

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

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

Monday, July 20, 2026 – 5:30 PM

A Regular Meeting of the Board of Trustees of Midlothian ISD will be held Monday, July 20, 2026, 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 – The Board offers public comment at the beginning of each Regular Meeting in accordance with Texas Education Code 26.0071. Members of the public may choose between two opportunities when addressing the Board during the public comment portion of the board meeting; immediately following the opening of the meeting prior to the Executive Session or a second public comment as it appears on the posted agenda. An individual may sign up for only one public comment offering per meeting.

Individuals wishing to participate in Public Comment must: indicate the desired time slot (e.g., "1st Public Comment" or "2nd Public Comment), 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. PUBLIC COMMENT - The Board offers public comment at the beginning of each Regular Meeting in accordance with Texas Education Code 26.0071.

III. 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	
	1. Discuss Recommendation for Midlothian High School Associate Principal of Campus Operations	
	2. Discuss Recommendation for Hire - Construction Project Specialist - Bond Program	
	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. Private Consultation with the Board's Attorney, Texas Government Code Chapter 551.071	
	E. Deliberation and legal consultation regarding Board Member resignation and options to address vacancy, pursuant to Tex. Gov't Code 551.071 and 551.074.	
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XV.	ADJOURNMENT OF MEETING	

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

Board Meeting Date:	July 20, 2026	
Agenda Item:	Superintendent Good Things	
Requires Board Action:	NO	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	WHY: As we open each meeting, the Superintendent's Good Things provides an opportunity to recognize specific students, staff, and community members.	
Strategic Priority: <i>(Primary)</i>	Priority 1: Student Success	
Performance Objective: <i>(Primary)</i>	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:		
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	David Belding, Ed.D.	
	Superintendent	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Trustee Good Things	
Requires Board Action:	NO	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:	Presentation	
Link to the presentation:		
Background Information	WHY: As we open each meeting, Trustees have an opportunity to share "Good Things" recognizing specific students, staff, and community members	
Strategic Priority: <i>(Primary)</i>	Priority 1: Student Success	
Performance Objective: <i>(Primary)</i>	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	No action required.	
Presenter:	Ryan Timm	
	Board President	



Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	MISD Mission, Vision, and Cultural Tenets	
Requires Board Action:	NO	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	WHY: As we open each meeting, it is important that we share the MISD Mission, Vision, and Cultural Tenets with everyone. Mission: The mission of Midlothian ISD is to educate students by empowering them to maximize their potential. Vision: Inspiring excellence today to change the world tomorrow MISD Cultural Tenets:	
	 The graphic features the Midlothian ISD logo in the center, surrounded by six colored boxes containing the cultural tenets: 'WE ARE FAMILY' (green), 'CELEBRATE THE POWER OF DIVERSITY' (teal), 'HONOR RELATIONSHIPS' (red), 'UNLIMITED POTENTIAL' (orange-red), 'EXCELLENCE THROUGH PURPOSE' (orange), and 'WE ARE MIDLOTHIAN STRONG' (blue).	
Strategic Priority: (Primary)	Priority 1: Student Success	
Performance Objective: (Primary)	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: (Secondary - if needed)		
Performance Objective: (Secondary - if needed)		
Legal Reference: (1) / (2)		

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

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Board Pledge	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	WHY: As we open each meeting, it is important that we share the MISD Board Pledge with all participants. WHAT: <i>Pledge is attached to read for the audience.</i>	
Strategic Priority: <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Primary)</i>	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Strategic Priority: <i>(Secondary - if needed)</i>	N/A	
Performance Objective: <i>(Secondary - if needed)</i>	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	BBF-BOARD MEMBERS - ETHICS	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	MISD Board of Trustees	

Board Pledge

2026-2027

Ed Harrison	<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> <i>Student Focused</i> <i>I will be continuously guided by what is best for all students of the District.</i>
Jessica Ward	<i>Trustworthiness in Stewardship</i> <i>I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.</i> <i>I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns:</i> <i>I will work to ensure prudent and accountable use of district resources.</i> <i>I will make no personal promise or take private action that may compromise my performance or my responsibilities.</i>
John Knight	<i>Commitment in Service</i> <i>I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making, and evaluation.</i> <i>I will diligently prepare for and attend Board meetings.</i> <i>I will avoid personal involvement in activities the board has delegated to the superintendent.</i> <i>I will seek continuing education that will enhance my ability to fulfill my duties effectively.</i>
Ryan Timm	<i>Equity in Attitude</i> <i>I will be fair, just and impartial in all my decisions and actions.</i> <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>
Gary Vineyard	<i>Honor in Conduct</i> <i>I will tell the truth.</i> <i>I will share my views while working for consensus.</i> <i>I will respect the majority decisions as the decision of the Board.</i> <i>I will base my decisions on fact rather than supposition, opinion, or public favor.</i>
Brandi Vess	<i>Integrity in Character</i> <i>I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.</i> <i>I will consistently uphold all applicable laws, rules, policies and governance procedures.</i> <i>I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.</i>

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Recognition: CTE Visioning Committee	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	Why: MISD values the support and partnership of the whole school community. What: A group of business and community members have spent the last year meeting to discuss the future vision for Midlothian ISD Career and Technology Education programs. The district wants to publicly recognize these community leaders for the time and expertise they have provided thus far toward the development of a five year strategic plan for our CTE offerings. We want to recognize this group as part of this month's CTE update and presentation of the work the committee has made to date.	
Strategic Priority: <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Primary)</i>	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Minutes of a Regular Meeting
L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065
Monday, June 15, 2026, beginning at 5:30 PM

A Regular Meeting of the Board of Trustees of Midlothian ISD was held on Monday, June 15, 2026, beginning at 5:30 PM.

Board Members Attendance: Brandi Vess: Present, Ed Harrison: Present, Gary Vineyard: Present, Jessica Ward: Absent, John Knight: Present, Richard Pena: Absent, Ryan Timm: Present.

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 5:30 pm.

II. **PUBLIC COMMENT - The Board offers public comment at the beginning of each Regular Meeting in accordance with Texas Education Code 26.0071.**

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

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

The Board moved out of open session at 5:30 pm and into closed session at 5:32 pm.

- A. Discussion of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
1. Discuss Recommendation for Heritage High School Associate Principal of Operations
B. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
C. Receive Safety and Security Triennial Audit Report Results, Texas Government Code 551.076
D. Students, Texas Government Code 551.082, 551.0821
1. Discipline Issues

- 2. Non-Discipline Issues
- E. Deliberation and legal consultation regarding Board Member resignation and options to address vacancy, pursuant to Tex. Gov't Code 551.071 and 551.074.

IV. **RECONVENE TO OPEN SESSION**

The Board moved out of closed session at 6:32 pm and into open session at 6:36 pm.

V. **INTRODUCTION OF MEETING**

A. Invocation

The invocation was given by John Knight.

B. Pledges of Allegiance

The pledges were led by the Dieterich Middle School National Junior Honor Society Members.

VI. **SUPERINTENDENT REPORT**

Dr. Belding shared highlights from the summer activities thus far including:

- Summer Employee Appreciation Breakfast
- MHS Roofing Project is underway
- Hosting of the Pre-K and Kinder Information Night and
- Virtual Learning Information Night.

VII. **TRUSTEE GOOD THINGS**

Ryan Timm talked about the summer camps going on and the hard work of coaches and students.

VIII. **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.

C. **Recognition: PCAT Bus Driver of the Year**

MISD recognized Lynn Hollett for being named the 2025-2026 PCAT Bus Driver of the Year.

D. **Recognition: Eagle Scout Honor Recipients**

Heritage High School Class of 2026 graduates, London and Landry Knight were recognized for earning Eagle Scout honors. Landry partnered with CASA of Ellis County to support children entering foster care by providing comfort and care

packages, and London partnered with CASA of Ellis County to create and donate a beautiful Little Library, providing children and families with greater access to books.

E. Recognition: MEF Innovative Teaching Grant Recipients

Midlothian Education Foundation awarded more than \$65,000 in Innovative Teaching grants to MISD educators in February of 2026 and teachers have been implementing their innovative projects and programs through the spring semester.

F. Recognition: Heritage High School Softball Regional Semi-Finalists

Midlothian Heritage High softball members were recognized for qualifying to advance to the Regional Semifinals and finishing second in District 15 of the UIL 5A Region.

G. Recognition: Heritage High School Baseball Regional Semi-Finalists

Midlothian Heritage High School baseball team was recognized for qualifying to advance to the Regional Semifinals.

H. Recognition: Betty Buckley Theatre Nominations

Heritage High School theatre program received a Betty Buckley nomination for their performance of The Crucible in the UIL State Theatrical Design category. Chris Ray qualified in Hair and Makeup Design, and Rebekah Garcia in Marketing Design. The Crucible was nominated for best play, and individual nominations included Jonathan Anderson, who was nominated for Best Performer and HHS Theatre Director, Luke Craddock, was nominated for Outstanding Educator.

I. Recognition: Midlothian High School Choir State Qualifiers

Midlothian High choir students were recognized for advancing to the UIL 5A State competition where they competed against the top 2% of the roughly 70,000 students who auditioned statewide.

IX. PUBLIC COMMENT #2

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

X. PUBLIC HEARING TO DISCUSS THE BUDGET AND PROPOSED TAX RATE FOR 2026-2027

The Public Meeting to Discuss the Budget and the Proposed Tax Rate for 2026-2027 began at 7:07 pm. Dr. Rebecca Metzger presented the proposed General Fund, Child Nutrition Fund, and Debt Service Fund Budgets prior to adopting these budgets as required by Board policy CE(LEGAL) and Texas Education Code Chapter 44. The public meeting closed at 7:16 pm.

XI. CONSENT AGENDA

Ed Harrison asked to pull Item F: (Consider Approving Standard Operating Procedures)

A. Consider Meeting Minutes

1. May 18, 2026 - Regular Meeting Minutes
2. June 1, 2026 - Special Meeting and Workshop Minutes

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

C. Consider Approving Cameras in Special Education Settings for 26/27 School Year

D. Consider Approving Final Budget Amendments for 2025/2026

E. Consider Approval of Non Resident Tuition Rate for 2026/2027

G. Consider Administrator Activity - TEC 11.006

A motion was made to approve the consent agenda as presented with the exception of Item F. This motion, made by John Knight and seconded by Gary Vineyard, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight:

Yea, Richard Pena: Absent, Ryan Timm: Yea

Yea: 5, Nay: 0, Absent: 2

F. Consider Approving Board Standard Operating Procedures

A motion was made to approve the Standard Operating Procedures as presented.

This motion, made by Ed Harrison and seconded by Gary Vineyard, Passed.

Brandi Vess: Yea, Ed Harrison: Nay, Gary Vineyard: Yea, Jessica Ward: Absent, John

Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea

Yea: 4, Nay: 1, Absent: 2

XI. DISCUSSION / ACTION ITEMS

A. Consider Recommendation for Hire - Heritage High School Associate Principal of Campus Operations

A motion was made to approve Jeremy Dearborn as the Associate Principal for Heritage High School. This motion, made by Brandi Vess and seconded by Gary Vineyard, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John

Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea

Yea: 5, Nay: 0, Absent: 2

B. Consider the Adoption of the 2026/2027 General Fund, Child Nutrition Fund and Debt Service Fund Budgets

A motion was made to approve the 2026-2027 budgets for the General Fund, Child Nutrition Fund, and the Debt Service Fund as presented. This motion, made by John Knight and seconded by Gary Vineyard, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea
Yea: 5, Nay: 0, Absent: 2

C. Receive Update on 2025/2026 Optional Flexible School Year Program Review and Consider Approving 2026/2027 Optional Flexible School Year Application

Shelle Blaylock presented the required Year in Review for the 2025–2026 school year as part of the application process through TEA for next years Optional Flexible School Day Program.

A motion was made to approve the Optional Flexible School Day Program application for the 2026-27 school year. This motion, made by Gary Vineyard and seconded by John Knight, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea
Yea: 5, Nay: 0, Absent: 2

D. Discuss and Consider the Purchase of Student Technology Devices and Authorize Consignment of Technology Devices to be Replaced

A motion was made that the Board authorize the Superintendent to negotiate and execute the purchase of student devices and the consignment of current inventory (old devices) for sale, using bond funds under Proposition C, at a not-to-exceed price of \$5.15M. This motion, made by Gary Vineyard and seconded by Brandi Vess, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea
Yea: 5, Nay: 0, Absent: 2

E. Discuss and Consider Approval of Recommendation of Award – Stadium Sponsorship Agreement and Delegate Authority to the Superintendent to Execute the Contract

A motion was made to award Methodist Midlothian Medical Center the contract for MISD Multipurpose Stadium sponsorship and delegate authority to the Superintendent to execute the contract. This motion, made by John Knight and seconded by Ed Harrison, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea
Yea: 5, Nay: 0, Absent: 2

F. Consider 2026 TASB Delegate Assembly Designee and Alternate

A motion was made to elect Brandi Vess as the MISD representative to the TASB

Delegate Assembly for 2026 and John Knight as the alternate. This motion, made by John Knight and seconded by Gary Vineyard, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Yea, Jessica Ward: Absent, John Knight: Yea, Richard Pena: Absent, Ryan Timm: Yea
Yea: 5, Nay: 0, Absent: 2

G. Consider Subcommittee Designations for 2026/2027

Membership on the standing committees will be created with the Board President requesting volunteers for the individual committees or appointing committee members if necessary.

