Agenda of Meeting
Midlothian ISD
Board of Trustees Regular Meeting

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

Monday, July 15, 2024 – 5:30 PM

A Regular Meeting of the Board of Trustees of Midlothian ISD will be held Monday, July 15, 2024, beginning at 5:30 PM.

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

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

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

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

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

I. **FIRST ORDER OF BUSINESS**
   A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

II. **CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.**
   A. Discussion of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
   B. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
   C. Students, Texas Government Code 551.082, 551.0821
      1. Discipline Issues

2. Non-Discipline Issues

D. Consultation with legal counsel regarding student-related policies, handbooks or codes, pursuant to Tex. Gov't Code Section 551.071

III. **RECONVENE TO OPEN SESSION**

IV. **INTRODUCTION OF MEETING**

A. Invocation

B. Pledges of Allegiance

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IX. **CONSENT AGENDA**

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

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

XIV. **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 15, 2024	
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: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Climate and Safety	
Performance Objective: *(Secondary - if needed)*	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 15, 2024	
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: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Climate and Safety	
Performance Objective: *(Secondary - if needed)*	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:	Gary Vineyard	
	Board President	

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Recognition of TASRO Agency of the Year Award Presented to the Midlothian PD SRO Unit	
Requires Board Action:	NO	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**WHY:** MISD is proud to celebrate excellence demonstrated by our Midlothian Police Department School Resource Officer division and their committment to safety and security of Midlothian ISD students and staff. **WHAT:** The Texas Association of School Resource Officers (TASRO) is a 501(c)(3) nonprofit corporation for school-based law enforcement officers, school administrators, and school safety/security personnel. TASRO recognizes one law enforcement agency as the TASRO Agency of the Year award recipient each year. At the Texas Association of School Resource Officers 11th Annual Safe School Conference Awards Dinner on July 9, the Midlothian Police Department School Resource Officer Unit was named the 2024 TASRO Agency of the Year. The Midlothian Police Department SRO unit and partnership with Midlothian ISD is a regional and statewide recognized law enforcement program. Many Texas school districts deem the MISD SRO program as a model for successfully implementing school safety initiatives. We are MISD Proud of the Midlothian PD School Resource Officer unit and celebrate their state recognition.	
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)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		

Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Dir. Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	Jully 15, 2024	
Agenda Item:	MISD Mission and Vision	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:		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 Mission and Vision with all participants. **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.*	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	AE-EDUCATIONAL PHILOSOPHY	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	Gary Vineyard	
	Board President	

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
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:** ***Pledge is attached to read for the audience.***	
Strategic Priority: *(Primary)*	Priority 3: Culture, Climate and Safety	
Performance Objective: *(Primary)*	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	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
2024-2025

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

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

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Minutes of Special Canvass Meeting
MISD Board of Trustees
May 15, 2024 /5:00PM

Board Members Present: Mike Dillow, Richard Peña, Ed Harrison, Tami Tobey, and Jessica Ward

Board Members Absent: Eduardo Gonzalez and Gary Vineyard

Administration: David Belding, Aaron Williams, Shelle Blaylock, Sandy Bundrick, and Tammy Kuykendall

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 5:00 pm.

II. PUBLIC COMMENT

There was no public comment for this meeting.

III. DISCUSSION/ACTION ITEMS

A. Canvass the May 4, 2024, General Trustee Election

Jessica Ward moved, seconded by Ed Harrison, that the resolution canvassing returns and declaring the results of the Trustee Election held in the Midlothian ISD on May 4, 2024 be approved as presented. The motion passed with a vote of 5-0.

Tami Tobey read the resolution into the record certifying the following total votes.

Board of Trustees, Place 1
Richard Pena received 2,282 total votes
Lisa Healy received 1,594 total votes

Board of Trustees, Place 2
Gary Vineyard, Jr. 2,669 total votes

Board of Trustees, Place 3
Ryan Timm 2,567 total votes
Eduardo Gonzalez 1,344 total votes

IV. ADJOURNMENT OF MEETING

Mike Dillow made a motion, seconded by Jessica Ward, to adjourn the meeting. The motion passed unanimously.

The meeting adjourned at 5:04 PM.

_____
Board President

_____
Board Secretary

July 15, 2024
Date

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

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Minutes of Special Meeting - Level 3 Parent Grievance
MISD Board of Trustees
May 15, 2024 /6:00 PM

Board Members Present: Mike Dillow, Eduardo González, Ed Harrison, Tami Tobey, Richard Peña, and Jessica Ward

Board Members Absent: Gary Vineyard

Administration: David Belding and Aaron Williams

Attorney: Haley Turner and Meredith Walker (Walsh Gallegos)

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 6:00 pm.

II. PUBLIC COMMENT

There was no public comment for this meeting.

The Board moved out of open session and into closed session under Texas Government Code Chapter 551.071, 551.082, and 551.821 at 6:01 pm.

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

A. Conduct Level III parent grievance appeal, pursuant to Texas Gov't Code(s) 551.074, 551.082, 551.0821
B. Deliberation and consultation with legal counsel regarding Level III parent grievance appeal, pursuant to Texas Gov't Code 551.071

IV. RECONVENE TO OPEN SESSION

The Board reconvened in open session at 7:59 pm.

V. ACTION ITEM

A. Consider and take action on Level III parent grievance appeal.
Ed Harrison made a motion, seconded by Richard Pena, to deny the appeal and uphold the Level II decision of the Administration. The motion passed with a vote of 6-0.

VI. ADJOURNMENT OF MEETING

Mike Dillow made a motion, seconded by Jessica Ward, to adjourn the meeting. The motion passed with a vote of 6-0.

The meeting adjourned at 8:04 pm.

_____ _____
Board President **Board Secretary**

July 15, 2024
Date

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

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Minutes of Regular Meeting
MISD Board of Trustees
May 20, 2024 / 5:30 pm

Board Members Present: Mike Dillow, Eduardo González, Ed Harrison, Richard Peña, Tami Tobey, Gary Vineyard, Jessica Ward

Administration Present: David Belding, Shelle Blaylock, Sandy Bundrick, Aaron Williams, and Tammy Kuykendall

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.

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

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

A. Consultation with District Legal Counsel Regarding TEA Docket No.203-SE-0224

B. Discussion of Personnel, Texas Government Code 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
1. Discuss Teacher Contract Recommendations for 2024/2025
2. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072

C. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072

D. Students, Texas Government Code 551.082, 551.0821
1. Discipline Issues
2. Non-Discipline Issues

The Board moved out of closed session at 6:30 pm.

III. RECONVENE TO OPEN SESSION

The Board reconvened into open session at 6:33 pm.

IV. INTRODUCTION OF MEETING

A. Invocation
The invocation was given by Tami Tobey.

B. Pledges of Allegiance
The pledges were led by the JROTC participants, Ethan Dolley and Kaylynn Spruce.

V. SUPERINTENDENT REPORT

- Dr. Belding highlighted the achievements of the Destination Imagination Teams and how special the community of Midlothian is. He also recognized the awesome graduation ceremonies from May 18th.

VI. TRUSTEE REPORT on Good Things

- Jessica Ward spoke about the MHS Reality Check event and how educational the event was and

how amazing her site visit to Irvin Elementary was. Great job-great campus.

- Mike Dillow expressed that graduation was fantastic! Mike also acknowledged Dr. Belding and thanked him for coming to Midlothian ISD.
- Gary Vineyard mentioned that he and Mrs. Ward were judges for Mr. Jaguar and how talented those young men are. He also enjoyed his time at Coleman Elementary as the students tried to determine who the masked teacher was. He acknowledged that Heritage HS received their band trailer today marked with all Jaguar and Heritage markings. Congratulations.
- Eduardo Gonzalez mentioned that graduation was a great event and prior to that on Thursday was the LEAP Celebration and how awesome that was.
- Ed Harrison talked about the Final Pitch Event and how incredible this opportunity is for MISD students. He also spoke about attending the JROTC Banquet and the Creed of this group.
- Tami Tobey spoke of her visit to Miller Elementary and the fun of seeing staff and teachers and the great work they are doing. She also mentioned the awesome Staff Appreciation Banquet and how great it was to recognize so many that evening.

VII. PRESENTATIONS / RECOGNITIONS

A. MISD Mission and Vision
Tami Tobey read the Mission and Vision.

B. MISD Board Pledge
Trustees read the Board Pledge for the record.

C. Recognition of 2024 Valedictorian and Salutatorian
Jade Young was recognized as the Valedictorian for Midlothian High School.
Emma Bender was recognized as the Salutatorian for Midlothian High School.
Grace Awalt was recognized as the Valedictorian for Midlothian Heritage High School.
Corey Milligan was recognized as the Salutatorian for Midlothian Heritage High School.

D. Recognition: State Track Meet Qualifiers
Angel Brefo (HHS) was recognized for winning the gold medal with a 1st place finish in the 400 M and a bronze medal for 3rd place finish in the 100M.
Julian McCullough (HHS) was recognized for winning a silver medal with a 2nd place finish in the High Jump.
Kyen Purser (MHS) was recognized for finishing fourth in both the shot put and discus throw.

E. Recognition: Heritage High School Drill Team National Championship Title
Heritage HS Belles were recognized for receiving the National Champions title in medium sized team category and named Overall Best of the Best.

F. Recognition: Heritage High School Winterguard State Qualifiers
Will be recognized at a later event.

G. Recognition: MHS Academic All State Basketball
MHS student Natalie Dean was recognized for earning Academic All-State Honors.

H. Recognition: FFA Ellis County Show Winners
MISD Students were recognized for their outstanding accomplishments at the Ellis County Show:
In Market Barrows:
-Overall Grand Champion Market Swine- Cooper Trojacek
-Champion Yorkshire- Gracyn McGuire
-Reserve Champion Other Cross- Kelsey Jo Richardson

-Reserve Champion White OBP- Jackson Chapman

In Market Lambs:
-Champion Southdown- Ava Berger
-Champion Cross- Kenzi Pardue
-Reserve Champion Cross- Amy Horton

I. Recognition: MHS Graphics Student First Day T-Shirt Design
Lillian Hlavaty was recognized for designing the "My First 1st Day" t-shirt design.

J. Recognition: Girl Scout Gold Award
Natalie Schwind was recognized for completing her community service project and earning the Girl Scout Gold Award.

K. Recognition: Capturing Kids Hearts National Showcase Awards
MISD has been named a National Showcase district with 10 campuses being named as National Showcase Schools. Those campuses are:

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

L. Recognition of Trustee Service
Eduardo Gonzalez was recognized for his service to MISD students and staff over the last three years.

VIII. PUBLIC COMMENT - ***for Items on the Agenda*** Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.
Lisa Healy spoke requesting that a different accounting firm be utilized for the efficiency audit.

IX. INSTALLATION OF SCHOOL BOARD MEMBERS

A. Administer Oath of Office to Trustee Places 1, 2, and 3
The oaths of office for Place 1, Richard Pena; Place 2, Gary Vineyard, Jr., and Place 3, Ryan Timm was administered individually by Theda McGrew, notary.

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

A. Discussion of Board officers, including submissions of intent and qualifications under Texas Government Code 551.074.

The Board moved out of open session at 7:56 pm under Texas Government Code Chapter 551.074.

The Board moved back into open session at 8:27 pm.

