners, teachers, and other staff members by exemplifying best practices while serving as an ambassador for positive collaborations with law enforcement for school safety. This administrator understands and demonstrates transformational leadership throughout the campus. Further, this administrator fully embraces, supports, and promotes the core values and vision of the School District while promoting school safety.

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About TASRO

- 501(c)(3) nonprofit organization dedicated to advancing school safety through education, collaboration, and professional development.
- Supports school-based law enforcement, school administrators, school safety personnel, mental health professionals, and juvenile justice partners.
- Promotes positive relationships between law enforcement and students by fostering good citizenship, community responsibility, and safe schools.
- Provides training, resources, and information sharing to enhance school safety practices across Texas.
- Educates and advocates to help prevent substance abuse, criminal activity, and other high-risk behaviors while promoting ethical decision-making.

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2026 TASRO Administrator of the Year

Mrs. Jennifer Bryant - Principal Shady Shores Elementary







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7.A.

Efficient Operations:
2026-2027 Budget Update

Presenter: Dr. Kristin N. Brown, Superintendent
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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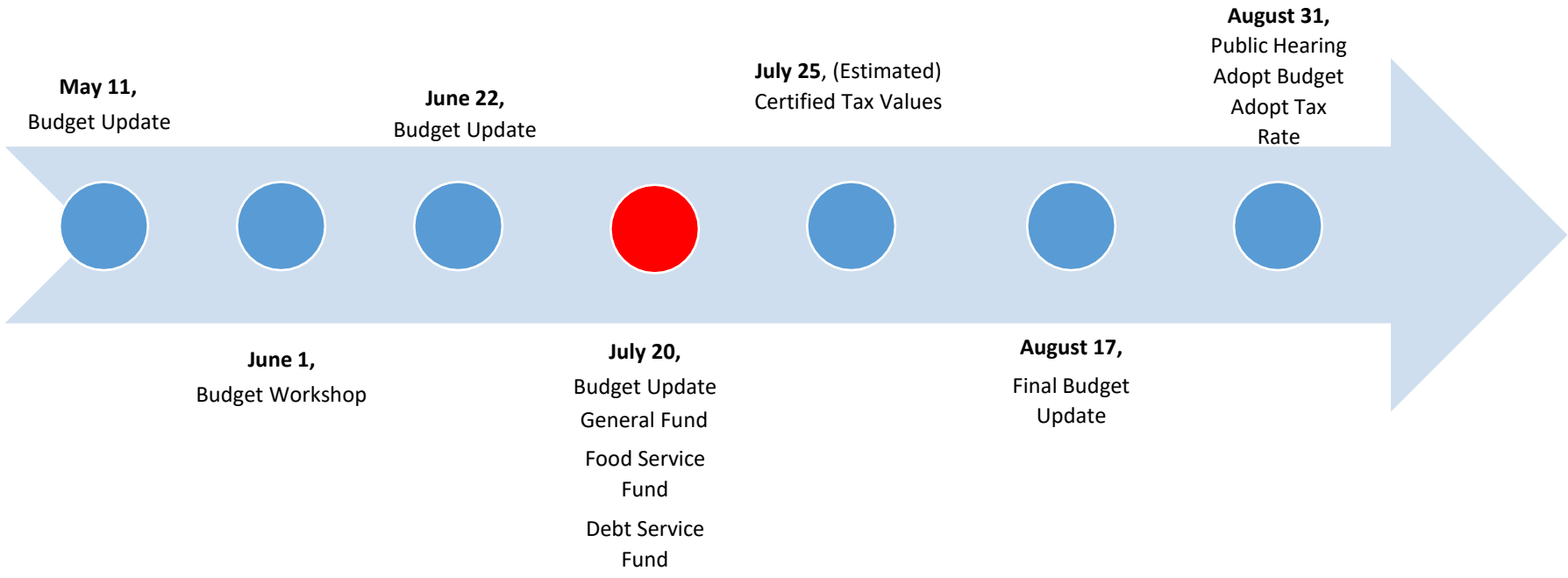
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Budget Calendar



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2026-2027 Budget Priorities

- Balanced budget
- Maintain integrity of fund balance
- Focus resources on greatest needs
- Tools for a successful learning environment
- Offer new programs
- Provide competitive compensation plan

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

This is still current for this year. Passed in the last legislative session

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

Higher property values do not mean more overall General Fund revenue

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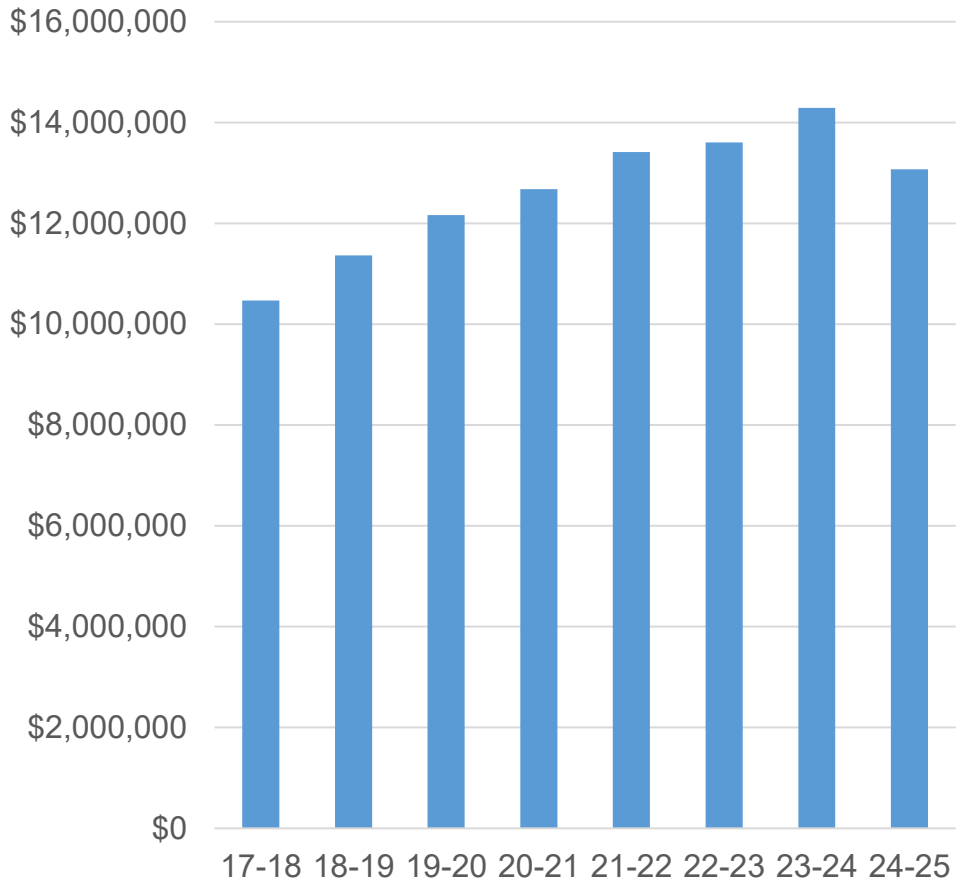


EFFICIENT OPERATIONS

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General Fund - Fund Balance

- Cash management
- Ongoing support for educational programs
- One-time expenditures
- Fund Balance 8-31-25 $13.69 M
- TEA baseline - 25% of annual expenditures
  $11.44 M



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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 2025-2026 Budget	Proposed 2026-2027 Budget	Increase (Decrease)	% Increase (Decrease)
Local	24,342,315	24,010,299	<332,016>	-0.14%
State	19,811,938	22,135,899	2,323,961	11.7%
Federal	560,000	455,500	<104,500>	-18.7%
Total	44,714,253	46,601,698	1,887,445	4.2%

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CHILD NUTRITION
Community Eligibility Provision

- All elementary schools were approved to operate under CEP for the 26-27 school year
- Serve breakfast and lunch at no cost to all elementary students
- Secondary Prices
  - Breakfast $2.00
  - Lunch $3.40

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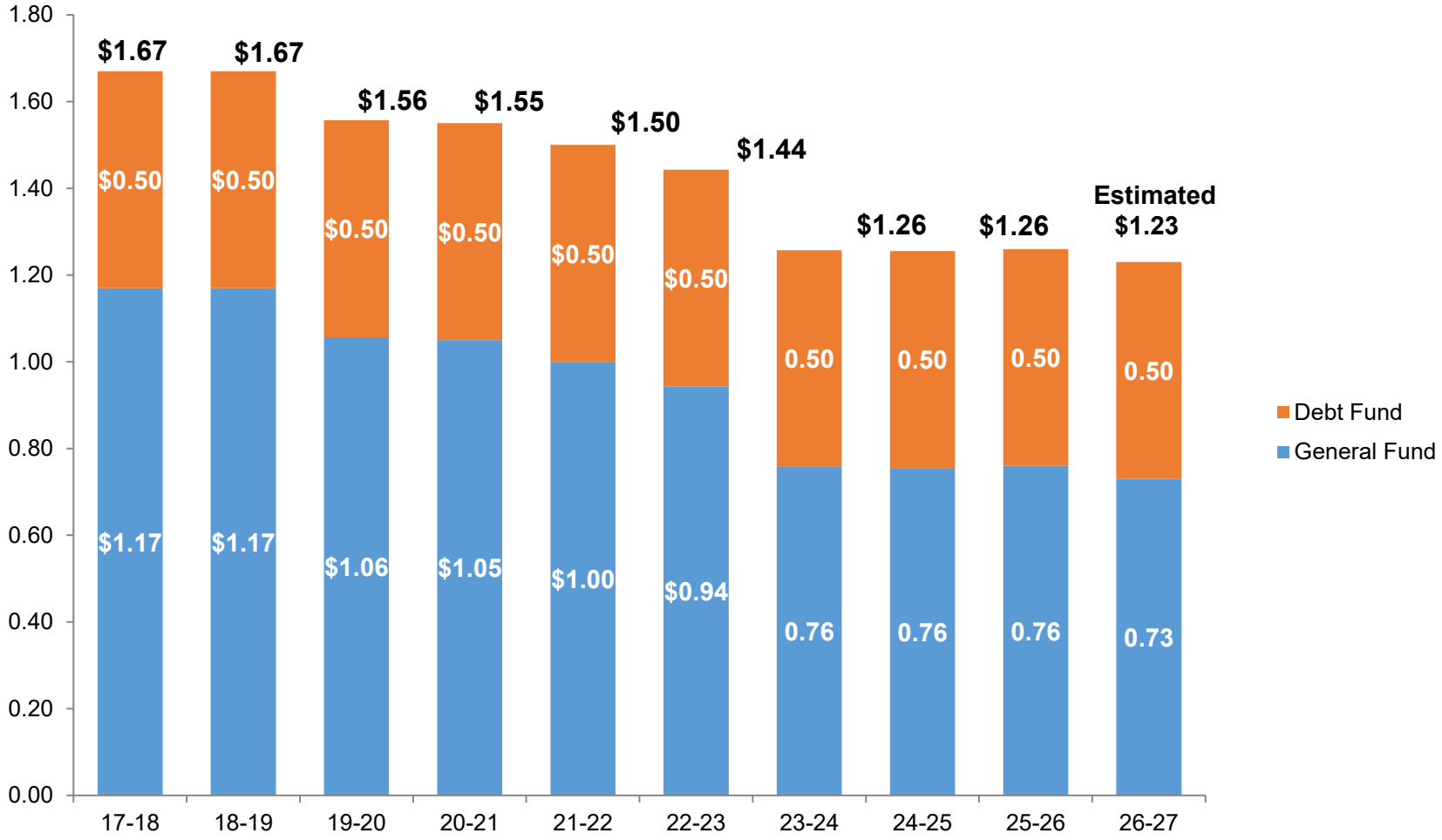
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Tax Rate



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Any Questions?

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7.B.
Faculty & Staff Engagement:
2026-2027 Employee Handbook

Presenter: Mollie Avelino, Chief of Staff
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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TASB Model Handbook

- LDISD uses the TASB Model Handbook as the template for the annual Employee Handbook
- Not a legislative year = few changes
- Working document

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Summary of Changes

- Updated requirements to reflect safety training for certain positions
- Remove language regarding DOI exemptions at K-5 grade levels
- Added policy references re: outside employment penalties for administrators
- Updated changes to the Educator Code of Ethics
- Updated the 24-hour reporting timeline for child abuse

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Changes Continued

- Updated that abuse must be reported to DFPS even when made to law enforcement
- Added reporting timeline of 48 hours to report to TEA
- Added reporting timeline of 7 days for certified employees for certain misconduct
- Updated communication guidelines between staff, students, and parents to eliminate to option of text message
- Updated Employee Dress Code

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Lake Dallas ISD

2026-2027 Employee Handbook



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

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A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of five days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance. 41
Quarantine Leave for Peace Officers 41
A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance. 41
Leave for Police Officers for Illness or Injury 41
Payment for Accumulated Leave Upon Separation 42
The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program. An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions: 42
1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed. 42
2. The employee is retiring under the Teacher Retirement System of Texas (TRS). 42
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. 42
4. The employee has at least 10 consecutive years of service with the District. 42
5. A contract employee must fulfill the terms of the contract. 42

6. A noncontract employee must complete the work year based on the work calendar. 42
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. 42
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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 format.

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 Kyndle Procell, kprocell@ldisd.net 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.

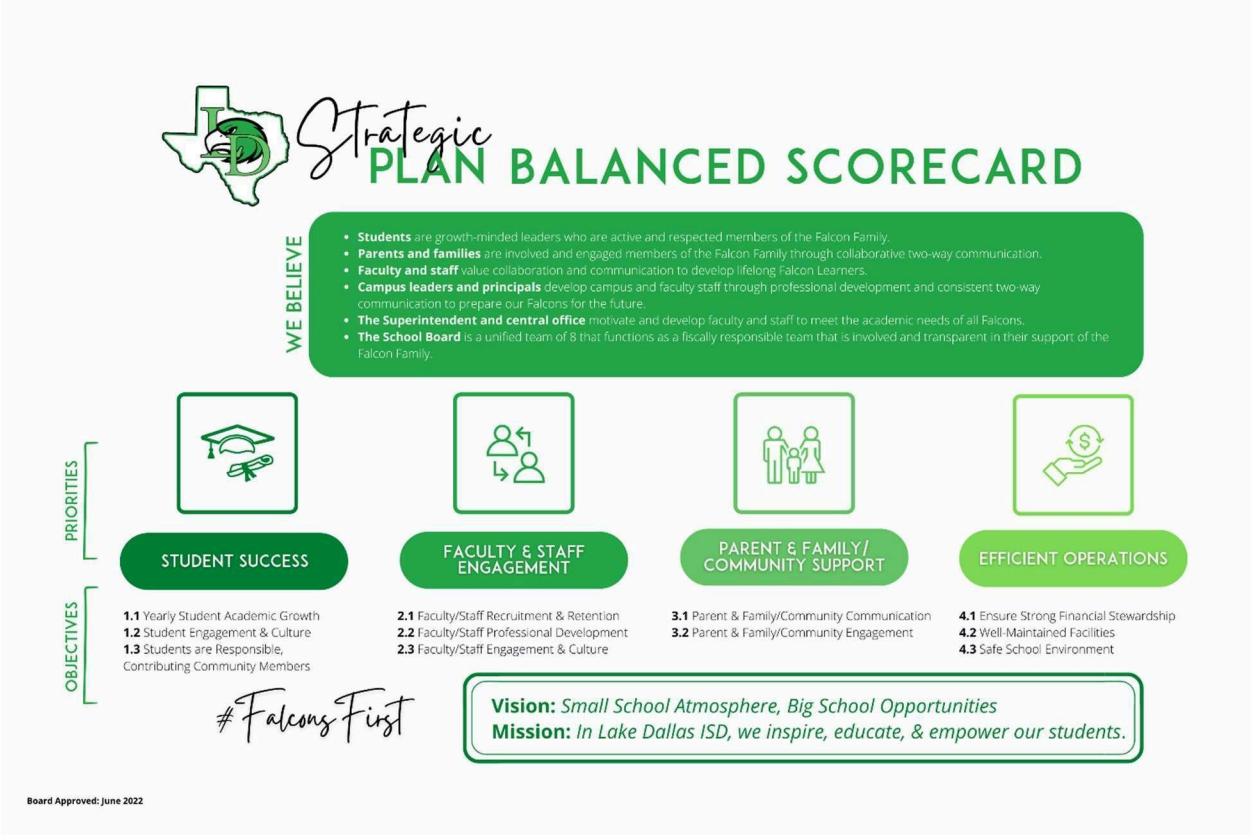
Introduction

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 Mollie Avelino, Chief of Staff.

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 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
- Scott Baird, Place 4
- Greg Bartley, Place 2
- Bruce Smith, Place 7

The board usually meets on the third Monday of each month 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 three business days 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. Meeting dates and times may be made by the Board President.

Board Meeting Schedule

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

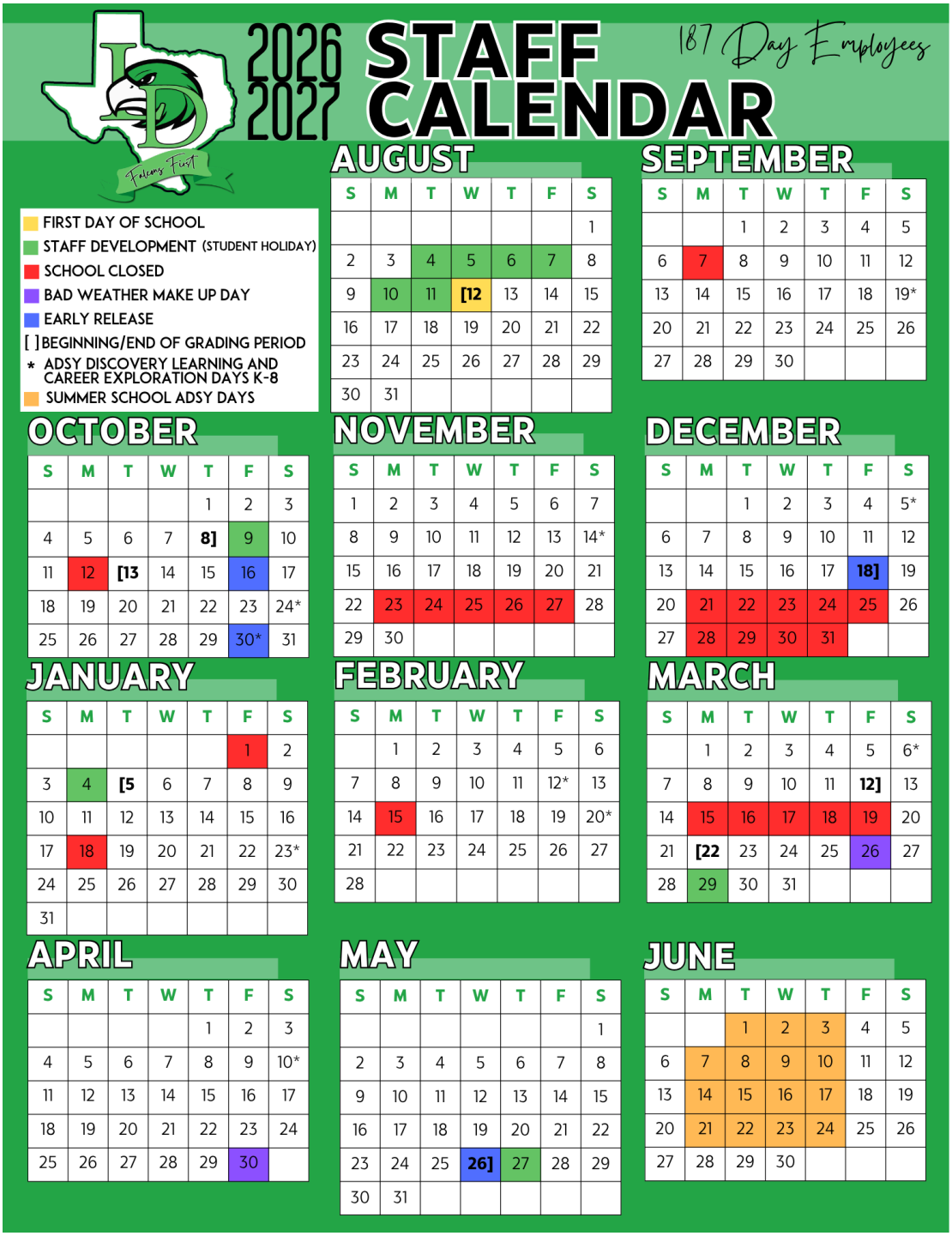
* Changes due to school calendar

Administration

Dr. Kristin N. Brown, Superintendent
Dr. Kelly O'Sullivan, Deputy Superintendent
John Modica, Chief Operations Officer
Chadd Springer, Chief of Police
Mollie Avelino, Chief of Staff
, Chief Financial Officer

Melissa McCurdy, Assistant to the Superintendent and Board

Staff Calendar



*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

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.

Dr. Kristin N. Brown, Superintendent
Melissa McCurdy, Assistant to the Superintendent and Board

Curriculum and Instruction
Dr. Kelly O'Sullivan, Deputy Superintendent
Barbara Pitt, Executive Director of Curriculum & Instruction
Dr. Jay Weidenbach, Executive Director of Special Programs
Denise Kennedy, Director of Student Initiatives
Stephanie Payne, Coordinator - Assessment and Accountability
Texas Stevens, District 504 Facilitator
Magda Gray, Instructional Technology Coach
Krystal Patterson, Child Care Director

Business Office
, Chief Financial Officer
Heather Vonnahme, Business Services Supervisor
Reshma Deshmukh, Payroll Supervisor
Itzel Chang, Human Resources and Benefits Specialist
Cory Ray, Child Nutrition Director

District Operations
John Modica, Chief Operations Officer
Gerry Hamilton, Director of Technology
David Marroquin, Director, Facilities & Operations
Taylor Poston, Director of Communications
Trent Stinson, Director of Transportation

Human Resources
Mollie Avelino, Chief of Staff
Robin Carroll, Human Resources and Substitute Specialist

Police Department
Chadd Springer, Chief of Police
Barron Smith, Police Sergeant

School Directory

Lake Dallas High School
Dr. Colleen Grindle, Principal
Jesus Gomez, Jr, Associate Principal
Juli Bartley, Assistant Principal
Drake Lawson, Assistant Principal
, Assistant Principal
Ronald Watkins, Assistant Principal
Ashleigh Nay, Instructional Coach
Pamela Perez Garcia, DAEP Coordinator
3016 Parkridge Drive
Corinth, Texas 76210
940-497-4031

Lake Dallas Middle School
Jessica Bovan, Principal
Christopher Linton, Associate Principal
Sharee Glendenning, Assistant Principal
Jessica Kindberg, Assistant Principal
Amina Jackson, Instructional Coach
325 E. Hundley Drive
Lake Dallas, TX 75065
940-497-4037

Lake Dallas Elementary School
Kerri Blevins, Principal
Arely Potts, Assistant Principal-Summer Programs Coordinator
Shelby Austin, Instructional Coach
401 Main Street
Lake Dallas, TX 75065
940-497-2222

Shady Shores Elementary School
Jennifer Bryant, Principal
John Laubacher, Assistant Principal
Cassandra Woods, Assistant Principal
Barbara Himel, Instructional Coach
300 Dobbs Road
Shady Shores, TX 76208
940-497-4035

Corinth Elementary School
Ashley Fay, Principal
Gretchen McGregor, Assistant Principal
Carylan Bell, Instructional Coach
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: *Mollie Avelino, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, mavelino@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 facilitator for employees for concerns regarding discrimination on the basis of a disability: *: Texas Stevens, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, tstevens@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. For information on internal applications, please contact the Chief of Staff.

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.

School District Teaching Permit and 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

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 the 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

District employees who are head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification.

Employees subject to this requirement must submit their certification or documentation to Human Resources by September 1st.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheerleading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Human Resources by September 1st.

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

Reassignments and Transfers

Policy DK

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

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by 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. All employee requests for transfer will be considered; however, the final decision will be approved by the Chief of Staff based on district need. Transfer requests are not guaranteed. *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 24 for additional information.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. The essential functions of individual positions in the district are different and accommodations may not be granted.

An employee or their supervisor may initiate a request for accommodation by contacting Mollie Avelino, Chief of Staff, and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form, which is available at https://forms.gle/84Zb6i2vVVcWkswt7.

Upon receiving the reasonable accommodation request, HR will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective. Supervisors are not able to approve accommodations prior to review by Human Resources.

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 and will be coordinated by workplace supervisors.

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. Breaks will occur at the employees assigned work location.

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 Mollie Avelino, Chief of Staff, 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 Mollie Avelino, Chief of Staff, 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 an uncertified substitute, inappropriately certified teacher, or an uncertified teacher. 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.

Administrators. An employee (other than employees primarily responsible for in-class instruction) who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district, may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district. With exceptions as noted below, administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers.

Exceptions may apply to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers, if the board approves as required by statute. To be approved, services must be performed during the administrator's personal time. Contact Human Resources for more information.

Performance Evaluation

Policy DN series, DPB 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 the 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.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

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*.)

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, as approved by the Board of Trustees.

Employees should contact the Payroll Supervisor 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 and should contact the Payroll Supervisor if they have any questions.

The schedule of pay dates for the 2026-2027 school year follows:

September 25, 2026
October 23, 2026
November 20, 2026
December 18, 2026
January 25, 2027
February 25, 2027
March 25, 2027
April 23, 2027
May 25, 2027
June 24, 2027
July 23, 2027
August 25, 2027

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 the Payroll Supervisor 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

For comprehensive information regarding compensation, please refer to the LDISD Compensation Plan.

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.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

In the event of overpayment or underpayment of a salary, please reference 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 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. Additionally, employees are prohibited from clocking in and out for another employee or sharing their confidential access information.

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; it is currently $245/month for employees who elect to purchase health coverage. 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). In addition, the District covers the cost of Basic Life/AD&D and for Telehealth benefits for all full-time employees.

Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact the 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 the 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 the campus supervisor, campus nurse (if applicable), and to the 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,* for information on use of 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 the 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 the Payroll Supervisor as soon as possible. The District is not able to advise employees on qualifications for retirement. 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 14 for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies CRD, DBB, DEC, DECA, DECB, DED, DG

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 the 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 ½ day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local 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". An employee who is absent for two consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Any employee who fails to contact their supervisor regarding an absence may be docked pay for days missed.

Approved discretionary use of 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 consecutive workdays 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

Policy DEC (Local)

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 Chief of Staff 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.

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.

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

Am I eligible to take FMLA leave?

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

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

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

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

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

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

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

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

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

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

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

What does my employer need to do?

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

- Allow you to take job-protected time off work for a qualifying reason,

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

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

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

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

Where can I find more information?

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

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

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period 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 the HR and Benefits Specialist, for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Policy DBB (Local)

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an

extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

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

When an employee is ready to return to work, the 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

Policy DEC

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident

involving an assault is a work-related injury and should be immediately reported to the 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

Policy DEC

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

Jury Duty

Policies DEC, DG

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

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

Compliance with a Subpoena

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

Truancy Court Appearances

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

Religious Observance

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

Military Leave

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

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact the HR and Benefits Specialist, 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 the HR and Benefits Specialist, 940-497-4039. for details on eligibility, requirements, and limitations.

Mental Health Leave for Peace Officers and Licensed Telecommunicators

Policy DEC

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

Quarantine Leave for Peace Officers

Policy DEC

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

Leave for Police Officers for Illness or Injury

Policy DEC

A full-time district employed licensed police officer who regularly serves in a law enforcement capacity in a district police department is entitled to a paid leave of absence (LOA) for an illness or injury related to the person's line of duty. If necessary, the leave shall continue for at least one year.

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Payment for Accumulated Leave Upon Separation

Policy DEC(Local)

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program. 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 DHA

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.
- Comply with all federal, state and local requirements regarding classroom instruction and displays.
- Comply with all appropriate money management procedures, including documentation of any transactions for any costs payable or receivable by the district.

