



# Agenda of Work Session

## Thursday, August 22, 2024

### The Board of Trustees

### Richardson ISD

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A Work Session of the Board of Trustees of Richardson ISD will be held Thursday, August 22, 2024, 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 August 19, 2024 .

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. Special Education Services Update  
Information Item

B.	Update on Summer Construction Projects Information Item	49
C.	Review and Discussion of Legislative Priorities Information Item	70
D.	Review and Discussion of Board Policies: <ul style="list-style-type: none"> <li>•EIC (LOCAL) - Academic Achievement: Class Ranking</li> <li>•DBD (LOCAL) - Employment Requirements and Restrictions: Conflict of Interest</li> <li>•DBE (LOCAL) - Employment Requirements and Restrictions: Nepotism</li> <li>•BBD (LOCAL) - Board Members: Training and Orientation</li> <li>•BBFA (LOCAL) - Ethics: Conflict of Interest Disclosures</li> </ul> Information Item	72
E.	Superintendent's First Week of School Update Information Item	89
IV.	<b>BOARD TRAINING - TEAM OF EIGHT TRAINING (RESCHEDULED FROM AUGUST 8, 2024)</b>	<b>90</b>
A.	In accordance with the provisions of the Texas Education Code, Section §11.159, continuing education for Board members will be conducted under Texas Administrative Code, Title 19, Section 61.1: Continuing Education for School Board Members, related to team building. [This matter may be discussed in closed session pursuant to Texas Gov. Codes § 551.071 and 551.074.]	
V.	<b>CLOSED MEETING</b> 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 and Section 551.074 Personnel Matters and Duties of Public Officer.	
A.	Team of Eight Training (Rescheduled from August 8, 2024)	
B.	Deliberate Superintendent's evaluation instrument and potential contract amendment	
VI.	<b>RECONVENE</b> Open Meeting to vote on matters considered in Closed Meeting, if applicable.	
VII.	<b>ADJOURNMENT</b>	

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:** August 22, 2024  
**Department:** Special Student Services

**Submitted by:** Matthew Gibbins, Assistant Superintendent Administrative Services, Katie Barrett, Senior Executive Director Special Student Services

## **INFORMATION ITEM**

**TOPIC:** Special Education Services Update

**BACKGROUND INFORMATION:**

RISD Special Student Services staff will be sharing an overview of information pertaining to national, state and local trends in the area of Special Education Support Services. Topics will cover staffing, services provided, academic trends, challenges the department and campuses are facing and the plan of action to address these challenges.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent presents the Special Education Services update for the Board's information.

# Special Education Update

Aug. 22, 2024



# SSS LEADERSHIP



**Katie Barrett**

Senior Executive Director



**Mary Duston**

Coordinating Director



**Kathy Hodge**

Coordinating Director



**Kristin Burr**  
Director -

Resource/Inclusion,  
Transition, Homebound



**Brynn Klibert**

Director - Evaluation,  
Related & Itinerant Services



**Kyle Staley**

Director - Central Programs



**Shannon Sues**

Director - Dyslexia



**Alicia Zornig**

Director - Section 504



# Outcomes

- Understanding of Special Education - eligibility, supports and services
- Awareness of Special Education numbers - national, state and local
- Understanding of RISD Special Education programs
- Celebration of RISD Special Education successes
- Awareness of programmatic and funding challenges



# Ignite Activity

**ARD Committee**

**SDI**

**IEP**

**LRE**

**FIE**

**SLD**



# What Is Special Education?



# What Is Special Education?

Special Education is specially designed instruction, at no cost to the parents, provided to meet the unique needs of a child with a disability.

The Individuals with Disabilities Act (IDEA) outlines 6 principles of special education that drive our systems and programs:

- **Individualized Education Program (IEP)**
- **Free Appropriate Public Education (FAPE)**
- **Least Restrictive Environment (LRE)**
- **Appropriate Evaluation**
- **Parent and Teacher Participation**
- **Procedural Safeguards**

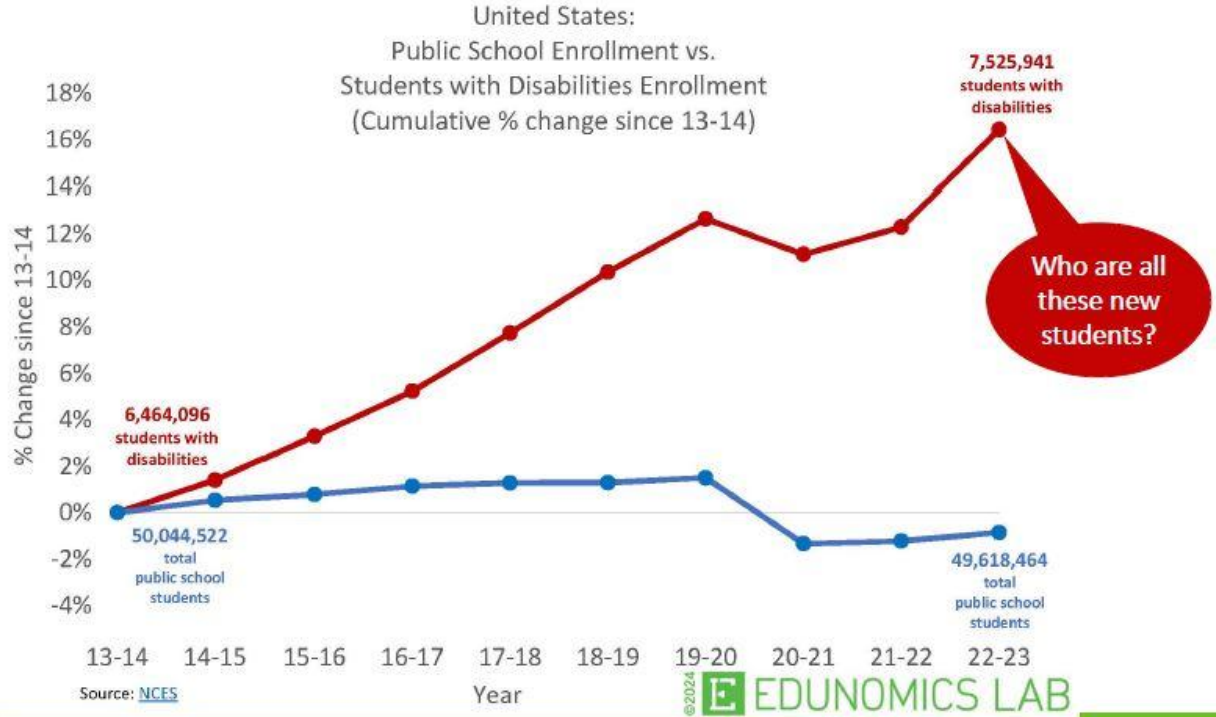


# Special Education Numbers and Services

# Special Education Numbers - National

Sp Ed enrollment trending up, even as total enrollment falls

Schools are identifying more students as disabled.

