

**Agenda of Meeting  
Midlothian ISD  
Board of Trustees Regular Meeting**

L.A. Mills Administration Building  
100 Walter Stephenson Road  
Midlothian, Texas 76065

**Monday, July 21, 2025 – 5:30 PM**

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A Regular Meeting of the Board of Trustees of Midlothian ISD will be held Monday, July 21, 2025, beginning at 5:30 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

The open portions of this meeting will be streamed live and recorded. The video will be made available to the public on the District's website.

**PUBLIC COMMENT** – Public comments related to this meeting will be accepted in person only in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes, or less, should a change to the allotted time be necessary as determined by the presiding officer based on the meeting.

In-person participants must either sign up online by 4:00 pm the day of the meeting or sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee 10 minutes prior to the start of the meeting. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

- I. **FIRST ORDER OF BUSINESS**
  - A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551
- II. **CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.**
  - A. Discussion of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues

B.	Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072	
C.	Students, Texas Government Code 551.082, 551.0821	
1.	Discipline Issues	
2.	Non-Discipline Issues	
D.	Deliberation and consultation with legal counsel regarding student/parent concern, expenditure, and other subject matters as permitted by law, pursuant to Tex. Gov't Code 551.071 and 551.0821	
III.	<b>RECONVENE TO OPEN SESSION</b>	
IV.	<b>INTRODUCTION OF MEETING</b>	
A.	Invocation	
B.	Pledges of Allegiance	
V.	<b>SUPERINTENDENT REPORT</b>	<b>5</b>
VI.	<b>TRUSTEE GOOD THINGS</b>	<b>6</b>
VII.	<b>PRESENTATIONS / RECOGNITIONS</b>	
A.	MISD Mission, Vision, and Cultural Tenets	7
B.	MISD Board Pledge	9
C.	Recognition: Baseball Regional Semi-finalists	11
VIII.	<b>PUBLIC COMMENT - <i>for Items on the Agenda</i>: Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.</b>	
IX.	<b>SUBCOMMITTEE REPORTS</b>	
A.	Receive a Report from the Facilities Planning Subcommittee	12
B.	Receive a Report from the HR and Student Services Subcommittee	13
C.	Receive a Report from Governance Committee	14
X.	<b>CONSENT AGENDA</b>	
A.	Consider Meeting Minutes	
1.	June 16, 2025 Regular Meeting Minutes	15
B.	Consider Approval of Food Service Student Lunch Meal Rate Increase for 2025-2026	20
C.	Consider Resolution Designating Non-business Days for Public Information Requests for 2025/2026	23
D.	Consider T-TESS Appraisal Handbook, Calendar, and the List of Appraisers for 2025-2026 School Year	27
E.	Consider District Required Staff Development Plan	44
F.	Consider Approving RFP 2425-06 Athletic Supplies, Equipment and Services	54
G.	Consider Approving Quarterly Investment Report	56
XI.	<b>DISCUSSION / ACTION ITEMS</b>	
A.	Discuss and Consider Proposed Policy Revision(s) to FD (LOCAL) and FM (LOCAL) Relating to Non-enrolled Student Participation in UIL Activities	59

B.	Consider Approving Updated Compensation Plan for 2025/2026 School Year	66
C.	Consider Approving Budget Amendment	67
D.	Discuss and Consider Cell Phone Plan to Comply with HB1481	69
E.	Consider Requisition for Cell Phone Storage	72
XII.	<b>INFORMATION ONLY</b>	
A.	Receive Recommendation from Facility Planning Committee	77
B.	Receive Demographic and Enrollment Update for 1Q2025	78
C.	Receive a Report on Spring 2025 STAAR Grade 3-8 Preliminary Scores	79
D.	Receive Financial Reports	81
XIII.	<b>Action, if any, on Items Discussed in Closed Session</b>	
XIV.	<b>PUBLIC COMMENT <i>for non-agenda items</i></b>	
XV.	<b>Consider Agenda Items/Topics for Upcoming Meetings</b>	
XVI.	<b>ADJOURNMENT OF MEETING</b>	

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., 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 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 Discussing personally identifiable information about a 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.

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 meeting or 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.



**Midlothian ISD  
BOARDBOOK TEMPLATE**


<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Superintendent Good Things	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	PRESENTATIONS / RECOGNITIONS	
<b>Template Attachments:</b>	No	
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>		
<b>Background Information</b>	<p><b>WHY:</b> As we open each meeting, the Superintendent's Good Things provides an opportunity to recognize specific students, staff, and community members.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 1: Student Success	
<b>Performance Objective: (Primary)</b>	1.1 Multiple Pathways for All Students to Belong	
<b>Strategic Priority: (Secondary - if needed)</b>	Priority 3: Culture, Climate and Safety	
<b>Performance Objective: (Secondary - if needed)</b>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
<b>Legal Reference: (1) / (2)</b>	N/A	N/A
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>		
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	David Belding, Ed.D.	
	Superintendent	

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Trustee Good Things	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	PRESENTATIONS / RECOGNITIONS	
<b>Template Attachments:</b>	No	
<b>If yes, then select what applies:</b>	Presentation	
<b>Link to the presentation:</b>		
<b>Background Information</b>	<p><b>WHY:</b> As we open each meeting, Trustees have an opportunity to share "Good Things" recognizing specific students, staff, and community members.</p>	
<b>Strategic Priority:</b> <i>(Primary)</i>	Priority 1: Student Success	
<b>Performance Objective:</b> <i>(Primary)</i>	1.2 All Students Exhibit Yearly Growth in Core Areas	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	Priority 3: Culture, Climate and Safety	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	No action required.	
<b>Presenter:</b>	Ryan Timm	
	Board President	



Midlothian ISD  
BOARDBOOK TEMPLATE

<b>Board Meeting Date:</b>	July 21, 2025
<b>Agenda Item:</b>	MISD Mission, Vision, and Cultural Tenets
<b>Requires Board Action:</b>	NO
<b>Agenda Location:</b>	PRESENTATIONS / RECOGNITIONS
<b>Template Attachments:</b>	No
<b>If yes, then select what applies:</b>	
<b>Link to the presentation:</b>	
<b>Background Information</b>	<p><b>WHY:</b> As we open each meeting, it is important that we share the MISD Mission, Vision, and Cultural Tenets with everyone.</p> <p><b>Mission:</b> The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.</p> <p><b>Vision:</b> Inspiring excellence today to change the world tomorrow</p> <p><b>MISD Cultural Tenets:</b></p>
	 <p>The graphic displays six cultural tenets in colored boxes around the Midlothian ISD logo. The top row includes: 'WE ARE FAMILY' (green), 'CELEBRATE THE POWER OF DIVERSITY' (teal), and 'HONOR RELATIONSHIPS' (red). The bottom row includes: 'UNLIMITED POTENTIAL' (orange-red), 'EXCELLENCE THROUGH PURPOSE' (orange), and 'WE ARE MIDLOTHIAN STRONG' (blue). The central logo reads 'MIDLOTHIAN ISD INSPIRING EXCELLENCE'.</p>
<b>Strategic Priority: (Primary)</b>	Priority 1: Student Success
<b>Performance Objective: (Primary)</b>	1.1 Multiple Pathways for All Students to Belong
<b>Strategic Priority: (Secondary - if needed)</b>	
<b>Performance Objective: (Secondary - if needed)</b>	
<b>7 Legal Reference: (1) / (2)</b>	

<b>Policy Reference: (1) / (2)</b>	AE-Educational Philosophy	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	Ryan Timm	
	Board President	

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Board Pledge	
<b>Agenda Location:</b>	PRESENTATIONS / RECOGNITIONS	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> As we open each meeting, it is important that we share the MISD Board Pledge with all participants.</p> <p><b>WHAT:</b> <i>Pledge is attached to read for the audience.</i></p>	
<b>Strategic Priority:</b> <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	
<b>Performance Objective:</b> <i>(Primary)</i>	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Legal Reference: (1) / (2)</b>	N/A	N/A
<b>Policy Reference: (1) / (2)</b>	BBF-BOARD MEMBERS - ETHICS	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	Presentation only	
<b>Presenter:</b>	MISD Board of Trustees	

# Board Pledge 2025-2026

<p><b>John Knight</b></p>	<p><i>As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:</i></p> <p><b>Student Focused</b></p> <ul style="list-style-type: none"> <li>• <i>I will be continuously guided by what is best for all students of the District.</i></li> </ul>
<p><b>Ed Harrison</b></p>	<p><b>Trustworthiness in Stewardship</b></p> <ul style="list-style-type: none"> <li>• <i>I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.</i></li> <li>• <i>I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns:</i></li> <li>• <i>I will work to ensure prudent and accountable use of district resources.</i></li> <li>• <i>I will make no personal promise or take private action that may compromise my performance or my responsibilities.</i></li> </ul>
<p><b>Gary Vineyard</b></p>	<p><b>Commitment in Service</b></p> <ul style="list-style-type: none"> <li>• <i>I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policy making, and evaluation.</i></li> <li>• <i>I will diligently prepare for and attend Board meetings.</i></li> <li>• <i>I will avoid personal involvement in activities the board has delegated to the superintendent.</i></li> <li>• <i>I will seek continuing education that will enhance my ability to fulfill my duties effectively.</i></li> </ul>
<p><b>Jessica Ward</b></p>	<p><i>Equity in Attitude</i></p> <ul style="list-style-type: none"> <li>• <i>I will be fair, just and impartial in all my decisions and actions.</i></li> <li>• <i>I will accord others the respect I wish for myself. I will encourage expressions of different opinions and listen with an open mind to others’ ideas.</i></li> </ul>
<p><b>Tami Tobey</b></p>	<ul style="list-style-type: none"> <li>• <b>Honor in Conduct</b></li> <li>• <i>I will tell the truth.</i></li> <li>• <i>I will share my views while working for consensus.</i></li> <li>• <i>I will respect the majority decisions as the decision of the Board.</i></li> <li>• <i>I will base my decisions on fact rather than supposition, opinion, or public favor.</i></li> </ul>
<p><b>Richard Peña</b></p>	<p><b>Integrity in Character</b></p> <ul style="list-style-type: none"> <li>• <i>I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.</i></li> <li>• <i>I will consistently uphold all applicable laws, rules, policies and governance procedures.</i></li> <li>• <i>I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.</i></li> </ul>



**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Recognition - Heritage Baseball Regional Semi-Finals Qualifiers	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	PRESENTATIONS / RECOGNITIONS	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	<a href="#">PDF</a>	
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> MISD provides multiple pathways for students to belong including through extracurriculars. We want to celebrate these student-athletes as a district.</p> <p><b>WHAT:</b> The Heritage High School Jaguars baseball team advanced to qualify to compete in the regional semi-finals round on the road to the state championship.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 1: Student Success	
<b>Performance Objective: (Primary)</b>	1.1 Multiple Pathways for All Students to Belong	
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	N/A	
<b>Motion:</b>	Presentation only	
<b>Presenter:</b>	Tammy Kuykendall	
	Exec. Director Comms	



**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Facility Planning Committee Update	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	INFORMATION ONLY	
<b>Template Attachments:</b>	No	
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>		
<b>Background Information</b>	<p><b>WHY:</b> MISD Administration, along with the services of Huckabee Architects, have facilitated a facility planning committee to assess district needs based on expected enrollment growth and facility conditions.</p> <p><b>WHAT:</b> Board members, Ryan Timm and Ed Harrison volunteered to serve as subcommittee listening members of the 2025 Facility Planning Committee. In addition, the remaining trustees are rotating attending the meetings.</p> <p>Since the last update to the Board on June 16th, there have been meetings held on June 17th, July 8th and July 15th.</p> <p>This agenda item offers time for Mr. Timm and Mr. Harrison to share with the Board information gathered at these meetings.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and Financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.1 Systematic Long-range Facility Management	
<b>Strategic Priority: (Secondary - if needed)</b>		
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>		
<b>Administration Recommendation</b>	Information only	
<b>Motion:</b>	NA	
<b>Presenter:</b>	Ryan Timm	Ed Harrison
	Board President	Trustee

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Board Subcommittee Report - Administration /Human Resources	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	INFORMATION ONLY	
<b>Template Attachments:</b>	No	PDF
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> The HR Subcommittee members for 2025-2026 are: Ricard Peña, Tami Tobey, and John Knight as the alternate.</p> <p><b>WHAT:</b> This agenda item offers an opportunity for subcommittee members to report and update the Board as a whole.</p>	
<b>Strategic Priority:</b> <i>(Primary)</i>	Priority 1: Student Success	
<b>Performance Objective:</b> <i>(Primary)</i>	1.1 Multiple Pathways for All Students to Belong	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	Priority 3: Culture, Cimate and Safety	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
<b>Legal Reference: (1) / (2)</b>	N/A	
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	Aaron Williams, Ed.D.	Trustee
	District Leadership	

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Board Governance Subcommittee Report	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	INFORMATION ONLY	
<b>Template Attachments:</b>	No	PDF
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> The Governance Subcommittee members for 2025-2026 are: Ryan Timm, Gary Vineyard, and Jessica Ward.</p> <p><b>WHAT:</b> This agenda item offers an opportunity for subcommittee members to report and update the Board as a whole.</p>	
<b>Strategic Priority:</b> <i>(Primary)</i>	Priority 1: Student Success	
<b>Performance Objective:</b> <i>(Primary)</i>	1.1 Multiple Pathways for All Students to Belong	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	Priority 3: Culture, Cimate and Safety	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
<b>Legal Reference: (1) / (2)</b>	N/A	
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	David Belding, Ed.D.	Trustee
	District Leadership	Ryan Timm, President

**Minutes of Regular Meeting  
MISD Board of Trustees  
June 16, 2025 / 5:30 pm**

**Board Members Present:** Ed Harrison, John Knight, Richard Peña, Ryan Timm, Tami Tobey, Gary Vineyard, and Jessica Ward

**Administration Present:** David Belding, Shelle Blaylock, Tammy Kuykendall, Rebecca Metzger, and Aaron Williams

**I. FIRST ORDER OF BUSINESS**

- A.** Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551  
The meeting was called to order at 5:32 pm.

The Board moved out of open session at 5:34 pm and into closed session at 5:37 pm.

**II. CLOSED SESSION as authorized by the Texas Open meetings Act, Texas Government Code Chapter 551.**

- A.** Discussion of Personnel, Texas Government Code 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues  
1. Superintendent Mid-Year Review
- B.** Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
- C.** Students, Texas Government Code 551.082, 551.0821  
1. Discipline Issues  
2. Non-Discipline Issues
- D.** To discuss participation in multi-district litigation involving youth social media usage and related litigation and entering into a contingency fee contract with Eiland & Bonnin, PC and O'Hanlon, Demerath & Castillo, PC to represent the District (Texas Government Code §551.071)

The Board moved out of closed session at 6:31 pm.

**III. RECONVENE TO OPEN SESSION**

The Board reconvened into open session at 6:38 pm.

**IV. INTRODUCTION OF MEETING**

- A.** Invocation  
The invocation was given by Tami Tobey.
- B.** Pledges of Allegiance were led by the Dieterich Middle School National Junior Honor Society Officers.

**V. SUPERINTENDENT REPORT**

- Dr. Belding acknowledged the great work of the summer staff; specifically the maintenance and custodian crews that are working so hard to prepare campuses for next year.
- He also shared that MHS is #17 and Heritage is #36 in the state for the UIL Lone Star Cup Recognition.

**VI. TRUSTEE GOOD NEWS**

- Tami Tobey highlighted the tennis doubles team from MHS that went to state and the inspiring

Servant Leader recipients.

- Gary Vineyard recognized the hard work of both the MHS and Heritage Baseball teams.
- Ed Harrison talked about the Servant Leader recipient, Anthony Stallworth, and the impact he has had.
- Ryan Timm spoke about watching the summer camps and the high school athletes working with our younger students.

## VII. PRESENTATIONS / RECOGNITIONS

### A. MISD Mission, Vision, and Cultural Tenets

The Mission, Vision, and Cultural Tenets were read into the record.

### B. MISD Board Pledge

The Board read the Pledge into the record.

### C. Recognition: National Showcase Schools

Midlothian ISD has been named a National Showcase District. In addition to the district award, 11 MISD campuses have been named Capturing Kids' Hearts® National Showcase Schools.

The CKH National Showcase Schools are:

- Dolores W. McClatchey Elementary School
- J.A. Vitovsky Elementary School
- J.R. Irvin Elementary School
- Jean Coleman Elementary School
- Larue Miller Elementary School
- Longbranch Elementary School
- Mt. Peak Elementary School
- T.E. Baxter Elementary School
- Midlothian High School
- Dieterich Middle School
- Walnut Grove Middle School

### D. Recognition: Eagle Scout Recipient

Class of 2025 Heritage High School graduate Rowan Jones was recognized for earning the distinction of Eagle Scout.

### E. Recognition: Baseball Regional Semi-finalists

Midlothian High School Panther baseball team was recognized for finishing their season as the Regional Semi-Final Champions.

### F. Recognition: MHS Girls Tennis Double Team State Qualifiers

The MHS Girls Doubles tennis team of Hannah Hobbs and Gwen Robinson advanced to compete at the 5A UIL State Tennis Championship in San Antonio last month. The doubles team won their opening round, which made Panther history by being the first MISD tennis individual or team to win a match at the State tournament.

### G. Recognition: 2025 Servant Leader Award Recipients

The Board recognized the 2024-25 Servant Leaders recipients:

- Anthony Stallworth – Manual / Custodial Trades
- Gabriel Vargas – Para-Professional
- Shannon Hoopman– Teaching Professional

**VIII. PUBLIC HEARING TO DISCUSS THE BUDGET AND PROPOSED TAX RATE FOR 2025-2026**

Dr. Rebecca Metzger provided the required public meeting for the proposed General Fund, Child Nutrition Fund, and Debt Service Fund Budgets prior to adopting these budgets for the 2025/2026 school year. The required notice and posting were published to comply with the specific laws and policies.

**IX. SUBCOMMITTEE REPORTS**

**A. Receive a Report from Business and Operations Subcommittee Meeting**

Ed Harrison provided a review of the most recent Business and Operations Subcommittee meeting, including discussion of Designation of Fund Balance under GASB 54 and discussion of current RFP(s) status.

**B. Receive a Report from the Facilities Planning Subcommittee**

Ryan Timm and Ed Harrison provided an update from the first three meetings and tour of MISD facilities with the Facility Planning Committee.

**X. PUBLIC COMMENT - *for Items on the Agenda*** Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.

Lisa Healy spoke during this portion of the meeting.

**XI. CONSENT AGENDA**

**A. Consider Approving Meeting Minutes**

1. May 13, 2025 - Regular Minutes
2. June 2, 2025 - Special Meeting Minutes

**B. Consider Approving Resolution for Extracurricular Status of 4-H Organization and Adjunct Faculty Status**

**C. Consider Approving 25/26 Staff Development Waiver - TEA**

**D. Consider Approving Cameras in Special Education Settings for 25/26 School Year**

**E. Consider Approving Policy Update(s) to CQC Local**

**F. Consider Approving First Financial Bank - Corporate Authorization Resolution**

**G. Consider Approving Budget Amendments for 2024/2025**

**H. Consider Approval of Non Resident Tuition Rate**

**I. Consider Approving RFP for Districtwide Counseling, Family/Community Resource Services and Educational Programs**

**J. Approve Designation of Fund Balance**

**K. Consider Designating an Efficiency Auditor**

**L. Consideration of Approval of the Cooperative Resolution for participation in the**

**M. Region 5 ESC Southeast Texas Purchasing Cooperative Program**

Ed Harrison asked to pull Item K: Consider Designating an Efficiency Auditor for discussion.

Jessica Ward made a motion, seconded by Tami Tobey, to approve the consent agenda as presented, excluding Item K. The motion passed with a vote of 7-0.

Jessica Ward made a motion, seconded by Tami Tobey, to approve Item K as presented. The motion passed with a vote of 6-1; Ed Harrison voted against the motion.

**XII. INFORMATION ONLY**

**A. Discuss HB1481: Relating to school district policies regarding student use of personal communication devices and implications for Midlothian ISD**

Krista Tipton shared preliminary information and options for implementation of HB 1481, assuming the Governor signs this legislation, requiring the Board to revise current policies and

corresponding components of the Student Code of Conduct relating to prohibiting the student use of personal communication devices during the course of the school day.

**B. Receive End of Course 2024/2025 Results**

Shelle Blaylock presented information related to the preliminary scores made available by high school core subject areas for end of course exams taken during spring 2025. These results include Algebra I, English I, English II, Biology and U.S. History assessments. These percentages will change as students' scores are removed that were not here on Snapshot day.

**C. Receive Financial Reports**

Rebecca Metzger presented monthly financial reports to the Board.

**XII. DISCUSSION/ACTION ITEMS**

**A. Receive Update on 2024/25 Optional Flexible School Year Program Review and Consider Approving 2025/2026 Optional Flexible School Year Application**

Dr. Shannon Blake provided a review of the 2024/2025 LEAP Program and accomplishments and requested Board approval for the 2025/2026 Optional Flexible School Year application.

Gary Vineyard made a motion, seconded by Ed Harrison, to approve the Optional Flexible School Day Program application for the 2025-26 school year as presented. The motion passed with a vote of 7-0.

**B. Consider 2025 TASB Delegate Assembly Designee and Alternate**

Richard Pena moved, seconded by Gary Vineyard, that John Knight serve as the TASB Delegate for the 2025 TxCON Conference. The motion passed with a vote of 7-0.

Jessica Ward made a motion, seconded by John Knight, that Tami Tobey be the alternate for the TASB Delegate Assembly. The motion passed with a vote of 7-0.

**C. Consideration and Adoption of Resolution Approving Contingent Fee Legal Services Contract, including Findings Needed for Submission of Contingent Fee Legal Services Agreement and Request for Expedited Review by the Texas Attorney General**

Gary Vineyard made a motion, seconded by Tami Tobey, that the Board of Trustees adopt a resolution approving the contingent fee legal services contract, that includes the findings required by Texas Government Code 2254, Subchapter C, and that are needed for submission of a contingent fee legal services agreement and a request to the Texas Attorney General for expedited review. The motion passed with a vote of 7-0.

**D. Consideration and Adoption of Contingent Fee Legal Services Agreement with Eiland & Bonnin, PC and O'Hanlon, Demerath & Castillo, PC**

Jessica Ward made a motion, seconded by Richard Pena, that the Board of Trustees adopt and approve entering into a contingent fee legal services agreement with Eiland & Bonnin, PC and O'Hanlon, Demerath & Castillo, PC to represent the District in youth social media usage and related litigation. The motion passed with a vote of 7-0.

**E. Discuss and Consider Approval of the Compensation Plan for 25/26**

Tami Tobey made a motion, seconded by Jessica Ward, to approve the compensation plan as presented for the 2025-2026 school year and acknowledge that the board will modify the compensation plan after adoption to increase compensation amounts in response to legislation from the Texas Legislature or the availability of additional funds. The motion passed with a vote of 7-0.

