



Agenda of Called Meeting / Work Session

Monday, May 23, 2022

The Board of Trustees

Richardson ISD

A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Monday, May 23, 2022, beginning at at 3:00 pm for Board Hearings followed by the Work Session scheduled to begin 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 May 20, 2022.

Public Comments: Public comments must address agenda items posted for the open meeting. Any person who signs up to speak acknowledges and accepts the Board's procedures for public comment that may be viewed at:<https://bit.ly/pcprocedures122021>. Public Comment cards will be accepted until 15 minutes before the scheduled time for the meeting to begin (**at this meeting, cards will be accepted until 5:45 pm**) and must be completed in their entirety with accurate and truthful information and must designate the specific agenda item the speaker wishes to address. Speakers are limited to three minutes unless the time has been adjusted to maintain effective meeting management. (If 20 or more persons submit a speaker card, the time will be reduced to 2 minutes; if 30 or more persons submit a speaker card, the time will be reduced to 1 minute.) A speaker's attempt to address a non-agenda topic during the public comment period or failing to yield the podium when a speaker's time has elapsed is considered a disruption.

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. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. CALL TO ORDER

- II. **ENTER CLOSED MEETING in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071 - Consultation with Attorney, Section 551.074 - Personnel Matters, and Section 551.0821 - Personally Identifiable Information About Public School Student.**
 - A. Employee Grievance (DGBA-Local) - Elaina Selheim
 - B. Parent/Student Grievance (FNG-Local) - MR (Parent)
- III. **RECONVENE in Open Meeting to vote on matters considered in Closed Meeting, if applicable.**
 - A. Consider and Take Possible Action Regarding the Administration's Recommendation on the Appeal from Elaina Selheim
 - B. Consider and Take Possible Action Regarding the Administration's Recommendation on the Appeal from MR (parent)
- IV. **BREAK**
- V. **RESUME WORK SESSION (Scheduled to begin at 6:00 pm)**
- VI. **PUBLIC COMMENT SECTION**
Comments from visitors who complete a card requesting to address Board Members.
 - A. Agenda Related Topic
- VII. **ADMINISTER OATH OF OFFICE**
- VIII. **ACTION / INFORMATION ITEMS**
 - A. Consider LHHS Competition Gym Floor Replacement 6
Action Item
 - B. Consider Board Policy Revision: BE(Local) 7
Action Item
 - C. K-12 Social Studies Update 10
Information Item
 - D. Graduate Profile Update 42
Information Item
- IX. **ENTER CLOSED MEETING in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.074 - Personnel, Discussion with Search Firm on matters related to Superintendent Search; and Section 551.071 - Consultation with Attorney.**
- X. **RECONVENE OPEN MEETING**
- XI. **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 Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday 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 nonagenda-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 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 comment card 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 Cards.
 - Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.
 - Completed cards must be placed in the designated box no later than fifteen (15) minutes prior to the posted time for the meeting to begin. Most meetings are scheduled to begin at 6:00 p.m. RISD will not accept Public Comment cards later than fifteen minutes prior to the posted meeting time.
 - 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 public hearing comment card that persons who wish to speak must complete.
- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials 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 Public Comment Card 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: December 13, 2021

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: May 23, 2022
Department: Operations
Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: LAKE HIGHLANDS HIGH SCHOOL – COMPETITION GYM FLOOR REPLACEMENT

BACKGROUND INFORMATION:

The competition gym floor at Lake Highlands High School is past its useful life for a wood floor asset. In addition, the floor has sustained additional damage due to previous water leaks. Those leaks have caused damage beyond that of what traditional sanding and refinishing can address. Funding for this project will come from the 2016 Bond Program. Upon approval, this project will occur during the summer of 2022.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of Richardson Independent School District approve the quote in the amount of \$267,390.06 from Z Floor Co., Ltd. for the replacement of the competition gym floor at Lake Highlands High School.

PROPOSED RESOLUTION

WHEREAS, RISD desires to replace the competition gym floor at Lake Highlands High School and has identified a construction budget in the amount of \$267,390.06 for this project; and

WHEREAS, the Board approved the interlocal contract method of purchasing for the construction of this type of project;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby approves the quote in the amount of \$267,390.06 awarded to Z Floor Co., Ltd. for the replacement of the competition gym floor at Lake Highlands High School.

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

Date: May 23, 2022
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revise Local Policy: BE (Local)

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. Staff has proposed changes to the following policy during their ongoing review of policies and practices and present them for the Board's review:

BE (Local) Board Meetings

INTERIM SUPERINTENDENT'S RECOMMENDATION:

The Interim Superintendent presents a proposed revision to the above-referenced local policy for the Board's consideration.

PROPOSED RESOLUTION

WHEREAS, the Board of Trustees regularly reviews and updates its policies to ensure they conform to applicable law, best practices, and the Board's mission, beliefs, strategic objectives, and strategies; and

WHEREAS, the Board has reviewed the proposed revision to local policy BE as presented by staff, and finds that the proposed revision is appropriate and necessary to ensure that the District's policies conform to applicable law, best practices, and the Board's mission, beliefs, strategic objectives, and strategies;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revision, and addition to the following local policy:

BE (Local) Board Meetings.

BOARD MEETINGS

BE
(LOCAL)

Meeting Place and Time

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board typically are scheduled on the first **Monday Thursday** of each month at 6:00 p.m. The Board office shall develop an annual calendar for regular Board meetings. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by three members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting in accordance with Board operating procedures. The Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member in accordance with Board operating procedures.

Consent Agenda

The Superintendent, in consultation with the Board President, shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by the Board President unless a majority of the Board votes to retain the order listed on the agenda.

