

**BOARD OF TRUSTEES
Regular Meeting Agenda
February 25, 2025
5:30 PM**

The Board of Trustees of the Midland Independent School District will attend the following Regular Meeting on February 25, 2025, beginning at 5:30 PM at Administration Building, Room 101
615 W Missouri Ave
Midland, TX 79701.

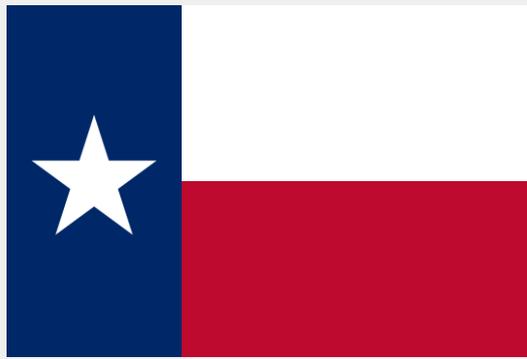
**Please note that the District may add or remove agenda items up until 72 hours prior to the meeting. Pursuant to the Texas Open Meetings Act the District must publicly post this notice and agenda 72 hours prior to the meeting.*

Public Forum: Participants must register to speak in person 5 minutes before the meeting begins, on the day of the meeting.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Moment of Silence



I pledge allegiance to the Flag of
the United States of America, and
to the Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all.



Honor the Texas flag; I pledge
allegiance to thee, Texas, one state
under God, one and indivisible

4. Pledge to the US Flag and Texas Flag
 - A. Bonham Elementary
 1. Alex Edwards, Principal
 - a. Pledge Leaders: Riley Sauls and Aerik Turley
5. Public Forum
6. Consent Agenda
 - A. Approval of Board Meeting Minutes

5



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Subject: Approval of Board Meeting Minutes

Consent Item

Attached you will find minutes of meeting of the Board of Trustees for:

Regular Board Meeting, January 21, 2025

Special Board Meeting, January 23, 2025

Regular Meeting
Tuesday, January 21, 2025 5:30 PM Central

Bowie Fine Arts Academy
805 Elk Avenue
Midland, Texas 79701

The Board of Trustees of the Midland Independent School District met for a Regular Board Meeting Tuesday, January 21, 2025, beginning at 5:30 PM at the Bowie Fine Arts Academy, 805 Elk Avenue, Midland, Texas 79701

The following members were present:

Brandon Hodges, President
Joshua Guinn, Vice President
Angel Hernandez, Secretary
Tommy Bishop
Michael Booker
Sara Burleson
Dr. Matthew Friez

Dr. Stephanie Howard, Superintendent

1. Call to Order - Roll Call

The meeting began at approximately 5:32 p.m.

2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.

3. Moment of Silence

4. Pledge to the US Flag and Texas Flag

4.A. Fasken Elementary

4.A.1. Dr. Joshua Gamboa, Principal

4.A.1.a. Pledge Leaders: Audrey Cruz and Jackson Ware

5. School Board Appreciation Month Presentation

6. Public Forum

John Morris	MHS Location
Bryan Murry	Attorney/Superintendent/Land swap
Stephanie Mead	Consistent Leadership
Reagan Hignojo	Attorney (10.E)
Denise Norman	Stay committed to Bond 23 - MHS location
Katie Joyner	Stay committed to Bond 23 - MHS location

Elaine Warstler	Superintendent consistency/Attorney (10.E)
Allison Davis	Stay committed Bond 23
Crystal McGinnis	Stay committed Bond 23
Nathan Brown	Ranchland Hills/Bond 23
Austin Beam	Ranchland Hills/Superintendent
Rachel Howard	Ranchland Hills
Jane Wolfe	Support MISD leadership/make MISD the best
Jarrood Sparks	Board attorney/Superintendent
Tina Ortez	Superintendent contract
Nicholas Keller	Attorney (10.E)
Stan VanHoozer	MHS Location/Superintendent

7. Consent Agenda

7.F. Pulled from Consent Agenda by Dr. Stephanie Howard

7.F. Approval of Midland Independent School District Education Specifications for the Elementary, Middle School and High Schools for the 2023 Bond Program

7.E. Pulled from Consent Agenda for Discussion by Tommy Bishop

Discussion: Remove the meeting location on the 2025-2026 board meeting date calendar.

The Board Approved the following Consent Agenda Items:

7.A., 7.B., 7.C., 7.D., 7.E., and 7.G.

Motion, made by Michael Booker and seconded by Dr. Matthew Friez

Motion carried: 7-0

7.A. Approval of Board Meeting Minutes

7.B. Approval of Monthly Financials

7.C. Approval of Quarterly Investment Report

7.D. Approval of Child Nutrition Services Memorandum of Understanding

7.E. Approval of the 2025-2026 School Board Meeting Calendar

7.G. Approval of Amendments to the 2024-2025 Compensation Plan

8. Superintendent's Update

9. District Informational Reports

9.A. Bond 2023 Monthly Report

9.B. 2024 Annual Report from Midland Education Foundation

9.C. Midland ISD Council of PTA's State of the Council

9.D. Strategic Plan Quarterly Update #5

9.E. Board Goal Update: Goal Progress Measures Goal 1, Goal 2, Goal 3, Goal 4, and Goal 5, GPM 5.5 and GPM 5.7.

10. Action Items

10.A. Discussion of and Request for Approval of Budget Amendment #6
The Board Approved of Budget Amendment #6.

Motion, made by Angel Hernandez and seconded by Michael Booker

Motion carried 7-0

10.B. Discussion of and Request of Approval of the 2025-2026 Academic Calendar
The Board Approved the 2025-2026 Academic Calendar.

Motion, made by Michael Booker and seconded by Tommy Bishop

Motion carried 7-0

10.C. Discussion of and Request for Approval of Boundary Adjustments from Goddard to San Jacinto Junior High Schools for the 2025-2026 School Year

The Board Approved the Boundary Adjustments from Goddard to San Jacinto Junior High Schools for the 2025-2026 School Year.

Motion, made by Tommy Bishop and seconded by Michael Booker

Motion carried 7-0

10.D. Discussion of and Request of Approval of Interlocal Cooperation Contract Between Angelo State University and Midland ISD

The Board Approved the Interlocal Cooperation Contract Between Angelo State University and Midland ISD.

Motion, made by Sara Burtleson and seconded by Michael Booker

Motion carried 7-0

10.E. Discussion of and Possible Approval for the School Board to Hire an Attorney

The Board voted to postpone the vote on item 10.E. Discussion of and Possible Approval for the School Board to Hire an Attorney.

Motion, made by Brandon Hodges and seconded by Michael Booker

Motion carried 6-1

Dr. Matthew Friez: Nay

10.F. Discussion of and request of Approval to Lease Certain Land Owned by the District for Mineral Development Located at Bowie Fine Arts, San Jacinto Junior High, and the Agriculture Farm

The Board Approved to Lease Certain Land Owned by the District for Mineral Development Located at Bowie Fine Arts, San Jacinto Junior High, and the Agriculture Farm.

Motion, made by Michael Booker and seconded by Angel Hernandez

Motion carried 7-0

11. Discussion Items

11.A. Discussion of Lone Star Governance

12. Information Items

12.A. Board Committee Monthly Report

12.B. Donations over \$5,000-Less than \$20,000

12.C. Human Capital Monthly Report

13. Closed session in accordance with Government Code Section 551.001 et. seq.

Section 551.071 - For the purpose of a private consultation with the Board’s attorney on any or all subjects or matters authorized by law.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee, including discussion and consideration of the Superintendent's Annual Appraisal and contract.

14. Action Arising from Closed Session

15. Discussion of and Possible Approval of Superintendent's Contract

The Board Approved the Superintendent's Contract and to extend the contract through 2030.

Motion, made by Tommy Bishop and seconded by Michael Booker

Motion carried 7-0

16. Adjourn

The meeting adjourned at approximately 11:49 p.m.

Motion, made by Tommy Bishop and seconded by Michael Booker

Motion carried 7-0

President, Brandon W. Hodges

Secretary, Angel Hernandez

Special Board Meeting
Thursday, January 23, 2025 12:00 PM Central

Administration Building, Room 101
615 W Missouri Ave
Midland, TX 79701

The Board of Trustees of the Midland Independent School District met for a Special Board Meeting Thursday, January 23, 2025, beginning at 12:00 PM at Central Office, 615 West Missouri, Room 101.

The following members were present:

Brandon Hodges, President
Joshua Guinn, Vice President
Angel Hernandez, Secretary
Tommy Bishop
Michael Booker
Dr. Matthew Friez

Dr. Stephanie Howard, Superintendent

The meeting was called to order at 12:00 p.m.

1. Call to Order - Roll Call

Sara Burleson, absent

2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.

3. Public Forum

Amanda Archer	Land/New Board
Katie Joyner	Thank you/honor Bond 2023 Vote
Savannah Davis	Thank you/Kids first leadership
Ran Anwar	Thank you/Legal obligation of vote
Jared Sparks	Thank you/land decision of vote
Kevin Williams	Save Ranchland Hills
James R. Henry	Save Ranchland Hills
Malory Marcony	Don't hire attorney for BOT - board should interview candidates
Stanley E. Smith	Wrongful purchase of Ranchland Hills
Austin Bean	Appreciate community support
Matt Galindo	Uphold bond 2023/Board behavior

Discussion of MISD property. No action required

4. Closed session in accordance with Government Code Section 551.001 et. seq.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.

No closed session:

5. Adjourn

The meeting was adjourned at approximately 1:28 p.m.

President, Brandon W. Hodges

Secretary, Angel Hernandez



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Tucker Durham, Chief Financial Officer

Subject: Approval of the Monthly Financials

Consent Item

Financial Impact

District's financial position as of the month of December 2024.

Board Goal/Strategic Plan Goals

Goal 8, Initiative 2

Executive Summary

The attached financial report provides information about the operations results for the month of January 2025. It provides information on the originally adopted budget, the revised adopted budget, year-to-date activity, and the percentage of the revised budget utilized through the end of the previous month. The funds outlined in the report are the three legally adopted budgets the board must approve annually (general fund, child nutrition fund, and debt service fund). There are also two additional pages to show the year-to-date activities for the district self-insurance fund, including medical, dental, and workers' compensation and the district's staff housing fund. The last portion of the document outlines the district's year-to-date and anticipated cash flows throughout the fiscal year.

Contact Person

Tucker Durham, Chief Financial Officer

Enclosure

January 2025 Monthly Financial Report

Monthly Financial Report

As of January 31, 2025

MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES

GENERAL FUND

As of January 31, 2025

	Original Budget	Revised Budget	2024-2025 FYTD Activity	Percent of Revised Budget
REVENUES				
5710 Ad Valorem Taxes	\$ 321,544,406	\$ 329,935,695	\$ 154,804,710	46.92%
5700 Other Local Revenue	16,806,748	16,858,572	10,998,226	65.24%
5800 State Revenue	18,905,031	24,283,810	7,090,336	29.20%
5831 TRS On-Behalf	10,742,905	10,750,540	6,750,822	62.80%
5900 Federal Revenue	1,219,276	1,219,276	604,404	49.57%
Total Revenues	369,218,366	383,047,893	180,248,499	47.06%
EXPENDITURES by FUNCTION				
11 - Instructional Services	182,106,459	182,630,217	93,489,525	51.19%
12 - Instructional Resources and Media Services	3,471,082	3,475,895	1,669,913	48.04%
13 - Staff Development	5,152,769	5,300,878	3,882,230	73.24%
21 - Instructional Administration	7,879,559	7,484,716	3,912,949	52.28%
23 - Campus Administration	16,844,981	16,868,074	8,618,296	51.09%
31 - Guidance and Counseling	13,244,624	13,975,665	6,919,811	49.51%
32 - Social Services	816,045	816,045	346,137	42.42%
33 - Health Services	3,950,812	3,950,648	1,855,170	46.96%
34 - Student (Pupil) Transportation	9,517,891	9,516,691	4,595,993	48.29%
35 - Food Services	232,650	232,650	101,072	43.44%
36 - Cocurricular / Extracurricular Activities	9,884,785	9,898,773	4,477,808	45.24%
41 - General Administration	8,992,032	8,735,690	4,929,584	56.43%
51 - Plant Maintenance and Operation	47,348,467	47,149,699	23,064,663	48.92%
52 - Security and Monitoring Services	7,338,925	8,128,741	5,098,052	62.72%
53 - Data Processing Services	7,902,408	7,311,966	4,173,763	57.08%
61 - Community Services	1,657,344	1,661,740	686,753	41.33%
71 - Debt Services	3,503,285	4,283,977	2,611,505	60.96%
81 - Facilities Acquisition and Construction	-	472,999	472,473	99.89%
91 - Contract Instructional Services (Ch. 49 Recap)	78,418,965	88,754,404	51,773,402	58.33%
99 - Intergovernmental Charges	3,509,476	3,509,476	2,610,789	74.39%
Total Expenditures	411,772,559	424,158,943	225,289,889	53.11%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	1,621,495	
8900 Other Financing Uses	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	(42,554,193)	(41,111,050)	(43,419,895)	
EXPENDITURES by OBJECT				
6100 Payroll	241,826,275	241,480,449	120,860,010	50.05%
6200 Contracted Services	55,886,466	56,959,329	32,581,251	57.20%
6224 Ch. 49 Recapture Payment	78,418,965	88,754,404	51,773,402	58.33%
6300 Supplies	16,343,653	15,270,600	6,244,598	40.89%
6400 Other Operating Expenses	11,824,401	12,206,575	7,381,297	60.47%
6500 Debt Service	3,503,285	4,283,977	2,611,505	60.96%
6600 Capital Outlay	3,969,514	5,203,608	3,837,825	73.75%
Total Expenditures	411,772,559	424,158,943	225,289,889	53.11%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	1,621,495	
8900 Other Financing Uses	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	(42,554,193)	(41,111,050)	(43,419,895)	

MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES
CHILD NUTRITION FUND
As of January 31, 2025

	<u>Original Budget</u>	<u>Revised Budget</u>	<u>2024-2025 FYTD Activity</u>	<u>Percent of Revised Budget</u>
REVENUES				
5700 Other Local Revenue	\$ 3,935,250	\$ 3,935,250	\$ 1,935,408	49.18%
5800 State Revenue	57,500	57,500	-	0.00%
5900 Federal Revenue	13,285,000	13,285,000	7,807,582	58.77%
Total Revenues	17,277,750	17,277,750	9,742,991	56.39%
EXPENDITURES by FUNCTION				
35 - Food Services	17,277,750	23,377,750	9,359,434	40.04%
Total Expenditures	17,277,750	23,377,750	9,359,434	40.04%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
Net Other Financing Sources (Uses)	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	-	(6,100,000)	383,557	
EXPENDITURES by OBJECT				
6100 Payroll	7,635,059	7,635,059	3,600,216	47.15%
6200 Contracted Services	1,215,251	1,801,051	986,439	54.77%
6300 Food & Other Supplies	8,160,940	9,152,139	4,048,126	44.23%
6400 Other Operating Expenses	266,500	268,880	302,425	112.48%
6600 Capital Outlay	-	4,520,621	422,228	9.34%
Total Expenditures	17,277,750	23,377,750	9,359,434	40.04%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
Net Other Financing Sources (Uses)	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	-	(6,100,000)	383,557	

MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES
DEBT SERVICE FUND
As of January 31, 2025

	<u>Original Budget</u>	<u>Revised Budget</u>	<u>2024-2025 FYTD Activity</u>	<u>Percent of Revised Budget</u>
REVENUES				
5710 Ad Valorem Taxes	\$ 99,144,577	\$ 99,144,577	\$ 48,474,907	48.89%
5700 Other Local Revenue	2,000,000	2,000,000	1,120,798	56.04%
5800 State Revenue	520,485	520,485	412,544	79.26%
Total Revenues	101,665,062	101,665,062	50,008,250	49.19%
EXPENDITURES by FUNCTION				
71 - Debt Service (Principal)	29,725,000	29,722,000	-	0.00%
71 - Debt Service (Interest)	38,685,780	38,685,780	2,270,545	5.87%
71 - Bond Issuance Cost and Fees	33,254,282	105,117,520	105,116,020	100.00%
Total Expenditures	101,665,062	173,525,300	107,386,565	61.89%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
Net Other Financing Sources (Uses)	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	-	(71,860,238)	(57,378,315)	
EXPENDITURES by OBJECT				
6500 Debt Service	101,665,062	173,525,300	107,386,565	61.89%
Total Expenditures	101,665,062	173,525,300	107,386,565	61.89%
OTHER FINANCING SOURCES (USES)				
7900 Other Financing Sources	-	-	-	
8900 Other Financing Uses	-	-	-	
Net Other Financing Sources (Uses)	-	-	-	
Excess (Deficiency) of Revenues Over Expenditures	-	(71,860,238)	(57,378,315)	

MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES
LOCAL CAPITAL PROJECTS FUND
As of January 31, 2025

	Beginning Project Balance	Revised Budget	2024-2025 FYTD Activity	Percent of Revised Budget
REVENUES				
Interest Income		\$ -	\$ 299,469	0.00%
Total Revenues		-	299,469	0.00%
EXPENDITURES by PROJECT				
Fuel Pumps Transportation	106,527	106,527	106,527	100.00%
LHS Battery Power Backup	102,905	102,905	102,905	100.00%
LHS Parking Lot	209,576	209,576	209,576	100.00%
LHS Side Court Backstops	-	12,500	-	0.00%
MHS Parking Lot	243,432	243,432	243,432	100.00%
MHS Side Court Backstops	-	12,500	-	0.00%
Memorial Stadium Transformer Project	-	88,608	-	0.00%
Phase III RO	231,819	231,819	173,079	74.66%
Scharbauer Refresh	4,550	4,550	-	0.00%
Trane HVAC A/C Project	472,755	472,755	-	0.00%
Trane Project Phase III	442,408	442,408	278,071	62.85%
Trane Project Phase IV	4,252,027	4,252,027	2,963,534	69.70%
Non-Fixed Asset Expenditures	115,769	115,769	115,664	99.91%
Contingency	-	-	-	0.00%
Total	6,181,767	6,295,375	4,192,788	66.60%
Ending Estimated Fund Balance		(6,295,375)	(3,893,319)	
Beginning Fund Balance		(9,380,463)		
Transfer In		-		
Net Change in Budget Balance		3,085,087.43		

**MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES**

SELF INSURANCE FUND

As of January 31, 2025

	2024-2025 FYTD Activity MEDICAL	2024-2025 FYTD Activity DENTAL	2024-2025 FYTD Activity WORKERS COMP	2024-2025 FYTD Activity TOTAL
REVENUES				
Premiums Collected	\$ 13,614,576	\$ 715,965	\$ 1,286,005	\$ 15,616,546
Stop/Loss Rebates	121,492	-	-	121,492
Interest Income	129,781	-	-	129,781
Total Revenues	13,865,849	715,965	1,286,005	15,867,819
EXPENDITURES				
Medical/Dental/Workers Comp Claims	8,688,263	575,548	400,760	9,664,571
RX Claims	4,820,061	-	-	4,820,061
MISD Care Clinic	145,214	-	-	145,214
Claims Administration: BCBS/TASB	144,447	-	-	144,447
Other Administrative Expenses: TPA Fees	67,980	-	61,300	129,280
Stop/Loss	874,104	-	159,457	1,033,561
Total Expenditures	14,740,070	575,548	621,517	15,937,135
Excess (Deficiency) of Revenues Over Expenditures	(874,221)	140,417	664,488	(69,316)

MIDLAND INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES AND EXPENDITURES

HOUSING FUND

As of January 31, 2025

	2024-2025 FYTD Activity	2024-2025 FYTD Activity	2024-2025 FYTD Activity TOWN & COUNTRY	2024-2025 FYTD Activity
	<u>STONEGATE</u>	<u>SIMPATICO</u>	<u>TOWN & COUNTRY</u>	<u>TOTAL</u>
REVENUES				
Donations	\$ -	\$ -	\$ -	\$ -
Rental Income	2,600	128,557	152,867	284,024
Operating Transfers In	-	-	-	-
Misc. Income	-	-	-	-
Total Revenues	<u>2,600</u>	<u>128,557</u>	<u>152,867</u>	<u>284,024</u>
EXPENDITURES				
6200 Professional & Contracted Services	68,381	88,973	93,537	250,892
6300 Supplies & Materials	-	-	-	-
6400 Other Operating Expenses	300	16,452	56,192	72,944
6600 Capital Outlay	-	-	-	-
Total Expenditures	<u>68,681</u>	<u>105,425</u>	<u>149,730</u>	<u>323,836</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(66,081)</u>	<u>23,132</u>	<u>3,137</u>	<u>(39,812)</u>

Cash Flow Year-to-Date

As of January 31, 2025

MIDLAND INDEPENDENT SCHOOL DISTRICT
CASH FLOW YEAR-TO-DATE
GENERAL FUND
As of January 31, 2025

	<u>JULY</u> <u>ACTUAL</u>	<u>AUGUST</u> <u>ACTUAL</u>	<u>SEPTEMBER</u> <u>ACTUAL</u>	<u>OCTOBER</u> <u>ACTUAL</u>	<u>NOVEMBER</u> <u>ACTUAL</u>	<u>DECEMBER</u> <u>ACTUAL</u>	<u>JANUARY</u> <u>ACTUAL</u>	<u>FEBRUARY</u> <u>Projected</u>	<u>MARCH</u> <u>Projected</u>	<u>APRIL</u> <u>Projected</u>	<u>MAY</u> <u>Projected</u>	<u>JUNE</u> <u>Projected</u>	<u>YEAR-END</u> <u>Projected</u>
RECEIPTS													
Local Revenue													
Tax Collections	148,407	168,073	701,610	1,530,677	17,764,140	28,760,735	72,605,991	146,000,000	26,000,000	5,000,000	2,000,000	3,000,000	303,679,632
Interest Income	1,446,677	1,092,291	826,663	672,177	576,246	575,558	674,848	1,136,559	1,740,142	1,763,924	1,667,521	1,538,808	13,711,414
Other Local Revenue	559,909	644,418	743,240	957,844	676,913	665,631	1,193,487	500,000	500,000	500,000	500,000	500,000	7,941,442
State Revenue													
Available School Fund	-	-	1,058,742	1,089,722	1,084,559	1,864,481	-	-	1,000,000	300,000	3,500,000	-	9,897,504
Foundation & Misc	-	-	1,820,401	434,303	-	-	-	-	-	-	-	-	2,254,704
Federal Revenue													
MAC/SHARS	2,524	31,577	59,551	74,164	46,910	14,316	17,126	40,000	40,000	40,000	40,000	40,000	446,169
Other Federal Funds	7,110	-	3,791	14,215	7,108	7,108	7,108	7,000	7,000	7,000	7,000	7,000	81,439
Prior Year Revenue													
PY Tax Collections	868,427	787,844	-	-	-	-	-	-	-	-	-	-	1,656,271
PY State Revenue	688,201	13,238,683	-	-	-	-	-	-	-	-	-	-	13,926,884
PY Federal Revenue	-	-	-	1,778,384	-	-	-	-	-	-	-	-	1,778,384
Total Cash Inflows	3,721,256	15,962,887	5,213,998	6,551,485	20,155,875	31,887,829	74,498,559	147,683,559	29,287,142	7,610,924	7,714,521	5,085,808	355,373,843
DISBURSEMENTS													
Payroll													
Accounts Payable	10,707,703	11,274,402	11,738,755	12,034,121	12,370,204	15,158,177	11,555,972	11,800,000	11,800,000	11,800,000	14,000,000	11,800,000	146,039,334
Other (Whse, Prepaid, etc)	8,468,498	26,091,235	12,108,586	16,241,835	13,080,213	12,764,312	13,101,335	22,000,000	13,000,000	14,000,000	18,000,000	19,000,000	187,856,014
PY AP	-	(1,692)	(76)	(1,999)	-	(2,351)	(2,160.98)	-	-	-	-	-	(8,279)
PY Chapter 49	2,381,384	448,895	-	-	-	-	-	-	-	-	-	-	2,830,279
PY Federal Revenue	-	89,956,793	-	-	(56,141)	-	-	-	-	-	-	-	89,900,652
Total Cash Outflows	21,557,585	127,769,633	23,847,265	28,273,958	25,394,275	27,920,137	24,655,146	33,800,000	24,800,000	25,800,000	32,000,000	30,800,000	426,618,000
Net Cash Flow	(17,836,329)	(111,806,747)	(18,633,267)	(21,722,473)	(5,238,400)	3,967,691	49,843,413	113,883,559	4,487,142	(18,189,076)	(24,285,479)	(25,714,192)	(71,244,157)
RECONCILIATION													
Beginning Cash Balance	331,272,346	309,946,329	198,764,562	176,939,502	151,251,099	149,631,770	154,368,078	214,445,060	328,328,619	332,815,761	314,626,684	290,341,206	331,272,346
Monthly Net Cash Flow	(17,836,329)	(111,806,747)	(18,633,267)	(21,722,473)	(5,238,400)	3,967,691	49,843,413	113,883,559	4,487,142	(18,189,076)	(24,285,479)	(25,714,192)	(71,244,157)
Payroll for Other Funds	(819,397)	(807,422)	(839,461)	(834,700)	(852,366)	(1,142,150)	(812,040)	-	-	-	-	-	(6,107,536)
AP for Other Funds	(2,589,970)	(16,032,365)	(5,692,462)	(5,738,821)	(2,643,319)	(1,240,027)	(1,131,120)	-	-	-	-	-	(35,068,085)
Receipts for Other Funds	1,580,252	458,258	5,471,998	8,085,660	2,838,100	3,185,272	2,820,038	-	-	-	-	-	24,439,578
Transfers In/Out Other Funds	(2,576,733)	11,443,016	(1,835,664)	(2,535,568)	4,328,451	(107,752)	9,478,143	-	-	-	-	-	18,193,893
Outstanding Checks	2,205,412	7,733,797	3,901,828	906,591	802,180	820,809	653,200	-	-	-	-	-	17,023,815
AP Issued in Prior & Cleared	(1,231,286)	(464,654)	(4,192,898)	(343,221)	(767,928)	(659,010)	(56,274)	-	-	-	-	-	(7,715,272)
PR Issued in Prior & Cleared	(57,966)	(1,705,650)	(5,134)	(3,505,872)	(86,045)	(88,526)	(718,376)	-	-	-	-	-	(6,167,568)
Ending Cash Balance	309,946,329	198,764,562	176,939,502	151,251,099	149,631,770	154,368,078	214,445,060	328,328,619	332,815,761	314,626,684	290,341,206	264,627,014	264,627,014

MIDLAND INDEPENDENT SCHOOL DISTRICT
CASH FLOW YEAR-TO-DATE
CHILD NUTRITION FUND

As of January 31, 2025

	JULY ACTUAL	AUGUST ACTUAL	SEPTEMBER ACTUAL	OCTOBER ACTUAL	NOVEMBER ACTUAL	DECEMBER ACTUAL	JANUARY ACTUAL	FEBRUARY <i>Projected</i>	MARCH <i>Projected</i>	APRIL <i>Projected</i>	MAY <i>Projected</i>	JUNE <i>Projected</i>	YEAR-END <i>Projected</i>
RECEIPTS													
Local Revenue	13,834	248,437	331,380	449,110	367,393	256,725	257,701	450,000	300,000	350,000	350,000	20,000	3,394,580
State Revenue	-	-	-	-	-	-	-	-	57,500	-	-	-	57,500
Federal Revenue	140,502	18,475	914,612	1,346,681	1,441,357	1,045,743	957,098	2,000,000	1,500,000	1,000,000	1,500,000	1,000,000	12,864,469
Total Cash Inflows	154,336	266,913	1,245,992	1,795,791	1,808,750	1,302,467	1,214,799	2,450,000	1,857,500	1,350,000	1,850,000	1,020,000	16,316,549
DISBURSEMENTS													
Payroll	137,066	321,599	335,196	331,149	334,633	507,526	335,279	300,000	300,000	300,000	350,000	300,000	3,852,448
Accounts Payable	29,260	912,552.01	967,887	1,287,214	943,080	963,169	930,339	1,000,000	1,000,000	1,000,000	1,000,000	250,000	10,283,502
Inventory	-	1,692	-	-	-	-	-	-	-	-	-	-	1,692
PY AP	45,915	285	-	-	-	-	-	-	-	-	-	-	46,200
Total Cash Outflows	212,241	1,236,128	1,303,083	1,618,363	1,277,714	1,470,695	1,265,618	1,300,000	1,300,000	1,300,000	1,350,000	550,000	14,183,841
Net Cash Flow	(57,905)	(969,216)	(57,090)	177,429	531,037	(168,227)	(50,819)	1,150,000	557,500	50,000	500,000	470,000	2,132,708
RECONCILIATION													
Beginning Cash Balance	3,701,231	3,675,894	3,495,010	4,941,364	4,441,880	4,064,508	3,634,723	3,280,926	4,430,926	4,988,426	5,038,426	5,538,426	3,701,231
Monthly Net Cash Flow	(57,905)	(969,216)	(57,090)	177,429	531,037	(168,227)	(50,819)	1,150,000	557,500	50,000	500,000	470,000	2,132,708
Transfers In/Out Other Funds	20,674	601,550	1,577,905	(757,962)	(836,988)	(184,586)	(481,654)	-	-	-	-	-	(61,061)
AP Issued in Prior & Cleared	(2,621)	(11,904)	(156,318)	(78,103)	(156,079)	(81,555)	(1,313)	-	-	-	-	-	(487,893)
Outstanding Checks	14,516	198,686	81,858	159,151	84,658	4,583	179,989	-	-	-	-	-	723,441
Ending Cash Balance	3,675,894	3,495,010	4,941,364	4,441,880	4,064,508	3,634,723	3,280,926	4,430,926	4,988,426	5,038,426	5,538,426	6,008,426	6,008,426

MIDLAND INDEPENDENT SCHOOL DISTRICT
CASH FLOW YEAR-TO-DATE
DEBT SERVICE FUND
As of January 31, 2025

	JULY ACTUAL	AUGUST ACTUAL	SEPTEMBER ACTUAL	OCTOBER ACTUAL	NOVEMBER ACTUAL	DECEMBER ACTUAL	JANUARY ACTUAL	FEBRUARY <i>Projected</i>	MARCH <i>Projected</i>	APRIL <i>Projected</i>	MAY <i>Projected</i>	JUNE <i>Projected</i>	YEAR-END <i>Projected</i>
RECEIPTS													
Local Revenue													
Tax Collections	233,686	40,495	192,004	467,554	5,546,997	9,012,090	22,797,190	46,000,000	8,000,000	1,000,000	250,000	600,000	94,140,016
Interest Income	525,302	246,825	43,129	43,094	53,246	83,370	125,831	383,025	491,108	493,042	516,125	503,867	3,507,966
State Revenue	-	-	-	-	412,544	-	-	-	-	-	-	-	412,544
PY Tax Collections	38,551	218,579	-	-	-	-	-	-	-	-	-	-	257,130
Total Cash Inflows	797,538	505,899	235,133	510,649	6,012,788	9,095,460	22,923,022	46,383,025	8,491,108	1,493,042	766,125	1,103,867	98,317,655
DISBURSEMENTS													
Debt Service Payment	-	2,270,545	-	-	-	-	-	66,140,235	-	-	-	-	68,410,780
Debt Service Fees	-	105,114,520	5,680	-	-	500	500	-	-	-	-	-	105,121,200
PY AP	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Outflows	-	107,385,065	5,680	-	-	500	500	66,140,235	-	-	-	-	173,531,980
Net Cash Flow	797,538	(106,879,166)	229,453	510,649	6,012,788	9,094,960	22,922,522	(19,757,210)	8,491,108	1,493,042	766,125	1,103,867	(75,214,325)
RECONCILIATION													
Beginning Cash Balance	115,901,373	116,698,911	9,895,977	10,125,430	10,636,078	16,236,322	26,107,602	39,303,407	19,546,197	28,037,305	29,530,347	30,296,472	115,901,373
Monthly Net Cash Flow	797,538	(106,879,166)	229,453	510,649	6,012,788	9,094,960	22,922,522	(19,757,210)	8,491,108	1,493,042	766,125	1,103,867	(75,214,325)
Transfer to other funds	-	76,232	-	-	(412,544)	776,320	(9,726,717)	-	-	-	-	-	(9,286,709)
Outstanding Checks	-	-	-	-	-	-	-	-	-	-	-	-	-
AP Issued in Prior & Cleared	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	116,698,911	9,895,977	10,125,430	10,636,078	16,236,322	26,107,602	39,303,407	19,546,197	28,037,305	29,530,347	30,296,472	31,400,339	31,400,339



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Tucker Durham, Chief Financial Officer

Subject: Approval of Donations over \$20,000

Consent Item

Financial Impact

There will be an increase in funds administered by Midland Independent School District, of \$150,150.00 from donations. These donations are expected to be expensed by 6/30/2025.

Board Goal/Strategic Plan Goals

Goal 8, Initiative 2

Executive Summary

Attached is a list of donations and their intended use provided to the district that need approval by the board according to **CHC (Local) Other Revenues and Solicitations**. This is due to the donation being greater than \$20,000.

Contact Person

Tucker Durham, Chief Financial Officer

Enclosure

Donations over \$20,000

Donations over \$20,000-February 2025

Donor	Fund	Amount	Purpose/Description
Midland Education Foundation-Emerson	Donation Fund-Fund Number 489	\$150,150.00	New Playground Equipment
	Total	\$150,150.00	



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Dr. Amanda Melchor, Executive Director of Secondary Teaching & Learning
Mr. Jeff Horner, Executive Director of Career and Technology

Subject: Approval of Memorandum of Understanding between the Baylor College of Medicine and Midland ISD Concerning the STEM+M initiative.

Consent Item

Board Goal.

Goal 5: The percentage of the graduating class meeting one or more CCMR indicators will increase from 54% to 83% by 2028.

Executive Summary:

The purpose of the Memorandum of Understanding between Midland Independent School District (MISD) and Baylor College of Medicine is to officially outline the framework for the Science, Technology, Engineering, and Technology plus Medicine (STEM+M) initiative. This initiative allows MISD to offer students a STEM+M pathway to prepare students for health and biomedical science careers. Middle and high school students will engage in inquiry-based STEM+M courses and learning opportunities that foster long-term interest to pursue jobs in the growing healthcare industry.

Contact Person:

Dr. Amanda Melchor, Executive Director of Secondary Teaching & Learning
Mr. Jeff Horner, Executive Director of Career and Technology
Ms. Erin Bueno, Chief Academic Officer

Enclosure:

[Link MOU here](#)

**MEMORANDUM OF AGREEMENT BETWEEN
MIDLAND INDEPENDENT SCHOOL DISTRICT AND
BAYLOR COLLEGE OF MEDICINE**

THIS AGREEMENT (the "**Agreement**") by and between **MIDLAND INDEPENDENT SCHOOL DISTRICT** ("**Agency**") and Baylor College of Medicine ("**BCM**") shall become effective as of **March 1, 2025** ("**the Effective Date**"). The Agency and BCM may be referenced together herein as each the "Party" or collectively as the "Parties".

WHEREAS, BCM employs qualified education faculty to provide guidance and supervision for biomedical health professional educators and administrators as necessary to support the development and implementation of health science and biomedical Science, Technology, Engineering, Math and Medicine (STEMM) programs.

WHEREAS, the Agency offers education programs to secondary school students in compliance with applicable regulatory agency/board of the corresponding state in which the Agency is located, and seeks to expand STEMM education offerings through the provision of professional development to its teachers; and

WHEREAS, it is recognized that a cooperative relationship between a service institution and an educational institution can be mutually beneficial in providing essential knowledge to the Agency's teachers that can be used to facilitate broad student preparedness in STEMM topics to ensure students are prepared to pursue undergraduate STEMM degree programs and possibly create a future pipeline of postsecondary applicants;

WHEREAS, the Parties have applied for a grant from the Scharbauer Foundation, and following award of the grant to BCM understand that a formal subaward agreement with financial procedures will be executed in addition to this Memorandum of Agreement;

BE IT UNDERSTOOD AND AGREED that Agency and BCM desire to enter into an agreement whereby select BCM faculty shall provide professional development services to designated Agency teachers for the purpose of developing teacher-led curricular offerings in STEMM. This Agreement shall be governed by the following conditions.

I. BCM RESPONSIBILITIES:

- A. Provision of Professional Development Services. Two or more BCM faculty members will provide professional development services in support of the Agency-based BCM STEMM Specialist, to include delivery of STEMM curriculum and training to execute middle school STEMM courses (including use of required equipment), in addition to authorization to utilize course materials developed by the BCM Huffington Department of Education, Innovation & Technology (HDEIT), Center for Educational Outreach and made available on the Center's public website or otherwise provided by BCM faculty pursuant to this Agreement. However, recommendations and suggestions may be solicited from the Agency's staff in order to refine curriculum offerings. BCM shall provide the Agency with copies of current course outlines, course objectives, the curriculum philosophy, and a list of faculty and their qualifications, certifications, or licensures when requested. BCM faculty will provide virtual coaching and curriculum support for Agency-wide Biomedical Science Pathway and regularly scheduled meetings with BCM-associated STEMM Specialists. BCM will provide summer STEMM professional development for Agency educators at a three-day STEMM Institute for Master Teachers. These services do not include any contact with Agency students.

- B. Selection of Faculty. BCM shall recommend duly appointed faculty to lead the professional development program and only send those faculty with the special education and/or experience necessary to deliver the didactic portions of the program.
- C. BCM Liaison; Communications. In coordination with Agency, BCM will hire an Agency-based STEM Specialist as the designated professional staff member in the HDEIT, Center for Educational Outreach to coordinate and act as its liaison to the Agency. The individualized assignments to be undertaken by the teachers participating in the STEM pathway program will be coordinated by the liaison based on documentation provided by BCM faculty, and a regular exchange of information will be maintained with Agency's liaison and the program Advisory Committee. BCM shall notify the Agency in writing of any change or proposed change of the person(s) responsible for coordinating/scheduling services with the Agency. The parties will exchange the following written information, if requested by either party, at least two weeks prior to the start of each program session: (i) names and total number of Agency teachers and responsible BCM faculty; (ii) documentation of topics and any enclosed course materials; (iii) other appropriate information.
- D. Visitation to Agency Campus. Agency shall grant BCM faculty members authorization to enter the Agency's middle and high school campuses to deliver a series of scheduled professional development sessions to Agency teachers, and the format of such session(s) may be in-person or virtual by the mutual consent of the parties, subject to the availability of training space at Agency campus.
- E. Collection of Program Data. BCM will collect and analyze program data to evaluate the effectiveness of STEM pathway implementation. Data collection will include feedback from participating educators and students through pre- and post-intervention assessments to measure interest and attitudes towards STEM. BCM will also work with Agency to analyze de-identified, aggregate-level data provided by the Agency for the purpose of evaluating student knowledge and performance related to participation in the STEM pathway. This data may include, but is not limited to, standardized test scores, course completion rates, and post-graduate outcomes. All data provided by the Agency will be de-identified and aggregated to protect individual privacy.
- F. BCM Attestation. Upon request of the Agency, BCM shall provide evidence that:
 - i. each faculty member has met all health requirements of the Agency, which may include, but are not limited to, CPR certification, proof of absence of TB, hepatitis B vaccination, Tdap vaccination, varicella immunity, by positive history of chickenpox or proof of varicella immunization, proof of rubella and rubeola immunity by positive antibody titers or 2 doses of MMR, and annual flu vaccination. Agency may update these requirements upon written notice to BCM. Any BCM faculty member not meeting applicable requirements shall not be eligible to participate in the delivery of professional development services.
 - ii. where required by and acceptable to the Agency, a criminal background check has been completed as to each faculty member prior to participation in the program. To the extent allowed by Texas and federal laws, BCM will obtain all criminal record information on any of its employees who perform services under this Agreement and will have direct contact with students. If BCM is unable to perform a criminal history check that complies with Texas Education Code Section 22.0834, on all of its employees who have or will have direct contact with the Agency's students, BCM shall submit to the Agency the name and all necessary

identifying information to enable the Agency to obtain the state and national criminal history information on said employees before they perform any services under the Agreement. Any faculty member not meeting applicable requirements shall not be eligible to participate in the delivery of professional development services.