XI. RECONVENE TO OPEN SESSION

A. Reorganization of Board Officer

Richard Pena nominated Gary Vineyard as president. Ed Harrison seconded the nomination. Hearing no additional nominations, nominations ceased. Gary Vineyard was voted president with a vote of 7-0.

Mike Dillow nominated Jessica Ward as Vice-President and Richard Pena nominated Tami Tobey as Vice President. Nominations ceased. The vote for Jessica Ward failed with a vote of 2-5 (Gary Vineyard, Tami Tobey, Ed Harrison, Richard Pena and Ryan Timm voting against). Tami Tobey was elected Vice-President with a vote of 7-0.

Tami Tobey nominated Mike Dillow as secretary; Mike Dillow nominated Jessica Ward as secretary; and Gary Vineyard nominated Ed Harrison as secretary. Nominations then ceased.
The vote for Mike Dillow failed with a vote of 1-6. (Tami Tobey voting for Mike Dillow.)
The vote for Jessica Ward passed with a vote of 6-1 (Ed Harrison voting against Jessica Ward being secretary.) Because a vote passed there was no need to take a vote for Mr. Harrison.

Officers elected are:
President - Gary Vineyard, Jr.
Vice-President - Tami Tobey
Secretary - Jessica Ward

XII. CONSENT AGENDA

A. Consider Meeting Minutes
   1. February 20, 2024 - Team of 8 Meeting Minutes
   2. February 26, 2024 - Regular Meeting Minutes
   3. April 15, 2024 Regular Meeting Minutes
   4. May 6, 2024 - Special Workshop Minutes
B. Consider Approval of RFP 2324-03 Food Service Management Company Contract for 2024-25
C. Consider Budget Amendments
D. Consider Approval of Gifts and/or Donations
E. Consider Approval of the JJAEP Memorandum of Understanding for the 24-25 School Year
F. Consider Approving Mentor's Care Agreement for 2024/2025
G. Consider Designation of an Independent Auditor for Efficiency Audit Relating to a VATRE

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

XIII. DISCUSSION / ACTION ITEMS

A. Consider Recommendation for Executive Director of Human Resources
   Jessica Ward made a motion, seconded by Ed Harrison, to approve Gaya Jefferson as the Executive Director of Human Resources. The motion passed with a vote of 7/0.

B. Consider Contract Recommendations 2024/25
   Jessica Ward made a motion, seconded by Tami Tobey, to approve the 24/25 Contract Recommendations as presented. The motion passed unanimously.

C. Discuss 2024/2025 Budget Update
   Updated information relating to the 24/25 budget process was provided.

D. Consider Setting Tax Rate Publication Rate and Date for 2024/2025 Budget Hearing
   Jessica Ward made a motion, seconded by Tami Tobey, that the publication tax rate be $0.6969 for Maintenance and Operations and $0.41 for Interest and Sinking, and the regular June 17,

2024, board meeting be set as the date for the public hearing on the proposed budget and proposed tax rate for 2024-2025. The motion passed unanimously.

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

N/A

XV. PUBLIC COMMENT *for non-agenda items*

Lisa Healy spoke about requesting another option for the budget. The option would be to not move forward with the VATRE and consider using unallocated funds from the general fund to pay for the error of miscalculation of growth.

XVI. ADJOURNMENT OF MEETING

Ryan Timm made the motion, seconded by Jessica Ward, to adjourn the meeting. The motion passed unanimously. The meeting adjourned at 9:16 pm

_____ _____

Board President **Board Secretary**

July 17, 2024

Date

MIDLOTHIAN ISD
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Minutes of Special Meeting
MISD Board of Trustees
June 3, 2024 /5:30 PM

Board Members Present: Mike Dillow, Ed Harrison, Richard Peña, Ryan Timm, Tami Tobey, and Jessica Ward

Board Members Absent: Gary Vineyard

Administration: David Belding, Aaron Williams, Shelle Blaylock, Sandy Bundrick, and Tammy Kuykendall

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. INVOCATION

The invocation was given by

III. PUBLIC COMMENT

There was no public comment for this meeting.

IV. DISCUSSION ACTION ITEMS

A. INFORMATION ITEMS

CONSIDER AN ORDER AUTHORIZING THE ISSUANCE OF MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, SERIES 2024 IN THE NOT TO EXCEED PRINCIPAL AMOUNT OF $30,395,000; LEVYING A TAX AND PROVIDING FOR THE SECURITY AND PAYMENT 2 THEREOF; PROVIDING FOR THE AWARD OF THE SALE THEREOF IN ACCORDANCE WITH SPECIFIED PARAMETERS; AUTHORIZING THE EXECUTION AND DELIVERY OF A PURCHASE CONTRACT, A DEPOSIT AGREEMENT OR ESCROW AGREEMENT AND A PAYING AGENT/REGISTRAR AGREEMENT RELATING TO SUCH BONDS; APPROVING THE PREPARATION OF AN OFFICIAL STATEMENT AND NOTICE OF SALE; AND ENACTING OTHER PROVISIONS RELATING THERETO

Jessica Ward made a motion, seconded by Richard Pena, to approve the "Bond Parameter Order" to fix the rate on the Series 2013-C Bonds and shorten the final maturity, as presented. The motion passed with a vote of 6-0.

V. INFORMATION ITEMS

A. Budget Workshop #4

Sandy Bundrick presented information related to the 2024/2025 Budget including the most recent enrollment and demographic information with updated budget assumptions for the general operating fund, child nutrition fund and debt service fund.

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

A. Consideration of Personnel, Texas Government Code 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
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

The Board did not go into closed session.

VII. RECONVENE TO OPEN SESSION

N/A

VIII. Action, if any, on Items Discussed in Closed Session
N/A

IX. ADJOURNMENT OF MEETING
Mike Dillow made a motion, seconded by Richard Pena, to adjourn the meeting. The motion passed unanimously.

The meeting adjourned at 6:57 PM.

_____ _____
Board President **Board Secretary**

July 15, 2024
Date

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

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Minutes of Special Meeting - Level 3 Parent Grievance
MISD Board of Trustees
June 4, 2024 /6:00 PM

Board Members Present: Mike Dillow, Eduardo González, Ed Harrison, Tami Tobey, Richard Peña, and Jessica Ward

Board Members Absent: Gary Vineyard

Administration: David Belding, Aaron Williams, and Krista Tipton

Attorney: Haley Turner

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 6:00 pm.

II. PUBLIC COMMENT

There was no public comment for this meeting.

The Board moved out of open session and into closed session under Texas Government Code Chapter 551.071, 551.082, and 551.821 at 6:01 pm.

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

A. Conduct Level III parent grievance appeal, pursuant to Texas Gov't Code(s) 551.074, 551.082, 551.0821
B. Deliberation and consultation with legal counsel regarding Level III parent grievance appeal, pursuant to Texas Gov't Code 551.071

IV. RECONVENE TO OPEN SESSION

The Board reconvened in open session at 6:57 pm.

V. ACTION ITEM

A. Consider and take action on Level III parent grievance appeal.
Ryan Timm made a motion, seconded by Richard Pena, to deny the appeal and uphold the Level II decision of the Administration. The motion passed with a vote of 6-0.

VI. ADJOURNMENT OF MEETING

Mike Dillow made a motion, seconded by Tami Tobey to adjourn the meeting. The motion passed with a vote of 6-0.

The meeting adjourned at 7:00 pm.

_____ _____
Board President **Board Secretary**

July 15, 2024
Date

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

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Minutes of Regular Meeting
MISD Board of Trustees
June 17, 2024 / 5:30 pm

Board Members Present: Mike Dillow, Ryan Timm, Ed Harrison, Richard Peña, Tami Tobey, Gary Vineyard, Jessica Ward

Administration Present: David Belding, Shelle Blaylock, Sandy Bundrick, Aaron Williams, and Tammy Kuykendall

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.

The Board moved out of open session at 5:30 pm and into closed session at 5:35 pm.

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

A. Superintendent Mid-Year Review
B. Discussion of Personnel, Texas Government Code 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
C. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
D. Safety and Security, Texas Government Code 551.076
E. Students, Texas Government Code 551.082, 551.0821
1. Discipline Issues
2. Non-Discipline Issues

The Board moved out of closed session at 6:30 pm. (Richard Pena left the meeting.)

III. RECONVENE TO OPEN SESSION

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

IV. INTRODUCTION OF MEETING

A. Invocation
The invocation was given by Mike Dillow.

B. Pledges of Allegiance were led by the Dieterich Middle School Student Council via a recorded video.

V. SUPERINTENDENT REPORT

- Dr. Belding reported that the Summer Onboarding has been a great success and he acknowledged Commander Hicks and his service to MISD over the last five years.

VI. TRUSTEE GOOD NEWS

- Ryan Timm thanked the community for their support during the recent election.
- Jessica Ward spoke about the realtor lunch hosted by the District and thanked Tammy Kuykendall and Ron Bland for a great job.

- Tami Tobey wished the high school debate teams good luck at nationals this week and reminded everyone that even though it's summer there is still a lot of work taking place preparing for next year.
- Mike Dillow spoke about the positive growth and development of Midlothian ISD.
- Gary Vineyard mentioned the recent graduation(s) and the great accomplishments to come for the 2024 Seniors.

VII. PRESENTATIONS / RECOGNITIONS

A. MISD Mission and Vision
Gary Vineyard read the Mission and Vision.

B. MISD Board Pledge
The Board read the pledge into the record.

C. Recognition of Health Science EMT/Phlebotomy Certification Students
A total of 23 Midlothian High School and 10 Heritage High School phlebotomy students were recognized for passing their national exams and are now nationally certified phlebotomists. In addition, four (4) students from Heritage High School and nine (9) from Midlothian High School were recognized for earning EMT certifications.

D. Recognition of Girls Golf State Qualifier
Heritage High School senior student-athlete Brynlea Caldwell was recognized for qualifying to advance to the 5A UIL State Girls Golf Championship.

E. Recognition of State 5A UIL Academics Qualifiers
HHS students, Natalya Shelton was recognized for capturing Silver for a 2nd Place finish in Feature Writing and Samantha Lyman brought home the Bronze for a 3rd Place finish in Ready Writing.

F. Recognition of Commander Tim Hicks
Tim Hicks was recognized for his five years of service to Midlothian ISD as the Director of Safety and Security.

G. Recognition of eSports
MILE students from the eSports program were recognized for the Mario Kart Team winning the Gold Bracket tournament for the Atlantic Conference. Team members were:

- Jake Peery (Team Captain)
- Jolan Balistreri
- Kalub Canales
- Caden Durrett
- Joe Hooper
- Corbin Newcomb
- Will Stanton
- Owen Sunderland

Additional accomplishments of the eSports program at the Gold Bracket Tournament included:
Smash Bros. Players:

- Jolan Balistreri, Eamon Curry, and Tate Thompson - Round 1 of the Championship Bracket.
- Kalub Canales and Aidan Gomez advanced to the supplemental Platinum Bracket, with Kalub reaching Round 3.

Splatoon 3 Team:

- Kalub Canales, Jolan Balistreri, Garrett Hattendorf, Johnathan Thompson, and Michael Hurst made it to the supplemental Gold Bracket, advancing to Round 2.

Minecraft Survival Games:

- Eamon Curry made it to the supplemental Gold Bracket and ranked in the top 10 of all players.

