



Agenda of Called Meeting / Work Session

Thursday, January 26, 2023

The Board of Trustees

Richardson ISD

A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, January 26, 2023, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on January 23, 2023.

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

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance. The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

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

B. STAAR 2.0 Update	20
Information Item	
C. Advanced Learning Programming Overview	54
Information Item	
D. Review and Discussion of Community and Governmental Relations Board Policy	87
•GBAA (LOCAL)	
Information Item	
E. Review and Discussion of Business and Support Services Board Policies	89
•CFD (LOCAL)	
•CH (LOCAL)	
•CHE (LOCAL)	
Information Item	
F. Review and Discussion of Students Board Policy	96
•FD (LOCAL)	
Information Item	
IV. ADJOURNMENT	

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



BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

Procedures for Public Comments During Board Meetings

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

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

Public Comment Section

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

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

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

Speaker Topics

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

Public Comment Form

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

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

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

Written Materials

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

Time

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

Single comment

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

Protocol for Speakers

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

Consent for Online Publication

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

Reasonable Accommodation and Translation

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

Approved: September 15, 2022



JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

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

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

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

Sección de comentarios del público

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

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

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

Temas de los oradores

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

Formulario de comentarios públicos

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

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

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

Materiales escritos

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

Tiempo

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

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

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

Un solo comentario

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

Protocolo para los oradores

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

Consentimiento para la publicación en línea

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

Acomodación razonable e interpretación

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

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

Date: January 26, 2023

Department: District Operations

Submitted by: Sandra Hayes, Assistant Superintendent

INFORMATION ITEM

TOPIC: Potential Interim Bond Feedback

BACKGROUND INFORMATION:

Richardson ISD is experiencing inflationary consequences in our construction projects planned in our current Bond 2021. In order to complete all planned projects additional funding will need to be secured. After a presentation to our Board of Trustees and our Community in September 2022, the BOT directed staff to obtain feedback from our community regarding a potential interim bond to secure additional funding to complete planned projects and at the same time escalate the middle school transformation projects. The following presentation is being provided by Baselice Inc. Baselice & Associates, Inc. is a national research organization that has conducted projects across a broad range of issues and topics.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the results of a random survey conducted by Baselice Inc. for purposes of providing community feedback for a potential interim bond.