II. AGENCY RESPONSIBILITIES:

A. Provision of Facilities and Teacher-Learners.

- i. Subject to the ability of BCM to accommodate the Agency's request with regard to the number of teacher-learners, Agency agrees to make the appropriate facilities available to BCM in order to provide practical learning and training to teacher-learners participating in the professional development program. Such facilities shall include an environment conducive to the learning process as intended by the terms of this Agreement and conforming to customary Agency procedures.
- ii. The Agency shall provide in writing to BCM, when BCM has indicated the purpose of needing and using the information, the names and professional and academic credentials of the individual(s) participating in professional development.
- iii. The Agency shall provide, within Agency limitations, equipment necessary for curriculum delivery, conference rooms, any special clothing required for participation in learning activities, including appropriate and readily accessible personal protective equipment, as well as any other tangible learning aids required for curriculum delivery in all STEMM middle school and high school pathway courses.

B. Policies/Procedures Applicability to BCM Faculty. BCM faculty members are to remain subject to the authority, policies, and regulations imposed by BCM and, during the provision of professional development services on the Agency campus, faculty will be subject to all rules and regulations of the Agency and imposed by the Agency on its employees and agents with regard to following the administrative policies, standards, and practices of the Agency.

C. Agency Liaison; Communications. The Agency shall designate a liaison responsible for coordinating scheduling and administration of services. That person shall maintain contact with BCM's designated liaison to assure delivery of requested services. The Agency shall, at an agreed upon time prior to each academic term, provide BCM with the maximum number of teacher-learners that can be assigned to each session during each agreed upon assignment period. The Agency shall notify BCM in writing of any change or proposed change of the person(s) responsible for coordinating services. Subject to applicable provisions of FERPA, the Agency also agrees to provide BCM with deidentified student information reasonably requested concerning STEMM trends in student performance and educational experience needs or requests common to students in the campus community.

D. Delivery of Program Data. The Agency agrees to provide de-identified, aggregate-level data to BCM for the purpose of evaluating student knowledge and performance related to participation in the STEMM pathway. This data may include, but is not limited to, standardized test scores, course completion rates, and post-graduate outcomes. All data provided will be de-identified and aggregated to protect individual privacy.

III. MUTUAL RESPONSIBILITIES:

- A. FERPA Compliance. Both Parties shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in their possession regarding BCM's students who train at the Agency pursuant to this agreement, as well as any and all information regarding any Agency students. Both Parties agree to limit the use of such information only for the purpose for which they obtained such information.
- B. Data Privacy and Security. Both BCM and the Agency commit to the strict adherence to all applicable data privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA). Each party shall ensure that any and all student data shared or utilized within the scope of the STEMM program is protected against unauthorized access, use, disclosure, disruption, modification, inspection, recording, or destruction. This includes implementing appropriate physical, electronic, and managerial procedures to safeguard and secure the data. Both parties agree to immediately notify the other in the event of any data breaches or security incidents involving student data. Regular audits and reviews of data management practices shall be conducted to ensure ongoing compliance with all data privacy standards.

To the extent permitted by law, each party (the 'Indemnifying Party') agrees to indemnify, defend, and hold harmless the other party (the 'Indemnified Party'), its officers, directors, employees, agents, and successors from and against any claims, losses, damages, liabilities, costs, and expenses (including reasonable attorney's fees) related to the Indemnifying Party's breach of this Data Privacy and Security section. This indemnification includes, but is not limited to, breaches in data security, unauthorized disclosure of student information, and non-compliance with applicable data protection laws and regulations.

- C. Other Confidential Information. The Parties understand and agree that in connection with this Agreement, each Party may acquire competitively sensitive information which neither known to nor ascertainable by persons not engaged with the other Party, and which may cause each Party to suffer competitively or economically if such information becomes known to persons outside of that Party. Such information may be in the form of trade secrets, or in the form of confidential information. Confidential information shall include but not be limited to each Party's business and business development plans, or employee lists. Consequently, except as provided in this paragraph or otherwise required by law, each Party agrees not to directly or indirectly use or disclose to any individual or entity any confidential Party information at any time.

The foregoing restrictions on use and disclosure of confidential information do not apply to information (i) that is required to be disclosed by law, regulation, or court or governmental order, (ii) that is or becomes publicly known other than as a result of a violation of this Section 3, (iii) that is known by a Party prior to receipt of the information from the other Party as clearly evidenced by such Party's books and records, (iv) that is lawfully received by a Party from a Party not under a non-disclosure obligation with respect to such information, or (v) that is independently developed by a Party without reliance on the confidential information received as clearly evidenced by such Party's books and records.

- D. Anti-Discrimination. The Parties hereto shall abide by the requirements of Executive Order

11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

IV. TERMS:

- A. Amendment. No amendment to this Agreement shall be valid unless it is reduced to writing and signed by the authorized representatives of the parties.
- B. Binding Effect. This Agreement shall be binding on and shall inure to the benefit of the parties and their respective successors and assignee(s); provided, however, that no assignment by either party shall be effective without prior written approval of the other party. A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.
- C. Captions. The captions are solely for the convenience of the parties and shall not be used in the construction of this Agreement.
- D. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Texas. All actions, suits, or legal proceedings arising out of or related to the Agreement shall be brought only in the State District Courts of Midland County, Texas or, if federal, in the United States District Courts of the Western District of Texas and the Parties consent to the exclusive jurisdiction of such courts.
- E. Independent Contractors. Nothing in this Agreement shall create any employer-employee, master-servant, partnership, agency or joint venture relationship between the parties and/or their employees. Neither BCM nor Agency shall have any authority to bind or act on behalf of the other party. Additionally, nothing herein shall be construed to create an employment relationship between any Agency employee and BCM.
- F. Notices. All notices under this Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested to the signatories to this Agreement or their successors. Such notices shall be deemed given when received. Such notices shall be addressed as follows:

If to Agency:

Midland Independent School District
615 West Missouri Avenue
Midland, Texas 79701
Attn: Erin Bueno, Chief Academic Officer

If to BCM:

Baylor College of Medicine
Huffington Department of Education, Innovation & Technology
One Baylor Plaza, MS BCM525, Ste. N104
Houston, Texas 77030
Attn: Marina Blum

Email: HDEITBusinessOps@bcm.edu

With copy to:

Baylor College of Medicine
Leanne B. Scott
Exec. Director, Sponsored Programs
One Baylor Plaza, MS BCM310
Houston, TX 77030
Telephone: 713-798-1297
Email: spo@bcm.edu

- G. Oral representations. No oral representations of any officer, agent, or employee of BCM or Agency shall affect or modify any obligations of either party under this Agreement.
- H. Term. This Agreement shall begin on the Effective Date for a three (3) year term and expire on July 31, 2028, or until terminated as permitted by Section IV.G of this Agreement.
- I. Termination.
- i. This Agreement may be terminated without cause by either party upon thirty (30) days prior written notice to the other party.
 - ii. This Agreement may be terminated for cause immediately upon written notice when default and/or breach by one party is incapable of correction.
- J. Remuneration. There shall be no exchange of monies between the parties for professional services provided under this Agreement. The Agency and BCM (though its Office of Advancement and Alumni Affairs) may execute a separate gift agreement to facilitate Agency's purchase of equipment necessary to execute delivery of curriculum to Agency students and may execute a separate salary reimbursement agreement to facilitate supplemental payment by Agency to its teachers for participation in BCM's professional services program.
- K. Use of Name. Each Party acknowledges that all rights in any trademarks, service marks, slogans, logos, designs, and other similar means of distinction associated with that Party (its "Marks"), including all goodwill pertaining to the Marks, are the sole property of that Party. Neither Party may use the Marks of the other without the advance written consent of that Party, except that the Agency may use the name and logo of BCM in factual statements and materials for the purpose of recruiting, counseling, or guiding students and parents into the STEMM program, provided that such use is accurate, non-misleading, and aligns with the intended purpose of the collaboration. Any other use of the Marks shall require prior written approval from the owning party. Each Party may use the name of the other Party in factual statements that, in context, are not misleading.
- L. No Arbitration. The parties agree that arbitration **shall not** be mandated for any dispute between the Parties arising out of or related to this Agreement.
- M. Public Information. BCM acknowledges that Agency is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law. Upon Agency's written request, and at no cost to Agency, BCM will promptly provide specified contracting information exchanged or created under this Agreement for or on behalf of Agency in a non-proprietary format acceptable to Agency that is accessible by the public. BCM

acknowledges that Agency may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a)(1), Texas Government Code. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this Agreement and BCM agrees that this Agreement can be terminated if BCM knowingly or intentionally fails to comply with a requirement of that subchapter.

- N. Representations and Warranties. BCM warrants, represents, covenants, and agrees that it is duly organized, validly existing and in good standing under the laws of the state of Texas and is duly authorized and in good standing to conduct business in the State of Texas, that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of BCM has been duly authorized to act for and bind BCM.
- O. Severability. In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto and shall become effective on the date designated by such law or by regulation.
- P. Survival. Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.
- Q. Entire Agreement. This Agreement supersedes all previous contracts or agreements between the parties and constitutes the entire understanding and agreement among the parties hereto with respect to the subject matter hereof. No waiver of any provision of this Agreement shall be valid unless such waiver is in writing and signed by the parties hereto.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, each on the day and year set forth below.

BAYLOR COLLEGE OF MEDICINE

MIDLAND INDEPENDENT SCHOOL DISTRICT

Signed by:
By: Leanne B Scott
6F022A90A23C439...

By: _____

Name: Leanne B. Scott, Ph.D.

Name: Dr. Stephanie Howard

Title: Executive Director, Sponsored Programs

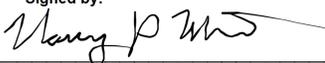
Title: Superintendent, Midland ISD

Date: _____

Date: _____

REF 75902-I

Read and Understood

Signed by:
By: 
B9A3A103BB0D476...

By: _____

Name: Nancy P. Moreno, Ph.D.

Name: Erin Bueno

Title: Professor and Chair, Huffington Department
of Education, Innovation & Technology
Director, Center for Educational Outreach

Title: Chief Academic Officer

Date: _____

Date: _____

E. Approval of the Memorandum of Understanding between the Department of the United States Air Force and Midland ISD for AFJROTC (Air Force Junior Reserve Officers' Training Corps)

39



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Erin Bueno

Subject: Approval of the Memorandum of Understanding between the Department of the United States Air Force and Midland ISD for AFJROTC (Air Force Junior Reserve Officers' Training Corps)

Consent Item

Financial Impact

MISD pays salary and benefits for 2 JROTC Instructors. The Department of Defense reimburses the school district for up to half of the instructor pay. The additional financial impact is limited to supplies and materials normally associated with high school elective classes.

Strategic Plan Goals/Board Academic Goals

Goal 5 - The percentage of the graduating class meeting one or more CCMR indicators will increase from 54% (class of 2022) to 83% by 2028.

Executive Summary

The Midland Independent School District (MISD) must complete a new Memorandum of Agreement (MOA) with the Department of the Air Force to ensure the Air Force Junior Reserve Officer Training Corps (AFJROTC) program continues operating at Midland Senior High School. This submission is necessary to maintain compliance with the operational and regulatory standards for hosting an AFJROTC unit at Midland Senior High School (MHS).

The MHS AFJROTC program serves students from both Midland Senior High School and Legacy Senior High School, including freshmen from both Legacy and Midland Freshman schools. The current MOA will expire on June 30, 2025.

Contact Person

Mrs. Erin Bueno
Mr. Jeff Horn

Enclosure

[MISD AFJROTC MOA Midland Senior High School](#)

MEMORANDUM OF AGREEMENT BETWEEN _____ <div style="text-align: right;"><i>(Military Service)</i></div>	Form Approved OMB Number 0704-0680 Expires 02/28/2027
AND _____ <div style="text-align: center;"><i>(Name of School District)</i></div>	
TO ESTABLISH AND OPERATE A JUNIOR RESERVE OFFICERS' TRAINING CORPS UNIT	

The public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Director of Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. Please DO NOT RETURN your form to the above address. Send your form to the appropriate Service Representative

Privacy Advisory

Disclosure of this information is voluntary and will be used to provide notice and communication related to this Memorandum of Agreement. When completed, this form contains personally identifiable information and is protected by the Privacy Act of 1974, as amended

This Memorandum of Agreement (MOA) is hereby entered into by and between _____ *(Military Service Name)* acting through _____ *(first General/Flag Officer Command above JROTC Program Office)*, and _____ *(School District Name)* *(collectively the Parties)* for the establishment of a Junior Reserve Officers' Training Corps (JROTC) Unit at _____ *(Name of School Hosting the Unit)*, pursuant to United States Code, Title 10, Subtitle A, Part III, Chapter 102, §§ 2031-2036 and reference I.2. herein.

The purpose of the JROTC program is to instill in students in United States secondary educational institutions the values of citizenship, service to the United States (including an introduction to service opportunities in military, national, and public service), personal responsibility and a sense of accomplishment. Upon execution by _____ *(Military Service Name)* on the date of signature below, a JROTC unit is established at _____ *(Host School)* consisting of students voluntarily enrolled. This MOA together with the Military Service Addendum herein (reference I.6) contain the Parties' entire agreement and outlines terms and responsibilities for both the Military Service and the School District.

- I. REFERENCES.** The following references are incorporated herein and apply to both Parties:
1. 10 U.S.C. §§ 2031-2036
 2. Department of Defense (DoD) Instruction 1205.13 "Junior Reserve Officers' Training Corps Program"
 3. Department of Defense Education Activity (DODEA) Administrative Instruction 1443.02 "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response"
 4. DD Form 3200, Junior Reserve Officers' Training Corps Instructor Prohibited Activities Acknowledgment
 5. DD Form 3203, Junior Reserve Officers' Training Corps Student/Parent/Guardian Acknowledgment of Expected Standards Of Conduct And Participation
 6. _____
(Name of Military Service-specific Addendum)

II. STATEMENT OF NON-DISCRIMINATION. The DoD is committed to creating and maintaining a safe and trusted learning and work environment free from discrimination and harassment (including sexual harassment as defined by the US Department of Education in Sexual Harassment Guidance 2020). The DoD does not condone and will not tolerate hostile environments, including any created by sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) as defined in [DoD Instruction 6400.01](#), or other related abusive misconduct of, or by, employees, students, other beneficiaries (to include and when applicable, volunteers, students, support personnel, student teachers, contractors, and parents/guardians), or anyone within the School District jurisdiction in JROTC-conducted or sponsored education and training programs and activities, committed both on and off school premises.

The following School District and Host School office handles inquiries regarding the non-discrimination policies: _____ *(Address)*. The following School District and Host School office handles Title IX inquiries and complaints: _____ *(Host School District's Title IX Coordinator/ Office Address/Contact Information)*. Any JROTC student, instructor, or other beneficiary who reports that they, or someone they know, has been subjected to a violation of this MOA, including reference I.6, has the right to prompt response and intervention by an appropriate DoD/JROTC official or School District official to ensure the safety and welfare of those individuals involved. [Refer to Sections III.5 and IV below]

- III. UNDERSTANDINGS OF THE PARTIES.**
1. **Nondiscrimination.** Neither party shall discriminate in conducting a JROTC program. This includes denying participation in or the benefits derived from the JROTC program (e.g., admission of students, hiring of JROTC instructors who meet statutory requirements, or subsequent participation of students and instructors) on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, military service, or other non-merit factor in its employment, programs and activities.
 2. **Retaliation Prohibited.** Retaliation against an individual/individuals reporting, either verbally or in writing, an allegation or suspicion of violation of this MOA or reference I.6, or who participates in or cooperates with an investigation of such report or suspicion, is strictly prohibited.
 3. **Partnership/Certification Relationship and Background Checks.** JROTC instructors serve two chains of authority and shall be responsible to both the Military Service (their certifier) and the School District (their employer) for properly operating the JROTC program and for their own professional conduct. In addition to the School District's requirements, JROTC instructors have mandatory responsibilities levied upon them by their Military Service as described in reference I.6.
 - a) Both parties shall provide JROTC instructors with relevant training and their policy prohibiting harassment and abuse (e.g., annual instructor/teacher anti-harassment training, DD Form 3200, "JROTC Instructor Prohibited Activities Acknowledgment") and inform each other on all significant personnel matters (such as suspensions or terminations) concerning instructor certification and employment. The Host School shall maintain the signed DD Form 3200 and signed DD Form 3203 and make available for review per paragraph 6.b.

b) Although the Military Service is not a party to the instructor's employment contract, the Military Service is the certifying authority for JROTC instructors and maintains an inherent need-to-know regarding any information related to performance, conduct, and employment status. As such, the Military Service shall:

- (1) Conduct and fund initial and on-going background checks on JROTC instructor for certification purposes.
- (2) Childcare National Agency Check with Inquiries (CNACI) investigation (re-verified every 5 years, or when triggered by an instructor's adverse credit check, any adverse instructor information identified, or a break in instructor service of more than 24 months)
- (3) JROTC instructors will complete JROTC Initial Qualification Training (JIQT) prior to certification.
- (4) Require all JROTC instructors to authorize the release to the Military Service of any information the School District determines is necessary to ensure compliance with the terms of this MOA related to the JROTC instructor's employment and/or conduct.
- (5) Immediately suspend the certification of JROTC instructors and/or begin decertification procedures based on any violation of this MOA by the instructor, adverse investigation findings, or reference I.6.

c) The School District shall:

- (1) Interview and employ only approved JROTC instructors as required by reference I.6.
- (2) Perform state and local background checks at their own expense in accordance with applicable federal, state, and local requirements.
- (3) Provide JROTC instructors a contract of employment with the School District as the employing agency and in accordance with reference I.6.
- (4) Provide a copy of this certified MOA to JROTC instructors.
- (5) Provide JROTC students and parents/guardians at the beginning of each academic year, and upon request, JROTC promotional and pertinent administrative materials to ensure they are aware of their rights under this MOA. This must include both parties' contact information in Section IV and the proper procedures for reporting and responding to allegations of violations.

4. **Monitoring Instructor Performance.** The Military Service holds the certification of all JROTC instructors, and therefore maintains an inherent right to monitor instructor behavior and performance. They must receive any necessary information from the School District regarding instructor performance, professional conduct, and employment status.

a) The Military Service shall:

- (1) Ensure instructors receive performance counseling and/or professional development within thirty (30) days of the effective date of employment with the School District, and then annually, usually at the beginning of each school semester.
- (2) Mentor, monitor and counsel all instructors concerning their educational requirements under this MOA and reference I.6.
- (3) Assess the instructional performance of at least one instructor per school.

b) The School District shall:

- (1) Communicate with the Military Service on all matters concerning instructor performance, conduct, and employment as permitted by state law. School districts wishing to transfer or reassign a JROTC instructor between JROTC host schools may do so in accordance with district policies and reference I.6., with consent of the JROTC instructor and with prior written approval from the Military Service.
- (2) Conduct annual JROTC instructor evaluations/assessments and provide them, by electronic copy, to the Military Service point of contact in Section IV.
- (3) Notify the Military Service in writing of any instructor evaluation that does not meet School District requirements within three (3) business days.
- (4) Include the Senior Military Service instructors in meetings where policies, recommendations, or decisions affecting the JROTC Program are made, including the employment or discharge of JROTC instructors.
- (5) Have effective and timely procedures in place to ensure the Military Service _____ (POC) is advised of any disciplinary or administrative action levied upon a JROTC instructor (i.e., administrative leave, suspensions, letters of admonishment), the initiation of any investigation into alleged JROTC instructor misconduct (school, civil, or criminal), or any changes in the employment status of an JROTC instructor. If any of the aforementioned items occur, the School District shall notify the Military Service in writing within one (1) business day. The Host School shall include enough information to provide the Military Service a comprehensive understanding of the nature and scope of any allegations, investigation, or complaint.

5. **Preventive, Corrective, and Disciplinary Actions.** Both parties shall take all necessary and appropriate action needed to prevent, correct, and, if necessary, discipline behavior which violates this MOA concurrent with or independent of any outside investigations and action that may be taken by appropriate external enforcement entities, where applicable. The host institution will address any violation by Instructor, Trainer, or participating student in accordance with their school district's student and personnel policies. Violations may not be ignored or dismissed by either party, JROTC instructors, or program volunteers, especially if a student is being sexually harassed, sexually assaulted, or subjected to other related misconduct by any adult (welcome or unwelcome), or if anyone is touching or trying to touch a juvenile in a sexual way against their will or without lawful consent.

a) **Mandatory Reporting.** Child abuse, neglect, sexual assault and sexual harassment must be reported by JROTC instructors and program volunteers. Minor incidents of sexual harassment and other related abusive misconduct, even if it has been successfully resolved in the moment by addressing the harasser directly, must still be reported to the appropriate School District, Host School, and Military Service personnel to create a record in case the misconduct occurs again. The Military Service cannot take action to stop harassing, assaultive, problematic, and abusive misconduct if they are unaware it is happening.

b) **Response.** School District and Host School shall report preventative, corrective, and disciplinary actions in accordance with state, local, School District, and Host School policy.

6. **Program Evaluations.** The parties shall perform program evaluations for trend analysis and to monitor the effectiveness of response and resolution and facilitate ongoing recommendations for improvements to the JROTC program.

a) The Military Service shall:

- (1) Make annual visits to the Host School, either announced or unannounced, per reference I.2, to evaluate the operation, administration, and effectiveness of the JROTC program and ensure continued compliance with this MOA and Military Service standards in reference I.6.

- (2) Evaluate compliance with this MOA (e.g., the number, nature, and resolution of reported violations) periodically throughout the fiscal year.
- (3) Include the JROTC Program in its Management and Internal Controls Program to review, assess, and report on the effectiveness of internal control.
- b) The School District shall maintain and make available for review all JROTC instructor evaluations and program records during program visits and for a period of ten (10) years following the expiration or termination of this MOA. Failure to adhere to this requirement may result in decertification of the instructor, placement of the JROTC Program in a probationary status, or Program disestablishment.
7. **Minimum Number of Enrolled Students.** The School District and Host School shall ensure that each unit maintains a minimum student enrollment of at least (A) 10 percent of the Host School's student population (grades 8-12 or 9-12, whichever is applicable), or (B) 100 students, whichever is less, as required by 10 U.S.C. § 2031(b)(1). Actual enrollment shall only be determined by counting those students who voluntarily meet, and subsequently maintain acceptable standards of academic achievement and conduct, as prescribed by the Secretary of the military department concerned, as required by 10 U.S.C. § 2031(b)(4). The JROTC unit shall be placed on probation if these requirements are not met.
8. **Voluntary Student Enrollment.** The School District and Host School shall only permit voluntary student enrollment in the JROTC program. The School District shall fully inform prospective JROTC students that the program is voluntary and of all mandatory JROTC enrollment requirements before authorizing enrollment into the JROTC program. Only students who voluntarily choose to meet and maintain acceptable JROTC standards in reference I.6 shall be enrolled into, and permitted to remain in, the JROTC program. The Host School shall ensure all enrollments of students into the JROTC program are conducted with the prior knowledge and endorsement of the Military Service per reference I.6. If a JROTC instructor senses a student has been involuntarily enrolled, they must inform both the Senior Military Service instructor and Host School Principal.
9. **JROTC Cadet Health/Wellness Participation Waiver.**
- a) The Host School will:
- (1) Collect and maintain a medical release and Parent/Guardian acknowledgement of the risk(s) associated with all physical activity sessions (e.g., walking, running, calisthenics, drills) and acknowledging any risk associated with any physical activity.
 - (2) Inform its JROTC faculty of anything that should keep a student from participating in the JROTC Cadet Health/Wellness Program. The JROTC Senior Instructor shall make the enrollment decision for any student who has a permanent disability that inhibits full participation in physical activity sessions. Only students who complete and submit the required JROTC Cadet Health/Wellness Program release and acknowledgement shall be enrolled into, and permitted to remain in, the JROTC program. The JROTC Cadet Health/Wellness Program is designed to improve physical fitness.
- b) The Military Service shall:
- (1) Ensure that all physical activity sessions shall be supervised and monitored by at least one JROTC instructor.
 - (2) Identify any Health/Wellness training requirements (refer to reference I.6).
10. **Prohibitions on Fundraising.** The School District shall not permit any fundraising for external entities while using government equipment or while in uniform. Fundraising and grants in support of the JROTC unit are authorized as governed by state and local policies. The acceptance of any grants and/or funds by the School District and/or Host School does not reflect an endorsement by the Department of Defense.
11. **Information Technology (IT) support.** The School District and Host School shall provide the appropriate IT support to include access to third-party websites that are required for instructors, other school employees and district employees to perform routine tasks. Third party-websites include any website in support of administrative, budgetary, and curriculum delivery and support, and testing services. Required websites shall be provided by JROTC headquarters staff to the School District and Host School upon request.
12. **Facilities.** The Host School shall provide the partner Military Service with adequate facilities for classroom instruction, storage of non-lethal arms and other equipment which may be furnished in support of the unit, and adequate drill areas at or in the immediate vicinity of the institution, as determined by the Secretary of the military department concerned, as required by 10 U.S.C. § 2031(b)(2). Additionally, the Host School shall provide administrative office(s), office equipment, including telephone service capable of electronic data transmission, instructional supplies (other than those provided by the Service), and utilities. The Host School shall pay for the cost and maintenance of these facilities thereof.
13. **Military Instruction.** The School District and Host School shall provide a course of military instruction of not less than three academic years' duration and which may include instruction or activities in the fields of science, technology, engineering, and mathematics, as prescribed by the Secretary of the military department concerned, as required by 10 U.S.C. § 2031(b)(3).
14. **Storage and Safekeeping of Government Property.** The Host School shall provide secure and adequate storage areas for the protection and security of Government Furnished Property and comply with all applicable regulations relating to the issue, care, use, safekeeping, turn-in, and accounting for such property. The School District shall promptly replace, or repair at its cost and to the satisfaction of the Military Department any such item that is lost or sustains damage directly or indirectly attributable to the conduct of the School District or Host School. The School District shall furnish to the Military Departments a bond or insurance policy from a financial institution satisfactory to the Military Department in an amount equal to the replacement value of Government-furnished Property. The School District shall ensure that the bond or insurance remains in effect for the requisite amount at all times during the term of this Agreement and, thereafter, so long as any Government-Furnished Property remains in the School District's custody. If the School District elects to provide an insurance policy, it shall name the United States as an additional insured and provide a certificate to that effect to the Military Department.

IV. POINTS OF CONTACT. The following points of contact will be used by the Parties to provide any notice required under this MOA. Each Party may change its point of contact in writing upon 10 business days' notice to the other Party.

1. For the School District

Primary:

Title: _____

Address: _____

Email: _____

Telephone Number: _____

Alternate:

Title: _____

Address: _____

Email: _____

Telephone Number: _____

2. For the Military Service

Primary:

Title: _____

Address: _____

Email: _____

Telephone Number: _____

Alternate:

Title: _____

Address: _____

Email: _____

Telephone Number: _____

V. GOVERNING LAW. This MOA is governed by and shall be construed under all applicable Federal, state, and local Laws. However, compliance with state and local laws by the military service is voluntary.

VI. MODIFICATION OF MOA. This MOA may only be modified by written agreement of both Parties, and duly signed by their authorized representatives. This MOA shall be reviewed for currency in accordance with the Military Service's policy, who reserves the right to require renewal of this MOA by both parties if significant program changes occur.

VII. NO WAIVER. Unless expressly stated in writing, signed by the Military Service, the waiver by the Military Service of any act, duty, or obligation required of the institution hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the School District or Host School.

VIII. ENTIRE AGREEMENT. It is expressly understood and agreed that this MOA together with reference I.6. constitutes the entire agreement between the Parties and supersedes and replaces any prior agreement, understandings, or representations between the parties. Regardless of changes to the employment status of the original signatories, this MOA shall remain in effect until officially terminated.

IX. CONFLICTS. In the event of any conflict between this MOA and reference I.6, this MOA takes precedence.

X. REPRESENTATIVE AUTHORITY. Each undersigned representative of the parties to this MOA certifies he or she is fully authorized to enter into the terms and conditions of this MOA and to execute the same so as to effectively bind each party to its terms.

XI. SEVERABILITY. If any term, provision, or condition of this MOA is held to be invalid, void, or unenforceable by a governmental authority and such holding is not or cannot be appealed further, then such invalid, void, or unenforceable term, provision, or condition shall be deemed severed from this MOA and all remaining terms, provisions, and conditions of this MOA shall continue in full force and effect. The Parties shall endeavor in good faith to replace such invalid, void, or unenforceable term, provision, or condition with valid and enforceable terms, provisions, or conditions which achieve the purpose intended by the Parties to the greatest extent permitted by law.

XII. TERMINATION. This MOA may be terminated by either Party by giving at least 30 days' written notice to the other Party. This MOA shall remain in effect throughout the semester/trimester, and the termination date of this agreement may only occur during non-instruction periods in the academic calendar year.

XIII. TRANSFERABILITY. This MOA is not transferable.

XIV. ANTI-DEFICIENCY ACT. Nothing in this MOA shall be construed as obligating the Military Service, its officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 U.S.C. § 1341).

XV. EFFECTIVE DATE. This MOA takes effect as of the date on which it has been certified by the Military Service.

XVI. CANCELLATION OF PREVIOUS MOA. This MOA cancels and supersedes any prior agreement by the Parties.

FOR THE SCHOOL		
TYPED NAME <i>(Last, First, Middle Initial)</i> AND TITLE	SIGNATURE	DATE SIGNED <i>(YYYYMMDD)</i>
FOR THE MILITARY SERVICE		
TYPED NAME <i>(Last, First, Middle Initial)</i> AND TITLE	SIGNATURE	DATE SIGNED <i>(YYYYMMDD)</i>
THE FOLLOWING AGREEMENT AND INFORMATION IS TO BE CONSIDERED AS PART OF THIS CONTRACT		
DATA PERTAINING TO HOST SCHOOL		
a. NAME OF HOST SCHOOL <i>(No abbreviations)</i>	b. HOST SCHOOL'S COMPLETE MAILING ADDRESS <i>(Include ZIP code)</i> <i>(If P.O. Box must also provide street address for shipping purposes)</i>	
c. TYPE OF SCHOOL <i>(Check appropriate box)</i> <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Military Academy		
d. PRINCIPAL'S NAME		
e. TELEPHONE NUMBER		
f. FAX NUMBER		
g. EMAIL ADDRESS		
PERTAINING TO SCHOOL DISTRICT		
a. NAME OF SCHOOL DISTRICT <i>(No abbreviations)</i>	b. SCHOOL DISTRICT'S COMPLETE MAILING ADDRESS <i>(Include ZIP code)</i>	
c. SUPERINTENDENT'S NAME		
d. TELEPHONE NUMBER		
e. FAX NUMBER		
f. EMAIL ADDRESS		
LIST ACCREDITING AGENCY		
a. REGIONAL	b. STATE	c. OTHER
TOTAL ENROLLMENT OF HOST SCHOOL	ESTIMATED NO. OF QUALIFIED STUDENTS WHO WILL ENROLL IN THE JROTC PROGRAM	

- 7. Superintendent's Update
Presenter: Dr. Stephanie Howard
- 8. District Informational Reports
 - A. Bond 2023 Monthly Report
Presenter: Cortney Smith

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Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Cortney Smith, Chief of Facilities and Operations

Subject: Bond 2023 Monthly Report

District Report

Financial Impact

N/A

Strategic Plan Goals/Board Academic Goals

1-5

Executive Summary

Presentation to provide an update on the progress of the 2023 Bond. Midland ISD is committed to providing transparency to the Board of Trustees and voters in Midland County on a monthly basis for all aspects of the approved bond of 2023. Monthly updates will include but are not limited to construction and project timelines, costs of projects and financial reports, and communication and marketing efforts.

Contact Person

Cortney Smith, Chief of Facilities and Operations



Bond 2023

Monthly Update

Cortney Smith
February 25, 2025

OVERALL PROGRESS

PACKAGES:



	01	02	03	04	05	06	07	08	09	10	11	12	13
	New ES (Lone Star Trails)	New LHS + MHS Campuses	ES Renovations - Group A	MS Renovations - Group A	MS Renovations - Group B	ES Safety/Security	Midland Freshman Site	ES Renovations - Group B	MS Renovations - Group C	NOT YET ASSIGNED	NOT YET ASSIGNED	NOT YET ASSIGNED	NOT YET ASSIGNED
Bond Budget	\$53.3m	\$985.2m	\$36.6m	\$71.4m	\$34.3m	\$4.0m	\$2.0m	\$22.5m	\$47.8m				
Actual Total	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				
% Overall Completion	65%	25%	15%	30%	20%	90%	99%	TBD	TBD				
Scheduled Finish	Aug '25	Aug '28	TBD	TBD	TBD	Mar '25	Feb '25	TBD	TBD				
Closeout													
Punch/Outfit/Move-In													
Construction	40%					80%	95%						
Construction Procurement													
Construction Documents		10%		75%									
Design Development			10%		95%								
Schematic Design								75%					
Design Team Selected								10%					

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PKG01- Lone Star Trails ES

- Construction **40%** Complete
- On track for Aug 2025 Completion

- *Steel erection 95% complete*
- *Masonry walls around the Gym are complete and main building has begun*
- *Drywall is progressing in the classroom areas*
- *All floor slabs complete*
- *Metal stair framing installed*

- Furniture selection underway **and under review by MISD Leadership**



PKG02- New LHS Campus

-Aug 2028 Completion-

Construction Documentation Phase

- 100 % Design Development
- Construction documents in progress
- Avalon Drive & Thomason Drive Design and coordination underway
- Working through pricing and cost estimates for initial site work package



PKG02- New MHS Campus

**-Aug 2028 Completion-
Begin Construction Doc. Phase**

Clubhouse –

- Asbestos removal complete
- Building Demolition 100% complete



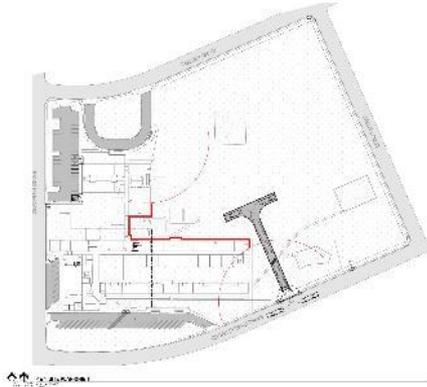
- Tree Salvage/Relocation - **Complete (276 trees)**
- Design Development complete
- Wadley Ave expansion design underway



PKG03: ES Reno Group A

Emerson, Franks, Houston, Lamar, Long, Parker, South & Travis Elementaries

- Scope to Budget/Schematic Design Phase **complete**
- **Beginning Design Development phase**
- Summer 2025 Construction Document Phase targeted completion
- Meetings scheduled to finalize design with principals and district leaders



X-1
SHEET 01
DATE: 10/20/2024

ELEMENTARY SCHOOLS GROUP A
ALL OTHER SHEETS IN THIS BOOK

UNIVERSITY OF CALIFORNIA
ARCHITECTURAL SERVICES CENTER

Proposed Fire Lanes at Long and Lamar

52



X-1.0
SHEET 01
DATE: 10/20/2024

ELEMENTARY SCHOOLS GROUP A
LONG AND LAMAR SCHOOL

UNIVERSITY OF CALIFORNIA
ARCHITECTURAL SERVICES CENTER

PKG04: MS Reno - Group A

Goddard Middle School

- Construction Document Phase **75%** complete
- **Spring** 2025 Construction Document complete
- Asbestos abatement scheduled for summer 2025
- Portables have been relocated to clear site



PKG04: MS Reno - Group A

- Midland Middle School
- Construction Document Phase **75%** complete
- **Spring** 2025 Construction Document completion
- Asbestos abatement scheduled for summer 2025



PKG05: MS Reno Group B

Alamo Junior High

- Design Development **95%** complete
- Asbestos abatement scheduled for summer 2025



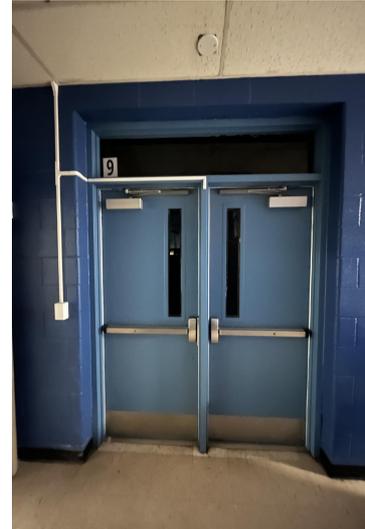
- **Portables to be moved over Spring Break**



PKG06A: ES Safety (CCTV/ACS)

Construction **95%**
complete
Early March 2025
Completion

- All camera installations complete
- Door access controls in progress
- New doors arrived, installation in progress
- New secure vestibule storefronts and intruder resistant film has arrived



PKG06A: ES Safety (Radios)

Radio Repeaters and Centralized receiver for district wide communication

Construction has begun

Estimated Apr '25 Completion

- 90% equipment in warehouse
- FCC licensing underway
- Campus repeaters to follow
- Testing to be complete by March or April



PKG07: Midland Freshman Site

100% Complete

- All construction and track installation has been completed
- Final punch list walkthrough on 2/20/25
- Bleachers modified to be ADA compliant
- Closeout documents being reviewed and finalized



PKGS 8 & 9

ES Renovations - Group B (Santa Rita ES, Bush ES, Scharbauer ES & De Zavala ES)

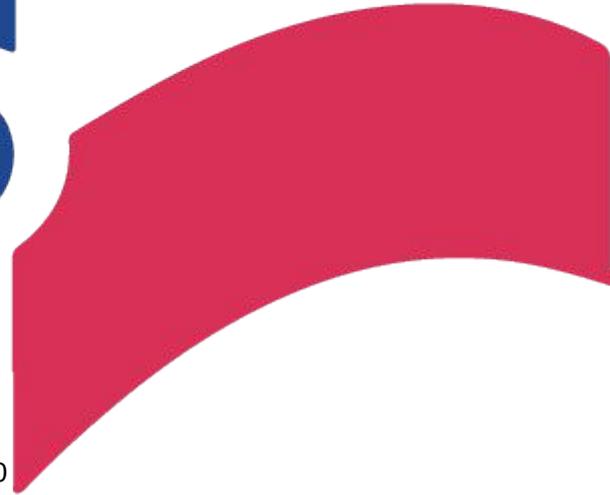
- MWM Architects selected Sept 2024
- Scope to budget and schematic design approximately 75% complete
- Santa Rita Drive/Parking construction underway - Spring 2025

MS Renovations - Group C (San Jacinto MS & Abell MS)

- JSA Architects selected November 2024
- Initial Site Surveys currently underway
- Construction schedule not set yet

MADE IN

MISD



60

B. Academic Update: Board Goal Progress Measures 1.1 PreK Phonological Awareness, 2.1 PreK Mathematics, 1.3 Third Grade Reading, 2.3 Third Grade Math, 3.1 4-8th Grade Reading Growth, 4.1 4-8th Grade Mathematics Growth
Presenters: Erin Bueno & Andrea Messick

62



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Andrea Messick, Executive Director of Elementary Teaching and Learning
Erin Bueno, Chief Academic Officer

Subject: Academic Update: Board Goal Progress Measures 1.1 and 2.1 related to Pre-K Phonological Awareness and Pre-K Math and Goal Progress Measures 1.2, 2.2, 3.1-3.7, and 4.1-4.6 related to NWEA MAP Reading Language Arts and Mathematics Growth.

Information Item

Financial Impact

NA

Board Goals/ Strategic Plan Goals

GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from **86% to 89%** by 2028.

GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from **92% to 94%** by 2028.

GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from **49% to 55%** by 2028.

GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from **51% to 56%** by 2028.

GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **51% to 56%** by 2028.

GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **48% to 53%** by 2028.

GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **53% to 58%** by 2028.

GPM 3.4: The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **42% to 50%** by 2028.

GPM 3.5: The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **50% to 55%** by 2028.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

GPM 3.6: The percentage of English I students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **52% to 57%** by 2028.

GPM 3.7: The percentage of English II students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **53% to 58%** by 2028.

GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **55% to 60%** by 2028.

GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **36% to 50%** by 2028.

GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **44% to 50%** by 2028.

GPM 4.4: The percentage of 7th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **44% to 50%** by 2028.

GPM 4.5: The percentage of 8th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **50% to 55%** by 2028.

GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **60% to 65%** by 2028.

Strategic Plan Goal 1.1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Executive Summary

The Executive Directors of Teaching and Learning will provide an update on Goal Progress Measures 1.1 and 2.1 related to Pre-K Phonological Awareness and Pre-K Math. The Chief Academic Officer will provide an update on Goal Progress Measures 1.2, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6 related to NWEA MAP Reading Language Arts and Mathematics Growth.