Subcommittee Members for 2026-2027 will be:

C&I: Gary Vineyard, Brandi Vess and Jessica Ward as the alternate.

B&O: John Knight, Brandi Vess and Gary Vineyard as the alternate.

HR: Ed Harrison, Jessica Ward and John Knight as the alternate.

Governance: Officers

XIII. INFORMATION ONLY

A. Receive Report on CTE Center Building Progress

Stantec representatives provided a presentation on the CTE Career Center project, outlining the project process, core team and stakeholder workshop findings, design guiding principles, program and conceptual development, and updates regarding the project schedule and budget.

B. Receive Financial Reports

Dr. Metzger presented the monthly financial reports for May 2026.

The Board moved out of open session and into closed session at 8:32 pm to finished executive session.

The Board moved out of closed session at 8:59 pm and into open session 9:00 pm.

XIV. Action, if any, on Items Discussed in Closed Session

President Ryan Timm shared that Trustee Richard Pena had submitted a letter of resignation on June 1, 2026, stepping down from the Board.

Superintendent Belding and several trustees shared their appreciation to Richard for his service to Midlothian ISD.

XV. Consider Agenda Items/Topics for Upcoming Meetings

N/A

XVI. **ADJOURNMENT OF MEETING**

The meeting adjourned at 9:02 pm.

Board President

Board Secretary

July 20, 2026

Date

Minutes of a Special Meeting
L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065
Monday, June 29, 2026, beginning at 5:30 PM

A Special Meeting of the Board of Trustees of Midlothian ISD was held on Monday, June 29, 2026, beginning at 5:30 PM.

Board Members Present Included: Brandi Vess: Present, Ed Harrison: Present, Gary Vineyard: Absent, Jessica Ward: Present, John Knight: Present, Ryan Timm: Present.

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

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 5:31 pm.

II. **INVOCATION**

The invocation was given by John Knight.

III. **PLEDGES OF ALLEGIANCE**

The pledges were recited by all in attendance.

IV. **PUBLIC COMMENT**

There was no public comment for this meeting.

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

The Board moved out of open session at 5:31 pm and into closed session at 5:33 pm.

- A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
1. Discuss Recommendation for Midlothian High School Principal
 2. Discuss Recommendation for Project Manager Position
- B. Consider 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 legal consultation regarding Board Member resignation and options to address vacancy, pursuant to Tex. Gov't Code 551.071 and 551.074.

VI. **RECONVENE TO OPEN SESSION**

The Board moved out of closed session at 6:21 pm and into open session at 6:23 pm.

VII. **DISCUSSION/ACTION ITEMS**

A. Consider Recommendation for Midlothian High School Principal

A motion was made to approve Chris Cravey as the Midlothian High School Principal.

This motion, made by Brandi Vess and seconded by John Knight, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Absent, Jessica Ward: Yea, John

Knight: Yea, Ryan Timm: Yea

Yea: 5, Nay: 0, Absent: 1

B. Consider Recommendation for Project Manager Position

A motion was made to approve Paul Sessions as the Construction Project Manager as presented. This motion, made by Brandi Vess and seconded by Ed Harrison, Passed.

Brandi Vess: Yea, Ed Harrison: Yea, Gary Vineyard: Absent, Jessica Ward: Yea, John

Knight: Yea, Ryan Timm: Yea

Yea: 5, Nay: 0, Absent: 1

- C. Action, if any, on Items Discussed in Closed Session

VIII. **ADJOURNMENT OF MEETING**

The meeting adjourned at 6:30 pm.

Board President

Board Secretary

July 20, 2026

Date

BOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Approval of Food Service Student Breakfast and Lunch Meal Rate Increase for 2026-2027	
Agenda Location:	CONSENT	
Template Attachments:	No	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 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. WHAT: The PLE shows that <u>MISD</u> should have a \$0.10 increase in lunch prices for 2026-2027, which is the amount allowed per TDA. Administration recommends the price of all breakfasts and lunches will increase by \$0.10 in 2026-27. Current breakfast prices are \$2.10 for elementary and \$2.35 for secondary. The breakfast prices for next year will be \$2.20 for elementary and \$2.45 for secondary. The current lunch prices are \$3.20 for elementary students and \$3.45 for secondary students. The prices for next year would be \$3.30 for elementary students and \$3.55 for secondary students.	
Strategic Priority: <i>(Primary)</i>	Priority 4: District Operations and Financial Stewardship	
Performance Objective: <i>(Primary)</i>	4.3 Commitment to Financial Stewardship	
Strategic Priority: <i>(Secondary - if needed)</i>	N/A	
Performance Objective: <i>(Secondary - if needed)</i>	N/A	

Legal Reference: (1) / (2)	Texas Department of Agriculture	N/A
Policy Reference: (1) / (2)	CBB-STATE AND FEDERAL REVENUE SOURCES - FEES	
Fiscal Impact/Budget Function Code:	Could provide more revenue in the Food Service Fund depending on meal sales.	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	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 breakfast and lunch meal price increase of \$0.10 for the 2026-2027 fiscal year as presented."	
Presenter:	Dr. Rebecca Metzger	
	District Leadership	

SFA NAME: [TYPE SFA NAME HERE]

The prices are based on adjusting SY 2025-26 price requirement by the 2% rate increase plus the Consumer Price Index (3.85%).

SY 2026-27 Weighted Average Price Requirement	
Requirement to the nearest cent	Requirement ROUNDED DOWN to the nearest 5 cents
\$4.16	\$ 4.15

SY 2026-27 Price Raise Calculator

Step 1

If the SY 2025-26 Weighted Average Price is equal to or above the target price of \$4.16 then the SFA is compliant for SY 2026-27.

SY 2025-26 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2025.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2025-26
1	21,415	\$ 3.20	\$ 68,528.00	
2	28,528	\$ 3.45	\$ 98,421.60	
3			\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
Total	49,943		\$ 166,949.60	\$ 3.34

Step 2

Shortfall or Credit	
Enter any shortfall or credit carried forward from SY 2025-26	
\$	0.71

Overview of the Calculations

Total Price Increase for SY 2026-27 (Based on the requirement rounded down to the nearest 5 cents)	
\$	0.10
Required Weighted Average Price for SY 2026-27 (Increase with the 10 cents cap)	
\$	3.44
Remaining Shortfall to Meet the Total Price Increase for SY 2026-27 (Based on establishing the price with the 10 cents cap)	
\$	0.00
Credit From the Total Price Increase for SY 2026-27 (Based on a greater price in SY 25-26 and/or credit from the previous year)	
\$	-

(Optional Step)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required weighted average price for SY 2026-27.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2026-27
1			\$ -	
2			\$ -	
3			\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
Total	-		\$ -	\$ -

Step 3

[SY 26-27 Report](#)

To review the instructions for the SY 26-27 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**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Authorizing Superintendent or Designee to Hire Contractual Personnel Between July 21, 2026 and December 31, 2026	
Requires Board Action:	YES	
Agenda Location:	CONSENT	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:	No presentation for this item.	
Background Information	WHY: Board Policy DC (LOCAL) states, in part, "... the Board may authorize the Superintendent to hire contractual personnel within a specified period of time set by the Board." The Board has approved in previous meetings within the Consent Agenda to authorize the superintendent to hire contractual personnel including all employees Pay Grade 6 and below with the exception of principals. However, with the recent update to the Compensation Plan and addition of new Pay Grades, it is necessary to update this action to include all employees Pay Grade 9 and below with the exception of principals. WHAT: This agenda item updates the Superintendent's authority to hire professional staff, previously granted in December of 2025, to align to newly reorganized pay scales on the Administrative and Professional schedules in the 26-27 Compensation Plan. It does not change the level of authority previously granted the Superintendent, but maintains it with the redesigned compensation plan adopted in May, 2026.	
Strategic Priority: <i>(Primary)</i>	Priority 4: District Operations and Financial Stewardship	
Performance Objective: <i>(Primary)</i>	4.3 Commitment to Financial Stewardship	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Secondary - if needed)</i>	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	DC-EMPLOYMENT PRACTICES	
Fiscal Impact/Budget Function Code:	N/A	

Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent agenda item; however, if pulled for discussion a motion might be, "I move to authorize the Superintendent or Designee to hire contractual personnel July 21, 2026 through December 31, 2026 as presented."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	District Required Staff Development Plan - Annual Approval	
Agenda Location:	CONSENT	
Template Attachments:	Yes	
If yes, then select what applies:	PDF	District Required Trainings Professional Development Plan
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 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. WHAT: 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.	
Strategic Priority: <i>(Primary)</i>	Priority 1: Student Success	
Performance Objective: <i>(Primary)</i>	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 4: District Operations and financial Stewardship	
Performance Objective: <i>(Secondary - if needed)</i>	4.2 Effective and Efficient Cross-departmental Work Processes	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	DMA-PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	This is a consent agenda item; however, should the item be pulled for discussion, a motion might be, "I move to approve the 2026-27 Professional Development plan as presented."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

Midlothian ISD Professional Development Plan - Required Trainings 2026-2027							
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 trainings 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); (i); FOCA(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 §21.453(d)(4)(B); DMA(LEGAL); BOB(LEGAL); BOA (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 sped 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. §§ 14001482; EHB(AE (LEGAL); EHB(F(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 EHB(AE(LEGAL) for procedural requirements under IDEA. See EHB(F(LEGAL) and 39 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); EIF (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 EIF(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 2026-2027							
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-.0032; 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); EKC(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); FDB(LEGAL); FFF(LEGAL); FO(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 BQA(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 2026-2027							
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: 1. recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying; 2. recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention; 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 4. assist students in returning to school following treatment of a mental health concern or suicide attempt.
Student Welfare	Dating Violence	Tex. Educ. Code § 37.0831; BQ (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. §§ 1681i(6); 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 § 38.0151; 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: 1. recognizing the signs and symptoms of anaphylaxis; 2. administering an epi-pen; 3. implementing emergency procedures, if necessary, after administering an epinephrine; 4. properly disposing of used or expired epi-pens, and 5. be provided in accordance with the policy adopted under Section 21.4515 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: • recognizing the signs and symptoms of respiratory distress; • administering the medication; • implementing emergency procedures, if necessary, after administering the medication; and • proper sanitization, reuse, and disposal of the medication. 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: • recognizing the signs and symptoms of an opioid-related drug overdose; • administering an opioid antagonist; • implementing emergency procedures, if necessary, after administering an opioid antagonist; and • properly disposing of used or expired opioid antagonists. 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 2026-2027							
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)-(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(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 2026-2027							
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 SSST 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 TxSSC. 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. Gov't 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, evidencebased 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. §§ 2000e2000e-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 2026-2027							
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.	New custodial and maintenance employees must be trained within 60 days after beginning employment, with additional training as needed. The designated asbestos coordinator should receive training prior to or upon designation, with additional training as needed.	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. 5 763.84(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 the office of the public information coordinator.	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); EMI(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 § 89.1220(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 2026-2027							
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), EHB(G)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 2024. 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. 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)(B): 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(I)LEGAL	All AEL staff, including: 1. directors, supervisors, and other staff with program oversight or coordination responsibilities; 2. 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 30 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 (TTTESS) appraiser training and having passed the T-TES 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 TPSS 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-PSS) appraiser training. Periodic recertification and training may be required.

Midlothian ISD Professional Development Plan - Required Trainings 2026-2027							
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. Directors of Elementary and Secondary Schools	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); CHILEGAL); CHILLOCAL)	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 districts 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 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 2026-2027							
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)-(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.
Technology	Artificial Intelligence (AI) Training	Tex. Educ. Code § 11.175 Tex. Gov't Code §§ 2063.102, 2054.5193; DMA(LEGAL), COB (LEGAL)	District-identified employees who have access to a district computer system or database.	Executive Director of Technology	Compliance Training	Annually	At least once each year, each employee of a school district who has access to the district's information resources or information resources technologies must complete a cybersecurity training program certified under Texas Government Code section 2063.102 (state certified cybersecurity training programs) and an artificial intelligence training program certified under Section 2054.5193. Notwithstanding Government Code 2063.103, only the district's cybersecurity coordinator is required to complete the artificial intelligence training on an annual basis. Any other school district employee required to complete the artificial intelligence training shall complete the training as determined by the district, in consultation with the district's cybersecurity coordinator. Texas Education Code § 11.175(h1). The board may select the most appropriate state-certified artificial intelligence training program certified under Section 2054.5193 for employees to complete. The board must verify and report on the completion of artificial intelligence training program by employees to the command and require periodic audits to ensure compliance with these provisions.