**F. Consider the Adoption of the 2025-2026 General Fund, Child Nutrition Fund and Debt Service Fund Budgets**

Jessica Ward made a motion seconded by John Knight, to approve the 2025-2026 budgets for the General Fund, Child Nutrition Fund, and the Debt Service Fund as presented. The motion passed with a vote of 6-1; Ed Harrison voted against the motion.

**G. Consider Subcommittee Designations for 2025/2026**

Subcommittee Designations for 25/26 are as follows:

- Business and Operations: Ed Harrison, John Knight, and Tami Tobey as the alternate.
- HR and Student Services: Ricard Pena, Tami Tobey, and John Knight as the alternate.
- Curriculum and Instruction: Ed Harrison and Gary Vineyard with Jessica Ward as the alternate.

**XIII. Action, if any, on Items Discussed in Closed Session**

N/A

**XIV. PUBLIC COMMENT *for non-agenda items***

There was no public comment for this portion for the meeting.

**XV. Consider Agenda Items/Topics for Upcoming Meetings**

No topics added.

**XVI. ADJOURNMENT OF MEETING**

John Knight made a motion, seconded by Jessica Ward to adjourn the meeting. The motion passed with a vote of 7-0. The meeting was adjourned at 9:08 pm.

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**Board President**

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**Board Secretary**

**July 21, 2025**

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**Date**

**BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>			July 21, 2025		
<b>Agenda Item:</b>			Consider Approval of Food Service Student Lunch Meal Rate Increase for 2025-2026		
<b>Agenda Location:</b>			CONSENT		
<b>Template Attachments:</b>			No	PDF	
<b>If yes, then select what applies:</b>			PDF	PDF	
<b>Link to the presentation:</b>			No presentation for this item.		
<b>Background Information</b>			<p><b>WHY:</b>            The U. S. Department of Agriculture has issued a mandate requiring school districts to increase meal prices a maximum of 10 cents per year until the average meal price for the District reaches the reimbursement rate the federal government uses for students qualifying for free lunches. The rationale is that the government is supplementing the paying students when the meal price falls below the reimbursement rate. Regulations at 7 CFR 210.14(e) require school food authorities (<u>MISD</u>) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. Using the Paid Lunch Equity (PLE) tool supplied by the Department of Agriculture, the average price paid for lunches at <u>MISD</u> in 2024-2025 was \$3.20.</p> <p><b>WHAT:</b>            The PLE shows that <u>MISD</u> should have a \$0.70 increase in lunch prices for 2025-2026, but the District is only allowed to increase the rate \$0.10 per TDA. Administration recommends the price of all lunches will increase by \$0.10 in 2025-26. Current lunch prices are \$3.10 for elementary students and \$3.35 for secondary students. The prices for next year would be \$3.20 for elementary students and \$3.45 for secondary students. Breakfast rates do not require an increase.</p>		
<b>Strategic Priority: (Primary)</b>			Priority 4: District Operations and Financial Stewardship		
<b>Performance Objective: (Primary)</b>			4.3 Commitment to Financial Stewardship		
<b>Strategic Priority: (Secondary - if needed)</b>			N/A		

<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Legal Reference: (1) / (2)</b>	Texas Department of Agriculture	N/A
<b>Policy Reference: (1) / (2)</b>	CBB-STATE AND FEDERAL REVENUE SOURCES -	
<b>Fiscal Impact/Budget Function Code:</b>	Could provide more revenue in the Food Service Fund depending on meal sales.	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the mandatory federal lunch meal price increase of \$.10 for the 2025-2026 fiscal year as presented."	
<b>Presenter:</b>	Dr. Rebecca Metzger	
	District Leadership	

**SFA NAME: Midlothian ISD**

The prices are based on adjusting SY 2024-25 price requirement by the 2% rate increase plus the Consumer Price Index (6.03%).

SY 2025-26 Weighted Average Price Requirement	
Requirement to the nearest cent	Requirement <b>ROUNDED DOWN</b> to the nearest 5 cents
\$4.01	\$ 4.00

**SY 2025-26 Price Raise Calculator**

**Step 1**

If the SY 2024-25 Weighted Average Price is equal to or above the target price of \$4.01 then the SFA is compliant for SY 2025-26.

SY 2024-25 Weighted Average Price Calculator				
Enter the paid prices and number of paid lunches sold at each price for October 2024.				
	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2024-25
1	49,497	\$ 3.35	\$ 165,814.95	
2	39,241	\$ 3.10	\$ 121,647.10	
3	983	\$ -	\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
<b>Total</b>	<b>89,721</b>		<b>\$ 287,462.05</b>	<b>\$ 3.20</b>

**Step 2**

Shortfall or Credit
Enter any shortfall or credit carried forward from SY 2024-25
<b>\$ 0.70</b>

**Overview of the Calculations**

<b>Total Price Increase for SY 2025-26</b> (Based on the requirement rounded down to the nearest 5 cents)	<b>\$ 0.10</b>
<b>Required Weighted Average Price for SY 2025-26</b> (Increase with the 10 cents cap)	<b>\$ 3.30</b>
<b>Remaining Shortfall to Meet the Total Price Increase for SY 2025-26</b> (Based on establishing the price with the 10 cents cap)	<b>\$ -</b>
<b>Credit From the Total Price Increase for SY 2025-26</b> (Based on a greater price in SY 24-25 and/or credit from the previous year)	<b>\$ -</b>

**(Optional Step)**

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required weighted average price for SY 2025-26.				
	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2025-26
1			\$ -	
2			\$ -	
3			\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
<b>Total</b>	<b>-</b>		<b>\$ -</b>	<b>\$ -</b>

**Step 3**

[SY 25-26 Report](#)

To review the instructions for the SY 25-26 Price Raise Calculator:

[Instructions](#)

Attention: Users should only enter information in the cells highlighted in green. Modifications should not be made to the tool as changes can cause an incorrect new average price to be calculated which will impact future calculations.



**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Consider Approving Board Resolution to Establish Non-Business Days for Public Information Act for 2025/2026	
<b>Requires Board Action:</b>	YES	
<b>Agenda Location:</b>	CONSENT	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>		
<b>Background Information</b>	<p><b>WHY:</b> HB 3033 revised the Public Information Act by adding section 552.0031 to the Government Code. This addition defines "business day" for the purposes of responding and processing a public information request. A "business day" will now be any day other than a Saturday, Sunday, national holiday or state holiday when determining a deadline for completing and fulfilling a public information request</p> <p><b>WHAT:</b> HB 3033 revised the Public Information Act by adding section 552.0031 to the Government Code. This addition defines "business day" for the purposes of responding and processing a public information request. A "business day" will now be any day other than a Saturday, Sunday, national holiday or state holiday when determining a deadline for completing and fulfilling a public information request.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and Financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.2 Effective and Efficient Cross-departmental Work Processes	
<b>Strategic Priority: (Secondary - if needed)</b>		
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	

<b>Motion:</b>	Presented as a consent agenda item: however, if needed a motion might be, "I make a motion to approve the resolution to establish Non-Business Days for Public Information as presented."	
<b>Presenter:</b>	David Belding, Ed.D.	
	Superintendent	

2025-2026 Midlothian ISD Public Information Designated Non-Business Days

Month	M	T	W	TH	F	Month	M	T	W	TH	F	Month	M	T	W	TH	F						
July		1	2	3	4	August					1	September											
	7	8	9	10	11		4	5	6	7	8		1	2	3	4	5	6	7	8			
	14	15	16	17	18		11	12	13	14	15		8	9	10	11	12	13	14	15	16		
	21	22	23	24	25		18	19	20	21	22		15	16	17	18	19	20	21	22	23	24	
	28	29	30	31			25	26	27	28	29		22	23	24	25	26	27	28	29	30	31	
November						December	1	2	3	4	5	January				1	2	February					
	3	4	5	6	7		8	9	10	11	12		5	6	7	8	9		2	3	4	5	6
	10	11	12	13	14		15	16	17	18	19		12	13	14	15	16		9	10	11	12	13
	17	18	19	20	21		22	23	24	25	26		19	20	21	22	23		16	17	18	19	20
	24	25	26	27	28		29	30	31				26	27	28	29	30		23	24	25	26	27
March	2	3	4	5	6	April			1	2	3	May					1	June	1	2	3	4	5
	9	10	11	12	13		6	7	8	9	10		4	5	6	7	8		8	9	10	11	12
	16	17	18	19	20		13	14	15	16	17		11	12	13	14	15		15	16	17	18	19
	23	24	25	26	27		20	21	22	23	24		18	19	20	21	22		22	23	24	25	26
	30	31					27	28	29	30			25	26	27	28	29		29	30			

**National Holidays under Gov't Code 662.003(a)**  
 New Year's Day  
 Martin Luther King, Jr. Day  
 President's Day  
 Memorial Day  
 Independence Day  
 Labor Day  
 Veterans Day  
 Thanksgiving Day  
 Christmas Day

**"State Holidays under Gov't Code 662.003(b)**  
 Confederate Heroes Day (1/19/2026)  
 Texas Independence Day (3/03/2026)  
 San Jacinto Day (4/21/2026)  
 Emancipatoin Day in Texas (6/19/2026)  
 Lyndon B Johnson Day (8/27/2026)  
 Friday after Thanksgiving Day  
 24th of December  
 26th of December'

**Midlothian ISD holiday (nonworking day)**  
**Additional 10 Non business days for PIA counting.**

11/25/2025	12/31/2025	
11/26/2025	01/02/2026	
12/23/2025	03/16/2026	
12/29/2025	03/17/2026	
12/30/2025	03/18/2026	

**MISD Non-working days/holidays**

**THE BOARD OF TRUSTEES OF THE  
MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**

**Board Resolution to Establish Non-Business Days for Public Information Act**

**WHEREAS**, the District is an independent school district obligated to comply with the Texas Public Information Act (hereinafter “the Act”); and

**WHEREAS**, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining “business days” for purposes of the Act; and

**WHEREAS**, Section 552.0031 defines “business day” to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday; and

**WHEREAS**, Section 552.0031 establishes that a school district board of trustees may designate up to ten additional days per calendar year as nonbusiness days; and

**WHEREAS**, the Board recognizes that the District’s 2025-2026 academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

**WHEREAS**, the Board recognizes that designating additional nonbusiness days will allow school staff to better align with the District’s academic calendar when responding to information requests.

**Now therefore it be resolved by the Board that:**

1. The Board determines that the District will designate the specific dates listed in the attached **Exhibit A** as “nonbusiness days” for purposes of the Public Information Act; and
2. The Board hereby authorizes the Superintendent to undertake additional measures as necessary to effect the implementation of this designation for purposes of the District’s response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Midlothian Independent School District present and voting at an open meeting of the Board on the 21st day of July, 2025, at which a quorum was present:

BY: \_\_\_\_\_  
Ryan Timm, Board President

BY: \_\_\_\_\_  
Jessica Ward, Board Secretary

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 15, 2024	
<b>Agenda Item:</b>	Consider T-TESS Appraisal Handbook, Calendar, and the List of Appraisers for 2024-25 School Year	
<b>Agenda Location:</b>	CONSENT	
<b>Template Attachments:</b>	Yes	<a href="#">T-TESS Manual</a>
<b>If yes, then select what applies:</b>	PDF	
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth. T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.</p> <p><b>WHAT:</b> The attached plan provides critical information related to the required appraisal system for teachers pursuant to TEC 25.351 and 25.352 DNA(Legal) and DNA(Local) Teacher Appraisal System Requirements.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 2: Capacity Building and Effective Leadership	
<b>Performance Objective: (Primary)</b>	2.2 Systematic Management of Individual Talent	
<b>Strategic Priority: (Secondary - if needed)</b>		
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>	N/A	N/A
<b>Policy Reference: (1) / (2)</b>	DNA-PERFORMANCE APPRAISAL - EVALUATION OF TEACHERS	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	

<b>Motion:</b>	This is a consent agenda item; however, should the item be pulled for discussion, a motion might be, "I move to approve the item as presented."	
<b>Presenter:</b>	Aaron Williams, Ed.D.	
	District Leadership	



**Midlothian ISD**  
**T-TESS Appraisal Handbook**  
**2025-2026**

## MISD T-TESS Certified Campus Appraisers – 2025-2026

### **BAXTER ELEMENTARY SCHOOL**

Trina Silmon, Principal  
Shana Malone, Assistant Principal

### **COLEMAN ELEMENTARY SCHOOL**

Kara Wendel, Principal  
Hank Pendley, Assistant Principal

### **IRVIN ELEMENTARY SCHOOL**

Jennifer Leonard, Principal  
Christy Shelton, Assistant Principal

### **LONGBRANCH ELEMENTARY SCHOOL**

Hollye Walker, Principal  
Jonathon Pollard, Assistant Principal

### **McCLATCHEY ELEMENTARY SCHOOL**

Alisha Cunningham, Principal  
Bradley Pennington, Assistant Principal

### **MILLER ELEMENTARY SCHOOL**

Katie Bergvall, Principal  
Candace Burke, Assistant Principal

### **MT. PEAK ELEMENTARY SCHOOL**

Adam Henke, Principal  
Tiffany Peterman, Assistant Principal

### **VITOVSKY ELEMENTARY SCHOOL**

Napoleon Levia, Principal  
Jenny Royer, Assistant Principal

### **DIETERICH MIDDLE SCHOOL**

Cassandra Ricks, Principal  
Sherise Webster, Assistant Principal  
Michele Hamilton, Assistant Principal

### **FRANK SEALE MIDDLE SCHOOL**

Alanna Lewellen, Principal  
Megan Pearson, Assistant Principal  
Jonathan Newton, Assistant Principal

### **WALNUT GROVE MIDDLE SCHOOL**

Carly Woolery, Principal  
David Fontenot, Assistant Principal  
M'kale Kennedy, Assistant Principal

### **THE MILE - LEAP/DAEP**

Dr. Shannon Blake, Principal

### **HERITAGE HIGH SCHOOL**

Ketura Madison, Principal  
Amanda Brown, Assoc. Principal - Instruction  
Jimmy Spradley, Assoc. Principal - Operations  
Kecia Wright, Assistant Principal  
Jeremy Dearborn, Assistant Principal  
Cesar Qunitero, Assistant Principal

### **MIDLOTHIAN HIGH SCHOOL**

Dr. Amanda Rodgers, Principal  
Caty Dearing, Assoc. Principal - Instruction  
Chris Cravey, Assoc. Principal - Operations  
Brett Ratzlaff, Assistant Principal  
Christopher Foster, Assistant Principal  
Jennifer Yeane, Assistant Principal

## MISD T-TESS Certified Central Office Appraisers – 2025-2026

**Shelle Blaylock**, Chief Academic Officer  
**Dr. Aaron Williams**, Chief Human Capital Officer  
**Gaya Jefferson**, Executive Director of Human Resources  
**Becki Krsnak**, Executive Director of Curriculum and Instruction  
**Krista Tipton**, Executive Director of Administration and Student Services  
**Dr. Ray Borden**, Executive Director of Leadership Development  
**Shannon Thompson**, Executive Director of Specialized Learning  
**Kris Vernon**, Director of CTE  
**Holly Thomas**, Director of Fine Arts  
**Suzanne Wyatt**, Director of Specialized Learning  
**Melissa Bartlett**, Coordinator of Elementary ELAR  
**Tanesha Yusuf**, Coordinator of ELAR/LMS/Mentoring  
**Alli Neff**, Coordinator of Secondary Math  
**Jennifer Reed**, Coordinator of Elementary Math  
**Shelle Hubbard**, Coordinator of Science grades K-12  
**Amanda Koushan**, Coordinator of Social Studies K-12  
**Dr. Vanessa Colon**, Coordinator of Bilingual/ESL and Advanced Academics/GT

## Appraisal Schedule - MISD Administrative Regulations – 2025-2026

### ANNUAL APPRAISAL

District teachers, including those who are eligible for a local designation under the Teacher Incentive Allotment, shall be appraised annually.

Teachers who have received a designation as recognized, exemplary, or master under the Teacher Incentive Allotment shall be eligible for data capture annually for the purpose of increasing their local designation level and shall continue to be appraised annually. The teachers in the following areas will be evaluated annually as a TIA data-capture group:

- ECSE
- Pre-K
- Kindergarten – 1<sup>st</sup> Grade Reading
- 2<sup>nd</sup> – 8<sup>th</sup> Grade Reading, Math, Science
- **\*NEW\*2nd-3rd Math Intervention**
- **\*NEW\*1st-3rd Reading Intervention**
- **\*NEW\*1st-3rd Dyslexia**
- **\*NEW\* 6-7th Social Studies**
- 8<sup>th</sup> Grade Social Studies
- English I
- English II
- Algebra I
- Algebra II
- Biology
- US History

Teachers who are eligible for less frequent evaluations in accordance with law [see DNA(LEGAL)] and the local criteria established in this policy shall be appraised in accordance with the provisions below (**additional guidance will be provided for TIA Appraisers**).

### EXCEPTION - LESS THAN ANNUAL APPRAISALS (CYCLE A/C)

In addition to meeting the eligibility requirements in state rules (including written consent), to be eligible for less-than-annual evaluations under the T-TESS, a teacher shall:

1. Be employed on an educator term contract;
2. Hold SBEC Certification;
3. Have served at the current campus for at least one year;
4. Received summative ratings of at least Proficient on nine of the sixteen dimensions and did not identify any areas of deficiency, defined as rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in 19 Administrative Code 150.1002(a) or the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2);
5. Not be in an eligible data-capture group to be evaluated for local designation under the [Teacher Incentive Allotment](#)<sup>\*\*\*</sup>; and
6. Not employed on a DOI local certification.

*\*\*\*A teacher who receives a local designation of recognized, exemplary, or master under the Teacher Incentive Allotment may opt out of annual appraisals for a period of time as described in DNA(LEGAL). Until such time, the teacher shall be required to participate in another data-capture group.*

## **FREQUENCY OF LESS-THAN-ANNUAL APPRAISALS**

Teachers eligible for less than annual appraisals shall be appraised every three years.

During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted (*no matter what cycle the teacher is on*) by providing written notice to the other party.

A teacher's supervisor shall have the authority to return a teacher to the traditional appraisal cycle as a result of performance deficiencies documented in accordance with state rule.

## **ANNUAL REVIEW PROCESS OF LESS-THAN-ANNUAL APPRAISALS**

### **19 TAC 150.1003(l)**

In the years in which a T-TESS appraisal is not scheduled for an eligible teacher, the teacher shall participate in an annual review process that includes:

1. The Goal-Setting and Professional Development Plan (GSPD) process;
2. The performance of teachers' students' growth goal, as defined in 19 Administrative Code 150.1001(f)(2); and
3. A modified end-of-year conference that addresses:
  - a. The progress of the Goal-Setting and Professional Development Plan (GSPD);
  - b. The performance of teachers' students' growth goal, as defined in 19 Administrative Code 150.1001(f)(2); and
  - c. The following year's Goal-Setting and Professional Development Plan.

The EOY summative shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the personnel file.

## **REQUEST FOR SECOND APPRAISAL - See DNA (LEGAL)**

## **TEACHER RESPONSE AND REBUTTAL - See DNA (LEGAL)**

## T-TESS Appraisal Calendar - Probationary & Term Contract Employees

### T-TESS Appraisal for Probationary Contract Employees:

First-year (new to the profession) teachers on a probationary contract must be evaluated by the campus principal or associate principal of instruction. New to district/campus probationary contract teachers with two or more years of experience can be appraised by the campus assistant principal or principal. Once on a term contract, an employee is eligible to join the 3-year T-TESS cycle according to the last digit of the birth year. If an assistant principal is evaluating any teacher at any time and has a concern, it is expected that the campus principal will conduct at least 1 walkthrough on that teacher, no matter who the assigned appraiser is for that year.

### T-TESS Appraisal for Term Contract Employees for Eligible Teachers:

	<b>Cycle A - Term contract teacher with a birth year ending in 0, 1, 2</b>	<b>Cycle B - Term contract teacher with a birth year ending in 3, 4, 5</b>	<b>Cycle C- Term contract teacher w/ a birth year ending in 6, 7, 8, 9</b>
<b>2025-2026</b>	<b>No formal appraisal, but process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Goal</li> </ul>	<b>No formal appraisal, but process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Goal</li> </ul>	<b>Formal Appraisal for birth year ending: 6, 7, 8, 9</b> Formal Appraisal includes: <ul style="list-style-type: none"> <li>• PreConf; Observation Cycle; PostConf</li> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in last quarter)</li> <li>• Student Growth Measure</li> <li>• EOY Conf for Summative &amp; Student Growth Goal</li> </ul>
<b>2026-2027</b>	<b>Formal Appraisal for birth year ending: 0, 1, 2</b> Formal Appraisal includes: <ul style="list-style-type: none"> <li>• PreConf; Observation Cycle; PostConf</li> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• EOY Conf for Summative &amp; Student Growth Goal</li> </ul>	<b>No formal appraisal, but process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Goal</li> </ul>	<b>No formal appraisal, but process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Goal</li> </ul>
<b>2027-2028</b>	<b>No formal appraisal, but the process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Component</li> </ul>	<b>Formal Appraisal for birth year ending: 3, 4, 5</b> Formal Appraisal includes: <ul style="list-style-type: none"> <li>• PreConf; Observation Cycle; PostConf</li> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one per quarter, summative-last quarter)</li> <li>• Student Growth Measure</li> <li>• EOY Conf for Summative &amp; Student Growth Component</li> </ul>	<b>No formal appraisal, but the process does include:</b> <ul style="list-style-type: none"> <li>• GSPD Plan;</li> <li>• Documented Walk-throughs (3 total; one each quarter and summative in the last quarter)</li> <li>• Student Growth Measure</li> <li>• Modified EOY Conf/Conversation for Student Growth Component</li> </ul>

**\*NOTE: Cycles rotate on a three-year basis\***

**2025-2026 Appraisal Calendar**  
**Texas Teacher Evaluation Support System (T-TESS)**

Month	Action	Person(s) Responsible	Required Document
June - August	Returning administrators must successfully complete T TESS Recertification prior to school starting  Go to <a href="https://www.teachfortexas.org/Default">https://www.teachfortexas.org/Default</a> > Appraisers > Certification Test (then login)	District and Campus Administration	T-TESS Recertification Certificate  Email cert to <a href="mailto:Gaya.Jefferson@misd.gs">Gaya.Jefferson@misd.gs</a>
August	<b>New to District - Teacher Training for T-TESS</b> - Provided by District and conducted at NTO on <b>7/30/25</b> from 1-3 pm at <b>Dieterich Middle School</b> .	Executive Director of Human Resources	T-TESS Training Full Training  Sign-in and document in Eduphoria Strive for credit
	<b>TTESS refresher training</b> (1 hr) - Not later than the first three weeks of school and at least two weeks before the first observation. Here is the ( <a href="#">1 Hr. Presentation</a> ). Provided to all new hires who already have full TTESS training and returning teachers. <ul style="list-style-type: none"> <li>o Campus may allow those teachers that received initial T TESS on 7/30/24 to work in classrooms during this refresher.</li> </ul>	Campus Administrators	Sign in and document in Eduphoria Strive for credit
	Pre-Observation Conferences for full T-TESS Cycles ( <b>Beginning 8/25/2025</b> )  A pre-conference must be held prior to a formal observation	Appraiser schedules conference	Observation form on Eduphoria Strive.
September	For Term Teachers on Cycle A and B and non-TIA eligible, T-TESS cycle waiver submission is due by <b>9/8/2025</b> .	Campus Administrators & Teacher	T-TESS Cycle Waiver
	Returning Teachers submit new goals & complete the GSPD plan by <b>9/18/2025</b> (w/in the first 6 weeks)  New Teachers have goal setting meeting with an appraiser by <b>9/18/2025</b> (w/in the first 6 weeks)	Appraiser Teacher	T-TESS Goal Setting form on Eduphoria Strive.
	"Late hires" complete training/procedure review within 3 weeks of their start date.  "Late hires" ' Goal setting conference with appraiser conducted within 6 weeks after T TESS training.  The "Late hires" observation cycle may begin 2 weeks after their TTESS orientation.	District Admin/APs Teachers needing T-TESS training	T-TESS Training Materials
October	Student Growth Goal submission in Eduphoria Strive by <b>10/9/2025</b> (by the end of first 9 weeks) goal information: <ul style="list-style-type: none"> <li>● Goal Statement</li> <li>● Success Criteria</li> <li>● Start/Target Completion Date</li> <li>● Standards &amp; Tags</li> <li>● Action(s)</li> <li>● Evidence</li> </ul> No ISP, TSP, or checkpoints are required to be uploaded in STRIVE.	Appraiser Teacher	Student Growth Goal in Eduphoria Strive

