



Agenda of Called Meeting/Working Session Thursday, March 30, 2023

The Board of Trustees Richardson ISD

A Called Meeting/Working Session of the Board of Trustees of Richardson ISD will be held Thursday, March 30, 2023, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on March 27, 2023.

Public Comments: - Persons wishing to address the Board must complete an online Public Comment form by signing up at <https://web.risd.org/board/public-comments/> beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00 p.m. on the posted meeting date. Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office during normal business hours at 469-593-0403 (español 469-593-0312) for assistance. Persons wishing to speak must complete the online registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENT SECTION**
Comments from visitors who submitted the form requesting to address Board Members.
 - A. Agenda Related Topic
- III. **ACTION / INFORMATION ITEMS**

A.	COVID Allowable Purchases	7
	Action Item	
B.	Strategic Planning 2023 Update	8
	Information Item	
C.	A-F Accountability Refresh Part 1	26
	Information Item	
D.	Review and Discussion of Student Policy	
	•Proposed Revision to FDA (LOCAL)	
	Information Item	
E.	Review and Discussion of Instruction Policy	62
	•Proposed Revision to EIC (LOCAL)	
	Information Item	
F.	Review and Discussion of Basic District Foundations Policies	72
	•Proposed Revisions to AE (LOCAL)	
	•Proposed Addition of AEA (LOCAL)	
	Information Item	
G.	Review and Discussion of Local Governance Policy	84
	•Proposed Revision to BF (LOCAL)	
	Information Item	
H.	Safety & Security Update	87
	Information Item	
IV.	CLOSED MEETING	
	If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071-Consultation with Attorney; 551.076 - Security Devices and Security Audits; 551.082.	
V.	RECONVENE	
	Open Meeting to vote on matters considered in Closed Meeting, if applicable.	
VI.	ADJOURNMENT	

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 or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]



BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

Procedures for Public Comments During Board Meetings

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The purpose of meetings is to allow trustees to conduct the business of the District. Although Board meetings are held in public, they are not public meetings and the public does not have a right to participate except as provided by the Board. The Board offers a limited open forum at meetings through its Public Comment Sections to provide opportunities for members of the public to convey information to the Board.

The Board adopted the following procedures concerning public comments to facilitate the efficient operation of meetings:

Public Comment Section

- The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Thursday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Thursday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.

The Public Comment Section for agenda-related topics ordinarily will be placed on the Agenda just prior to the first business item on the Agenda. Where appropriate for efficient meeting management, the section for comments related to non-agenda topics may be placed on the Agenda after other action and information items. A speaker who attempts to address a non-agenda related topic during any period reserved for agenda-related topics is engaging in disruptive behavior. The speaker must stop his or her comments when directed.

- When necessary for effective meeting management, to accommodate large numbers of individuals wishing to address the Board at a meeting, or when otherwise advisable to accommodate specific circumstances, the Board delegates to the presiding officer the authority to make adjustments to these public comment procedures. Such adjustments may include, without limitation, adjusting when public comment will occur during a meeting, reordering agenda items, deferring public comment on non-agenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.

Speaker Topics

- Regular Business Meetings. Speakers may comment on specific Agenda items, as well as matters not on the posted Agenda (i.e. non-agenda items), during the Public Comment Section at regular business meetings.
- Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
- Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate online public comment form for the public hearing. Speakers may only comment on the specific topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.

Public Comment Form

- Persons wishing to address the Board must complete an online Public Comment form by signing up at the designated registration form link on the District's website beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00pm on the posted meeting date. Persons wishing to speak must complete the designated registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.
- In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
- If RISD gives notice of a public hearing, it will provide a separate designated registration form link on the District's website for the public hearing that persons who wish to speak must complete. Individuals will be able to register beginning when the meeting agenda for

the public hearing is posted through 12:00 p.m. on the day of the meeting. RISD will not accept comment cards after 12:00pm on the posted meeting date.

- Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office at 469-593-0403 for assistance. The online form is required to be completed by no later than 12:00 pm on the day of the posted meeting.

Written Materials

- A speaker who wishes to provide written materials to the Board of Trustees must bring at least nine (9) copies of the materials to the Board meeting. A copy of the materials will be provided to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.

Time

- Each speaker is limited to a total of three* minutes and a speaker may not use time of another speaker to extend his or her comment period. Note: A speaker who addresses the Board through a translator will have six* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
- Staff will set a three*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.
(*Unless the comment period has been limited as provided herein.)

Single comment

- A speaker may complete one online Public Comment form for each meeting. A speaker who comments during a public hearing is not ineligible to speak during the regular public comment period.

Protocol for Speakers

- The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.
- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.
- The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.
- The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda. Attacks of a personal nature against Board members, RISD staff, students, or other citizens by name or unique title will not be allowed or tolerated. Speakers who wish to make a complaint regarding an employee should comply with the appropriate complaint policy. (DGBA – Employee Complaints; FNG – Student/Parent Complaints; GF – Public Complaints). Complaint policies are available on the RISD website.
- Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed. Visitors and staff must listen quietly and respectfully during the public comment section whether they agree or disagree with a speaker's message. It is not appropriate for staff or visitors to clap, cheer, boo, display banners, or otherwise engage in disruptive conduct. Persons who disrupt the meeting will be cautioned to observe meeting rules. Persons who persist in disrupting the meeting may be removed from the meeting.

Consent for Online Publication

RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.

Reasonable Accommodation and Translation

Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: September 15, 2022



JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

Procedimientos para los comentarios del público durante las reuniones de la Junta Directiva

La Junta Directiva del Distrito Escolar Independiente de Richardson da la bienvenida a los miembros del público a sus reuniones. El propósito de las reuniones es permitir a los miembros de la Junta conducir los negocios del Distrito. Aunque las reuniones de la Junta Directiva se celebran en público, no son reuniones públicas y el público no tiene derecho a participar, salvo lo dispuesto por la Junta. La Junta ofrece un foro abierto limitado en las reuniones a través de su Sección de Comentarios Públicos para proporcionar oportunidades a los miembros del público para transmitir información a la Junta.

La Junta Directiva adoptó los siguientes procedimientos relativos a los comentarios del público para facilitar el funcionamiento eficiente de las reuniones:

Sección de comentarios del público

- La Junta Directiva incluirá una sección de comentarios del público en el orden del día de cada reunión. La Junta celebra reuniones mensuales de trabajo todos los meses del año, excepto julio. Las reuniones de trabajo suelen celebrarse el primer jueves de cada mes. La Junta Directiva programa sesiones de trabajo para tratar temas de estudio o cuando surgen otras necesidades. La Junta se reserva el tercer jueves de cada mes para las sesiones de trabajo, pero también pueden programarse en cualquier otro momento cuando surja una necesidad. La Junta se reserva el derecho de programar o reprogramar las reuniones según sea necesario para satisfacer las necesidades operativas del Distrito. Se publica una agenda por escrito para cada reunión de la Junta Directiva al menos 72 horas antes de su realización. Si se autoriza una reunión de emergencia, se publicará una agenda al menos una hora antes de la fecha de la reunión.

La sección de comentarios del público para los temas relacionados con la agenda se incluirá normalmente en la agenda justo antes del primer punto de la misma. Cuando sea conveniente para una gestión eficaz de la reunión, la sección de comentarios relacionados con temas no incluidos en la agenda podrá incluirse después de otros puntos de acción e información. Un orador que intente abordar un tema no relacionado con la agenda durante cualquier período reservado para los temas relacionados con la agenda está incurriendo en un comportamiento perturbador. El orador deberá interrumpir sus comentarios cuando se le indique.

- Cuando sea necesario para la gestión eficaz de la reunión, para dar cabida a un gran número de personas que deseen dirigirse a la Junta en una reunión, o cuando sea aconsejable para adaptarse a circunstancias específicas, la Junta delega en el presidente la autoridad para hacer ajustes a estos procedimientos de comentarios del público. Dichos ajustes pueden incluir, sin limitación, la adaptación del momento en que se producirán los comentarios del público durante una reunión, la reordenación de los puntos del orden del día, el aplazamiento de los comentarios del público sobre los puntos no incluidos en el orden del día, la continuación de un punto del orden del día para una reunión posterior, la revisión temporal de los procedimientos de comentarios del público según sea necesario si una reunión se lleva a cabo a través de videoconferencia, la ampliación de las oportunidades para los comentarios del público, o el establecimiento de un límite de tiempo general para los comentarios del público y el ajuste del tiempo asignado a cada orador.

Temas de los oradores

- Reuniones ordinarias de trabajo. Los oradores podrán hacer comentarios sobre puntos específicos de la agenda, así como sobre asuntos que no figuren en la agenda (es decir, puntos no incluidos en la agenda), durante la sección de comentarios del público en las reuniones ordinarias de trabajo.
- Sesiones de trabajo u otras reuniones convocadas. Los oradores sólo pueden comentar puntos específicos de la agenda durante la sección de comentarios del público en las sesiones de trabajo y otras reuniones convocadas.
- Audiencias públicas. Cuando RISD notifica una audiencia pública, los oradores pueden completar un formulario de comentarios públicos en línea separado para la audiencia pública. Los oradores sólo pueden hacer comentarios sobre el tema específico anunciado para la audiencia pública. Todas las demás normas indicadas aquí se aplican a los comentarios durante una audiencia pública.

Formulario de comentarios públicos

- Las personas que deseen dirigirse a la Junta deben llenar un formulario de comentarios públicos en línea inscribiéndose en el enlace del formulario de registro designado en la página web del Distrito a partir del momento en que se publique la agenda de la reunión y hasta las 12:00 p.m. del día de la reunión. RISD no aceptará presentaciones después de las 12:00 p.m. de la fecha de la reunión publicada. Las personas que deseen hacer uso de la palabra deben completar el formulario de registro designado en su totalidad y estar presentes en la reunión para hacer sus propios comentarios durante el tiempo designado para los Comentarios Públicos para tener derecho a hablar. Cualquier orador registrado que se ausente de la reunión a la hora de los Comentarios Públicos perderá la oportunidad de dirigirse a la Junta en esa reunión.
- Además de la información de identificación, cada orador debe indicar el punto específico del orden del día sobre el que desea

comentar y/o identificar el tema no incluido en el orden del día de los comentarios.

- Si RISD avisa de la celebración de una audiencia pública, proporcionará un enlace a un formulario de registro designado por separado en el sitio web del Distrito para la audiencia pública que las personas que deseen intervenir deberán rellenar. Las personas podrán inscribirse a partir del momento en que se publique el orden del día de la audiencia pública hasta las 12:00 horas del día de la reunión. El RISD no aceptará tarjetas de comentarios después de las 12:00 p.m. de la fecha de la reunión anunciada.
- Las personas que no tengan acceso a una computadora para completar el formulario de comentarios públicos en línea pueden comunicarse con la Oficina de la Junta al 469-593-0403 para obtener ayuda. El formulario en línea debe completarse antes de las 12:00 p.m. del día de la reunión publicada.

Materiales escritos

Un orador que desee proporcionar materiales escritos a la Junta Directiva debe traer al menos nueve (9) copias de los materiales a la reunión de la Junta. Se proporcionará una copia de los materiales a los miembros de la Junta antes de que el orador sea convocado. El orador no podrá distribuir materiales cuando sea llamado a hablar.

Tiempo

- Cada orador está limitado a un total de tres* minutos y un orador no puede utilizar el tiempo de otro orador para extender su período de comentarios. Nota: Un orador que se dirija a la Junta a través de un traductor dispondrá de seis* minutos para presentar sus comentarios a fin de garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse a la Junta.

- El personal pondrá un reloj digital de tres* minutos para cada orador. El orador terminará sus comentarios cuando el tiempo expire. Cualquier orador que no deje de hablar y ceda el podio al final de su tiempo asignado se considerará fuera de lugar y podrá ser escoltado del podio y/o se le pedirá que abandone la reunión.

