Agenda of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held September 21, 2026, beginning at 6:00 PM in the Little Elm ISD Administration Building.

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.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
4. The Board will recess into Closed Meeting in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074. The Board and Superintendent will discuss:
    A. Personnel
    B. Land
5. Pledge of Allegiance
6. Invocation
7. Superintendent Spotlight
    A. America 250 Award
    Presenter: Jeff Burton
    B. LEaders of the Pack
    Presenter: Asheley Brown
    C. Students of the Month
    Presenter: Donnie Bartlett
8. Reports of the Superintendent
    A. Rating Report 4
    Presenter: Michael Lamb
    B. Human Resource Services Annual Report 5
    Presenter: Asheley Brown
    C. Class Size Report 30
    Presenter: Asheley Brown
    D. 2026-2027 Student Handbook 35
    Presenter: Donnie Bartlett
    E. HB-3 Update on Goals 160
    Presenter: Jason Evans

F. Curriculum and Learning Update 165
Presenter: Amanda Ball and Kimberly Chow-Jackson
9. Action Items
A. Discuss and consider approval of Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly 167
Presenter: Sonia S. Flores
B. Discuss and consider approval of Senate Bill 12 Certification of Compliance 169
Presenter: Michael Lamb
C. Discuss and consider approval of Hiring of Director for Maintenance and Grounds 175
Presenter: Asheley Brown
D. Discuss and consider approval of the Reclassification of Transportation Administrative Assistant Position 176
Presenter: Asheley Brown
E. Discuss and consider approval of Presentation and Discussion of the District's Independent Efficiency Audit Report Conducted Pursuant to Texas Education Code 11.184 177
Presenter: Jesse Wyse
F. Discuss and consider approval of Resolution to Set 2026 Tax Rate 233
Presenter: Jesse Wyse
10. Consent Agenda
A. Discuss and consider approval of Regular Meeting Minutes - 8/17/2026 243
Presenter: Sonia S. Flores
B. Discuss and consider approval of Maximum Class Size Exemptions - Class Size Waivers 248
Presenter: Asheley Brown
C. Discuss and consider approval of LEISD Student Code of Conduct 250
Presenter: Donald Bartlett
D. Discuss and consider approval of SB13 Acquisition of Library Books 307
Presenter: Dr. Penny Tramel
E. Discuss and consider approval of Off-Campus Physical Education Sites 318
Presenter: Dr. Penny Tramel
F. Discuss and consider approval of the Retention and Renewal of Legal Services 322
Presenter: Jesse Wyse
G. Discuss and consider approval of Financial Reports - July 2026 324
Presenter: Jesse Wyse
H. Discuss and consider approval of the Request for Proposal #2026-002 Child Nutrition - Kitchen Equipment Purchases, Supplies and Services 338
Presenter: Kendra Vogt
11. Board President Comments
Presenter: Mary Watkins
12. Board Comments
13. Superintendent Comments
14. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after

the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

_____
Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

_____
Sonia S. Flores

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☒	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**RATING REPORT**					
Presenter or Contact Person:	Michael Lamb, Superintendent					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	The report is a summary of Rating Report.					
Financial Implications:	There is no financial implication.					
Attachments:	Under Separate Cover					
Recommendation:	**Item is for informational purposes only. No recommendation is necessary.**					
Motion:	**Item is for informational purposes only. No motion is necessary.**					

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☒	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**HUMAN RESOURCE SERVICES ANNUAL REPORT**					
Presenter or Contact Person:	Asheley Brown, Executive Director for Human Resource Services					
Policy/Code:	BAA (LOCAL)					
Strategic Plan Goal:	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Summary:	The Human Resource Services Annual Report includes information related to 2025-26 HRS accomplishments and personnel data, as well as HRS areas of focus for the 2026-27 school year.					
Financial Implications:	There is no financial implication.					
Attachments:	2026 Human Resource Services Annual Report					
Recommendation:	**The presentation of the Human Resources Services Annual Report is for informational purposes only.**					
Motion:	**Item is for informational purposes only. No motion is necessary.**					

Human Resource Services Annual Report

Asheley Brown
Executive Director
September 21, 2026

Little Elm ISD
Human Resource Services

2025-2026: Successes!

- Adopt-a-Lobo- 3rd Year Staff retention initiative
  - 77 Community members & District staff volunteered to adopt one or more New to LEISD Teachers.
  - New adopters included Student Organizations: Strike Yearbook, LEHS Ballet Folklorico.
  - 110 New to LEISD Teachers & professionals were matched with an Adopter.
  - 43 New to LEISD Teachers responded to the end of year survey.

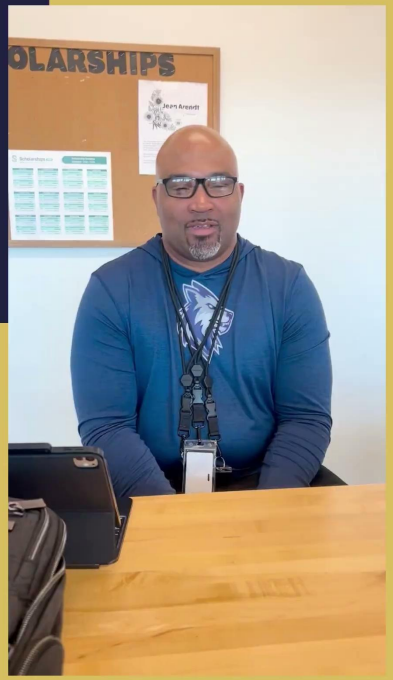
2025-2026: Successes!

- Adopt-a-Lobo- End of Year Survey responses
  - “It helped motivate me to keep going when the year was stressful, reminded me that someone was in my corner, and I was able to gain a new friend.”
  - “It was great to be welcomed to the district and shown love throughout the year. I appreciate all the encouragement, love, and support when I needed it most. Taking on a new role is overwhelming as I tried to navigate all the things and it was encouraging to receive a positive gift of encouragement throughout the year! THANK YOU!”
  - “She sent a gift right before Christmas break. That was the first and only time. She did write a very heartfelt note.”
  - “This program is awesome. My Adopt a lobo family made me feel welcome, provided very thoughtful care packages, and were very responsive with communications. I love the program for new teachers. ”

2025-2026 Adopt-a-Lobo







Little Elm ISD
Human Resource Services

2025-2026: Successes!

- LEaders of the Pack- 3rd year staff recognition initiative
  - Community members are able to recognize the above-and-beyond efforts of LE staff; 93 nominations received
  - RBFCU Corporate Sponsorship
  - Certificates are distributed at campuses and some are recognized at LEISD Board meetings





2025-2026: Successes!

- Auxiliary / Paraprofessional Luncheon - August 8, 2025
  - Celebrated 237 Attendees
  - Hosted in PL2
    - With the increase of Auxiliary Staff, it was important we found a nice space big enough to include everyone
  - RBFCU Continued Sponsorship
  - Raffle Prizes
    - Able to provide staff members with a raffle prizes from RBFCU and Asheley Brown

Auxiliary/Paraprofessional Luncheon











Little Elm ISD
Human Resource Services

2025-2026: Successes!

- Honoree Awards Banquet - May 11, 2026
  - Fifth annual end-of-year event to honor LEISD Employees of the Year, retirees, and service award recipients (10+ years)
  - Approximately 110 honorees and 188 attendees
  - Introduced a Step & Repeat photo backdrop, providing honorees and guests with a special opportunity to capture and commemorate the evening
  - New Venue: Embassy Suites Frisco

Honoree Awards Banquet













Little Elm ISD
Human Resource Services

2025-2026: Successes!

- LEISD CAREER FAIRS!
  - 1st In-Person Career Fair: March 21, 2026
    - A record breaking 162 attendees!
  - 2nd In-Person Career Fair: June 16th, 2026
    - 85 attendees
- 22 hires from career fair attendees
- 14 rehires of former famiLE returning home!
- 6 LEHS Graduates hired into the famiLE! (4 teacher; 2 para/aux)

Spring 2026 LEISD Career Fairs









Little Elm ISD
Human Resource Services

2025-2026: Successes!

- Transportation Services Department: Year One
  - 5 Bus Monitors completed CDL Training and are now Fully Certified Bus Drivers!
  - Implemented targeted recruitment strategies to address Transportation staffing needs
  - Provided ongoing HR Support to Transportation Leadership team, including employee relations, collaboration of the development of the Transportation Department Handbook, and documentation guidance.







Little Elm ISD
Human Resource Services

2025-2026: Successes!

- Corporate Sponsorships
  - World Teacher Day - partnered with Taco Delite, Chick-fil-A, Tender, Wing Daddy's, Roma's, Tap House, Stella's, Leo's, and 7 others!
  - New Employee Orientation - partnered with local businesses to offer discounts for our newly hired staff (Tiff's Treats, Joe's Pizza, Handel's)
- Launched 1st year teacher staff check in survey - October 2026
  - Seeking to ensure a smooth transition and areas of support that might be needed
  - Shared survey results with specific departments
- Continued the HR2U initiative with a tweak: added hands on assistance from HR for staff
- Partnered with Region 11 to host T-PESS training in LE

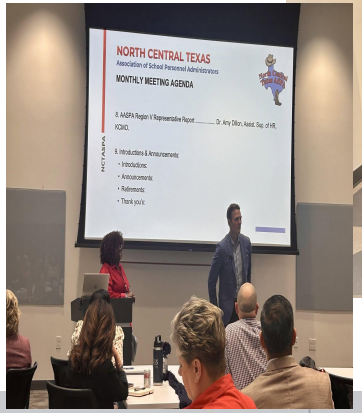
2025-2026: Successes!

Awarded by the North Central Texas Association of School Personnel Administrators (NCTASPA) with the District Impact Award (Medium-Sized District)!!!





Hosted the monthly meeting of NCTASPA in the LEISD Administration Building - January 2026





Little Elm ISD
Human Resource Services

2025-2026: Employee Child Care Program

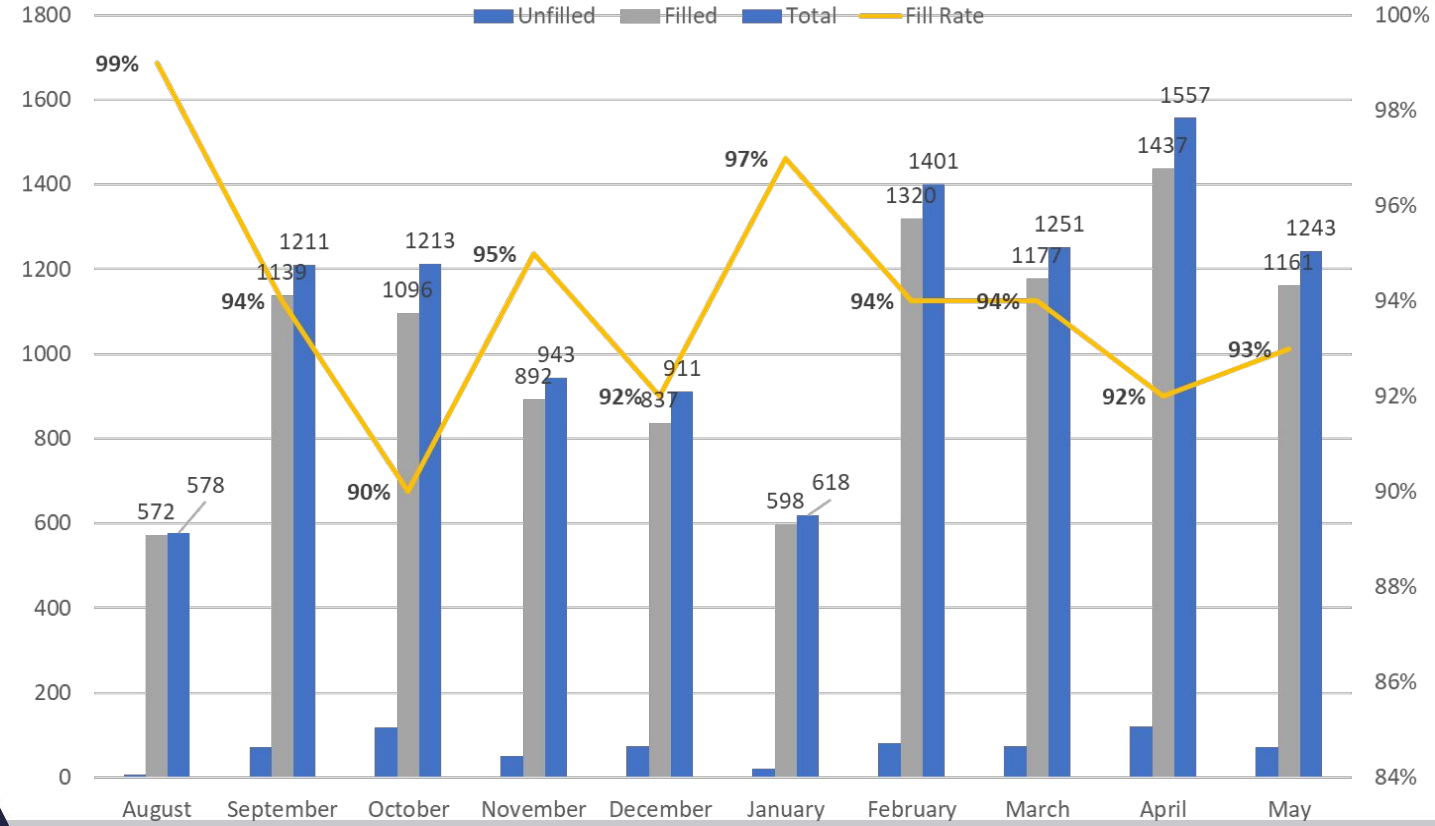
- 27th year of operation serving LEISD employees and their families!
- Texas Rising Star Program
  - Earned a 4 Star Rating again last school year – 11 Years in a Row! This is the highest rating of quality child care!
  - To earn this distinction, must have higher standards than a typical child care program - better classroom ratios, rigorous training requirements for staff, enriched curriculum and lesson plans
  - Staff participated in the Texas Rising Star Early Educator Conference this summer (applied for and received a grant to attend)
- Curriculum - Creative Curriculum and KinderMusik (TEA approved curriculum)
- Conscious Discipline (CD) -
  - Staff has begun training
  - Implemented in all classrooms: Infants through Preschool
  - Received a grant for CD materials for classrooms (books, puppets, etc.)
- 70 children enrolled (representing 64 LEISD employees)
- 16 staff members (including Director)
- 6 children on the waitlist



Every day counts.

2025-2026 Review

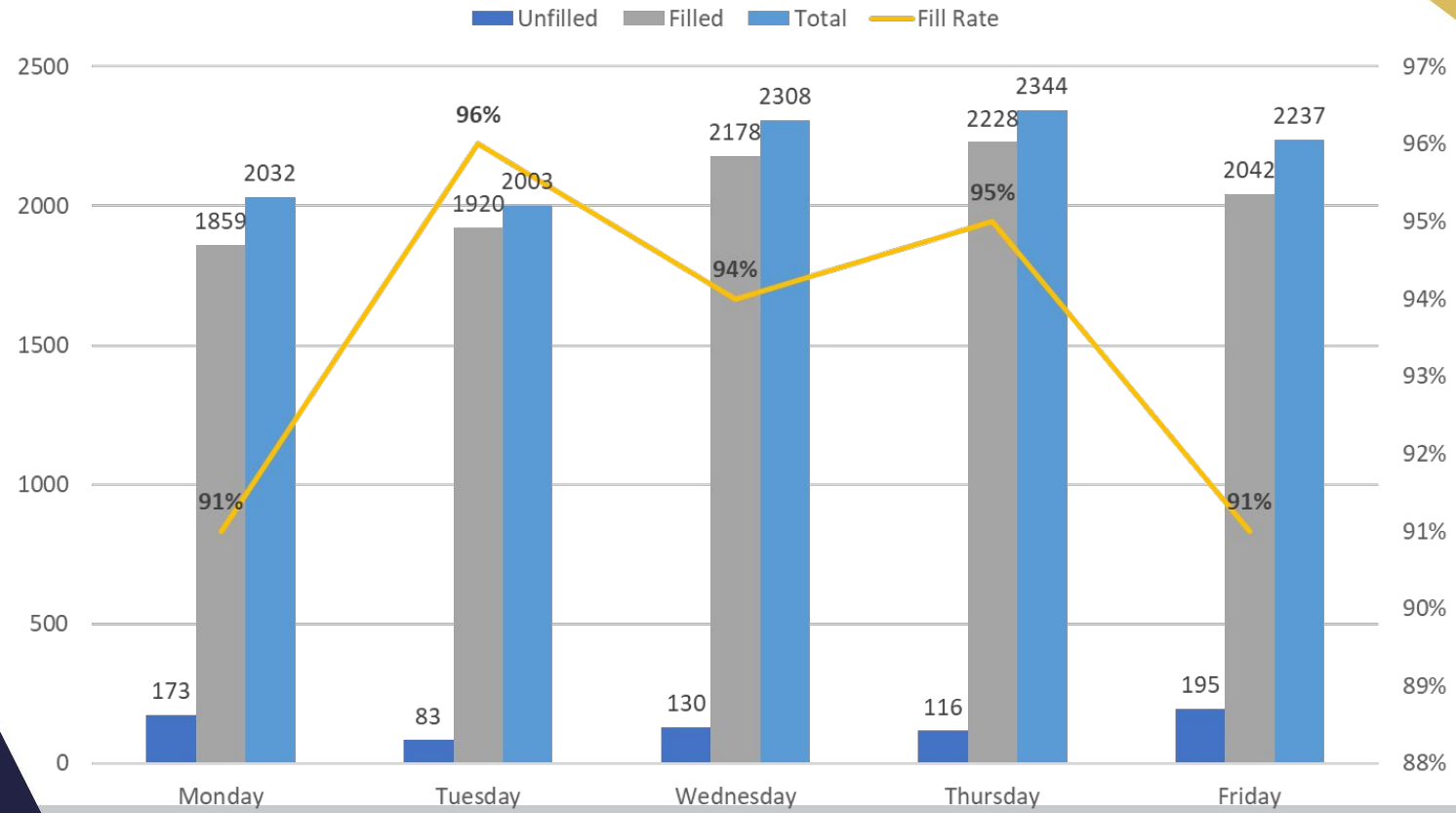
Total Absences by Month



ESS Every day counts.

Little Elm ISD
Human Resource Services

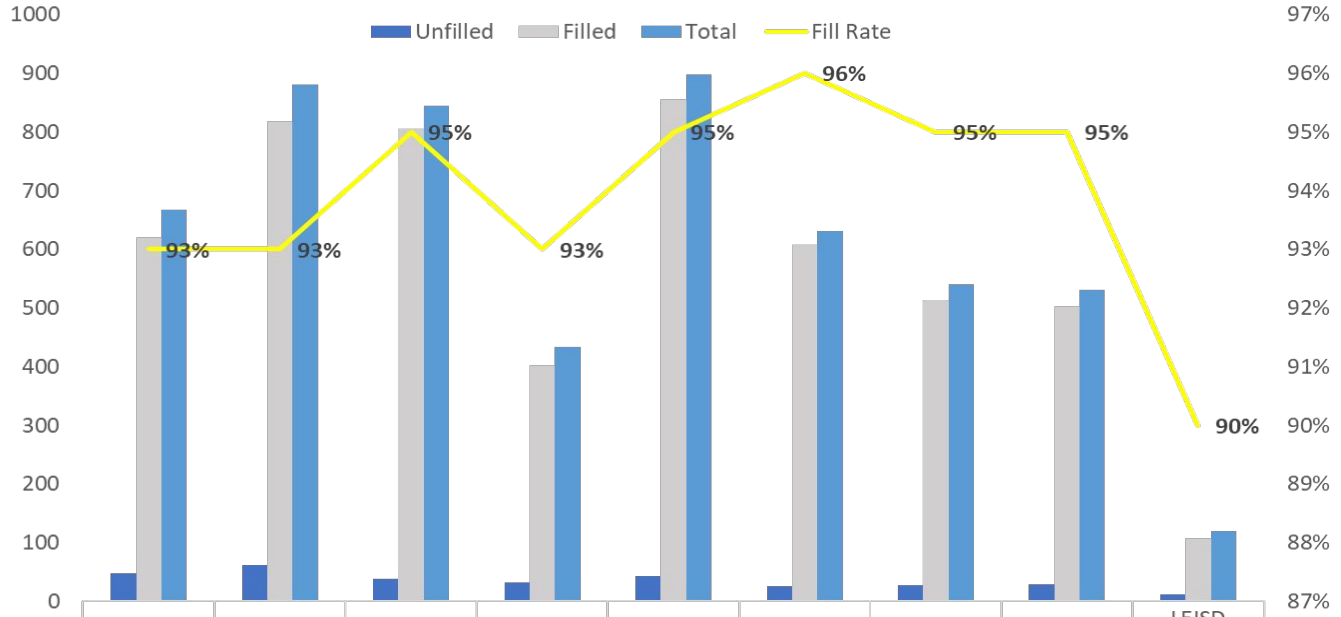
Total Absences by Days of the Week



Every day counts.

Little Elm ISD
Human Resource Services

All Positions - Elementary

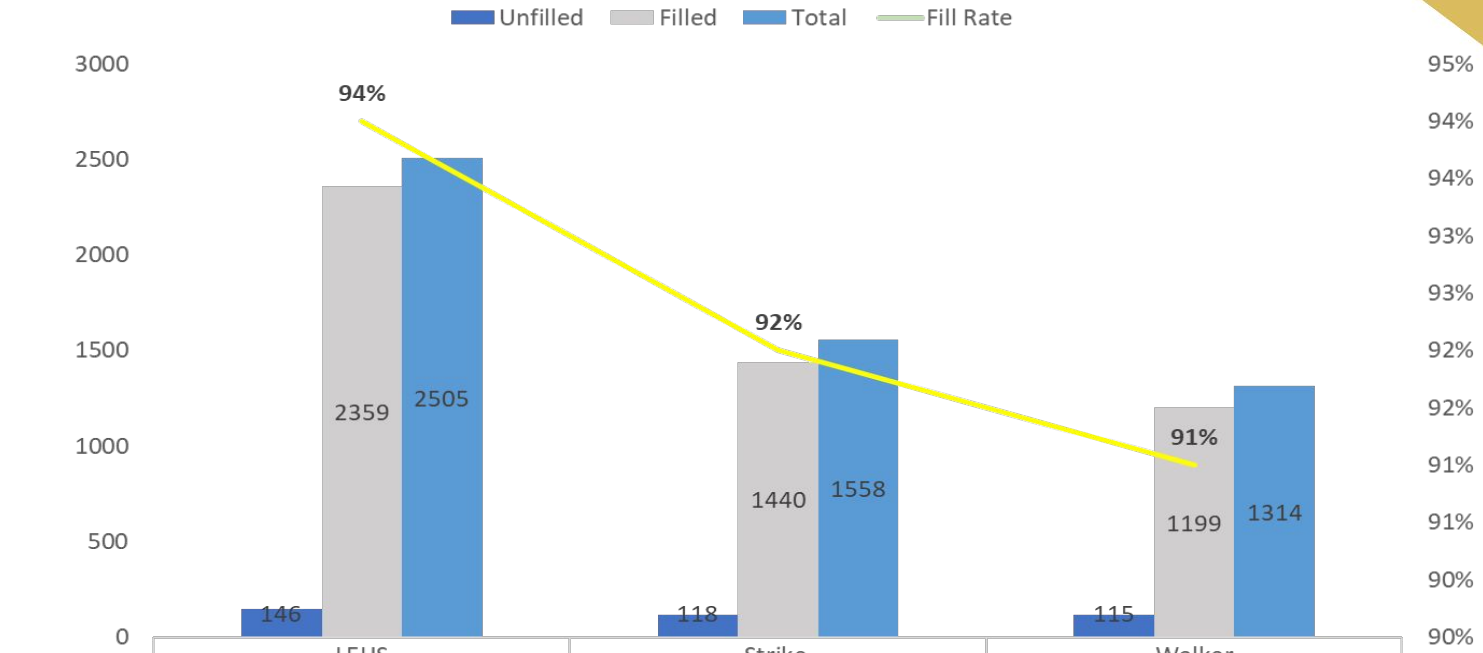


	Brent	Little Elm	Hackberry	Lakewood Village	Lakeview	Oak Point	Prestwick	Zellars	LEISD Goals/ DAEP
Unfilled	48	62	39	32	43	25	28	29	12
Filled	620	818	805	402	855	607	513	502	108
Total	668	880	844	434	898	632	541	531	120
Fill Rate	93%	93%	95%	93%	95%	96%	95%	95%	90%

Every day counts.

Little Elm ISD
Human Resource Services

All Positions - Secondary



	LEHS	Strike	Walker
Unfilled	146	118	115
Filled	2359	1440	1199
Total	2505	1558	1314
Fill Rate	94%	92%	91%

ESS Every day counts.

Little Elm ISD
Human Resource Services

2025-2026: Areas of Focus

- Staff Retention Initiative
  - Engagement with 1st and 2nd Year New Little Elm Staff



    - Partner with campus new staff programs to build relationships and enhance support
    - Collaborate with campus administrators to connect with new staff in conjunction with a scheduled faculty meeting
    - Card Writing Campaign - for our 2nd year staff & 1st year Para/Aux (utilize Cabinet, departments & administrators)

- Refining HR protocols/expectations for Transportation Services Department



  - Hiring process
  - Standardization of forms
  - Transportation Department Handbook

2026-2027: Areas of Focus

- Staff Retention Initiative
  - Engagement with 1st and 2nd Year New Little Elm Staff
    - Partner with campus new staff programs to build relationships and enhance support
    - Collaborate with campus administrators to connect with new staff in conjunction with a scheduled faculty meeting
    - Card Writing Campaign - for our 2nd year staff & 1st year Para/Aux (utilize Cabinet, departments & administrators)
- Targeted recruiting for non-exempt employees (especially Transportation)
  - Launch “Stay Interviews” for Transportation Staff to identify retention trends and potential barriers
  - Expand community outreach and partnerships to build a stronger applicant pipeline.
    - Town of Little Elm
    - Local CDL Schools
  - Increase participation at local and community hiring events, beyond traditional University Job Fairs
- Develop a one stop resource for administrators and supervisors for all things HR
  - HR Hub that would include important links, who to call, documentation guidance, etc.