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 by the superintendent. See *Reports to the Texas Education Agency,* for additional information.

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

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall

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

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Ethical Conduct toward Professional Colleagues

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

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

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

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

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

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

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

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

3. Ethical Conduct toward Students

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

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

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

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

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

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

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

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

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

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly, or the educator at-tempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, prefer-ences, or fantasies of either the educator or the student.

Employee Dress Code

Policy DH

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.

All school staff are required to wear their official school identification (ID) clearly visibly on their torso during school hours. To ensure quick recognition by students, staff, and visitors, the ID must be displayed on the front of your body, preferably on the chest or collar area and may be worn on a lanyard or clip.

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, slacks, or capri pants worn with appropriate blouse/shirt.

Prohibited are:

- extreme personal grooming (e.g. excessive make-up, unnatural hair colors (i.e., pink, purple, blue, 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 child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 51 and *Bullying,* page 75 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted 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 24 after the employee first has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety, a

municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of a child (including a teacher), the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.

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.

Employees are responsible for maintaining records of any CPS reports made. An administrator may request a copy of the CPS report to fulfill investigation requirements.

Sexual Abuse and Maltreatment of Children

Policy FFG

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. Abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, 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*.

Reports to the Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA within 48 hours 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 con-duct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a stu-dent or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee, the conduct below must also be reported not later than the seventh business day after termination or resignation or notice from the principal:

- 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 certifi-cate 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 proce-dures established under TEC §39.0301. "Reported criminal history" means any for-mal 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 Finger-print-based Applicant Clearinghouse of Texas (FACT).

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, CQD

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.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students
- Use of district technology and resources may not be used for the purposes of tasks for other employment entities, unless expressly approved by the Superintendent.

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 Gerry Hamilton, Director of Technology, at 940-497-4039.

Personal Use of Electronic Communications

Policy CQ, CY, DHA

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, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, web-based applications, or any other method that results in communication in verbal or nonverbal forms.

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, results in parent or campus concerns, or disrupts the campus environment, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

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

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent from the Director of Communication.

- 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 DHA(LEGAL)]
    - 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 DHA(LEGAL)]]

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 permitted 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. However, the employee may not comment on school-related information, proceedings, or safety/security related matters. 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 to their principal/director from the student's parent prior to engaging in electronic communication with the student. 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, school psychologists, and athletic trainers.

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

- The district approved communication platform for parents and students is Parent Square/Student Square. ALL employees are 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.
- No employee may use text messaging to communicate with students, unless they qualify for a social/familial relationship as detailed above and prior documentation has been provided to their principal/director.
- 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 communicating with students through a personal social network page or any other electronic form of communication other than district email and/or parent square.
- 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. Site names, usernames, and passwords for any sites or social media that are upheld on behalf of the district must be provided to the Director of Communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to the Chief of Staff
- All staff are required to use school email accounts for all email 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 her supervisor in writing immediately if a student engages in improper electronic communication with the employee. The employee should describe the form and content of the electronic communication and provide documentation for the concern.
- An employee shall notify his or her supervisor in writing immediately if another employee and student are suspected of engaging in improper electronic communication. The employee should describe the form and content of the electronic communication and provide documentation for the concern.
- Any social media page which relays school related information for classrooms, extra-curricular activities or school related information must be accessible to the campus principal. Employees are required to disclose all information including usernames/passwords for school related accounts.
- Employees are prohibited from posting pictures and student related information on social media accounts that are "personal" accounts.

Student Professional Boundaries and Prohibited Conduct

Lake Dallas Independent School District is committed to providing a safe learning environment for all students. Employees are expected to maintain appropriate professional boundaries with students at all times. The District has zero tolerance for conduct that jeopardizes the safety, well-being, or trust of students.

Employees shall not engage in any conduct that constitutes or could reasonably be perceived as inappropriate, unprofessional, exploitative, or abusive toward a student. This includes, but is not limited to:

- Sexual misconduct or any conduct of a sexual nature involving a student.
- Grooming behaviors or actions intended to establish an inappropriate personal relationship with a student.
- Inappropriate verbal, written, electronic, or in-person communications with a student.
- Communication through text messages, social media platforms, messaging applications, email, gaming platforms, video messaging, or any other form of electronic or digital communication that is inconsistent with a legitimate educational purpose.
- Requests for secrecy, personal relationships, or communications that extend beyond appropriate educator-student boundaries.
- Any conduct that violates District policy, administrative regulations, the Texas Educators' Code of Ethics, or applicable state or federal law.

For purposes of this policy, the term **student** includes, but is not limited to:

- Students currently enrolled in Lake Dallas ISD;
- Students enrolled in another public or private school, charter school, or educational program;
- Former students, when the conduct began while the individual was a student or is otherwise related to the employee's position with the District;
- Any minor with whom an employee interacts in connection with District employment or activities.

The District's expectations are not limited to conduct occurring during the employee's workday, on District property, or through District-owned devices. These expectations apply to conduct occurring at any time or place.

Employees who know of, suspect, witness, or receive information regarding inappropriate communications, boundary violations, grooming behaviors, or misconduct involving a student have an immediate obligation to report the information in accordance with District policy, state law, and mandatory reporting requirements. Failure to report suspected misconduct may result in disciplinary action, up to and including termination of employment, and may subject the employee to criminal or professional consequences.

Any employee who engages in conduct prohibited by this policy, or who fails to report known or suspected misconduct involving a student, is subject to disciplinary action, up to and including termination of employment, reporting to the State Board for Educator Certification (SBEC), referral to law enforcement, and any other action authorized by law.

The District will thoroughly investigate all reports of suspected misconduct and will not tolerate retaliation against any individual who, in good faith, reports suspected misconduct or participates in an investigation.

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.

The superintendent is required to report the misconduct or criminal history of any employee. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

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

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 or possessing e-cigarettes or tobacco products 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 and passengers 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.

"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 nico-tine 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 elec-tronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not include a prescription medical device, prescrip-tion medication, or other prescribed substance unrelated to the cessation of smoking.

The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and

2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

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, in school vehicles or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with written 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, including failing to properly document funds receivable or payable on behalf of the district
- Failure to properly deposit district funds in accordance with campus/dept procedures and timelines
- Holding funds in unsecure location other than the campus designated safe
- Collecting funds from students, parents, donation or community members without written authorization to collect funds
- 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, DK(Local)

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

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

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

1. Fiscal control or responsibility. The employees work together within the financial services division, the human resources department, or in the payroll and human resources department.
2. Budgetary control or responsibility. The employees are in the same line of budgetary approval or oversight within a school, department, or program.
3. Supervisory control or responsibility. The employees are either directly or indirectly supervised by, or under the supervision of, a relative as listed at Degree of Relationship, or a person who is in a Personal Relationship with the employee, as described below.
4. Hiring authority. The employees may not hire or recommend for full-time, part-time, or substitute employment any person who is related as listed at Degree of Relationship, below, or who is in a Personal Relationship with the employee. [See Exception for Seasonal or Temporary Employees, below]
5. Bookkeeping control or responsibility. Campus or department bookkeepers or employees who are assigned budgetary responsibilities for a campus or department may not be related to any employee within the same campus or department as listed at Degree of Relationship, below, nor may they be in a Personal Relationship with such a person, as described in policy: https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=DK#localTabContent

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 and policy relating to the 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.

All school staff are required to wear their official school identification (ID) clearly visibly on their torso during school hours. To ensure quick recognition by students, staff, and visitors, the ID must be displayed on the front of your body, preferably on the chest or collar area and may be worn on a

lanyard or clip. When not in use, employee ID and badges must be properly stored to prevent misuse, theft, damage, or loss.

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. This includes any district-owned vehicles.
- 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 of Police.

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, ammunition, 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 Chadd Springer, Chief of Police, 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 escort him or her to the building office.

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

Policy EB

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
Facebook, Instagram
ParentSquare

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 the Human Resources Department.

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 the Human Resources Department. 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.

The district also allows each employee to designate a point of contact should the employee become gravely ill, incapacitated, or deceased. This designation allows each employee to determine one individual with whom the district can communicate on matters of benefits, leave, and payroll information. This is completely voluntary and can be changed at any time. Employees will have the opportunity to choose this designation annually through Skyward Employee Access.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities (i.e. gymnasiums, classrooms, etc.) 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 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 calendar 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 Chief of Staff. 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 or termination within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency*. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct or while under investigation for such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to 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 within seven business days following an alleged incident of misconduct for any of the acts listed in Reports to Texas Education Agency on page. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

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

Dismissal of Noncontract Employees

Policies DCD, DP

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

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

Discharge of Convicted Employees

Policy DF

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

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

Exit Interviews and Procedures

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

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 *Mollie Avelino, Chief of Staff, 104 Swisher Road, Lake Dallas, TX 75065, mavelino@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 *Texas Stevens, District 504 Facilitator, 104 Swisher Road, Lake Dallas, TX 75065, tstevens@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. Any student's absence because of a personal illness must be accompanied by a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to be considered an excused absence. When a student is absent from class for a medical or legal appointment, the absences will be excused when the school is provided with documentation from the medical or legal provider. Once again, the student has 3 business days from his or her return to school to provide proper documentation, or the absence will be considered unexcused. 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 is reprinted below: *https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FFI#localTabContent*

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.

LAKE DALLAS
INDEPENDENT SCHOOL DISTRICT

TRANSFER REQUEST FORM
2025-2026

- 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.

Employee Information

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

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7.C.
Efficient Operations:
2026-2027 Student Handbook and Student Code of Conduct

Presenter: John Modica, Chief Operations Officer
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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Summary of Changes: LDISD Handbook

Documentation After an Absence (All Grade Levels)	**Pg 32**
School Staff Misconduct	**Pg 39**
Private Spaces	**Pg 108**
CPR and Stop the Bleed Training	**Pg 114**
FNG Timeline	**Pg 135**

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Documentation After an Absence (All Grade Levels)

The district allows up to 3 absences per semester with a parent note. Parent notes can be submitted in writing or directly to the attendance clerk. Any student's absence because of a personal illness must be accompanied by a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to be considered an excused absence.

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Duty to Report: Staff Misconduct

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

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Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building for use only by individuals of one sex.

The term includes a restroom, locker room, changing room, or shower room.

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CPR and Stop the Bleed Trainings

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury.

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FNG Timeline

Level 1 Complaint	15 Days
Appeal	10 Days from Previous Response
Response	10 Days from Previous Appeal
Level 3 Response	Either at hearing or next board meeting

LDISD's school board maintains the option to delegate authority to hear and decide a grievance to a committee of at least three members composed only of members of the board.

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LDISD Student Code of Conduct

*No changes from last year

Prohibited Communication Devices	Pg 9
Substance Abuse	Pg 9
Academic Integrity	Pg 10

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Communication Devices

Texas House Bill 1481 prohibits students from using personal devices capable of communication, or any other device capable of telecommunication or digital communication/messaging while on school property during the school day.

Students must keep all personal devices secured in their personal bags for the entire school day, including lunch, passing periods, and restroom breaks.

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Substance Abuse

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. Any subsequent offense would result in a mandatory DAEP placement.

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Academic Integrity

For students to utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

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Any Questions?

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Lake Dallas Independent School District

2026-2027 School Year
Student Code of Conduct

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at *jmodica@ldisd.net or 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 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

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, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single 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. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

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/students/student-handbooks* and at *https://resources.finalsite.net/images/v1731336319/ldisdnet/zfxerxedrrvyrej1967w/LDISDStudentHandbook24-25.pdf*.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of district police officers are:

- Education of teachers and students regarding the law, investigation of criminal activity on school grounds, drug prevention, and crisis intervention.
- 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.
- 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:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit

the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement 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 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 In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, 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.

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. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- 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. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- 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. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- 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;
- A short barrel firearm;
- 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 (including nicotine pouches), 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.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.

- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

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, unauthorized use of artificial intelligence, 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.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

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 in a manner that results in a change to the student's educational placement 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.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

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.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

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 this policy may be obtained from the central administration office or online at *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 Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

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.

Removal from the Regular Educational Setting

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 written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

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.

In deciding whether to order in-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.

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 below grade 3 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 threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; 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 assigned to out-of-school suspension 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.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

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.

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 die by 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.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony 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. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

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).
    - Except as provided by Education Code 37.007(a)(3), 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.] [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 an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- 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 sections 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 under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at *https://pol.tasb.org/PolicyOnline?key=392.*

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.

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

Restrictions During Placement

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

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

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the 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.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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 if 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.

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 Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by 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.
- Criminal mischief, if punishable as a felony.
- 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, unless the conduct is punishable as a felony. 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 to 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 deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

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 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]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- 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.
    - Kidnapping or aggravated kidnapping.

- Burglary, robbery or 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 conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 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.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

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. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 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 10 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.

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

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.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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.

Glossary

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.

Glossary

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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

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. Personal communication devices 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:
    a. An explosive weapon; or
    b. A machine gun.
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 Penal Code Section 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.

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 die by 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 2026-2027

LAKE DALLAS
INDEPENDENT SCHOOL DISTRICT

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

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.

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.
- Ejerza autodisciplina.
- Asista a todas las clases, con regularidad y puntualmente.
- Lleve los materiales adecuados y las tareas a clase.
- Cumpla las normas de aseo y vestimenta del distrito y de la escuela.
- Obedezca todas las reglas de la escuela y del salón de clase.
- Respete los derechos y privilegios de los estudiantes, maestros y otro personal y voluntarios del distrito.
- Respete las pertenencias de los demás, incluida la propiedad e instalaciones del distrito.
- Coopere y asista al personal de la escuela para mantener la seguridad, el orden y la disciplina.
- Cumpla con los requisitos del Código de Conducta Estudiantil.

Infracciones generales de conducta

Las categorías de conducta a continuación están prohibidas en la escuela, en vehículos que sean propiedad del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, pero la lista no incluye las infracciones más graves. En las secciones subsiguientes de **Suspensión fuera de la escuela** en la página 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.

- Grabar la voz o imagen de otros sin el consentimiento previo de los individuos que se graban o que interrumpa el entorno educativo o invada la privacidad de otros.

Infracciones a la propiedad

Los estudiantes no deben:

- Dañar ni destrozar pertenencias de otros. (Para delitos criminales mayores, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 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.

Posesión de artículos prohibidos

Los estudiantes no deben poseer ni usar:

- Armas de fuego de ningún tipo, bombas de humo o fétidas, ni ningún otro artefacto pirotécnico;
- Rastrillo, navaja para cortar cajas, cadena ni ningún otro objeto usado de alguna manera que amenace o cause lesiones físicas a otra persona;
- Un arma de “imitación” con la intención de ser usada como un arma o que se podría percibir como un arma;
- Una pistola de aire o de postas;
- Munición;
- Un instrumento manual diseñado para cortar o penetrar a otra persona al ser lanzado;
- Un silenciador o supresor de arma de fuego;
- *Una navaja restringida en la ubicación;
- *Un garrote;
- *Un arma de fuego;
- Un arma paralizante;
- Manoplas;
- Una navaja de bolsillo u otro tipo de navaja pequeña;
- Espray de pimienta o macis (mace);
- Material pornográfico;
- Productos de tabaco, cigarrillos, cigarrillos electrónicos, y cualquier componente, pieza o accesorio para un dispositivo de cigarrillo electrónico;

- Fósforos o un encendedor;
- Apuntador láser, a menos que sea para uso aprobado; o
- Cualquier artículo que generalmente no se considera armas, incluidos artículos escolares, cuando el director o su representante determina que existe un peligro.

*Para armas y armas de fuego, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 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.

- Intentar alterar, destruir o deshabilitar recursos tecnológicos del distrito, incluidos, entre otros, computadoras y equipo relacionado, datos del distrito, datos de otras personas u otras redes conectadas al sistema del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.
- Usar el internet u otras comunicaciones electrónicas para amenazar o acosar a los estudiantes, empleados, miembros de la junta o voluntarios del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Enviar, publicar o poseer mensajes electrónicos abusivos, obscenos, orientados sexualmente, amenazadores, acosadores, que dañen la reputación de una persona, o ilegales, como intimidación cibernética y “sexting”, dentro o fuera de la propiedad escolar, si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Usar el internet u otras comunicaciones electrónicas para participar o fomentar una conducta ilegal o amenazar la seguridad de la escuela, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.

Transgresiones de seguridad

Los estudiantes no deben:

- Poseer material publicado o electrónico que está diseñado para promover o estimular una conducta ilegal o que podría amenazar la seguridad de la escuela.
- Participar en intercambios verbales (orales o escritos) que amenacen la seguridad de otro estudiante, un empleado de la escuela o la propiedad escolar.
- Hacer acusaciones falsas o engaños respecto de la seguridad de la escuela.
- Participar en cualquier conducta que los directivos de la escuela consideren de manera razonable que interrumpirá sustancialmente el programa escolar o incitará a la violencia.
- Arrojar objetos que puedan causar lesiones físicas o daños a la propiedad.
- Activar un extintor de fuego sin una razón válida.

Infracciones varias

Los estudiantes no deben:

- Violar las normas de vestimenta y aseo que se indican en el Manual para Estudiantes.
- Incurrir en deshonestidad académica, lo que incluye hacer trampa o copiar el trabajo de otro estudiante, el plagio y la comunicación no autorizada entre estudiantes durante un examen.
- Hacer trampa o copiar el trabajo de otra persona.
- Participar en juegos de azar.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Participar en acciones o demostraciones que interrumpan sustancialmente o interfieran materialmente con las actividades escolares.
- Infringir reiteradamente las normas de conducta de otras escuelas o salones de clase.

Infracciones generales de conducta

El distrito puede imponer reglas del campus o salón de clase además de las que se encuentran en el Código de Conducta. Estas reglas pueden publicarse en los salones de clase o entregarse al estudiante, y pueden o no constituir violaciones del Código de Conducta.

Técnicas de administración disciplinaria

Se diseñará la disciplina de manera que mejore la conducta y aliente a los estudiantes a ser miembros responsables de la comunidad escolar. La medida disciplinaria será a consideración profesional de maestros y administradores y mediante una variedad de técnicas de administración disciplinaria, incluidas las prácticas restaurativas. La disciplina debe basarse en la gravedad de la infracción, edad y nivel de grado del estudiante, frecuencia de la mala conducta, actitud del estudiante, efecto de la mala conducta en el ámbito escolar y requisitos estatutarios.

Estudiantes con discapacidades

La disciplina de los estudiantes con discapacidades está sujeta a la ley federal y estatal aplicable además del Código de Conducta. En caso de algún conflicto, el distrito cumplirá con la ley federal. Para obtener más información respecto de la disciplina de estudiantes con discapacidades, ver el reglamento FOF(LEGAL).

En conformidad con el Código de Educación, un estudiante que reciba servicios de educación especial no puede ser disciplinado por conductas que sean parte de la definición de intimidación escolar, intimidación cibernética, acoso o hacer listas negras (ver **glosario**) hasta que un comité de admisión, revisión y retiro (ARD) se reúna y revise la conducta.

Para decidir si se ordenará la suspensión, asignación a un DAEP o expulsión, sin importar si la medida es obligatoria o discrecional, el distrito tomará en cuenta una discapacidad que imposibilite considerablemente la capacidad del estudiante para distinguir la ilicitud de la conducta del estudiante.

Técnicas

Se pueden usar las siguientes técnicas de administración de disciplina por sí solas, en combinación o como parte de intervenciones progresivas a causa de conductas prohibidas por el Código de Conducta o por las reglas del campus o del salón de clase:

- Corrección verbal, oral o escrita.
- Tiempo para tranquilizarse o un breve periodo de reflexión, en conformidad con la ley.
- Cambio de asiento en el salón de clase o vehículos operados por o pertenecientes al distrito.
- Confiscación temporal de artículos que interrumpan el proceso de instrucción.
- Recompensas o deméritos.
- Contratos de conducta.
- Consejería por parte de maestros, consejeros escolares o personal administrativo.
- Reuniones de padres y maestros.
- Asesoría en conducta.
- Clases de control del enojo.
- Meditación (víctima-ofensor).
- Círculos en el salón de clase.
- Conferencias de grupos familiares.

- Reducciones de calificación por hacer trampa, plagio y de otra manera permitida por la ley.
- Detención, incluso fuera del horario escolar.
- Enviar al estudiante a la dirección, a otra área asignada, o a en suspensión escolar (ISS).
- Asignación de labores escolares, como limpiar o recoger basura.
- Retiro de privilegios, como participación en actividades extracurriculares, elegibilidad para postularse y ocupar cargos honorarios, o membresía en clubes y organizaciones patrocinados por la escuela.
- Sanciones identificadas en las normas de conducta de las actividades extracurriculares de organizaciones estudiantiles.
- Restricción o revocación de privilegios de transporte del distrito.
- Periodo de prueba evaluado y administrado por la escuela.
- Suspensión fuera de la escuela, de acuerdo a lo especificado en **Suspensión fuera de la escuela** en la página 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.

- 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

de asignaciones determina que la clase el maestro es la mejor alternativa o la única alternativa disponible.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a los estudiantes por conducta incluida en el Código de Conducta como infracción general de conducta, infracción de DAEP o infracción que amerita expulsión.

El distrito no utilizará la suspensión fuera de la escuela para los estudiantes en el segundo grado o inferior a menos que la conducta cumpla con los requisitos establecidos por la ley.

Un estudiante en un grado inferior al tercer grado o un estudiante que no tiene hogar no será suspendido fuera de la escuela a menos que, mientras se encuentre en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar, el estudiante:

- Participe en una conducta que incluya los elementos de una infracción con armas, en conformidad con la Sección 46.02 o 46.05 del Código Penal.
- Participe en una conducta que incluya los elementos de agresión, agresión sexual, agresión agravada o agresión sexual agravada, según lo dispuesto por el Código Penal; o
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una bebida alcohólica o una sustancia controlada o una droga peligrosa, según lo definido por la ley federal o estatal.

El distrito utilizará un programa de conducta positiva como alternativa disciplinaria para los estudiantes en grados inferiores al tercer grado que cometan violaciones de conducta general en lugar de suspensión o asignación a un DAEP. El programa deberá cumplir con los requisitos de la ley.

Proceso

La ley estatal permite que un estudiante sea suspendido un máximo de tres días escolares por violación de conducta, sin límite del número de veces que puede ser suspendido en un semestre o año escolar.

Antes de ser suspendido, un estudiante tendrá una reunión informal con el CBC o el administrador correspondiente, quien informará al estudiante la supuesta mala conducta.

El CBC determinará el número de días de la suspensión de un estudiante, pero no excederá tres días escolares.

Para decidir si se debe ordenar suspensión fuera de la escuela, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

El administrador correspondiente determinará las restricciones de la participación en actividades extracurriculares y paralelas patrocinadas por la escuela o relacionadas con la escuela.

Trabajo de clase durante la suspensión

El distrito se asegurará de que un estudiante reciba acceso al trabajo de la clase de los cursos del currículo básico mientras el estudiante está en suspensión dentro o fuera de la escuela, incluso al menos un método de recepción de este trabajo de clase que no requiera del uso de internet.

Un estudiante que se traslade del salón de clase regular a ISS u otro programa de educación, además de DAEP, tendrá una oportunidad, antes del inicio del siguiente año escolar, de completar un curso básico del plan de estudio en el cual el estudiante estaba matriculado al momento de la remoción. El distrito puede dar la oportunidad a través de cualquier método disponible, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no hará ningún cargo al estudiante por el método para completar el trabajo provisto por el distrito.

Asignación al Programa Disciplinario de Educación Alternativa (DAEP)

El DAEP se ofrecerá en un entorno distinto al salón de clase regular del estudiante. Un estudiante de primaria no puede ser asignado a un DAEP con un estudiante que no sea un estudiante de primaria.

Para propósitos del DAEP, la clasificación de primaria será de kindergarten a 5o. grado y la clasificación de secundaria será de 6o. a 12o. grado.

Los programas de verano provistos por el distrito darán servicio a los estudiantes asignados a un DAEP 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**).

- 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**).

- 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.

Consideración de factores de mitigación

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Orden de asignación

Después de la reunión, si se asigna al estudiante a un DAEP, el CBC escribirá una orden de asignación. Se enviará una copia de la orden de asignación a un DAEP e información para el padre o la persona designada en la relación de padre con el estudiante sobre el proceso de solicitar una evaluación individual e inicial completa del estudiante para propósitos de servicios de educación especial al estudiante y al padre del estudiante.

A más tardar el segundo día hábil después de la reunión, el representante de la junta entregará al tribunal de menores una copia de la orden de asignación y toda la información requerida por la Sección 52.04 del Código de Familia.

Si se asigna al estudiante a un DAEP y el periodo de asignación no coincide con las pautas incluidas en este Código de Conducta, la orden de asignación dará aviso de la incoherencia.

DAEP con cupo lleno

Si un DAEP tiene cupo lleno al momento que el CBC decide la asignación por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil, se asignará al estudiante a ISS y luego se le transferirá a un DAEP por el resto del período cuando haya cupo disponible antes del vencimiento del período de asignación.

Si un DAEP tiene cupo lleno al momento en que el CBC está decidiendo la asignación de un estudiante que participó en una conducta violenta, un estudiante asignado en un DAEP por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil se puede asignar a ISS para disponer de espacio en el DAEP para el estudiante que participó en una conducta violenta. Si hay un lugar disponible en un DAEP antes del vencimiento del período de la asignación para el estudiante sacado de la escuela, el estudiante deberá regresar a un DAEP por el resto del período.

Aviso del trabajo del curso

Se dará un aviso escrito al padre o tutor de un estudiante asignado a un DAEP sobre la oportunidad del estudiante de completar, sin costo para el estudiante, un curso base del plan de estudios en el que el estudiante estaba matriculado al momento de la remoción y que se requiere para graduación. El aviso incluirá información referente a todos los métodos disponibles para completar el trabajo del curso.

Duración de una asignación

El CBC determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada según cada caso en base a la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales.

El periodo máximo de la asignación a un DAEP será de un año calendario, salvo lo estipulado a continuación.

A menos que se especifique de otra manera en la orden de asignación, los días ausentes de un DAEP no deberán contar para completar el número de días requeridos en la orden de asignación a un DAEP de un estudiante.

El distrito administrará las evaluaciones previas y posteriores requeridas para los estudiantes asignados a un DAEP durante un periodo de 90 días o más en conformidad con los procedimientos administrativos establecidos del distrito para administrar otras evaluaciones de diagnóstico o de punto de referencia.

Excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito.

Las limitaciones estatutarias sobre el periodo de una asignación a un DAEP no se aplican a la asignación resultante de la decisión de la junta para asignar a un estudiante que participó en una agresión sexual de otro estudiante para que no se asigne a los estudiantes al mismo campus.

Excede el año escolar

A los estudiantes que cometen infracciones que requieren la asignación a un DAEP al final del año escolar se les puede exigir que continúen en esa asignación al inicio del siguiente año escolar para completar el término de la asignación.

Para una asignación a un DAEP que se extienda más allá del final del año escolar, el CBC o el representante de la junta debe determinar que:

1. La presencia del estudiante en el salón de clase regular o escuela presenta un peligro de daño físico para el estudiante o los demás, o
2. El estudiante ha participado en una mala conducta grave o persistente (ver **glosario**) que viola el Código de Conducta del distrito.

Excede 60 días

Para la asignación a un DAEP de más de 60 días o del final del siguiente periodo de calificaciones, lo que ocurra primero, se dará aviso al padre del estudiante y la oportunidad de participar en un proceso ante la junta o el representante de la junta.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias se deben dirigir a la administración escolar.

Las apelaciones de los padres sobre medidas disciplinarias deben dirigirse primero al campus principal. Las apelaciones a DAEP solo se pueden realizar para colocaciones que excedan los

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:

1. Se negó el enjuiciamiento del caso del estudiante por falta de mérito de acusación o evidencias insuficientes y no se iniciará ningún proceso formal, adjudicación diferida (ver **glosario**) ni enjuiciamiento diferido; o
2. El tribunal o jurado determinó que el estudiante no es culpable, o descubrió que el estudiante no participó en una conducta delictiva o conducta que indique una necesidad de supervisión, y el caso se desestimó con prejuicio.

