



Agenda of Called Meeting / Work Session Thursday, October 20, 2022

The Board of Trustees Richardson ISD

A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, October 20, 2022, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

The meeting may be held live and by video conference. 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 October 17, 2022.

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. Multilingual Update

	Information Item	
B.	Beginning of Year MAP (Measure of Academic Progress) Scores Report	61
	Information Item	
C.	Beginning of Year Teacher Climate Survey Results	81
	Information Item	
D.	Review and Discussion of Human Resources Policies	82
	<ul style="list-style-type: none"> •DCD (LOCAL) •DFE (LOCAL) •DFFA (LOCAL) •DH (LOCAL) •DMA (LOCAL) •DP (LOCAL) 	
	Information Item	
E.	Review and Discussion of Operations Policies	100
	<ul style="list-style-type: none"> •CKC (LOCAL) •CKE (LOCAL) •CV (LOCAL) •FEA (LOCAL) •FEB (LOCAL) •FFB (LOCAL) •GKA (LOCAL) 	
	Information Item	
IV.	CLOSED MEETING - The board will enter into 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.	
	A. Superintendent's Evaluation	
V.	RECONVENE in Open Session	
VI.	ADJOURNMENT	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]



BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

Procedures for Public Comments During Board Meetings

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

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

Public Comment Section

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

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

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

Speaker Topics

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

Public Comment Form

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

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

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

Written Materials

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

Time

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

Single comment

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

Protocol for Speakers

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

Consent for Online Publication

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

Reasonable Accommodation and Translation

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

Approved: September 15, 2022



JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

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

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

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

Sección de comentarios del público

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

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

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

Temas de los oradores

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

Formulario de comentarios públicos

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

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

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

Materiales escritos

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

Tiempo

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

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

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

Un solo comentario

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

Protocolo para los oradores

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

Consentimiento para la publicación en línea

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

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: October 20, 2022

Submitted by: Kristin Byno, Assistant Superintendent for Teaching and Learning

INFORMATION ITEM

TOPIC: Multilingual Department Presentation

BACKGROUND INFORMATION

Tonight, the Multilingual Department will present information to the Board of Trustees related to our programming and supports provided to our language learners. Program overviews will be provided for Languages Other Than English (LOTE), Emerging Bilingual Students (EB), and Bilingual Services. District data, including performance data, will be shared. The team will be providing an update to the Board of Trustees and community related to program updates and new implementations we believe will better meet the needs of our students supported through these teaching and learning supports.



Academic Board Update

Multilingual Education Team

October 20, 2022



Meet the Multilingual Education Team



Dr. Kristin Byno
Assistant Superintendent



Carolina Armstrong
Director of Bilingual Program
Services



Veronica Escalante
Director of ESL Services



Veronica Law
Director of World Languages



Mrs. Gina Ortiz
Executive Director



Our Objectives

- ***Provide updates & programs overview***
- ***Share status of programs innovation***
- ***Highlight supports in place***
- ***Celebrate growth & community engagement***
- ***Outline our programs next steps***



Multilingual Education Support Team



Maria Seid
ESL Services
Elementary Specialist



Rowena Alibuyog
ESL Services Secondary
Specialist



Daniela Gatlin
Bilingual Program Services
Specialist



Lanette Massey-Stinnett
Bilingual Program Services
Coordinator



Vanessa Montez
Family Services Center
Coordinator



Sara Fox
Compliance Coordinator



Programming for Multilingual Learners in RISD



By working together as one team, our programs are be able to unite efforts collaborating with core subjects and other program based teams supporting teachers as a PreK-12 continuum in our work to close the achievement & opportunity gaps.

More opportunities for our Students!!



Programming for Multilingual Learners in RISD

ADVANCED
Learning

World Languages



World Languages Philosophy

Language and communication are at the heart of the human experience.

Richardson ISD World Languages...

- Educates students who are linguistically and culturally equipped to communicate successfully in a multicultural American society and abroad.
- Envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language.
- Provides opportunities to students who come to school from non-English backgrounds to develop further proficiencies in their first language.



World Languages Department 2022-2023

59 World Languages Teachers

44 Spanish Teachers	Hamilton Park Pacesetter Magnet, Westwood JH, Apollo JH, Liberty JH, Forest Meadow JH, Lake Highlands JH, Parkhill JH, Richardson West JH, Richardson North JH Berkner HS, Lake Highlands HS, Pearce HS, Richardson HS, Christa McAuliffe Learning Center
10 French Teachers	Westwood JH, Apollo JH, Liberty JH, Forest Meadow JH, Lake Highlands JH, Parkhill JH, Richardson West JH, Richardson North JH Berkner HS, Lake Highlands HS, Pearce HS, Richardson HS
3 Japanese Teachers	Berkner HS, Lake Highlands HS, Richardson HS
2 Latin Teachers	Lake Highlands HS, Richardson HS



World Languages 2022-2023 Course Offerings

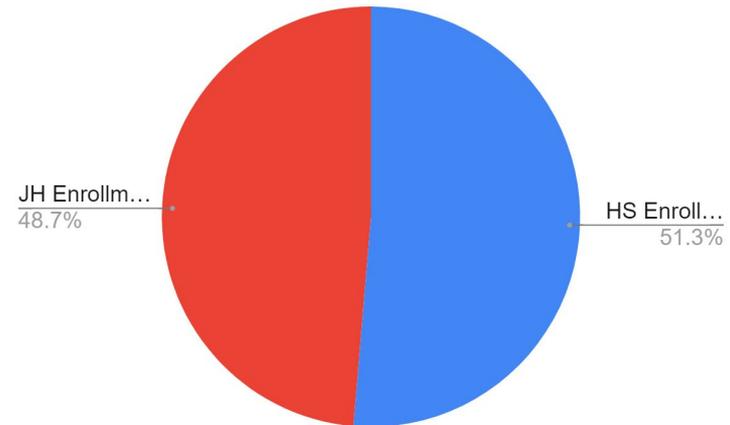
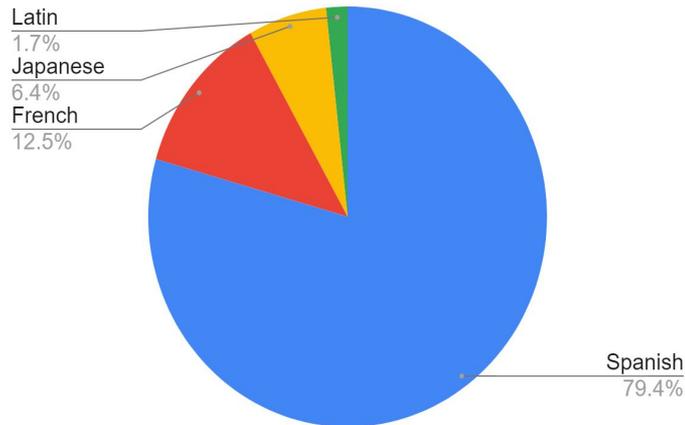
Junior High	High School
French and Spanish LOTE Level 1 LOTE Level 2 LOTE Level 3 Advanced Spanish AP Spanish Language and Culture	French, Spanish, Latin, Japanese LOTE Level 1 LOTE Level 2 LOTE Level 2 Advanced LOTE Level 3 LOTE Level 3 Advanced Spanish 3 for Spanish Speakers Spanish Level 4 AP Spanish Language and Culture AP Spanish Literature AP Japanese Language and Culture AP French Language and Culture AP Latin Honors Language Enrichment



World Languages 2022-2023 District Enrollment

6,171 students currently enrolled in World Languages courses.

- 3,168 high school students enrolled in World Languages courses.
- 3,003 junior high students enrolled in World Languages courses.

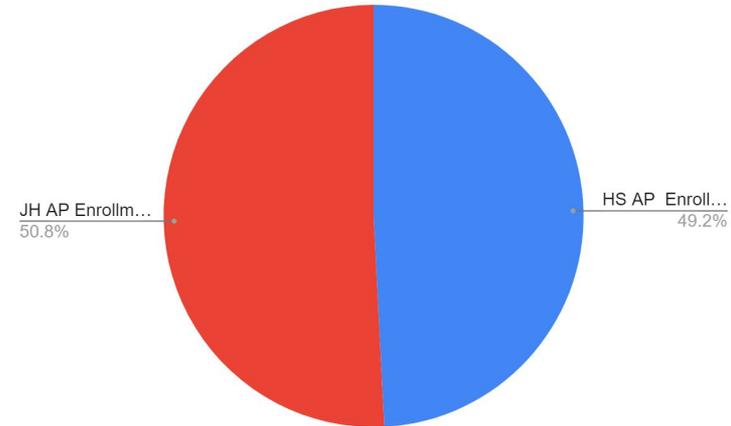
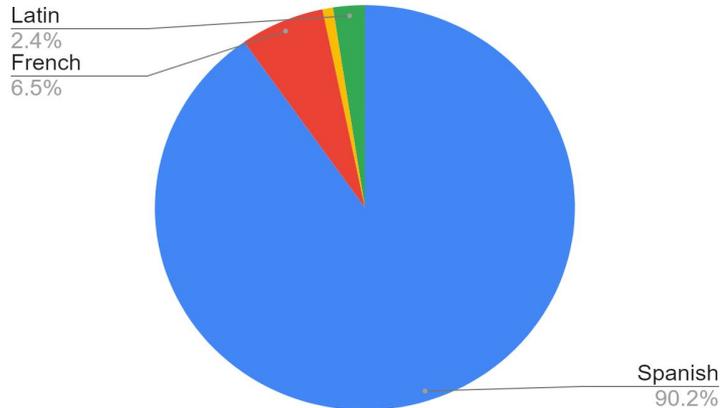




World Languages 2022-2023 AP District Enrollment

246 students currently enrolled in AP World Languages courses.

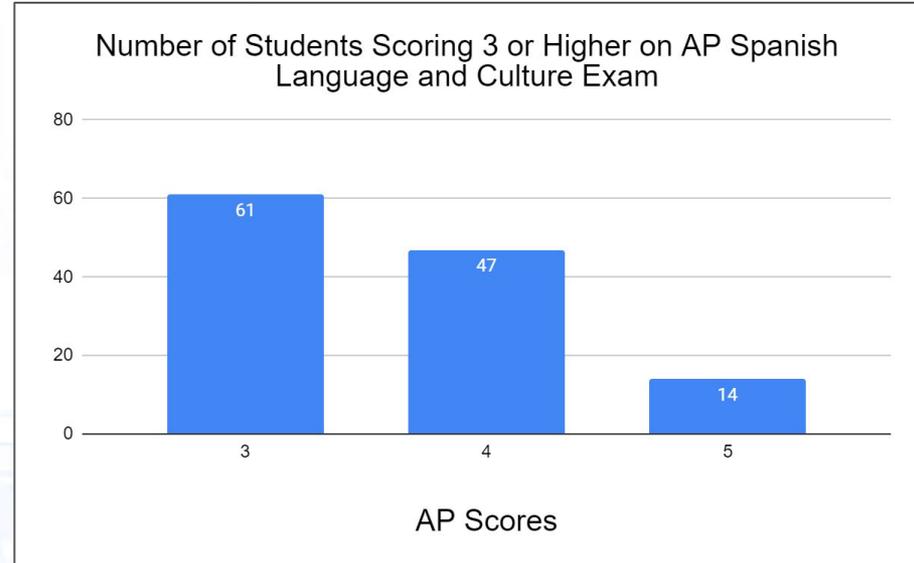
- 121 high school students enrolled in AP World Languages courses.
- 125 junior high students enrolled in AP World Languages courses.