VIII. PUBLIC MEETING TO DISCUSS THE BUDGET AND PROPOSED TAX RATE FOR 2024-2025

The public hearing opened at 7:06 pm as Sandy Bundrick presented information on the required public hearing for the proposed 24-25 General Fund, Child Nutrition Fund, and Debt Service Funds Budget prior to adopting the budget for 2024-2025.

Lisa Healy commented on using fund balance and how the proposed budget would affect the FIRST Rating.

The hearing concluded at 7:21 pm.

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

- Lisa Healy spoke about the budget and not going out for a VATRE and another divisive election and utilizing the general fund to pay for any shortfall.

XIV. PUBLIC COMMENT for non-agenda items

- Danielle Gardner addressed the Board regarding the MHS Cheer Program and honoring the varsity grandfather clause for the 2024/2025 students.
- Brittany Tabarra addressed the Board regarding the grandfather clause for the MHS Cheer Program.
- Billy King asked the Board to allow senior cheer students to cheer on the varsity squad.

X. CONSENT AGENDA

A. Consider Approval of Gifts and/or Donations
B. Consider Approval of Non Resident Tuition Rate
C. Consider Approval of Budget Amendments
D. Consider Approval of RFP 2324-08 Fire Alarm Monitoring/Inspection Services
E. Consider Approval of RFP 2324-07 Groundskeeping Services
F. Consider Approval of RFP 2324-06 Pest Control Services
G. Consideration of Approval of the Interlocal Participant Agreement for participation in the Region 16 ESC Statewide Cooperative Purchasing Program
H. Consider Approval of Policy CLA (LOCAL)
I. Consider Approval of No Build Easement for Prairie Ridge Land at Bontke Pad
J. Consider Approving Video Surveillance in Special Education Settings for 2024/2025 School year
K. Consider Approving 24/25 Staff Development Waiver - TEA
L. Consider Approving Dual Credit MOU with Navarro College for 2024-2025
M. Consider Approval of (MOU) with Venus ISD for Bus Driver Training
N. Consider Contract Recommendations 24/25

Gary Vineyard asked to pull Item A.

Tami Tobey made a motion, seconded by Ed Harrison, to approve the consent agenda (excluding Item A) as

presented. The motion passed with a vote of 6-0.

A. Consider Approval of Gifs and/or Donations

Gary Vineyard recognized the individual donations and gifts presented to Midlothian ISD and recognized the Heritage Jaguar Band Boosters for donating the 53' equipment trailer for transporting band materials and equipment.

Gary Vineyard made a motion, seconded by Tami Tobey, to approve the Gifts and Donations as presented. The motion passed with a vote of 6-0.

XI. DISCUSSION / ACTION ITEMS

A. Consider Approving Proclamation 2024: State Science Adoption

Ed Harrison made a motion, seconded by Jessica Ward, to approve the 2024 Proclamation for State Science Adoption as presented. The motion was approved with a vote of 6-0.

B. Receive Update on 2023/2024 Optional Flexible School Year Program Review and Consider Approving 2024/2025 Optional Flexible School Year Application

Shannon Blake provided the required review of the 2023/2024 Optional Flexible School Year Program. Jessica Ward made a motion, seconded by Ed Harrison, to approve the Optional Flexible School Year Program Application for the 2024/2025 School Year. The motion passed with a vote of 6-0.

C. Consider the Adoption of the 2024-2025 General Fund, Child Nutrition Fund and Debt Service Fund Budgets

Jessica Ward made a motion, seconded by Ed Harrison, to approve the 2024-2025 budgets for the General Fund, Child Nutrition Fund, and the Debt Service Fund as presented. The motion passed with a vote of 6-0.

D. Consider 2024 TASB Delegate Assembly Designee and Alternate

Tami Tobey made a motion, seconded by Jessica Ward, to designate Ryan Timm as the delegate and Richard Pena, as the alternate for the 2024 TASB Delegate. The motion passed with a vote of 6-0.

XII. INFORMATION ONLY

A. Receive Overview of the proposed MISD Partnership Program and Adopt a School Initiative

Tammy Kuykendall presented an overview of the comprehensive Partnership Program and Adopt a School Program to clarify advertising and branding opportunities, policies and regulations available to the community.

B. Receive a Report on Preliminary End-of-Course (EOC) Results for 2023/2024

Shelle Blaylock shared information on preliminary EOC scores for high school core subject areas. The results, a key measure of student performance and academic readiness, include Algebra I, English I, English II, Biology and U.S. History assessments and are considered "preliminary," until the state's quality control processes are completed.

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

N/A

XV. ADJOURNMENT OF MEETING

Mike Dillow made the motion, seconded by Jessica Ward, to adjourn the meeting. The motion passed

unanimously. The meeting adjourned at 8:45 pm.

_____	_____
Board President	**Board Secretary**
	July 17, 2024 _____
	Date

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
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 Balances decreased from last quarter by $31,333,752.02. Tax collections and State funding payments are lower during the last quarter of our fiscal year. • Total Interest earned this quarter was $848,163.46 which is lower than the prior quarter by $324,063.62 due to the lower cash balance and slightly lower interest rates this quarter. The decrease in interest rates are as follows- Lone Star rates decreased last quarter from 5.335% to 5.327%, TexPool rates decreased from 5.335% to 5.314% ,the First Financial money market decreased from 5.329% to 5.311% and the First Financial Checking acount interest rate stayed the same at 1.75%. A detailed report is attached covering the quarter beginning April 1, 2024 and ending June 30, 2024.	
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)	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:	Sandy Bundrick	
	District Leadership	

Midlothian ISD Investments
04/01/24-6/30/24

	Balance at 04/01/24	Deposits	Withdrawals	Interest	Balance at 06/30/24	Fund Totals	First Financial Checking & MMA	First Financial - General Operating MMA	Lone Star	TexPool	Total
Fund 163 Payroll											
Checking Account-FFB	69,934.72	21,394,986.53	(21,394,015.71)	3,469.28	74,374.82		74,374.82				
						74,374.82					
Fund 199 General Fund											
First Financial Bank-Money Market	7,112,183.33	-	-	94,379.93	7,206,563.26			7,206,563.26			
Worker Comp Checking Account-FFB	37.72	100.00	(130.00)	0.21	7.93		7.93				
Lone Star Investment Pool	33,835,305.40	402,107.70	(26,050,000.00)	278,130.56	8,465,543.66				8,465,543.66		
TexPool	16,121,299.95	5,775,901.08	(9,605,962.30)	178,799.30	12,470,038.03					12,470,038.03	
						26,142,152.88					
Fund 240 Food Service											
Money Market account-FFB	621,587.70	544,011.74	(1,165,078.73)	2,477.55	2,998.26		2,998.26				
TexPool	2,277,666.25	916.20	(580,447.47)	26,321.58	1,724,456.56					1,724,456.56	
						1,727,454.82					
Fund 461 Campus Activity											
TexPool	1,162,204.68	30,987.11	(87,851.61)	15,233.31	1,120,573.49					1,120,573.49	
						1,120,573.49					
Fund 499 Child Care											
TexPool	240,634.56	46,394.40	0.00	3,419.13	290,448.09					290,448.09	
						290,448.09					
Fund 599 Interest & Sinking (Debt Service)											
Lone Star Investment Pool	6,992,236.93	259,701.08	0.00	95,036.74	7,346,976.75				7,346,976.75		
TexPool	6,997,175.82	5,709,912.39	(5,712,912.39)	88,086.10	7,082,261.92					7,082,261.92	
						14,429,238.67					
Fund 694 Construction											
2017 Bonds Retainage	17,468.77	68,481.13	(4,957.80)	696.65	81,688.75						
2020 Series	5,260,097.97	90,300.92	(1,963,081.41)	55,648.06	3,442,965.54						
						3,524,654.29				3,524,654.29	
Multi-fund Checking Account											
First Financial	1,440,236.48	29,604,176.42	(29,545,454.76)	6,485.06	1,505,423.20		1,505,423.20				
						1,505,423.20					
TOTALS	82,148,072.28	63,927,976.70	(96,109,892.18)	848,163.46	50,814,320.26	50,814,320.26	1,582,804.21	7,206,563.26	15,812,520.41	26,212,432.38	50,814,320.26
							1.750%	5.311%	5.327%	5.314%	

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

Sandy Bundrick, CFO

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	District Required Staff Development Plan - Annual Approval	
Agenda Location:	CONSENT	
Template Attachments:	Yes	Website - SBEC Clearinghouse Website - TASB Training Chart
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 clearninghouse. 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 clearinghouse requirements and annually approve the District's professional development plan.	
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)	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 2024-25 Professional Development plan as presented."	
Presenter:	Aaron Williams, Ed.D.	
	District Leadership	

School District Training Chart

Published online in TASB School Law eSource

A variety of staff development trainings are required or recommended for school employees. The requirements are scattered throughout statutes and policies. Some are mandated by law; others are recommended as risk management practices. This chart organizes the requirements and recommendations by topic. Some requirements and recommendations appear under more than one topic to assist the reader.

Student Discipline
Special Education
Students with Disabilities
Student Welfare
Student Health and Safety
Emergency Operations
Employee Welfare
Facilities Management
Records Management
Instructional Programs
Human Resource Management
Financial Matters
Volunteers
Law Enforcement
Technology

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Student Discipline				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	As needed and within 30 school days following the use of restraint by untrained personnel called upon to use restraint in an emergency.	District	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 de-escalation 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.
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 time-out based on a student's individualized education plan (IEP) and/or behavior intervention plan (BIP).	As needed and within 30 school days of an employee being assigned the responsibility for implementing time-out.	District	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

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Student Discipline				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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 time-out.
Student Discipline Tex. Educ. Code §§ 37.0181, .002; DMA(LEGAL)	Every principal or other appropriate administrator who oversees student discipline.	At least once every three years.	District. May be provided in coordination with regional education service centers and through use of distance learning methods.	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

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Student Discipline				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				not have the student return without the teacher's consent. The appropriate administrator is required to attend the professional development training at least once every three years. The training may be provided in coordination with regional education service centers and through use of distance learning.
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.	As needed. Employees must receive training on established procedures for reporting abuse, neglect, or exploitation of students on an annual basis.	District	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.

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Student Discipline				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				DAEP staff must also be prepared and trained to respond to health issues and emergencies.
Juvenile Case Managers Tex. Code Crim. Proc. art. 45.056(f); FED(LEGAL)	District juvenile case manager(s).	Some training before service begins and some training during service.	District	The board of a district that employs a juvenile case manager must adopt and implement appropriate educational pre-service 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 Searches U.S. Const. amend. IV; FNF(LEGAL)	Recommended for employees who have the authority to search students and/or their belongings.	As needed	If provided, district or outside provider chosen by district.	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.

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Student Discipline				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct Tex. Educ. Code § 21.451(d)(1)(B); DMA(LEGAL); BQB(LEGAL); BQA(LEGAL)	Optional staff development.	As needed	Must be developed and approved by the campus-level committee as part of staff development training.	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 BQB(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).

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Special Education				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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 IEP developed for a student receiving instruction from the educator.	The district may determine the time and place at which the training is delivered.	District. This training is part of staff development training.	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.