Month	Action	Person(s) Responsible	Required Document
September – March	Artifacts of evidence for Domain 4 should be collected throughout the year in preparation for end-of-year conferences that will be held in April and May ( <b>Ongoing</b> )	The teacher collects and completes the evidence	Teacher artifacts
	<p>One (1) Formal Observation for full T-TESS Cycle (45 min. <b>minimum</b>) will be conducted - complete a lesson cycle. (<b>Observation window 2 weeks after T-TESS training</b>).</p> <p>Three (3) Informal Observations / Walkthroughs - 1 each quarter (15 min. minimum) (<b>Walk-through window 8/14/2025-5/20/2026</b>)</p> <p>The student growth goals should be monitored as a part of the ongoing PLC process</p>	The appraiser conducts observation and completes the form. Teacher signs form	T-TESS Observation Rubric (Domains 1-3) in Eduphoria Strive
March-April	The teacher shares artifacts and evidence with the appraiser at least <b>five days before</b> the End-of-Year Conference.	Teacher	Options: Upload artifacts in Eduphoria Strive as attachments or share in Google Drive to the appraiser
	<p>The teacher completes the Teacher Self-Assessment and Goal Setting Part 2 and Professional Development Plan prior to the End of Year conference.</p> <p>Identify potential goals and professional development activities for the next school year.</p> <p>E.O.Y. Student growth conference within summative.</p> <ul style="list-style-type: none"> <li>Evidence as it relates to the goal.</li> </ul> <p>The portfolio snapshot area in STRIVE is not necessary.</p>	Teacher	Teacher Self-Assessment and Goal-Setting Form in Eduphoria Strive
April & Early May	<p><b>TEC §150.1003. Appraisals, Data Sources, and Conferences.</b></p> <ul style="list-style-type: none"> <li>End of Year/Summative Conferences must occur no later than 15 working days before the last day of instruction for students (<b>no later than 4/29/26</b>)</li> <li>Written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the End of Year conference and no later than 15 working days before the last day of instruction for students (<b>if you do a summative ON the deadline date of 4/29/26, the written report is ALSO due that same day to meet the rule requirement</b>).</li> </ul> <p>Note: Per DNA(Legal), any documentation collected after the end-of-year/summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the changes.</p>	The appraiser schedules the conference and completes the form. Teacher signs form	T-Tess Summative Form (Domains 1-4) in Eduphoria Strive
June	The campus principal ensures all summative/evaluations are completed and entered in Eduphoria Strive by <b>6/1/26</b> .		

***\*It is the teacher's responsibility to electronically sign required forms in Eduphoria Strive within specified timelines.***

## Teacher Appraisal Timeline

### IMPORTANT DATES

- **8/14/25 to 5/20/26** - Walkthrough Window for All Teachers
- **9/9/25** - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle A and B and non-TIA eligible
- **8/27/25** - Deadline to train new hires on T-TESS (either refresher or full training)  
\*If late hire, must receive T-TESS training within 3 weeks from hire date & at least 2 weeks before formal observation.
- **8/25/25 to 4/23/26** - Observation cycle window
- **9/18/25**- Deadline for **All** teachers to submit new goal and GSPD plan in Eduphoria Strive
- **10/9/25** - Student Growth Goal Submission Deadline (with ongoing checkpoints within PLCs.
- **4/23/26** - Formal Observation Window ENDS
- **April and Early May** - Timeframe for Summative Conferences and Written Reports
  - Teachers shall share artifacts & evidence with the Appraiser at least 5 days before EOY Conf/Summative
- **4/29/26** - Last eligible day for End of Year Conference **AND** Written Summative Report
  - End of Year/Summative Conferences must occur no later than 15 working days before the last day of instruction for students
  - Written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the End of Year conference **AND** no later than 15 working days before the last day of instruction for students (**if you do a summative ON the deadline date of 4/29/26, the written report is ALSO due that same day to meet the rule requirement**).
- **5/22/26** - Walkthrough Window ENDS - All staff are required to have a MINIMUM of 3 Walkthroughs
- **6/1/26** - The campus principal ensures all summative/evaluations are entered in Eduphoria Strive.

### OBSERVATION EXCLUSION DATES

No formal observations to take place on any of the following days that fall within the observation window:

<ul style="list-style-type: none"> <li>● September 2</li> <li>● October 15</li> <li>● November 20</li> <li>● December 18</li> </ul>	<ul style="list-style-type: none"> <li>● January 7</li> <li>● January 20</li> <li>● February 17</li> <li>● March 12</li> </ul>
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*No observations are allowed on days a teacher is scheduled for STAAR testing.*

*Walkthroughs may be conducted and cumulative data may be obtained on any day and at any time throughout the school year.*

## Sample Cycle C Teacher: T-TESS Teacher with T-TESS Framework

### FORMAL OBSERVATION YEAR

- I. Goal Setting & Professional Development Plan completed by the teacher and put into Eduphoria Strive by the date set by the district (late September)
- II. Student Growth Goal completed in Eduphoria by date in mid-October, set by district (within the first 6-9 weeks of school) with ongoing checkpoints within PLCs.
- III. **Documented Walkthroughs:**
  - A. A minimum of **three (3)** documented walkthroughs must be conducted on **ALL** teachers.
  - B. Each walkthrough must be a minimum of **fifteen (15) minutes** in length.
  - C. Documentation should be shared with the teacher within ten (10) days.
- IV. **Pre-Conference:** The teacher will turn in a pre-conference document to his/her appraiser within 3-5 days prior to the observation window.
- V. **Formal Observation:**
  - A. Minimum **45 minutes** - needs to be a full lesson cycle
  - B. Written summary within **ten (10)** working days
  - C. Advance notice - provide a window for the teacher to pick a date and time.
- VI. **Post-Conference:** The post-conference must be held no more than **ten (10)** working days after the formal observation.
- VII. **Summative Annual Report and EOY Conference**
  - A. The summative annual report in Eduphoria Strive should not be scored prior to the EOY conference - The teacher will provide artifacts and evidence for Domain IV at this time.
  - B. The EOY conference must be held no later than **15 working days** before the last day of instruction.
  - C. The summative annual report is scored in Eduphoria Strive after the EOY conference, and the teacher's signature is obtained within **10 working days** from the EOY conference.

**Sample Cycle A & B Teacher: Waiver-year T-TESS Teacher - T-TESS Framework**

Steps with Their Tasks	Details
<b>Submit Waiver</b>	Due by district date set
<b>Goals for the Year:</b> <ul style="list-style-type: none"> <li>● Goal Setting &amp; Professional Development Plan in Eduphoria Strive</li> <li>● <b>1</b> goal</li> </ul>	Submission of goals is due by the September date the district sets
<b>Student Performance Monitoring</b> <ul style="list-style-type: none"> <li>● <b>1</b> Student Growth Goal in Eduphoria Strive</li> </ul>	Submission of the student growth goal is due by October date district sets (within first 6-9 weeks). Continue to check in during PLCs.
<b>Walkthroughs</b> <ul style="list-style-type: none"> <li>● At least <b>3</b> Walkthroughs (at least one each quarter)</li> </ul>	Walkthrough templates in Eduphoria Strive  Any walkthrough combinations of appraisers count
<b>End-of-Year Conference</b> <ul style="list-style-type: none"> <li>● End of Year conference to discuss goal setting (refinement/reinforcement from previous full observation)</li> <li>● End of Year conference to discuss student growth goal evidence</li> <li>● Development of new goals and PD plan for the following year</li> </ul>	End of Year conference is due <b>15 days</b> before last day of school  Summative report is due to teacher <b>10 days</b> after Year-end review

# MIDLOTHIAN ISD

## T-TESS Waiver of Formal Appraisal

As permitted by state law and within the criteria established by Board policy DNA(LEGAL & LOCAL), I agree to be appraised on a less-than-annual basis.

I understand that I will be appraised at least once within each 3-year period in accordance with Board policy.

I understand that during any school year in which I am not scheduled for an appraisal under the Teacher Evaluation and Support System (T-TESS), either my principal or I may require that an appraisal be conducted by providing written notice to the other party.

I understand that during my waiver process, I will continue to participate in Goal-Setting & Professional Development Plan, Walkthroughs, student growth goal, and end-of-year conferences.

Campus: \_\_\_\_\_

Teacher's name (print): \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name (print): \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Requirements for Cycle Waiver

In addition to meeting the eligibility requirements in state rules (including written consent), to be eligible for less-than-annual evaluations under the T-TESS, a teacher shall:

1. Be employed on an educator term contract;
2. Hold SBEC Certification;
3. Have served at the current campus for at least one year;
4. Received summative ratings of at least Proficient on nine of the sixteen dimensions and did not identify any areas of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in 19 Administrative Code 150.1002(a) or the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2);
5. Not be in an eligible data-capture group to be evaluated for local designation under the [Teacher Incentive Allotment](#)<sup>\*\*\*</sup>; and
6. Not employed on a DOI local certification.

*\*\*\*A teacher who receives a local designation of recognized, exemplary, or master under the Teacher Incentive Allotment may opt out of annual appraisals for a period of time as described in DNA(LEGAL). Until such time, the teacher shall be required to participate in another data-capture group.*

Eligible teachers shall be formally appraised every three years.

During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party.

A teacher's supervisor shall have the authority to return a teacher to the traditional appraisal cycle as a result of performance deficiencies documented in accordance with state rules.

## Goal Setting Tidbits

T-TESS is intended to promote continuous, professional improvement and you can see that in the Goal Setting and Professional Development Plan.

The first step in T-TESS is a goal-setting meeting with your appraiser. The conference is intended to review student data and professional goals of the teachers. Actions to accomplish this goal should be discussed.

After the goal-setting conference, the teacher should develop their own Goal Setting and Professional Plan. This plan must be approved by your appraiser and has to be completed and turned in no later than the sixth week after a teacher receives T-TESS orientation training

The Goal Setting and Professional Development Plan should be updated by the teacher throughout the year. Sometimes, goals need to be adjusted and that is allowable. It is best to keep the appraiser informed of what is occurring with the plan throughout the year.

Here is a resource for the Goal-Setting and Professional Development Plan, including examples:

[https://teachfortexas.org/Resource\\_Files/Evaluation\\_Process/GSPD\\_Sample\\_Document.pdf](https://teachfortexas.org/Resource_Files/Evaluation_Process/GSPD_Sample_Document.pdf)

T-TESS Goal-Setting Tip #1: Be realistic in your goal setting. It is great to have those “reach” goals, but make sure what you develop is workable. Remember, not all “professional development” activities need to be the “sit and get” kind. It could include working with colleagues or other district professionals in a more informal setting.

## Teacher Appraisal Calendar for Staff 2025-2026

8/14/25-5/20/26 - Walkthrough Window for All Teachers

9/9/25 - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle A and B and non-TIA eligible

8/27/25 - Deadline to train new hires on T-TESS (either refresher (campus level) or full training (district level))

*\*If late hire, must receive T-TESS training within 3 weeks from hire date & at least 2 weeks before formal observation.*

8/25/25 to 4/23/26 - All current employees - Observation cycle window

9/18/25- Deadline for All teachers to submit new goal & complete GSPD in Eduphoria STRIVE. Be sure to integrate [Capturing Kids' Heart](#) into the goal as well.

10/9/25 - Student Growth Goal Submission Deadline Continue to check in during PLCs.

April and Early May - Timeframe for Summative Conferences and Written Reports

4/29/26 - Last eligible day for End of Year Conference AND Written Summative Report

- End of Year/Summative Conferences must occur no later than 15 working days before the last day of instruction for students (no later than 5/1/25)
- Written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the End of Year conference and no later than 15 working days before the last day of instruction for students (if you do a summative ON the deadline date of 4/29/25, the written report is ALSO due that same day to meet the rule requirement).

5/22/26 - The campus principal ensures all summative/evaluations are in Eduphoria Strive.

### Formal Observation Exclusion Dates:

- September 2
- October 15
- November 20
- December 18
- January 7
- January 20
- February 17
- March 12

*No observations are allowed on days a teacher is scheduled for STAAR testing.*

*Walkthroughs may be conducted and cumulative data may be obtained on any day and at any time throughout the school year.*

## T-TESS Resources

### Need help with Eduphoria Strive?

- [Lifecycle of a Goal](#)
- [Create and Submit a Professional Goal](#)
- [Create and Submit a Student Growth Goal](#)
- [Upload Document Evidence](#)
- [Add Evidence of Growth to a Goal](#)
- [Approving Staff Goals](#)
- [Archiving Old Goals](#)
- [Signing Strive Documents Electronically](#)
- [CKH & T-TESS Alignment Chart](#)

### Teacher Incentive Allotment

- [Midlothian ISD TIA Guidebook](#)

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	District Required Staff Development Plan - Annual Approval	
<b>Agenda Location:</b>	CONSENT	
<b>Template Attachments:</b>	Yes	
<b>If yes, then select what applies:</b>	PDF	<a href="#">District Required Trainings Professional Development Plan</a>
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> According to Education Code 21.4514 and board policy DMA (LEGAL), the Board shall annually review the professional development clearinghouse. The Board must approve its professional development plan for district personnel.</p> <p><b>WHAT:</b> The attached plan provides critical information related to required trainings provided to stakeholders as mandated by state. The board must annually review the SBEC continuing education and training clearing house requirements and annually approve the District's professional development plan.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 1: Student Success	
<b>Performance Objective: (Primary)</b>	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching	
<b>Strategic Priority: (Secondary - if needed)</b>	Priority 4: District Operations and financial Stewardship	
<b>Performance Objective: (Secondary - if needed)</b>	4.2 Effective and Efficient Cross-departmental Work Processes	
<b>Legal Reference: (1) / (2)</b>	N/A	N/A
<b>Policy Reference: (1) / (2)</b>	DMA-PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	This is a consent agenda item; however, should the item be pulled for discussion, a motion might be, "I move to approve the 2025-26 Professional Development plan as presented."	
<b>Presenter:</b>	Aaron Williams, Ed.D.	
	District Leadership	

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Student Discipline Special Education	Use of Restraint with Special Education Students	Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(d); FOF(LEGAL)	A core team on each campus including principal or designee and general or special education personnel likely to use restraint, including in an emergency.	Specialized Learning Services	CPI dates are published and attendees sign up. All admin, campus safety team and self contained are required.	As needed and within 30 school days following the use of restraint by untrained personnel called upon to use restraint in an emergency.	Districts must provide training for school employees, volunteers, or independent contractors on the use of restraint. A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint. Personnel who are called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint. The training on the use of restraint must include prevention and deescalation techniques and provide alternatives to the use of restraint. All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and use of restraint.
Student Discipline Special Education	Use of Time-Out with Special Education Students	Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(h); FOF(LEGAL)	General or special education personnel who implement timeout based on a student's individualized education plan (IEP) and/or behavior intervention plan (BIP).	Specialized Learning Services	Compliance trainings each year.	As needed and within 30 school days of an employee being assigned the responsibility for implementing time-out.	Districts must provide training for school employees, volunteers, or independent contractors on the use of time-out. General or special education personnel who implement time-out based on requirements in a student's IEP or BIP must be trained in the use of time-out. Newly identified personnel who are called upon to implement time-out based on requirements in a student's IEP or BIP must receive training within 30 school days of being assigned the responsibility. Training on the use of time-out must be provided as part of a program that addresses a full continuum of positive behavioral intervention strategies and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP. All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of timeout.
Student Discipline	Student Discipline	Tex. Educ. Code §§ 37.0181, .002; DMA(LEGAL)	Every principal or other appropriate administrator who oversees student discipline.	Exe. Director of Student Services and Administration	Region X Presenter during CLT Session TBD in Fall 2024 and every other year after.	At least once every three years.	Every principal or other appropriate administrator who oversees student discipline must attend professional development training regarding alternative settings for behavior management, specifically, training regarding the distinction between a principal's use of discipline management techniques when a student is sent to the principal's office in order to maintain effective discipline in a classroom and a teacher's discretion to remove an unruly student from class and not have the student return without the teacher's consent. The appropriate administrator is required to attend the professional development training at least once every three years. The training may be provided in coordination with regional education service centers and through use of distance learning.
Student Discipline	Disciplinary Alternative Education Program (DAEP)	Tex. Educ. Code § 37.008(a-1); 19 Tex. Admin. Code § 103.1201(h)(2); FOF(LEGAL)	District staff at each DAEP.	Exe. Director of Student Services and Administration	Region X Presenter on a Pink Day in Fall 2025 and every other year after.	As needed. Employees must receive training on established procedures for reporting abuse, neglect, or exploitation of students on an annual basis.	District staff at each DAEP must participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include: 1. Training on the education and discipline of students with disabilities who receive special education services; 2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and 3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students. DAEP staff must also be prepared and trained to respond to health issues and emergencies.
Student Discipline	Juvenile Case Managers	Tex. Code Crim. Proc. art. 45.056 (f); FED(LEGAL)	District juvenile case manager(s).	Exe. Director of Student Services and Administration	N/A The District does not employ a juvenile case manager.	Some training before service begins and some training during service.	The board of a district that employs a juvenile case manager must adopt and implement appropriate educational preservice and in-service training standards for juvenile case managers and training in: 1. The role of the juvenile case manager; 2. Case planning and management; 3. Applicable procedural and substantive law; 4. Courtroom proceedings and presentation; 5. Services to at-risk youth under Texas Family Code chapter 264, subchapter D; 6. Local programs and services for juveniles and methods by which juveniles may access those programs and services; and 7. Detecting and preventing abuse, exploitation, and neglect of juveniles.
Student Discipline	Student Searches	U.S. Const. amend. IV; FNF (LEGAL)	Recommended for employees who have the authority to search students and/or their belongings.	Exe. Director of Student Services and Administration	Exe Director of Admin & Student Services deliver content during Admin Retreat yearly.	As needed	Training on constitutional limitations and students' rights and responsibilities in regards to searches is recommended for employees who have authority to search students or their belongings.
Student Discipline	Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct	Tex. Educ. Code § 21.451(d)(1)(B); DMA(LEGAL); BOB(LEGAL); BQA (LEGAL)	Optional staff development.	Executive Director of Student Services, Executive Director of Specialized Learning	Fall 2025 Training offered by Region X -- either in person at MISD or virtual online training if presented as option	As needed	Districts must provide staff development training and may include training in positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct. Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BOB(LEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BOA(LEGAL).
Special Education	General Education Teacher Implementing IEP	Tex. Educ. Code § 21.451(d)(2); (e)-(f); DMA(LEGAL)	Educators who do not possess the knowledge and skills necessary to implement the individualized education program (IEP) developed for a student receiving instruction from the educator.	Specialized Learning Services	Compliance training each summer. New teacher orientation, onboarding with speed information, BOY staff development	The district may determine the time and place at which the training is delivered.	Staff development must include evidence-based training, as defined by Section 8101. Every Student Succeeds Act (20 U.S.C. § 7801), that relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions and is designed for educators who work primarily outside the area of special education. The district must provide this training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the IEP developed for a student receiving instruction from the educator. The district may determine the time and place at which the training is delivered. In developing or maintaining such training, the district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.
Special Education	Transition and Employment Coordinator for Special Education Students	Tex. Educ. Code § 29.011(b)-(c)	Employee(s) designated as transition and employment coordinator for students receiving special education services.	Specialized Learning Services	Transition coordinators at secondary campuses are trained yearly.	As the commissioner develops and makes available minimum training guidelines, with review at least once every four years.	Every district must designate one or more employees to serve as its designee for the purpose of coordinating transition and employment services for students receiving special education services. The person(s) must satisfy training guidelines outlined by the commissioner. The commissioner is charged with reviewing and updating training guidelines at least once every four years.
Special Education	Individuals with Disabilities in Education Act (IDEA)	20 U.S.C. §§ 14001-1482; EHBAAE (LEGAL); EHBFB(LEGAL); 19 Tex. Admin. Code § 75.1023; FB (LEGAL); DAA(LEGAL); FOF (LEGAL); EHBAC(LEGAL)	Recommended for employees involved in the special education process.	Specialized Learning Services	Compliance training each summer. Training presented at NTO and BOY staff development.	Before applicable employees begin working in special education and as needed thereafter.	Training is recommended on the provisions of IDEA relevant to an employee's involvement in the special education process. See EHBAAE(LEGAL) for procedural requirements under IDEA. See EHBFB(LEGAL) and 19 Texas Administrative Code section 75.1023 for the applicability of IDEA in career and technical education. See FB(LEGAL) regarding equal educational opportunity. See DAA(LEGAL) regarding equal employment opportunity. See FOF(LEGAL) regarding student discipline provisions relating to students with disabilities. See EHBAC(LEGAL) regarding students in nondistrict placement.
Students with Disabilities	Section 504 of the Rehabilitation Act	29 U.S.C. § 794; FB(LEGAL); FNG (LEGAL); FOF(LEGAL); EFB (LEGAL); DAA(LEGAL); EHB (LEGAL); EHDE(LEGAL)	Recommended for the Section 504 coordinator and for employees who work with students with disabilities.	Specialized Learning Services	Compliance Training Training on 504 guidelines each year.	Before applicable employees begin working with students with disabilities and as needed thereafter.	Training regarding the relevant provisions of Section 504 of the Rehabilitation Act is recommended for the Section 504 coordinator and employees who work with students with disabilities. See FB(LEGAL) regarding equal educational opportunity. See FNG(LEGAL) regarding grievance procedures for the resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. See FOF(LEGAL) regarding student discipline provisions. See EFB(LEGAL) regarding graduation requirements, including substitute academic elective credits for a student who is unable to participate in a physical activity due to disability or illness. See DAA(LEGAL) regarding equal employment opportunity. See EHB(LEGAL) regarding curriculum design and special programs to provide assistance for learning difficulties. See EHDE(LEGAL) regarding distance learning for students with disabilities.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Students with Disabilities	Dyslexia Training for School Employees	Tex. Educ. Code §§ 38.003-.003; 19 Tex. Admin. Code § 74.28(c)-(e); EHB(LEGAL)	Teachers who screen and treat students with dyslexia.	Specialized Learning Services	BOY training by dyslexia contact on each campus.	Yearly	Teachers who screen and treat students with dyslexia must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the State Board of Education's Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. The professional development activities specified by the district and/or campus level committees must include these instructional strategies. Completion of a literacy achievement academy under Section 21.4552 satisfies this training requirement.
Students with Disabilities	Dyslexia Instruction - Providers of Dyslexia Instruction	Tex. Educ. Code § 29.0032(a)-(b); EHB(LEGAL); EK(C)Legal	Providers of dyslexia instruction	Specialized Learning Services	All providers are trained in MTA over the summer when new to the dyslexia position.	Yearly and as needed	Providers of dyslexia instruction to students with dyslexia and related disorders are required to be fully trained in the district's adopted instructional materials for students with dyslexia. Completion of a literacy achievement academy under Texas Education Code section 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia does not make the provider fully trained. A provider is not required to be certified in special education unless employed in a special education position that requires certification.
Students with Disabilities	Dyslexia Education for Parents	Tex. Educ. Code § 38.003; 19 Tex. Admin. Code § 74.28(l)-(m); EHB (LEGAL)	Parents and guardians of students with dyslexia and related disorders.	Specialized Learning Services	Parent Night in October and Parent Information Emailed to all parents.	Yearly in October during dyslexia awareness month	Districts must provide a parent education program for parents and guardians of students with dyslexia and related disorders. The program must include: 1. awareness and characteristics of dyslexia and related disorders; 2. information on testing and diagnosis of dyslexia and related disorders; 3. information on effective strategies for teaching students with dyslexia and related disorders; 4. information on qualifications of those delivering services to students with dyslexia and related disorders; 5. awareness of information on accommodations and modifications, especially those allowed for standardized testing; 6. information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, Section 504, and information on the response to intervention process; and 7. contact information for the relevant regional and/or school district or openenrollment charter school specialists. In addition, districts must provide parents and guardians of students suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the State Board of Education's Dyslexia Handbook.
Student Welfare	Sexual Abuse, Sex Trafficking, and Maltreatment Training	Tex. Educ. Code § 38.0041(c)-(f); 19 TAC § 61.1051(c)-(d); DMA (LEGAL)	All new employees and existing employees until all district employees have completed the training.	Counselors and Region 10	Compliance training and In-person presentation Aug 2023	Required for all employees as part of new employee orientation at the beginning of the school year and for other employees in accordance with local policy.	A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including of children with significant cognitive disabilities. The training must be provided as part of new employee orientation to all new employees and in accordance with local policy. The training must include: 1. factors indicating a child is at risk; 2. warning signs indicating a child may be a victim; 3. internal procedures for seeking assistance for a child who is at risk, including referral to a school counselor, a social worker, or another mental health professional; 4. techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and 5. information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents. A district must maintain records that include the district staff member who participated in the training. To the extent that resources are not yet available from TEA or the commissioner of education, districts must implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district. District policies addressing sexual abuse, sexual trafficking, and other maltreatment of children must be distributed to all school employees at the beginning of each school year. The policies must also be addressed in staff development programs at regular intervals determined by the board of trustees.
Student Welfare	Student-on-Student Bullying and Harassment	Tex. Educ. Code §§ 21.451(d)(3)(C), 38.351; FFI(LEGAL); FBI(LEGAL); FFFI(LEGAL); FOI(LEGAL); COA (LEGAL); DMA(LEGAL); FOF (LEGAL); BOB(LEGAL); BOA (LEGAL)	Required for all new and existing educators.	HR and Region 10	Compliance training	As determined by local policy.	Districts must provide staff development training related to preventing, identifying, responding to, and reporting incidents of bullying. Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BOB(LEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BOA(LEGAL).
Student Welfare	Recognizing Need for Mental Health and Substance Abuse Intervention	Tex. Educ. Code § 38.351; DMA (LEGAL); FFB(LEGAL)	Teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available.	Counselors	In-person presentation Aug 2023	As needed.	TEA, in coordination with the Texas HHSC and regional education service centers, must provide and annually update a list of recommended best practice-based programs and research-based practices in the areas of: 1. early mental health prevention and intervention; 2. building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making; 3. substance abuse prevention and intervention; 4. suicide prevention, intervention, and postvention; 5. grief-informed and trauma-informed practices; 6. positive school climates; 7. positive behavior interventions and supports; 8. positive youth development; and 9. safe, supportive, and positive school climate. These programs must be implemented in public elementary, junior high, middle, and high schools within the general education setting. The recommendations for mental health, substance abuse, and suicide prevention was recodified from the Texas Health and Safety Code section 161.325 to the Texas Education Code section 38.351 effective December 1, 2019. TEA, in consultation with HHSC, will maintain and post the list of resources on these topics.
Student Welfare	Mental Health First Aid Training	DMA(LEGAL); FFB(LEGAL); Tex. Health & Safety Code § 1001.202	School district employees and school resource officers.	Local mental health authorities and local behavioral health authorities.	In accordance with local policy - as needed	In accordance with local policy - as needed	Local mental health authorities and local behavioral health authorities provide mental first aid training. Mental health first aid training assists school district employees and staff in identifying and responding to a student's mental health or substance abuse challenges.
Student Welfare	HB 3 Mental Health Training	Tex. Educ. Code § 22.904; 19 TAC § 153.1015; DMA(LEGAL)	School district employees who regularly interact with students, including, but not limited to, teachers, coaches, librarians, instructional coaches, administration, administrative support personnel, student support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special programs liaisons.	Director of Guidance and Counseling	A school district must ensure that 25% of the applicable employees have training by 2025-26, at least 50% by 2026-27, at least 75% by 2027-28, and 100% by the beginning of the 2028-29 school year. These percentages should be calculated in accordance with 19 TAC § 153.1015(g)	A school district must ensure that 25% of the applicable employees have training by 2025-26, at least 50% by 2026-27, at least 75% by 2027-28, and 100% by the beginning of the 2028-29 school year.	Unless an employee already completed mental health first aid training by a local mental health authority per 19 TAC § 153.1015(d)(2), every district employee who regularly interacts with students must complete an evidence-based mental health training on the recognition and support of children and youth experiencing a mental health or substance use issue that might pose a threat to school safety. Optional additional training is detailed in 19 TAC § 153.1015(d)(4). Personnel receiving this training must be informed of practices and procedures from mental health promotion in accordance with 19 TAC § 153.1015(e).