RICHARDSON ISD SURVEY

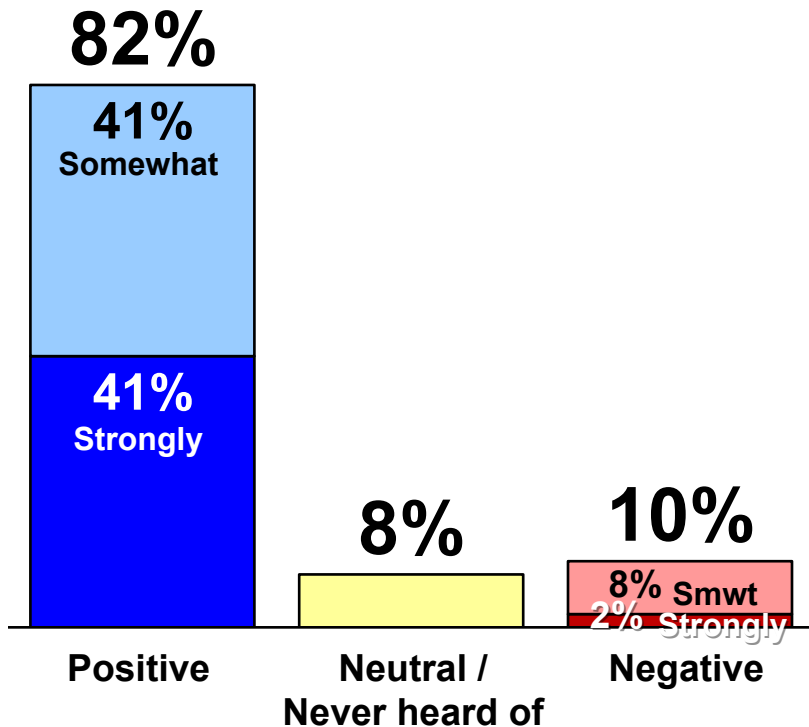
January 10 - 12, 2023

N = 400 respondents

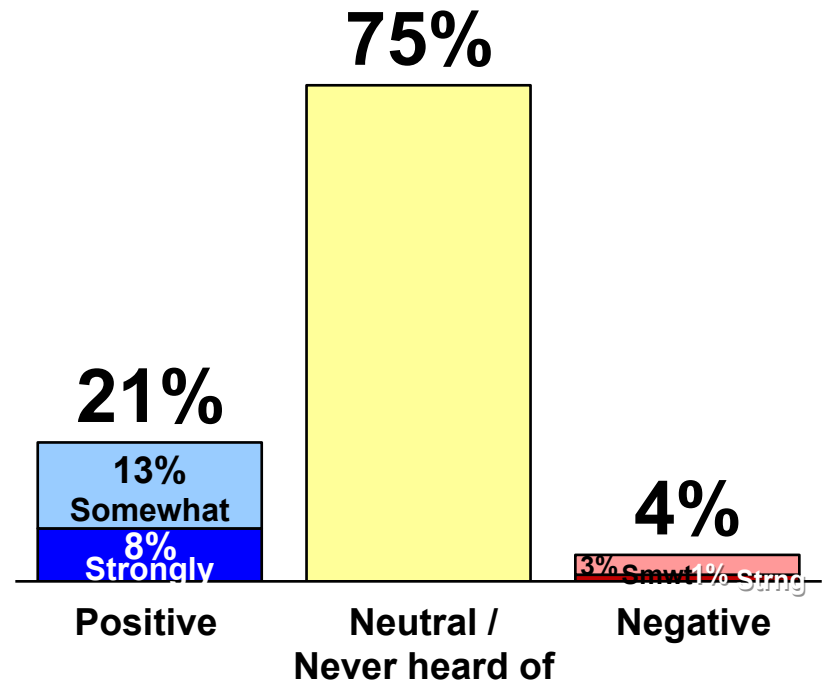
margin of error: \pm 4.9%

IMAGE RATINGS

Q2. Do you have a strong positive, somewhat positive, somewhat negative or strong negative impression of Richardson Independent School District?