(*A menos que el período de comentarios se haya limitado según lo dispuesto en el presente documento).

Un solo comentario

Un orador puede completar un formulario de comentarios públicos en línea para cada reunión. Un orador que comente durante una audiencia pública no podrá intervenir durante el periodo de comentarios públicos regular.

Protocolo para los oradores

- La secretaria de la Junta llamará por su nombre a cada orador que haya presentado una tarjeta de comentarios públicos e indicará el tema o temas sobre los que se ha inscrito para hablar.
- Cada orador deberá acercarse al podio cuando se diga su nombre. En el podio del Auditorio hay un micrófono ajustable. El orador debe decir claramente su nombre y la escuela o escuelas a las que asisten o han asistido sus hijos/as antes de comenzar a comentar.
- La Junta no entablará un diálogo con el orador. En respuesta a las preguntas o declaraciones, se puede proporcionar información específica sobre los hechos o hacer referencia a una política existente. La Junta no puede deliberar ni tomar una decisión sobre ningún tema que no figure en la agenda.
- El período de comentarios públicos no es el foro apropiado para la presentación de quejas formales. El RISD mantiene una política de quejas formales para atenderlas. La Junta sólo considerará las quejas formales que queden sin resolver después de que se hayan abordado a través de los canales administrativos adecuados y cuando se hayan incluido en el orden del día. No se permitirán ni tolerarán los ataques de carácter personal contra los miembros de la Junta, el personal de RISD, los estudiantes u otros ciudadanos por su nombre o título. Los oradores que deseen presentar una queja sobre un empleado deberán cumplir con la política de quejas correspondiente. (DGBA - Quejas de empleados; FNG - Quejas de estudiantes/padres; GF - Quejas del público). Las políticas de quejas están disponibles en la página web de RISD.
- Los comentarios u otras conductas que perturben la reunión se consideran fuera de lugar y no se permitirán. Los visitantes y el personal deben escuchar en silencio y con respeto durante la sección de comentarios del público, tanto si están de acuerdo como si no lo están con el mensaje del orador. No es apropiado que el personal o los visitantes aplaudan, chiflen, abucheen, muestren pancartas o adopten cualquier otra conducta perturbadora. Las personas que perturben la reunión serán amonestadas para que respeten las normas de la misma. Las personas que persistan en perturbar la reunión podrán ser expulsadas de la misma.

Consentimiento para la publicación en línea

RISD puede grabar sus reuniones en audio y vídeo. Una persona que elija hablar durante la Sección de Comentarios Públicos está consintiendo la publicación en línea de sus comentarios en audio y vídeo.

Acomodación razonable e interpretación

Las personas que deseen hacer un comentario público y que necesiten adaptaciones razonables de una discapacidad o que requieran un traductor de idiomas deben ponerse en contacto con la oficina de la Junta al 469-593-0403 antes de la reunión para solicitar asistencia.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: March 30, 2023
Department: Operations
Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: COVID 19 SCHOOL HEALTH AND SAFETY GRANT – FACILITY SERVICES EXPENDITURES

BACKGROUND INFORMATION:

The COVID 19 School Health and Safety grant was awarded by the state as a part of federal COVID relief funds designed to support safe in-person instruction in schools by helping to fund safety measures such as cleaning supplies, Personal Protective Equipment (PPE), and air purifiers and filtration to slow the spread of COVID 19.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of Richardson Independent School District approve the following:

1. A contract award to HD Supply in the amount of \$664,533.10 for the purchase of grant-eligible items including custodial disinfecting supplies and chemicals, paper products, and Personal Protective Equipment (PPE).
2. A contract award to Carrier Corporation in the amount of \$105,480.00 for the purchase of grant-eligible air purifier filters.

PROPOSED RESOLUTION

WHEREAS, RISD desires to provide a safe environment for in-person instruction in schools; and

WHEREAS, RISD desires to purchase grant-eligible items as awarded by the state as part of federal COVID relief funds;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby approves the following:

1. A contract award to HD Supply in the amount of \$664,533.10 for the purchase of grant-eligible items including custodial disinfecting supplies and chemicals, paper products, and Personal Protective Equipment (PPE).
2. A contract award to Carrier Corporation in the amount of \$105,480.00 for the purchase of grant-eligible air purifier filters.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: March 30, 2023

Submitted by: Dr. Melissa Heller, Assistant Superintendent, Strategy & Engagement

INFORMATION ITEM

TOPIC: Strategic Plan 2023 – Update

BACKGROUND INFORMATION:

Strategic planning is a process in which an organization defines their vision for the future and identifies their goals and objectives. The process includes establishing the sequence in which those goals should be realized so that the organization can reach its stated vision. Strategic planning typically represents mid- to long-term goals with a life span of three to five years, though it can go longer. The district's current strategic plan was developed and adopted in 2017 and has since served as the foundation for the district's annual improvement planning process.

This evening's information item is to provide an update on the development of Strategic Plan 2023, recent events and tasks and review the remaining design calendar for the spring.

Richardson ISD Strategic Plan Board Update

Date: March 30, 2023

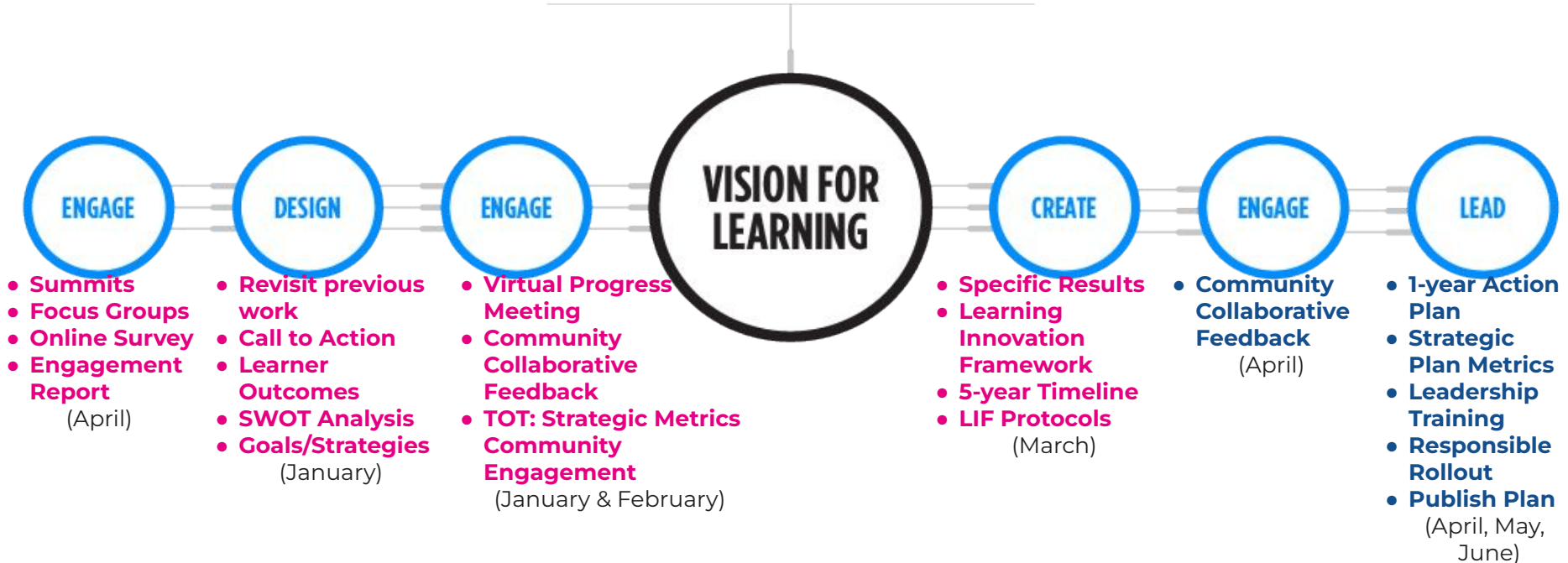




Richardson ISD Strategic Design Process



e2L STRATEGIC DESIGN MODEL



The background is a solid blue color with a pattern of 3D hexagons. The hexagons are arranged in a honeycomb-like structure, with some appearing to be raised or recessed, creating a sense of depth and texture. The lighting is soft, casting subtle shadows that emphasize the three-dimensional quality of the shapes.

Metric Teams

Community Engagement - Metrics Team



Draft Goal Categories

Goal 1: Community Engagement

Goal 2: Curriculum and Instruction

- Written Curriculum
- Professional Development
- Innovative Learning Experiences

Goal 3: Finance

Goal 4: Equitable Facilities

Goal 5: Expanded Programs

Goal 6: Individual Growth Focus

Goal 7: Staff Recruitment and Retention

**Nearly 300 RISD Community
registered to attend one or more
Metric Team sessions!**

Metric Teams



The background is a solid blue color with a pattern of 3D hexagons. The hexagons are arranged in a honeycomb-like structure, with some appearing to be recessed or raised, creating a sense of depth and texture. The lighting is soft, highlighting the edges of the hexagons.

Create Phase

Create - March 21-23rd with the District Design Team



- Finalized Goals
- Specific Results
- 5-year timeline
- Learning Framework
 - Putting the Graduate Profile into Action



Strategic Plan 2023 Goals



- Individual Growth Focus
- Curriculum & Learning
- Staff Recruitment & Retention
- Community Engagement
- Finance





Specific Results

**Measurable
end results**

**Necessary to
accomplish
the goal**

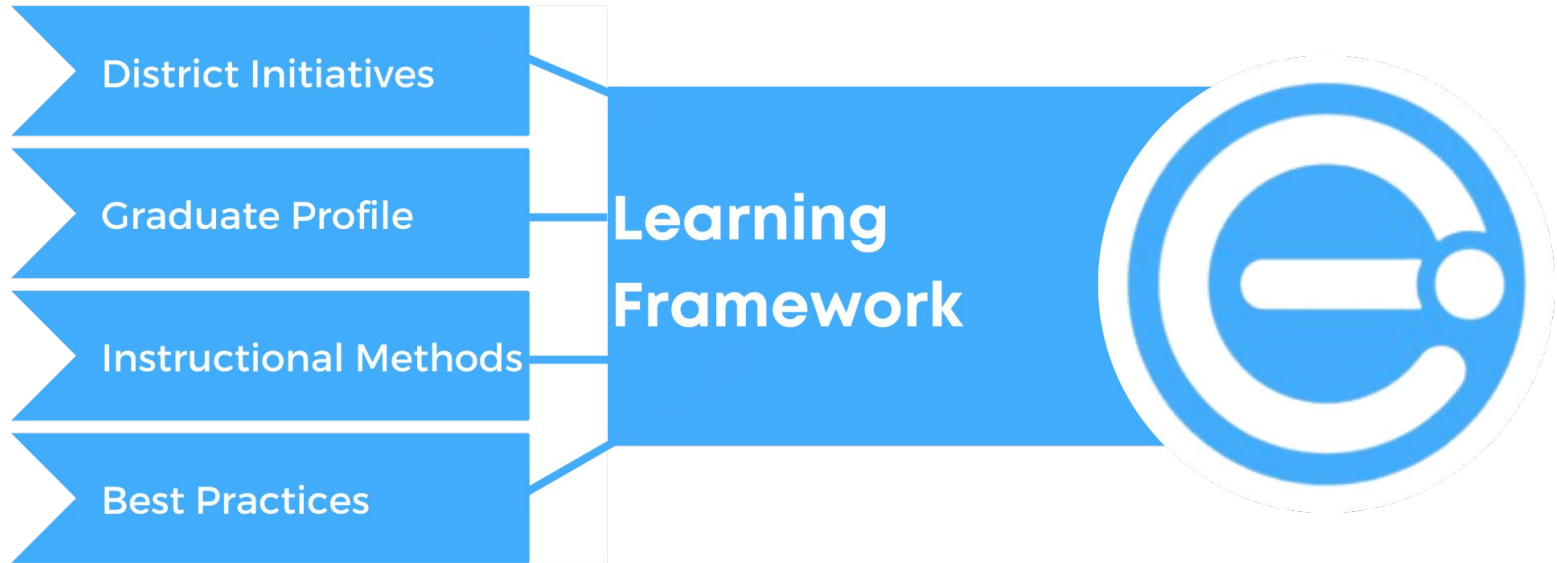
**Begin with a
verb; not a
“plan to plan”**