2022 AP Spanish Language & Culture Exam Highlights

- **108 junior high students and 68 high school students** took the AP Spanish Language and Culture Exam in the spring of 2022.
- **79% of students taking the AP Spanish Language and Culture Exam were native or heritage Spanish speakers.**
- **70.9% of students scored a 3 or higher.**
- **At the *University of Texas in Austin*, this group of students would receive a total of **1,056 Spanish college credit hours.****





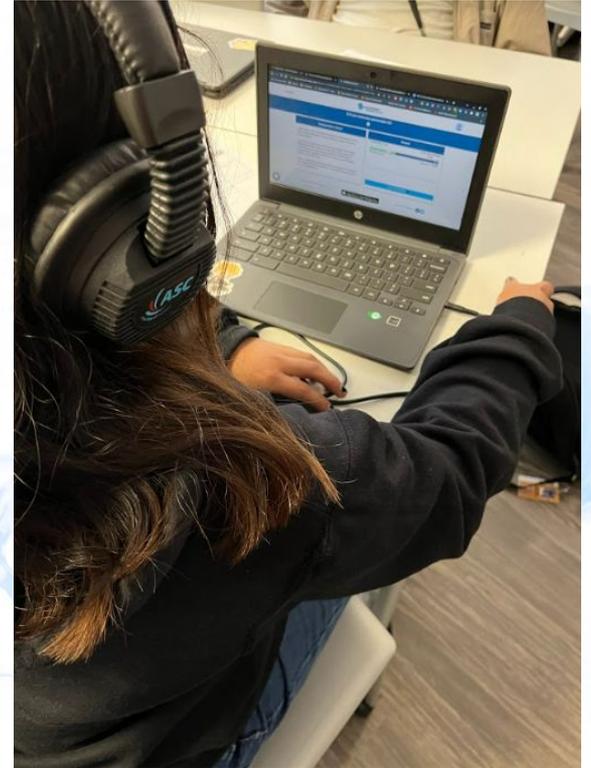
World Languages Mobile Language App



extempore

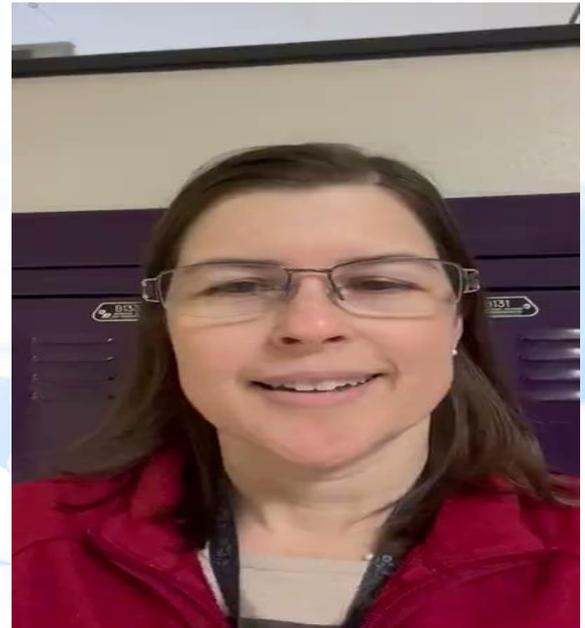
The Speaking Practice App

Extempore allows teachers to develop students' reading, writing, listening, speaking, and cultural skills in the target language.





World Languages Mobile Language App





World Languages Credit by Exam


Avant
STAMP4S

Languages Offered

- Arabic
- Amharic
- French
- German
- Hebrew
- Hindi
- Italian
- Japanese
- Korean
- Mandarin (Simplified and Traditional)
- Polish
- Portuguese (Brazilian)
- Russian
- Spanish (for students who are also proficient in English)
- Spanish Monolingual
- Swahili
- Urdu
- Vietnamese



World Languages Glows & Opportunities

- [Berkner's Blessing Anyiam Wins National Japanese Speech Title](#)
- Increase awareness and opportunities for Performance Acknowledgement in Bilingualism and Biliteracy
- Increase number of students taking more than two years of LOTE
- Increase number of students sitting for AP exams, especially in high school, and those earning a score of 3 or higher
- Continued partnership with Counseling Services to provide placement exams for language acceleration to native and heritage Spanish speakers, and Credit by Examination to native and heritage speakers of other languages
- Continued partnership with Human Resources to seek qualified World Languages teachers through DOI process





Programming for Multilingual Learners in RISD

MULTILINGUAL Education

Bilingual

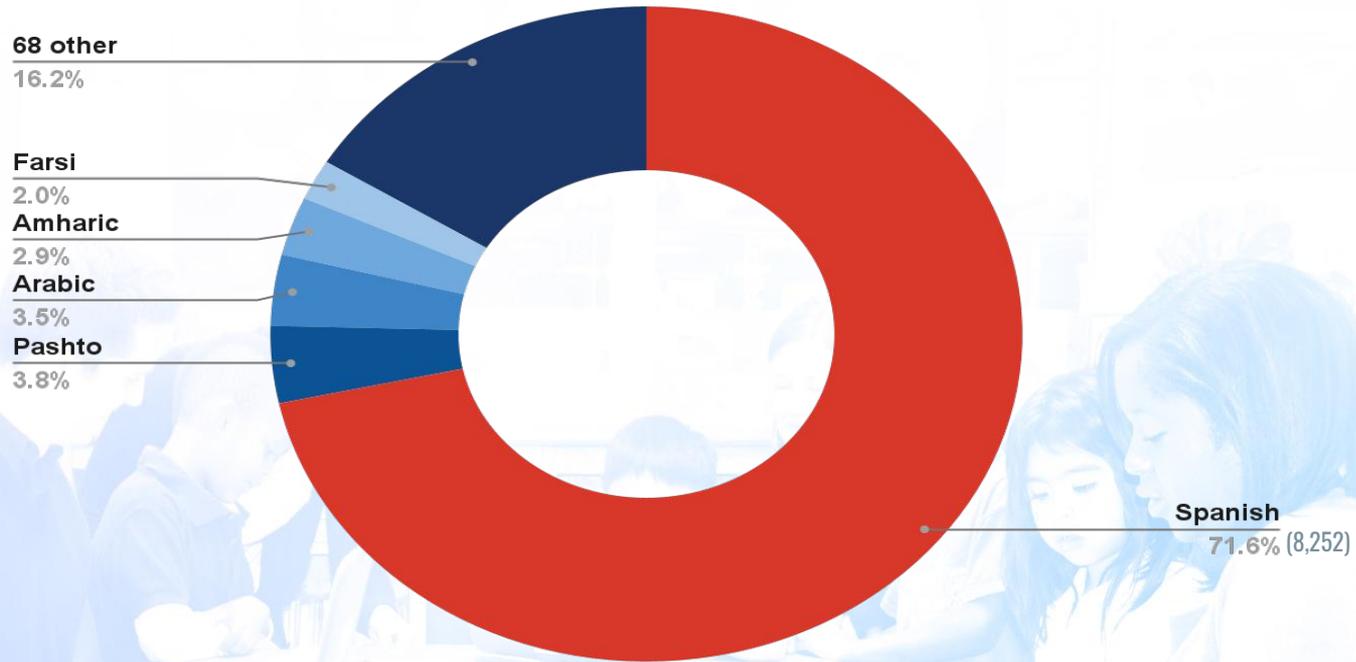
ESL

Our Core Values

Service- Equity - Collaboration- Growth mindset



Who are our Emergent Bilingual Students?





Walking in our students' shoes

Learning Simulation

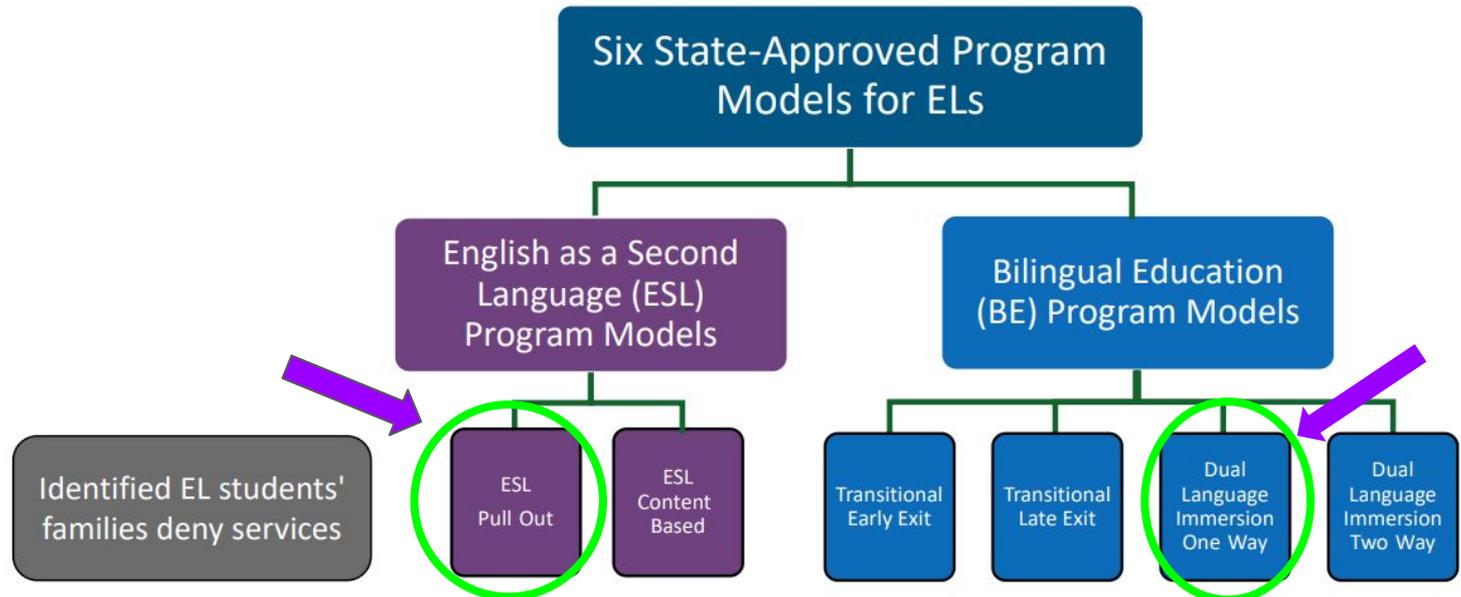
Rowena Alibuyog, ESL Secondary Specialist





Programming for Emergent Bilingual Students

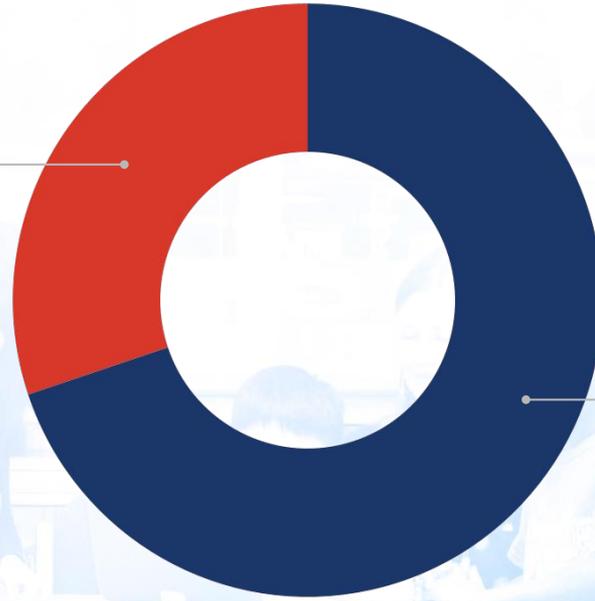
Emergent Bilingual Program Models in Texas





How do we serve our Emergent Bilingual Students?