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Quarterly Investment Report	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 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. WHAT: - Total cash is \$136,965,124.68 higher than prior quarter. This is due to issuing bonds this quarter. - Total Interest earned this quarter was \$832,877.19 which is lower than the prior quarter by \$19,009.10 due to lower balances this quarter (bonds were issued at the end of the quarter and only accrued interest for a few days). The interest rates have decreased as follows- Lone Star rates decreased from 3.676% to 3.631%, TexPool rates decreased from 3.688% to 3.643%, the First Financial money market increased from 3.555% to 3.652% and the First Financial Checking account interest decreased from 3.312% to 3.141%. A detailed report is attached covering the quarter beginning April 1, 2026 and ending June 30, 2026.	
Strategic Priority: (Primary)	Priority 4: District Operations and financial Stewardship	
Performance Objective: (Primary)	4.3 Commitment to Financial Stewardship	
Strategic Priority: <i>(Secondary - if needed)</i>	N/A	
Performance Objective: <i>(Secondary - if needed)</i>	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CDA-OTHER REVENUES - INVESTMENTS	

Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	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."	
Presenter:	Dr. Rebecca Metzger	
	District Leadership	

	Balance at 03/31/26	Deposits	Withdrawals	Interest	Balance at 06/30/26	Fund Totals	First Financial Checking/IntraFi	First Financial - General Operating MMA	Lone Star	TexPool	Total
Fund 163 Payroll											
Checking Account-FFB	0.00				0.00		0.00				
First Financial IntraFi	92,594.00	22,502,571.78	(22,527,507.59)	11,950.71	79,608.90	79,608.90	79,608.90				
						79,608.90					
Fund 199 General Fund											
First Financial Bank-Money Market	250,756.29	18,050,000.00	(18,052,287.72)	2,276.11	250,744.68			250,744.68			
First Financial IntraFi	57,032,522.04	2,287.72	(17,850,000.00)	463,177.24	39,647,987.00			39,647,987.00			
Lone Star Investment Pool	446,708.81	926,931.16	(400,000.00)	7,132.66	980,772.63				980,772.63		
TexPool	2,950,428.67	24,666,784.12	(22,598,137.80)	52,624.84	5,071,699.83					5,071,699.83	
						45,951,204.14					
Fund 240 Food Service											
First Financial IntraFi	1,285,803.91	627,569.71	(1,462,886.64)	4,653.71	455,140.69		455,140.69				
TexPool	1,772,793.01	1,262,806.10	(575,684.59)	23,736.70	2,483,651.22					2,483,651.22	
						2,938,791.91					
Fund 461/480 Campus Activity											
TexPool	1,318,768.64	629,182.56	(40,928.52)	12,125.58	1,919,148.26					1,919,148.26	
						1,919,148.26					
Fund 499 Child Care											
TexPool	325,398.30	40,444.83	-	3,067.75	368,910.88					368,910.88	
						368,910.88					
Fund 599 Interest & Sinking (Debt Service)											
Lone Star Investment Pool	1,315,449.14	580,414.23	-	14,349.29	1,910,212.66				1,910,212.66		
TexPool	15,838,033.72	5,336,114.73	(5,335,351.24)	140,585.60	15,979,382.81					15,979,382.81	
						17,889,595.47					
Fund 694 Construction											
2020 Series	168,646.66	-	-	1,536.40	170,183.06						
2026 Series Prop A	-	104,100,000.00	(807,837.44)	62,554.26	103,354,716.82						
2026 Series Prop B	-	40,300,000.00	(43,164.76)	24,243.58	40,281,078.82						
2026 Series Prop C	-	5,600,000.00	(1,493.70)	3,369.29	5,601,875.59						
						149,407,854.29				149,407,854.29	
Multi-fund Checking Account											
First Financial IntraFi	572,370.01	10,849,188.98	(9,646,768.43)	5,493.47	1,780,284.03		1,780,284.03				
						1,780,284.03					
TOTALS	83,370,273.20	235,474,295.92	(99,342,048.43)	832,877.19	220,335,397.88	220,335,397.88	2,315,033.62	39,898,731.68	2,890,985.29	175,230,647.29	220,335,397.88

3.141% 3.652% 3.631% 3.643%

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:

Dr. David Belding, Superintendent

Dr. Rebecca Metzger, Asst Superintendent of Business & Operations

Midlothian ISDBOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Approval of Memorandum of Understanding (MOU) with Avalon ISD for Bus Driver Training	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	WHY: The Midlothian ISD Transportation Department was approached by Avalon ISD to provide their new drivers with Commercial Driver's License (CDL) training. Avalon ISD does not have the necessary staff to provide the training to their new drivers. Midlothian ISD has 4 employees that are certified behind the wheel instructors. WHAT: This will allow the Avalon ISD drivers to gain behind the wheel experience before testing for their CDL. This training would be provided based upon our trainers availability. The training will be a sum total of 32 hours per participant. The trainers will be using the MISD Multi Purpose Stadium for training, with street driving on city/county roads. Midlothian ISD will provide a bus for training. This will provide a positive revenue stream to the district. The fee to AISD will be \$2,000 per each participant for bus driver training and \$450 per each participant for Special Needs Bus Aide Training. The final negotiation and execution of the MOU would be delegated to the Superintendent.	
Strategic Priority: (Primary)	Priority 4: District Operations and financial Stewardship	
Performance Objective: (Primary)	4.3 Commitment to Financial Stewardship	
Strategic Priority: (Secondary - if needed)	N/A	
Performance Objective: (Secondary - if needed)	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	GRB-RELATIONS WITH GOVERNMENTAL ENTITIES - INTERLOCAL COOPERATION CONTRACTS	
Fiscal Impact/Budget Function Code:	This would provide an additional revenue stream for the transportation budget to offset current summer training expenses.	

Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I move to approve the Memorandum of Understanding with Avalon ISD for Bus Driver Training and delegate final contract negotiation and execution to the Superintendent, as presented."	
Presenter:	Dr. Rebecca Metzger	
	District Leadership	

STATE OF TEXAS

§

§

COUNTY OF ELLIS

§

**Memorandum of Understanding (MOU)
Bus Driver Training**

The Parties to this Memorandum of Understanding (“MOU” or “Agreement”) are the Midlothian Independent School District, an independent school district and political subdivision of the State of Texas (“Midlothian ISD”) and Avalon Independent School District, an independent school district and political subdivision of the State of Texas (“Avalon ISD”), collectively referred to as the “Parties.” The Parties enter into this Agreement under the provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

Recitals

WHEREAS, the Parties have identified common, legitimate public purposes in entering into this Agreement; and

WHEREAS, certain Midlothian ISD employees have completed (1) School Bus Driver “Train-the-Trainer”; and (2) School Bus Driver Instructor courses provided through Texas A&M Engineering Extension Service (TEEX), to serve as behind-the-wheel instructors; and

WHEREAS, the Avalon ISD desires for certain Avalon ISD employees to undergo bus driver training (behind the wheel instruction) provided by Midlothian ISD in order to obtain the necessary hours required to complete the Entry Level Driver Training Program.

NOW THEREFORE, for and in consideration of the covenants, conditions, and undertakings hereinafter described, the Parties agree as follows:

Terms and Agreements

1. **General Purpose & Term** – The purpose of this Agreement is for Midlothian ISD to provide Avalon ISD employees with certain bus driver training in exchange for the consideration described herein. The term of this Agreement is the current fiscal year of the Midlothian ISD, but this Agreement may be renewed for additional one-year terms upon the mutual written approval of both parties.

2. **Responsibilities of the Parties**

- 2.1 Midlothian ISD shall, pursuant to the terms of this Agreement provide bus driver training to Avalon ISD employees selected by Avalon ISD and approved by Midlothian ISD. Midlothian ISD reserves the right to refuse services to any Avalon ISD employee who does not meet the requirements for training, if any.

- 2.2 Prior to the receipt of services, Avalon ISD shall provide Midlothian ISD with the following information for each Avalon ISD employee selected to receive training under the terms of this Agreement:

- 2.2.1 Verification that the individual is a current Avalon ISD employee;

- 2.2.2 Verification that the employee has a current Texas Commercial Learner Permit (CLP); and
- 2.2.3 A current copy of the employee's driving record for the previous three (3) years.
- 2.3 Each Avalon ISD employee shall adhere to Midlothian ISD's employee handbook, located at <https://www.midlothianisd.org/staff/employee-handbook>, while participating in this training. In the event that a Avalon ISD employee fails to adhere to said handbook, Midlothian ISD may, in its sole discretion, discharge the employee from the program. Midlothian ISD shall notify Avalon ISD of any such discharge and provide Avalon ISD with copies of any documentation relevant to the discharge. Avalon ISD shall not be entitled to any refund of fees for any training sequences that have already begun.
- 2.4 The Texas A&M Engineering Extension Service (TEEX) certificates of certain Midlothian ISD employees are attached as **Exhibit A**.
- 2.5 Avalon ISD shall provide a school bus (or school buses) that is properly licensed and inspected and is registered to Avalon ISD. Avalon ISD shall maintain bodily injury and property damage liability insurance coverage on said school bus in the amount of at least \$1,000,000. Upon request, Avalon ISD shall provide a copy of the insurance certificate to Midlothian ISD. Midlothian ISD will provide buses for training and testing if Avalon ISD does not have buses available.
- 2.6 All Avalon ISD employees receiving services under the terms of the Agreement shall be covered by Avalon ISD's insurance.
- 2.7 Midlothian ISD trainers will provide training at the Midlothian ISD Multi-Purpose Stadium, as well as street driving on City/County roads. Said bus driver training (behind the wheel instruction) is provided in order to obtain the necessary hours required to complete the Entry Level Driver Training Program. The Midlothian ISD trainers will input information directly to the DPS website for completion.
- 2.8 **Fees**— Avalon ISD shall pay Midlothian ISD the following fees for services provided under this Agreement. All fees are due upon scheduling the training and shall be paid via a Purchase Order issued by Avalon ISD to Midlothian ISD. Any failure of Avalon ISD to submit its Purchase Order in a timely manner shall relieve Midlothian ISD from any duty or obligation of this agreement. All fees paid under this Agreement shall be from current revenues available to Avalon ISD.
 - 2.8.1 **Bus Driver Training (estimated 32 hours for each participant):**
 - a. \$2,000 for each participant
 - 2.8.2 **Special Needs Bus Aide Training (estimated 10 hours for each participant):**
 - b. \$450 for each participant**

3. **Miscellaneous:**

- 3.1 **No Waiver of Immunity.** Nothing in this Agreement shall be construed to waive any immunity from liability. The provisions of this Agreement shall not be construed as consent to suit by Midlothian ISD or Avalon ISD.
- 3.2 **Independent Contractor.** Midlothian ISD is and at all times shall be deemed to be an independent contractor and shall be wholly responsible for the manner in which it determines which Midlothian ISD employee is assigned to each Avalon ISD employee and the way that Midlothian ISD performs the services required by the terms of this Agreement. Nothing herein shall be constructed as creating the relationship of employer and employee, or principal and agent, between Avalon ISD and Midlothian ISD or any of Midlothian ISD's agents or employees. Midlothian ISD assumes responsibility for the acts of its employees as they relate to the services provided during the course and scope of their employment. Avalon ISD assumes responsibility for the acts of its employees as they relate to their actions during the course and scope of their employment. Midlothian ISD, its agents and employees, shall not be entitled to any rights or privileges of Avalon ISD employees and shall not be considered in any manner to be Avalon ISD employees. Avalon ISD, its agents and employees, shall not be entitled to any rights or privileges of Midlothian ISD employees and shall not be considered in any manner to be Midlothian ISD employees.
- 3.3 **Liability.** Neither party shall be liable for the actions of, or failure to act by the other party or any officers, employees, invitees, agents, or assigns of the other party. Each party shall be solely responsible for any claim or cause of action arising out of any act, omission, or failure to act by the party or its agents, employees, officers, invitees, or assigns.
- 3.4 **Assignment.** Neither Party may assign, transfer, or sub-contract any of its rights, burdens, duties, or obligations under this Agreement without the prior written permission of the other Party.
- 3.5 **Merger.** This Agreement represents the entire agreement between the Parties as to the subject matter of this Agreement. No prior or contemporaneous agreements or negotiations, oral or written, shall be considered part of this Agreement. If either Party wishes to amend the current Agreement, the Amendment must be in writing and signed by both parties.
- 3.6 **Choice of Law & Venue.** The provisions of this Agreement shall be governed by Texas Law, and the exclusive venue of any dispute to this Agreement shall be in Ellis County, Texas.
- 3.7 **Notices.** All notices, demands, or other writings may be delivered by either party by U.S. First Class Mail or by other reliable courier at the following addresses:

If to Midlothian ISD:

Superintendent
Midlothian ISD

100 Walter Stephenson Rd.
Midlothian, TX 76065

If to Avalon ISD:

Superintendent
Avalon ISD
P.O. Box 455, 104 FM 55
Avalon, Tx 76623

[signature page follows]

IN WITNESS THEREOF, the Parties hereby execute and attest to this Agreement by their duly authorized representatives.