**Worth the
investment
of time and
money**

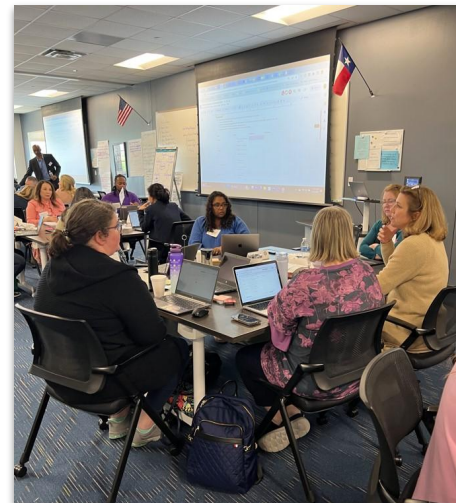
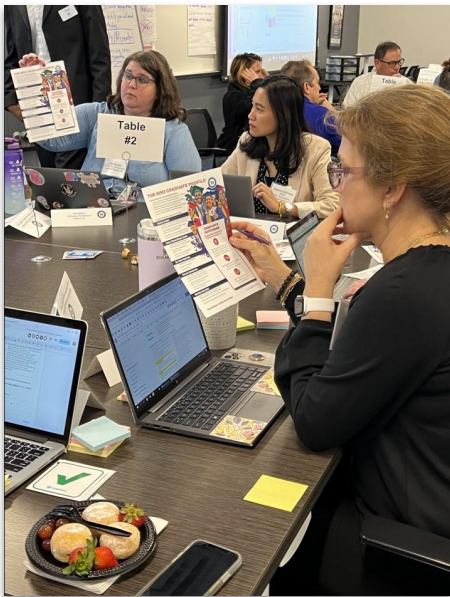
Strategic Design Goals/Specific Results/Action Ideas

Strategic Design Goals/Strategies	Overarching ideas pulled from the critical opportunities
Specific Results	Checkpoints that allow you to know if you are making progress towards the goals/strategies
Action Ideas	The intentional steps/The details

District Alignment



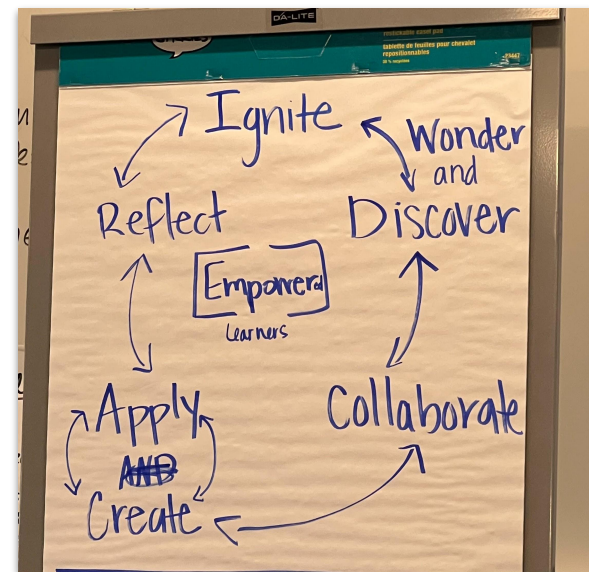
Create Days



The RISD Learner Growth Experience



Stage	Final Descriptions
Ignite	In the Ignite stage, learners will connect with others to spark interest and engagement in the content to focus on their individual growth goals.
Wonder & Discover	In the Wonder/Discover stage, learners are engaged and curiosity is fueled through exploration, discovery, and processing of content.
Collaborate	In the Collaborate stage, learners effectively communicate while taking on different roles in sharing ideas and working together to deepen understanding.
Apply/ Create	In the Apply/Create stage, learners will experiment with concepts, make connections and synthesize and demonstrate mastery of learning.
Reflect	In the Reflect stage, learners use feedback to evaluate and make necessary refinements for growth.



LIF Protocols - March 28th

- Learner and Educator protocols that support the newly developed RISD Learning Framework and support goals for the classroom learning experience
- Included members of the District Design Team (students, teachers administrators) as well as Teaching and Learning staff.
- Developing common vocabulary to support successful rollout and implementation



Next Steps



Community Engagement Sessions	April 12
Lead - District Leadership team to create Year 1 Action Plans of the strategic plan and Community Based Accountability Dashboard Design	April 24-25
Board Presentations	May 18 & June 8
Responsible Rollout Facilitation for district and campus leaders	May 31
Leadership Training to support successful implementation for 23-24 and beyond	June 7

Questions



**BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas**

Date: March 30, 2023

Submitted by: Jacob Cortez, Executive Director of Accountability and
Continuous Improvement

INFORMATION ITEM

TOPIC: A-F Accountability Refresh Part 1

BACKGROUND INFORMATION

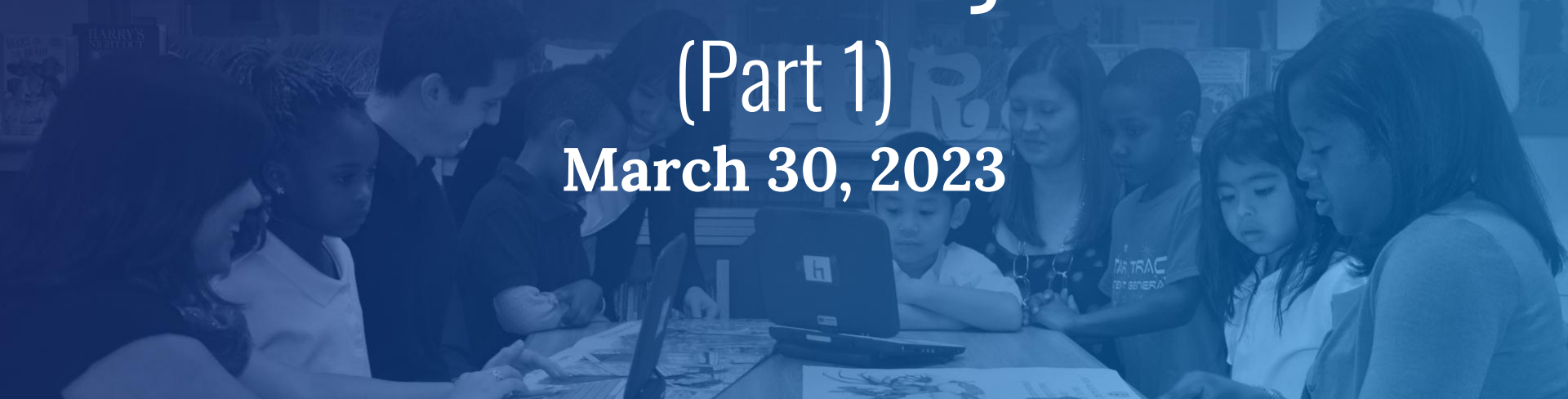
Tonight, Accountability and Continuous Improvement will present information to the Board of Trustees related to proposed changes from TEA to the A-F Accountability system. The BOT will learn about TEA's reasoning, timeline, and proposed changes to Student Achievement Domain and overall district rating calculation. Additional sessions will focus on changes to other parts of the system.



A-F Accountability Refresh

(Part 1)

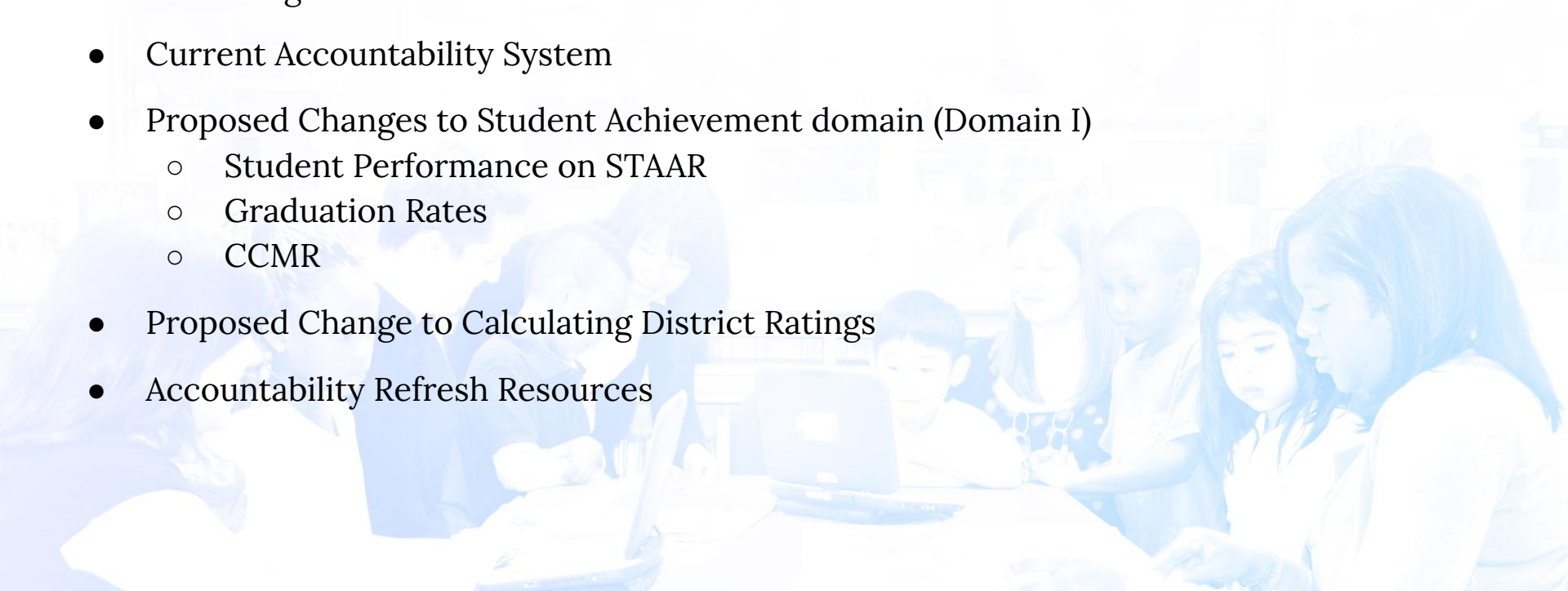
March 30, 2023



A-F Accountability Refresh



- Reasoning and Timeline
- Current Accountability System
- Proposed Changes to Student Achievement domain (Domain I)
 - Student Performance on STAAR
 - Graduation Rates
 - CCMR
- Proposed Change to Calculating District Ratings
- Accountability Refresh Resources



Reasoning & Timeline

A-F Accountability Refresh: Reasoning



With the A-F system, passed in House Bill (HB) 22 (85th Regular Session) in 2017, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons.

As schools emerge from the impact of COVID-19 both with new challenges and having achieved tremendous successes, we must set new goals for students to ensure Texas is a national leader in preparing students for postsecondary success.

A-F Accountability Refresh: Reasoning



Original 10
considerations
from June
framework

Additional
considerations
from feedback
since June

1. Ensure cut points and targets reflect appropriate goals for students post-COVID.
2. Improve ability to recognize growth.
3. Update CCMR indicators.
4. Narrow focus within Closing the Gaps.
5. Recognize successful learning acceleration.
6. Increase alignment of district outcomes with campus outcomes.
7. Create a unique alternative education accountability system for dropout recovery schools.
8. Improve alignment between A–F accountability and special populations goal setting (Results Driven Accountability [RDA]).
9. Refine Distinction Designations and develop Badges to recognize district efforts.
10. If feasible, incorporate extracurricular leadership.
11. Give high schools credit for Algebra I accelerated testers.
12. Create an incentive for early graduation.
13. Update overall rating to better align with SB 1365.