BILINGUAL PreK-4
30% (3,300+)



**ESL
PreK-12**
70%
(7,800+)



Student Performance: TELPAS Data

<i>Students</i>	<i>Progressed by at least 1 Proficiency Level on Composite Rating (2022) State Target = 36%</i>
<i>State</i>	<i>39%</i>
<i>RISD</i>	<i>38%</i>
<i>State 3rd Grade</i>	<i>45%</i>
<i>RISD 3rd Grade</i>	<i>43%</i>

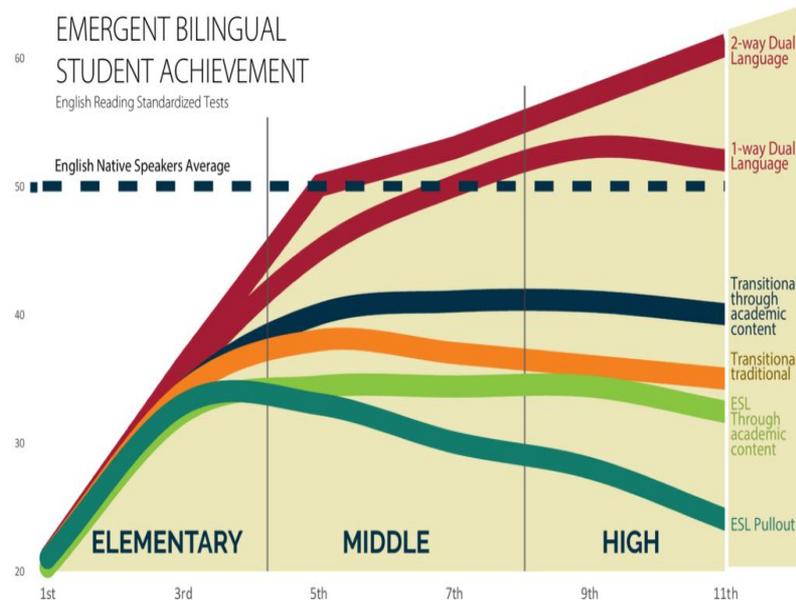


Why Do We Need Program Innovation?

- **Research-based Program Effectiveness**
- **Access to Tier 1 Instruction**
- **Social-Emotional Impact**

RESEARCH SUPPORTS DUAL LANGUAGE

Attachment 1



The number one predictor for long-term academic achievement in English is the extent and quality of the L1 schooling.

Thomas & Collier, 2002

Aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California. 2001-2012, W.P. Thomas & V.P. Collier



English as a Second Language Programming

ESL Pull Out

- **ESL certified teacher provides reading/language arts instruction exclusively**
- **Student remains in mainstream instructional arrangement in remaining content areas**

BOTH
serve EBs

Content-Based

- **ESL certified teachers provide services through reading/language arts, mathematics, science, and social studies**
- **English language development through linguistically and culturally responsive instruction in the four content areas**



Content-Based ESL Model Plan

Current Reality:

- ESL Pull Out Model: services provided in place of Tier I instruction & during I-Time
- Loss of Tier I instruction & opportunities for intervention/enrichment
- 69 ESL Pull Out teacher allocations
- Current staffing funds in excess of \$4M

Moving Forward (2023-24):

- Elementary Content-Based Model: English development & content instruction occur simultaneously
- Regain opportunities for interventions/enrichment during I-Time
- Leverage funding for 30 Language Acquisition Teacher allocations
- Staffing funds will require under \$2M



Supporting Staff During Transition

ESL Staff Support

Communication:

- Communication to campus principals July 2022
- HR/Monthly communication with staff

Opportunity to become Language Acquisition Teacher:

- Instructional Support & Leadership
- Compliance Duties

Other opportunities, such as:

- Classroom teacher
- Instructional Coach

Classroom Teacher Support

Certification:

- ESL exam preparation courses through Region 10, Texas A&M Eco-Synergistics Program, TEA
- Ongoing professional learning opportunities in best practices & 2nd language acquisition



Next Steps & Goals

Summer 2022	Fall 2022 - Spring 2023	Spring - Summer 2023	Fall 2023
Communicate ESL certification requirement	Develop Language Acquisition Teachers (LATs) job descriptions	Plan & conduct professional learning activities	Implement ESL Content-Based Model
Offer certification preparation courses	Offer certification preparation courses	Offer certification preparation courses	Conduct professional learning activities for LATs & classroom teachers
	Identify, interview & hire highly qualified candidates		Offer certification preparation courses

A background image showing a group of diverse students and a teacher sitting around a table, looking at a laptop screen. The image is semi-transparent and serves as a backdrop for the table content.



ESL Program Glows

- **Texas A&M Partnership** for ESL teacher certification & professional learning opportunities
- Increased participation in professional learning opportunities, including ***7 Steps to a Language-Rich, Interactive Classroom***
- **Newcomer curriculum** & resources to meet the SEL & academic/language need of first year students
- Purchase of **ELlevation Strategies** & IXL resources to strengthen Tier 1 instruction



Student Testimony: Meet Carlos



CarlosXD



Bilingual Education Program

“

If you can speak
Spanish & English you
can communicate
with 80% of the
people on the planet.



Bilingual Education Program

Dual Language Immersion One-Way/Two-Way

*“...the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes **bilingualism and biliteracy**, grade-level **academic achievement**, and **sociocultural competence** – a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.”*

-Dr. Barbara Kennedy





Dual Language Immersion One-Way

What: Dual Language Immersion One-Way

- Students will learn to read in Spanish first.
- **ELD** (*English Language Development*) since Pre-K.
- Content instruction (Math, Science, Social Studies) provided in both English & Spanish.

90/10 & 80/20 Model in early grades - 50/50 by 3rd grade.

Who : 100% Native Spanish Speakers considered EBs (3,300 approx.)

22 Emergent Bilinguals approx. per class.

PreK- 4th grade currently - 5th grade will be added next year.



Dual Language Immersion One-Way (Cont.)

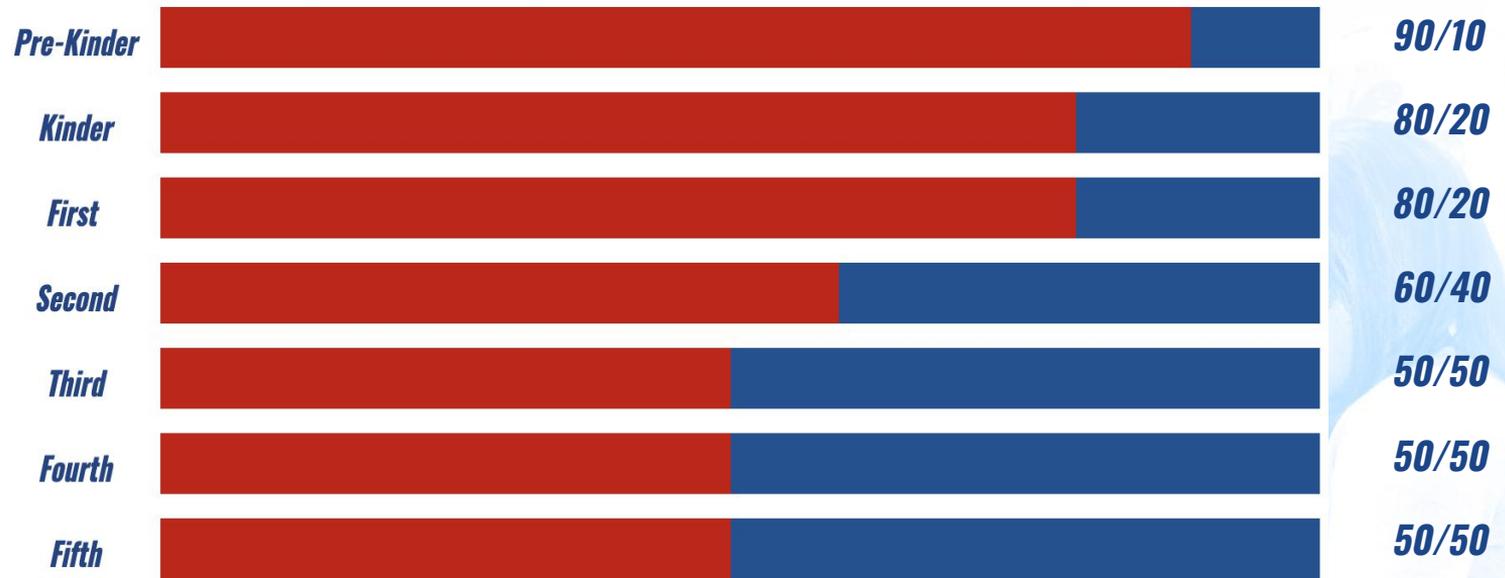
When : Rollout began in Fall 2020.

	2020-2021	2021-2022	2022-2023	2023-2024
Pre-Kinder	■	■	■	■
Kinder	■	■	■	■
1st Grade	■	■	■	■
2nd Grade	■	■	■	■
3rd Grade		■	■	■
4th Grade			■	■
5th Grade				■



Dual Language Immersion One-Way Progression

**Focus on Spanish Early Literacy Development ~ English Language Daily Exposure ~
Content Instruction in both Spanish & English ~ Metalinguistic Connections ~
Socio-Cultural Competency.**





Dual Language Immersion One-Way (Cont.)