Midlothian Independent School District (“Midlothian ISD”)

By: _____

Printed Name: _____

Title: _____

Date: _____

Avalon Independent School District (“Avalon ISD”)

By: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A

Texas A&M Engineering Extension Service (TEEX) Certificates

[to be attached]

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Administrator Activity - TEC 11.006	
Agenda Location:	CONSENT	
Template Attachments:	Yes	MISD FORM - Hubbard Support Doc.- Hubbard Neef Koushan
If yes, then select what applies:	N/A	N/A
Link to the presentation:		
Background Information	WHAT: Section 11.006 of Texas Education Code prohibits certain activities by administrators. In this section, "administrator" means a person who has significant administrative duties relating to the operation of a school district, including the operation of a campus, program, or other subdivision of the district. An administrator may not receive any financial benefit for the performance of personal services for: (1) any business entity that conducts or solicits business with the school district that employs the administrator; (2) except as provided by Subsection (c), an education business that provides services regarding the curriculum or administration of any school district; or (3) except as provided by Subsection (c), another school district, open-enrollment charter school, or regional education service center. WHY: An administrator, other than a member of a board of managers, superintendent, or assistant superintendent, may receive a financial benefit under Subsection (b)(2) or (3) if: a written contract describing the services to be performed by the administrator is provided to the board of trustees of the administrator's employing district; and the board of trustees for the administrator's employing district votes to approve the contract after determining that: (A) the contract will not harm the district; (B) the arrangement does not present a conflict of interest; and (C) the services to be performed by the administrator will be performed entirely on the administrator's personal time. Qualifying requests to this end will be submitted on a monthly basis as needed for consideration.	
Strategic Priority: <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	

Performance Objective: <i>(Primary)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)	BDF (Legal)	
Fiscal Impact/Budget Function Code:		
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	If pulled a motion may be, "I make a motion to approve the item as presented."	
Presenter:	Aaron Williams, Ed.D.	Gaya Jefferson
	Chief Human Capital Officer	Executive Director (ED) - Human Resources

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider T-TESS Appraisal Handbook, Calendar, and the List of Appraisers for 2026-27 School Year	
Agenda Location:	CONSENT	
Template Attachments:	Yes	T-TESS Handbook
If yes, then select what applies:	PDF	
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 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. WHAT: 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.	
Strategic Priority: (Primary)	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: (Primary)	2.2 Systematic Management of Individual Talent	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	DNA-PERFORMANCE APPRAISAL - EVALUATION OF TEACHERS	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	

Motion:	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."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	



Midlothian ISD
T-TESS Appraisal Handbook
2026-2027

MISD T-TESS Certified Campus Appraisers – 2026-2027

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
Dr. Kyle Murphy, 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
Jeremy Dearborn, Assoc. Principal - Operations
Kecia Wright, Assistant Principal
Ashley Evans, Assistant Principal
Albert Owens, Assistant Principal

MIDLOTHIAN HIGH SCHOOL

Chris Cravey, Principal
Cathy Dearing, Assoc. Principal - Instruction
TBD, Assoc. Principal - Operations
Brett Ratzlaff, Assistant Principal
Christopher Foster, Assistant Principal
Jennifer Yeane, Assistant Principal

MISD T-TESS Certified Central Office Appraisers – 2026-2027

Shelle Blaylock, Chief Academic Officer
Dr. Aaron Williams, Chief Human Capital Officer
Gaya Jefferson, Executive Director of Human Resources
Krista Tipton, Executive Director of Administration and Student Services
Dr. Ray Borden, Executive Director of Secondary Education
Dr. Amanda Rodgers, Executive Director of Elementary Education
Amelia McMillen, 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
Jennifer Reed, Coordinator of Elementary Math
Shelle Hubbard, Coordinator of Science grades K-12
Amanda Koushan, Coordinator of Social Studies K-12
Jimmy Spradley, Assistant Athletic Director

Appraisal Schedule - MISD Administrative Regulations – 2026-2027

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 – 1st Grade Reading
- 2nd – 8th Grade Reading, Math, Science
- 2nd-3rd Math Intervention
- 1st-3rd Reading Intervention
- 1st-3rd, Dyslexia **4-5 *NEW* starting the 26-27 school year**
- 6-7th Social Studies
- 8th Grade Social Studies
- English I
- English II
- Algebra I
- Algebra II
- Geometry
- Biology
- US History
- **AP English Literature & Composition, AP English Language & Composition, AP Human Geography, AP World History, AP Calculus AB, AP Statistics, AP Precalculus, AP Computer Science A, AP Biology, AP Environmental Science, AP Physics 1, AP Chemistry.**

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 B/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](#)^{***}; 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:

	Cycle A - Term contract teacher with a birth year ending in 0, 1, 2	Cycle B - Term contract teacher with a birth year ending in 3, 4, 5	Cycle C- Term contract teacher w/ a birth year ending in 6, 7, 8, 9
2026-2027	Formal Appraisal for birth year ending: 0, 1, 2 Formal Appraisal includes: • PreConf; Observation Cycle; PostConf • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • EOY Conf for Summative & Student Growth Goal	No formal appraisal, but process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Goal	No formal appraisal, but process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Goal
2027-2028	No formal appraisal, but the process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Component	Formal Appraisal for birth year ending: 3, 4, 5 Formal Appraisal includes: • PreConf; Observation Cycle; PostConf • GSPD Plan; • Documented Walk-throughs (3 total; one per quarter, summative-last quarter) • Student Growth Measure • EOY Conf for Summative & Student Growth Component	No formal appraisal, but the process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Component
2028-2029	No formal appraisal, but process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Goal	No formal appraisal, but process does include: • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in the last quarter) • Student Growth Measure • Modified EOY Conf/Conversation for Student Growth Goal	Formal Appraisal for birth year ending: 6, 7, 8, 9 Formal Appraisal includes: • PreConf; Observation Cycle; PostConf • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure • EOY Conf for Summative & Student Growth Goal

NOTE: Cycles rotate on a three-year basis

2026-2027 Appraisal Calendar Texas Teacher Evaluation Support System (T-TESS)

Month	Action	Person(s) Responsible	Required Document
June - July	Returning administrators must successfully complete T-TESS Recertification prior to school starting Go to https://www.teachfortexas.org/Default > Appraisers > Certification Test (then login)	District and Campus Administration	T-TESS Recertification Certificate Email cert to Gaya Jefferson
August	New to District - Teacher Training for T-TESS - Provided by District and conducted at NTO on 7/29/26 from 1-3 pm at Dieterich Middle School .	Executive Director of Human Resources	T-TESS Training Full Training Sign in and document in Eduphoria Strive for credit
	TTESS refresher training (1 hr) - Not later than the first three weeks of school and at least two weeks before the first observation. Provided to all new hires who already have full TTESS training and returning teachers.	Campus Administrators	Sign in and document in Eduphoria Strive for credit
	Pre-Observation Conferences for full T-TESS Cycles (Beginning 8/24/2026) 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 B and C and non-TIA eligible, the T-TESS cycle waiver submission is due by 9/14/2026 .	Campus Administrators & Teacher	T-TESS Cycle Waiver
	Returning Teachers submit new goals & complete the GSPD plan by 9/17/2026 (w/in the first 6 weeks)	Appraiser Teacher	T-TESS Goal Setting form on Eduphoria Strive.
	New Teachers have a goal-setting meeting with an appraiser by 9/17/2026 (w/in the first 6 weeks)		
	"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 10/8/2026 (by the end of first 9 weeks) goal information: • Goal Statement • Success Criteria • Start/Target Completion Date • Standards & Tags • Action(s) • Evidence 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 (Ongoing).	The teacher collects and completes the evidence	Teacher artifacts
	One (1) Formal Observation for full T-TESS Cycle (45 min. minimum) will be conducted - complete a lesson cycle. (Observation window 2 weeks after T-TESS training). Three (3) Informal Observations / Walkthroughs - 1 each quarter (15 min. minimum) (Walk-through window 8/13/2026-5/19/2027) The student growth goals should be monitored as a part of the ongoing PLC process	The appraiser conducts observation and completes the form. Teacher signs the form	T-TESS Observation Rubric (Domains 1-3) in Eduphoria Strive
	The teacher shares artifacts and evidence with the appraiser at least five days before the End-of-Year Conference.	Teacher	Options: Upload artifacts in Eduphoria Strive as attachments or share in Google Drive to the appraiser
March-April	The teacher completes the Teacher Self-Assessment and Goal Setting Part 2 and Professional Development Plan prior to the End of Year conference. Identify potential goals and professional development activities for the next school year. E.O.Y. Student growth conference within summative. Evidence as it relates to the goal. The portfolio snapshot area in STRIVE is not necessary.	Teacher	Teacher Self-Assessment and Goal-Setting Form in Eduphoria Strive
	TEC §150.1003. Appraisals, Data Sources, and Conferences. - End-of-Year/Summative Conferences must occur no later than 15 working days before the last day of instruction for students (no later than 4/28/27) - 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 <u>ON</u> the deadline date of 4/28/27, the written report is <u>ALSO</u> due that same day to meet the rule requirement). 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.	The appraiser schedules the conference and completes the form. Teacher signs the form	T-Tess Summative Form (Domains 1-4) in Eduphoria Strive
April & Early May			
June	The campus principal ensures all summative/evaluations are completed and entered in Eduphoria Strive by 6/1/27 .		

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

Teacher Appraisal Timeline

IMPORTANT DATES

- **8/13/26 to 5/19/27** - Walkthrough Window for All Teachers
- **9/14/26** - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle B and C and non-TIA eligible
- **8/26/26** - 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.
- **8/27/26 to 4/22/27** - Observation cycle window
- **9/17/26** - Deadline for **All** teachers to submit new goal and GSPD plan in Eduphoria Strive
- **10/8/26** - Student Growth Goal Submission Deadline (with ongoing checkpoints within PLCs.
- **4/22/27** - 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
- **4/28/27** - 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**).
- **5/19/27** - Walkthrough Window ENDS - All staff are required to have a MINIMUM of 3 Walkthroughs
- **6/1/27** - 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:

● September 8 ● October 14 ● November 19 ● December 17	● January 6 ● January 19 ● February 16 ● March 11
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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 A 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 B & C Teacher: Waiver-year T-TESS Teacher - T-TESS Framework

Steps with Their Tasks	Details
Submit Waiver	Due by district date set
Goals for the Year: • Goal Setting & Professional Development Plan in Eduphoria Strive • 1 goal	Submission of goals is due by the September date the district sets
Student Performance Monitoring • 1 Student Growth Goal in Eduphoria Strive	Submission of the student growth goal is due by October date district sets (within the first 6-9 weeks). Continue to check in during PLCs.
Walkthroughs • At least 3 Walkthroughs (at least one each quarter)	Walkthrough templates in Eduphoria Strive Any walkthrough combinations of appraisers count
End-of-Year Conference • End of Year conference to discuss goal setting (refinement/reinforcement from previous full observation) • End of Year conference to discuss student growth goal evidence • Development of new goals and PD plan for the following year	End of Year conference is due 15 days before last day of school Summative report is due to teacher 10 days 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: _____

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](#)***; 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

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 2026-2027

8/13/26-5/19/27 - Walkthrough Window for All Teachers

9/14/26 - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle B and C and non-TIA eligible

8/26/26 - 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.*

8/27/26 to 4/22/27 - All current employees - Observation cycle window

9/17/26- 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.

10/8/26 - Student Growth Goal Submission Deadline Continue to check in during PLCs.

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

4/28/27 - 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 4/28/27)
- 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 4/28/27, the written report is ALSO due that same day to meet the rule requirement).

5/19/27 - The campus principal ensures all summative/evaluations are in Eduphoria Strive.

Formal Observation Exclusion Dates:

- September 8
- October 14
- November 19
- December 17
- January 6
- January 19
- February 16
- March 11

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**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Approving Board Resolution to Establish Non-Business Days for Public Information Act for 2026/2027	
Requires Board Action:	YES	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:		
Link to the presentation:		
Background Information	WHY: 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 WHAT: Because school calendars do not align with general business calendars, HB3033 allows school districts to designate 10 additional days throughout the year that do not count as "business days" when processing public information requests. These additional days are sprinkled into the calendar during times when the district is closed such as Christmas Break, Spring Break, Thanksgiving week, etc. This limits the necessity for staff to work during these breaks in responding within the mandated time frame.	
Strategic Priority: (Primary)	Priority 4: District Operations and Financial Stewardship	
Performance Objective: (Primary)	4.2 Effective and Efficient Cross-departmental Work Processes	
Strategic Priority: (Secondary - if needed)		
Performance Objective: (Secondary - if needed)		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	

Motion:	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."	
Presenter:	David Belding, Ed.D.	
	Superintendent	

2026-2027 Midlothian ISD Public Information Designated Non-Business Days

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

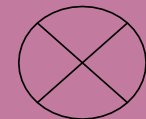
State Holidays under Gov't Code 662.003(b) Confederate

Heroes Day (1/19/2027)
 Texas Independence Day (3/02/2027)
 Good Friday (3/26/2027)
 San Jacinto Day (4/21/2027)
 Emancipation Day in Texas (6/19/2027) *observed on 6/18*
 Lyndon B Johnson Day (8/27/2027)
 Friday after Thanksgiving Day
 24th of December
 26th of December

Midlothian ISD holiday (nonworking day)

Additional 10 Non business days for PIA counting.