Rules of Order The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Voting Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded. [See BDAA(LOCAL) for the Board President's voting rights]

Minutes Board action shall be carefully recorded by the Board Secretary or Administrative Manager, Board of Trustees. When approved, the minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination in the same manner as other public information.

Discussions and Limitation Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: May 23, 2022

Department: Teaching and Learning

Submitted by: Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning

INFORMATION ITEM

TOPIC: Social Studies

Background Information: The presentation tonight concludes a 4-part series facilitated by the Teaching and Learning Department to provide the Board an overview on how the department develops curriculum resources, implements, supports and assesses the Texas Essential Knowledge and Skills (TEKS). This last presentation will focus on Social Studies Curriculum. The presentation will anchor the Board and the community in the district's priority for the academic growth and success for ALL students.



Academic Board Update

Social Studies

May 23, 2022



Meet the Social Studies Team



Dr. Kristin Byno
Assistant Superintendent



Dr. Denise Beutel
Executive Director



Dr. Anne Marie Yarborough
Director



Karlene Jolly
Elementary
Specialist



Sue Sweeney
Secondary
Specialist



Our Objectives

In this presentation, we will:

- inform how Social Studies TEKS are the foundation of our curriculum and daily instruction.
- explain how curriculum and instruction support student mastery of social studies content, concepts, and skills.
- detail supports in place for students, teachers, and campus leaders.
- celebrate growth, community engagement, and outline our next steps.



Our “WHY”

- Social studies instruction develops future-ready skills such as critical thinking, problem solving, literacy, collaborative skills, and responsible citizenship.
- Our constitutional democracy depends upon the education and participation of its citizens and social studies instruction is critical in developing citizens that contribute and are productive members of society.



Our “WHAT”

Content TEKS:

Identify, Locate, List, Describe:

- Historical figures
- Significant Dates & Eras
- Events & Issues
- Legislation & Court Cases
- Free Enterprise System
- Systems of Government



Process TEKS:

Tools to Know:

- Primary & Secondary Sources
- Bias & Point of View
- Source Validation
- Social Studies Terminology

Ways to Show

- Analyze, Generalize, Interpret, Summarize, Sequence
- Compare & Contrast
- Cause & Effect
- Infer & Draw Conclusions
- Support Point of View
- Pose & Answer Questions



Our "WHAT"

				<h2>Process TEKS: Tools to Know</h2>							
<h3>Social Studies TEKS Strands</h3>											
History				Geography				Economics			
											
Government		Citizenship		Culture		Science, Technology, & Society					
											
				<h2>Process TEKS: Ways to Show</h2>							



Our "WHAT"



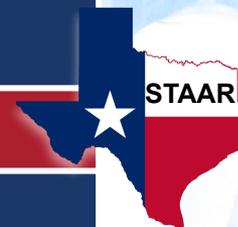
Kinder - 3rd Grade

Communities

4th Grade	5th Grade	6th Grade
Texas History	United States History	Contemporary World Cultures

Junior High

7th Grade	8th Grade
Texas History	U.S. History 1607-1877





Our “WHAT”

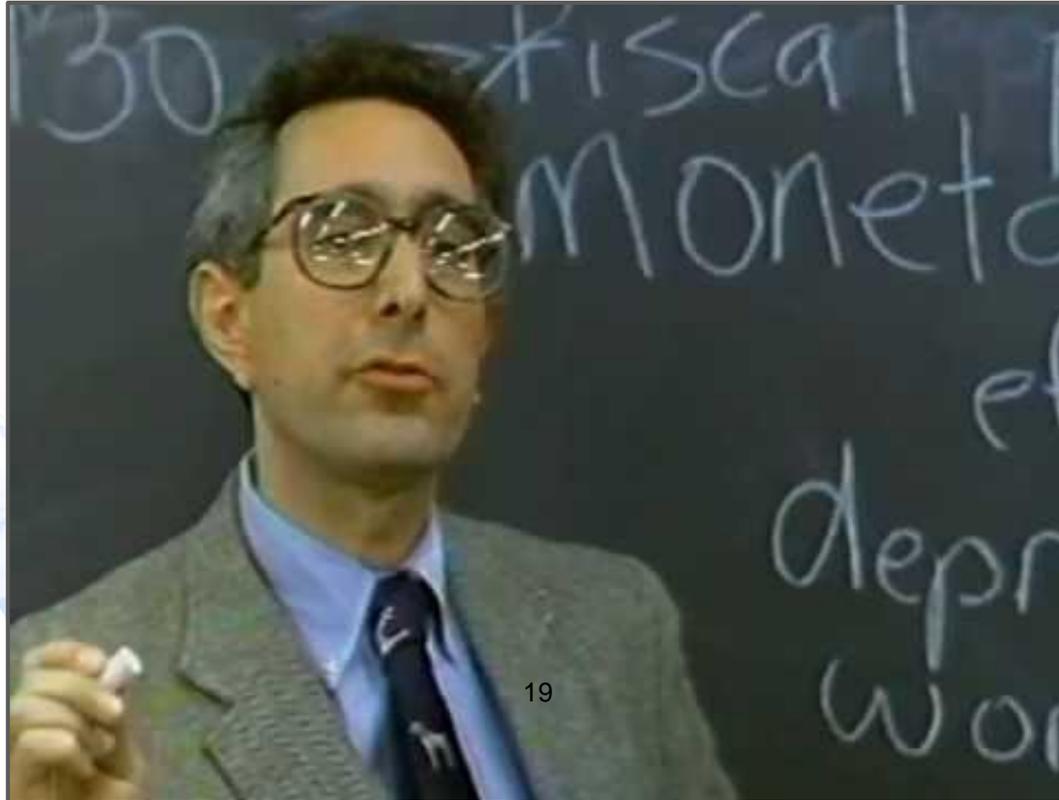


High School

9th Grade	10th Grade	11th Grade	12th Grade	Electives
World Geography Or AP Human Geography	World History AP World History AP European History African American Studies Mexican American Studies	U.S. History 1877-Present AP U.S. History OnRamps U.S. History Dual Credit U.S. History 	Government AP Government Dual Credit Government Economics AP Economics Dual Credit Micro Econ Dual Credit Macro Econ	Psychology AP Psychology Dual Credit Psychology Sociology Dual Credit Sociology Personal Financial Literacy