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TASB Legal Services

Special Education				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Use of Restraint with Special Education Students Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(d); FOF(LEGAL)	*See entry at Student Discipline*			
Use of Time-Out with Special Education Students Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(h); FOF(LEGAL)	*See entry at Student Discipline*			
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.	As the commissioner develops and makes available minimum training guidelines, with review at least once every four years.	As outlined by the commissioner.	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.

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Special Education				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Individuals with Disabilities in Education Act (IDEA) 20 U.S.C. §§ 1400-1482; EHBAE(LEGAL); EHBF(LEGAL); 19 Tex. Admin. Code § 75.1023; FB(LEGAL); DAA(LEGAL); FOF(LEGAL); EHBAC(LEGAL)	Recommended for employees involved in the special education process.	Before applicable employees begin working in special education and as needed thereafter.	If provided, district or outside provider chosen by district.	Training is recommended on the provisions of IDEA relevant to an employee's involvement in the special education process. See EHBAE(LEGAL) for procedural requirements under IDEA. See EHBF(LEGAL) and 19 Texas Administrative Code section 75.1023 for the applicability of IDEA in career and technical education. See FB(LEGAL) regarding equal educational opportunity. See DAA(LEGAL) regarding equal employment opportunity. See FOF(LEGAL) regarding student discipline provisions relating to students with disabilities. See EHBAC(LEGAL) regarding students in nondistrict placement.

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Students with Disabilities				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	Before applicable employees begin working with students with disabilities and as needed thereafter.	If provided, district or outside provider chosen by district.	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.
Dyslexia Training for School Employees Tex. Educ. Code §§ 38.003, .0032; 19 Tex. Admin. Code §	Teachers who screen and treat students with dyslexia.	As needed	District, using State Board of Education's Dyslexia Handbook.	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

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Students with Disabilities				
Type of Training	**Who**	**When**	**Provider**	**Notes**
74.28(c)-(e); EHB(LEGAL)				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.
Dyslexia Instruction – Providers of Dyslexia Instruction Tex. Educ. Code § 29.0032(a)-(b); EHB(LEGAL); EKC(Legal)	Providers of dyslexia instruction	As needed	District, using State Board of Education's Dyslexia Handbook.	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.
Dyslexia Education for Parents Tex. Educ. Code § 38.003; 19 Tex.	Parents and guardians of students with dyslexia and related disorders.	As needed	District	Districts must provide a parent education program for parents and guardians of students with dyslexia and related disorders. The program must include:

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Students with Disabilities				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Admin. Code § 74.28(l)-(m); EHB(LEGAL)				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 open-enrollment 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.

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Students with Disabilities				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Teacher Autism Training Tex. Educ. Code § 21.465; DEAA(LEGAL)	Teachers	Optional training	Education Service Center	A school district may provide a salary incentive or similar compensation to a teacher who completes training provided by a regional education service center relating to autism. If the district decides to provide such an incentive, it must adopt a policy to implement this section.
Americans with Disabilities Act (ADA) 42 U.S.C. §§ 12101-12213; 28 C.F.R. §§ 35.101-190; 29 C.F.R. §§ 1630.1-1630.16; GA(LEGAL); DAA(LEGAL); FB(LEGAL); DBB(LEGAL); DAB(LEGAL); FBA(LEGAL)	Recommended for the district's designated ADA compliance coordinator. Also recommended for employees who may be called upon to accommodate another employee, a student, or a parent with a disability.	When employee acquires authority to make accommodation decisions and as needed thereafter.	District or outside provider chosen by district.	A district is recommended to provide training on the relevant provisions of the ADA for the district's designated ADA compliance coordinator and any employees who may be called upon to accommodate an employee, student, or parent with a disability.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
*Sexual Abuse, Sex Trafficking, and Maltreatment Training** Tex. Educ. Code § 38.0041(c)-(f); 19 TAC § 61.1051(c)-(d); DMA(LEGAL) **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.*	All new employees and existing employees until all district employees have completed the training.	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.	May be developed and approved by campus committee as part of staff development training. Resources are available from TEA and the Human Trafficking Taskforce in the Texas Governor's Office.	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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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-on-Student Bullying and Harassment** Tex. Educ. Code §§ 21.451(d)(3)(C), 38.351; FFI(LEGAL); FDB(LEGAL); FFF(LEGAL); FO(LEGAL); CQA(LEGAL); DMA(LEGAL); FOF(LEGAL);	Required for all new and existing educators.	As determined by local policy.	The training must use a best practice-based program recommended by TEA in coordination with Texas Health and Human Services Commission (HHSC) under Texas Education	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 BQB(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

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
BQB(LEGAL); BQA(LEGAL) **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.*			Code section 38.351 and may include two or more topics listed together.	been developed and approved through the district-level decision process. See BQA(LEGAL).
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.	As needed.	The training must use a program recommended by TEA in coordination with Texas HHSC under Texas Education Code section 38.351 and may include two or more topics listed together.	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;

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Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
Mental Health First Aid Training DMA(LEGAL); FFEB(LEGAL); Tex. Health & Safety Code § 1001.202	School district employees and school resource officers.	In accordance with local policy – as needed	Local mental health authorities and local behavioral health authorities.	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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
HB 3 Mental Health Training Tex. Educ. Code § 22.904; DMA(LEGAL)	School district employees who regularly interact with students	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% by2027-28, 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, 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.
*Suicide Prevention Staff Development** Tex. Educ. Code §§ 21.451(d)(3), (d-1), (d-2), 38.351(a)-(e), (g), (h); 19 Tex. Admin. Code § 153.1013; DMA(LEGAL); FFB(LEGAL) **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education*	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.	In accordance with local policy.	The training must use a best practice-based program recommended by TEA in coordination with Texas HHSC under Texas Education Code section 38.351.	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

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Code section 21.4515.				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.
Dating Violence Tex. Educ. Code § 37.0831; BQ(LEGAL)	Teachers and administrators.	As needed.	Included in district improvement plan.	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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Title IX Sexual Harassment Training 20 U.S.C. §§ 1681-1688; 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.	When an employee is designated and as needed thereafter.	District or outside provider chosen by district.	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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	As needed	District	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 risk of anaphylaxis; this training must include strategies to reduce the student's risk of exposure to the diagnosed allergen.
*Epinephrine Auto Injectors (Epi-Pens)** Tex. Educ. Code §§ 38.201-.215, .0151(f); 25 Tex. Admin. Code §§ 37.606-.607; FFAC (LEGAL). **Statements marked with an asterisk are addressed in the TEA*	School personnel or volunteers who are authorized to administer an epinephrine auto-injector (epi-pen) when campus is open, if district adopts such a policy.	In accordance with district policy.	District, using training that is consistent with the most recent Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education	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

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.			Programs published by the federal Centers for Disease Control and Prevention.	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 epi-pen; 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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	In accordance with district policy if a policy is adopted.	District, using training that is consistent with the most recent guidelines by the executive commissioner of HHSC, in consultation with the commissioner of education, and advice from the TDSHS advisory committee.	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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	In accordance with district policy.	District, using training that is consistent with the most recent guidelines by the executive commissioner of HHSC, in consultation with the commissioner of education, and advice from the TDSHS advisory committee.	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 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.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
*Trauma-Informed Care Training** Tex. Educ. Code §§ 38.036, .351; DMA(LEGAL), FFBA(LEGAL) **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.*	New and existing educators.	In accordance with local policy and as part of new employee training and for existing educators on a schedule adopted by TEA.	The training must use a best practice-based program recommended by TEA in coordination with Texas Health and Human Services Commission (HHSC) under Texas Education Code section 38.351.	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 an behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic cusses 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. Resources are available online.

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Student Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
*Strategies for Establishing and Maintaining Positive Relationships Among Students, Including Conflict Resolution** Tex. Educ. Code § 21.451(d)(3)(B); DMA(LEGAL). **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.*	New and existing educators.	In accordance with local policy.	The training must use a best practice-based program recommended by TEA in coordination with Texas Health and Human Services Commission (HHSC) under Texas Education Code section 38.351.	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.

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	As needed to maintain current certification in the use of an AED.	District, along with the American Heart Association, the American Red Cross, or a similar nationally-recognized association.	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.
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.	As needed to maintain current certification and within the time frames adopted by the district.	American Red Cross, American Heart Association, or another organization that provides equivalent training and certification. District must adopt	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

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
			procedures for administering this requirement.	adopt procedures for administering this requirement, including for the time and manner in which proof of current certification must be submitted.
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.	As needed	UIL, the district, or a private entity with relevant expertise offering a program comparable to the educational program regarding the health effects of steroids developed by the UIL.	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.
*Concussion Training for Employees** Tex. Educ. Code §§ 38.154, .158; DMA(LEGAL); FM(LEGAL) **Statements marked with an asterisk are addressed in the TEA Clearinghouse. The*	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	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.	UIL-approved course provider (coaches); Texas Department of Licensing and Regulation (TDLR) or approved continuing education course (athletic	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

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.	health care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team.		trainers); and UIL, TDLR, or the appropriate licensing authority approved course (school nurses and other licensed health care professionals).	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.
Continuing education and licensing requirements for athletic trainers Tex. Educ. Code § 38.158; 25 Tex. Admin. Code § 110.25; FM(LEGAL)	Athletic trainers	As needed based on continuing education requirements.	National, regional, or state health care professional association or an accredited college or university who provide continuing education courses.	To renew a license, an athletic trainer must complete 40 clock-hours of continuing education during each license term. The continuing education must include two clock-hours of training in concussion management.

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	Prior to appointment or approval as a member of the concussion oversight team, and at least once every two years.	Must take a course in the subject matter of concussions approved by the University Interscholastic League (UIL), the Texas Department of Licensing and Regulation (TDLR), or the appropriate licensing authority for the profession.	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.

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TASB Legal Services

Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Coordinated Health Program Tex. Educ. Code §§ 38.013; .014; 19 Tex. Admin. Code § 102.1031(c); EHAA(LEGAL)	For employees the district determines necessary to implement TEA's coordinated health program.	As needed, based on the scheduled adopted by TEA for regional education service centers to provide training regarding implementation of the coordinated health program.	District	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.

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				The district must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized or government-approved entities.
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.	Pre-service and annual refresher training as described in the TDSHS Exposure Control Plan.	District, under guidelines 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 healthcare-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

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
Food Allergy Training Tex. Educ. Code § 38.0151; FFAF(LEGAL); FFAF(LOCAL)	*See entry at Student Welfare*			
Diabetes Training Tex. Health & Safety Code § 168.005; FFAF(LEGAL)	Employee(s) acting as unlicensed diabetes care assistant(s) (UDCA(s)).	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.	Health care professional with expertise in the care of persons with diabetes or a school nurse.	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 health-care 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

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
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.	As needed	TEA-approved courses.	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.
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).	In accordance with administrative rules.	Texas School Safety Center or regional education service center.	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).

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Student Health and Safety				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.

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Emergency Operations				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	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.	For an appointed public officer, the course of training must be provided or approved by the Texas Division of Emergency Management. For district employees, the district must conduct the training.	Districts must adopt and implement a multi-hazard 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

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Emergency Operations				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				make available for public inspection the record of the public officer's completion of training.
Designated Infection Control Officer Training Tex. Health & Safety Code §§ 81.003(1-a), (1-b), .012; GRC(LEGAL)	Designated infection control officer and alternate.	Before designation	The Commissioner of the Texas Health and Human Services Commission (HHSC) will set eligibility qualifications by rule for designated infection control officers. At minimum, the person must be trained as a health care provider or have training in the control of infectious and communicable diseases.	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

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Emergency Operations				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
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.	As needed	TEA-approved course developed or endorsed by the American College of Surgeons or an emergency medicine department.	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.