11/23/2026	12/30/2026
11/24/2026	12/31/2026
12/22/2026	03/15/2027
12/23/2026	03/16/2027
12/29/2026	03/17/2027



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 2026-2027 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 20th day of July, 2026, at which a quorum was present:

BY: _____
Ryan Timm, Board President

BY: _____
John Knight, Board Secretary



Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Approving Concussion Oversight Committee	
Requires Board Action:	YES	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	Return to Play Protocol	
Link to the presentation:	No presentation for this item.	
Background Information	WHY: Texas Education Code 38.154, and 38.158 requires boards to appoint/approve a concussion oversight team in order for the district to participate in an interscholastic athletic activity. WHAT: FN (LEGAL) states that each concussion oversight team must include at least one physician and must also include one or more of the following: an athletic trainer, an advanced practice nurse, a neuropsychologist, or a physician assistant. If a district employs an athletic trainer, the athletic trainer must be a member of the concussion oversight team. Each member of the 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. The members also must take a training course at least once every two years and submit proof of timely completion to the superintendent or designee in accordance with Education Code 38.158. Administration is recommending the following individuals to continue their service on the concussion oversight committee: Dr. Jeffrey McDaniel MD, CASQSM Greg Goerig L.A.T. Head District Athletic Trainer Rachel Young MS, L.A.T., A.T.C., Heritage High School Jared Warburton MS, L.A.T., A.T.C., Heritage High School Morgan Velasquez MS, L.A.T., A.T.C., Heritage High School Russell Wagner, L.A.T Midlothian High School Ashlyn Powell, MS, L.A.T., A.T.C., Midlothian High School Alexis Alegria, MS, L.A.T., A.T.C., Midlothian High School	
Strategic Priority: (Primary)	Priority 3: Culture, Climate and Safety	
Performance Objective: (Primary)	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Strategic Priority: (Secondary - if needed)	Priority 2: Capacity Building and Effective Leadership	

Performance Objective: <i>(Secondary - if needed)</i>	2.1 Recruit and Retain High-potential Talent	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	If pulled from consent, motion might be, "I move to approve the Concussion Oversight Committee as presented."	
Presenter:	Aaron Williams, Ed.D.	Rusty Purser (D)
	District Leadership	Executive Director (ED) or Director (D)

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Recommendation for Hire - Midlothian High School Associate Principal of Campus Operations	
Agenda Location:	ACTION	
Template Attachments:	No	N/A
If yes, then select what applies:	N/A	N/A
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 2.2c Establish systems of support and development opportunities for all staff aligned to their estimated potential WHAT: 2.3.a Develop and implement a comprehensive organizational plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of MISD More than 100 applicants were initially screened for the position of Associate Principal at Midlothian HS. After a screening round that consisted of a review of application documents and a qualification check, highly-qualified candidates were selected to be interviewed in-person. The leading candidate from the screening and in-person round advanced to a final interview with Executive Cabinet. That highly-qualified candidate is being recommended for Associate Principal at Midlothian High School	
Strategic Priority: <i>(Primary)</i>	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: <i>(Primary)</i>	2.3 Development of a High-performing Organizational System	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 1: Student Success	
Performance Objective: <i>(Secondary - if needed)</i>	1.1 Multiple Pathways for All Students to Belong	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	

Motion:	A motion might be, "I move to approve <i>(insert name)</i> as the Associate Principal of Operations at Midlothian High School."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Recommendation for Hire - Construction Project Specialist - Bond Program	
Agenda Location:	ACTION	
Template Attachments:	No	N/A
If yes, then select what applies:	N/A	N/A
Link to the presentation:	No presentation for this item.	
Background Information	WHY: 2.2c Establish systems of support and development opportunities for all staff aligned to their estimated potential WHAT: 2.3.a Develop and implement a comprehensive organizational plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of MISD Six applicants were initially screened for the position of Construction Project Specialist - Bond Program. After a screening round that consisted of a review of application documents and a qualification check, highly-qualified candidates were selected to be interviewed in-person. The leading candidate from the screening and in-person round advanced to a second interview with members of Executive Cabinet and Operations leadership. That highly-qualified candidate is being recommended for Construction Project Specialist - Bond Program.	
Strategic Priority: <i>(Primary)</i>	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: <i>(Primary)</i>	2.3 Development of a High-performing Organizational System	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 1: Student Success	
Performance Objective: <i>(Secondary - if needed)</i>	1.1 Multiple Pathways for All Students to Belong	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	

Motion:	A motion might be, "I move to approve <i>(insert name)</i> as the Construction Project Specialist."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider Proposed Student and Employee Dress Code 2026-2027	
Agenda Location:	DISCUSSION/ACTION: ADMINISTRATION & HUMAN RESOURCES	
Template Attachments:	No	
If yes, then select what applies:		N/A
Link to the presentation:	Yes. See link in the box to the right.	MISD Student and Employee Dress Code 26-27
Background Information	WHY: In order to provide a safe and secure learning environment and limit distractions to education, campus and district administrators annually review the MISD Student Dress Code and MISD Employee Dress Code and bring the proposed draft to the Board for review. WHAT: District administration is not proposing any changes to the Student or Employee Dress Codes for the 2026-2027 school year. The Board of Trustees (traditionally) approves the student dress code.	
Strategic Priority: <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Primary)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)	Texas Education Agency	FNCA (LEGAL)
Policy Reference: (1) / (2)	DH-EMPLOYEE STANDARDS OF CONDUCT	N/A
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	A motion may be, "I make a motion to approve the 26-27 student dress code as presented."	
Presenter:	Krista Tipton (ED)	
	Executive Director (ED) or Director (D)	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider District Student Code of Conduct for 2026-2027 School Year	
Agenda Location:	DISCUSSION/ACTION: ADMINISTRATION & HUMAN RESOURCES	
Template Attachments:	Yes	PDF MISD 26-27 Student Code of Conduct (Final)
If yes, then select what applies:	N/A	N/A
Link to the presentation:	Yes. See link in the box to the right.	26-27 Student Code Of Conduct Board Presentation
Background Information Limit to ____ words or less	WHY: It is required that the board of trustees annually approve the District Student Code of Conduct. No changes were made in this year's Student Code of Conduct	
Strategic Priority: <i>(Primary)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Primary)</i>	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 3: Culture, Climate and Safety	
Performance Objective: <i>(Secondary - if needed)</i>	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Legal Reference: (1) / (2)	Texas Education Agency	Chapter 37
Policy Reference: (1) / (2)	N/A	N/A
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Possible motion would be: I move that the board approve the MISD Student Code of Conduct for the 2026-2027 school year as presented.	
Presenter:	Aaron Williams, Ed.D.	Krista Tipton (ED)
	District Leadership	Executive Director (ED) or Director (D)

Midlothian ISD Student Code of Conduct

2026-2027 School Year



If you have difficulty accessing the information in this document because of disability, please contact krista.tipton@midlothianisd.org or at 469-856-5000.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Krista Tipton, Executive Director of Administration and Student Services at krista.tipton@midlothianisd.org or 469-856-5000.

Purpose

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

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

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

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

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

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

- During the regular school day;
- While the student is traveling on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- At any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
- When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by [Education Code 37.006, 37.007 or 37.0081](#); and
- When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.midlothianisd.org and [MISD Student Handbook](#)

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct. For a threat assessment involving a student with disabilities, the threat assessment safe and supportive team shall include a person from the student's Admission, Review and Dismissal (ARD) committee.

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of school resource officers are:

- Protecting the safety and welfare of any person within the jurisdiction of the officer, and protecting the property of the District, as required by Texas Education Code 37.08(d);
- Patrolling school property during and after school hours;
- Answering call for assistance from school officials;
- Making reports on all criminal activities and filing of cases with the proper authorities
- Answering calls and facilitating dispute resolution between schools, schools and school authorities, parents and school officials, or any other agreed upon disputes;
- Answering alarms;
- Answering calls for assistance with custody issues;

- Eating at the schools several times each month in order to give the schools the chance to know the officer as a friend and not someone to distrust;
- Meeting with the school council, or other similar groups, whenever possible;
- Assist with the District Attendance Officer;
- Assist with Home Visits to verify residency;
- Providing testimony in school discipline conferences and hearings, as requested by the District;
- Facilitating and maintaining good relations between the District and other law enforcement units and officers;
- Providing traffic control and direction at locations and during time specified by the District;
- Provide police and supervisory duties as requested by the District and as authorized in the discretion of the Chief of Police;
- Provide a positive image of law enforcement to students, parents and the community;
- Be thoroughly familiar with the laws relating to juveniles;
- Serve as a resource to faculty and parents in developing workshops on violence prevention, drug awareness, gang involvement, gun safety, school safety, substance abuse, and other public safety topics as appropriate;
- Be familiar with the schools' crisis response plan and assist with crisis response drills;
- Submit appropriate police department documents regarding incidents requiring documentation;
- Review student records as legally appropriate, understanding that these records are confidential and law enforcement sensitive and cannot be shared with unauthorized persons.

The duties of District safety personnel are:

- Patrol assigned campuses, monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking;
- Resolve conflict or confrontation between students and report disturbances to the principal or assistant principal;
- Control traffic and parking on campus grounds during school hours and at after hour events;
- Register student vehicles and maintain an accurate record of registration;
- Work cooperatively with office personnel to inform student of problems with vehicles;
- Assist law enforcement personnel as needed;
- Notify proper authorities of any situation needing immediate attention;
- Give directions or act as a guide to authorized visitors.

“Parent” Defined

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

Participating in Graduation Activities

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

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

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

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

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

Unauthorized Persons

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

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

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

Standards for Student Conduct

Each student is expected to:

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

Midlothian ISD values the diversity of its students and staff members. It is the position of the MISD that the use of slurs or offensive language that targets specific groups as defined below, in the school environment is unacceptable and tends to create a hostile work and educational environment. Such language includes, but not limited to, the use of slurs or offensive language related to race, color, ethnicity, religion, sex, national origin, disability, age, sexual orientation, gender expression, gender identity, or any legally protected characteristic. Use of such language by a student shall constitute a violation of the Code of Conduct and shall result in disciplinary action in accordance with the Code of Conduct. In order to maintain a safe and appropriate educational environment for students and employees, all district employees are required to report such violations of the Code of Conduct to the appropriate campus administrator. Policy FFH.

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP—Placement and/or Expulsion for Certain Offenses.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See **Glossary**]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **Glossary**)

- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **Glossary**)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A location-restricted knife; (See **glossary**)
- A club;
- A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;

- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device, as well as other nicotine delivery systems.
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- Eye glasses with built-in video camera capabilities.

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

Possession of Personal Communication Devices

Students shall not:

- Use a “personal communication device” which includes
 - Telephone
 - Cell phone such as a smartphone or flip phone
 - Tablet
 - Smartwatch
 - Radio device
 - Paging device
 - Or any other electronic device capable of telecommunication or digital communication
- Use of a personal communication device is prohibited while on school property during the school day and students shall store the device in accordance with the method of storage established by the district (See **Glossary**).
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district’s safety protocols.
 - If the device is issued by the district to a student.

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

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)

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

Misuse of Technology Resources and the Internet

Students shall not:

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

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

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

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

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

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

Students with Disabilities

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

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **Glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.

- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension**.
- Out-of-school suspension, as specified in **Out-of-School Suspension**.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP).
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

Aversive techniques include:

- Using techniques designed or likely to cause physical pain.
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.

- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

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

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

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

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#). Should the Board adopt a parental involvement policy, the Student Code of Conduct and this provision shall be amended.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). Disciplinary measures other than out of school suspension, placement in a DAEP or expulsion may not be appealed beyond the campus level. A copy of the FNG(LOCAL) policy may be obtained from the central administration office, or linked here: [Midlothian ISD FNG\(LOCAL\) Policy Online](#).

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

Removal from the School Bus

A bus driver may refer a student to the CBC's office or to the Director of Transportation to maintain effective discipline on the bus. The CBC or the Director of Transportation must employ

additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

A teacher may initiate a formal removal from class if:

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

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

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

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

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

- Another appropriate classroom.
- ISS.
- Out-of-school suspension (OSS).
- DAEP.

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

Returning a Student to the Classroom

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

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless (1) if the placement review committee determines that the teacher's class is the best or only alternative available, (2) not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held and (3) a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee unless otherwise provided by Board Policy.

In-School Suspension

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

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

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

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

Process

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

The CBC shall determine the number of days of a student's suspension.

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

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

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

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

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

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

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

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

Alternative Assignment

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

Coursework During Suspension

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **Glossary**)
- Involvement in criminal street gang activity. (See **Glossary**)

- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. (See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for additional information.)

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **Glossary**) that the student engaged in conduct punishable as a felony, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **Glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - o Engages in conduct punishable as a felony.
 - o Commits an assault (see **Glossary**) under [Penal Code 22.01\(a\)\(1\)](#).
 - o Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or a dangerous drug in an amount not constituting a felony offense. School-related felony drug offenses are addressed in **Expulsion**. (See **Glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - o Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.

- o Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- o Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- o Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- o Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **Glossary**)
- o Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

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

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

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

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

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

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

Consideration of Mitigating Factors

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

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

Placement Order

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

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

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

DAEP at Capacity

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

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

Coursework Notice

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

Length of Placement

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

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

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

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

- The student has engaged in serious or persistent misbehavior (see **Glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office, or linked here: [Midlothian ISD FNG\(LOCAL\) Policy Online](#).

Appeals shall begin at Level One with the CBC or school principal. The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

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

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

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

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Transition Services

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

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

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

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

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

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

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative

placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

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

Newly Enrolled Students

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

Appeal

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

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **Disciplinary Alternative Education Program DAEP Placement**)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. (See **Glossary**)

- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

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

Within 300 Feet of School

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

Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

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

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **Glossary**) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. (See **Glossary**)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **Glossary**)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#).
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **Glossary**)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.