Our "HOW" - Social Studies Instruction





Our "HOW" - Social Studies Instruction





Our "HOW" - Social Studies Instruction Scale

Hands-on Minds-on

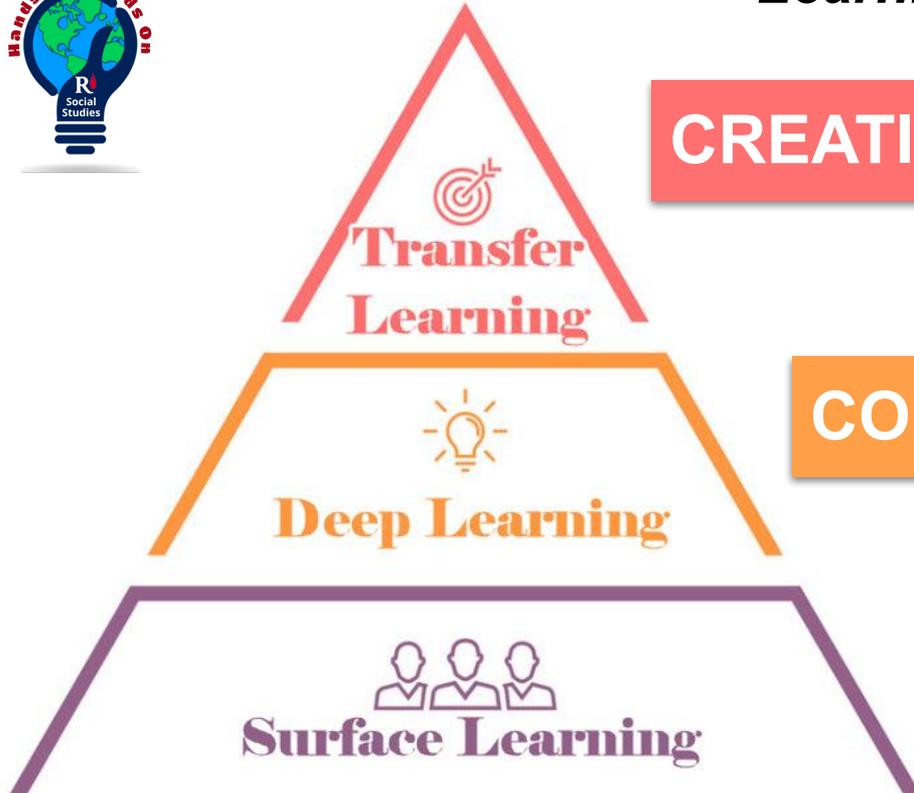
"Learning is a process, not an event"





Our “HOW” - Social Studies Instruction Scale

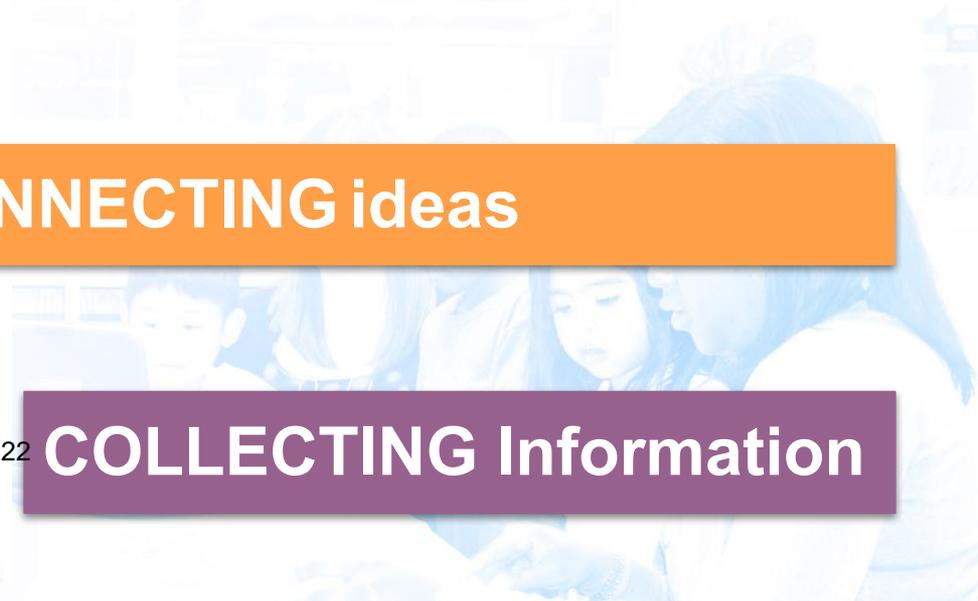
“Learning is a process, not an event”