Growth and progress measures will be reported following the Middle-of-Year (MOY) data captured in January. An End-of-Year (EOY) update will be provided in June.

Contact Person

Andrea Messick, Executive Director of Elementary Teaching and Learning
Erin Bueno, Chief Academic Officer

Enclosure

February 2025 Board Goal Update Presentation



Board Goal Update

Goal Progress Measures 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1-3.7,4.1-4.6

February 25, 2025

CLI ASSESSMENTS

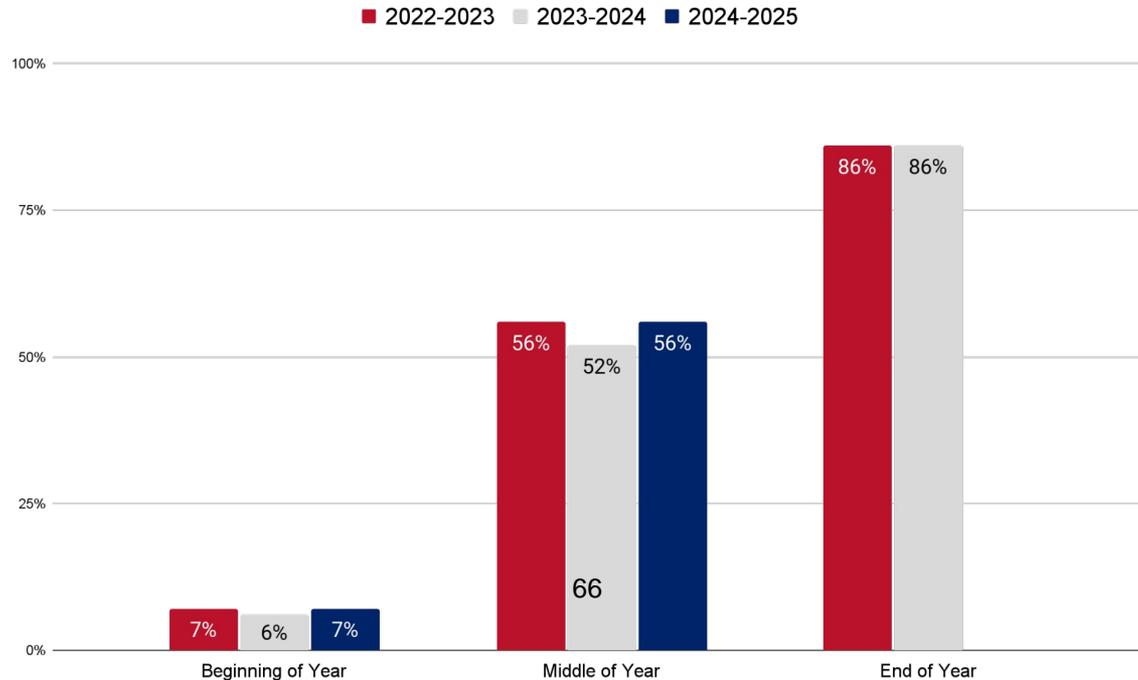
at a Glance

The Children's Learning Institute (CLI) assessments are utilized three times each school year in Midland ISD. The CLI platform enables teachers to quickly assess a child's progress in various skill areas. This simple, yet reliable, data collection allows teachers to focus on lessons that target their students' least developed skills throughout the school year.

Phonological Awareness	Overall Math
<ul style="list-style-type: none">● Letter Sounds● Rapid Letter Naming● Total Phonological Awareness<ul style="list-style-type: none">○ Syllables○ Onset-rime○ Rhyming 1○ Alliteration	<ul style="list-style-type: none">● Rote Counting● Shape Naming● Number Discrimination● Number Naming● Shape Discrimination● Counting Sets● Operations

GPM 1.1 Phonological Awareness

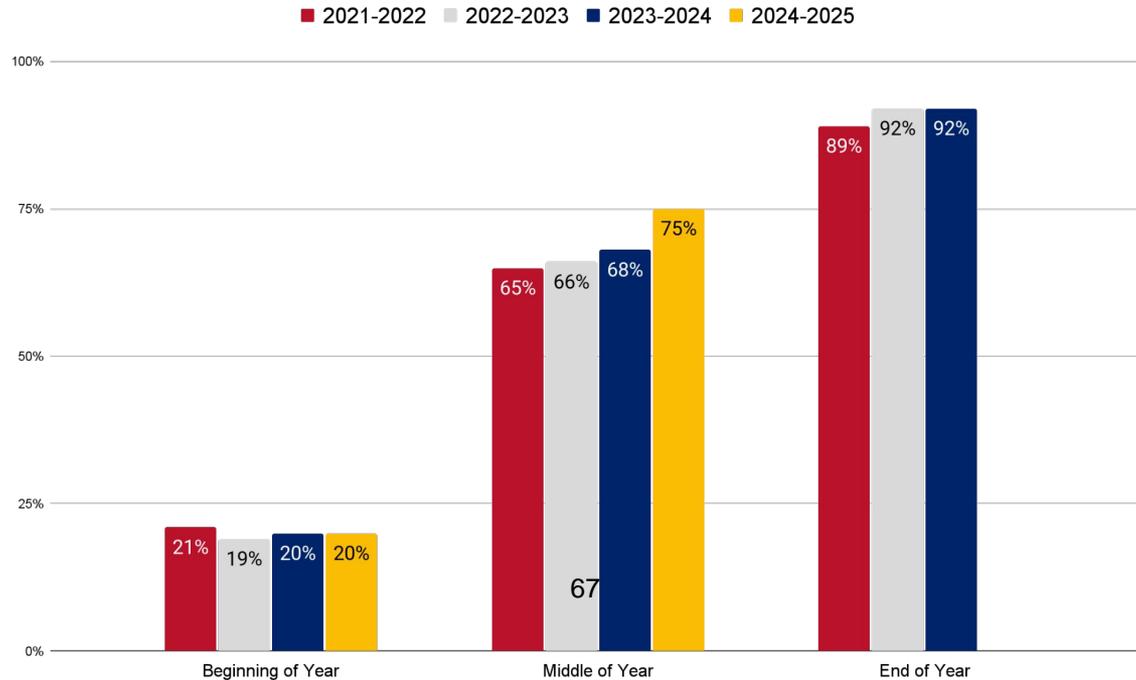
The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from **86% to 89%** by 2028.



**On Track to Meet
End of Year Target
of 87%**

GPM 2.1 Overall Math

The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from **92% to 94%** by 2028.

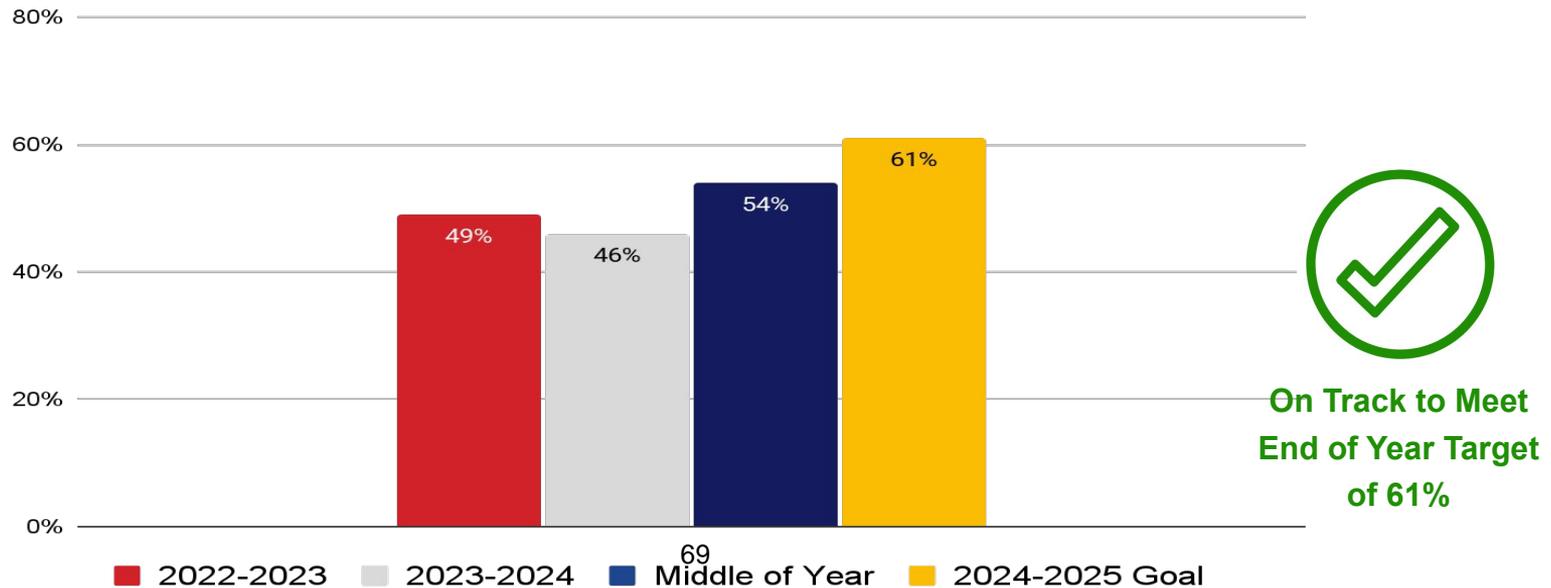


**On Track to Meet
End of Year Target
of 92%**



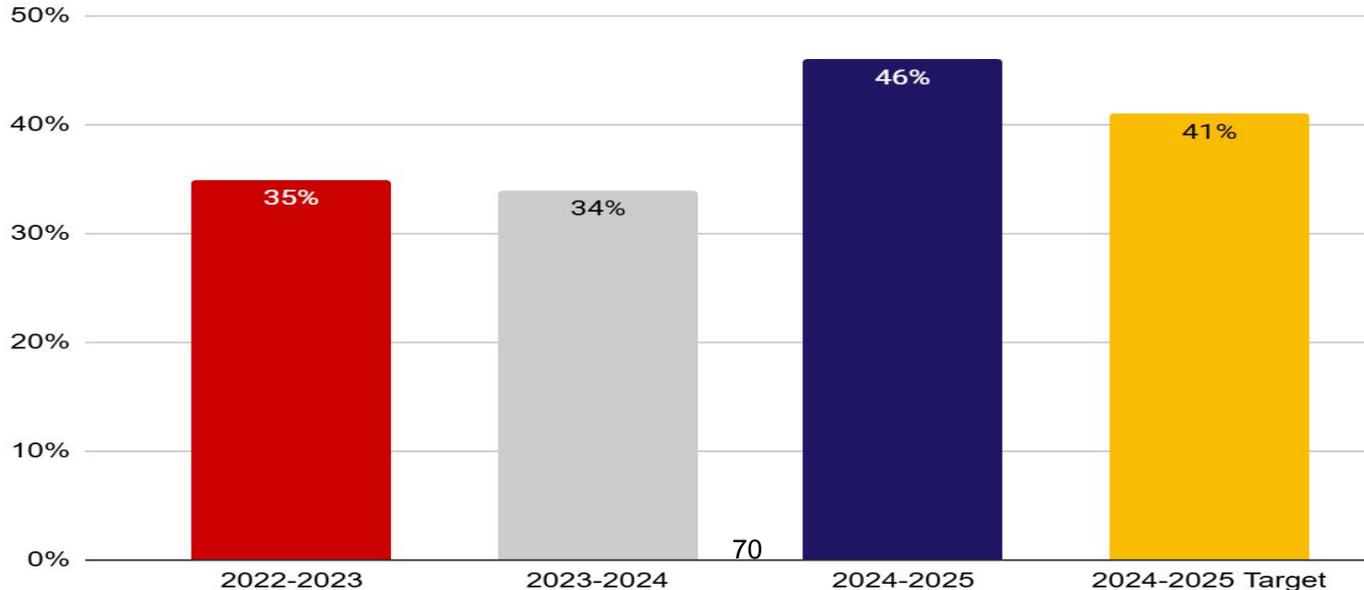
GPM 1.2 Kindergarten - Second Grade Reading Growth

The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from **49% to 55%** by 2028.



GPM 1.4 *Third Grade Projected Proficiency*

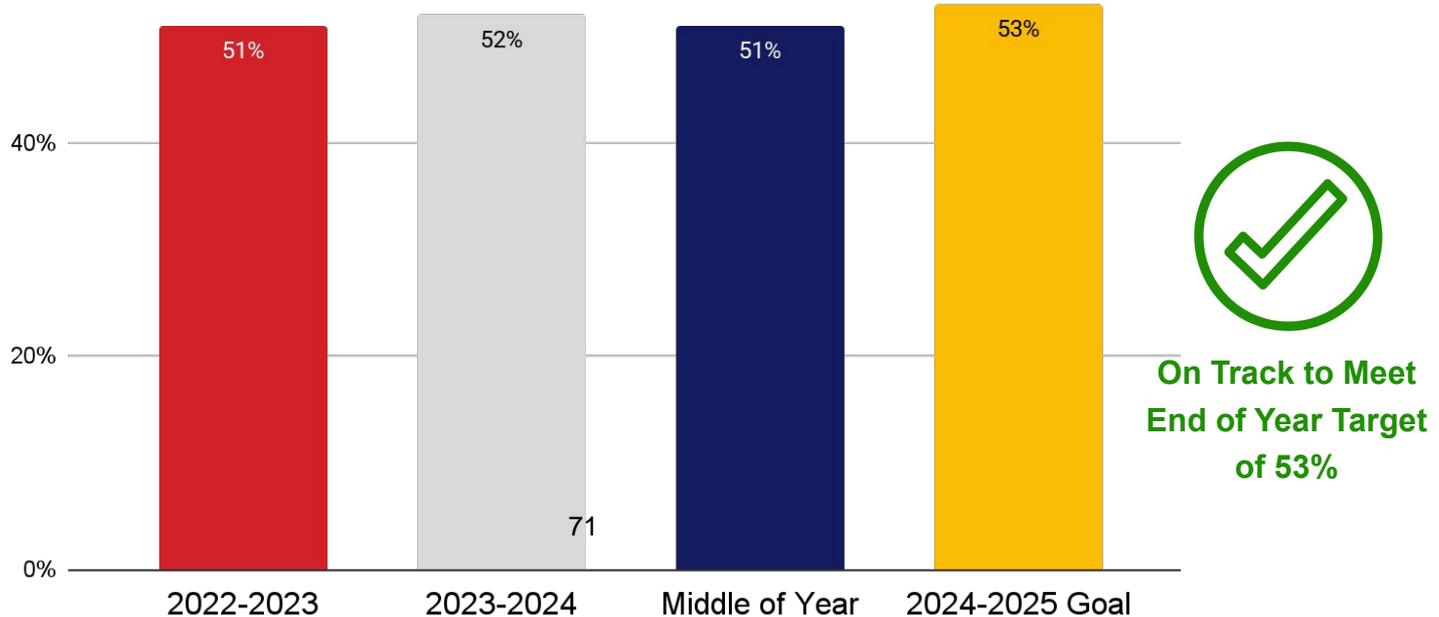
The percentage of 3rd grade students whose RLA STAAR projected proficiency is Meets and Masters by the winter NWEA MAP reading assessment.



**Exceeded
Annual Target
of 41%**

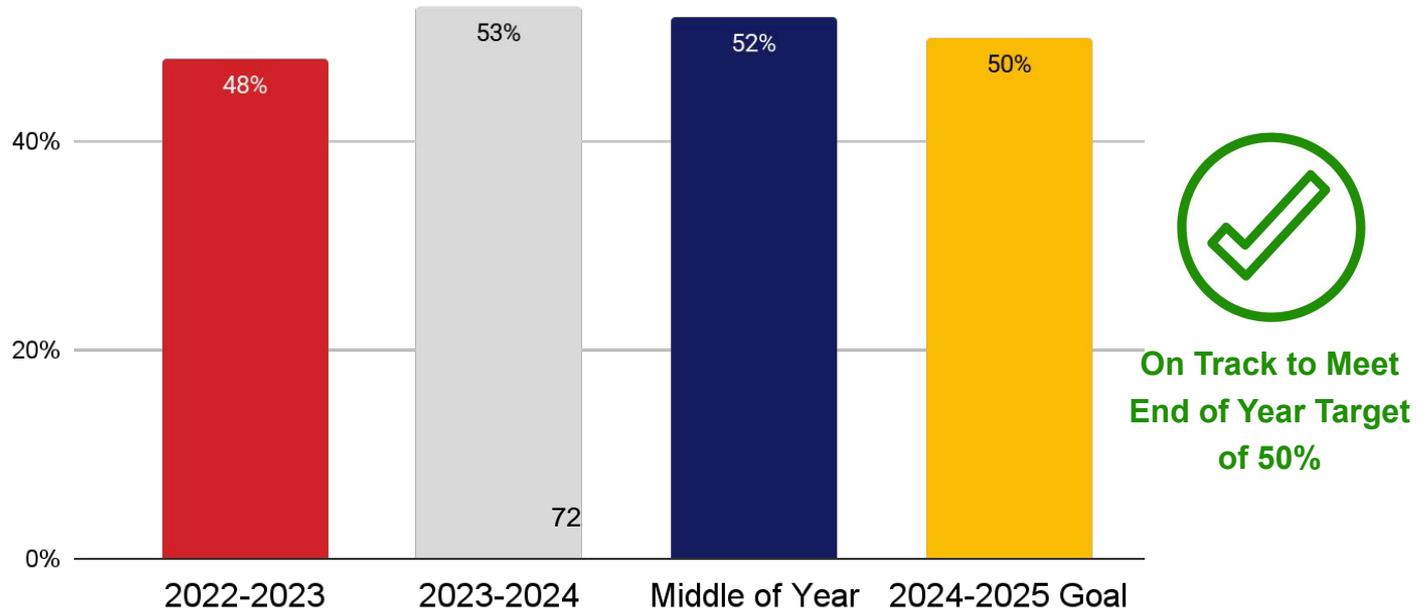
GPM 3.1 *Fourth Grade Reading Growth*

The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **51% to 56%** by 2028.



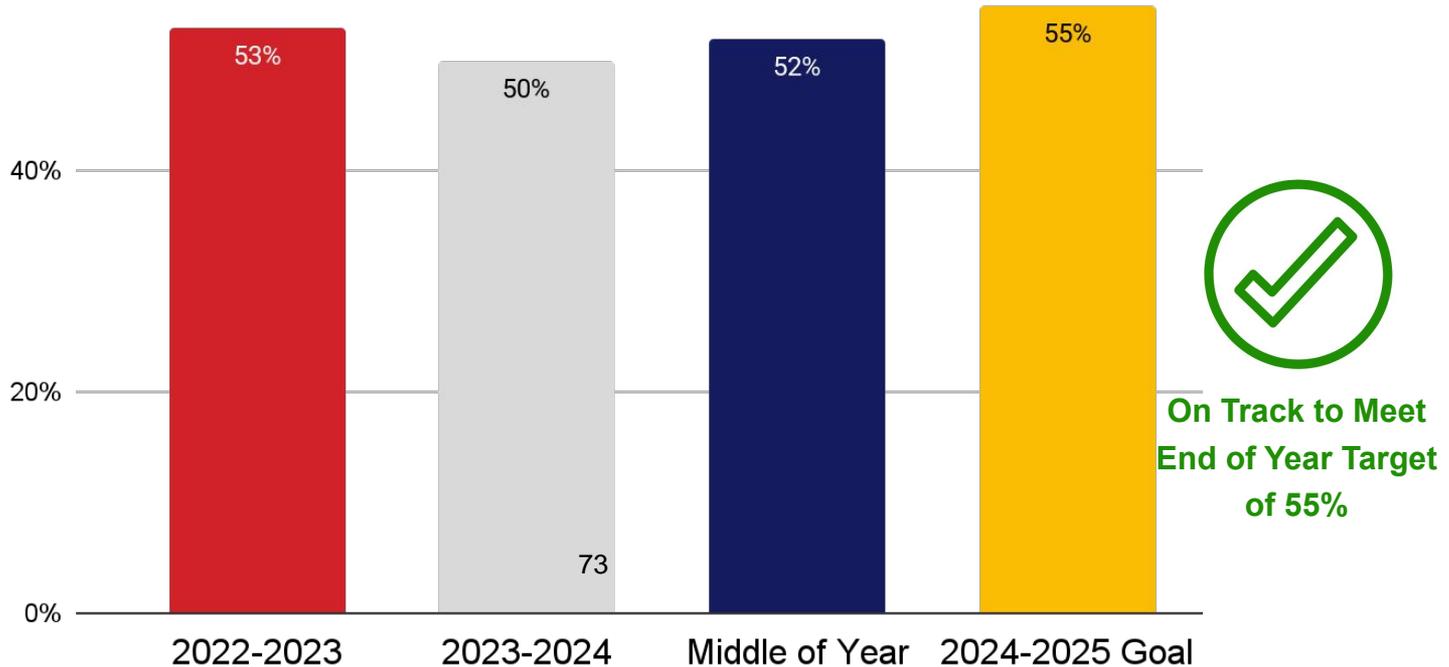
GPM 3.2 *Fifth Grade Reading Growth*

The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **48% to 53%** by 2028.



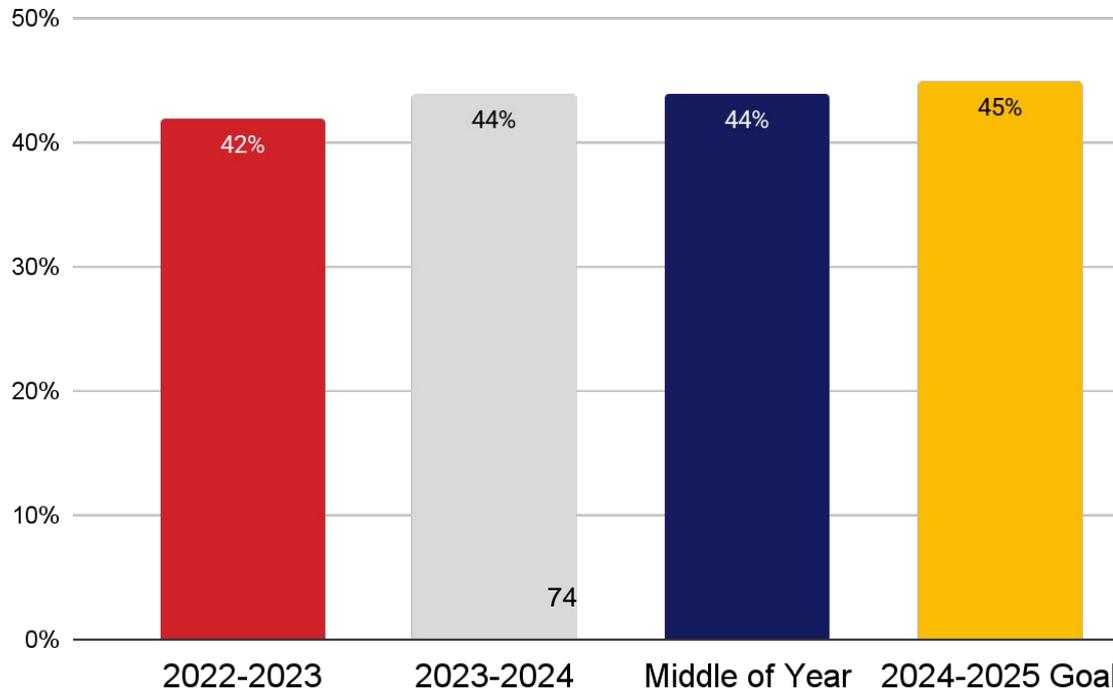
GPM 3.3 *Sixth Grade Reading Growth*

The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **53% to 58%** by 2028.



GPM 3.4 *Seventh Grade Reading Growth*

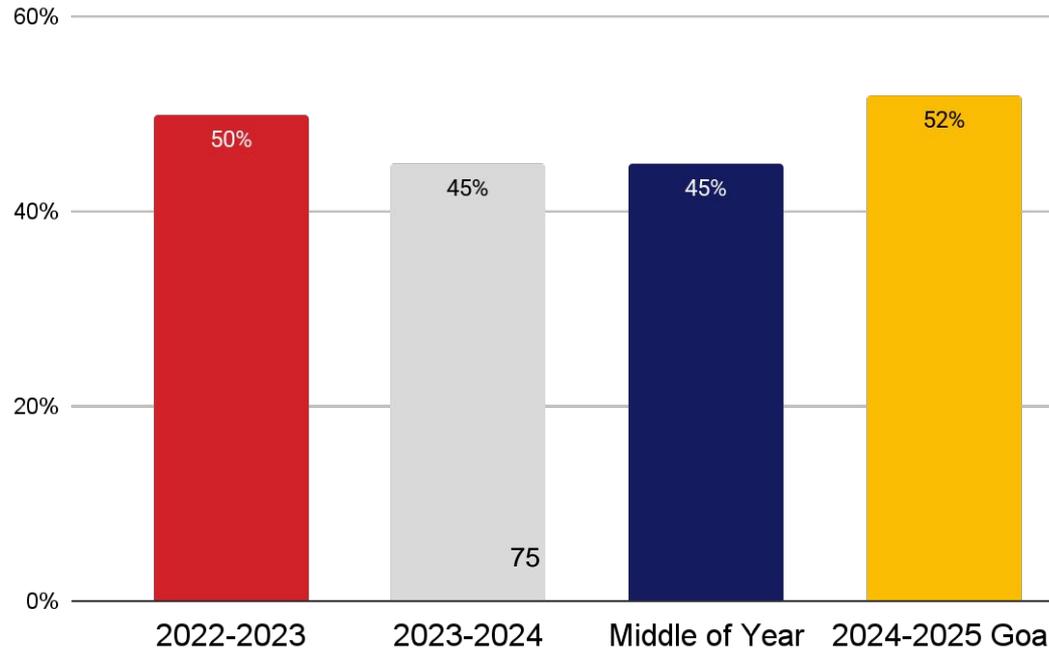
The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **42% to 50%** by 2028.



**On Track to Meet
End of Year Target
of 45%**

GPM 3.5 *Eighth Grade Reading Growth*

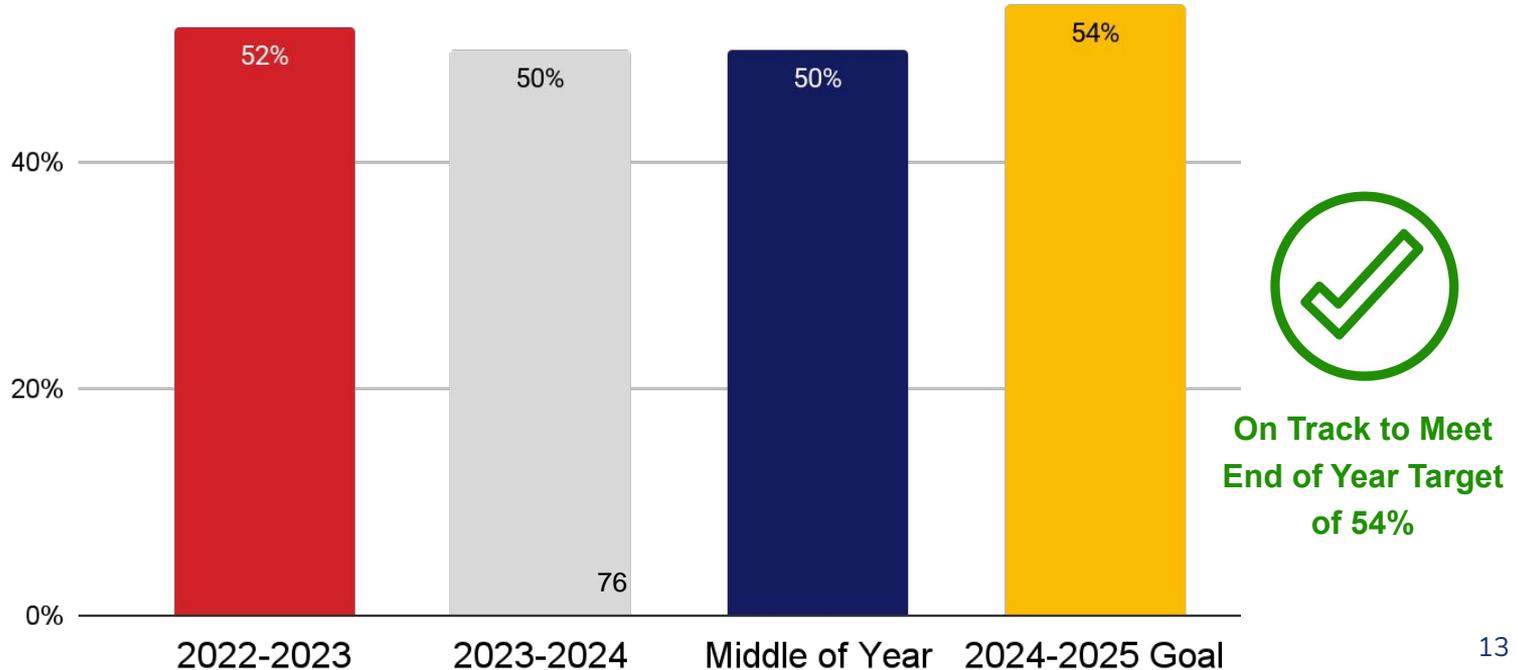
The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **50% to 55%** by 2028.



**On Track to Meet
End of Year Target
of 52%**

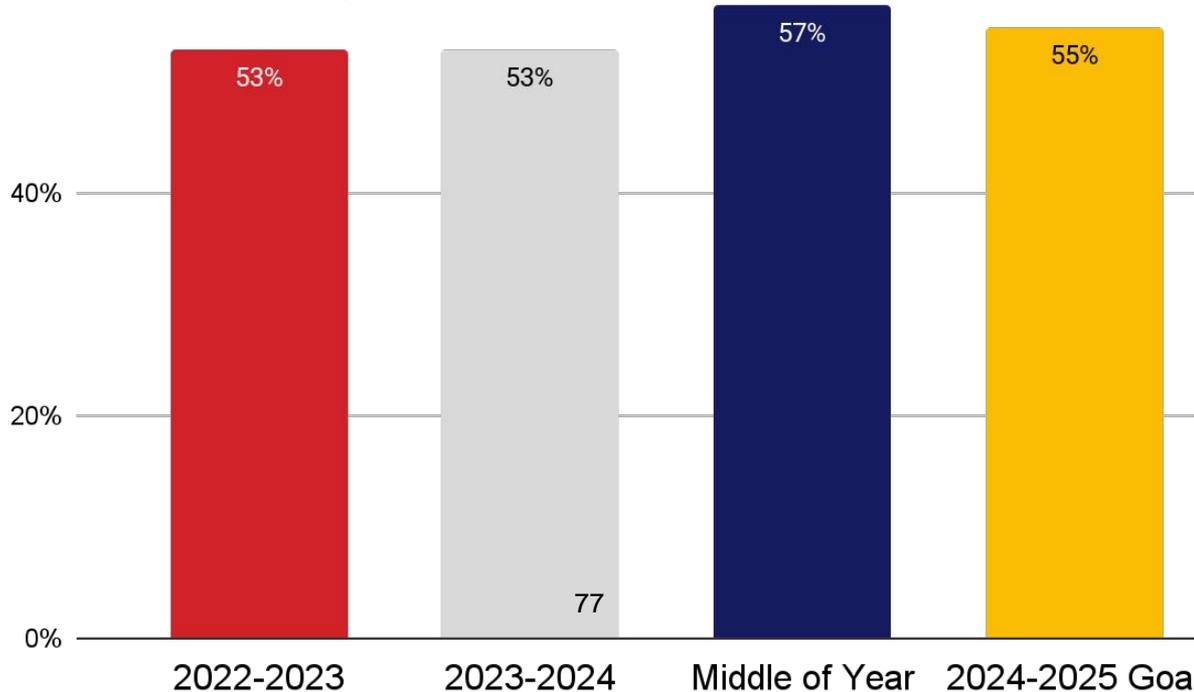
GPM 3.6 *English I Reading Growth*

The percentage of English I students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **52% to 57%** by 2028.



GPM 3.7 *English II Reading Growth*

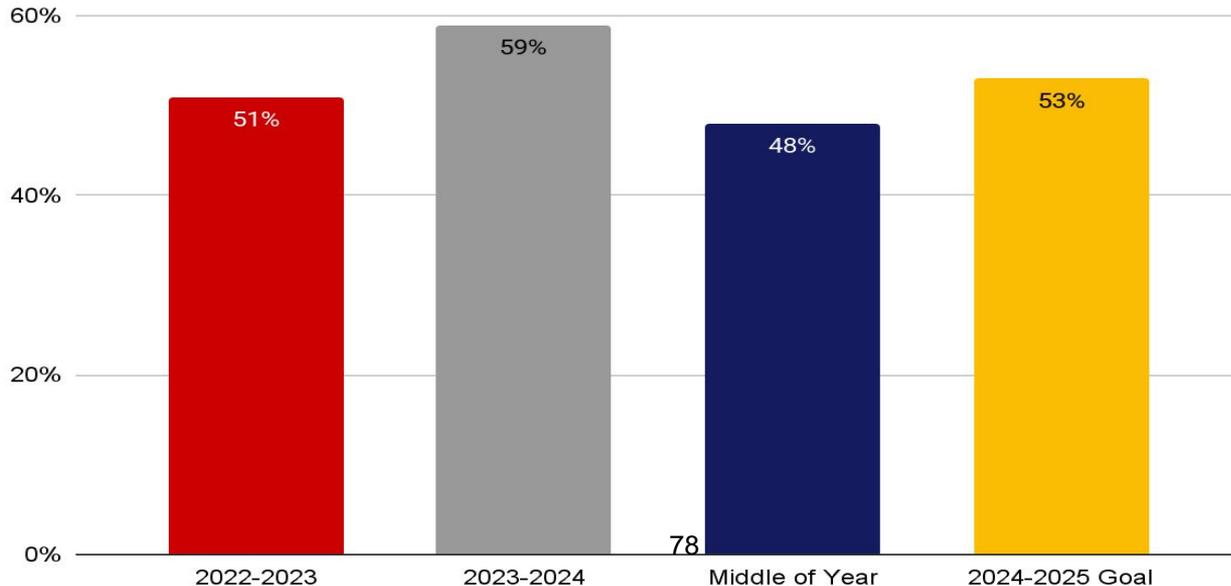
The percentage of English II students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from **53% to 58%** by 2028.



**On Track to Meet
End of Year Target
of 55%**

GPM 2.2 Kindergarten - Second Grade Math Growth

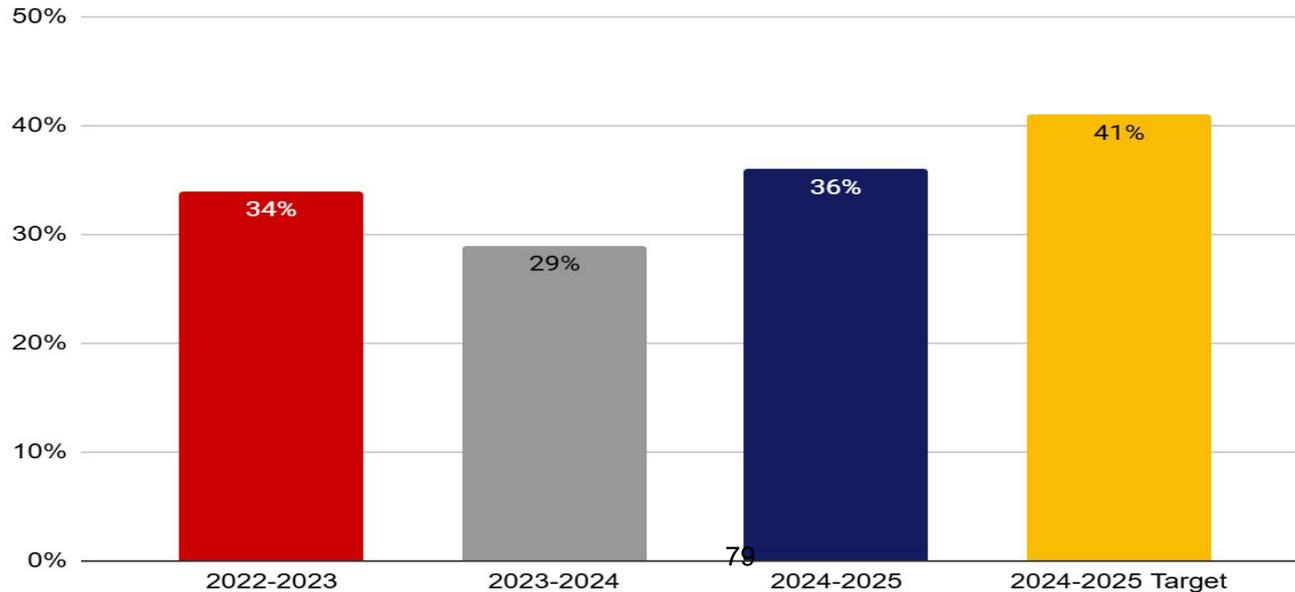
The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from **51% to 56%** by 2028.



**On Track to Meet
End of Year Target
of 53%**

GPM 2.3 *Third Grade Projected Proficiency*

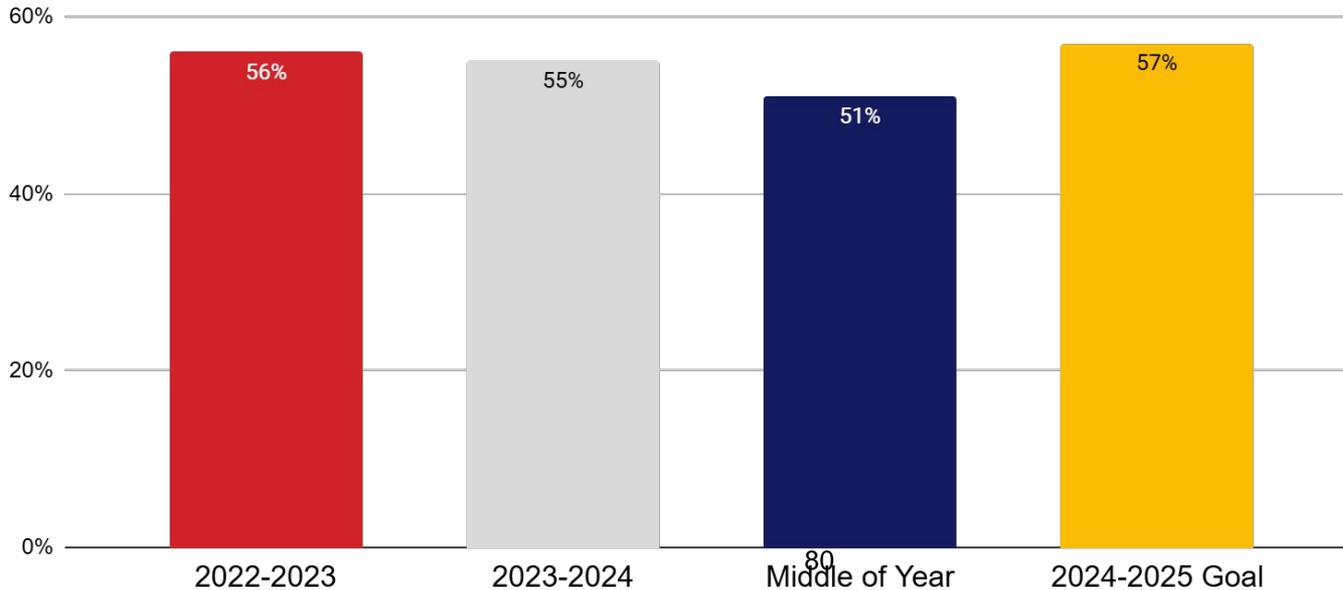
The percentage of 3rd grade students whose Math STAAR projected proficiency is Meets and Masters by the winter NWEA MAP math assessment.