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Emergency Operations				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				TEA may not approve training that is provided as an online course. The course must use nationally recognized, evidence-based guidelines for bleeding control and must incorporate instruction on the psychomotor skills necessary to use a bleeding control station, including instruction on proper chest seal placement. The course may be provided by EMTs, paramedics, law enforcement officers, firefighters, representatives of the organization or institution that developed or endorsed the training, educators, other school employees, or other similarly qualified individuals. A course under this section is not required to provide a certification. If the course does provide certification, the instructor must be authorized to provide the certification by the organization or institution that developed or endorsed the course. The district must annually offer instruction on the use of a bleeding control station to students enrolled at the campus in grade seven or higher. The instruction for students must be provided by a school resource officer or other appropriate district or school employee who has received bleeding control station training.

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Employee Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Employee-on-Employee Harassment 42 U.S.C. §§ 2000e-2000e-17; DIA(LEGAL)	Recommended for all employees.	Recommended annually or as needed and before the start of employment with the district.	District or outside provider chosen by district.	A district is recommended to provide training for employees about federal anti-discrimination 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.
Americans with Disabilities Act (ADA) 42 U.S.C. §§ 12101-12213; 28 C.F.R. §§ 35.101-190; 29 C.F.R. §§ 1630.1-.16; GA(LEGAL); DAA(LEGAL); FB(LEGAL); DBB(LEGAL); DAB(LEGAL); FBA(LEGAL)	*See entry at Students with Disabilities*			
Employee Nondiscrimination 42 U.S.C. §§ 1981, 2000e-2, 1681, 12112; 29 U.S.C. §§ 621-634, 794, 2000ff-2000ff-11; DAA(LEGAL)	Recommended for the district's designated compliance coordinator and each employee with authority over another employee or employees.	When an employee acquires authority over another employee or employees and as needed thereafter.	District or outside provider chosen by district.	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

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Employee Welfare				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				provisions for the designated compliance coordinator and for each employee with authority over another employee.
Title IX Sexual Harassment Training 20 U.S.C. §§ 1681-1688; 34 C.F.R. §§ 106.30, .45(b); FFH(LEGAL)	*See entry at Student Welfare*			

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Facilities Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	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.	District	Under the Asbestos Hazard Emergency Response Act (AHERA), districts must identify asbestos-containing materials and implement an appropriate management plan in a timely manner. Districts must ensure that all custodial and maintenance employees are trained as required by law. Members of district maintenance and custodial staff in buildings containing asbestos-containing building materials (ACBM) must receive required training, including at least two hours of awareness training and an additional 14 hours of required training if their work activities may result in the incidental disturbance of ACBM. Districts must designate an asbestos coordinator who is trained in accordance with 40 C.F.R. § 763.84(g)(2) to ensure that legal requirements are met. The district's asbestos management plan must include the details of the designated asbestos coordinator's training.
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	As needed	District	In order to comply with the Hazard Communication Act, districts must provide an education and training program for employees using or handling hazardous materials.

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Facilities Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
	conditions or foreseeable emergencies.			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.
Integrated Pest Management (IPM) Tex. Occ. Code § 1951.212; 4 Tex. Admin. Code §§ 7.201-.202; CLB(LEGAL)	District IPM coordinator and all school employees who perform pest control, including those employees authorized to perform incidental use applications.	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	Texas Department of Agriculture (TDA)	Districts must establish, implement, and maintain an IPM program to establish a regular set of procedures for preventing and managing pest problems using an integrated pest management strategy. Districts are responsible for the IPM coordinator's compliance with these regulations. The superintendent must appoint an IPM coordinator to implement the district's IPM program.

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Facilities Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
		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.

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TASB Legal Services

Records Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	As needed	District. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information.	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.
Public Information Act Tex. Gov't Code § 552.012; GBAA(LEGAL)	Public information coordinator	Within 90 days after assuming the office of the public information coordinator.	Attorney general may provide the training and may also approve other acceptable sources of training.	Within 90 days after assuming office, a public information coordinator must complete a course of training regarding the responsibilities of districts and district officers and employees under the Public Information Act. The training must not be less than one or more than two hours. The attorney general may provide the training and may also approve other acceptable sources of training. Districts must maintain and make available for public inspection the record of a public information coordinator's completion of the training.

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	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.	District	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.
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.	As needed	District. Training developed by the commissioner.	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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
Prayer in Public School Tex. Educ. Code § 21.451(g); DMA(LEGAL); BQB(LEGAL); BQA(LEGAL)	Recommended for employees who have the authority to instruct and/or control students.	Recommended for educators new to the district and as needed to keep educators informed on the applicable law.	Must be developed and approved by the campus-level committee as part of staff development training.	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.
Language Proficiency Assessment Committee (LPAC) Tex. Educ. Code § 29.063(a); 19 Tex. Admin. Code §	Members of the LPAC	As needed	District	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,

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
89.1220(a)-(f); EHBE(LEGAL)				appointment, and training of members of the LPAC, but may not require members to complete training to serve on the committee.
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.	Annually, and as the test administration materials specify.	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.
Texas English Language Proficiency Assessment System (TELPAS) Training Tex. Educ. Code § 21.4571	TELPAS administrators	As needed.	TEA	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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				calibration activities if the administration of or assessment using the TELPAS has changed significantly since the employee completed the training.
Student Records (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LEGAL)	*See entry at Records Management*			
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.	New employee must obtain at least 20 hours of classroom management. Must comply with continuing education requirements as determined by board.	District	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.
College and Career Counseling Academy	Middle school and high school counselors and	As developed and made available by The Center	The Center for Teaching and	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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Tex. Educ. Code §§ 28.016, 33.009	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.	for Teaching and Learning at UT Austin.	Learning at UT Austin.	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.
High-Quality Prekindergarten Grant Program Tex. Educ. Code §§ 8.058, 21.464,	High-quality prekindergarten teachers employed under grant program.	A Child Development Associate (CDA) or equivalent credential is needed before employment.	A regional education service center (ESC) may offer teachers the required training for a Child	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);

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
29.167(b)(c); EHBG(LEGAL)		Pre-K teacher training course as developed and offered by the Commissioner.	Development Associate (CDA) credential. A prekindergarten teacher training course developed by the commissioner under Texas Education Code section 21.464.	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.
Mathematics Achievement Academies for teachers at any grade level Tex. Educ. Code § 21.4553; DMA(LEGAL)	Teachers who provide math instruction.	As developed and made available by the commissioner.	Commissioner, or ESC on request of commissioner.	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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.
Literary Achievement Academies for teachers at any grade level 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.	Available for all teachers, but required for teachers in K-3 grade levels and principals at campuses with K-3 grade levels. not later than the 2022-2023 school year. For teachers in K-3 grade levels and principals initially employed at campuses	Commissioner, or ESC on request of commissioner.	Teachers who provide reading instruction to students at the kindergarten or first, second, or third grade level must attend a literacy achievement academy for training in effective instructional practices in reading. 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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
		with K-3 grade levels for the 2022-2023 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.		the teacher's attendance, then a teacher employed at a campus that does not qualify for this prioritization may attend. Not later than the 2022-2023 school year, each K-3 classroom teacher and each principal at a campus with K-3 grade levels must have attended a literacy achievement academy. Each classroom teacher and principal initially employed for the 2022-2023 school year or a subsequent school year in a K-3 grade level or at a campus with K-3 grade levels must have attended a literacy achievement academy by the end of the teacher's or principal's first year of placement in that grade level or campus. 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 literacy achievement academies. Texas Education Code section 21.4552 expires on September 1, 2027.
Adult Education and Literacy (AEL) 40 Tex. Admin. Code § 805.21; EHBI(LEGAL)	All AEL staff, including: 1. directors, supervisors, and other staff with program oversight	All AEL directors, supervisors, other staff with program oversight or coordination responsibilities, and AEL instructional staff,	Texas Workforce Commission	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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
	or coordination responsibilities; 2. instructional staff, including instructional aides, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers; 3. staff providing support services or college and career transitional support who are paid through an AEL grant; and 4. AEL staff assigned test proctoring or data entry duties.	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.		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

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Instructional Programs				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.

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Human Resource Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Teacher Appraisals Tex. Educ. Code § 21.351; 19 Tex. Admin. Code § 150.1005; DNA(LEGAL)	Teacher appraisers	Before conducting appraisals.	TEA	Before conducting appraisals, an appraiser must be certified by having satisfactorily completed the state-approved Texas Teacher Evaluation and Support System (T-TESS) appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advanced Educational Leadership (AEL) certification. Periodic recertification and training is required.
Principal Appraisals Tex. Educ. Code § 21.3541; 19 Tex. Admin. Code § 150.1024; DNB(LEGAL)	Principal appraisers	Before conducting appraisals.	TEA	Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved Texas Principal Evaluation and Support System(T-PESS) appraiser training. Periodic recertification and training may be required.
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	Before the beginning of the school year in which the mentorship will occur, and supplemental training during the school year.	District, using a training program approved by the commissioner.	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

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Human Resource Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
	supervise the classroom teacher.			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.

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Human Resource Management				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Principal Training Tex. Educ. Code § 11.202(a); DP(LEGAL)	Principals	As needed	District	Principals must be the instructional leader of the school and must be provided with adequate training and personnel assistance to assume that role.
Administering Leaves and Absences DEC(LEGAL); DEC(LOCAL)	Recommended for employees who oversee leaves and employee attendance.	As needed	District or outside provider chosen by district.	A district is recommended to provide training on relevant laws and policies to employees who oversee leaves and employee absences.

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Financial Matters				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Purchasing and Acquisition 19 Tex. Admin. Code § 109.41; TEA's Financial Accountability System Resource Guide (FASRG); CH(LEGAL); CH(LOCAL)	Recommended for employees with purchasing and acquisition authority.	When an employee acquires purchasing and acquisition authority and as needed thereafter.	District or outside provider chosen by district.	A district should provide for purchasing training and staff development. This training should extend beyond the professional staff to include other staff that often is involved either directly or indirectly in the purchasing process. For guidance on training related to purchasing and acquisition, see the TEA's Financial Accountability System Resource Guide (FASRG, adopted under 19 Texas Administrative Code section 109.41). A consistent program for purchasing staff development and training is important to effective purchasing activity. The complexity of the purchasing environment demands that staff members responsible for purchasing goods and services periodically receive training in policy and procedures. Purchasing training should include all levels of employees, including both purchasing staff and users, providing at least basic information about the school district's purchasing function. Training should be on-going to accommodate: 1. Employee advancement and staff turnover that create training needs for employees;

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Financial Matters				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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

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Financial Matters				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.

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Financial Matters				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	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 advising the investment officer.	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

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Financial Matters				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.