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Student Welfare	Suicide Prevention Staff Development	Tex. Educ. Code §§ 21.451(d)(3), (d-1), (d2), 38.351(a)-(e), (g), (h); 19 Tex. Admin. Code § 153.1013; DMA(LEGAL); FFB(LEGAL).	Teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available.	Counselors and Region 10	Compliance training and In-person presentation Aug 2023	In accordance with local policy.	Staff development for educators must include suicide prevention training under Section 21.451 of the Texas Education Code. Districts must provide training on an annual basis as part of new employee orientation. The training must use a best practice-based and research-based program recommended under Section 38.351 or recommended by the Texas Department of State Health Services (DSHS) in coordination with TEA. The training requirement may be satisfied through independent review of suicide prevention material that complies with guidelines developed by TEA and is offered online. This training is specific to staff development on suicide prevention for educators. Suicide prevention programs on TEA's list of recommended best practice-based and research-based programs must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: <ol style="list-style-type: none"> <li>1. recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;</li> <li>2. recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention;</li> <li>3. intervene effectively by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and</li> <li>4. assist students in returning to school following treatment of a mental health concern or suicide attempt.</li> </ol>
Student Welfare	Dating Violence	Tex. Educ. Code § 37.083; BO (LEGAL).	Teachers and administrators.	Exe. Director of Student Services and Administration	Compliance for New to District July/August; Teen Dating Violence Prevention.	As needed.	Districts must have a district improvement plan. The district improvement plan must include a dating violence policy. The dating violence policy must address training for teachers and administrators on dating violence at campuses with students in grades 6 or higher.
Student Welfare	Title IX Sexual Harassment Training	20 U.S.C. §§ 16811688; 34 C.F.R. §§ 106.30, .45(b); FFH(LEGAL).	Required for the Title IX coordinator, any individual designated as an investigator or decision-maker in a formal complaint process under Title IX, and any person designated to facilitate an informal resolution process.	HR	Compliance Training Remote training provided by Walsh & Gallegos Law Firm/As needed (Last Training conducted August 2022)	When an employee is designated and as needed thereafter.	Title IX regulations require Title IX coordinators, as well as those involved in the processing of Title IX complaints, to receive training on the definition of sexual harassment in 34 C.F.R. § 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. In accordance with Title IX regulations, decision-makers must receive training on any technology to be used at a live hearing, if provided, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, and investigators must receive training on issues of relevance to create a fair investigative report. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Districts must retain all training materials for a period of seven years and must post the materials on the district website or, if the district does not have a website, make them publicly available upon request.
Student Welfare Student Health and Safety	Food Allergy Training	Tex. Educ. Code § 38.015; FFAF (LEGAL); FFAF(LOCAL).	Specialized training required for certain employees. Awareness training and general training required for other employees.	Director of Health Services	Compliance training and In-person training by campus nurse Aug 2025, UDCA training, MERT training, and as needed. Also provided biannually via AHA CPR/AED/First Aid certification course	As needed	Districts must develop and implement a student food allergy management plan that includes procedures to limit the risk posed to students with food allergies. Employees responsible for the development, implementation, and monitoring of the district's food allergy management plan must receive specialized training. Other employees must receive awareness training regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction. Employees and others must receive training, as necessary, to implement the care plan of students with diagnosed food allergies who are at risk of anaphylaxis; this training must include strategies to reduce the student's risk of exposure to the diagnosed allergen.
Student Welfare	Epinephrine Auto Injectors (Epi-Pens)	Tex. Educ. Code §§ 38.036, 38.351; DMA(LEGAL), FFBA (LEGAL).	School personnel or volunteers who are authorized to administer an epinephrine autoinjector (epi-pen) when campus is open.	Director of Health Services	Compliance training and In-person training by campus nurse Aug 2025, UDCA training, MERT training, and as needed. Also provided biannually via AHA CPR/AED/First Aid certification course	In accordance with district policy.	If a district adopts a policy authorizing school personnel (including board members) or volunteers to use epinephrine auto-injectors to administer prescription medication to a person reasonably believed to be experiencing an anaphylactic reaction on campus or at, or in transit to or from, an off-campus school event, then the district must require that each campus have one or more school personnel members or volunteers authorized and trained to administer an epi-pen present during all hours the campus is open. A school principal may assign school personnel or volunteers or seek school personnel or volunteers who volunteer to be trained to administer unassigned epi-pen. Each district that adopts a policy for epinephrine auto-injectors must provide annual training for school personnel and volunteers on: <ol style="list-style-type: none"> <li>1. recognizing the signs and symptoms of anaphylaxis;</li> <li>2. administering an epi-pen;</li> <li>3. implementing emergency procedures, if necessary, after administering an epi-pen;</li> <li>4. properly disposing of used or expired epi-pens; and</li> <li>5. be provided in accordance with the policy adopted under Section 21.4515</li> </ol> The initial training must include hands-on training with an epi-pen, annual training must include at least a hands-on demonstration. Training records that include district employees who participated in training must be maintained by the district.
Student Welfare	Administration of medication for respiratory distress by school personnel or volunteers.	Tex. Educ. Code §38.208(a)-(f); FFAC(LEGAL)	School personnel or volunteers who are authorized to administer medication for respiratory distress during regular school hours.	Director of Health Services	In-person annual training by campus nurse Aug 2025, UDCA training, MERT training, and as needed.	In accordance with district policy if a policy is adopted.	Each school district may adopt and implement a policy regarding the maintenance, administration, and disposal of medication for respiratory distress at each campus in the district or school. Each school district that elects to adopt a policy is responsible for training school personnel and school volunteers in the administration of medication for respiratory distress. The training must include information on: <ul style="list-style-type: none"> <li>- recognizing the signs and symptoms of respiratory distress;</li> <li>- administering the medication;</li> <li>- implementing emergency procedures, if necessary, after administering the medication; and</li> <li>- proper sanitization, reuse, and disposal of the medication.</li> </ul> The training must be provided in a formal training session or through online education and in accordance with the professional development policy adopted under Texas Education Code section 21.4515.
Student Welfare	The maintenance, administration, and disposal of opioid antagonists	Tex. Educ. Code § 38.222(a)-(d), 224(a)(c); 25 Tex. Admin. Code § 40.86; FFAC(LEGAL)	School personnel or volunteers who are authorized to administer opioid antagonists during regular school hours.	Director of Health Services	In-person annual training by campus nurse Aug 2025, MERT training, and as needed. Also provided biannually to staff via AHA CPR/AED/First Aid certification course.	In accordance with district policy.	School districts must adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonists at each campus in a district that serves students in grades 6 through 12. Additionally, each school district is responsible for training school personnel and school volunteers in the administration of an opioid antagonist and the maintenance of training records. The training must include information on: <ul style="list-style-type: none"> <li>- recognizing the signs and symptoms of an opioid-related drug overdose;</li> <li>- administering an opioid antagonist;</li> <li>- implementing emergency procedures, if necessary, after administering an opioid antagonist; and</li> <li>- properly disposing used or expired opioid antagonists.</li> </ul> School districts may adopt and implement an opioid antagonist policy at other campuses in the district serving students in a grade level below grade 6.
Student Welfare	Trauma-Informed Care Training	Tex. Educ. Code §§ 38.036, 38.351; DMA(LEGAL), FFBA (LEGAL).	New and existing educators.	Director of Guidance and Counseling and Region 10	Compliance training and In-person presentation Aug 2023	In accordance with local policy and as part of new employee training and for existing educators on a schedule adopted by TEA.	The methods for increasing awareness and implementation of trauma-informed care must include training provided through a program selected from the list of recommended best practice-based programs and research-based practices established by TEA in coordination with HHSC under Texas Education Code section 38.351 and address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. Training must be provided as part of any new employee orientation for all new educators and to existing educators in accordance with local policy. For any training under this provision, a district must maintain records of district staff members who participated in the training. If a district determines that the district does not have sufficient resources to provide the training required, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.
Student Welfare	Strategies for Establishing and Maintaining Positive Relationships Among Students, Including Conflict Resolution	Tex. Educ. Code § 21.451(d)(3)(B); DMA(LEGAL).	New and existing educators.	Exe. Director of Student Services and Administration	Compliance Training for all staff that work with students. New to District, complete additional training with the Texas Behavior Support Initiative	In accordance with local policy.	Staff development on strategies for establishing and maintaining positive relationships among students, including conflict resolution, must include training provided through a program selected from the list of recommended programs and practices established by TEA in coordination with HHSC under Texas Education Code section 38.351. Training must be in accordance with local policy.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Student Health and Safety	Automated External Defibrillators (AEDs)	Tex. Educ. Code § 22.902; DMA (LEGAL)	Every nurse, athletic coach or sponsor, PE teacher, marching band director, cheerleading coach, any other employee specified by the Commissioner, and student athletic trainers. Must be offered to employees and volunteers.	Director of Health Services	AED training & certification through AHA biannually each summer, via in-person classes offered by Director of Health Services and as needed by Campus Nurses(AHA Instructors). Also additional training via MERT training and campus AED drills completed annually	As needed to maintain current certification in the use of an AED.	Districts must make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED) as frequently as required by local policy. Every school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must participate in the instruction described above and receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.
Student Health and Safety	CPR and First Aid	Tex. Educ. Code § 33.086; DBA (LEGAL)	District employees who serve as head director of a school marching band, or as head coach or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL.	Director of Health Services	CPR & AED training & certification through AHA biannually each summer, via in-person classes offered by Director of Health Services and as needed by Campus Nurses(AHA Instructors). Also additional training via MERT training and campus AED drills completed annually	As needed to maintain current certification and within the time frames adopted by the district.	Employees who serve as head director of a marching band or as head coach or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Districts must adopt procedures for administering this requirement, including for the time and manner in which proof of current certification must be submitted.
Student Health and Safety	Steroids	Tex. Educ. Code § 33.091(c)-(1); DMA(LEGAL)	Each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL.	Director of Health Services and Athletic Director	Each Coach will complete the Coaches Compliance Program from the UIL that includes Steroid education.	As needed	Each employee who serves as a coach at or above the seventh-grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL must complete the UIL educational program regarding the health effects of steroids or a comparable program developed by the district or a private entity with relevant expertise.
Student Health and Safety Volunteers	Concussion Training for Employees	Tex. Educ. Code §§ 38.154, 158; DMA(LEGAL)	A coach of an interscholastic athletic activity; a school nurse who serves as a member of a concussion oversight team; an athletic trainer who serves as a member of a district's concussion oversight team; and a licensed health care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team.	Director of Health Services and Athletic Director	Biannually via compliance training	At least once every two years, and if a member of the concussion oversight team, then prior to appointment or approval as a member of the team.	At least once every two years, the following employees must take a training course on concussions from an authorized provider: 1. A coach of an interscholastic athletic activity must take a UIL-approved course. 2. An athletic trainer who serves on a district's concussion oversight team must take a TDLR-approved course or a course approved for continuing education credit by the licensing authority for athletic trainers. 3. A school nurse or licensed health care professional, other than an athletic trainer, who serves on a district's concussion oversight team must take a course approved by the UIL or the appropriate licensing authority for the profession. Each employee must submit proof of completion to the superintendent or designee. A school nurse or licensed healthcare professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity.
Student Health and Safety	Continuing education and licensing requirements for athletic trainers	Continuing education and licensing requirements for athletic trainers	Continuing education and licensing requirements for athletic trainers	MISD Lead Trainer	Periodically throughout the year.	As needed based on continuing education requirements.	As needed based on continuing education requirements.
Student Health and Safety	Concussion Training for Volunteer Licensed Health Care Professional on Concussion Oversight Team	Tex. Educ. Code §§ 38.154, 158; GKG(LEGAL)	Licensed health care professional who serves on a volunteer basis on a district's concussion oversight team.	Director of Health Services and Athletic Director	Biannually via compliance training	Prior to appointment or approval as a member of the concussion oversight team, and at least once every two years.	A licensed health care professional who serves on a volunteer basis on a district's concussion oversight team must have had training in the evaluation, treatment, and oversight of concussions at the time of appointment or approval as a member of the team. Additionally, the professional must, at least once every two years, take a course in the subject matter of concussions approved by the UIL, TDLR, or the appropriate licensing authority for the profession. The volunteer professional must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. A physician who serves as a member of a concussion oversight team must, to the extent practicable, periodically take an appropriate continuing medical education course in the subject matter of concussions.
Student Health and Safety	Coordinated Health Program	Tex. Educ. Code §§ 38.013, 014; 19 Tex. Admin. Code § 102.1031 (c); EHA(A)(LEGAL)	For employees the district determines necessary to implement TEA's coordinated health program.	Director of Health Services and Athletic Director	Mid-year in-service training for all PE and PE credit coaches	As needed, based on the scheduled adopted by TEA for regional education service centers to provide training regarding implementation of the coordinated health program.	Districts must participate in appropriate training to implement TEA's coordinated health program in each elementary, middle, and junior high school in the district. The program must coordinate: 1. physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition; 2. mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; 3. substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances; 4. physical education and physical activity; and 5. parental involvement. Districts may develop and submit for approval coordinated health programs that meet TEA criteria every two years on a schedule determined by the commissioner. The district must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized or government-approved entities.
Student Health and Safety	Bloodborne Pathogens	Tex. Health & Safety Code §§ 81.301-307; 25 Tex. Admin. Code §§ 96.101-501; DBB(LEGAL)	Employees who provide services in a public or private facility providing health care-related services, including a home health care organization, or who otherwise have a risk of exposure to bloodborne pathogens in connection with exposure to sharps. This includes appropriate employees of a district that operates a public school health clinic.	HR and Region 10	Compliance Training	Pre-service and annual refresher training as described in the TDSHS Exposure Control Plan.	A district must comply with the minimum standards, including training and educational requirements for employees, set in the Texas Department of State Health Services (TDSHS) Exposure Control Plan if a district employs employees who provide services in a public or private facility providing health care-related services, including a home health care organization, or who otherwise have a risk of exposure to blood or other material potentially containing bloodborne pathogens in connection with exposure to sharps. This includes a district that operates a public school health clinic. The minimum standards in TDSHS Bloodborne Pathogens Exposure Control Plan require districts to provide to affected employees pre-service and annual refresher training as described in the TDSHS Exposure Control Plan. The TDSHS Exposure Control Plan is available online. Sharps are objects used or encountered in a health care setting that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident, including a needle device, a scalpel, a lancet, and a piece of broken glass.
Student Health and Safety	Diabetes Training	Tex. Health & Safety Code § 168.005; FFA(LEGAL)	School nurses, Coaches, and nurse-designated Unlicensed Diabetic Care Assistant (UDCA), transportation, and teachers who have students with diabetes	Director of Health Services	Compliance training annually, Mandatory Coach's Training Aug 2025, Nurse Conducted UDCA specific training, and transportation training Aug 2024	Before the beginning of the school year or as soon as practicable following the enrollment of a student with diabetes at a campus that previously had no students with diabetes or a diagnosis of diabetes for a student at a campus that previously had no students with diabetes.	If a school nurse is assigned to a campus, the nurse must coordinate the training of school employees acting as unlicensed diabetes care assistants (UDCAs). Training for UDCAs must be provided by a healthcare professional with expertise in the care of persons with diabetes or by a school nurse. The training must include instruction in the elements set forth at Texas Health and Safety Code section 168.005(d). Training must be provided before the beginning of the school year or as soon as practicable following the enrollment of a student with diabetes at a campus that previously had no students with diabetes or a diagnosis of diabetes for a student at a campus that previously had no students with diabetes. The school nurse or principal must maintain a copy of the training guidelines and any records associated with the training. Guidelines for training school employees who are not licensed healthcare professionals to care for students with diabetes are available online.
Student Health and Safety	Seizure Recognition and Related First Aid Training	Tex. Educ. Code § 38.033(a)-(b); DMA(LEGAL)	School nurses and district employees whose duties include regular contact with students.	Director of Health Services	Compliance training annually. In-person training by campus nurse MERT training, and as needed	As needed	A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid. All other district employees whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid. TEA approved courses are available online.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Student Health and Safety	Threat Assessment Team and Safe and Supportive School Team Training	Tex. Educ. Code § 37.115; FFB (LEGAL).	Members of board-established threat assessment teams (TAT) and safe and supportive school teams (SSST).	Exe. Director of Student Services and Administration	Texas School Safety Center Behavioral Threat Assessment Training to be completed for all new members of SSSP Team in Fall of each year.	In accordance with administrative rules.	The board of trustees shall adopt policies and procedures that required each team to complete training provided by the Texas School Safety Center or a regional education service center regarding evidence-based threat assessment programs. Tex. Educ. Code § 37.115(c). The commissioner may adopt rules to offer a waiver allowing a district to operate for fewer minutes than required by Texas Education Code section 25.081(a) if the district requires all district educators to attend a school safety training course approved by the TSSC. Tex. Educ. Code § 25.0815.
Student Health and Safety	UIL Safety Training Program	33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	Athletic Director	Yearly	All Coaches will complete UIL safety training at the beginning of each school year.	Senate Bill 82, in effect since the 2007-2008 school year, related to safety regulations for certain public school extracurricular activities. This legislation: 1. Requires safety training for all coaches or sponsors for athletic activities, and any marching band director. UIL has developed a safety training program for coaches and sponsors of athletic activities that is available through the UIL Online as part of the Coaches Certification Program. Visit the UIL Portal to complete Safety Training. Additional information from the Texas Administrative Code, Chapter 76.1003, on these requirements as they pertain to athletic trainers and team physicians. 2. Requires schools conduct a safety drill that incorporates the training described in the safety training program developed by UIL. 3. Requires that student athletes be provided training in recognizing symptoms of catastrophic injuries, including head and neck injuries, concussions, asthma attacks, heatstroke, cardiac arrest and injuries requiring use of an AED, the risks of using nutritional supplements. This training can be conducted by the school, using the materials available on the SB 82 portion of the Health and Safety Section of the UIL web site. Download safety training Powerpoint presentation. 4. Mandates that unsafe athletic activities are prohibited, and schools must make sure that safety precautions are required (asthma medication, hydration materials present, emergency lanes clear, etc.) 5. Requires that any student who is rendered unconscious while participating (in practice or game) cannot participate further in that practice or game anymore and must get written clearance prior to any further participation. 6. Mandates that records of compliance with the requirements of the legislation be kept and be made public upon request. 7. Requires that non-compliance with the provisions of the bill could subject the school to penalties as outlined in section 27 and 29 of the Constitution and Contest Rules. 8. Mandates that the Texas Education Agency create hotline number and email address for reports of non-compliance and schools must post that information in their administration offices. To report complaints or violations, contact the Curriculum Division of the Texas Education Agency by phone at 512-463-9581 or by email at curriculum@tea.state.tx.us. 9. Requires the text of sections of bill as well as the Parent Information Manual must be provided to parents of participants. The bill does allow that the required materials can be provided electronically, unless specifically requested otherwise.
Emergency Operations	Emergency Operations Plan	Tex. Govt Code § 418.005; Tex. Educ. Code § 37.108(a); CKC (LEGAL)	District employees and appointed public officers whose position descriptions, job duties, or assignments include emergency management responsibilities or who play a role in emergency preparedness, response, or recovery.	MISD Police Commander	The Director of Safety/Security oversees emergency management responsibilities and will complete the required training through the Texas Division of Emergency Management on or before September 30, 2024	For an appointed public officer with emergency management responsibilities or a role in preparedness, response, or recovery, not later than 180 days after the person takes the oath of office if required, or otherwise assumes duties if not required to take an oath of office.	Districts must adopt and implement a multihazard emergency operations plan for use in the district's facilities. The plan must provide for district employee training in responding to an emergency. An appointed public officer whose position description, job duties, or assignment includes emergency management responsibilities or who plays a role in emergency preparedness, response, or recovery must complete a course of training provided or approved by the Texas Division of Emergency Management of not less than three hours regarding the responsibilities of state and local governments under Texas Government Code chapter 418 not later than 180 days after the date the person takes the oath of office, if the person must take the oath of office to assume the duties as an appointed public officer, or otherwise assumes responsibilities as an appointed public officer if the person is not required to take an oath of office to assume the duties. The Texas Division of Emergency Management or other entity providing the training must provide a certificate of course completion to public officers who complete this required training. A public officer who completes the training must maintain and make available for public inspection the record of the public officer's completion of training.
Emergency Operations	Designated Infection Control Officer Training	Tex. Health & Safety Code §§ 81.003(1-a), (1-b), 012; GRC (LEGAL)	Designated infection control officer and alternate. (Director of Health Services)	Director of Health Services	Online training by WHO and CDC	Before designation	A district that employs or uses the services of an emergency response employee (including a peace officer) or volunteer must nominate a designated infection control officer and an alternate designated infection control officer to: 1. receive notification of a potential exposure to a reportable disease from a health care facility; 2. notify the appropriate health care providers of a potential exposure to a reportable disease; 3. act as a liaison between the entity's emergency response employees or volunteers who may have been exposed to a reportable disease during the course and scope of employment or service as a volunteer and the destination hospital of the patient who was the source of the potential exposure; 4. investigate and evaluate an exposure incident, using current evidence-based information on the possible risks of communicable disease presented by the exposure incident; and 5. monitor all follow-up treatment provided to the affected emergency response employee or volunteer, in accordance with applicable federal, state, and local law. The Commissioner of HHSC by rule must prescribe the qualifications required for a person to be eligible to be designated as an infection control officer. The qualifications must include a requirement that the person be trained as a health care provider or have training in the control of infectious and communicable diseases.
Emergency Operations Law Enforcement	Traumatic Injury Response Training (Bleeding Control Station Training)	Tex. Educ. Code § 38.030; CKD (LEGAL)	Commissioned school district peace officers or school security personnel who provide security at the campus, school resource officers who provide law enforcement at the campus, and all other district personnel expected to use a bleeding control station.	Exe. Director of Student Services and Administration and Director of Health Services	Annual training by campus nurse to designated MERT members Aug 2025 & offered to all staff after ALERT training Aug 2025, and to all staff and secondary students Nov 2025 in collaboration with MFD	As needed	Based on a required traumatic response protocol, a district must require that bleeding control station training be provided to each commissioned school district peace officer or school security personnel who provides security at the campus, each school resource officer who provides law enforcement at the campus, and all other district personnel who may be reasonably expected to use a bleeding control station. The courses may be developed or endorsed by the American College of Surgeons or a similar organization or the emergency medicine department of a health-related institution of higher education or a hospital. TEA may not approve training that is provided as an online course. The course must use nationally recognized, evidence-based guidelines for bleeding control and must incorporate instruction on the psychomotor skills necessary to use a bleeding control station, including instruction on proper chest seal placement. The course may be provided by EMTs, paramedics, law enforcement officers, firefighters, representatives of the organization or institution that developed or endorsed the training, educators, other school employees, or other similarly qualified individuals. A course under this section is not required to provide a certification. If the course does provide certification, the instructor must be authorized to provide the certification by the organization or institution that developed or endorsed the course. The district must annually offer instruction on the use of a bleeding control station to students enrolled at the campus in grade seven or higher. The instruction for students must be provided by a school resource officer or other appropriate district or school employee who has received bleeding control station training.
Employee Welfare	Employee-on-Employee Harassment	42 U.S.C. §§ 2000e-2000e-17; DIA (LEGAL)	Recommended for all employees.	HR and Region 10	Compliance Training	Recommended annually or as needed and before the start of employment with the district.	A district is recommended to provide training for employees about federal antidiscrimination laws under Title VII (42 U.S.C. §§ 2000e-2000e-17) as part of the district's affirmative duty to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin.
Employee Welfare	Employee Nondiscrimination	42 U.S.C. § 1981; 42 U.S.C. § 2000e-2; 20 U.S.C. § 1681; 42 U.S.C. § 12112; 29 U.S.C. §§ 621-634; 29 U.S.C. § 794; 42 U.S.C. §§ 2000ff-2000ff-11; DAA(LEGAL)	Recommended for the district's designated compliance coordinator and each employee with authority over another employee or employees.	HR and Region 10	Compliance Training	When an employee acquires authority over another employee or employees and as needed thereafter.	Each district must designate at least one employee to coordinate its efforts to comply with Title IX, Section 504 of the Rehabilitation Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. A district is recommended to provide training relating to these employee nondiscrimination provisions for the designated compliance coordinator and for each employee with authority over another employee.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Facilities Management	Asbestos	40 C.F.R. §§ 763.84, .92, .93(e)(4); CKA(LEGAL)	Custodial and maintenance employees as required by law and a district's designated asbestos coordinator.	Exe. Director of Operations	Annual training in fall semester.		Under the Asbestos Hazard Emergency Response Act (AHERA), districts must identify asbestos-containing materials and implement an appropriate management plan in a timely manner. Districts must ensure that all custodial and maintenance employees are trained as required by law. Members of district maintenance and custodial staff in buildings containing asbestos-containing building materials (ACBM) must receive required training, including at least two hours of awareness training and an additional 14 hours of required training if their work activities may result in the incidental disturbance of ACBM. Districts must designate an asbestos coordinator who is trained in accordance with 40 C.F.R. § 763.84(g)(2) to ensure that legal requirements are met. The district's asbestos management plan must include the details of the designated asbestos coordinator's training.
Facilities Management	Hazardous Chemicals	Tex. Health & Safety Code §§ 502.001-.009; DI(LEGAL)	Any employee who may be or may have been exposed to hazardous chemicals in the workplace under normal operating conditions or foreseeable emergencies.	Exe. Director of Operations	Annual training in fall semester.	As needed	In order to comply with the Hazard Communication Act, districts must provide an education and training program for employees using or handling hazardous materials. An employee for the purposes of the Hazard Communication Act is any person who may be or may have been exposed to hazardous chemicals in the person's workplace under normal operating conditions or foreseeable emergencies. Workers such as office workers or accountants who encounter hazardous chemicals only in non-routine, isolated instances are not employees for purposes of these requirements. Districts must maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Districts must maintain the records for at least five years.
Facilities Management	Integrated Pest Management (IPM)	Tex. Occ. Code § 1951.212; 4 Tex. Admin. Code §§ 7201-.202; CLB (LEGAL)	District IPM coordinator and all school employees who perform pest control, including those employees authorized to perform incidental use applications.	Exe. Director of Operations	Annual training in fall semester.	Within six months of appointment, IPM coordinator must have required training, then obtain at least six hours of TDA-approved continuing education at least every three years. IPM coordinator is responsible for ensuring that employees who perform pest control have the necessary training.	The IPM coordinator must successfully complete an IPM coordinator training course approved by the TDA within six months of appointment. The IPM coordinator must also obtain at least six hours of TDA-approved IPM continuing education units at least every three years. The IPM coordinator may not repeat an approved course for credit within the same three year period. The IPM coordinator is responsible for ensuring that all school employees who perform pest control, including those employees authorized to perform incidental use applications, have the necessary training for their pest management responsibilities.
Records Management Instructional Programs Volunteers	Student Records (FERPA)	20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LEGAL)	All persons collecting or using personally identifiable information of students.	HR and Region 10	Compliance Training	As needed	Districts must protect the confidentiality of personally identifiable information of students in collection, storage, disclosure, and destruction of records. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information. All persons collecting or using the information must receive training or instruction concerning the legal requirements involved in handling these records. Districts must maintain for public inspection a current listing of the names and positions of employees who may have access to the information.
Records Management	Public Information Act	Tex. Gov't Code § 552.012; GBAA (LEGAL)	Public information coordinator	Superintendent Administrative Assistant	Virtual Training/As needed	Within 90 days after assuming office, a public information coordinator must complete a course of training regarding the responsibilities of districts and district officers and employees under the Public Information Act. The training must not be less than one or more than two hours. The attorney general may provide the training and may also approve other acceptable sources of training. Districts must maintain and make available for public inspection the record of a public information coordinator's completion of the training.	Within 90 days after assuming office, a public information coordinator must complete a course of training regarding the responsibilities of districts and district officers and employees under the Public Information Act. The training must not be less than one or more than two hours. The attorney general may provide the training and may also approve other acceptable sources of training. Districts must maintain and make available for public inspection the record of a public information coordinator's completion of the training.
Instructional Programs	Gifted and Talented	19 Tex. Admin. Code § 89.2; DMA (LEGAL)	Teachers who will provide instruction for gifted/talented (G/T) students. Administrators and counselors with authority for G/T program decisions.	C&I Department	<u>GT Hour Information</u> 30 hours for New Ts (due by Dec. 31, 2024) and 6 hours for updates for teachers who have had their 30 hours already (Due before end of school year)	Prior to assignment as a teacher providing G/T instruction. Teachers who do not have the required initial training must complete the training within one semester of beginning to provide G/T instruction. An additional six hours of professional development is required annually for G/T teachers. Administrators and counselors with authority for program decisions also must have at least six hours of G/T professional development.	Before assigning a teacher to provide instruction and services as part of the program for G/T students, districts must ensure that teacher has a minimum of 30 hours of staff development that includes the nature and needs of G/T students, assessing student needs, and curriculum and instruction for G/T students. Teachers who do not have the required initial training and who provide instruction and services that are part of the G/T program must complete the 30-hour training requirement within one semester. Districts must ensure that teachers who are part of a G/T program receive a minimum of six hours annually of professional development in G/T education. Districts must ensure that administrators and counselors who have authority for G/T program decisions have a minimum of six hours of professional development that includes the nature and needs of G/T students and program options.
Instructional Programs	Elective Bible Course	Tex. Educ. Code §§ 21.459, 28.011(f); DMA(LEGAL), EM(LEGAL)	Teachers of an elective Bible course offered under Texas Education Code section 28.011.	C&I Department	District will work with committee to determine most effective resource	As needed	A teacher of an elective Bible course offered under Texas Education Code section 28.011 must complete the training developed by the commissioner under Texas Education Code section 21.459 with respect to Bible elective courses. A teacher of an elective Bible course must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies.
Instructional Programs	Prayer in Public School	Tex. Educ. Code §21.451(g); DMA (LEGAL); BOB(LEGAL); BOA (LEGAL)	Recommended for employees who have the authority to instruct and/or control students	C&I Department and HR	Must be developed and approved by the campus-level committee as part of staff development training.	Recommended for educators new to the district and as needed to keep educators informed on the applicable law.	Districts must provide staff development training, which may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school. Staff development training must be predominantly campus-based, related to campus performance objectives, and developed and approved by the campus-level committee. Districts must provide staff development designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process.
Instructional Programs	Language Proficiency Assessment Committee (LPAC)	Tex. Educ. Code § 29.063(a); 19 Tex. Admin. Code §§ 89.122(a)-(f); EHBE(LEGAL)	Members of the LPAC	C&I Department	Training will be on Aug. 8th and updates through the year	As needed	Districts that are required to offer bilingual education and special language programs must, by board policy, establish a Language Proficiency Assessment Committee (LPAC). Districts are responsible for the orientation and training of all members, including parents, of the LPAC. Districts must have on file policy and procedures for the selection, appointment, and training of members of the LPAC, but may not require members to complete training to serve on the committee.
Instructional Programs	Test Administration Procedure Training	Tex. Educ. Code § 39.304; 19 Tex. Admin. Code § 101.3031(a)(2), (c), (d); EKB(LEGAL), DMA(LEGAL)	Assessment test coordinators and administrators.	C&I Department	Training before testing sessions as following TEA guidelines	Annually, and as the test administration materials specify.	Districts must ensure compliance with state test administration procedures and training activities. Districts must ensure that test coordinators and administrators receive training to ensure that testing personnel have the required skills and knowledge to administer assessment instruments in a valid, standardized, and secure manner. To have access to secure test materials, individuals must have received annual training in test security and test administration procedures. Districts must maintain records related to the security of assessment instruments for a minimum of five years. The commissioner may only require the employee overseeing testing at the campus to receive annual training.
Instructional Programs	Texas English Language Proficiency Assessment System (TELPAS) Training	Tex. Educ. Code § 21.4571	TELPAS administrators	C&I Department	Training before testing session as following TEA guidelines	Annually, and as the test administration materials specify.	District may not require a school district employee to repeat training or online calibration activities the employee has previously successfully completed related to administering the TELPAS, except that the commissioner may require the employee to complete training or online calibration activities if the administration of or assessment using the TELPAS has changed significantly since the employee completed the training.
Instructional Programs	Career and Technology Education	Tex. Educ. Code § 21.055; DBA (LEGAL)	Career and technology teacher with local permit under Texas Education Code section 21.055.	Director of CTE	Training will be conducted during back to school PD with updates throughout the year as needed.	New employee must obtain at least 20 hours of classroom management. Must comply with continuing education requirements as determined by board.	If a person will teach only noncore academic career and technical education courses, a school board may issue a school district teaching permit without complying with the requirements under Texas Education Code section 21.055(b), (c) and (d) that the person have a baccalaureate degree and that the district obtain approval from the commissioner to issue a permit to the person. The district must require an individual who is a new employee to obtain at least 20 hours of classroom management training and to comply with continuing education requirements as determined by the board.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Instructional Programs	College and Career Counseling Academy	Tex. Educ. Code §§ 28.016, 33.009	Middle school and high school counselors and other postsecondary advisors. Teachers of an existing career and technology course or a new elective course providing instruction on preparing for high school, college, and a career.	Director of Guidance and Counseling	Currently have 29 signed up for the summer	As developed and made available by The Center for Teaching and Learning at UT Austin.	At least once during seventh or eighth grade, districts must provide to students: instruction on preparing for high school, college, and a career. The instruction may be part of an existing class, or the district may create a new elective. The Center for Teaching and Learning at UT Austin is charged with creating academies for training middle school and high school counselors and other postsecondary advisors with information pertaining to college and career preparation requirements. Teachers may attend the Center's academies if they teach an existing career and technology course designated by the State Board of Education as appropriate for providing instruction in high school, college, and career preparation, or if they teach a new elective course to provide such instruction. The Center must also develop an online instructional program that school districts may use to provide instruction to students on high school, college, and career preparation. The program must be structured for use as part of an existing course.
Instructional Programs	High-Quality Prekindergarten Grant Program	Tex. Educ. Code §§ 8.058, 21.464, 29.167(b)(c); EHBG(LEGAL)	High-quality prekindergarten teachers employed under grant program.	C&I Department	R10 are coaching teachers with tracking of qualifications kept by Becki Krsnak. Coaching and PD is throughout the school year.	Starting in 2016-2017, a Child Development Associate (CDA) or equivalent credential is needed before employment. Pre-K teacher training course as developed and offered by the Commissioner.	A district may choose to participate in a grant for a high-quality prekindergarten program, which must be offered free of tuition or fees. Grant recipients must: 1. use TEA curriculum standards (not Common Core); 2. measure student progress on recommended standards; 3. attempt to maintain an average ratio of one certified teacher or aide for each 11 students; and 4. employ teachers who: (i) are SBEC certified; and (ii) have a CDA credential, a Montessori certification, at least 8 years' experience teaching in a nationally accredited childcare program, employment as a pre-k teacher at a school district with the commissioner's approval for an instructional training plan, or an equivalent qualification. An ESC may offer teachers the required training for a CDA credential. The commissioner must develop and offer a pre-K teacher training course focused on TEA curriculum standards and best instructional practices.
Instructional Programs	Mathematics Achievement Academies for teachers at any grade level	Tex. Educ. Code § 21.4553; DMA (LEGAL)	Teachers who provide math instruction.	C&I Department	Optional - The district hosted this training in July at one of our campuses. After training is complete, Region 10 will let us know who attended.	At this time, annual offering from Region 10.	Teachers who provide mathematics instruction to students at any grade level may attend a mathematics achievement academy for training in effective and systematic instructional practices in mathematics, underlying math skills required to be taught, and effective math instruction techniques. The commissioner sets criteria for selecting teachers who may attend. The criteria must grant priority to teachers employed at a campus at which 50 percent or more of the students enrolled are educationally disadvantaged. If space is available and the district pays the costs of the teacher's attendance, then a teacher employed at a campus that does not qualify for this prioritization may attend. On request of the commissioner, regional education service centers (ESC) must assist the commissioner and TEA with training and other activities relating to the development and operation of mathematics achievement academies. Texas Education Code section 21.4553 expires on September 1, 2027.
Instructional Programs	Literacy Achievement Academies for teachers at any grade level - (TX Reading Academy)	Tex. Educ. Code §§ 21.4552, 28.0062(a)(2); DMA(LEGAL)	Classroom teachers who provide reading instruction to students at any grade level. Required for teachers in K-3 grade levels and principals at campuses with K-3 grade levels.	C&I Department	Any new hire in K-3 after August 2023 that has not completed academy will have to take the comprehensive model of Reading Academy that must begin by June 20245. Any new hires for the 25-26 school year and beyond will begin the academy comprehensive model through a local cohort leader in September of 2025. Any new administrators from the 25-26 school year and beyond will take the academy blended model through Region 16 Educational Service Center.	Available for all teachers, but required for teachers in K-3 grade levels and principals at campuses with K-3 grade levels, not later than the 2022-2023 school year. For teachers in K-3 grade levels and principals initially employed at campuses with K-3 grade levels for the 2025-2026 school year, by the end of the teacher's or principal's first year of placement in that grade level or campus. Required for teachers in 6-8 grade levels at a campus failing an achievement indicator because of the reading assessment. NOT APART OF NEW TEC AND LEGISLATION	House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all kindergarten through third grade teachers and principals to attend a "teacher literacy achievement academy." For simplification and to avoid confusion with other grant programs and past literacy achievement academies, the Texas Education Agency refers to this latest requirement as the HB 3 Reading Academies. All K-3 teachers, including special education teachers, and principals are required to attend the HB 3 Reading Academies. Local Education Agencies (LEAs) continue to have authority to exempt educators who are not the teacher of record in required grade levels including art, health education, music, physical education, speech communication and theatre arts, or theatre teachers. NEW code: TEC, §28.0062(a)(2); each classroom teacher and each principal initially employed in a grade level or at a campus described by Paragraph (A) for the 2022-2023 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Section 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.
Instructional Programs	Adult Education and Literacy (AEL)	40 Tex. Admin. Code § 805.21; EHB(LEGAL)	All AEL staff, including: 1. directors, supervisors, and other staff with program oversight or coordination responsibilities; 2. instructional staff, including instructional aides, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers; 3. staff providing support services or college and career transitional support who are paid through an AEL grant; and 4. AEL staff assigned test proctoring or data entry duties.	C&I Department	N/A	All AEL directors, supervisors, other staff with program oversight or coordination responsibilities, and AEL instructional staff, including instructional aides and volunteers, must receive at least 15 hours of professional development annually. Instructional staff who are new to AEL must receive at least six hours within 90 days of providing instructional activities. Staff providing support services or college and career transitional support who are paid through an AEL grant, and AEL staff assigned test proctoring or data entry duties, must receive at least three hours of professional development annually.	AEL directors and supervisors, and other staff with program oversight or coordination responsibilities must receive 15 hours of professional development each program year. If hired on or after January 1 of a program year, half of the professional development time may be required. AEL instructional staff, including instructional aides, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers, must receive at least 15 hours of professional development each program year. For instructors in reading, writing, mathematics, and English language acquisition, the 15 hours must include: 1. three hours in principles of adult learning; 2. six hours in relevant areas of literacy instruction; and 3. six hours in content areas related to the AEL's program purpose. The six hours of training in AEL-related content areas may be waived for individuals who have 18 or more college semester undergraduate or graduate credit hours in relevant areas of literacy instruction. If hired on or after January 1 of a program year, half of the professional development time may be required, but must include three hours of training in principles of adult learning and three hours in the relevant areas of literacy instruction. Instructional staff who are new to AEL or direct student service delivery must receive at least three hours of principles of adult learning and three hours of the relevant areas of literacy instruction within 30 days of providing instructional activities. Staff providing support services or college and career transitional support who are paid through an AEL grant must receive at least three hours of professional development each program year. AEL staff assigned test proctoring or data entry duties must receive at least three hours of professional development related to their primary job duties each program year. AEL directors, supervisors, and staff that oversee program assessment or accountability, and instructors in reading, writing, mathematics, and English language acquisition, including substitutes, must possess at least a bachelor's degree. AEL instructional aides, administrative, data entry, proctoring staff, and staff providing support or employment services to students must have at least a high school diploma or equivalency certificate. Records of staff qualifications and professional development must be maintained. Professional development may be reduced in individual cases upon documented exceptional circumstances.
Human Resource Management	Teacher Appraisals	Tex. Educ. Code § 21.351; 19 Tex. Admin. Code § 150.1005; DNA (LEGAL)	Teacher appraisers	Exe. Director of HR	Annual Training with Appraisers - Summer Back-to-school	Before conducting appraisals.	Before conducting appraisals, an appraiser must be certified by having satisfactorily completed the state-approved Texas Teacher Evaluation and Support System (TESS) appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advanced Educational Leadership (AEL) certification. Periodic recertification and training is required.
Human Resource Management	Principal Appraisals	Tex. Educ. Code § 21.3541; 19 Tex. Admin. Code § 150.1024; DNB (LEGAL)	Principal appraisers	Exe. Director of HR	Region 10 TPESS Training	Before conducting appraisals.	Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved Texas Principal Evaluation and Support System(T-PESS) appraiser training. Periodic recertification and training may be required.