CREATING in new contexts

CONNECTING ideas

22 **COLLECTING** Information

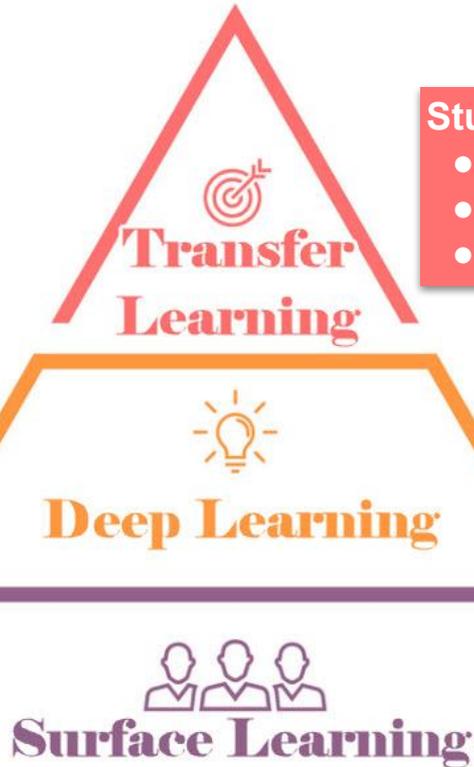




Our “HOW” - Social Studies Instruction Scale



“Learning is a process, not an event”



Students are ...

- using analogies and metaphors to explain connections.
- showing what they know in new and creative ways.
- making informed decisions.

Students are...

- participating in class discussions.
- identifying causes and effects.
- analyzing primary and secondary sources.

Students are...

- 23
- practicing new vocabulary.
 - gathering facts.
 - looking for main ideas.



Our "How"

JH Social Studies Teacher





Our "How"

Literacy Based



Hands-On



Minds-On





Our "How"

6th grade student at Northwood Hills





Teaching & Learning Curriculum Framework

Grade 8 Social Studies
Unit 04: IFD Pacing Tool 01 of 03
Suggested Duration: 2 days

Unit 04: Writing the Constitution – Creating a More Perfect Union [IFD](#) (suggested 9.5 days)
Pacing Tool 01 of 03 – The Articles and the Constitutional Convention (suggested 2 days)

ESSENTIAL STANDARDS: 8.1A, 8.1B, 8.4D, 8.7C, 8.15A, 8.15C, 8.15D, 8.16A, 8.17A, 8.19A, 8.19B, 8.19C, 8.20A, 8.21A, 8.21B, 8.25C & Processing Standards

Helpful Information	Unit Preview 21-22 YAG
Pacing Tool Target 	Targeted Process Skill: Compare/contrast, bias/point of view Ongoing Process Skills: Cause/effect, infer Getting students ready for STAAR 2.0 New Item Types: Lead4Ward Think It Ups and Thinking Stems <i>Good for all students, necessary for some!</i>
Big Idea	Societies utilize institutions to promote order, security, and stability.
Performance Assessment	Performance Assessment Rubric Write a letter to the delegates at the Constitutional Convention explaining why the Great Compromise is needed. The letter should include details about the need for the compromise and the issues surrounding the Virginia Plan and the New Jersey Plan. Standard(s): 8.1A , 8.1B , 8.4D , 8.15A , 8.15B , 8.21C , 8.29B , 8.29E , 8.30A , 8.30B , 8.30C





Our “HOW”

Googleable	Non-Googleable
When was the battle of Yorktown?	Was the American Revolution one revolution or many revolutions at once?
Which countries made up the Allies in 1917?	What do you think the Allied Powers should have done with Germany at the end of World War 1?
Which cities did the U.S. drop atomic bombs over in WWII?	What impact did America’s decision to drop nuclear bombs in WWII have on it’s postwar diplomacy with the Soviet Union?

Document A



John F. Kennedy, Oath of Office, January 20, 1961
 - JFK Museum

**“And so, my fellow Americans:
 Ask not what your country can do for you.
 Ask what you can do for your country.”**

-- John F. Kennedy (1961 Inaugural Address)

**Social
 Studies
 in
 Action**

Document B



George W. Bush, Oath of Office, January 20, 2001
 - *The Dallas Morning News*

"We are bound by ideals that teach us what it means to be citizens.

Every child must be taught these ideals.

Every citizen must uphold them....

I ask you to be citizens.

Citizens, not spectators.

Citizens, not subjects.

Responsible citizens building communities of service and a nation of character."

-- George W. Bush (2001 Inaugural Address)



Part 1:

Read document A and B to look for the following “clues”:

SOAP+S	Document A	Document B
Subject		
Occasion		
Audience		
Purpose		
Speaker		
+So what? Significance, importance, and learn from it?		

Part 2:

- Respond to the prompts, use the information from **Part 1** to complete **Part 2**.
- You may use the sentence frames below to share answers with your partner.
- You may use your own words or words from the box.

1. Compare the two quotes.

_____ is similar to _____ because _____.

_____ is similar to/different from _____ because _____.

_____ (diferente, diferencia)

2. What are these two quotes asking Americans to do? Why is this important?

In his Oath of Office speech, President John F. Kennedy says _____.

President George B. Bush says _____ in his Oath of Office speech.

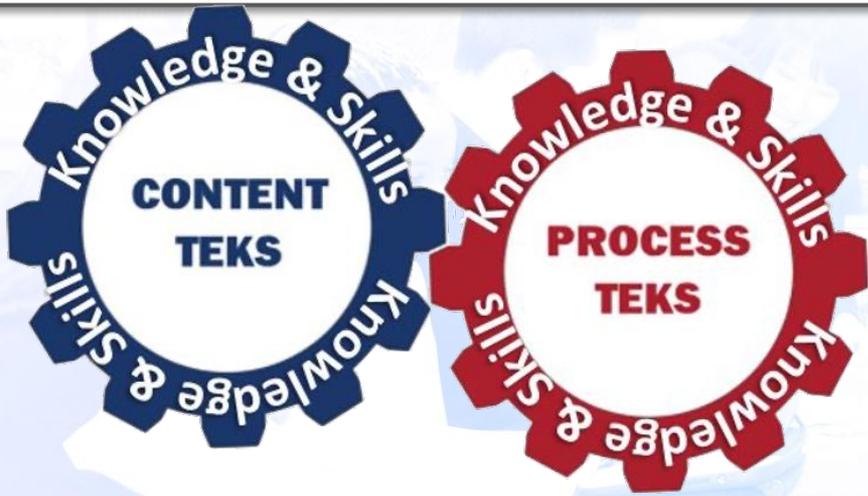
This is important because _____. (importancia)

3. In your opinion, what is the most important thing for Americans to do?

In my opinion, I believe it is important that _____ because _____.