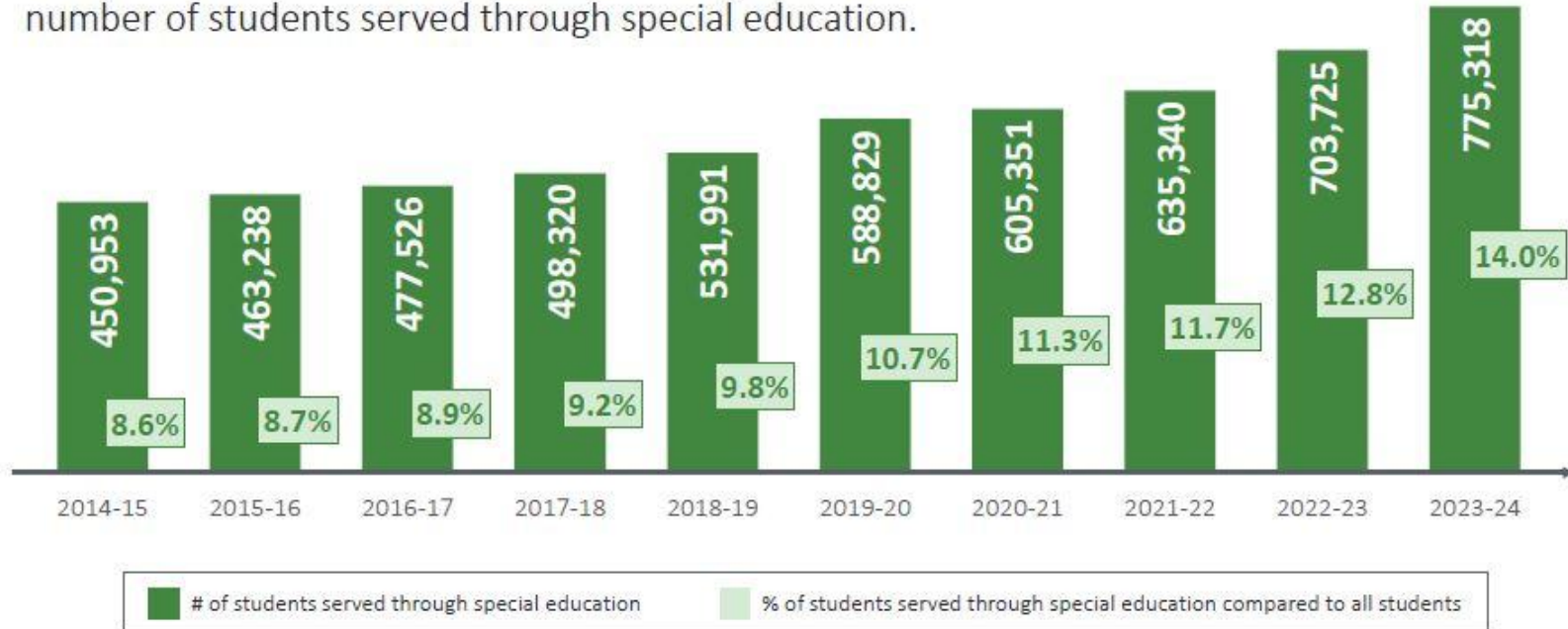


# Special Education Numbers - State

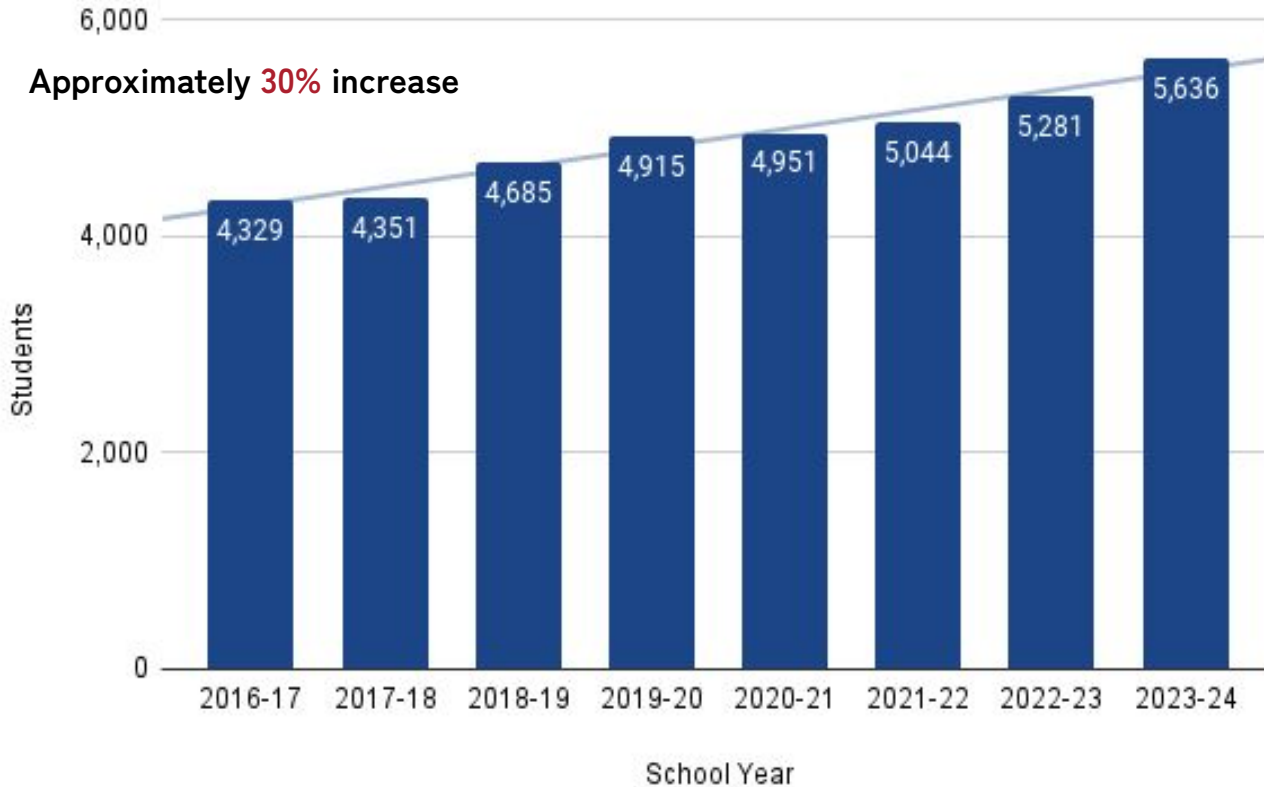
The number of students served through special education continues to increase year over year.



Since the 2014-15 school year, there's been a **72% increase** in the number of students served through special education.



# Special Education Numbers - RISD



# How do students qualify? Child Find

It is the school district's responsibility to find, through awareness and intervention, students with suspected disabilities.

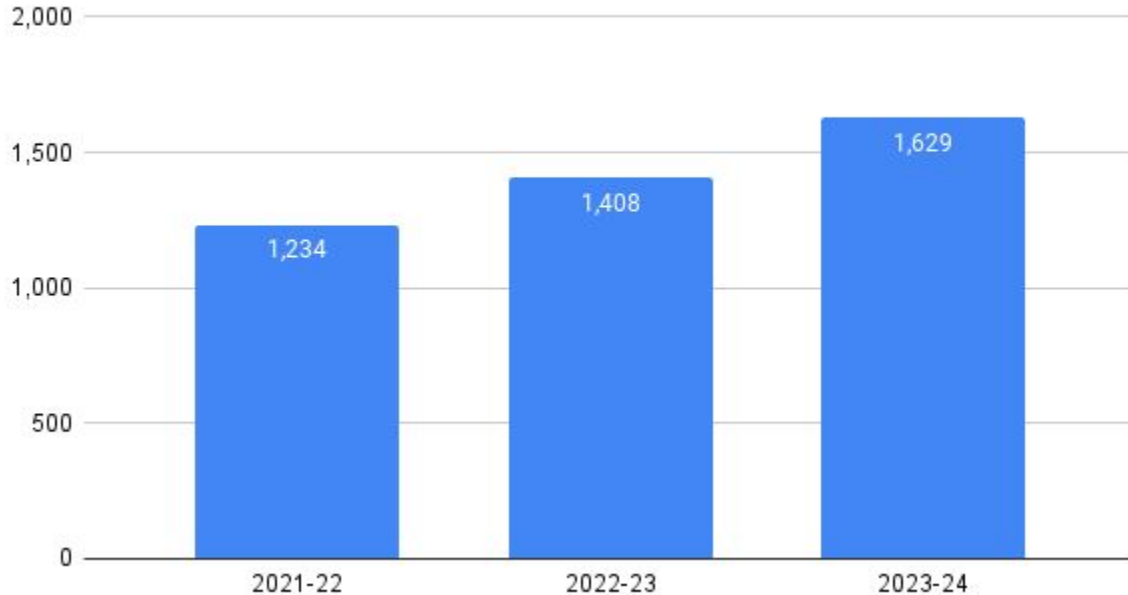
Once we suspect disability, we conduct a Full Individual Evaluation (FIE)

- Timeline for initial evaluation - 45 school days
- Multidisciplinary team of evaluators
  - (Diagnosticians, SLP, School Psychologists, Related services)
  - Includes information from parent/guardian and teachers

# RISD Evaluation Numbers

Increase over past 3 school years: **395 initial evaluations**

Initial Evaluations





# Individual Education Program (IEP)

- Developed and reviewed AT LEAST every year by and Admission, Review, and Dismissal (ARD) committee meeting
- Must be agreed upon by both the parent/guardian and the district

## Some Key Components:

- **Present Levels**
- **Goals**
- **Accommodations**
- **Schedule of Services**

# Sample Present Levels (PLAAFP)

## **Reading:**

Data Sources: FIE, Teacher Observations, Corrective Reading benchmark assessments, parent input, progress on IEP goals

Strengths and Areas of Need: Jordan took the MAP assessment during January 2024 and scored 198 on foundational language skills in the area of vocabulary, 201 on multiple genres, and 203 on authors' purpose and craft with all areas falling in the 1st grade level. Jordan has shown steady and continued growth on their MAP assessments in all areas. In Corrective Reading benchmark assessments, Jordan can read a text fluently at a 1st-grade level. However, they struggle with identifying the main idea and supporting details. Teacher observations indicate that Jordan benefits from visual aids and graphic organizers to organize their thoughts, as well as extra time. Distractibility inhibits their ability to extract details from a passage and recall facts. Parents indicate that Jordan's distractibility affects their ability to follow multi-step directions at home. Jordan has made progress and mastered his previous IEP goals on answering basic who, what, when, where, why questions. Additionally, Jordan's difficulty with use of appropriate communication or pragmatic language impacts their reading comprehension and ability to infer, necessitating accommodations and specially designed instruction through inclusion services in their reading class.

Next to Target Skills: They will benefit from learning how to annotate text to increase comprehension and recall of facts.

Student Needs and Impact of Disability: Jordan's autism and specific learning disability in reading comprehension affect their involvement and progress in the general curriculum and participation in appropriate activities. Their difficulty in identifying the main idea and supporting details, along with distractibility, impede their reading comprehension and recall of facts. Consequently, Jordan requires accommodations to support their learning and ensure their active engagement in the curriculum.

# Sample Goal

**Edit** GOAL: 1 - Language Arts

**Within 36 instructional weeks, when given a visual guide Jordan will annotate text at his instructional level to increase comprehension and recall facts with 80% accuracy as measured by work samples**

# Sample Accommodations

## Classroom Assessment Accommodations

		ELA	MTH	SC	SS	all	delete
Reminders to stay on task	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Small Group Testing	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Instructional Accommodations

		ELA	MTH	SC	SS	all	delete
Chunk large assignments into smaller, manageable steps	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extra time for oral response	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Frontload text to support inferencing and connecting text to background knowledge	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Graphic Organizers for reading and writing assignments	edit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multi-step directions provided in writing	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual aids to increase comprehension and recall of facts	edit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual guide for annotation (list of annotation symbols and their meaning)	edit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Positive Behavior Accommodations

		ELA	MTH	SC	SS	all	delete
Reminders to stay on task	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seat Near instruction and away from distractions	edit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Sample Schedule of Services