District Stats*

- 2026 - 2027 School Year Hires
  - 104 Professional
  - 65 Paraprofessional /Auxiliary
  - 6 LEISD Student Teacher Hires
- Current vacancies
  - 15 Professional (12 Teacher)
  - 27 Paraprofessional /Auxiliary/Transportation

*as of 09/03/2026

District Stats*

- Full-time employees: 1122
- Part-time employees: 4
- Teachers: 554
- Student teachers/observers:(Fall of 2026)
  - Student Teachers: 21
  - Student Observers: 11
- Substitutes (through ESS)
  - Non-degreed: 74
  - Degreed: 137
  - Certified: 35

*as of 09/03/2026

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☒	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**CLASS SIZE REPORT**					
Presenter or Contact Person:	Asheley Brown, Executive Director for Human Resource Services					
Policy/Code:	BJA (LOCAL)					
Strategic Plan Goal:	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Summary:	This report is a summary of enrollment and class sizes.					
Financial Implications:	There is no financial implication.					
Attachments:	Class Size Report – 2026 Start of School					
Recommendation:	**Item is for informational purposes only. No recommendation is necessary.**					
Motion:	**Item is for informational purposes only. No motion is necessary.**					

Class Size Report
Little Elm ISD
2026 Start of School

Little Elm ISD
Engage Equip Empower

Average Class Size - Elementary

Campus	PK	Kinder	First	Second	Third	Fourth	Fifth
Brent	-	16.0	17.8	19.0	17.0	19.7	15.2
Glover	-	14.7	21.7	18.8	15.3	15.5	21.0
Hackberry	-	15.3	15.8	16.3	13.8	17.4	16.8
Lakewood	-	16.8	19.8	21.7	20.0	22.3	20.0
Little Elm	-	17.0	18.0	17.0	18.0	15.0	21.3
Oak Point	-	18.2	18.0	18.2	20.0	22.0	22.4
Prestwick	-	18.3	19.0	18.8	21.5	23.3	22.7
Zellars	19.3	-	-	-	-	-	-

Little Elm ISD
Engage Equip Empower

Average Class Size - Middle School

	Average Class Size		# of Sections		Range of Class Size Low to High	
	Strike	Walker	Strike	Walker	Strike	Walker
Math	18.2	16.5	41	48	6-30	5-28
Science	22.6	23.4	35	35	10-31	7-34
History	22.5	24.1	35	34	9-32	12-33
English	20.8	23.3	36	34	10-33	13-35

Average Class Size - High School

	Average Class Size	# of Sections	Range of Class Size Low to High
	LEHS	LEHS	LEHS
Math	22.8	48	10-31
Science	24.8	48	14-30
History	24.6	50	10-31
English	25.4	43	16-31

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
9/21/2026	X	☐	☐	☐	☐

Subject:	**2026-2027 STUDENT HANDBOOK**
Presenter or Contact Person:	**Donnie Bartlett, Deputy Superintendent**
Policy/Code:	Section F: Students (All Student related Board Policies)
Strategic Plan Goal:	N/A
Summary:	The 2026-2027 Student Handbook has been updated with edits of campus name changes and the school year on the cover page.
Financial Implications:	No financial impact. The handbook is acknowledged through online student registration and available on the district website.
Attachments:	2026-2027 STUDENT HANDBOOK
Recommendation:	**Item is for informational purposes only. No recommendation is necessary.**
Motion:	**Item is for informational purposes only. No motion is necessary.**

Little Elm Independent School District Student Handbook

2026-27 School Year

If you have difficulty accessing the information in this document because of disability, please contact:

- ***Kristi Roberts, Executive Director Special Populations***
  kroberts@littleelmisd.net or 972.947.9340 ext. 11005
- ***Terilyn Thomas-Monday, Director for Student Services***
  tthomas-monday@littleelmisd.net or 972.947.9340 ext. 10106

VISION

The Vision of the Little Elm ISD Community is to be "THE Destination District."

MISSION

The Mission of Little Elm ISD is to ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

CAMPUS CONTACTS & LEADERSHIP

ELEMENTARY CAMPUSES

Zellars Early Childhood Learning Center
https://zellars.littleelmisd.net/
300 Lobo Lane, Little Elm, TX 75068
972.947.9445
Grades: Pre-K
Howard Higginbotham, Principal

Glover Elementary
https://glover.littleelmisd.net/
1800 Waterside Drive, Little Elm, TX 75068
972.947.9454
Grades: K-5
Marnie Richardson, Principal

Brent Elementary
https://brent.littleelmisd.net/
500 Witt Road, Little Elm, TX 75068
972.947.9451
Grades: K-5
Karie Kuster, Principal

Lakewood Village Elementary
https://lakewoodvillage.littleelmisd.net/
100 Stowe Lane, Lakewood Village, TX 75068
972.947.9461
Grades: K-5
Kori Werth, Principal

Little Elm Elementary
https://littleelmes.littleelmisd.net/
2600 Hart Road, Little Elm, TX 75068
972.947.9452
Grades: K-5
Ashley Holmes, Principal

Oak Point Elementary
https://oakpoint.littleelmisd.net/
401 Shahan Prairie Road, Oak Point, TX 75068
972.947.9455
Grades: K-5
Dr. Bernadette White, Principal

Hackberry Elementary
https://hackberry.littleelmisd.net/
7200 Snug Harbor Circle, Frisco, TX 75034
972.947.9453
Grades: K-5
Dr. Cyndy Mika, Principal

Prestwick Elementary
https://prestwick.littleelmisd.net/
3101 Stonefield, The Colony, TX 75056
972.947.9450
Grades: K-5
Jamey Allen, Principal

SECONDARY CAMPUSES

Strike Middle School
https://strike.littleelmisd.net/
8798 Scotty's Lake Lane, The Colony, TX 75056
972.947.9457
Grades: 6-8
Bill Bush, Principal

Alternative Learning Campus/DAEP
https://alternative.littleelmisd.net/
400 Lobo Lane, Little Elm, TX 75068
972.947.9340
Grades: 10-12
Chelcie Guerra, Principal

Walker Middle School
https://walker.littleelmisd.net/
633 French Settlement, Little Elm, TX 75068
972.947.9458
Grades: 6-8
Tiffany Brown, Principal

Little Elm High School
https://lehs.littleelmisd.net/
1900 Walker Lane, Little Elm, TX 75068
972.947.9443
Grades: 9-12
Michelle Gentry, Principal

Little Elm Independent School District Student Handbook

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Little Elm Independent School District Student Handbook

Preface Parents and Students:

Welcome to the new school year!

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

The **Little Elm Independent School District** 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 **Little Elm Independent School District's** Student Code of Conduct. To review the Code of Conduct, visit the district's website at littleelmisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested by contacting the Director for Student Services, Terilyn Thomas-Monday, at tthomas-monday@littleelmisd.net or 972.947.9340 ext. 10106.

Little Elm Independent School District Student Handbook

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 LEISD Board Policy Online.

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:

Terilyn Thomas-Monday
Director for Student Services
PO Box 6000, Little Elm, TX 75068
tthomas-monday@littleelmisd.net
972.947.9340 ext. 10106

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:

Kristi Roberts
Executive Director for Special Populations
PO Box 6000, Little Elm, TX 75068
kroberts@littleelmisd.net
972.947.9340 ext. 11005

Little Elm Independent School District Student Handbook

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 7th grade science curriculum covers the state standards 7.13A and 7.13C. These 7th grade TEKS are listed below.

7.13A identify and model the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, urinary, reproductive, integumentary, nervous, immune, and endocrine systems.

7.13C compare the results of asexual and sexual reproduction of plants and animals in relation to the diversity of offspring and the changes in the population over time.

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. More information about SHAC may be found at https://www.littleelmisd.net/support-services/health-services/school-health-advisory-council
- 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 Title IX Coordinator provides training for elementary campuses during the fall semester and secondary campuses during the spring semester related to the prevention of child abuse, dating/family violence and human/sex trafficking. For elementary students, the instruction includes types of touches, saying no and getting away, online safety and how to report and seek help. For secondary students, the instruction includes dating violence, types of harassment, online safety, how to report and seek help.

The Children's Advocacy Center for North Texas provides training for PreK through 12th grade students during the months of March and April. For PreK – 2nd graders the instruction includes types of touches, how they differ, and basic resistance skills. For 3rd-5th graders, the instruction includes personal boundaries, bullying, social media, gaming and how to report abuse. For 6th –

8th graders, the instruction focuses on safety topics regarding potential online danger, grooming, social media, sextortion, human trafficking and how to report abuse. For 9th-12th graders, the instruction focuses on grooming, healthy versus unhealthy relationships, sexual harassment, sex trafficking, legal definition regarding sexual assault and how to report.

For more information, see the district's abuse prevention 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 Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The campus counselor will notify the student's parent within a reasonable amount of time after the counselor 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 campus counselor regarding a student who may need intervention.

Campus counselors can be reached by contacting your student's campus and asking to speak with a counselor. On secondary campuses, counselors are assigned according to the alpha of the student's last name.

Counselors 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.

If you need additional information regarding district counselors and mental health care services, please contact:

Jessica Cofield
Director for Counseling Services
PO Box 6000, Little Elm, TX 75068
jcofield@littleelmisd.net
972.947.9340 ext. 10617

[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 top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

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

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

Limiting Electronic Communications between Students and District Employees

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

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)

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

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

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

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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/image***
- ***Date and place of birth***
- ***Dates of attendance***
- ***Grade level***
- ***Enrollment status***
- ***Endorsements, honors, and awards received***
- ***Most recent educational institution attended***
- ***Participation in officially recognized activities and sports***
- ***Weight and height of members of athletic team***

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 will not release any student directory information to third-party requesters. (See policy FL(LOCAL) for more information.)

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 FA(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 the plan or syllabus by request.

Please find the link to our curriculum Storyboards here that gives an overview of the contents of our courses for parents and students.

(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 the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's

misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. (See the Student Code of Conduct and policy FO(LEGAL) for more information.)

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

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

Student Records

Accessing Student Records

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

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- 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 principal is custodian of all records for currently enrolled students at the assigned school. The principal 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 by contacting their campus principal listed at the beginning of this handbook.

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

Michelle Gentry
Principal – Little Elm High School
1900 Walker Lane, Little Elm, TX 75068
mgentry@littleelmisd.net
972.947.9443

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 Little Elm ISD Board Policy.

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 Director for Student Services 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 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 Director for Student Services:

Terilyn Thomas-Monday
Director for Student Services
PO Box 6000, Little Elm, TX 75068
tthomas-monday@littleelmisd.net
972.947.9340 ext. 10106

[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:

Yamile Quintero
Homeless Liaison for Family Services
300 Lobo Lane, Little Elm, TX 7506
yquintero@littleelmisd.net
972.947.9445

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

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

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

Special Education Referrals

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

Kristi Roberts
Executive Director for Special Populations Services
PO Box 6000, Little Elm, TX 75068
kroberts@littleelmisd.net
972.947.9340

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:

Rhonda Stewart
Transition Specialist
rstewart@littleelmisd.net
972.947.9443

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:

Kristi Roberts
Executive Director for Special Populations Services
PO Box 6000, Little Elm, TX 75068
kroberts@littleelmisd.net

972.947.9340

[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)

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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.]

Little Elm Independent School District Student Handbook

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.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services 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

The truancy prevention facilitator for the district is:

Terilyn Thomas-Monday
Director for Student Services
PO Box 6000, Little Elm, TX 75068
tthomas-monday@littleelmisd.net
972.947.9340 ext. 10106

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the 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 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 10:00 a.m.

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)

Planned absences for reasons other than a scheduled health care appointment or illness, should be communicated with the campus in advance to determine if they will be excused. Please contact your child's attendance clerk for assistance.

When a student is absent from school, the student—upon arrival or return to school—must bring a note from a health care provider or a signed note from the parent that describes the reason for the absence. For parent notes, it is preferred that the parent complete the online absence form found on the Little Elm ISD website at https://docs.littleelmisd.net/Forms/AttendanceNotes. Failure to provide a note within 3 school days following an absence may result in the absence being unexcused.

You are encouraged to provide a doctor's note to excuse your child's absence anytime he/she misses school for illness or an appointment. The district will accept six (6) parent notes during the school year to excuse an illness, personal, or pre-approved absence.

(High School Only) Due to the accelerated block schedule at the high school, each parent note will excuse only one day of absence.

A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

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

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note After an Absence for Illness (All Grade Levels)

Within 3 (three) days of returning to school, a student who is absent for more than 5 (five) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form at https://www.littleelmisd.net/support-services/health-services/forms.

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.

You can also request one from the campus by submitting this VOE Request Form.

VOE Eligibility:

1) The school considers the student currently enrolled at the time the student applies for the VOE, and

2) The school awarded the student credit for each class the semester prior to application for the VOE. If the student was not awarded credit for each class the semester prior to application for the VOE, the school should examine attendance records for the semester prior to application for the VOE and determine whether the student was present 90% of the time each class was offered. If so, the VOE may be issued. If the student did not receive credit and did not attend 90% of their classes, the school attendance committee and/or administration may approve a plan establishing conditions for the student to meet in order to receive a VOE.

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)

Little Elm 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.littleelmisd.net/our-district/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.

The test shall be offered on Feb. 4, 2026, at Little Elm High School.

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 at https://www.littleelmisd.net/support-services/safety-security/safelobo.

A student may anonymously report an alleged incident of bullying by filling out an Anonymous Alert found on the SAFELobo webpage of the district's website.

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:

- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Engineering
- Health Science
- Hospitality and Tourism
- Information Technology
- Law and Public Service
- Manufacturing

The district offers other work-based programs within each Program of Study and cluster offered.

Admission and enrollment to these programs is based on availability and completion of course prerequisites found in the yearly Course Selection Guide course descriptions.

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

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of

1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

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

Celebrations (All Grade Levels)

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

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

[See **Food Allergies (All Grade Levels)**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at District Education Improvement Council. 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

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/pubPDFs/whatiscan.pdf)
- 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://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted GPA system. Grade points shall be based on semester grades for courses taken in grades 9–12 and shall be computed to three decimal places. The end of the third quarter grades prior to graduation shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian.

All grades on a student's transcript, including failing grades and grades for courses that were repeated to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.

Grades earned in the following courses shall be excluded from this calculation:

1. Traditional correspondence courses.
2. Summer school courses.
3. Credit by examination for acceleration or with prior instruction.
4. College-level courses that are not for dual credit.
5. Local credit courses.
6. Physical education dual credit courses.
7. Courses taken by computer and other web-based courses, unless offered through the District.
8. Distance learning courses not offered through the District.

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank.

In addition, to qualify for valedictorian or salutatorian honors, a student shall:

1. Complete either the Recommended Program or the Advanced/Distinguished Achievement Program; and
2. Have been continuously enrolled in the District high school for the four complete semesters preceding graduation.

A student's eligibility to give the valedictory or salutatory address shall be determined by the principal and may include consideration of the student's discipline record.

For the purpose of determining valedictorian honors, a student's weighted GPA shall be calculated to three decimal places. In case of a tie in weighted GPAs, the following methods shall be used to determine class rank:

1. The student with the most Advanced Placement (AP) courses shall be considered valedictorian.
2. If a tie still remains, the student with the highest numerical grade average of AP courses taken shall be considered valedictorian.
3. If a tie still remains, a comparison of the students' highest SAT scores shall be used if the students tying have all taken the SAT test. The student with the highest score shall be considered valedictorian.
4. If a tie still remains, a comparison of the students' highest ACT scores shall be used if the students tying have all taken the ACT test. The student with the highest score shall be considered valedictorian.

5. If a tie still remains, covaledictorians shall be named. A tie-breaker shall not be used to determine salutatorian honors. In the event of a tie for salutatorian, all tying students shall be named as salutatorian. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law.

[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 and High School Grade Levels)** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid

- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- 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

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

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

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by emailing the attendance specialist at 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 Little Elm ISD Board Policy 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 Complaints & Concerns and at the principal's or superintendent's office. A parent may also submit a grievance electronically by printing the appropriate form, completing it, then scanning the form to the appropriate level administrator.

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 superintendent or superintendent's designee.

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.littleelmisd.net/ under your child's school webpage. The CBCs for each campus is listed below:

Brent Elementary - Taylor Ross tross@littleelmisd.net

Chavez Elementary - Aston Tubbs atubbs@littleelmisd.net

Hackberry Elementary - Mariza Escamilla mescamilla@littleelmisd.net

Lakeview Elementary - Marnie Richardson mrichardson@littleelmisd.net

Lakewood Village Elementary - Marcia Torres mtorres@littleelmisd.net

Oak Point Elementary - Andi Nolan anolan@littleelmisd.net

Prestwick Elementary - Pam Maltsberger pmaltsberger@littleelmisd.net

Zellars Early Childhood Learning Center - Kacy Kupper kkupper@littleelmisd.net

Strike Middle School - Marina De Garcia mmatusdegarcia@littleelmisd.net

Walker Middle School - Watson Robinson wrobinsonjr@littleelmisd.net

Alternative Learning Campus - Chelcie Guerra cguerra@littleelmisd.net

Little Elm High School - Kyle Heller kheller@littleelmisd.net

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises

- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should schedule an appointment, but for some situations a walk-in is allowable. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence]**

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

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://www.littleelmisd.net/ [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures.**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to 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 Title IX 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 the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

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 limited and should be discussed with the campus counselor.

[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 your child's 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 more than 10 (ten) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal has designated various specific locations for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the District's Communications Department for prior review. The Communications Department will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The District's Communications Department will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards.

The dress and grooming standards of the LEISD dress code are meant to promote a positive, professional learning environment where the focus is on instruction and not on clothing.

Clothing, hairstyles, and accessories should not be disruptive, immodest or compromise student safety.

Students shall come to school looking clean, neat and ready to learn. The District prohibits pictures, emblems or writings on materials or clothing that are lewd, offensive, vulgar, immodest or promote or refer to alcoholic beverages, drugs or any other substance prohibited under policy FNCF (legal).

The District also prohibits any clothing or grooming that, in the administrator's judgment, may reasonably be expected to cause disruption of or interference with normal operations**.** Clothing or other personal items depicting or promoting acts of violence, guns, weapons, death, dismemberment, disfigurement, gang activity or affiliation or other offensive items or wording are specifically prohibited.

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- **Pants or shorts must be worn at the natural waistline and undergarments, including boxing shorts, sports bras and undershirts cannot be worn as outerwear or visible.**
- **Pants and other articles of clothing that are torn, ragged, frayed, too short or with holes must have a covering underneath so that no skin is visible from just below the collar bone to mid-thigh.**
- **If tights, leggings, or other form-fitting pants or shorts are worn, the student must wear a dress, shirt, skirt, or shorts that extends below the buttocks in the front and back.**
- **Dresses, skirts, shorts, "skorts", and jumpers must be mid-thigh length or longer.**
- **See-through, sheer, mesh, or net clothing is not allowed unless it is above the collar bone or below the mid-thigh.**
- **Swimwear, blankets, and other clothing that is considered house type wear is not permitted unless approved by the campus administration.**
- **Sunglasses and/or any head coverings that might conceal all or some portion of the face from clear view are not permitted to be worn in the building.**
- **Appropriate footwear with hard bottom soles must be worn.**

Teachers and sponsors of certain elective subjects, such as band, dance, cheer, sports or voluntary student organizations, will require standards of dress and appearance they deem appropriate, when students are representing their school in public events.

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:

Jack Vestal
Director for Network & Technology
jvestal@littleelmisd.net
972.947.9340 ext. 10803

[See **A student who is tardy to school is required to sign in at the** front office. These students are subject to disciplinary action according to the student code of conduct. Tardies are cumulative per grading period. If a student is more than 20 minutes late then the tardy becomes an absence.
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

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

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

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

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

- First violation – Device will be taken up by the teacher and returned at the end of the class period. Teacher will document the violation as a warning.
- Second violation – Device will be taken up by an administrator or by the teacher and turned into the main office. Student may pick up the device at the end of the school day.
- Third violation – Device will be taken up by the teacher or administrator. Parent may pick up the device during school hours or at the end of the school day. Student will begin receiving campus consequences using a progressive discipline plan.
- Fourth and additional violations – The behavior has become insubordination, and consequences will be assigned accordingly, including possible DAEP placement.
- Refusal to turn in a device may expedite campus consequences or result in additional discipline.

Confiscated communications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

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

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

Instructional Use of Personal Electronic Devices

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

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC.

However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs at https://docs.littleelmisd.net/Forms/club_permission

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.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 (ten) absences not related to post-district competition, a maximum of 5 (five) absences for post-district competition prior to state, and a maximum of 2 (two) 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. A list of these shall be made available by the campus.

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 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)
17	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 grading guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district

- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing**]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4

Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Health	***0.5***	***0.5***
Professional Communications	***0.5***	***0.5***
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Alpha Counselors at Little Elm High School in partnership with Texas Woman's University host a parent night in the fall semester to assist parents and students in completion of the FAFSA/TASFA.

The College and Career Readiness Coordinator holds a financial aid workshop for seniors in the fall semester and juniors in the spring semester in partnership with Texas A&M University, Texas Woman's University, and Texas Tech University to explain the process and answer questions.

Our GO Center, in partnership with Texas Woman's University, provides mentors every Tuesday to help students complete the FAFSA/TASFA.

The College and Career Readiness Coordinator is available on campus to assist students with questions or to help complete the FAFSA/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 not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn 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.]

Graduation Activities

Graduation activities will include:

- Fall Panoramic Picture
- Senior Night at athletic events
- Senior Prom
- Top Ten Luncheon (top 10 graduating students only)
- Senior Awards
- Senior Trip
- Cap & Gown Panoramic & Legacy Walk
- Graduation Rehearsal
- 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:

- Top Ten Graduates
- Military Enlistees

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the

student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees (All Grade Levels)**]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

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

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on district campuses:

- First aid and injury evaluation
- Administration of over-the-counter medications in accordance with law
- Administration of prescription medication in accordance with law
- Monitoring of chronic health conditions (e.g., asthma, diabetes)
- Vision, hearing, and scoliosis screenings
- Under the influence assessment
- Personal hygiene products distribution
- Lice screening
- Acanthosis screening
- Support during illness or physical symptoms at school
- Coordination of health services
- Heat illness prevention and injury support for student athletes

Any additional health-related services that the campus may believe are necessary and appropriate will necessitate separate written consent and parental involvement, unless during an emergency or as allowed by law.

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 Opioid Antagonists Secondary Grades Only

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 that serves students in grades 6-12 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 campus counselor and/or intervention counselor for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

Dr. Penny Tramel
Assistant Superintendent for Curriculum and Learning
ptramel@littlelemisd.net
(972) 947-9340

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 https://www.littleelmisd.net/support-services/health-services/resources 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/allergies-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at https://www.littleelmisd.net/support-services/health-services/resources.

[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 full-time nurse:

  Toni Nelson
  Health Services Coordinator
  tnelson@littlelmisd.net
  (972) 947-9443

- The district full-time school counselor:

  Jessica Cofield
  Director for Counseling Services
  jcofield@littleelmisd.net
  (972) 947-9340

- The local public health authority, Denton County Public Health which may be contacted at (940) 349-2900 or PublicHealth@dentoncounty.com

- The local mental health authority, Denton County MHMR which may be contacted at (940) 381-5000 or www.dentonmhmr.org

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 Little Elm ISD Policy Online.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG

- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

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

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

Dr. Penny Tramel
Assistant Superintendent for Curriculum and Learning
ptramel@littlelemisd.net
(972) 947-9340

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held *7* meetings. Additional information about the district's SHAC is available from the principal. 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.littleelmisd.net/support-services/health-services/school-health-advisory-council

[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:

Toni Nelson
Health Services Coordinator
tnelson@littlelmisd.net
(972) 947-9443

Homework (All Grade Levels)

Artificial Intelligence (AI) can be used to amplify your learning and stimulate your innovation. Just bear in mind: great power entails great responsibility.

AI should support your learning—not replace it. Using AI to cheat, copy (plagiarize), or turn in work that isn't your own (including AI-generated content) is considered academic

dishonesty. If you use AI to help with ideas or research, make sure to give credit to the source by citing the source.

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 LEISD campuses are closed campuses during lunch. No students will be allowed to leave campus to go to 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/Junior High School Grade Levels

A student removed to DAEP will have an opportunity to complete work missed during placement as the DAEP instructors collaborate with the teacher of record at each campus.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at Little Elm ISD Policy Online.

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:

Terilyn Thomas-Monday
Director for Student Services
tthomas-monday@littleelmisd.net
972.947.9340 ext. 10106

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Kristi Roberts
Executive Director for Special Populations
PO Box 6000, Little Elm, TX 75068
kroberts@littleelmisd.net
972.947.9340 ext. 11005

- For all other concerns regarding discrimination, see:

Michael Lamb
Superintendent
PO Box 6000, Little Elm, TX 75068
mlamb@littleelmisd.net
972.947.9340

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

Nontraditional Academic Programs (All Grade Levels)

GOALS is an accelerated high school program that offers a blend of face-to-face and online curriculum. You may access the application online from the Alternative Learning Campus

website at https://alternative.littleelmisd.net/. Some students have circumstances which prevent them from being successful in a traditional school setting. GOALS provides students with an opportunity to succeed in a non-traditional school setting. GOALS offers a positive option to the larger secondary school setting, allowing students to work at an accelerated pace on individualized curriculum to achieve a high school diploma and to prepare for their next step in life. The program prioritizes 11th and 12th grade students for GOALS if they meet the state criteria for students at risk of dropping out of school.

For additional information regarding GOALS please contact Principal Chelcie Guerra at cguerra@littleelmisd.net

Little Elm High School also offers a day academy. For more information contact Principal, Michelle Gentry at mgentry@littleelmisd.net

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: https://www.littleelmisd.net/for-parents.

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 your student's campus 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: PTA and booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

  Jason Evans
  Director for Accountability
  jevans@littleelmisd.net
  972.947.9340

- 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. Penny Tramel**
- **Assistant Superintendent for Curriculum and Learning**

ptramel@littlelemisd.net
(972) 947-9340

- 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 3rd Monday of each month at 6:30 p.m. at the LEISD District Administration Building at 400 Lobo Lane. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at ***the LEISD District Administration Building*** and online at https://www.littleelmisd.net/our-district/board-of-trustees/board-meetings/2026-2027-board-agenda**.** [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of $30 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.
Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle Grade Levels

In kindergarten - grade 2, promotion is based on grade-level standards (essential knowledge and skills). The student shall demonstrate mastery of 70 percent standards on a standards-based reporting system.

In grades 3 - 5 promotion is 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 four of the following areas: reading, language arts, mathematics, science, and social studies,

In grades 6 - 8, promotion is 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.

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat 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.

All grades on a student's transcript, including failing grades and grades for courses that were repeated to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.

Grades earned in the following courses shall be excluded from this calculation:

1. Traditional correspondence courses.
2. Summer school courses.

3. Credit by examination for acceleration or with prior instruction.
4. College-level courses that are not for dual credit.
5. Local credit courses.
6. Physical education dual credit courses.
7. Courses taken by computer and other web-based courses, unless offered through the District.
8. Distance learning courses not offered through the District.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

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

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be

accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of

the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan —Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the 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 submitting an Anonymous Alert at https://www.littleelmisd.net/support-services/safety-security/safelobo
- 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: Phone calls, emails, text messages, posting to District website, Facebook, Twitter, and reports to the local media.

[See **Parent Contact Information** and **Automated Emergency Communications**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

Schedule Changes (Middle and High School Grade Levels)

Campuses base the master schedule of classes at LEISD secondary schools on specific course requests. It is very important that students discuss course choices with their parents, teachers, and counselors because teachers are hired and assigned so that students have the opportunity to take the courses they request.

Every attempt will be made to schedule students into the courses they choose. Schedule changes will not be made unless a genuine mistake was made in the selection of courses that will affect the student's graduation plan. Students will not have their schedules changed merely because a subject is difficult or because they do not wish to have a certain teacher or to have lunch at a particular time of day. Such requests will be denied.