Si se asignó a un estudiante a un DAEP por dicha conducta, al recibir el aviso del fiscal, el superintendente o su representante revisará la asignación del estudiante y programará una revisión con el padre del estudiante a más tardar el tercer día después de que el superintendente o su representante reciba aviso del fiscal. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la revisión.

Después de revisar el aviso y recibir información del padre del estudiante, el superintendente o su representante puede continuar la asignación del estudiante si hay motivos para pensar que la presencia del estudiante en el salón de clase regular amenaza la seguridad de los demás estudiantes o del maestro.

El estudiante o padre del estudiante puede apelar la decisión del superintendente a la junta. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación. En caso de una apelación, la junta, en la siguiente reunión programada, revisará el aviso del fiscal y recibirá información del estudiante, el padre del estudiante y el superintendente o su representante, y confirmará o invertirá la decisión del superintendente o su representante. La junta hará un informe de los procesos.

Si la junta confirma la decisión del superintendente o su representante, el estudiante y el padre del estudiante pueden apelar ante el Comisionado de Educación. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación.

Baja durante el proceso

Cuando un estudiante viole el Código de Conducta del distrito de una manera que requiera o permita que el estudiante se asigne a un DAEP y el estudiante se da de baja del distrito antes de completar la orden de la asignación, el CBC puede completar los procesos y emitir una orden de asignación. Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden en ese momento, menos cualquier periodo que el estudiante haya cumplido la asignación durante su matrícula en otro distrito. Si el CBC o la junta no emite una orden de asignación después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos y emitir una orden de asignación.

Estudiantes recién matriculados

El distrito continuará la asignación al DAEP de un estudiante que se matricule en el distrito y haya sido asignado a un DAEP en una escuela autónoma (charter) de inscripción abierta u otro distrito, incluido un distrito en otro estado.

Cuando un estudiante se matricula en el distrito con una asignación a un DAEP de un distrito de otro estado, el distrito tiene el derecho de asignar al estudiante en un DAEP de la misma manera que a cualquier otro estudiante recién matriculado si la conducta cometida es una razón de asignación a un DAEP en el distrito que recibe al estudiante.

La ley estatal requiere que el distrito reduzca una asignación impuesta por un distrito en otro estado que exceda un año de manera que la asignación total no exceda un año. Sin embargo,

después de una revisión, la asignación se puede extender a más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados, o si la asignación extendida es para el mejor interés del estudiante.

Procedimiento de asignación de emergencia

Cuando sea necesaria una asignación de emergencia debido a la conducta indebida, perturbadora o abusiva que interfiera seriamente con las operaciones del salón de clase o de la escuela, se dará al estudiante un aviso oral de la razón de la acción. A más tardar el décimo día después de la fecha de asignación, se dará la oportunidad al estudiante de tener una reunión apropiada requerida para la asignación a un DAEP.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición a un estudiante que regresa al salón de clase regular de un programa alternativo de educación, incluso de un DAEP. Para obtener más información, ver el reglamento FOCA(LEGAL).

Asignación y/o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación estipula procesos únicos y consecuencias específicas.

Delincuentes sexuales registrados

En conformidad con la ley estatal, al recibir una notificación de que un estudiante debe registrarse actualmente como ofensor sexual, el distrito debe remover al estudiante del salón de clase regular y determinar la asignación apropiada, a menos que el tribunal ordene la asignación a JJAEP.

Si el estudiante está bajo alguna forma de supervisión de la corte, incluida libertad condicional, supervisión de la comunidad, libertad provisional, el estudiante se asignará a DAEP o JJAEP por lo menos un semestre.

Si el estudiante no está bajo ninguna forma de supervisión de la corte, el estudiante puede ser asignado a DAEP o JJAEP por un semestre o puede ser asignado a un salón de clase regular. El estudiante no puede ser asignado al salón de clase regular si la junta o su representante determina que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la asignación de un estudiante a un entorno educativo alternativo y antes del inicio de cada año escolar para el cual el estudiante permanezca en una asignación alternativa, en conformidad con la ley estatal, el distrito formará un comité para revisar la asignación del estudiante. El comité recomendará si el estudiante debería regresar al salón de clase regular o permanecer en la asignación. Sin tener ningún hallazgo especial, la junta o su representante debe seguir la recomendación del comité.

La revisión de la asignación de un estudiante discapacitado que recibe servicios de educación especial debe hacerla el comité de ARD.

Estudiante recién matriculado

Si un estudiante se matricula en el distrito durante una asignación obligatoria como ofensor sexual registrado, el distrito pude tomar en cuenta el tiempo que el estudiante ya pasó en una asignación, o puede exigir un semestre adicional en una asignación alternativa sin llevar a cabo una revisión de la asignación.

Apelación

Un estudiante o padre de un estudiante puede apelar la asignación solicitando una reunión entre la junta o su representante, el estudiante y el padre del estudiante. La reunión se limita a la pregunta factual sobre si el estudiante se debe registrar como ofensor sexual. Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Determinados delitos mayores

Sin importar si la asignación a DAEP o expulsión es requerida o permitida por una de las razones en las secciones de Asignación a DAEP o Expulsión, en conformidad con el Código de

Educación 37.0081, un estudiante puede ser expulsado y asignado a DAEP o JJAEP si la junta o el CBC hace ciertos hallazgos y existen las siguientes circunstancias en relación con robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal. El estudiante debe haber:

- Recibido enjuiciamiento diferido por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido encontrado por un tribunal o jurado que ha participado en una conducta delictiva por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido cargos de participar en una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido remitido a un tribunal de menores por presunta participación en una conducta delictiva definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido libertad provisional o adjudicación diferida, o haber sido arrestado, acusado o convicto de robo agravado o un delito mayor bajo el Título 5.

El distrito puede expulsar al estudiante y ordenar otra asignación bajo estas circunstancias sin importar:

1. La fecha en la que ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió mientras el estudiante estaba matriculado en el distrito, o
4. Si el estudiante completó satisfactoriamente los requisitos de alguna disposición del tribunal impuestos en relación con la conducta.

Audiencia y hallazgos requeridos

El estudiante debe tener primeramente una audiencia ante la junta o su representante, quien debe determinar que además de las circunstancias anteriores que permiten la expulsión, la presencia del estudiante en el salón de clase regular:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Duración de asignación

El estudiante está sujeto a la asignación hasta que:

1. El estudiante se gradúa de la escuela preparatoria,
2. Se levantan los cargos o se reducen a una infracción menor, o
3. El estudiante completa el término de la asignación o se le asigna a otro programa.

Revisión de asignación

Un estudiante asignado a un DAEP o JJAEP bajo esta sección tiene derecho a una revisión de su situación, incluido el estatus académico, por parte del CBC o el representante de la junta en

intervalos que no excedan los 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, el estudiante o su padre tendrá la oportunidad de presentar argumentos para el regreso del estudiante al salón de clase o escuela regular.

Estudiantes recién matriculados

Un estudiante que se inscriba en el distrito antes de completar una asignación bajo esta sección de otro distrito escolar debe completar el término de la asignación.

Expulsión

Para decidir si se debe ordenar la expulsión, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Expulsión discrecional: Mala conducta que puede dar como resultado la expulsión

Algunos de los siguientes tipos de mala conducta pueden dar como resultado una asignación obligatoria a un DAEP, sin importar si se expulsa o no al estudiante. (Ver **Asignación a un DAEP** en la página 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 (bulllying) se define como una acción o un patrón de acciones significativas por parte de uno o más estudiantes dirigidas a otro estudiante que aprovecha un desequilibrio de poder, e implica participar en la expresión verbal o escrita, en la expresión a través de medios electrónicos o en conducta física que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, dañar las pertenencias de un estudiante o imponer en un estudiante un temor razonable de daño a su persona o daño a sus pertenencias;
2. Es tan grave, persistente e intensa que la acción o amenaza crea un entorno educativo que es intimidante, amenazador o abusivo para un estudiante;
3. Perturba de manera sustancial y considerable el proceso de instrucción o el funcionamiento ordenado de un salón de clase o escuela, o
4. Infringe los derechos de la víctima en la escuela.

La intimidación escolar incluye la intimidación cibernética (cyberbullying). (Ver a continuación) Las leyes de este estado sobre la intimidación escolar se aplican a:

1. Intimidación escolar que ocurre en la propiedad escolar, se dirige deliberadamente a la propiedad escolar o al sitio de una actividad patrocinada o relacionada con la escuela, dentro o fuera de la propiedad escolar;

2. Intimidación escolar que ocurre en un autobús o vehículo escolar público o privado que se utiliza para transportar estudiantes de ida o vuelta a la escuela o a una actividad patrocinada o relacionada con la escuela; y
3. Intimidación cibernética que ocurre fuera de la propiedad escolar o fuera de una actividad patrocinada o relacionada con la escuela si dicha intimidación interfiere con las oportunidades educativas de un estudiante o interrumpe considerablemente la operación ordenada de un salón de clase, escuela o actividad patrocinada o relacionada con la escuela.

Lascivia pública, definida por el Código Penal 21.07, es una ofensa que ocurre cuando una persona participa deliberadamente en el coito sexual, coito sexual desviado o contacto sexual en un lugar público o, si no es un lugar público, lo hace sin importarle si otras personas presentes se ofenderán o alarmarán a causa de la acción.

Mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
    a. Lascivia pública bajo el Código Penal 21.07;
    b. Exhibicionismo bajo el Código Penal 21.08;
    c. Mala conducta delictiva bajo el Código Penal 28.03;
    d. Novatadas maliciosas bajo el Código de Educación 37.152; o
    e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Mala conducta grave o persistente incluye, entre otras cosas:

- Conducta que es causa de expulsión permisible o asignación obligatoria a un DAEP.
- Conducta identificada por el distrito como causa de asignación discrecional a un DAEP.
- Acciones o demostraciones que interrumpan de manera considerable o interfieran materialmente con las actividades escolares.
- Negarse a tratar de hacer o completar el trabajo escolar asignado.
- Insubordinación.
- Usar lenguaje profano o vulgar, o hacer gestos obscenos.
- Salir de la propiedad escolar sin permiso.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Negarse a aceptar medidas disciplinarias asignadas por un maestro o director.

Manoplas significa cualquier instrumento que consiste de anillos o cubiertas hechas de una sustancia dura y diseñado o adaptado para causar lesiones corporales graves o la muerte golpeando a una persona con el puño apretando los nudillos.

Material visual íntimo, definido por el Código Civil de Prácticas y Remedios 98B.001 y el Código Penal 21.16, es un material visual que representa a una persona con sus partes íntimas expuestas o participando en una conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se presente en una computadora u otra pantalla de video y cualquier imagen transmitida a una computadora u otra pantalla visual.

Munición perforante se define en el Código Penal 46.01 como munición de pistola usada en pistolas y revólveres y diseñada principalmente para penetrar metal o blindaje personal.

Navaja restringida en el sitio, definida por el Código Penal 46.01, es una navaja con una cuchilla de más de cinco pulgadas y media.

Novatada maliciosa (hazing) se define en el Código de Educación 37.151 como un acto intencional, consciente o imprudente, en el campus o fuera de él, hecho por una persona sola o que actúa con otras, dirigido a un estudiante con el propósito de comprometer, iniciar, afiliar, tener un cargo o mantener la membresía en una organización estudiantil si el acto contiene los elementos del Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que someta al estudiante a un riesgo irrazonable de daño o que perjudique la salud física o mental del estudiante, como privación de sueño, exposición a factores meteorológicos, encierro en espacios reducidos, calistenia o consumo de alimentos, líquidos, drogas u otras sustancias;
3. Una actividad que induzca, cause o exija que el estudiante realice una función o tarea que infrinja el Código Penal; o
4. Forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante está intoxicado. **Lista negra (lista de víctimas)**, definida en el Código de Educación 37.001(b)(3), es una lista de gente a la que se desea lastimar, usando un arma de fuego, una navaja o cualquier otro objeto con la intención de causar lesiones corporales.

Obligatorio significa que algo es obligatorio o requerido por una autoridad.

Pandilla callejera delincuente se define en el Código Penal 71.01 como tres o más personas que tienen una señal o símbolo de identificación común o un liderazgo identificable que se relaciona continua o regularmente con la perpetración de actividades delictivas.

Parafernalia son dispositivos que se pueden usar para inhalar, ingerir, inyectar o de otra manera introducir una sustancia controlada en el cuerpo humano.

Pistola, definida por el Código Penal 46.01, es cualquier arma de fuego que esté diseñada, hecha o adaptada para dispararse con una mano.

Porra (club), como se define en el Código Penal 46.01, es un instrumento especialmente diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave o la muerte al golpear a una persona con el instrumento, e incluye, entre otros, cachiporra, porra de policía, maza, y hacha.

Posesión significa tener un artículo en su persona o en la propiedad personal, que incluye, entre otros:

1. Ropa, bolso o mochila;

2. Un vehículo privado usado para transportarse hacia o desde la escuela o actividades relacionadas con la escuela, incluyendo, entre otros, un automóvil, camioneta, motocicleta o bicicleta;
3. Dispositivos de telecomunicaciones o electrónicos; o
4. Cualquier propiedad escolar usada por el estudiante, incluyendo, entre otros, un casillero o escritorio.

Quebrantamiento de seguridad informática incluye acceder deliberadamente a una computadora, red o sistema computacional sin el consentimiento efectivo del propietario de acuerdo a lo definido por el Código Penal 33.02, si la conducta incluye acceder a una computadora, red o sistema computacional que es propiedad de un distrito escolar u operado a nombre del distrito y el estudiante deliberadamente altera, daña o borra propiedad o información del distrito escolar o comete un quebrantamiento de alguna otra computadora, red o sistema computacional.

Robo agravado se define en parte en el Código Penal 29.03(a) como cuando una persona comete un robo y:

1. Causa lesiones físicas graves a otra persona;
2. Usa o enseña un arma mortal; o
3. Causa lesiones físicas a otra persona o amenaza o atemoriza a otra persona de una lesión física inminente o muerte, si la otra persona es:
    a. Mayor de 65 años, o
    b. Una persona discapacitada.

Sustancia controlada significa una sustancia, incluso un fármaco, un adulterante y un diluyente, enumerados en los Anexos I a V o Grupo 1, 1-A, 1-B, 2, 2-A, 3 o 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye cáñamo, según se define en el Código de Agricultura 121.001, o el tetrahidrocannabinol (THC) en el cáñamo.

Uso significa introducción voluntaria al propio cuerpo, por cualquier medio, de una sustancia prohibida.

Violencia en la pareja ocurre cuando una persona en una relación de pareja actual o pasada utiliza el abuso físico, sexual, verbal o emocional para dañar, amenazar, intimidar o controlar a la otra persona en la relación. La violencia en la pareja también ocurre cuando una persona comete estos actos contra una persona en una relación de matrimonio o de pareja con la persona que está o estuvo casada o en una relación de pareja con la persona que comete la ofensa, de acuerdo a lo definido en la Sección 710021 del Código de Familia.



Lake Dallas ISD Student Handbook

2026-2027 School Year

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

Lake Dallas ISD Student Handbook

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

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

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

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

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

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

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

Therefore, parents and students should become familiar with *the Lake Dallas ISD* Student Code of Conduct. To review the Code of Conduct, visit the district's website at *https://www.ldisd.net/students/student-handbooks*. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child's campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at *https://pol.tasb.org/PolicyOnline?key=392*.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

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

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

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

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity

- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Lisa Walraven BSN, RN, NCSN
Health Services Coordinator
lwalraven@ldisd.net
940-497-4031

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This

program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student When Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

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

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

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

Note:

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

Limiting Electronic Communications between Students and District Employees

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

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year**.** [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major fields of study, degrees, honors, awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of an athletic team, enrollment status, and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, photograph, honors, awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

Note: Also see Authorized Inspection and Use of Student Records.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

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

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student

- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Chief Operations Officer is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

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

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

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

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

Shady Shores Elementary
Jennifer Bryant
jbryant@ldisd.net

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

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

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at https://pol.tasb.org/PolicyOnline?key=392.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement

- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the campus principal for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to another district campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships

- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

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

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

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

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards* (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent.

However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

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

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Jennifer Maples
Transition Specialist
jmaples@ldisd.net
940-497-4031

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

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

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your child's campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)

- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

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

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent

- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

For any questions about student absences, parents should contact any campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30am.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

The district allows up to 3 absences per semester with a parent note. Parent notes can be submitted in writing or directly to the attendance clerk. Any student's absence because of a personal illness must be accompanied by a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to be considered an excused absence.

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

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

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

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused. All parent notes will be considered unexcused absences.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws and District Local policy. [See policy FEA Legal & Local]

Going home sick

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the campus nurse.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Lake Dallas ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at ***https://www.ldisd.net/about-us/required-postings*.** Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions

- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by ***https://www.sandyhookpromise.org/say-something-tips/*.**

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

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

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

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at https://www.ldisd.net/about-us/required-postings. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment

- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community

- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)

- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://www.ed.gov/sites/ed/files/documents/human-trafficking/human-trafficking-americas-schools.pdf)

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

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

The calculation of class rank shall exclude:

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

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

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

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

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

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

Class Ranking for top 10% and top 25% are calculated after the completion of 11th grade year. Class ranking for determining the top 10 students, including valedictorian and salutatorian, are calculated at the end of the 3rd nine weeks period of the senior year. Note: To be included in the top 10% automatic admission, students must earn the

distinguished level of achievement.

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

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation, not including summer school; and

2. Not have engaged in any serious misconduct violations of the Student Code of Conduct, including removal to a Disciplinary Alternative Education Program (DAEP), a suspension or expulsion during his or her last two semesters.

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

1. The weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.

2. If a tie still remains, the student with the highest numerical grade average of all Honors, AP and Dual Credit courses taken shall be designated.

3. If a tie still remains, the student with the longest continuous enrollment at the District high school shall be designated.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for

Elementary Campuses Grading Guidelines

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

Summative activities such as major projects and tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one

summative grade (multiple grades), each grade should represent a different component of the project.

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

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

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

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

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

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

Communication Timelines and Review of Materials

- Work that is graded shall be returned and recorded in the Gradebook within three (3) class days of the date received by the teacher.
- Major projects/papers shall be graded and returned within the same grading

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

Homework

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

Late Work

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

Make-up Work

• All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
• Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to makeup assignments.
• In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
•Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
•Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

• After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in

grades 1-5.
• The teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
• The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
• Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

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

Mastery shall be determined as follows:

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

Reassessment Policy

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

Tutorials

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

Social/Work Habit Grades

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

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

Pre-Kindergarten & Kindergarten Grading Information

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

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and third grading period. The following marking system shall be used:

Marking System (All Subjects)

E = Excellent Progress
S = Satisfactory Progress
N = Needs Improvement
U = Unsatisfactory Progress

Promotion Standards

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

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

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

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

Progress Reports

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

Subject Marking System

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

Marking System

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

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

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

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

Semester and Yearly Averages

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

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

Promotion Standards

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

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

Secondary Campuses Grading Guidelines (Grades 6-12)

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

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

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

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

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

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

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

assignment or exam for which the student received a failing grade.

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

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

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

Make-Up Work

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

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make- up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9- week grading period thereafter, progress reports will be given to every student.
The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.
Mastery shall be determined as follows:

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

Reassessment Policy

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

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

The student can earn up to 85% with the higher of two assessments being recorded.
This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

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

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

Tutorials

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

- Grade average is failing.

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

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

Grades 6-8 Grading Information

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

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

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

Grading Period Averages and Report Cards

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

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

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

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

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

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

MS Semester Averages

The semester average shall be computed as follows:

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

Middle School Final Exam Policy

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Grades 9-12 Grading Information

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

Progress Reports

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

Final Exams

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

Grading Period Averages and Report Cards

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

AP courses adhere College Board guidelines
Dual Credit courses adhere to their affiliated university's guidelines

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Lake Dallas ISD's Academic Integrity Policy

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

- Cheating is defined in Dictionary.com as: "to practice fraud or deceit, to violate rules or regulations or to take an examination or test in a dishonest way, as by improper access to answers."
- Some examples of cheating are, but are not limited to, the following:
- Submitting someone else's work as your own.
- Allowing someone else to use your work to submit as his/her own.
- Looking at another student's answers with or without his/her knowledge and using them as your own answer on either daily or assessment assignments.
- Doing someone else's work for them.
- Submitting work done by your parent, sibling or friend as your own.
- Discussing or revealing questions on a quiz or test to someone who has not yet taken the test.
- Improper use of artificial intelligence
- Using an electronic device to gain knowledge or retrieve answers during a test.

- Use of crib or cliff notes without teacher's permission.
- Programming a calculator to assist you on a test.
- Dishonesty is defined in Dictionary.com as: "disposed to lie, cheat, or steal; not worthy of trust or belief." Some examples of dishonesty are, but are not limited to, the following:
  - Agreeing with others to commit academic dishonesty.
  - False reporting on experiments or reporting results that did not occur.

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

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

First Unintentional Plagiarism Offense

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

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

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

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

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST

program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See • Student Council
• High School class level elections

• Specific clubs at secondary campuses

Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. [See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.]

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

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by your child's campus.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at ***https://pol.tasb.org/PolicyOnline?key=392*** and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at ***https://www.ldisd.net/about-us/board-of-trustees/resolving-complaints*** and at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing jmodica@ldisd.net.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the Level II Administrator.

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

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

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at ***https://www.ldisd.net/about-us/required-postings*** and the coordinator for this campus is listed below:

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

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

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

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

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

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. As a district, we don't accept student deliveries. This includes DoorDash, UberEats, Tiff's Treats, etc. If your student forgets their lunch, a parent/guardian or emergency contact listed in our system may drop off food for that student. You may not drop off food for another student.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at ***https://pol.tasb.org/PolicyOnline?key=392***. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)

- Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

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

Please contact Health Services Coordinator for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN) to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See Remote Instruction]

Virtual and Hybrid Instruction

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

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

Elementary Campus Dress Code

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

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

12.Label all clothes with the student's name: coats, sweaters, sweatshirts, etc.
13. Unclaimed clothing is periodically donated to community charities.

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

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

Secondary Campus Dress Code

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1.All students must wear their school issued ID during the school day at all times. Middle school and high school students must wear a current school-issued ID in order to enter school athletic events. The ID should be clearly visible on the student's torso with the picture facing out, either hanging on a lanyard around the neck, or clipped to the upper chest area. IDs are not to be defaced/altered in any manner. If an ID is lost or damaged, follow your campus procedures for a replacement. There will be a campus-based cost associated with printing any replacement IDs.
2.Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
3.Hats, caps, sweatbands, beanies, bandanas or other head covering apparel will not be worn in the building.
4.Pillows, blankets, and other bedding items are not allowed on campus.
5.Students may wear earrings. Facial jewelry is limited to studs or small hoops on the nose; other facial piercings cannot be covered by a bandage. No jewelry, trinkets, piercing chains, or other apparel items that have spikes, are noisy, and/or promote undue distractions in the school environment shall be permitted. Mouth grills are not permitted. Excessive or costume makeup is also prohibited.
6.Shoes are required at all times. House shoes or slippers are not acceptable.
7.Undergarments are required and must not be visible.
8. Students may wear pants, shorts, dresses, or skirts and must adhere to the following guidelines:

- Shorts, dresses, and skirts may not be shorter than fingertip length when the arms are relaxed at the side. The same applies for splits in skirts or dresses.

- Holes in jeans must follow the same fingertip length requirements.
- Athletic shorts, such as Nike Tempo style, must also meet fingertip length uniformly around the leg.

9.If yoga pants, leggings, jeggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered by their top at all times.
10.Biker style spandex shorts are prohibited.
11.Pajamas, pajama pants, onesies, or costumes/costume accessories of any type are not acceptable.
12.The shoulder seams of all blouses, shirts and dresses must have a minimum shoulder to neck seam length of at least 3 . inches. Shirts that show the bare midriffs when students' hands are extended above the head are not permitted. Low-cut shirts, dresses or any clothing that exposes undergarments is prohibited.
13.Students will not be allowed to wear clothing or have exposed tattoos that advertise by name or symbol any products that are not permitted in schools (including, but not limited to weapons, drugs, alcohol, or tobacco). Profane, vulgar, violence, obscene, or sexually suggestive slogans whether stated or implied are also prohibited.
14.Clothing that represents a group or style that disrupts or distracts from the learning environment is prohibited. Gang related attire or symbols are prohibited in any form.
15.Due to safety precautions, oversized jeans and shirts (pants with wide legs, extra big pockets, tall tees or loose fitting garments), trench coats (oversized coats) will not be permitted.
16.Dress for social functions will be determined by the sponsors of those functions and will be announced prior to the occasion.
17.Face masks (or gaiter style face mask coverings) may be worn for health-related concerns. Masks (or gaiter style face masks) worn for health-related concerns should not be of a design that causes a disruption to the educational environment. If an administrator deems a mask or gaiter inappropriate or a disruption to the educational environment, the school administrator will provide the student with a replacement mask to wear.

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

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact the Director of Technology at ghamilton@ldisd.net**.**

[See Students are provided adequate time to get from class to class. Students who arrive to class within the first 5 minutes after the bell will be counted tardy for the class. Students who arrive to class after the first 5 minutes may be counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further disciplinary action. Tardies are accumulated on a per class basis so teachers will only track student tardies for their class. Tardies will start over at the beginning of each nine-week grading period. A referral to the Assistant Principal will only be written after a Teacher Detention is assigned, even if the number of tardies has surpassed 3 for the 9 weeks.

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

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

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

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

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

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

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

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

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

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

Instructional Use of Personal Electronic Devices

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

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. [See LDISD Acceptable Use Policy]

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See

Elementary Campuses Grading Guidelines

The assigning of a grade in a particular course should reflect a student's mastery of the

skills and content of the course. Report card grades for Elementary students shall be assigned according to the following criteria:

Summative activities such as major projects and tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

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

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

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

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

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

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

habits portion of the report card.

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

Make-up Work

- All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to makeup assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the

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

Progress Reports and Parent Conferences

• After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in grades 1-5.
• The teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
• The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
• Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

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

Mastery shall be determined as follows:

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

following areas: language arts, mathematics, science, and social studies, and mastery of the math and reading STAAR.
• Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

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

Tutorials

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

Social/Work Habit Grades

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

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

Pre-Kindergarten & Kindergarten Grading Information

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

Pre-kindergarten and kindergarten parents shall receive a progress report each grading

period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and third grading period. The following marking system shall be used:

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

Promotion Standards

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

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

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

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

Progress Reports

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

Subject Marking System

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

Marking System

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

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

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

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

Semester and Yearly Averages

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

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

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

Promotion Standards

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

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

Secondary Campuses Grading Guidelines (Grades 6-12)

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

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

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

the course of the nine-weeks-grading period.

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

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

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

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

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

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

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

Make-Up Work

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

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make- up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9- week grading period thereafter, progress reports will be given to every student. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.
Mastery shall be determined as follows:

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

Reassessment Policy

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

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

The student can earn up to 85% with the higher of two assessments being recorded. This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

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

A teacher shall reteach and reassess a class when the class average on a summative

assessment is below 70%.