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Volunteers				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Concussion Training for Volunteer Licensed Health Care Professional on Concussion Oversight Team Tex. Educ. Code §§ 38.154, .158; GKG(LEGAL)	*See entry at Student Health and Safety*			
Student Records (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LEGAL)	*See entry at Records Management*			
Volunteer Training Tex. Gov't Code § 2109.004(a); GKG(LEGAL)	Prospective volunteers and paid staff.	As needed	District	Districts must develop a volunteer program. A volunteer program must include an effective training program for prospective volunteers and paid staff.

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Law Enforcement				
Type of Training	**Who**	**When**	**Provider**	**Notes**
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.	Before a law enforcement agency operates a body worn camera program.	Law enforcement agency. Training program to be developed or approved by the Texas Commission on Law Enforcement (TCOLE).	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.
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).	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	The Texas Commission on Law Enforcement (TCOLE)	A school district that commissions a school district peace officer or at which a SRO provides law enforcement must adopt a policy for an officer to complete the education and training program required by Texas Occupations Code section 1701.263. A school district peace officer or a SRO must successfully complete the education and training program described in Section 1701.263 before or within 180 days of the officer's commission by or placement in the district or a campus of the district. The program must consist of at least 16 hours of training, be approved by TCOLE, and provide training in accordance

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Law Enforcement				
Type of Training	**Who**	**When**	**Provider**	**Notes**
		not later than August 31, 2020.		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).
Traumatic Injury Response Training (Bleeding Control Station Training) Tex. Educ. Code § 38.030; CKD(LEGAL)	*See entry at Emergency Operations*	As needed	TEA-approved course developed or endorsed by the American College of Surgeons or an emergency medicine department.	Based on a required traumatic response protocol, a district must require that bleeding control station training be provided to each commissioned school district peace officer or school security personnel who provides security at the campus, each school resource officer who provides law enforcement at the campus, and all other district personnel who may be reasonably expected to use a bleeding control station. The courses may be developed or endorsed by the American College of Surgeons or a similar organization or the emergency medicine department of a health-related institution of higher education or a hospital. TEA may not approve training that is provided as an online course. The course must use nationally recognized, evidence-based guidelines for bleeding control and must incorporate instruction on the psychomotor skills necessary to use a

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Law Enforcement				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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 in bleeding control, 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.

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Technology				
Type of Training	**Who**	**When**	**Provider**	**Notes**
Technology and digital learning Tex. Educ. Code § 21.451(d)(1)(A); DMA(LEGAL); BQA(LEGAL); BQB(LEGAL)	Optional staff development	As needed	Must be developed and approved by the campus-level committee as part of staff development training.	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 BQB(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).
Cybersecurity Training Tex. Educ. Code § 11.1513; Tex. Gov't Code §§ 2054.519, .5191(a-1)-(b); DMA(LEGAL), CQB(LEGAL)	District-identified employees who have access to a district computer system or database.	Annually for the cybersecurity coordinator and on a schedule recommended by the district in consultation with the district cybersecurity coordinator.	Any cybersecurity training program certified as a state certified cybersecurity training program.	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

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Technology				
Type of Training	**Who**	**When**	**Provider**	**Notes**
				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.

This document is provided for educational purposes and contains information to facilitate a general understanding of the law. References to judicial or other official proceedings are intended to be a fair and impartial account of public records, which may contain allegations that are not true. This publication is not an exhaustive treatment of the law, nor is it intended to substitute for the advice of an attorney. Consult your own attorney to apply these legal principles to specific fact situations.

**Statements marked with an asterisk are addressed in the TEA Clearinghouse. The district must note if the frequency requirement differs from the Clearinghouse Recommendation as per Texas Education Code section 21.4515.*

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Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: Effective Schools Framework

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
1. Suicide Prevention	• 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) • 21.451(d-1)(2) states that the training may include two or more topics listed together	Suicide Prevention, Intervention and Postvention	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	• 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with	Building Skills Related to Managing Emotions, Establishing and Maintaining	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** ***OR***

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	the Health and Human Services Commission and Education Service Centers • 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Relationships, and Responsible Decision-Making		• ***Annually**
3. Preventing, identifying, responding to, and reporting incidents of bullying	• 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Youth Development Bullying and Cyberbullying	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
4. 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	UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other	• 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a	Human Trafficking	All employees **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community**

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	policy **to** be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program.			***OR*** • ***Annually**
6. Increasing awareness and implementation of trauma-informed care	• 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Grief Informed and Trauma Informed Training**	All staff in the school district. **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
7. Administration of an epinephrine auto-injector	• 38.210(b)(1) and (2) for program content and format and (3) for frequency. • states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in	**Epinephrine Auto-Injector Training**	School personnel and volunteers who are authorized and trained.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see Texas Constitutions and Statutes.

Additional Resources: TASB School District Training Chart, Texas School Mental Health Toolkit, Texas Model for Comprehensive School Counseling, 5th edition, Criteria for Success in Job Embedded Professional Development.

Continuing Professional Education Requirements: Continuing Professional Education Information

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider T-TESS Appraisal Handbook, Calendar, and the List of Appraisers for 2024-25 School Year - Annual Approval	
Agenda Location:	CONSENT	
Template Attachments:	Yes	T-TESS Manual (DRAFT)
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 prusuant 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: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
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
2024-2025

MISD T-TESS Certified Campus Appraisers – 2024-2025

BAXTER ELEMENTARY SCHOOL
Trina Silmon, Principal
Shana Malone, Assistant Principal

COLEMAN ELEMENTARY SCHOOL
Kara Wendel, Principal
Hank Pendley, Assistant Principal

IRVIN ELEMENTARY SCHOOL
Jennifer Leonard, Principal
Christy Shelton, Assistant Principal

LONGBRANCH ELEMENTARY SCHOOL
Hollye Walker, Principal
Jonathon Pollard, Assistant Principal

McCLATCHEY ELEMENTARY SCHOOL
Alisha Cunningham, Principal
Bradley Pennington, Assistant Principal

MILLER ELEMENTARY SCHOOL
Katie Bergvall, Principal
Candace Burke, Assistant Principal

MT. PEAK ELEMENTARY SCHOOL
Adam Henke, Principal
Tiffany Peterman, Assistant Principal

VITOVSKY ELEMENTARY SCHOOL
Napoleon Levia, Principal
Amber Hollins-Johnson, Assistant Principal

DIETERICH MIDDLE SCHOOL
Cassandra Ricks, Principal
Sherise Webster, Assistant Principal
VACANT, Assistant Principal

FRANK SEALE MIDDLE SCHOOL
Alanna Lewellen, Principal
Megan Pearson, Assistant Principal
Cesar Qunitero, Assistant Principal

WALNUT GROVE MIDDLE SCHOOL
Carly Woolery, Principal
David Fontenot, Assistant Principal
M'kale Kennedy, Assistant Principal

THE MILE - LEAP/DAEP
Dr. Shannon Blake, Principal

HERITAGE HIGH SCHOOL
Ketura Madison, Principal
Amanda Brown, Assoc. Principal - Instruction
Jimmy Spradley, Assoc. Principal - Operations
Kecia Wright, Assistant Principal
Jeremy Dearborn, Assistant Principal

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

MISD T-TESS Certified Central Office Appraisers – 2024-2025

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

Appraisal Schedule - MISD Administrative Regulations – 2024-2025

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
- 8th Grade Social Studies
- English I
- English II
- Algebra I
- Biology
- US History

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

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 (SLO), 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 (SLO), 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 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 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*
2024-2025	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO	**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) • Stu. Growth Measure-SLO • EOY Conf for Summative & SLO	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO
2025-2026	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO	**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 - SLO • EOY Conf for Summative & SLO
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 last quarter) • Student Growth Measure - SLO • EOY Conf for Summative & SLO	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO	**No formal appraisal, but process does include:** • GSPD Plan; • Documented Walk-throughs (3 total; one each quarter and summative in last quarter) • Student Growth Measure - SLO • Modified EOY Conf/Conversation for SLO

NOTE: Cycles rotate on a three-year basis+

2024-2025 Appraisal Calendar
Texas Teacher Evaluation Support System (T-TESS)

Month	Action	Person(s) Responsible	Required Document
June - August	Returning administrators must successfully complete T TESS Recertification prior to school starting Go to https://www.teachfortexas.org/Default > Appraisers > Certification Test (then login)	District and Campus Administration	T-TESS Recertification Certificate Email cert to Gaya.Jefferson@misd.gs
August	**New to District - Teacher Training for T-TESS** - Provided by District and conducted at NTO on **7/30/24** 1-3pm 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. Here is the (1 Hr.. Presentation). Provided to all new hires already have full TTESS training and returning teachers. o Campus may allow those teachers that received initial T TESS on 7/30/24 to work in classrooms during this refresher.	Campus Administrators	Sign-In and document in Eduphoria Strive for credit
	Pre-Observation Conferences for full T-TESS Cycles **(Beginning 8/26/2024)** 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, T-TESS cycle waiver submission due by **9/9/2024**.	Campus Administrators & Teacher	T-TESS Cycle Waiver
	Returning Teachers submit new goal & complete GSPD plan by **9/19/2024** (w/in first 6 weeks) New Teachers have goal setting meeting with appraiser by **9/19/2024** (w/in first 6 weeks)	Appraiser Teacher	T-TESS Goal Setting form on Eduphoria Strive.
	"Late hires" complete training/procedure review within 3 weeks of their start date. "Late hires' ' Goal setting conference with appraiser conducted within 6 weeks after T TESS training. "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	SLO submission in Eduphoria Strive by **10/10/2024** (end of first 9 weeks)	Appraiser Teacher	SLO 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**)	Teacher collects and completes 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-4/23/2025**). Three (3) Informal Observations / Walkthroughs - 1 each quarter (15 min. minimum) (**Walk-through window 8/15/2024-5/22/2025**) M.O.Y. SLO process check-in conference with teachers (January/February)	Appraiser conducts observation and completes form. Teacher signs form	T-TESS Observation Rubric (Domains 1-3) in Eduphoria Strive
March - May	Teacher shares artifacts and evidence with the appraiser at least **5 days prior** to the End of Year Conference.	Teacher	Options: Upload artifacts in Eduphoria Strive as attachments or share in Google Drive to appraiser
	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. SLO conference within summative.	Teacher	Teacher Self-Assessment and Goal Setting Form in Eduphoria Strive
April & Early May	**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 5/1/25)** • Written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the End of Year conference and no later than 15 working days before the last day of instruction for students **(if you do a summative ON the deadline date of 5/1/25, the written report is ALSO 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.	Appraiser schedules conference and completes form. Teacher signs form	T-Tess Summative Form (Domains 1-4) in Eduphoria Strive
June	Campus principal ensures all summatives/evaluations are completed and entered in Eduphoria Strive by **6/2/25.**		

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

Teacher Appraisal Timeline

IMPORTANT DATES

- **8/15/24 to 5/23/25** - Walkthrough Window for All Teachers
- **9/11/24** - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle B and C and non-TIA eligible
- **8/28/24 -** 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.
- **8/28/24 to 4/25/25 -** Observation cycle window
- **9/21/24**- Deadline for **All** teachers to submit new goal and GSPD plan in Eduphoria Strive
- **10/12/24** - SLO Submission Deadline
- **4/25/25** - Formal Observation Window ENDS
- **April and Early May** - Timeframe for Summative Conferences and Written Reports
  - Teachers shall share artifacts & evidence to the Appraiser at least 5 days before EOY Conf/Summative
- **5/2/25 -** 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 5/2/25, the written report is ALSO due that same day to meet the rule requirement).**
- **5/23/25** - Walkthrough Window ENDS - All staff required to have a MINIMUM of 3 Walkthroughs
- **6/3/25** - Campus principal ensures all summatives/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 3 • October 16 • November 21 • December 18	• January 8 • January 21 • February 18 • March 6

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 any time throughout the school year.