A-F Accountability Refresh: Timeline



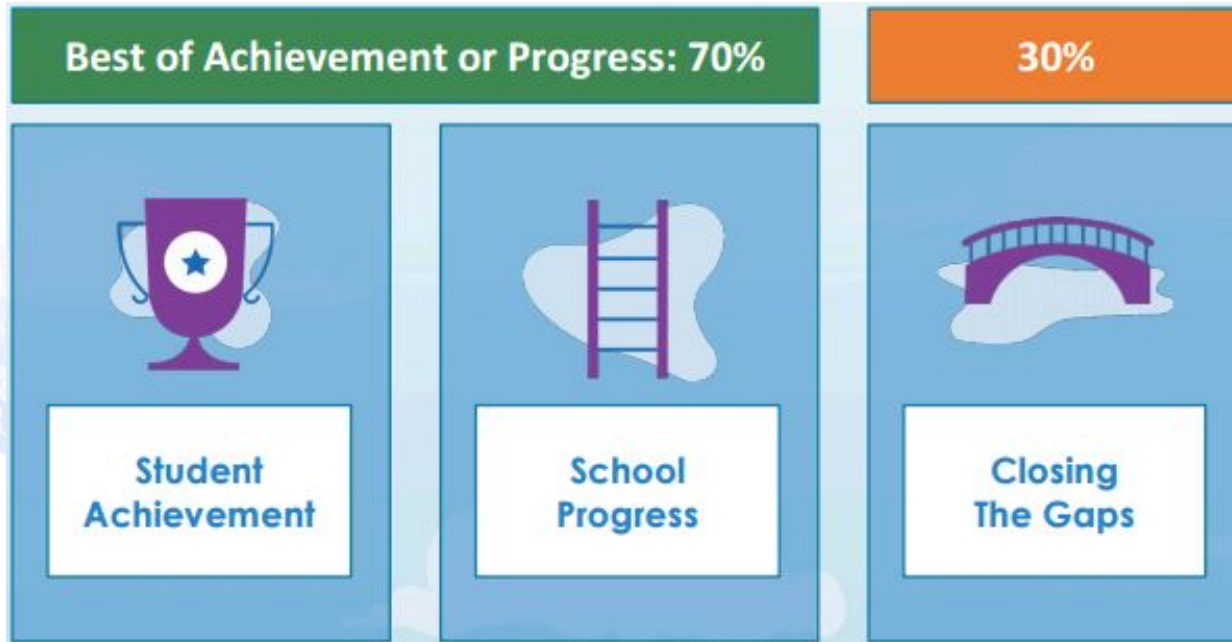
- TEA is currently awaiting the approval of the federal government on changes for Closing the Gaps domain (Domain III).
- Once received, they will begin working on sharing the proposed manual.

Current System

A-F Accountability System: Structure



Data are collected in 3 areas (domains) and then used to calculate overall scores.



A-F Accountability System: Structure



All raw scores are converted to a scaled score (number out of 100) that's easy to understand. The final scores are then used in calculations and converted into a letter grade, much like a GPA.

A clipboard with a brown border and a silver clip at the top. It contains a conversion chart with two columns: 'RAW SCORE' and 'FINAL SCORE'. The chart shows a list of 'x' marks in both columns, with a purple box highlighting the conversion of a raw score of 50 to a final score of 83, indicated by a purple arrow pointing from 50 to 83.

RAW SCORE	FINAL SCORE
x	x
x	x
x	x
x	x
x	x
50	83
x	x
x	x
x	x
x	x
x	x

* Sample conversion chart.

District Overall and Domain Rating Cut Points	
A	scaled scores 90-100
B	scaled scores 80-89
C	scaled scores 70-79
D	scaled scores 60-69
F	scaled scores 59 and below

Student Achievement

(Domain I)

Student Achievement: Structure



For elementary and junior high campuses, there are no changes in this domain.



Student Achievement



Elementary School



Middle School

All Students, All Tests Taken:

% Approaches or Above + % Meets or Above + % Masters

3

Student Achievement: Structure



For high schools, the process for calculating scale scores is changing for CCMR and graduation.



**All
Three
Combined**

- 40%** • STAAR (average of all three performance levels)
- 40%** • **College, Career, Military Ready (CCM-R)**
- 20%** • **Graduation Rate**
(best of 4-, 5-, or 6-year state graduation rate)

Student Achievement: Graduation



“Graduation rates have steadily improved in Texas since 2017. Using Class of 2021 as a baseline, A–F cut points have been **increased by 2 percent.**” (TEA 2023)

2022 Accountability		
Scaled Score	Low	High
100	100	-
95	98	99.9
90	96	97.9
85	95	95.9
80	94	94.9
75	93	93.9
70	92	92.9
65	88	91.9
60	86	87.9
55	70	85.9
50	50	69.9
40	30	49.9
30	0	29.9

2023 Accountability		
Scaled Score	Low	High
100	100	-
95	99	99.9
90	98	98.9
85	97	97.9
80	96	96.9
75	95	95.9
70	94	94.9
65	91	93.9
60	88	90.9
55	72	87.9
50	50	71.9
40	30	49.9
30	0	29.9

This means the scaled score for a school with a 96% graduation rate, would drop from **90** in 2022 to **80** in 2023.

The campus rating for this indicator would drop from an **“A”** in 2022 to a **“B”** in 2023.

Student Achievement: Graduation



For RISD campuses, the change in the scaling process has the following impact:

Campus	4-Year Rate Class of 2021	5-Year Ext Rate Class of 2020	6-Year Ext Rate Class of 2019	2022 Accountability		2023 Accountability	
				Scaled Score	Grad Rating	Scaled Score	Grad Rating
Berkner HS	92.6%	90.3%	91.5%	70	C	65	D
Lake Highlands HS	89.7%	90.7%	92.4%	70	C	65	D
Pearce HS	93.6%	94.3%	96.0%	90	A	80	B
Richardson HS	94.5%	94.9%	95.6%	85	B	75	C

Student Achievement: CCMR



“Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state’s 60x30 goals.

CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of A–F to make Texas a national leader in preparing students for postsecondary success, cut scores for A will be 88%, with analysis suggesting this would ensure 60% of graduates achieve initial postsecondary success.

B–F cut points are updated to align with baseline data (Class of 2021) and to reflect the impact of any differences in the CCMR indicators (e.g., changes to IBCs, including sunsetting IBC limit and phased-in programs of study requirements).” **(TEA 2023)**

Student Achievement: CCMR



The percentage of CCMR graduates required to generate an “A” changed from 60% to 88%

2022 Accountability		
Scaled Score	Low	High
A	60	100
B	48	59.9
C	39	47.9
D	26	38.9
F	0	25.9

2023 Accountability		
Scaled Score	Low	High
A	88	100
B	78	87.9
C	64	77.9
D	51	63.9
F	0	50.9

This means the campus rating for a school with a 62% of CCMR graduates, would drop from “A” in 2022 to “B” in 2023.

Student Achievement: CCMR



For RISD campuses, the change in the scaling process has the following impact on CCMR:

Campus	% CCMR Graduates (Class of 2021)	2022 Accountability		2023 Accountability	
		Scaled Score	CCMR Rating	Scaled Score	CCMR Rating
Berkner HS	45%	77	C	56	F
Lake Highlands HS	53%	84	B	62	D
Pearce HS	62%	91	A	68	D
Richardson HS	61%	90	A	68	D

Student Achievement: Domain Score



For RISD campuses, the changes in this domain have the following impact on campuses:

Campus	2022 Accountability		2023 Accountability	
	Domain Score	Domain Rating	Domain Score	Domain Rating
Berkner HS	73	C	64	D
Lake Highlands HS	78	C	68	D
Pearce HS	87	B	76	C
Richardson HS	85	B	74	C

Overall District Rating

Overall District Rating



Existing methodology for districts looks at all students in the district and evaluates it as a single K-12 campus. For RISD, the district calculation process essentially mirrors the process used for calculating ratings for the high school campuses.

Across the state, currently a disconnect between approximately 30 percent of district ratings and their campuses' ratings.

Under the new A-F accountability system, district domain ratings will be calculated using a proportionality method to improve the alignment of district overall ratings with campus overall ratings.

Each campus will be weighted based on their enrollment of students in grades 3-12. This weight will then be applied to their domain scores and added together to create the district domain scores and overall rating.

Overall District Rating: Weighted Average



This is an example of the change in district rating calculations using non-RISD information.

Campus Type	Grade 3-12 Enrollment	Scaled Score	A-F Rating
Elementary 1	389	68	D
Elementary 2	400	68	D
Elementary 3	352	68	D
Middle School 1	468	75	C
Middle School 2	429	74	C
High School	821	78	C
District	2859	80	B

Campus Type	Grade 3-12 Enrollment	Weight (Wt)	Scaled Score (SS)	A-F Points (Wt * SS)	A-F Rating
Elementary 1	389	13.6%	68	9.3	D
Elementary 2	400	14.0%	68	9.5	D
Elementary 3	352	12.3%	68	8.4	D
Middle School 1	468	16.4%	75	12.3	C
Middle School 2	429	15.0%	74	11.1	C
High School	821	28.7%	78	22.4	C
District	2859	-	-	73	C

Overall District Rating: Impact on RISD



Using 2022 accountability data, the overall district scores changes from 84 (“B”) to 76 (“C”) when weighed averages are applied to our campuses based on 3-12 enrollment.

2022 Accountability Calculations					
Domain	Scaled Score	Better of Dom II Part A or Part B	Better of Dom I or Dom II	Weight	Weighted Points
Domain I	81				
Domain II PartA	85	85	85	70%	59.5
Domain II PartB	85				
Domain III	82			30%	24.6
Overall Score (2022)					84
Overall Rating (2022)					B

2023 What-If Calculations					
Domain	Scaled Score	Better of Dom II Part A or Part B	Better of Dom I or Dom II	Weight	Weighted Points
Domain I	75				
Domain II PartA	72	75	75	70%	52.5
Domain II PartB	75				
Domain III	78			30%	23.4
Overall Score (2023)					76
Overall Rating (2023)					C

Resources

A-F Accountability Refresh Resources



2023 Accountability Development Website:

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-development-materials>

2023 A-F Refresh Overview and Summary:

<https://tea.texas.gov/sites/default/files/2023-A-F-Refresh-Overview-March.pdf>

2023 A-F System Framework:

<https://tea.texas.gov/sites/default/files/2023-accountability-refresh-march-framework.pdf>

Next Steps

Next Steps

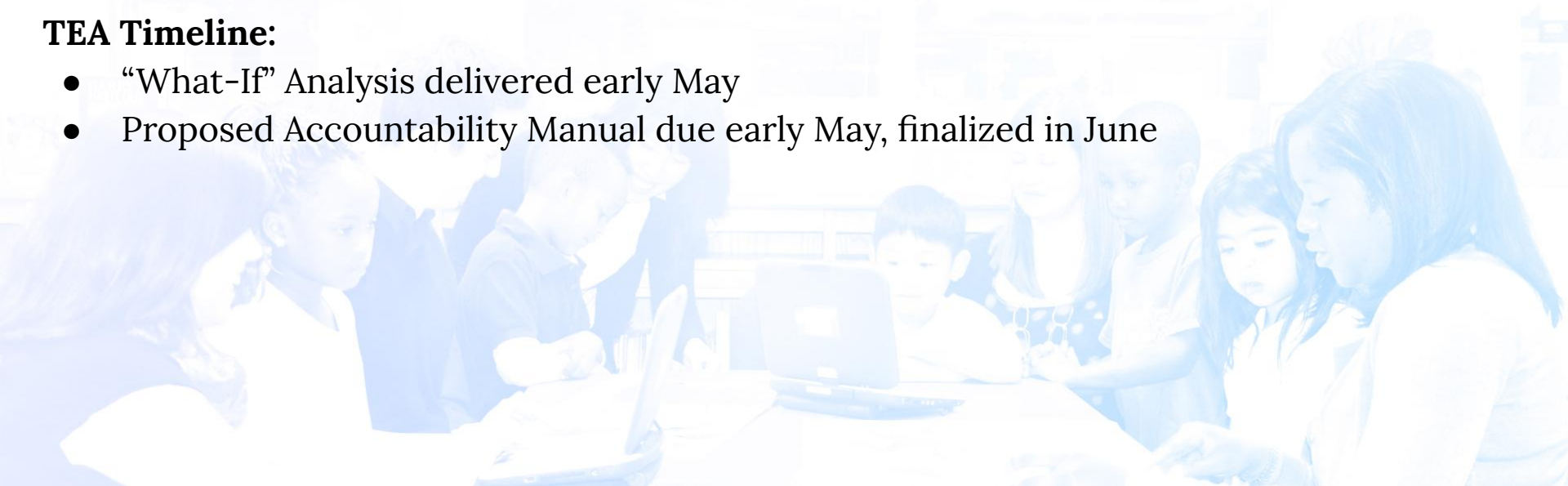


April BOT Work Session:

- Updates to School Progress and Closing the Gaps domains

TEA Timeline:

- “What-If” Analysis delivered early May
- Proposed Accountability Manual due early May, finalized in June



Questions?