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Human Resource Management	Mentor Teacher Training	Tex. Educ. Code § 21.458; DEAA (LEGAL)	Teachers serving as mentor teachers to another new classroom teacher, and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher.	C&I Department	Region 10 Teacher Mentor Training/Summer 2025 & throughout the school year	Before the beginning of the school year in which the mentorship will occur, and supplemental training during the school year.	Each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. A mentor teacher must agree to serve for at least one school year and a district must agree to assign a mentor to a new classroom teacher for at least two years. The commissioner must adopt rules concerning the qualification of a mentor teacher, including that a mentor must: 1. complete a research-based mentor and induction training program approved by the commissioner; 2. complete a mentor training program provided by the district which the district may allow to be satisfied by completing the training program described above; 3. have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; and 4. demonstrate interpersonal skills, instructional effectiveness, and leadership skills. A district must provide training to mentor teachers and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher. The training must be completed by the mentor teacher and the district and campus employees before the beginning of the school year. The district shall also provide supplemental training to mentor teachers and employees during the school year. The training must include content related to best mentorship practices.
Human Resource Management	Principal Training	Tex. Educ. Code § 11.202(a); DP (LEGAL)	Principals	Exe. Director of Leadership Development and Chief of Staff	Mentorship & Executive Coaching/July 2024-June 2025	Principals will receive Observation Feedback & Coaching training in July 2024, monthly principal meetings, and other mentorship, training, and coaching as deemed necessary	Principals must be the instructional leader of the school and must be provided with adequate training and personnel assistance to assume that role.
Human Resource Management	Administering Leaves and Absences	DEC(LEGAL); DEC(LOCAL)	Recommended for employees who oversee leaves and employee attendance.	Exe. Director of HR	Inservice/August 2024	As needed	A district is recommended to provide training on relevant laws and policies to employees who oversee leaves and employee absences.
Financial Matters	Purchasing and Acquisition	19 Tex. Admin. Code § 109.41; TEA's Financial Accountability System Resource Guide (FASRG); CH(LEGAL); CH(LOCAL)	Recommended for employees with purchasing and acquisition authority.	Business & Finance Department	Beginning of the year inservice (July/August) training for personnel involved with entering requisitions, purchasing and receiving. Information is provided for existing processes/procedures, new processes/procedures, changes in law/policy, etc. In 23-24, we will hold monthly meetings to ensure processes are in place (and providing purpose), concerns/questions, etc. Training is held with individuals who may be hired throughout the year for positions with this responsibility. Access to the Business Office Users Manual (maintained and updated annually through the Business Office), vendor database access for contract information, Skyward training videos and/or step-by-step instructions.	When an employee acquires purchasing and acquisition authority and as needed thereafter.	A district should provide for purchasing training and staff development. This training should extend beyond the professional staff to include other staff that often is involved either directly or indirectly in the purchasing process. For guidance on training related to purchasing and acquisition, see the TEA's Financial Accountability System Resource Guide (FASRG, adopted under 19 Texas Administrative Code section 109.41). A consistent program for purchasing staff development and training is important to effective purchasing activity. The complexity of the purchasing environment demands that staff members responsible for purchasing goods and services periodically receive training in policy and procedures. Purchasing training should include all levels of employees, including both purchasing staff and users, providing at least basic information about the school district's purchasing function. Training should be on-going to accommodate: 1. Employee advancement and staff turnover that create training needs for employees; 2. Procedures, processes, functions and support mechanisms that may be modified or enhanced; and 3. Purchasing changes that may be mandated by legislative, executive or judicial action. Many school districts include purchasing training in scheduled in-service classes, academies, continuing education programs and departmental meetings. Some districts may have decentralized receiving although it is not recommended. If receiving is decentralized, the district should ensure that only authorized individuals trained in receiving procedures at the various campuses or departments are receiving goods. Training should be ongoing. Individuals within the department responsible for purchasing, such as the buyers and clerks, should receive ongoing instruction about changes in relevant statutes and purchasing practices. Campus principals and other departmental staff should also receive ongoing training to accommodate changes in staffing. Training should consist of updating staff on recent developments in purchasing, including changes in purchasing statutes and regulations, and changes in the purchasing policies and procedures. Training and staff development may be provided by either external or internal resources. External training may include seminars or workshops conducted by TEA, an independent public accounting firm, or by professional associations. External training may also consist of formal college course work, memberships in local, state and/or national purchasing associations, and observation of other purchasing units. Internal training and staff development may consist of in-house seminars and workshops conducted by purchasing officials, providing a departmental technical library containing current regulations and procedures helps keep people up to date, and development of internal management and administrative skills for technical staff could be provided through assignment to committees and task forces. Throughout the training and staff development, a common basis of purchasing theory should be established and reinforced—ensuring that the principles and standards of good public purchasing are applied consistently.
Financial Matters	Public Funds Investment Training	Tex. Gov't Code § 2256.008(a)(1), (a-1), (c), (g); CDA(LEGAL)	Treasurer or chief financial officer and the investment officer(s) of the district.	Business & Finance Department	Finance personnel receive Investment Officer training through Region X in April every 2 years.	Ten hours of initial training in first 12 months, then eight hours of investment training every two years thereafter, unless an exception applies. Independent source approved either by the board or by a designated investment committee a	Districts must designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. Within twelve months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of a district must attend at least one training session from an independent source approved either by the board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or a designated investment committee advising the investment officer. The training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with Chapter 2256 of the Texas Government Code. There is an exception to the required training for the treasurer, chief financial officer, or investment officer of a school district if the district does not invest district funds, or only deposits those funds in interest-bearing deposit accounts or certificates of deposit authorized by Texas Government Code section 2256.010. The treasurer, chief financial officer, or investment officer must annually submit to the agency a sworn affidavit identifying the applicable criteria for exception that apply to the district.
Volunteers	Volunteer Training	Tex. Gov't Code § 2109.004(a); GKG(LEGAL)	Prospective volunteers and paid staff.	Student Services	On campus/As needed	As needed	Districts must develop a volunteer program. A volunteer program must include an effective training program for prospective volunteers and paid staff.
Law Enforcement	Body Worn Camera Program for Certain Law Enforcement Agencies	Tex. Occ. Code §§ 1701.651- 663; CKE(LEGAL)	Peace officers who will wear body worn cameras and any other personnel who will come into contact with video and audio data from the cameras.	MISD Police Commander	All Midlothian Police officers are trained on body-worn camera usage during their field training.	Before a law enforcement agency operates a body worn camera program.	Law enforcement agencies that receive a grant to provide body worn cameras to its peace officers or that otherwise operates a body worn camera program must adopt a policy for the use of body worn cameras. Before a law enforcement agency may operate a body worn camera program, the agency must provide training to peace officers who will wear the body worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body worn cameras. TCOLE is charged with approving a curriculum for a training program.
Law Enforcement	School District Peace Officers and School Resource Officers	Tex. Educ. Code § 37.0812; Tex. Occ. Code §§ 1701.262, 263; 37 Tex. Admin. Code § 221.43; CKE (LEGAL); CKE(LOCAL)	Peace officers or school resource officers (SROs), unless excepted by completing another type of satisfactory training under Texas Occupations Code section 1701.263(b-1).	MISD Police Commander	All SROs attend the mandated School Peace Officer training within 180 days of employment as an SRO. They also complete their Basic and Advanced SRO Proficiency License within two years.	Before or within 180 days of the officer's commission by or placement in the district or a campus of the district. If employed at a school district with fewer than 30,000 students on a date prior to September 1, 2019, then the peace officer or SRO must complete the training not later than August 31, 2020.	A school district that commissions a school district peace officer or at which a SRO provides law enforcement must adopt a policy for an officer to complete the education and training program required by Texas Occupations Code section 1701.263. A school district peace officer or a SRO must successfully complete the education and training program described in Section 1701.263 before or within 180 days of the officer's commission by or placement in the district or a campus of the district. The program must consist of at least 16 hours of training, be approved by TCOLE, and provide training in accordance with the curriculum in Texas Occupations Code section 1701.262. The requirement does not apply to an officer who is exempt because the officer has completed another type of satisfactory training described in Texas Occupations Code section 1701.263(b-1).