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President rights responsibilities	vote election citizens	patriotism government democracy	The Constitution power service
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Our “How”

AP Student



What is it like in Ms.
Bishkin's AP World
History class?

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Data Informed Instruction



State Assessments: Five Year Comparison Richardson ISD

Subject Test	Spring 2021				Spring 2020			Spring 2019				Spring 2018				Spring 2017			
	#	PASS	MEET	MAST				#	PASS	MEET	MAST	#	PASS	MEET	MAST	#	PASS	MEET	MAST
	Tested	%	%	%				Tested	%	%	%	Tested	%	%	%	Tested	%	%	%
8th Grade Social Studies	2594	63%	35%	19%				2719	76%	49%	30%	2635	74%	47%	31%	2694	73%	44%	29%
US History EOC	2260	88%	74%	52%				2403	92%	77%	53%	2295	93%	79%	52%	2330	94%	78%	51%

Spring 2021 Comparison: Richardson ISD & State of Texas

	Richardson ISD			State of Texas		
	PASS	MEET	MAST	PASS	MEET	MAST
8th Grade Social Studies	63%	35%	19%	56%	27%	13%
US History EOC	88%	74%	52%	88%	69%	43%



Data Informed Instruction



Spring 2021 Richardson ISD Student Groups

8th Grade Social Studies STAAR

	ALL	AA	A	H	2+	W	ED	ELL	SPED
# of Students	2589	515	156	1058	80	769	1321	535	265
Approaches	63%	55%	71%	47%	80%	87%	50%	23%	31%
Meets	35%	23%	52%	19%	41%	62%	21%	5%	12%
Masters	19%	9%	32%	8%	20%	38%	9%	1%	4%

11th Grade US History End of Course Test

	ALL	AA	A	H	2+	W	ED	ELL	SPED
# of Students	2403	457	153	902	66	673	1072	381	210
Approaches	92%	83%	86%	84%	97%	98%	84%	62%	60%
Meets	77%	62%	72%	66%	89%	93%	63%	37%	33%
Masters	53%	34%	53%	41%	59%	77%	36%	15%	17%



Celebrations - Campus Support



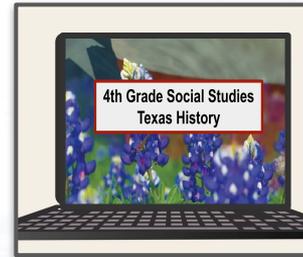
We support 55 Schools,
1065 Teachers, and
37,486 Students



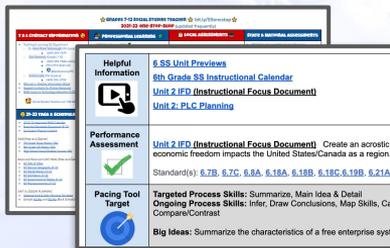
Over 140 Campus Visits
Planning Meetings or Data
Meetings in '21-'22



125 Unit Previews prepared
by our team.



Virtual/Remote K-6
Social Studies Lessons



Pacing Tools, Instructional
Calendars/YAGs, Curriculum Maps,
Assessments, & One Stop Shop



K-5 Literacy Connections



Unit Source Packs



Multiple Perspectives
Committee



Celebrations - Community Partnerships



Enterprise City:
6th Grade, World Languages, and Outside Schools.



- Registering Students to Vote
- Resources for Special Events



Dallas Holocaust & Human Rights Museum Partnership
2018-2019: 1,636 Participants
2019-2020: 2,427 Participants
2020-2021: 1,847 Virtual
2021-2022: 2,567 Participants



SB 30 Interaction with Police



Mock Trial



Japan in a Suitcase



Celebrations & Observances

The TEKS introduction states that "State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week." *TEA Code (TEC) §662*. We provide optional and appropriate resources for teachers for those celebrations and observances.

Celebrate Freedom Week
September 13-17

Constitution Day
September 17

Resources and Lesson Ideas in the Celebrate Freedom Folder in the Social Studies Folders in Schoology and below.

In compliance with state and federal statutes, all 3-12 classrooms must observe Celebrate Freedom Week the week of Constitution Day, September 17, as a commemoration of the signing of the U. S. Constitution on September 17, 1787.

The graphic features a stylized American flag with stars and stripes, a scroll, and a quill pen.

Veterans Day
November 11

See Link Below for Optional Resources

Honoring All Who Served

Thank you to all the veterans in the RISD Family!

The graphic features a stylized American flag with stars and stripes.



Social Studies Glows

- Provide teachers with curriculum and instruction support
- Provide ALL students with multiple opportunities to earn college credit
- Provide students with experiences outside of the classroom
- Ensure implementation of legislation related to Social Studies
- Engage students through storytelling
- Build a foundation for students to be informed citizens ready to participate in a democratic society





Social Studies Grows

- Develop capacity in “Hands On - Minds On” Social Studies instruction
- Close the achievement gap on state and national assessments
- Streamline a process for approval of instructional resources outside the scope of the adopted materials and resources





Next Steps

- Continue to support teachers and students with Quality Tier 1 instruction and implementation of STAAR 2.0
- Continue to stay abreast of TEKS Revision & Legislation regarding social studies. (TEA TEKS Review Committee)
- Collaborate with RLA, Bilingual, and Early Literacy to develop an integrated approach to instruction
- Compose a committee to design and launch Enterprise City 2.0
- Continue family and community outreach efforts





Thank you for your time!