Tutorials

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

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

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

Grades 6-8 Grading Information

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

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

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

Grading Period Averages and Report Cards

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

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

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

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

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

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

MS Semester Averages

The semester average shall be computed as follows:

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

Middle School Final Exam Policy

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Grades 9-12 Grading Information

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

Progress Reports

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

Final Exams

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

Grading Period Averages and Report Cards

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

AP courses adhere College Board guidelines
Dual Credit courses adhere to their affiliated university’s guidelines

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Lake Dallas ISD's Academic Integrity Policy

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

- Cheating is defined in Dictionary.com as: "to practice fraud or deceit, to violate rules or regulations or to take an examination or test in a dishonest way, as by improper access to answers."
- Some examples of cheating are, but are not limited to, the following:
- Submitting someone else's work as your own.
- Allowing someone else to use your work to submit as his/her own.
- Looking at another student's answers with or without his/her knowledge and

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

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

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

First Unintentional Plagiarism Offense

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

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas

English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period

- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Elementary Campuses Grading Guidelines

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

Summative activities such as major projects and tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

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

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

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

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

Make-up Work

- All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to makeup assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
- Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

- After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in grades 1-5.
- The teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
- The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
- Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

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

services. [See EHBC]

Mastery shall be determined as follows:

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

Reassessment Policy

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

Tutorials

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

Social/Work Habit Grades

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

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

Pre-Kindergarten & Kindergarten Grading Information

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

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and third grading period. The following marking system shall be used:

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

Promotion Standards

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

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

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum

of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

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

Progress Reports

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

Subject Marking System

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

Marking System

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

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

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

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

Semester and Yearly Averages

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

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

Promotion Standards

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

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

Secondary Campuses Grading Guidelines (Grades 6-12)

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

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

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

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

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

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

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

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

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

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

Make-Up Work

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

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make- up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9- week grading period thereafter, progress reports will be given to every student.
The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.
Mastery shall be determined as follows:

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

Reassessment Policy

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

- Student formally requests to reassess and provides reasoning
- Attends at least one tutorial session between the original exam date and the date

- Provides evidence to the teacher of progression in the learning of the tested concepts

The student can earn up to 85% with the higher of two assessments being recorded. This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

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

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

Tutorials

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

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

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

Grades 6-8 Grading Information

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

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

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

Grading Period Averages and Report Cards

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

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

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

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

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

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

MS Semester Averages

The semester average shall be computed as follows:

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

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

Middle School Final Exam Policy

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Grades 9-12 Grading Information

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

Progress Reports

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

Final Exams

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

Grading Period Averages and Report Cards

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

AP courses adhere College Board guidelines
Dual Credit courses adhere to their affiliated university's guidelines

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

0-69 = F

HS Course Averages

The course average for classes shall be computed as follows:

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Lake Dallas ISD's Academic Integrity Policy

Academic integrity is necessary to fulfill our district's mission statement to "engage all students to reach their full academic and social potential." In order to reach our goal of academic excellence, it is necessary to fully outline an honor code and consequences for violations of this code. As students enter colleges, universities, and workplaces, honesty will be expected, and dishonesty will come with serious penalty. Such penalties at that time could include automatic course failure, expulsion, and loss of employment. To prepare our students to their fullest

potential, cheating, dishonesty, and plagiarism will not be tolerated in Lake Dallas Independent School District. All offenses will accumulate in an
Academic Integrity Folder for the duration of a student's academic career.

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

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

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

First Unintentional Plagiarism Offense

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

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

First Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible detention or day in ISS • Possible removal from NHS • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Third Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Possible Consequence(s): • Parent/Student Conference • Notification to organization sponsors • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech	*0.5*	*0.5*
Health	*0.5*	*0.5*
Electives	4	6
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.

- A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified

curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Performance Acknowledgements

Dual Credit

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

Bilingualism and Bi-literacy

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

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

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

AP Exam

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

Foundation Plan Distinguished Program

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

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

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

Graduation Activities

Graduation activities will include:

- Rosecutting
- *Graduation*

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

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

- Valedictorian
- Salutatorian

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See • Student Council
• High School class level elections

- Specific clubs at secondary campuses

Fees (All Grade Levels)]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio

- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

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

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

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

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists All Grades

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
  - The local public health authority, *Lisa Walraven,* which may be contacted at lwalraven@ldisd.net.
  - The local mental health authority, *Lisa Walraven,* which may be contacted at lwalraven@ldisd.net.
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day kindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at ***https://www.ldisd.net/about-us/required-postings*** for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found* on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at https://www.ldisd.net/about-us/required-postings.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The District Health Services Coordinator:

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

- The school counselors and resources can be found at this webpage: https://www.ldisd.net/departments/curriculum-instruction/counseling

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

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at ***https://pol.tasb.org/PolicyOnline?key=392*.**

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. *The District Improvement Plan can be found on the district's website at* https://www.ldisd.net/about-us/required-postings.

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

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

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

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

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at ***https://www.ldisd.net/departments/health-services/shac*.**

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without

parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

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

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle School Grade Levels

If a student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to

discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

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

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

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

- For all other concerns regarding discrimination, see:

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

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

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

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

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *Parent Teacher Associations (PTA), Watch Dogs, Communities in Schools, Foster a Grandparent, and various other volunteer opportunities*.

- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

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

  Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See Dr. Kelly O'Sullivan
  Deputy Superintendent of Schools
  kosullivan@ldisd.net
  940-497-4039
  School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]

- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 5:30 p.m. at the LDISD Central Services Building at 104 Swisher Rd, Lake Dallas Texas, 75065. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 104 Swisher Rd, Lake Dallas Texas, 75065 and online at https://meetings.boardbook.org/Public/Organization/859. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not require or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Grades 1-8

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

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

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification on page 64.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 58 and Standardized Testing on page 122.]

Repeating Prekindergarten -Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

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

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every nine weeks.

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

Teachers follow grading guidelines that have been approved by the principal to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See

Elementary Campuses Grading Guidelines

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

Summative activities such as major projects and tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

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

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

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

Students are responsible for completing assigned work in a satisfactory manner and within

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

Make-up Work

• All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
• Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to makeup assignments.
• In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
•Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
•Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

• After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in grades 1-5.
• The teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
• The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
• Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

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

Mastery shall be determined as follows:

• Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
• Mastery of the skills necessary for success at the next level shall be validated by

assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
• In grades 1–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
• In grade 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies, and mastery of the math and reading STAAR.
• Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

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

Tutorials

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

Social/Work Habit Grades

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

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

Pre-Kindergarten & Kindergarten Grading Information

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

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and third grading period. The following marking system shall be used:

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

Promotion Standards

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

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

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

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

Progress Reports

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

Subject Marking System

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

Marking System

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

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

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

goals by the end of the year.

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

Semester and Yearly Averages

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

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

Promotion Standards

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

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

Secondary Campuses Grading Guidelines (Grades 6-12)

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

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught

the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

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

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

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

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

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

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

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

Communication Timelines and Review of Materials

- Work that is graded shall be returned and recorded in the Gradebook within three (3) class days of the date received by the teacher. Exceptions shall be discussed with the campus principal for approval.
- Students shall have the right to review their test scores. All tests given shall be graded, returned, and recorded within three (3) class days of the date the test

was administered.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent's request by the student and the parents.

Homework

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

Late Work

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

In the spirit of our mission to increase rigor and student expectations, the following criteria are to serve as guidelines for calculating grades for late work.
- Assignments submitted on time may receive full credit
- Assignments submitted after the deadline may be reduced up to 10%. The assignment can be reduced an additional 10% each subsequent week after the original deadline. All late work is due four days before the end of the grading period.

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

Make-Up Work

All students shall be allowed to make up work when they are absent from class.
- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make- up assignments.

- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9- week grading period thereafter, progress reports will be given to every student.
The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.
Mastery shall be determined as follows:

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

Reassessment Policy

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

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

The student can earn up to 85% with the higher of two assessments being recorded.
This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

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

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

Tutorials

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

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

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

Grades 6-8 Grading Information

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

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

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

Grading Period Averages and Report Cards

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

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

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

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

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

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

MS Semester Averages

The semester average shall be computed as follows:

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

Middle School Final Exam Policy

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Grades 9-12 Grading Information

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

Progress Reports

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

Final Exams

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

Grading Period Averages and Report Cards

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

AP courses adhere College Board guidelines
Dual Credit courses adhere to their affiliated university's guidelines

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Lake Dallas ISD's Academic Integrity Policy

Academic integrity is necessary to fulfill our district's mission statement to "engage all students to reach their full academic and social potential." In order to reach our goal of academic excellence, it is necessary to fully outline an honor code and consequences for violations of this code. As students enter colleges, universities, and workplaces, honesty will be expected, and dishonesty will come with serious penalty. Such penalties at that time could include

automatic course failure, expulsion, and loss of employment. To prepare our students to their fullest potential, cheating, dishonesty, and plagiarism will not be tolerated in Lake Dallas Independent School District. All offenses will accumulate in an
Academic Integrity Folder for the duration of a student's academic career.

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

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

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

First Unintentional Plagiarism Offense

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

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

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

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

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

Safe Storage of Firearms

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

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

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

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by ***https://www.sandyhookpromise.org/say-something-tips/***.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: the district website, Parent Square mass communication, social media, and local news stations.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students or parents may contact the school counselor for information about schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

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

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

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

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

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
>
> 1. **mail:**
> U.S. Department of Agriculture
> Office of the Assistant Secretary for Civil Rights
> 1400 Independence Avenue, SW
> Washington, D.C. 20250-9410; or
>
> 2. **fax:**
> (833) 256-1665 or (202) 690-7442; or
>
> 3. **email:**
> Program.Intake@usda.gov
>
> "This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

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

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

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

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

The Board has established a school library advisory council (SLAC). The SLAC meets at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through a designated district form or they can contact the campus librarian or campus administration directly.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material

through by browsing the Destiny Discovery Library Catalog under LDISD Library Media Services

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

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

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See
• Student Council
• High School class level elections

• Specific clubs at secondary campuses

Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See

Elementary Campus Dress Code

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1.All students must be clean and neatly groomed.
2.Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
3.Clothing, which in the opinion of the professional staff would be deemed inappropriate or offensive for school in general, shall not be allowed: i.e.: including, but not limited to; split sides (on shirts, skirts, or pants), see-through clothing, halters, bare midriffs, pajamas, fishnet tops, tops with "spaghetti" straps, bike shorts, pants or shorts with frayed edges and clothes with holes in them. No revealing clothing.
4.Hats, caps, sweatbands, beanies, bandanas, or other head-covering apparel will not be worn in the building.
5. Students may wear pants, shorts, dresses, or skirts and must adhere to the following

guidelines:

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

6.If yoga pants, leggings, jeggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered by their top at all times.
7.All students shall wear appropriate undergarments. Undergarments shall not be visible.
8.Students may not wear clothing that advertises by name or symbolizes things not allowed in schools, including but not limited to weapons, drugs, gangs, alcohol, tobacco, sex, profanity, obscenities and suggestive slogans.
9.Jewelry may be worn with the following guidelines: no large hoop earrings and no excessive amounts of jewelry.
10.Shoes will be hard or rubber soled and properly fitted. No flip flops or backless footwear.
11.Students should dress appropriately for the weather.
12.Label all clothes with the student's name: coats, sweaters, sweatshirts, etc.
13. Unclaimed clothing is periodically donated to community charities.

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

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

Secondary Campus Dress Code

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

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

2.Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
3.Hats, caps, sweatbands, beanies, bandanas or other head covering apparel will not be worn in the building.
4.Pillows, blankets, and other bedding items are not allowed on campus.
5.Students may wear earrings. Facial jewelry is limited to studs or small hoops on the nose; other facial piercings cannot be covered by a bandage. No jewelry, trinkets, piercing chains, or other apparel items that have spikes, are noisy, and/or promote undue distractions in the school environment shall be permitted. Mouth grills are not permitted. Excessive or costume makeup is also prohibited.
6.Shoes are required at all times. House shoes or slippers are not acceptable.
7.Undergarments are required and must not be visible.
8. Students may wear pants, shorts, dresses, or skirts and must adhere to the following guidelines:

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

9.If yoga pants, leggings, jeggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered by their top at all times.
10.Biker style spandex shorts are prohibited.
11.Pajamas, pajama pants, onesies, or costumes/costume accessories of any type are not acceptable.
12.The shoulder seams of all blouses, shirts and dresses must have a minimum shoulder to neck seam length of at least 3 . inches. Shirts that show the bare midriffs when students' hands are extended above the head are not permitted. Low-cut shirts, dresses or any clothing that exposes undergarments is prohibited.
13.Students will not be allowed to wear clothing or have exposed tattoos that advertise by name or symbol any products that are not permitted in schools (including, but not limited to weapons, drugs, alcohol, or tobacco). Profane, vulgar, violence, obscene, or sexually suggestive slogans whether stated or implied are also prohibited.
14.Clothing that represents a group or style that disrupts or distracts from the learning environment is prohibited. Gang related attire or symbols are prohibited in any form.
15.Due to safety precautions, oversized jeans and shirts (pants with wide legs, extra big pockets, tall tees or loose fitting garments), trench coats (oversized coats) will not be permitted.
16.Dress for social functions will be determined by the sponsors of those functions and will be announced prior to the occasion.
17.Face masks (or gaiter style face mask coverings) may be worn for health-related concerns. Masks (or gaiter style face masks) worn for health-related concerns should not

be of a design that causes a disruption to the educational environment. If an administrator deems a mask or gaiter inappropriate or a disruption to the educational environment, the school administrator will provide the student with a replacement mask to wear.

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

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.
Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Dr. Jay Weidenbach

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

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Athletic games/events; Campus Announcements and Class News, or other applicable events as determined by the campus administration. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See

Elementary Campuses Grading Guidelines

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

Summative activities such as major projects and tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

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

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

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

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

In determining nine weeks grades, a variety of assessment strategies should be used.

Grades shall not be weighted.

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

Make-up Work

- All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to makeup assignments.

• In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
•Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
•Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

• After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in grades 1-5.
• The teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
• The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
• Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

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

Mastery shall be determined as follows:

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

three of the following areas: language arts, mathematics, science, and social studies.
• In grade 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies, and mastery of the math and reading STAAR.
• Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

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

Tutorials

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

Social/Work Habit Grades

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

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

Pre-Kindergarten & Kindergarten Grading Information

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

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and third grading period. The following marking system shall be used:

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

Promotion Standards

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

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

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

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

card. Language arts include reading, written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

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

Subject Marking System

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

Marking System

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

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

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

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

Semester and Yearly Averages

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

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

Promotion Standards

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

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

Secondary Campuses Grading Guidelines (Grades 6-12)

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

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component

of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

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

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

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

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

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

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

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

Communication Timelines and Review of Materials

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

Homework

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

Late Work

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

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

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

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

Make-Up Work

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

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make- up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require

administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9- week grading period thereafter, progress reports will be given to every student. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.
Mastery shall be determined as follows:

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

Reassessment Policy

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

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

The student can earn up to 85% with the higher of two assessments being recorded.
This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

- Project is assessed using a rubric with clear criteria that is given to the students at the time the project is assigned.
- Project scoring criteria is clearly communicated to course standards.
- Project is broken down into parts:
    - Each part is given a suggested due date prior to the deadline of the

completed project.
o Each part is assessed and is given feedback, providing several checkpoints for the student to measure his or her progress.

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

Tutorials

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

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

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

Grades 6-8 Grading Information

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

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

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

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of

the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.

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

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

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

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

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

MS Semester Averages

The semester average shall be computed as follows:

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

Middle School Final Exam Policy

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

Credit Earned for High School Level Courses

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

- Who earns passing grades for both semesters; or

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

Grading Deadlines

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

Grades 9-12 Grading Information

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

Progress Reports

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

Final Exams

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

Grading Period Averages and Report Cards

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

and major assessments at 40%.

AP courses adhere College Board guidelines
Dual Credit courses adhere to their affiliated university's guidelines

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

Credit Earned for High School Level Courses

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

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

Grading Deadlines

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

Lake Dallas ISD's Academic Integrity Policy

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

- Cheating is defined in Dictionary.com as: "to practice fraud or deceit, to violate rules or regulations or to take an examination or test in a dishonest way, as by improper

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

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

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

First Unintentional Plagiarism Offense

This occurs when a student has plagiarized a part of a paper, as a result of misunderstanding proper documentation techniques. An offense may be deemed unintentional only during the freshman year, or for recent transfer students. This unintentional offense is not applicable for any AP or Pre AP

students. The teacher will schedule a meeting with the student to identify the plagiarism and how it should be corrected. The following are the possible actions taken:

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

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

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

Tardies (All Grade Levels)

Students are provided adequate time to get from class to class. Students who arrive to class within the first 5 minutes after the bell will be counted tardy for the class. Students who arrive to class after the first 5 minutes may be counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further disciplinary action. Tardies are accumulated on a per class basis so teachers will only track student tardies for their class. Tardies will start over at the beginning of each nine-week grading period. A referral to the Assistant Principal will only be written after a Teacher Detention is assigned, even if the number of tardies has surpassed 3 for the 9 weeks.

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

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

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

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

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

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

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

Trent Stinson
Director of Transportation
tstinson@ldisd.net
940-497-4026

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact *tstinson@ldisd.net*.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Special Programs that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On Career Day and Adulting Day**,** the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact your child's campus.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed

from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

Appendix: Freedom from Bullying Policy

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

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

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

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

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on August 14th 2023.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions. Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix: Student Rights and Responsibilities Policy

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

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

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

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

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

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

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

Complaint Processes

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

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

with FB and the procedural safeguards handbook.

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

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

Extracurricular Activity Complaints

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

Scheduling Conferences

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

Response

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

Days

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

Representative

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

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

Consolidating Complaint

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

Untimely Filings

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

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

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.
In most circumstances, students and parents shall file Level One complaints with the campus principal.

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

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

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

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

The Level Two record shall include:

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

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

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

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

7.D.
Student Success:
2025-2026 Preliminary STAAR Scores

Presenter: Dr. Kelly O'Sullivan, Deputy Superintendent
Event: LDISD Board of Trustees Meeting
Date: July 20, 2026

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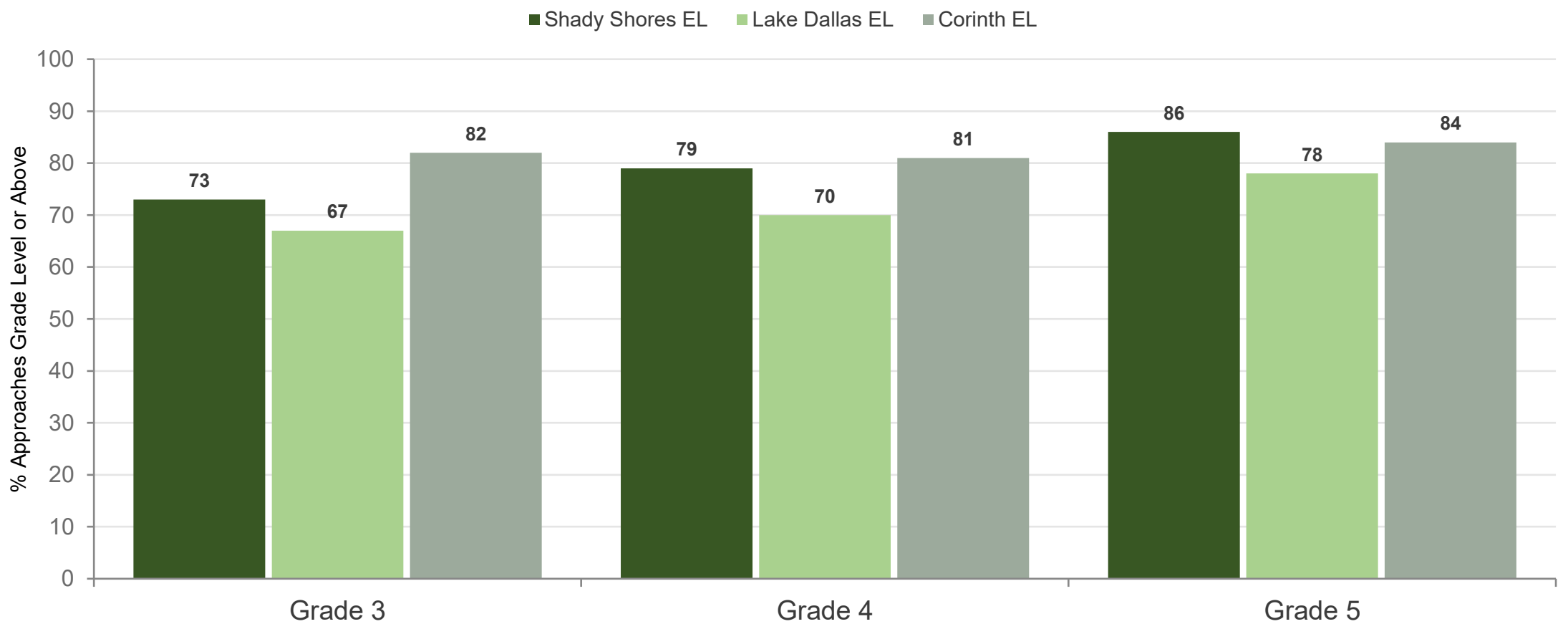
STAAR / EOC Test Administration

Spring 2026 • Grades 3–8 and End-of-Course
5382 Total Assessments

- **Math 3–8**
- **RLA 3–8**
- **Social Studies 8**
- **Biology (EOC)**
- **Algebra I (EOC)**
- **Science 5 & 8**
- **English I & II (EOC)**
- **U.S. History (EOC)**

STAAR Reading — Grades 3–5 by Campus

% Approaches Grade Level or Above, 2025–2026



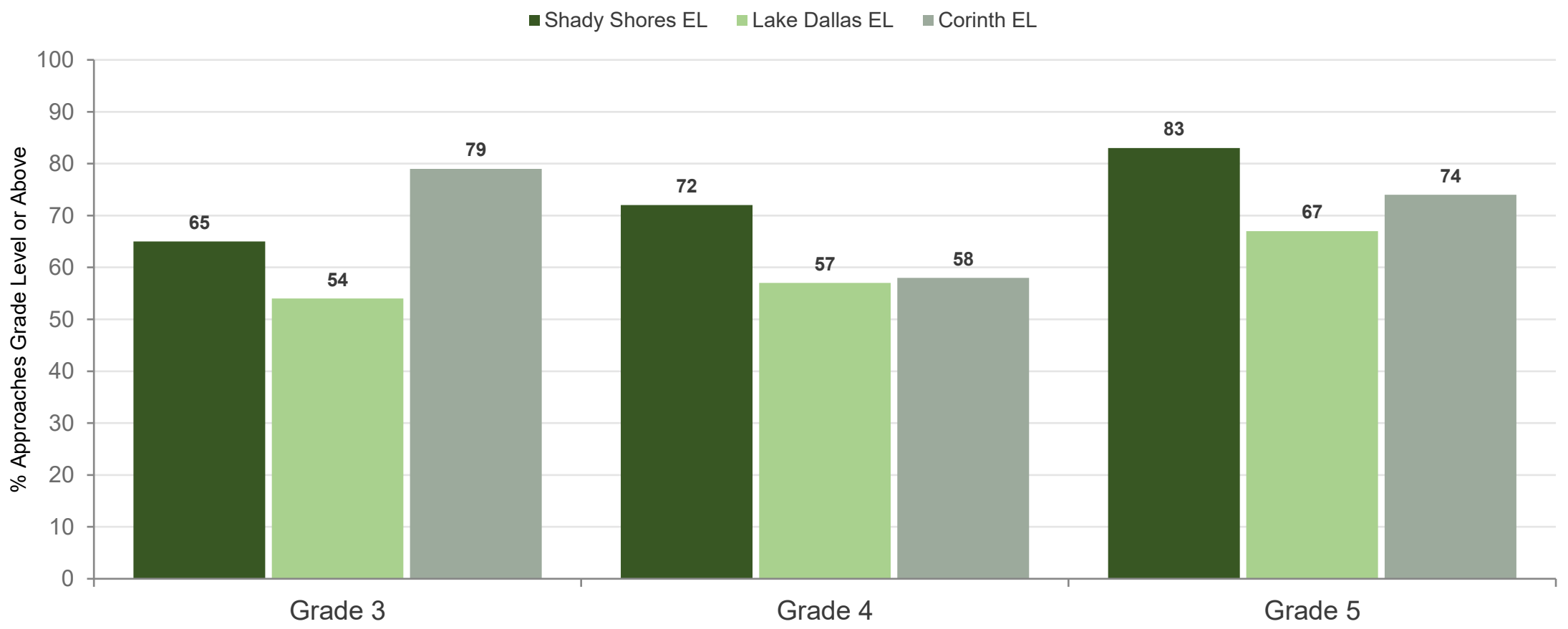
STAAR Reading — Grades 3–5 District, State & Region

% Approaches Grade Level or Above, 2025–2026

- **Grade 3:** District 74% — State 74% ~, Region 75% ~
- **Grade 4:** District 77% — State 78% ~, Region 78% ~
- **Grade 5:** District 83% — State 79% ↑, Region 79% ↑
- *Overall: District reading scores climb steadily from Grade 3 to Grade 5, moving from ~ State/Region to clearly ↑ by Grade 5*

STAAR Math — Grades 3–5 by Campus

% Approaches Grade Level or Above, 2025–2026



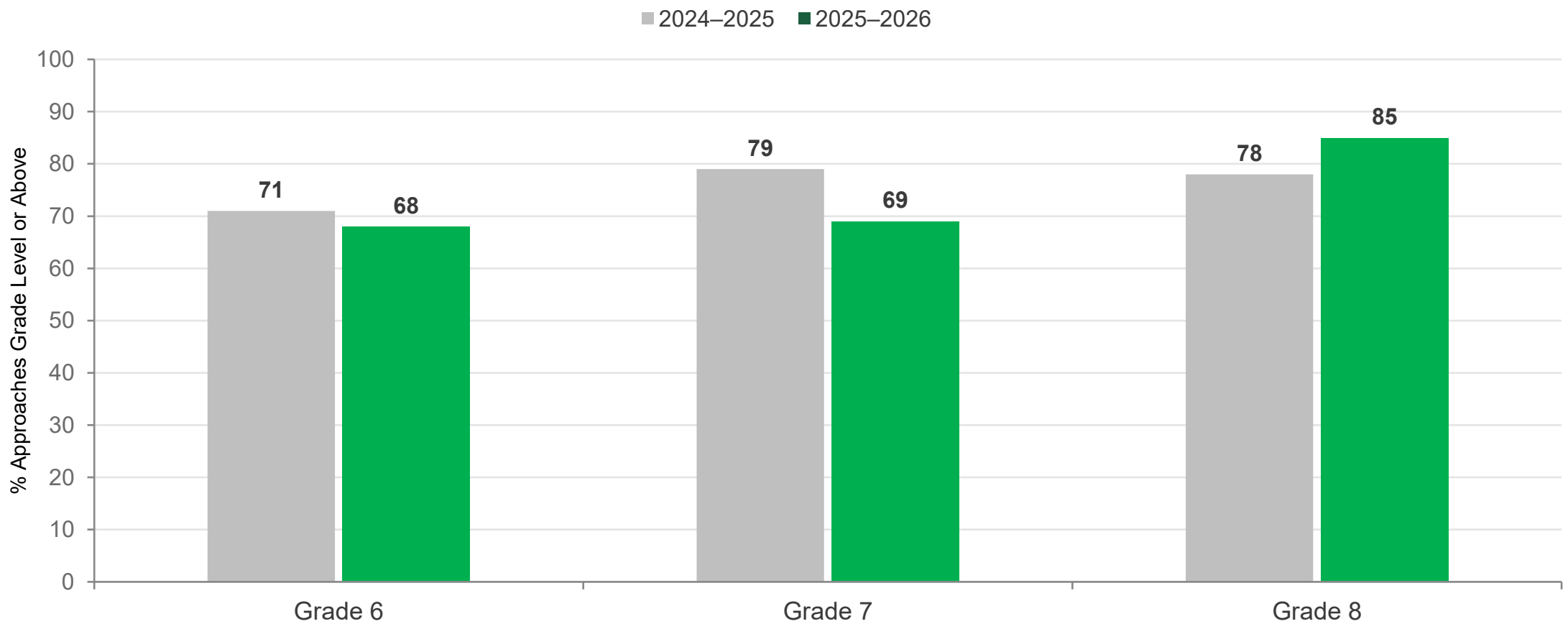
STAAR Math — Grades 3–5 District, State & Region