**On Track to Meet
End of Year Target
of 41%**

GPM 4.1 *Fourth Grade Math Growth*

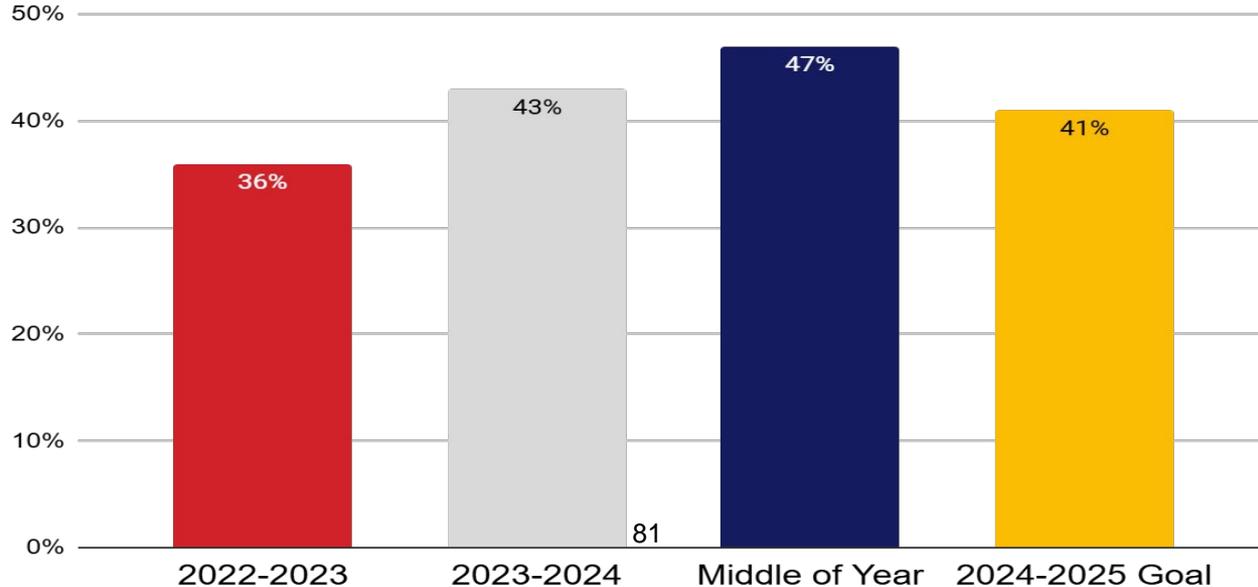
The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **55% to 60%** by 2028.



**On Track to Meet
End of Year Target
of 57%**

GPM 4.2 *Fifth Grade Math Growth*

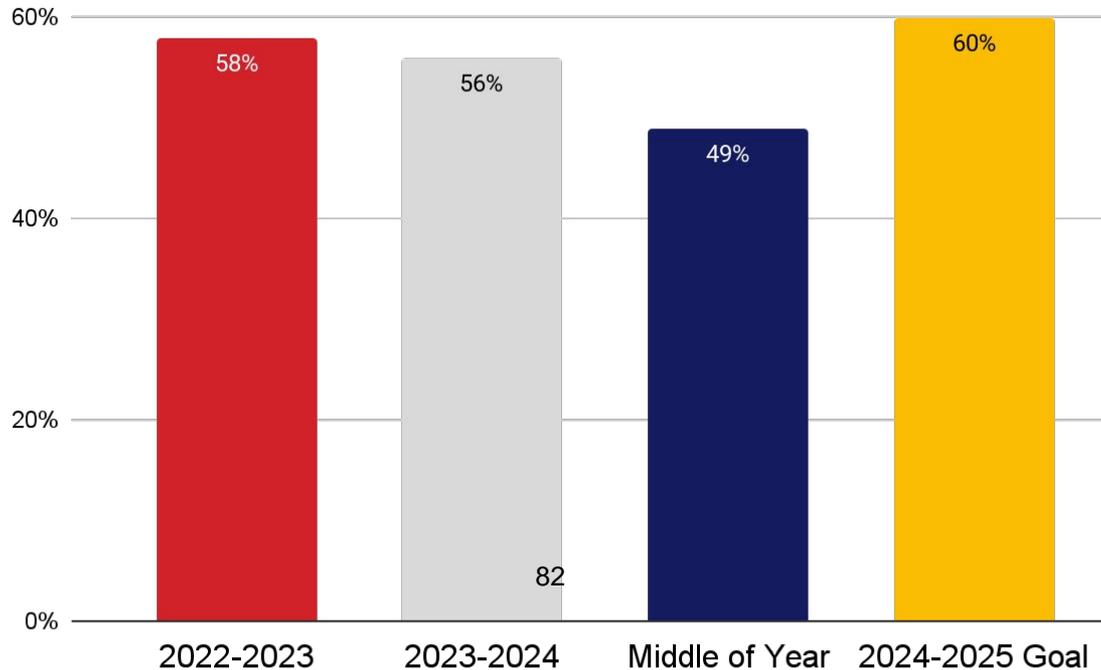
The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **36% to 50%** by 2028.



**On Track to Meet
End of Year Target
of 41%**

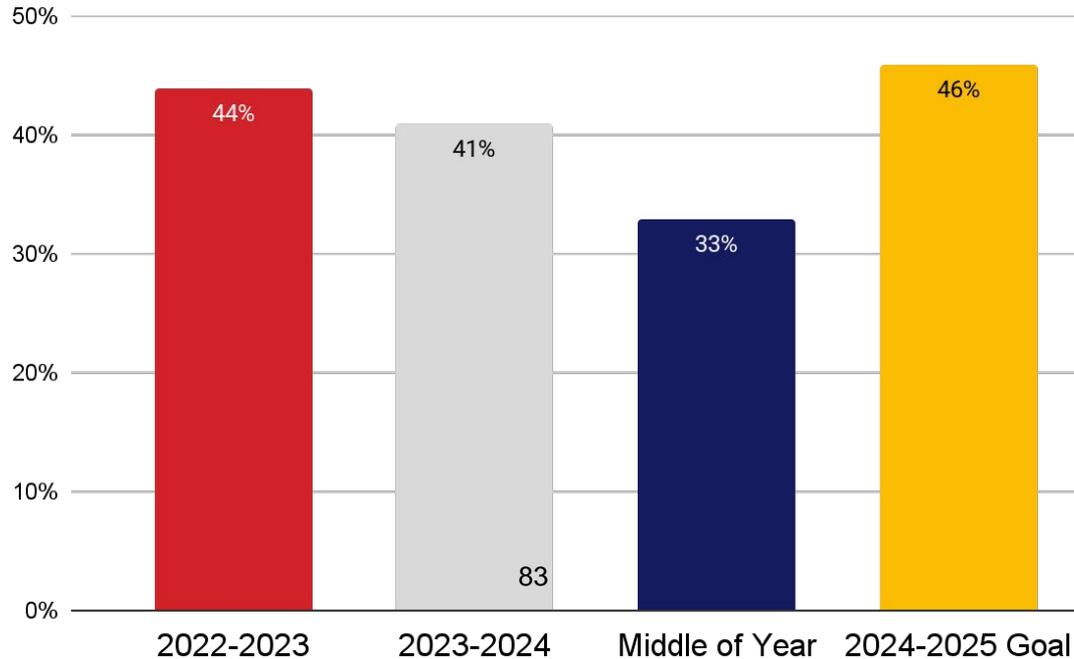
GPM 4.3 *Sixth Grade Math Growth*

The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **58% to 63%** by 2028.



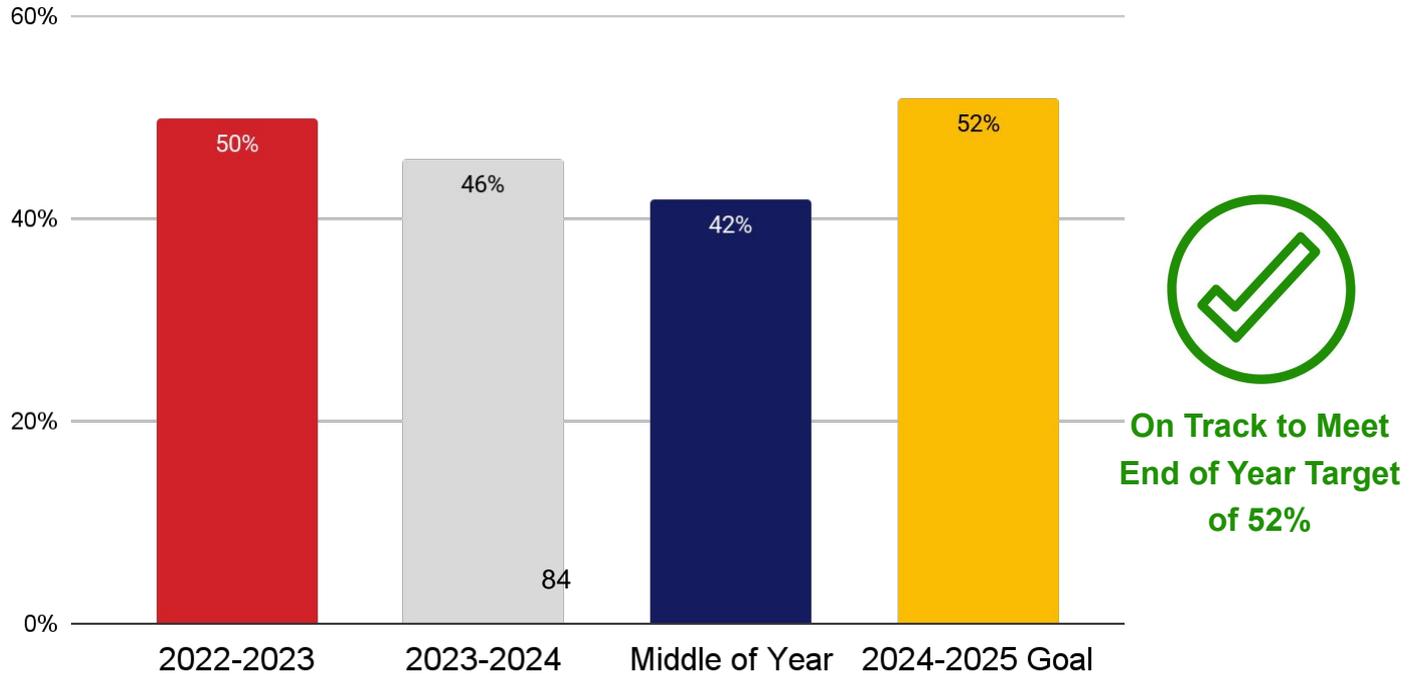
GPM 4.4 *Seventh Grade Math Growth*

The percentage of 7th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **44% to 50%** by 2028.



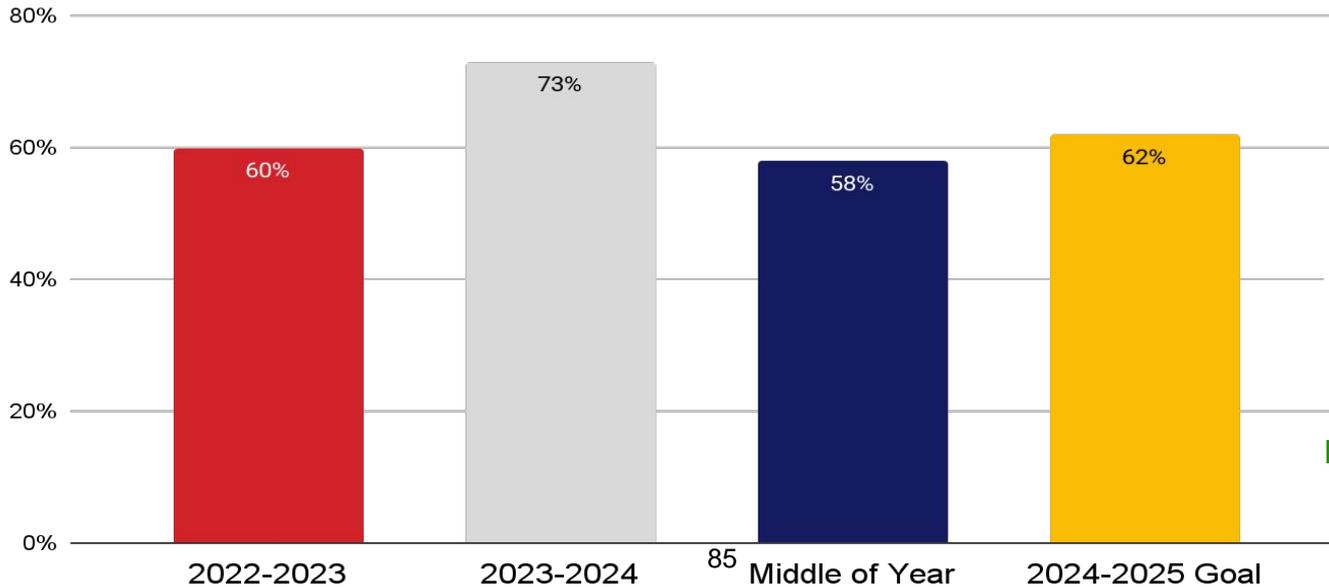
GPM 4.5 *Eighth Grade Math Growth*

The percentage of 8th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **50% to 55%** by 2028.



GPM 4.6 Algebra I Math Growth

The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from **60% to 65%** by 2028.



**On Track to Meet
End of Year Target
of 62%**

Board Goals Reporting Calendar

January	Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, GPM 5.5, GPM 5.7
February	GPM 1.1, GPM 1.2, GPM 1.4, GPM 2.1, GPM 2.2, GPM 2.3, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
March	GPM 1.3
April	
May	GPM 1.1, GPM 2.1
June	GPM 1.2, GPM 1.3, GPM 2.2, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
July	CPM 1.1
August	GPM 5.2, GPM 5.3, GPM 5.6
September	GPM 5.1, GPM 5.4, GPM 5.8, CPM 2.1
October	GPM 1.1, GPM 1.2, GPM 2.1, GPM 2.2, GPM 3.1, GPM 3.2, GPM 3.3, GPM 3.4, GPM 3.5, GPM 3.6, GPM 3.7, GPM 4.1, GPM 4.2, GPM 4.3, GPM 4.4, GPM 4.5, GPM 4.6
November	GPM 1.3
December	86



C. Intruder Detection Audit Report Findings
Presenter: Chief Scott McKown



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Scott McKown, Chief of Police

Subject: Intruder Detection Audit Report Findings

District Report

Financial Impact

N/A

Strategic Plan Goals/Board Academic Goals

Executive Summary

Intruder Detection Audit Finding for Discussion

Contact Person

Chief Scott McKown

9. Action Items

A. Discussion of and Possible Approval of the 2024-2025 Targeted Improvement Plans (TIP)

91

Presenter: Roberto Cedillo



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Shannon Torres, Fallon McLane, Tricia Teran, Jessica Redman, Maxine Gonzales, Henderson Elementary Principal, Pedro Covarrubias, Long Elementary Principal, Gabriel Salgado, Pease Elementary Principal, Misty Ring, Legacy Freshman High School, Dr. Andrea Rodriguez, Abell Junior High Principal, Dr. Michelle Cline, Midland High Principal, Mich Ezzell, Legacy High School Principal, Jared Smith, Rusk Elementary Principal, Sally Smith, Scharbauer Elementary Principal

Subject: Discussion of and Possible Approval of the 2024-2025 Targeted Improvement Plans (TIP)

Action Item

Executive Summary

The Texas Education Agency identifies schools for Comprehensive Support and Improvement, CSI, annually. Schools identified for CSI must develop Targeted Improvement Plans (TIP) and participate in interventions starting the following school year. Districts must receive approval for these Targeted Improvement Plans from their local school boards and submit them to TEA. These are the MISD CSI identified campuses that are seeking approval.

Campuses
Henderson Elementary School
Jane Long Elementary School
Pease Communication & Technology Academy
Abell Junior High School
Legacy Freshman High School
Midland High School
Legacy High School

Along with our Comprehensive Support and Improvement campuses, Rusk Elementary and Scharbauer Elementary have received Effective Schools Framework, ESF, grant funding and per TEA guidelines are required to submit a TIP and are seeking board approval.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Recommendation

We recommend the approval of targeted improvement plans for all MISD CSI and ESF-grant funded campuses for the 2024-2025 school year.

Motion

Accept the recommendation as presented.

Contact Person

Shannon Torres, Principal Supervisor

Tricia Teran, Principal Supervisor

Jessica Redman, Principal Supervisor

Fallon McLane, Principal Supervisor

Enclosure

2024-2025 TIP presentation

Campus Targeted Improvement Plan One-Pager Templates

TIP Template

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

At Pease, we prioritize effective Professional Learning Communities (PLCs) that focus on lesson planning, rehearsals, and data-driven instruction, supported by robust data tracking systems to monitor student progress, with a special emphasis on subpopulations through our Cultural Connections Council. As an Opportunity Culture school, we leverage highly effective Multi-Classroom Leaders (MCLs) and teacher support roles to provide targeted coaching, and we drive progress through strategic yearly goals broken into actionable 45-day benchmarks and two-week sprints to ensure collective alignment and success.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence-based intervention incorporated into this strategy is **data-driven instruction**, where teachers analyze assessment data to identify student strengths and areas of need (gaps), allowing them to implement targeted interventions and adjust lesson plans accordingly to improve student outcomes.

[What Works Clearinghouse](#)

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

To implement our school improvement strategy based on ESF Diagnostic findings, we are reallocating resources as follows:

- Staffing for Interventions: Special area teachers will dedicate one

TIP Template

hour daily to targeted student interventions.

- Library Utilization: Library time integrates a writing boot camp focused on short and extended constructed responses without interrupting core instructional time.
- Physical Education Enhancement: Once a week, PE becomes SPARK (STEAM, Physical Activity, Recreation, Knowledge), integrating academics into activities.
- Coaching Cycles: Opportunity Culture MCLs and MTRTs conduct weekly coaching cycles, fostering professional growth and instructional effectiveness.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

Stemscopes math, amplify texas, Iready

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

CEIC meetings to include:

- June 4, 2024.
- November 13, 2024.

Date of Board approval on the school improvement strategy and curriculum selected.

Feb 25, 2025

Resource- [SBOE approved Instructional Materials](#)
Character count must be 750 or less in each text box.

TIP Template -Long Elementary

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education-approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our school improvement strategy focuses on sustaining and enhancing our Professional Learning Communities (PLCs) to strengthen collaboration among educators and improve instructional practices and student outcomes. This includes an emphasis on lesson internalization to ensure effective lesson delivery. Additionally, our multi-classroom leaders play a pivotal role in supporting teachers by facilitating continuous professional development opportunities through observation and coaching.

Name at least one evidence-based intervention that is incorporated into this strategy :

An evidence-based intervention incorporated into this strategy is the implementation of structured block collaboration time with Multi-Classroom Leaders (MCLs). During this time, MCLs work alongside the principal to analyze walkthrough data and collaboratively plan targeted instructional strategies. Using data-driven insights and observations provided by administrators, MCLs deliver tailored support to address specific areas of need, ensuring continuous improvement in instructional practices and student outcomes.

[What Works Clearinghouse](#)

TIP Template -Long Elementary

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

As the principal, I will prioritize maintaining a dedicated and regular meeting schedule for the leadership team and one-on-one MCL meetings. During these meetings, the team will review teacher needs, analyze data, and reflect on observations to make informed adjustments to the support provided. This intentional use of time and collaborative focus ensures alignment with the findings of our ESF Diagnostic and supports the continuous improvement of instructional practices and student outcomes.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

STEMSCOPES for K-5 Math
Carnegie for 6 Math
Amplify for K-6 Reading

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

Open House September 19, 2024
Virtual Open House September 26, 2024

Date of Board approval on the school improvement strategy and curriculum selected. February 25, 2025

TIP Template -Long Elementary

Resource- [SBOE approved Instructional Materials](#)
Character count must be 750 or less in each text box.

TIP Thought Catcher- Henderson Elementary

What is your School Improvement Strategy?

1. Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
2. Implementation of Open Education Resources or another State Board of Education-approved HQIM
3. Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
4. Engage in School Actions through the School Action Fund (SAF)
5. Engage in a Texas Partnership (1882)
6. Other

6. Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

The principal, instructional coaches and teachers will participate in daily PLCs with a focus on lesson internalization and rehearsal of lesson components that lead to student mastery of the highest leverage task. We also focus on consistent observation and feedback cycles in reading and math to monitor and ensure the delivery of rigorous and highly effective instruction.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence-based intervention that is incorporated into the strategy is providing students with frequent and varying opportunities to respond to and engage in activities.

TIP Thought Catcher- Henderson Elementary

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

The campus principal allocated time in the master schedule for teachers to engage in daily PLC. The campus has two Multi-classroom leaders who work with four designated teachers. The principal and assistant principal calendar walkthroughs are based on observation and campus trends. District funds were allocated to contract with Teach Like a Champion to work with campus instructional coaches and the principal. The Permian Strategic Partnership and the Scharbauer Foundation donated funds for the principal, school counselor, multi-classroom leader and a teacher to attend twelve sessions of leadership development at the Holdsworth Center.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

STEMscopes Math K-6
Amplify K-6

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

The campus held a Title I parent meeting in person and virtually to provide information regarding the allocation of campus funds and campus initiatives to improve student outcomes. The campus principal and instructional leaders presented to staff the rollout plan of observation feedback cycles and targeted Teach Like a Champion strategy.

TIP Thought Catcher- Henderson Elementary

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Date of Board approval on the school improvement strategy and curriculum selected.

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TIP Thought Catcher

What is your School Improvement Strategy?

- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our strategy for school improvement is to systematically employ observation / feedback cycles in order to strengthen Tier 1 instruction. We will focus on lesson preparation, rehearsal, and implementation to ensure that students are meaningfully engaging in reading, writing, and discussion as they make progress toward learning targets.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence-based intervention that is incorporated into this strategy is active observation – intentionally circulating to look for mastery and specific errors; giving quick feedback to students; and tracking the data to inform next steps.

Another evidence-based intervention that is incorporated into observation/feedback cycles is providing students with frequent and varying opportunities to respond to and engage in activities.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

We intentionally built protected time in our master schedule for our Algebra I and English I PLC teams to collaborate daily. To implement our school improvement strategy, campus instructional leaders will allocate time in their schedule to regularly participate in and monitor PLC collaboration to ensure that teams are engaging in lesson preparation and rehearsal. District and campus funds have been allocated to provide the campus leadership team with professional development to support this intentional work.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

TIP Thought Catcher

Math: Carnegie
ELA: District

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

PTA Meeting 1/16/2025
CEIC Meeting 1/30/2025
Instructional Leadership Team Meeting
Opportunity Culture Meeting
Coming soon: PTA, CEIC, Weekly Communication

Date of Board approval on the school improvement strategy and curriculum selected.

TIP Thought Catcher

What is your School Improvement Strategy?

- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our strategy for school improvement is the consistent focus on improving instruction through teacher clarity, means of participation, and active observations. We aim to develop teachers through the coaching and improvement cycle, while focusing on specific look-fors. We've begun refining PLCs, setting norms, adding agendas, and celebrating teachers who apply new strategies.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence-based intervention that is incorporated into our strategy is the Turnaround Model, composed of: strong and visible leadership, consistent focus on improving instruction, making visible improvements, and building a committed staff.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

We have allocated time for all PLCs to meet. Times are scheduled twice a week in the morning from 8-8:30 and from 1:45-2:15. English II and Biology have a PLC period built into their daily schedule.

TIP Thought Catcher

Campus administrators ensure all instructional leadership team members have allocated time in their weekly schedules for observation feedback cycles.

Funds have been allocated for one MCL position to help support coaching English teachers.

Funds and time have been allocated for Professional Development to ensure teachers receive ongoing training in: means of participation, teacher clarity, and active observations.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

iXL
Carnegie
Lowman

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

-2 Fall Title 1 meetings- August 1, 2024 and September 27, 2024
-weekly newsletter which includes the Campus Improvement Plan and a Google Survey for feedback
Campus Educational Improvement Committee -October 24, 2024

Date of Board approval on the school improvement strategy and curriculum selected.

Feb 25, 2025

Abell - TIP Template

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our strategy for school improvement is to provide timely, clear, and actionable feedback and coaching to Reading and Math teachers, including action steps to effectively utilize research-based instructional strategies in the classroom. PLCs will focus on lesson internalization and rehearsal in order to deliver high-quality Tier 1 instruction.

Name at least one evidence-based intervention that is incorporated into this strategy :

Providing students with frequent and varying opportunities to respond to and engage in activities is one evidence-based intervention strategy that is incorporated into lesson delivery and coaching during observation/feedback cycles. Additionally, we will plan for asking deep exploratory questions through lesson internalization in PLC.

[What Works Clearinghouse](#)

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

There is protected time in the master schedule for daily PLC meetings.

Abell - TIP Template

The principal, APs, MCLs, and instructional specialist all have protected time in their daily schedules for at least 2 observation feedback cycles per week.

The principal and all APs have protected time for attending 2-3 PLC meetings per team each week.

We have allocated funds at the district level to fund 2 multi-classroom leader teachers to support PLCs and coach classroom teachers.

The district has allocated funds to provide Teach Like a Champion training to a designated campus team.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

Amplify
Carnegie
IXL
Khan Academy

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

PTA meeting - 2/14/25
CEIC meeting - 2/20/25

Date of Board approval on the school improvement strategy and curriculum selected.

February meeting

Abell - TIP Template

Note: If applying for a LASO Grant, the TIP should be approved with or without the grant. If the campus is not awarded the grant, changes to the TIP strategy must be made before submission.

TIP due date- Feb. 28

Resource- [SBOE approved Instructional Materials](#)

Character count must be 750 or less in each text box.

TIP Template

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our school improvement strategy centers on empowering teachers to deliver rigorous instruction through focused lesson internalization and targeted PLC preparation. We've implemented observation and feedback cycles to provide actionable coaching that strengthens curriculum delivery. Additionally, we've developed an internal framework to measure the successful implementation of specific TLAC strategies, including Cold Call, Wait Time, Turn and Talk, Everybody Writes, Active Observation with Exemplars, and Narrating the Positive, ensuring intentional and impactful classroom practices.

Name at least one evidence-based intervention that is incorporated into this strategy :

Providing students with frequent and varying opportunities to respond and engage in activities is one evidence-based intervention strategy that is incorporated into lesson delivery and coaching during observation/feedback cycles.

[What Works Clearinghouse](#)

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

To address the gaps identified in the ESF Diagnostic, we strategically reallocated funds to enhance instructional support. This includes hiring an Instructional Specialist to provide professional development, curriculum guidance, and evidence-based strategies to support high-quality teaching. Additionally, we employed Multi-Classroom Leaders (MCLs) in Biology, English, and Math to extend similar support to teachers. Title I funds were utilized to hire an

TIP Template

additional Instructional Specialist, further strengthening our capacity. To maximize impact, we incorporated daily dedicated PLC time for English II and Biology into the master schedule and ensured MCLs have structured time to conduct coaching cycles with their assigned teachers.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

Carnegie, iXL, Loman, Edmentum, Quizizz

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

To gather valuable input on strategy and curriculum, we hosted our Fall Title I meeting on September 5, 2024, and engaged stakeholders further during the Campus Educational Improvement Committee (CEIC) meeting on September 25, 2024. The CEIC serves as a platform for ongoing collaboration, collecting stakeholder feedback during quarterly meetings to guide continuous improvement efforts throughout the year.

Date of Board approval on the school improvement strategy and curriculum selected.

Note: If applying for a LASO Grant, the TIP should be approved with or without the grant. If the campus is not awarded the grant, changes to the TIP strategy must be made before submission.

TIP Template

TIP due date- Feb. 28

Resource- [SBOE approved Instructional Materials](#)
Character count must be 750 or less in each text box.

TIP Template

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our school improvement strategy will be to provide supports that foster a data-driven culture within the school by using data to identify trends, set goals, and leverage Multi Classroom Leaders to help implement strategies and help to coach. This approach aims to drive improvement through collaboration and data-driven decision-making.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence based intervention that we are using is prioritizing data analysis. To prioritize data analysis within the PLC cycle, we collect relevant student and performance data to set SMART goals. These goals are then tracked through the development of action plans, where specific strategies are implemented and responsibilities assigned. Over the course of six weeks, ongoing data collection and analysis help monitor progress, with regular reviews to assess whether goals are being met. At the end of each cycle, data is used to adjust strategies and refine goals for continuous improvement, fostering a data-driven culture that supports ongoing student success.

[What Works Clearinghouse](#)

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

To address our school improvement strategy we have allocated protected time in the master schedule to prioritize PLC meetings two times per week, as well as leadership meetings weekly to evaluate campus data to track progress towards goals and make

TIP Template

adjustments as needed. We will use the ESF grant funds to train the campus leadership team and Multi Classroom Leaders. We are in the process of researching possible vendors for professional development.

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

Stemscopes math, amplify texas, Iready, IXL, Sirius

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

Title 1 parent meeting: September 23, 2024 online session September 24, 2024
CEIC meeting: Sept. 25, 2024

Date of Board approval on the school improvement strategy and curriculum selected.

February 25, 2025

TIP due date- Feb. 28

Resource- [SBOE approved Instructional Materials](#)
Character count must be 750 or less in each text box.

TIP Template

What is your School Improvement Strategy?

- Engage in School Actions through the School Action Fund (SAF)
- Engage in a Texas Partnership (1882)
- Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
- Implementation of Open Education Resources or another State Board of Education approved HQIM
- Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
- Other

If you choose **Other**

Give a 1-2 sentence description of your strategy for school improvement :

Our school improvement strategy is to utilize PLC (professional learning communities) to analyze data and use it to inform both intervention through small groups as well as determining reteach strategies, planning and rehearsing to execute effectively, then follow up with the assessment to determine mastery of the reteach.

Name at least one evidence-based intervention that is incorporated into this strategy :

One evidence-based intervention that is incorporated into this strategy is to make data part of an ongoing cycle of instructional improvement.

[What Works Clearinghouse](#)

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

To address our school improvement strategy we have allocated protected time in the master schedule to prioritize PLC meetings two times per week. We have also allocated funding to hire multi-classroom leaders to help with facilitation of the PLC and data analyzation meetings. These teachers will also have protected time in their schedules to lead the PLC meetings as well as time to model for and coach their team teachers. ESF grant funds will be used to contract with Relay GSE to help develop and support data driven instructional practices on campus.

TIP Template

Identify all curriculum programs that will be utilized during the 2025-2026 school year.

Stemscopes math, amplify texas, Iready, IXL

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

Campus Education Improvement Committee Meeting: June 25, 2024
Title 1 meetings: September 24, 2024

Date of Board approval on the school improvement strategy and curriculum selected.

Feb 25, 2025

Note: If applying for a LASO Grant, the TIP should be approved with or without the grant. If the campus is not awarded the grant, changes to the TIP strategy must be made before submission.

TIP due date- Feb. 28

Resource- [SBOE approved Instructional Materials](#)
Character count must be 750 or less in each text box.

Targeted Improvement Plans 2024-2025



February 2025



STRATEGIC PLAN



STUDENT EXPERIENCE

Create learning environments that prepare students for meaningful opportunities post-graduation.



GROW & DEVELOP STAFF

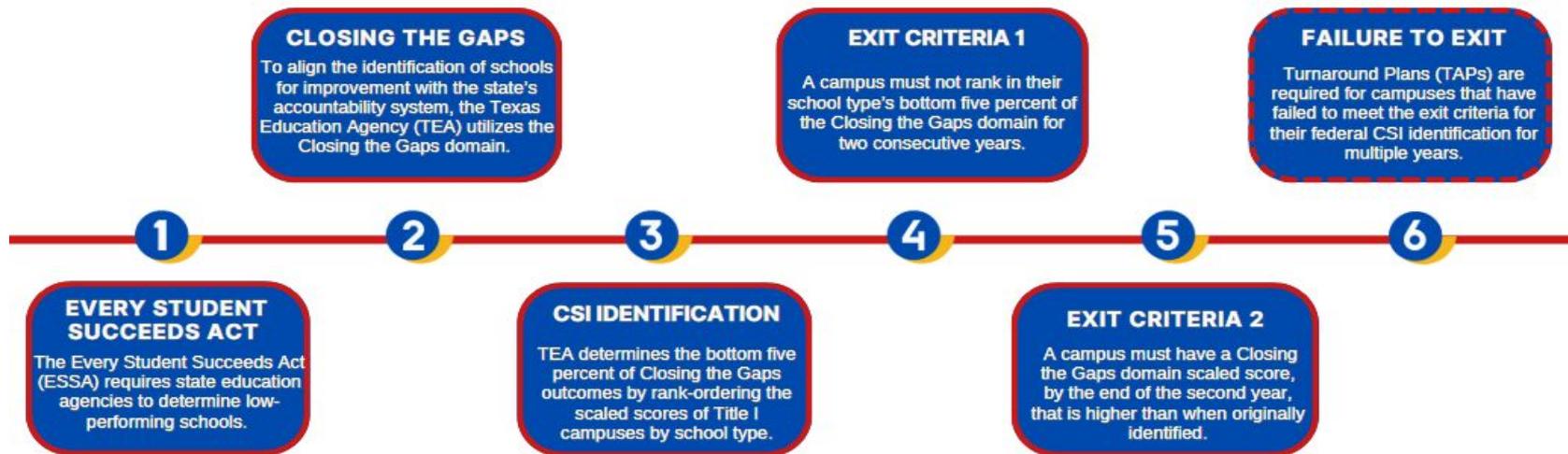
Retain and recruit high-quality staff to continuously improve operations and instruction.



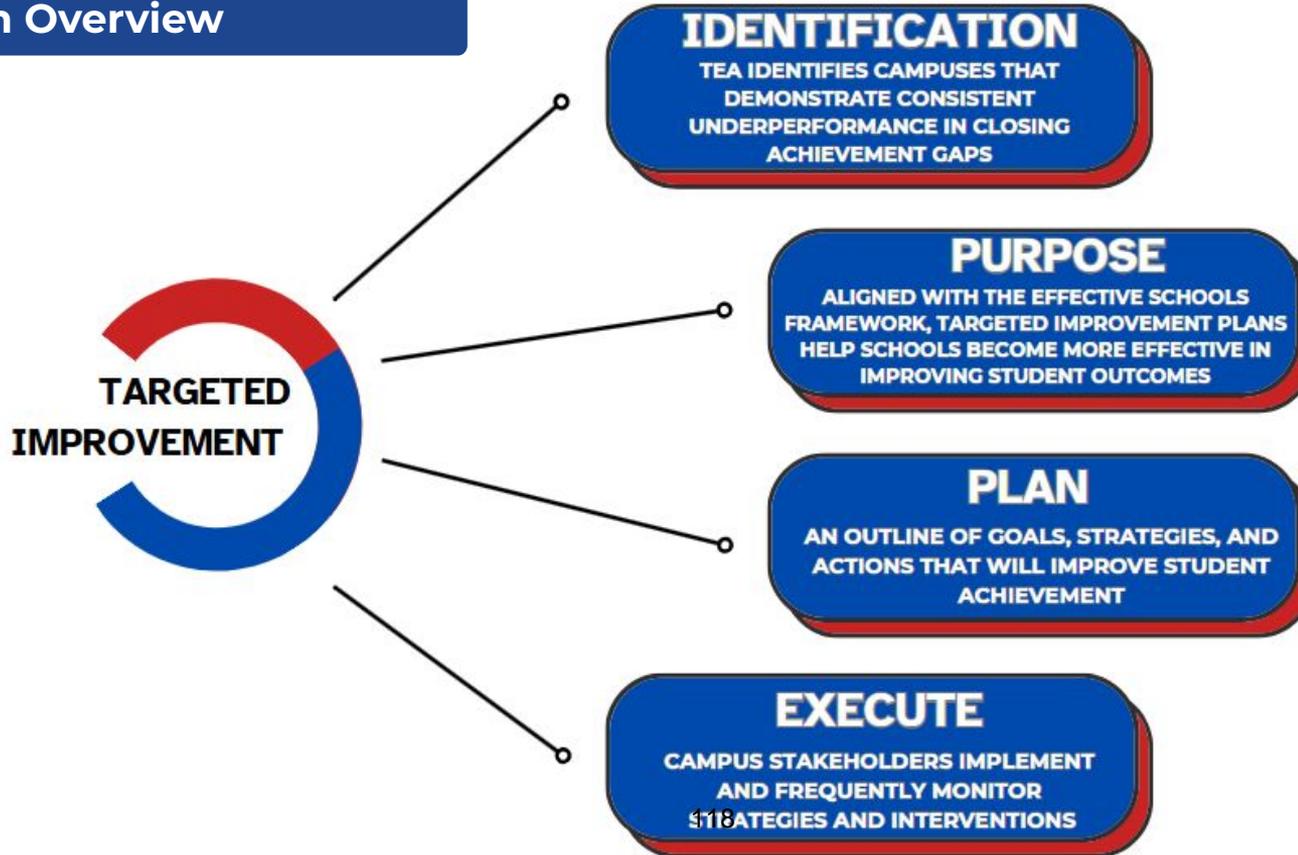
ENGAGE & ACT

Cultivate trust and partnership through meaningful communication with the entire Midland community.

COMPREHENSIVE SUPPORT & IMPROVEMENT IDENTIFICATION PROCESS



Targeted Improvement Plan Overview



Henderson

Maxine Gonzales

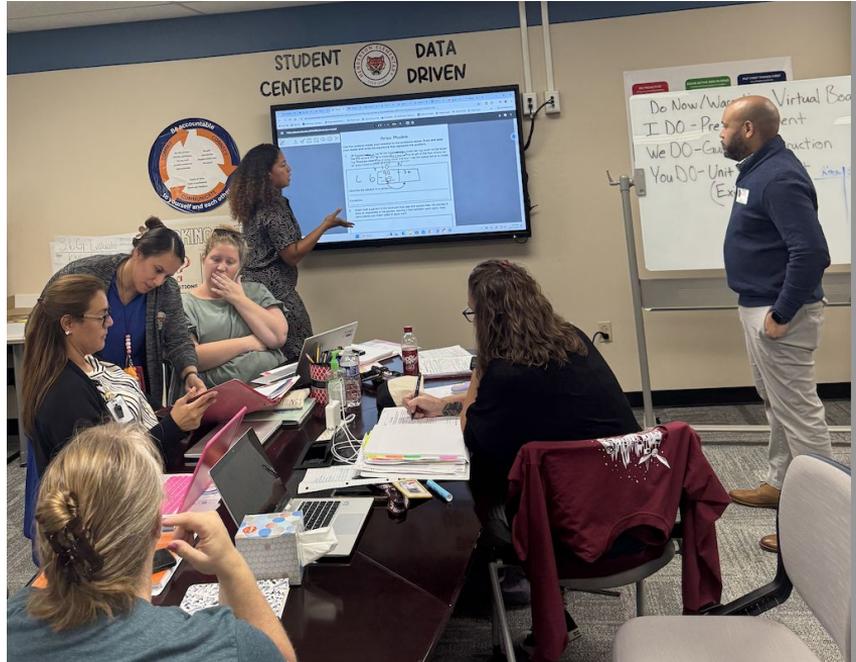
School Improvement Strategy

- Professional learning communities -Teacher lesson preparation.
- Data-Driven Instruction

Strengths and Focus Areas:

- Strengths: 5th grade Reading, 6th grade reading, 4th grade math and 6th grade Math all scored equal to or above Spring STAAR scores on the December district released assessment.
- Areas of Focus: 3rd , 4th achievement and 6th math (growth).

STEMscopes Math K-5; Carnegie Math (6th); Amplify K-6



2023 Accountability Projection: 57
2024 Accountability Projection: 59

119



School Improvement Strategy

- Professional learning communities -Teacher lesson preparation
- Data-Driven Instruction
- Leveraging effective teachers

Strengths and Focus Areas:

- Strengths: 6th-grade math, 3rd- and 4th-grade reading (English), 6th-grade reading, and science students performed equal to or better on the December district-released STAAR than on the Spring 2024 STAAR.
- Areas of Focus: 4th and 5th math

STEMscopes Math K-5; Carnegie Math (6th); Amplify K-6

Thursday 5.3JL
 Explore 1
 1 candy bar = 1 whole
 Model w/ fraction tiles that would show Mack's model when dividing by $\frac{1}{2}$. Label the number of parts in each.

Part II: Sharing a Candy Bar

Mack wants to see what it would look like if he divided a model with the fraction tiles that would show Mack's model when dividing by $\frac{1}{2}$. Label the number of parts in each.

1 candy bar = 1 whole

Equation: $3 \text{ bars} \div \frac{1}{2} = 6 \text{ pieces}$

Mack is still not quite convinced that if he divides his 3 candy bars by $\frac{1}{2}$ he will create more parts. Use the number line to show Mack that when you divide a whole number by a fraction, you make smaller parts, but there are actually more of them.

Show Mack what would happen if he divided his 3 candy bars by $\frac{1}{4}$.

1 candy bar = 1 whole

Equation: $3 \text{ candy bars} \div \frac{1}{4} = 12 \text{ pieces}$

Handwritten notes and diagrams include: "close eyes and imagine a bar splitting up how many people can get a bar?", "Label Dividend, Divisor, Quotient", "SS 2 min - model TET 1 min - share w/ AT - volunteers explain middle 1 min revise 1 min # line fill in", and a number line from 0 to 3 with 12 equal segments.