Midlothian ISD Professional Development Plan - Required Trainings 2025-2026							
Category	Required Training	Law or Statute	Who	Person/Dept Responsible	How/When	Frequency	Notes
Technology	Technology and digital learning	Tex. Educ. Code §21.451(d)(1)(A); DMA(LEGAL); BOA(LEGAL); BOB (LEGAL)	Technology and C&I Departments	Must be developed and approved by the campus-level committee as part of staff development training.	Teacher Inservice	As needed	Districts must provide staff development training, which may include training relating to technology and digital learning. Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BOB(LEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BOA(LEGAL).
Technology	Cybersecurity Training	Tex. Educ. Code § 11.1513; Tex. Gov't Code §§ 2054.519, .5191(a-1) - (b); DMA(LEGAL), COB(LEGAL)	District-identified employees who have access to a district computer system or database.	Exe. Director of Technology	Compliance Training	Annually for the cybersecurity coordinator and on a schedule recommended by the district in consultation with the district cybersecurity coordinator.	At least once each year, a district must identify employees who have access to a district computer system or database and use a computer to perform at least 25 percent of the employee's or official's required duties and require those employees and board members to complete a cybersecurity training program certified under Texas Government Code section 2054.519 (state certified cybersecurity training programs). A district cybersecurity coordinator must complete the training annually and other employees may complete the training as determined by the district. The board may select the most appropriate state-certified cybersecurity training program for employees to complete. The board must verify and report on the completion of cybersecurity training by employees to the Texas Department of Information Resources and require periodic audits to ensure compliance with these provisions.

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Consider Approval of RFP 2425-06 Vendors for Athletic/Physical Education Supplies, Equipment and Services	
<b>Agenda Location:</b>	CONSENT	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> The District is seeking vendor approval for districtwide services that promote character development, responsible decision-making and substance abuse prevention. According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district:</p> <ol style="list-style-type: none"> <li>1.) Competitive bidding for services other than construction services;</li> <li>2.) Competitive sealed proposals for services other than construction services;</li> <li>3.) A request for proposals, for services other than construction services;</li> <li>4.) An interlocal contract</li> <li>5.) A method provided by Chapter 2267, Government code , for construction services;</li> <li>6.) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or</li> <li>7.) The formation of a political subdivision corporation under Section 304.001, Local Government Code.</li> </ol> <p><b>WHAT:</b> The total purchases in each budget year for Athletic/Physical Education Supplies, Equipment and Services exceeds \$50,000. The RFP was advertised in the Midlothian Mirror and proposals were accepted through July 9, 2025. This award does not guarantee services to be purchased; it gives our district the opportunity to purchase goods and/or services, when needed.</p>	
	The results with Administration's recommendation are attached.	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and Financial Stewardship	

<b>Performance Objective:</b> <i>(Primary)</i>	4.3 Commitment to Financial Stewardship	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Legal Reference: (1) / (2)</b>	Texas Education Agency	N/A
<b>Policy Reference: (1) / (2)</b>	CH-PURCHASING AND ACQUISITION	
<b>Fiscal Impact/Budget Function Code:</b>	Approving the vendors in these categories will ensure the district increases the availability of resources in order to receive the best pricing, value and support for the district.	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	This item is presented as a consent item. If this item is pulled, the motion might be: "I move to approve the vendors for Athletic/Physical Education Supplies, Equipment and Services as presented."	
<b>Presenter:</b>	Rebecca Metzger, Ed. D.	
	District Leadership	

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Quarterly Investment Report	
<b>Agenda Location:</b>	CONSENT	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> Board Policy CDA (LEGAL) requires the District investment officer to prepare a written report of investment transactions for all funds covered under the Public Funds Investment Act. This report shall be presented to the Board and Superintendent not less than quarterly, within a reasonable time after the end of the period.</p> <p><b>WHAT:</b></p> <ul style="list-style-type: none"> <li>• Total Cash Balances decreased from last quarter by \$25,095,979.90. Tax collections and State funding payments are lower during the last quarter of our fiscal year.</li> <li>• Total Interest earned this quarter was \$753,138.22 which is lower than the prior quarter by \$237,834.44 due to the lower cash balance and slightly lower interest rates this quarter. The decrease in interest rates are as follows- Lone Star rates decreased last quarter from 4.341% to 4.307%, TexPool rates increased from 4.361% to 4.438% ,the First Financial money market decreased from 4.371% to 4.326% and the First Financial Checking account interest increased from 2.391% to 3.676%.</li> </ul> <p>A detailed report is attached covering the quarter beginning April 1, 2025 and ending June 30, 2025.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.3 Commitment to Financial Stewardship	
<b>Strategic Priority: (Secondary - if needed)</b>	N/A	
<b>Performance Objective: (Secondary - if needed)</b>	N/A	
<b>Legal Reference: (1) / (2)</b>	Texas Education Agency	N/A
<b>Policy Reference: (1) / (2)</b>	CDA-OTHER REVENUES - INVESTMENTS	

<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I move that the quarterly investment report be approved as presented."	
<b>Presenter:</b>	Dr. Rebecca Metzger	
	District Leadership	

Midlothian ISD Investments  
04/01/25-6/30/25

	Balance at 04/01/25	Deposits	Withdrawals	Interest	Balance at 06/30/25	Fund Totals	First Financial Checking/IntraFi	First Financial - General Operating MMA	Lone Star	TexPool	Total
<b>Fund 163 Payroll</b>											
Checking Account-FFB	0.00	28,936,946.37	(28,936,946.37)								
First Financial IntraFi	68,477.79	20,913,381.86	(20,920,828.82)	9,038.64	70,069.47	70,069.47	70,069.47				
<b>Fund 199 General Fund</b>											
First Financial Bank-Money Market	250,865.14	732,252.89	(734,958.93)	2,696.53	250,855.63		250,855.63				
First Financial IntraFi	27,218,150.61	2,706.04	(732,252.89)	294,474.65	26,783,078.41		26,783,078.41				
Worker Comp Checking Account-FFB	0.00			0.00	0.00		0.00				
Lone Star Investment Pool	14,721,926.36	802,168.23	(13,865,000.00)	63,134.52	1,722,229.11			1,722,229.11			
TexPool	16,368,217.47	10,578,993.78	(20,806,759.94)	130,249.45	6,270,700.76				6,270,700.76		
						35,026,863.91					
<b>Fund 240 Food Service</b>											
Money Market account-FFB	14.11	1,320,739.75	(1,320,753.86)				0.00				
First Financial IntraFi	817,599.42	555,884.94	(984,805.91)	6,556.72	395,235.17		395,235.17				
TexPool	1,969,755.63	1,371.90	-	21,265.67	1,992,393.20				1,992,393.20		
						2,387,628.37					
<b>Fund 461 Campus Activity</b>											
TexPool	1,198,631.63	36,233.02	(63,545.56)	12,988.58	1,184,307.67				1,184,307.67		
<b>Fund 499 Child Care</b>											
TexPool	288,688.46	59,656.62	-	3,286.76	351,631.84				351,631.84		
<b>Fund 599 Interest &amp; Sinking (Debt Service)</b>											
Lone Star Investment Pool	10,403,268.51	490,515.74	(71.67)	115,118.91	11,008,831.49			11,008,831.49			
TexPool	7,419,551.93	5,479,136.56	(5,485,146.56)	72,276.08	7,485,818.01				7,485,818.01		
						18,494,649.50					
<b>Fund 694 Construction</b>											
2017 Bonds Retainage	0.00	-	(1,371,309.75)	14,083.93	606,049.16					606,049.16	
2020 Series	1,963,274.98										
<b>Multi-fund Checking Account</b>											
First Financial	1.91	40,111,575.79	(40,111,577.70)				0.00				
First Financial IntraFi	1,104,619.68	11,297,309.46	(11,834,033.11)	7,967.78	575,863.81		575,863.81				
<b>TOTALS</b>	83,793,043.63	121,318,872.95	(147,167,991.07)	753,138.22	58,697,063.73	58,697,063.73	1,041,168.45	27,033,934.04	12,731,060.60	17,890,900.64	58,697,063.73
							3.676%	4.326%	4.307%	4.438%	

The investments listed above comply with the District's investment policy as defined in CDA (Local) and with relevant provisions of the Government Code, Chapter 2256.

Prepared by:

*David Belding*  
Dr. David Belding, Superintendent

*Rebecca Metzger*  
Dr. Rebecca Metzger, Asst. Superintendent of Business & Operations

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025
<b>Agenda Item:</b>	Discuss and Consider Proposed Non-enrolled Student Participaction in UIL Activity Policies FD (LOCAL), FM (LOCAL)
<b>Agenda Location:</b>	DISCUSSION/ACTION: ADMINISTRATION & HUMAN RESOURCES
<b>Template Attachments:</b>	Yes <a href="#">FD (LOCAL)</a> <a href="#">FM (LOCAL)</a>
<b>If yes, then select what applies:</b>	PDF
<b>Link to the presentation:</b>	No presentation for this item.
<b>Background Information</b>	<p><b>WHAT:</b> Board policy FD (LOCAL) and FM (LOCAL) relates to Admissions and participation of non-enrolled students in District Activities. FM (LOCAL) relates to Student Activities and directs viewers back to FD (LOCAL) for information specific to eligiilty for participation in extracurricular activities.</p> <p><b>WHY:</b> Senate Bill 401 in the 89th Legislature, signed into law by the Govenor, requires a change in how school districts navigate participation in UIL league activities in fine arts, athletics, and academics. Not later than the date specified under league rule (August 1 annually but September 1 for 2025 only), the board of trustees of a school district may adopt a policy declining to grant non-enrolled students the opportunity to participate in league activities.</p> <p>A non-enrolled student may only participate in a league activity for the school in the school district that the student would be eligible to attend based on the student's residential address. If a school district that a non-enrolled student would be eligible to attend has a policy declining participation, the student may participate in a league activity for the next closest school based on geographic location that is not subject to a policy</p> <p>Added language excludes non-enrolled students from elgibility in UIL activity participation.</p>
<b>Strategic Priority: (Primary)</b>	Priority 3: Culture, Climate and Safety
<b>Performance Objective: (Primary)</b>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being
<b>Strategic Priority: (Secondary - if needed)</b>	
<b>Performance Objective: (Secondary - if needed)</b>	
<b>Legal Reference: (1) / (2)</b>	FD (LOCAL) FM (LOCAL)

<b>Fiscal Impact/Budget Function Code:</b>		
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	I move to approve the policy changes to FD and FM (LOCAL) as presented.	
<b>Presenter:</b>	Aaron Williams, Ed.D.	Krista Tipton (ED)
	Asst. Superintendent - Administration and Human Resources	Executive Director (ED) - Administration and Student Services

**PROPOSED REVISIONS: 6.20.2025**

**Persons Age 21 and Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. The District may investigate stated residency as necessary.

**Minor Living Apart**

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart from a parent, guardian, or other person having lawful control is present in the District for the primary purpose of participating in extracurricular activities.

**Students Not Enrolled**

**A student enrolled in a private school, including a home-school, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities. [See EEL and FM]**

**Nonresident Student in Grandparent's After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

**“Accredited” Defined**

For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student’s records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student’s available records and other relevant information to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

**Withdrawal**

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**PROPOSED REVISIONS: 6.20.2025**

**Extracurricular  
Activity Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year 15 extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition.

If the following conditions are met, up to five additional absences per semester shall be permitted:

1. The student is involved in three or more extracurricular activities;
2. The student is passing all classes and is passing the week prior to the time of the event; and
3. The student is in compliance with compulsory attendance laws.

**Participation in  
Extracurricular  
Activities**

A student shall follow the no pass, no play guidelines for any academic class other than an exempt course to participate in any extracurricular activity sponsored or sanctioned by the District or UIL.

**Advanced Courses**

In accordance with the law, the District shall grant exemptions to students who are enrolled in College Board Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and high school/college concurrent enrollment classes that are included in the Community College General Academic Course Grade Manual (Part One) in the disciplines of English language arts, fine arts, languages other than English, mathematics, science, social studies, dual credit social sciences, dual credit speech/communications, and dual credit computer science.

**“No Pass, No Play”  
Exemptions**

In addition to the exemptions granted by law, the District shall grant exemptions to students enrolled in the following classes:

1. Precalculus;
2. Honors Precalculus;
3. Calculus; and
4. Honors Physics.

**Eligibility of Non-  
enrolled Students**

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

STUDENT ACTIVITIES

FM  
(LOCAL)

**Use of District  
Facilities**

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

**School Colors and  
Mascots**

The school mascot of a new campus opened in the District shall be of the cat family. One of the school colors of the new campus shall be Midlothian blue.