◀ First ◀ Prev Next ▶ Last ▶ Courses: 1 - 1 of 1

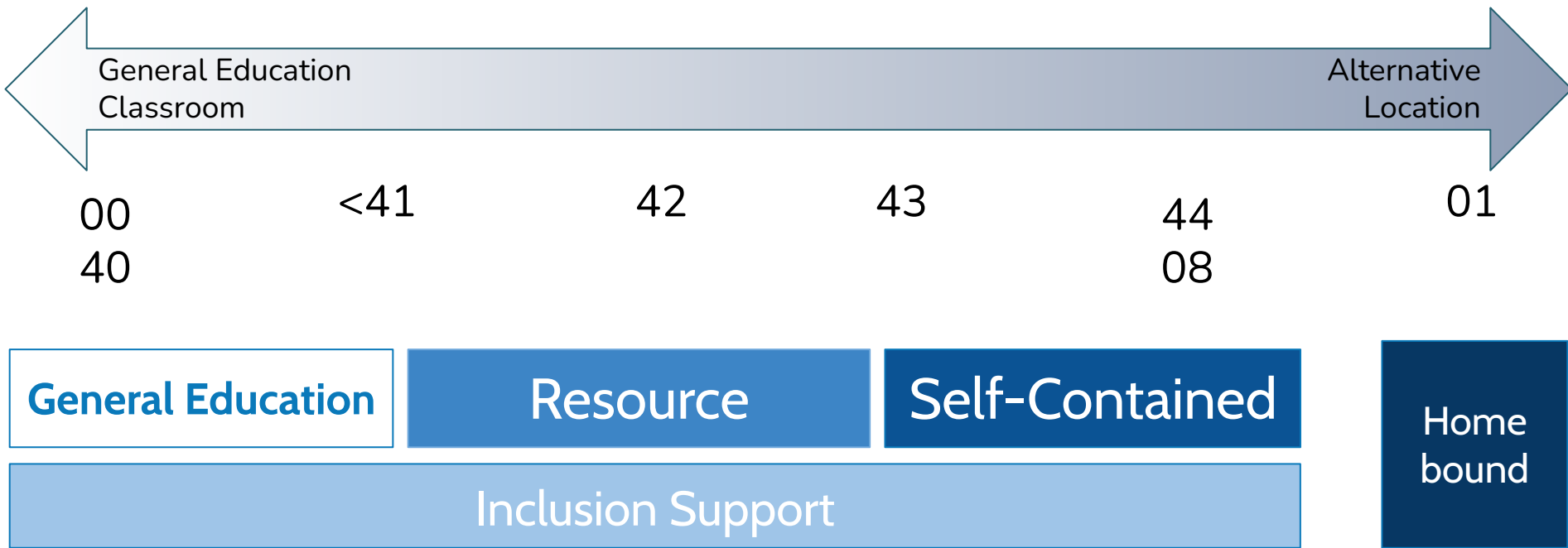
<a href="#">view Current</a>	Course	Modified	Semester	Year	Gen	Spec	Gen	Sped	Joint	Location	Start	End	Status
 Edit  Clone  Delete	ELAR		All School Year	2024-2025		120 min/week Inclusion	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	General Education Setting - Inclusion	05/13/2024	05/12/2025	Current



# Programs and Services



# Special Education Continuum of Services



# RISD Programs and Services

- Resource/Inclusion (includes dyslexia)
- Speech and other related services
- Transition
- Central programs
- Homebound

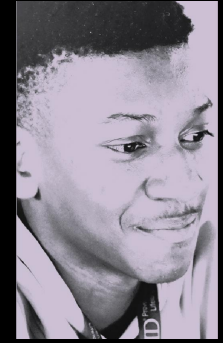
# Resource and Inclusion

- Special educator supports in the general education classroom - **Inclusion**
- Pull out instruction in special education setting - **Resource**
- Approximately 83% of our students receive support in general education or in a blend of general education and Resource



# Self Contained/Central Programs

- Approximately 15% of our students receive their instruction in a self contained class, or **Central Program**.
- Smaller staff to student ratios - typically 1 teacher and 2 paraprofessionals per section



# RISD Self Contained Programs

**PASS** - Positive Approaches to Student Success

**SLC** - Structured Learning Classroom

**DLC** - Developmental Learning Classroom

**SDC** - Structured Developmental Classroom

**TLC** - Total Language Classroom

**ALC** - Active Learning Classroom

**ECSE** - Early Childhood Special Education





# Other Programs and Services

**Related and Itinerant Services:** Occupation Therapy, Physical Therapy, Music Therapy, Counselling, In Home Parent Training, Assistive Technology, Audiological Services, Adaptive PE, Orientation and Mobility

**Speech Language Therapy**

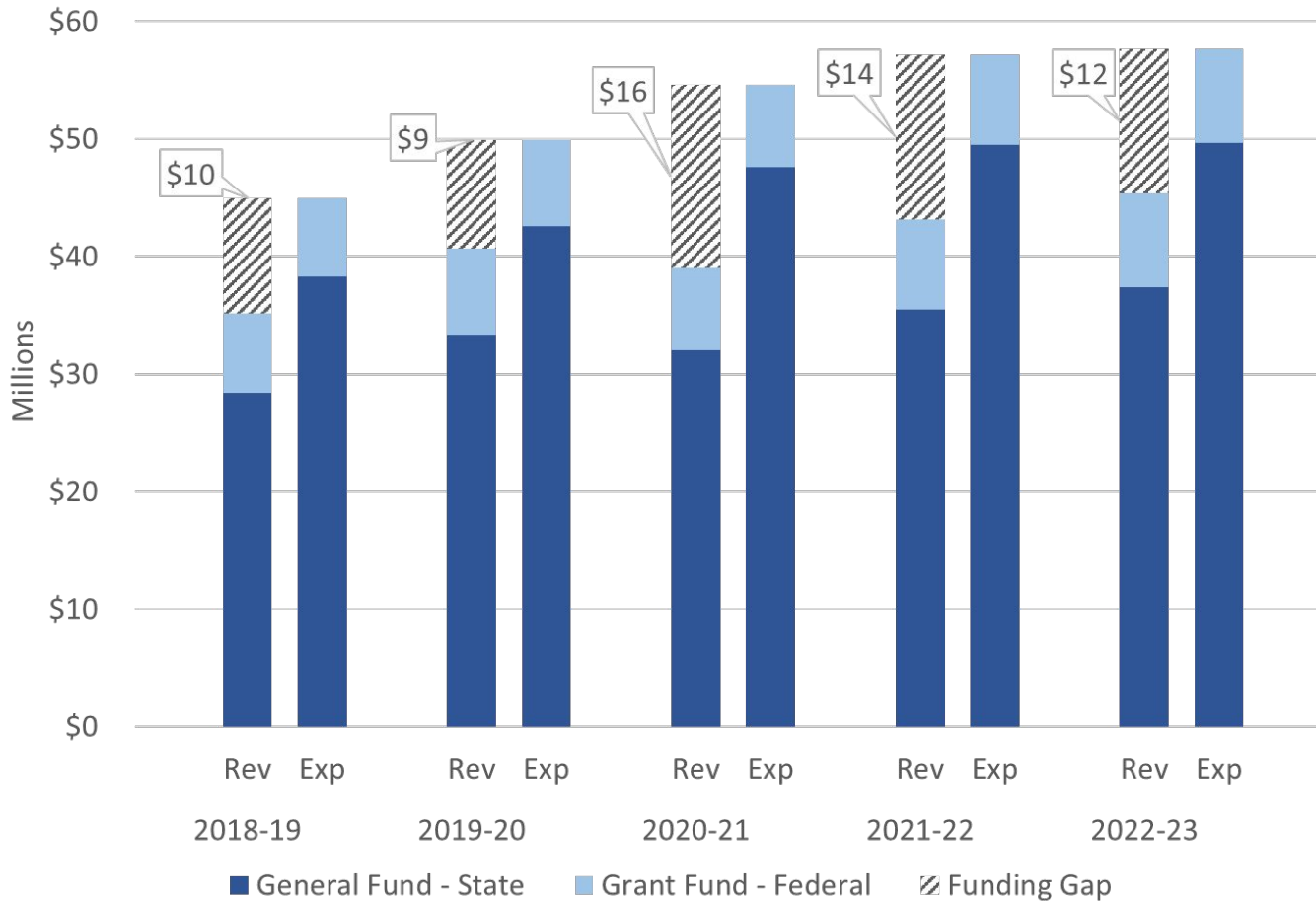
**Homebound Services**

**Transition Program (ages 18-21)**



# Special Education Funding

## Richardson ISD SPECIAL EDUCATION FUNDING GAP





# Special Education Celebrations



# Celebrations & Successes

- Summer evals - Our biggest summer yet: 120 students evaluated
- Dyslexia training center - fully accredited!
- Board approval of longer contracts (191 days) for our central program teachers and staff
- Increase in graduation rate: from 68.5% to 77.9% in 2023



# Celebrations & Successes

- **CCMR Growth** - 2024 district overall accountability percentage: 95%, approximately 11% of these students were in special education
- **TEA Autism Grant** - parent education sessions (provided in multiple languages, offered free childcare), training and coaching for staff, and resources for classrooms
- **Transition Program internship partnerships:** continued work with Texas Health Resources & Renaissance Hotel, new partnerships with the City of Richardson and RISD Print Shop



# 2024-25 Areas of Focus

# Project Rightsize Support

- Moved 21 centralized programs and 2 central evaluation teams for 24-25 school year; working with campuses to provide staff training and support as they welcome new programs
- Supported movement of special education Resource teachers and paras
- Moving SSS central staff from the PDC to Greenwood Hills this fall.

# Dyslexia Handbook Updates

HB 3928 - implemented at the start of 23-24 school year:

- Identification of dyslexia is now determined through a Full Individual and Initial Evaluation (FIIE). Eligibility can no longer be determined by a Section 504 evaluation.
- Dyslexia instruction is considered specially designed instruction - provided through special education.
- TEA gave districts until the end of the 24-25 school year to move existing 504 students in special education, and we are on track to meet that target by the end of the school year.
- Contributing to increase in special education numbers and increased casemanagement loads for special education teachers and dyslexia therapists.



# Staffing Challenges

- Vacancies in Resource and Central Program teacher positions
- Vacancies in Central Program paraprofessional positions
- Vacancies in evaluation staff positions

Continued work:

- Collaboration with HR - job fairs, recruitment, pathways to certification for existing staff, competitive stipends for these specific positions
- Associate Teachers and Contracted Teachers