% Approaches Grade Level or Above, 2025–2026

- **Grade 3:** District 66% — State 67% ~, Region 68% ↓
- **Grade 4:** District 64% — State 68% ↓, Region 68% ↓
- **Grade 5:** District 74% — State 75% ~, Region 74% ~
- *Overall: District math (↓) in Grade 4 before aligning to State/Region by Grade 5*

STAAR Reading — Grades 6–8

District totals (Lake Dallas Middle), % Approaches Grade Level or Above



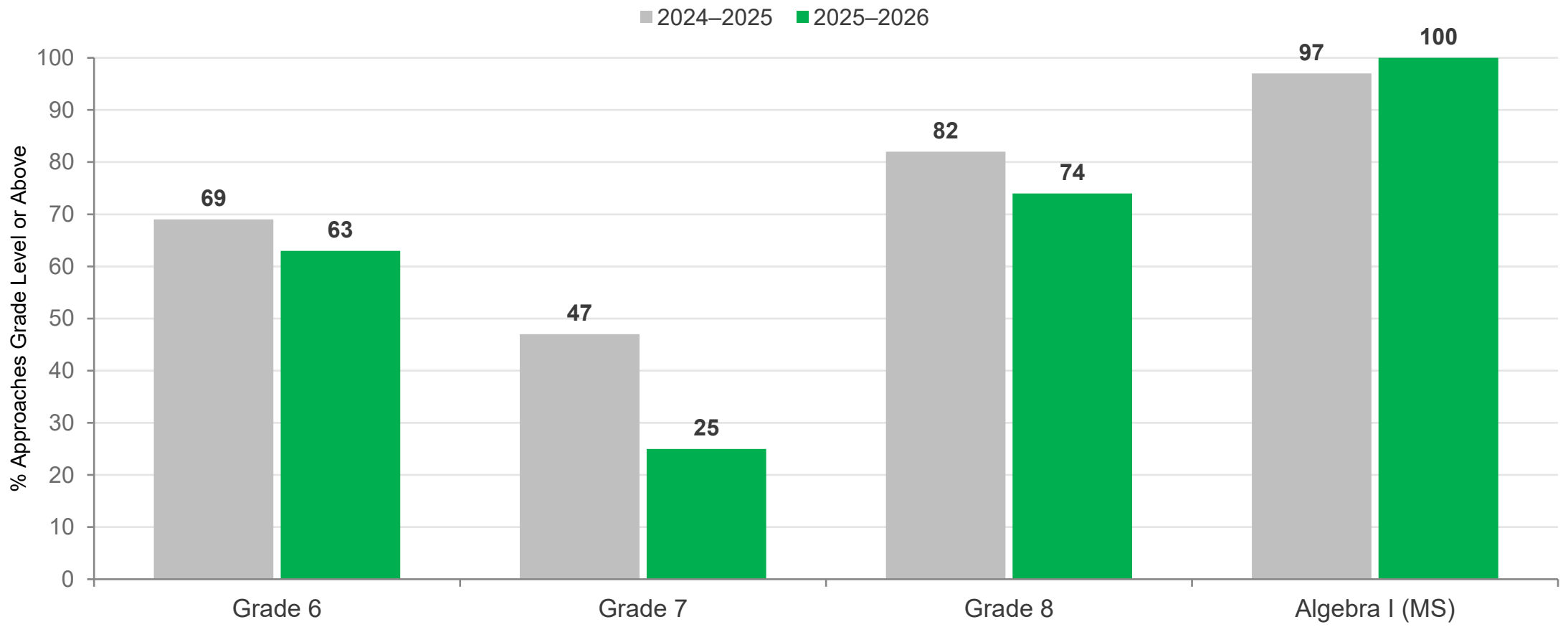
STAAR Reading — Grades 6–8 District, State & Region

% Approaches Grade Level or Above, 2025–2026

- **Grade 6:** District 68% — State 72% ↓, Region 73% ↓
- **Grade 7:** District 69% — State 77% ↓, Region 77% ↓
- **Grade 8:** District 85% — State 83% ↑, Region 83% ↑
- *Overall: District reading (↓) in Grades 6–7 but moves ↑ State/Region by Grade 8*

STAAR Math — Grades 6–8 + Algebra I

% Approaches Grade Level or Above



Algebra I (MS) reflects advanced middle-schoolers testing into Algebra I early at Lake Dallas Middle.

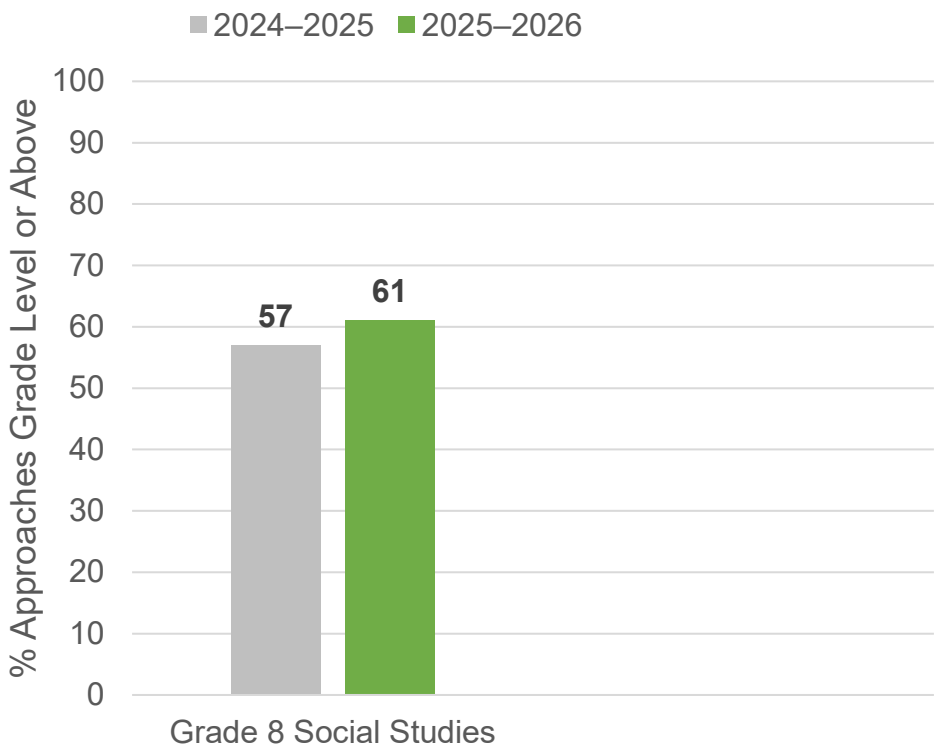
STAAR Math - Grades 6-8 + Algebra I District, State & Region

% Approaches Grade Level or Above, 2025–2026

- **Grade 6:** District 63% — State 73% ↓, Region 73% ↓
- **Grade 7:** District 25% — State 48% ↓, Region 49% ↓; the clearest area of concern
- **Grade 8:** District 74% — State 73% ~, Region 72% ↑
- **Algebra I (MS):** District 100% — State 82% ↑, Region 80% ↑

STAAR Social Studies — Grade 8 District Trend vs. State & Region

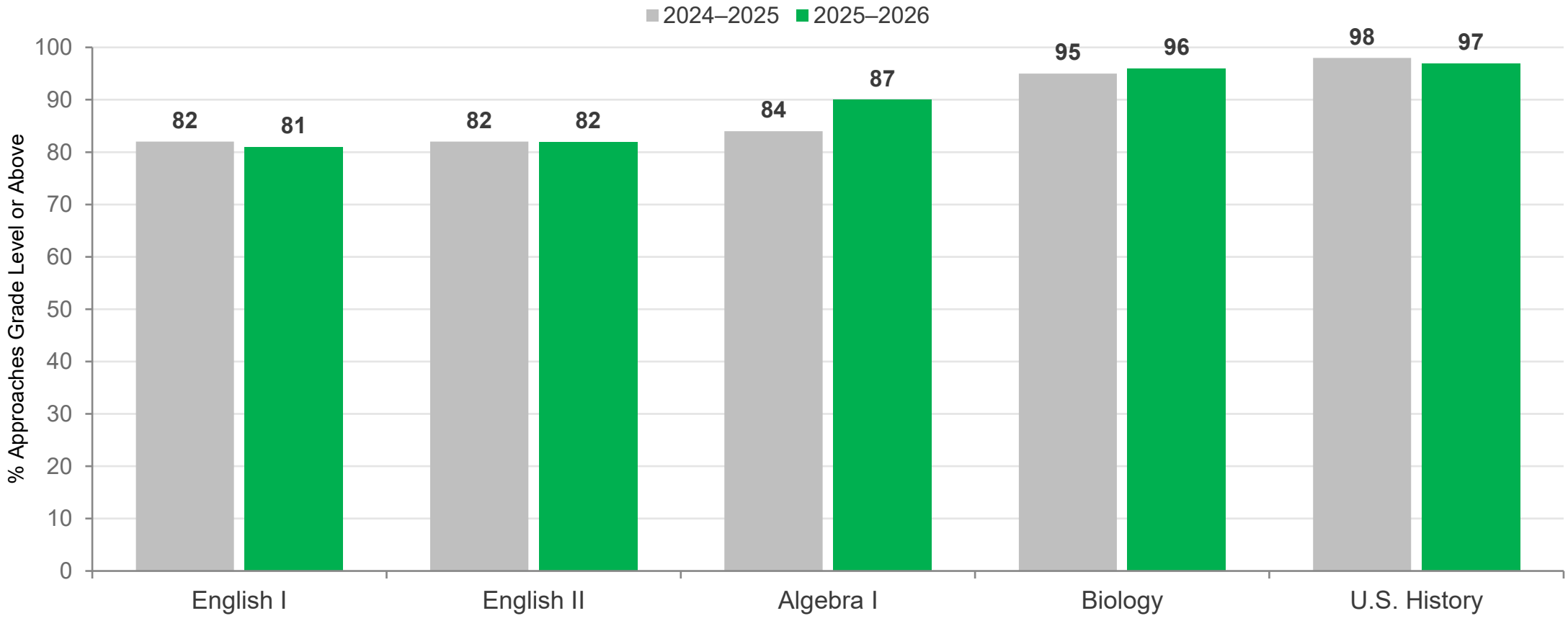
% Approaches Grade Level or Above, 2024–2026



2025–2026: District 61% ↑ State and Region (57% each)

STAAR / EOC Results

% Approaches Grade Level or Above

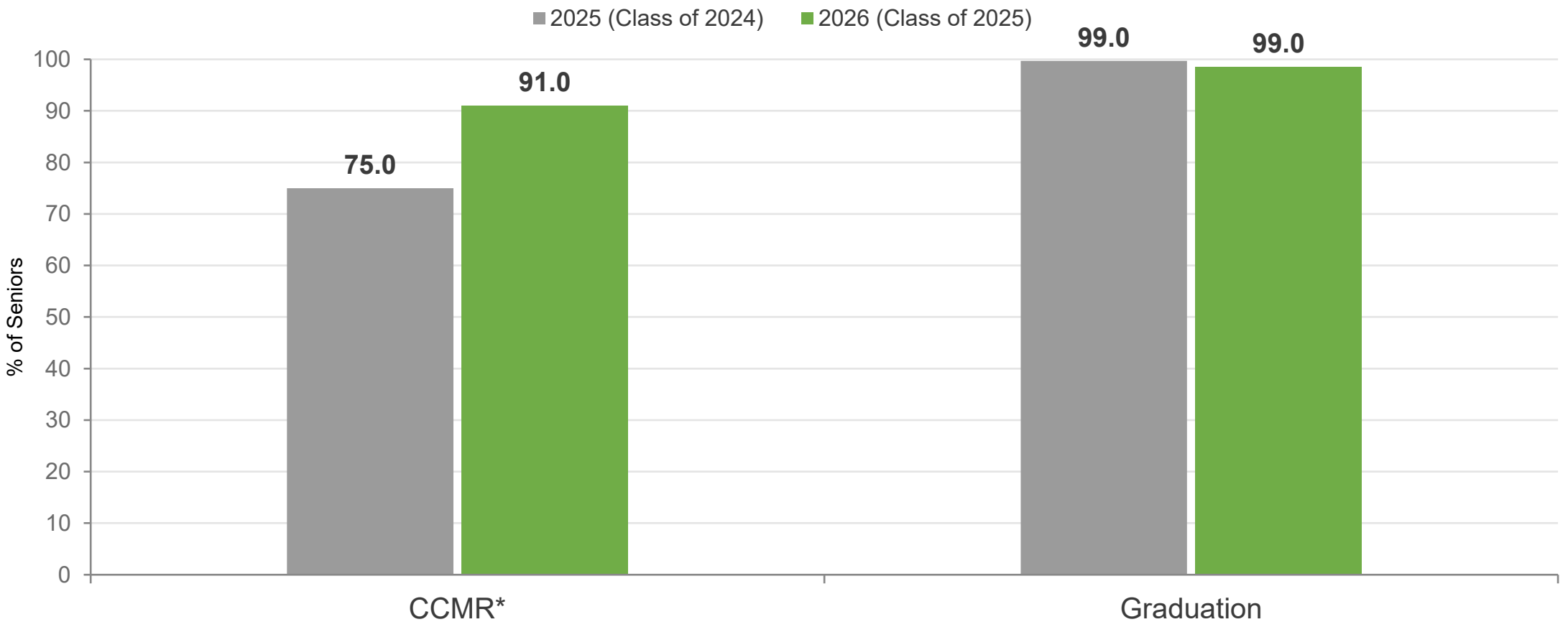


STAAR / EOC Results — District, State & Region

% Approaches Grade Level or Above, 2025–2026

- **English I:** District 81% — State 71% ↑, Region 71% ↑
- **English II:** District 82% — State 72% ↑, Region 72% ↑
- **Algebra I:** District 90% — LDHS — 87% — State 82% ↑, Region 80% ↑
- **Biology:** District 96% — State 93% ↑, Region 94% ↑
- **U.S. History:** District 97% — State 93% ↑, Region 93% ↑
- *Overall: District is ↑ State and Region on every EOC exam.*

CCMR & Graduation



Any Questions?

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Minutes of Regular Meeting

The Board of Trustees
Lake Dallas Independent School District

A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, June 22, 2026, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

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

Absent: Secretary Mark Tucker

1. **Call to Order, Roll Call, and Establishment of Quorum – 5:30 PM**
2. **Moment of Silence and Pledges of Allegiance**
   The Pledges of Allegiance were led by Mollie Avelino, Chief of Staff.
3. **Student/Staff/Report Recognitions**

   A. ***Student Success:*** LDHS UIL Academic Spelling State Results
   Jesse Eubanks, LDHS Teacher, recognized Alaina Clemens for finishing 4th at the State UIL Spelling & Vocabulary contest in Conference 4A. This was the first major academic state win in Lake Dallas ISD history.

   B. ***Student Success:*** LDHS Band Texas State Solo and Ensemble Success
   Mikaela Pyle, LDHS Band Director, acknowledged 33 band students who participated in the UIL Texas State Solo and Ensemble Contest in Austin, Texas.

   Receiving an EXCELLENT rating at the Texas State Solo and Ensemble Contest and earning a State Silver medal:

   Jaxsen Fisher - marimba solo
   Emily Skousen - marimba solo
   Makena Reed - marimba solo
   Kainsley Reeves - marimba solo
   Enzo Fernandez - french horn solo
   Gabriel Presley - euphonium solo
   Liza Lee - oboe solo
   Tyson Emmons - marimba solo
   Tyson Emmons, Eva Gomez, Lajaiven Nicholson, Makena Reed, and Kainsley Reeves - percussion ensemble
   Abril Carrillo, Zoe Gamble, Gael Perez, and Jonas Thompson - clarinet quartet
   Lalah Brewer, Malik Alexander, and Mitchell Meche - saxophone trio
   AJ Adcock, Ulises Quezada, and Ryker Winnett - trumpet trio
   Emma Hoffman, Laila Johnson, Elijah Starks, and Alyse San Miguel - clarinet quartet

   Additionally, the following students received a SUPERIOR rating and earned a Gold State Medal today:

   Peyton Boyer - marimba solo
   Dani Sanders - keyboard percussion solo
   Ethan Glowney - clarinet solo
   Esther Kitamura - trombone solo

Mitchell Meche - clarinet solo
Ethan Glowney, Liza Lee, and Presley Sloan - woodwind trio

C. ***Student Success:*** Positive Athlete Award Winner
Jeremy Males, LDISD Athletic Director, Recognized Lanz Lavine for being selected as one of 28 student athlete award winners for the 2026 Most Positive Athletes in North Texas.

4. Introductions

A. Introduction of Ronald Watkins - Assistant Principal, LDHS
Mollie Avelino, Chief of Staff, introduced Ronald Watkins as the new Assistant Principal of Lake Dallas High School.

5. Executive Session

The open session of the meeting adjourned at 5:46 pm. The Board of Trustees moved to executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

The Board reconvened to open session at 7:34 pm.

6. 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.

7. INFORMATION ITEMS

A. ***Efficient Operations:*** 2026-2027 Budget Update

Dr. Kristin N. Brown, Superintendent, presented the 2026-2027 Budget Update. The update included 2026-2027 Budget Priorities, Allotted State Funding per student, General Fund Revenue, Campus Budgets, non-payroll expenditures, Health/Voluntary Benefits, and Health Insurance Rates.

B. ***Efficient Operations:*** 2026-2027 Police Department Update

Chadd Springer, LDISD Chief of Police, presented a Police Department update which included the following.

- TCOLE Audit - Zero Findings in both audit and inspection
- 2026-2027 Staffing - Goal of 100% daily coverage at each campus with new officer additions
- Partnerships with local and surrounding law enforcement agencies
- Upcoming Projects

8. 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 Scott Baird and SECONDED by Bruce Smith to approve the Consent Agenda as presented.

A. Consideration/Approval of the Minutes of the May 11, 2026, Regular Meeting

B. Consideration/Approval of the Minutes of the June 1, 2026, Board Workshop Meeting

C. Consideration/Approval of Monthly Financial Statements

D. Consideration/Approval of Budget Amendment #4

- District Budget Amendment Request
- Lake Dallas High School Budget Amendment Request
- Corinth Elementary Budget Amendment Request

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

- Donation to Corinth Elementary from Corinth Elementary PTA
- Donation to Lake Dallas High School Football from JMSR Enterprise LLC

F. **Consideration/Approval of ESC Region 11 Contracted Services Agreement**

Region XI Educational Service Center provides multiple services to the District as part of an annual agreement. The 2026-2027 agreement includes comprehensive services: Business Services, Instructional Solutions & Support, Superintendent & School Board Training, Technology Services, TEKS Resource System, TSDS (PEIMS/ECDS), and OnDataSuite.

G. **Consideration/Approval of Renewal of Membership in Walsh Gallegos' Retainer Program**

H. **Consideration/Approval of Leon, Alcala, Morse, & Reynolds, PLLC TACS General Legal Services Agreement**

I. **Consideration/Approval of Hans Graff General Legal Services Agreement**

J. **Consideration/Approval of Escamilla & Poneck, LLP Letter of Agreement for Legislative Consulting**

K. **Consideration/Approval of VLK Bond Service Agreement**

Proposal from VLK for Architectural and Bond Planning Services for the Lake Dallas Independent School District.

L. **Consideration/Approval of 2026-2027 Revised Instructional Calendar**

The ADSY calendar demonstrates compliance with state requirements of a minimum of 175 days of instruction and 75,600 minutes. LDISD will utilize designated ADSY days to provide accelerated and enrichment learning opportunities for PreK-8 students.

M. **Consideration/Approval of CTE Innovative Courses**

With the approval of the local board of trustees, school districts may offer any state-approved CTE innovative course for state elective credit only. (Texas Administrative Code [TAC] Section 74.27).

Lake Dallas ISD CTE Innovative Courses 2026-2027 School Year:

Allied Health Therapeutic Services
Applied Nutrition and Dietetics
Advanced Video Game Programming
Emergency Medical Technician - Basic
General Employability
Kinesiology I
Kinesiology II
Physical Therapy I
Physical Therapy II
Principles of Allied Health
Principles of Community Services
Principles of Exercise Science and Wellness
Social and Community Service
Sports and Entertainment Marketing
Sports and Entertainment Marketing II
Student To Industry Connection

N. **Consideration/Approval of Pre-K Partnership Waiver**

A school district may request a Pre-K Partnership Pass-Through Waiver related to EC, §29.153(i)

as established by HB 2 in the 89th Legislative Session that states: (i) A partnership entered into between a school district and a private provider for a prekindergarten class under this section must provide for the provider to receive funding for each district or school student enrolled in the class in an amount that is not less than 85 percent of the amount of funding that the district or school receives for the student.

O. Consideration/Approval of Out of District MOU between Lake Dallas ISD and Denton ISD for the 2026-2027 School Year

The 2026-2027 Out of District MOU Between Lake Dallas ISD and Denton ISD provides students with expanded opportunities for CTE pathways.

P. Consideration/Approval of Partnership Agreement between Communities in Schools of North Texas, Inc. and Lake Dallas Independent School District

The Partnership Agreement Between Communities in Schools of North Texas, Inc. and Lake Dallas ISD provides academic, post-secondary readiness, and behavior and attendance support services for At-Risk students.

Q. Consideration/Approval of Interlocal Cooperation Agreement for Shared Governance Communications & Dispatch Services System between Denton County and Lake Dallas ISD Police Department

R. Consideration/Approval of Interlocal Cooperation Agreement between Denton County and the Lake Dallas Independent School District Police Department for the Use of the Denton County Radio Communications System

S. Consideration/Approval of 2026-2027 Student Fees

- Misc. Fees – Parking, Seat Time, Summer School, Clubs/Organizations, Optional Items
- Extracurricular Fees – Band, Cheer, Athletics
- Device Repair/Replacement

T. Consideration/Approval of 2026-2027 Facilities Fees

- High School Facilities
- Middle School & Elementary Fees
- Lake Dallas Event Center

U. Consideration/Approval of Meal Costs for the 2026-2027 School Year

Meal costs for 2026-2027 school year include a $0.05 increase for secondary lunches. The elementary schools will continue to operate as CEP campuses, allowing all students to eat for free.

V. Consideration/Approval of Board Operating Procedures

W. Consideration/Approval of Board Policy BQA(Local) - Planning and Decision-Making Process: District-Level

X. Consideration/Approval of Board Policy BQB(Local) - Planning and Decision-Making Process: Campus-Level

Y. Consideration/Approval of Board Policy EFB(Local) - Instructional Resources: Library Materials

Z. Consideration/Approval of Board Policy EHAA(Local) - Basic Instructional Program: Required Instruction (All Levels)

MOTION PASSED 6-0

Lance Stacy, President – Aye

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

9. ACTION ITEMS

A. ***Efficient Operations:*** Consideration/Approval of School District Teaching Permit

Mollie Avelino, Chief of Staff, presented information for the School District Teaching Permit. Governed under Texas Education Code §21.055, SDTP's allows a district to employ individuals the district deems qualified to serve as a teacher, but who does not hold an SBEC teaching certificate.

A school district teaching permit (SDTP) is only valid in the district where it is issued. It's only valid for teaching assignments. New employees must complete 20 hours of classroom management training.

It was MOVED by Bruce Smith and SECONDED by Aaron Appleby to approve the School District Teaching Permit as presented.

MOTION PASSED 6-0

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

B. ***Efficient Operations:*** Consideration/Approval of 2026-2027 Employee Compensation Plan and Pay Increases

Dr. Kristin N. Brown, Superintendent, presented the proposed 2026-2027 Employee Compensation Plan and Pay Increases.

Recommendation

A 2% pay increase for teachers based on the average market median salary

A 2% midpoint pay increase for all staff on the administrative/professional pay grade

A 3% midpoint pay increase for all staff on the clerical/para pay grade and the auxiliary pay grade

It was MOVED by Aaron Appleby and SECONDED by Scott Baird to approve the 2026-2027 Employee Compensation Plan and Pay Increases as recommended.

MOTION PASSED 6-0

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

C. ***Efficient Operations:*** Consideration/Approval of 2026-2027 Administrator Contract for Assistant Principal

Mollie Avelino, Chief of Staff, presented the 2026-2027 Administrator Contract for Assistant Principal.

It was MOVED by Ginger Collier and SECONDED by Bruce Smith to approve the 2026-2027 Administrator Contract for Assistant Principal as presented.

MOTION PASSED 6-0

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

10. Calendar, Announcements & Information

A. Upcoming Meetings & Events

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

11. Executive Session

The open session of the meeting adjourned at 8:00 pm. The Board of Trustees moved to executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

The Board reconvened to open session at 8:24 pm.

12. ACTION ITEMS

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

No Action Required.

13. Adjourment

The meeting was adjourned at 8:24 pm.