Where: Current Program Sites

<i>Berkner LC</i>	<i>Lake Highlands LC</i>	<i>Pearce LC</i>	<i>Richardson LC</i>
<ul style="list-style-type: none">● Audelia Creek● Mark Twain● O. Henry	<ul style="list-style-type: none">● Aikin● Lake Highlands Elem.● Northlake● Skyview● Stults	<ul style="list-style-type: none">● Carolyn Bukhair● Greenwood Hills	<ul style="list-style-type: none">● Dobie● Dover● Heights● Spring Valley● RISD Academy



Every Teacher. Every Day

Bilingual Teacher Testimony -

*Gustavo Lomelin. 3rd
Grade.
O. Henry Elementary.*



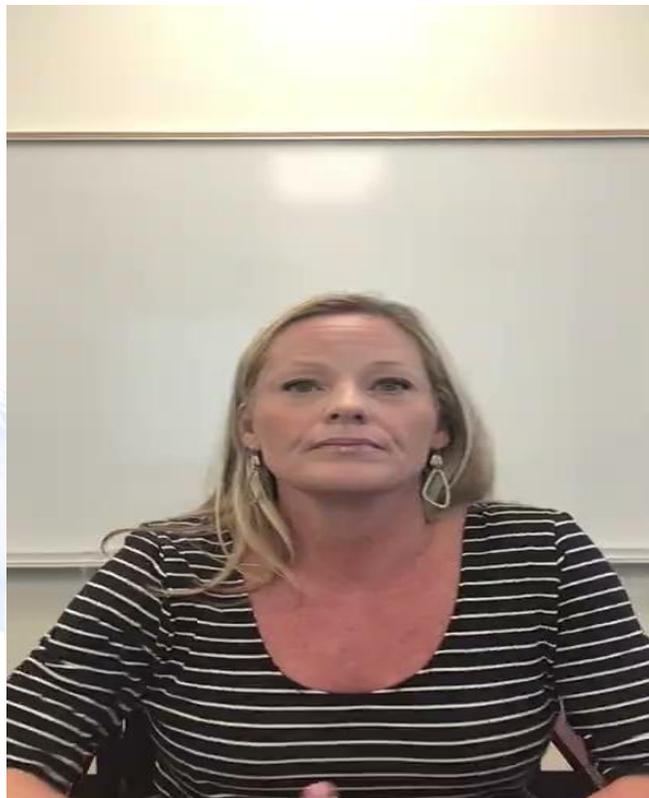


Bilingual Education Program Glows

- **First National Multilingual Learner Advocacy Month** celebration
- **First Spanish Spelling Bee** competition
- **Texas A&M Partnership** for Bilingual & ESL teacher certification & professional learning
- Incorporation of **ELlevation Strategies** to strengthen Tier 1 English instruction.
- **Two-day Dual Language Summer Summit** attended by over 80 bilingual teachers and campus leaders.
- **Authentic Spanish K-2 literacy resource** 'El Camino al Exito' and 'El Próximo Paso al Éxito' was purchased to enhance students alphabetization process.



Every Leader. Every Day



***Principal Testimony -**
Misti Lehman
Greenwood Hills Elementary*

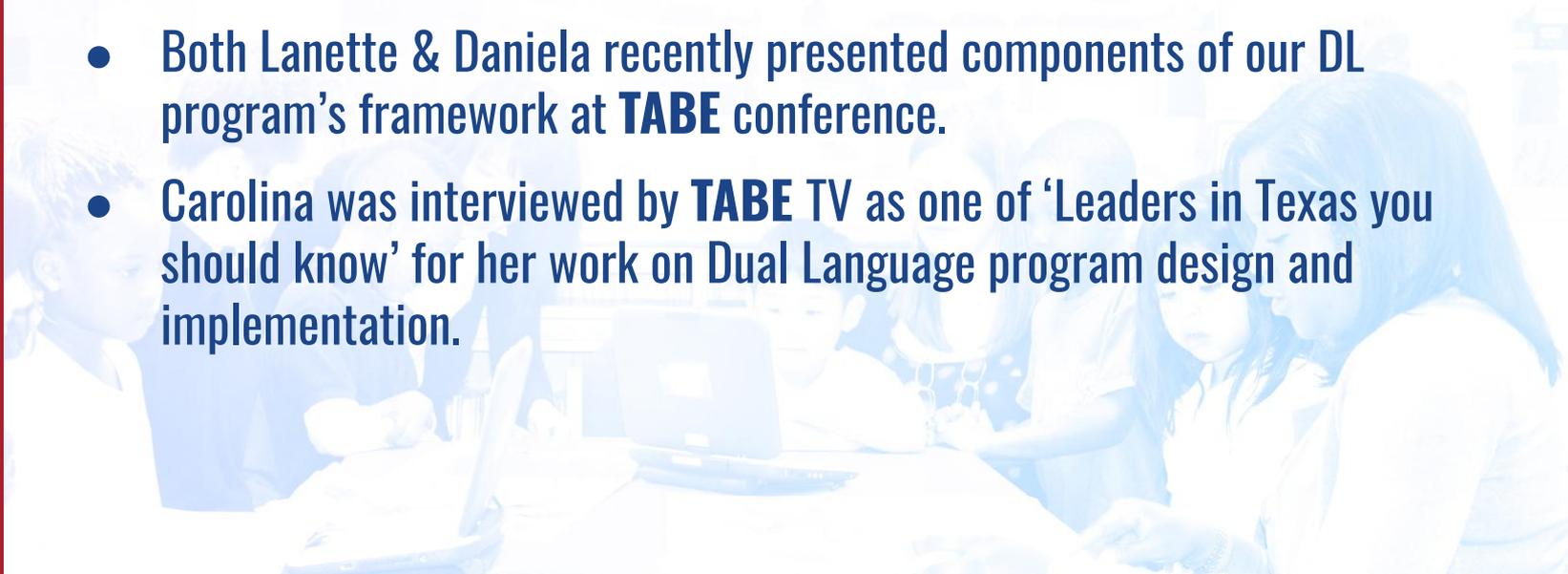
***Dual Language Guidance
Committee***





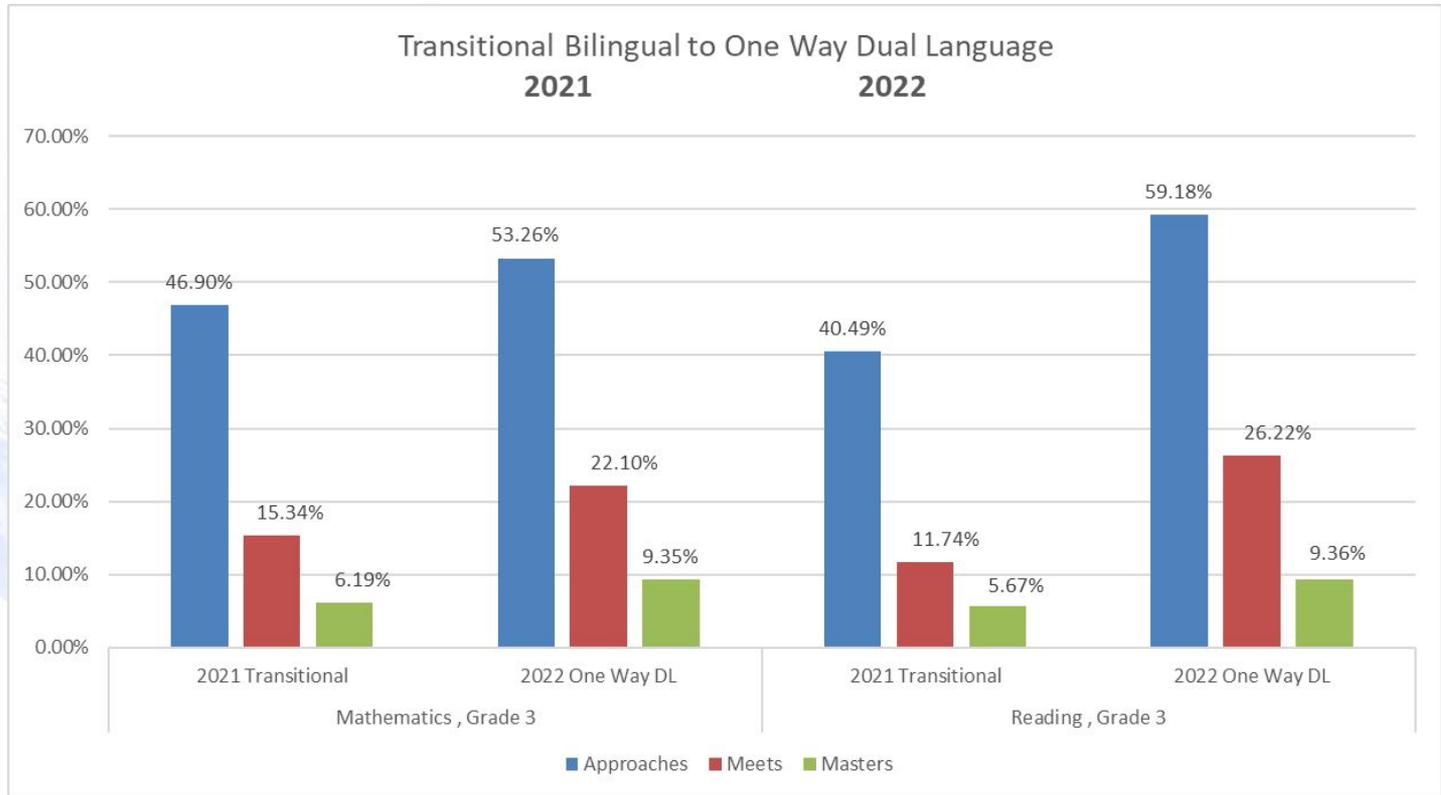
Bilingual Education Program Celebrations

- Carolina was selected to serve on **TEA's Dual Language Guidance Committee** & provided input in the creation of a statewide Dual Language Program framework.
- Both Lanette & Daniela recently presented components of our DL program's framework at **TABE** conference.
- Carolina was interviewed by **TABE TV** as one of 'Leaders in Texas you should know' for her work on Dual Language program design and implementation.





Our Greatest Celebration: Student performance





Every Student. Every Day



Student Testimony -
Dalylah Cruz,
4th Grade. CBE





Bilingual Education Program Next Steps

Strengthen fidelity of implementation of DLI1W.

- **TNTP Partnership** - Program evaluation & Consulting
- Increase leadership & teacher capacity through monthly collaborations, professional learning, and ambassadors program.
- Explore research partnership & collaboration with **Southern Methodist University**
- Explore potential teacher recruitment opportunities through **Spain's Department of Education** agreement with USA.



Dual Language Immersion Program Expansion





The compelling case for Dual Language Two-Way



Dual language immersion programs provide students with an enriched education that is beyond traditional schooling, a differentiated challenging and engaging experience that supports the goals of dual language education: developing bilingualism and biliteracy development in partner language and English, high academic achievement in all content areas in both languages and increased multiculturalism and high levels of socio-cultural competence. DLI programs build on a student's first language, no matter what the language, to develop deep academic language, content knowledge and skills and enhanced cognitive development.

Students participating in DLI programs have:

- increased academic achievement in reading, writing, mathematics, and science test scores,
- increased self-regulation, emotional control, flexibility in thinking, impulse control, planning skills, and self-monitoring skills,
- increased engagement in higher-level learning as they progress through the school system and beyond,
- linguistic and academic proficiency in more than one language,
- increased graduation rates,
- a stronger sense of identity and self-esteem, and
- increased parent involvement and satisfaction.

***High
Community &
Parent
Interest.***



Dual Language Immersion Two-Way

What : DLI2W - Full Spanish Immersion Experience!

- **All** students will learn to read in Spanish first.

SLD (*Spanish Language Development*) & **ELD** (*English Language Development*) to meet the linguistic needs of both student groups.

- Content instruction provided in both English & Spanish

80/20 Model in early grades - **50/50** by **3rd grade**.