# Compliance

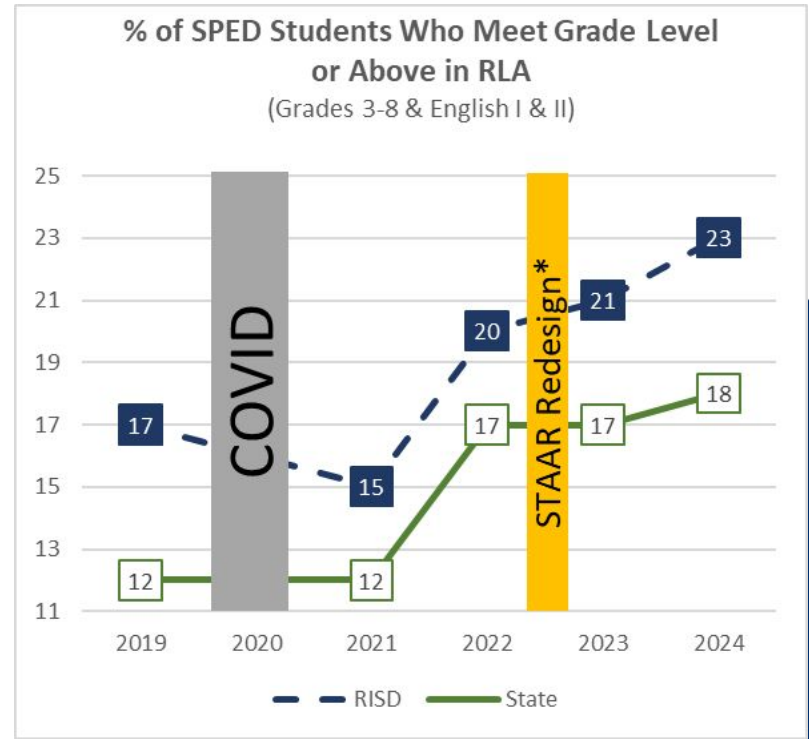
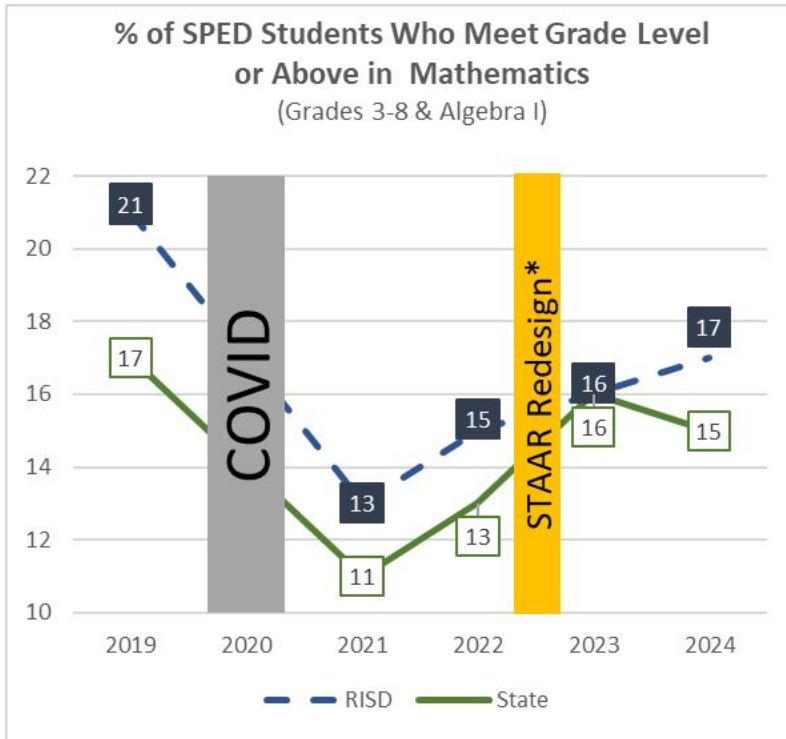
## 24-25 Focus on **Progress Monitoring**

- Required component of services for students with an IEP
  - collect data relate to individual goals
  - report progress
  - adjust as needed

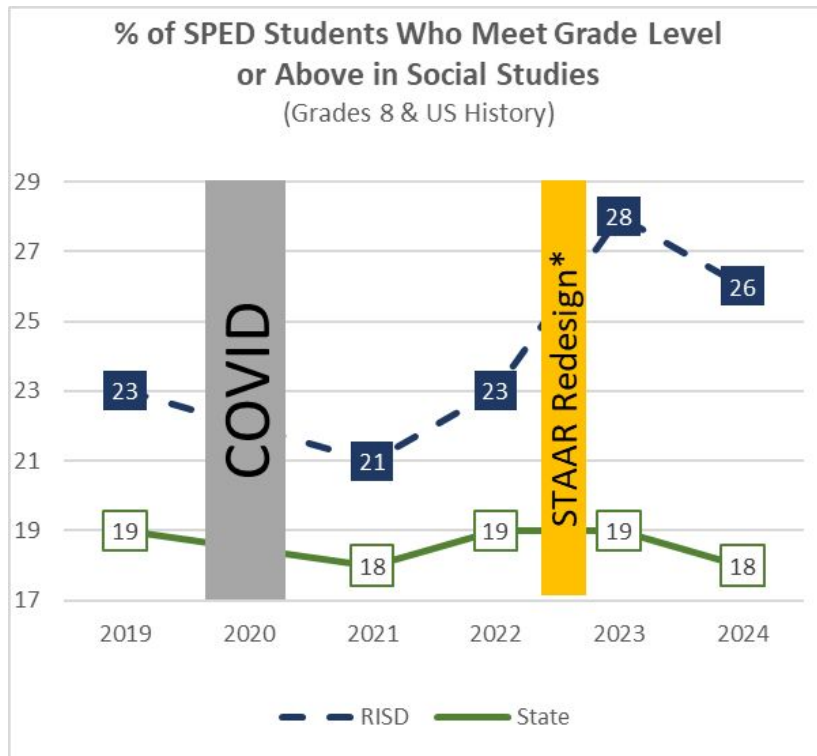
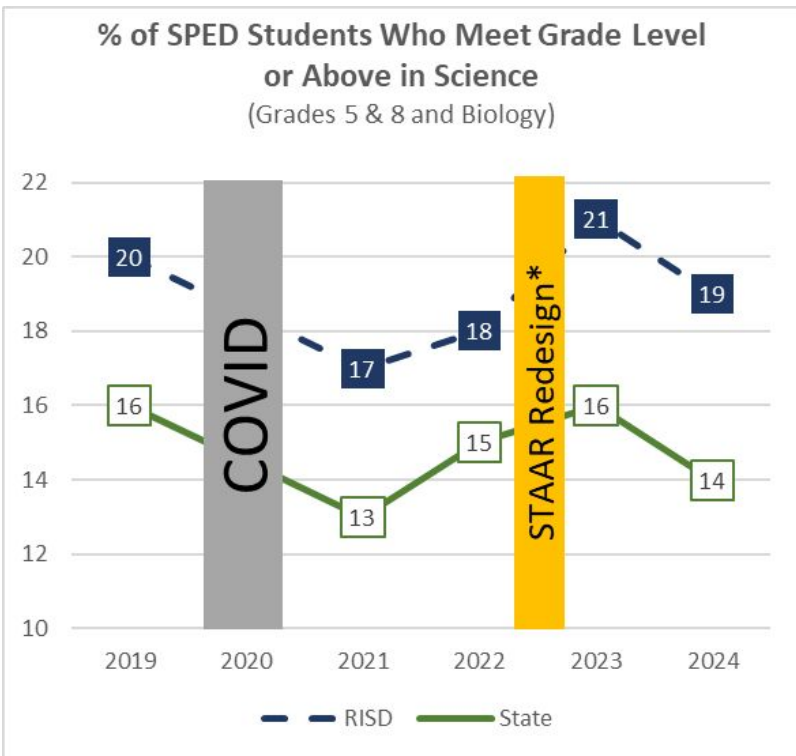
DIP Strategy - 100% compliance with Progress Monitoring

Training for staff - Administrator summer trainings, IEP Quality Indicators, High Quality IEP Academy, SSS Connect Quarterly Trainings

# STAAR Data



# STAAR Data





# Instructional Focus

**Central PLC** - focus on 3rd grade reading in alignment with Board goals; collaboration with other departments

**Piloting Reading Horizons** reading intervention program at 10 elementary campuses

**Instructional Support Specialists** goals:

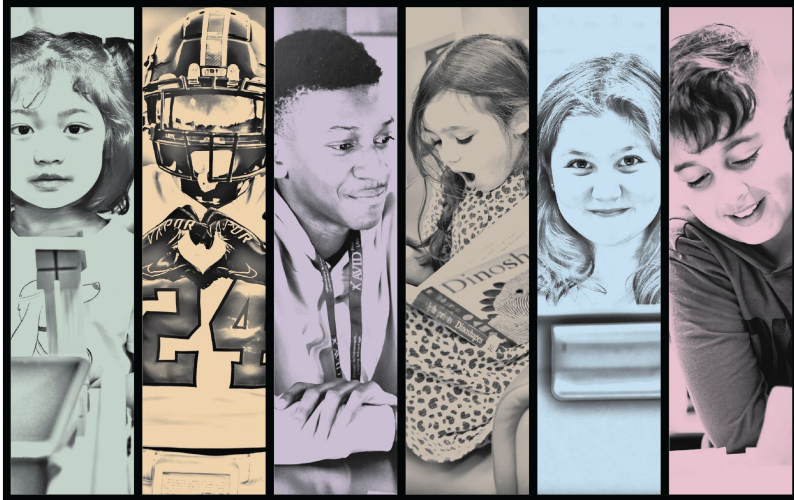
- *Data Driven Decision Making*
- *High Quality Professional Learning*
- *Curriculum Implementation*
- *Intentional Lesson Planning and Design*
- *High Quality IEPs*



# Key Takeaways

- Overall increase in Special Education evaluation numbers and number of students served through Special Education
- Special Education funding gap
- Challenges related to staffing and vacancies
- 24-25 focus on Compliance and Instruction

# Special Education Update



## Questions??

# Special Education Acronym Cheat Sheet

**AEP** - Alternative Education Program

**ARD** - Admission Review Dismissal

**AT** - Assistive Technology

**ESY** - Extended School Year

**FAPE** - Free Appropriate Public Education

**FBA** - Functional Behavior Assessment

**FIE** - Full & Individual Evaluation

**FIIE** - Full Initial & Individual Evaluation

**IEE** - Independent Educational Evaluation

**LRE** - Least Restrictive Environment

**MDR** - Manifestation Determination Review

**OHI** - Other Health Impairment

**O&M** - Orientation and Mobility

**OSEP** - Office of Special Education Programs

**PLAAFP** - Present Levels of Academic Achievement and Functional Performance

**PWN** - Prior Written Notice

**REED** - Review of Existing Evaluation Data

**SLD** - Specific Learning Disability

**SLP** - Speech Language Pathologist

Visit <https://promotingprogress.org/resources/disability-special-ed-acrony> for more!

What does it mean to you

to **BE THE ONE**

to lead in RISD at this  
moment, for this  
shared purpose?



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

**Date:** August 22, 2024

**Department:** District Operations

**Submitted by:** Sandra Hayes, Assistant Superintendent

## **INFORMATION ITEM**

**TOPIC:** Update on Summer Construction Projects

**INFORMATION:**

Facility projects are planned on a five-year cycle using funding from multiple sources. Tonight, we are bringing an update regarding Summer 2024 projects including HVAC, roofing, flooring, new construction and renovation projects taking place across the district.