_____

Lance Stacy, President

_____

Mark Tucker, Secretary

2025-2026 Budget Amendment General Operating

	July 20, 2026 Proposed Budget Amendment	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	553,652	0	
5800		0	0	
5900		0	0	
	Total	**553,652**	**0**	**553,652**
Function	**Expenses**			
11	Finance - Amend Funds for Year End Salary Adjustments	200,000	0	
	Overall effect on Function 11	**200,000**	**0**	**200,000**
12	Finance - Amend Funds for Year End Salary Adjustments	0	377,000	
	Overall effect on Function 12	**0**	**377,000**	**(377,000)**
13	Finance - Amend Funds for Year End Salary Adjustments	80,000	0	
	Overall effect on Function 13	**80,000**	**0**	**80,000**
21	Finance - Amend Funds for Year End Salary Adjustments	2,000	0	
	Overall effect on Function 21	**2,000**	**0**	**2,000**
23	**Overall effect on Function 23**	**0**	**0**	**0**
31	Finance - Amend Funds for Year End Salary Adjustments	70,000	0	
	Overall effect on Function 31	**70,000**	**0**	**70,000**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	**Overall effect on Function 33**	**0**	**0**	**0**
34	**Overall effect on Function 34**	**0**	**0**	**0**
35	Finance - Amend funds for Year End CN Bad Debt	19,600	0	
	Overall effect on Function 35	**19,600**		**19,600**
36	Finance - Amend Funds for Year End Salary Adjustments	144,000	0	
	Overall effect on Function 36	**144,000**	**0**	**144,000**
41	Finance - Amend Funds for Year End Contracted Services	30,000	0	
	Overall effect on Function 41	**30,000**	**0**	**30,000**
51	Finance - Amend Funds for Auditorium Restoration	51,650	0	
	Overall effect on Function 51	**51,650**	**0**	**51,650**
52	Finance - Amend Funds for Year End Salary Adjustments	55,000	0	
	Overall effect on Function 52	**55,000**	**0**	**55,000**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	Finance - Amend Funds for Auditorium Construction	633,389	0	
	Overall effect on Function 81	**633,389**	**0**	**633,389**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**1,285,639**	**377,000**	**908,639**

Lake Dallas Independent School District
General Fund
Fiscal Year 2025-2026

		Adopted Budget	Prior Budget Amendments	Budget Amendment 7/20/2026	Revised Budget
	REVENUE				
5700	Local Revenue	24,342,315	104,909.00	553,652	25,000,876
5800	State Revenue	19,811,938	500,000.00	-	20,311,938
59/7900	Federal Programs/Other Sources	560,000	-	-	560,000
	Total	**44,714,253**	**604,909.00**	**553,652.00**	**45,872,814**
	EXPENDITURES				
11	Instruction & Instr. Related Services	25,557,643	187,712	200,000	25,945,355
12	Instructional Resources & Media Serve	476,934	(11,857.37)	(377,000)	88,077
13	Curriculum & Instr. Staff Development	861,342	3,928	80,000	945,270
21	Instructional Leadership	691,665	0	2,000	693,665
23	School Leadership	2,320,726	(4,969)	0	2,315,757
31	Guidance, Counseling & Evaluation Serve	1,336,939	(2,357.00)	70,000	1,404,582
32	Social Work Services	-	-	-	-
33	Health Services	377,771	-	-	377,771
34	Student (Pupil) Transportation	1,640,212	149,010	-	1,789,222
35	Food Service	-	-	19,600	19,600
36	Co curricular/Extracurricular Activities	1,263,827	8,821.00	144,000	1,416,648
41	General Administration	1,821,284	16,003.00	30,000	1,867,287
51	Plant Maintenance and Operations	6,104,540	0	51,650	6,156,190
52	Security & Monitoring Services	792,935	69,000	55,000	916,935
53	Data Processing Services	1,169,558	-	-	1,169,558
61	Community Services	-	2,662.00	-	2,662
71	Debt Service (M&O)	760,430	2,810.00	-	763,240
81	Facilities Acquisition	14,000	0	633,389	647,389
91	Contracted Instruction Services - Chapter 49	-	-	-	-
93/95	Shared Services Arrangement	6,500	16,500.00	-	23,000
99	Other Governmental Charges	340,400	-	-	340,400
00	Other Uses		-	-	-
	Total Budgeted Expenditures	**45,536,706**	**437,263**	**908,639.00**	**46,882,608**
	Excess Revenue over (Under) Expenditures	**(822,453)**	**167,646**	**(354,987)**	**(1,009,794)**

BUDGET AMENDMENT

Description: Year End Budget Adjustments

Account Description	Account Code	CURRENT BUDGET	AMENDED AMOUNT		REVISED BUDGET
			UP	DOWN	
YE Salary Adjustment	199 E 12 6119 00 001 0 99 000			$68,000.00	
YE Salary Adjustment	199 E 12 6119 00 041 0 99 000			$67,000.00	
YE Salary Adjustment	199 E 12 6119 00 101 0 99 000			$66,000.00	
YE Salary Adjustment	199 E 12 6119 00 103 0 99 000			$66,000.00	
YE Salary Adjustment	199 E 12 6119 00 105 0 99 000			$68,000.00	
YE Salary Adjustment	199 E 12 6142 00 001 0 99 000			$2,000.00	
YE Salary Adjustment	199 E 12 6142 00 041 0 99 000			$2,000.00	
YE Salary Adjustment	199 E 12 6142 00 103 0 99 000			$2,000.00	
YE Salary Adjustment	199 E 12 6142 00 105 0 99 000			$2,000.00	
YE Salary Adjustment	199 E 12 6144 00 001 0 99 000			$5,000.00	
YE Salary Adjustment	199 E 12 6144 00 041 0 99 000			$4,000.00	
YE Salary Adjustment	199 E 12 6144 00 101 0 99 000			$4,000.00	
YE Salary Adjustment	199 E 12 6144 00 103 0 99 000			$4,000.00	
YE Salary Adjustment	199 E 12 6144 00 105 0 99 000			$4,500.00	
YE Salary Adjustment	199 E 12 6146 00 001 0 99 000			$2,000.00	
YE Salary Adjustment	199 E 12 6146 00 041 0 99 000			$2,500.00	
YE Salary Adjustment	199 E 12 6146 00 101 0 99 000			$2,500.00	
YE Salary Adjustment	199 E 12 6146 00 103 0 99 000			$3,000.00	
YE Salary Adjustment	199 E 12 6146 00 105 0 99 000			$2,500.00	
YE Salary Adjustment	199 E 11 6119 00 041 0 23 000		80,000		
YE Salary Adjustment	199 E 11 6119 00 001 0 23 000		80,000		
YE Salary Adjustment	199 E 11 6119 00 103 0 11 000		40,000		
YE Salary Adjustment	199 E 13 6119 00 999 0 99 000		40,000		
YE Salary Adjustment	199 E 13 6129 00 999 0 99 000		40,000		
YE Salary Adjustment	199 E 21 6119 00 999 0 99 000		2,000		
YE Salary Adjustment	199 E 31 6119 00 999 0 23 000		70,000		
YE CN Bad Debt	199 E 35 6499 00 999 0 99 000		19,600		
YE Salary Adjustment	199 E 36 6119 00 001 0 91 000		144,000		
Moak Casey	199 E 41 6299 00 750 0 99 950		30,000		
Restoration Expense	199 E 51 6299 00 800 0 99 000		51,650		
YE Salary Adjustment	199 E 52 6119 00 999 0 99 000		55,000		

Auditorium Restore	199 E 81 6629 00 001 0 99 555		633,389		
TASB Claims Loss	199 R 00 5745 00 000 0 00 000			$553,652	
			1,285,639	930,652	354,987

BUSINESS OFFICE USE:			
BOARD REVIEW REQUIRED:	**YES**	**NO**	Campus/Dept Approval _____
APPROVED BY BOARD:	**YES**	**NO**	
DATE REVIEWED BY BOARD:			Campus/Dept Admin Approval _____
BUDGET AMENDMENT NUMBER:			
DATE ENTERED:	**ENTERED BY:**		Admin Approval _____

LAKE DALLAS ISD
COMPARISON OF REVENUE AND EXPENDITURES
GENERAL FUND
May-26

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	23,900,209	23,939,551	24,404,224	464,673	98.1%
State Revenue	13,255,179	14,363,865	19,811,938	5,448,073	72.5%
Federal Revenue	56,265	59,038	560,000	500,962	10.5%
Total Revenue	37,211,654	38,362,455	44,776,162	6,413,707	85.7%
EXPENDITURES					
Instruction	17,119,511	19,334,526	25,618,214	6,283,688	75.5%
Inst. Res./Media Services	38,492	45,704	476,934	431,230	9.6%
Curriculum Dev. & Inst. Staff Devel	591,720	724,482	862,680	138,198	84.0%
Inst. Leadership	461,799	517,451	691,665	174,214	74.8%
School Leadership	1,508,772	1,695,333	2,320,726	625,393	73.1%
Guidance/Counseling/Evaluation	938,877	1,066,896	1,336,939	270,043	79.8%
Health Services	244,093	275,858	377,771	101,913	73.0%
Pupil Transportation	1,135,476	1,277,780	1,746,222	468,442	73.2%
Cocurr./Extracurr. Activities	937,987	1,063,450	1,270,351	206,901	83.7%
Gen Administration	1,267,844	1,400,222	1,837,287	437,065	76.2%
Plant Maintenance & Operations	4,031,331	4,484,337	6,104,540	1,620,203	73.5%
School Monitoring Services	528,419	599,975	792,935	192,960	75.7%
Data Processing Services	773,249	826,556	1,169,558	343,002	70.7%
Debt Services	763,238	763,238	760,430	(2,808)	100.4%
Facilities Acq. & Construction	0		14,000	14,000	0.0%
Payments to Fiscal Agents	21,000	21,000	4,500	(16,500)	466.7%
Payments to JJAEP Program	0		2,000	2,000	0.0%
Other Intergovernmental Charges	205,562	205,562	340,400	134,838	60.4%
Total Expenditures	30,567,368	34,302,369	45,727,152	11,424,783	75.0%
Grand Revenue Totals	37,211,654	38,362,455	44,776,162		
Grand Expenditure Totals	30,567,368	34,302,369	45,727,152		
Grand Totals	6,644,286	4,060,087	(950,990)		

LAKE DALLAS ISD
COMPARISON OF REVENUE AND EXPENDITURES
FOOD SERVICE FUND
May-26

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	543,854	595,889	802,403	206,514	74.3%
State Revenue	23,920	26,989	52,533	25,544	51.4%
Federal Revenue	1,155,762	1,279,993	1,411,658	131,665	90.7%
Total Revenue	1,723,537	1,902,872	2,266,594	363,722	84.0%
EXPENDITURES					
Food Service	1,750,313	1,926,828	2,441,484	514,656	78.9%
Total Expenditures	1,750,313	1,926,828	2,441,484	514,656	78.9%
Grand Revenue Totals	1,723,537	1,902,872	2,266,594		
Grand Expenditure Totals	1,750,313	1,926,828	2,441,484		
Grand Totals	(26,777)	(23,956)	(174,890)		

LAKE DALLAS ISD
COMPARISON OF REVENUE AND EXPENDITURES
DEBT SERVICE FUND
May-26

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	15,417,003	15,419,940	15,498,058	78,118	99.5%
State Revenue	3,787,512	3,787,512	2,848,379	(939,133)	133.0%
Total Revenue	19,204,515	19,207,452	18,346,437	(861,015)	104.7%
EXPENDITURES					
Debt Services	3,263,909	3,263,909	18,345,069	15,081,160	17.8%
Total Expenditures	3,263,909	3,263,909	18,345,069	15,081,160	17.8%
Grand Revenue Totals	19,204,515	19,207,452	18,346,437		
Grand Expenditure Totals	3,263,909	3,263,909	18,345,069		
Grand Totals	15,940,606	15,943,543	1,368		

LAKE DALLAS ISD
BALANCE SHEET
GENERAL FUND, FOOD SERVICE AND DEBT SERVICE
May-26

General Fund	
Cash & Investments	23,720,514
Receivables	4,369,534
Inventory	972
Deferred Expenses	198,653
Total Assets	28,289,673
Current Payables	(7,508,255)
Accrued Expenses	(72,194)
Deferred Revenue	(376,865)
Total Liabilities	(7,957,313)
Reserve for Encumbrances	569,949
Undesig. Fund Balance	(20,332,360)
Reserve for Encumbrances	(569,949)
Total Equity	(20,332,360)
Food Service	
Cash & Investments	965,292
Receivables	114,077
Total Assets	1,079,369
Current Payables	(123,716)
Accrued Expenses	(28,253)
Deferred Revenue	(99,311)
Total Liabilities	(251,280)
Reserve for Food Encumbrances	(1,088,588)
Undesig. Fund Balance	461,618
Reserve for Encumbrances	(201,118)
Total Equity	(828,089)
Debt Services	
Cash & Investments	13,764,687
Receivables	5,216,690
Total Assets	18,981,377
Current Payables	0
Deferred Revenue	(208,448)
Total Liabilities	(208,448)
Reserve for Long Term Debt	(2,655,470)
Undesig. Fund Balance	(16,117,459)
Total Equity	(18,772,929)

LAKE DALLAS ISD

QUARTERLY INVESTMENT REPORT
QUARTER ENDED May 31, 2026

INVESTMENTS		GENERAL FUND		INTEREST AND SINKING		ACTIVITY		CONSTRUCTION 2008		CONSTRUCTION 2019		CONSTRUCTION 2019A		CONSTRUC
INVESTMENT		FEB28	May31	FEB28	May31	FEB28	May31	FEB28	May31	FEB28	May31	FEB28	May31	FEB28
TEXPOOL	Book Value	339	342	11,479	11,585	404,949	408,688	10,074	10,171	0	0	0	0	0
	Market Value	339	342	11,481	11,587	405,016	408,755	10,076	10,172	0	0	0	0	0
	Change	0	0	2	2	67	67	2	2	0	0	0	0	0
LONESTAR-GOVERNMENT	Book Value	24,487,462	15,177,081	36	36	4,971	5,017	0	0	0	0	0	0	0
	Market Value	24,490,498	15,178,962	36	36	4,972	5,016	0	0	0	0	0	0	0
	Change	3,035	1,881	0	0	1	-1	0	0	0	0	0	0	0
LOGIC	Book Value	148,872	150,292	3,167	3,197	1,209	1,221	0	0	0	0	0	0	0
	Market Value	148,892	150,312	3,167	3,198	1,209	1,221	0	0	0	0	0	0	0
	Change	20	20	0	0	0	0	0	0	0	0	0	0	0
LONESTAR-CORPORATE	Book Value	1,851,623	1,869,462	9,531	9,623	755,315	762,591	0	0	0	0	0	0	0
	Market Value	1,851,759	1,869,599	9,533	9,624	755,408	762,686	0	0	0	0	0	0	0
	Change	136	138	1	1	94	95	0	0	0	0	0	0	0
WELLS FARGO-TMR	Book Value	0	0	0	0	0	0	0	0	0	0	0	0	0
	Market Value	0	0	0	0	0	0	0	0	0	0	0	0	0
	Change	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS RANGE	Book Value	668,404	674,687	13,254,709	13,481,690	0	0	1,622,153	1,637,642	603,400	608,975	200,193	202,104	8,861,306
	Market Value	668,404	674,687	13,254,709	13,481,690	0	0	1,622,153	1,637,642	603,400	608,975	200,193	202,104	8,861,306
	Change	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	Book Value	27,156,701	17,871,863	13,278,921	13,506,131	1,166,444	1,177,517	1,632,227	1,647,812	603,400	608,975	200,193	202,104	8,861,306
	Market Value	27,159,892	17,873,902	13,278,925	13,506,134	1,166,605	1,177,678	1,632,228	1,647,814	603,400	608,975	200,193	202,104	8,861,306
	Change	3,192	2,039	3	4	161	161	2	2	0	0	0	0	0

POOLED INVESTMENTS	TOTAL BOOK VALUE May31	% OF TOTAL INVESTMENT	MONTHLY AVERAGE YIELD	WEIGHTED AVERAGE MATURITY FEB28	WEIGHTED AVERAGE MATURITY May31
TEXPOOL	430,785	0.98%	3.62	40	46
LONESTAR-GOVT	15,182,134	34.67%	3.61	29	42
LOGIC	154,710	0.35%	3.75	44	55
LONESTAR-CORP	2,641,676	6.03%	3.76	61	51
WELLS FARGO TMR	0	0.00%	-	-	-
TEXAS RANGE	25,379,534	57.96%	3.75	1	1
TOTAL	43,788,839	100.00%			

TOTAL POOLED INVESTMENTS	TOTAL FEB28	TOTAL May31
BOOK VALUE	52,899,192	43,788,839
MRKT VALUE	52,902,550	43,791,044
CHANGE	3,358	2,206

LAKE DALLAS ISD

QUARTERLY INVESTMENT REPORT
QUARTER ENDED May 31, 2026
SUMMARY OF FIXED TERM INVESTMENTS

FUND	INVESTMENT INSTRUMENT	PURCHASE DATE	INVESTED AMOUNT	STATED YIELD	MATURITY DATE	MARKET VALUE	MATURITY VALUE	MATURITY INTEREST

TOTAL INVESTMENTS BY FUND	
GENERAL FUND	17,871,863
INTEREST AND SINKING	13,506,131
ACTIVITY	1,177,517
CONSTRUCTION	11,233,328
TOTAL INVESTMENTS	43,788,839

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.

_____
District Investment Officer

_____
Date



Lake Dallas Independent School District

2026-2027 School Year
Student Code of Conduct

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at *jmodica@ldisd.net or 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 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

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, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single 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. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

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/students/student-handbooks* and at *https://resources.finalsite.net/images/v1731336319/ldisdnet/zfxerxedrrvyrej1967w/LDISDStudentHandbook24-25.pdf*.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of district police officers are:

- Education of teachers and students regarding the law, investigation of criminal activity on school grounds, drug prevention, and crisis intervention.
- 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.
- 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:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit

the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement 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 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 In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, 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.

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. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- 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. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- 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. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- 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;
- A short barrel firearm;
- 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 (including nicotine pouches), 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.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.

- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

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, unauthorized use of artificial intelligence, 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.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

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 in a manner that results in a change to the student's educational placement 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.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

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.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

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 this policy may be obtained from the central administration office or online at *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 Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

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.

Removal from the Regular Educational Setting

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 written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

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.

In deciding whether to order in-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.

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 below grade 3 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 threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; 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 assigned to out-of-school suspension 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.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

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.

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 die by 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.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony 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. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

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).
    - Except as provided by Education Code 37.007(a)(3), 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.] [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 an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- 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 sections 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 under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at *https://pol.tasb.org/PolicyOnline?key=392.*

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.

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

Restrictions During Placement

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

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

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the 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.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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 if 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.

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 Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by 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.
- Criminal mischief, if punishable as a felony.
- 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, unless the conduct is punishable as a felony. 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 to 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 deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

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 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]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- 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.
    - Kidnapping or aggravated kidnapping.

- Burglary, robbery or 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 conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 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.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

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. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 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 10 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.

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

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.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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.

Glossary

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.

Glossary

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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

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. Personal communication devices 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:
    a. An explosive weapon; or
    b. A machine gun.
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 Penal Code Section 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.

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 die by 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 2026-2027

LAKE DALLAS
INDEPENDENT SCHOOL DISTRICT

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

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.

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.
- Ejerza autodisciplina.
- Asista a todas las clases, con regularidad y puntualmente.
- Lleve los materiales adecuados y las tareas a clase.
- Cumpla las normas de aseo y vestimenta del distrito y de la escuela.
- Obedezca todas las reglas de la escuela y del salón de clase.
- Respete los derechos y privilegios de los estudiantes, maestros y otro personal y voluntarios del distrito.
- Respete las pertenencias de los demás, incluida la propiedad e instalaciones del distrito.
- Coopere y asista al personal de la escuela para mantener la seguridad, el orden y la disciplina.
- Cumpla con los requisitos del Código de Conducta Estudiantil.

Infracciones generales de conducta

Las categorías de conducta a continuación están prohibidas en la escuela, en vehículos que sean propiedad del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, pero la lista no incluye las infracciones más graves. En las secciones subsiguientes de **Suspensión fuera de la escuela** en la página 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.

- Grabar la voz o imagen de otros sin el consentimiento previo de los individuos que se graban o que interrumpa el entorno educativo o invada la privacidad de otros.

Infracciones a la propiedad

Los estudiantes no deben:

- Dañar ni destrozar pertenencias de otros. (Para delitos criminales mayores, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 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.

Posesión de artículos prohibidos

Los estudiantes no deben poseer ni usar:

- Armas de fuego de ningún tipo, bombas de humo o fétidas, ni ningún otro artefacto pirotécnico;
- Rastrillo, navaja para cortar cajas, cadena ni ningún otro objeto usado de alguna manera que amenace o cause lesiones físicas a otra persona;
- Un arma de “imitación” con la intención de ser usada como un arma o que se podría percibir como un arma;
- Una pistola de aire o de postas;
- Munición;
- Un instrumento manual diseñado para cortar o penetrar a otra persona al ser lanzado;
- Un silenciador o supresor de arma de fuego;
- *Una navaja restringida en la ubicación;
- *Un garrote;
- *Un arma de fuego;
- Un arma paralizante;
- Manoplas;
- Una navaja de bolsillo u otro tipo de navaja pequeña;
- Espray de pimienta o macis (mace);
- Material pornográfico;
- Productos de tabaco, cigarrillos, cigarrillos electrónicos, y cualquier componente, pieza o accesorio para un dispositivo de cigarrillo electrónico;

- Fósforos o un encendedor;
- Apuntador láser, a menos que sea para uso aprobado; o
- Cualquier artículo que generalmente no se considera armas, incluidos artículos escolares, cuando el director o su representante determina que existe un peligro.

*Para armas y armas de fuego, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 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.

- Intentar alterar, destruir o deshabilitar recursos tecnológicos del distrito, incluidos, entre otros, computadoras y equipo relacionado, datos del distrito, datos de otras personas u otras redes conectadas al sistema del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.
- Usar el internet u otras comunicaciones electrónicas para amenazar o acosar a los estudiantes, empleados, miembros de la junta o voluntarios del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Enviar, publicar o poseer mensajes electrónicos abusivos, obscenos, orientados sexualmente, amenazadores, acosadores, que dañen la reputación de una persona, o ilegales, como intimidación cibernética y “sexting”, dentro o fuera de la propiedad escolar, si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Usar el internet u otras comunicaciones electrónicas para participar o fomentar una conducta ilegal o amenazar la seguridad de la escuela, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.

Transgresiones de seguridad

Los estudiantes no deben:

- Poseer material publicado o electrónico que está diseñado para promover o estimular una conducta ilegal o que podría amenazar la seguridad de la escuela.
- Participar en intercambios verbales (orales o escritos) que amenacen la seguridad de otro estudiante, un empleado de la escuela o la propiedad escolar.
- Hacer acusaciones falsas o engaños respecto de la seguridad de la escuela.
- Participar en cualquier conducta que los directivos de la escuela consideren de manera razonable que interrumpirá sustancialmente el programa escolar o incitará a la violencia.
- Arrojar objetos que puedan causar lesiones físicas o daños a la propiedad.
- Activar un extintor de fuego sin una razón válida.

Infracciones varias

Los estudiantes no deben:

- Violar las normas de vestimenta y aseo que se indican en el Manual para Estudiantes.
- Incurrir en deshonestidad académica, lo que incluye hacer trampa o copiar el trabajo de otro estudiante, el plagio y la comunicación no autorizada entre estudiantes durante un examen.
- Hacer trampa o copiar el trabajo de otra persona.
- Participar en juegos de azar.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Participar en acciones o demostraciones que interrumpan sustancialmente o interfieran materialmente con las actividades escolares.
- Infringir reiteradamente las normas de conducta de otras escuelas o salones de clase.

Infracciones generales de conducta

El distrito puede imponer reglas del campus o salón de clase además de las que se encuentran en el Código de Conducta. Estas reglas pueden publicarse en los salones de clase o entregarse al estudiante, y pueden o no constituir violaciones del Código de Conducta.

Técnicas de administración disciplinaria

Se diseñará la disciplina de manera que mejore la conducta y aliente a los estudiantes a ser miembros responsables de la comunidad escolar. La medida disciplinaria será a consideración profesional de maestros y administradores y mediante una variedad de técnicas de administración disciplinaria, incluidas las prácticas restaurativas. La disciplina debe basarse en la gravedad de la infracción, edad y nivel de grado del estudiante, frecuencia de la mala conducta, actitud del estudiante, efecto de la mala conducta en el ámbito escolar y requisitos estatutarios.

Estudiantes con discapacidades

La disciplina de los estudiantes con discapacidades está sujeta a la ley federal y estatal aplicable además del Código de Conducta. En caso de algún conflicto, el distrito cumplirá con la ley federal. Para obtener más información respecto de la disciplina de estudiantes con discapacidades, ver el reglamento FOF(LEGAL).

En conformidad con el Código de Educación, un estudiante que reciba servicios de educación especial no puede ser disciplinado por conductas que sean parte de la definición de intimidación escolar, intimidación cibernética, acoso o hacer listas negras (ver **glosario**) hasta que un comité de admisión, revisión y retiro (ARD) se reúna y revise la conducta.

Para decidir si se ordenará la suspensión, asignación a un DAEP o expulsión, sin importar si la medida es obligatoria o discrecional, el distrito tomará en cuenta una discapacidad que imposibilite considerablemente la capacidad del estudiante para distinguir la ilicitud de la conducta del estudiante.

Técnicas

Se pueden usar las siguientes técnicas de administración de disciplina por sí solas, en combinación o como parte de intervenciones progresivas a causa de conductas prohibidas por el Código de Conducta o por las reglas del campus o del salón de clase:

- Corrección verbal, oral o escrita.
- Tiempo para tranquilizarse o un breve periodo de reflexión, en conformidad con la ley.
- Cambio de asiento en el salón de clase o vehículos operados por o pertenecientes al distrito.
- Confiscación temporal de artículos que interrumpan el proceso de instrucción.
- Recompensas o deméritos.
- Contratos de conducta.
- Consejería por parte de maestros, consejeros escolares o personal administrativo.
- Reuniones de padres y maestros.
- Asesoría en conducta.
- Clases de control del enojo.
- Meditación (víctima-ofensor).
- Círculos en el salón de clase.
- Conferencias de grupos familiares.

- Reducciones de calificación por hacer trampa, plagio y de otra manera permitida por la ley.
- Detención, incluso fuera del horario escolar.
- Enviar al estudiante a la dirección, a otra área asignada, o a en suspensión escolar (ISS).
- Asignación de labores escolares, como limpiar o recoger basura.
- Retiro de privilegios, como participación en actividades extracurriculares, elegibilidad para postularse y ocupar cargos honorarios, o membresía en clubes y organizaciones patrocinados por la escuela.
- Sanciones identificadas en las normas de conducta de las actividades extracurriculares de organizaciones estudiantiles.
- Restricción o revocación de privilegios de transporte del distrito.
- Periodo de prueba evaluado y administrado por la escuela.
- Suspensión fuera de la escuela, de acuerdo a lo especificado en **Suspensión fuera de la escuela** en la página 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.

- 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

de asignaciones determina que la clase el maestro es la mejor alternativa o la única alternativa disponible.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a los estudiantes por conducta incluida en el Código de Conducta como infracción general de conducta, infracción de DAEP o infracción que amerita expulsión.

El distrito no utilizará la suspensión fuera de la escuela para los estudiantes en el segundo grado o inferior a menos que la conducta cumpla con los requisitos establecidos por la ley.

Un estudiante en un grado inferior al tercer grado o un estudiante que no tiene hogar no será suspendido fuera de la escuela a menos que, mientras se encuentre en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar, el estudiante:

- Participe en una conducta que incluya los elementos de una infracción con armas, en conformidad con la Sección 46.02 o 46.05 del Código Penal.
- Participe en una conducta que incluya los elementos de agresión, agresión sexual, agresión agravada o agresión sexual agravada, según lo dispuesto por el Código Penal; o
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una bebida alcohólica o una sustancia controlada o una droga peligrosa, según lo definido por la ley federal o estatal.

El distrito utilizará un programa de conducta positiva como alternativa disciplinaria para los estudiantes en grados inferiores al tercer grado que cometan violaciones de conducta general en lugar de suspensión o asignación a un DAEP. El programa deberá cumplir con los requisitos de la ley.

Proceso

La ley estatal permite que un estudiante sea suspendido un máximo de tres días escolares por violación de conducta, sin límite del número de veces que puede ser suspendido en un semestre o año escolar.

Antes de ser suspendido, un estudiante tendrá una reunión informal con el CBC o el administrador correspondiente, quien informará al estudiante la supuesta mala conducta.

El CBC determinará el número de días de la suspensión de un estudiante, pero no excederá tres días escolares.

Para decidir si se debe ordenar suspensión fuera de la escuela, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

El administrador correspondiente determinará las restricciones de la participación en actividades extracurriculares y paralelas patrocinadas por la escuela o relacionadas con la escuela.

Trabajo de clase durante la suspensión

El distrito se asegurará de que un estudiante reciba acceso al trabajo de la clase de los cursos del currículo básico mientras el estudiante está en suspensión dentro o fuera de la escuela, incluso al menos un método de recepción de este trabajo de clase que no requiera del uso de internet.

Un estudiante que se traslade del salón de clase regular a ISS u otro programa de educación, además de DAEP, tendrá una oportunidad, antes del inicio del siguiente año escolar, de completar un curso básico del plan de estudio en el cual el estudiante estaba matriculado al momento de la remoción. El distrito puede dar la oportunidad a través de cualquier método disponible, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no hará ningún cargo al estudiante por el método para completar el trabajo provisto por el distrito.

Asignación al Programa Disciplinario de Educación Alternativa (DAEP)

El DAEP se ofrecerá en un entorno distinto al salón de clase regular del estudiante. Un estudiante de primaria no puede ser asignado a un DAEP con un estudiante que no sea un estudiante de primaria.

Para propósitos del DAEP, la clasificación de primaria será de kindergarten a 5o. grado y la clasificación de secundaria será de 6o. a 12o. grado.

Los programas de verano provistos por el distrito darán servicio a los estudiantes asignados a un DAEP 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**).

- 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**).

- 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.

Consideración de factores de mitigación

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Orden de asignación

Después de la reunión, si se asigna al estudiante a un DAEP, el CBC escribirá una orden de asignación. Se enviará una copia de la orden de asignación a un DAEP e información para el padre o la persona designada en la relación de padre con el estudiante sobre el proceso de solicitar una evaluación individual e inicial completa del estudiante para propósitos de servicios de educación especial al estudiante y al padre del estudiante.

A más tardar el segundo día hábil después de la reunión, el representante de la junta entregará al tribunal de menores una copia de la orden de asignación y toda la información requerida por la Sección 52.04 del Código de Familia.

Si se asigna al estudiante a un DAEP y el periodo de asignación no coincide con las pautas incluidas en este Código de Conducta, la orden de asignación dará aviso de la incoherencia.