Who : Diverse Group of Students

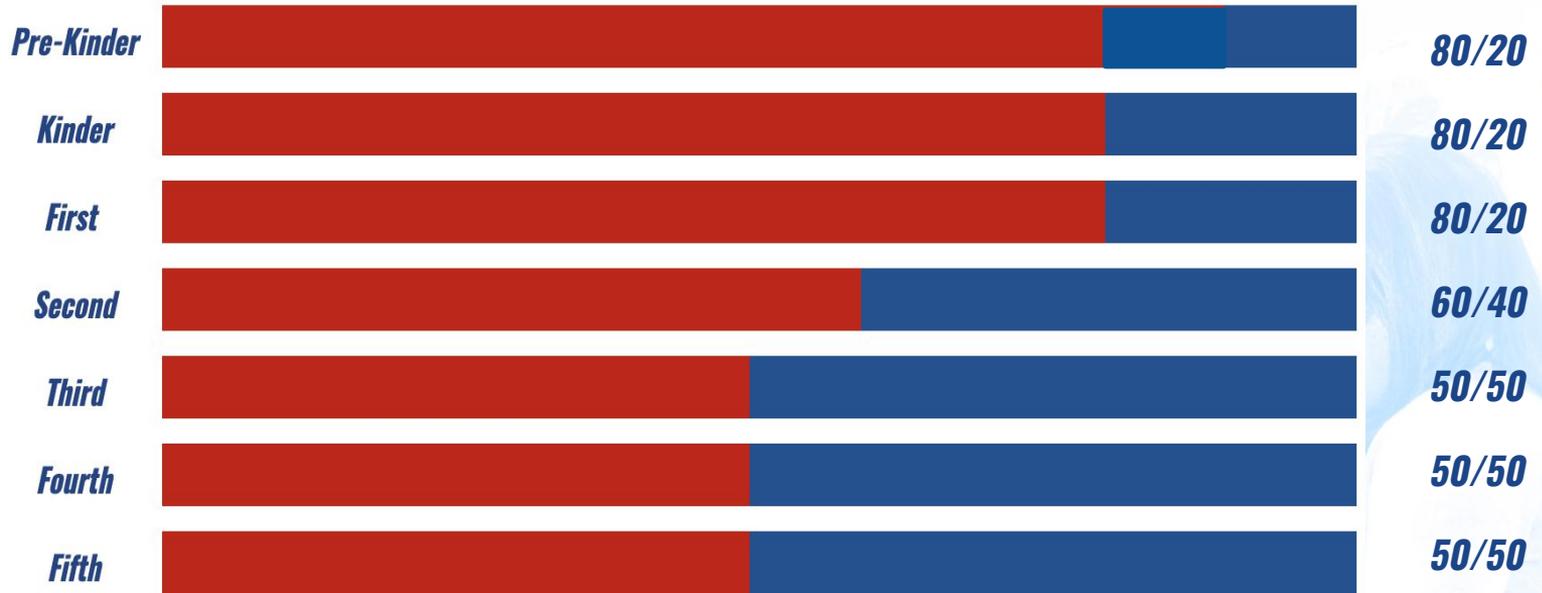
50% Spanish Speakers (11 students)+ **50% English Speakers** (11 students)

Incoming Pre-K & Kindergarten students to create a cohort.



Dual Language Immersion Two-Way Progression

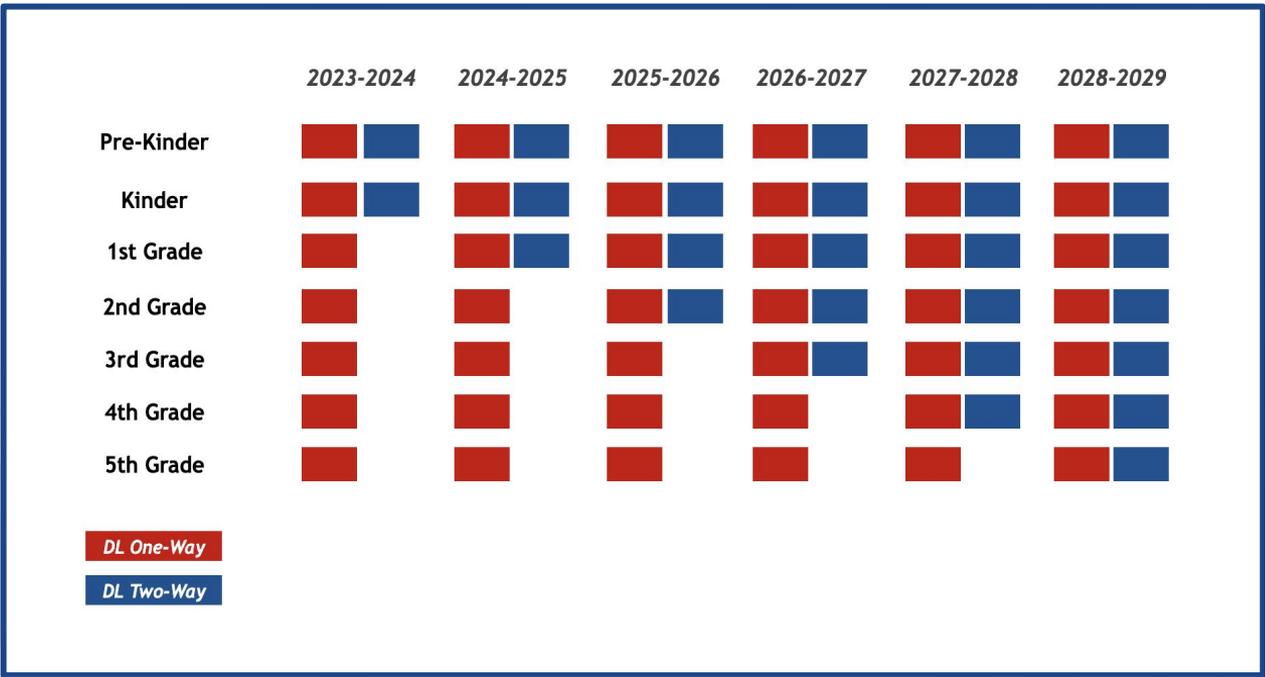
Focus on Spanish Early Literacy Development ~ *Spanish* /*English* Language Daily Exposure ~ Content Instruction in both Spanish & English ~ Metalinguistic Connections ~ Socio-Cultural Competency.





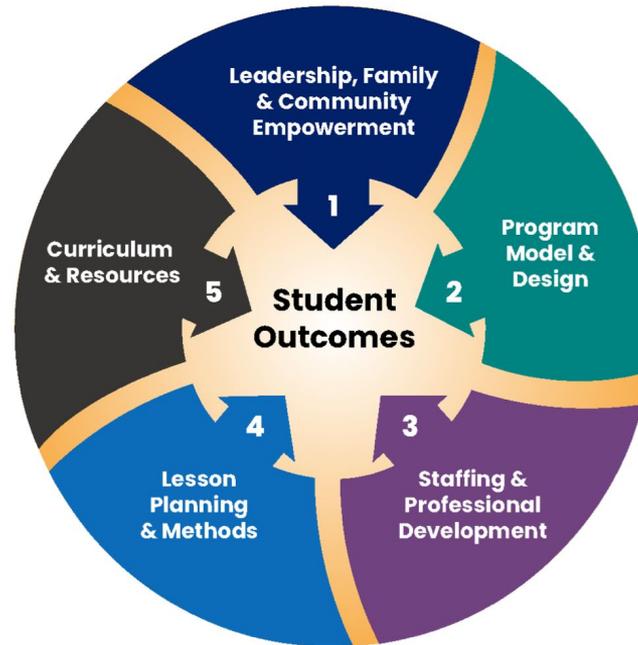
Dual Language Immersion Two-Way Rollout

When : Rollout beginning in Fall 2023.





How will we support implementation?





A proactive approach to Dual Language Two-Way

Anticipating Challenges & Providing a Support System

- Focus on parents/families understanding of Dual Language Trajectory and long term vision for bilingualism/biliteracy
- English speaking students will learn to read in Spanish first. It will be ok! And worthy!
- Language acquisition is a process that requires commitment - program participation 'contract'
- Campus & district level workshops to support learning at home
- Ample opportunities for multicultural enrichment & interactions
- ***We are on this together!***





Proposed Dual Language Two-Way Implementation

- **Option A**

- Traditional elementary school pathway
- Neighborhood school with building capacity for expansion
- Diverse population to meet program framework requirements
- Current DLI1W campus: **Stults Road Elementary** in LHLC.
- Implementation Rollout beginning **Fall 2023**

- **Option B**

- Language Magnet
- Choice School - Redesign
- Aligned to an IB PYP school.
- Campus selection would depend on interest & demographics
- Potential rollout beginning **Fall 2024**



Dual Language Immersion Two-Way Program Next Steps

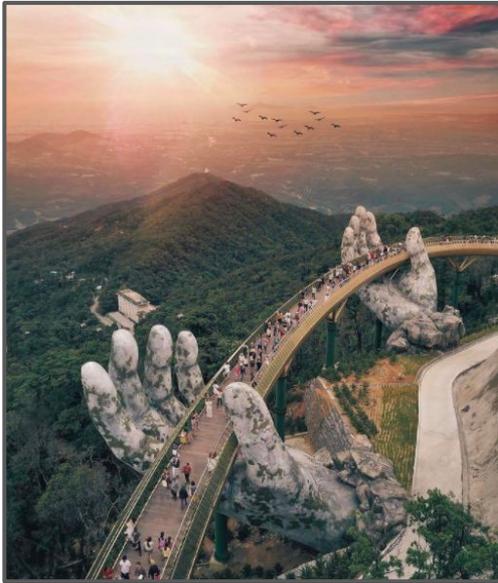
- **Program Implementation**

- Leadership, Family & Community Empowerment
- DLI2W design finalization
- Map out staffing needs & professional development plan.
- Curriculum & resources
- Review & discuss budget Implications for program sustainability.
- Communication plan to reach all stakeholders.
- Take advantage of foundation established through DLI1W.

- **Gather feedback & Community input**

- Board input (Neighborhood school / Choice - Magnet)
- Community/Parent interest survey/input

Our Call to Action



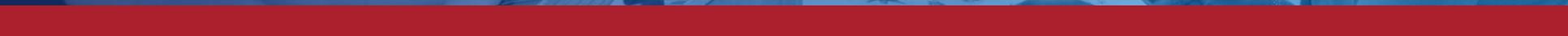
***‘The best way to
predict the future is
to create it’.***

-Dr. Adriana Umana-Taylor, HGSE



Thank you for your time!

Questions?



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

Date: October 20, 2022
Department: Accountability
Submitted by: Tabitha Branum, Superintendent

INFORMATION ITEM

TOPIC: Board Student Performance Goals Update - Beginning of Year MAP Results

BACKGROUND INFORMATION:

In an effort to meet the goal progress measures and the Superintendent Goals as adopted on October 13, 2022, RISD continues to implement the Measure of Academic Progress (MAP) Assessment district-wide for the 2022-2023 school year. Tonight, the administrative team will share the results of the beginning of the year MAP results for Reading and Math in grades Kindergarten through 8th Grade. The team will share district, campus and teacher bright spots as well areas for continued focused improvement.