**SUPERINTENDENT'S RECOMMENDATION:**

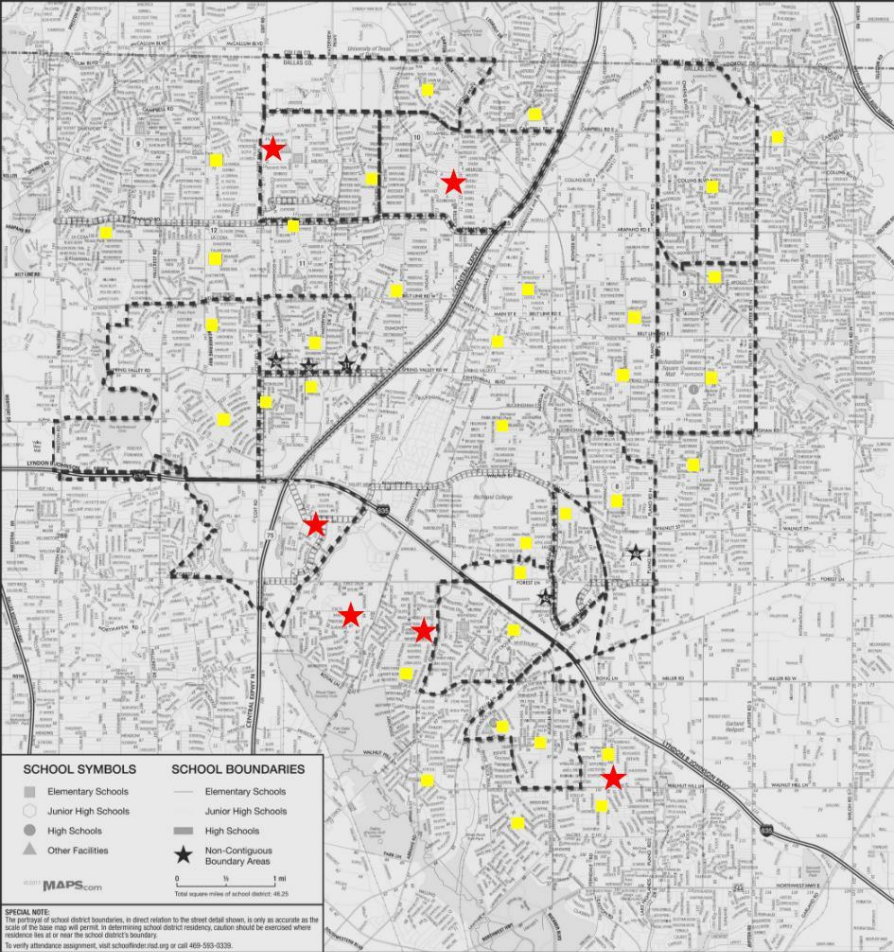
The Superintendent presents the information concerning the status of facility projects for your information and review.

# Summer 2024 Projects

Facility Services  
August 22, 2024



# Construction Projects – Summer 2024



 = Campus with Summer 2024 Construction Work

 = Campus with Major Construction Work

- JJ Pearce High School
- Forest Meadow Middle School
- Lake Highlands Middle School
- Stults Road Elementary
- Northrich Elementary
- Hamilton Park Pacesetter Magnet



# Richland – Basketball Court and Site Improvements



# Springvalley Elementary – Parking Addition



20 Additional Spots



# Greenwood Hills Elementary – Parking Addition



53 Additional Spots



# Canyon Creek – Parking Addition



17 Additional Spots



# Canyon Creek – Interior Refresh



# Northlake Elementary – Site Drainage Improvements



# Northwood Hills Elementary – Finish Refresh



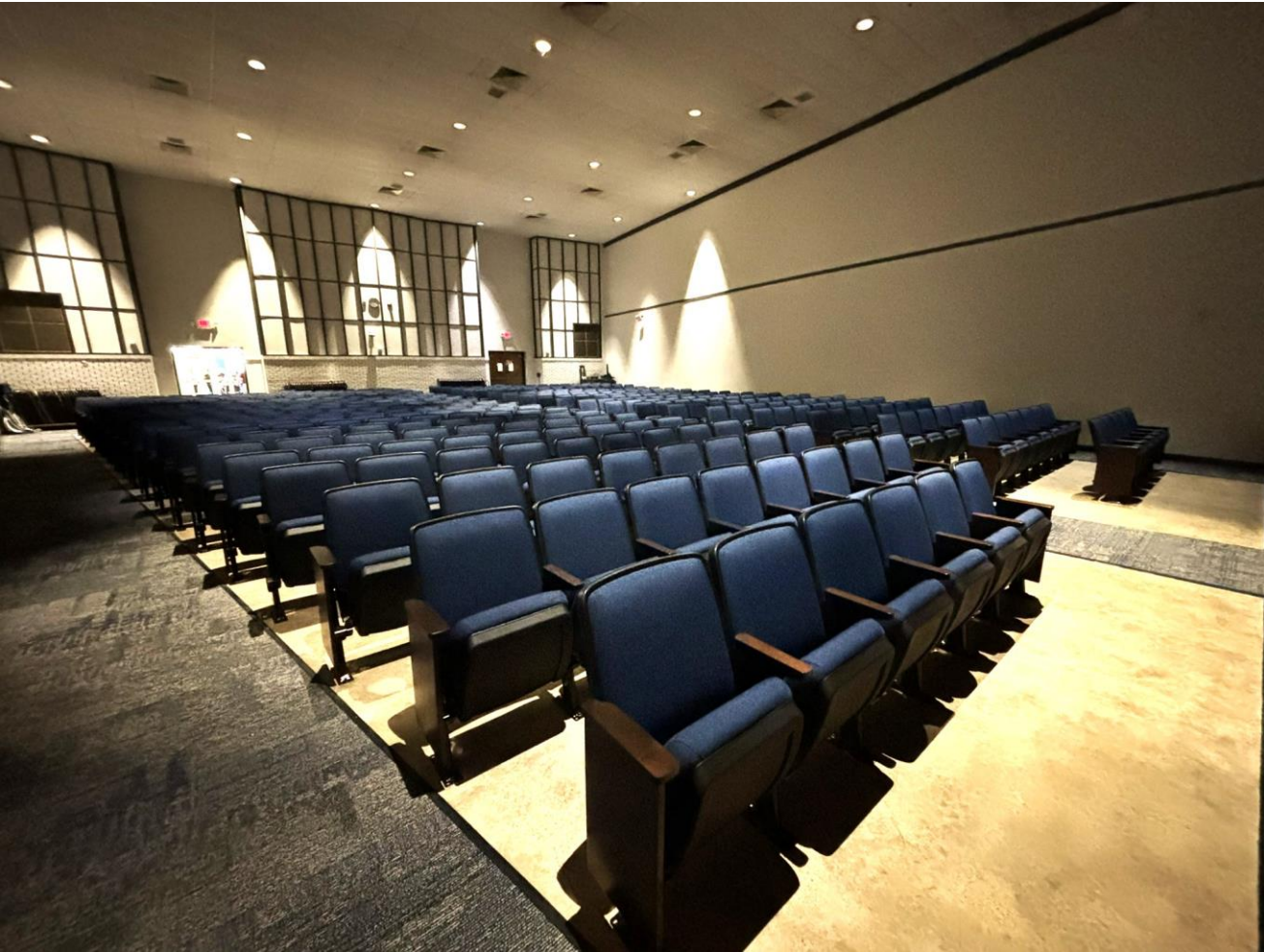
# RISD Academy – Auditorium Refresh



Before



# RISD Academy – Auditorium Refresh



After



# Thurgood Marshall – Restroom Renovations



Before



# Thurgood Marshall – Restroom Renovations



After



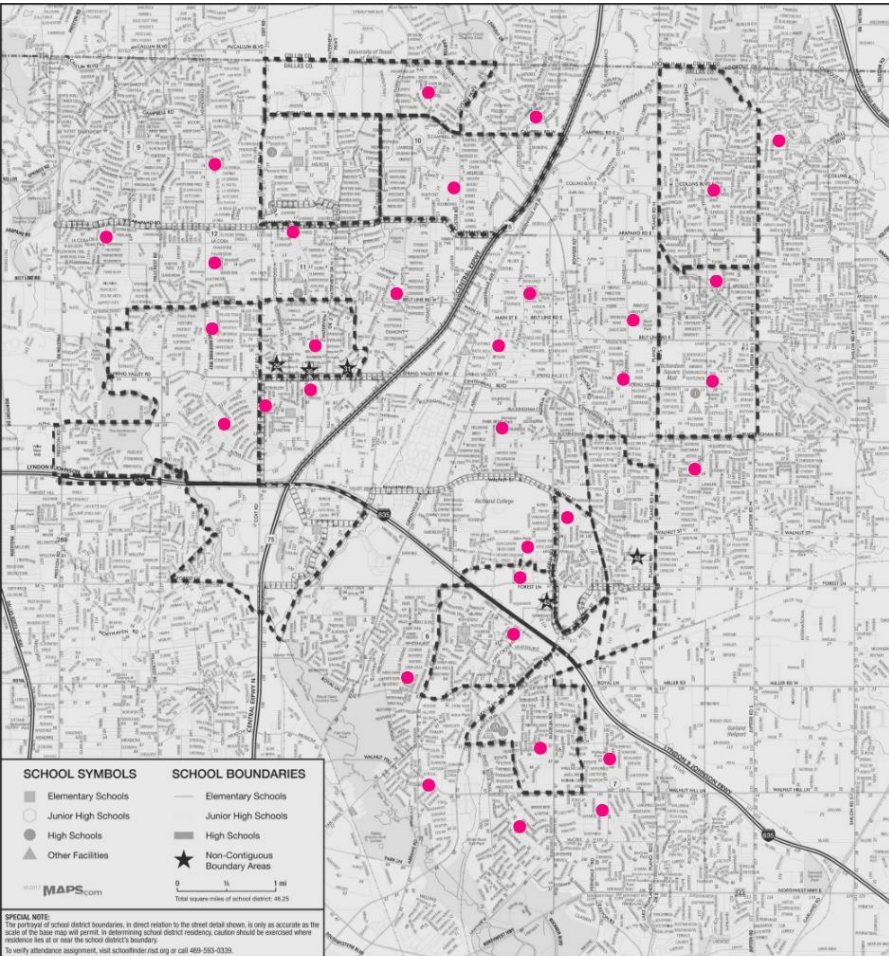
# Multicampus HVAC Upgrades



LHHS (Left)  
PDC (Top)