- o Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age Ten

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

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

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

Consideration of Virtual Education as Alternative to Expulsion

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

Process

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

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

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

Hearing

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and

3. An opportunity to question the witnesses called by the district at the hearing.

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

The Board of Trustees delegates to the Executive Director of Administration and Student Services authority to conduct hearings and expel students.

Board Review of Expulsion

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

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

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

Expulsion Order

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

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

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

Not later than the second business day after the hearing, the Executive Director of Administration and Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by [Section 52.04 of the Family Code](#).

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

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

Certain Felonies

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

- Received deferred prosecution for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been charged with engaging in conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense; or

- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a [Title 5 felony](#) offense.

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Glossary

Abuse is improper or excessive use.

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

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

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

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

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

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

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

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

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

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

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

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

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

Dangerous drug is defined by [Health and Safety Code 483.001](#) as a device or a drug that is unsafe for self-medication and that is not included in [Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act](#). The term includes a device or drug that

federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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

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

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

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

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

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

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

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

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

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

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

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

Such a term does not include an antique firearm.

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

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

Harassment includes:

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

- f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
- g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communication from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by [Education Code 37.151](#) as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in [Education Code 37.151](#), including:

- 1. Any type of physical brutality;
- 2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- 3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
- 4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by [Penal Code 46.01](#) as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by [Penal Code 21.08](#) as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by [Civil Practices and Remedies Code 98B.001](#) and [Penal Code 21.16](#) as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by [Penal Code 46.01](#) is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

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

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon
 - b. A machine gun;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public lewdness is defined by [Penal Code 21.07](#) as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in [Education Code 37.121\(d\)](#) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

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

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by [Penal Code 46.01](#) as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by [Penal Code 46.01](#) as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);
- Abandoning or endangering a child under [Section 22.041](#);

- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Discuss and Consider 26/27 Compensation Plan	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies	N/A	Substitute and Extra-Duty Rates
Link to the presentation:		
Background Information	WHY: The recommended plan shall support District goals for hiring and retaining highly qualified employees. WHAT: This addendum to the 26/27 compensation plan includes published rates for substitute and extra-duty work. These rates are being added to the formal Compensation Plan as recommended by district auditors. The rates have not changed from the rates paid in the 25-26 school year and are already included in the approved 26/217 budget. This addendum to the 26/27 Compensation Plan is to be considered effective July 1, 2026.	
Strategic Priority: <i>(Primary)</i>	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: <i>(Primary)</i>	2.1 Recruit and Retain High-potential Talent	
Strategic Priority: <i>(Secondary - if needed)</i>	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	DEA Local	
Fiscal Impact/Budget Function Code:	Included in previously approved 26/27 budget.	
Administration Recommendation	This is a Board decision.	
Motion:	A motion might be "I move to approve the substitute and extra-duty rates as an addendum to the 26/27 Compensation Plan as presented."	
Presenter:	Aaron Williams, Ed.D.	
	Chief Human Capital Officer	

EXTRA-DUTY and SUBSTITUTE SUPPLEMENTAL PAY RATES

Type	Assignment	Frequency	Rate
Substitute			
	Paraprofessional	Daily	80
	Certified Teacher	Daily	100
	Degreed	Daily	90
	Non-Degreed	Daily	80
	Nurse	Daily	110
	Counselor	Daily	200
	Assistant Principal	Daily	250
	Principal	Daily	300
	Long-Term Paraprofessional	Daily	91
	Long-Term Certified Teacher	Daily	140
	Long-Term Degreed	Daily	120
	Long-Term Non-Degreed	Daily	110
	Long-Term Nurse	Daily	140
	Long-Term Counselor	Daily	200
	Long-Term Assistant Principal	Daily	250
	Long-Term Principal	Daily	300
Teacher Sub-Coverage Program			
	Elementary 1-5 Students	Daily	25
	Elementary 6-10 Students	Daily	50
	Elementary 11-15 Students	Daily	75
	Elementary 16+ Students	Daily	100
	Secondary Single-period	Daily	25
	Secondary Full-Day	Daily	100
Extra Duty			
	General Event	Hourly	15
	Playoff Event	Hourly	20
	Playoff Host	Hourly	Rate based on Event and Gate
	Extra Duty	Hourly	30
	Non-Exempt Extra Duty	Hourly	Employee Rate
	Diagnostician - Off-contract Extra Duty	Hourly	50
	MYBA AOD	Hourly	30
	MYBSA AOD	Hourly	50
	Semi Drivers	Hourly	3 plus Employee Rate
	Non-licensed Bus Drivers (Training)	Hourly	20.75

CARS

Citizens Advocating for Road Safety

Dan Altman, Chair, 474 Lilly Court, Midlothian, Texas 76065, 817.600.6625, danaltmanlaw@gmail.com

Alejandro “Alex” G. Meade III, Commissioner
Texas Transportation Commission
125 E. 11th St.
Austin, TX 78701-248

Marc D. Williams, Executive Director
Texas Department of Transportation (TxDOT)
125 E. 11th St.
Austin, TX 78701-248

Todd Little, Executive Director
North Central Texas Council of Governments
616 Six Flags Dr
Arlington TX 76011

Stephen Mason, Chair
Regional Transportation Council
North Central Texas Council of Governments
616 Six Flags Dr
Arlington TX 76011

Re: Road Improvements in the City of Midlothian

Dear Transportation Leadership:

We are collectively writing to you as leaders in transportation within North Texas to communicate the need for increase funding an action on improvements to road infrastructure in Midlothian, Texas. The purpose of this letter is to document a consensus among the residents, business leaders, land owners and elected officials in Midlothian and Ellis County to move forward on and support key road improvement projects with the City of Midlothian

Signing this letter are the elected leaders, who are well known to you and widely approved by residents of Midlothian and Ellis County. Also in support is Dan Altman, the current chair of Citizens Advocating for Road Safety (“CARS”), which is an unincorporated association advocating for road improvements in Midlothian, Texas. Its members consist of current and past

elected officials, community leaders, business people, and other residents, who have and continue to be impacted by the numerous problems related to the current state of Highway 287 and other roads in Midlothian and surrounding areas.

Midlothian is the fastest growing city in one of the fastest growing counties in Texas. [NEED SOME STATISTICS OR INFORMATION ON GROWTH]

On a tragic level, we all know friends and even family who have been in horrible accidents due to the lack of controlled limited access, unguarded crossings, high speed and heavy traffic along this major throughfare. On a more mundane but daily level, we are all impacted by the delays and shutdowns. The current conditions of Highway 287 and other roads within Midlothian represent a continuing and unaccepted risk for our citizens and others traveling along those roads.

The undersigned parties to this letter represent residents, business leaders, land owners and elected officials in Midlothian and Ellis County. We have conferred with one another and within the respective organizations that we represent. During the course of discussions with citizens, we would ask TxDOT to prioritize the following road construction and improvement projects within Midlothian:

- 1) Access roads and overpasses for US Highway 287
- 2) FM 1387
- 3) FM 633.

While we understand that there are many projects across Texas, we want to make sure that you know that collectively the undersigned stand in support of these key projects in Midlothian and will assist your agencies and organizations in any manner possible to expedite and complete these projects. We urge you to take every step possible to improve these roads for the benefit of this community and Texas as a whole.

Sincerely yours,

Dan Altman, Chair
CARS

Hon. Brian Harrison
State Representative
Texas House District 10

Justin Coffman, Mayor
City of Midlothian
Chris Dick, City Manager
City of Midlothian

Hon. David Cook
State Senator Elect
Texas Senate District 22

Ryan Timm, President
Midlothian I.S.D.
Dr. David Belding,
Superintendent of Schools
Midlothian I.S.D.

Hon. Bob Hall
State Senator
Texas Senate District 2

John Wray, County Judge
Ellis County, Texas

Hon. Jake Ellzey
U.S. Representative
Texas Congressional
District 6



Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	Consider an Endorsement for the Position of Texas Association of School Board Board of Directors from TASB Region 10, Position D	
Requires Board Action:	YES	
Agenda Location:	DISCUSSION/ACTION	
Template Attachments:	Yes	PDF
If yes, then select what applies:		
Link to the presentation:		
Background Information	WHY: At the June 29th special meeting, the Board approved nominating Trustee Jessica Ward to run for the position of TASB Board of Directors from TASB Region 10, Position D. WHAT: In an effort to show the Board's support for Mrs. Ward, it is important to provide the official endorsement via board action endorsing Jessica as the MISD Candidate for this position. The Board must take action no earlier than June 26th and no later than August 21st (submission deadline date).	
Strategic Priority: (Primary)	Priority 2: Capacity Building and Effective Leadership	
Performance Objective: (Primary)	2.3 Development of a High-performing Organizational System	
Strategic Priority: (Secondary - if needed)		
Performance Objective: (Secondary - if needed)		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:		
Administration Recommendation	This is a Board decision.	
Motion:	A motion might be, "I move to endorse the candidacy of Jessica Ward nominated to fill a position on the TASB Board of Directors."	
Presenter:	David Belding, Ed.D.	Ryan Timm
	Superintendent	Board President



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

*****Board action must be taken no earlier than June 26, 2026, and no later than August 21, 2026*****

This endorsement was approved by our school district's board of trustees at a duly called meeting on

_____.
(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 21, 2026.

RETURN TO: E-mail: boardcommunications@tasb.org

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Receive an Enrollment and Demographic Update from School District Strategies on 1Q2026	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	Yes	PDF
If yes, then select what applies:		
Link to the presentation:		
Background Information	WHY: Monitoring district growth with enrollment and housing projections better prepares administration for planning for the upcoming year(s). WHAT: Mr. Brent Alexander of School District Strategies will present the 2026 First Quarter Demographic Report with the latest data and enrollment projections. The First Quarter Demographic presentation has been finalized and is attached.	
Strategic Priority: <i>(Primary)</i>	Priority 4: District Operations and Financial Stewardship	
Performance Objective: <i>(Primary)</i>	4.1 Systematic Long-range Facility Management	
Strategic Priority: <i>(Secondary - if needed)</i>	N/A	
Performance Objective: <i>(Secondary - if needed)</i>	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	David Belding, Ed.D.	
	Superintendent	

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	CTE Visioning Committee Report on CTE Program for the Future	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	Yes	
If yes, then select what applies:	Presentation	CTE Visioning Committee Presentation
Link to the presentation:		Presentation
Background Information	WHY: Texas Education Code requires "each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level." Education Code 29.181. In order to achieve this requirement, districts are charged with including community and industry stakeholders in planning for the current and future offerings of a district's career and technical education programs to ensure alignment to the needs of the community workforce. WHAT: In October 2025, the MISDCTE visioning committee was conveyed to set a mission and vision for career and technical education programs in our district. Industry partners from across the Midlothian area met over the last six months to review our current CTE programs and enrollment, analyze the needs of our community, and to discuss how the school district and our partners can work together to best support our students. The group reviewed state and regional trends in career and tactical education and discussed how we can best prepare students for jobs that may not even exist at this time. The group was a transparent, open and honest about what is needed for these students to become their future employees and how they can be part of the education that we provide on a variety of careers in our school system as part of that preparation. Goals for five and 10 years were set as part of this visioning work. Representatives from the visioning committee will be here to present this work alongside Kris Vernon, CTE Director.	
Strategic Priority: (Primary)	Priority 1: Student Success	

Performance Objective: <i>(Primary)</i>	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	EHBF-SPECIAL PROGRAMS - CAREER AND TECHNICAL EDUCATION	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	Information Only	
Presenter:	Shelle Blaylock	Kris Vernon (D)
	District Leadership	Director



Midlothian ISD BOARDBOOK TEMPLATE

Board Meeting Date:	July 20, 2026	
Agenda Item:	Update 127: TASB Policy Update (LEGAL/LOCAL)	
Requires Board Action:	YES	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	N/A
Link to the presentation:	Yes. See link in the box to the right.	U127 Presentation U127 Explanatory Notes U127 Local Comparison U127 Legal Policy Reference
Background Information	WHY: LEGAL policies are for Board review. LOCAL policies in Update 127 require Board action. Update 127 includes revisions to legal policies based on legislative and regulatory changes WHAT: Below are the local policies for review and consideration this month being presented as part of Update 127. These recommended policy revisions are a result of TASB policy review and align to LEGAL policy updates. Midlothian ISD administration then conducts an additional review to ensure policy is aligned to local practice and community standards. Please see the Explanatory Notes and the Local Comparison for additional information.	
	BJCF (LOCAL) - SUPERINTENDEN: NONRENEWAL CAA (LOCAL) - FISXCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS DC (LOCAL) - EMPLOYMENT PRACTICES DH (LOCAL) - EMPLOYEE STANDARDS OF CONDUCT DP (LOCAL) - PERSONNEL POSITONS DPA (LOCAL) - PERSONNEL POSITIONS: PRINCIPALS DPB (LOCAL) - PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS EHAD (LOCAL) - BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION EHBB (LOCAL) -SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS FFF (LOCAL) - STUDENT WELFARE: STUDENT SAFETY	
Strategic Priority: (Primary)	Priority 1: Student Success	
Performance Objective: (Primary)	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching	
Strategic Priority: (Secondary - if needed)	Priority 4: District Operations and Financial Stewardship	
Performance Objective: (Secondary - if needed)	4.2 Effective and Efficient Cross-departmental Work Processes	
Legal Reference: (1) / (2)	N/A	N/A

Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	Presentation only	
Administration Recommendation		
Motion:	N/A	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: new text.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, [with or without reasonable accommodation](#).
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. [Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. \[See EMB\]](#)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27-29.~~ Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District’s financial transactions shall act with integrity and diligence in duties involving the District’s fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members — BBF
 - for employees — ~~DH~~DHA
- Financial conflicts of interest:
 - for public officials — BBFA
 - for all employees — DBD
 - for vendors — CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District’s investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls
and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

	law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.
<i>Protection from Retaliation</i>	Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]
Fraud Investigations	In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.
Response	If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration. If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor. When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds. The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.
Federal Awards Disclosure	In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]
Analysis of Fraud	After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position. [For information related to the evaluation of criminal history records, see DBAA.]
Employment of Contractual Personnel	The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel. The Board retains final authority for employment of contractual personnel; however, the Board may authorize the Superintendent to hire contractual personnel within a specified period of time set by the Board. Final authority for the employment of noncertified professionals whose contracts are not governed by provisions of Education Code Chapter 21 shall be retained by the Board. [See DCA, DCB, DCC, and DCE as appropriate]
Employment of Noncontractual Personnel	Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).
	The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT DHA(LEGAL) for the Educators' Code of Ethics.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH~~(~~EXHIBIT~~DHA(~~LEGAL~~)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of
Standards of
Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic
Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see ~~DH(EXHIBIT DHA(LEGAL))~~], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

Tobacco and Nicotine Products and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,
Convictions, and
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
7. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

PERSONNEL POSITIONS
PRINCIPALS

DPA
(LOCAL)

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

PERSONNEL POSITIONS
OTHER PERSONNEL POSITIONS

DPB
(LOCAL)

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

BASIC INSTRUCTIONAL PROGRAM
ELECTIVE INSTRUCTION

EHAD
(LOCAL)

Hunter Education

~~Hunter education instructors shall be permitted to bring unloaded firearms onto school premises for instructional purposes upon strict compliance with the following procedures:~~

- ~~1. The instructor shall obtain written authorization from the campus principal listing each time a firearm will be brought onto school premises. This authorization shall include both the instructor's and the principal's names and signatures; specify the number, types, and serial numbers of firearms to be used for instructional aides; and indicate when the firearms may be used and when they must be removed from campus.~~
- ~~2. The instructor shall carry the authorization when firearms are on school premises.~~
- ~~3. A copy of each authorization shall be maintained on file in the campus administrative office.~~
- ~~4. The instructor shall ensure that no live ammunition is brought onto school premises.~~

Notification

~~The principal shall notify local law enforcement officials when a hunter education program is offered at the campus and that instructors are authorized to be in possession of unloaded firearms on school premises.~~

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Selection	
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection Matrix or Threshold System	If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.
Placement Committee	A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's ~~alleged~~:

1. ~~Alleged~~ abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. ~~Involvement in or soliciting~~ a romantic relationship, or soliciting or engaging in sexual contact, ~~with a student~~;
3. ~~Engaging in inappropriate communications with a student~~; or
- ~~4.4.~~ ~~Failing to maintain appropriate boundaries~~ with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Midlothian ISD
BOARDBOOK TEMPLATE**

Board Meeting Date:	July 20, 2026	
Agenda Item:	Report on Spring 2025 STAAR Gr. 3-8 and HS EOC Preliminary Scores	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	Yes	
If yes, then select what applies:	Presentation	
Link to the presentation:	Yes. See link in the box to the right.	Presentation
Background Information	WHY: 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. WHAT: 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 2025 snapshot date are included in our accountability files. STAAR assessments administered at each grade level: - Grade 3: Reading, Math - Grade 4: Reading, Math - Grade 5: Reading, Math - Grade 6: Reading, Math - Grade 7: Reading, Math (excludes advanced math students) - Grade 8: Reading, Math, Social Studies <i>*Science Scores for Grades 3 and 8 are pending due to new testing content.</i>	

	- High School EOC: Algebra I - High School EOC: Biology - High School EOC: English I - High School EOC: English II - High School EOC: US History	
Strategic Priority: <i>(Primary)</i>	Priority 1: Student Success	
Performance Objective: <i>(Primary)</i>	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: <i>(Secondary - if needed)</i>		
Performance Objective: <i>(Secondary - if needed)</i>		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	EKB-TESTING PROGRAMS - STATE ASSESSMENT	EHA-CURRICULUM DESIGN - BASIC INSTRUCTIONAL PROGRAM
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	No action required.	
Presenter:	Shelle Blaylock	
	District Leadership	

**Midlothian ISD
BOARDBOOK TEMPLATE**

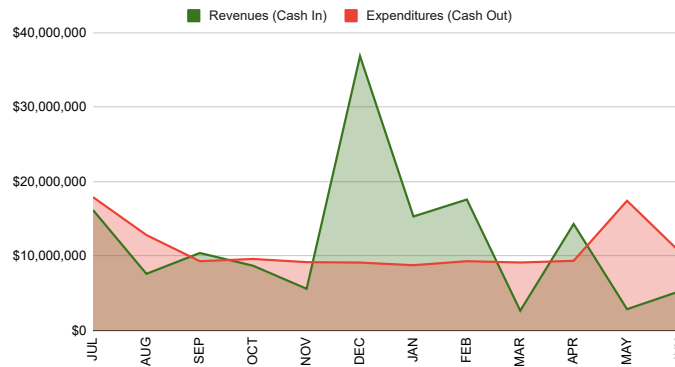
Board Meeting Date:	July 20, 2026	
Agenda Item:	Financial Reports	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	Yes	
Background Information	The cash flow report illustrates a cash basis financial report that will help with monitoring cash balances and ensuring that we have sufficient resources to meet obligations. 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.	
Strategic Priority: <i>(Primary)</i>	Priority 4: District Operations and financial Stewardship	
Performance Objective: <i>(Primary)</i>	4.3 Commitment to Financial Stewardship	
Strategic Priority: <i>(Secondary - if needed)</i>	N/A	
Performance Objective: <i>(Secondary - if needed)</i>	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	CE-ANNUAL OPERATING BUDGET	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	No motion needed.	
Presenter:	Dr. Rebecca Metzger	
	District Leadership	

Operating Funds Cash Flow

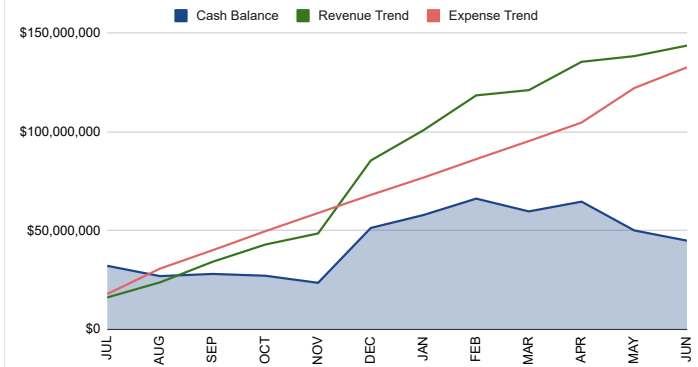
2025-2026

	July	August	September	October	November	December	January	February	March	April	May	June	Total
Beginning Cash Balance	\$33,934,883	\$32,199,613	\$26,988,396	\$28,087,955	\$27,174,690	\$23,592,147	\$51,339,580	\$57,888,276	\$66,176,746	\$59,706,932	\$64,652,016	\$50,082,997	\$33,934,883
Revenue													
Local	\$3,094,517	\$167,319	\$306,137	\$360,407	\$789,361	\$35,921,343	\$14,648,808	\$16,915,158	\$1,716,966	\$492,333	\$440,482	\$702,907	\$75,555,737
State	\$13,098,311	\$7,429,989	\$10,101,997	\$8,345,484	\$4,788,328	\$952,789	\$671,275	\$678,588	\$942,588	\$13,607,501	\$2,399,112	\$4,603,633	\$67,619,595
Federal	\$0	\$28,976	\$14,803	\$1,409	\$34,296	\$7,625	\$10,384	\$15,205	\$14,794	\$217,365	\$35,490	\$11,723	\$392,070
Other Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$16,192,828	\$7,626,284	\$10,422,937	\$8,707,299	\$5,611,985	\$36,881,757	\$15,330,467	\$17,608,951	\$2,674,348	\$14,317,199	\$2,875,084	\$5,318,263	\$143,567,402
Expenditures													
Payroll Costs	\$7,337,379	\$9,014,956	\$7,866,750	\$8,301,939	\$8,081,860	\$8,011,006	\$7,947,191	\$7,983,952	\$7,968,511	\$7,966,376	\$8,068,081	\$8,940,923	\$97,488,926
Professional & Contracted Service	\$1,019,192	\$803,542	\$656,331	\$805,515	\$928,804	\$704,462	\$680,363	\$1,049,813	\$894,543	\$912,269	\$719,704	\$778,384	\$9,952,923
Supplies & Materials	\$90,121	\$718,853	\$770,096	\$389,311	\$124,002	\$215,401	\$124,330	\$215,621	\$207,803	\$349,420	\$17,595	\$236,897	\$3,459,451
Other Operating	\$9,481,405	\$2,300,150	\$30,200	\$118,659	\$59,862	\$203,454	\$29,887	\$71,095	\$68,243	\$144,050	\$8,638,722	\$303,252	\$21,448,978
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$139,256	\$139,256
Capital Outlay	\$0	\$0	\$0	\$5,140	\$0	\$0	\$0	\$0	\$5,062	\$0	\$0	\$87,595	\$97,797
Other Uses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$17,928,097	\$12,837,502	\$9,323,378	\$9,620,564	\$9,194,528	\$9,134,324	\$8,781,771	\$9,320,481	\$9,144,162	\$9,372,115	\$17,444,102	\$10,486,306	\$132,587,331
Cash Flow Summary													
Revenues (Cash In)	\$16,192,828	\$7,626,284	\$10,422,937	\$8,707,299	\$5,611,985	\$36,881,757	\$15,330,467	\$17,608,951	\$2,674,348	\$14,317,199	\$2,875,084	\$5,318,263	\$143,567,402
Expenditures (Cash Out)	\$17,928,097	\$12,837,502	\$9,323,378	\$9,620,564	\$9,194,528	\$9,134,324	\$8,781,771	\$9,320,481	\$9,144,162	\$9,372,115	\$17,444,102	\$10,486,306	\$132,587,331
Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Cash Flow	-\$1,735,269	-\$5,211,218	\$1,099,559	-\$913,265	-\$3,582,543	\$27,747,433	\$6,548,696	\$8,288,471	-\$6,469,814	\$4,945,084	-\$14,569,019	-\$5,168,044	\$10,980,071
Ending Cash Balance	\$32,199,613	\$26,988,396	\$28,087,955	\$27,174,690	\$23,592,147	\$51,339,580	\$57,888,276	\$66,176,746	\$59,706,932	\$64,652,016	\$50,082,997	\$44,914,954	\$44,914,954

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 2026

	Year-to-Date Comparison			Current Year Budget Comparison			
	2024-2025 June	2025-2026 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
REVENUES							
Local and Intermediate Sources	42,976,625	43,847,551	870,926	45,396,200	43,721,200	126,351	100.3%
State Program	4,295,673	3,086,613	(1,209,060)	3,213,355	2,963,355	123,258	104.2%
Other Sources - Bond Issues	31,210,501	-	(31,210,501)	-	-	-	#DIV/0!
Total Revenues	78,482,799	46,934,164	(31,548,635)	48,609,555	46,684,555	249,609	100.5%
EXPENDITURES							
71 - Debt Service - Principal	30,820,000	33,925,000	3,105,000	31,630,000	34,285,000	(360,000)	98.9%
71 - Debt Service - Interest	14,769,042	13,918,119	(850,923)	13,557,005	13,557,005	361,114	102.7%
71 - Debt Service - Issue Costs & Fees	299,128	18,973	(280,155)	25,000	25,000	(6,027)	75.9%
Other Uses - Refunding Bond Issue	30,935,000	-	(30,935,000)	-	-	-	#DIV/0!
Total Expenditures	76,823,170	47,862,092	(28,961,078)	45,212,005	47,867,005	(4,913)	100.0%

Excess/(Deficiency) of Revenues							
Over Expenditures	1,659,629	(927,928)	(2,587,557)	3,397,550	(1,182,450)	254,522	

Fund Balance at 6/30/2025 - AUDITED	18,303,527
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Fund Balance at 6/30/2026 - UNAUDITED	17,375,599
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MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT
Food Service Fund Financial Report
Unaudited and Without Year End Adjustments
June 2026