Beginning of the Year Summary

October 20, 2022

1

MAP Growth

MAP Growth: Reading (Fall 2021 to Fall 2022)



- MAP Growth was administered from September 9 to September 16
- Students in grades Kindergarten through 10 were assessed based on subject.
- Subjects assessed included Reading, Mathematics, and Science.
- 66,714 assessment events occurred during the assessment window.
- About 96% of identified students in grades K-10 were assessed in Reading, while about 97% of identified students in grades K-Algebra I were assessed in Math.



MAP Growth: Reading (Fall 2021 to Fall 2022)

Overall, 56% of students met projected growth measures from Fall 2021 to Fall 2022.

Grades 1-8 were well above the normed average met growth percentage of 50% for all students.

Grade Level	Fall 2022							
	All Students % Met Growth	White % Met Growth	Afr Amer % Met Growth	Hispanic % Met Growth	Asian % Met Growth	EcoDis % Met Growth	Current ELL % Met Growth	Current SPED % Met Growth
All Grades	56%	57%	55%	55%	61%	55%	56%	51%
Kindergarten	--	--	--	--	--	--	--	--
Grade 1	52%	62%	41%	44%	48%	41%	40%	36%
Grade 2	55%	54%	57%	50%	65%	55%	57%	46%
Grade 3	64%	62%	67%	64%	73%	67%	74%	67%
Grade 4	65%	64%	68%	65%	63%	66%	64%	61%
Grade 5	58%	57%	56%	58%	64%	57%	59%	52%
Grade 6	61%	58%	64%	62%	59%	62%	63%	57%
Grade 7	54%	56%	53%	51%	62%	53%	51%	46%
Grade 8	52%	56%	50%	51%	58%	51%	50%	47%
Grade 9	50%	53%	40%	53%	53%	50%	51%	44%
Grade 10	48%	46%	47%	50%	57%	49%	48%	47%



MAP Growth: Mathematics (Fall 2021 to Fall 2022)

Overall, 59% of students met projected growth measures from Fall 2021 to Fall 2022.

Grades 2-7 were well above the normed average met growth percentage of 50% for all students.

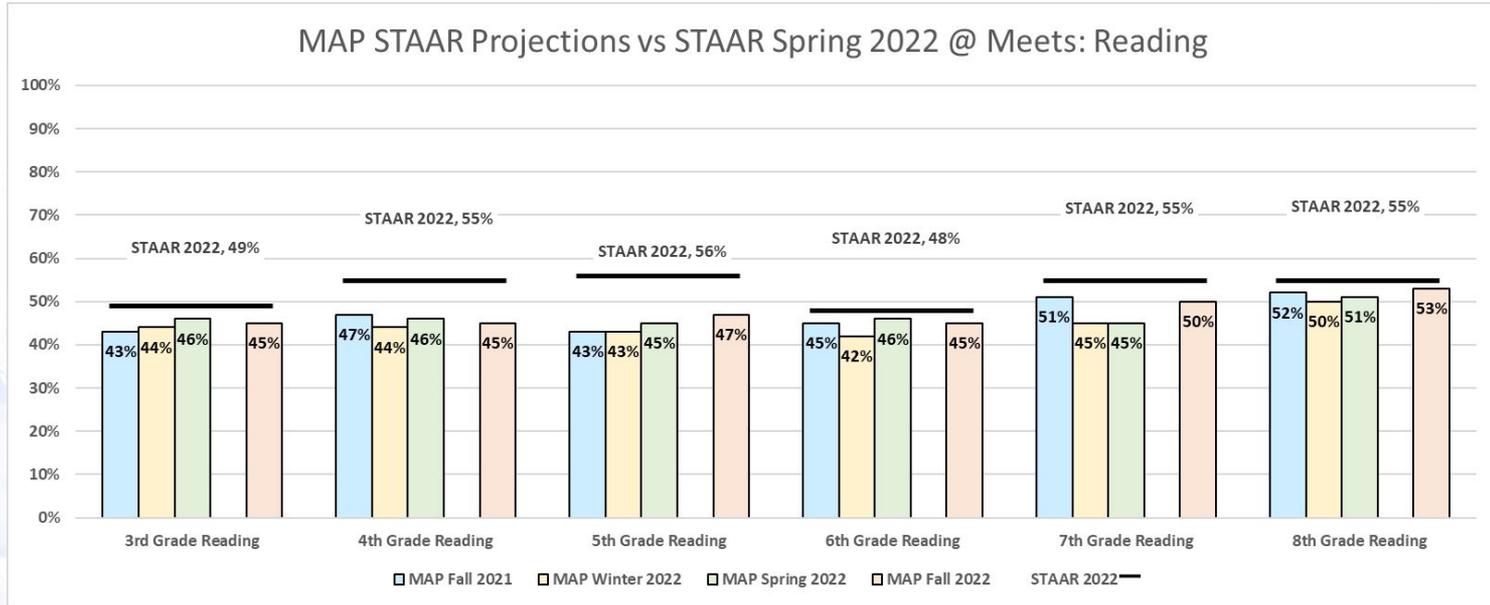
Grade Level	Fall 2022							
	All Students % Met Growth	White % Met Growth	Afr Amer % Met Growth	Hispanic % Met Growth	Asian % Met Growth	EcoDis % Met Growth	Current ELL % Met Growth	Current SPED % Met Growth
All Grades	59%	62%	58%	56%	66%	57%	58%	55%
Kindergarten	--	--	--	--	--	--	--	--
Grade 1	47%	59%	38%	39%	55%	40%	42%	35%
Grade 2	57%	57%	59%	51%	70%	57%	55%	53%
Grade 3	58%	62%	54%	55%	68%	56%	58%	54%
Grade 4	72%	75%	73%	69%	80%	71%	70%	61%
Grade 5	63%	62%	63%	62%	69%	64%	63%	61%
Grade 6	61%	55%	65%	64%	65%	64%	67%	70%
Grade 7	57%	62%	55%	54%	56%	54%	54%	51%
Grade 8	43%	44%	47%	42%	52%	43%	43%	49%





MAP STAAR Projections: Reading

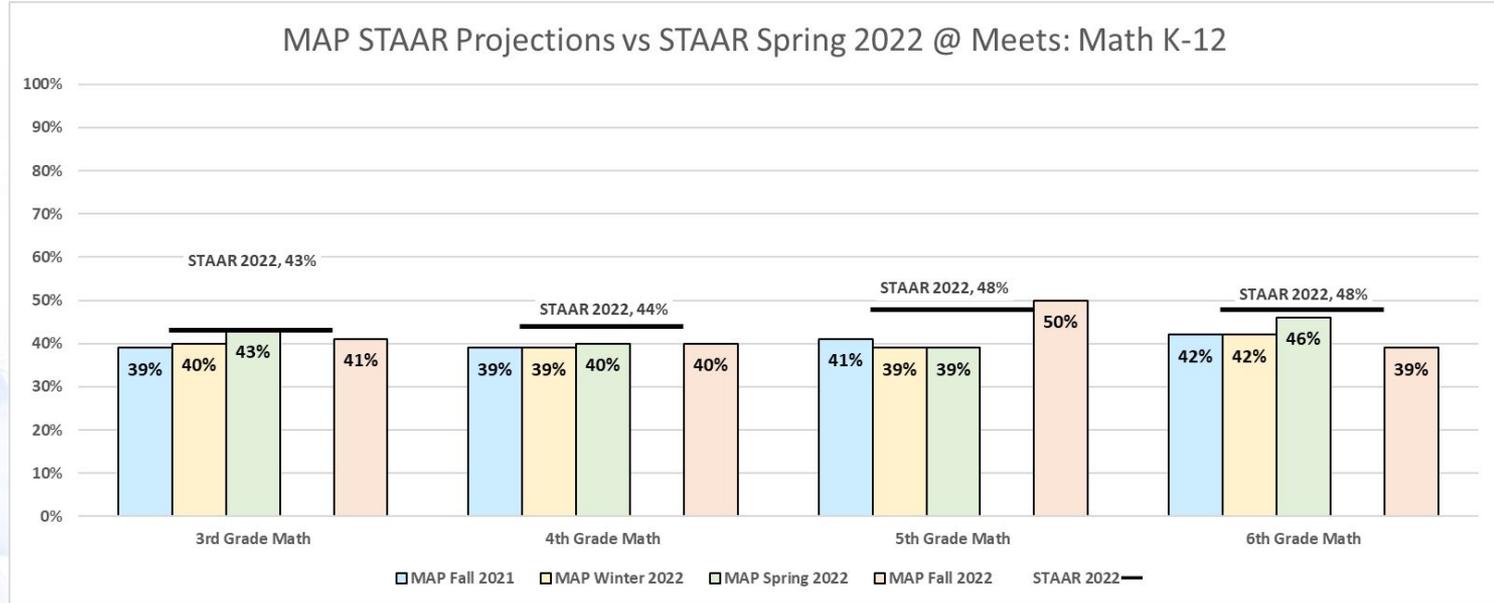
In reading, projected STAAR performance at the Meets level is at or above Fall 2021 in most grade levels.





MAP STAAR Projections: Mathematics

In mathematics, projected STAAR performance at the Meets level is at or above Fall 2021 in most grade levels.



Beginning of the Year Summary-MAP



Overall, we are seeing student growth from term to term in reading and math.

Celebrations

- 59% of students met their growth projections in math and 56% met in reading.
- Aikin, Bowie, Dover, Lake Highlands, Prestonwood, Terrace, Wallace, and White Rock elementary schools and Apollo, LHJH, Parkhill, and RWJH and RHS had at least 50% of students meet their projected growth measures in every grade level in reading.
- Aikin, Bowie, Forestridge, MST, Merriman Park, Prestonwood, Springridge, Stults Road, and White Rock elementary schools had at least 50% of students meet their projected growth measures in every grade level in math.

Concerns

- Academic gaps continue to exist across demographic groups including Economically Disadvantaged and ethnic groups.
- Maintaining a focus on enrichment and acceleration
- Meeting growth targets vs percentile achievement - it is possible to meet growth and still be low-achieving
- Not all student groups and demographics are accelerating at the same rate

2

Climate Survey Results

Teacher Climate Survey (BOY)



- The purpose of the BOY teacher climate survey is gather information in order to diagnose areas of success and areas of need early in the school year so changes may be made according to the feedback received.
- The BOY climate survey was administered to all full-time teachers, including campus and centrally assigned teachers.
- The window was open for three weeks in September 2022.
- Questions were grouped into dimensions by area of focus.

Climate Survey Results

Beliefs & Priorities (Responses = 2,409)

I have the support I need from campus leadership to do my job well.



My school's priorities are similar to what I think they should be.



My campus has the necessary materials and resources to do our job.



Overall, the district is headed in the right direction.



Climate Survey Results

Culture of Feedback & Support (Responses = 2,390)

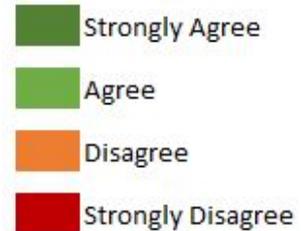
My campus leadership helps me improve the quality of my instruction.



The professional development sessions at my school this year helped me improve instruction.