# Multicampus Access Control – Phase II

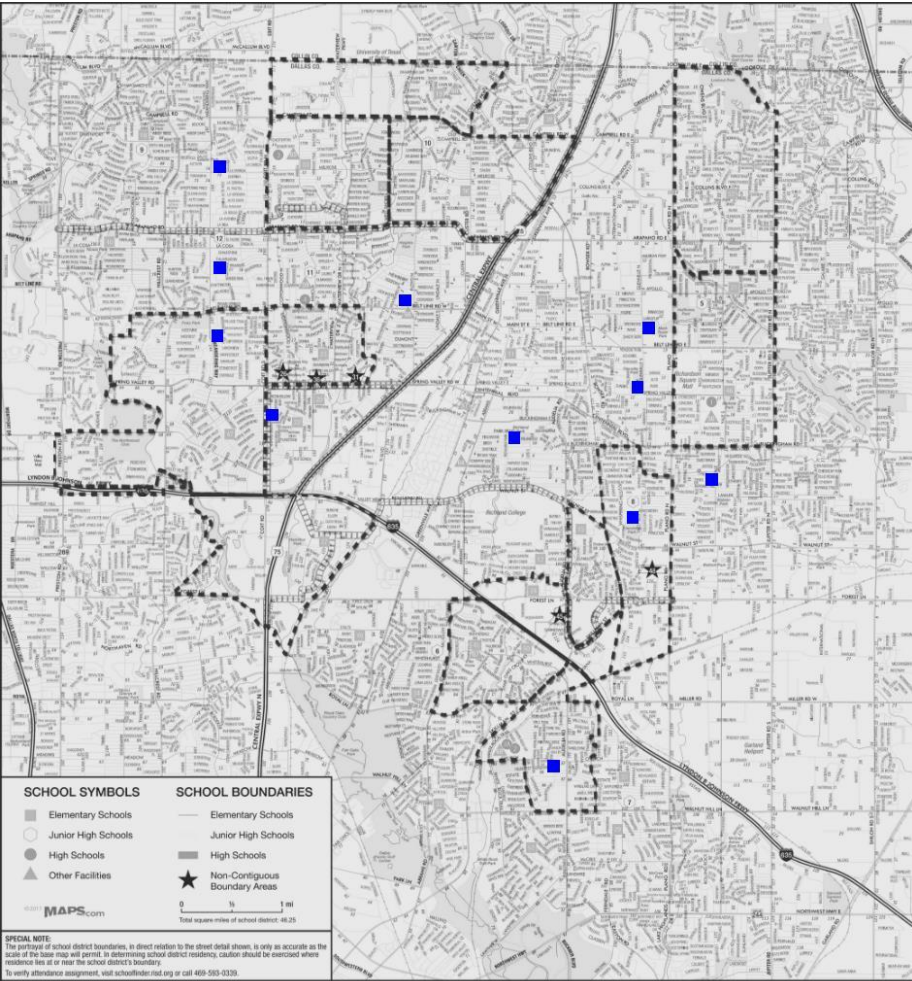


- Forestridge
- Merriman Park
- Bowie
- Northlake
- White Rock
- Richland
- Jess Harben
- Moss Haven
- CMLC
- RISD Academy
- Arapaho Classical Magnet
- Aikin
- O'Henry
- Dartmouth
- Yale
- Big Springs
- Northwood Hills
- Spring Creek
- Canyon Creek
- Greenwood Hills
- Prairie Creek
- Prairie Creek
- Lake Highlands
- Wallace
- Skyview
- Forest Lane Academy
- Springridge
- Math Science Tech Magnet
- Richardson Terrace
- Mark Twain
- Spring Valley
- Carolyn G. Bukhair
- Dover
- Richardson Heights
- Prestonwood
- Audelia Creek

# Multicampus Access Control – Phase II



# Multicampus Flooring Upgrades



- Forestridge Elementary
- Jess Harben Elementary
- O'Henry Elementary
- Northwood Hills Elementary
- Richland Elementary
- RISD Academy
- Springcreek Elementary
- Richardson Heights Elementary
- Bowie Elementary
- Northlake Elementary
- Mark Twain Elementary

# Multicampus Flooring Upgrades



Richardson Heights Before (Top)  
Richardson Heights After (Left)



# Project RightSize Furniture and Move Requests

2022

*May 20, 2022 – June 21, 2022*

Number of furniture-related work orders = **107**

*July 8, 2022 – August 8, 2022*

Number of furniture-related work orders = **247**

**TOTAL = 254**

2023

*May 20, 2023 – June 21, 2023*

Number of furniture-related work orders = **122**

*July 8, 2023 – August 8, 2023*

Number of furniture-related work orders = **212**

**TOTAL = 334**

2024

*May 20, 2024 – June 21, 2024*

Number of furniture and/or PRS-related work orders = **205**

*July 8, 2024 – August 8, 2024*

Number of furniture and/or PRS-related work orders = **534**

**TOTAL = 739**

Questions?



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

**Date:** August 22, 2024

**Submitted by:** Liz Morse, Government Relations

## **INFORMATION ITEM**

**TOPIC:** Legislative Priorities

**Background Information:**

Prior to each Texas legislative session, the RISD Board of Trustees' Legislative Subcommittee examines and reviews issues/topics that may be impacted by existing laws or potential new legislation. The subcommittee then drafts legislative priorities to draw attention to those issues/topics where the upcoming Texas Legislature could provide RISD with improvements to existing laws, or create new laws, that would help RISD better serve students, teachers and other staff supporting RISD schools. The subcommittee then presents the proposed legislative priorities to the full board for discussion and approval.

Tonight, an update will be provided to the Board related to 2025 Legislative Priorities schedule of development.

## 2025 RISD Board of Trustees

### Legislative Priorities

<b>DATE</b>	<b>TASK</b>	<b>RESPONSIBLE</b>
<b>August 1, 2024</b>	Schedule a meeting with the Board Legislative Subcommittee	Liz Morse, Viri Gutierrez (Superintendent)
<b>August 2024</b>	Develop draft legislative priorities	Board Legislative Subcommittee
<b>August 22, 2024</b> (scheduled meeting)	Board briefing of legislative priorities process and input	Board Legislative Subcommittee All BoT
<b>August 30, 2024</b>	Draft of legislative priorities to Board Legislative Subcommittee	Liz Morse Board Legislative Subcommittee
<b>September 9-13, 2024</b>	Distribute legislative priorities to all board members for review/feedback	Board Legislative Subcommittee All BoT to review
<b>September 19, 2024</b> (scheduled meeting)	Present draft legislative priorities for open discussion	Board Legislative Subcommittee All BoT for discussion
<b>October 17, 2024</b> (scheduled meeting)	Review input and make final edits on legislative priorities	Board Legislative Subcommittee All BoT for discussion
<b>October 24, 2024</b> (scheduled meeting)	Present final legislative priorities for board approval	Board Legislative Subcommittee All BoT
<b>November 1, 2024</b>	BoT 2025 Legislative Priorities presented to community	Board Legislative Subcommittee RISD Communications

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

**Date:** August 22, 2024

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

## **INFORMATION ITEM**

**TOPIC:** Revision to Policy EIC (LOCAL) – Academic Achievement: Class Ranking

### **BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise EIC (LOCAL) – Academic Achievement: Class Ranking.

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

EIC (LOCAL) – Academic Achievement: Class Ranking

### **PROPOSED RECOMMENDATION:**

The proposed revision to the Local Policy is submitted for the Board’s review:

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

The LOCAL policy was revised by the Board in April 2023. Since the revision, the Administration has identified another area of concern. This year, with the new Texas First Diploma option for students (for early graduates), RISD had students jump into the top 10 in the last semester before the final GPA/rank run for graduation honors. This impacted the final ranking of students. In reviewing other districts’ policies, most of those policies prohibit early graduates from being valedictorian or salutatorian. The Administration is suggesting a similar prohibition for valedictorian or salutatorian and Top Ten Graduates be added to RISD’s policy. This change would be effective starting with the 2025-26 school year.

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**Note:** The following provisions shall apply to students beginning with the graduating class of 2024.

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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 each school year after all semester grades are posted at the end of the spring semester. The 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.

**Top Ten Percent**

The District shall calculate class rank annually only for the top ten percent of 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.

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**

The following courses shall not be eligible for calculating rank or GPA:

1. Credit by examination [see EHDB 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]; 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 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, dual credit, and OnRamps courses shall receive 10 quality points.
2. At the end of the semester, passing grades in eligible honors, and Advanced (formerly known as Pre-AP) 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 International Baccalaureate (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.

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.
5. **Not have been in high school for less than seven (7) semesters**

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 of grade 12, as determined by courses included in computing class rank.

Eligibility

To be eligible for this honor, a student shall:

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

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.
5. **Not have been in high school for less than seven (7) semesters**

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:** August 22, 2024

**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Revision to Policy DBD (LOCAL) – Employment Requirements and Restrictions: Conflict of Interest

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise DBD (LOCAL) – Employment Requirements and Restrictions: Conflict of Interest.

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

DBD (LOCAL) – Employment Requirements and Restrictions: Conflict of Interest

**PROPOSED RECOMMENDATION:**

The proposed revision to the Local Policy is submitted for the Board’s review:

1. DBD (LOCAL) – Employment Requirements and Restrictions: Conflict of Interest

The policy is being recommended for revision by the Administration. The recommended changes are to provide additional clarification on the required expectations for employees. The language related to nepotism has been deleted and will be moved to DBE (LOCAL), which is the appropriate placement for the nepotism language. recommended changes are intended to address this.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

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**Note:** For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB. [Nepotism rules may be found at DBE.](#)

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**General**

~~An~~ All employees shall avoid any actual or perceived conflict between their personal interests and the interests of the District in dealing with suppliers, customers, and all other organizations or individuals doing or seeking to do business with the District.

An employee shall not have a personal financial interest, a business interest, or any other obligation with any business or activity (including ~~an~~ outside employment or independent contractor relationship) that in any way creates a substantial conflict with the faithful discharge of assigned duties and responsibilities or that creates a conflict with or compromises the best interest of the District.