VALID CRITERIA FOR SCHEDULE CHANGES

1. **The student is a senior and is not scheduled in a course required for graduation.**
2. **The student is misplaced in a course (no prerequisites, previously earned credit, etc.).**

3. **The school may change student schedules in order to balance class sizes or to accommodate teacher workloads.**

Dropping or Adding Classes
Requests to drop or add a class must meet the above criteria to be considered and may be granted or denied based on space availability. General guidelines for dropping and adding classes are based on UIL eligibility rules.

Course adds or drops must occur within the first 9 days of the semester. Students must meet state laws and LEISD policy governing class attendance in order to receive credit for each course. Eligibility for extracurricular activities is also based on student attendance requirements in each course. Therefore, no drops or adds will be approved after the 9th day of the semester, in accordance with UIL eligibility rules.

Level Changes
Students enrolled in Pre-AP or AP classes, with teacher recommendation and administrator approval may be granted a change to a regular class during the first grading period of the course or at the end of the semester.

Schedule change guidelines must meet state attendance laws, District and campus policies, and UIL eligibility rules. The student must initiate all schedule change requests with the student's counselor. Until the counselor has officially changed the schedule and both the student and the teachers involved have been notified, the student is required to attend all classes on the original schedule. Students are not allowed to miss classes in order to go to the Counseling Office to get a schedule change

Scheduling Early Release or Late Arrival Classes (High School 11th and 12th Grades Only)

Students who have not met the Career College or Military Ready (CCMR) criteria will not be allowed to schedule early release or late arrival classes. Once CCMR status requirements have been met, students may request these classes in their schedules.

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:

Mike Meador
Executive Director for Operational Services
mmeador2@littleelmisd.net

972.947.9456

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:

Kendra Vogt
Director for Child Nutrition
kvogt@littleelmisd.net
972.947.9340

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, 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:

Mike Meador
Executive Director for Operational Services
mmeador2@littleelmisd.net
972.947.9456

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use throughout the school day with a teacher permit.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by logging into the district's library catalog, selecting specific titles and assigning them to their child's individual prohibited book list. Once added, these titles will not be available for that student to borrow from the campus library.

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 https://destinyverification.follettsoftware.com/willow/district/destiny-WL5L-44W5

A parent may access to the school's library or any available online catalog at https://www.littleelmisd.net/support-services/curriculum-learning-services/library-media-services/library-materials.

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.

Each LEISD campus principal will make these determinations for their campus. Students are required to follow the procedures set forth by their principal.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Artificial Intelligence (AI) can be used** to amplify your learning and stimulate your innovation. Just bear in mind: great power entails great responsibility.

AI should support your learning—not replace it. Using AI to cheat, copy (plagiarize), or turn in work that isn't your own (including AI-generated content) is considered academic dishonesty. If you use AI to help with ideas or research, make sure to give credit to the source by citing the source.
Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District may randomly drug-test any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or parks a vehicle on campus.
[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:

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Jason Evans
Director for Accountability
jevans@littleelmisd.net
972.947.9340

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce certain school events. If a student meets the eligibility criteria and wishes to introduce one of these school events, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

The district offers opportunities for students in all core subjects for credit recovery. Please contact your campus principal for information regarding summer school or visit the district web

site at https://www.littleelmisd.net/support-services/curriculum-learning-services/summer-school/summer-school-2022

Tardies (All Grade Levels)

A student who is tardy to school is required to sign in at the front office. These students are subject to disciplinary action according to the student code of conduct. Tardies are cumulative per grading period. If a student is more than 20 minutes late then the tardy becomes an absence.

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 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.

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 Jonquez Moore, Director for Transportation Services, at 972.294.1582.

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, the LEISD Student Transportation 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 Terilyn Thomas-Monday, Director for Student Services.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student When Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student When Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On designated days, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. For more information, visit https://lehs.littleelmisd.net/parents-students/college-readiness

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact your student's campus principal.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

Little Elm Independent School District Student Handbook

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit FFI (Local). Below is the text of Little Elm 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 3/31/2025.

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.

Little Elm Independent School District Student Handbook

Appendix: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit FNG (Local). Below is the text of Little Elm 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 1/21/2025.

Complaints
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)]

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

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

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

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

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

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

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the 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. The written response shall set forth the basis of the decision. 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. The written response shall set forth the basis of the decision. 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
If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

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

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

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

The Level Two record shall include:

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

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

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

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

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

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

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 09-21-2026	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☒	**Other** ☐

Subject:	**HB-3 UPDATE ON GOALS**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment, and Federal Programs
Policy/Code:	TEC, 29.081 (b-3)
Strategic Plan Goal:	As Lobos we value a thriving learning environment where the whole child grows and develops.
Summary:	This update on HB3 goals is a yearly requirement.
Financial Implications:	No financial information is included in this report.
Attachments:	HB3 Update
Recommendation:	**None**
Motion:	**None**

Little Elm Independent School District

2026 HB 3 GOALS and Performance

Little Elm ISD District HB3 Board Goals: Reading

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 57% by June 2030.

Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED	Econ Dis	Fmr SPED	EL	Cont Enr	Non-Cont Enr
2025	52%	42%	46%	59%	44%	73%	46%	55%	26%	35%	38%	37%	47%	44%
2026	53%	43%	47%	61%	47%	75%	49%	58%	31%	39%	41%	41%	50%	47%
2027	54%	44%	48%	64%	51%	77%	52%	61%	36%	43%	45%	45%	53%	50%
2028	55%	45%	49%	66%	53%	78%	55%	63%	38%	46%	48%	48%	56%	53%
2029	56%	46%	50%	67%	54%	79%	56%	64%	39%	47%	49%	49%	57%	54%
2030	57%	47%	51%	68%	55%	80%	57%	65%	40%	48%	50%	50%	58%	55%

Yearly Target Goals					
2025	**2026**	**2027**	**2028**	**2029**	**2030**
52%	**53%**	**54%**	**55%**	**56%**	**57%**

Little Elm Independent School District

Little Elm ISD District HB3 Board Goals: Math

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 60% by June 2030.

Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED	Econ Dis	Fmr SPED	EL	Cont Enr	Non-Cont Enr
2025	49%	33%	44%	60%	47%	82%	51%	55%	29%	40%	45%	45%	51%	48%
2026	53%	37%	47%	63%	50%	83%	53%	58%	34%	43%	48%	48%	54%	51%
2027	55%	41%	50%	65%	53%	84%	56%	61%	37%	47%	51%	51%	57%	54%
2028	58%	44%	53%	67%	56%	85%	59%	63%	41%	50%	54%	54%	59%	56%
2029	59%	45%	54%	68%	57%	86%	60%	64%	42%	51%	55%	55%	60%	57%
2030	60%	46%	55%	69%	58%	87%	61%	65%	43%	52%	56%	56%	61%	58%

Yearly Target Goals

2025	2026	2027	2028	2029	2030
49%	53%	55%	58%	59%	60%

Little Elm Independent School District

Little Elm ISD District HB3 Board Goals: CCMR

The percent of graduates that meet CCMR will increase from 82% to 93% by June 2030

Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED	Econ Dis	Fmr SPED	EL	Cont Enr	Non-Cont Enr
2025	88%	77%	80%	83%	78%	85%	78%	77%	74%	76%	75%	79	77	69%
2026	89%	78%	81%	84%	79%	86%	79%	78%	75%	77%	76%	80%	78%	70%
2027	90%	79%	82%	85%	80%	87%	80%	79%	76%	78%	77%	81%	79%	71%
2028	91%	80%	83%	86%	81%	88%	81%	80%	77%	79%	78%	82%	80%	72%
2029	92%	81%	84%	87%	82%	89%	82%	81%	78%	80%	79%	83%	81%	73%
2030	93%	82%	85%	88%	83%	90%	83%	82%	79%	81%	80%	84%	82%	74%

Yearly Target Goals

2025	2026	2027	2028	2029	2030
88%	89%	90%	91%	92%	93%

Little Elm Independent School District

Little Elm ISD Actual Performance 2026

2026 Little Elm ISD Grade 3 Reading														
Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	SPED	Econ Dis	Fmr SPED	EB	Cont Enr	Non-Cont Enr
2026 Goal	53%	43%	47%	61%	47%	75%	49%	58%	31%	39%	41%	41%	50%	47%
Actual	54%	53%	44%	63%	NA	76%	NA	51%	21%	39%	64%	39%	57%	44%
2026 Little Elm ISD Grade 3 Math														
Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	SPED	Econ Dis	Fmr SPED	EB	Cont Enr	Non-Cont Enr
2026 Goal	53%	37%	47%	63%	50%	83%	53%	58%	34%	43%	48%	48%	54%	51%
Actual	47%	38%	36%	58%	NA	78%	NA	46%	23%	29%	50%	36%	49%	40%
2026 Little Elm ISD CCMR														
Year	Overall	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	SPED	Econ Dis	Fmr SPED	EB	Cont Enr	Non-Cont Enr
2026	89%	78%	81%	84%	79%	86%	79%	78%	75%	77%	76%	80%	78%	70%
Actual	90%	90%	86%	94%	NA	100%	NA	94%	80%	89%	NA	76%	92%	83%

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-26**	**Reports of the Superintendent** ☒	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**CURRICULUM AND LEARNING UPDATE**
Presenter or Contact Person:	Amanda Ball, Director for Professional Learning; Kimberly Chow-Jackson, Director for Advanced Academics
Policy/Code:	N/A
Strategic Plan Goal:	We will provide a guaranteed & viable curriculum that ensures all students have equal learning opportunities. We will engage each student in learning experiences that increase student growth and achievement. We will engage each employee in meaningful learning experiences that support student success.
Summary:	The District will provide the Board with a curriculum and learning update on Professional Learning and EB/Dual Language Programming.
Financial Implications:	There is no financial impact to the budget.
Attachments:	Curriculum and Learning Presentation
Recommendation:	**Item is for informational purposes only. No recommendation is necessary.**
Motion:	**Item is for informational purposes only. No motion is necessary.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **8-17-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**DELEGATE AND ALTERNATE TO THE 2026 TEXAS ASSOCIATION OF SCHOOL BOARDS (TASB) DELEGATE ASSEMBLY**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	TASB'S 2024 Delegate Assembly will be held October 8, 2026 during txEDCON26. Attending Delegate Assembly gives the board the chance to participate in the democratic process that governs TASB. Delegates will elect TASB officers and directors, vote on TASB's Advocacy Agenda, have the opportunity to interact with other board members in our region, and earn continuing education training credit.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Endorsement Forms					
Recommendation:	**The Administration recommends that the Board of Trustees selects a member as the Official Voting Delegate and Alternate.**					
Motion:	**I move that the Board approve the selected Board Members to represent us as the Official Voting Delegate and Alternate at the 2026 TASB Delegate Assembly.**					

TASB Delegate Assembly Registration

Learn what Delegate Assembly is and how to register your board's delegate and alternate. The 2026 Delegate Assembly will be held Friday, Oct. 9, during txEDCON in Houston.

What Is Delegate Assembly?

Delegate Assembly is where TASB 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.

Learn more about Delegate Assembly and the importance of your board's participation.

How To Register Your Board's Delegate and Alternate

Each Active Member of TASB may select current board members to serve as its Delegate and Alternate at the Assembly. There is no cost to attend Delegate Assembly, and lunch is provided for registered Delegates and Alternates.

Superintendents, ESC executive directors, and designated administrative staff can access the registration.

Register Your Delegate and Alternate

There is no cost to attend Delegate Assembly, and complimentary lunch is provided for registered Delegates and Alternates.

Questions?

If you have any questions about Delegate Assembly or the registration process, please contact TASBDelegateAssembly@tasb.org.

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**SENATE BILL 12 CERTIFICATION OF COMPLIANCE**					
Presenter or Contact Person:	Michael Lamb, Superintendent					
Policy/Code:	Senate Bill 12; Texas Education Code 39.008; Texas Education Code 11.005; Texas Education Code 28.0022					
Strategic Plan Goal:						
Summary:	Senate Bill 12, 89th Texas Legislature requires school districts and open-enrollment charter schools to annually certify compliance with specified laws under Texas Education Code 39.008.					
Financial Implications:	None					
Attachments:	TEC 39.008 Certification of Compliance with Certain Laws Required					
Recommendation:	**The Administration recommends approval of the Senate Bill 12 Certification of Compliance as submitted.**					
Motion:	**I move the Board approve the Senate Bill 12 Certification of Compliance as submitted.**					

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: **LITTLE ELM INDEPENDENT SCHOOL DISTRICT**

County-District Number (CDN): **061914**

Superintendent/CEO Name: **Michael Lamb**

Certification School Year: **2026**

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

The following policies have been adopted by LEISD's Board of Trustees and included on its website, and various trainings have taken place that included new laws and policy language:

- **BT (LEGAL)**
- **BJCF (LOCAL)**
- **CJ (LEGAL)**
- **CJ (LOCAL)**
- **DC (LOCAL)**
- **DF (LEGAL)**
- **DFBB (LOCAL)**
- **DH (LOCAL)**
- **2026-2027 Employee Handbook** (Revisions listed on pgs. 5-6 of **08/17/2026 Meeting** Boardbook and revised sections of 2026-27 Handbook have been included at pgs. 7-89 of **08/17/2026 Meeting**): https://www.littleelmisd.net/our-district/board-of-trustees/board-meetings/2026-2027-boardbook

Employees are notified of, and given access to, all up-to-date policies at the beginning of each school year via the delivery of the new school year's employee handbook. These handbooks are delivered around the time that they are officially adopted and/or annual trainings are conducted for each campus. For contractors, each contractor is notified of their expectation to adhere to applicable LEISD board policy and are provided with access to such upon the rendition of services.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? **X Yes** __ No

If yes, describe or attach a copy of the changes below.

The following policies have been adopted by LEISD's Board of Trustees and included on its website, and various trainings have taken place that included new laws and policy language:

- **BJA (LEGAL)**
- **BJCF (LOCAL)**
- **BT (LEGAL)**
- **CDC (LEGAL)**
- **CJ (LEGAL)**
- **CJ (LOCAL)**
- **CMD (LEGAL)**
- **CQA (LEGAL)**
- **DC (LOCAL)**
- **DF (LEGAL)**
- **DG (LEGAL)**
- **DH (LOCAL)**
- **EMB (LEGAL)**
- **FOA (LEGAL)**
- **2026-2027 Employee Handbook** (Revisions listed on pgs. 5-6 of **08/17/2026 Meeting** Boardbook and revised sections of 2026-27 Handbook have been included at pgs. 7-89 of **08/17/2026 Meeting**): https://www.littleelmisd.net/our-district/board-of-trustees/board-meetings/2026-2027-boardbook
- **2026-2027 Student Handbook** (Revisions included within Handbook for compliance with SB 12): https://www.littleelmisd.net/support-services/student-services/student-handbook

Each of the linked policies have been revised according to the recommended board policy updates from the Texas Association of School Board's (TASB) Numbered Updates 119, 122, 126, and 127.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? __ Yes **X No**
Total cost savings: **$0**
If yes, describe or attach a copy of the cost savings. *N/A*

Section 5: Administrative Compliance Costs

1. Annual Certification of Compliance

- Staff time to review policies and procedures
- Documentation of compliance efforts
- Preparation of board agenda materials
- Legal review of certifications
- Board meeting time and public hearing requirements
- Submission and recordkeeping activities

2. Policy Revision Costs. Districts have had to revise:

- Board policies and administrative regulations
- District Handbooks and Campus Procedures

- Legal fees through TASB Legal Services or outside counsel to ensure compliance.

3. <u>Employee Training and Communication</u>

- Staff training
- Administrative meetings
- Development of guidance documents
- HR compliance monitoring
- Contractor communications
- Legal costs for adding to vendor agreements
- Personnel Costs

4. <u>Increased HR and Compliance Monitoring</u>. Districts must monitor compliance with:

- DEI prohibitions
- Social-transitioning restrictions
- Instructional restrictions
- Employee conduct requirements

This creates additional workload for:

- Human Resources
- Legal departments and retained counsel
- Campus administrators
- Compliance officers

5. <u>Development and Distribution of Parent Consent Forms</u>. SB 12 expands parental notification and consent obligations, requiring districts to:

- Create new forms
- Translate forms
- Manage annual consent collection
- Track parent responses
- Maintain records

These activities increase clerical and technology costs.

6. <u>Parent Communication Systems</u>. Districts may need enhancements to:

- Student information systems
- Parent portals
- Electronic consent systems
- Record retention systems

to manage annual consent and notification requirements efficiently.

7. <u>Annual Facility Usage Reporting</u>. SB 12 requires districts to report detailed facility information, including:

- Building square footage
- Campus capacity
- Enrollment capacity
- Utilization information

Districts may incur costs for:

- Data collection
- Facilities audits
- Staff time
- Software reporting support

8. <u>Review and Monitoring of Student Organizations</u>. Districts must review:

- Existing clubs
- Club sponsorships
- Club constitutions
- Parent consent requirements
- Administrative review
- Legal review
- Documentation and recordkeeping
- Staff training for sponsors

9. <u>Increased Legal Consultation</u>

- Club restrictions
- Employee speech issues
- Parent rights provisions
- Student services
- Instructional restrictions
- Outside counsel
- TASB Legal Services
- Policy review
- Litigation defense
- Grievance Procedure Costs

Potential Revenue Impacts

10. <u>Loss of Transfer-Tuition Revenue</u>. SB 12 prohibits charging tuition for certain transfer students.

- Reduced local revenue
- Increased unfunded enrollment

Potential Cost Savings

11. <u>Elimination of DEI Programs and Contracts</u>

- Eliminated DEI contracts
- Reduced consultant expenditures
- Reduced training expenses
- Elimination of dedicated DEI position

Section 6: Board Approval

Date of Board/Governing Body Meeting: September ___, 2026

Meeting notice was posted on LEA website at least seven days in advance: **X Yes** ___ No

Public testimony opportunity provided during meeting: **X Yes** ___ No

Certification approved by majority vote: ___ **Yes** ___ No

See attached Board Meeting Agenda and Unofficial Meeting Minutes from September ___, 2026, LEISD Board of Trustees Meeting.

Section 7: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005, and 28.0022.

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of September, 2026.

_____
Notary Public, State of Texas

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**HIRING OF DIRECTOR FOR MAINTENANCE AND GROUNDS**					
Presenter or Contact Person:	Asheley Brown, Executive Director of Human Resource Services					
Policy/Code:	DEAA, DEA, DEAB as appropriate					
Strategic Plan Goal:	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Summary:	After a thorough interview and selection process, we are bringing to the Board for consideration, our recommendation for Director for Maintenance and Grounds.					
Financial Implications:	N/A					
Attachments:	Under separate cover.					
Recommendation:	**The Administration recommends approval of the hire of the new Director for Maintenance and Grounds as discussed in closed session.**					
Motion:	**I move the Board approve the request to hire the new Director for Maintenance and Grounds as discussed in closed session.**					

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**RECLASSIFICATION OF TRANSPORTATION ADMINISTRATIVE ASSISTANT POSITION**					
Presenter or Contact Person:	Asheley Brown, Executive Director of Human Resource Services					
Policy/Code:	DCA, DCB, DC, and DCE as appropriate					
Strategic Plan Goal:	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Summary:	As the needs of our newly formed Transportation Services are continuously being assessed and reviewed, there is a need for the administrative assistant position to be reclassified as detailed below: • Administrative Assistant, Transportation Services (240 days; clerk/paraprofessional paygrade 6) reclassified to Administrative Assistant, Transportation Services (226 days; clerk/paraprofessional paygrade 6).					
Financial Implications:	Minimal savings for budget					
Attachments:	N/A					
Recommendation:	**The Administration recommends approval of the reclassification of the Administrative Assistant for Transportation Services FTE as submitted.**					
Motion:	**I move the Board approve the reclassification of the Administrative Assistant for Transportation Services FTE as submitted.**					

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**PRESENTATION AND DISCUSSION OF THE DISTRICT'S INDEPENDENT EFFICIENCY AUDIT REPORT CONDUCTED PURSUANT TO TEXAS EDUCATION CODE § 11.184.**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Texas Education Code § 11.184
Strategic Plan Goal:	Ensuring Fiscal Health & Sustainability
Summary:	The Board of Trustees previously selected MoakCasey, LLC. to conduct an independent efficiency audit pursuant to Texas Education Code §11.184 at the regularly scheduled board meeting on May 18, 2026. The audit was completed in accordance with the scope and areas of review established by the Texas Legislative Budget Board and examines the district's fiscal management, operational efficiency, and use of resources. MoakCasey delivered the report to the district on August 18, 2026, in compliance with Texas Education Code §11.184. Pursuant to the statutory requirements, MoakCasey will present the results of the efficiency audit to the Board of Trustees for review and discussion.
Financial Implications:	As this is a report only, there are no direct financial implications.
Attachments:	Independent Efficiency Audit Report

Recommendation:	**The administration recommends that the Board of Trustees accept the district's independent efficiency audit report as presented by MoakCasey, LLC.**
Motion:	**I move that the Board of Trustees accept the district's independent efficiency audit report as presented by MoakCasey, LLC.**

MoakCasey
PROVEN LEADERS ADVANCING TEXAS SCHOOLS



2026 EFFICIENCY AUDIT

Little Elm Independent School District

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Executive Summary

MoakCasey, LLC was contracted to conduct an efficiency audit for Little Elm Independent School District (the District) as part of its compliance with requirements established by House Bill 3 (2019). The purpose of an efficiency audit, as outlined in Chapter 11 of the Texas Education Code (TEC) and the guidelines published by the Legislative Budget Board (LBB), is to investigate the District's operations to examine fiscal management, efficiency, and utilization of resources. The District's efficiency audit report follows the state requirements set out in the aforementioned guidelines, which cover 20 different items listed below. The guidelines do not permit an opinion to be provided regarding the overall financial health of the District or the merits of any proposed Voter-Approval Tax Rate Election (VATRE).

ITEM	DESCRIPTION	ITEM	DESCRIPTION
1	Peer Districts	11	Special Programs
2	Accountability Rating	12	State and Regional Resources
3	Financial Rating — School FIRST	13	External Auditor Report
4	Student Characteristics	14	TEA Oversight
5	District Revenue	15	Budget Process
6	District Expenditures	16	Self-funded Programs
7	District Payroll Expenditures Summary	17	Staffing
8	Fund Balance	18	Compensation System
9	District Staffing Levels	19	Planning
10	Teacher Turnover Rates	20	Academic Programs

Voter-Approval Tax Rate Election (VATRE) Impact

Little Elm Independent School District (the District) has not proposed a VATRE for the 2026-27 school year. To meet state requirements for an efficiency audit, however, this report must address the impact a future VATRE could have.

Under state law, the District currently has $0.0317 remaining capacity on its Maintenance and Operations (M&O) property tax rate. Rough estimates put the value of accessing that remaining taxing capacity at $1.3 million of combined state and local revenues, which would represent 1-2 percent of the District's current adopted operating budget.

The District has indicated it would direct any additional revenue that would come from a future VATRE toward staffing retention initiatives, including increased salaries, compensation, and benefits, as well as elevated operational costs. The District has further stated that failure to secure the additional revenue would pose a risk to maintaining current levels of District operations and would compromise its ability to attract and retain staff in a competitive labor market.

The table below shows a hypothetical example of what the impact of this additional $0.0317 would be on an average residence within the District.

The District last held an election to increase its M&O tax rate in 2015. At that time, voters approved a $0.13 increase in the District's M&O tax rate.

	Without VATRE	With VATRE
M&O Tax Rate (per $100)	$0.7552	$0.7869
Avg. Taxable Value (Single-Family)	$351,749	$351,749
Estimated Annual Levy	$2,656	$2,768
Annual Increase in Tax Levy	—	**$112**

The District's 2025-2026 M&O tax rate of $0.7552 was $0.0069 higher than the average of its peers and $0.0402 higher than the state average. The currently adopted M&O rate for 2026-27 of $0.7552 is $0.01603 above the District's peers, many of which experienced tax rate compression due to property value growth.

District	2025-26 Adopted M&O Rate	2026-27 Proposed/Adopted M&O Rate
LITTLE ELM ISD	$0.7552	$0.7552
COPPERAS COVE ISD	$0.7575	$0.7575
GRANBURY ISD	$0.7846	$0.7781
JOSHUA ISD	$0.7575	$0.7575
LA PORTE ISD	$0.8022	$0.7954*
MIDWAY ISD	$0.6969	$0.6437
RED OAK ISD	$0.7152	$0.7011
SHERMAN ISD	$0.7552	$0.7552
TEXARKANA ISD	$0.7552	$0.7552
WEATHERFORD ISD	$0.7552	$0.7552
WHITE SETTLEMENT ISD	$0.7035	$0.6928
Statewide Average	$0.7150	Not Available

**Districts holding VATRE November 2026*

Key Efficiency Audit Report Findings

The District engaged MoakCasey, LLC in May 2026 to conduct the efficiency audit. Efficiency audits are designed to inform voters about the District's fiscal management, efficiency, and utilization of resources, as well as whether the District has implemented best practices in its operations. The information presented in this report includes data and tools that the State of Texas currently utilizes to measure school district performance and efficiency.

Below is key information about the District:

- The District's total operating revenue for the most recent school year totaled $11,021 per student, while its peer districts average and State average were $12,357 per student and $12,548 per student, respectively. The District's local maintenance and operations revenue comprised 64.5% of total operating revenue, compared to a peer average of 45.3%, while State aid accounted for 21.8% of the District's revenue, compared to a peer average of 38.4%, reflecting a significantly greater reliance on local funding relative to peer districts. **(see Item 5)**

- The District's total operating expenditures for the most recent year totaled $12,059 per student, while its peer districts average was $12,679 per student. The State's total average operating expenditure totaled $12,890 per student. **(see Item 6)**

- The District has earned a Superior rating for the Financial Integrity Rating System of Texas (FIRST) for the 2024-25 rating year (based on 2023-24 data). The District also received a Superior rating on the preliminary results released for the 2025-26 rating year (based on 2024-25 data). **(see Item 3)**

- The Texas Education Agency (TEA) reviews and tracks the performance of both school districts and individual schools with the Texas A-F Accountability System. The District received a C rating for the 2024-25 school year. For school year 2025-26, the District also received an overall accountability rating of C with a district score of 78 as released by TEA on August 14, 2026. **(see Item 2)**

Methodology

To complete the efficiency audit, MoakCasey, LLC performed the following procedures:

1. Selected 10 peer districts, developed a simple average for peer districts, and used the same peer district group throughout the audit.

2. Reported on the Little Elm Independent School District's (the District's) Texas A-F Accountability rating:

   a. Reported on the overall accountability rating (A-to-F and the corresponding scale score of 1 to 100).

   b. Compared the District's peer districts' average accountability rating and listed the following District's campus information: accountability rating counts for each campus level within the District; names of campuses that received an F accountability rating; campuses that are required to implement a campus turnaround plan.

3. Reported on the District's Financial Integrity Rating System of Texas (FIRST) rating. For a rating of less than A, listed the indicators not met.

4. Reported on student data for the District, its peer districts, and the state average:

   a. Student characteristics: total students, economically disadvantaged, English learners, special education, bilingual/ESL education, and career and technical education (CTE).

   b. Attendance rate for the 2024-25 school year.

   c. Five-year enrollment including the most recent school year and four years prior, the average annual percentage change based on the previous five years, and the projected enrollment for the 2026-27 school year.