	Year-to-Date Comparison			Current Year Budget Comparison			
	2024-2025 June	2025-2026 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
REVENUES							
Local and Intermediate Sources	2,958,953	3,216,417	257,464	2,970,000	2,970,000	246,417	108.3%
State Program	18,129	19,290	1,161	24,350	24,350	(5,060)	79.2%
Federal Program	2,399,064	2,668,069	269,005	2,323,950	2,323,950	344,119	114.8%
Total Revenues	5,376,146	5,903,776	527,630	5,318,300	5,318,300	585,476	111.0%
EXPENDITURES							
35 - Food Service	5,008,676	5,330,199	321,523	4,990,677	4,990,677	339,522	106.8%
51 - Plant Maintenance & Operations	104,907	1,120	(103,787)	130,648	130,648	(129,528)	0.9%
71 - Debt Service	-	2,200	2,200	-	-	2,200	1.7%
Total Expenditures	5,113,583	5,333,519	219,936	5,121,325	5,121,325	212,194	104.1%
OTHER SOURCES & USES							
Other Sources	-	-	-	-	-	-	#DIV/0!
Other Uses	-	-	-	-	-	-	#DIV/0!
Total Other Sources & Uses	-	-	-	-	-	-	#DIV/0!
Excess/(Deficiency) of Revenues Over Expenditures	262,563	570,257	307,694	196,975	196,975	373,282	
Fund Balance at 6/30/2025 - AUDITED	2,206,735						
Fund Balance at 6/30/2026 - UNAUDITED	2,776,992						

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT
General Fund Financial Report
Unaudited and Without Year End Adjustments
June 2026

	Year-to-Date Comparison			Current Year Budget Comparison			
	2024-2025 June	2025-2026 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
REVENUES							
Local and Intermediate Sources	72,875,242	74,248,494	1,373,252	74,396,932	73,525,739	722,755	101.0%
State Program	52,572,739	48,116,039	(4,456,700)	51,650,308	59,619,085	(11,503,046)	80.7%
Federal Program	86,741	384,402	297,661	304,000	369,000	15,402	104.2%
Total Revenues	125,534,722	122,748,935	(2,785,787)	126,351,240	133,513,824	(10,764,889)	91.9%
EXPENDITURES							
11 - Instruction	62,017,498	67,358,089	5,340,591	65,687,127	67,605,361	(247,272)	99.6%
12 - Instr Resources & Media Svcs	1,199,892	1,183,200	(16,692)	1,200,756	1,247,086	(63,886)	94.9%
13 - Curr & Inst Staff Development	1,334,951	1,424,406	89,455	1,428,261	1,471,824	(47,418)	96.8%
21 - Instructional Leadership	1,355,518	1,391,737	36,219	1,379,575	1,418,293	(26,556)	98.1%
23 - School Leadership	5,777,954	6,006,096	228,142	5,993,883	6,161,322	(155,226)	97.5%
31 - Guidance, Counseling	4,427,276	4,614,619	187,343	4,494,614	4,661,860	(47,241)	99.0%
33 - Health Services	1,325,828	1,455,944	130,116	1,462,781	1,501,840	(45,896)	96.9%
34 - Student Transportation	4,278,448	4,865,654	587,206	4,600,882	4,951,406	(85,752)	98.3%
36 - Extra-Curr/Co-Curricular	4,773,292	4,803,265	29,973	4,757,533	4,888,621	(85,356)	98.3%
41 - General Administration	3,804,789	3,529,676	(275,113)	3,798,934	3,762,815	(233,139)	93.8%
51 - Plant Maintenance & Operations	12,896,880	12,166,988	(729,892)	13,696,464	12,600,322	(433,334)	96.6%
52 - Security & Monitoring	2,180,402	2,767,894	587,492	3,015,999	3,025,423	(257,529)	91.5%
53 - Data Processing	1,503,663	1,926,787	423,124	1,935,131	2,000,461	(73,674)	96.3%
71 - Debt Services	-	139,256		-	151,955		
95 - Payment to JJAEP Programs	4,945	-	(4,945)	10,000	-	-	#DIV/0!
97 - Payments to Tax Increment Fund	18,346,054	17,844,200		17,996,690	17,844,200	-	100.0%
99 - Payments to Tax Office	1,050,950	1,135,828	84,878	1,208,600	1,208,600	(72,772)	94.0%
Total Expenditures	126,278,340	132,613,639	6,335,299	132,667,230	134,501,389	(1,875,051)	98.6%
OTHER SOURCES & USES							
Other Sources	1,283,044	-	(1,283,044)	-	-	-	#DIV/0!
Other Uses	-	-	-	-	-	-	#DIV/0!
Total Other Sources & Uses	1,283,044	-	(1,283,044)	-	-	-	#DIV/0!

Excess/(Deficiency) of Revenues

Over Expenditures	539,426	(9,864,704)	(10,404,130)	(6,315,990)	(987,565)
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Fund Balance at 6/30/2025 - **AUDITED**

33,329,066

Fund Balance at 6/30/2026 - **UNAUDITED**

23,464,362

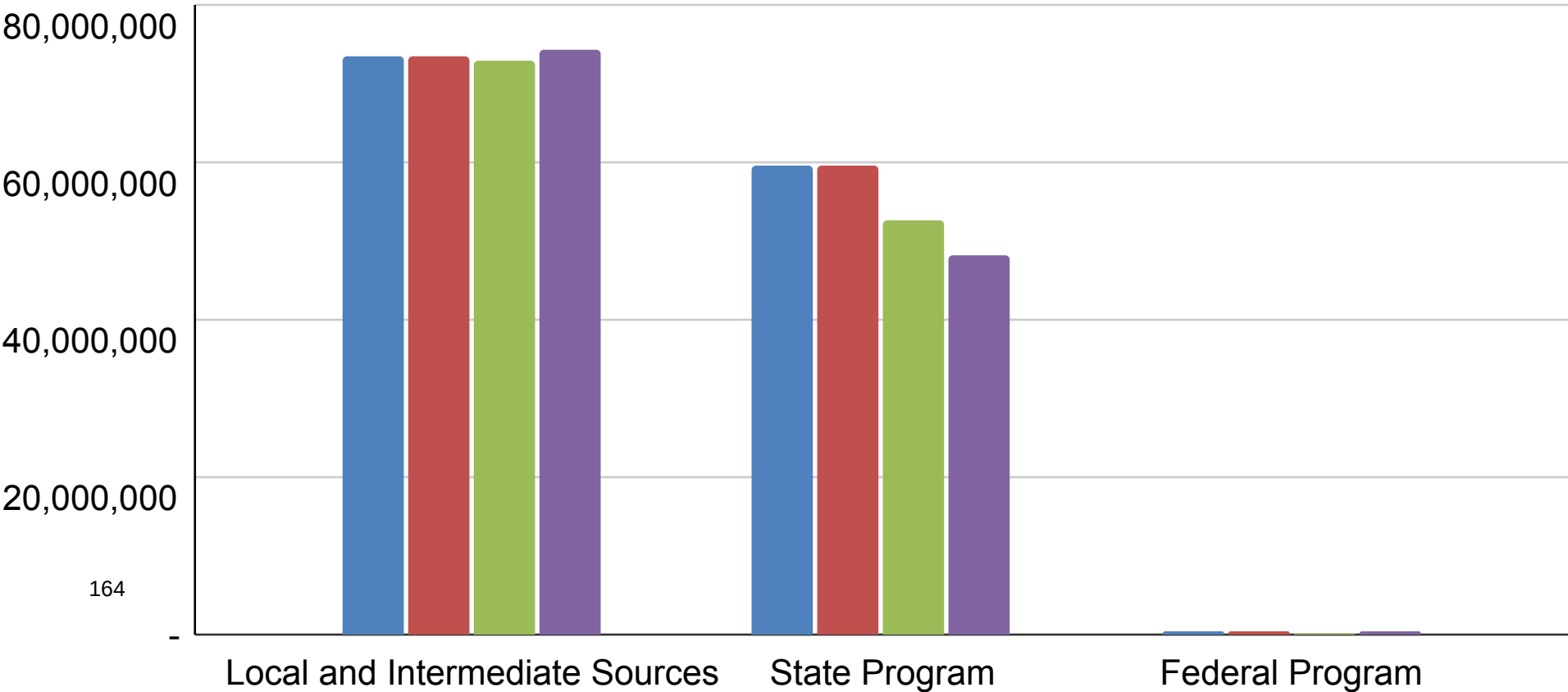
Fund Balance as % of Budget

17%

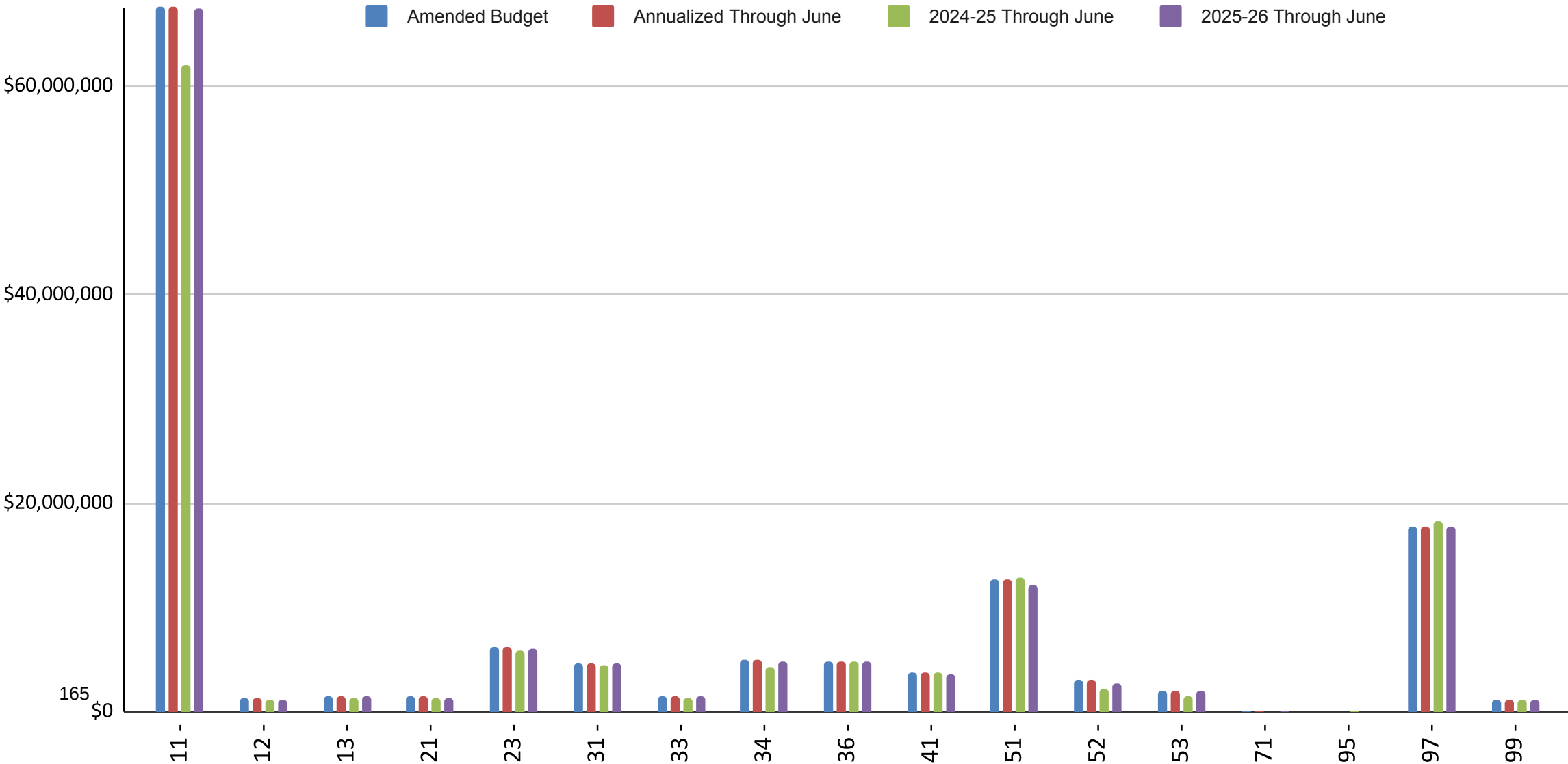
	Year-to-Date Comparison			Current Year Budget Comparison			
	2024-2025 June	2025-2026 June	Difference	Original Budget	Amended Budget	Budget Variance	Actual to Budget
EXPENDITURES BY OBJECT							
6100 - Payroll Costs	91,253,994	98,211,715	6,957,721	95,891,091	98,310,717	(99,002)	99.9%
6200 - Purchased & Contracted Services	8,707,289	9,921,111	1,213,822	11,137,252	11,224,946	(1,303,835)	88.4%
6300 - Supplies & Materials	3,954,774	2,971,222	(983,552)	3,284,340	3,362,814	(391,592)	88.4%
6400 - Other Operating Expenses	22,291,995	21,272,538	(1,019,457)	22,349,047	21,435,692	(163,154)	99.2%
6500 - Debt Service	-	139,256	139,256	-	151,955	(12,699)	91.6%
6600 - Capital Outlay	70,288	97,797	27,509	5,500	15,265	82,532	640.7%
Total Expenditures	126,278,340	132,613,639	6,335,299	132,667,230	134,501,389	(1,887,750)	98.6%

Revenue Comparison

- Amended Budget
- Annualized Through June
- 2024-25 Through June
- 2025-26 Through June



Expense Comparison



Fund Balance Comparison to Target