DAEP con cupo lleno

Si un DAEP tiene cupo lleno al momento que el CBC decide la asignación por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil, se asignará al estudiante a ISS y luego se le transferirá a un DAEP por el resto del período cuando haya cupo disponible antes del vencimiento del período de asignación.

Si un DAEP tiene cupo lleno al momento en que el CBC está decidiendo la asignación de un estudiante que participó en una conducta violenta, un estudiante asignado en un DAEP por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil se puede asignar a ISS para disponer de espacio en el DAEP para el estudiante que participó en una conducta violenta. Si hay un lugar disponible en un DAEP antes del vencimiento del período de la asignación para el estudiante sacado de la escuela, el estudiante deberá regresar a un DAEP por el resto del período.

Aviso del trabajo del curso

Se dará un aviso escrito al padre o tutor de un estudiante asignado a un DAEP sobre la oportunidad del estudiante de completar, sin costo para el estudiante, un curso base del plan de estudios en el que el estudiante estaba matriculado al momento de la remoción y que se requiere para graduación. El aviso incluirá información referente a todos los métodos disponibles para completar el trabajo del curso.

Duración de una asignación

El CBC determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada según cada caso en base a la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales.

El periodo máximo de la asignación a un DAEP será de un año calendario, salvo lo estipulado a continuación.

A menos que se especifique de otra manera en la orden de asignación, los días ausentes de un DAEP no deberán contar para completar el número de días requeridos en la orden de asignación a un DAEP de un estudiante.

El distrito administrará las evaluaciones previas y posteriores requeridas para los estudiantes asignados a un DAEP durante un periodo de 90 días o más en conformidad con los procedimientos administrativos establecidos del distrito para administrar otras evaluaciones de diagnóstico o de punto de referencia.

Excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito.

Las limitaciones estatutarias sobre el periodo de una asignación a un DAEP no se aplican a la asignación resultante de la decisión de la junta para asignar a un estudiante que participó en una agresión sexual de otro estudiante para que no se asigne a los estudiantes al mismo campus.

Excede el año escolar

A los estudiantes que cometen infracciones que requieren la asignación a un DAEP al final del año escolar se les puede exigir que continúen en esa asignación al inicio del siguiente año escolar para completar el término de la asignación.

Para una asignación a un DAEP que se extienda más allá del final del año escolar, el CBC o el representante de la junta debe determinar que:

1. La presencia del estudiante en el salón de clase regular o escuela presenta un peligro de daño físico para el estudiante o los demás, o
2. El estudiante ha participado en una mala conducta grave o persistente (ver **glosario**) que viola el Código de Conducta del distrito.

Excede 60 días

Para la asignación a un DAEP de más de 60 días o del final del siguiente periodo de calificaciones, lo que ocurra primero, se dará aviso al padre del estudiante y la oportunidad de participar en un proceso ante la junta o el representante de la junta.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias se deben dirigir a la administración escolar.

Las apelaciones de los padres sobre medidas disciplinarias deben dirigirse primero al campus principal. Las apelaciones a DAEP solo se pueden realizar para colocaciones que excedan los

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:

1. Se negó el enjuiciamiento del caso del estudiante por falta de mérito de acusación o evidencias insuficientes y no se iniciará ningún proceso formal, adjudicación diferida (ver **glosario**) ni enjuiciamiento diferido; o
2. El tribunal o jurado determinó que el estudiante no es culpable, o descubrió que el estudiante no participó en una conducta delictiva o conducta que indique una necesidad de supervisión, y el caso se desestimó con prejuicio.

Si se asignó a un estudiante a un DAEP por dicha conducta, al recibir el aviso del fiscal, el superintendente o su representante revisará la asignación del estudiante y programará una revisión con el padre del estudiante a más tardar el tercer día después de que el superintendente o su representante reciba aviso del fiscal. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la revisión.

Después de revisar el aviso y recibir información del padre del estudiante, el superintendente o su representante puede continuar la asignación del estudiante si hay motivos para pensar que la presencia del estudiante en el salón de clase regular amenaza la seguridad de los demás estudiantes o del maestro.

El estudiante o padre del estudiante puede apelar la decisión del superintendente a la junta. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación. En caso de una apelación, la junta, en la siguiente reunión programada, revisará el aviso del fiscal y recibirá información del estudiante, el padre del estudiante y el superintendente o su representante, y confirmará o invertirá la decisión del superintendente o su representante. La junta hará un informe de los procesos.

Si la junta confirma la decisión del superintendente o su representante, el estudiante y el padre del estudiante pueden apelar ante el Comisionado de Educación. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación.

Baja durante el proceso

Cuando un estudiante viole el Código de Conducta del distrito de una manera que requiera o permita que el estudiante se asigne a un DAEP y el estudiante se da de baja del distrito antes de completar la orden de la asignación, el CBC puede completar los procesos y emitir una orden de asignación. Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden en ese momento, menos cualquier periodo que el estudiante haya cumplido la asignación durante su matrícula en otro distrito. Si el CBC o la junta no emite una orden de asignación después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos y emitir una orden de asignación.

Estudiantes recién matriculados

El distrito continuará la asignación al DAEP de un estudiante que se matricule en el distrito y haya sido asignado a un DAEP en una escuela autónoma (charter) de inscripción abierta u otro distrito, incluido un distrito en otro estado.

Cuando un estudiante se matricula en el distrito con una asignación a un DAEP de un distrito de otro estado, el distrito tiene el derecho de asignar al estudiante en un DAEP de la misma manera que a cualquier otro estudiante recién matriculado si la conducta cometida es una razón de asignación a un DAEP en el distrito que recibe al estudiante.

La ley estatal requiere que el distrito reduzca una asignación impuesta por un distrito en otro estado que exceda un año de manera que la asignación total no exceda un año. Sin embargo,

después de una revisión, la asignación se puede extender a más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados, o si la asignación extendida es para el mejor interés del estudiante.

Procedimiento de asignación de emergencia

Cuando sea necesaria una asignación de emergencia debido a la conducta indebida, perturbadora o abusiva que interfiera seriamente con las operaciones del salón de clase o de la escuela, se dará al estudiante un aviso oral de la razón de la acción. A más tardar el décimo día después de la fecha de asignación, se dará la oportunidad al estudiante de tener una reunión apropiada requerida para la asignación a un DAEP.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición a un estudiante que regresa al salón de clase regular de un programa alternativo de educación, incluso de un DAEP. Para obtener más información, ver el reglamento FOCA(LEGAL).

Asignación y/o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación estipula procesos únicos y consecuencias específicas.

Delincuentes sexuales registrados

En conformidad con la ley estatal, al recibir una notificación de que un estudiante debe registrarse actualmente como ofensor sexual, el distrito debe remover al estudiante del salón de clase regular y determinar la asignación apropiada, a menos que el tribunal ordene la asignación a JJAEP.

Si el estudiante está bajo alguna forma de supervisión de la corte, incluida libertad condicional, supervisión de la comunidad, libertad provisional, el estudiante se asignará a DAEP o JJAEP por lo menos un semestre.

Si el estudiante no está bajo ninguna forma de supervisión de la corte, el estudiante puede ser asignado a DAEP o JJAEP por un semestre o puede ser asignado a un salón de clase regular. El estudiante no puede ser asignado al salón de clase regular si la junta o su representante determina que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la asignación de un estudiante a un entorno educativo alternativo y antes del inicio de cada año escolar para el cual el estudiante permanezca en una asignación alternativa, en conformidad con la ley estatal, el distrito formará un comité para revisar la asignación del estudiante. El comité recomendará si el estudiante debería regresar al salón de clase regular o permanecer en la asignación. Sin tener ningún hallazgo especial, la junta o su representante debe seguir la recomendación del comité.

La revisión de la asignación de un estudiante discapacitado que recibe servicios de educación especial debe hacerla el comité de ARD.

Estudiante recién matriculado

Si un estudiante se matricula en el distrito durante una asignación obligatoria como ofensor sexual registrado, el distrito pude tomar en cuenta el tiempo que el estudiante ya pasó en una asignación, o puede exigir un semestre adicional en una asignación alternativa sin llevar a cabo una revisión de la asignación.

Apelación

Un estudiante o padre de un estudiante puede apelar la asignación solicitando una reunión entre la junta o su representante, el estudiante y el padre del estudiante. La reunión se limita a la pregunta factual sobre si el estudiante se debe registrar como ofensor sexual. Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Determinados delitos mayores

Sin importar si la asignación a DAEP o expulsión es requerida o permitida por una de las razones en las secciones de Asignación a DAEP o Expulsión, en conformidad con el Código de

Educación 37.0081, un estudiante puede ser expulsado y asignado a DAEP o JJAEP si la junta o el CBC hace ciertos hallazgos y existen las siguientes circunstancias en relación con robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal. El estudiante debe haber:

- Recibido enjuiciamiento diferido por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido encontrado por un tribunal o jurado que ha participado en una conducta delictiva por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido cargos de participar en una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido remitido a un tribunal de menores por presunta participación en una conducta delictiva definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido libertad provisional o adjudicación diferida, o haber sido arrestado, acusado o convicto de robo agravado o un delito mayor bajo el Título 5.

El distrito puede expulsar al estudiante y ordenar otra asignación bajo estas circunstancias sin importar:

1. La fecha en la que ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió mientras el estudiante estaba matriculado en el distrito, o
4. Si el estudiante completó satisfactoriamente los requisitos de alguna disposición del tribunal impuestos en relación con la conducta.

Audiencia y hallazgos requeridos

El estudiante debe tener primeramente una audiencia ante la junta o su representante, quien debe determinar que además de las circunstancias anteriores que permiten la expulsión, la presencia del estudiante en el salón de clase regular:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Duración de asignación

El estudiante está sujeto a la asignación hasta que:

1. El estudiante se gradúa de la escuela preparatoria,
2. Se levantan los cargos o se reducen a una infracción menor, o
3. El estudiante completa el término de la asignación o se le asigna a otro programa.

Revisión de asignación

Un estudiante asignado a un DAEP o JJAEP bajo esta sección tiene derecho a una revisión de su situación, incluido el estatus académico, por parte del CBC o el representante de la junta en

intervalos que no excedan los 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, el estudiante o su padre tendrá la oportunidad de presentar argumentos para el regreso del estudiante al salón de clase o escuela regular.

Estudiantes recién matriculados

Un estudiante que se inscriba en el distrito antes de completar una asignación bajo esta sección de otro distrito escolar debe completar el término de la asignación.

Expulsión

Para decidir si se debe ordenar la expulsión, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Expulsión discrecional: Mala conducta que puede dar como resultado la expulsión

Algunos de los siguientes tipos de mala conducta pueden dar como resultado una asignación obligatoria a un DAEP, sin importar si se expulsa o no al estudiante. (Ver **Asignación a un DAEP** en la página 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 (bulllying) se define como una acción o un patrón de acciones significativas por parte de uno o más estudiantes dirigidas a otro estudiante que aprovecha un desequilibrio de poder, e implica participar en la expresión verbal o escrita, en la expresión a través de medios electrónicos o en conducta física que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, dañar las pertenencias de un estudiante o imponer en un estudiante un temor razonable de daño a su persona o daño a sus pertenencias;
2. Es tan grave, persistente e intensa que la acción o amenaza crea un entorno educativo que es intimidante, amenazador o abusivo para un estudiante;
3. Perturba de manera sustancial y considerable el proceso de instrucción o el funcionamiento ordenado de un salón de clase o escuela, o
4. Infringe los derechos de la víctima en la escuela.

La intimidación escolar incluye la intimidación cibernética (cyberbullying). (Ver a continuación) Las leyes de este estado sobre la intimidación escolar se aplican a:

1. Intimidación escolar que ocurre en la propiedad escolar, se dirige deliberadamente a la propiedad escolar o al sitio de una actividad patrocinada o relacionada con la escuela, dentro o fuera de la propiedad escolar;

2. Intimidación escolar que ocurre en un autobús o vehículo escolar público o privado que se utiliza para transportar estudiantes de ida o vuelta a la escuela o a una actividad patrocinada o relacionada con la escuela; y
3. Intimidación cibernética que ocurre fuera de la propiedad escolar o fuera de una actividad patrocinada o relacionada con la escuela si dicha intimidación interfiere con las oportunidades educativas de un estudiante o interrumpe considerablemente la operación ordenada de un salón de clase, escuela o actividad patrocinada o relacionada con la escuela.

Lascivia pública, definida por el Código Penal 21.07, es una ofensa que ocurre cuando una persona participa deliberadamente en el coito sexual, coito sexual desviado o contacto sexual en un lugar público o, si no es un lugar público, lo hace sin importarle si otras personas presentes se ofenderán o alarmarán a causa de la acción.

Mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
    a. Lascivia pública bajo el Código Penal 21.07;
    b. Exhibicionismo bajo el Código Penal 21.08;
    c. Mala conducta delictiva bajo el Código Penal 28.03;
    d. Novatadas maliciosas bajo el Código de Educación 37.152; o
    e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Mala conducta grave o persistente incluye, entre otras cosas:

- Conducta que es causa de expulsión permisible o asignación obligatoria a un DAEP.
- Conducta identificada por el distrito como causa de asignación discrecional a un DAEP.
- Acciones o demostraciones que interrumpan de manera considerable o interfieran materialmente con las actividades escolares.
- Negarse a tratar de hacer o completar el trabajo escolar asignado.
- Insubordinación.
- Usar lenguaje profano o vulgar, o hacer gestos obscenos.
- Salir de la propiedad escolar sin permiso.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Negarse a aceptar medidas disciplinarias asignadas por un maestro o director.

Manoplas significa cualquier instrumento que consiste de anillos o cubiertas hechas de una sustancia dura y diseñado o adaptado para causar lesiones corporales graves o la muerte golpeando a una persona con el puño apretando los nudillos.

Material visual íntimo, definido por el Código Civil de Prácticas y Remedios 98B.001 y el Código Penal 21.16, es un material visual que representa a una persona con sus partes íntimas expuestas o participando en una conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se presente en una computadora u otra pantalla de video y cualquier imagen transmitida a una computadora u otra pantalla visual.

Munición perforante se define en el Código Penal 46.01 como munición de pistola usada en pistolas y revólveres y diseñada principalmente para penetrar metal o blindaje personal.

Navaja restringida en el sitio, definida por el Código Penal 46.01, es una navaja con una cuchilla de más de cinco pulgadas y media.

Novatada maliciosa (hazing) se define en el Código de Educación 37.151 como un acto intencional, consciente o imprudente, en el campus o fuera de él, hecho por una persona sola o que actúa con otras, dirigido a un estudiante con el propósito de comprometer, iniciar, afiliar, tener un cargo o mantener la membresía en una organización estudiantil si el acto contiene los elementos del Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que someta al estudiante a un riesgo irrazonable de daño o que perjudique la salud física o mental del estudiante, como privación de sueño, exposición a factores meteorológicos, encierro en espacios reducidos, calistenia o consumo de alimentos, líquidos, drogas u otras sustancias;
3. Una actividad que induzca, cause o exija que el estudiante realice una función o tarea que infrinja el Código Penal; o
4. Forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante está intoxicado. **Lista negra (lista de víctimas)**, definida en el Código de Educación 37.001(b)(3), es una lista de gente a la que se desea lastimar, usando un arma de fuego, una navaja o cualquier otro objeto con la intención de causar lesiones corporales.

Obligatorio significa que algo es obligatorio o requerido por una autoridad.

Pandilla callejera delincuente se define en el Código Penal 71.01 como tres o más personas que tienen una señal o símbolo de identificación común o un liderazgo identificable que se relaciona continua o regularmente con la perpetración de actividades delictivas.

Parafernalia son dispositivos que se pueden usar para inhalar, ingerir, inyectar o de otra manera introducir una sustancia controlada en el cuerpo humano.

Pistola, definida por el Código Penal 46.01, es cualquier arma de fuego que esté diseñada, hecha o adaptada para dispararse con una mano.

Porra (club), como se define en el Código Penal 46.01, es un instrumento especialmente diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave o la muerte al golpear a una persona con el instrumento, e incluye, entre otros, cachiporra, porra de policía, maza, y hacha.

Posesión significa tener un artículo en su persona o en la propiedad personal, que incluye, entre otros:

1. Ropa, bolso o mochila;

2. Un vehículo privado usado para transportarse hacia o desde la escuela o actividades relacionadas con la escuela, incluyendo, entre otros, un automóvil, camioneta, motocicleta o bicicleta;
3. Dispositivos de telecomunicaciones o electrónicos; o
4. Cualquier propiedad escolar usada por el estudiante, incluyendo, entre otros, un casillero o escritorio.

Quebrantamiento de seguridad informática incluye acceder deliberadamente a una computadora, red o sistema computacional sin el consentimiento efectivo del propietario de acuerdo a lo definido por el Código Penal 33.02, si la conducta incluye acceder a una computadora, red o sistema computacional que es propiedad de un distrito escolar u operado a nombre del distrito y el estudiante deliberadamente altera, daña o borra propiedad o información del distrito escolar o comete un quebrantamiento de alguna otra computadora, red o sistema computacional.

Robo agravado se define en parte en el Código Penal 29.03(a) como cuando una persona comete un robo y:

1. Causa lesiones físicas graves a otra persona;
2. Usa o enseña un arma mortal; o
3. Causa lesiones físicas a otra persona o amenaza o atemoriza a otra persona de una lesión física inminente o muerte, si la otra persona es:
    a. Mayor de 65 años, o
    b. Una persona discapacitada.

Sustancia controlada significa una sustancia, incluso un fármaco, un adulterante y un diluyente, enumerados en los Anexos I a V o Grupo 1, 1-A, 1-B, 2, 2-A, 3 o 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye cáñamo, según se define en el Código de Agricultura 121.001, o el tetrahidrocannabinol (THC) en el cáñamo.

Uso significa introducción voluntaria al propio cuerpo, por cualquier medio, de una sustancia prohibida.

Violencia en la pareja ocurre cuando una persona en una relación de pareja actual o pasada utiliza el abuso físico, sexual, verbal o emocional para dañar, amenazar, intimidar o controlar a la otra persona en la relación. La violencia en la pareja también ocurre cuando una persona comete estos actos contra una persona en una relación de matrimonio o de pareja con la persona que está o estuvo casada o en una relación de pareja con la persona que comete la ofensa, de acuerdo a lo definido en la Sección 710021 del Código de Familia.

Lake Dallas ISD

2026-2027 Employee Handbook



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

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A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance. 41
Leave for Police Officers for Illness or Injury 41
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The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program. An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions: 42
1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed. 42
2. The employee is retiring under the Teacher Retirement System of Texas (TRS). 42
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. 42
4. The employee has at least 10 consecutive years of service with the District. 42
5. A contract employee must fulfill the terms of the contract. 42

6. A noncontract employee must complete the work year based on the work calendar. 42
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. 42
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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 format.

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 Kyndle Procell, kprocell@ldisd.net 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.

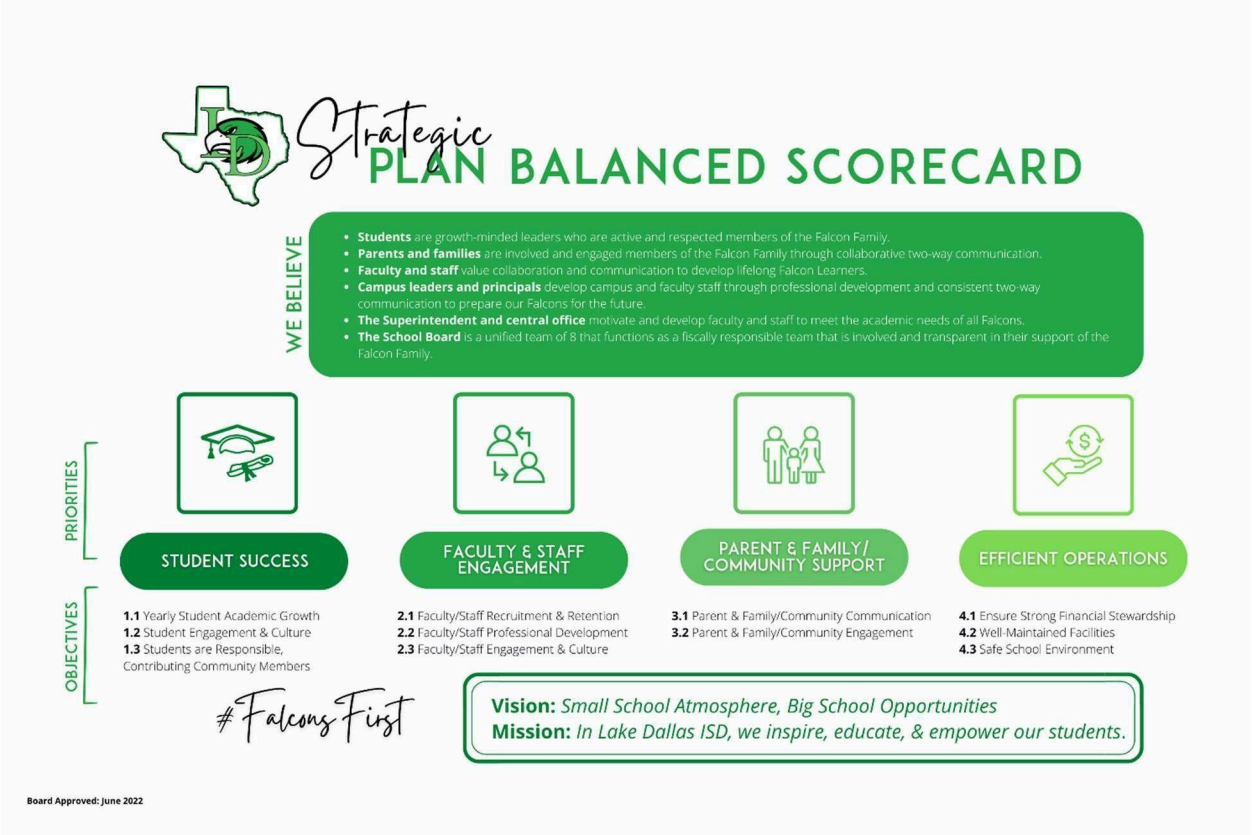
Introduction

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 Mollie Avelino, Chief of Staff.

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 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
- Scott Baird, Place 4
- Greg Bartley, Place 2
- Bruce Smith, Place 7

The board usually meets on the third Monday of each month 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 three business days 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. Meeting dates and times may be made by the Board President.

Board Meeting Schedule

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

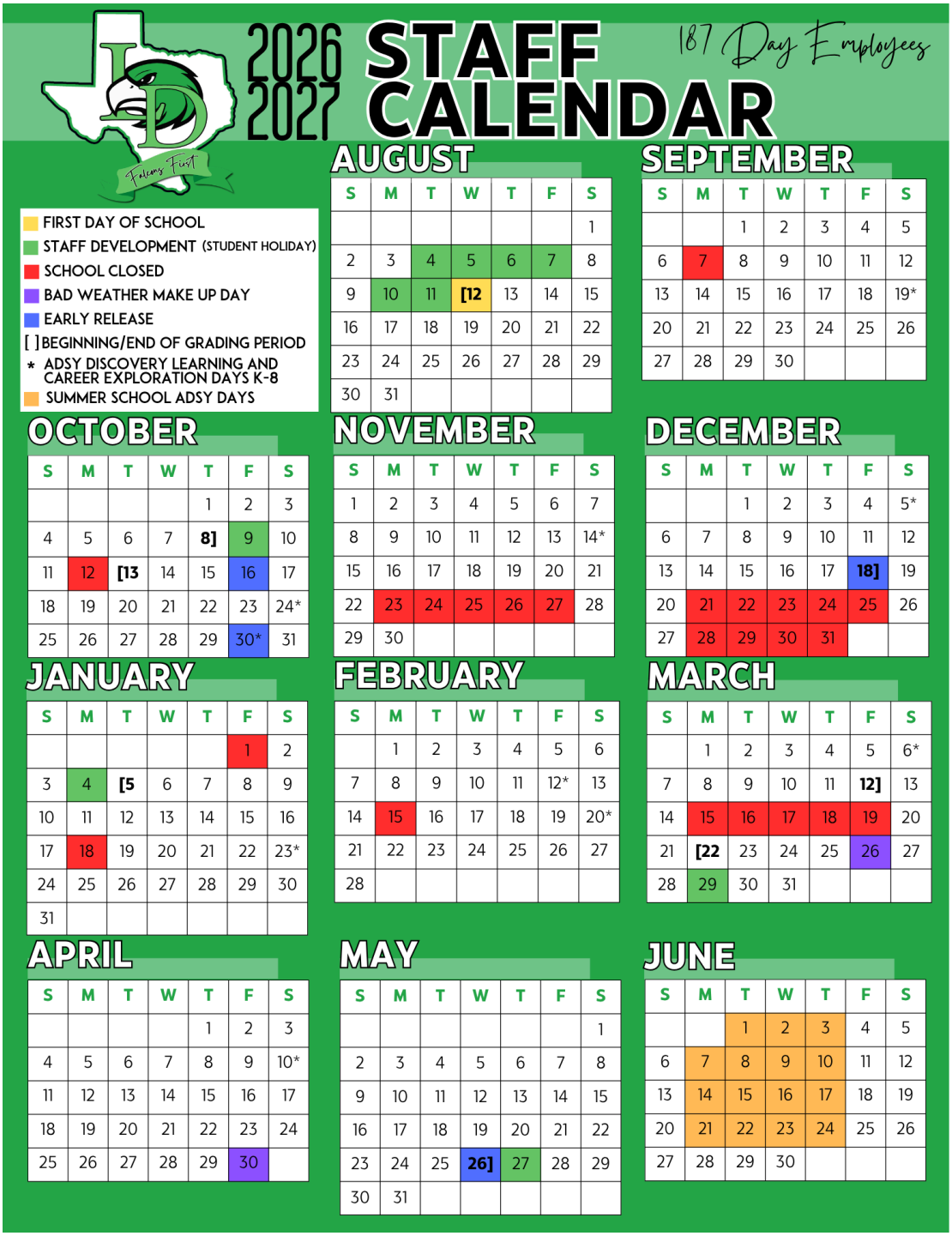
* Changes due to school calendar

Administration

Dr. Kristin N. Brown, Superintendent
Dr. Kelly O'Sullivan, Deputy Superintendent
John Modica, Chief Operations Officer
Chadd Springer, Chief of Police
Mollie Avelino, Chief of Staff
, Chief Financial Officer

Melissa McCurdy, Assistant to the Superintendent and Board

Staff Calendar



*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

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.

Dr. Kristin N. Brown, Superintendent
Melissa McCurdy, Assistant to the Superintendent and Board

Curriculum and Instruction
Dr. Kelly O'Sullivan, Deputy Superintendent
Barbara Pitt, Executive Director of Curriculum & Instruction
Dr. Jay Weidenbach, Executive Director of Special Programs
Denise Kennedy, Director of Student Initiatives
Stephanie Payne, Coordinator - Assessment and Accountability
Texas Stevens, District 504 Facilitator
Magda Gray, Instructional Technology Coach
Krystal Patterson, Child Care Director

Business Office
, Chief Financial Officer
Heather Vonnahme, Business Services Supervisor
Reshma Deshmukh, Payroll Supervisor
Itzel Chang, Human Resources and Benefits Specialist
Cory Ray, Child Nutrition Director

District Operations
John Modica, Chief Operations Officer
Gerry Hamilton, Director of Technology
David Marroquin, Director, Facilities & Operations
Taylor Poston, Director of Communications
Trent Stinson, Director of Transportation

Human Resources
Mollie Avelino, Chief of Staff
Robin Carroll, Human Resources and Substitute Specialist

Police Department
Chadd Springer, Chief of Police
Barron Smith, Police Sergeant

School Directory

Lake Dallas High School
Dr. Colleen Grindle, Principal
Jesus Gomez, Jr, Associate Principal
Juli Bartley, Assistant Principal
Drake Lawson, Assistant Principal
, Assistant Principal
Ronald Watkins, Assistant Principal
Ashleigh Nay, Instructional Coach
Pamela Perez Garcia, DAEP Coordinator
3016 Parkridge Drive
Corinth, Texas 76210
940-497-4031

Lake Dallas Middle School
Jessica Bovan, Principal
Christopher Linton, Associate Principal
Sharee Glendenning, Assistant Principal
Jessica Kindberg, Assistant Principal
Amina Jackson, Instructional Coach
325 E. Hundley Drive
Lake Dallas, TX 75065
940-497-4037

Lake Dallas Elementary School
Kerri Blevins, Principal
Arely Potts, Assistant Principal-Summer Programs Coordinator
Shelby Austin, Instructional Coach
401 Main Street
Lake Dallas, TX 75065
940-497-2222

Shady Shores Elementary School
Jennifer Bryant, Principal
John Laubacher, Assistant Principal
Cassandra Woods, Assistant Principal
Barbara Himel, Instructional Coach
300 Dobbs Road
Shady Shores, TX 76208
940-497-4035

Corinth Elementary School
Ashley Fay, Principal
Gretchen McGregor, Assistant Principal
Carylan Bell, Instructional Coach
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: *Mollie Avelino, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, mavelino@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 facilitator for employees for concerns regarding discrimination on the basis of a disability: *: Texas Stevens, LDISD Central Services Building, 104 Swisher Road, Lake Dallas, TX 75065, tstevens@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. For information on internal applications, please contact the Chief of Staff.