5. Reported on the following indicators related to the District's revenue, its peer districts' average, and the state average, and explained any significant variances using 2024-25 data.

   a. Local Maintenance and Operations (M&O) Tax (Retained)(without debt service and recapture)

   b. State

   c. Federal

   d. Other local and intermediate

   e. Total revenue

6. Reported on the following indicators related to the District's expenditures, its peer districts' average, and the state average, and explained significant variances from the peer districts' average, if any, using 2024-25 data.

   a. Instruction

   b. Instructional resources and media

   c. Curriculum and staff development

d. Instructional leadership

e. School leadership

f. Guidance counseling services

g. Social work services

h. Health services

i. Transportation

j. Food service operation

k. Extracurricular

l. General administration

m. Plant maintenance and operations

n. Security and monitoring services

o. Data processing services

p. Community services

q. Total operating expenditures

7. Reported on the following indicators for payroll and select District salary expenditures compared to its peer districts' average and the state average and explained any significant variances from the peer districts' average in any category, using 2025-26 data.

a. Payroll as a percentage of all funds

b. Average teacher salary

c. Average administrative salary

d. Superintendent salary

8. Reported on the General Fund operating fund balance, excluding debt service and capital outlay, for the past five years and per student for the District and its peer districts, using 2024-25 data. Analyzed unassigned balance per student and as a percentage of three-month operating expenditures and explained any significant variances.

9. Reported the District's allocation of staff, and student-to-teacher and student-to-total staff ratios for the District, its peer districts, and the state average for the 2025-26 school year. The following staff categories were used:

a. Teaching

b. Support

c. Administrative

d. Paraprofessional

e. Auxiliary

f. Students per total staff

g. Students per teaching staff

10. Reported on the District's teacher turnover rate, as well as its peer districts and the state's average for the 2024-25 school year.

11. Reported on the following programs offered by the District, including the number of students served, percentage of enrolled students served, program budget, program budget as a percentage of the District's budget, total staff for the program, and student-to-staff ratio for the program, using data from the 2025-26 school year.

a. Special Education

b. Bilingual Education

c. Migrant Programs

d. Gifted and Talented Programs

e. Career and Technical Education

f. Athletics and Extracurricular Activities

g. Alternative Education Program/Disciplinary Alternative Education Program

h. Juvenile Justice Alternative Education Program

12. Described how the District maximizes available resources from state sources and regional education service centers to develop or implement programs or deliver services.

13. Reported on the District's annual external audit report's independent auditor's opinion as required by Government Auditing Standards.

14. Explained the basis of the Texas Education Agency (TEA) assigning the District a financial-related monitoring/oversight role during the past three years, if applicable.

15. In regards to the District's budget process, provided a response to each of the following questions:

a. Does the District's budget planning process include projections for enrollment and staffing?

b. Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?

c. Does the District use cost allocation procedures to determine campus budgets and cost centers?

d. Does the District analyze educational costs and student needs to determine campus budgets?

16. Provided a description of the District's self-funded program, if any, and analyzed whether program revenues are sufficient to cover program costs.

17. Reported whether District administrators are evaluated annually and, if so, explained how the results inform District operations.

18. In regards to the District's compensation system, provided a response to the following questions:

    a. Does the District use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.

    b. Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?

    c. Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?

    d. Has the District made any internal equity and/or market adjustments to salaries within the past two years?

19. In regards to planning, provided a response for each of the following questions:

    a. Does the District develop a District Improvement Plan (DIP) annually?

    b. Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?

    c. Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:

        i. Does the District use enrollment projections?

        ii. Does the District analyze facility capacity?

        iii. Does the District evaluate facility condition?

    d. Does the District have an active and current energy management plan?

    e. Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?

20. In regards to District academic information, provided a response for each of the following questions:

    a. Does the District have a teacher mentoring program?

    b. Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?

    c. When adopting new programs, does the District define expected results?

    d. Does the District analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?

    e. Does the District modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?

Item 1 — Peer Districts

Peer districts are selected using a quantitative scoring methodology developed by MoakCasey, LLC to identify Texas school districts that are most comparable to Little Elm Independent School District (the District) in terms of operational and demographic characteristics. In accordance with guidelines established by the Legislative Budget Board (LBB), efficiency audits must include between five and ten peer districts. The goal is to ensure that financial and performance comparisons throughout this report reflect the experience of districts operating under similar conditions, rather than statewide averages alone.

The scoring model evaluates each Texas school district across several key dimensions: student enrollment size, five-year enrollment growth rate, the ratio between weighted average daily attendance (WADA) and Average Daily Attendance (ADA), Tier Two golden pennies adopted, National Center for Education Statistics (NCES) district type, and Education Service Center (ESC) region.[1] Districts are scored based on how closely each factor matches the audited district, with each dimension weighted to reflect its relative importance in determining operational comparability.

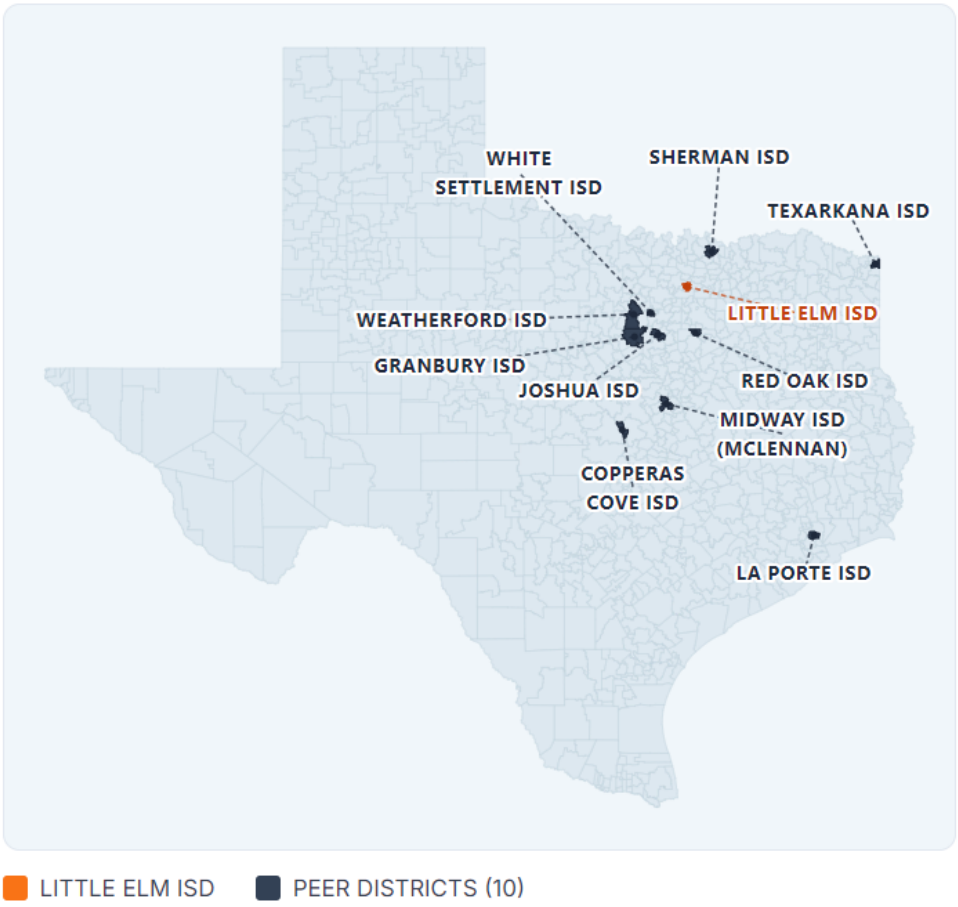
From the pool of scored districts, the highest-scoring matches are identified as candidate peers and submitted for review. Adjustments to the final peer group may be made to account for factors not fully captured by the quantitative model. The final peer group is confirmed prior to report completion and remains consistent throughout all figures in this report.

[1] The WADA/ADA ratio reflects the differences between districts' student populations as recognized by the Texas school finance system. ADA measures the actual number of students attending school on average throughout the school year, while WADA adjusts that count to account for state funding weights applied to students with additional instructional needs — including students in special education, bilingual and ESL programs, career and technical education, and compensatory education programs, among others. A higher WADA/ADA ratio indicates that a district serves a greater proportion of students who generate additional funding weights, which in turn affects per-pupil spending and staffing patterns. Including this ratio in the peer selection model helps ensure that comparison districts reflect a similar level of programmatic complexity.

FIGURE 1
PEER DISTRICTS

District Name
COPPERAS COVE ISD
GRANBURY ISD
JOSHUA ISD
LA PORTE ISD
MIDWAY ISD
RED OAK ISD
SHERMAN ISD
TEXARKANA ISD
WEATHERFORD ISD
WHITE SETTLEMENT ISD

SOURCE: MoakCasey



Item 2 — Accountability Rating

Texas public schools have been assigned an A–F rating under the state accountability system since the passage of House Bill 22 in 2017. This system evaluates districts and campuses across three domains: **Student Achievement**, **School Progress**, and **Closing the Gaps**.

- The **Student Achievement** domain is a weighted composite of State of Texas Assessments of Academic Readiness (STAAR) performance (40 percent), College, Career, and Military Readiness indicators (40 percent), and graduation rate (20 percent).
- The **School Progress** domain reflects the better of year-over-year academic growth (Part A) or relative performance compared to schools with similar economically disadvantaged student populations (Part B).
- The **Closing the Gaps** domain measures performance across student subgroups, including economically disadvantaged students, English learners, and students with disabilities.

Each district's score is derived from an enrollment-weighted average of campus-level scaled scores for grades 3–12. District scores can range from 0–100, with 90–100 classifying as an "A", 80–89 as a "B", 70–79 as a "C", 60–69 as a "D" and below 60 as an "F".

For school year 2024-25, Little Elm Independent School District (the District) received an overall accountability rating of *C* with a district score of 79.0, as shown in **Figure 2**. The District's score was within one point of the peer average score of 79.2, and fell within the peer score range of 69.0 to 90.0, indicating performance broadly consistent with comparable districts.

Statewide, approximately 30.1 percent of Texas districts received a *C* rating in 2024-25, making it the second most common rating category. The largest share of districts — 41.0 percent — earned a *B*, while 14.1 percent earned an *A*. At the lower end of the distribution, 10.8 percent of districts received a *D*, and 2.8 percent received an *F*, with the remaining 1.2 percent designated as *Not Rated*. The District's rating places it among the plurality of Texas districts rated *B* or *C*, which together account for more than 71 percent of all rated districts statewide.

For school year 2025-26, the District received an overall accountability rating of C with a district score of 78 as released by Texas Education Agency (TEA) on August 14, 2026.

FIGURE 2
ACCOUNTABILITY RATING COMPARISON
MOST RECENT SCHOOL YEAR (2024-25)

	District Rating (A–F)	District Score (1–100)	Peer Districts Average Score (1–100)
Rating/Score	C	79	79.2

SOURCE: Texas Education Agency, Texas Academic Performance Report (TAPR)

In school year 2024-25, the District's campuses received the following accountability ratings, as shown in **Figure 3**:

- *Elementary:* 1 campus received an A rating, 5 campuses received a C rating, and 1 campus received a D rating.
- *Middle:* 1 campus received a B rating and 1 campus received a C rating.
- *High:* 1 campus received a B rating.

No District campuses received an F accountability rating in school year 2024-25.

No District campuses are required to implement a campus turnaround plan in 2024-25.

Little Elm Elementary received a D accountability rating for the 2025-26 school year as released by TEA on August 14, 2026 and will be required to complete a turnaround plan.

FIGURE 3
ACCOUNTABILITY RATINGS BY CAMPUS LEVEL
MOST RECENT SCHOOL YEAR (2024-25)

	Elementary Schools	Middle Schools	High Schools
A	1	0	0
B	0	1	1
C	5	1	0
D	1	0	0
F	0	0	0

SOURCE: Texas Education Agency, Texas Academic Performance Report (TAPR)

Campuses required to implement a campus turnaround plan: *Little Elm Elementary School (previously Cesar Chavez Elementary School).*

Item 3 — Financial Rating — School FIRST

The Financial Integrity Rating System of Texas (FIRST) is a financial accountability system established under Texas Education Code (TEC), Section 39.082, to assess the financial management practices of Texas school districts. Districts are evaluated annually on 21 indicators grouped into three categories:

- **Critical Indicators** such as timely Annual Financial Report (AFR) submission, unmodified audit opinion, debt compliance, and timely government payments;
- **Solvency Indicators** such as fund balance trends, cash on hand, current ratio, revenue versus expenditures, long-term debt, and administrative cost ratios; and
- **Financial Competence Indicators** including pupil projection accuracy, Public Education Information Management System (PEIMS)-to-AFR variance, material weaknesses, and financial transparency requirements. A district that fails any of the four Critical Indicators automatically receives an F regardless of points earned on other indicators. Ratings are assigned on the following scale: A = Superior Achievement (90–100 points), B = Above Standard Achievement (80–89 points), C = Meets Standard Achievement (70–79 points), and F = Substandard Achievement (69 points or below, or any Critical Indicator failure).

For rating year 2024-25 (based on 2023-24 data), Little Elm Independent School District (the District) received a School FIRST rating of *A (Superior Achievement)* with a score of 94.0 out of 100 points, as shown in **Figure 4**.

The District did not earn maximum points on every indicator. The following indicators were not fully met:

- **Indicator 11** *(6 of 10 points)*: This indicator measures whether the District's ratio of long-term liabilities to total assets supports long-term solvency. The District reports that it issued $289M in voter approved bonds over the course of 2023 and 2024. The District has engaged in building projects to accomplish the goals of the bond. The ratio will increase as the District pays down the bonds. Enrollment growth ceased and the District began experiencing enrollment decline in the same timeframe as the debt issuance.
- **Indicator 12** *(8 of 10 points)*: This indicator measures the correlation between the District's future debt service requirements and its assessed property value. The District reports that it issued debt before the new, larger homestead exemptions mandated for school districts from the state legislature. The District is mostly residential single-family homes and has a thriving active adult subdivision with a large number of OV65 additional homestead exemptions, but the District has little commercial property value. The additional homestead exemptions impacted the District's assessed property values. At the time of authorization, the District could not have known of additional homestead exemptions granted by future legislative sessions.

For the rating year 2025-26 (based on 2024-25 data), the District received a preliminary School FIRST rating of A (Superior Achievement) with a score of 94.0 out of 100 points as released on 8/7/2026.

FIGURE 4
SCHOOL FIRST RATING
MOST RECENT SCHOOL YEAR (2024-25 RATINGS BASED ON SCHOOL YEAR 2023-24 DATA)

	District Grade (A–F)
Rating	A

SOURCE: Texas Education Agency, Financial Integrity Rating System of Texas (FIRST)

Item 4 — Student Characteristics

Public school students are served based on their unique characteristics and needs. These characteristics determine their eligibility to receive services through certain programs established by state or federal law. **Figure 5** provides the counts of students eligible for services across five major programs, which are described below:

- **Economically Disadvantaged** – This term, while not explicitly defined in statute, can be used interchangeably with educationally disadvantaged, according to the Texas Education Agency (TEA). Educationally disadvantaged is defined by the Texas Education Code (TEC) §5.001(4) as a student who is "eligible to participate in the national free or reduced-price lunch program."

- **English Learners** – TEC §29.052 refers to Emergent Bilingual students as those who are in the process of acquiring English and have a primary language other than English. TEA guidance states that the term English Learner (EL) can be used interchangeably with Emergent Bilingual (EB). Not all students identified as EB/EL receive bilingual or ESL instruction.

- **Special Education** – Federal and state law both offer definitions of special education students. Federal regulations define a "child with a disability" under 34 CFR §300.8(a). State statute defines special education eligibility under TEC §29.003 or the Texas Administrative Code §89.1040. Specific eligibility criteria for special education are included in Section 4 of the Student Attendance Accounting Handbook. These students are currently receiving special education services as reported through PEIMS.

- **Bilingual/ESL Education** – TEC §29.055 describes students enrolled in a bilingual education program as those in a "full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of the English language skills." Students enrolled in an English as a Second Language (ESL) program receive "intensive instruction in English from teachers trained in recognizing and dealing with language differences." The Bilingual/ESL Education count reflects the subset of English Learner students actively enrolled in one of these programs; it may differ from the English Learners count because some EB/EL students are not enrolled in a program — for example, due to parental denial of services. Specific eligibility criteria for bilingual/ESL education are included in Section 6 of the Student Attendance Accounting Handbook.

- **Career and Technical Education** – Students enrolled in state-approved Career and Technical Education (CTE) programs. Specific eligibility criteria for CTE are included in Section 5 of the Student Attendance Accounting Handbook. The Student Attendance Accounting Handbook is available at https://tea.texas.gov/data-reports/financial-compliance/student-attendance-accounting-handbook.

Little Elm Independent School District (the District) served 7,693 students in 2025-26. As shown in **Figure 5**, the District's student population reflects a range of characteristics and program eligibilities that vary from peer district and state averages across the five major program areas.

Economically Disadvantaged

In 2025-26, the District identified 3,464 students as economically disadvantaged, representing 45.0% of total enrollment. This percentage was below both the peer district average of 55.8% and the state average of 59.9%, indicating that the District serves a comparatively lower proportion of economically disadvantaged students than its peers and the state as a whole. According to the District, the District has traditionally averaged ECO Disadvantaged percentages in the mid to high 40s with year-over-year fluctuations from student transitioning in and out of the District. The District recognizes that it generally averages a lower percentage from its peers.

English Learners

In 2025-26, the District identified 1,746 students as English Learners, representing 22.7% of total enrollment. The District's EL percentage was notably higher than the peer district average of 13.2% — a difference of 9.5 percentage points — while remaining slightly below the state average of 23.6%.

Special Education

In 2025-26, the District served 1,292 students through special education, representing 16.8% of total enrollment. This percentage was below the peer district average of 19.2% and nearly identical to the state average of 16.7%.

Bilingual/ESL Education

Based on 2024-25 enrollment data, the District had 2,162 students enrolled in Bilingual or ESL Education programs, representing 26.9% of total enrollment. This percentage was substantially higher than the peer district average of 13.4% — a difference of 13.5 percentage points — and also above the state average of 24.3%. According to the District, the District is a diverse community with a larger portion of Bilingual/ESL students when compared to its peer districts.

Career and Technical Education

Based on 2024-25 membership data, the District had 2,048 students enrolled in Career and Technical Education programs, representing 25.6% of membership. This percentage was below both the peer district average of 30.8% and the state average of 27.7%, indicating that the District serves a smaller proportion of CTE students relative to its peers and the state.

FIGURE 5
SELECTED STUDENT CHARACTERISTICS
MOST RECENT SCHOOL YEAR (2024-25 & 2025-26)

	Total Student Population Count	Percentage of Student Population	Peer Districts Average Percentage	State Average Percentage
Total Students	7,693	100%	—	—
Economically Disadvantaged (2025-26 Enrolled Students)	3,464	45.0%	55.8%	59.9%
English Learners (2025-26 Enrolled Students)	1,746	22.7%	13.2%	23.6%
Special Education (2025-26 Enrolled Students)	1,292	16.8%	19.2%	16.7%
Bilingual/ESL Education (2024-25 Enrolled Students)	2,162	26.9%	13.4%	24.3%
Career and Technical Education (2024-25 Students in Membership)	2,048	25.6%	30.8%	27.7%

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS)

Note: *The English Learners row reflects all students currently designated as English Learner (EL) under federal law or as Emergent Bilingual (EB) under state law whose primary language is other than English and who are in the process of acquiring English proficiency. The Bilingual/ESL Education row reflects the state-approved language acquisition program, which includes Bilingual Education (BE) models (such as Dual Language and Transitional) and English as a Second Language. These two figures may differ because some EB/EL students are not enrolled in a program — for example, due to parental denial of services.*

Enrollment *reflects students reported as enrolled as of the last Friday in October.* ***Membership*** *differs from enrollment in that it excludes students served for fewer than half the instructional days and who are both enrolled and either scheduled to attend at least two hours of instruction each school day or participating in an alternative attendance accounting program.*

Figure 6 presents the District's attendance rate, defined as the percentage of days that students in grades 1–12 were present during the school year. Attendance rate in this context is calculated by dividing the total number of days students in grades 1–12 were present by the total number of days students in grades 1–12 were in membership. A student is considered in membership if enrolled and either scheduled to attend at least two hours of instruction each school day or participating in an alternative attendance accounting program.

In 2024-25, the District recorded an attendance rate of 94.7%, as shown in **Figure 6**. This rate exceeded the peer average of 94.1% and the state average of 93.9%. The peer range for the same period extended from 92.7% to 96.0%, placing the District above both the peer and state averages and within the upper portion of the peer range.

FIGURE 6
ATTENDANCE RATE
MOST RECENT SCHOOL YEAR (2024-25)

	District Total	Peer Districts Average	State Average
Attendance Rate	94.7%	94.1%	93.9%

SOURCE: Texas Education Agency, Texas Academic Performance Report (TAPR)

Figure 7 presents the District's enrollment from 2021-22 through 2025-26. In 2021-22, the District enrolled 8,287 students. By 2025-26, enrollment had declined to 7,693 students, representing a total decrease of 5.1 percent over the four-year period and an average annual change of -1.8 percent. Enrollment decreased in each of the four years following the 2021-22 count, with the steepest single-year decline occurring between 2024-25 (8,036 students) and 2025-26 (7,693 students).

FIGURE 7
FIVE-YEAR ENROLLMENT TREND
SCHOOL YEAR RANGE (2021-22 through 2025-26)

School Year	Fall Enrollment
4 Years Prior (2021-22)	8,287
3 Years Prior (2022-23)	8,351
2 Years Prior (2023-24)	8,211
1 Year Prior (2024-25)	8,036
Most Recent School Year (2025-26)	7,693
Average annual percentage change based on the previous five years	-1.8%
Projected Next School Year	7,456

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS); District Projection; MoakCasey Calculation

Item 5 — District Revenue

Figure 8 presents Little Elm Independent School District's (the District's) actual revenue per student and as a percent of total revenues for 2024-25 by source:

- **Local Property Tax from Maintenance and Operations (M&O)** (Object Codes 5700–5719) — Revenue from local real and personal property taxes for maintenance and operations, excluding recapture revenue. Includes current year tax levy (Object Code 5711), prior year tax collections (Object Code 5712), and penalties, interest, and other tax revenues (Object Code 5719).
- **Other Local and Intermediate** (Object Codes 5720–5799) — Revenue from local and intermediate sources other than property taxes. Includes tuition and fees from local sources (Object Code 5739); earnings from permanent funds, endowments, and investments (Object Codes 5741–5742); facility rental income (Object Code 5743); gifts and donations from foundations and nonprofit organizations (Object Code 5744); revenues from food service, athletic, and extracurricular activities (Object Codes 5751–5753); and miscellaneous revenues from intermediate sources such as cities, counties, and other non-school district governmental units (Object Code 5769).
- **State Operating Funds** (Object Codes 5800–5830, 5832–5899) — Revenue from state sources, excluding on-behalf Teacher Retirement (TRS) and Medicare Part D payments (Object Code 5831). Includes entitlements such as the Available School Fund per capita apportionment (Object Code 5811), Foundation School Fund Chapter 48 allotments, Optional Extended Year, and Public Education Grant (Object Code 5812); state program revenues distributed by the Texas Education Agency (TEA) including the instructional materials allotment and facilities grant (Object Code 5829); revenues from other Texas government agencies (Object Code 5839); and state revenues received through shared services arrangements (Object Codes 5841–5849).
- **Federal Funds** (Object Codes 5900–5999) — Revenue from federal sources. Includes funds passed through the TEA (Object Code 5929) and other Texas state agencies (Object Code 5939); federal nutrition program revenues including the School Breakfast Program (Object Code 5921), National School Lunch Program (Object Code 5922), and USDA Commodities (Object Code 5923); School Health and Related Services (SHARS) Medicaid reimbursements for school-based health services (Object Code 5931); Medicaid Administrative Claiming (MAC) reimbursements (Object Code 5932); Impact Aid payments in lieu of taxes (Object Code 5941); federal revenues received through shared services arrangements (Object Codes 5951–5959); and revenues received directly from federal agencies (Object Code 5949).

Revenue figures exclude Debt Service and Recapture. Per-student amounts are calculated using enrollment as the denominator and may differ from figures published by TEA, which uses membership.

In 2024-25, the District generated total revenue of $88,566,525, or $11,021 per student. This per-student total was below both the peer average of $12,357 and the state average of $12,548, as shown in **Figure 8**.

Local M&O tax revenue represented the largest share of the District's total revenue in 2024-25, at 64.5% of the total, or $7,114 per student. Both the proportional share and the per-student amount were notably higher than the peer average and the state average. Texas school finance is equalized based on property wealth, meaning districts with higher property values generally retain a greater share of local M&O tax revenue and, correspondingly, receive less state aid. The District's elevated local tax revenue relative to peers and the state reflects this dynamic and is consistent with the District's property wealth position. According to the District, the majority of its peer districts have a more rural setting or are located on the outskirts of the DFW metroplex. The District is in the heart of the North Dallas metropolitan area that has experienced rapid property value growth over the last decade. This results in more of the entitlement funding being generated by local tax revenue.

State aid accounted for 21.8% of total revenue, or $2,397 per student, in 2024-25. Both figures were substantially below the peer average and the state average. As noted above, the equalized structure of Texas school finance links higher local property wealth to reduced state aid allocations; the District's comparatively lower state aid is consistent with its higher local M&O tax collections relative to peers and the state. According to the District, the majority of its peer districts have a more rural setting or are located on the outskirts of the DFW metroplex. The District is in the heart of the North Dallas metropolitan area that has experienced rapid property value growth over the last decade. This results in more of the entitlement funding being generated by local tax revenue and less dependence on state aid.

Federal funds comprised 8.1% of total revenue, or $888 per student, in 2024-25. This share and the corresponding per-student amount were below both the peer average and the state average, though federal revenue represented the third-largest revenue source for the District.

Other local and intermediate revenue accounted for 5.6% of total revenue, or $622 per student, in 2024-25. This share was slightly below the peer average and the state average on both a proportional and per-student basis, and the difference was comparatively modest relative to the variances observed in the local tax and state aid categories.

FIGURE 8
DISTRICT TAX REVENUE
MOST RECENT SCHOOL YEAR (2024-25)

	DISTRICT		PEER DISTRICTS AVERAGE		STATE AVERAGE	
	Revenue Per Student	Percentage of Total	Revenue Per Student	Percentage of Total	Revenue Per Student	Percentage of Total
Local M&O; Tax (Retained) (1)	$7,114	64.5%	$5,598	45.3%	$5,171	41.2%
State	$2,397	21.8%	$4,749	38.4%	$5,159	41.1%
Federal	$888	8.1%	$1,267	10.2%	$1,440	11.5%
Other Local and Intermediate	$622	5.6%	$744	6.0%	$778	6.2%
Total Revenue	**$11,021**	**100.0%**	**$12,357**	**100.0%**	**$12,548**	**100.0%**

NOTE: (1) Excludes Debt Service and Recapture

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) District Financial Actual Reports

Item 6 — District Expenditures

Figure 9 presents Little Elm Independent School District's (the District's) actual operating expenditures per student and as a percent of total operating expenditures for 2024-25 by function:

- **Instruction** (Functions 11 and 95) — Function 11 covers costs for activities that deal directly with instruction (the interaction between teachers and students). Instruction may be provided in a school classroom or in another location, such as a home or hospital, and in other learning situations. It may be provided through face-to-face interaction or an approved medium such as television, radio, telephone, telecommunications, multimedia, correspondence, computer, internet, or online. This code includes costs for direct classroom instruction, other instruction, and activities that enhance or direct the delivery of instruction to students. Function 95 covers costs to provide financial resources for juvenile justice alternative education programs (JJAEPs) under Texas Education Code (TEC), Chapter 37, and accounts for payments from the school district to a JJAEP in connection with students placed in discretionary or mandatory JJAEP settings.