Sample Cycle B Teacher: T-TESS Teacher with T-TESS Framework

FORMAL OBSERVATION YEAR

I. Goal Setting & Professional Development Plan completed by teacher and put into Eduphoria Strive by date set by district (late September)

II. SLO forms completed in Edugence by date in mid-October set by district (within first 6-9 weeks of school)

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 - 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 teacher signature is obtained within **10 working days** from the EOY conference.

Sample Cycle A & 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 September date district sets
Student Performance Monitoring • **1** SLO (Student Learning Objective) Process in Eduphoria Strive	Submission of the SLO is due by October date district sets (within first 6-9 weeks)
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 SLO • Development of new goals and PD plan for 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 process (SLO), and end of year conference.

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 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 2024-2025

8/15/24-5/23/25 - Walkthrough Window for All Teachers

9/11/24 - Deadline to turn in T-TESS Cycle Waiver for term teachers on Cycle B and C and non-TIA eligible

8/28/24 - 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.*

8/28/24 to 4/25/25 - All current employees - Observation cycle window

9/21/24- Deadline for All teachers to submit new goal pertaining to Capturing Kids' Heart and GSPD plan in Eduphoria Strive

- When entering a goal, type the current school year **BEFORE** the goal statement.
    - EX: **24-25** Utilize the social contract to reinforce and redirect student behaviors as needed during each school day.

10/12/24 - SLO Submission Deadline

- When entering a goal, type the school year, grade level, and content area **BEFORE** the goal statement.
    - EX: **24-25 6th grade math** 90% of student group will generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money (TEK 6.4 G)

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

5/1/25 - Last eligible day for End of Year Conference AND Written Summative Report

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

6/3/25 - Campus principal ensures all summatives/evaluations are in Eduphoria Strive.

Formal Observation Exclusion Dates:

- September 3
- October 16
- November 21
- December 18
- January 8
- January 21
- February 18
- March 6

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 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 SLO
- Using Strive & Aware for Tracking SLO Goals
- Upload Document Evidence
- Add Evidence of Growth to a Goal
- Attach a Student Portfolio to a SLO Goal
- Approving Staff Goals
- Archiving Old Goals
- Signing Strive Documents Electronically
- CKH & TTESS Alignment Chart

Student Learning Objective Resources

- SLO Process Overview - TEA Resource
- SLO Resources from TEA
- SLO Writing for DAEP Teachers

Teacher Incentive Allotment

- Midlothian ISD TIA Guidebook

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider Approving Board Resolution to Establish Non-Business Days for Public Information Act	
Agenda Location:	ACTION	
Template Attachments:	Yes	
If yes, then select what applies:	PDF	
Link to the presentation:	No presentation for this item.	
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 a school academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays, the government code allows a Board of Trustees to designate up to 10 (ten) additional nonbusiness days to assist staff to better align with the District's academic calendar when responding to a public information request. Administration has reviewed the academic calendar for 2024/2025 and proposed possible non-school business days for consideration.	
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)		
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 make a motion to approve the resolution to establish Non-Business Days for Public Information as presented."	
Presenter:	David Belding, Ed.D.	
	Superintendent	

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 2023-2024 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 18th day of September 2023, at which a quorum was present:

BY: _____ BY: _____
Tami Tobey, Board President Eduardo Gonzalez, Board Secretary

2024-2025 Midlothian ISD Public Information Designated Non-Business Days

July	M	T	W	TH	F
				4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

August	M	T	W	TH	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

September	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

October	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

November	M	T	W	TH	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

December	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

January	M	T	W	TH	F
	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

February	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

March	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

April	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

May	M	T	W	TH	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

June	M	T	W	TH	F
	2	3	4	5	6
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	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 (1/19/2025)
- Texas Independence Day (3/02/2025)
- San Jacinto Day (4/21/2025)
- Emancipatoin Day in Texas (6/19/2025)
- Lyndon B Johnson Day (8/27/2025)
- Friday after Thanksgiving Day
- 24th of December
- 26th of December"

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

11/25/2024	12/31/2024
11/26/2024	03/10/2025
12/23/2024	03/11/2025
12/27/2024	03/12/2025
12/30/2024	03/13/2025

MISD Non-working days/holidays

Midlothian ISDBOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider Approval of RFP 2223-05-A Operations Contracted Services	
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:** According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district: (1) Competitive bidding for services other than construction services; (2) Competitive sealed proposals for services other than construction services; (3) A request for proposals, for services other than construction services; (4) An interlocal contract (5) A method provided by Chapter 2267, Government code, for construction services; (6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or (7) The formation of a political subdivision corporation under Section 304.001, Local Government Code. **WHAT:** The total purchases in each budget year for Operations Contracted Services exceeds $50,000. This is a solicitation that is being reissued to give available vendors the opportunity to submit a proposal to join the catalog of vendors of contracted services for the Operations Departments (Maintenance, Janitorial and Transportation). This was originally issued in the spring 2023 and the contract period will end in April of 2026, at which time the district will issue a new RFP. Request for proposals were advertised in the Midlothian Mirror on June 8, 2024 and June 15, 2024, available on our website and information sent to interested vendors.. Proposals were due and opened on June 26, 2024 at 2 pm in the Business Office. This award does not guarantee services to be purchased; it gives our district the opportunity to work with the vendor for customizable services, if desired. The results with Administration's recommendation are attached.	
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)	CH-PURCHASING AND ACQUISITION	
Fiscal Impact/Budget Function Code:	Approving the vendors in these categories will ensure the district increases the availability of resources in order to receive the best pricing, value and support on needed services for the District.	
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 additional vendors for Operations Contracted Services as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider Approval of Food Service Student Lunch Meal Rate Increase for 2024-2025	
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 (MISD) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. Using the Paid Lunch Equity (PLE) tool supplied by the Department of Agriculture, the average price paid for lunches at MISD in 2023-2024 was $3.14. **WHAT:** The PLE shows that MISD should have a $.71 increase in lunch prices for 2024-2025, but the District is only allowed to increase the rate $.10 per TDA. Administration recommends the price of all lunches will increase by $0.10 in 2024-25. Current lunch prices are $3.00 for elementary students and $3.25 for secondary students. The prices for next year would be $3.10 for elementary students and $3.35 for secondary students. Breakfast rates do not require an increase.	
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 Department of Agriculture	N/A
Policy Reference: (1) / (2)	CBB-STATE AND FEDERAL REVENUE SOURCES - FEDERAL	
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 lunch meal price increase of $. 10 for the 2024-2025 fiscal year as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

SFA NAME: Midlothian ISD

The prices are based on adjusting SY 2023-24 price requirement by the 2% rate increase plus the Consumer Price Index (8.27%).

SY 2024-25 Weighted Average Price Requirement	
Requirement to the nearest cent	Requirement ROUNDED DOWN to the nearest 5 cents
$3.85	$ 3.80

SY 2024-25 Price Raise Calculator

Step 1

If the SY 2023-24 Weighted Average Price is equal to or above the target price of $3.85 then the SFA is compliant for SY 2024-25.

SY 2023-24 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2023.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2023-24
1	27,179	$ 3.25	$ 88,331.75	
2	21,252	$ 3.00	$ 63,756.00	
3			$ -	
4			$ -	
5			$ -	
6			$ -	
7			$ -	
8			$ -	
9			$ -	
10			$ -	
Total	**48,431**		**$ 152,087.75**	**$ 3.14**

Step 2

Shortfall or Credit
Enter any shortfall or credit carried forward from SY 2023-24
$ 0.71

Overview of the Calculations

Total Price Increase for SY 2024-25
$ (0.05)
Required Weighted Average Price for SY 2024-25 (Increase with the 10 cents cap)
No price increase necessary
Remaining Shortfall Carried Forward to SY 2025-26
$ -
Remaining Credit Carried Forward to SY 2025-26
$ (0.05)

(Optional Step)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required weighted average price for SY 2024-25.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2024-25
1			$ -	
2			$ -	
3			$ -	
4			$ -	
5			$ -	
6			$ -	
7			$ -	
8			$ -	
9			$ -	
10			$ -	
Total	**-**		**$ -**	**$ -**

Step 3

SY 24-25 Report

To review the instructions for the SY 24-25 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 ISDBOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider Approval of RFP 2324-09 Operations Supplies and Equipment	
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:** According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district: (1) Competitive bidding for services other than construction services; (2) Competitive sealed proposals for services other than construction services; (3) A request for proposals, for services other than construction services; (4) An interlocal contract (5) A method provided by Chapter 2267, Government code, for construction services; (6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or (7) The formation of a political subdivision corporation under Section 304.001, Local Government Code. **WHAT:** The total purchases in each budget year for Operations Supplies and Equipment exceeds $50,000. This is a solicitation for supplies and equipment for the Operations Departments (Maintenance, Janitorial and Transportation). The current catalog contract vendors will expire on July 30, 2024. This proposal allows any vendor, including area vendors, the opportunity to become approved vendors for the district. Request for proposals were advertised in the Midlothian Mirror on June 8, 2024 and June 15, 2024, available on our website and information sent to interested vendors.. Proposals were due and opened on June 26, 2024 at 2 pm in the Business Office. This award does not guarantee supplies or equipment to be purchased; it gives our district the opportunity to work with the vendor, if desired. The results with Administration's recommendation are attached.	
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)	CH-PURCHASING AND ACQUISITION	
Fiscal Impact/Budget Function Code:	Approving the vendors in these categories will ensure the district increases the availability of resources in order to receive the best pricing, value and support on needed services for the District.	
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 vendors for Operations Supplies and Equipment as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Consider Board Resolution	
Requires Board Action:	YES	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:		
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** In an effort to reaffirm basic principles/commitments to the overall inclusion of every student and staff member in Midlothian ISD, trustees requested a resolution be drafted by legal counsel for consideration. **WHAT:** This resolution recognizes the positive accomplishments of Midlothian staff and students and celebrates future success and endevours.	
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)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	This is a Board decision.	
Motion:	This is a consent agenda item; however, if pulled the motion might be, "I make a motion to approve the resolution as presented."	
Presenter:	David Belding, Ed.D.	
	Superintendent	

THE BOARD OF TRUSTEES OF THE
MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

July 15, 2024

RESOLUTION

WHEREAS, the Board of Trustees ("Board") wishes to celebrate the hard work and achievements of our District and our school community; and

WHEREAS, the Board recognizes that diversity is a source of strength and richness in our community, reflecting a wide array of cultural, racial, ethnic, religious, socioeconomic, and individual differences; and

WHEREAS, the Board is committed to providing safe, engaging, rigorous, and diverse learning environments for all students regardless of race, ethnicity, national origin, sex, religion, or disability; and

WHEREAS, fulfilling this commitment requires that every student have access to the resources, opportunities and support they need to succeed, regardless of their background or personal circumstances; and

WHEREAS, unity within our school community, our workspaces, our classrooms, and our Boardroom promotes a collaborative and supportive environment where everyone can thrive and contribute positively; and

WHEREAS, the Board recognizes that this important work will continue, and the Board is committed to upholding these ideals in every decision or action it takes; and

Now therefore it be resolved by the Board that:

1. The Board recognizes and appreciates the tireless work of employees, students, parents, and community members who continue to show their support for Midlothian ISD through their positive and passionate engagement for the betterment of all students; and

2. The Board reaffirms its commitment to the principles set out within this resolution, well as the Mission, Vision and Strategic Plan of the District; and

3. This resolution replaces a prior resolution adopted on June 15, 2020, and is intended as a recognition and celebration of the efforts that have been made and continue to be made to unify our school community around the shared vision of fostering safe, engaging, rigorous, and diverse learning environments for all

students regardless of race, ethnicity, national origin, sex, religion, or disability; and

4. The Board will continue to seek input and collaboration from diverse voices within our community to inform policies, practices, and initiatives.