The Superintendent shall develop procedures under which employees are required to disclose conflicts of interest. [See also DBD(EXHIBIT)]

**Disclosure— General Standard**

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District. The immediate supervisor shall immediately notify the Leadership Executive Team member that the department reports to of the actual or potential conflict of interest and the immediate supervisor divisional manager of the information and the manager shall take action to ensure applicable law and Board policy are followed in connection with the disclosed conflict.

**Specific Disclosures**

Substantial Interest Affidavit

The Superintendent and any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall be required to file an affidavit disclosing the nature of the interest. The affidavit shall be filed with the Superintendent, Board President, or a designee prior to the award of a contract or authorization of payment by the District.

Affidavit Disclosing Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

Annual Financial Management Report	The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.  [See BBFA]
Gifts	An employee shall not accept or solicit any gift, favor, service, or other benefit that could be reasonably construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]
Endorsements	An employee shall not recommend, endorse, or require <u>the purchase of students to purchase</u> any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the employee during nonschool hours <u>or employs or contracts with the employee's relative(s)</u> . No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.
Sales	An employee shall not use his or her position with the District to attempt to sell products or services.
<b>Nonschool Employment</b>	An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.
<b>Employee Sponsoring Study / Travel Programs</b>	The District does not sponsor or approve any student study/travel program that is not part of the curriculum. The following shall apply to District employees' involvement in any such programs: <ol style="list-style-type: none"><li>1. Publicity of travel tours shall be limited to one poster or flyer displayed on school premises in a designated area (e.g., a student bulletin board), but only if approved <u>in advance</u> by the principal. No flyers may be distributed on school premises. All promotional materials for any travel tours shall plainly disclose that <u>the tours they</u> are not endorsed or sponsored by the District.</li><li>2. Recruitment of travel tour participants for school programs may not occur during school hours.</li><li>3. Any teacher who sponsors or accompanies students on foreign or domestic study/travel shall do so without the liability protection extended to District employees acting within the scope of their employment. [See CRB]</li></ol>
<b>Employment of Relatives</b>	<del>Employment with the District may be restricted when an applicant or current employee is related by consanguinity (blood) or affinity</del>

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

~~(marriage) to another employee of the District or a member of the Board. [See also DBE(LEGAL)]~~

**Assignment and Supervision of Relatives**

~~The District shall not assign any employee to a position in which the employee directly supervises a member of his or her immediate family. Similarly, an employee shall not be assigned to a position in which the employee would be directly supervised by another individual who is a member of the employee's immediate family.~~

~~Although assignment of relatives to the same campus or department is not strictly prohibited where the related employees have no supervisory responsibility for one another, the District recognizes the potential for disruption and disharmony in the workplace in such instances and, therefore, will consider familial relationships as a factor when making hiring, assignment, reassignment, and promotion decisions. The District will take further appropriate personnel action such as discipline, reassignment, or discharge if the simultaneous employment or assignment of relatives at a campus or other work location creates a disruption.~~

**Definition—  
"Immediate Family"**

~~For purposes of this policy, the term "immediate family" means individuals related within the third degree of consanguinity (parent, child, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, great grandparent, great grandchild) or second degree of affinity (husband, wife, son-in-law, daughter-in-law, stepson, stepdaughter, brother-in-law, sister-in-law, grandparent-in-law, grandchild-in-law). Under this policy, an adopted child is treated as the natural child of the adoptive parent.~~

**Temporary Assignment**

~~This policy does not apply to the temporary assignment or reassignment of an employee to a position to fill a critical need of the District. However, the Superintendent shall approve in advance any such assignments or reassignments.~~

**Subsequently Formed Familial Relationships**

~~This policy applies to employees who become related to another employee after they are employed by the District.~~

**Other Relationships**

~~The District recognizes that other, nonfamilial relationships between supervisors and subordinates have the potential to cause disruption and confusion in the workplace, negatively affect employee morale, and interfere with highly effective operations. The District prohibits an employee who supervises other employees from engaging in romantic, sexual, and/or dating relationship with a subordinate whom the employee directly or indirectly supervises. An administrator or supervisor who fails to comply with this expectation is insubordinate and fails to demonstrate the judgment, discretion, and professionalism required for the position.~~

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

**Independent  
Contractors**

~~This policy applies to independent contractors who supply workers to perform services on District premises or other service provider, including other support organizations such as booster clubs, when those services require the independent contractor or employees of the independent contractor or other service provider or other support organizations be assigned to District premises for a continuous period of more than two weeks, or to provide services on an ongoing basis. This policy prohibits the assignment of an independent contractor or other service provider to any position or work location where an immediate family member of such person is assigned if the immediate family member has any role (directly or indirectly) in approving, recommending, or supervising the work of, or affecting compensation for the independent contractor or other service provider. The Superintendent, deputy superintendent, assistant superintendent, executive director, or director responsible for the area in which the independent contractor or other service provider is engaged to provide services shall be responsible for ensuring the independent contractor or other service provider is in compliance with this policy. [See also DBD(LEGAL), (LOCAL), and (EXHIBIT)]~~

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

**Date:** August 22, 2024

**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Addition of Policy DBE (LOCAL) – Employment Requirements and Restrictions: Nepotism

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to add DBE (LOCAL) – Employment Requirements and Restrictions: Nepotism.

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

DBE (LOCAL) – Employment Requirements and Restrictions: Nepotism

**PROPOSED RECOMMENDATION:**

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

1. DBE (LOCAL) – Employment Requirements and Restrictions: Nepotism

The policy is being recommended for addition by the Administration. The recommended language regarding the District’s guidance on nepotism has been contained in Board Policy DBD. The language will be deleted from DBD and moved to the policy series related to nepotism.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
NEPOTISM

DBE  
(LOCAL)

**Employment of  
Relatives**

Employment with the District may be restricted when an applicant or current employee is related by consanguinity (blood) or affinity (marriage) to another employee of the District or a member of the Board. [See also DBE(LEGAL)]

**Assignment and  
Supervision of  
Relatives**

The District shall not assign any employee to a position in which the employee directly supervises a member of his or her immediate family. Similarly, an employee shall not be assigned to a position in which the employee would be directly supervised by another individual who is a member of the employee's immediate family.

Although assignment of relatives to the same campus or department is not strictly prohibited where the related employees have no supervisory responsibility for one another, the District recognizes the potential for disruption and disharmony in the workplace in such instances and, therefore, will consider familial relationships as a factor when making hiring, assignment, reassignment, and promotion decisions. The District will take further appropriate personnel action such as discipline, reassignment, or discharge if the simultaneous employment or assignment of relatives at a campus or other work location creates a disruption.

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"Immediate Family"**

For purposes of this policy, the term "immediate family" means individuals related within the third degree of consanguinity (parent, child, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, great grandparent, great grandchild) or second degree of affinity (husband, wife, son-in-law, daughter-in-law, stepson, stepdaughter, brother-in-law, sister-in-law, grandparent-in-law, grandchild-in-law).

**Temporary  
Assignment**

This policy does not apply to the temporary assignment or reassignment of an employee to a position to fill a critical need of the District. However, the Superintendent shall approve in advance any such assignments or reassignments.

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Formed Familial  
Relationships**

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
NEPOTISM

DBE  
(LOCAL)

**Independent  
Contractors**

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

**Date:** August 22, 2024  
**Submitted by:** Leticia D. McGowan, General Counsel

## INFORMATION ITEM

**TOPIC:** Revision to Policy BBD – Board Members: Training and Orientation

**BACKGROUND INFORMATION:**

Local policies are regularly reviewed to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise BBD – Board Members: Training and Orientation.

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

BBD – Board Members: Training and Orientation

**PROPOSED RECOMMENDATION:**

The proposed revision to the Local Policy is submitted for the Board’s review:

1. BBD – Board Members: Training and Orientation

The recommended changes reflect House Bill 3033 which authorizes the attorney general to require trustees to complete training on the Public Information Act (PIA) if the attorney general finds that there has been a violation of the PIA. Language is recommended to make clear that this training after a violation has been found by the attorney general cannot be delegated to the district’s PIA Coordinator.

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LOCAL)

**Public Information  
Coordinator**

After Election or  
Appointment

The Superintendent or designee shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

**Reporting  
Continuing  
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

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

**Date:** August 22, 2024  
**Submitted by:** Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Revision to Policy BBFA – Ethics: Conflict of Interest Disclosures

**BACKGROUND INFORMATION:**

Local policies are regularly reviewed to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise BBFA – Ethics: Conflict of Interest Disclosures.

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

BBFA – Ethics: Conflict of Interest Disclosures

**PROPOSED RECOMMENDATION:**

The proposed revision to the Local Policy is submitted for the Board’s review:

1. BBFA – Ethics: Conflict of Interest Disclosures

The recommended changes are recommended to clarify that a trustee’s ethical duty to disclose a financial or other personal interest in board transactions goes beyond statutory conflicts of interest set out in state and federal law. The language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

**Annual Financial  
Management Report**

Each Board member shall, ~~in a timely manner~~, provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

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

**Date:** August 22, 2024

**Submitted by:** Tabitha Branum, Superintendent

## **INFORMATION ITEM**

**TOPIC:** Superintendent's First Week of School Update

**BACKGROUND INFORMATION:**

Tonight, the Superintendent will provide an overview of the first week of school for 2024-2025.

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

**Date:** August 22, 2024

## **TEAM OF EIGHT TRAINING**

**TOPIC:** Board Training (Rescheduled from August 8, 2024)

**BACKGROUND INFORMATION:**

In accordance with the provisions of the Texas Education Code, Section 11.159, continuing education for Board members will be conducted under Texas Administrative Code, Title 19, Section 61.1: Continuing Education for School Board Members, related to team building. (This matter may be discussed in closed session pursuant to Texas Gov. Codes 551.071 and 551.074.)



# Leading with Distinction

**RISD Superintendent Evaluation**

Presented by Kim Caston

# Best Practices for a Team of Eight = Good governance



- Team of Eight Foundation Presentation (EISO)
- Agreed upon Board Operating Procedures
- Regular Board Self-Assessment
- Superintendent Evaluation Process



# Superintendent Evaluation Elements



- Superintendent Evaluation Instrument / Document
  - Superintendent Goals
  - Standards and Systems
  - Scoring Rubric
- Formative & Summative conference calendar
- BOT Process/Timeline for completing Supt. Evaluation

# School Board Responsibilities = Good Governance



*“The board of trustees of an independent school district....shall provide **OVERSIGHT** regarding student academic achievement and **STRATEGIC LEADERSHIP** for maximizing student performance.”*

- Ensure creation of a **vision, mission, and goals** for the district and evaluate district success.
- Hire a **superintendent** to serve as the chief executive officer and **evaluate** the superintendent’s success in attaining the district goals.
- Adopt **policies** that inform district actions.
- Approve an annual **budget** consistent with the district vision.
- **Communicate** the district’s vision and success to the community.