- **Instructional Resources and Media Services** (Function 12) — Direct costs for resource centers and direct costs for establishing and maintaining libraries and other major facilities dealing with educational resources and media.

- **Curriculum and Instructional Staff Development** (Function 13) — Direct costs for services to help instructional staff members plan, develop, and evaluate the process of providing learning experiences for students. These services include in-service training and other staff development for the school district's instructional staff members or members of instruction-related staffs. This code is also for costs related to researching, developing, and modifying instruction.

- **Instructional Leadership** (Function 21) — Direct costs for managing, directing, supervising, and leading staff members who provide instruction or instruction-related services.

- **School Leadership** (Function 23) — Costs for managing a school campus. Managing a campus includes the activities performed by the principal, assistant principals, and other assistants while they supervise all operations of the campus, evaluate staff members of the campus, and assign duties to staff members who maintain student records for the campus.

- **Guidance, Counseling, and Evaluation Services** (Function 31) — Direct costs for assessing students' abilities, aptitudes, and interests; counseling students about career and educational opportunities; and helping students set realistic goals. These costs include providing psychological services, educational counseling, and occupational counseling; identifying individual characteristics; and testing and evaluating students.

- **Social Work Services** (Function 32) — Direct costs exclusively for activities such as investigating and diagnosing student social needs arising out of the home, school, or community; providing casework and group work services for the child, parent, or both; interpreting the social needs of students for other staff members; and promoting change in an individual student's circumstances related to social needs, including providing referrals to and interacting with other governmental agencies.

• **Health Services** (Function 33) — Direct costs exclusively for providing physical health services to students or for direct costs for inoculations for staff members. Physical health services include medical, dental, and nursing services.

• **Student Transportation** (Function 34) — Costs incurred in transporting students to and from school. Also includes costs exclusively for student transportation related to career and technical education (CTE) services, special education services, or other special program services.

• **Food Services** (Function 35) — Direct costs exclusively for supervising or maintaining a food service operation. These costs include those for food, labor, and other goods and services needed to prepare, transport, and store food for students and staff members.

• **Extracurricular Activities** (Function 36) — Costs for school-sponsored activities outside of the school day. These activities are generally ones designed to motivate students and provide them with enjoyment and skill improvement, and may be competitive or noncompetitive. Extracurricular activities include athletics and other activities that normally involve competition between schools, such as football, baseball, volleyball, track, and tennis, as well as related activities such as drill team, pep squad, and cheerleading. They also include University Interscholastic League (UIL) competition, such as one-act plays, speech, or debate; band; Future Farmers of America (FFA); National Honor Society; and similar activities.

• **General Administration** (Function 41) — Costs to manage or govern the school district as an overall entity, including some activities that do not apply directly and exclusively to specific functions. General administration costs are indirect costs that apply to other expenditure functions of a school district.

• **Facilities Maintenance and Operations** (Function 51) — Costs to maintain and operate the physical facilities, including costs for keeping the facilities and grounds open, clean, comfortable, insured, and in an effective working condition and state of repair. This code is also for costs associated with warehousing items and receiving services.

• **Security and Monitoring Services** (Function 52) — Costs for activities to keep the surroundings of students and staff members safe, whether students and staff members are in transit to or from school, on a campus, or at a school-sponsored event at another location.

• **Data Processing Services** (Function 53) — Costs for data processing services, whether in-house or contracted.

• **Community Services** (Function 61) — Costs of activities other than regular public education and adult basic education services. These activities include services to the whole community or some segment of the community, such as providing resources to nonpublic schools or institutions of higher education and any proprietary services for outside entities in the community.

Expenditure figures are from the All Funds column. Per-student amounts are calculated using enrollment as the denominator and may differ from figures published by the Texas Education Agency (TEA), which uses membership. For more information on function code classifications, see the Financial Accountability System Resource Guide.

In 2024–25, the District's total operating expenditures were $96,905,789, or $12,059 per student, as shown in **Figure 9**. This per-student amount was below the peer average of $12,679 and the state average of $12,890, reflecting a difference of $620 and $831 per student, respectively. In 2024–25, the District's total operating expenditures of $96,905,789 exceeded total revenues of $88,566,525 by $8,339,264.

The five largest expenditure categories by percentage of total operating expenditures for 2024–25 were Instruction, Plant Maintenance and Operations, School Leadership, Food Service Operation, and Transportation. Together, these five functions accounted for the majority of the District's spending. Instruction represented the largest share at 53.8 percent ($6,484 per student), compared to the peer average of 54.7 percent ($6,936 per student) and the state average of 55.0 percent ($7,094 per student). Plant Maintenance and Operations accounted for 10.6 percent ($1,272 per student), compared to the peer average of 10.4 percent ($1,316 per student) and the state average of 9.9 percent ($1,276 per student). School Leadership represented 5.5 percent ($665 per student), compared to the peer average of 5.3 percent ($668 per student) and the state average of 5.6 percent ($718 per student). Food Service Operation accounted for 5.0 percent ($606 per student), compared to the peer average of 5.4 percent ($681 per student) and the state average of 5.4 percent ($691 per student). Transportation represented 4.6 percent ($555 per student), compared to the peer average of 3.3 percent ($414 per student) and the state average of 3.1 percent ($405 per student).

Transportation appeared among the District's five largest expenditure categories but did not appear among the top five for either the peer group or the state. Guidance Counseling Services appeared among the top five categories for both the peer group and the state but did not appear among the District's five largest expenditure categories.

When combining expenditure functions that directly support classroom learning — Instruction, Instructional Resources and Media, Curriculum and Staff Development, and Instructional Leadership — the District's combined per-student spending in these areas reflects a concentration in classroom-related functions, though the District's per-student expenditure for Instruction alone ($6,484) was below both the peer average ($6,936) and the state average ($7,094).

Transportation expenditures were $555 per student, or 4.6 percent of total operating expenditures. This per-student amount exceeded the peer average of $414 by $141 and exceeded the state average of $405 by $150. As a share of total operating expenditures, the District's Transportation percentage was 1.3 percentage points above the peer average and 1.5 percentage points above the state average.

Guidance Counseling Services expenditures were $433 per student, or 3.6 percent of total operating expenditures. This per-student amount was below the peer average of $544 by $111 and below the state average of $541 by $108. As a share of total operating expenditures, the District's Guidance Counseling Services percentage was 0.7 percentage points below both the peer average of 4.3 percent and the state average of 4.2 percent.

General Administration expenditures were $463 per student, or 3.8 percent of total operating expenditures. This per-student amount exceeded the peer average of $432 by $31 and exceeded the state average of $394 by $69. The District's General Administration percentage of 3.8 percent was above the peer average of 3.4 percent and the state average of 3.1 percent.

Security and Monitoring Services expenditures were $183 per student, or 1.5 percent of total operating expenditures. This per-student amount was below the peer average of $275 by $92 and below the state average of $240 by $57. As a share of total operating expenditures, the District's Security and Monitoring Services percentage of 1.5 percent was 0.7 percentage points below the peer average of 2.2 percent and 0.4 percentage points below the state average of 1.9 percent.

Community Services expenditures were $26 per student, or 0.2 percent of total operating expenditures. This per-student amount was below the peer average of $75 by $49 and below the state average of $67 by $41.

FIGURE 9
DISTRICT ACTUAL OPERATING EXPENDITURES
MOST RECENT SCHOOL YEAR (2024-25)

	DISTRICT		PEER DISTRICTS AVERAGE		STATE AVERAGE	
	Expenditures Per Student	Percentage of Total	Expenditures Per Student	Percentage of Total	Expenditures Per Student	Percentage of Total
Instruction	$6,484	53.8%	$6,936	54.7%	$7,094	55.0%
Instructional Resources and Media	$147	1.2%	$107	0.8%	$121	0.9%
Curriculum and Staff Development	$267	2.2%	$233	1.8%	$288	2.2%
Instructional Leadership	$189	1.6%	$241	1.9%	$224	1.7%
School Leadership	$665	5.5%	$668	5.3%	$718	5.6%
Guidance Counseling Services	$433	3.6%	$544	4.3%	$541	4.2%
Social Work Services	$21	0.2%	$17	0.1%	$40	0.3%
Health Services	$98	0.8%	$125	1.0%	$136	1.1%
Transportation	$555	4.6%	$414	3.3%	$405	3.1%
Food Service Operation	$606	5.0%	$681	5.4%	$691	5.4%
Extracurricular	$393	3.3%	$402	3.2%	$425	3.3%
General Administration	$463	3.8%	$432	3.4%	$394	3.1%
Plant Maintenance and Operations	$1,272	10.6%	$1,316	10.4%	$1,276	9.9%
Security and Monitoring Services	$183	1.5%	$275	2.2%	$240	1.9%
Data Processing Services	$258	2.1%	$213	1.7%	$231	1.8%
Community Services	$26	0.2%	$75	0.6%	$67	0.5%
Total Operating Expenditures	**$12,059**	**100.0%**	**$12,679**	**100.0%**	**$12,890**	**100.0%**

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) District Financial Actual Reports

Item 7 — District Payroll Expenditures Summary

In 2025–26, Little Elm ISD's (the District's) total payroll expenditures represented 75.0 percent of all funds expenditures, as shown in **Figure 10**. This figure is 5.1 percentage points below the peer district average of 80.1 percent and 4.5 percentage points below the state average of 79.5 percent. According to the District, the District outsourced its transportation services in prior years, resulting in lower payroll costs compared with peer districts that operated transportation services in-house. The District brought transportation services in-house in 2025–26 and anticipates that payroll costs as a percentage of total expenditures will align more closely with peer districts.

The District's average administrative salary in 2025–26 was $109,098, supported by 36.11 administrative Full-Time Equivalent (FTE)s. This figure exceeds the peer district average of $98,263 by $10,835, or approximately 11.0 percent, and exceeds the state average of $99,555 by $9,543, or approximately 9.6 percent. According to the District, the District is located in the northern portion of the Dallas–Fort Worth metropolitan area, with numerous school districts within a reasonable commuting distance. As a result, the District faces significant competition with neighboring districts for qualified employees and must maintain competitive compensation levels to attract and retain talent. Peer districts in more rural areas may not experience the same level of compensation pressure.

For additional context on compensation, the District's average teacher salary in 2025–26 was $68,018, based on 544.2 teacher FTEs. This is $1,456 above the peer district average of $66,562 and $17 above the state average of $68,001. The superintendent salary was $290,476, compared to a peer district average of $284,396 and a state average of $175,005

FIGURE 10
PAYROLL EXPENDITURE SUMMARY
MOST RECENT SCHOOL YEAR (2025-26)

	District	Peer Districts Average	State Average
Payroll as a Percentage of All Funds	75.0%	80.6%	79.5%
Average Teacher Salary	$68,018	$66,710	$68,001
Average Administrative Salary	$109,098	$96,733	$99,555
Superintendent Salary	$290,476	$284,396	$175,005

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) District Financial Actual Reports

Item 8 — Fund Balance

Figure 11 presents Little Elm Independent School District's (the District's) General Fund unassigned balance trend over the four most recent years for which data are available, reflecting a notably stable pattern throughout the period. In 2024-25, the District's unassigned General Fund balance stood at $26,950,537, representing $3,354 per student across an enrollment of 8,036 students. Across all four years, the absolute dollar balance remained essentially flat, indicating that the District has consistently drawn upon or replenished reserves in near-exact proportion to any operational changes.

Expressed as a percentage of three-month operating expenditures, the fund balance has declined gradually over the four-year period, from a high of 144.8% in 2021-22 to 122.7% in 2024-25. This downward trend reflects growth in the District's operating expenditure base against a largely static absolute balance. Nevertheless, the District has remained well above the recommended minimum threshold of 25% of operating expenditures (approximately three months of expenses) in each year examined.

FIGURE 11
GENERAL FUND BALANCE
SCHOOL YEAR RANGE (2020-21 through 2024-25)

Year	General Fund Unassigned Fund Balance Per Student	General Fund Unassigned Fund Balance as a Percentage of 3-Month Operating Expenditures
Current School Year (2024-25 actual)	$3,354	122.7%
1 Year Prior (2023-24 actual)	$3,282	123.0%
2 Years Prior (2022-23 actual)	$3,227	130.2%
3 Years Prior (2021-22 actual)	$3,252	144.8%
4 Years Prior (2020-21 actual)	$3,310	135.5%

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS)

Item 9 — District Staffing Levels

In 2025–26, Little Elm Independent School District (the District) employed a total of 1,111.38 Full-Time Equivalent (FTE) staff to serve an enrollment of 7,693 students, yielding an overall students-per-staff ratio of 6.92. This ratio is higher than the peer district average of 6.48 and the state average of 6.52, indicating that the District operates with somewhat fewer staff per student than its peers and the state as a whole. **Figure 12** presents a detailed breakdown of District staffing by category compared to peer and state averages.

• **Teaching Staff**: Teaching staff represent the largest category of District employment, comprising 544.2 FTE, or 49.0% of total District staff. This share exceeds both the peer average of 46.4% and the state average of 48.0%, reflecting a relatively greater proportion of instructional staff within the District's overall workforce. The District's students-per-teaching-staff ratio of 14.14 is slightly above the peer average of 13.95 and the state average of 13.60.

• **Administrative Staff**: The District reported 36.11 administrative FTE in 2025–26, representing 3.2% of total staff. This share is notably below the peer average of 4.5% and the state average of 4.6%. Accordingly, the District's students-per-administrator ratio of 213.04 is substantially higher than the peer average of 142.80 and the state average of 140.38—a difference of approximately 70.2 students per administrator compared to peers. This variance represents a *significant departure* from peer norms and indicates that the District's administrative staffing is considerably leaner relative to its student population than what is observed in comparable districts.

• **Support Staff**: The District employed 142.49 support FTE, accounting for 12.8% of total staff. This share exceeds both the peer average of 9.7% and the state average of 11.0%. The students-per-support-staff ratio of 53.99 is lower than the peer average of 66.74 and the state average of 59.26, meaning the District has more support staff relative to enrollment than its peers and the state. The difference from the peer average of approximately 12.8 students per support FTE represents a notable variance, reflecting a comparatively higher concentration of support personnel within the District's staffing structure.

• **Paraprofessional Staff**: The District reported 94.27 paraprofessional FTE, comprising 8.5% of total staff. This share is meaningfully below the peer average of 12.7% and the state average of 11.2%. The resulting students-per-paraprofessional ratio of 81.61 is substantially higher than the peer average of 50.94 and the state average of 58.08—a difference of approximately 30.7 students per paraprofessional compared to peers.

• **Auxiliary Staff**: Auxiliary staff, which includes transportation, food service, maintenance, and other non-instructional support personnel, totaled 294.31 FTE and represented 26.5% of total District staff. This share is essentially aligned with the peer average of 26.6% and slightly above the state average of 25.1%. The students-per-auxiliary-staff ratio of 26.14 is comparable to the peer average of 24.34 and the state average of 25.94, indicating that auxiliary staffing levels are broadly consistent with peer and state norms.

FIGURE 12
STAFF RATIO COMPARISONS
MOST RECENT SCHOOL YEAR (2025-26)

	District	Peer Districts Average	State Average
Teaching (Percentage of Total Staff)	49.0%	46.6%	48.0%
Support (Percentage of Total Staff)	12.8%	9.8%	11.0%
Administration (Percentage of Total Staff)	3.2%	4.6%	4.6%
Paraprofessional (Percentage of Total Staff)	8.5%	12.3%	11.2%
Auxiliary (Percentage of Total Staff)	26.5%	26.7%	25.1%
Students Per Total Staff	6.9	6.7	6.5
Students Per Teaching Staff	14.1	14.3	13.6

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS)

Item 10 — Teacher Turnover Rates

In 2024–25, Little Elm Independent School District's (the District's) teacher turnover rate was 19.2 percent, reflecting 100.3 teachers who separated from a total teacher workforce of 521.5, as shown in **Figure 13**. This rate was slightly below the peer district average of 20.8 percent and modestly above the state average of 18.8 percent. The District's turnover rate falls within a relatively narrow range between the two benchmarks—1.6 percentage points below the peer average and 0.4 percentage points above the state average—indicating that District teacher retention performance is broadly consistent with both comparison groups.

FIGURE 13
TEACHER TURNOVER RATES
MOST RECENT SCHOOL YEAR (2024-25)

	District Turnover Rate	Average Peer District Turnover Rate	State Average Turnover Rate
Teachers	19.2%	20.3%	18.8%

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS)

Item 11 — Special Programs

Little Elm Independent School District (the District) operates a range of state-mandated and locally supported special programs serving students with diverse academic, vocational, and extracurricular needs. The details for eight of these programs can be found in **Figure 14**, with some of the largest programs in terms of 2025-26 budget highlighted below.

- **Special Education:** In 2025-26, the District serves 1,005 special education (SPED) students, supported by 59.1 staff Full-Time Equivalent (FTE) at a total program cost of $13,842,626.
- **Athletics & Extracurricular:** In 2025-26, the District serves 2,275 Athletics & Extracurricular students, supported by 6.0 staff FTE at a total program cost of $3,628,983.
- **Career & Technical Education:** In 2025-26, the District serves 2,567 career and technical education (CTE) students, supported by 34.2 staff FTE at a total program cost of $3,236,206.

FIGURE 14
SPECIAL PROGRAMS
MOST RECENT SCHOOL YEAR (2025-26)

Program	Number of Students Served	Percentage of Enrolled Students Served	Program Budget Per Student Served	Program Budget as a Percentage of District Budget	Total Staff for Program	Students Per Total Staff for Program
Special Education	1,005	12.5%	$13,774	13.4%	59.1	17.0
Bilingual / ESL	1,710	21.3%	$630	1.0%	15.5	110.3
Migrant Education	0	0.0%	—	0.0%	0.5	0.0
Gifted & Talented	646	8.0%	$34	0.0%	0.0	—
Career & Technical Ed	2,567	31.9%	$1,261	3.1%	34.2	75.1
Athletics	2,275	28.3%	$1,595	3.5%	6.0	379.2
Alternative Ed Program (AEP)	14	0.2%	$56,168	0.8%	8.0	1.8
Juvenile Justice AEP	3	0.0%	$16,667	0.0%	0.0	—

SOURCE: Self-Reported by District

Item 12 — State and Regional Resources

Little Elm Independent School District (the District) maintains an active relationship with the regional education service infrastructure and state agency programs to support District operations across multiple functional areas. As part of the 2025-26 efficiency audit, the District documented its engagement with external resources available through the Texas Education Agency (TEA), the Teacher Retirement System of Texas (TRS), and the regional Education Service Center (ESC) network.

Regional ESC Region 11

The District is served by ESC Region 11, headquartered in White Settlement, Texas. The District engages ESC Region 11 on an ongoing basis throughout the school year, accessing a range of services that support both instructional and operational functions. The District's utilization of regional ESC services spans the following areas:

- *Professional Development* — Curriculum-aligned training and instructional coaching resources available to campus and District staff
- *Business Solutions Support* — Financial, accounting, and administrative system support services
- *Information Technology Support* — Technology infrastructure and systems assistance
- *Program-Specific Support* — Targeted resources aligned to federal and state program requirements
- *Grant Offerings* — Identification and access to grant opportunities facilitated through the ESC

District leadership conducts ongoing reviews of available ESC service offerings throughout the year to evaluate applicability and alignment with District needs.

State Agency Programs and Grant Resources

The District participates in applicable state grant programs administered through TEA and other state agencies. The District's grant engagement spans a range of program areas, including safety and security initiatives as well as curriculum adoption and implementation funding. District leadership is responsible for monitoring awarded grants for both compliance and utilization, with the stated objective of maximizing the benefit to students and campuses.

TRS-related services, including employee retirement and health benefit program administration, are accessed by the District as standard statewide resources available to all Texas public school employees.

Item 13 — External Auditor Report

For the year ended June 30, 2025, Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC, provided an unmodified report on the financial statements in accordance with Generally Accepted Accounting Principles (GAAP). There are three possible opinions: unmodified, modified (e.g. scope limitation or departure from generally accepted accounting principles), or a disclaimer of an opinion. An unmodified opinion is considered a clean opinion.

The audit report is available here.

Item 14 — TEA Oversight

The Texas Education Agency (TEA) has not assigned the District a financial-related monitoring/oversight role in the last three years.

Item 15 — Budget Process

FIGURE 15
BUDGET PROCESS

Practice	Y/N/NA
Does the district's budget planning process include projections for enrollment and staffing?	Yes
Does the district's budget process include monthly and quarterly reviews to determine the status of annual spending?	Yes
Does the district use cost allocation procedures to determine campus budgets and cost centers?	Yes
Does the district analyze educational costs and student needs to determine campus budgets?	Yes

SOURCE: Self-Reported by District

Figure 15 reviews Little Elm Independent School District's (the District's) budget development and monitoring practices for the 2025-26 school year in accordance with best practices identified by the Legislative Budget Board (LBB). The review examines four core areas: whether the District incorporates enrollment and staffing projections into its budget planning process; whether it conducts regular in-year budget reviews; whether it applies cost allocation procedures to determine campus budgets and cost centers; and whether it analyzes educational costs and student needs when establishing campus budgets. The District responded affirmatively to all four questions.

Enrollment and Staffing Projections

The District's budget planning process includes projections for both enrollment and staffing. Incorporating these projections into the budget development cycle allows the District to align anticipated revenue and expenditure levels with expected changes in student population and workforce requirements. This practice supports more accurate resource allocation across the planning horizon.

Monthly and Quarterly Budget Reviews

The District conducts both monthly and quarterly reviews to determine the status of annual spending. These reviews provide District leadership and the board of trustees with regular opportunities to assess expenditure activity relative to adopted budget levels, identify variances, and make informed decisions regarding resource deployment throughout the fiscal year. The practice of reviewing budget status on both a monthly and quarterly basis reflects a structured approach to ongoing fiscal oversight.

Cost Allocation Procedures

The District uses cost allocation procedures to determine campus budgets and cost centers. The application of cost allocation methodologies supports transparency and consistency in the distribution of resources across campuses and administrative cost centers, ensuring that budgetary decisions are grounded in systematic criteria rather than ad hoc determinations.

Educational Cost and Student Needs Analyses

The District also analyzes educational costs and student needs when determining campus budgets. This practice reflects an approach that connects resource allocation decisions to the instructional requirements and demographic characteristics of individual campus populations. By incorporating educational cost and student needs data into the campus budgeting process, the District links fiscal planning to the operational realities of each campus.

Item 16 — Self-funded Programs

Little Elm Independent School District (the District) operates programs funded outside of the general operating budget, most notably a staff childcare program. These self-funded programs are designed to function independently of general fund revenues, with costs covered by fees and payments collected directly from program participants.

The District's primary self-funded program is a staff childcare service, which is financed entirely through payments made by District employees who utilize the program. Program pricing is reviewed and adjusted on an annual basis to ensure that fee revenue is sufficient to cover the full operating cost of the childcare program, thereby preventing any draw on general fund resources.

The District's management of self-funded programs generally encompasses the following elements:

- *Revenue alignment:* Fees charged to participating staff are calibrated annually to match the projected costs of program operation.
- *Cost coverage:* The childcare program is structured so that participant payments fully offset program expenditures, maintaining financial self-sufficiency.
- *Annual review:* Pricing adjustments are made each year as part of the District's routine financial planning process to account for changes in program costs.

In 2025-26, the childcare program continues to operate under this self-sustaining model. The District's approach to this program reflects a commitment to ensuring that non-general-fund activities do not create financial obligations that would affect the District's core instructional budget.

Item 17 — Staffing

Little Elm Independent School District (the District) employs an annual administrator evaluation process that directly informs staffing planning and organizational development. Based on the results of each annual evaluation, administrators establish performance goals for the subsequent school year. These goals are designed to support continuous improvement within each administrator's respective area of responsibility. This goal-setting practice provides a structured mechanism by which administrative leadership aligns individual performance objectives with broader District priorities on a yearly cycle.

Item 18 — Compensation System

FIGURE 16
COMPENSATION SYSTEM

Practice	Y/N/NA
Does the district use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.	No
Do the district's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?	Yes
Does the district periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?	Yes
Has the district made any internal equity and/or market adjustments to salaries within the past two years?	No

SOURCE: Self-Reported by District

Figure 16 reviews Little Elm Independent School District's (the District's) employee compensation practices for the 2025-26 school year in accordance with best practices identified by the Legislative Budget Board (LBB). The review examines four core areas: whether the District utilizes salary bonuses or merit pay systems; whether salary ranges are structured with defined minimums, midpoints, and maximums; whether the compensation structure is periodically benchmarked against verifiable market data; and whether internal equity or market adjustments have been made within the past two years.

For the 2025-26 school year, the District reported that its salary ranges include defined minimum, midpoint, and maximum increments to promote compensation equity, and the District periodically adjusts its compensation structure using verifiable salary survey information and comparable market data. The District reported that it did not utilize salary bonuses or merit pay systems, and the District reported that it did not make internal equity or market adjustments to salaries within the past two years.

Salary Bonuses and Merit Pay

The District's compensation philosophy centers on promoting equity and consistency across its workforce. District assigned salaries are designed to account for an employee's position, experience, education, and other relevant factors as the primary means of differentiating compensation. The District does not utilize a formal salary bonus or merit pay system for the 2025-26 school year.

Salary Range Structure

The District reported that its salary ranges are structured with defined minimums, midpoints, and maximum increments. This structure is designed to promote compensation equity by accounting for employee education, experience, and other relevant factors. The use of a tiered range framework provides an organized basis for placing employees within the compensation schedule in a consistent and equitable manner.

Compensation Benchmarking

The District reported that it periodically adjusts its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data. This practice allows the District to assess the competitiveness of its pay structure relative to the broader market and make informed decisions about salary scheduling.

Internal Equity and Market Adjustments

The District reported that it has not made internal equity or market adjustments to salaries within the past two years. The District confirmed that no market adjustments have been performed during this period.

Item 19 — Planning

FIGURE 17
PLANNING

Practice	Y/N/NA
Does the district develop a District Improvement Plan (DIP) annually?	Yes
Do all campuses in the district develop a Campus Improvement Plan (CIP) annually?	Yes
Does the district have an active and current facilities master plan?	No
If facilities master plan exists — does the district use enrollment projections?	Yes
If facilities master plan exists — does the district analyze facility capacity?	Yes
If facilities master plan exists — does the district evaluate facility condition?	Yes
Does the district have an active and current energy management plan?	Yes
Does the district maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?	Yes

SOURCE: Self-Reported by District

Figure 17 reviews Little Elm Independent School District's (the District's) operational planning practices for the 2025-26 school year in accordance with best practices identified by the Legislative Budget Board (LBB). The review examines four core planning areas: annual improvement planning at the district and campus levels; facilities master planning (including use of enrollment projections, capacity analysis, and condition evaluation); energy management planning; and operational staffing formulas for maintenance, custodial, food service, and transportation functions.