Thank you

**BOARD OF TRUSTEES
RICHARDSON INDEPENDENT SCHOOL DISTRICT
RICHARDSON, TEXAS**

Date: March 30, 2023

Submitted by: Dr. Matthew Gibbins, Assistant Superintendent- Administrative Services;
Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Board Policy: FDA (LOCAL)

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The proposed revised Local Policy is to address a recommended change from staff resulting from the ongoing review of policies and practices. The following policy is provided for the Board's review:

- a. FDA (LOCAL) – Admissions: Interdistrict Transfers

PROPOSED RECOMMENDATION:

The proposed revised Local Policy is submitted for the Board's review:

1. FDA (LOCAL) – Admissions: Interdistrict Transfers

The current policy allows for interdistrict transfers under limited circumstances. Administration is requesting a modification to the policy to create more opportunities for interdistrict transfers in accordance with RISD's open enrollment guidelines. Language is also proposed to address revoking interdistrict transfers.

Transfers

Nonresident students shall not be permitted to attend District schools except as provided below.

Application

Students seeking an interdistrict transfer who qualify for one of the exceptions included herein must complete a nonresident student transfer application form when an interdistrict transfer is first requested, when the student changes campuses, and at any time the student's and/or parents' residence changes. Students must also provide any additional information required by the District.

Change in Residence

Resident students who become nonresidents during the course of a school year may be permitted to continue in attendance tuition-free under the terms of a transfer agreement.

Student Moving Out of the District

A senior student who becomes ineligible for tuition-free attendance at the end of his or her junior year or during the senior year may be permitted to continue in attendance tuition-free throughout the senior year under the terms of a transfer agreement provided the student has not already enrolled in another school district. This "senior privilege" shall not be extended beyond one school year.

Student Moving into the District

A student residing outside the District, upon written approval of the Superintendent or designee, may be enrolled in the District at the beginning of a semester provided the following qualifications are met:

1. The student's parent or legal guardian has signed a contract for the purchase of a home within the boundaries of the District that will be completed or occupied within 90 days of enrollment;
2. The parent or legal guardian provides a certified copy of the contract, loan documents, bill of sale, or other appropriate documentation;
3. The parent or legal guardian agrees to provide needed transportation; and
4. Academic, disciplinary, and attendance records are satisfactory.

Children of Nonresident Employees

A nonresident full-time employee may request that his or her child be admitted into District schools by filing an application with the Superintendent or designee. Transfers shall be granted on a tuition-free basis, for as long as the employee continues to be employed by the District, subject to this policy and provisions of the applicable guidelines. Upon a parent's or guardian's separation from employment from the District for any reason, the transfer shall be revoked.

ADMISSIONS
INTERDISTRICT TRANSFERS

FDA
(LOCAL)

Full-time employees may request transfer status for their children immediately upon employment. Application time lines and placement of children of nonresident employees shall be in accordance with administrative guidelines.

Factors to Be
Considered

In approving transfers and making campus assignments, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.

*Transfer
Agreements*

As a condition of granting a transfer request, a transfer student shall be notified in writing that he or she shall follow all rules and regulations of the District and that violations shall result in disciplinary consequences, which may include denial of further transfer privileges.

Out-of-District
Transfers

~~The District shall assume no responsibility for tuition required of students transferring out of the District.~~

Except for the district's Pre-K programs, non-resident students shall be eligible to attend District schools on a tuition free basis in accordance with the District's open enrollment guidelines.

Transfer
Revocations

Transfer students must comply with all District policies and rules, including the Student Code of Conduct. With proper documentation, the transfer may be recommended for revocation due to poor academic performance, low attendance, and/or disruption to school operations. The revocation may be recommended by the area or assistant superintendent to the Superintendent or designee. Upon approval, RISD will revoke the transfer and withdraw from enrollment a student who no longer qualifies for a transfer at the end of the quarter or semester, as appropriate.

Transportation

The District shall accept no responsibility for transportation for transfer students, except as provided by statute or policy.

Appeals

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.



Richardson Independent School District Open Enrollment Inter-District Transfer *2023-24 Application Packet*

https://risd.qualtrics.com/jfe/form/SV_8oczNtuDUkakpoi



This application packet is for students who reside outside of Richardson Independent School District (Richardson ISD) boundaries wishing to transfer to a Richardson ISD school. Please complete this packet in its entirety and read guidelines carefully prior to submitting this application.

Open Enrollment Inter-District Transfer Guidelines

The Richardson ISD Open Enrollment Inter-District Transfer allows students, who live outside the District boundaries, the opportunity to apply for enrollment at a school within the Richardson ISD, beginning the 2023-24 school year. This is a separate process from the NonResident Inter-District Transfer requests for Child of a District Employee, Senior Privilege, Change of Residency During the Semester and Residence in the District is Purchased (prior to date of completion/occupancy).

APPLICATION TIMELINE

Open enrollment transfer applications may be submitted between April 15 and May 15, at the end of the day. Parents have until midnight to submit their application since this is an online application.

CAMPUS ASSIGNMENT

Richardson ISD accepts applications for grade levels Kindergarten through 12, based on campus availability. The number of openings for transfer students is limited based on staffing and campus capacity.

TRANSPORTATION

Richardson ISD *does not* provide transportation to and from school for students who are approved for inter-district transfers. Transfer students must be dropped off and picked up on time.

Application Process

For enrollment in Richardson ISD, parents must complete the Open Enrollment Inter-District Transfer Application, which includes uploading all the required documents, and the online enrollment process in PowerSchool.

- A student may apply for up to three campuses of their choice on one Open Enrollment application.
- Open Enrollment applications are screened for eligibility and reviewed for final approval/denial in the order received.
- To determine eligibility, as well as acceptance or denial, district staff appraise all Open Enrollment applications using the factors outlined below.
- Lastly, in a reasonable amount of time, parents/guardians will be notified through the email address provided in the student's Open Enrollment application.

DISTRICT ONLINE ENROLLMENT

Parents must complete the Richardson ISD online enrollment process, along with required enrollment forms and documents, when submitting their transfer request.

REQUIRED DOCUMENTS FOR ELIGIBILITY

Contact your student's current campus to request these documents that are required for the application process:

- Proof of residency
- Attendance record
- Current report card
- Discipline record

Any falsifications, misrepresentations or omission of the required documents may disqualify your student's application.

SCREENING PROCESS TO DETERMINE TRANSFER ELIGIBILITY

Each application is first screened based to determine if a prospective student is eligible for transfer from another district. Based on the most recent records provided by the parent, each application is evaluated in the following areas:

- Attendance percentage
- Grades for the four core classes: math, reading/language arts, science and social studies
- Number of office discipline referral incidents

Note: Students entering prekindergarten and kindergarten are exempt from prior year attendance and academic standards, except as required should there be a January (mid-year) admittance.

Students earn a score based on the Screening Rubric below. Based on a possible 18 points, the student's application screening status can be:

- 15–18 Points – Immediate eligibility
- 10–14 Points – Waitlisted for possible consideration
- 0–10 Points – Ineligible

SCREENING RUBRIC					
Criteria	Points				
	3	2	1	0	-1
Attendance percentage	95-100%	90-94%	89% or less		
Math grade	90-100	80-89	70-79		
Reading/Language Arts grade	90-100	80-89	70-79		
Science grade	90-100	80-89	70-79		
Social Studies grade	90-100	80-89	70-79		
Discipline incidents *	0	1-2	3	4-7	more than 7
* Students with suspensions/expulsions or DAEP/JJAEF placements will not be considered					

FACTORS CONSIDERED IN APPROVAL

Factors considered for inter-district transfers include, but are not limited to: building capacity, current program or campus enrollment, growth projections, grade level enrollments, teacher allocations and professional staff allocations.

APPROVAL PROCESS/NOTIFICATION OF APPROVAL/DENIAL

After screening, the transfer request is reviewed for placement at the campus choice(s) provided on the application. Parents are notified via email once the application has been approved or denied. If approved, the communication specifies the campus the student has been approved to attend. Parents have two weeks to accept or decline their assigned school. Campus assignments cannot be changed.

ANNUAL VS. CONTINUING ENROLLMENT

Inter-district transfers are approved for one school year only under Texas Education Code requirements. All inter-district transfer students must reapply and qualify annually to remain enrolled in Richardson ISD. The parent/guardian is notified when it is time to renew their inter-district transfer for the following year.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

A student may not transfer within RISD or to RISD from another school district for the purpose of participation in extracurricular activities.

Athletics – Transfer students are not eligible for varsity athletic participation, per UIL regulations, for one year from the date the student begins at the new school. Transfer students will be eligible for sub-varsity athletics provided the transfer is not for athletic purposes and UIL Previous Athletic Participation Form is signed by both schools approving the transfer. Transfers must be completed prior to the start of practice for the sport in question. If the transfer takes place after the start of the season, the athlete will be placed in off-season.

Academic/Performing Arts Programs – To be eligible for other extracurricular activities, transfer students must be enrolled and attending the transfer school 15 calendar days prior to the application deadline for tryouts or election.

Other – Eligibility for activities not regulated by the UIL will be determined by the RISD guidelines for the specific program and/or any national or state regulations of the organization or activity.

All UIL rules regarding student eligibility for competition are followed. Approval for an out-of-district transfer does not verify the student's eligibility for competition under UIL rules. Students in athletics who move from one secondary school to another are ineligible for varsity competition for one year by UIL guidelines; unless, the UIL grants a residency waiver. Students who participate in UIL athletics are excluded from Open Enrollment Transfer screening for eligibility until they have verified eligibility through the Director of Athletics.

Students may participate in athletics below the varsity level upon enrollment in Richardson ISD as a transfer student.

REASONS FOR REVOKING A TRANSFER

Richardson ISD inter-district transfer students must follow all Richardson ISD transfer rules and regulations, including but not limited to district policies (FDA) and regulations, the Student Code of Conduct, and attendance requirements.