# Oversight or Management?

“The board of trustees of an independent school district....shall provide *INFORMED OVERSIGHT* regarding student academic achievement and *STRATEGIC LEADERSHIP* for maximizing student performance.”

## Board Oversight

Adopt clearly defined **RESULTS**

Review plans, programs, & initiatives designed to accomplish **RESULTS**

On-going monitoring of programs and initiatives and course correct if necessary

## Supt. Management

Commitment to **RESULTS**

Create plans, identify programs & initiatives to accomplish **RESULTS**

Revise plans, programs & initiatives as needed to achieve **RESULTS**

VS.

# The Main Thing:

The Superintendent Evaluation is  
an important **Governance** tool  
for the Board.

# Superintendent Evaluation



**The superintendent evaluation is one of the Board's most important tasks.**

- The superintendent evaluation is more than a “check the box” for a raise or to roll the contract.
- Directly connected to the Board's responsibility for oversight and setting direction for the district.

# Purpose of a Superintendent Evaluation



- Continuous improvement for student academic performance for the entire school district
- Support Superintendent/Board relations and communication
- Inform the Superintendent of the Board's Voice and Will
- Aid in the professional development of the Superintendent
- Provide the foundation for Superintendent contract & compensation
- Provide an accountability process and procedure for the Board & Supt.
- Fulfill legal requirements

## From the Texas Education Code (TEC)



- The Board must perform an annual, written evaluation of the Superintendent.
- Student academic performance must be a primary consideration.
- The evaluation is confidential.

# From the TEA Commissioner's Rules



## The evaluation process must include the following:

1. Setting Goals that define Superintendent's priorities and expectations
2. A student performance domain
3. Domains for managerial operations/systems
4. An annual Evaluation calendar
5. A Summative conference
6. At least one Formative conference
7. Superintendent shall be involved in developing, selecting, or revising the appraisal instrument and process
8. Board members shall have evidence of training on criteria and process

# Superintendent Evaluation



**The superintendent evaluation differs from most employee evaluations in three ways:**

1. The Board does not possess the superintendent's training or experience.
2. The Board does not supervise day-to-day activities or possess shared experiences.
3. There are seven people participating as evaluators.

## **Key Takeaways:**

- **Focus evaluation criteria on performance and systems outcomes.**
- **Board must work to speak with “one voice.”**



SUPERINTENDENT



EVALUATION



INSTRUMENT

# The Evaluation is a Three-Part Instrument

**SUPERINTENDENT  
GOALS**



**STUDENT  
PERFORMANCE**



**SUPERINTENDENT  
STANDARDS /  
SYSTEMS**



## SUPERINTENDENT GOALS



# Goals Support District Long-Range Priorities

- Superintendent Goals are the high-leverage goals that significantly impact the district's student performance.
- District goals must figure prominently in the evaluation of the Superintendent.
- Superintendent goals should align with district goals.
- Annual Goals support long-range continuous improvement.

## SUPERINTENDENT GOALS



# Superintendent Goals are SMART

Superintendent goals are **measurable** and accomplish significant steps forward for the district.

Examples include:

- Student academic goals
- Passing a bond election
- Teacher retention
- Facilities or capacity study

SUPERINTENDENT  
GOALS



# The Essentials for Robust Goal: S•M•A•R•T



## Specific

**Population:** The group of students who will be impacted and/or the initiative being measured.

## Measurable

**Baseline:** Goal starting point. Used for comparing and monitoring growth.

## Attainable

**Target:** Goal desired future state.

## Relevant

**Deadline:** Month and year when the measure will reach the target.

## Timebound

## SUPERINTENDENT GOALS



# Superintendent Goals Require Multiple Data Inputs

Superintendent goals for the following year are crafted with the following inputs for year-over-year continuous improvement:

- Prior year results / Supt. Evaluation Summative
- Strategic Plan
- Summer Leadership Inputs
- District Improvement Plan



## STUDENT PERFORMANCE



# Student Performance Report

- The Commissioner's Student Performance Report is a form Boards use to analyze student performance. The form provides both recent results and trend data on district student performance.
- Boards must use either the TEA Commissioner's form or adopt an alternate method for considering student performance data.
- Boards can identify areas of student performance that appear to be improving or declining and use that information to focus discussions with the Superintendent about needs for the future.
- The Board should consider this data when setting performance goals with the Superintendent for the subsequent appraisal year.

# Superintendent Standards & Systems

**SUPERINTENDENT  
STANDARDS**



**SYSTEMS /  
ACTION STEPS**





## SUPERINTENDENT SYSTEMS



# Superintendent Standards & Systems

**Superintendent Standards** define what the Superintendent should know and be able to do when Superintendents perform their major duties.

- Support the execution of the Superintendent Goals
- Illustrate the Superintendent's day-to day management

# 3 Superintendent Standards Domains

## DOMAIN I

### Leadership of the Education Community

- Values & Ethics of Leadership
- Leadership & District Culture
- Communications & Community Relations
- Policy & Governance

## DOMAIN II

### Instructional Leadership

- Curriculum Planning & Development
- Instructional Leadership & Management
- HR Leadership & Management

## DOMAIN III

### Administrative Leadership

- Organizational Leadership & Management
- Finance & Technology
- Physical Plant & Safety
- Federal & State Requirements

**Domain I**

**Leadership of  
the Educational  
Community**

**1**

**Values and Ethics  
of Leadership**

**2**

**Leadership and  
School District  
Culture**

**3**

**Communications  
and Community  
Relations**

**4**

**Policy and  
Governance**

## Domain I

### Leadership of the Educational Community

#### 1

### Values and Ethics of Leadership

The Superintendent knows how to **act with integrity, fairness and in an ethical manner** in order to promote the success of students.

#### 2

### Leadership and School District Culture

The Superintendent knows how to **shape school district culture** by facilitating the development, articulation, implementation and **stewardship of a vision of learning that is shared and supported by the school community.**

## Domain I

### Leadership of the Educational Community

#### 3

### Communication and Community Relations

The Superintendent knows how to communicate with **families and community members**, responds to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

#### 4

### Policy and Governance

The Superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including **working with the board of trustees, to achieve the district's educational vision.**

**Domain II**

**Instructional  
Leadership**

**5**

**Curriculum  
Planning and  
Development**

**6**

**Instructional  
Leadership and  
Management**

**7**

**HR Leadership  
and Management**

## Domain II

### Instructional Leadership

#### 5

### Curriculum and Planning

The Superintendent knows how to **facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment of among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.**

#### 6

### Instructional Leadership and Management

The Superintendent knows how to **advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.**

Domain II

Instructional  
Leadership

7

## Human Resources Leadership & Management

The Superintendent knows how to **implement a staff evaluation and development system and** select appropriate models for supervision and staff development to improve the performance of all staff members,

**Domain III**

**Administrative  
Leadership**

**8**

**Organizational  
Leadership and  
Management**

**Finance &  
Technology**

**9**

**Organizational  
Leadership and  
Management**

**Physical Plant &  
Safety**

**10**

**Organizational  
Leadership and  
Management**

**Federal & State  
Requirements**

## Domain III

### Administrative Leadership

#### 8

### Organizational Leadership & Management Finance & Technology

The Superintendent knows how to apply principles of effective leadership and management in relation to **district budgeting, personnel, resource utilization, financial management and technology applications.**

#### 9

### Organizational Leadership and Management Physical Plant & Safety

The Superintendent knows how to apply principles of leadership and management to the district's **physical plant and support systems** to ensure a **safe and effective learning environment.**

Domain III  
Administrative  
Leadership

10

## Organizational Leadership & Management Federal & State Requirements

The Superintendent knows how to apply organizational, decision-making and problem-solving skills **to comply with federal and state requirements** and facilitate positive change in varied contexts.



**SUPERINTENDENT  
SYSTEMS**



## Descriptive Statements

“**Look-Fors**” – the activities or initiatives expected an effective Superintendent to do to achieve the goals.

- Should be customized for the district’s standards
- Based on current research and data
- Not an exhaustive list, not prescriptive

**Indicators** are not mutually exclusive and may overlap with indicators in other standards.



**SUPERINTENDENT  
STANDARDS /  
SYSTEMS**



## Focus on Current Year Essential Work

- Evaluating everything is not practical nor beneficial.
- The Superintendent must use the process to focus on the most important aspects of the Superintendent's work in the current year to accomplish the goals.
- Student learning and performance could include both curriculum and instructional leadership and management.
- A Superintendent new to the district might focus part of the evaluation on Board Relations and policy & governance..
- A bond election could include Superintendent focus on creating a facilities study and building community support.

# FORMATIVE AND SUMMATIVE CONFERENCE CALENDAR



# Conference Calendar



## Formative Conferences

Check-in conferences  
throughout the year

## Summative Conference

End of the contract year  
evaluation

# Conference Calendar



## Formative Conferences

- “Quarterly Conference” - Typically October, January, April, Summative in June - July
- Closed Session - usually after data review
- Does NOT include rating of performance
- Feedback to Superintendent is essential

## Summative Conference

End of the contract year evaluation

# Evaluation Calendar

## **Annual Formative Conferences:**

- October
- January
- April
- Summative Review / Contract - June
- Finalize Superintendent Goals/Systems for 2025 - August

# Goal Setting Calendar

## **Supterintendent Evaluation Goal Setting Process**

- June: Supt. Eval. and 2024-25 Direction
- July: District Summer Leadership
- August: Supt. brings preliminary goals & systems
- Aug./Sep:  
BOT & Supt. Finalize Goals & Systems

### **Goal Setting Inputs**

- Supt. Evaluation direction
- Summer Leadership key takeaways
- District Improvement Plan
- Strategic Plan

# Next Steps

**1**

## **Tonight's Meeting**

- Review Superintendent Goals for 2024-25
- Review 3 - 4 Systems for focus

**2**

## **Spring Superintendent Evaluation Workshop**

- Review Scoring Rubric
- Board Timeline/Process to complete Supt. Evaluation

“One Word”