For the 2025-26 school year, the District confirmed that it develops a District Improvement Plan annually and that all campuses develop Campus Improvement Plans annually. The District also reported having an active and current energy management plan and clearly defined staffing formulas for maintenance, custodial, food service, and transportation functions. The District reported that it did not have an active and current facilities master plan.

District and Campus Improvement Plans

The District develops a District Improvement Plan (DIP) on an annual basis, and all campuses within the District develop Campus Improvement Plans (CIPs) annually. This practice reflects consistent engagement with the annual planning cycle at both the district and campus levels.

Facilities Master Plan

The District does not currently have an active and current centralized facilities master plan. The District acknowledged this and indicated that development of such a plan is an area of future interest. The District did report using enrollment projections to support efficient use of building space, as well as analyzing facility capacity and evaluating facility condition as part of its broader facilities management activities, though these practices are not currently consolidated within a formal master planning document.

Energy Management Plan

The District has an active and current energy management plan in place for the 2025-26 school year. No additional elaboration was provided regarding the specific components or scope of the plan.

Operational Staffing Formulas

The District maintains clearly defined staffing formulas for maintenance, custodial, food service, and transportation functions. The District reported that these formulas are based on two primary factors: student enrollment and building square footage. This approach provides a structured, data-informed basis for allocating operational staff across the District's facilities and service areas.

Item 20 — Academic Programs

FIGURE 18
ACADEMIC PROGRAMS

Practice	Y/N/NA
Does the district have a teacher mentoring program?	Yes
Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?	Yes
When adopting new programs, does the district define expected results?	Yes
Does the district analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?	Yes
Does the district modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?	Yes

SOURCE: Self-Reported by District

Figure 18 reviews Little Elm Independent School District's (the District's) academic program management practices for the 2025-26 school year in accordance with best practices identified by the Legislative Budget Board (LBB). The review examines five core areas: teacher mentoring; data-driven program adoption and discontinuation decisions; definition of expected results for new programs; analysis of student test results to guide curriculum and instruction; and modification of programs, staff development, and staff evaluation based on student performance data.

For the 2025-26 school year, the District responded affirmatively to all five of the areas reviewed. The District maintains a structured teacher mentoring program for new educators, makes program adoption and discontinuation decisions based on both formative and quantifiable data and research, defines expected outcomes when adopting new programs and documents them in its improvement plans, analyzes student test results at the district and campus levels to guide curriculum and instruction, and modifies programs and staff development based on student performance data.

Teacher Mentoring Program

The District maintains a teacher mentoring program for first- and second-year teachers, pairing them with experienced mentor teachers to support their professional growth and instructional development. In addition to these pairings, the District's professional development director meets with mentors throughout the school year to provide ongoing guidance and to maintain program continuity.

Data-Driven Program Decisions

The District makes decisions to adopt new programs or discontinue existing ones based on both formative and quantifiable data and research. These decisions draw on usage data, student performance results, and program-specific metrics to assess whether a program is meeting its intended purpose. As an illustrative example, the District previously utilized a reading intervention platform and, upon reviewing usage data, determined that the platform was not being used as intended and was available only in English. The District discontinued use of that platform and transitioned to an alternative program available in both English and Spanish, reflecting a data-informed decision that also took into account the linguistic needs of the student population.

Expected Results for New Programs

When adopting new programs, the District defines expected results in advance and documents them within its campus improvement plans and district improvement plan. The District measures outcomes against those expectations using a combination of quantitative and qualitative data, including usage rates, stakeholder feedback, and student performance results, to evaluate whether a program is achieving its defined objectives.

Student Test Result Analysis

The District analyzes student test results at both the district and campus levels to inform the design, implementation, and monitoring of curriculum and instructional programs. Assessment data is used to identify deficiencies in student learning, which in turn guides the District in targeting instruction through updated benchmark programs and focused staff training. This analysis supports a continuous improvement cycle connecting assessment findings to instructional response.

Program Modification Based on Results

District and campus leadership conduct regular program and staff evaluations and facilitate campus-wide data meetings to ensure that identified deficiencies in programs or staff development are addressed in a timely manner. These practices allow the District to modify instructional programs and plan staff development opportunities in direct response to analyses of student performance data.

Appendix A — Data Sources

Figure 1. Peer Districts

Source: MoakCasey analysis

Figure 2. Accountability Rating Comparison

Source: TEA 2025 Ratings (2024-25)

Link: https://rptsvr1.tea.texas.gov/perfreport/account/acct_download?year=2025

Figure 3. Accountability Ratings by Campus Level

Source: TEA 2025 Ratings (2024-25)

Link: https://rptsvr1.tea.texas.gov/perfreport/account/acct_download?year=2025

Figure 4. School FIRST Rating

Source: TEA FIRST Ratings (2024-25 Ratings Based on School Year 2023-24 Data)

Link: https://tealprod.tea.state.tx.us/First/forms/Main.aspx

Figure 5. Selected Student Characteristics

Source: PEIMS Standard Reports (2025-26); TAPR (2024-25)

Link: https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html
https://rptsvr1.tea.texas.gov/perfreport/tapr/

NOTE: Beginning in 2020-21, Career & Tech is not available. Career & Tech membership from TAPR (DPETVOCC, Total membership - DPETALLC) is used. State totals include charter students.

Figure 6. Attendance Rate

Source: TAPR (2024-25)

Link: https://rptsvr1.tea.texas.gov/perfreport/tapr/

NOTE: DA0AT22R, DA0AT22N, DA0AT22D; State average is from the State Report.

Figure 7. Five-Year Enrollment Trend

Source: PEIMS Standard Reports (2021-22 through 2025-26)

Link: https://tealprod.tea.state.tx.us/Tea.AskTed.Web/Forms/Home.aspx
https://tealprod.tea.state.tx.us/Tea.AskTed.Web/Forms/ArchivedSchoolAndDistrictDataFiles.aspx

NOTE: Average Annual Percent Change is the average of each year's annual change year over year.

Figure 8. District Tax Revenue

Source: TEA PEIMS Financial Reports (2024-25)
Link: https://tea.texas.gov/about-tea/state-funding/state-funding-reports-and-data/peims-financial-standard-reports
NOTE: State Totals per Student exclude charter districts. Per student amounts are per enrolled student (not membership).

Item	Field Name
Local M&O Tax (Retained)	ALL FUNDS-LOCAL TAX REVENUE FROM M&O (excluding recapture)
State (Less TRS On-Behalf)	ALL FUNDS-STATE REVENUE (excludes TRS on-behalf)
Federal	ALL FUNDS-FEDERAL REVENUE
Other Local and Intermediate	ALL FUNDS-OTHER LOCAL & INTERMEDIATE REVENUE
TOTAL Revenue	Sum of Above

Figure 9. District Actual Operating Expenditures

Source: TEA PEIMS Financial Reports (2024-25)
Link: https://tea.texas.gov/about-tea/state-funding/state-funding-reports-and-data/peims-financial-standard-reports
NOTE: State Totals per Student exclude charter districts. Per student amounts are per enrolled student (not membership).

Item	PEIMS Function Code(s)	Field Name
Instruction	11, 95	ALL FUNDS-INSTRUCTION + TRANSFER EXPEND-FCT11,95
Instructional Resources & Media	12	ALL FUNDS-INSTRUC RESOURCE MEDIA SERVICE EXP, FCT12
Curriculum & Staff Development	13	ALL FUNDS-CURRICULUM/STAFF DEVELOPMENT EXP, FCT13
Instructional Leadership	21	ALL FUNDS-INSTRUC LEADERSHIP EXPEND, FCT21
School Leadership	23	ALL FUNDS-CAMPUS ADMINISTRATION EXPEND, FCT23
Guidance Counseling	31	ALL FUNDS-GUIDANCE & COUNSELING SERVICES EXP, FCT31
Social Work	32	ALL FUNDS-SOCIAL WORK SERVICES EXP, FCT32
Health	33	ALL FUNDS-HEALTH SERVICES EXP, FCT33
Transportation	34	ALL FUNDS-TRANSPORTATION EXPENDITURES, FCT34
Food Service Operation	35	ALL FUNDS-FOOD SERVICE EXPENDITURES, FCT35
Extracurricular	36	ALL FUNDS-EXTRACURRICULAR EXPENDITURES, FCT36
General Administration	41, 92	ALL FUNDS-GENERAL ADMINISTRAT EXPEND-FCT41,92
Plant Maintenance & Operations	51	ALL FUNDS-PLANT MAINTENANCE/OPERA EXPEND, FCT51
Security & Monitoring	52	ALL FUNDS-SECURITY/MONITORING SERVICE EXPEND, FCT52
Data Processing	53	ALL FUNDS-DATA PROCESSING SERVICES EXPEND, FCT53
Community	61	ALL FUNDS-COMMUNITY SERVICES EXPEND, FCT61

Figure 10. Payroll Expenditure Summary

Source: PEIMS Staff FTE Counts and Salary Report; PEIMS Superintendent Salary Report (2025-26)

Link: Staff FTE Counts and Salary Report - https://rptsvr1.tea.texas.gov/adhocrpt/adpeb.html
Superintendent Salary Report - https://rptsvr1.tea.texas.gov/adhocrpt/adpea.html

NOTE: Average Base Salary includes charter districts; Payroll expenditure state totals exclude charter districts.

Item	Field Name
Operating Expenditures	ALL FUNDS-TOTAL OPERATING EXPENDITURES BY OBJ
Payroll	ALL FUNDS-TOTAL PAYROLL EXPENDITURES

Figure 11. General Fund Balance

Source: PEIMS Financial Actual Reports (2020-21 through 2024-25)

Link: https://tea.texas.gov/about-tea/state-funding/state-funding-reports-and-data/peims-financial-standard-reports

NOTE: Per student amounts are per enrolled student (not membership).

Item	Field Name
Unreserved/Unassigned Fund Balance	GF UNASSIGNED FUND BALANCE
Operating Expenditures	GEN FUNDS-TOTAL OPERATING EXPENDITURES BY OBJ

Figure 12. Staff Ratio Comparisons

Source: PEIMS Standard Reports (2025-26)

Link: https://rptsvr1.tea.texas.gov/adhocrpt/adpeb.html

Figure 13. Teacher Turnover Rates

Source: TAPR (2025-26)

Link: https://rptsvr1.tea.texas.gov/perfreport/tapr/

NOTE: DPSTURNR, DPSTURNN, DPSTURND

Appendix B — Source Data

The following tables present the complete source data used in this report for LITTLE ELM ISD and its peer districts.

Table 1. Accountability Data (2024-25)

District	Accountability Rating	Accountability Score
LITTLE ELM ISD	**C**	**79**
COPPERAS COVE ISD	B	82
GRANBURY ISD	B	83
JOSHUA ISD	B	86
LA PORTE ISD	B	82
MIDWAY ISD	A	90
RED OAK ISD	C	77
SHERMAN ISD	C	73
TEXARKANA ISD	D	69
WEATHERFORD ISD	C	77
WHITE SETTLEMENT ISD	C	73

Table 2. Student Data (2024-25 & 2025-26)

District	Eco. Disadv.	Eng. Learners	Special Ed	Bilingual/ESL	CTE	Attendance Num / Denom
LITTLE ELM ISD	**3,464**	**1,746**	**1,292**	**2,162**	**2,048**	1,112,841 / 1,174,922
COPPERAS COVE ISD	4,802	507	2,109	528	2,652	1,067,106 / 1,140,934
GRANBURY ISD	4,035	947	1,414	996	2,748	1,090,221 / 1,153,725
JOSHUA ISD	2,814	849	1,016	893	1,564	812,307 / 851,190
LA PORTE ISD	4,199	881	1,350	857	1,506	997,489 / 1,071,539
MIDWAY ISD	3,054	421	1,441	422	2,523	1,283,524 / 1,337,696
RED OAK ISD	3,845	1,030	1,277	980	1,961	931,117 / 983,992
SHERMAN ISD	4,789	2,205	1,791	2,221	1,869	1,059,634 / 1,137,654
TEXARKANA ISD	5,703	925	1,018	920	1,998	1,017,406 / 1,083,204
WEATHERFORD ISD	3,741	832	1,547	819	3,355	1,085,453 / 1,151,060
WHITE SETTLEMENT ISD	4,159	1,136	1,181	1,291	2,617	912,370 / 984,103

Table 3. Staff Data – Average Base Pay (2025-26)

District	Teacher FTE	Teacher Total Pay	Teacher Avg Pay	Admin FTE	Admin Total Pay	Admin Avg Pay	Supt. Pay
LITTLE ELM ISD	**544.2**	**$37,015,554**	**$68,018**	**36.1**	**$3,939,520**	**$109,098**	**$290,476**
COPPERAS COVE ISD	558.1	$37,073,560	$66,422	56.3	$4,706,990	$83,620	$261,159
GRANBURY ISD	528.3	$37,162,189	$70,344	52.0	$4,926,547	$94,705	$235,000
JOSHUA ISD	367.4	$27,433,123	$74,674	43.2	$4,201,121	$97,136	$258,483
LA PORTE ISD	467.0	$34,029,989	$72,872	58.0	$6,092,828	$105,049	$351,309
MIDWAY ISD	598.4	$35,611,626	$59,515	57.0	$5,054,301	$88,672	$267,650
RED OAK ISD	446.7	$29,805,106	$66,717	43.4	$4,469,208	$103,096	$282,656
SHERMAN ISD	624.2	$42,437,377	$67,991	48.9	$4,819,989	$98,609	$288,401
TEXARKANA ISD	551.5	$31,285,554	$56,726	57.0	$5,129,325	$89,909	$268,510
WEATHERFORD ISD	565.8	$38,059,569	$67,269	42.1	$4,415,872	$104,915	$342,920
WHITE SETTLEMENT ISD	449.4	$31,109,358	$69,221	52.3	$5,536,088	$105,934	$287,875

Table 4. Staff Data – Other FTEs and Teacher Turnover (2024-25 & 2025-26)

District	Support FTE	Paraprofessional FTE	Auxiliary FTE	Total FTE	Turnover Num	Turnover Denom	Turnover Rate
LITTLE ELM ISD	**142.5**	**94.3**	**294.3**	**1,111.4**	**100**	**522**	**19.2%**
COPPERAS COVE ISD	122.0	188.6	453.9	1,379.0	111	582	19.1%
GRANBURY ISD	85.7	129.6	342.8	1,138.4	102	547	18.6%
JOSHUA ISD	83.0	69.5	211.6	774.8	60	420	14.4%
LA PORTE ISD	99.3	168.0	307.9	1,100.2	88	465	18.9%
MIDWAY ISD	152.9	160.8	299.0	1,268.0	137	593	23.1%
RED OAK ISD	118.2	105.9	303.0	1,017.2	97	431	22.5%
SHERMAN ISD	100.3	150.8	320.2	1,244.4	133	628	21.2%
TEXARKANA ISD	99.5	147.0	322.5	1,177.6	109	555	19.6%
WEATHERFORD ISD	143.4	142.8	251.9	1,145.9	125	582	21.5%
WHITE SETTLEMENT ISD	83.1	100.2	140.8	825.7	104	440	23.6%

Table 5. Financial Data – District Revenue (2024-25)

District	Local M&O	State Revenue	Federal Revenue	Other Revenue	Total Revenue
LITTLE ELM ISD	**$57,164,704**	**$19,265,549**	**$7,135,752**	**$5,000,520**	**$88,566,525**
COPPERAS COVE ISD	$14,831,271	$70,406,226	$11,674,609	$5,929,513	$102,841,619
GRANBURY ISD	$68,530,086	$15,509,736	$9,887,200	$5,405,467	$99,332,489
JOSHUA ISD	$19,011,858	$45,296,221	$5,631,448	$3,487,018	$73,426,545
LA PORTE ISD	$67,398,230	$6,453,861	$8,373,427	$7,624,240	$89,849,758
MIDWAY ISD	$58,054,652	$26,381,580	$5,871,209	$6,909,467	$97,216,908
RED OAK ISD	$29,822,687	$38,229,299	$6,409,322	$3,783,929	$78,245,237
SHERMAN ISD	$57,803,451	$28,860,319	$11,649,384	$4,783,712	$103,096,866
TEXARKANA ISD	$22,109,812	$52,202,981	$18,768,402	$5,182,707	$98,263,902
WEATHERFORD ISD	$54,286,192	$28,325,892	$8,519,795	$7,249,281	$98,381,160
WHITE SETTLEMENT ISD	$23,933,088	$41,080,853	$7,297,640	$4,918,023	$77,229,604

Table 6. All Funds Operating Expenditures (2024-25)

District	11+95	12	13	21	23	31	32	33	34
LITTLE ELM ISD	**$52,106,889**	**$1,179,947**	**$2,149,028**	**$1,515,005**	**$5,343,459**	**$3,482,738**	**$168,749**	**$785,882**	**$4,456,215**
COPPERAS COVE ISD	$59,579,471	$1,243,210	$522,118	$4,520,450	$4,376,119	$4,681,915	$283,631	$875,254	$3,307,945
GRANBURY ISD	$55,134,213	$812,585	$1,465,673	$1,236,293	$4,559,192	$3,983,543	$93,000	$538,654	$4,089,059
JOSHUA ISD	$39,592,585	$873,127	$372,385	$1,422,953	$4,189,315	$2,664,574	$80,000	$746,506	$3,372,813
LA PORTE ISD	$48,776,221	$514,200	$1,936,325	$1,499,114	$5,092,870	$4,545,594	$374,476	$1,072,618	$3,549,083
MIDWAY ISD	$55,894,660	$1,026,740	$1,389,165	$3,153,939	$4,935,911	$3,578,392	$227,764	$982,711	$3,928,204
RED OAK ISD	$39,796,008	$780,568	$2,952,679	$817,393	$5,116,961	$4,155,806	$129,946	$943,453	$2,773,844
SHERMAN ISD	$62,615,572	$1,198,053	$2,129,944	$1,626,732	$6,006,086	$5,232,835	$0	$1,324,422	$2,960,733
TEXARKANA ISD	$57,950,274	$236,764	$3,177,755	$838,134	$6,143,491	$3,432,756	$0	$812,752	$678,205
WEATHERFORD ISD	$55,038,425	$998,278	$1,774,801	$1,122,642	$4,959,052	$4,940,932	$66,293	$1,265,595	$3,463,294
WHITE SETTLEMENT ISD	$40,816,807	$245,418	$1,552,450	$1,655,725	$4,251,873	$3,196,450	$0	$739,799	$2,608,747

Table 7. All Funds Operating Expenditures – Continued (2024-25)

District	35	36	41+92	51	52	53	61	Total
LITTLE ELM ISD	**$4,866,001**	**$3,156,710**	**$3,718,592**	**$10,225,392**	**$1,471,163**	**$2,070,347**	**$209,672**	**$96,905,789**
COPPERAS COVE ISD	$4,883,901	$3,535,425	$3,235,220	$9,875,778	$3,348,752	$2,324,033	$191,952	$106,785,174
GRANBURY ISD	$4,394,621	$2,383,178	$3,150,480	$9,160,199	$2,618,145	$1,705,785	$90,758	$95,415,378
JOSHUA ISD	$3,807,000	$2,286,273	$2,006,577	$8,416,764	$1,504,566	$1,359,604	$10,314	$72,705,356
LA PORTE ISD	$4,991,803	$2,215,509	$3,533,094	$11,165,612	$2,317,141	$1,511,144	$330,064	$93,424,868
MIDWAY ISD	$4,866,572	$4,095,386	$3,679,461	$10,054,831	$1,407,207	$1,181,388	$192,574	$100,594,905
RED OAK ISD	$4,466,381	$2,962,930	$3,345,692	$7,675,433	$1,677,150	$1,967,160	$1,761,988	$81,323,392
SHERMAN ISD	$6,174,699	$2,370,156	$3,378,452	$12,046,521	$2,239,167	$2,186,384	$43,818	$111,533,574
TEXARKANA ISD	$8,671,689	$3,740,688	$4,113,375	$10,847,636	$2,096,432	$27,214	$1,368,178	$104,135,343
WEATHERFORD ISD	$3,842,577	$3,234,864	$3,399,653	$11,241,340	$1,729,799	$1,394,166	$1,012,438	$99,484,149
WHITE SETTLEMENT ISD	$4,480,375	$3,019,276	$2,240,223	$7,292,943	$1,516,987	$2,147,354	$592,275	$76,356,702

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**CONSIDER RESOLUTION TO SET 2026 TAX RATE**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	CCG (LEGAL)
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	Resolution to adopt the tax rate for the 2026-27 Fiscal Year.
Financial Implications:	The adoption of the tax rate generates revenue to support the education initiatives of Little Elm ISD.
Attachments:	Resolution and Truth in Taxation Documents
Recommendation:	**The Administration recommends the approval of the following proposed tax rate for the 2026-27 Fiscal Year:** • **Maintenance and Operations: $0.7552 per $100 of taxable assessed property values** • **Interest and Sinking: $0.47 per $100 of taxable assessed property values** • **Total tax rate of $1.2252 per $100 of taxable assessed property values**
Motion:	**Please read motion as written:** **I move that the property tax rate be increased by the adoption of a tax rate of $1.2252, which is effectively a 1.17 % increase in the tax rate. On this date, we, the Board of Trustees of Little Elm Independent School District, hereby levy or set the tax**

rate on $100 valuation for the district for tax year 2026 at a total tax rate of $1.2252, to be assessed and collected by the duly specified assessor and collector as follows:

$0.7552 for the purpose of maintenance and operations, and $0.47 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the district.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.17 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $8.70.

These tax rate calculation forms will serve as an appendix to the district's adopted budget.

Adopted on this 21st day of September 2026 by the Board of Trustees.

Resolution of the Board to Set Tax Rate

Date: September 21, 2026

On this date, we, the Board of Trustees of the Little Elm Independent School District, hereby levy or set the tax rate on $100 valuation for the district for the tax year 2026 at a total tax rate of $1.2252, to be assessed and collected by the duly specified assessor and collector as follows:

$0.7552 for the purpose of maintenance and operations, and

$0.4700 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.17 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $8.70.

Adopted this 21st day of September 2026, by the Board of Trustees.

_____

President's signature

_____

Secretary's signature

2026 Tax Rate Calculation Notice

Taxing Unit Name: Little Elm ISD

Attached are the following documents:

No New Revenue and Voter Approval Tax Rate Worksheets

Please review these documents carefully and notify our office of any changes that need to be made. If any changes are made, our office will send out new documents including the revisions. Once you are satisfied that the calculation is correct, please sign this document stating that you approve the calculation worksheet that is attached to this document.

Proposed M&O 0.7552 (Maintenance & Operation Rate)

Proposed I&S 0.4700 (Interest & Sinking or Debt Rate)

Proposed Total Rate 1.2252

Jesse Wyse
Printed name

8/28/26
Date

Signature

8/26/26
Date

2026 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 and JETI Agreements

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
School District's Name

Phone *(area code and number)*

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest.The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements.*

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet.*

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts.*

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

Taxing units must include a hyperlink to a document that evidences the accuracy of each entry in the worksheet other than an entry making a mathematical calculation. [1] Source materials must contain data for all worksheets used.

Insert hyperlink:

https://www.dentoncounty.gov/DocumentCenter/Index/879

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	**Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [2]	$ 8,542,750,453
2.	**Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [3]	$ 1,458,025,896
3.	**Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1.	$ 7,084,724,557
4.	**Prior year total adopted tax rate.**	$ 1.2252 /$100
5.	**Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.**	
	A. Original prior year ARB values: $ 68,279,283	
	B. Prior year values resulting from final court decisions: – $ 61,844,964	
	C. Prior year value loss. Subtract B from A. [4]	$ 6,434,319

[1] Tex. Tax Code §§5.07(g)(4) and 26.04(d-1)
[2] Tex. Tax Code §26.012(14)
[3] Tex. Tax Code §26.012(14)
[4] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
6.	**Prior year taxable value subject to an appeal under Chapter 42, as of July 25.** **A. Prior year ARB certified value:** $ 51,044,482 **B. Prior year disputed value:** – $ 10,208,896 **C. Prior year undisputed value.** Subtract B from A. [5]	$ 40,835,586
7.	**Prior year Chapter 42-related adjusted values.** Add Line 5 and 6.	$ 47,269,905
8.	**Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.	$ 7,131,994,462
9.	**Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [6]	$ 0
10.	**Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use prior year market value: $ 2,580,831 **B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value: + $ 112,753,064 **C. Value loss.** Add A and B. [7]	$ 115,333,895
11.	**Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year.** Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year. **A. Prior year market value.** $ 1,643,995 **B. Current year productivity or special appraised value:** - $ 405 **C. Value loss.** Subtract B from A. [8]	$ 1,643,590
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$ 116,977,485
13.	**Adjusted prior year taxable value.** Subtract Line 12 from Line 8.	$ 7,015,016,977
14.	**Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100.	$ 85,947,988
15.	**Taxes refunded for years preceding prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [9]	$ 632,235
16.	**Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [10] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	$ 86,580,223

[5] Tex. Tax Code §26.012(13)
[6] Tex. Tax Code §26.012(15)
[7] Tex. Tax Code §26.012(15)
[8] Tex. Tax Code §26.012(15)
[9] Tex. Tax Code §26.012(13)
[10] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
17.	**Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [11] **A. Certified values.**[12] ..... $ 8,602,893,257 **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: ..... - $ 0 **C. Total current year value.** Subtract B from A.	$ 8,602,893,257
18.	**Total value of properties under protest or not included on certified appraisal roll.** [13] **A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [14] ..... $ 117,365,534 **B. Current year value of properties not under protest or included on certified appraisal roll.** The chief appraiser givesschool districts a list of those taxable properties that the chief appraiser knows about but are not included in theappraisal roll certification. These properties are also not on the list of properties that are still under protest. On thislist of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [15] ..... + $ 0 **C. Total value under protest or not certified.** Add A and B.	$ 117,365,534
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled.[16]	$ 1,376,714,771
20.	**Anticipated contested value.** Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation.[17] An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico.[18] If completing this section, the taxing unit must include supporting documentation in Section 6.[19] Taxing units that are not affected, enter 0.	$ 0
21.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Lines 19 and 20.[20]	$ 7,343,544,020
22.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	$ 0
23.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	$ 226,716,975
24.	**Total adjustments to the current year taxable value.** Add lines 22 and 23.	$ 226,716,975
25.	**Adjusted current year taxable value.** Subtract line 24 from line 21.	$ 7,116,827,045
26.	**Current year NNR tax rate.** Divide line 16 by line 25 and multiply by $100.	$ 1.2165 /$100

[11] Tex. Tax Code §§26.012 and 26.04(c-2)
[12] Tex. Tax Code §26.012(6)
[13] Tex. Tax Code §26.01(c) and (d)
[14] Tex. Tax Code §26.01(c)
[15] Tex. Tax Code §26.01(d)
[16] Tex. Tax Code §26.012(6)(B)
[17] Tex Tax Code §§26.012(6)(C) and 26.012(1-b)
[18] Tex Tax Code §26.012(1-a)
[19] Tex Tax Code §26.04(d-3)
[20] Tex Tax Code §26.012(6)

Voter Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[21]

SECTION 2: Maximum Compressed, Enrichment and Debt Tax Rate Worksheet

This section calculates three components of the voter-approval tax rate:

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment. [22]
2. **Enrichment Tax Rate:** [23] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression. [24]
3. **Debt Rate:** The debt rate includes the minimum dollar amount required to be paid toward the school district's debt service for the current year. [25] This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [26]

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [27] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit.* [28] Districts should review information from TEA when calculating their voter-approval tax rate.