Inter-district transfer students may have their enrollment revoked for, but not limited to, the following reasons as determined by Richardson ISD:

- Disciplinary reasons, i.e.: persistent misbehavior, in-school suspension(s), out-of-school suspension(s), or Disciplinary Alternative Education Placement.
- Repeated failures to abide by the rules specified in the Richardson ISD Student Code of Conduct.
- Failure to maintain $\geq 95\%$ attendance
- Excessive tardiness
- Off track to graduate with cohort
- Falsification of enrollment information
- Failure to provide timely transportation to or from school
- Failure to meet admission criteria as outlined in Richardson ISD out-of-district guidelines
- Lack of parental cooperation

PROCEDURES FOR REVOKING A TRANSFER

- A campus administrator must present reason(s) for recommended revocation to the designee in central administration.
- A campus administrator must hold a conference with the parent and inform the parent of the revocation and the reason(s) for the revocation.
- Revocation results in immediate and permanent expulsion from the Open Enrollment program.

COMMUNICATION NEXT STEPS

- Update <https://web.risd.org/enrollonline/> website with links to the updated open enrollment opportunities
 - List of schools not available for open enrollment
- Development of an FAQ document
- Organize sending information to families who may want to consider RISD as an educational option for their students?
 - Social Media
 - DFW informational outlets
 - Provide Zoom session for interested families

- Develop forward facing data doc making information available about which schools/grade levels are below the 90% rule.

OTHER DISTRICT EXAMPLES

<https://garlandisd.net/choose-your-school/open-enrollment>

<https://www.gpisd.org/Kaleidoscope>

OTHER QUESTIONS

**BOARD OF TRUSTEES
RICHARDSON INDEPENDENT SCHOOL DISTRICT
RICHARDSON, TEXAS**

Date: March 30, 2023

Submitted by: Dr. Kristin Leeper, Assistant Superintendent- Teaching & Learning; Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Student Board Policy: EIC (LOCAL)

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The proposed revised Local Policy is to address a recommended change from staff resulting from the ongoing review of policies and practices. The following policy is provided for the Board's review:

- a. EIC (LOCAL) – Academic Achievement: Class Ranking

PROPOSED RECOMMENDATION:

The proposed revised Local Policy is submitted for the Board's review:

- 1. EIC (LOCAL) – Academic Achievement: Class Ranking

The current policy addresses how class rank is calculated. Administration is requesting a modification to the policy to create a more balanced ranking system based on the class options provided by RISD. To make the process of determining senior graduation honors equitable for all students, Administration is proposing that the calculation of GPA for senior graduation honors be completed at the end of the 12th grade fall semester. Currently, the calculation of the official GPA for seniors is calculated at the conclusion of the fall semester and then again at the conclusion of the spring semester.

Many RISD students are taking courses that are taught directly by Dallas College instructors and not our high school credentialed teachers. This means that these students do not have grades from Dallas College that are provided to RISD until the end of the spring semester often after the calculation of the internal GPA for senior awards and honors is conducted.

The proposed change would allow for students to have grades from all of their courses available when the official GPA is being calculated and determine senior graduation honors. As dual credit opportunities

continue to grow, RISD will see more and more courses being taught directly by Dallas College instructors thus impacting more of our seniors and their ability to compete for these honors at the end of the 3rd 9 week grading period.

~~**Note:**—The following provisions shall apply to students in the graduating classes of 2019, 2020, and 2021—~~

~~**Recognition of Achievement**~~

~~Students who distinguish themselves academically during their secondary public school education in the District shall receive recognition for those achievements. Recognition of achievement shall include designation as valedictorian or salutatorian, top ten graduate, honor graduate, or other campus recognition of academic achievement.~~

~~**Rank in Class**~~

~~Rank in class for students in grades 9–12 shall be determined by using grades earned in required, state-approved courses and state-approved substitute courses.~~

~~**Grade Point Average**~~

~~The following provisions shall apply to students who were in the sophomore class before the 2016–17 school year. All courses shall be used in computing a student's grade point average (GPA) with the following exceptions:~~

- ~~1.—Correspondence courses and distance learning courses, including courses taken through the Texas Virtual School Network (TXVSN).~~
- ~~2.—Credit by examination.~~
- ~~3.—Advanced Placement (AP) examinations.~~
- ~~4.—Drivers education.~~
- ~~5.—Local credit courses designated with “L” other than state-approved substitute courses for physical education, including athletics, cheerleading, drill team, and marching band (color guard).~~
- ~~6.—Examination for acceleration.~~
- ~~7.—Dual credit courses taught by college instructors.~~
- ~~8.—High school credit courses taken prior to grade 9.~~

~~Effective with sophomore students in the 2016–17 school year, the following exceptions shall apply:~~

- ~~1.—Correspondence courses and distance learning courses, including courses taken through TXVSN.~~
- ~~2.—Credit by examination.~~
- ~~3.—AP examinations.~~
- ~~4.—Drivers education.~~

~~5. Local credit courses designated with "L" other than state-approved substitute courses for physical education, including athletic, cheerleading, drill team, and marching band (color guard).~~

~~6. Examination for acceleration.~~

~~7. Graduation courses taken prior to grade 9.~~

~~Effective with the freshmen in the 2016-17 school year, the following exceptions shall apply:~~

~~1. Credit by examination.~~

~~2. AP examinations.~~

~~3. Drivers education.~~

~~4. Local credit courses designated with "L" other than state-approved substitute courses for physical education, including athletics, cheerleading, drill team, and marching band (color guard).~~

~~5. Examination for acceleration.~~

~~6. High school credit courses taken prior to grade 9.~~

~~[See policies and instructional guidelines at codes EHDB, EHDC, EHDE, and EIF.]~~

**Local Graduation
Honors**

~~The District shall recognize students who distinguish themselves academically during their secondary public school education in the District. Recognition of achievement shall include designation as valedictorian or salutatorian, top ten percent, honor graduate, top ten graduate, or other campus recognition of academic achievement. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for purposes of automatic admission under state law.~~

**Valedictorian /
Salutatorian**

~~The valedictorian and salutatorian shall be the two seniors graduating at the end of the spring semester who have attained the two highest overall scholastic GPAs for grades 9-11, and during the fall semester and the third nine-week grading period of grade 12, as determined by courses included in computing class rank.~~

Eligibility

~~To be eligible for valedictorian/salutatorian honors, a student shall:~~

~~1. Have maintained continuous enrollment and attended District schools throughout grades 10-12;~~

~~2. Have completed all courses and grades earned in grades 10-12 while continuously enrolled in the District;~~

~~3. Have carried at least a minimum course load at each grade level [see EED(LOCAL) and the *RISD Program of Studies*]; and~~

~~4.— Be graduating under the foundation program.~~

~~These eligibility criteria shall also be communicated in the *RISD Program of Studies*.~~

~~Breaking Ties~~

~~In the event of a tie in the calculation of the two highest overall GPAs, which have been calculated to the sixth decimal place, the District shall calculate the GPAs to the eighth decimal place.~~

~~If reference to the GPA calculated to the eighth decimal place does not break the tie, the District shall count the number of courses the student took for which he/she received 10 quality points. The student who received 10 quality points in the most courses shall receive the honor.~~

~~If the tie is not broken after counting 10 quality point courses, the District shall recognize all students involved in the tie as sharing the honor and title. If the tie is at the valedictorian level, all students involved shall be considered valedictorian and no salutatorian shall be named.~~

~~Top Ten Graduates~~

~~Students designated as “top ten” graduates shall be the ten seniors graduating at the end of the spring semester with the highest scholastic averages in grades 9–11, and during the fall semester and the third nine-week grading periods of grade 12, as determined by courses included in computing class rank.~~

~~Eligibility~~

~~To be eligible for this honor, a student shall:~~

~~1.— Have maintained continuous enrollment and attended District schools throughout grades 10–12;~~

~~2.— Have completed all courses and grades earned in grades 10–12 while continuously enrolled in the District;~~

~~3.— Have carried at least a minimum course load at each grade level [see EED(LOCAL) and the *RISD Program of Studies*]; and~~

~~4.— Be graduating under the foundation program.~~

~~These eligibility criteria shall also be communicated in the *RISD Program of Studies*.~~

~~Honor Graduates~~

~~“Honor graduates” shall be those seniors who have attained an overall average of 90 or above for grades 9–11, and during the fall semester and third nine-week grading period of grade 12, as determined by courses included in computing class rank.~~

~~Eligibility~~

~~Any student eligible to receive a diploma from the District shall be eligible for this honor.~~

~~Quality Points~~

~~Students who enroll in advanced level courses shall earn quality points in those courses for purposes of determining GPA, as follows:~~

- ~~1. At the end of the semester, passing grades earned in AP courses shall receive 10 quality points. (This change shall become effective with students who enter grade 9 for the first time in the 2013–14 school year. GPA and class rank for students who graduate early shall be calculated according to the calculation method in place for the class in which the student is graduating.) A student who entered grade 9 for the first time before the 2013–14 school year shall receive 8 quality points.~~
- ~~2. At the end of the semester, passing grades earned in honors, OnRamps, and Pre-AP courses shall receive 5 quality points. (Effective with sophomore students in the 2016–17 school year, at the end of the semester, passing grades earned in dual credit courses shall receive 5 quality points. A student who was in the sophomore class prior to the 2016–17 school year shall not receive quality points for dual credit courses.)~~

~~Grades Earned Outside of District~~

~~For transfer students, all grades earned in AP, International Baccalaureate (IB), honors, Pre-AP, and, after the effective date described above, dual credit and OnRamps courses taken in other districts shall receive quality points if the following conditions are met:~~

- ~~1. The advanced level courses from the other districts were taken in a sequence that is at least equivalent to the one followed in the District, as outlined in the *RISD Program of Studies*. If there are more than two categories of courses, only the highest level shall be accepted as an advanced level course.~~
- ~~2. A student may not receive quality points in the District for any advanced level courses taken in another district for which the sending district already has awarded quality points (or the equivalent) as reflected on the academic achievement record.~~
- ~~3. A student may not receive more quality points for a qualifying course taken in another district than would be awarded for the course under District policies and practices.~~
- ~~4. The District must receive documentation for the advanced level courses taken in another district.~~
- ~~5. The course is one for which the District would award quality points.~~

~~Grades for students new to the District or who enroll in the District after the start of a grading period shall be computed by using a combination of grades from the former school and grades earned from the time the student enrolled in the District.~~

Note: The following provisions shall apply to students beginning with the graduating class of- 2024, 2018-19.

Recognition of Achievement

Students who distinguish themselves academically during their secondary public school education in the District shall receive recognition for those achievements. Recognition of achievement shall include designation as valedictorian or salutatorian, top ten graduate, honor graduate, or other campus recognition of academic achievement.

Grade Point Average

The term "grade point average" (GPA) refers to the number that is calculated using grades earned in all eligible courses. The District calculates all students' GPAs to the sixth decimal place. (Refer also to implementation timelines below for the year in which the calculations first apply.)

Consistent Application for Graduating Class

The District shall apply the same GPA calculation for the classes that all students in the graduating class earned in accordance with the particular dates set out herein.

Calculation of Grade Point Average

The District shall calculate GPA for students in grades 9 and 10 ~~once~~ ^{twice} each school year after all semester grades are posted at the end of the spring semester. District shall calculate GPA for students in grades 11 and 12 twice each year: at the end of the fall semester after all grades are posted and at the end of the spring semester.

~~Exception~~

Top Ten Percent

~~For local graduation honors, the District shall calculate GPA for graduating seniors after the end of the third nine weeks.~~

The District shall calculate class rank annually only for the top ten percent of ~~each class for grades 9-12.~~ the junior and senior classes for the purpose of automatic admission to state colleges and universities at the end of the fall semester and again at the end of the spring semester for both junior and senior classes.

~~For purposes of automatic admission to state colleges and universities, the District shall notify students in the top ten percent of their class at the end of the junior year, at the end of the fall semester of the senior year, and again at the end of the senior year.~~ Class rank shall be reported as the student's specific numeric ranking out of a specific class size.

All eligible courses earned at the end of grades 8–12 shall be used to calculate class rank for top ten percent and GPA.