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Discuss and Consider 25/26 Compensation Plan: Updated for HB Compliance	
<b>Agenda Location:</b>	DISCUSSION/ACTION: ADMINISTRATION & HUMAN RESOURCES	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies</b>	N/A	<a href="#">25/25 Compensation Plan</a>
<b>Link to the presentation:</b>	Yes. See link in the box to the right.	<a href="#">Presentation</a>
<b>Background Information</b>	<p><b>WHY:</b> The recommended plan shall support District goals for hiring and retaining highly qualified employees.</p> <p><b>WHAT:</b> The updated 25/26 compensation plan includes changes aligned to House Bill 2 passed in the 89th Legislative Session and signed by the Governor. Changes include updated scales for teachers, administration and professionals, clerical and instructional paraprofessionals, and manual trades.</p> <p>This compensation plan is to be considered retroactive to July 1, 2025.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 2: Capacity Building and Effective Leadership	
<b>Performance Objective: (Primary)</b>	2.1 Recruit and Retain High-potential Talent	
<b>Strategic Priority: (Secondary - if needed)</b>	Priority 2: Capacity Building and Effective Leadership	
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>	DEA Local	
<b>Fiscal Impact/Budget Function Code:</b>	\$1,024,208 (budget amendment of ~\$339,901)	
<b>Administration Recommendation</b>	This is a Board decision.	
<b>Motion:</b>	A motion might be "I move to approve the updated compensation plan as presented for the 2025-2026 school year to comply with spending requirements in House Bill 2 of the 89th Legislative Session."	
<b>Presenter:</b>	Aaron Williams, Ed.D.	
	Chief Human Capital Officer	

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Consider Budget Amendments	
<b>Agenda Location:</b>	DISCUSSION/ACTION: BUSINESS AND FINANCE	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> To amend the annual budget to allow expenditures to be spent from the correct function according to TEA guidelines.</p> <p><b>WHAT:</b> <b>General Fund:</b> Revise budget for updated compensation plan and related HB2 funding</p>	
<b>Strategic Priority:</b> <i>(Primary)</i>		
<b>Performance Objective:</b> <i>(Primary)</i>	4.3 Commitment to Financial Stewardship	
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	N/A	
<b>Legal Reference: (1) / (2)</b>	Texas Education Agency	N/A
<b>Policy Reference: (1) / (2)</b>	CE-ANNUAL OPERATING BUDGET	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	A motion might be: "I make a motion to approve the budget amendment to the 2025-2026 budget as presented."	
<b>Presenter:</b>	Dr. Rebecca Metzger	
	District Leadership	

Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, & General Fund)

	<u>% OF BUDGET</u>	<u>ORIGINAL BUDGET TOTALS</u>	<u>PREVIOUS AMENDMENTS</u>	<u>THIS AMENDMENT</u>	<u>AMENDED BUDGET TOTALS</u>	<u>% OF BUDGET</u>
<b>Revenues</b>						
57 Local	58.88%	\$74,396,932	\$0	\$0	\$74,396,932	56.71%
58 State	40.88%	\$51,650,308	\$0	\$4,839,632 [1]	\$56,489,940	43.06%
59 Federal	0.24%	\$304,000	\$0	\$0	\$304,000	0.23%
79 Other Resources	0.00%	\$0	\$0	\$0	\$0	0.00%
Total Revs FY24-25	100.00%	<u>\$126,351,240</u>	<u>\$0</u>	<u>\$4,839,632</u>	<u>\$131,190,872</u>	100.00%
<b>Expenditures</b>						
<b>FUNCTION</b>						
11 Instruction	49.50%	\$65,687,127	\$0	\$3,918,234 [1]	\$69,605,361	50.62%
12 Media Services	0.91%	\$1,200,756	\$0	\$46,330 [1]	\$1,247,086	0.91%
13 Staff Development	1.08%	\$1,428,261	\$0	\$43,563 [1]	\$1,471,824	1.07%
21 Instructional Administration	1.04%	\$1,379,575	\$0	\$38,718 [1]	\$1,418,293	1.03%
23 School Leadership	4.52%	\$5,993,883	\$0	\$167,439 [1]	\$6,161,322	4.48%
31 Counseling Services	3.39%	\$4,494,614	\$0	\$117,246 [1]	\$4,611,860	3.35%
32 Social Work Services	0.00%	\$0	\$0	\$0	\$0	0.00%
33 Health Services	1.10%	\$1,462,781	\$0	\$39,059 [1]	\$1,501,840	1.09%
34 Transportation	3.47%	\$4,600,882	\$0	\$150,524 [1]	\$4,751,406	3.46%
36 Extra/Co-Curricular Activities	3.59%	\$4,757,533	\$0	\$26,026 [1]	\$4,783,559	3.48%
41 Central Administration	2.86%	\$3,798,934	\$0	\$63,881 [1]	\$3,862,815	2.81%
51 Maintenance	10.32%	\$13,696,464	\$0	\$153,858 [1]	\$13,850,322	10.07%
52 Security	2.27%	\$3,015,999	\$0	\$9,424 [1]	\$3,025,423	2.20%
53 Data Processing	1.46%	\$1,935,131	\$0	\$65,330 [1]	\$2,000,461	1.45%
61 Community Services	0.00%	\$0	\$0	\$0	\$0	0.00%
71 Debt Service	0.00%	\$0	\$0	\$0	\$0	0.00%
81 Facilities	0.00%	\$0	\$0	\$0	\$0	0.00%
95 JJAEP	0.01%	\$10,000	\$0	\$0	\$10,000	0.01%
97 Payments to Tax Increment Fund	13.57%	\$17,996,690	\$0	\$0	\$17,996,690	13.09%
99 Tax Costs	0.91%	\$1,208,600	\$0	\$0	\$1,208,600	0.88%
Total Exps FY24-25	100.00%	<u>\$132,667,230</u>	<u>\$0</u>	<u>\$4,839,632</u>	<u>\$137,506,862</u>	100.00%
Budgeted Increase / (Decrease) to Fund Balance		<u>(\$6,315,990)</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$6,315,990)</u>	

[1] Revise budget for updated compensation plan and related HB2 funding

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025
<b>Agenda Item:</b>	Discuss and Consider Proposed Student Conduct - Personal Communication Devices Policy FNCE (LOCAL)
<b>Agenda Location:</b>	DISCUSSION/ACTION: ADMINISTRATION & HUMAN RESOURCES
<b>Template Attachments:</b>	Yes <a href="#">FNCE (LOCAL)</a>
<b>If yes, then select what applies:</b>	PDF
<b>Link to the presentation:</b>	Yes. See link in the box to the right. <a href="#">PRESENTATION</a>
<b>Background Information</b>	<p><b>WHAT:</b> Board policy FNCE (LOCAL) relates to Student Conduct and the use of personal communication devices.</p> <p><b>WHY:</b> House Bill 1481 in the 89th Legislature, signed into law by the Governor, requires the board to adopt and implement a policy prohibiting a student from using a personal communication device while on school property during the school day. To comply, the policy must prohibit a student from bringing a personal communication device on school property or designating a method for the storage of a student's personal communication device while the student is on school property during the school day. The policy must also address parent notification of disposal plans of devices confiscated and not retrieved after 90 days. The bill and proposed policy provide exceptions for students who require a personal communication device to adhere to an IEP or 504 plan, a student with a documented need based on a directive from a qualified physician, or when otherwise necessary to comply with a health or safety requirement imposed by law.</p>
<b>Strategic Priority: (Primary)</b>	Priority 3: Culture, Climate and Safety
<b>Performance Objective: (Primary)</b>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being
<b>Strategic Priority: (Secondary - if needed)</b>	
<b>Performance Objective: (Secondary - if needed)</b>	
<b>Legal Reference: (1) / (2)</b>	FNCE (LOCAL)
<b>Fiscal Impact/Budget Function Code:</b>	
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.
<b>Motion:</b>	I move to approve the policy change FNCE (LOCAL) as presented.

<b>Presenter:</b>	Aaron Williams, Ed.D.	Krista Tipton (ED)
	Asst. Superintendent - Administration and Human Resources	Executive Director (ED) - Administration and Student Services

**PROPOSED POLICY: 7.10.2025**

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**Note:** For searches of personal communication devices or other personal electronic devices, see FNF.

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**Personal  
Communication  
Devices**

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

If a personal communication device is not retrieved, the District shall dispose of the device after providing the notice required by law.

**Exceptions**

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

**Implementation**

The Superintendent shall develop regulations to implement this policy.

**Compliance**

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.

## Midlothian ISDBOARDBOOK TEMPLATE

<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Consider Requisition for Cell Phone Storage	
<b>Agenda Location:</b>	DISCUSSION/ACTION: BUSINESS AND FINANCE	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	No presentation for this item.	
<b>Background Information</b>	<p><b>WHY:</b> The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services.</p> <p>However according to local policy CH, any single, unbudgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.</p> <p><b>WHAT: The following attached 25-26 requisitions require Board approval:</b> --Yonder - cell phone pouches for implementation of new legislation banning cell phones on school property during the instructional day. The budget will be amended to include this, but it is currently un-budgeted.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.3 Commitment to Financial Stewardship	
<b>Strategic Priority: (Secondary - if needed)</b>	N/A	
<b>Performance Objective: (Secondary - if needed)</b>	N/A	
<b>Legal Reference: (1) / (2)</b>	Texas Education Agency	N/A
<b>Policy Reference: (1) / (2)</b>	CH-PURCHASING AND ACQUISITION	
<b>Fiscal Impact/Budget Function Code:</b>		
<b>Administration Recommendation</b>	Administration recommends the approval of the agenda item as presented.	
<b>Motion:</b>	A motion might be: "I move to approve the requisitions over \$50,000 as presented."	
<b>Presenter:</b>	Dr. Rebecca Metzger	
	District Leadership	

<b>REQ DATE</b>
<b>07/15/2025</b>

<b>REQUISITION NUMBER</b>
<b>0000136955</b>

PRINTED 07/15/2025

VENDOR KEY : YONDR IN000  
 SHIP DATE : 07/15/2025  
 FISCAL YEAR : 2025-2026  
 ENTERED BY : MURPHCHE000  
 ORIGINAL REQ # : 0000136955

VENDOR:  
 YONDR INC.  
 12503 VENICE BLVD  
 LOS ANGELES, CA 90066

SHIP TO:  
 MIDLOTHIAN I.S.D.  
 100 WALTER STEPHENSON ROAD  
 MIDLOTHIAN, TX 76065

ATTN: CHERI MURPHY

Contract Nbr: Buyboard

Buyboard Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		BUYBOARD 749-24 10/31/2027		
		Yondr pouches to meet requirements for HB 1481 - To secure student cell phone/electronic devices if students bring devices on campus. Secondary campuses. Quote Number: 00002419 ATTN: Krista Tipton		
2	EACH	Onsite support for one day - Midlothian School District	2250.00000	4,500.00
1001	EACH	Yondr Education Package: Implementation planning support (implementation meeting(s), process logistics planning, policy creation & launch plan) School Resource templates school policy, parent letters, staff comms), and more, All Day - Take Home - Dieterich Middle School	30.00000	30,030.00
1	EACH	Yondr Education Package: 15 % Discount - Dieterich Middle School	-4504.50000	-4,504.50
151	EACH	Buffer Pouches - 15% Buffer of Pouches - V3 locking compatibility, size extra large, grey, branded, pushpin lock, ID Holder with snap closure - Dieterich Middle School	30.00000	4,530.00
1	EACH	Buffer Pouches: 15% Discount	-679.50000	-679.50
		***Yondr Education Package for Dieterich includes: 1001 Pouches, 16 Velcro Pouches, 11 Handheld Unlocking Bases, 4 Round Unlocking Bases, 4 Lockboxes, 6 totes, 2 Hampers		
738	EACH	Yondr Education Package: Implementation planning support (implementation meeting(s), process logistics planning, policy creation & launch plan) School Resource templates school policy, parent letters, staff comms), and more, All Day - Take Home - Frank Seale Middle School	30.00000	22,140.00
CONTINUED ON NEXT PAGE			<b>PAGE TOTAL</b>	<b>56,016.00</b>
			<b>TOTAL</b>	<b>198,836.25</b>

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

<b>REQ DATE</b>
<b>07/15/2025</b>

<b>REQUISITION NUMBER</b>
<b>0000136955</b>

PRINTED 07/15/2025

VENDOR KEY : YONDR IN000  
 SHIP DATE : 07/15/2025  
 FISCAL YEAR : 2025-2026  
 ENTERED BY : MURPHCHE000  
 ORIGINAL REQ # : 0000136955

VENDOR:  
 YONDR INC.  
 12503 VENICE BLVD  
 LOS ANGELES, CA 90066

SHIP TO:  
 MIDLOTHIAN I.S.D.  
 100 WALTER STEPHENSON ROAD  
 MIDLOTHIAN, TX 76065

ATTN: CHERI MURPHY

Contract Nbr: Buyboard

Buyboard Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	EACH	Yondr Education Package: 15% Discount - Frank Seale Middle School	-3321.00000	-3,321.00
111	EACH	Buffer Pouches - 15% Buffer of Pouches - V3 locking compatibility, size extra large, grey, branded, pushpin lock, ID Holder with snap closure - Frank Seale Middle School	30.00000	3,330.00
1	EACH	Buffer Pouches: 15% Discount - Frank Seale Middle School ***Yondr Education Package for Frank Seale Middle School includes: 738 Pouches, 12 Velcro Pouches, 8 Handheld Unlocking Bases, 3 Round Unlocking Bases, 3 Lockboxes, 4 Totes, 2 Hampers.	-499.50000	-499.50
1017	EACH	Yondr Education Package: Implementation planning support (implementation meeting(s), process logistics planning, policy creation & launch plan) School Resource templates school policy, parent letters, staff comms), and more, All Day - Take Home - Walnut Grove Middle School	30.00000	30,510.00
1	EACH	Yondr Education Package: 15% Discount	-4576.50000	-4,576.50
153	EACH	Buffer Pouches - 15% Buffer of Pouches - V3 locking compatibility, size extra large, grey, branded, pushpin lock, ID Holder with snap closure - Walnut Grove Middle School	30.00000	4,590.00
1	EACH	Buffer Pouches: 15% discount for Walnut Grove Middle School ***Yondr Education Package for Walnut Grove Middle School includes: 16 Velcro Pouches, 11 Handheld Unlocking Bases, 4 Round unlocking bases, 4 Lockboxes, 6 Totes, 3 Hampers.	-688.50000	-688.50
1716	EACH	Yondr Education Package: Implementation planning support (implementation meeting(s), process logistics planning, policy	30.00000	51,480.00
CONTINUED ON NEXT PAGE			<b>PAGE TOTAL</b>	<b>80,824.50</b>
			<b>TOTAL</b>	<b>198,836.25</b>

This is a Requisition and not an official Purchase Order.  
 The District is not financially responsible for the unauthorized purchases made with a Requisition.

<b>REQ DATE</b>
<b>07/15/2025</b>

<b>REQUISITION NUMBER</b>
<b>0000136955</b>

PRINTED 07/15/2025

VENDOR KEY : YONDR IN000  
 SHIP DATE : 07/15/2025  
 FISCAL YEAR : 2025-2026  
 ENTERED BY : MURPHCHE000  
 ORIGINAL REQ # : 0000136955

VENDOR:  
 YONDR INC.  
 12503 VENICE BLVD  
 LOS ANGELES, CA 90066

SHIP TO:  
 MIDLOTHIAN I.S.D.  
 100 WALTER STEPHENSON ROAD  
 MIDLOTHIAN, TX 76065

ATTN: CHERI MURPHY

Contract Nbr: Buyboard

Buyboard Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	EACH	creation & launch plan) School Resource templates school policy, parent letters, staff comms), and more, All Day - Take Home - Midlothian Heritage High School		
1	EACH	Yondr Education Package: 15% discount for Midlothian Heritage High School	-7722.00000	-7,722.00
258	EACH	Buffer Pouches - 15% Buffer of Pouches - V3 locking compatibility, size extra large, grey, branded, pushpin lock, ID Holder with snap closure - Midlothian Heritage High School	30.00000	7,740.00
1	EACH	Buffer Pouches: 15% Discount for Midlothian Heritage High School	-1161.00000	-1,161.00
		***Yondr Education Package for Midlothian Heritage High School includes: 1716 Pouches, 26 Velcro Pouches, 18 Handheld Unlocking Bases, 6 Round Unlocking Bases, 6 Lockboxes, 10 Totes, 4 Hampers.		
1960	EACH	Yondr Education Package: Implementation planning support (implementation meeting(s), process logistics planning, policy creation & launch plan) School Resource templates school policy, parent letters, staff comms), and more, All Day - Take Home - Midlothian High School	30.00000	58,800.00
1	EACH	Yondr Education Package: 15% discount for Midlothian High School	-8820.00000	-8,820.00
294	EACH	Buffer Pouches - 15% Buffer of Pouches - V3 locking compatibility, size extra large, grey, branded, pushpin lock, ID Holder with snap closure - Midlothian High School	30.00000	8,820.00
1	EACH	Buffer Pouches - 15% Discount for Midlothian High School	-1323.00000	-1,323.00
CONTINUED ON NEXT PAGE			<b>PAGE TOTAL</b>	<b>56,334.00</b>
			<b>TOTAL</b>	<b>198,836.25</b>

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

<b>REQ DATE</b>
<b>07/15/2025</b>

<b>REQUISITION NUMBER</b>
<b>0000136955</b>

PRINTED 07/15/2025

VENDOR KEY : YONDR IN000  
 SHIP DATE : 07/15/2025  
 FISCAL YEAR : 2025-2026  
 ENTERED BY : MURPHCHE000  
 ORIGINAL REQ # : 0000136955

VENDOR:  
 YONDR INC.  
 12503 VENICE BLVD  
 LOS ANGELES, CA 90066

SHIP TO:  
 MIDLOTHIAN I.S.D.  
 100 WALTER STEPHENSON ROAD  
 MIDLOTHIAN, TX 76065

ATTN: CHERI MURPHY

Contract Nbr: Buyboard

Buyboard Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	EACH	*** Yondr Education Package for Midlothian High School includes: 1960 Pouches, 30 Velcro Pouches, 20 Handheld unlocking bases, 7 Round unlocking bases, 7 Lockboxes, 11 totes, 4 Hampers. Shipping and Handling	5661.75000	5,661.75
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		199 E 52 6299 00 999 0 99 999	4,500.00	
		199 E 52 6399 00 999 0 99 999	194,336.25	
			<b>PAGE TOTAL</b>	5,661.75
			<b>TOTAL</b>	198,836.25

This is a Requisition and not an official Purchase Order.  
 The District is not financially responsible for the  
 unauthorized purchases made with a Requisition.



**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	4721/2025	
<b>Agenda Item:</b>	Facility Planning Committee Recommendation	
<b>Requires Board Action:</b>	NO	
<b>Agenda Location:</b>	INFORMATION ONLY	
<b>Template Attachments:</b>	No	
<b>If yes, then select what applies:</b>		
<b>Link to the presentation:</b>		
<b>Background Information</b>	<p><b>WHY:</b> Midlothian ISD has experienced 13 years of consecutive growth at an average 3% annual growth rate since 2019. It is among one of the fastest growing school districts in Ellis County and is ranked 18th in the number of new home builds in DFW. With growth comes the need for planning for future facility needs.</p> <p><b>WHAT:</b> The district established a Facility Planning Committee to assess district needs based on expected enrollment growth and facility conditions. The committee began meeting in early May and since that time, met seven times including a meeting to tour different campuses. The work of the committee has culminated to a recommendation for the Board of Trustees to discuss and consider. Members of the committee will attend the school board meeting to present the recommendation. Additional information and overviews of information covered in each Facility Planning Committee is available on the MISD website here: <a href="https://www.midlothianisd.org/community/committees/facility-planning">https://www.midlothianisd.org/community/committees/facility-planning</a></p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and Financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.1 Systematic Long-range Facility Management	
<b>Strategic Priority: (Secondary - if needed)</b>		
<b>Performance Objective: (Secondary - if needed)</b>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>		
<b>Fiscal Impact/Budget Function Code:</b>	\$30,000 contracted services	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	NA	
<b>Presenter:</b>	David Belding, Ed.D.	Tammy Kuykendall (ED)
	Superintendent	Exec Director of Communications

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025
<b>Agenda Item:</b>	Receive the 1Q2025 Demographic and Enrollment Report
<b>Requires Board Action:</b>	NO
<b>Agenda Location:</b>	INFORMATION ONLY
<b>Template Attachments:</b>	
<b>If yes, then select what applies:</b>	
<b>Link to the presentation:</b>	
<b>Background Information</b>	<p><b>WHY:</b> Monitoring district growth with enrollment and housing projections better prepares administration for planning for the upcoming year(s).</p> <p><b>WHAT:</b> Mr. Brent Alexander of School District Strategies will present the 2025 First Quarter Demographic Report with the latest data trends and projections. He will be available for questions. The 2025 First Quarter Demographic presentation has been finalized and is attached.</p>
<b>Strategic Priority:</b> <i>(Primary)</i>	Priority 4: District Operations and Financial Stewardship
<b>Performance Objective:</b> <i>(Primary)</i>	4.1 Systematic Long-range Facility Management
<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>	
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>	
<b>Legal Reference: (1) / (2)</b>	
<b>Policy Reference: (1) / (2)</b>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A
<b>Administration Recommendation</b>	Presentation only
<b>Motion:</b>	Presentation only
<b>Presenter:</b>	David Belding, Ed.D.
	District Leadership

**Midlothian ISD  
BOARDBOOK TEMPLATE**

<b>Board Meeting Date:</b>	July 21, 2025
<b>Agenda Item:</b>	Report on Spring 2025 STAAR Gr. 3-8 Preliminary Scores
<b>Requires Board Action:</b>	NO
<b>Agenda Location:</b>	INFORMATION ONLY
<b>Template Attachments:</b>	Yes
<b>If yes, then select what applies:</b>	Presentation
<b>Link to the presentation:</b>	Link
<b>Background Information</b>	<p><b>WHY:</b> : Midlothian ISD Priority 1.2 in the Balanced Scorecard focuses on "all students exhibiting yearly growth in core areas." Annual state assessment performance is used to measure progress toward these performance objectives. STAAR grade 3-8 assessments are designed to measure what students are learning in each grade and whether or not they are ready for the next grade in each tested content area.</p> <p><b>WHAT:</b> STAAR, the state's testing program, is based on state curriculum standards in core subjects including reading, writing, mathematics, science, and social studies. This presentation shows preliminary scores made available recently by core subject areas administered in grades 3-8. These results are a key measure of student performance and academic readiness. At this time, the scores are considered "preliminary," until the state's quality control processes are completed. In addition, STAAR data files may be adjusted to ensure that only the students who were in our district on the October 2023 snapshot date are included in our accountability files.</p> <p>STAAR assessments administered at each grade level:</p> <ul style="list-style-type: none"> <li>- Grade 3: Reading, Math</li> <li>- Grade 4: Reading, Math</li> <li>- Grade 5: Reading, Math, Science</li> <li>- Grade 6: Reading, Math</li> <li>- Grade 7: Reading, Math (excludes advanced math students)</li> <li>- Grade 8: Reading, Math, Science, Social Studies</li> </ul>
<b>Strategic Priority: (Primary)</b>	Priority 1: Student Success
<b>Performance Objective: (Primary)</b>	1.2 All Students Exhibit Yearly Growth in Core Areas

<b>Strategic Priority:</b> <i>(Secondary - if needed)</i>		
<b>Performance Objective:</b> <i>(Secondary - if needed)</i>		
<b>Legal Reference: (1) / (2)</b>		
<b>Policy Reference: (1) / (2)</b>	EHDD-ALTERNATIVE METHODS FOR EARNING CREDIT - COLLEGE COURSE WORK/LEARN CREDIT	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	No action required.	
<b>Presenter:</b>	Shelle Blaylock	Becki Krsnak (ED)
	District Leadership	Executive Director