Questions?

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: May 23, 2022

Department: Strategy and Engagement

Submitted by: Tabitha Branum, Interim Superintendent
Melissa Heller, Chief of Strategy and Engagement

INFORMATION ITEM

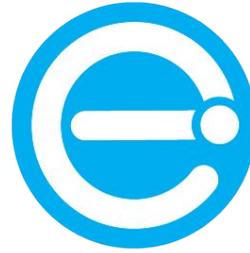
TOPIC: Graduate Profile Update

BACKGROUND INFORMATION:

Graduate profiles are **descriptions of attributes, or knowledge, skills and attitudes**, which an educational community intends its graduates will develop through their study to equip them for their future education or employment. Graduate profiles are developed at both the college and high school levels to clearly articulate the graduate expectations for all stakeholders. Ultimately, the graduate profile is then used by a strategic planning team to develop the objectives and strategies necessary to move the district from where they are currently as a system to where the system needs to be to fully actualize the profile. It should become a part of the culture of the district. Every part of the organization should be able to recognize how their role contributes to the attributes, knowledge, skills and attitudes of the students.

On March 7, 2022, the Board contracted with Engage2Learn to collaborate with RISD to create a graduate profile. Tonight we present an update on that work including the Engagement Phase, Design Process, Design Deliverables and the recent Design Team Create Day.

Graduate Profile Update



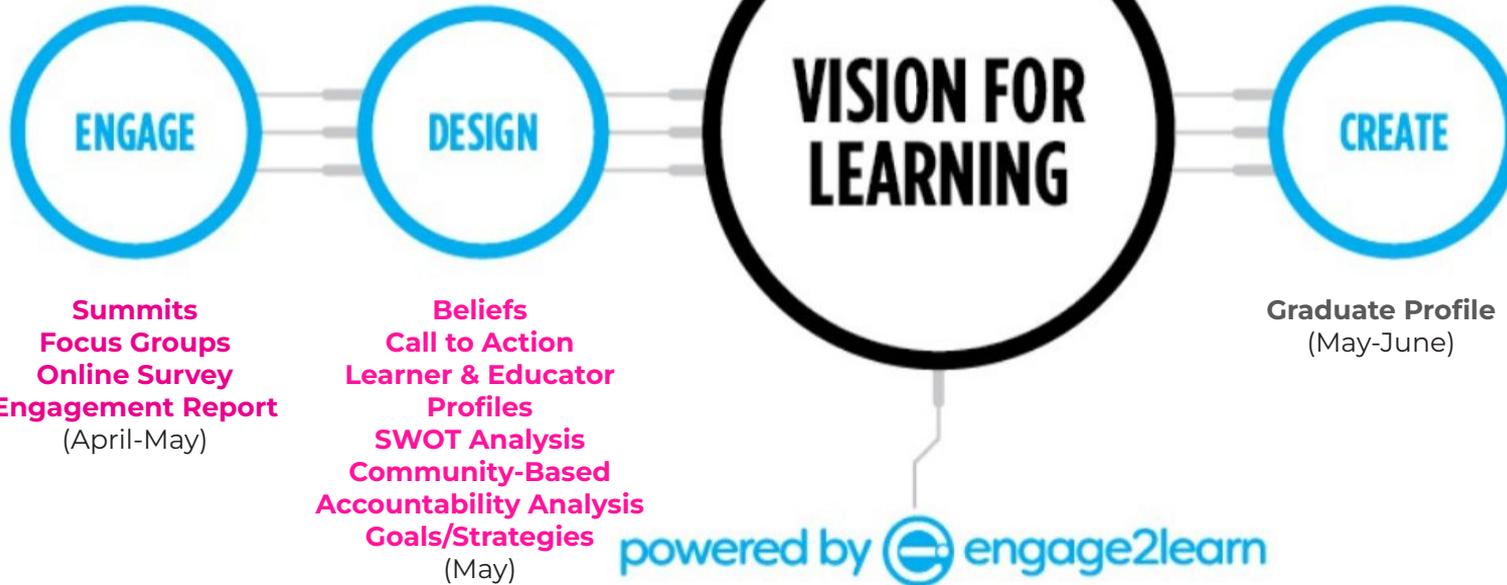
@RichardsonISD #engage2learn

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e2L STRATEGIC DESIGN MODEL

2 to 3 month plan



powered by  engage2learn



Completed Dates

Summit	April 4
Focus Group	April 21
Community Survey	April 4-18
Design Day	May 4
Create Day	May 11

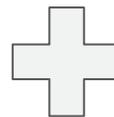
Engage Phase

46

Community Survey Participation



Focus Group Participation



Summit Participation



2,566 Participants



Summit Photos



48



Community Engagement



Summit Participation

Onsite meetings were held and were open to anyone in Richardson ISD to give their input to the Strategic Design Team.

● Student	2	● Teacher	7
● Parent/grandparent/guardian	86	● Community member	17
● District employee	59	● Principal	11

Community Engagement



Focus Group Participation

Focus groups participated in homogeneous stakeholder groups to provide input.

● Student	24	● Community member	11
● Parent/grandparent/ guardian	21	● Principal	8
● Teacher	7		

Community Engagement



Community Survey Participation

Survey was sent out to all members of the Richardson ISD community. Survey was open for a two-week window and anyone had the opportunity to participate.

● Student	46	● Teacher	337
● Parent/grandparent/ guardian	1,685	● Community member	67
● District employee	163	● Principal	15



Example Community Input Question



What are your
highest hopes
for your learners as a
result of their time in
school?