Exclusions

~~For students entering grade 9 for the first time in the 2018–19 school year and thereafter, the~~ **The** following courses shall not be eligible for calculating rank or GPA:

1. Credit by examination [see ~~EHDB EHBD~~ and EHDC];
2. AP examinations;
3. Drivers education;
4. Local credit courses designated with “L”;
5. Other than state-approved substitute courses for physical education, including athletics, cheerleading, drill team, and marching band (color guard);
6. Examinations for acceleration [see ~~EHDC EHBD~~]; and
7. Courses carrying graduation credit taken before the end of the eighth grade. A course carrying graduation credit taken for the first time during summer school after grade 8 shall count in rank/GPA.

Quality Points

Students ~~entering grade 9 for the first time in the 2018–19 school year and thereafter~~ who enroll in eligible advanced-level courses shall earn quality points for those courses for purposes of determining GPA as follows:

1. At the end of the semester, passing grades earned in eligible AP, ~~nonarticulated~~ dual credit, and OnRamps courses shall receive 10 quality points.
2. At the end of the semester, passing grades in eligible honors, **Pre-AP and Advanced (formerly known as Pre-AP) courses**, ~~and articulated dual credit courses~~ shall receive 5 quality points.

Refer to the *RISD Program of Studies* for courses eligible for quality points.

Grades Earned Outside of District

When a student presents properly documented semester grades earned outside the District (e.g., grades from another U.S. public or private school, grades earned in a foreign country, grades earned

from junior college, and the like) for graduation credit, the District shall add quality points to the grades according to this policy only if the same or equivalent courses are offered to students in the District. If the same or similar courses are not offered to District students, no quality points shall be added.

Exception

Grades earned in IB courses shall be considered like AP courses for the purposes of quality points. Refer to the *RISD Program of Studies* for guidelines concerning evaluation of transcripts for grades earned outside the District.

A student may not receive quality points for any advanced level courses taken in another district for which the sending district already has awarded quality points (or the equivalent) as reflected in the academic achievement record. A student shall not receive more District quality points for a qualifying course taken in another district than would be awarded for the course under District policies and practices.

New Students

Grades for students new to the District or who enroll in the District after the start of a grading period shall be computed using a combination of grades from the former school and grades earned from the time the student enrolled in the District.

Local Graduation Honors

The District shall recognize students who distinguish themselves academically during their secondary public school education in the District. Recognition of achievement shall include designation as valedictorian or salutatorian, top ten percent, honor graduate, top ten graduate, or other campus recognition of academic achievement. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for purposes of automatic admission under state law.

Valedictorian / Salutatorian

The valedictorian and salutatorian shall be the two seniors graduating at the end of the spring semester at each District high school who have attained the two highest overall GPAs for grades 9–11 and **the fall semester of** grade 12. ~~(during the fall semester and the third nine-week grading period).~~

Eligibility

To be eligible for valedictorian/salutatorian honors, a student shall:

1. Have maintained continuous enrollment and attended a District school throughout grades 10–12;
2. Have completed all courses and grades earned in grades 10–12 while continuously enrolled in the District;
3. Have carried at least a minimum course load at each grade level [see EED(LOCAL) and the *RISD Program of Studies*]; and
4. Be graduating under the foundation program.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Breaking Ties

In the event of a tie in the calculation of the two highest overall GPAs, which have been calculated to the sixth decimal place, the District shall calculate the GPAs to the eighth decimal place.

If reference to the GPA calculated to the eighth decimal place does not break the tie, the District shall count the number of classes the student took for which he/she received 10 quality points and the student with the most 10 quality-point classes shall receive the honor.

If the tie is not broken after counting 10 quality point courses, the District shall recognize all students involved in the tie as sharing the honor and title. If the tie is at the valedictorian level, all students involved shall be considered valedictorian and no salutatorian shall be named.

Top Ten Graduates

Students designated as “top ten” graduates shall be the ten seniors graduating at the end of the spring semester with the highest scholastic averages in grades 9–11, and **during the fall semester and the third nine-week grading periods** of grade 12, as determined by courses included in computing class rank.

Eligibility

To be eligible for this honor, a student shall:

1. Have maintained continuous enrollment and attended District schools throughout grades 10–12;
2. Have completed all courses and grades earned in grades 10– 12 while continuously enrolled in the District;
3. Have carried at least a minimum course load at each grade level [see EED(LOCAL) and the *RISD Program of Studies*]; and
4. Be graduating under the foundation program.

These eligibility criteria shall also be communicated in the *RISD Program of Studies*.

Honor Graduates

“Honor graduates” shall be those seniors graduating at the end of the spring semester who have attained an overall average of 90 or above for eligible courses in grades 9–12.

Top Ten Percent

The District shall provide to each student whose GPA is in the top ten percent of his or her graduating class a certificate of class rank that contains the student’s specific numeric rank out of a specific class size. Class rank shall not be recorded in the student’s academic achievement record (transcript).

**BOARD OF TRUSTEES
RICHARDSON INDEPENDENT SCHOOL DISTRICT
RICHARDSON, TEXAS**

Date: March 30, 2023
Submitted by: Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Policy AE (LOCAL) and Add AEA (LOCAL)

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The proposed revision to AE (Local) and the addition of AEA(LOCAL) is based on the recommendation from the Texas Association of School Boards (TASB) to move the locally developed provisions on educational equity to a stand-alone policy, AEA(LOCAL). The following policies are provided for the Board's review:

- a. AE (LOCAL) – Educational Philosophy
- b. AEA (LOCAL) - Educational Philosophy: Educational Equity

PROPOSED RECOMMENDATION:

The proposed Local Policies are submitted for the Board's review:

- 1. AE (LOCAL) – Educational Philosophy

The proposed revision will strike through the locally developed language concerning diversity, equity and inclusion in order to move the language to its own stand-alone policy, AEA (LOCAL). The revision is for the sole purpose of moving the language to AEA (LOCAL) and no changes are being made to the language that will appear in AEA (LOCAL).

- 2. AEA (LOCAL) – Educational Philosophy: Educational Equity

The proposed addition of the new policy will reflect the language that was stricken through in AE (LOCAL) and will serve as the stand-alone policy for Educational Equity. No changes to the language are being proposed.

**Equity, Diversity,
and Inclusion**

Purpose

The purpose of this policy is to establish a framework to eliminate any bias, prejudice, or unlawful discrimination that may affect student achievement and learning experiences and to promote learning and working environments that welcome, respect, and value equity, diversity, and inclusion.

**Commitment to
Educational Equity**

The District will actively work to eliminate systems and practices that perpetuate historical inequities and present disparities that could negatively affect the ability of students, families, and staff to participate in diverse and inclusive learning and working environments. The Board believes that embracing individual human diversity, developing a capacity for the collective pursuit of cultural competence, and committing to day-to-day equity and inclusion will enable the District to fulfill its mission. The District will provide opportunities for all to connect, learn, grow, and succeed through relevant and personalized learning experiences that are distinguished by a welcoming and accepting climate; a safe, innovative, and adaptive environment; and a supportive, collaborative, and invested culture among students, staff, families, and community.

As a community of learners committed to equity and the success of all, the District understands that our students, staff, and stakeholders bring their personal backgrounds into our schools, and each of them reasonably expects to have a nurturing and barrier-free learning environment that counteracts the contemporary and historical effects of bias, prejudice, and unlawful discrimination. The District will not predicate or determine success on the basis of race, ethnicity, economic status, mobility, language, gender, sexual orientation, gender identity and/or expression, physical, mental, or emotional disabilities, religion, or any other identity marker. To implement these commitments, the District shall:

1. Continue to comply with all Board policies and guidelines expressing the District's commitment to equal opportunity and non-discrimination and harassment.
2. Foster recognition of and respect for basic human rights, fundamental freedoms, and equitable opportunities and outcomes for all through the District's policies, programs, and activities. To support this recognition and respect, the District has established the following Guiding Principles and Practices:
 - a. The District has established and will maintain the department of Equity, Diversity, and Inclusion to serve as a resource to provide an equity lens for District policies, programs, and practices; facilitate implementation of the equity, diversity, and inclusion components of the District's Strategic Action Plan; create opportunities to identify and

~~eliminate any inequitable practices within the District; and work to identify and effectively address internal and external inequities that create barriers to success and achievement for all student groups.~~

~~b. The District will acknowledge, affirm, and celebrate differences to create a sense of belonging by providing students, staff, and families with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives.~~

~~c. The District will follow strategies to ensure students, families, and staff see themselves represented in the curriculum, programs, culture, and staff of the school, including:~~

~~(1) The District will intentionally recruit, hire, and retain qualified and/or experienced staff who reflect student demographics and the community to support a racially diverse and culturally responsive workforce that is present in all schools and at all organizational levels.~~

~~(2) Each school will promote a culture where students, families, community members, and employees feel welcomed, valued, safe, supported, and where all can perform their personal best without personal compromise.~~

~~(3) The District will choose and use learning materials that reflect the diversity of students and staff and which foster the understanding and appreciation of culture, class, language, ethnicity, and other differences that exist in our student body and staff. These learning materials also will include social and emotional learning resources for all grade levels. Social and emotional resources will support students and staff in attainment of knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, feel and show empathy for others, make responsible decisions, and maintain positive relationships.~~

~~d. The District will continually examine its systems and practices to identify factors that may create inequities and disparities and take appropriate steps to implement systems and policies that promote equity, diversity, and~~

~~inclusion so all students have access and the opportunity to benefit. Such appropriate steps may include, as appropriate:~~

- ~~(1) Identifying and counteracting practices that could perpetuate bias and disparities that lead to disproportionate levels of student success and achievement.~~
- ~~(2) Embracing and celebrating the differences reflected in the District's diverse student and staff communities, such that all who learn and work here will experience acceptance, understanding, and belonging in all areas of the District.~~
- ~~(3) Adopting and enforcing procedures intended to achieve a diverse and equitable school community inclusive of, but not limited to, race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disabling conditions, and religion.~~
- ~~(4) Exploring potential underlying, unquestioned assumptions that detract from our commitment of inclusiveness and identifying and removing barriers in current policies, procedures, systems, or practices that limit opportunities for students and families.~~
- ~~(5) The District will equitably distribute resources, opportunities, transportation, facilities, supports, and teachers/staff to meet the identified needs of a campus, even if carrying out the commitment results in differentiated resource allocations.~~
- ~~(6) The District will facilitate equitable access to co-curricular and extra-curricular activities, programming, social services, tutoring, and enrichment activities.~~
- ~~(7) The District will ensure employees participate in professional development addressing equity, diversity, inclusion, cultural competence, disproportionality, and culturally competent and responsive pedagogy, as they pertain to the achievement gap, implicit and explicit bias, racism, and systemic barriers. Professional learning opportunities will be ongoing and based on changing needs with the District and community.~~

~~(8) The District is committed to increasing the diversity of its leadership pipelines by creating and supporting programs and policies that foster leadership that reflects the diversity of the District, our community, and American society. To support this commitment, the District will develop diverse mentoring and coaching programs, a supportive work and educational environment, and student and staff leadership training.~~

~~(9) The District will engage, include, and collaborate with families, students, residents, businesses, and other stakeholders to align and leverage community engagement in a collaborative manner to improve the education provided to students.~~

~~(10) The District will use disaggregated qualitative and quantitative data to monitor and address practices that could result in disproportionality in student success and achievement, including the use of assessments and assessment data, which could lead to overrepresentation of students of color in areas such as, but not limited to, special education and discipline, and their underrepresentation in programs such as, but not limited to, Gifted and Talented and Advanced Placement.~~

~~(11) The District's Student Code of Conduct and Standards of Conduct for Employees will address inappropriate behaviors and conduct associated with behaviors that discriminate, stereotype, intimidate, perpetuate bias-based thinking, and incite physical, mental, or verbal harm based on race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disability, religion, or any other identity marker.~~

~~Responsibility~~

~~The Board shall hold itself and the Superintendent accountable for implementation of this policy. The Superintendent shall develop any procedures appropriate to implement the policy and metrics to measure achievement of the policy objectives and shall provide periodic updates to the Board each year.~~

~~Definitions~~

~~Definitions used in this policy are as follows:~~

- ~~1. "Equity" shall mean the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares.~~

~~2. “Diversity” shall mean the acknowledgement and celebration of differences in cultures, traditions, and beliefs within our community.~~

~~3. “Inclusion” shall mean authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that equitably distributes access, resources, and influence.~~

~~4. “Cultural Competence” shall mean the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used to increase the quality of services, thereby producing better outcomes.~~

Strategic Plan

Mission

The mission of the District is to ensure all connect, learn, grow, and succeed through relevant and personalized learning experiences distinguished by:

- A welcoming and accepting climate;
- A safe, innovative, and adaptive environment; and
- A supportive, invested, and collaborative culture among students, staff, families, and community.