My team experiences with colleagues this year helped me improve instruction.



Climate Survey Results

Positive Culture & Environment (Responses = 2,385)

I would recommend this school to others to work here.



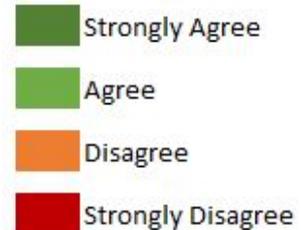
I believe I work in an environment of support and respect.



Discipline is enforced consistently and effectively at my campus.



Unruly students are not permitted to disrupt the learning environment.



Climate Survey Results

College-Going Culture (Responses = 2,360)

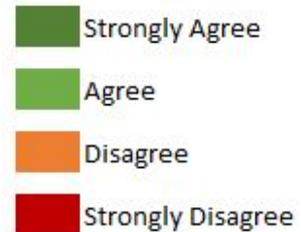
Instruction in this school is focused on helping students get ready for college and/or career.



Teachers at this school accept nothing less from students than their full effort.

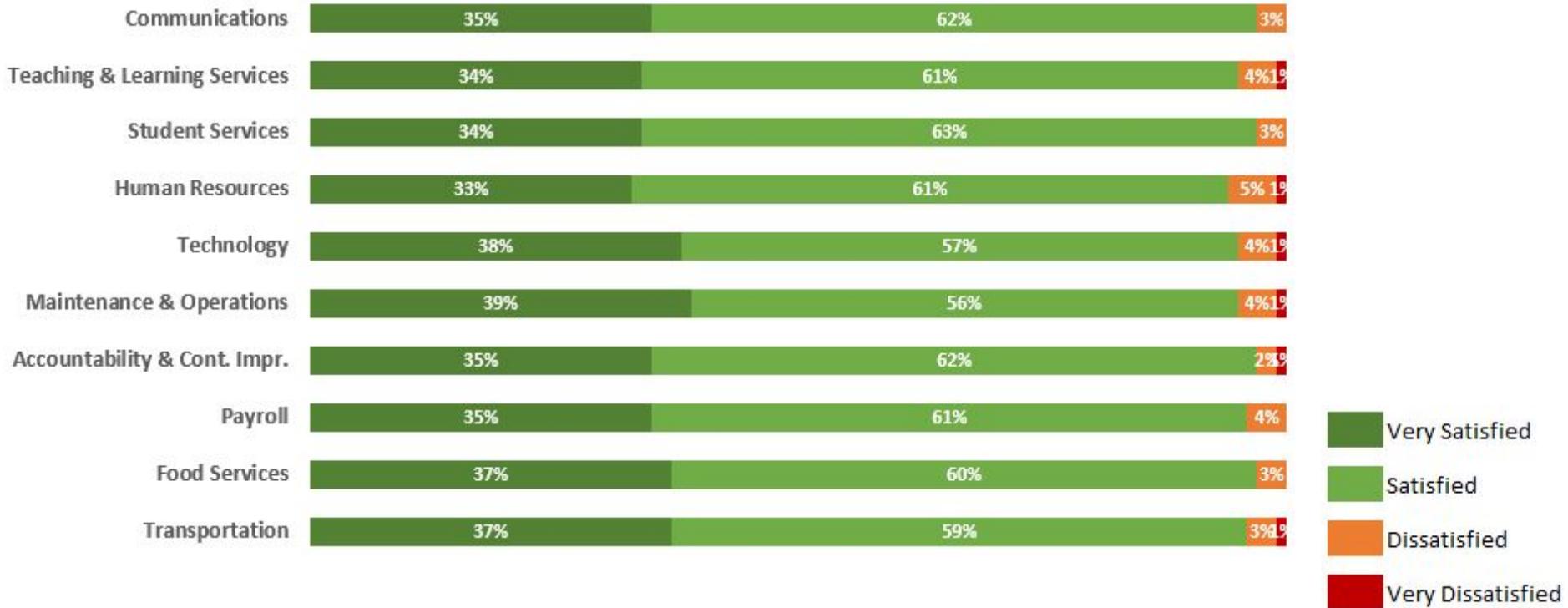


Teachers at this school give students feedback to help them understand how to improve.



Climate Survey Results

Satisfaction with Central Office Services (Responses = 2,356)



Climate Survey Results

Overall Quality (Responses = 2,380)

My school



District



How are we responding to climate survey results?



District

- Strong participation in survey across district
- Areas of Strength
 - Campus support for teachers
 - Team experiences with colleagues
 - I would recommend my campus
 - Teachers give feedback to help improve
 - Central Team support
- Areas of Opportunity
 - Discipline
 - Supports and resources for Title I
 - Compensation
 - Special Education supports

Questions about BOY Summary



Thank you

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

Date: October 20, 2022
Department: Accountability & Continuous Improvement
Submitted by: Tabitha Branum, Superintendent
Jacob Cortez, Executive Director for ACI

INFORMATION ITEM

TOPIC: Beginning of the Year Teacher Climate Survey Results

BACKGROUND INFORMATION:

Richardson ISD surveys all teachers at the beginning of the year and all employees at the end of the year. This data helps to identify areas for celebration and opportunities for growth. This data is vital to help address concerns early in the school year both at the district and campus levels. For the first time, the leadership team will share the beginning of the year results with the Board and community.

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

Date: October 20, 2022
Submitted by: Dr. Christopher B. Goodson, Assistant Superintendent- Human Resources;
Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Human Resources Local Policies

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The revised Local Policies are to address updates from the TASB Localized Policy Manual. Staff has proposed the following policy changes during their ongoing review of policies and practices and present them for the Board's review:

- a. DCD (LOCAL) - Employment Practices: At-Will Employment
- b. DFE (LOCAL) - Termination of Employment: Resignation
- c. DFFA (LOCAL) - Reduction in Force: Financial Exigency
- d. DH (LOCAL) - Employee Standards of Conduct
- e. DMA (LOCAL) - Professional Development: Required Staff Development
- f. DP (LOCAL) - Personnel Positions

PROPOSED RECOMMENDATION:

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

- a. DCD (LOCAL) - Employment Practices: At-Will Employment
The recommended revisions clarify that an at-will employee's appeal of dismissal would follow the district's employee grievance policy and not begin with the Board.
- b. DFE (LOCAL) - Termination of Employment: Resignation
Revisions to this local policy on resignations are guided by a Commissioner of Education decision. Based on the relevant statutory wording, a contract employee's resignation effective at the end of the school year must be filed with the board of trustees or the board's designee. The board's designee, typically the Superintendent, may not further delegate the ability to receive these resignations. Therefore, in addition to those positions currently listed in policy as board-authorized to accept resignations, the additional text is proposed to allow another person *designated by board action* to accept resignations.

New recommended languages states that if a contract employee provides a resignation to a supervisor who has not been designated by Board action to accept such resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent, another employee designated in the policy, or other person designated by board action.

The proposed changes to the policy also clarify that the Superintendent may delegate authority to accept at-will resignations to other administrators.

- c. DFFA (LOCAL) - Reduction in Force: Financial Exigency
The recommended revision to this local policy on financial exigency was prompted by House Bill 3. The bill moved provisions from Education Code Chapter 42 to Chapter 48 and affected existing text on furloughs, which has been deleted, as the cross-reference provides sufficient guidance to the relevant legal authority.
- d. DH (LOCAL) - Employee Standards of Conduct
Because HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a school parking area, provided the item is not in plain view, language requiring firearms to be unloaded has been deleted. No other revisions have been made to this local policy.
- e. DMA (LOCAL) - Professional Development: Required Staff Development
This is a new policy. SB 1267 (Regular Session) requires the Board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.
- f. DP (LOCAL) - Personnel Positions
The proposed changes regarding school counselors are based on Senate Bill 179, which mandates that the Board adopt a policy requiring a school counselor to spend at least 80 percent of total work time on duties that are components of a comprehensive school counseling program (CSCP). If the Board determines that, because of staffing needs in the district or at a campus, a school counselor cannot spend 80 percent of work time on CSCP components, the policy must address further details regarding the counselor's duties. The recommended policy text is structured for the Administration, rather than the Board, to make the initial administrative determination about a counselor's job duties. If the Board approves that determination, the Board shall direct the Superintendent to develop a revised job description for that counselor that will address the requirements in law.

To streamline the list of principal qualifications, the recommended change is to outline the number of years of experience as a classroom teacher in the job description rather than policy.

EMPLOYMENT PRACTICES
AT-WILL EMPLOYMENT

DCD
(LOCAL)

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

Dismissal

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District.

Appeal of
Employment
Actions to Board

A dismissed employee may appeal ~~request to be heard by~~ the dismissal ~~Board~~ in accordance with DGBA(LOCAL).

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

General Requirements

All resignations shall be submitted in writing to the assistant superintendent for human resources or other person designated by Board action in accordance with this policy. An employee may use the District's resignation form. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The assistant superintendent for human resources ~~or designee~~ shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent, ~~or~~ assistant superintendent for human resources, or other person designated by Board action shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent, assistant superintendent for human resources, or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent, assistant superintendent for human resources, or other person designated by Board action.

The Superintendent, ~~or~~ assistant superintendent for human resources, or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent, assistant superintendent for human resources, or other person designated by Board action. The Superintendent, assistant superintendent for human resources, or other person designated by Board action ~~The Superintendent or assistant superintendent for human resources~~ shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of
Resignation

An employee may not withdraw his or her resignation, once submitted and accepted, without consent of the Board.

**Plan to Reduce
Personnel Costs**

If the Superintendent determines that there is a need to reduce personnel costs, the Superintendent shall develop, in consultation with the Board as necessary, a plan for reducing costs that may include one or more of the following:

- Salary reductions [see DEA];
- Furloughs [see DEA];
- ~~Furloughs, if the District has received from the commissioner of education certification of a reduction in funding under Education Code 42.009 [see CBA and DEA];~~
- Reductions in force of contract personnel due to financial exigency, if the District meets the standard for declaring a financial exigency as defined by the commissioner [see CEA and provisions at Reduction in Force Due to Financial Exigency~~REDUCTION IN FORCE DUE TO FINANCIAL EXIGENCY~~, below];
- Reductions in force of contract personnel due to program change [see DFFB]; or
- Other means of reducing personnel costs.

A plan to reduce personnel costs may include the reduction of personnel employed pursuant to employment arrangements not covered at Applicability~~APPLICABILITY~~, below.

- See DCD for the termination at any time of at-will employment.
- See DFAB for the termination of a probationary contract at the end of the contract period.
- See DFCA for the termination of a continuing contract, if applicable.
- See DCE for the termination at the end of the contract period of a contract not governed by Chapter 21 of the Education Code.

**Reduction in Force
Due to Financial
Exigency**

Applicability

The following provisions shall apply when a reduction in force due to financial exigency requires:

1. The nonrenewal or termination of a term contract;
2. The termination of a probationary contract during the contract period; or
3. The termination of a contract not governed by Chapter 21 of the Education Code during the contract period.

Definitions

Definitions used in this policy are as follows:

1. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.
2. "Discharge" shall mean termination of a contract during the contract period.