- College/Career Ready
- Critical Thinking/Problem Solving
- Life Skills/21st Century Ready
- Effective Communicator
- Find Passion/Pursue Interests

02

What are your highest hopes for your student(s) in this District as a result of their time in school? Please choose up to three (3) options below that best describes your highest hopes. Students will...

COMMUNITY SURVEY RESPONSES

● Students ● Parents/grandparents/guardians ● District employees ● Teachers ● Community members ● Principals



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Community Input



“Be able to successfully engage with a large variety of people.”
-Community Member

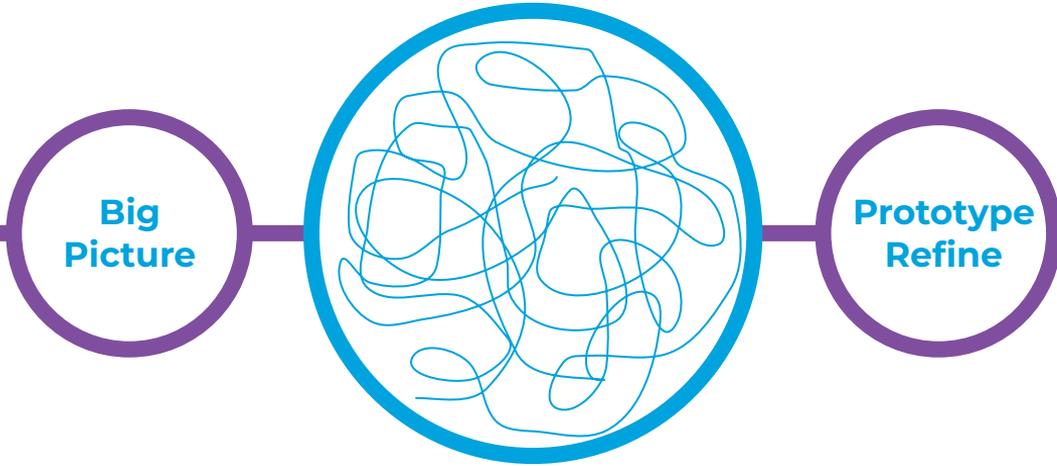
“Passion for expanding their learning and achieving their goals in life.”
- Teacher

“Develop a love of learning, so they become independent learners.”
- Parent/Guardian



Design Process

Design Thinking at Work



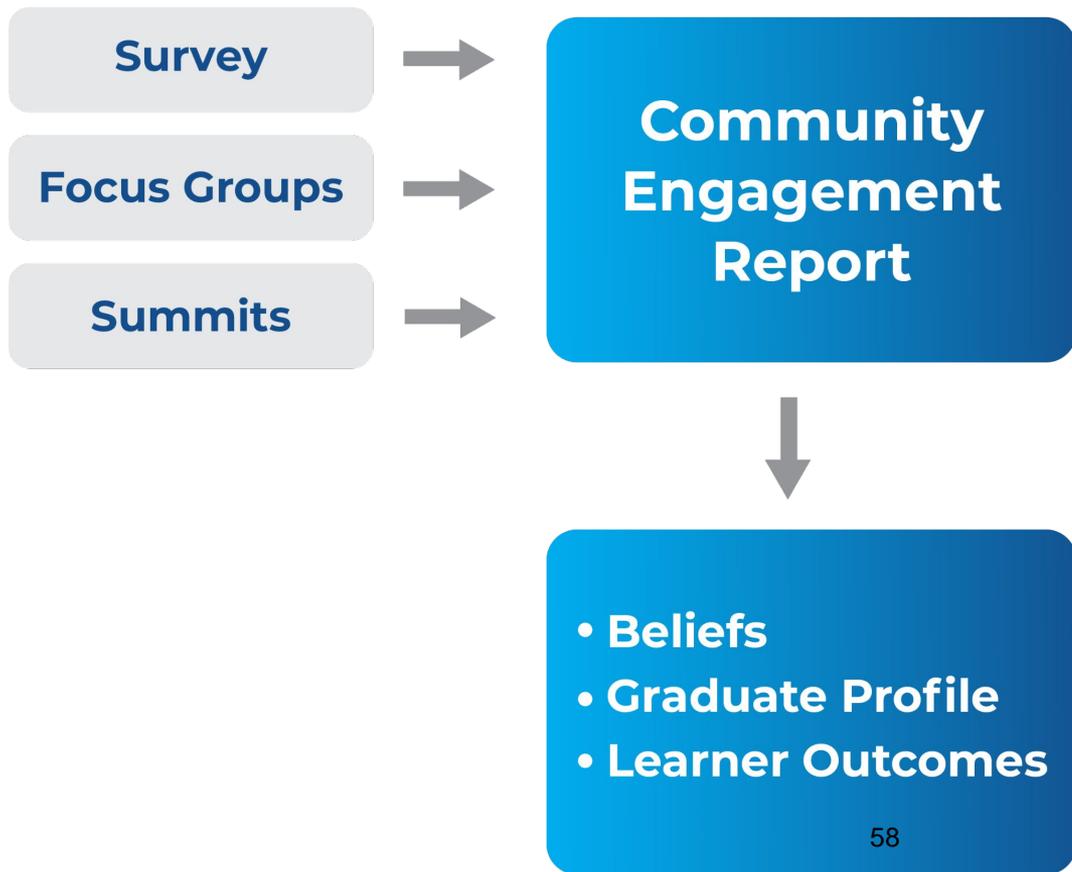
**Early and Untainted
Iteration**

Divergent Thinking **Convergent Thinking**



Strategic Design Team

Role	Representation on Team
Community Member	5 members
Parent	4 members
Student	3 members
District Staff	2 members
Board Member	2 members
Teacher	5 members
Campus Administrator	3 members
Central Office Staff	3 members
Total	⁵⁷ 27 members