2023 Accountability Projection: 52
 2024 Accountability Projection: 69



Pease

Gabriel Salgado

School Improvement Strategy

- Professional Learning Communities
- Teacher Lesson Preparation
- Data-Driven Instruction
- Leveraging effective teachers

Strengths and Focus Areas:

- Strengths: 3rd-6th ELAR and 5th math released STAAR test all being above 2024 STAAR performance.
- Areas of focus: 3rd and 4th grade math.

STEMscopes Math K-5; Carnegie Math (6th); Amplify K-6



2023 Accountability Projection: 61
2024 Accountability Projection: 83



Abell Jr. High

Andrea Rodriguez

School Improvement Strategy

- Timely, clear and actionable feedback
- Lesson Internalization and Rehearsal

Strengths and Focus Areas:

- Strengths: Improvement in 7th grade math: 20% increase in approaches from last years semester exam.
- Focus Area: Intervention for all students based on Growth trackers (English and Math)

Carnegie and Amplify



2023 Accountability Projection: 62
2024 Accountability Projection: 58

122



Legacy Freshman

Misty Ring

School Improvement Strategy

- Clear and actionable feedback
- Lesson Preparation
- Lesson Internalization

Strengths and Focus Areas:

- Strengths: School culture rooted in campus-wide structures and expectations; Improved systems for planning during protected PLC time
- Focus on Tier I instruction for English; Intervention based on growth



Carnegie and District Resources

2023 Accountability Projection: 70
2024 Accountability Projection: 64

123



Legacy High School

Mich Etzel

School Improvement Strategy

- Lesson Internalization
- Lesson Rehearsals
- Focus on PLC structures & Observation and Feedback Cycles to strengthen instruction

Strengths and Focus Areas:

- Strengths: Growth in English II; CCMR Rates increased; Interventions (Extended School Day)
- Focus Areas: Attendance; Emerging Bilingual; Graduation Rate



2023 Accountability Projection: 69
2024 Accountability Projection: 73

Carnegie and District Resources

124



Midland High School

Dr. Cline

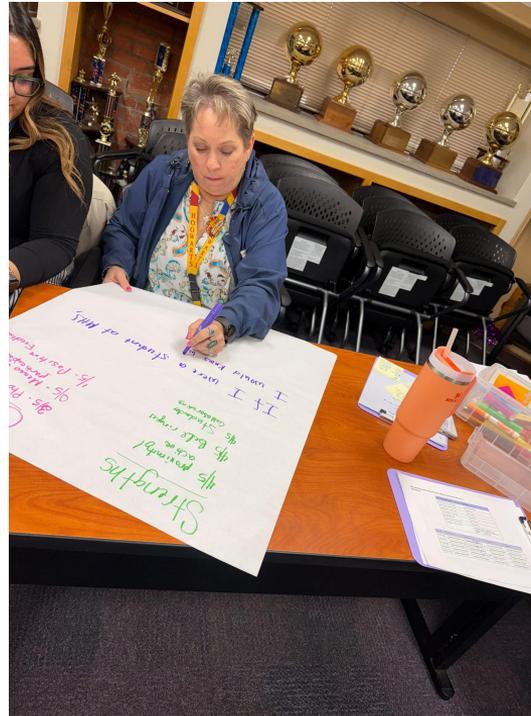
School Improvement Strategy

- Strong Instructional Leadership
- Strengthening PLC
- Focus on Instruction
- Observation and feedback

Strengths and Focus Areas:

- Strengths: Focus on Academics; English II showing gains from semester exams; CCMR Rates
- Focus Areas: Attendance; Utilizing advisory for English II Intervention; Advanced Academics; Graduation

Carnegie and District Resources



2023 Accountability Projection: 60
2024 Accountability Projection: 67

125



ESF Grant Awarded Campus Targeted Improvement Plans

School Improvement Strategy

- Data-driven culture
- Culture of coaching and feedback
- Professional learning communities

Strengths and Focus Areas:

- Strengths: 5th ELAR and 4th and 5th math release STAAR test are all on track to meet or exceed 2024 STAAR performance.
- Areas of focus: 3rd grade ELAR and 6th grade math.

STEMscopes Math K-5; Carnegie Math (6th); Amplify K-6

2024 STAAR/CHECKPOINT DATA

4TH MATH

STAAR '24	27%	12%	61%	28%	2%
18 WK CHECKPT	19%	11%	70%	43%	13%
27 WK CHECKPT					
	DNM Low	DNM High	APPROACHES	MEETS	MASTERS

LEADY DATA

2023 Accountability Projection: 77
 2024 Accountability Projection: 90



Row	Raw Score	2024 STAAR goal score	Points Needed	Multiplication (before 7/20/24)	Add & Subtract (before 7/20/24)	Compare & Order (before 7/20/24)	Represent (before 7/20/24)	Place Value of Whole Numbers (before 6/20/24)	Multiplication / Division (before 6/20/24)	Area / Perimeter (before 6/20/24)	Math / Dis. prob (before 6/20/24)	Full Benchmark	Per p/Item	1/7/24	2/7/24	3/7/24	4/7/24	5/7/24	6/7/24	CPA
1	195	295	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2	17	46%	45%	App...	90%	70%	80%	90%	80%	100%	90%	60%	40%	40%	90%	50%	80%	90%	90%	90%
3	21	57%	58%	Meets	90%	70%	80%	90%	80%	100%	90%	60%	40%	40%	90%	50%	80%	90%	90%	90%
4	14	38%	40%	App...	90%	40%	40%	80%	90%	100%	90%	60%	50%	40%	20%	80%	90%	90%	90%	90%
5	14	38%	40%	App...	40%	40%	40%	70%	40%	90%	40%	90%	40%	40%	20%	80%	90%	90%	90%	90%
6	18	49%	58%	Meets	90%	70%	90%	100%	70%	80%	100%	80%	40%	40%	40%	40%	40%	40%	40%	40%
7	14	38%	40%	App...	80%	80%	50%	80%	70%	90%	100%	70%	90%	60%	40%	40%	40%	40%	40%	40%
8	32	86%	78%	Max...	100%	90%	100%	100%	90%	100%	100%	90%	90%	90%	90%	90%	90%	90%	90%	90%
9	11	30%	40%	App...	100%	100%	100%	100%	100%	80%	90%	20%	50%	20%	40%	40%	40%	40%	40%	40%
10	13	35%	40%	App...	90%	90%	60%	40%	100%	90%	90%	40%	30%	18%	50%	70%	70%	70%	70%	70%
11	15	41%	45%	App...	90%	70%	60%	90%	70%	80%	90%	60%	40%	30%	25%	70%	70%	70%	70%	70%
12	26	70%	58%	Meets	100%	90%	60%	100%	90%	90%	90%	60%	40%	30%	80%	100%	100%	100%	100%	100%
13	20	54%	58%	Meets	90%	90%	80%	90%	70%	100%	90%	80%	40%	80%	80%	80%	80%	80%	80%	80%
14	18	49%	58%	Meets	90%	70%	70%	90%	80%	90%	90%	80%	40%	80%	80%	80%	80%	80%	80%	80%
15	17	46%	45%	App...	90%	90%	90%	90%	90%	100%	90%	70%	70%	80%	90%	90%	90%	90%	90%	90%
16	16	43%	45%	App...	80%	100%	60%	90%	30%	100%	80%	60%	40%	40%	25%	70%	70%	70%	70%	70%
17	28	76%	58%	Meets	90%	70%	90%	100%	70%	90%	100%	90%	90%	80%	80%	80%	80%	80%	80%	80%
18	21	57%	58%	Meets	100%	100%	100%	70%	90%	90%	100%	80%	80%	30%	50%	80%	80%	80%	80%	80%
19	30	81%	78%	Max...	80%	100%	100%	100%	90%	100%	100%	100%	80%	80%	90%	90%	90%	90%	90%	90%
20	26	70%	58%	Meets	90%	100%	90%	90%	80%	100%	100%	100%	80%	80%	80%	80%	80%	80%	80%	80%
21	10	27%	28%	Did...	70%	90%	70%	80%	80%	90%	40%	70%	35%	35%	35%	35%	35%	35%	35%	35%
22	12	32%	40%	App...	100%	50%	40%	70%	30%	90%	70%	50%	50%	35%	35%	35%	35%	35%	35%	35%
23	13	35%	40%	App...	90%	40%	40%	90%	50%	70%	60%	40%	40%	25%	70%	70%	70%	70%	70%	70%
24	17	46%	45%	App...	90%	40%	40%	80%	80%	100%	100%	60%	40%	30%	80%	80%	80%	80%	80%	80%
25	9	24%	28%	Did...	30%	100%	100%	20%	40%	60%	40%	20%	90%	35%	50%	30%	30%	30%	30%	30%
26	32	86%	78%	Max...	100%	100%	100%	90%	90%	100%	100%	100%	90%	90%	90%	90%	90%	90%	90%	90%
27	28	70%	58%	Meets	90%	70%	90%	90%	60%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
28	17	46%	45%	App...	90%	70%	90%	80%	80%	90%	90%	40%	70%	35%	35%	35%	35%	35%	35%	35%
29	10	27%	25%	Did...	90%	30%	70%	10%	70%	40%	90%	50%	50%	15%	40%	30%	30%	30%	30%	30%
30	18	49%	58%	Meets	80%	90%	80%	80%	70%	60%	40%	20%	60%	30%	80%	80%	80%	80%	80%	80%
31	22	59%	55%	Meets	90%	100%	100%	90%	90%	100%	70%	80%	40%	100%	100%	100%	100%	100%	100%	100%
32	16	43%	45%	App...	40%	70%	60%	60%	70%	60%	70%	80%	55%	80%	70%	70%	70%	70%	70%	70%
33	20	54%	58%	Meets	100%	80%	80%	80%	70%	70%	80%	30%	80%	35%	100%	100%	100%	100%	100%	100%
34	7	19%	25%	Did...	40%	90%	40%	30%	100%	100%	90%	40%	25%	50%	30%	30%	30%	30%	30%	30%

School Improvement Strategy

- Professional learning communities
- Teacher lesson preparation
- Data-driven instruction

Strengths and Focus Areas:

- Strengths: 3rd, 4th and 5th ELAR on the fall release STAAR test are all on track to exceed 2024 STAAR performance. 4th and 5th have growth trackers at above 60%.
- Areas of focus: 6th grade ELAR and 6th grade math.

STEMscopes Math K-5; Carnegie Math (6th); Amplify K-6

2023 Accountability Projection: 55
2024 Accountability Projection: 73



MADE IN



B. Discussion of and Request for Approval of Revised Board Policy CSA (LOCAL):
Facility Standards Safety and Security and Revisions of the Student Code of Conduct
(SCOC)

131

Presenter: Roberto Cedillo



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Roberto Cedillo, Deputy Superintendent

Subject: Discussion of and Request for Approval of Revised Board Policy
CSA(LOCAL): Facility Standards Safety and Security and Revisions of the
Student Code of Conduct (SCOC)

Action Item

Financial Impact

Minimal Processing Fee

Board Goals/ Strategic Plan Goals

Student Experience

Executive Summary

The purpose for recommending a policy designating bathrooms and changing facilities for use based on a person's biological sex is to ensure that all students and staff have access to facilities that protect their privacy and personal comfort. Designating facilities based on biological sex helps maintain clear expectations and reduces the potential for conflicts or concerns related to privacy. Additionally, a district-wide policy provides consistency across all campuses, eliminating ambiguity and ensuring administrative decisions align with established guidelines rather than being handled on a case-by-case basis.

Recommendation

Midland ISD administration recommends the Board approve the proposed policy revision as listed in this agenda item.

Motion

I move to approve the proposed changes to all policies as presented.

Contact Person

Roberto Cedillo, Deputy Superintendent

Enclosure

Proposed Revised Policy Language

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

**Use of Bathrooms
and Changing
Facilities**

To the extent permitted by law, each multiple-occupancy bathroom or changing facility owned or operated by the District shall be designated for and used only by persons based on the person's biological sex. Signage indicating the designated genders for restrooms and changing facilities will be prominently displayed to ensure clarity and compliance. This policy does not prohibit the District from providing reasonable accommodations upon request.

In accordance with law, a person's biological sex is identified on the person's official birth certificate provided the statement was:

1. Entered at or near the time of the person's birth; or
2. Modified only to the extent necessary to correct any type of scrivener or clerical error in the person's biological sex.

[See Birth Certificate Statement in FM(LEGAL)]

For the purposes of this policy, "bathroom or changing facility" means a location where a person may reasonably be in a state of undress, including a restroom, locker room, or shower room. Also, for purposes of this policy, "multiple-occupancy bathroom or changing facility" means a location designed or designated for use by more than one person at a time, where a person may

be in a state of undress in the presence of another person, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing_room, or a shower room.

Violations of this policy, including misuse of designated facilities or failure to adhere to signage, may result in administrative action, which could include disciplinary measures, and may also lead to criminal consequences as defined by applicable laws. The District reserves the right to take necessary actions to enforce this policy and ensure the safety and comfort of all individuals using the facilities.



Midland Independent School District

Midland Independent School District

Student Code of Conduct

2024-25 School Year

All students will graduate college, career, or military ready.

www.midlandisd.net

If you have difficulty accessing the information in this document because of disability, please contact *Lynda Rhodes, Executive Director of Special Services* lynda.rhodes@midlandisd.net
432-240-1402

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact *Lynda Rhodes, Executive Director of Special Services* lynda.rhodes@midlandisd.net, 432-240-1402

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 *Midland Independent School District* 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 principal or designee’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 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.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of district security personnel are:

The security department enforces the provision of Section 21.483 of the Texas Education Code, the Texas Penal Code, and the rules and regulations promulgated by the MISD School Board for the safety and welfare of students, employees, and property.

Enforce family code, TABC rules and regulations and Traffic control

The enforcement duties of district security personnel are:

Security Guards serve as educators, mentors, and support figures for students while maintaining the physical security of the building—playing a vital role in ensuring that schools are safe and welcoming places where all students can learn.

“Parent” Defined

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

Participating in Graduation Activities

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

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

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

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

Unauthorized Persons

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

- 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.

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

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **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** on.
- 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;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

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

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

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.
- [Enter or use a multiple-occupancy bathroom or changing facility that does not align with their biological sex, as designated by Midland ISD.](#)

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. Discipline history and consequences shall continue through the following grade bands: 7th grade through 12th grade. Discipline history will not reset each year in the previously stated grade bands.

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**.
- Placement in a DAEP, as specified in **DAEP**.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain.
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The principal or designee 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 principal or designee 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 principal or designee shall send written notification by U.S. Mail. If the principal or designee 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 principal or designee, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the principal or designee's office, or the central administration office at the following address: www.midlandisd.net

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 principal or designee's office to maintain effective discipline on the bus. The principal or designee must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or designee 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 principal or designee's office as a discipline management technique. The principal or designee 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 principal or designee 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 principal or designee 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 principal or designee or other administrator may place the student in:

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

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

Returning a Student to the Classroom

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

In School Suspension

Students must be placed in In School Suspension for possessing, using, selling, giving, or delivering to another person an e-cigarette or vape pen.

Any students who possess, uses, sells, gives, or delivers to another person an e-cigarette as defined by Section 161.081 on or within 300 feet of school property, or while attending school-sponsored or school-related activity on or off of school property shall be:

- Placed in 3 days of In School Suspension for the first offense. Communication with parents will convey a warning regarding the second offense which will result in a DAEP placement.
- Secondary students: Second offense will result in a 30 day placement in DAEP.
- Elementary students: Second offense will result in a 30 day placement in DAEP.

The district shall follow the TEC37.0012 C-2 when related to e-cigarettes and vape pens.

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 principal or designee 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 principal or designee 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 principal or designee 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 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the principal or designee 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 the following conduct violations:

- Engaging in conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) in retaliation against a school district employee or volunteer.
- Engaging in bullying as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or inciting violence against a student through group bullying; or releasing or threatening to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.
- Engaging in criminal mischief if punishable as a felony.
- Making a terroristic threat, false alarm, or report (see glossary) (e.g., bomb threats) involving a public school.
- Engaging in conduct that contains the elements of offense of breach of computer security under section 33.02 of the Penal Code, if the conduct involves accessing a computer, computer network or computer system owned by or operated on behalf of a school district, and knowingly altering, damaging, deleting school district property or information, or committing a breach of any other computer, computer network or computer system [Chapter 37.007 (b)(5)].

- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Murder or capital murder.
 - Criminal attempt to commit murder or capital murder.

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 principal or designee **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:

- 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 dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion**) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Second offense: selling, giving, or delivering to another person or possessing or using an e-cigarette.
 - 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**.)
 - 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 principal or designee.

Conference

When a student is removed from class for a DAEP offense, the principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee's office, the central administration office, at the following address: www.midlandisd.net

Appeals shall begin at (*Level II*) with the Superintendent's designee for school leadership or designee, the superintendent (Level III) and the board (Level IV).

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

Restrictions During Placement

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

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

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the 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 principal or designee 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 principal or designee 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 principal or designee 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 principal or designee 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 decide on a case-by-case basis whether to continue the 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. The district may place the student in the district's DAEP or a regular classroom setting.

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 principal or designee 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 principal or designee 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 principal or designee 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**.)

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:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on 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 principal or designee 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 principal or designee 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 superintendent or the superintendent's designee 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 principal or designee 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 *Truancy Coordinator* 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 principal or designee 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 principal or designee 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 decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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:
 - a. 65 years of age or older, or
 - b. 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:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. 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:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

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

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

Dangerous drugs are 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:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

- 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. A machine gun;
 - b. 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:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

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

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

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

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

- 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.

C. Discussion of and Request for Approval of 2025-2026 Contract Renewals for
Administrators/Professionals

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Presenter: Jessie Garcia



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Jessie Garcia, Interim Chief of Human Capital Management

Subject: Discussion of and Request for Approval of the 2025-2026 Contract Renewals for Administrators/Professionals

Action Item

Financial Impact:

Budgeted Expenditure

Board Goal/Strategic Plan Goals:

Grow & Develop Staff

Our retention and recruitment practices promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Executive Summary:

The Texas Education Code (TEC) requires that the board decide on the renewal or termination of contracts at the end of their term. The renewal list provided consists of various categories of administrative contracts, including Term Administrator Contracts (10.A), Probationary Administrator Contracts (10.B), and Administrator Non-Certified Contracts (10.C).

Recommendation:

Recommend Approval of employee contracts as presented.

10. A Administrator Contracts

10.B Probationary Administrator Contracts

10.C Administrator Non-Certified Contracts

Contact Person:

Jessie Garcia, Interim Chief of Human Capital Management

Enclosure:

2025-2026 Administrator Contract Renewal List

D. Discussion of and Final Recommendations or Motions for, Each of the Following Properties: Property Located at O Carver Street, Simpatico, and Town and Country Apartment Complexes; Property Located at 1900 Lamesa Road; and the Audrey Gill Sports Complex

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Presenter: Cortney Smith



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Cortney Smith, Chief of Facilities and Operations

Subject: Discussion of and Final Recommendations or Motions for, Each of the Following Properties: Property Located at O Carver Street; Simpatico and Town and Country Apartment Complexes; Property Located at 1900 Lamesa Road; and the Audrey Gil Sports Complex

Action Item

Financial Impact

0 Carver Street

Potential one-time revenue of \$19,180 to the District's General Fund. We currently do not pay taxes on this property; however, if sold, the district would expect estimated annual revenue for the General Fund at \$0.21, and \$39.49 to the District's I&S fund. The total estimated annual benefit for the district is \$39.70 in tax revenue.

Simpatico and Town and Country Apartments

Potential one-time revenue to the District's General Fund. Estimated annual revenue for the district's Housing Fund is \$72,644.30. No benefits for General and I&S funds due to properties already subject to property taxes. All collected taxes, once sold, would be placed into the district's Housing Fund. Additionally, the district would save \$38,400 per year in property management fees.

1900 Lamesa Road

Potential one-time revenue of to the District's General Fund. We currently do not pay taxes on this property; however, if sold, the district would expect an estimated annual revenue for the district's General Fund at \$21.39, and \$3,973.83 to the District's I&S fund. Total estimated annual benefit \$3,995.22 in tax revenue.

Audrey Gill Sports Complex

Potential one time revenue to the District's General Fund. We currently do not pay taxes on this property; however, if sold, the district would expect an estimated annual revenue for the district's General Fund at \$244.15, and \$45,359.33 to the District's I&S fund. Total estimated annual benefit \$45,603.47 in tax revenue.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Executive Summary:

Following the January 23rd meeting, the Board noted the need for an overview of the options for each property available for sale, considering the budget deficit projected for the 2025-2026 school year.

0 Carver Street

The property is 0.22 acres, located just west of Bunch Elementary. It has a market value of \$19,180. An alley on the east side of the property borders the west side of the school. Due to its logistical layout, location, and size, the district has no future use for the property.

Considerations: A request for proposal (RFP) could be issued for the sale of the property. Submitted bids will be reviewed by the district and brought back to the Board of Trustees for final approval of the sale. The district will maintain ownership of mineral rights for all property sales.

Simpatico and Town and Country Apartments

Selling these properties will generate significant revenue that can be redirected toward our educational priorities and reduce the budget deficit. The district would no longer need to manage tenants, repairs, or property upkeep. The potential sale would eliminate the annual expenses of taxes and insurance on the district. Property values have appreciated, making this a good time to sell and maximize returns. The district could also concentrate fully on student success rather than property management.

Considerations: A request for proposal (RFP) could be issued for the sale of each property. Language within the RFP would state that closing on the properties could not occur prior to July 1, 2025, due to all current leases not expiring until June 30, 2025. All tenants will be notified of our intent to sell in person by District Operations, as well as via certified mail.

Submitted bids will be reviewed by the district and brought back to the Board of Trustees for final approval of sale. The district will maintain ownership of mineral rights for all property sales.

1900 Lamesa Road

This property is located just south of IDEA Travis Elementary between Gist Street and I-20 to the west of Lamesa Road. The site layout is long and narrow, bisected by two active oil pipeline easements. The site has little value to MISD as a future school site. It is 38.5 acres in size, and the district acquired this property in 2001 via donation.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Consideration: A request for proposal (RFP) could be issued for the sale of the property. Submitted bids will be reviewed by the district and brought back to the Board of Trustees for final approval of sale. The district will maintain ownership of mineral rights for all property sales.

Audrey Gill Sports Complex

Boneyard –

Considerations: a) put this property out for bid after the new high schools open b) negotiate sale or exchange with another taxing entity. Any sale or exchange of the property prior to the opening of the new Midland High School and all adjacent facilities at that campus would only occur with the stipulation that the structures and land be leased back to MISD and solely used by the district until the new campus opens.

Golf Complex –

Considerations: a) provide the current lessee with a 60-day notice of intent to sell and then place the property out for bid once the notice period ends b) negotiate sale or exchange with another taxing entity. The language in any agreement should include the option for a possible leaseback of the golf complex to ensure continued use by our student athletes.

Submitted bids, or any memorandum of understanding with another taxing entity, will be reviewed by the district and brought back to the Board of Trustees for final approval of sale. The district will maintain ownership of mineral rights for all property sales.

Recommendation:

Board's discussion and final recommendations/motion for each property listed.

Contact Person:

Cortney Smith, Chief of Facilities and Operations

Enclosure:

Summary of properties

Property Considerations

MISD 2025

February 25, 2025



0 Carver Street Property

Property located just west of Bunche Elementary at 0 Carver Street

Acres: 0.22

Acquired in 1958 for \$15,000



Est. Annual Financial Impact, if Sold:

- General Fund \$0.21
- I&S Fund \$39.49
- Total est. annual benefit \$39.70



Simpatico Apartments



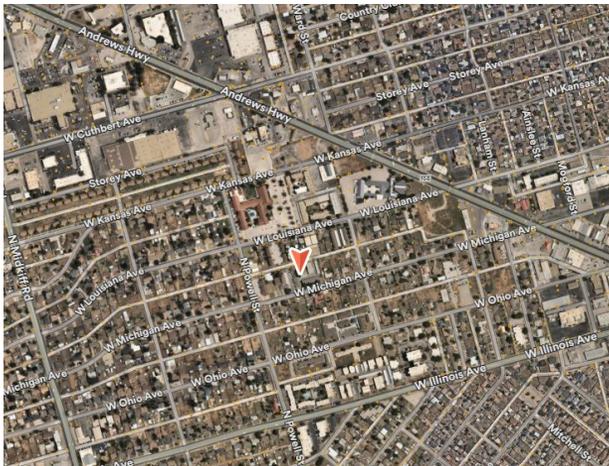
Address: 2910 W Michigan Ave, Midland, TX 79701
Unit Capacity: 25
Occupancy: 100%
Type of Housing: Apartments
Total SF: 18,839
Date of Acquisition: 7/19/2019
Acquisition Value: \$ 1,385,148
Capital Improvements: \$1,298,178
Annual Insurance Cost: \$8,348
2024 Taxes Paid: \$16,452

Consists of: 1 bed, 1 bath
2 bed, 1 bath
2 bed, 2 bath

Est. Annual Financial Impact, if Sold:

- Housing Fund \$16,452
- No benefits for General or I&S fund due to property already subject to property taxes
- Associated as a non-educational purpose property

***Encore is currently occupying Simpatico #118 - used as classrooms for Encore Academy. Plan in place to move Encore in June of 2025 at no cost to the district.**



Town and Country Apartments

Address: 3310 Bedford Ave, Midland, TX 79703

Unit Capacity: 24

Occupancy: 100%

Type of Housing: Apartments

Total SF: 25,536

Date of acquisition: 7/19/2019

Acquisition Value: \$1,815,194.55

Capital Improvements: \$1,099,511.43

Annual Insurance Cost: \$10,895

2024 Taxes Paid: \$56,192.30

Consists of: 1 bed, 1 bath
2 bed, 2 bath

Est. Annual Financial Impact, if Sold:

- Housing Fund \$56,192.30
- No benefits for General or I&S fund due to property already subject to property taxes
- Associated as a non-educational purpose property



Revenue vs Expenses

Revenues

Operating Revenues	Simpatico (24 Units) 2019	Town & Country (25 Units) 2019
2018-2019		
2019-2020	98,158.45	133,624.48
2020-2021	34,917.94	90,739.44
2021-2022	53,970.11	121,893.99
2022-2023	119,940.59	217,543.35
2023-2024	193,382.89	242,732.27
2024-2025 Through January	106,611.65	161,162.43
Total	587,800.36	915,831.46

Expenses

Operating Expenses	Simpatico (24 Units) 2019	Town & Country (25 Units) 2019
2018-2019		
2019-2020	155,113.56	146,657.23
2020-2021	219,873.51	156,011.04
2021-2022	123,762.83	129,832.99
2022-2023	151,621.39	152,661.91
2023-2024	186,771.58	193,982.29
2024-2025 Through January	93,662.07	137,502.85
Total	930,804.94	916,648.31



Considerations

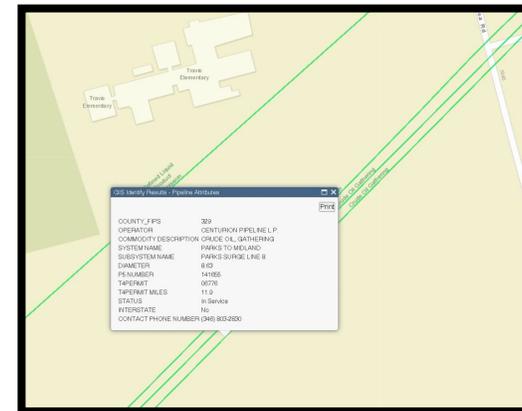
- Current tenant leases will expire on June 30, 2025
- Selling these properties would generate significant revenue that can be redirected toward our educational priorities and reduce budget deficit
- The district would no longer need to manage tenants, repairs, or property upkeep
- Eliminate the annual expenses of taxes and insurance (\$91,887)
- Property values have appreciated making this a good time to maximize returns
- The district can concentrate fully on student success rather than property management
- Include language that closing cannot occur prior to July 1, 2025



1900 S. Lamesa Road

Acres: 38.5

Acquired via donation from B.O. Apartments, San Antonio, TX in 2001



Est. Annual Financial Impact, if Sold:

- General Fund \$21.39
- I&S Fund \$3,973.83
- Total est. annual benefit \$3,995.22

*There are four pipelines operating on the property. Centurion (1 transmission line, 2 gathering) and Holly Energy Partners (1 transition line).



Audrey Gill Sports Complex

Boneyard

Address: 200 W. Loop 250

Acreage: 25.91

Airspace Restrictions: **awaiting reply from FAA*

-Considerations-

- a) put this property out for bid after the new high schools open
- b) negotiate sale or exchange with another taxing entity.

Golf Complex

Address: NW of Loop 250 & N. Big Spring Street

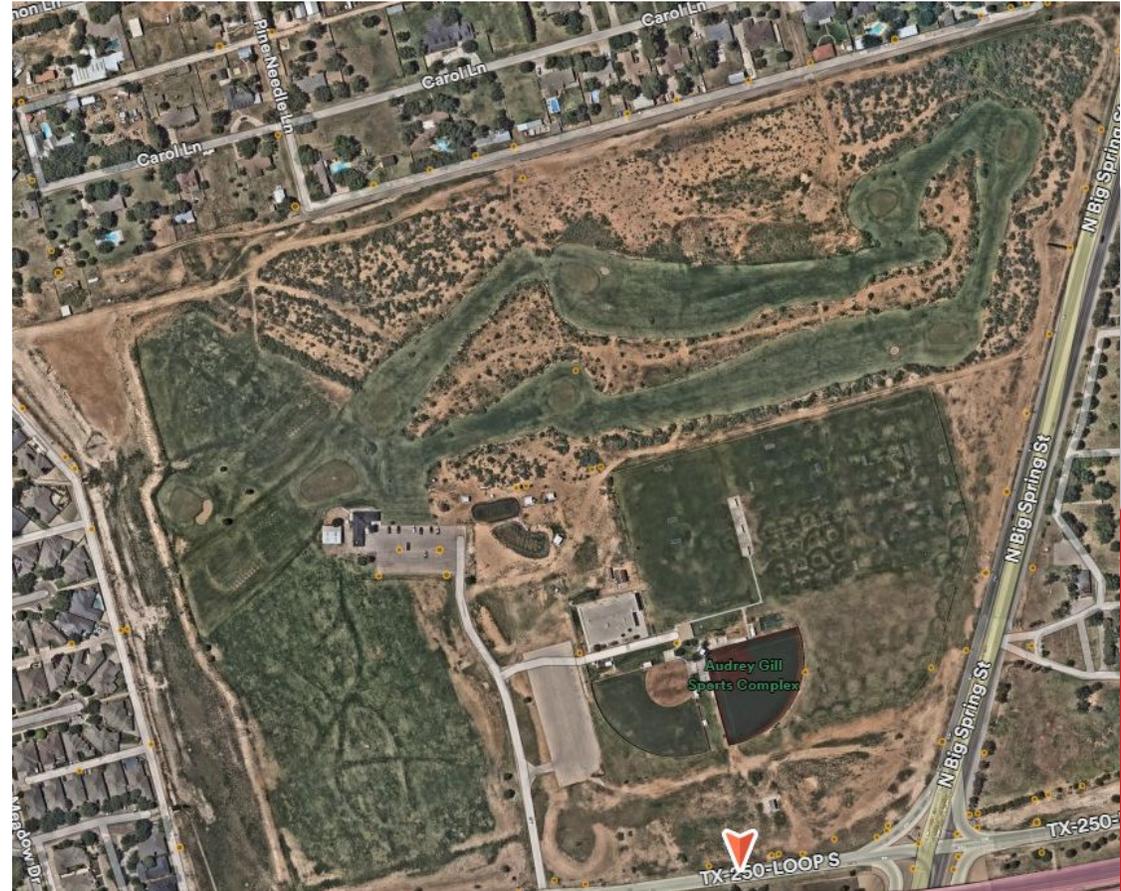
Acreage: 69.72

-Considerations-

- a) provide the current lessee with a 60-day notice of intent to sell and then place the property out for bid once the notice period ends
- b) negotiate sale or exchange with another taxing entity
- c) MISD golf teams utilize this facility five days a week

Est. Annual Financial Impact, if Sold: (Boneyard)	Est. Annual Financial Impact, if Sold: (Golf Complex)
--	--

- | | |
|--|---|
| <ul style="list-style-type: none"> - General Fund \$119.03 - I&S Fund \$22,113.45 - Total est. annual benefit \$22,232.47 | <ul style="list-style-type: none"> - General Fund \$125.12 - I&S Fund \$23,245.88 - Total est. annual benefit \$23,371 |
|--|---|



Property Considerations

MISD 2025

February 25, 2025



E. Discussion of and Possible Approval of Membership to Engage Member Services
with TEE (Texans for Excellence in Education)

195

Presenter: John Petree, TEE



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: John Petree

Subject: Discussion of and Possible Approval of Membership to Engage Member Services with TEE (Texans for Excellence in Education)

Action Item

Financial Impact

No charge first year

Board Goals/ Strategic Plan Goals

N/A

Executive Summary

This would allow the Board to engage with a school board professional association for needed services.

Recommendation

Approval to join as a member district and engage in services with Texans for Excellence in Education.

Motion

Approve as presented

Contact Person

John Petree

Enclosure



1



2



TEE | Texans for
Excellence
in Education

TEE is a nonprofit organization committed to **helping school board trustees** better **govern their districts** and provide all children in Texas a **high-quality education**, focused on core competencies.

3



TEE SERVICES



TEE | Texans for
Excellence
in Education

4

PRIMARY SERVICES



5

Documents Library

Download Election PDF

HR Resources

TEE Texans for Excellence in Education

Account Policy Connect HR Resources Events Support

Charlie

Hey, Good Morning *

Charlie Mark

Membership Status: Active

Renewal Date: 2024-01-01

Subscribed Services: 05

Documents Counts: 12

News/Alerts Feed

Policy News

New Policy Updates on Student Code of Conduct

January 16, 2025

HR Updates

Upcoming HR Poster Updates - Action Required

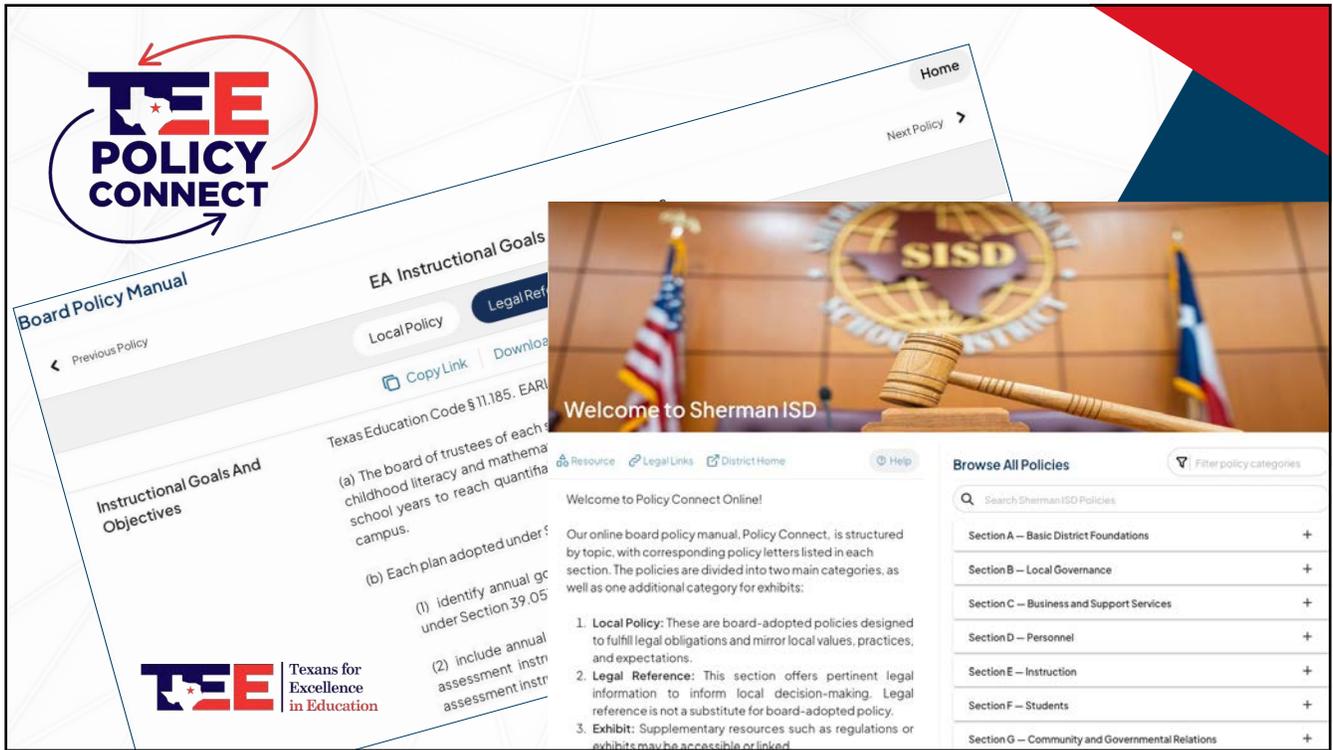
January 15, 2025

Calendar Events

Jan 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

6



7



8



9



10

Texans for Excellence in Education
RISK MANAGEMENT

- ✓ **Property**
- ✓ **Liability**
- ✓ **Cyber**
- ✓ **Auto**
- ✓ **Worker's Comp**

insurance

TEE | Texans for Excellence in Education

11

TEE SCHOOL FINANCE CONNECT

MEASURE, TRACK, & TAKE CONTROL OF YOUR DISTRICT'S FINANCES!

FOUR QUESTIONS FOR TRUSTEES

1. **Is your district dealing with a deficit?**
2. **Do your revenues support your current spending & staffing levels?**
3. **Do you know critical financial metrics which define district success?**
4. **Are your bond projects going over budget?**

SCHOOL FINANCE IS COMPLEX

TOP THREE REASONS FOR FINANCIAL CRISIS

- ▶ **FAILURE** to understand complexity of school finance and funding.
- ▶ **EVER-CHANGING** operations resulting from legislative change and other dynamics.
- ▶ **LACK** of clear financial and operational messaging from school districts.

12

OTHER SERVICES

- ✓ Legal Services
- ✓ Purchasing Co-Op
- ✓ Energy
- ✓ Fuel
- ✓ Trustee Mentor Program



13

NEXT STEPS



14

NEXT STEPS

- 1**

REQUEST AND SIGN YOUR TEE MEMBERSHIP AGREEMENT
- 2**

REQUEST AND SIGN YOUR TEE SERVICE AGREEMENTS
- 3**

TEE WILL IMPLEMENT REQUESTED SERVICES
- 4**

ENJOY THE TEE DIFFERENCE IN LEADING YOUR SCHOOL



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CONTACT US

General Inquiries: Info@TexansforExcellence.org

Policy Connect: Policy@TexansforExcellence.org

Training Connect: Training@TexansforExcellence.org

HR Connect: HR@TexansforExcellence.org

School Finance Connect: SchoolFinance@TexansforExcellence.org

Insurance: Insurance@TexansforExcellence.org

President: John Petree, john.petree@TexansforExcellence.org




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CONTACT US

**THANK YOU FOR PARTNERING WITH
TEXANS FOR EXCELLENCE IN EDUCATION !**



817-888-5918



info@texansforexcellence.org



www.texansforexcellence.org



MEMBERSHIP AGREEMENT 2024-2025



**Texans for
Excellence
in Education**



TEE is a non-partisan, non-profit organization committed to delivering to all children in Texas a high-quality education.

MEMBERSHIP AGREEMENT

This Membership Agreement is entered into by Midland ISD (“Member”) and Texans for Excellence in Education (“TEE”).