**Midlothian ISD  
BOARDBOOK TEMPLATE**

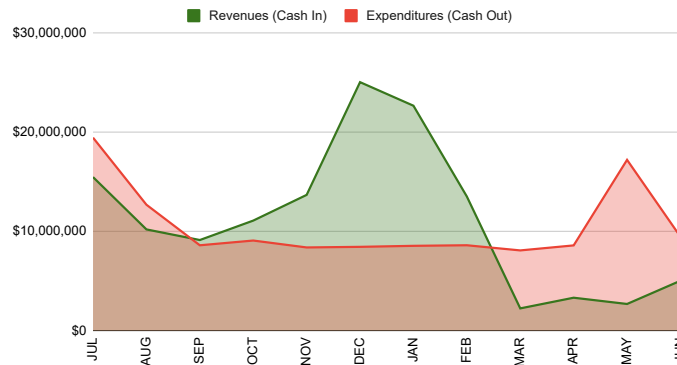
<b>Board Meeting Date:</b>	July 21, 2025	
<b>Agenda Item:</b>	Financial Reports	
<b>Agenda Location:</b>	INFORMATION ONLY	
<b>Template Attachments:</b>	Yes	PDF
<b>If yes, then select what applies:</b>	PDF	PDF
<b>Link to the presentation:</b>	Yes	
<b>Background Information</b>	<p>The cash flow report illustrates a cash basis financial report that will help with monitoring cash balances and ensuring that we have sufficient resources to meet obligations.</p> <p>The fund financial reports illustrate where we are with our financial statements at this point in the year. These provide a year to date comparison with the previous year through the same month as well as where we are in comparison to our annual budget. We have also provided a few visualizations of the same data.</p>	
<b>Strategic Priority: (Primary)</b>	Priority 4: District Operations and financial Stewardship	
<b>Performance Objective: (Primary)</b>	4.3 Commitment to Financial Stewardship	
<b>Strategic Priority: (Secondary - if needed)</b>	N/A	
<b>Performance Objective: (Secondary - if needed)</b>	N/A	
<b>Legal Reference: (1) / (2)</b>	N/A	N/A
<b>Policy Reference: (1) / (2)</b>	CE-ANNUAL OPERATING BUDGET	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Administration Recommendation</b>	Presentation only	
<b>Motion:</b>	No motion needed.	
<b>Presenter:</b>	Dr. Rebecca Metzger	
	District Leadership	

## Operating Funds Cash Flow

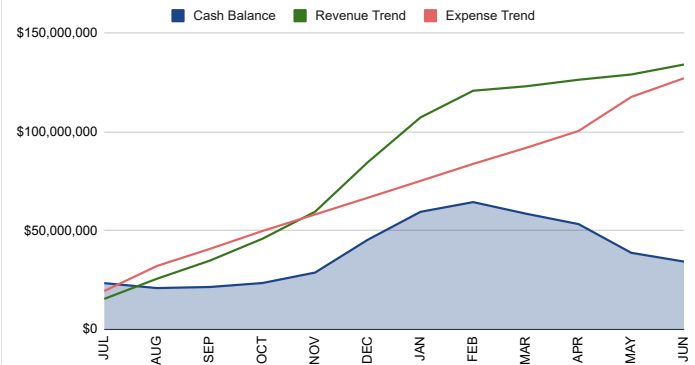
**2024-2025**

	July	August	September	October	November	December	January	February	March	April	May	June	Total
<b>Beginning Cash Balance</b>	\$27,406,198	\$23,430,958	\$20,943,054	\$21,473,438	\$23,482,650	\$28,778,408	\$45,375,100	\$59,494,794	\$64,407,769	\$58,565,646	\$53,293,682	\$38,769,177	\$27,406,198
<b>Revenue</b>													
Local	\$2,050,894	\$172,639	\$223,221	\$230,632	\$9,339,892	\$23,788,732	\$21,941,600	\$12,800,276	\$948,520	\$559,237	\$370,880	\$657,769	\$73,084,293
State	\$13,396,364	\$9,993,176	\$8,894,852	\$10,758,110	\$4,301,112	\$1,228,754	\$705,939	\$702,177	\$1,267,652	\$2,745,719	\$2,273,801	\$4,347,938	\$60,615,596
Federal	\$19,741	\$28,958	\$6,628	\$93,622	\$31,435	\$16,937	\$12,045	\$8,348	\$18,906	\$5,994	\$35,129	\$15,708	\$293,450
Other Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$15,467,000</b>	<b>\$10,194,774</b>	<b>\$9,124,701</b>	<b>\$11,082,364</b>	<b>\$13,672,439</b>	<b>\$25,034,423</b>	<b>\$22,659,584</b>	<b>\$13,510,801</b>	<b>\$2,235,078</b>	<b>\$3,310,950</b>	<b>\$2,679,811</b>	<b>\$5,021,415</b>	<b>\$133,993,339</b>
<b>Expenditures</b>													
Payroll Costs	\$7,137,632	\$8,240,983	\$7,725,525	\$7,447,024	\$7,492,157	\$7,445,223	\$7,451,099	\$7,358,316	\$7,325,756	\$7,377,877	\$7,449,266	\$7,867,422	\$90,318,281
Professional & Contracted Service	\$248,653	\$760,215	\$393,350	\$1,210,362	\$521,366	\$765,434	\$846,168	\$853,814	\$409,424	\$892,931	\$474,160	\$1,271,972	\$8,647,848
Supplies & Materials	\$1,158,036	\$768,706	\$386,871	\$328,415	\$226,031	\$149,135	\$140,412	\$268,694	\$296,743	\$215,027	\$274,075	\$93,437	\$4,305,581
Other Operating	\$10,897,918	\$2,912,774	\$79,528	\$87,351	\$137,128	\$23,073	\$96,967	\$117,003	\$45,278	\$97,078	\$9,005,680	\$222,770	\$23,722,547
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$9,043	\$0	\$0	\$54,865	\$5,245	\$0	\$0	\$0	\$1,135	\$0	\$70,288
Other Uses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$19,442,239</b>	<b>\$12,682,678</b>	<b>\$8,594,317</b>	<b>\$9,073,152</b>	<b>\$8,376,681</b>	<b>\$8,437,731</b>	<b>\$8,539,890</b>	<b>\$8,597,826</b>	<b>\$8,077,201</b>	<b>\$8,582,914</b>	<b>\$17,204,316</b>	<b>\$9,455,601</b>	<b>\$127,064,546</b>
<b>Cash Flow Summary</b>													
Revenues (Cash In)	\$15,467,000	\$10,194,774	\$9,124,701	\$11,082,364	\$13,672,439	\$25,034,423	\$22,659,584	\$13,510,801	\$2,235,078	\$3,310,950	\$2,679,811	\$5,021,415	\$133,993,339
Expenditures (Cash Out)	\$19,442,239	\$12,682,678	\$8,594,317	\$9,073,152	\$8,376,681	\$8,437,731	\$8,539,890	\$8,597,826	\$8,077,201	\$8,582,914	\$17,204,316	\$9,455,601	\$127,064,546
Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Net Cash Flow</b>	<b>-\$3,975,240</b>	<b>-\$2,487,904</b>	<b>\$530,384</b>	<b>\$2,009,212</b>	<b>\$5,295,757</b>	<b>\$16,596,692</b>	<b>\$14,119,694</b>	<b>\$4,912,975</b>	<b>-\$5,842,123</b>	<b>-\$5,271,964</b>	<b>-\$14,524,505</b>	<b>-\$4,434,186</b>	<b>\$6,928,793</b>
<b>Ending Cash Balance</b>	<b>\$23,430,958</b>	<b>\$20,943,054</b>	<b>\$21,473,438</b>	<b>\$23,482,650</b>	<b>\$28,778,408</b>	<b>\$45,375,100</b>	<b>\$59,494,794</b>	<b>\$64,407,769</b>	<b>\$58,565,646</b>	<b>\$53,293,682</b>	<b>\$38,769,177</b>	<b>\$34,334,991</b>	<b>\$34,334,991</b>

Revenues (Cash In) vs. Expenditures (Cash Out)



Revenue, Expense, and Cash Balance Trends



**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**  
**Debt Service Fund Financial Report**  
**Unaudited and Without Year End Adjustments**  
**June 2025**

	Year-to-Date Comparison			Current Year Budget Comparison			
	2023-2024 June	2024-2025 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
<b>REVENUES</b>							
Local and Intermediate Sources	41,351,977	42,976,625	1,624,648	42,663,367	42,663,367	313,258	100.7%
State Program	2,458,863	4,406,761	1,947,898	3,303,386	3,303,386	1,103,375	133.4%
Other Sources - Bond Issues	13,530,657	31,210,501	17,679,844	-	31,210,501	-	100.0%
<b>Total Revenues</b>	<b>57,341,497</b>	<b>78,593,887</b>	<b>21,252,390</b>	<b>45,966,753</b>	<b>77,177,254</b>	<b>1,416,633</b>	<b>101.8%</b>
<b>EXPENDITURES</b>							
71 - Debt Service - Principal	13,365,000	31,129,350	17,764,350	13,055,000	31,129,350	-	100.0%
71 - Debt Service - Interest	14,973,763	14,459,692	(514,071)	14,559,105	14,536,009	(76,317)	99.5%
71 - Debt Service - Issue Costs & Fees	14,979,770	299,128	(14,680,642)	18,352,648	576,895	(277,767)	51.9%
Other Uses - Refunding Bond Issue	13,453,200	30,935,000	17,481,800	-	30,935,000	-	100.0%
<b>Total Expenditures</b>	<b>56,771,733</b>	<b>76,823,170</b>	<b>20,051,437</b>	<b>45,966,753</b>	<b>77,177,254</b>	<b>(354,084)</b>	<b>99.5%</b>
Excess/(Deficiency) of Revenues Over Expenditures	569,764	1,770,717	1,200,953	-	-	1,770,717	
Fund Balance at 6/30/2024 - <b>AUDITED</b>				<u>16,643,898</u>			
Fund Balance at 6/30/2025 - <b>UNAUDITED</b>				<u>18,414,615</u>			

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**  
**Food Service Fund Financial Report**  
**Unaudited and Without Year End Adjustments**  
**June 2025**

	Year-to-Date Comparison			Current Year Budget Comparison			
	2023-2024 June	2024-2025 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
<b>REVENUES</b>							
Local and Intermediate Sources	2,742,736	2,958,953	216,217	2,642,940	2,961,140	(2,187)	99.9%
State Program	19,201	18,129	(1,072)	24,362	24,362	(6,233)	74.4%
Federal Program	2,945,855	2,399,064	(546,791)	2,371,409	2,399,572	(508)	100.0%
<b>Total Revenues</b>	<b>5,707,792</b>	<b>5,376,146</b>	<b>(331,646)</b>	<b>5,038,711</b>	<b>5,385,074</b>	<b>(8,928)</b>	<b>99.8%</b>
<b>EXPENDITURES</b>							
35 - Food Service	5,249,179	5,008,676	(240,503)	4,816,906	5,099,106	(90,430)	98.2%
51 - Plant Maintenance & Operations	122,924	38,159	(84,765)	121,805	121,805	(83,646)	31.3%
<b>Total Expenditures</b>	<b>5,372,103</b>	<b>5,046,835</b>	<b>(325,268)</b>	<b>4,938,711</b>	<b>5,220,911</b>	<b>(174,076)</b>	<b>96.7%</b>
<b>OTHER SOURCES &amp; USES</b>							
Other Sources	-	-	-	-	-	-	#DIV/0!
Other Uses	-	-	-	-	-	-	#DIV/0!
<b>Total Other Sources &amp; Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>#DIV/0!</b>
Excess/(Deficiency) of Revenues							
Over Expenditures	335,689	329,311	(6,378)	100,000	164,163	165,148	
Fund Balance at 6/30/2024 - <b>AUDITED</b>		<u>1,944,172</u>					
Fund Balance at 6/30/2025 - <b>UNAUDITED</b>		<u><u>2,273,483</u></u>					

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**  
**General Fund Financial Report**  
**Unaudited and Without Year End Adjustments**  
**June 2025**

	Year-to-Date Comparison			Current Year Budget Comparison			
	2023-2024	2024-2025	Difference	Original	Amended	Budget	Actual to
	June	June		Budget	Budget	Variance	
<b>REVENUES</b>							
Local and Intermediate Sources	68,620,535	72,875,181	4,254,646	74,691,889	72,410,780	464,401	100.6%
State Program	56,344,034	52,830,619	(3,513,415)	47,357,213	51,443,378	1,387,241	102.7%
Federal Program	1,018,124	100,136	(917,988)	979,000	252,000	(151,864)	39.7%
<b>Total Revenues</b>	<b>125,982,693</b>	<b>125,805,936</b>	<b>(176,757)</b>	<b>123,028,102</b>	<b>124,106,158</b>	<b>1,699,778</b>	<b>101.4%</b>
<b>EXPENDITURES</b>							
11 - Instruction	60,460,795	61,733,272	1,272,477	61,582,954	63,781,450	(2,048,178)	96.8%
12 - Instr Resources & Media Svcs	1,294,462	1,197,476	(96,986)	1,248,700	1,248,700	(51,224)	95.9%
13 - Curr & Inst Staff Development	1,481,978	1,340,820	(141,158)	1,431,216	1,446,216	(105,396)	92.7%
21 - Instructional Leadership	1,297,044	1,364,408	67,364	1,352,464	1,372,464	(8,056)	99.4%
23 - School Leadership	5,721,700	5,800,194	78,494	5,842,692	5,842,692	(42,498)	99.3%
31 - Guidance, Counseling	4,584,480	4,450,436	(134,044)	4,475,991	4,475,991	(25,555)	99.4%
33 - Health Services	1,293,147	1,329,106	35,959	1,369,453	1,569,453	(240,347)	84.7%
34 - Student Transportation	4,120,476	4,219,362	98,886	4,031,343	4,281,343	(61,981)	98.6%
36 - Extra-Curr/Co-Curricular	4,966,486	4,780,670	(185,816)	4,771,275	5,126,720	(346,050)	93.3%
41 - General Administration	3,573,284	3,757,232	183,948	3,805,470	3,940,470	(183,238)	95.3%
51 - Plant Maintenance & Operations	13,817,853	12,729,086	(1,088,767)	13,655,542	13,285,542	(556,456)	95.8%
52 - Security & Monitoring	1,974,520	2,180,634	206,114	2,547,567	2,722,567	(541,933)	80.1%
53 - Data Processing	1,699,126	1,510,537	(188,589)	1,665,706	1,665,706	(155,169)	90.7%
95 - Payment to JJAEP Programs	-	4,945	4,945	40,000	40,000	(35,055)	12.4%
97 - Payments to Tax Increment Fund	19,592,674	18,346,054	(1,246,620)	20,453,616	18,552,731	(206,677)	98.9%
99 - Payments to Tax Office	928,019	1,050,950	122,931	1,094,615	1,094,615	(43,665)	96.0%
<b>Total Expenditures</b>	<b>126,806,044</b>	<b>125,795,182</b>	<b>(1,010,862)</b>	<b>129,368,604</b>	<b>130,446,660</b>	<b>(4,651,478)</b>	<b>96.4%</b>
<b>OTHER SOURCES &amp; USES</b>							
Other Sources	-	1,283,044	1,283,044	-	-	1,283,044	#DIV/0!
Other Uses	-	-	-	-	-	-	#DIV/0!
<b>Total Other Sources &amp; Uses</b>	<b>-</b>	<b>1,283,044</b>	<b>1,283,044</b>	<b>-</b>	<b>-</b>	<b>1,283,044</b>	<b>#DIV/0!</b>

Excess/(Deficiency) of Revenues					
Over Expenditures	(823,351)	1,293,798	2,117,149	(6,340,502)	(6,340,502)

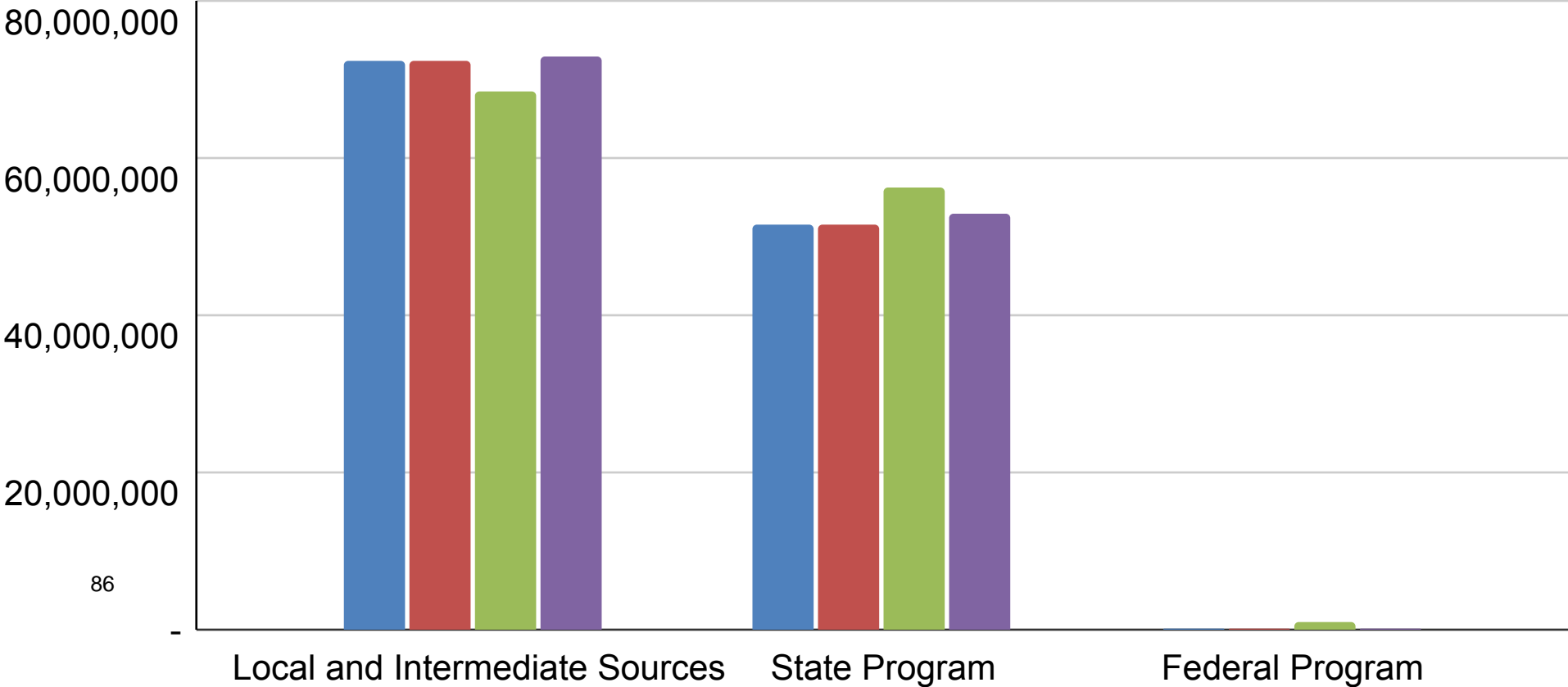
Fund Balance at 6/30/2024 - **AUDITED** 32,789,640

Fund Balance at 06/30/2025 - **UNAUDITED** 34,083,438

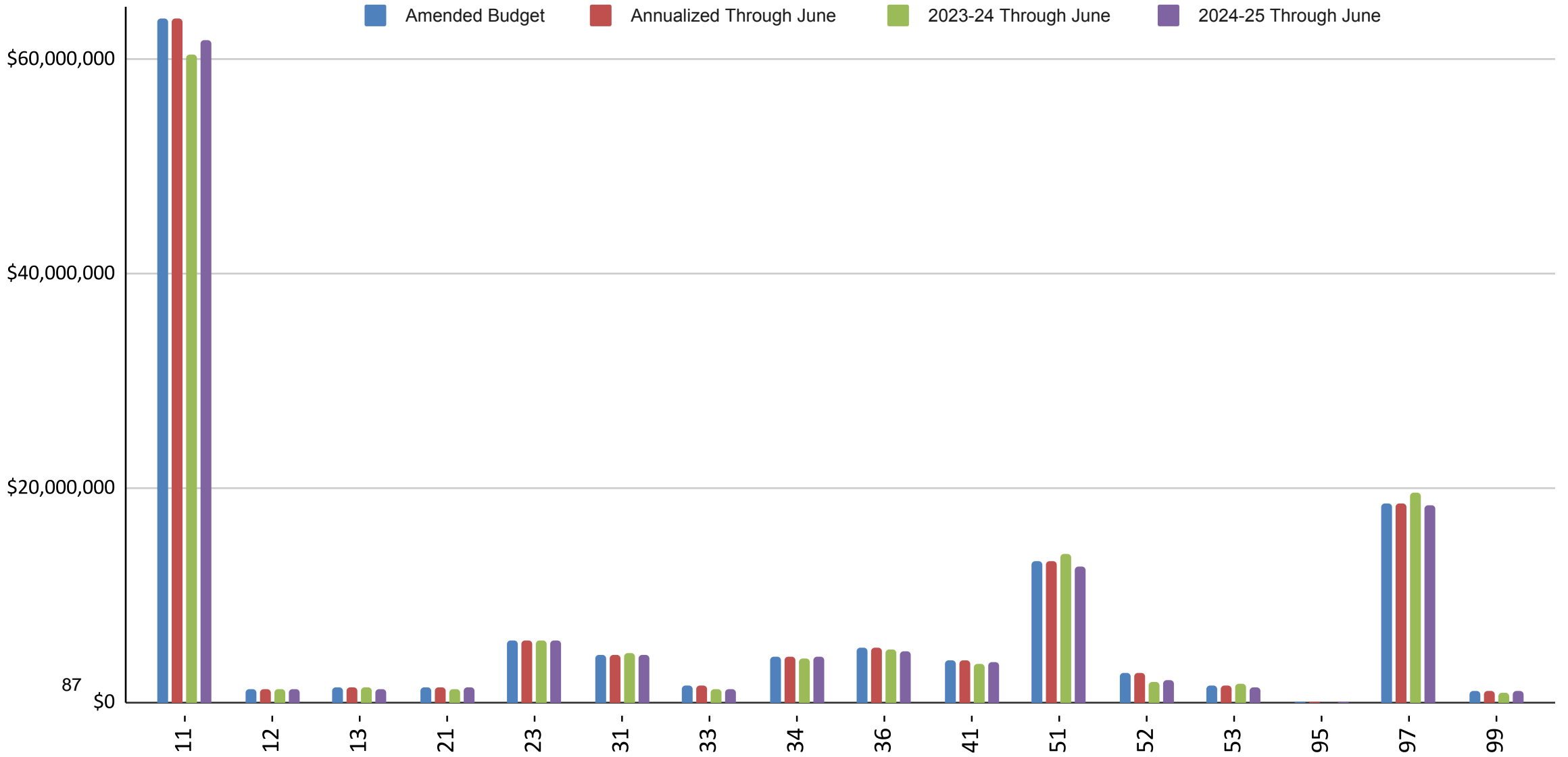
Fund Balance as % of Budget 26%

# Revenue Comparison

- Amended Budget
- Annualized Through June
- 2023-24 Through June
- 2024-25 Through June



# Expense Comparison



# Fund Balance Comparison to Target

■ Fund Balance Target ■ Actual Fund Balance