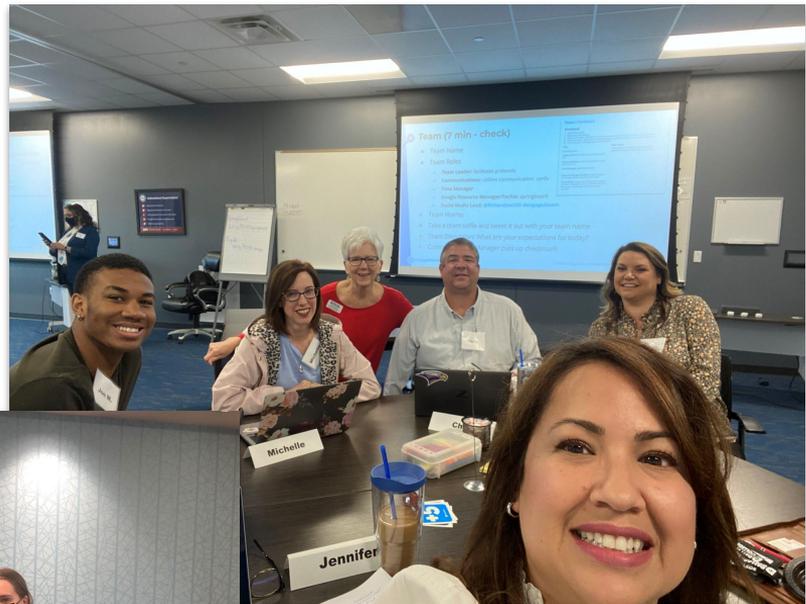


Design Deliverables

59



Design Days Photos





Beliefs

- We believe in creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance, and grow.
- We believe that education is an effective tool that can prepare every student in RISD for life after high school including teaching life skills
- We believe every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.



Key Components

1. Financial Literacy
2. Effective Communication
3. Critical Thinking/Problem Solving
4. Emotional Intelligence
5. Real World Connections

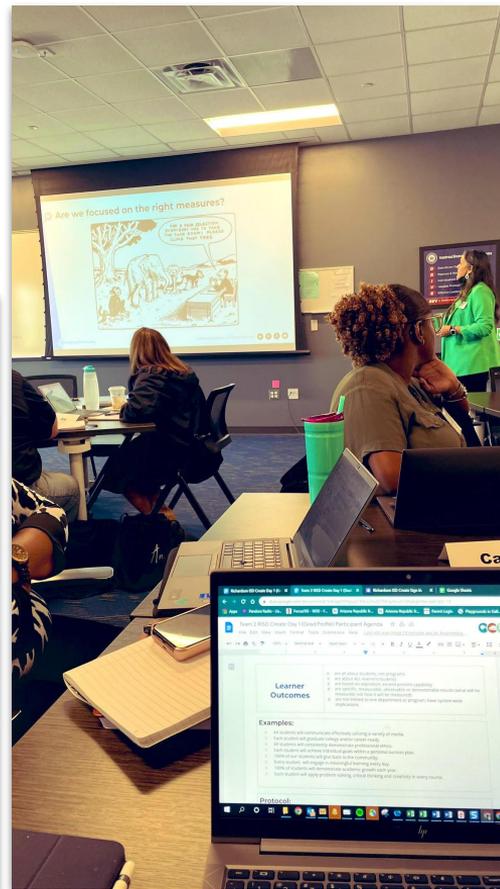


Create Day 1





Create Day 1 Photos



Learner Outcomes **DRAFT**

Every student will:

- develop and apply problem solving, critical thinking, and creativity in real world scenarios and experiences to achieve individual goals.
- have the tools to succeed in their choice of college, post secondary training and/or career post graduation.
- accumulate meaningful and effective communication skills to address audiences appropriately in a variety of ways.



Graduate Profile **DRAFT**

Key Component #1: Financial Literacy

- Comprehends financial skills (earning, spending, saving/investing, borrowing, and protecting money)
- Applies knowledge of financial skills to real life situations learned through simulations/experiences
- Uses math skills and tech tools to analyze financial reports/scenarios

Key Component #2: Effective Communication

- Engages in conversation where all participants feel heard, valued, and understood.
- Understands the audience and the situation and identifying the appropriate response.
- Communicates professionally using multiple modalities and technologies (phone/video conferencing).

Key Component #3: Critical Thinking/Problem Solving

- Is comfortable being uncomfortable.
- Analyzes, evaluates, and applies.
- Thinks flexibly.
- Exhibits curiosity, resourcefulness, and innovation.
- Embodies grit and tenacity.



Graduate Profile **DRAFT**

Key Component #4: Emotional Intelligence

- Develops a positive self-worth
- Advocates for self
- Values others (cultural awareness, being open-minded)
- Forms resiliency in the face of adversity

Key Component #5: Real World Connections

- Communicates and collaborates effectively
- Advocates for self and others
- Adapts and is flexible



Graduate Profile Filters

1. How do the Key Components address the necessary areas of growth and development for your students?
2. What alignment do you see between the bulleted skills and the Key Component?



Board Reflections

Warm Feedback

(Bright spots, kudos, high-fives, celebrations)

-
-



Board Reflections

Suggestions/Feedback for Growth

("I wonder...", "What if...?", "Consider...")

-
-



Create Day 2 - May 25th

- Finalize Graduate Profile
- Will include time to discuss branding
- Final to be brought back on June 6th for BOT adoption



Questions