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.

School District Teaching Permit and 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

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 the 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

District employees who are head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification.

Employees subject to this requirement must submit their certification or documentation to Human Resources by September 1st.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheerleading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Human Resources by September 1st.

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

Reassignments and Transfers

Policy DK

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

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by 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. All employee requests for transfer will be considered; however, the final decision will be approved by the Chief of Staff based on district need. Transfer requests are not guaranteed. *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 24 for additional information.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. The essential functions of individual positions in the district are different and accommodations may not be granted.

An employee or their supervisor may initiate a request for accommodation by contacting Mollie Avelino, Chief of Staff, and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form, which is available at https://forms.gle/84Zb6i2vVVcWkswt7.

Upon receiving the reasonable accommodation request, HR will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective. Supervisors are not able to approve accommodations prior to review by Human Resources.

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 and will be coordinated by workplace supervisors.

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. Breaks will occur at the employees assigned work location.

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 Mollie Avelino, Chief of Staff, 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 Mollie Avelino, Chief of Staff, 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 an uncertified substitute, inappropriately certified teacher, or an uncertified teacher. 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.

Administrators. An employee (other than employees primarily responsible for in-class instruction) who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district, may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district. With exceptions as noted below, administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers.

Exceptions may apply to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers, if the board approves as required by statute. To be approved, services must be performed during the administrator's personal time. Contact Human Resources for more information.

Performance Evaluation

Policy DN series, DPB 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 the 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.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

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*.)

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, as approved by the Board of Trustees.

Employees should contact the Payroll Supervisor 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 and should contact the Payroll Supervisor if they have any questions.

The schedule of pay dates for the 2026-2027 school year follows:

September 25, 2026
October 23, 2026
November 20, 2026
December 18, 2026
January 25, 2027
February 25, 2027
March 25, 2027
April 23, 2027
May 25, 2027
June 24, 2027
July 23, 2027
August 25, 2027

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 the Payroll Supervisor 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

For comprehensive information regarding compensation, please refer to the LDISD Compensation Plan.

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.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

In the event of overpayment or underpayment of a salary, please reference 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 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. Additionally, employees are prohibited from clocking in and out for another employee or sharing their confidential access information.

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; it is currently $245/month for employees who elect to purchase health coverage. 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). In addition, the District covers the cost of Basic Life/AD&D and for Telehealth benefits for all full-time employees.

Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact the 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 the 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 the campus supervisor, campus nurse (if applicable), and to the 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,* for information on use of 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 the 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 the Payroll Supervisor as soon as possible. The District is not able to advise employees on qualifications for retirement. 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 14 for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies CRD, DBB, DEC, DECA, DECB, DED, DG

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 the 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 ½ day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local 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". An employee who is absent for two consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Any employee who fails to contact their supervisor regarding an absence may be docked pay for days missed.

Approved discretionary use of 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 consecutive workdays 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

Policy DEC (Local)

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 Chief of Staff 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.

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.

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

Am I eligible to take FMLA leave?

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

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

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

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

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

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

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

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

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

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

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

What does my employer need to do?

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

- Allow you to take job-protected time off work for a qualifying reason,

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

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

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

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

Where can I find more information?

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

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

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period 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 the HR and Benefits Specialist, for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Policy DBB (Local)

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an

extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

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

When an employee is ready to return to work, the 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

Policy DEC

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident

involving an assault is a work-related injury and should be immediately reported to the 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

Policy DEC

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

Jury Duty

Policies DEC, DG

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

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

Compliance with a Subpoena

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

Truancy Court Appearances

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

Religious Observance

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

Military Leave

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

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact the HR and Benefits Specialist, 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 the HR and Benefits Specialist, 940-497-4039. for details on eligibility, requirements, and limitations.

Mental Health Leave for Peace Officers and Licensed Telecommunicators

Policy DEC

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

Quarantine Leave for Peace Officers

Policy DEC

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

Leave for Police Officers for Illness or Injury

Policy DEC

A full-time district employed licensed police officer who regularly serves in a law enforcement capacity in a district police department is entitled to a paid leave of absence (LOA) for an illness or injury related to the person's line of duty. If necessary, the leave shall continue for at least one year.

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Payment for Accumulated Leave Upon Separation

Policy DEC(Local)

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program. 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 DHA

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.
- Comply with all federal, state and local requirements regarding classroom instruction and displays.
- Comply with all appropriate money management procedures, including documentation of any transactions for any costs payable or receivable by the district.

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 by the superintendent. See *Reports to the Texas Education Agency,* for additional information.

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

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall

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

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Ethical Conduct toward Professional Colleagues

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

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

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

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

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

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

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

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

3. Ethical Conduct toward Students

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

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

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

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

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

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

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

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

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

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly, or the educator at-tempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, prefer-ences, or fantasies of either the educator or the student.

Employee Dress Code

Policy DH

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.

All school staff are required to wear their official school identification (ID) clearly visibly on their torso during school hours. To ensure quick recognition by students, staff, and visitors, the ID must be displayed on the front of your body, preferably on the chest or collar area and may be worn on a lanyard or clip.

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, slacks, or capri pants worn with appropriate blouse/shirt.

Prohibited are:

- extreme personal grooming (e.g. excessive make-up, unnatural hair colors (i.e., pink, purple, blue, 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 child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 51 and *Bullying,* page 75 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted 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 24 after the employee first has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety, a

municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of a child (including a teacher), the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.

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.

Employees are responsible for maintaining records of any CPS reports made. An administrator may request a copy of the CPS report to fulfill investigation requirements.

Sexual Abuse and Maltreatment of Children

Policy FFG

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. Abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, 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*.

Reports to the Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA within 48 hours 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 con-duct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a stu-dent or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee, the conduct below must also be reported not later than the seventh business day after termination or resignation or notice from the principal:

- 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 certifi-cate 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 proce-dures established under TEC §39.0301. "Reported criminal history" means any for-mal 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 Finger-print-based Applicant Clearinghouse of Texas (FACT).

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, CQD

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.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students
- Use of district technology and resources may not be used for the purposes of tasks for other employment entities, unless expressly approved by the Superintendent.

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 Gerry Hamilton, Director of Technology, at 940-497-4039.

Personal Use of Electronic Communications

Policy CQ, CY, DHA

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, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, web-based applications, or any other method that results in communication in verbal or nonverbal forms.

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, results in parent or campus concerns, or disrupts the campus environment, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

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

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent from the Director of Communication.

- 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 DHA(LEGAL)]
    - 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 DHA(LEGAL)]]

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 permitted 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. However, the employee may not comment on school-related information, proceedings, or safety/security related matters. 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 to their principal/director from the student's parent prior to engaging in electronic communication with the student. 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, school psychologists, and athletic trainers.

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

- The district approved communication platform for parents and students is Parent Square/Student Square. ALL employees are 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.
- No employee may use text messaging to communicate with students, unless they qualify for a social/familial relationship as detailed above and prior documentation has been provided to their principal/director.
- 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 communicating with students through a personal social network page or any other electronic form of communication other than district email and/or parent square.
- 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. Site names, usernames, and passwords for any sites or social media that are upheld on behalf of the district must be provided to the Director of Communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to the Chief of Staff
- All staff are required to use school email accounts for all email 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 her supervisor in writing immediately if a student engages in improper electronic communication with the employee. The employee should describe the form and content of the electronic communication and provide documentation for the concern.
- An employee shall notify his or her supervisor in writing immediately if another employee and student are suspected of engaging in improper electronic communication. The employee should describe the form and content of the electronic communication and provide documentation for the concern.
- Any social media page which relays school related information for classrooms, extra-curricular activities or school related information must be accessible to the campus principal. Employees are required to disclose all information including usernames/passwords for school related accounts.
- Employees are prohibited from posting pictures and student related information on social media accounts that are "personal" accounts.

Student Professional Boundaries and Prohibited Conduct

Lake Dallas Independent School District is committed to providing a safe learning environment for all students. Employees are expected to maintain appropriate professional boundaries with students at all times. The District has zero tolerance for conduct that jeopardizes the safety, well-being, or trust of students.

Employees shall not engage in any conduct that constitutes or could reasonably be perceived as inappropriate, unprofessional, exploitative, or abusive toward a student. This includes, but is not limited to:

- Sexual misconduct or any conduct of a sexual nature involving a student.
- Grooming behaviors or actions intended to establish an inappropriate personal relationship with a student.
- Inappropriate verbal, written, electronic, or in-person communications with a student.
- Communication through text messages, social media platforms, messaging applications, email, gaming platforms, video messaging, or any other form of electronic or digital communication that is inconsistent with a legitimate educational purpose.
- Requests for secrecy, personal relationships, or communications that extend beyond appropriate educator-student boundaries.
- Any conduct that violates District policy, administrative regulations, the Texas Educators' Code of Ethics, or applicable state or federal law.

For purposes of this policy, the term **student** includes, but is not limited to:

- Students currently enrolled in Lake Dallas ISD;
- Students enrolled in another public or private school, charter school, or educational program;
- Former students, when the conduct began while the individual was a student or is otherwise related to the employee's position with the District;
- Any minor with whom an employee interacts in connection with District employment or activities.

The District's expectations are not limited to conduct occurring during the employee's workday, on District property, or through District-owned devices. These expectations apply to conduct occurring at any time or place.

Employees who know of, suspect, witness, or receive information regarding inappropriate communications, boundary violations, grooming behaviors, or misconduct involving a student have an immediate obligation to report the information in accordance with District policy, state law, and mandatory reporting requirements. Failure to report suspected misconduct may result in disciplinary action, up to and including termination of employment, and may subject the employee to criminal or professional consequences.

Any employee who engages in conduct prohibited by this policy, or who fails to report known or suspected misconduct involving a student, is subject to disciplinary action, up to and including termination of employment, reporting to the State Board for Educator Certification (SBEC), referral to law enforcement, and any other action authorized by law.

The District will thoroughly investigate all reports of suspected misconduct and will not tolerate retaliation against any individual who, in good faith, reports suspected misconduct or participates in an investigation.

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.

The superintendent is required to report the misconduct or criminal history of any employee. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

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

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 or possessing e-cigarettes or tobacco products 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 and passengers 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.

"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 nico-tine 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 elec-tronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not include a prescription medical device, prescrip-tion medication, or other prescribed substance unrelated to the cessation of smoking.

The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and

2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

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, in school vehicles or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with written 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, including failing to properly document funds receivable or payable on behalf of the district
- Failure to properly deposit district funds in accordance with campus/dept procedures and timelines
- Holding funds in unsecure location other than the campus designated safe
- Collecting funds from students, parents, donation or community members without written authorization to collect funds
- 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, DK(Local)

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

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

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

1. Fiscal control or responsibility. The employees work together within the financial services division, the human resources department, or in the payroll and human resources department.
2. Budgetary control or responsibility. The employees are in the same line of budgetary approval or oversight within a school, department, or program.
3. Supervisory control or responsibility. The employees are either directly or indirectly supervised by, or under the supervision of, a relative as listed at Degree of Relationship, or a person who is in a Personal Relationship with the employee, as described below.
4. Hiring authority. The employees may not hire or recommend for full-time, part-time, or substitute employment any person who is related as listed at Degree of Relationship, below, or who is in a Personal Relationship with the employee. [See Exception for Seasonal or Temporary Employees, below]
5. Bookkeeping control or responsibility. Campus or department bookkeepers or employees who are assigned budgetary responsibilities for a campus or department may not be related to any employee within the same campus or department as listed at Degree of Relationship, below, nor may they be in a Personal Relationship with such a person, as described in policy: https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=DK#localTabContent

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 and policy relating to the 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.

All school staff are required to wear their official school identification (ID) clearly visibly on their torso during school hours. To ensure quick recognition by students, staff, and visitors, the ID must be displayed on the front of your body, preferably on the chest or collar area and may be worn on a

lanyard or clip. When not in use, employee ID and badges must be properly stored to prevent misuse, theft, damage, or loss.

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. This includes any district-owned vehicles.
- 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 of Police.

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, ammunition, 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 Chadd Springer, Chief of Police, 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 escort him or her to the building office.

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

Policy EB

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
Facebook, Instagram
ParentSquare

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 the Human Resources Department.

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 the Human Resources Department. 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.

The district also allows each employee to designate a point of contact should the employee become gravely ill, incapacitated, or deceased. This designation allows each employee to determine one individual with whom the district can communicate on matters of benefits, leave, and payroll information. This is completely voluntary and can be changed at any time. Employees will have the opportunity to choose this designation annually through Skyward Employee Access.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities (i.e. gymnasiums, classrooms, etc.) 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 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 calendar 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 Chief of Staff. 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 or termination within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency*. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct or while under investigation for such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to 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 within seven business days following an alleged incident of misconduct for any of the acts listed in Reports to Texas Education Agency on page. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*).

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment. All employees are required to complete the exit process and return of district property at Central Office.

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 *Mollie Avelino, Chief of Staff, 104 Swisher Road, Lake Dallas, TX 75065, mavelino@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 *Texas Stevens, District 504 Facilitator, 104 Swisher Road, Lake Dallas, TX 75065, tstevens@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. Any student's absence because of a personal illness must be accompanied by a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to be considered an excused absence. When a student is absent from class for a medical or legal appointment, the absences will be excused when the school is provided with documentation from the medical or legal provider. Once again, the student has 3 business days from his or her return to school to provide proper documentation, or the absence will be considered unexcused. 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 is reprinted below: *https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FFI#localTabContent*

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.

LAKE DALLAS
INDEPENDENT SCHOOL DISTRICT

TRANSFER REQUEST FORM
2025-2026

- 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.

Employee Information

A discussion with your campus principal is required in order for them to approve or deny the request. 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:*_____

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Consent Action Item
Presented July 20th 2026
LDISD Board of Trustees Regular Board Meeting

In accordance with the Student Attendance Accounting Handbook (SAAH)

- A student not actually on campus at the time attendance is taken may be considered in attendance if the student is participating in an activity that is approved by your local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district.

Recognized Extracurricular Activities for Absences

- Athletic events including individual competitions, games, or tournaments
- Fine/Performing Arts events including individual competitions, showcases, or productions
- Superintendent or Campus Principal approved activities or events
- Career and Technology Education programs including individual competitions, showcases, trainings, or required testing
- School sponsored field trips for academic courses or student organizations

EXTRACURRICULAR STATUS REQUEST
Resolution requesting Extracurricular Status for 4-H

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 ISD

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 19TexasAdministrative 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 19Texas Administrative Code as interpreted by this Board and designated officials of this school district.
A local representative of the Texas A&M AgriLife Extension Service
will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and for non-competitive purposes when an absence is required.

Approved this __20___ day of ____July_____, 2026____.

_____ _____
Board of Trustee Superintendent

HankinsEastup

Deaton Tonn Seay & Scarborough | A Texas LLC

June 10, 2026

To the Board of Trustees and Administration
Lake Dallas Independent School District
Lake Dallas, Texas

We are pleased to confirm our understanding of the services we are to provide for Lake Dallas Independent School District (the "District") for the year ended August 31, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of the District as of and for the year ended August 31, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1) Management's Discussion and Analysis
2) Budgetary Comparison Schedules
3) GASB-required Supplementary Pension and OPED Schedules

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the

auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

1) Combining Statements
2) Required TEA Schedules
3) Schedule of Expenditures of Federal Awards (SEFA)

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of your accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event we are unable to secure an appropriate

confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the District and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB *Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards.* We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and

application of accounting principles; and for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws and regulations. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings, if any, should be available for our review by June 30, 2026.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are responsible for the preparation of the other supplementary information in conformity with accounting principles generally accepted in the United States of America (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of our firm. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Texas Education Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of our personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. The regulators or their designees may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Texas Education Agency or its designee. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Dr. Scott Scarborough, CPA, is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it. We expect to begin our audit in May and to issue our reports no later than November. Our estimated fee for these services will be $33,000 for the audit of the basic financial statements and $7,500 for the Annual Comprehensive Financial Report. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not

completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

We will issue a written report upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

Hankins Eastup
CERTIFIED PUBLIC ACCOUNTANTS

Hankins Eastup Deaton Tonn Seay & Scarborough, LLC
Denton, Texas

RESPONSE:

This letter correctly sets forth our understanding of the engagement:

Management signature: _____

Title: _____

Date: _____

Board of Trustees signature: _____

Title: _____

Date: _____

TASB

2026

Discover the Delegate Experience

About Delegate Assembly

Simply put, the TASB Delegate Assembly is your annual membership meeting. Most importantly, this event is where all members have a voice in the overall direction of the organization — from electing who will serve on the TASB Board to approving the education issues that will be included in the TASB Advocacy Agenda.

Your Board's Voice

As an Active Member of TASB, your board has the exclusive right to have a voting Delegate and Alternate at the Assembly. Your Delegate will be the voice for your board, ensuring the priorities for your district and community are reflected in TASB's work. Your Delegate must be a trustee on your board. Your Alternate, also a trustee, serves as a backup for your Delegate, ensuring your board's voting privileges are covered on the Assembly floor.

What to Expect as a Delegate and Alternate

As your board's representative, you serve as the voice not just for your board, but also your district, your students, and your community. Here are the key things you need to know to prepare for your role as a Delegate or Alternate.

20 Days Before the Assembly

The Delegate Handbook and Nominations Committee Report will be posted 20 days before the Assembly. You will receive an email when the materials are posted at tasb.org/delegate. These materials cover the action items under consideration by this year's Assembly.

Then, it's time to prepare for the meeting.

1. **Review the materials.** Make sure you are familiar with all the items under consideration.

2. **Come prepared to share your district's voice.** Work with your fellow board members to determine how your board stands on the action items and if you have concerns to take to the Assembly.

3. **Study the Delegate Assembly rules and Action Form.** Like any governing body, there are rules and processes to ensure a productive meeting.

4. **Watch your mail!** You will receive an envelope with your Delegate (or Alternate) ribbon, which you can attach to your name badge when you arrive at the txEDCON. This ribbon will grant you access to all of the Delegate Assembly activities.

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Discover the Delegate Experience

Day of the Assembly

Regional Caucus

You will start your Delegate duties by attending your regional caucus. This is a great opportunity to meet with colleagues from your region, including your TASB Directors. You will discuss the agenda items and get answers to any questions you may have about the Assembly and processes.

Action Forms

You may use the Action Form at the back of the Handbook to pull items for individual consideration or to propose an amendment to an item. The forms must be turned in to the Action Form Desk near the Assembly floor entrance 15 minutes before the start of the Assembly.

The Assembly

You will go directly from your regional caucus to the Assembly, so you can find your section on the floor and turn in Action Forms, if needed. The floor is divided by TASB region. TASB staff members, holding red clipboards, are assigned to each area to check you in and assist you during the meeting.

But What About...?

If you have any questions about Delegate Assembly, we are here to help! Your TASB Directors will be with you every step of the way, leading your regional caucus and sitting near you on the Assembly floor. TASB staff will be stationed at the Information Tables near the main entrance of the Assembly floor.

If you have questions before the meeting, contact the TASB Board and Management Services team at **800-580-8272** or **membercommunications@tasb.org**.

2026 Delegate Assembly

When:

Friday, Oct. 9

10 a.m., Regional Caucuses
11:15 a.m., Action Form Deadline
11:30 a.m., Delegate Assembly (includes lunch)

Where:

George R. Brown Convention Center, Houston

(Held in conjunction with txEDCON)

Complimentary lunch is provided to Delegates and Alternates.

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TASB Director Candidates

*Indicates Large District Director Positions
(I) Incumbents

REGION/POSITION	DIRECTOR	DISTRICT	TERM
Region 2	Kristi Littleton (I)	Port Aransas ISD	2026–2028
Region 4, Position A	Marques Holmes (I)	Humble ISD	2026–2027
Region 4, Position B	Winford Adams, Jr.	Spring ISD	2026–2029
	Ann Williams	Alief ISD	
Region 4, Position G*	Shirley Rose-Gilliam	Fort Bend ISD	2026–2029
Region 6, Position B*	Vacant	Conroe ISD	2026–2028
Region 8	Thomas Darden (I)	Cooper ISD	2026–2029
Region 10, Position D	Nichole Bentley	Coppell ISD	2026–2029
	Marvin Bobo	Lovejoy ISD	
	Cyndi Darland	Princeton ISD	
	DeAndrea Fleming	DeSoto ISD	
	Lee Guidry	Italy ISD	
	Harvey Oaxaca	McKinney ISD	
	Jessica Ward	Midlothian ISD	
	Denishea Williams	Cedar Hill ISD	
Region 10, Position E*	Dynette Davis (I)	Frisco ISD	2026–2029
Region 11, Position C	Justin Chapa (I)	Arlington ISD	2026–2029
Region 13, Position B	Ana Cortez	Manor ISD	2026–2029
	Stephen Mackey (I)	Blanco ISD	
	Ed Navarette	Florence ISD	
Region 14	Cameron Wiley	Wylie ISD-Taylor County	2026–2029
Region 15	Ami Mizell-Flint	San Angelo ISD	2026–2029
	Tim Wilson	Brownwood ISD	
Region 20, Position A	Florinda Bernal	Southwest ISD	2026–2029
	Ginger Friesenhahn (I)	East Central ISD	
	Jaclyn Gonzales	Uvalde CISD	
	Louie Luna	Harlandale ISD	
	Mary Belle Unger-Robles	Southside ISD	
Region 20, Position B*	Karla Duran	Northside ISD-Bexar County	2026–2029

Updated: 6/24/26

TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE: **June 20, 2026**

NAME: **Justin Roel Chapa**

MAILING ADDRESS: [redacted]

CITY: [redacted] ZIP: [redacted]

BUSINESS PHONE: [redacted] RESIDENCE PHONE: [redacted]

CELL PHONE: [redacted] FAX NUMBER: [redacted]

E-MAIL: [redacted]

SCHOOL DISTRICT: **Arlington ISD**

LOCAL TERM EXPIRES: **May 2028**

YEARS ON BOARD: **~9 years**

Upon expiration of current term on your local board, will you seek reelection? **Yes**

BOARD POSITIONS HELD (including dates):

President (2024–May 2026)

Vice President (2022–2024)

Representative, Mayor's Education Coalition (June 2026–Present)

Chair, Finance and Academics Committee (June 2026–Present)

Chair, Community Engagement Committee (2023–2024)

Chair, Governance Committee (2019–2023)

Member, Community Engagement Committee (June 2026–Present, 2023–2024, 2018–2019)

Member, Governance Committee (2017–2019)

Member, Finance and Academics Committee (2019–2023)

Member, Audit Committee (2023–2024, 2017–2018)

OCCUPATION: **Attorney**

CURRENT EMPLOYER: **McDowell Hetherington LLP**

EDUCATION-HIGH SCHOOL: **Sam Houston HS, Arlington, TX**

COLLEGE: **Harvard University**

OTHER EDUCATION: **Stanford Law School and Stanford Graduate School of Education**

DEGREES: **BA Government, MA Education, Juris Doctorate**

HOBBIES/SPECIAL INTERESTS: **Family, History, Reading, Football**

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): **Please see bio.**

ADDITIONAL COMMENTS: **Please see bio.**

Please attach a short bio and include a current picture in jpeg format.

Justin Chapa Bio

Born and raised on Arlington's eastside, Justin attended Arlington ISD schools from Kindergarten through his graduation from Sam Houston High School, as Valedictorian. Justin spent his undergraduate years at Harvard University, where he earned a BA in Government with honors and became the first person in his family to graduate from college.

Determined to ensure that students from similar backgrounds have the same opportunity, he joined Teach for America after college and taught 12th Grade Government and Economics at Rivera High School in Brownsville, Texas. While at Rivera, he sponsored the campus student council, coordinated an afterschool credit-recovery program, started an AP Macroeconomics class, and served as an officer on the Site-Based Decision Making Committee.

While applying for Teach for America as a college senior, Justin also applied to law school. Most law schools allow Teach for America "Corps Members" to defer admission while completing their teaching commitment. Thus, when he went "back to school" after teaching, he walked through the doors of Stanford Law School rather than Rivera High School. Today, Justin is an attorney at McDowell Hetherington LLP, where he focuses his practice on litigation and appeals.

Although Justin is a lawyer by trade, he is a teacher at heart. While in law school, Justin worked in Stanford's "Youth and Education Law Project," a legal clinic that focuses on representing students with disabilities in special-education disputes. He also worked part-time as a Government teacher at Eastside College Preparatory School, in East Palo Alto, California, which primarily serves future first-generation college students. Additionally, Justin joined the first cohort of Stanford's joint-degree program in education and law, earning an MA in Education concurrently with his law degree. As part of the joint-degree program, Justin authored an article on the evolution of the "Government as Educator" paradigm in Supreme Court case law, which was later published in the *BYU Education & Law Journal*.

After Stanford, Justin and his wife [redacted]—also a Sam Houston alum and a former teacher and now Head Start Campus Director—moved back to their hometown with their then-nine-month-old son. Two more kids would follow, both girls. Justin's school-age children attend AISD schools, and Justin and [redacted] are both active in PTA.

Before his Board service, Justin served multiple terms on AISD's Financial Futures Committee and Citizens Bond Oversight Committee. Justin also served on the Capital Needs Steering Committee that helped craft the AISD's 2014 Bond package, and he had the privilege to serve on the Board of Directors of the Arlington ISD Education Foundation, a non-profit that distributes grants to AISD teachers.

Outside of AISD activities, Justin regularly speaks to high school students about college and career issues. Along with a friend from high school, Justin co-founded a scholarship for graduating seniors at Sam Houston HS that has awarded over $50,000 since 2007. Aside from service directly related to the Arlington ISD, Justin has served on the Board of Directors for United Way of Tarrant County, the Arlington Public Library Foundation, and Leadership Arlington, where for three years he helped direct the Youth Leadership Arlington program.



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: _____

Board action must be taken no earlier than June 26, 2026, and no later than August 21, 2026*

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 21, 2026.

RETURN TO: E-mail: boardcommunications@tasb.org

July 20-August 17, 2026

UPCOMING EVENTS

Lake Dallas Independent School District

July			
LDISD Board of Trustees Meeting	20	5:30PM	Central Services
Highstepper Show Off	29	4:30PM	CE Gym

August			
Popsicles with the Principals	3	5:00PM	Elementary Campuses
Adopt a Teacher Luncheon	6	11:30AM	Shady Shores
LDMS 6th Grade Falcon Camp	10	1:00PM	LDMS
Meet the Teacher Night	10	5:00PM	Elementary Campuses
First Day of School	12		All Campuses
LDISD Board of Trustees Meeting	17	5:30PM	Central Services