Beliefs

We believe that:

- It is necessary to meet all basic needs;
- All people have immeasurable value and deserve respect;
- All people have something unique to contribute;
- All people have the freedom to choose their own path;
- Embracing our differences strengthens us, and leveraging our differences propels us;
- All people need meaningful relationships to build valuable connections and inspire a sense of community;
- Serving others strengthens our local and global communities;
- All people can continuously learn, adapt, and grow;
- Failures are valuable opportunities to explore, learn, and succeed; and
- We strengthen our future by nurturing and preparing children and youth.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Objectives | <ol style="list-style-type: none">1. All students will maximize their intellect and skills to create their own futures.2. All students will develop strength of character.3. All students will contribute to local and global communities.4. All students will belong to a community of meaningful connections and positive relationships. |
| Strategies | <ol style="list-style-type: none">1. We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all of our students.2. We will guarantee that all students will perform at or above grade level.3. We will recruit, retain, and reward quality personnel.4. We will ensure all families, businesses, and community partners are fully engaged in the mission of our district.5. We will actively pursue creative funding sources and responsibly manage current resources to support our mission.6. We will ensure that our facilities and infrastructure adapt to support our mission. |
| Parameters | <ol style="list-style-type: none">1. We will stand firm in our commitment to all students.2. We will be unrelenting in our pursuit of excellence.3. We will treat all people with dignity and respect.4. We will seek input from all stakeholders.5. We will honor tradition but not allow it to hold us back.6. We will operate with persistence and integrity.7. We will practice responsible stewardship of all of our resources. |

Equity, Diversity, and Inclusion

Purpose

The purpose of this policy is to establish a framework to eliminate any bias, prejudice, or unlawful discrimination that may affect student achievement and learning experiences and to promote learning and working environments that welcome, respect, and value equity, diversity, and inclusion.

Commitment to Educational Equity

The District will actively work to eliminate systems and practices that perpetuate historical inequities and present disparities that could negatively affect the ability of students, families, and staff to participate in diverse and inclusive learning and working environments. The Board believes that embracing individual human diversity, developing a capacity for the collective pursuit of cultural competence, and committing to day-to-day equity and inclusion will enable the District to fulfill its mission. The District will provide opportunities for all to connect, learn, grow, and succeed through relevant and personalized learning experiences that are distinguished by a welcoming and accepting climate; a safe, innovative, and adaptive environment; and a supportive, collaborative, and invested culture among students, staff, families, and community.

As a community of learners committed to equity and the success of all, the District understands that our students, staff, and stakeholders bring their personal backgrounds into our schools, and each of them reasonably expects to have a nurturing and barrier-free learning environment that counteracts the contemporary and historical effects of bias, prejudice, and unlawful discrimination. The District will not predicate or determine success on the basis of race, ethnicity, economic status, mobility, language, gender, sexual orientation, gender identity and/or expression, physical, mental, or emotional disabilities, religion, or any other identity marker. To implement these commitments, the District shall:

1. Continue to comply with all Board policies and guidelines expressing the District's commitment to equal opportunity and non-discrimination and harassment.
2. Foster recognition of and respect for basic human rights, fundamental freedoms, and equitable opportunities and outcomes for all through the District's policies, programs, and activities. To support this recognition and respect, the District has established the following Guiding Principles and Practices:
 - a. The District has established and will maintain the department of Equity, Diversity, and Inclusion to serve as a resource to provide an equity lens for District policies, programs, and practices; facilitate implementation of the equity, diversity, and inclusion components of the District's Strategic Action Plan; create opportunities to identify and

- eliminate any inequitable practices within the District; and work to identify and effectively address internal and external inequities that create barriers to success and achievement for all student groups.
- b. The District will acknowledge, affirm, and celebrate differences to create a sense of belonging by providing students, staff, and families with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives.
 - c. The District will follow strategies to ensure students, families, and staff see themselves represented in the curriculum, programs, culture, and staff of the school, including:
 - (1) The District will intentionally recruit, hire, and retain qualified and/or experienced staff who reflect student demographics and the community to support a racially diverse and culturally responsive workforce that is present in all schools and at all organizational levels.
 - (2) Each school will promote a culture where students, families, community members, and employees feel welcomed, valued, safe, supported, and where all can perform their personal best without personal compromise.
 - (3) The District will choose and use learning materials that reflect the diversity of students and staff and which foster the understanding and appreciation of culture, class, language, ethnicity, and other differences that exist in our student body and staff. These learning materials also will include social and emotional learning resources for all grade levels. Social and emotional resources will support students and staff in attainment of knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, feel and show empathy for others, make responsible decisions, and maintain positive relationships.
 - d. The District will continually examine its systems and practices to identify factors that may create inequities and disparities and take appropriate steps to implement systems and policies that promote equity, diversity, and

inclusion so all students have access and the opportunity to benefit. Such appropriate steps may include, as appropriate:

- (1) Identifying and counteracting practices that could perpetuate bias and disparities that lead to disproportionate levels of student success and achievement.
- (2) Embracing and celebrating the differences reflected in the District's diverse student and staff communities, such that all who learn and work here will experience acceptance, understanding, and belonging in all areas of the District.
- (3) Adopting and enforcing procedures intended to achieve a diverse and equitable school community inclusive of, but not limited to, race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disabling conditions, and religion.
- (4) Exploring potential underlying, unquestioned assumptions that detract from our commitment of inclusiveness and identifying and removing barriers in current policies, procedures, systems, or practices that limit opportunities for students and families.
- (5) The District will equitably distribute resources, opportunities, transportation, facilities, supports, and teachers/staff to meet the identified needs of a campus, even if carrying out the commitment results in differentiated resource allocations.
- (6) The District will facilitate equitable access to co-curricular and extra-curricular activities, programming, social services, tutoring, and enrichment activities.
- (7) The District will ensure employees participate in professional development addressing equity, diversity, inclusion, cultural competence, disproportionality, and culturally competent and responsive pedagogy, as they pertain to the achievement gap, implicit and explicit bias, racism, and systemic barriers. Professional learning opportunities will be ongoing and based on changing needs with the District and community.

- (8) The District is committed to increasing the diversity of its leadership pipelines by creating and supporting programs and policies that foster leadership that reflects the diversity of the District, our community, and American society. To support this commitment, the District will develop diverse mentoring and coaching programs, a supportive work and educational environment, and student and staff leadership training.
- (9) The District will engage, include, and collaborate with families, students, residents, businesses, and other stakeholders to align and leverage community engagement in a collaborative manner to improve the education provided to students.
- (10) The District will use disaggregated qualitative and quantitative data to monitor and address practices that could result in disproportionality in student success and achievement, including the use of assessments and assessment data, which could lead to overrepresentation of students of color in areas such as, but not limited to, special education and discipline, and their underrepresentation in programs such as, but not limited to, Gifted and Talented and Advanced Placement.
- (11) The District's Student Code of Conduct and Standards of Conduct for Employees will address inappropriate behaviors and conduct associated with behaviors that discriminate, stereotype, intimidate, perpetuate bias-based thinking, and incite physical, mental, or verbal harm based on race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disability, religion, or any other identity marker.

Responsibility

The Board shall hold itself and the Superintendent accountable for implementation of this policy. The Superintendent shall develop any procedures appropriate to implement the policy and metrics to measure achievement of the policy objectives and shall provide periodic updates to the Board each year.

Definitions

Definitions used in this policy are as follows:

1. "Equity" shall mean the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares.

2. “Diversity” shall mean the acknowledgement and celebration of differences in cultures, traditions, and beliefs within our community.
3. “Inclusion” shall mean authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that equitably distributes access, resources, and influence.
4. “Cultural Competence” shall mean the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used to increase the quality of services, thereby producing better outcomes.

**BOARD OF TRUSTEES
RICHARDSON INDEPENDENT SCHOOL DISTRICT
RICHARDSON, TEXAS**

Date: March 30, 2023
Submitted by: Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Board Policy: BF (LOCAL)

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. Legal policies track the language of the U.S. and Texas Constitutions; federal and state statutes, including but not limited to the Texas Education Code; the Texas Administrative Code, including Commissioner's and State Board of Education rules; case law and other sources of authority defining the legal context for local school district governance and management; and Attorney General opinions. The proposed revision to BF (Local) is based on the recommendation from the Texas Association of School Boards (TASB) to clarify that the legally referenced policies are not adopted by the board, as the legal policies are automatically updated.

The following policy is provided for the Board's review:

- a. BF (LOCAL) – Board Policies

PROPOSED RECOMMENDATION:

The proposed Local Policy is submitted for the Board's review:

- 1. BF (LOCAL) – Board Policies

Legal policies reflect current law and are updated by TASB as the law changes. The proposed revision adds language to clearly indicate that the Board does not adopt the legally referenced policies. Such an adoption is unnecessary as the legal policies are automatically updated and the Board cannot alter legal policies.

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms "Trustee" and "Board member" are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent shall be responsible for its accuracy and integrity and shall maintain a historical record of the District's policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF
(LOCAL)

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

**BOARD OF TRUSTEES Richardson
Independent School District
Richardson, Texas**

Date: March 30, 2023

Department: District Operations

Submitted by: Sandra Hayes, Assistant Superintendent

INFORMATION ITEM

TOPIC: Safety and Security Update

BACKGROUND INFORMATION:

The safety and security of students and staff is of paramount importance. Each year, the Safety and Security Department conducts safety audits at campuses. The 86th Legislature, in Senate Bill 11, directed that campus safety audits comply with guidance issued by the Texas School Safety Center. Each year, the Board of Trustees reviews the campus audits, information about safety and evacuation drills, and corrective action plans to address any needs identified through the audits. Each RISD facility conducts required drills and exercises each year to prepare students and employees to respond to emergency and crisis situations. The District follows the Standard Response Protocols for all drills and provides posters and badge cards to all campuses and personnel.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the Safety and Security Update for the Board's information.



Executive Summary

Safety and Security
March 30, 2023

Presentation Table of Contents



- 1** Audits
- 2** Safety Drills
- 3** Physical Security



Audits



- **Comprehensive**

Is completed in 3 year cycles

Being conducted by Region 10

Designed to identify areas for improvement

Once completed, we will review and assess changes to be made

50% of district is done

- **Intruder Audit**

Completed by outside entity as a direct result of the Uvalde shooting

28 campuses have been completed

Safety Drills



- Requirements

Fire drills- 1 per month

Lockdown- 1 per semester

Secure- 1 per school year

Shelter- 1 per school year

Evacuation- 1 per school year

Hold- 1 per school year

- RISD

Completes a minimum of 3 drills of each type per school year, many campuses take it upon themselves to do more

Physical Security



- Entry Resistant Film on and around glass at exterior door locations.
- Panic Buttons on all campuses
- Additional fencing
- New door access system-keyless entry
- Additional camera coverage
- Exterior door electronic monitoring system

Thank You