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
27.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [29]	$ 0.6169 /$100
28.	**Current year enrichment tax rate.** Enter the greater of A and B. [30] A. Enter the district's prior year enrichment tax rate ..... $ 0.1383 /$100 B. $0.05 per $100 of taxable value ..... $ 0.0500 /$100	$ 0.1383 /$100
29.	**Current year maintenance and operations (M&O) tax rate.** Add Lines 27 and 28. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[31]	$ 0.7552 /$100
30.	**Total current year debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. [32] Enter debt amount: ..... $ 40,863,926 B. Subtract **unencumbered fund amount** used to reduce total debt. ..... – $ 0 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. ..... – $ 4,276,100 D. **Adjust debt:** Subtract B and C from A.	$ 36,587,826

[21] Tex. Tax Code §26.08(n)
[22] Tex. Edu. Code §48.2551(a)(3)
[23] Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
[24] Tex. Edu. Code §§48.202(a-1)(2)
[25] Tex. Tax Code §26.012(3)
[26] Tex. Edu. Code §45.0021(a)
[27] Tex. Edu. Code §11.184(b)
[28] Tex. Edu. Code §11.184(b-1)
[29] Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
[30] Tex. Tax Code §26.08(n)(2)
[31] Tex. Edu. Code §45.003(d)
[32] Tex. Tax Code §26.012(7)

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
31.	**Certified prior year excess debt collections.** Enter the amount certified by the collector. [33]	$ 2,073,118
32.	**Adjusted current year debt.** Subtract line 31 from line 30D.	$ 34,514,708
33.	**Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. [34] A. Enter the current year anticipated collection rate certified by the collector. [35] 100.00 % B. Enter the prior year actual collection rate 99.28 % C. Enter the 2024 actual collection rate 95.57 % D. Enter the 2023 actual collection rate 99.82 %	100.00 %
34.	**Current year debt adjusted for collections.** Divide Line 32 by Line 33. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	$ 34,514,708
35.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 7,343,544,020
36.	**Current year debt rate.** Divide Line 34 by Line 35 and multiply by $100.	$ 0.4700 /$100
37.	**Current year voter-approval tax rate.** Add Lines 29 and 36. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. [36]	$ 1.2252 /$100

SECTION 3: Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

Line	Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	**Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [37] The school district shall provide its tax assessor with a copy of the letter. [38]	$ 0
39.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 7,343,544,020
40.	**Additional rate for pollution control.** Divide line 38 by line 39 and multiply by $100.	$ 0.0000 /$100
41.	**Current year voter-approval tax rate, adjusted for pollution control.** Add line 37 and line 40.	$ 1.2252 /$100

SECTION 4: Prior Year Disaster Tax Rate Adjustment

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. [39] As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
42.	**Prior year adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.*	$ 1.2252 /$100
43.	**Prior voter-approval tax rate.** If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	$ 0.0000 /$100

[33] Tex. Tax Code §§26.012(10) and 26.04(b)
[34] Tex. Tax Code §§26.04(h), (h-1) and (h-2)
[35] Tex. Tax Code §26.04(b)
[36] Tex. Tax Code §26.08(g)
[37] Tex. Tax Code §26.045(d)
[38] Tex. Tax Code §26.045(i)
[39] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
44.	**Increase in the prior year tax rate due to disaster (disaster pennies).** Subtract Line 43 from Line 42.	$ 0.0000 /$100
45.	**Current year voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	$ 1.2252 /$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate ..... $ 1.2165 /$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate ..... $ 1.2252 /$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code. [40]

print here ➧ _____
Printed Name of School District Representative

sign here ➧ _____ _____
School District Representative Date

[40] Tex. Tax Code §26.04(c)

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **9-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**REGULAR BOARD MEETING MINUTES – 8/17/2026**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for August 17, 2026.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Regular Board Meeting Minutes for August 17, 2026.**					
Motion:	**I move that the Board approve the attached Regular Board Meeting Minutes for August 17, 2026.**					

Minutes of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held August 17, 2026, beginning at 6:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Vice President Jason Olson, Secretary Ken Beber, Trustee David Montemayor, Trustee Eric Wilson, Trustee Jeff Burton, Trustee DeLeon English, and Superintendent Michael Lamb.

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.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 6:00 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
There was no citizen input.
4. The Board recessed into Closed Meeting at 6:00 pm in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074.
The Board and Superintendent discussed:
    A. Personnel
    B. Land
    6:00 pm
    The Board reconvened at 7:02 pm.
5. Pledge of Allegiance
The Board lead those present to The Pledges of The United States Flag and The Texas Flag.
6. Invocation
Ms. Savannah Pope from Hope Fellowship offered the Invocation.
7. Reports of the Superintendent
    A. 2026-2027 Employee Handbook
    Ms. Asheley Brown briefed the Board about the updates on the 2026-2027 Employee Handbook.
    B. Athletics Department Update
    Mr. Matt Harbin approached the Board about the following:
    LEISD Athletics Update & Mission
    - 2026-27 Athletic Department Mission
    - We will be LEADERS of PEOPLE

- LEISD Athletic Program Expectations
- Vertical Alignment
- Elementary School
- Middle School

8. Action Items

A. Discuss and consider approval of Reclassification of Special Populations Speech Pathologist Position

Ms. Asheley Brown briefed the Board about this item. As the needs of our special education students across the district are continuously being assessed and reviewed, there is a need for a Special Education speech pathologist position to be reclassified. Vice President Jason Olson made the first motion to approve this item as submitted. Trustee Jeff Burton seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton		x	x		
Eric Wilson			x		

B. Discuss and consider approval of the Act on Delegation of Authority to Approve the Agreement for the Purchase of Attendance Credit

Mr. Jesse Wyse approached the Board about this item. HB3 updated the statutes surrounding qualifications for recapture payments. Recapture is no longer tied to a certain level of wealth per WADA. Districts are now subject to recapture payments if they have local revenue in excess of entitlement. A district is considered to have excess local revenue if the district's tier one local share exceeds the district's entitlement. Vice President Jason Olson made the first motion to approve this item as submitted. Secretary Ken Beber seconded the motion.

The Board moved for the 2026-27 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) 11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber		x	x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson			x		

9. Consent Agenda

A. Discuss and consider approval of Regular Board Meeting Minutes - 7/20/2026
B. Discuss and consider approval of Texas A&M Agrilife Extension Adjunct Faculty Resolution
C. Discuss and consider approval of SB13 Acquisition of Library Books
D. Discuss and consider approval of Board Policy Updates - TASB Update 127
E. Discuss and consider approval of T-TESS Appraisers and Appraisal Calendar
F. Discuss and consider approval of Off-Campus Physical Education Sites
G. Discuss and consider approval of Financial Reports - June 2026
H. Discuss and consider approval of Little Elm ISD Interlocal Summary Report
I. Discuss and consider approval of Request for Proposal #2024-005 Food Catering Services

Trustee David Montemayor made the first motion to approve the Consent Agenda as submitted. Trustee Eric Wilson seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson			x		
Ken Beber			x		
DeLeon English			x		
David Montemayor	x		x		
Jeff Burton			x		
Eric Wilson		x	x		

10. Board President Comments

Ms. Mary Watkins thanked everyone for staying late tonight.

11. Board Comments

Trustee DeLeon Englishe welcomed everyone for the beginning of the school year.
Secretary Ken Beber welcomed everyone back and he mentioned how exciting he is to see great things.
Vice President Jason Olson welcomed back everyone.
Trustee Eric Wilson is looking forward to being part of this FamiLE.
Trustee David Montemayor thanked everyone for being there and thanked teachers, coaches, custodians and everyone for coming back.

12. Superintendent Comments

Mr. Michael Lamb mentioned the following:

- Great 4 days now
- Campuses started great
- Convocation was great
- Transportation has been incredible
- Thanks Cabinet for all the work
- Great day to be a Lobo

13. Adjournment

Vice President Jason Olson made the first motion to adjourn the meeting. Trustee DeLeon English seconded the motion. The motion passed (7-0).
The meeting adjourned at 7:34 pm.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English		x	x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson			x		

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**MAXIMUM CLASS SIZE EXEMPTIONS – CLASS SIZE WAIVERS**					
Presenter or Contact Person:	Asheley Brown, Executive Director of Human Resource Services					
Policy/Code:	BF (LEGAL)					
Strategic Plan Goal:	We will engage each student in learning experiences that increase student growth and achievement.					
Summary:	In grades PreK-4, the class size maximum student to teacher ratio is 22:1 (set by the state of Texas). We are requesting approval to submit a class size waiver to TEA for the classes detailed on the attachment.					
Financial Implications:	N/A					
Attachments:	Class Size Waivers – 09.21.26					
Recommendation:	**The Administration recommends approval to submit class size waiver requests to the Texas Education Agency as submitted.**					
Motion:	**I move the Board approve the request to submit class size waiver requests to the Texas Education Agency as submitted.**					

Little Elm Independent School District

Class Size Exemption Waiver

September 21, 2026

Teacher	School	Grade Level
Bailey, Tracie	Lakewood Village E.S.	4th grade
Sanchez Sosa, Lucia	Oak Point E.S.	Kindergarten – Dual Language
Reynolds, Jennifer	Oak Point E.S.	3rd grade
Rivera, Summer	Prestwick E.S.	3rd grade
Bristow, Anne	Prestwick E.S.	4th grade
Mathis, Kendra	Prestwick E.S.	4th grade
Parks, Tanya	Prestwick E.S.	4th grade

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09/21/2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** X	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**LEISD STUDENT CODE OF CONDUCT**
Presenter or Contact Person:	Donald Bartlett, Deputy Superintendent
Policy/Code:	
Strategic Plan Goal:	N/A
Summary:	The administration is seeking the consideration and approval of the 2026-2027 LEISD Student Code of Conduct.
Financial Implications:	No immediate financial implications.
Attachments:	LEISD Student Code of Conduct
Recommendation:	**The administration recommends the Board approve the Student Code of Conduct.**
Motion:	**I move the Board to approve the Student Code of Conduct as submitted.**

Little Elm Independent School District

Student Code of Conduct

2026-27 School Year

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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 Director for Student Services - Terilyn Thomas-Monday at tthomas-monday@littleelmisd.net or 972.947.9340 ext.10106.

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 Little Elm 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 2026-2027 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 and a digital copy of the Student Handbook may be found at www.littleelmisd.net.

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

The law enforcement duties of school resource officers are:

- Establish rapport with the students
- Establish rapport with the parents, faculty, staff, and administrators.

- Create programs that benefit the students, school district and police.
- Be a positive role model for students and adults.
- Provide safety for students, faculty, staff and all persons involved with the school district.
- Provide limited counseling to students, parents and staff as necessary.
- Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law.
- Refer students and/or their families to the appropriate agencies for assistance when the need is determined.
- **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.
- Provide access and encourage classroom participation by SRO. Providing guidance lessons about proper police interaction between students and police.
- Provide the opportunity for SRO to address teachers and administrators about the SRO program, goals and objectives.
- **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.

"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.

(See **Restrictions During Placement** for information regarding a student assigned to DAEP at the time of 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.

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.
- Fail to cooperate with or be forthcoming in an investigation conducted by school personnel.

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:

- Bring or use a personal communication device, including a cell phone, or other electronic device on school property during the school day. (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.

- First violation – Device will be taken up by the teacher and returned at the end of the class period. Teacher will document the violation as a warning.
- Second violation – Device will be taken up by an administrator or by the teacher and turned into the main office. Student may pick up the device at the end of the school day.

- Third violation – Device will be taken up by the teacher or administrator. Parent may pick up the device during school hours or at the end of the school day. Student will begin receiving campus consequences using a progressive discipline plan.
- Fourth and additional violations – The behavior has become insubordination, and consequences will be assigned accordingly, including possible DAEP placement.
- Refusal to turn in a device may expedite campus consequences or result in additional discipline.

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.
- Prop open exterior doors or open any exterior door for any other student, staff member, or visitor.

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.
- 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. (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 principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

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 Little Elm ISD Board Policy Manual**.**

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.

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.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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 Little Elm ISD Board Policy Manual

Appeals shall begin at Level One with the campus principal.

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.

Disciplinary Alternative Education Program (DAEP) Placement

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

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.

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 Deputy Superintendent 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 ***Deputy Superintendent*** 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Such term does not include an antique firearm.

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

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

Harassment includes:

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

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

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.

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**SB13 ACQUISITION OF LIBRARY BOOKS**					
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning					
Policy/Code:	EFB (LEGAL) addressing SB13 requirements to be adopted by the Board)					
Strategic Plan Goal:	We will communicate with the LEISD community to build trust, support, and involvement. LEISD will engage 100% of students in learning experiences that lead to college, career, and/or military opportunities to ensure all of our students are post-secondary ready upon graduation.					
Summary:	As a result of SB13 from the 89th Legislative Session, we are required to have a process for library acquisition in place and post potential books for acquisition on the website for 30 days prior to the Board approving the purchase of the books. The Board may deny any book on the list for purchase based on community values and the developmental appropriateness of the material.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Elementary Acquisition List Middle School Acquisition List (No Titles to Approve) High School Acquisition List					

Recommendation:	**The Administration recommends the Board approve the proposed library book acquisitions to align with legislation.**
Motion:	**I move the Board approve the proposed library book acquisitions to align with legislation.**

Book Title	Author	Date Entered
Doc 2 Doc: Tony & Jace Learn About the Heart	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Tony & Jace Learn About Bones	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Tony & Jace Learn About the Eye	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Tony & Jace Learn About Viruses	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Tony & Jace Learn About The Brain	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Tony & Jace Learn About The Lungs	Dr. Dale Okorodudu	8/18/2026
Doc 2 Doc: Debbies Goes to the Doctor	Dr. Dale Okorodudu	8/18/2026
Jamal's Journal Book 1: Basketball Tryouts	Dr. Dale Okorodudu	8/18/2026
Queso, Just in Time	Ernesto Cisneros	8/18/2026
The Dogs Next Door	Patricia Carlin	8/18/2026
The Three Little Pigs Sledding Adventure	Stephen Krensky	8/18/2026
The secret lake	Karen Inglis	8/18/2026
Return to the secret lake	Karen Inglis	8/18/2026
Wombat waiting	Katherine Applegate	8/18/2026
Quest in Yosemite National Park: A Mystery Adventure (Natior	Aaron Johnson	8/18/2026
Top Chef #6 (Miles Lewis)	Kelly Starling Lyons	8/18/2026
Pet Sitter #5 (Miles Lewis)	Kelly Starling Lyons	8/18/2026
Track Star #4 (Miles Lewis)	Kelly Starling Lyons	8/18/2026
Matchmaker #3 (Miles Lewis)	Kelly Starling Lyons	8/18/2026
King of the Ice #1 (Miles Lewis)	Kelly Starling Lyons	8/18/2026
Whiz Kid #2 (Miles Lewis)	Kelly Starling Lyons	8/18/2026

Agent Moose: Operation Owl	Mo O'Hara	8/18/2026
Agent Moose: Moose On a Mission	Mo O'Hara	8/18/2026
Two-Headed Chicken: Chaos in the Cosmic	Tom Angleberger	8/18/2026
Tom Gates: Pesky Pets and Parties	Liz Pichon	8/18/2026
Tom Gates is Ha! Ha! Hilarious	Liz Pichon	8/18/2026
Tom Gates 21 Five Star Stories	Liz Pichon	8/18/2026
Tom Gates 20: Happy to Help (Eventually)	Liz Pichon	8/18/2026
Tom Gates 19 Random Acts of Fun	Liz Pichon	8/18/2026
Tom Gates 18 Ten Tremendous Tales	Liz Pichon	8/18/2026
Tom Gates: Spectacular School Trip (Really)	Liz Pichon	8/18/2026
Tom Gates: Mega Make and Do	Liz Pichon	8/18/2026
Tom Gates 15 What Monster?	Liz Pichon	8/18/2026
Tom Gates: Biscuits, Bands, and Very Big Plans	Liz Pichon	8/18/2026
Tom Gates 13: Epic Adventure (Kind of)	Liz Pichon	8/18/2026
Tom Gates Family, Friends, and Furry Creatures	Liz Pichon	8/18/2026
Tom Gates: DogZombies Rule (for now)	Liz Pichon	8/18/2026
Tom Gates Super Good Skills (Almost)	Liz Pichon	8/18/2026
Tom Gates: Top of the Class (Nearly)	Liz Pichon	8/18/2026
Yes! No. (Maybe...) Tom Gates	Liz Pichon	8/18/2026
Tom Gates: A Tiny Bit Lucky	Liz Pichon	8/18/2026
Tom Gates: Extra Special Treats (Not)	Liz Pichon	8/18/2026
Tom Gates Is Absolutely Fantastic (at Some Things)	Liz Pichon	8/18/2026

Tom Gates: Genius Ideas (Mostly)	Liz Pichon	8/18/2026
Tom Gates: Everything's Amazing (Sort of)	Liz Pichon	8/18/2026
Tom Gates: Excellent Excuses (and Other Good Stuff)	Liz Pichon	8/18/2026
Bitsy Bat, Team Star	Kaz Windness	8/18/2026
This Book is Seriously SIlly!	Ben Clanton	8/18/2026
Never Let a Unicorn Make Slime A Magically Messy Picture Bo	Diane Alber	8/18/2026
Never Let a Unicorn Wear a Tutu: A Funny and Magical Picture	Diane Alber	8/18/2026
Never Let a Diosaur SCribble: A Magical Picture Book for Crea	Diane Alber	8/18/2026
This Book is Dangerous! (A Narwhal and Jelly Picture Book)	Ben Clanton	8/18/2026
CatStronaughts: Module Mayhem #8	Drew Brockington	8/18/2026
CatStronaughts: Cosmic Clutter #7	Drew Brockington	8/18/2026
Bean Supreme (Tiny Bean's Big Adventures #2)	Stephanie Graegin	8/18/2026
Everyday Bean (Tiny Bean's Big Adventures #1)	Stephanie Graegin	8/18/2026
Mac & Cheese	Michael L Benner	8/18/2026
Two-Headed Chicken: Beak to the Future	Tom Angleberger	8/18/2026
Super Business! (Simon and Chester Book #6)	Cale Atkinson	8/18/2026
Macmillan Childrens Books The Guide to the Treehouse Whos	Andy Griffiths	8/18/2026
Real Pigeons Nest Hard #3	Andrew McDonald	8/18/2026
Real Pigeons Splash Back #4	Andrew McDonald	8/18/2026
Real Pigeons Peck Punches #5	Andrew McDonald	8/18/2026
The Race Around the World How Nellie Bly Chased an Imposs	Nancy Castaldo	8/18/2026
Porcupine vs Pangolin	Jerry Pallotta	8/18/2026

Wild Warriors Bindup	Jerry Pallotta	8/18/2026
Croco	Azul Lopez	8/18/2026
Balto and the Great Race	Elizabeth Cody Kimmel	8/18/2026
Kerri Strug and the Magnificent Seven How USA's Gymnastics	Kaitlin Moore	8/18/2026
The Search for El Dorado: Is the City of Gold a Real Place?	Lois Miner Huey	8/18/2026
Climbing Everest: How Two Friends Reached Earth's Highest P	Gail Herman	8/18/2026
The Power of Yeti	Rebecca Van Slyke	8/18/2026
Monsters Are the Worst!	Alex Willan	8/18/2026
Valentines Are the Worst	Alex Willan	8/18/2026
The Boy Who Never Gave Up	Stephen Curry	8/18/2026
Mermaids Are the Worst	Alex Willan	8/18/2026
After-School Heroes: Ghost-Spider's Unbreakable Mission	Mackenzie Cadenhead	8/18/2026
Mari and the great market swap	Springer-Willms, Janelle	8/18/2026
After-School Heroes: Reptil & Ghost-Spider Join Forces!	Mackenzie Cadenhead	8/18/2026
Transformers EarthSpark: Chaos in Witwicky!	Ryder Windham	8/18/2026
I Survived: The California Wildfires, 2018	Lauren Tarshis	8/18/2026
Top 10 Furriest Animals	Brenna Maloney	8/18/2026
Top 10 Loudest Anumals	Brenna Maloney	8/18/2026
Top 10 Animals At Risk	Brenna Maloney	8/18/2026
Big Bad Wolf and the Masquerade Ball	David Sherrin	8/18/2026
Chicka Chicka Peep Peep	Julien Chung	8/18/2026
Do Not Bring your dragon to Grandma's	Julie Gassman	8/18/2026

Inspector Flytrap in the Goat Who Chewed Too Much #3	Tom Angleberger	8/18/2026
Just a Worm	Marie Boyd	8/18/2026
Batcat 3, Cooking Contest	Meggie Ramm	8/18/2026
The Pout-Pout Fish and the Mad Mad day	Deborah Diesen	8/18/2026
The Pout-Pout Fish and the Worry Worry Whale	Deborah Diesen	8/18/2026
Yarn is Everything	Aaron Reynolds	8/18/2026
Just Try It!	Phil Rosenthal	8/18/2026
Just Try It! Someplace New!	Phil Rosenthal	8/18/2026
Snow Problem and Other Stories	Greg Pizzoli	8/18/2026
The Big Mess and Other Stories	Greg Pizzoli	8/18/2026
Too Tall Houses	Gianna Marino	8/18/2026
Axolotl x Wooper : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Bat x Zubat : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Deer x Sawsbuck : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Lion x Pyroar : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Panda x Pancham : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Pangolin x Sandshrew : the animal that inspired the Pokemon	Grace Hansen	8/18/2026
Jazzy the witch in Friend fiasco	Jessixa Bagley	8/18/2026
Pocket Peaches --Happy Campers	Dora Wang	8/18/2026
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter	Ellen Crenshaw	8/18/2026
Pocket Peaches. Game on	Dora Wang	8/18/2026
Do you ears hang low?	C. Church	8/18/2026

Screams-a-Lotl-s Spooky Night	Estes, C.W.	8/18/2026
Stitich Head	Guy Bass	8/18/2026
Absent	rex ogle	8/18/2026
Super Villians in Training - The Fantastic Freeze day	Kailei Pew	8/18/2026
Just for today	Charlotte Agell	8/18/2026
Kimi the Ballerina	Korey Watari	8/18/2026
Gregor the Overlander	Suzanne Collins	8/18/2026
Fuego y hielo (Warriors: The Prophecies Begin, Book 2	Erin Hunter	8/18/2026
El bosque de los secretos	Erin Hunter	8/18/2026
Huellas peligrosas	Erin Hunter	8/18/2026
La hora mas oscura	Erin Hunter	8/18/2026
En territorio salvaje	Erin Hunter	8/18/2026
Antes de la tormenta	Erin Hunter	8/18/2026
Warriors Graphic Novel: The Prophecies Begin	Natalie Reiss	8/18/2026
Warriors graphic novel. The prophecies begin.2	Natalie Reiss	8/18/2026
Warriors graphic novel. The prophecies begin.3	Natalie Reiss	8/18/2026
Amazing armadillos (Step Into Reading-Step 3)	Jennifer Guess McKerley	8/18/2026
Across the sea (Step Into Reading-Step 2)	Ruth Homberg	8/18/2026
5 wild creature adventures!	Martin Kratt	8/18/2026
The amazing planet Earth (Step into Reading-Step 1)	Scott Emmons	8/18/2026
Back to dog-gone school (Step Into Reading-Step 2)	Amy Schmidt	8/18/2026
Baby panda goes wild (Step Into Reading-Step 3)	David Salomon	8/18/2026

Amo el rosa! (Step into Reading-Step 1)	Frances Gilbert	8/18/2026
50 below zero (Munsch Early Readers: Level 3)	Robert N. Munsch	8/18/2026

Book Title	Author	Date Entered	Note
The Witch	Frieda Mcfadden	8/18/2026	
The Dinner Party	Frieda Mcfadden	8/18/2026	
Where Lost Girls Go	Kody Keplinger	8/18/2026	
Everything New Again	Renne Watson	8/18/2026	
Top Ten	Kayie Cotugno	8/18/2026	
Moxie	Jennifer Mathieu	8/18/2026	
Full Flight	Ashley Schumacher	8/18/2026	
born to fish	Tim Gallager	8/18/2026	
Ther Glitter in Green	Jon Dunn	8/18/2026	
The Bettencourt Affair	Tom Sancton	8/18/2026	
The Warmth of Other Sons	Isabel Wilkinson	8/18/2026	
Caste	Isabel Wilkinson	8/18/2026	
500 words or less	Juleah Fel Rosario	8/18/2026	
a whole song and dance	S. Tash	8/18/2026	
So much things to say	Roger Steffans	8/18/2026	
An Impossible thing to say	A Shahi	8/18/2026	
If you don't have anything nice to Say	Leila Sales	8/18/2026	
Car Suspencion	Julian Spender	8/18/2026	
The Unknown	Riley Sager	8/18/2026	
The Light in Hidden Places	Sharon Cameron	8/18/2026	
Hanas suitcase	Karen Levine	8/18/2026	

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Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-26**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**OFF-CAMPUS PHYSICAL EDUCATION SITES**
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning
Policy/Code:	FEB (LEGAL)
Strategic Plan Goal:	We will engage each student in learning experiences that increase student growth and achievement.
Summary:	The Off-Campus PE Sites, Children's Health StarCenter (hockey), Comerica Center (hockey), and Kurt Thomas Gymnastics is submitted for Board approval.
Financial Implications:	There is no financial impact to the budget.
Attachments:	Off-Campus PE Sites
Recommendation:	**The Administration recommends the Board approve the Off-Campus PE Sites as submitted.**
Motion:	**I move the Board approve the Off-Campus PE Sites as submitted.**

LEISD Approved Off Campus Pe Sites & Expiration Date

The following sites are pre-approved by the Texas Education Agency as off-campus PE programs for Little Elm ISD. Sites are approved in three year cycles. Category I sites are 15+ hours of activity per week. Category II sites are 5-14 hours per week.