1. **Member Benefits.** As a part of membership with TEE, Member will receive as part of your membership TEE:
 - Member Connect Portal access
 - Complimentary Policy Audit
2. **Access to Additional TEE Services.** Through the Member school’s membership with TEE, additional TEE services can be purchased according to customized service contracts at an additional fee. These additional services include but are not limited to: Policy Connect, Policy Services, HR Connect, Board Connect, School Finance Connect, Training Connect, Risk Management, custom policy drafting, additional specific legal guidance, human resources consulting services, and other specialty services
3. **Membership Fee.** Member shall pay ~~\$5,500~~ (FEE WAIVED for 24-25) for an annual membership to TEE, inclusive of all Member Benefits set forth above. An annual membership begins on the date of execution of this Agreement and renews automatically on September 1 (“Renewal Date”) each year. The Membership Fee shall be payable in one installment at the time of initiation of membership and at each Renewal Date.
4. **Termination.** Either party may terminate this Agreement by providing written notice to the other party at least 30 days before the end of the current Membership Year. Termination will take effect at the end of the Membership Year.
5. **Indemnification.** Neither Party shall be responsible for indemnifying the other for any third-party claim, demand, alleged loss, or other action.
6. **Additional Provisions.** Pursuant to Section 271.903 of the Texas Local Government Code, the parties acknowledge and agree that any obligation or expenditure under this Agreement does not constitute a commitment of current revenue beyond the current fiscal year of the governmental entity. The obligations under this Agreement are contingent upon the availability of funds in each applicable fiscal year. The governmental entity's obligations are subject to the annual appropriation of funds, and nothing in this Agreement shall be construed to create a debt or an obligation for future years, except to the extent that such funds are appropriated for the purpose of fulfilling this Agreement. In accordance with Section 271.903, the parties further agree that the governmental entity will not use current revenue for a commitment beyond the current fiscal year unless it has been appropriately budgeted and approved in accordance with applicable legal requirements and its governing body’s procedures.



**Texans for
Excellence
in Education**

Member Name: Midland ISD

Board President, Superintendent, or Designee Name (Print): _____

Board President, Superintendent, or Designee Signature: _____

Date: _____

F. Discussion of and Request for Approval of Budget Amendment #7
Presenter: Julia Willett-Weekly

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Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Julia Willett-Weekly, Executive Director of Finance

Subject: Discussion of and Request for Approval of Budget Amendment #7

Action Item

Financial Impact

District's expenditure estimate, by function, for the 2024-25 school year.

Board Goals/ Strategic Plan Goals

Goal 8, Initiative 2

Executive Summary

Annually, school boards are required to approve three funds. The general fund, the child nutrition fund, and the debt service fund, by function. Functions help categorize expenses to indicate the purpose of all transactions. The attached budget amendment contains cross-functional transfers that require board approval prior to moving funds in the budget since the board approves budgets based on the function at the fund level. These requests are from budget owners who have determined funds need to be moved from one budgeted account to another but are in two separate functions. This budget amendment does not involve any revisions to accounts for the Debt Service Fund.

The amendment does revise the other local revenue account code for the General Fund, totaling \$156,695. This amount was received from an annual study agreement relating to the Appraised Value of Property for School District Maintenance and Operations Taxes from Pioneer Hutt Wind. The report includes the district's student enrollment data, certified taxable values, and the tax rate adopted by the Midland ISD School Board. This increase in revenue will help reduce the deficit in the budget.

In addition to receiving a donation for a playground from the Education Foundation, which will offset the revenue and expenses by \$150,150.00. MISD also received another donation for athletics regarding the Tall City Relays, which will offset the revenue and expenses by \$5,000. The two donations will have no effect on the deficit budget.

General Fund revenue increased due to changes from the 3rd six-week period and activity adjustments as of February. Insurance reimbursement, which increased revenue by \$535,662, was related to hail and freeze damages from 2022, as well as vehicle deductible received. Additionally, athletic revenue accounts were adjusted by \$32,708 based on activities as of February. These revenue increases will help reduce the budget deficit. Subscription based



Midland Independent School District

BOARD OF TRUSTEES AGENDA

information technology arrangement increased for \$1,602,745 relating to the entry need to be done per GASB 96. In which is entry to record the value of the subscription per the contract. The entry is both on the other financing sources and expense side. This did not affect the deficit budget. Chapter 49 expenses decreased by \$1,529,864. These changes were part of the 3rd six-week data, as reflected in the Omar Template. These adjustments will help offset the budget.

Additionally, the amendment revises the other revenue account code for the Child Nutrition Fund, totaling \$12,500, which is a donation received for unpaid lunches. This donation will help reduce the deficit in the budget. Per the Department of Agriculture policy, meal charges may not be carried over at the end of each fiscal year. At the end of the school year, school districts must have enough funds in their general fund or donor funds collected to cover all remaining negative balances.

Recommendation

The administration recommends the Board of Trustees approve Budget Amendment #7 as presented.

Contact Person

Jacqueline Aguirre, Budget Coordinator

Enclosure

February 2025 Budget Amendment

MIDLAND INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENT #7

As of February 25, 2025

The Texas Education Agency requires that amendments to the adopted budget be reflected in the official minutes of the Board of Trustees during a given fiscal year. The following summary includes transfers and revisions to the initial budget.

	Original Budget	Revised Budget - JAN 25	Budget Amendment #7	Revised Budget - FEB 25
GENERAL FUND				
REVENUES				
5710 Ad Valorem Taxes	\$ 321,544,406	\$ 329,935,695	-	\$ 329,935,695
5700 Other Local Revenue	16,806,748	16,858,572	880,215	17,738,787
5800 State Revenue	18,905,031	24,283,810	-	24,283,810
5831 TRS On-Behalf	10,742,905	10,750,540	-	10,750,540
5900 Federal Revenue	1,219,276	1,219,276	-	1,219,276
7900 Other Financing Sources	-	-	1,602,745	1,602,745
Total Revenues	369,218,366	383,047,893	2,482,960	385,530,853
EXPENDITURES by FUNCTION				
11 - Instructional Services	182,106,459	182,630,217	657,265	183,287,482
12 - Instructional Resources and Media Services	3,471,082	3,475,895	13	3,475,908
13 - Staff Development	5,152,769	5,300,878	(8,896)	5,291,983
21 - Instructional Administration	7,879,559	7,484,716	669,299	8,154,015
23 - Campus Administration	16,844,981	16,868,074	(7,057)	16,861,016
31 - Guidance and Counseling	13,244,624	13,975,665	864,144	14,839,809
32 - Social Services	816,045	816,045	-	816,045
33 - Health Services	3,950,812	3,950,648	1,200	3,951,848
34 - Student (Pupil) Transportation	9,517,891	9,516,691	350,977	9,867,668
35 - Food Services	232,650	232,650	-	232,650
36 - Curricular / Extracurricular Activities	9,884,785	9,898,773	18,124	9,916,897
41 - General Administration	8,992,032	8,735,690	676,111	9,411,801
51 - Plant Maintenance and Operation	47,348,467	47,149,699	(1,307,607)	45,842,091
52 - Security and Monitoring Services	7,338,925	8,128,741	28,492	8,157,233
53 - Data Processing Services	7,902,408	7,311,966	(186,070)	7,125,896
61 - Community Services	1,657,344	1,661,740	-	1,661,740
71 - Debt Service (Capital Lease - Principal)	3,503,285	4,283,977	1,900	4,285,877
81 - Facilities acquisition and construction	-	472,999	-	472,999
91 - Contract Instructional Services (Ch. 49 Recap)	78,418,965	88,754,404	(1,529,864)	87,224,540
99 - Intergovernmental Charges	3,509,476	3,509,476	-	3,509,476
Total Expenditures	411,772,559	424,158,943	228,031	424,386,974
Transfer Out to Other Funds	-	-	-	-
Excess (Deficiency) of Revenues Over Expenditures	(42,554,193)	(41,111,050)	2,254,929	(38,856,121)
CHILD NUTRITION FUND				
REVENUES				
5700 Other Local Revenue	\$ 3,935,250	\$ 3,935,250	\$ 12,500	\$ 3,947,750
5800 State Revenue	57,500	57,500	-	57,500
5900 Federal Revenue	13,285,000	13,285,000	-	13,285,000
Total Revenues	17,277,750	17,277,750	12,500	17,290,250
EXPENDITURES by FUNCTION				
35 - Food Services	17,277,750	23,377,750	-	23,377,750
Total Expenditures	17,277,750	23,377,750	-	23,377,750
Excess (Deficiency) of Revenues Over Expenditures	-	(6,100,000)	12,500	(6,087,500)
DEBT SERVICE FUND				
REVENUES				
5710 Ad Valorem Taxes	\$ 99,144,577	\$ 99,144,577	-	\$ 99,144,577
5700 Other Local Revenue	2,000,000	2,000,000	-	2,000,000
5800 State Revenue	520,485	520,485	-	520,485
Total Revenues	101,665,062	101,665,062	-	101,665,062
EXPENDITURES by FUNCTION				
71 - Debt Service (Principal, Interest & Bond Fees)	29,725,000	29,725,000	-	29,725,000
71 - Debt Service (Interest)	38,685,780	38,685,780	-	38,685,780
71 - Bond Issuance Cost and Fees	33,254,282	105,114,520	-	105,114,520
Total Expenditures	101,665,062	173,525,300	-	173,525,300
Other Sources/Uses (Net Effect of Bond Refunding)	-	-	-	-
Excess (Deficiency) of Revenues Over Expenditures	-	(71,860,238)	-	(71,860,238)

MIDLAND INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENT #7

As of February 25, 2025

TRANSFERS

Budget amounts transferred across functions; they do not increase the total amount budgeted for the given fiscal year.

REVISIONS

Budget amounts in addition or reduction to the total amount approved in the initial budget. Revisions may increase/decrease the total amount budgeted for the given fiscal year and can reduce/increase fund balance.

	<u>Function</u>	<u>Amount</u>
GENERAL FUND		
TRANSFERS & REVISIONS		
Other Local Revenue Increase	Revenue	\$ 880,215
Other Financing Sources	Revenue	<u>1,602,745</u>
	Total Revenues	2,482,960
Transfer Requests from Campuses and Departments & Expenditure Offset;	11	657,265
	12	13
	13	(8,896)
	21	669,299
	23	(7,057)
	31	864,144
	33	1,200
	34	350,977
	36	18,124
	41	676,111
	51	(1,307,607)
	52	28,492
	53	(186,070)
	71	1,900
Expenditure - Chapter 49 Decrease	91	<u>(1,529,864)</u>
	Total Expenses	228,031
TOTAL NET CHANGE TO GENERAL FUND BUDGET		\$ 2,254,929

CHILD NUTRITION FUND

TRANSFERS/REVISIONS

Other Revenue Increase	Revenue	\$ 12,500
	Total Revenues	<u>12,500</u>

TOTAL NET CHANGE TO CHILD NUTRITION FUND BUDGET \$ 12,500

G. Discussion of and Request for Approval of RFQ # 24-191 Testing, Adjusting and
Balancing (TAB) for HVAC Services for the 2023 Bond Program
Presenter: Cortney Smith

214



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Courtney Smith, Chief of Facilities and Operations

Subject: Discussion of and Request for Approval of RFQ #24-191 Testing, Adjusting, and Balancing (TAB) for HVAC Services for the 2023 Bond Program

Action Item

Financial Impact

Fee to be negotiated based on the scope of work necessary to provide comprehensive professional Testing, Adjusting, and Balancing (TAB) Services for construction projects related to the 2023 Bond Program. Funds for Testing, Adjusting, and Balancing (TAB) Services are available within the overall 2023 Bond Program budget.

Strategic Plan Goals/Board Academic Goals

Student Experience – Create learning environments that prepare students for meaningful opportunities post-graduation.

Executive Summary

On January 7, 2025, MISD issued RFQ #24-191 Testing, Adjusting, and Balancing (TAB) Services for HVAC Services for the 2023 Bond Program. It was advertised on January 7, 2025, and January 14, 2025. Eight hundred sixty-two (862) invitations were issued. Two (2) vendors submitted proposals. The proposals were opened at 2:00 P.M. CST on January 22, 2025.

Testing, Adjusting, and Balancing (TAB) services refer to the process of optimizing HVAC (Heating, Ventilation, and Air Conditioning) systems to ensure they perform efficiently, maintain proper airflow, and meet design specifications. These services are critical for maintaining indoor air quality, comfort, and energy efficiency in buildings.

TAB services will be performed during the commissioning of all new HVAC systems associated with the Bond of 2023. The goal of using HVAC TAB services is to ensure that heating, ventilation, and air conditioning systems operate efficiently, maintain optimal indoor air quality, and achieve proper airflow distribution. This process helps improve energy efficiency, system performance, and occupant comfort while identifying and resolving any imbalances or inefficiencies in the HVAC system.

Pursuant to Sec. 2254 and 2269 of the Texas Government Code, professional services, such as architecture and engineering, must be selected based on demonstrated competence and qualifications to perform the services. Once qualified professional service providers are identified,

the District shall attempt to negotiate fair and reasonable fees for the services.

Recommendation

Requesting approval of pool of qualified firms that responded to RFQ #24-191 Testing, Adjusting, and Balancing (TAB) Services for the 2023 Bond Program.

Suppliers	
Palmetto Air & Water Balance Texas LLC <i>(Doing Business as ND White)</i>	Lackey de Carvajal CX <i>(Doing Business as LCCz, LLC)</i>

Motion

Approve as presented

Contact Person

Cortney Smith, Chief of Facilities and Operations

Enclosure

Bid Tabulation and Scoresheet



**Midland Independent School District
Proposal Evaluation Sheet**

Testing and Balancing Services Pool
RFQ24-191: 21Jan2025

Offeror	Document Provided? (Y/N)	0-25 pts	0-25 pts	0-20 pts	0-10pts	0-15 pts	0-5 pts	Overall Score
		Quals of Firm	Quals of Individuals	Availability of Resources	Responsive to RFQ Req't's	Past Relationship & Midlnd Area Exp.	References	
Palmetto Air & Water Balance - Texas, LLC (dba ND White)		23	22.8	17	5.2	12.2	4.2	84.4
Current W-9	Y							
Cert. of Liability Insurance	Y							
MISD Supplier Response	Y							
Vendor Reps/Certs	Y							
Lackey de Carvajal Cx (dba LCCz, LLC)		22.2	22.6	15.8	6	6.2	3.4	76.2
Current W-9	Y							
Cert. of Liability Insurance	N							
MISD Supplier Response	Y							
Vendor Reps/Certs	N							

Bid Tabulation

Event Number	RFQ # 24-191
Event Title	Testing, Adjusting and Balancing (TAB) Services for HVAC Services for the 2023 Bond Program
Event Description	
Event Type	RFQ
Issue Date	1/7/2025 08:00:02 AM (CT)
Close Date	1/22/2025 02:00:00 PM (CT)

Organization
Workgroup
Event Owner
Email
Phone
Fax

Responding Supplier	City	State	Response Submitted
Lackey de Carvajal Cx (LCCx, LLC)	San Antonio	TX	1/22/2025 01:56:26 PM (CT)
N.D. White Engineering Services, Inc.	Abilene	TX	1/21/2025 04:29:33 PM (CT)

Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included.

H. Discussion of and Request for Approval of Midland Independent School District
Education Specifications for the Elementary, Middle, and High Schools for the 2023
Bond Program

Presenter: Cortney Smith

219



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Cortney Smith, Chief of Facilities and Operations

Subject: Discussion of and Request for Approval of Midland Independent School District Education Specifications for the Elementary, Middle, and High Schools for the 2023 Bond Program

Action Item

Financial Impact

The cost of producing the Educational Specifications document is built into the budgeted professional fees associated with the Bond.

Strategic Plan Goals/Board Academic Goals

Student Experience – Create learning environments that prepare students for meaningful opportunities post-graduation.

Executive Summary

On November 1, 2021, the Texas Education Agency implemented Chapter 61, Subchapter CC – Commissioner’s Rules Concerning School Facilities, Rule 61.1040 School Facilities Standards for Construction on or after November 1, 2021, which states that a school district shall ensure that a project for new construction and major renovation comply with the requirements and standards identified in the District’s Educational Specifications.

Educational Specifications are captured in a written document that includes the following: 1) School district mission; 2) Vision; 3) Goals and Pedagogy; 4) Preliminary details related to facility type; 5) Grades served and maximum enrollment; 6) Pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment; 7) A statement on inclusive design goals; 8) Considerations supported by the school district and how inclusive design should be addressed in new and renovated facility designs; and 9) The minimum total square footage required to comply with the quantitative method of compliance.

The district’s Educational Specifications have been updated for implementation in the 2023 Bond Program and for any other educational facility improvements under the direction of the Operations Department. There are three (3) separate educational specifications: High School, Middle School, and Elementary School.

Over 100 meetings were held and input was gathered from various campuses, teachers, and Department leaders across the district to update the Educational Specifications. These updates shall be valid for the duration of the 2023 Bond Program. Any subsequent changes will be addressed as an addendum and issued accordingly to the assigned architects.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

All school districts in Texas are required to have an Educational Specifications document approved by their Board of Trustees. This document, in conjunction with other MISD standards, will serve as a reference for future architects, engineers, and district leaders for construction and renovation projects, not only for the Bond of 2023, but for years to come.

This document will be updated every five years to reflect changes in curriculum, technology, and educational best practices of the district.

Recommendation

Administration recommends approval of the Midland ISD Educational Specifications associated with the Bond of 2023. Adoption of a school district's educational specification and compliance method fulfills the Commissioner's Rules concerning School Facilities, Texas Administrative Code §61.1040 (TAC61) requirements.

Contact Person

Cortney Smith, Chief of Facilities and Operations

Enclosure

Midland ISD Educational Specifications



Educational Specifications

Midland Independent School District

January 2025

Version 1.0

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INTRODUCTION

The Educational Specifications Team is excited to present these Educational Specifications (Ed Specs) for your record and use. Our team approached the development of your Ed Specs with an appreciation of the dynamics of public education and the specific context of Midland Independent School District (MISD). We respect and understand the built environment's critical role as an instructional and engaging component for your students, teachers and parents. These Ed Specs reflect this overarching vision MISD has for their educational environments.

The Texas Administrative Code (TAC) Chapter 61, Subchapter CC, Section §61.1040 defines the compliance requirements, including public schools' Educational Specifications (Texas Administrative Code of 2021). The code's language is general, allowing ISDs to determine their own method of minimum space requirements and the format, content, and vision of their ED Specs. As such, MISD will utilize the Quantitative method of compliance and Flexibility Level L3 to develop the required Educational Specifications described in the Texas Administrative Code (Texas Administrative Code of 2021). By utilizing this compliance methodology, MISD's educational facilities will be assured the flexibility needed to support a dynamic and mobile population. L3 flexibility gives school districts multiple options in how to designate and group spaces to better align with their teaching and learning practices. This flexibility designation is widely accepted throughout the state as a reasonable mechanism to plan and design schools effectively and efficiently.

MISD's educational and operational teams have been instrumental in developing the Ed Specs to reflect the unique context of MISD, its community, and its commitment to current code and regulations. This document is intended to be used in concert with other relevant design guidelines from MISD or their design partners, including MISD's Technical Design Guidelines (TDGs). The TDGs contain the technical specification standards the district employs, including building systems and materials. Both the Ed Specs and the TDGs reflect the district's goal of creating standards for educational spaces that are safe, durable, efficient, and maintainable. The combination of these relevant documents also establish the baseline by which design reviews and evaluations will be conducted.

As our educational and design processes evolve, so will the facilities' Educational Specifications. As such, it is critical that flexibility remains a cornerstone of design processes and thinking. A periodic review will be coordinated to coincide with curriculum updates, space specificity, furnishings, etc., to ensure that facility requirements align with any new educational or instructional standards.

All discrepancies, questions, and/or concerns will be documented and forwarded to the MISD Chief Operations Office. MISD's Ed Specs will be a living and organic document designed to mirror the dynamics of a robust and thriving district.

Organization

Educational Specifications are a written and graphic communication between educators and design professionals. They describe not only the physical needs of an educational space but also its educational goals and aspirations. The following Ed Specs follow an intentional organization for designing and understanding the educational environment, as seen through the lens of educators and students. They are a reference “manual” and a reminder of the importance of MISD’s educational program and the district’s academic goals.

The Ed Specs are grouped and organized by the students-level instructional facility:

- Elementary Schools
- Middle Schools
- High Schools

A foundational component of the document rests on the educational and pedagogical vision of MISD. Each instructional facility designation will include:

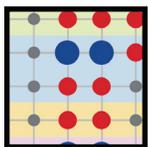
Educational Philosophy

This statement captures the districts’ philosophy and aspirations for their facilities. It was developed from documented mission statements, research and collaborative discussions. Embedded in this philosophy will be a review of literature, current, and future innovative practices. As the Ed Specs are refined, space types and details will be added to capture the specific space requirements and needs according to function and purpose.



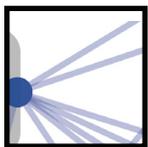
Word Cloud

This component is a graphic presentation of the critical aspects and concepts that describe the area. It is presented in a form that helps to visualize and prioritize and to stimulate the reader’s thinking through rapid consideration (Cui et al., 2010; Wang et al., 2020; Vignato et al., 2022).



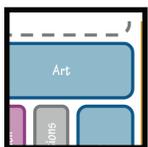
Adjacency Matrix

A description of relationships of spaces throughout an instructional facility based on related pedagogy, efficiency, operations, safety and circulations. The adjacency matrix gives an overall view of the components of a facility.



Adjacency Volume

The Adjacency Volume Diagram is another method for graphically describing the relationships of spaces within a facility. Through color coding, it describes the number of relationships between designated spaces that will ultimately impact locations, circulation patterns, groupings, etc. The basis of the adjacency volume is derived from the adjacency matrix, which begins to explain the “why” behind the Adjacency Diagram.



Adjacency Diagrams

A graphic representation of the adjacency matrix, free of scale, but meant to inform the designer of the strength of relationships between critical spaces and components that make up an instructional facility.

MISD MISSION, VISION AND GOALS

Midland Independent School District (MISD) is committed to excellence through its mission that all students will graduate college, career, or military ready. The following three drivers of its Strategic Plan are tenets that frame MISD's mission and vision.



Creating learning environments that prepare students for meaningful opportunities post-graduation.



Retain and recruit high-quality staff to continuously improve operation and instruction.



Cultivate trust and partnership through meaningful communication with the entire Midland Community.

(Midland ISD, n.d.)

Midland ISD's Strategic Plan creates a structure that helps inform built environment consideration and design aspirations (Midland ISD, n.d.). **It is the Ed Specs that begin to define this structure through the establishment of flexibility standards, instructional space concepts, adjacency, sizes, technology and furnishings. It is the intentional combination of strategies and design that connects the learning environment with the overarching mission and vision of MISD.**

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BUILT ENVIRONMENT VISION

MISD’s vision for its built environment and instructional facilities centers on the strategic plan component of Student Experience. It focuses on fostering safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful post-graduation opportunities. (Midland ISD, n.d.). Embedded in this aspiration is a direct charge to design safe, durable, inclusive, adaptable, engaging, and meaningful learning spaces.



Inclusive Design

A guiding principle for MISD’s Ed Specs is the intersections between the built environment, student engagement, and student achievement. The Ed Spec’s mission is to deepen this dynamic through meaningful stakeholder conversations surrounding inclusive design. Inclusive design, as presented, is meant to reflect MISD’s strategic plan for teaching and learning and the fact that all students learn differently. It is not meant to direct or determine pedagogical strategies but only to facilitate design conversation around emerging educational modalities from traditional settings to emerging and future-ready ones.

The intent of the inclusive design conversation is to appreciate that these emerging modalities exist and have the potential to deepen and expand the influence of teachers on the continuum of instructional delivery from traditional to non-traditional (Mulligan et al., 2018; Pasenidou, 2024; Szewczenko & Widzisz-Pronobis, 2020; Sasson et al, 2022).

MISD’s vision centers on the concept that the creation of inventive and relative learning spaces all fall on this continuum while being adaptable to changes in students, technology, and instruction. The following graphic notes the emerging educational modalities that may be considered in MISD’s design programs.

Inclusive Design Considerations

		ES	MS	HS
Future-Ready Design	Focuses on creating spaces that are flexible, collaborative, and technology-integrated, while also being healthy, safe and durable.	●	●	●
Flipped Learning Model	Students encounter information outside of class from alternate available sources/locations, freeing class time for student-centered activities that involve higher-order thinking.	●	●	●
Technology Resources / Digital Tools	With the onslaught of technology, thoughtful discussions with students are critical. Teachers and students alike need space and technology to discuss the benefits and dangers of some technologies.	●	●	●
Universal Design (UDL)	Guides the design of learning experiences to proactively meet the needs of all learners. When you use UDL, you assume that barriers to learning are in the design of the environment, not from the student.	●	●	●
STEAM / STEM Labs	It supports project and problem-based learning through unique, flexible, and collaborative lab spaces designed around co-/cross-curricular synergy.	●	●	●
Maker Spaces	Designated areas or controlled spaces within schools where student engagement occurs through creation. These spaces are suitable for all grade levels and serve as a place where projects, problem solving, and exploration are conducted with fidelity.	●	●	●
Blended Learning	A teaching model that combines in-person classroom instruction with online and virtual components to reap the benefits of both. The result is an enhancement of instructional delivery through access to master teaching and relevant content.	●	●	●
Immersive / Exploritive	Designated areas that are technology-rich and adaptable that “immerse” students in environments that they may never see or experience. Typical these spaces utilize an augmented reality component sensitive to age levels.	●	●	●
Tunable Lights	Allow users to fine-tune the color, wattage, or both of a light fixture to increase productivity and alertness.	●	●	●
Traditional Learning Settings	MISD respects that all students learn differently, and some thrive in a much more traditional setting. These settings, based upon a lecture-type instructional delivery, will be adaptable through thoughtful technology integration to capture MISD’s vision for the delivery of differentiated instruction. (Brinson J., 2015; Hattie J., 2008)	●	●	●

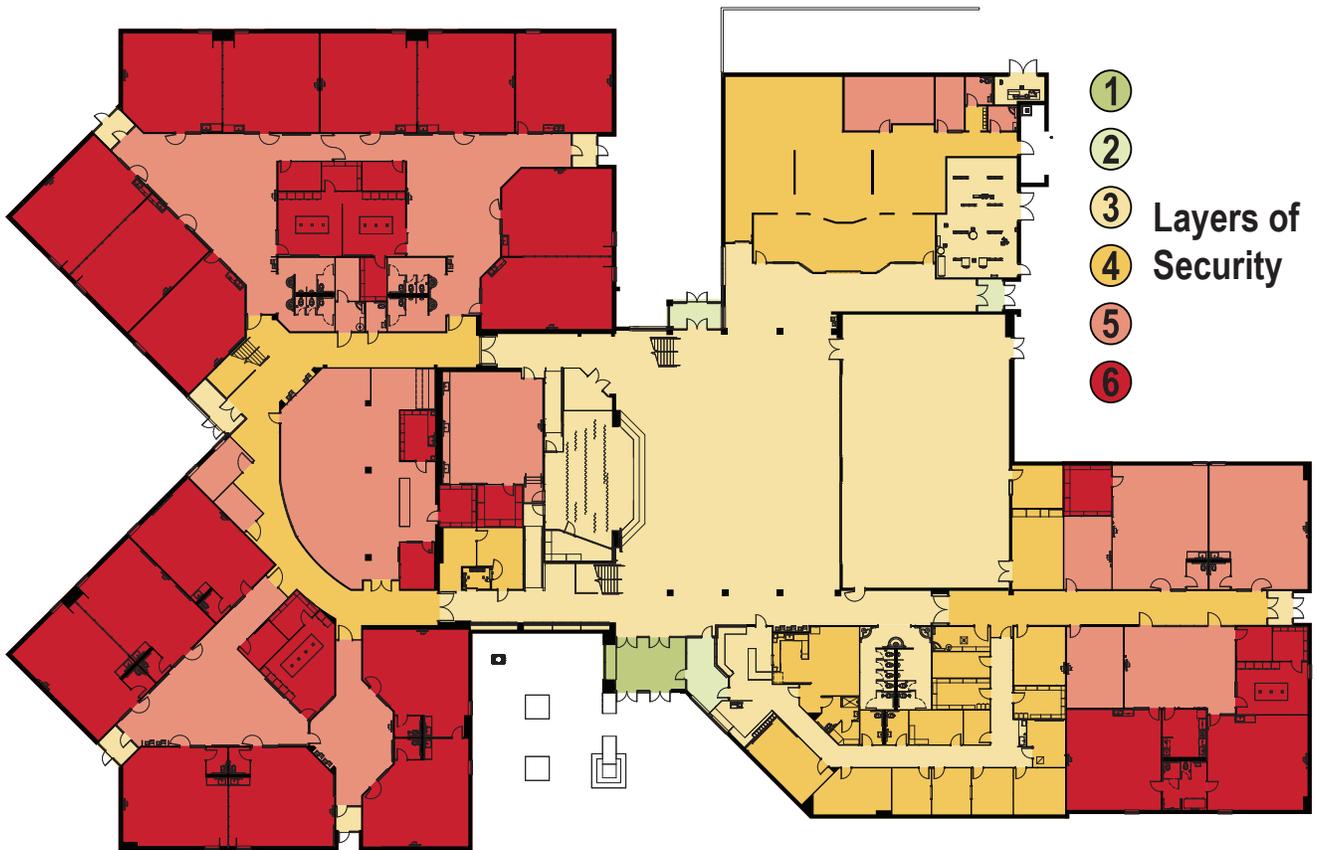
Potential Integration Level

- Full
- Partial
- Minimal

SAFETY AND SECURITY VISION

All new school and renovation projects in Midland Independent School District shall, to the extent practicable, be updated to include the minimum requirements outlined in 16TAC61.1031 School Safety Requirements which include secure vestibules, intrusion-resistant glazing systems where required, proper locking exterior door hardware, emergency communication systems and duress alarms, etc (Texas Administrative Code of 2021).

Additionally, new school designs should employ a strategy of multiple “layers” of security between the public right of way and the students. This can begin with perimeter fencing around the campus and move through several locations or “layers” of protection, ending with a final lock-down shelter within a classroom, storage room, or toilet facility. The strategy of delay (to student access) is paramount within the overall design of an educational facility. Effective school designers can accomplish this strategy effectively without being obtrusive or oppressive by designing schools that adhere to safe-school design protocols while remaining welcoming, accessible, and safe.



The security levels are defined in further detail below. The graphic plan above is based on MISD’s prototype elementary campus plan.

Level	Notes
1 2	A visually monitored, open vestibule is used to create a secure vestibule. This vestibule would operationally be unlocked and staffed during morning school arrival, allowing familiar people to enter uninterrupted but supervised. After school’s start time, all exterior doors and the vestibule’s inner and side doors are locked electronically. In this condition, all people wishing to enter the school are forced to enter the vestibule, or “manlock,” and granted entrance to the office areas only after identification is confirmed. Once inside the office, proper credentialing/sign-in can be conducted prior to entrance into the facility proper. Additionally, credentialing can occur at a kiosk inside the vestibule itself, and upon verification, the side door can be unlocked to allow them into the office area.
2 3	Once a visitor, parent or tardy student is allowed into the office area, electronic locking devices control their access to the facility on all access doors.
3 4	The next layer of security that should be considered is the “compartmentalization” of the school by utilizing specified separation entrances. These doors are held-open during normal school hours and are designed to close automatically in the event of emergency activation. When closed, the campus is divided into locked “compartments” meant to delay access into areas throughout the school. As an additional benefit, these security demarcations can serve as “day gates” that can be used to effectively control after-hour access beyond the “public” designated areas (i.e. public and community events).
4 5	This compartmentalization concept is applied again at the doorways between the corridors and the classroom “neighborhood” areas (groups of classrooms and ancillary support areas).
5 6	The next layer of security is the shelter of students within the actual classroom or learning studio using proper classroom door locksets and other intentional means of visual and audio separation.

The term “lockdown,” as used, does not necessarily reflect a fortified room but, more appropriately, a point of shelter that creates delays between building occupants and potential threats.

An additional security layer is established via a controlled perimeter with non-obtrusive strategic barriers or fencing. The site barriers direct or control traffic of vehicles and/or persons with access to vulnerable locations around the facility. In some school facilities, the classroom toilets or storage rooms can provide yet another security lock/delay location should that be deemed necessary based on local or conditional situations.

The security layering concept is a comprehensive and integrated strategy to identify, control, delay, and deter unwanted visitors. These considerations are critical to planning new and renovated educational facilities and align with the mission, vision, and strategic plan of MISD (Midland ISD, n.d.). This security layering concept, coupled with specific safety technology, equipment, software/hardware, personnel, and controlled access, has proven to create and promulgate a school environment that is safe and educationally sound (Burr et al., 2024; Irwin et al., 2021; Nickerson et al.; 2021; Shelton, Owens & Song, 2009). Additional safety and security resources can be found at the Texas School Safety Center: <https://txssc.txstate.edu/> and at the Texas Society of Architects School Safety Subcommittee site: <https://texasarchitects.org/school-safety-resources/>. There are also many good principles and strategies touted by the Crime Prevention Through Environmental Design (CPTED) organization.

GRADE ALIGNMENT AND INSTRUCTIONAL FACILITIES

Grade Alignment

Midland ISD’s long-range plan, and in fact, one of the primary purposes for the recent bond, is to establish the district’s grade alignment in accordance with current literature that describes the optimum configuration to support academic excellence (Goldhaber et.al., 2022; Grigg J.; 2012; Schwartz et.al; 2017).

MISD’s long-range plan describes the district’s grade alignment as follows:

	Elementary School							Middle School			High School			
Level	PK	K	1	2	3	4	5	6	7	8	9	10	11	12



Building Capacity Considerations

The capacity of a school facility refers to the total number of students that can be accommodated at a given campus. It is a function of how spaces throughout a campus are utilized while considering TEA's current guidelines for the number of students that should be taught in certain instructional areas.

Determining Building Capacity for public school facilities has historically been a challenge. The nature of public education is dynamic and marked by changing legislative and local ISD policies. (Austin et.al.; 2023; Grigg J.; 2012; Schwartz et.al; 2017). Designers and educators must consider several factors based on historical data, current research, and reasonable design practices. These factors may include utilization, historic district class loading, efficiency, student scheduling, and classroom/campus flexibility. The combination of these factors mandate periodic reviews of capacity calculation methodology and subsequent updates to MISD's Educational Specifications.

The Educational Specification utilizes a capacity methodology captured in two separate calculations, Maximum Capacity and Functional Capacity, as described below.

It should be noted that while maximum capacity is theoretically possible, it is not considered realistic from an operational perspective. A school's day-to-day operations have been found to be much more effective when optimized to a lesser number, the "functional" capacity.

Target Overall Capacities (in Students)

	ES	MS	HS	Definitions
Maximum Capacity	924	1,700	5,300	The sum of all applicable learning spaces multiplied by the maximum number of students allowed by statute or local board policy that can be accommodated in each.
Functional Capacity (Planning Capacity)	800	1,255	3,816	The application of reductive factors to the Maximum Capacity. Functional Capacity considers students' movement to various spaces throughout the day, teacher and room availability, and fluctuations in the number of students in various classes. This calculation provides a more realistic number of students that a campus can effectively support at any given time.

New school designs and renovation/additional projects should be planned for the Maximum Capacities

Target Elementary School Capacity

Elementary school capacities are currently predicated upon the “homeroom” model, wherein 1 teacher is responsible for a class of 22 maximum students (Texas Administrative Code of 2021). Homeroom teachers are provided a lunch period. Additional planning and/or PLC periods are provided using “specials” such as Music, Art, STEM, Computers, Library, and PE. These teachers and spaces do not support a fixed group of students and therefore do not add to an ES facilities capacity, but they do impact all students who are on campus during a school week.

	Students	Notes
Maximum Capacity	924	<p>ALL General-Use classrooms were counted in the Core Capacity</p> <ul style="list-style-type: none"> • Pre-K: 22:1 • 1st-2nd: 23:1 • 3rd-4th: 25:1 • 5th: 28:1 • 924 students indicates 42 general education classrooms is an optimal count to start the planning discussions • Modify per MISD staffing ratio and new ES classroom count per grade level
Functional Capacity (Planning Capacity)	800	<ul style="list-style-type: none"> • School operations and actual populations do not conform to even multiples of numbers in a rigid, inflexible structure; thus, capacities should be modified by several factors to reduce the theoretical maximum to a more practical, operational, or Functional Capacity (Planning Capacity) via the following: <ul style="list-style-type: none"> • A class saturation factor acknowledges that student numbers do not align with the maximum student design requirements. As such typical classroom enrollments will fall between 90-95% of the allowable pupil to teacher ratios. • Planning should allow for a degree of site-based flexibility in use. As such, some space should be reserved as a homeroom classroom to facilitate PLC, training, multi-use classrooms, specialty labs, gifted and talented pullouts, etc. Reserving a prescribed number of homeroom classrooms is recommended to allow such flexibility of use.

Target Middle School Capacity

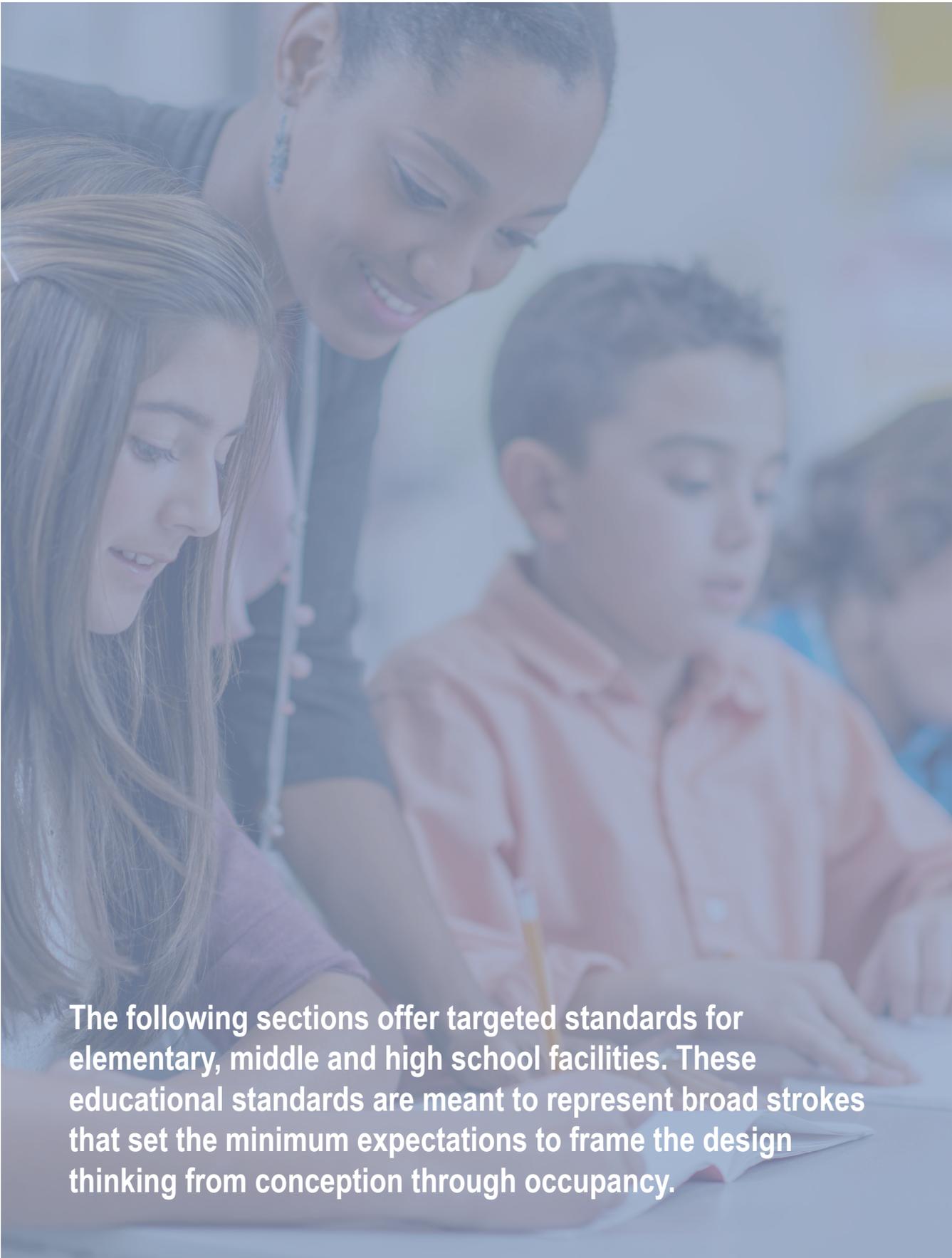
MISD currently employs an 8-period middle school schedule with double-blocked English Language Arts (ELA) classes. Students are required to achieve credits each year in science, math and social sciences. This yields 3 remaining periods for students to take enhancement (elective) courses offered to complete their schedules. Core content teachers host students for 6 of 8 periods of the day (to support 1 planning and 1 PLC period), and enhancement teachers have students for 7 of 8 periods of their day. ***Middle Schools should not only be planned to support the current class catalog but should also consider flexibility to support future changes in the course offerings.***

	Students	Notes
Maximum Capacity	1,700	<p>Planned for 30:1 students for general classrooms (Math, ELA, Social Studies, Science and LOTE)</p> <p>The following enhancements (electives) and program spaces were included in Core Capacity</p> <ul style="list-style-type: none"> • Science, Health, Journalism and Art • Computer Science and CTE related classrooms • Band, Choir, and Orchestra - pupil to teacher ratio of 30:1 • Special Education <ul style="list-style-type: none"> • Total Teaching Stations Planned = 57 <ul style="list-style-type: none"> • $1,700/30 = 57$
Functional Capacity (Planning Capacity)	1,255	<p>Two primary reductive factors are applied to the Maximum Capacity used to calculate the middle school Functional Capacity (planning). The Functional Capacity represents a more operational and realistic campus capacity. These 2 reductive factors result is an approximate 74% utilization of the Maximum Capacity for middle schools in MISD:</p> <ul style="list-style-type: none"> • Classes are rarely filled to the maximum code or local district policy pupil-to-teacher ratio (PTR). Industry-accepted norms for this “saturation” factor are 90% of code or local policy pupil-to-teacher ratio (PTR). This means that there is more than likely an average of 27-28 students per classroom on any given enrollment date. • Teaching stations (classrooms) are not used every period of the day to accommodate staff planning periods and professional learning communities (PLC’s) for core content instructors. These reductions can vary based on the block schedule periods in a school day, double blocking for specific core content, and whether PLC time is provided. Current Midland ISD middle school schedules include a double-blocked ELA period and a PLC period within the 8-period daily schedule for core content instructors. The result is an effective classroom (teaching station) utilization of approximately 82%. <ul style="list-style-type: none"> • Example: $1,700 \times (\text{factor 1: } 90\%) \times (\text{factor 2: } 82\%) = 1,255$

Target High School Capacity

MISD currently employs a 7-period high school schedule with an entirely redesigned master schedule. Teaching staff supports students in their classrooms in 6 of those 7 periods. Schools should be planned to support the current class catalog and consider flexibility to support future changes in course offerings.