General Grounds

A reduction in force may take place when the Superintendent recommends and the Board adopts a resolution declaring a financial exigency. [See CEA]- A determination of financial exigency constitutes sufficient reason for nonrenewal or sufficient cause for discharge.

Employment Areas

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.
9. Other District-wide programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

1. Combined or adjusted (e.g., "elementary programs" and "compensatory education programs" can be combined to identify an employment area of "elementary compensatory education programs"); and/or
2. Applied on a District-wide or campus-wide basis (e.g., "the counseling program at [named elementary campus]").

The Board shall determine the employment areas to be affected.

Criteria for Decision

The Superintendent ~~or designee~~ shall apply the following criteria to the employees within an affected employment area when a reduction in force will not result in the nonrenewal or discharge of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
2. Performance: Effectiveness, as reflected by the:
 - a. ~~The~~ most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and any
 - b. ~~Any~~ other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent ~~or designee~~ at his or her discretion decides that the documented performance differences between two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

- ~~3.2.~~ Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
- ~~4.3.~~ Professional Background: Professional education and work experience related to the current or projected assignment.

5.4. Seniority: Length of service in the District, as measured from the employee's most recent date of hire.

Superintendent
Recommendation

The Superintendent shall recommend to the Board the nonrenewal or discharge of the identified employees within the affected employment areas.

Board Vote

After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal or discharge, as appropriate.

If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

If the Board votes to propose discharge of one or more employees, the Board shall determine whether the hearing will be conducted by a TEA-appointed hearing examiner [see DFD] or will be a local hearing under Education Code 21.207 [see DFBB].

Notice

The Superintendent ~~or designee~~ shall provide each employee written notice of the proposed nonrenewal or discharge, as applicable. The notice shall include:

1. The proposed action, as applicable;
2. A statement of the reason for the proposed action; and
3. Notice that the employee is entitled to a hearing of the type determined by the Board.

**Consideration for
Available Positions**

An employee who has received notice of proposed nonrenewal or discharge may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

Hearing Request

Nonrenewal: Term
Contract

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

Discharge: Chapter
21 Contract

An employee receiving notice of proposed discharge from a contract governed by Chapter 21 of the Education Code may request a hearing. The hearing shall be conducted in accordance with DFD or the nonrenewal hearing process in DFBB, as determined by the Board and specified in the notice of proposed discharge.

Discharge:
Non-Chapter 21
Contract

An employee receiving notice of proposed discharge during the period of an employment contract not governed by Chapter 21 of the Education Code may request a hearing before the Board or its designee in accordance with DCE.

Final Action

Hearing Requested

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

No Hearing
Requested

If the employee does not request a hearing, the Board shall take final action in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not ~~loaded and not~~ in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students whether the communication occurs on a District-owned or personal device. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Discrimination, Harassment, or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited discrimination or harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents. An employee shall not retaliate against any person who makes a complaint of unlawful harassment or discrimination or who provides information to the District in connection with any investigation of such complaints.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and E-Cigarettes An employee shall not smoke or use tobacco products and/or e-cigarettes or vapor products on District property; in District vehicles, including buses; at school facilities; on open air property, including parking lots; at outdoor athletic fields, outdoor seating areas, and practice fields; or on other property used for school-sponsored activities. [See GKA]

Alcohol and Drugs / Notice of Drug-Free Workplace As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace within three calendar days in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use. An employee who uses such drugs must inform his or her supervisor in advance if the use could impair the employee's ability to perform assigned job duties safely and effectively; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

The standards set out herein are intended to promote community values and enhance an orderly educational environment, and shall not be applied to unlawfully infringe on any individual's religious beliefs or protected speech. A District employee should serve as a role model, exemplifying high standards of professional appearance, to instill community values and proper grooming and hygiene. An employee shall be expected to maintain dress and grooming habits that project a professional image for the employee, school, and District. Attire that is provocative or revealing, sloppy, too tight, or likely to be distracting is not considered professional or appropriate. An employee should not wear outside his or her clothing, or otherwise allow to be visible, any jewelry or similar artifacts that are obscene, distracting, or that may cause disruptions to the educational environment.

An administrator shall have the discretion to determine appropriate attire and grooming and should notify employees when their dress or grooming fails to comply with these standards.

Conduct Guidelines

The District expects an employee to exhibit a high degree of professionalism and good judgment and conduct him or herself in an appropriate manner at all times when on District property or otherwise performing services for the District and to set a positive example for students and other employees in their personal habits and actions.

A District employee shall:

1. Maintain an atmosphere conducive to good behavior.
2. Be in regular attendance and on time, and be prepared to perform their duties with appropriate working materials.
3. Exhibit an attitude of respect toward individuals and property and conduct themselves in a responsible manner.
4. Plan a flexible curriculum to meet the needs of all students.
5. Promote effective training and discipline based upon fair and impartial treatment of all students.
6. Encourage parents or guardians to keep in regular communication with the school and encourage parental participation in school affairs.
7. Develop and maintain a cooperative working relationship among staff and students.
8. Obey District and school policies, regulations, and administrative directives.
9. Cooperate with District administrators or other officials during any investigations or inquiries into complaints or reports of misconduct, unlawful activities, or other matters affecting District operations.
10. Comply with all professional and ethical standards applicable to the employee's profession or the continued eligibility for licensure.
11. Interact in a professional and appropriate manner with students, parents, and other District employees.

Employees Duty to Report

A District employee shall be responsible for protecting District assets and is expected to be alert to the potential for theft of property, services, or anything of value, fraud, misappropriation, or financial impropriety.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Any employee who knows of or suspects an occurrence of theft, fraud, misappropriation, or impropriety shall immediately notify his or her supervisor. If the employee has reason to believe the supervisor may be involved, the employee should notify the Superintendent.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Principal
Qualifications**

In addition to the minimal certification requirement, ~~at~~the principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage ~~budgets~~budget and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong oral and written communications, public relations, and interpersonal skills;
- ~~6. A minimum of two years' experience as a classroom teacher;~~
- ~~7.6.~~ Prior experience in instructional leadership roles; and
- ~~8.7.~~ Other qualifications deemed necessary by the Board or Superintendent and included in the job description.

**Selection of
Principals**

The Superintendent shall develop the process under which principals and assistant principals shall be selected.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

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

Date: October 20, 2022

Submitted by: Sandra Hayes, Assistant Superintendent- District Operations; Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise District Operations Local Policies

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The revised Local Policies are to address updates from the TASB Localized Policy Manual. Staff has proposed the following policy changes during their ongoing review of policies and practices and present them for the Board's review:

- a. CKC (LOCAL) - Safety Program/Risk Management: Emergency Plans
- b. CKE (LOCAL) - Safety Program/Risk Management: Security Personnel
- c. CV (LOCAL) - Facilities Construction
- d. FEA (LOCAL) - Attendance: Compulsory Attendance
- e. FEB (LOCAL) - Attendance: Attendance Accounting
- f. FFB (LOCAL) - Student Welfare: Crisis Intervention
- g. GKA (LOCAL) - Community Relations: Conduct on School Premises

PROPOSED RECOMMENDATION:

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

- a. CKC (LOCAL) - Safety Program/Risk Management: Emergency Plans
Recommended revisions are to comply with new requirements for the District's emergency operations plan (EOP) to include "policies" on responding to an active shooter (House Bill 2195) and access to campus buildings and materials necessary for a substitute teacher to carry out his or her duties during an emergency or emergency drill (Senate Bill 11). The policy text affirms that the district's procedures on these topics will be included in the EOP.
- b. CKE (LOCAL) - Safety Program/Risk Management: Security Personnel
Recommended revisions are to address Senate Bill 1707, which requires the Board to determine the duties of school resource officers (SRO) and include those duties in the district improvement plan, the student code of conduct, any

memorandum of understanding, and other relevant publications. Senate Bill 1707 also prohibits an SRO from being assigned routine student discipline or school administrative tasks.

The new policy language indicates that the SRO's duties as described in the agreement between the District and the relevant law enforcement agency will be included in the district improvement plan and student code of conduct and affirms that an SRO will not be assigned routine classroom discipline or administrative tasks.

- c. CV (LOCAL) - Facilities Construction
For ease of reference, a Note referring to CH(LOCAL) for those emergency provisions has been added.
- d. FEA (LOCAL) - Attendance: Compulsory Attendance
The additional text to address Senate Bill 289, which creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license. Various references about providing verification of the absences addressed in the policy have been consolidated into a single statement.
- e. FEB (LOCAL) - Attendance: Attendance Accounting
Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the Superintendent the responsibility of designating the District's official attendance-taking time.
- f. FFB (LOCAL) - Student Welfare: Crisis Intervention
This new local policy is recommended to address Senate Bill 11, which requires boards to adopt policy and procedures regarding threat assessment and safe and supportive teams. The policy and procedures are required to be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC).
- g. GKA (LOCAL) - Community Relations: Conduct on School Premises
The recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Texas Education Code 37.105 shall be permitted to address the board within 90 "calendar" days.

**Emergency
Operations Plan** |

The Superintendent shall ensure updating of the District's emergency operations plan~~Emergency Operations Plan~~ and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable~~reasonable~~ security measures when District property is used as a polling place;

2. Response to an active shooter emergency; and

Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Training

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.

[See CKEC]

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$100,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board or its designee has accepted the work.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education
Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

The student must obtain prior approval for the absence from the appropriate campus administrator, provide any documentation of the visit the campus may require, and comply with other guidelines applicable to the absence.

The Superintendent or designee shall develop appropriate guidelines for the implementation of this policy.

Armed Services
Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. ~~A student shall be required to submit verification of such activities in accordance with administrative regulations.~~

Early Voting or
Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. ~~A student shall be required to submit verification of service in accordance with administrative regulations.~~

Learner or Driver's
License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

**Withdrawal for
Nonattendance**

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(LOCAL)

[For District-initiated withdrawal of students 19 or older, see
FEA(LEGAL).]

Students Attending
Homeschools

Students who are homeschooled are exempt from the compulsory
attendance law to the same extent as students enrolled in other
private schools.

Adequate documentation of homeschooling for withdrawal shall
consist of either a statement of withdrawal in accordance with
FD(LOCAL) indicating the date homeschooling began, or a signed
and dated letter from a parent or guardian indicating that his or her
child is being homeschooled and the date the homeschooling
began.

The District may request from a parent or guardian a letter of
assurance that a child is being educated using a curriculum
designed to meet basic education goals of reading, spelling,
grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or
letter, or if the District has evidence that a school-aged child is not
being homeschooled within legal requirements, the District may
investigate further and, if warranted, shall pursue legal action to
enforce the compulsory attendance law.

**Attendance
Accounting System**

The Superintendent shall be responsible for designating the official attendance-taking time during the campus's instructional day and maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
Attendance-
TakingRecording
Time

~~The~~ When appropriate, the Superintendent is authorized to shall establish written procedures permitting a campus to record absences inspecify an alternative hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. ~~Exceptions may be authorized for an entire campus~~ or for a designated group of students at a campus. The alternative time for recording attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

COMMUNITY RELATIONS
CONDUCT ON SCHOOL PREMISES

GKA
(LOCAL)

**Access to District
Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or
Exclusion under
Education Code
37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus
Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and
E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]