Adopted by the vote of the majority of members of the Board of Trustees of the Midlothian ISD present and voting at an open meeting of the Board on the 15th day of July, 2024, at which a quorum was present:

BY: _____
Gary Vineyard, Board President

BY: _____
Jessica Ward, Board Secretary

Board Meeting Date:	July 15, 2024	
Agenda Item:	Board President Designation of Board Subcommittee Members for 24/25	
Requires Board Action:	YES	
Agenda Location:	DISCUSSION/ACTION	
Template Attachments:	Yes	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**WHY:** According to the Board Standard Operating Procedures, Standing Committees (1) The Board shall create the following committees, which shall be responsible for specific assignments as periodically authorized by action of the Board: • Curriculum & Instruction Committee • Administrative & HR Committee • Business & Operations Committee • Governance Committee (2) Membership on the standing committees will be created with the Board President requesting volunteers for the individual committees or appointing committee members if necessary. (3) Committee membership will consist of two trustee members and an alternate. Membership shall be reevaluated annually. (4) Board committees shall be advisory in nature and shall not exercise any administrative authority (5) Other committees may be created by approval of the Board. **WHAT:** With the installation of a new trustee and reorganization of the Board, this is an ideal time to reevaluate and appoint the standing Board subcommittees for the 2024/2025 school year (beginning in July 2024). **Subcommittee Members for 23/24 were:** C&I: Ed Harrison, Eduardo Gonzalez, and Mike Dillow as alternate B&O: Ed Harrison, Jessica Ward, Gary Vineyard as alternate HR: Jessica Ward, Mike Dillow, and Richard Pena as alternate Governance: Officers	
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)*		
Performance Objective: *(Secondary - if needed)*		

Legal Reference: (1) / (2)	N/A	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	This is a Board decision.	
Motion:	N/A	
Presenter:	David Belding, Ed.D.	Gary Vineyard
	Superintendent	Board President

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	District Student Code of Conduct for 2024-25 School Year	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF - Student Code of Conduct 24/25
If yes, then select what applies:	N/A	N/A
Link to the presentation:	No presentation for this item.	
Background Information **Limit to ____ words or less**	**WHY:** It is required that the board of trustees annually approve the District Student Code of Conduct. **WHAT:** The only changes for the 24/25 school year are the names of employees with updated district role changes and updates to the tobacco use section to include nicotine products which can be found highlighted on page 12.	
Strategic Priority: *(Primary)*	Priority 3: Culture, Cimate 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 3: Culture, Cimate and Safety	
Performance Objective: *(Secondary - if needed)*	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 24/25 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

2024-2025 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.

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

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.midlothianisd.org.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator 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.

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 campus behavior coordinator 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 campus behavior coordinator 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 camp-us 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. Please see District policy FNA (LOCAL), FNA (LEGAL) and FMH (LEGAL)

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 **Out-of-School Suspension**, **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 bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

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

* For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses**.

In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

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

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

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

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

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

Students with Disabilities

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

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 14.
- Placement in a DAEP, as specified in **DAEP** on page 16.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 23.
- Expulsion, as specified in **Expulsion** on page 26.
- 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 campus behavior coordinator 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 campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

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

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, 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 principal's office, the campus behavior coordinator's office, or the central administration office, or through Policy Online at the following address: www.midlothianisd.org.

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 campus behavior coordinator's office or to the Director of Transportation to maintain effective discipline on the bus. The campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator 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 has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or

- The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

At the conference, the campus behavior coordinator 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 campus behavior coordinator 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 consent.

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

Out-of-School Suspension

Misconduct

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

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

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

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

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

Process

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

Before being suspended a student shall have an informal conference with the campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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.

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

Coursework During Suspension

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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.

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

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or a dangerous drug in an amount not constituting a felony offense. School-related felony drug offenses are addressed in **Expulsion** on page 26. (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC

cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 26.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
    - The student receives deferred prosecution (see **glossary**),
    - 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**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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.

Placement Order

After the conference, if the student is placed in a DAEP, the campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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 principal's office, the campus behavior coordinator's office, the central administration office, or through Policy Online at the following address: www.midlothianisd.org.

Appeals shall begin at Level One with the campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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:

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

Review Committee

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

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

Newly Enrolled Students

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

Appeal

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

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator 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:

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- 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:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- 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:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- 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 campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the

student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 16)

Any Location

A student **may** be expelled for:

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

    - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

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

Within 300 Feet of School

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

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

Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

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

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while

participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]

  - A location-restricted knife, as defined by state law. (See **glossary**.)

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

Under Age Ten

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

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator 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 campus behavior coordinator 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:

- 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,
- An opportunity to testify and to present evidence and witnesses in the student's defense, and
- 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 campus behavior coordinator 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 campus behavior coordinator 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

campus behavior coordinator 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:

- The out-of-state district provides the district with a copy of the expulsion order, and
- 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:

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

Emergency Expulsion Procedures

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

DAEP Placement of Expelled Students

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

Transition Services

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

Glossary

Abuse is improper or excessive use.

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

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- 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:
    - 65 years of age or older, or
    - A disabled person.

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

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

- Starting a fire or causing an explosion with intent to destroy or damage:
    - Any vegetation, fence, or structure on open-space land; or
    - Any building, habitation, or vehicle:
        - Knowing that it is within the limits of an incorporated city or town,
        - Knowing that it is insured against damage or destruction,
        - Knowing that it is subject to a mortgage or other security interest,
        - Knowing that it is located on property belonging to another,
        - Knowing that it has located within it property belonging to another, or
        - 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.
- 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
- Intentionally starting a fire or causing an explosion and in so doing:
    - Recklessly damaging or destroying a building belonging to another, or
    - 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:

- 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

- 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;
- 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
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

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

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled

Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

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

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

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

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

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

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

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

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

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

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances

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

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

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

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- 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:

- 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;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
- 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:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
- 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

- 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:
    - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    - 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;
    - 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;
    - 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;
    - Making a telephone call and intentionally failing to hang up or disengage the connection;
    - Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    - Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    - 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
    - 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:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

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

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

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

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

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

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

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

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

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

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

- Clothing, purse, or backpack;

- 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;
- Telecommunications or electronic devices; or
- 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:

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

- Deliberate violent behavior that poses a direct threat to the health or safety of others;

- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- Conduct that constitutes the offense of:
    - Public lewdness under Penal Code 21.07;
    - Indecent exposure under Penal Code 21.08;
    - Criminal mischief under Penal Code 28.03;
    - Hazing under Education Code 37.152; or
    - 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:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- 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;
- Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

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

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

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

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

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

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	July 15, 2024	
Agenda Item:	Informational presentation on the 2024 State Accountability System	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	Yes	
If yes, then select what applies:	Presentation	Link
Link to the presentation:	Yes. See link in the box to the right.	
Background Information	**WHY:** Midlothian ISD Priority 1.2 in the Balanced Scorecard focuses on "all students exhibiting yearly growth in core areas." The state accountability changed in 2023; however, no ratings were released based on the 2023 scores. A few changes have been made since then that make up the 2024 State Accountability System. **WHAT:** This presentation will show the process for rating districts and schools with the 2024 Accountability System created by the Texas Education Agency.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	AIA-ACCOUNTABILITY - ACCREDITATION AND PERFORMANCE INDICATORS	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	No action required.	
Presenter:	Shelle Blaylock	Becki Krsnak (ED)
	District Leadership	Executive Director

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Report on Spring 2024 STAAR Grade 3-8 Preliminary Scores	
Requires Board Action:	YES	
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.	Link
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 exams for grades 3-8 are designed to measure what students are learning in each grade and whether or not they are ready for the next grade. **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 this month by core subject areas administered in grades 3-8. These results are a key measure of student performance and academic readiness. At this time, the scores are considered "preliminary," until the state's quality control processes are completed. In addition, STAAR data files may be adjusted to ensure that only the students who were in our district on the October 2023 snapshot date are included in our accountability files. STAAR assessments by grade level:	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)	EHDD-ALTERNATIVE METHODS FOR EARNING CREDIT - COLLEGE COURSE WORK/DUAL CREDIT	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	

Motion:	No action required.	
Presenter:	Shelle Blaylock	Becki Krsnak (ED)
	District Leadership	Executive Director

Midlothian ISD
BOARDBOOK TEMPLATE

Board Meeting Date:	July 15, 2024	
Agenda Item:	Receive a Report on Priority 3	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**WHY:** The Balanced Scorecard represents what is valued in Midlothian ISD. The monthly presentation of one of the four priorities throughout the year ensures that the organization is focused on the progress of the district and that continuous improvement remains a focal point of the work of the Board and district.	
	WHAT: The Balanced Scorecard Board Report is a systematic, cyclical process for review of all four priorities . This report provides an update on the status of 2023-24 Performance Objective development and baseline data for Key Strategic Action for Priority 3: Cluture, Climate and Safety.	
Strategic Priority: *(Primary)*	Priority 3: Culture, Cimate 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 3: Culture, Cimate and Safety	
Performance Objective: *(Secondary - if needed)*	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Legal Reference: (1) / (2)		
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	July 15, 2024	
Agenda Item:	Priority 4 Presentation	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	No	
If yes, then select what applies:	Presentation	
Link to the presentation:		
Background Information	**WHY:** The Balanced Scorecard represents what is valued in Midlothian ISD. The presentation of one of the four priorities throughout the year ensures that the organization is focused on the progress of the district and that continuous improvement remains a focal point of the work of the Board and MISD. **WHAT:** The Balanced Scorecard Board Report is a systematic, cyclical process for review of all four priorities . This report provides an update on the status of Priority 4: District Operations and Financial Stewardship and the work within our key strategic actions aligned to the performance objectives adopted by the Board.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.1 Systematic Long-range Facility Management	
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	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Sandy Bundrick	
	District Leadership	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	July 15, 2024	
Agenda Item:	VATRE Information	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	No	
If yes, then select what applies:	Presentation	
Link to the presentation:		
Background Information	**WHY:** This agenda item allows administration to review information relating to the golden penny election and the process for the upcoming tax rate adoption and calling of the VATRE. **WHAT:** When considering a VATRE it is important to review the facts specific to this type of election, budgetary effects on the Maintenance and Operations and Interest and Sinking Funds, the upcoming review of the efficiency audit, potential ballot language and adopting the tax rate.	
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)	N/A	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Sandy Bundrick	
	District Leadership	