	Students	Notes
Maximum Capacity	5,300	<p>Planned for 30:1 students for general classrooms (Math, ELA, Social Studies, Science and LOTE)</p> <ul style="list-style-type: none"> • CTE, electives and other “specialized” classrooms should also be provided to support the class catalog and provide for future flexibility • Total teaching station planned 177 <ul style="list-style-type: none"> • $5,300/30=177$
Functional Capacity (Planning Capacity)	3,816	<p>There are 2 primary reductive factors applied to the Maximum Capacity used to calculate high school Functional Capacity (planning). The Functional Capacity represents an operational and realistic campus capacity. These 2 reductive factors result in an approximate 72% utilization of the Maximum Capacity numbers in the high schools in MISD.</p> <ul style="list-style-type: none"> • Classes are rarely filled to the maximum code or local district policy pupil-to-teacher ratio (PTR). Industry-accepted norms for this “saturation” factor are 90% of code or local policy PTR. This means that there is more than likely an average of 27-28 students per classroom on any given enrollment date. • Teaching stations (classrooms) are not used every period of the day. This is to accommodate staff planning periods and professional learning communities (PLC’s) for core content instructors. These reductions can vary based upon the blocked periods in a school day and whether PLC time is provided during the day for content teams. Current Midland ISD high school schedules include a PLC period for core content teachers and a planning period for all staff within the 7-period daily schedule. The result is an effective classroom (teaching station) utilization of around 80%. • Example: $5,300 \times (\text{factor 1: } 90\%) \times (\text{factor 2: } 80\%) = 3,816$



The following sections offer targeted standards for elementary, middle and high school facilities. These educational standards are meant to represent broad strokes that set the minimum expectations to frame the design thinking from conception through occupancy.

Elementary School Space List

	SPACE	QUANTITY	SIZE
STUDENT SUPPORT	Administration <i>Secure Vestibule Offices</i>	Overall	2,900
	Nursing Clinic	Overall	600
	Counseling	Overall	200
	Administrative Support <i>Workroom Breakroom</i>	Overall	1,000
CORE ACADEMICS	Core Classrooms (PreK - K)*	7	5,600
	Core Classrooms (1st - 5th)*	24	19,200
	Flex Classrooms*	2	1,900
	Science / Flex Classrooms (Dry)*	1	800
	Student Commons* <i>Per Grade Level</i>	Overall	9,300
	Teacher Collaboration (PLC)	Overall	1,100
	Small Group Teaching Spaces*	2	100
	Special Education* <i>Life Skills Classrooms Resource Dyslexia</i>	Overall	2,200
SHARED ACADEMICS	Media Center / Library	Overall	2,100
	Art / Music*	2	1,800
SHARED ATHLETICS	Physical Education	1	4,700
SHARED SPACE	Cafeteria / Dining Commons	Overall	5,000
	Kitchen	Overall	4,100
BUILDING SERVICES	Operation / Maint / Tech	Included in Unassigned Space	0
	Building Circulation		0
	Site / Exterior Access		0

* Spaces allowable for aggregate square footage calculation per TAC compliance flexibility level L-3. Refer to [Introduction](#).

Target Total Net Square Feet: 62,600

Typical Unassigned Space: 28,170

(Mech, Circulation, Walls, Etc.) @ 45% Net Area

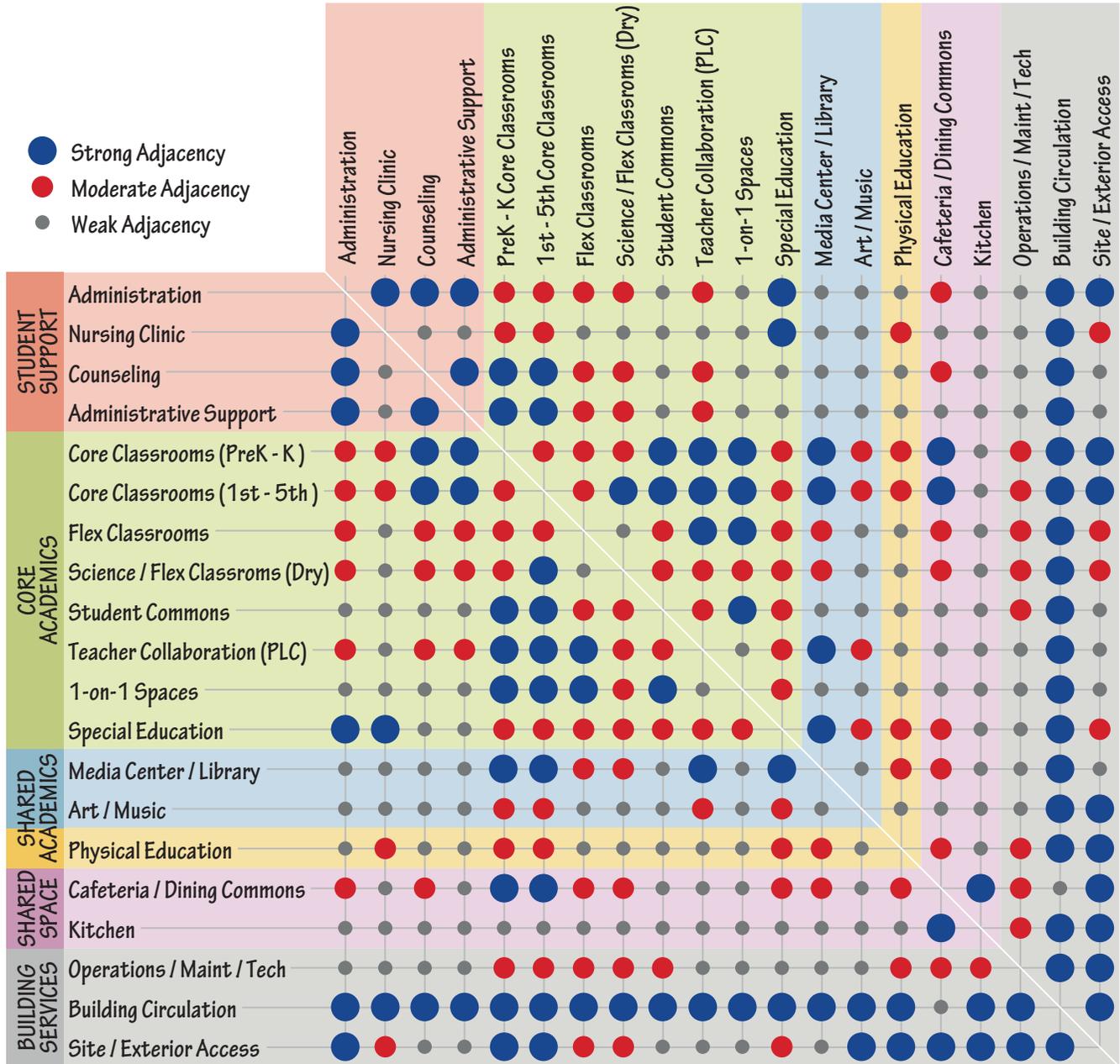
Target Total Building Gross Square Feet : 90,770

Flexibility Level L-3 Texas Administrative Code Chapter 61 compliance:

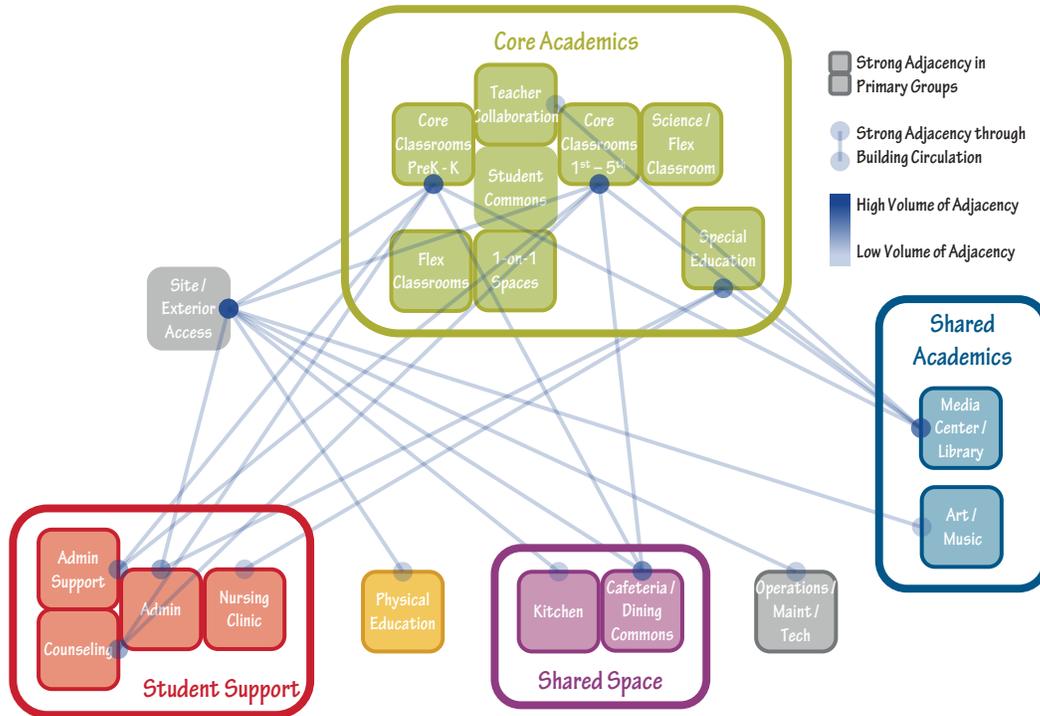
Total Allowable Aggregate Square Footage*	Flexibility Level L-3 minimum square feet/pupil:	Student Capacity Calculation:
40,900 sf	42 sf	40,900 / 42 = 974 students

Refer to [Target Elementary School Capacity](#)

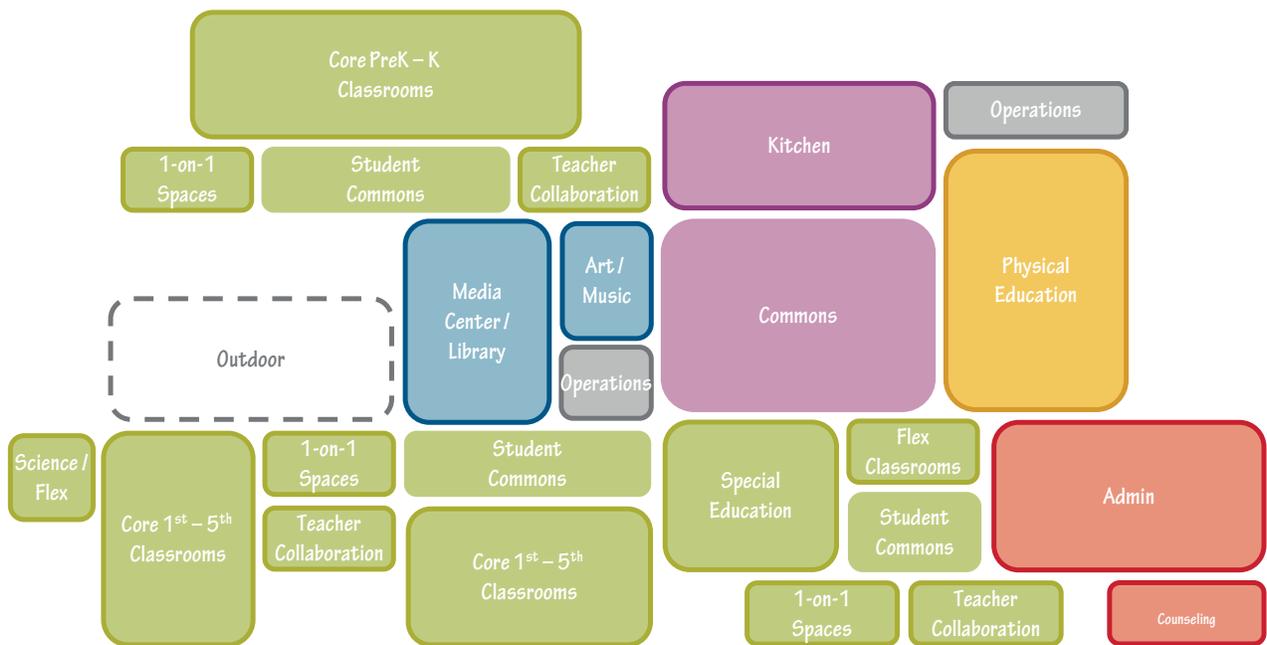
Elementary School Adjacency Matrix



Elementary School Adjacency Volume



Elementary School Adjacency Diagram



Middle School Space List

	SPACE	QUANTITY	SIZE
STUDENT SUPPORT	Administration <i>Secure Vestibule Offices</i>	Overall	6,400
	Security Resource Office	1	200
	Nursing Clinic	Overall	800
	Counseling Suite <i>Offices</i>	Overall	800
	Administrative Support <i>Workroom Breakroom</i>	Overall	1,000
CORE ACADEMICS	Core Classrooms*	32	27,200
	Flex Classrooms*	4	2,400
	Science/Flex Classrooms (Dry)*	2	1,600
	Science Classrooms (Wet)*	6	9,000
	Student Commons*	Overall	500
	Teacher Collaboration (PLC)	1	500
	Special Education* <i>Life Skills Classrooms Resource Dyslexia OT/PT</i>	Overall	3,600
SHARED ACADEMICS	Media Center / Library	Overall	10,000
	Art*	2	3,500
	Music / Drama** <i>Band Rehearsal Hall Percussion Rehearsal Orchestra Rehearsal Hall Choir Rehearsal Hall Mariachi Rehearsal Hall Ensemble (3)</i>	Overall	19,900
	<i>Black Box Drama Classroom</i>		
	Career Technology Education** <i>Specific Programs as Designated</i>	Overall	4,200
SHARED ATHLETICS	Athletics / Physical Education <i>Competition Gym Multipurpose Gym Athletics Locker Room (G/B) PE Locker Room (G/B) Coaches Offices Laundry Weight Room</i>	Overall	25,700
SHARED SPACE	Cafeteria / Dining Commons	Overall	18,000
	Kitchen	Overall	7,000

	SPACE	QUANTITY	SIZE
BUILDING SERVICES	Operation / Maint / Tech	Included in Unassigned Space	0
	Building Circulation		0
	Site / Exterior Access		0

* Spaces allowable for aggregate square footage calculation per TAC compliance flexibility level L-3

** Spaces allowable at 50% utilization for aggregate square footage calculation per TAC compliance flexibility level L-3

Refer to [Introduction](#)

Target Total Net Square Feet: 142,300

Typical Unassigned Space: 64,035
 (Mech, Circulation, Walls, Etc.) @ 45% Net Area

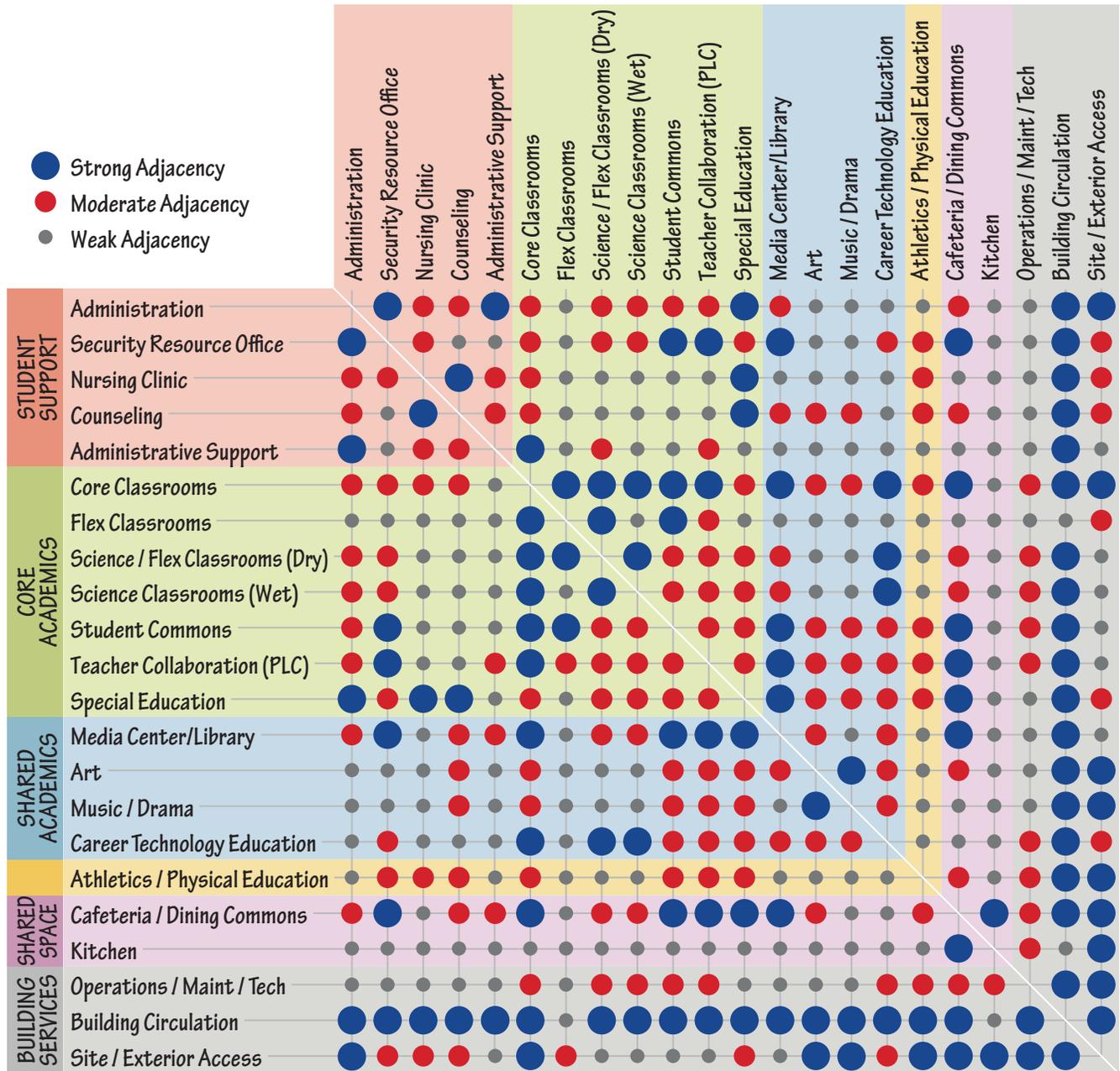
Target Total Building Gross Square Feet : 206,335

Flexibility Level L-3 Texas Administrative Code Chapter 61 compliance:

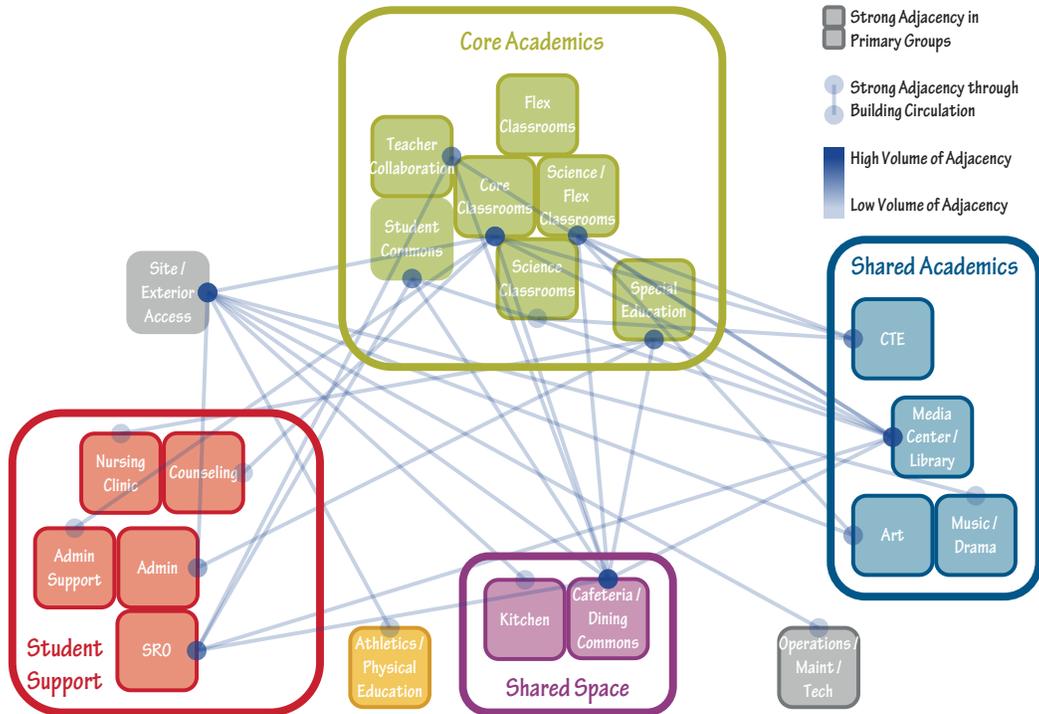
Total Allowable Aggregate Square Footage*, **: 59,850 sf	Flexibility Level L-3 minimum square feet/pupil: 36 sf	Student Capacity Calculation: 59,850 / 36 = 1,663 students
--	--	--

Refer to [Target Middle School Capacity](#)

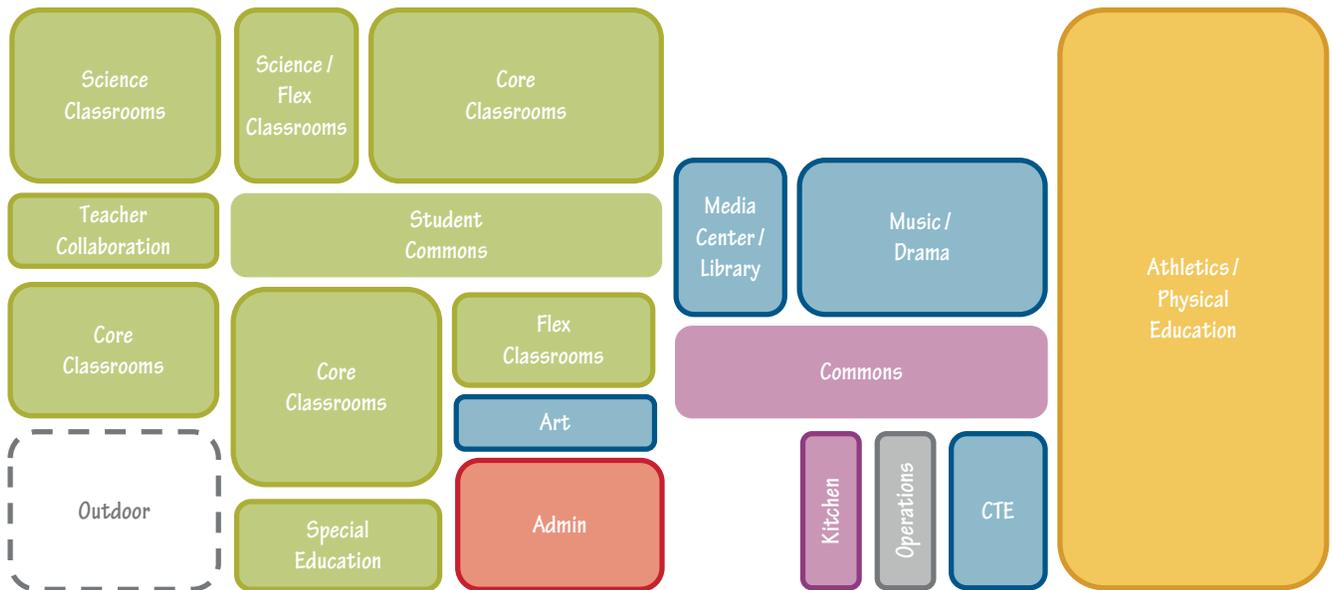
Middle School Adjacency Matrix



Middle School Adjacency Volume



Middle School Adjacency Diagram



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High School Space List

	SPACE	QUANTITY	SIZE
STUDENT SUPPORT	Administration <i>Secure Vestibule Offices</i>	Overall	15,000
	Community Room	1	1,000
	Security Resource Office	Overall	500
	Nursing Clinic	1	1,100
	Counseling Suite	Overall	4,800
	Conference Rooms <i>Distributed</i>	Overall	3,000
	Administrative Support <i>Workroom Breakroom</i>	Overall	2,000
CORE ACADEMICS	Core Classrooms*	84	72,000
	Maker/STEM**	2	2,600
	Science/Flex Classrooms (Dry)*	2	2,900
	Science Classrooms (Wet)*	13	22,600
	Student Commons**	Overall	16,000
	Teacher Collaboration (PLC)	Overall	6,000
	Special Education* <i>Life Skills Classrooms Resource Dyslexia OT/PT</i>	Overall	24,000

	SPACE	QUANTITY	SIZE
SHARED ACADEMICS	Media Center / Library	Overall	13,500
	Fine Arts** Art Classrooms Kiln Room	Overall	13,500
	Performing Arts** Band Rehearsal Hall Percussion Rehearsal Choir Rehearsal Hall Orchestra Rehearsal Hall Mariachi Rehearsal Hall Director's Office (4) Ensemble (5) Director's Office (4) Practice Rooms (20) Black Box Storage/Workshop Drama Classroom Speech/Debate Classroom Dance Rehearsal Hall Dance Locker Room (G/B) Dance Office	Overall	41,000
	Auditorium/Performance Space	1	15,500
	Career Technology Education** Specific Programs to be Determined Plant Science Floral Design Veterinary Lab Agriculture Shop (Metal/Welding) Multimedia Video and Audio Lab Graphics Lab Graphic Arts/Photography Lab Digital Media Lab Business Management/Admin Lab Finance/Accounting Lab Education and Training/ Child Dev Lab Health Science Technology Lab Director's Office Anatomy/Physiology Lab Cosmetology Lab Cosmetology Salon Principles of Technology Lab Applied Technology Lab Director's Office Forensics Lab STEM Instructional Lab (Clean Lab) Engineering Design Lab/ AP Computer Science	Overall	55,500
SHARED ATHLETICS	Athletics / Physical Education Competition Gym Multipurpose Gym Athletics Commons/Lobby Ticket Booth Concession Spectator Restrooms Family Restroom Cheer Studio Cheer Locker Room (G/B) Cheer Office Weight Room Auxiliary Weight Room Health Classroom Athletic Director's Office Men's Coaches Office Women's Coaches Office Head Coach Offices Freshman Athletic Locker (G/B) JV Athletic Locker (G/B) Varsity Athletic Locker (G/B) PE Locker (G/B) Visitors Lockers Training Rooms Athletic Conference Rooms Laundry Athletic Equipment Storage Film Rooms	Overall	117,000

	SPACE	QUANTITY	SIZE
SHARED SPACE	Cafeteria / Dining Commons	Overall	8,200
	Kitchen	Overall	6,000
BUILDING SERVICES	Operation / Maint / Tech	Included in Unassigned Space	0
	Building Circulation		0
	Site / Exterior Access		0

* Spaces allowable for aggregate square footage calculation per TAC compliance flexibility level L-3

** Spaces allowable at 50% utilization for aggregate square footage calculation per TAC compliance flexibility level L-3

Refer to [Introduction](#)

Target Total Net Square Feet: 443,800

Typical Unassigned Space: 199,710
 (Mech, Circulation, Walls, Etc.) @ 45% Net Area

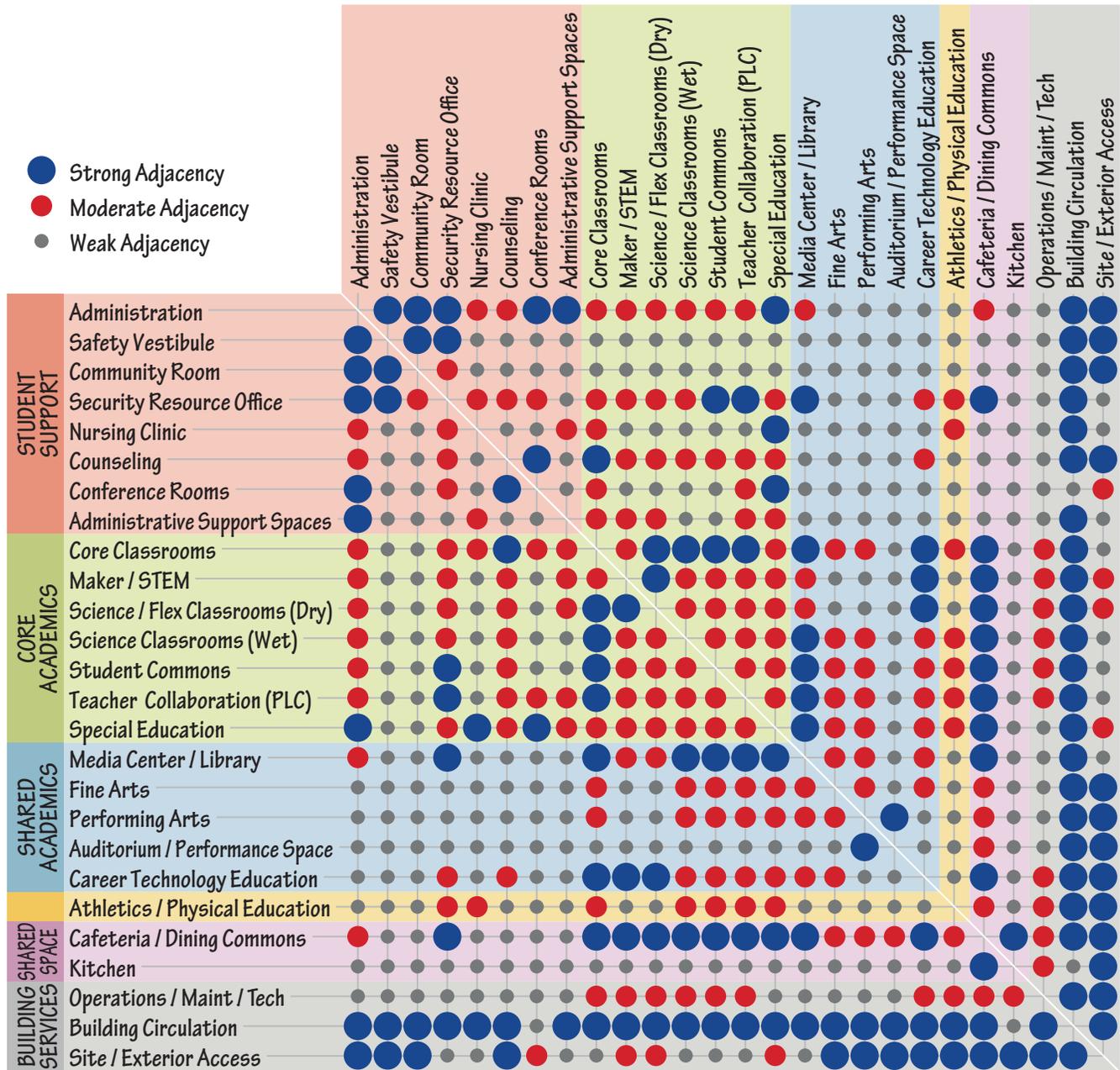
Target Total Building Gross Square Feet: 643,510

Flexibility Level L-3 Texas Administrative Code Chapter 61 compliance:

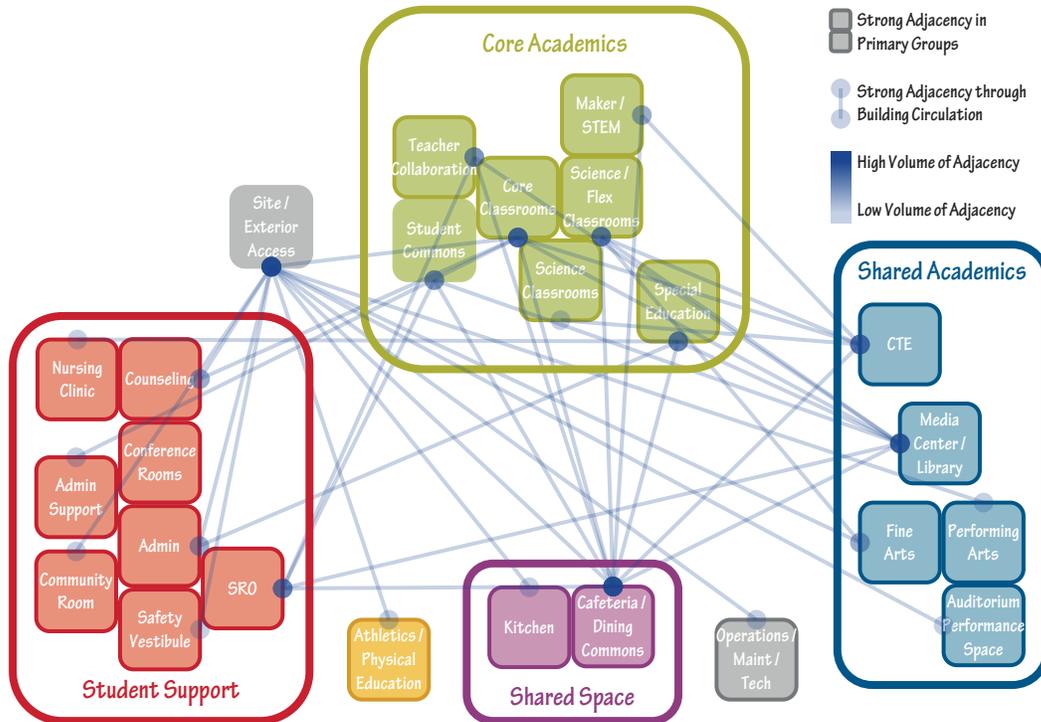
Total Allowable Aggregate Square Footage*, **: 164,000 sf	Flexibility Level L-3 minimum square feet/pupil: 36 sf	Student Capacity Calculation: 164,000 / 36 = 4,556 students
---	--	---

Refer to [Target High School Capacity](#)

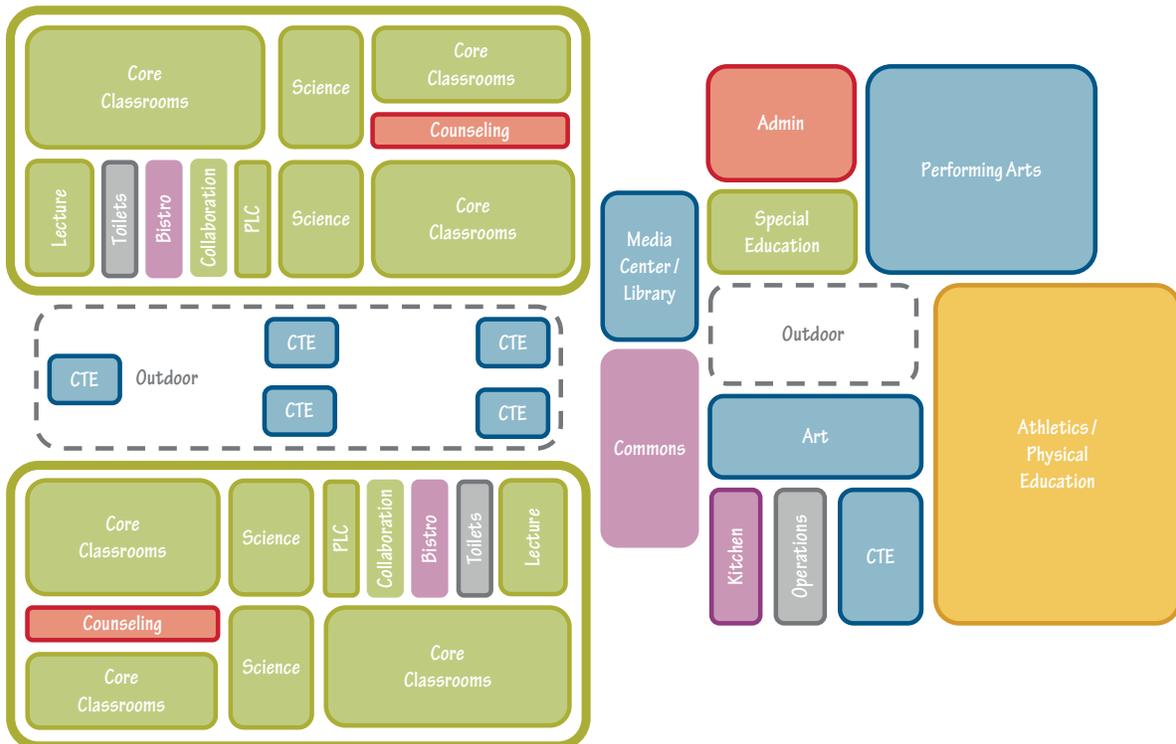
High School Adjacency Matrix

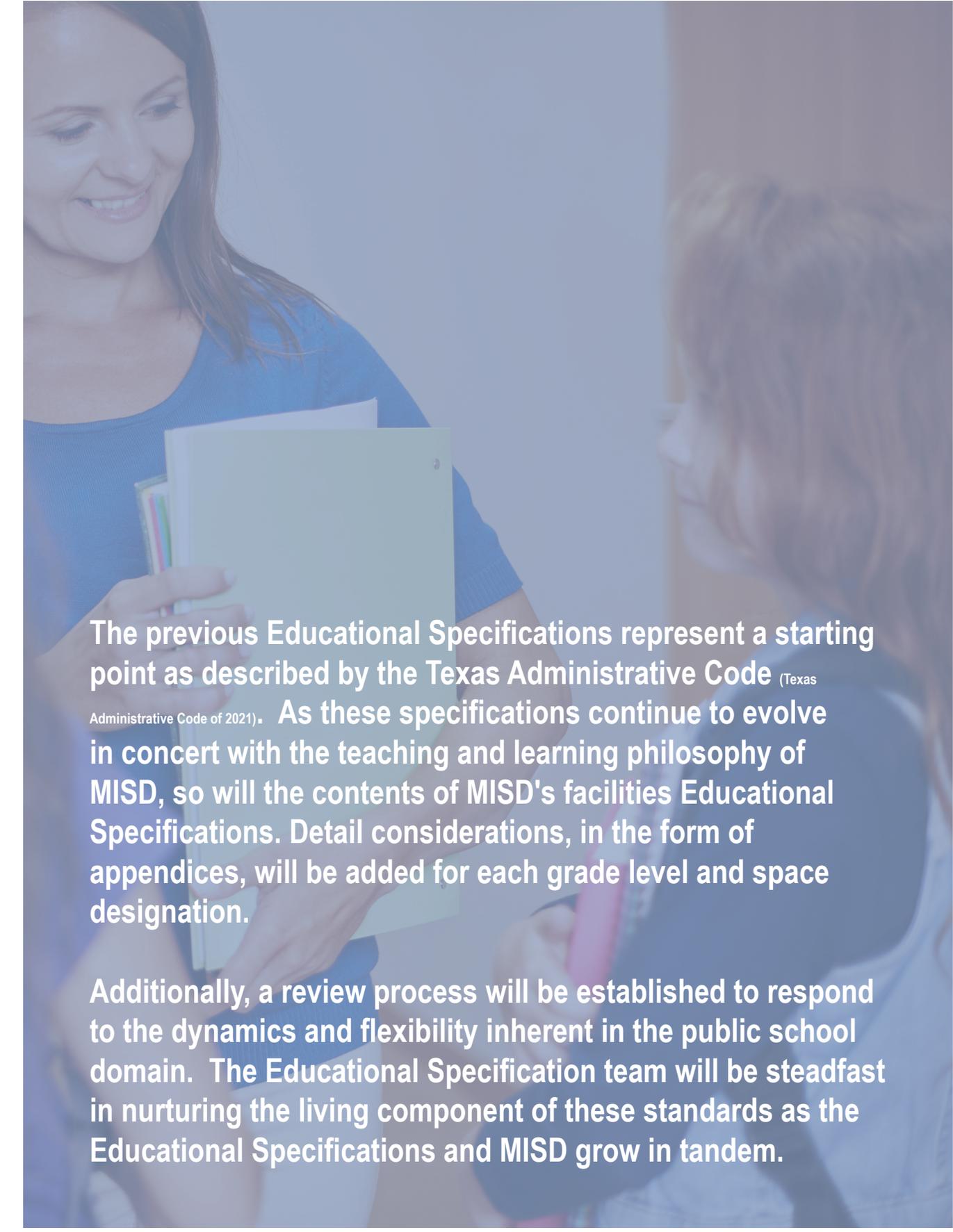


High School Adjacency Volume



High School Adjacency Diagram





The previous Educational Specifications represent a starting point as described by the Texas Administrative Code ^(Texas Administrative Code of 2021). As these specifications continue to evolve in concert with the teaching and learning philosophy of MISD, so will the contents of MISD's facilities Educational Specifications. Detail considerations, in the form of appendices, will be added for each grade level and space designation.