Category One Sites

Facility	Activity	Approval through the End of the School Year
Brookhaven Country Club	Golf	2026-2027
Children's Health StarCenter	Hockey	Pending Board Approval
Comerica Center	Hockey	Pending Board Approval
The Dallas Conservatory	Dance	2026-2027
Express Cheer	Cheer	2026-2027
KJ Dance	Dance	2028-2029
Kurt Thomas	Gymnastics	Pending Board Approval
President Talons Martial Arts	Martial Arts	2027-2028
Prodigy Dance and Performing Arts Center	Competitive Dance	2026-2027
Young Company (TYC)	Competitive Dance	2028-2029

Category Two Sites

Facility	Activity	Approval through the End of the School Year
KJ Dance	Dance	2028-2029

Lakes Tennis Academy	Tennis	2026-2027
Texas Ford Aquatics	Swimming	2027-2028
The Young Company (TYC)	Competitive Dance	2028-2029

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**APPROVAL OF THE RETENTION AND RENEWAL OF LEGAL SERVICES**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	BDD (LOCAL), CH (LOCAL & LEGAL), Texas Government Code § 2254.003
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	Texas school districts routinely require specialized legal counsel to navigate complex education laws, personnel matters, real property deliberations, and student discipline hearing. Operating under a designated retainer program allows the district to control costs while maintaining immediate access to qualified educational attorneys.
Financial Implications:	Annual retainers and hourly fee schedules are funded through the district's local administrative operational budget.
Attachments:	N/A
Recommendation:	**Administration recommends that the Little Elm ISD Board of Trustees approve the retention, renewal, and engagement of legal services with Walsh Gallegos Kyle Robinson & De Los Santos P.C., Eichelbaum Wardell Hansen Powell & Muñoz, P.C., Cantu Harden Montoya LLP, and Linebarger Goggan Blair & Sampson, LLP to fulfill the district's comprehensive educational, governance, public finance, and tax collection**

	legal needs.
Motion:	**I move that the Little Elm ISD Board of Trustees approve the retention, renewal, and engagement of legal services with Walsh Gallegos Kyle Robinson & De Los Santos P.C., Eichelbaum Wardell Hansen Powell & Muñoz, P.C., Cantu Harden Montoya LLP, and Linebarger Goggan Blair & Sampson, LLP to fulfill the district's comprehensive educational, governance, public finance, and tax collection legal needs as presented.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**FINANCIAL REPORTS – JULY 2026**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Board Legal Status Powers and Duties – BAA (LOCAL) Annual Operating Budget – CE (LOCAL)
Strategic Plan Goal:	Ensuring Fiscal Health & Sustainability
Summary:	Monthly financial reports are prepared by the Business Services Department.
Financial Implications:	As this is a report only, there are no direct financial implications. Each month, financial reports are prepared detailing the status of the district's budget as of the most recent accounting period. The following reports are included to provide financial transparency.
Attachments:	Financial Reports Expenditures by Major Object (for Board Adopted Funds 199, 240, 511) Budget to Actuals (for Board Adopted Funds 199, 240, 511) Cash Flow Statement Cash Position Property Tax Collection Reports Capital Projects Reports

Recommendation:	**The Administration recommends approval of the July 2026 Financial Reports as presented.**
Motion:	**I move that the Board approve the July 2026 Financial Reports as presented.**

Financial Report
July

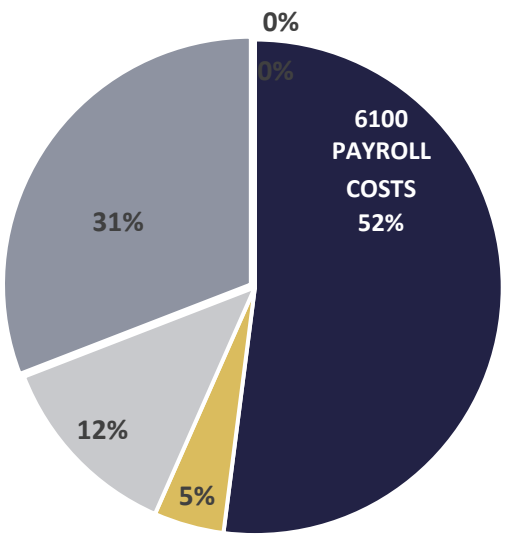


- Budget to Actuals
- Expenditures by Major Object
- Cash Flow Statement
- Cash Position
- Property Tax Collection Report
- Capital Project Reports

Jesse Wyse
Chief Financial Officer
Business & Finance Services

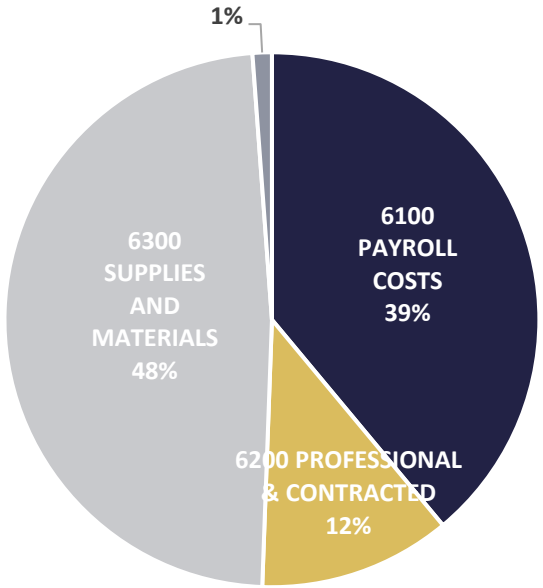
Revenue and Expenditures
By Major Object Code
Through Accounting Period: July 2026

General Fund - 199



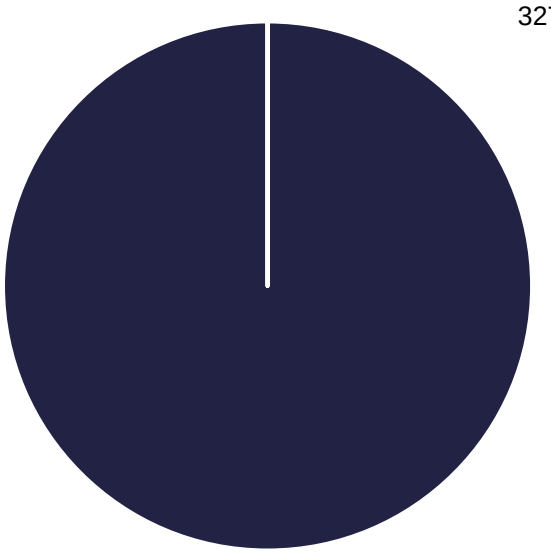
- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6500 DEBT SERVICE
- 6600 CPTL OUTLY LAND BLDG & EQUIP

Child Nutrition - 240



- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6600 CPTL OUTLY LAND BLDG & EQUIP

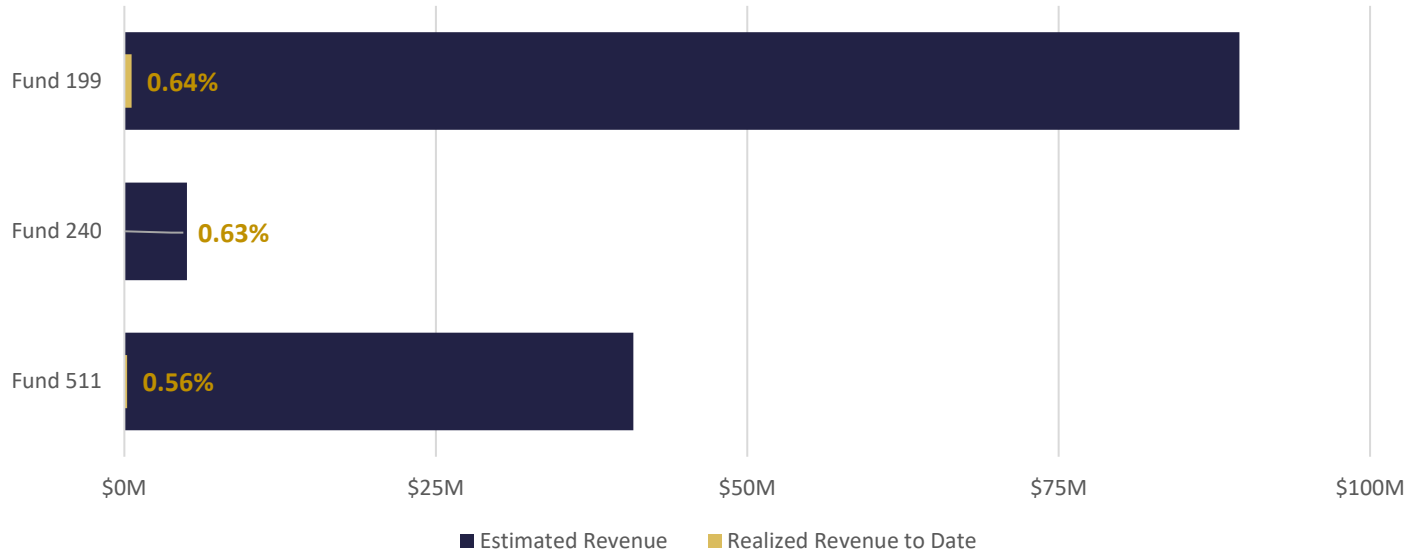
DEBT SERVICE - 511



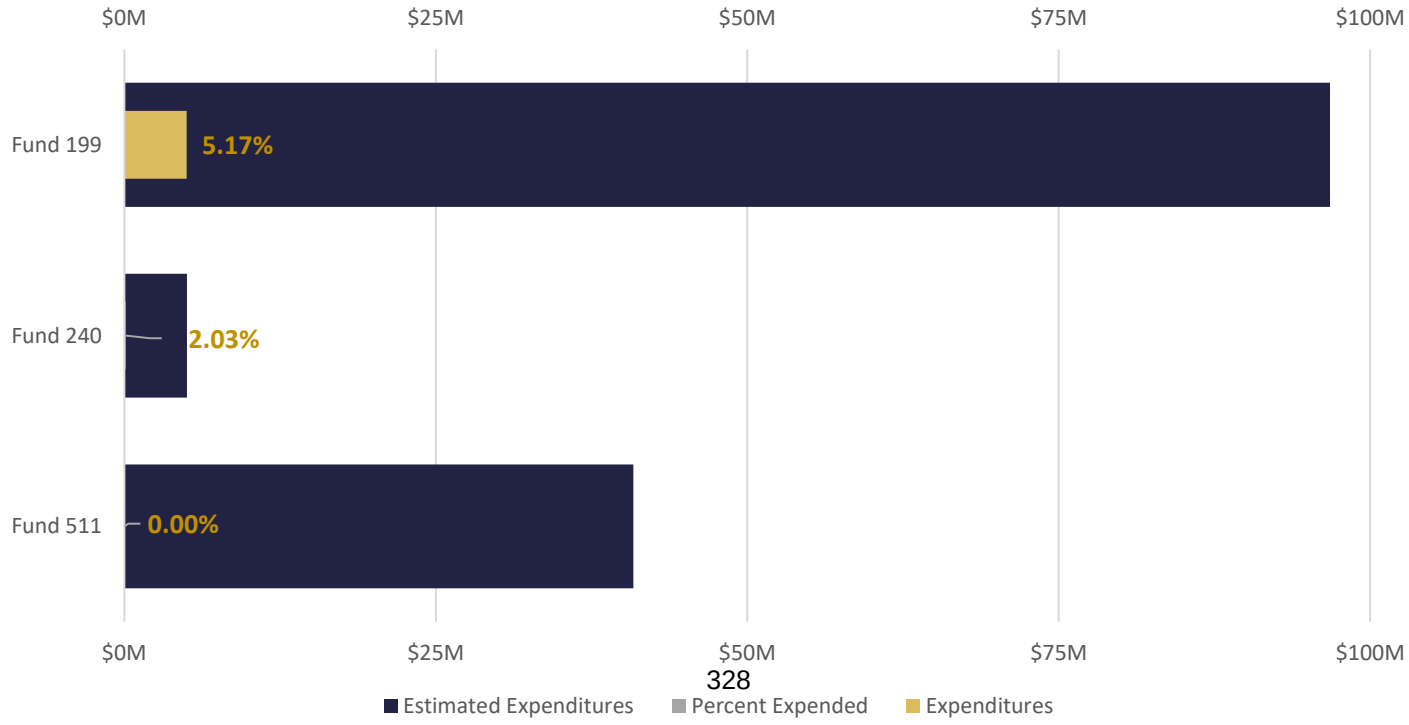
- 6500 DEBT SERVICE

Budget to Actuals
Expenditures and Revenue
Through Accounting Period: July 2026

Revenue: Estimated vs. Realized



Expenditures: Estimated vs. Expended



Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 07
ACTUALS FOR THE MONTH OF JUL 2026

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 7 - GENERAL FUND				
6100 PAYROLL COSTS	-76,821,745.00	.00	2,602,276.29	-74,219,468.71
6200 PROFESSIONAL & CONTRACTED SVS	-12,565,238.00	5,904,830.50	229,049.57	-6,431,357.93
6300 SUPPLIES AND MATERIALS	-4,409,375.00	1,257,905.26	625,845.78	-2,525,623.96
6400 OTHER OPERATING COSTS	-2,993,926.00	237,129.13	1,544,377.17	-1,212,419.70
6500 DEBT SERVICE	.00	.00	.00	.00
6600 CPTL OUTLY LAND BLDG & EQUIP	-6.00	.00	.00	-6.00
Subtotals for Fund 199 / 7	**-96,790,290.00**	**7,399,864.89**	**5,001,548.81**	**-84,388,876.30**
Fund Code 240 / 7 - NATL BREAKFAST/LUNCH PROGRAM				
6100 PAYROLL COSTS	-2,097,568.00	.00	39,607.46	-2,057,960.54
6200 PROFESSIONAL & CONTRACTED SVS	-272,000.00	98,179.67	11,820.33	-162,000.00
6300 SUPPLIES AND MATERIALS	-2,549,662.00	1,968,749.96	49,067.09	-531,844.95
6400 OTHER OPERATING COSTS	-79,238.00	4,625.04	1,185.34	-73,427.62
6600 CPTL OUTLY LAND BLDG & EQUIP	-20,000.00	.00	.00	-20,000.00
Subtotals for Fund 240 / 7	**-5,018,468.00**	**2,071,554.67**	**101,680.22**	**-2,845,233.11**
Fund Code 511 / 7 - DEBT SERVICE FUND				
6500 DEBT SERVICE	-40,870,558.00	9,050.00	550.00	-40,860,958.00
Subtotals for Fund 511 / 7	**-40,870,558.00**	**9,050.00**	**550.00**	**-40,860,958.00**
Grand Totals	**-142,679,316.00**	**9,480,469.56**	**5,103,779.03**	**-128,095,067.41**

End of Report

Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 07
ACTUALS FOR THE MONTH OF JUL 2026

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 7 - GENERAL FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	60,675,570.00	.00	-176,347.14	60,499,222.86
5800 STATE PROGRAM REVENUES	26,599,334.00	.00	-400,910.51	26,198,423.49
5900 FEDERAL PROGRAM REVENUES	2,225,000.00	.00	.00	2,225,000.00
Subtotals for Fund 199 / 7	**89,499,904.00**	**.00**	**-577,257.65**	**88,922,646.35**
Fund Code 240 / 7 - NATL BREAKFAST/LUNCH PROGRAM				
5700 REVENUE-LOCAL AND INTERMEDIATE	1,612,906.00	.00	-2,459.53	1,610,446.47
5800 STATE PROGRAM REVENUES	18,000.00	.00	.00	18,000.00
5900 FEDERAL PROGRAM REVENUES	3,387,562.00	.00	-28,702.00	3,358,860.00
Subtotals for Fund 240 / 7	**5,018,468.00**	**.00**	**-31,161.53**	**4,987,306.47**
Fund Code 511 / 7 - DEBT SERVICE FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	36,727,427.00	.00	-229,767.06	36,497,659.94
5800 STATE PROGRAM REVENUES	4,143,131.00	.00	.00	4,143,131.00
Subtotals for Fund 511 / 7	**40,870,558.00**	**.00**	**-229,767.06**	**40,640,790.94**
Grand Totals	**135,388,930.00**	**.00**	**-838,186.24**	**134,550,743.76**

End of Report

Little Elm Independent School District
General Operating Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	10,682,108.53												10,682,108.53
RECEIPTS													
Tax Collections	0.00												-
Interest	14,614.90												14,614.90
Other Local Revenue	125,129.38												125,129.38
State Revenue - Available School	-												-
State Revenue - Foundation	331,378.00												331,378.00
State Revenue - Debt Service	-												-
State Revenue - Misc	-												-
SHARS Receipts	35,982.00												35,982.00
Federal Program Revenue	-												-
Federal Program Revenue 240	3,262.56												3,262.56
Lunch Revenue - local 240	5,492.99												
Payroll Deposits	-												-
Transfers from Debt Service	-												-
Transfers from Investment Acct	7,000,000.00												7,000,000.00
Total Revenue	7,515,859.83	-	-	-	-	-	-	-	-	-	-	-	7,515,859.83
DISBURSEMENTS													
Payroll Checks	4,539,501.75												4,539,501.75
Accounts Payable Checks	3,715,879.74												3,715,879.74
TRS	1,280,816.39												1,280,816.39
IRS	518,221.97												518,221.97
Bank Charges/ NSFs/Bk Trans	-												-
Total Expenditures	10,054,419.85	-	-	-	-	-	-	-	-	-	-	-	10,054,419.85
Cash Transfer to TEA													-
Cash Transfer to Debt Service													1,097,913.28
Transfers to Investment Accounts													-
In Transit	(266,646.70)												(266,646.70)
Total Expenditures & Transfers	9,787,773.15	-	-	-	-	-	-	-	-	-	-	-	9,787,773.15
Net Change in Cash	(2,271,913.32)	-	-	-	-	-	-	-	-	-	-	-	(2,271,913.32)
Ending Cash Balance	8,410,195.21	-	-	-	-	-	-	-	-	-	-	-	8,410,195.21
Beginning Cash Balance Lone Star	20,607,315.87												20,607,315.87
Beginning Cash Balance TexStar	1,744,254.56												1,744,254.56
Beginning Cash Balance Texas Class	54,318,807.86												54,318,807.86
Beginning Cash Balance TX Class UMB	178,575,755.51												178,575,755.51
Interest Earned Lone Star	58,192.86												58,192.86
Interest Earned TexStar	5,363.96												5,363.96
Interest Earned TexasClass	150,168.19												150,168.19
Interest Earned TexasClass UMB	177,734.38												177,734.38
Transfers in	621,751.12												621,751.12
Transfers out	(10,510,102.67)												(10,510,102.67)
In Transit	51,973.59												51,973.59
Ending Cash Balance Invested	245,801,215.23	-	-	-	-	-	-	-	-	-	-	-	245,801,215.23
TOTAL CASH AVAILABLE	254,211,410.44	-	-	-	-	-	-	-	-	-	-	-	254,211,410.44

Little Elm Independent School District
Debt Service Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	43,328.88												43,328.88
RECEIPTS													
Tax Collections													-
Interest	69.97												69.97
Bond Issuance/Refunding													-
Transfer from General Operating													-
Transfers from Investment Acct													-
Total Revenue	69.97	-	-	-	-	-	-	-	-	-	-	-	69.97
DISBURSEMENTS													
Wire Bond Issuance Fees			-	-	-	-	-			-	-		-
Bank Charges/ NSFs/Bk Trans		-	-	-	-	-	-	-		-	-		-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-		-
Transfers to Investment Accounts													-
Transfer to General Operating													-
Total Expenditures & Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Cash	69.97	-	-	-	-	-	-	-	-	-	-	-	69.97
Ending Cash Balance in bank	43,398.85	-	-	-	-	-	-	-	-	-	-	-	43,398.85
Statement Beg Cash Balance TexPool	20,049,952.41												20,049,952.41
Interest Earned TexPool	62,381.20												62,381.20
Transfers in	121,898.67												121,898.67
Transfers out													-
In Transit	31,961.07												31,961.07
Ending Cash Balance Invested	20,266,193.35	-	-	-	-	-	-	-	-	-	-	-	20,266,193.35
													-
TOTAL CASH AVAILABLE	20,309,592.20	-	-	-	-	-	-	-	-	-	-	-	20,309,592.20

0001 - GENERAL OPERATING		
Cash Ending Balance:		6,622,062.30
Add Investment:		
	Total:	**6,622,062.30**
0002 - PAYROLL CLEARING		
Cash Ending Balance:		11,070.65
Add Investment:		
	Total:	**11,070.65**
0003 - DEBT SERVICE		
Cash Ending Balance:		43,328.88
Add Investment:		
	Total:	**43,328.88**
0004 - CREDIT CARD		
Cash Ending Balance:		48,975.58
Add Investment:		
	Total:	**48,975.58**
0005 - ECR		
Cash Ending Balance:		4,000,000.00
Add Investment:		
	Total:	**4,000,000.00**
0006 - LONESTAR		
Cash Ending Balance:		20,607,315.87
Add Investment:		
	Total:	**20,607,315.87**
0007 - TEXSTAR		
Cash Ending Balance:		1,744,254.56
Add Investment:		
	Total:	**1,744,254.56**
0008 - TEXAS CLASS		
Cash Ending Balance:		232,953,108.19
Add Investment:		
	Total:	**232,953,108.19**
0009 - TEXPOOL		
Cash Ending Balance:		20,086,222.91
Add Investment:		
	Total:	**20,086,222.91**

TOTALS	
Cash Ending Balance	**286,116,338.94**
Add Investment Balance	**.00**
Totals	**286,116,338.94**

End of Report

0001 - GENERAL OPERATING

Cash Ending Balance:		-2,268,408.17
Add Investment:		
	Total:	**-2,268,408.17**

0002 - PAYROLL CLEARING

Cash Ending Balance:		-1,616.15
Add Investment:		
	Total:	**-1,616.15**

0003 - DEBT SERVICE

Cash Ending Balance:		69.97
Add Investment:		
	Total:	**69.97**

0004 - CREDIT CARD

Cash Ending Balance:		-1,889.00
Add Investment:		
	Total:	**-1,889.00**

0005 - ECR

Cash Ending Balance:		.00
Add Investment:		
	Total:	**.00**

0006 - LONESTAR

Cash Ending Balance:		-3,438,729.75
Add Investment:		
	Total:	**-3,438,729.75**

0007 - TEXSTAR

Cash Ending Balance:		5,363.96
Add Investment:		
	Total:	**5,363.96**

0008 - TEXAS CLASS

Cash Ending Balance:		-6,070,097.60
Add Investment:		
	Total:	**-6,070,097.60**

0009 - TEXPOOL

Cash Ending Balance:		179,970.44
Add Investment:		
	Total:	**179,970.44**

TOTALS

Cash Ending Balance	**-11,595,336.30**
Add Investment Balance	**.00**
Totals	**-11,595,336.30**

End of Report

Denton County Tax Office

Deposit Date from 7/1/2026 to 7/31/2026 and Tax Units = 60

S10- LITTLE ELM ISD

Cur. Levy M&O	32,093.87	Del. Levy M&O	(16,626.07)
Cur. Interest M&O	6,997.60	Del. Interest M&O	1,678.58
Cur. Penalty M&O	14,001.09	Del. Penalty M&O	727.26
Cur. Rendition Penalty M&O	533.46	Del. Rendition Penalty M&O	246.75
		Del. Other M&O	60.45
Total Current M&O	53,626.02	Total Delinquent M&O	(13,913.03)
Cur. Levy I&S	19,973.45	Del. Levy I&S	(10,384.88)
Cur. Interest I&S	4,334.42	Del. Interest I&S	988.93
Cur. Penalty I&S	8,672.41	Del. Penalty I&S	426.61
Cur. Rendition Penalty I&S	0.00	Del. Rendition Penalty I&S	0.00
		Del. Other I&S	0.00
Total Current I&S	32,980.28	Total Delinquent I&S	(8,969.34)
Cur. Levy S1	0.00	Del. Levy S1	0.00
Cur. Interest S1	0.00	Del. Interest S1	0.00
Cur. Penalty S1	0.00	Del. Penalty S1	0.00
Cur. Rendition Penalty S1	0.00	Del. Rendition Penalty S1	0.00
		Del. Other S1	0.00
Total Current S1	0.00	Total Delinquent S1	0.00
Cur. Levy	52,067.32	Del. Levy	(27,010.95)
Cur. Interest	11,332.02	Del. Interest	2,667.51
Cur. Penalty	22,673.50	Del. Penalty	1,153.87
Cur. Rendition Penalty	533.46	Del. Rendition Penalty	246.75
		Del. Other	60.45
Total Current	86,606.30	Total Delinquent	(22,882.37)

Grand Total M&O	39,712.99
Grand Total I&S	24,010.94
Grand Total S1	0.00
Total Due to Jurisdiction	63,723.93
Total Due to Delq Tax Atty	25,920.65

School Fund Coding Totals (if applicable)

M&O Current Year	199-5711	32,093.87
M&O Prior Years	199-5712	(16,626.07)
M&O Penalty & Interest	199-5719	24,245.19
I&S Current Year	599-5711	19,973.45
I&S Prior Year	599-5712	(10,384.88)
I&S Penalty & Interest	599-5719	14,422.37

Little Elm ISD

Engage Equip Empower

Capital Projects Update as of June 30, 2026 Bond 2022 Status

High School Renovations

Budgeted $164,550,000

Expended $ 86,245,233

52.4%

Safety/Technology/Building Upgrades

Budgeted $32,250,000

Expended $ 20,543,829

63.7%

336

$289,500,000

Bond Package

95.5%

Lakewood Elementary

Budgeted $50,400,000

Expended $48,141,479

0%

Miscellaneous Projects

Budgeted $42,300,000

Expended $ 0

Little Elm ISD

Engage Equip Empower

Capital Projects Update as of June 30, 2026 Bond 2022 Status

Safety & Security

Budgeted $9,500,000

Expended $10,005,529

105.3%

Technology

Budgeted $7,000,000

Expended $ 1,117,616

16.0%

$32,250,000

Safety/Technology/Building Upgrades/Transportation

54.2%

Interior/Exterior Upgrades

Budgeted $15,445,000

Expended $ 8,368,968

344.8%

Transportation

Budgeted $305,000

Expended $1,051,716

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **09-21-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	

Subject:	**REQUEST FOR PROPOSAL #2026-002 CHILD NUTRITION – KITCHEN EQUIPMENT PURCHASES, SUPPLIES AND SERVICES**
Presenter or Contact Person:	Kendra Vogt, Director for Child Nutrition Services
Policy/Code:	CH (LEGAL)
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	Providing the Child Nutrition – Kitchen Equipment Purchases, Supplies and Services RFP results/recommendation for approval.
Financial Implications:	N/A
Attachments:	RFP #2026-002 Timeline and Awarded Vendor recommendation.
Recommendation:	**The Administration recommends approval of the vendors for Child Nutrition – Kitchen Equipment Purchases, Supplies and Services as submitted.**
Motion:	**I move that the Board approve the list for Child Nutrition – Kitchen Equipment Purchases, Supplies and Services dated September 21, 2026 as submitted.**

RFP #2026-002 Child Nutrition – Kitchen Equipment Purchases, Supplies and Services

Timeline

Send Bid Ad to Denton Record	June 17, 2026
First Bid Ad to run on	June 27, 2026
Second bid Ad to run on	July 4, 2026
Receive & Open Proposals	August 13, 2026 @ 2 PM
Tabulated Evaluations	August 20, 2026

RFP #2026-002 Awarded Vendor

Company Name

Complete Supply, Inc.:
Kitchen Smallwares Purchases

Longhorn Mechanical Group Services, LLC:
Commercial Kitchen Equipment Purchases
Commercial Kitchen Equipment Repair Parts
Hot Equipment Repair Services
Cold Food Holding Equipment Repair Services