Additionally, a review process will be established to respond to the dynamics and flexibility inherent in the public school domain. The Educational Specification team will be steadfast in nurturing the living component of these standards as the Educational Specifications and MISD grow in tandem.

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Educational Specifications

February 25, 2025



Document Production / Leadership Involvement

- Over 100 meetings were held involving teachers, campus principals, SPED coordinators, nurses, coaches, architects, engineers, Principal Supervisors, and District Administrative Staff to compile information
- District Operations and our bond program manager synthesized all relative information to produce the Educational Specifications document and to ensure Texas Administrative Code compliance



Included Requirements

- The school district mission, vision, and instructional goals
- Preliminary details related to facility type, grades served, and student capacity
- Safety and Security emergency operations strategy that may inform the functionality of the built environment.
- Minimum total square footage required to comply with the quantitative flexibility level (L3) per TEA regulations

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Built Environment, Vision.....	7
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Grade Alignment and Instructional Facilities	11
Elementary School Considerations	17
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Purpose and Vision

- The document serves as a framework for **designing educational spaces that align** with with MISD’s mission “to ensure all students graduate ready for college, careers, or the military”.
- It complies with the Texas Administrative Code (TAC) and follows the **L3 flexibility level**, **allowing for added flexibility** in the design to allow for adaptable learning environments.
- The purpose of this document is to engage the designers by **connecting MISD’s educational goals to the design of educational spaces** and to establish **minimum** baseline(s) to guide current and future building design.



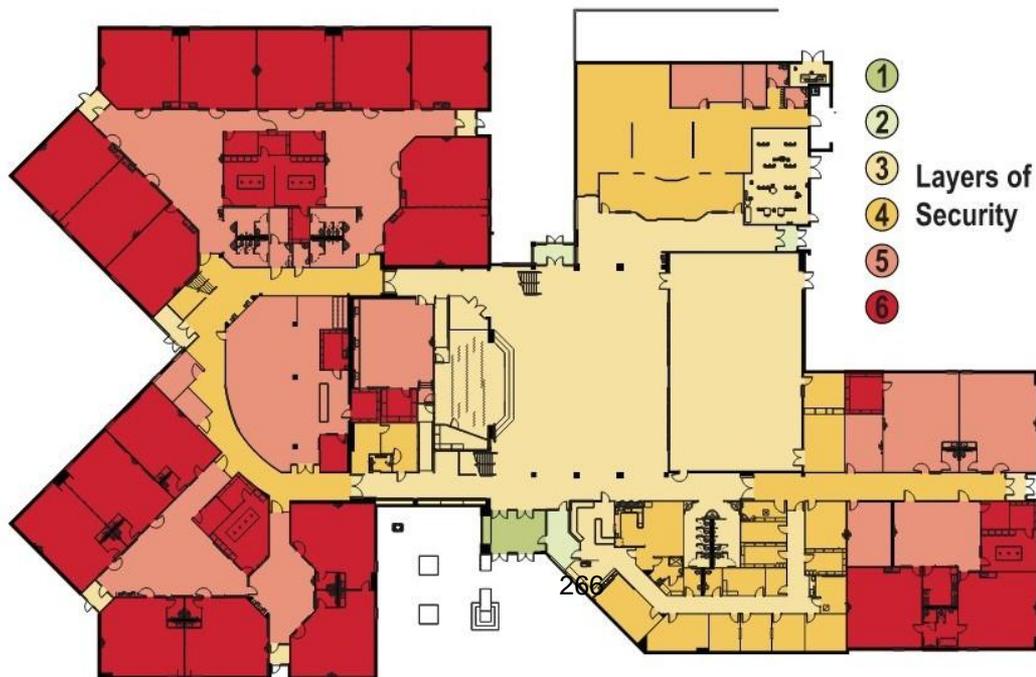
Key Focus Areas For All Grade Levels

- **Built Environment:** Prioritizes safety, durability, adaptability, and engagement through space size benchmarking
- **Grade Alignment:** Defines capacity plans according to MISD's current grade configurations elementary, middle, and high schools.
- **Space Relationships:** Considers how certain spaces relate to each other and the volume of intentional connections.



Key Focus Areas For All Grade Levels

- **Safety & Security:** Establishes layered security measures including secure vestibules, compartmentalized access control, and lockdown (areas) shelters.



School Specific Considerations

Elementary Schools (Target Capacity: 800-924 students)

Educational Basis:

- Homeroom-based model with core classrooms, specialized spaces (STEM, arts, special education).
- Focus on early childhood education and foundational learning.

Middle Schools (Target Capacity: 1,255-1,700 students)

Educational Basis:

- 8-period schedule with double-blocked English Language Arts.
- Core subjects, flexible learning spaces, and elective programs (CTE, arts, athletics).

High Schools (Target Capacity: 3,816-5,300 students)

Educational Basis:

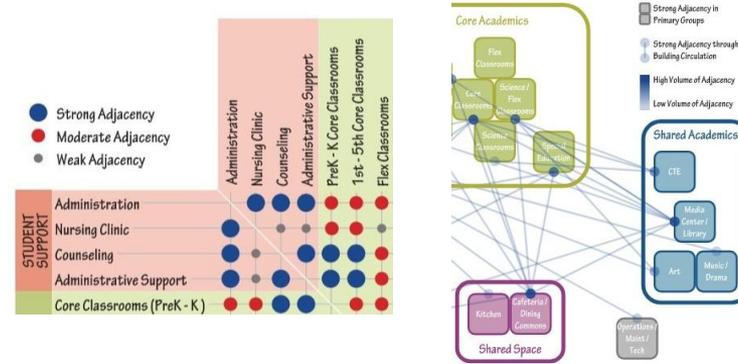
- 7-period schedule with diverse electives, career and technology programs.
- Large-scale facilities for fine arts, athletics, and specialized learning areas.



Included Elements

- **Adjacency Planning:** Diagrams and matrices illustrate spatial relationships for efficient school layouts.
- **Space size benchmarks:** Table of minimum expectations of potential spaces and sizes.
- **Flexible and Inclusive Learning Spaces:** Incorporates traditional classrooms, collaborative spaces, and immersive technology-driven environments.
- **Technology Integration:** Remote learning, machine learning, and digital tools are considered in facility planning

Adjacency Planning



Space Size Benchmarks

	SPACE	QUANTITY	SIZE
STUDENT SUPPORT	Administration Secure Vestibule Offices	Overall	2,900
	Nursing Clinic	Overall	600
	Counseling	Overall	200
	Administrative Support Workroom Breakroom	Overall	1,000
	Core Classrooms (PreK - K)*	7	5,600
	Core Classrooms (1st - 5th)*	24	19,200

Flexible and Inclusive Learning Spaces

Universal Design 268 (UDL)	Guides the design of learning experiences to proactively meet the needs of all learners. When you use UDL, you assume that barriers to learning are in the design of the environment, not from the student.
STEAM / STEM Labs	It supports project and problem-based learning through unique, flexible, and collaborative lab spaces designed around co-/cross-curricular synergy.



Ongoing Review

- The specifications are dynamic and will be updated in response to evolving teaching strategies and facility needs.
- This document acts as a **blueprint** for MISD's future school construction and renovations, ensuring **optimal learning environments** for students. It is essentially a reference document for architects, engineers, and district administrators to ensure consistency in school design across the district and one that aligns with the MISD's educational goals.



Midland Independent School District
January 2025
Version 1.0



Thank you!

February 25, 2025



I. Discussion of and Request for Approval of IFCB (Invitation for Competitive Bid)
250004181 Category 1 and 2
Presenter: Fatima Muniz

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Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Fatima E Muñiz

Subject: Discussion of and Request for Approval of IFCB (Invitation for Competitive Bid) 250004181 Category 1 and 2

Action Item

Financial Impact

The E-Rate program, managed by the Federal Communications Commission (FCC), provides discounts on telecommunications, internet access, and internal connections for eligible schools and libraries. The program is divided into two categories:

Category 1: Covers discounts for broadband and telecommunications services.

Category 2: Provides discounts on network infrastructure, such as routers, switches, Wi-Fi access points, and cabling within school buildings.

For Midland ISD, E-Rate funding is a critical financial resource that significantly reduces the district's expenses for technology telecommunication services, as well as infrastructure. Based on the district's economic needs and student demographics, Midland ISD qualifies for an 80% discount, meaning the district is responsible for only 20% of the total cost of eligible services and equipment. Below are the estimated financial impacts of the projects:

Category 1

- 120 Buses at \$37.99 per month
 - Total Cost: \$4,558.80 per month
 - District Contribution (20%): \$911.76 per month
 - E-Rate Contribution (80%): \$3,647.04 per month
- Leased Wide Area Network Circuits (10 Year)
 - Total Cost: \$2,016,000.00
 - District Contribution (20%): \$403,200
 - E-Rate Contribution (80%): 1,612,800

Category 2

- Switches Replacement with 3-year licensing (2021-2025 Allotment)
 - Total Cost: \$587,448.10
 - Estimated Allotment: \$576,365.15
 - District Contribution (20% + over-allotment): \$126,355.98 (\$115,273.03+11,082.95)



Midland Independent School District

BOARD OF TRUSTEES AGENDA

- E-Rate Contribution (80%): \$461,092.12

Board Goals/ Strategic Plan Goals

Student Experience – Create learning environments that prepare students for meaningful opportunities post-graduation.

Executive Summary

The Federal Communication Commission (FCC) E-Rate program makes telecommunications and information services more affordable for schools and libraries. With funding from the Universal Service Fund, E-Rate provides discounts for telecommunications, Internet access, and internal connections to eligible schools and libraries.

The awards recommended in the IFCB are integral to the district's annual vendor selection process, ensuring optimal utilization of E-Rate funding. This funding is critical for upgrading and maintaining network infrastructure, ensuring reliable high-speed internet access for students and staff.

Midland Independent School District received online proposals in response to IFCB 250004181 for E-Rate Category 1 and Category 2. The IFCB was posted on November 1, 2024, with a question submission deadline of November 15, 2024, and a bid submission deadline of December 9, 2024. Advertisements were published on November 22 and November 29, 2024.

Proposals were publicly opened and read via live stream at midlandisd.net/stream on January 7, 2025, at 10:00 AM (CST). A review committee E-Rate proposals and evaluation sheets were completed on January 14 and 15, 2025.

Recommendation

The committee requests approval of IFCB 250004181 vendors:

- Category 1: UPN for Leased Dark Fiber and Verizon for bus wifi
- Category 2: CDW for Switches with a 3-year licensing agreement

Motion

Approve as presented

Contact Person

Fatima Muñiz, Chief Technology Officer

Enclosure

Bid Evaluation Sheets

Midland Year 28 (2025-2026) Bid Evaluations

Type of Service: Bus Wi Fi Service	Possible Points	Vendor 1	Vendor 2	Vendor 3			
Level of Service: 120 buses		T-Mobile	Verizon	Optimum			
Eligible Bid Amount per line per month		\$29.80	\$37.99	\$39.95			
Price of Elig Goods/Services	25	25	19.61	18.65			
Service History	20	0	18	0			
Expertise of Company	20	20	20	20			
Understanding of Needs/Completeness of Bid	20	20	20	20			
TOTAL POINTS:	85	65	77.61	58.65			

Evaluations Completed By: Fatima Muniz, Denny Rambo, Christopher Guynn

Date Completed : 1/14/25

Midland Year 28 (2025-2026) Bid Evaluations

Type of Service: IC Project B	Possible Points	Vendor 1	Vendor 2	Vendor 3	Vendor 4	Vendor 5	Vendor 6	Vendor 7	Vendor 8	Vendor 9
Level of Service: 3 year licensing		Riverside	Abacus	ConvergeOne	CDW-G 1	Calian	CDW-G 2	Sterling	Cyberogue	Questivity
Model Proposed		Extreme Networks 5520-24X	Aruba 6300M	Extreme Networks 5420M-16MW-32P- 4YE	Cisco C9200-48PX G	Aruba 6300M	Cisco C9200-48PXG	Extreme Networks 7520-48Y-8C-AC-F	Cisco C9200-48PXG	Cisco C9200-48PXG
Eligible Bid Amount		\$271,383.00	\$422,515.00	\$481,453.25	\$587,448.10	\$598,650.00	\$622,519.60	\$661,275.00	\$919,646.28	\$947,706.75
Price of Elig Goods/Services	25	25	16.06	14.09	11.55	11.33	10.9	10.26	7.38	7.16
Service History	20	0	13	0	19	0	19	0	0	0
Expertise of Company	20	20	20	20	20	20	20	20	20	20
Understanding of Needs/Completeness of Bid	20	20	20	20	20	20	20	20	20	20
TOTAL POINTS:	85	65	69.06	54.09	70.55	51.33	69.9	50.26	47.38	47.16

CRW Evaluation Notes: CDW-G presented two options, CDW-G 1 is their quote #PFRN122; CDW-G 2 is their quote #PFRN333

Evaluations Completed By: Fatima Muniz, Denny Rambo, Christopher Guynn Date Completed 1/15/25

Midland Year 28 (2025-2026) Bid Evaluations

Type of Service: Leased Dark Fiber	Possible Points	Vendor 1	Vendor 2	Vendor 3
Level of Service: 2 strands		Unite Private Networks	Astound	Optimum
10 YEAR Eligible Bid Amount		\$2,016,000.00	\$7,408,031.15	\$7,162,000.00
Price of Elig Goods/Services	25	25	6.8	7.04
Service History	20	17	19	0
Expertise of Company	20	20	20	20
Understanding of Needs/Completeness of Bid	20	20	20	20
TOTAL POINTS:	85	82	65.8	47.04

CRW Evaluation Notes

<i>For UPN</i>			
CO to sites	\$8,700 MRC	\$0 NRC	\$0 Sp Const
02 to sites	\$8,100 MRC	\$0 NRC	\$0 Sp Const
We took \$8,700 + \$8,100 x 120 months			

<i>For Astound</i>			
CO to sites	\$14,100 MRC	\$1,007,142.85 NRC	\$1,006,250 Sp Const
02 to sites	\$14,100 MRC	\$1,005,319.15 NRC	\$1,005,319.15 Sp Const
We took \$14,100 + \$14,100 x 120 months; plus \$1,007,142.85 + \$1,005,319.15 non-recurring; plus \$1,006,250 + \$1,005,319.15 special construction			

<i>For Optimum</i>			
CO to sites	\$17,150 MRC	\$0 NRC	\$0 Sp Const
02 to sites	\$15,750 MRC	\$0 NRC	\$3,214,000 Sp Const
We took \$17,150 + \$15,750 x 120 months; plus \$3,214,000 special construction			

Evaluations Completed By: Fatima Muniz, Denny Rambo, Christopher Guynn

Date Completed: 1/14/25



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Dr. Matt Friez

Subject: Discussion of and Possible Approval for the School Board to Hire an Attorney

Action Item

Financial Impact

Refer to attachment - no retainer fee

Board Goals/ Strategic Plan Goals

N/A

Executive Summary

This would allow the Board to hire and consult with an attorney. The District has a separate retainer for General Counsel.

Recommendation

Approval for the School Board to hire O’Hanlon, Demerath & Castillo—as noted in the attached agreement.

Motion

Approve as presented

Contact Person

Dr. Matt Friez

Enclosure

Attached.

KARA BELEW, J.D.

Partner, O'Hanlon, Demerath, & Castillo

+1-(512)-799-9240 @ kbelew@808west.com

SUMMARY

Highly skilled and trusted external counsel with over 9 years of experience working directly with school boards. TEA-certified exemplary school board coach, offering in-depth knowledge of education law, funding, and policy issues.

Committed to delivering tailored, actionable guidance and strategic legal counsel that aligns with each school board's unique needs and mission, ensuring the school system remains compliant, proactive, and supported in navigating complex legal challenges.

EMPLOYMENT EXPERIENCE

O'Hanlon, Demerath, & Castillo

08/2024 - Present

Partner

Advise school boards and leadership teams on law, ensuring compliance with federal, state, and local regulations and addressing operational and regulatory issues. Deliver concise, strategic guidance on governance, labor and employment matters, risk management, policy development, contract negotiations, and dispute resolution. Provide high-quality, interactive, and innovative school board training and support. Represent school boards in litigation, protecting district interests and promoting effective decision-making.

Tenet Leadership, LLC

08/2019 - 08/2024

President and Founder

Advised school boards and leadership teams on strategic school improvement, focusing on system alignment, optimal use of funding, clearly defined leadership roles and responsibilities, and adopting and monitoring student outcome goals. Ensure effective implementation of educational strategies, fostering continuous growth and accountability within the district.

Texas Education Agency

01/2017 - 01/2019

Deputy Commissioner of Education, Finance

Provided critical strategic guidance to the Commissioner of Education on legal issues, funding distribution, and achieving educational priorities.

Office of the Governor, Governor Abbott

01/2015 - 01/2017

Statewide Budget Director

Office of the Attorney General

08/2011 - 12/2016

Attorney General Abbott Senior Counsel

Architect of the state's successful school finance litigation, shaping legal strategies that ensured sustainable funding solutions for public education.

Office of the Governor, Governor Perry

06/2004 - 07/2011

Director of State Fiscal Responsibility

Appointee to Education Commission of the States
Senior Public Education Policy Advisor

SUCCESS STORIES



Helped Author and Develop the Texas Education Agency's (TEA) Lone Star Governance (LSG) Exemplary School Board Program

Coached five TEA Exemplary school boards to improve systems and student outcomes.



Created innovative proprietary tools to support school boards in adopting, monitoring, and achieving their strategic vision.

Ensured school boards had powerful visual aids and accurate monitoring tools.

EDUCATION

Juris Doctorate with Honors

University of Texas School of Law

2000 - 2003

B.B.A. with Honors B.A. in Political Science

Southern Methodist University, Cum Laude

1993 - 1997

Candidate for Doerr Institute for New Leaders

Rice University

2024 - Present

LEADERSHIP



Texans for Excellence in Education (TEE)

Founding Board Member

Advocate for educational policies that promote accountability and quality in Texas schools, support systemic improvements, foster innovative solutions, and ensure every student has access to a high-quality education.

TEA SCHOOL BOARD TRAINING CERTIFICATIONS



TEA Certified Lone Star Governance Coach

Provide school boards with best-practice training and support



TEA Certified Governance Optimization Coach

Coach school boards and leadership teams to successfully implement strategic policies.

K. Discussion of and Final Recommendation or Motion for Lone Star Governance
Presenter: Brandon W. Hodges

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Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Brandon W. Hodges

Subject: Discussion of and Final Recommendation or Motion for Lone Star Governance

Action Item

Financial Impact

Board Goals/ Strategic Plan Goals

Board Goals 1-5/Grow and Develop Staff

Executive Summary

Lone Star Governance (LSG) is an optional training designed for governing teams and school boards. LSG is a continuous model for boards working closely with superintendents with a primary focus on improving student outcomes. Governance teams focus on executing the five aspects of the Texas Framework for School Board Development: Vision and Goals, Systems and Processes, Progress and Accountability, Advocacy and Engagement, and Synergy and Teamwork. In addition to prioritizing student outcome, the LSG model also supports boards in managing their legal and fiscal responsibilities.

Recommendation

Board's discussion and final recommendation/motion for Lone Star Governance

Motion

Contact Person

Brandon W. Hodges

Enclosure

QUARTERLY PROGRESS TRACKER

Midland ISD **Date: August 23**

Framework	Three Quarters Ago (June 2022)	Two Quarters Ago (Nov. 2022)	One Quarter Ago (March 2023)	Current Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	12	12	12		12	12	11	12	4	12		15
Vision and Goals 2	12	12	12		12	12	11	12	4	12		15
Vision and Goals 3	9	9	9		9	9	8	9	9	9		10
Vision and Goals 4	4	4	4		4	4	3	4	2	4		5
Progress and Accountability 1	4	4	4		4	4	4	5	4	4		15
Progress and Accountability 2	2	2	2		2	2	2	2	1	2		5
Systems and Processes	4	4	1		4	4	4	4	4	4		15
Advocacy and Engagement	1	1	9		1	3	1	1	1	1		10
Synergy and Teamwork	9	9	57		9	9	7	9	9	9		10
TOTAL SCORE	57	57	57	0	57	59	51	58	38	57	0	100

Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Next Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	12	12	12		12	12	11	15	15	12		15
Vision and Goals 2	12	12	12		12	12	11	15	15	12		15
Vision and Goals 3	9	9	9		9	9	8	10	10	9		10
Vision and Goals 4	4	4	4		4	4	4	5	5	4		5
Progress and Accountability 1	12	12	12		12	4	10	12	12	12		15
Progress and Accountability 2	5	2	2		2	2	2	5	5	4		5
Systems and Processes	4	4	4		4	4	3	5	4	12		15
Advocacy and Engagement	3	1	3		1	3	1	5	3	3		10
Synergy and Teamwork	10	9	9		9	9	8	10	10	9		10
TOTAL SCORE	71	65	67	0	65	59	58	82	79	77	0	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures	President:	% Student Outcome Minutes	Vote Count For	Vote Count Against
Vice President:	Secretary	get this # from Chad		0

QUARTERLY PROGRESS TRACKER

Midland ISD

Date: February 2023

Framework	Three Quarters Ago (Nov. 2021)	Two Quarters Ago (Feb. 2022)	One Quarter Ago (June 2022)	Current Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	12	12	12	12	12	12	11	12	4	12		15
Vision and Goals 2	12	12	12	12	12	12	11	12	4	12		15
Vision and Goals 3	9	9	9	9	9	9	8	9	9	9		10
Vision and Goals 4	4	4	4	4	4	4	3	4	2	4		5
Progress and Accountability 1	4	4	4	4	4	4	4	5	4	4		15
Progress and Accountability 2	2	2	2	2	2	2	2	2	1	2		5
Systems and Processes	4	4	4	1	4	4	4	4	4	4		15
Advocacy and Engagement	1	1	1	9	1	3	1	1	1	1		10
Synergy and Teamwork	9	9	9	57	9	9	7	9	9	9		10
TOTAL SCORE	57	57	57	110	57	59	51	58	38	57	0	100
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Next Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	15	12	12	12	12	12	11	15	15	12		15
Vision and Goals 2	15	12	12	12	12	12	11	15	15	12		15
Vision and Goals 3	10	9	9	9	9	9	8	10	10	9		10
Vision and Goals 4	5	4	4	4	4	4	4	5	5	4		5
Progress and Accountability 1	12	12	12	12	12	4	10	12	12	12		15
Progress and Accountability 2	5	5	2	2	2	2	2	5	5	4		5
Systems and Processes	4	4	4	4	4	4	3	5	4	12		15
Advocacy and Engagement	3	3	1	3	1	3	1	5	3	3		10
Synergy and Teamwork	10	10	9	9	9	9	8	10	10	9		10
TOTAL SCORE	79	71	65	67	65	59	58	82	79	77	0	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures	President:	% Student Outcome Minutes	Vote Count For	Vote Count Against
Vice President:	Secretary	get this # from Chad		0

QUARTERLY PROGRESS TRACKER

Midland ISD **Date: November 2022**

Framework	Three Quarters Ago (Nov. 2021)	Two Quarters Ago (Feb. 2022)	One Quarter Ago (June 2022)	Current Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	12	12	12	12	12	12	12	12	12			15
Vision and Goals 2	12	12	12	12	12	12	12	12	12			15
Vision and Goals 3	9	9	9	9	9	9	9	9	9			10
Vision and Goals 4	4	4	4	4	4	4	4	4	4			5
Progress and Accountability 1	4	4	4	4	4	4	4	4	4			15
Progress and Accountability 2	2	2	2	2	2	2	2	2	2			5
Systems and Processes	4	4	4	4	4	4	4	4	4			15
Advocacy and Engagement	1	1	1	1	1	1	1	1	1			10
Synergy and Teamwork	9	9	9	9	9	9	9	9	9			10
TOTAL SCORE	57	57	57	57	57	57	57	57	57	N/A	N/A	100

Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Next Quarter Consensus	Murry	Joyner	Bishop	Booker	Marquez	Burleson	Hodges	Total Possible Points
Vision and Goals 1	15	15	12	12	12	12	12	12	15			15
Vision and Goals 2	15	15	12	12	12	12	12	12	15			15
Vision and Goals 3	10	10	9	9	9	9	9	9	10			10
Vision and Goals 4	5	5	4	4	4	4	4	4	5			5
Progress and Accountability 1	12	12	12	12	12	12	12	12	12			15
Progress and Accountability 2	5	5	5	2	2	2	2	5	5			5
Systems and Processes	4	4	4	4	4	4	4	4	4			15
Advocacy and Engagement	3	3	3	1	1	1	1	3	3			10
Synergy and Teamwork	10	10	10	9	9	9	9	10	10			10
TOTAL SCORE	79	79	71	65	65	65	65	71	79	N/A	N/A	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures	President:		% Student Outcome Minutes	Vote Count For	Vote Count Against
Vice President:	Secretary		17.6%		0

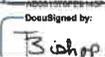
Quarterly Board Progress Tracker – APRIL 2020

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	4	4	13	4	4	4	4	4	5.3	15
Accountability 2	2	0.5	4	2	0.05	0.5	2	2	1.6	5
Structure	4	4	7	4	4	4	4	4	4.4	15
Advocacy	0	1	9	0	1	3	0	0	2.0	10
Unity	10	3	9	10	3	10	10	10	7.9	10
Total	65	57.5	87	65	57.05	66.5	65	65	66.2	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	12	12	15	12	12	1	12	12	10.9	15
Accountability 2	5	5	4	5	4	5	5	5	4.7	5
Structure	4	4	15	4	5	4	4	4	5.7	15
Advocacy	9	3	9	3	9	9	3	3	5.6	10
Unity	10	10	10	15	10	10	15	15	12.1	10
Total	85	79	98	84	85	74	84	84	84.0	100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President	285 	6/2/2020 
Board Vice-President		6/2/2020 

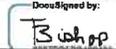
Quarterly Board Progress Tracker – JANUARY 2020

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	4	4	15	4	12	12	4	4	7.9	15
Accountability 2	0.5	0.5	0.5	0.5	5	1	0.5	0.5	1.2	5
Structure	4	4	7.5	4	4	12	4	4	5.6	15
Advocacy	1	1	9	1	9	3	1	1	3.6	10
Unity	10	3	10	3	10	10	10	10	8.0	10
Total	64.5	57.5	87	57.5	85	83	64.5	64.5	71.3	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	12	12	15	12	12	15	12	12	12.9	15
Accountability 2	5	5	4	5	5	5	5	5	4.9	5
Structure	4	4	15	4	5	12	4	4	6.9	15
Advocacy	9	9	9	9	10	10	9	9	9.3	10
Unity	10	10	10	10	10	10	10	10	10.0	10
Total	85	85	98	85	87	97	85	85	88.9	100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President	286 	 DocuSigned by: Rick Davis
Board Vice-President		 DocuSigned by: TBishop

Quarterly Board Progress Tracker – OCTOBER 2019

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	4	4	15	4	12	12	4	4	7.9	15
Accountability 2	0.5	0.5	0.5	0.5	5	1	0.5	0.5	1.2	5
Structure	4	4	7.5	4	4	12	4	4	5.6	15
Advocacy	1	1	9	3	10	3	3	3	4.6	10
Unity	3	3	10	3	10	10	3	3	6.0	10
Total	57.5	57.5	87	59.5	86	83	59.5	59.5	70.3	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	12	15	15	12	12	15	12	12	13.3	15
Accountability 2	5	5	4	5	5	5	5	5	4.9	5
Structure	4	4	15	4	4	12	4	4	6.7	15
Advocacy	9	9	9	3	10	10	3	3	6.7	10
Unity	10	10	10	10	10	10	10	10	10.0	10
Total	85	88	98	79	86	97	79	79	86.6	100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President		
Board Vice-President		

Quarterly Board Progress Tracker – JULY 2019

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	4	4	15	4	15	12	4	4	8.3	15
Accountability 2	0.5	0.5	0.5	5	5	1	5	5	3.1	5
Structure	4	4	7.5	4	4	4	4	4	4.5	15
Advocacy	3	3	9	9	9	3	9	9	7.3	10
Unity	10	10	10	10	10	10	10	10	10.0	10
Total	66.5	66.5	87	77	88	75	77	77	78.2	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	JTrischitti	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5	5.0	5
Accountability 1	12	12	15	12	15	15	12	12	13.3	15
Accountability 2	5	5	4	5	5	5	5	5	4.9	5
Structure	4	4	15	4	5	12	4	4	6.9	15
Advocacy	9	9	9	9	10	10	9	9	9.3	10
Unity	10	10	10	10	10	10	10	10	10.0	10
Total	85	85	98	85	90	97	85	85	89.3	100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President		
Board Vice-President		

Quarterly Board Progress Tracker – APRIL 2019

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5.0	5
Accountability 1	15	15	15	15	15	15	15	15.0	15
Accountability 2	0.5	0.5	0.5	0.5	5	4	0.5	1.8	5
Structure	4	4	7.5	4	4	12	4	5.9	15
Advocacy	9	9	9	9	9	9	9	9.0	10
Unity	9	10	10	9	10	10	9	9.7	10
Total	82.5	83.5	87	82.5	88	95	82.5	86.4	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15.0	15
Vision 2	15	15	15	15	15	15	15	15.0	15
Vision 3	10	10	10	10	10	10	10	10.0	10
Vision 4	5	5	5	5	5	5	5	5.0	5
Accountability 1	15	15	15	15	15	15	15	15.0	15
Accountability 2	5	5	4	5	5	5	5	4.8	5
Structure	4	4	15	4	5	12	4	7.3	15
Advocacy	9	10	9	9	9	10	9	9.3	10
Unity	10	10	10	10	10	10	10	10.0	10
Total	88	89	98	88	89	97	88	91.5	100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President 289		
Board Vice-President		

Quarterly Board Progress Tracker – July 2018

Section Current Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15
Vision 2	15	15	15	15	15	15	15	15	15
Vision 3	10	10	10	10	10	10	10	10	10
Vision 4	5	5	5	5	5	5	5	5	5
Accountability 1	15	15	15	15	15	15	15	15	15
Accountability 2	0	0	.5	0	1	1	0	0.42	5
Structure	4	4	12	4	4	1	4	4.83	15
Advocacy	9	9	9	9	9	3	9	8	10
Unity	10	10	10	10	10	10	10	10	10
Total	83	83	91.5	83	84	75	83	83.25	100

Section Next Quarter Targets	Consensus	RDavis	JFuller	TBishop	JKennedy	RMarquez	BMurry	Average	Total Points Possible
Vision 1	15	15	15	15	15	15	15	15	15
Vision 2	15	15	15	15	15	15	15	15	15
Vision 3	10	10	10	10	10	10	10	10	10
Vision 4	5	5	5	5	5	5	5	5	5
Accountability 1	15	15	15	15	15	15	15	15	15
Accountability 2	5	5	4	5	4	4	5	4.5	5
Structure	4	4	15	4	4	1	4	5.33	15
Advocacy	9	9	9	9	10	3	9	8.17	10
Unity	10	10	10	10	10	10	10	10	10
Total	88	88	98	88	88	78	88	88.17	100

10. Information Items
A. Board Committee Monthly Report



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Board of Trustees

Subject: Board Committee Monthly Report

Information Item

EDUCATION FOUNDATION COMMITTEE

Board Goal(s)

The Education Foundation is mindful of the Board Goals and strives to support the goals within the Foundation's programs to enhance academics and learning at all campuses.

Executive Summary

The Education Foundation has a 19 member board of directors made up of Midland community members. On January 16, 2025 the Midland Education Foundation met at Midland College Pre-K Academy. The following summarizes the agenda of the meeting:

- Tour of Pre-K Academy
- President's Report - Brian Stubbs
- Superintendent's Report - Dr. Stephanie Howard
 - MISD Enrollment
 - Elementary data is positive
 - Secondary growth in most areas
 - Instructional resources alignment has been instrument
 - Principal Pipeline and training
- MISD Trustee report - Sara Burlison
 - Constructions on Lone Star Trails Elementary
 - Board is voting on 2025-26 calendar at next Trustee meeting
- Director Report - Anita Gamertsfelder
 - Grant applications are now open
 - Thank you to board members who joined for the FMH site visit
 - Invoices for board gifts
- Grants Committee update
 - January Micro Grants presented
- New Business
 - MEF staff will start posting for social media instead of Hancock



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Trustee Board Members and Staff Present:

Sara Burleson, Stephanie Howard

Contact Person

Anita Gamertsfelder

anita.gamertsfelder@midlandisd.net

The Midland Education Foundation exists to promote excellence in education by generating and distributing additional resources for the benefit of Midland ISD students and employees.



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Tucker Durham, Chief Financial Officer

Subject: Reportable Purchase Orders over \$100,000 - January 2025

Information Item

Financial Impact

Estimated amount (s); see the attachment.

Board Goal/Strategic Plan Goals

CH (Local)

Executive Summary

The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases, regardless of cost; however, purchases made pursuant to item 2 shall subsequently be reported to the Board at least quarterly:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;
2. A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]
3. A continuing or periodic purchase under a Board-approved bid or contract;
4. A purchase of produce or fuel.
5. A purchase of regulated utility services

Contact Person

Tucker Durham, Chief Financial Officer

Enclosure

Purchase Orders Over \$100k Report

Reportable Purchase Orders \$100,000 - January 2025

Purchase Order	Vendor	Description	Contract	Amount	Funding Source
9382500097	HopSkipDrive ,Inc	Requesting a Blanket Requisition for Hop Skip Drive student transportation Base fee plus miles per Trip from January 1, 2025 - June 30, 2025.	Allied States# 24-7482	\$190,000.00	Local Funds
9302500147	Cenergistic, LLC	Cenergistic Energy Management Fees for 6 months starting in January 2025 - Cenergistic Measure Energy Accounting Software providing extensive resources including remote and on-site assessments by Cenergistic to build energy plans for each campus/facility	CTPA# CSP 19P-012LP	\$383,790.00	Local Funds
7262500099	Midland College	Midland College PK - TEA NIFA Application (Payments 2023-2024 Final Payment & 2024-2025 Preliminary Payment)	Interlocal	\$194,200.00	Local Funds
2402500191	Rich Chicks LLC	Direct Delivery of Commodity Processing of USDA Foods - Premium Artisan Breaded Boneless Chicken Wings, Chicken Breast Tenders, and Breaded Chicken Patty	WTFSC Interlocal SY 24-25	\$100,000.00	Federal Funds
2402500161	Labatt Food Service	Labatt - Dry & Frozen Foods, Protein, Non-Food, Special Diet, and Holiday Orders for Bunche Elementary	WTFSC Interlocal SY 24-25	\$102,300.00	Federal Funds



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented By: Tucker Durham, Chief Financial Officer

Subject: Donations over \$5,000-Less than \$20,000

Information Item

Financial Impact

There will be an increase in funds administered by Midland Independent School District, of \$17,500.00 from donations. These donations are expected to be expensed by 6/30/2025.

Board Goal/Strategic Plan Goals

Goal 8, Initiative 2

Executive Summary

Attached is a list of donations and their intended use provided to the district that do not require board approval per board policy **CHC (Local)—Other Revenues and Solicitations**. This is due to the donations being less than \$20,000 but over \$5,000.

Contact Person

Tucker Durham, Chief Financial Officer

Enclosure

Donations over \$5,000-Less than \$20,000

Donations over \$5,000-Less than \$20,000-February 2025

Donor	Fund	Amount	Purpose/Description
Education Foundation-Child Nutrition Services	Federal Program Fund-Fund Number 240	\$12,500.00	School Lunch Balances
Rogers Ford-Athletic Department	General Program Fund-Fund Number 199	\$5,000.00	Tall City Relays
	Total	\$17,500.00	



Midland Independent School District

BOARD OF TRUSTEES AGENDA

Meeting Date: February 25, 2025

Presented by: Jessie Garcia, Interim Chief of Human Capital

Subject: Human Capital Monthly Report

Information Item

Financial Impact

N/A

Board Goal/Strategic Plan Goals

Grow & Develop Staff

Our retention and recruitment practices promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Executive Summary

Monthly staffing reports offer valuable insights into employee turnover trends, which can indicate potential issues related to employee engagement or job satisfaction. As such, these reports are critical tools for managing a successful workforce.

Contact Person

Jessie Garcia

Enclosure

Staffing Update, Personnel Appointments, Resignations, and Retirements



STAFFING UPDATE

February 2025

District Resignation/Retirement data as of January 31, 2025

*Resignation/retirement notices from non-certified, certified, professional contract staff members.

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
2021-2022	57	17	18	6	11	27	8	13	17	7	261	63	505
2022-2023	3	31	18	17	17	26	13	7	16	4	266	47	465
2023-2024	3	5	18	10	8	30	19	10	6	12	234	31	386
2024-2025	1	12	7	11	10	21	8						

SY23-24 YTD: 386

SY24-25 YTD: 70

Difference: 316

Top Separation Reasons:

- Family Obligations
- Health

Special Note: The information contained in the table above is a snapshot of the data as of January 31, 2025. The data within the above table may change by a few each month due to various reasons (i.e., Family and Medical Leave, Temporary Disability Leave).

Vacancy and Hiring Data for January 2025

Teacher fill rate as of January 31, 2025: **96%**

Bus Driver fill rate as of January 31, 2025: **99%**

Upcoming Recruiting Events:

- March 5, 2025 Sul Ross University
- March 25, 2025 Texas Tech University
- March 27, 2025 University of Texas Permian Basin



Board Administrator Appointments

01/06/2025 - 01/31/2025

02/10/2025

3:42 PM

Griselda.Flores

Name	Effective Date of Contract	Degree	College University	Experience	Assignment
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Board Administrator Resignations

Term Date: 1/06/2025 - 1/31/2025

02/10/2025

3:18 PM

Griselda.Flores

Name	Effective Date of Resignation	Degree	College University	Experience	Assignment	Reason
GARCIA, ROY	01/13/2025	MA	UNIVERSITY OF PERMIAN BASIN	28	CHIEF/ASSOCIATE SUPERINTENDENT/ADMIN	HEALTH

11. Closed session in accordance with Government Code Section 551.001 et. seq.

Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 - For the purpose of deliberation regarding the deployment, or specific occasions for implementation, of security personnel or devices, or to deliberate a security audit.

12. Action Arising from Closed Session

13. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on _____.