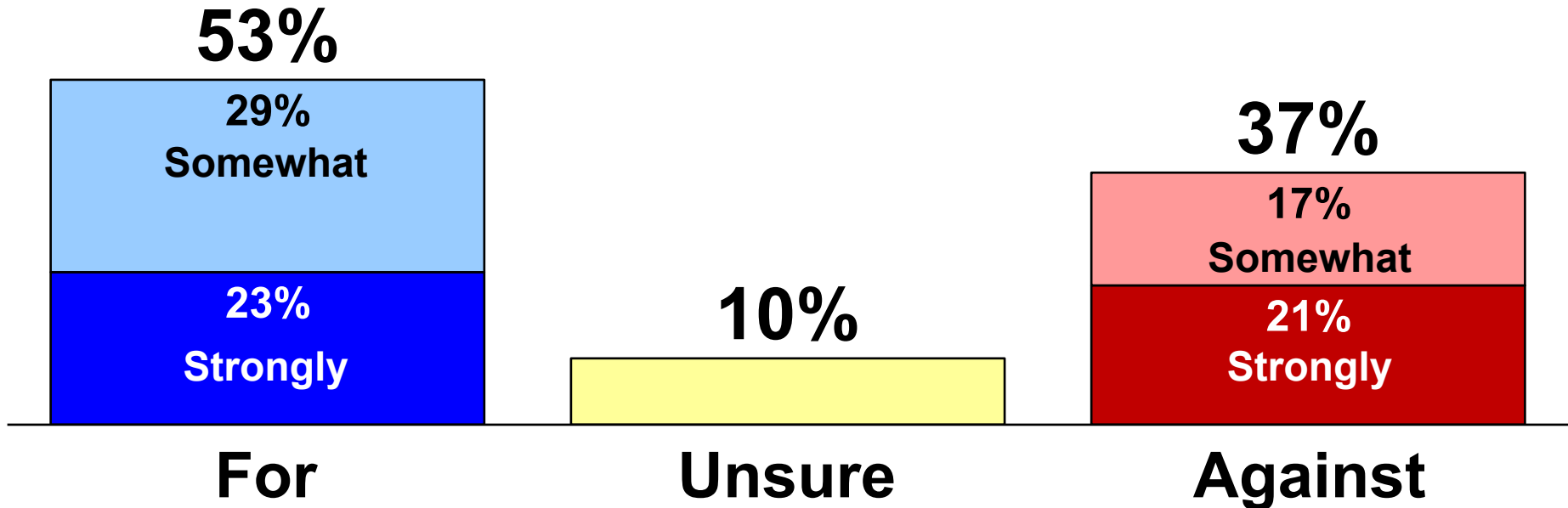


Q3. Do you have a strong positive, somewhat positive, somewhat negative or strong negative impression of Richardson ISD Superintendent Tabitha Branum? If you have not heard this name, just say so.



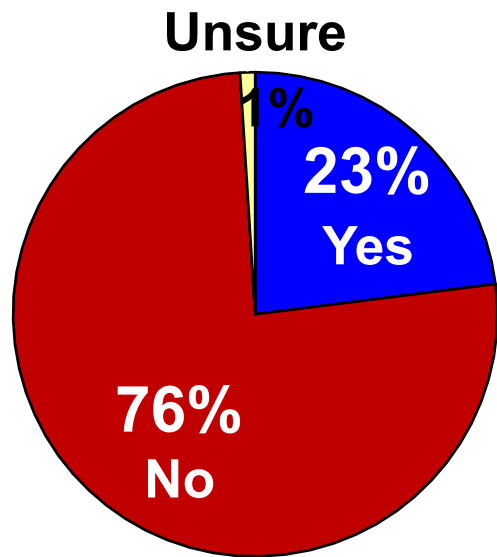
INITIAL BALLOT

Q4. Richardson ISD is considering calling a bond election for November 2023. If an election were held today, would you vote for or against the issuance of \$650 million in bonds for the construction, renovation, and equipment of school buildings, which is a property tax increase?

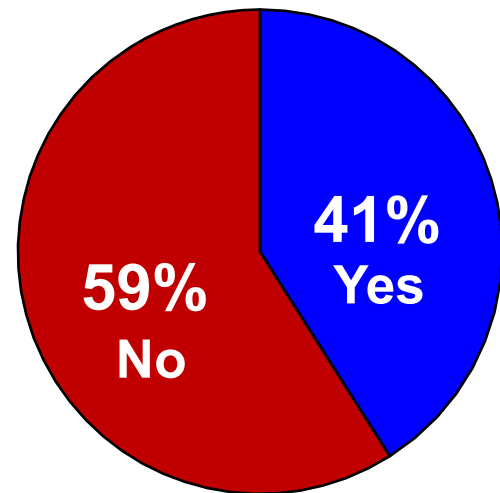


AWARENESS OF FIVE-YEAR CYCLE & GRADE REALIGNMENT

Q7. Did you know that Richardson ISD conducts bond elections on a five-year cycle?



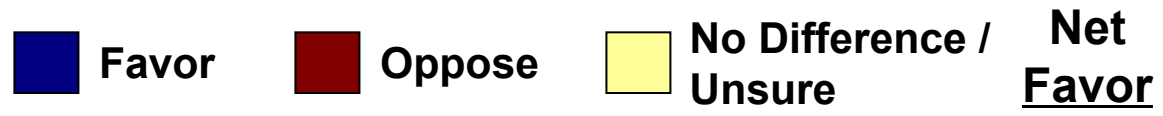
Q8. Did you know that Richardson ISD has begun a grade realignment to move the sixth grade out of the elementary school level and create a middle school level for grades sixth through eighth?



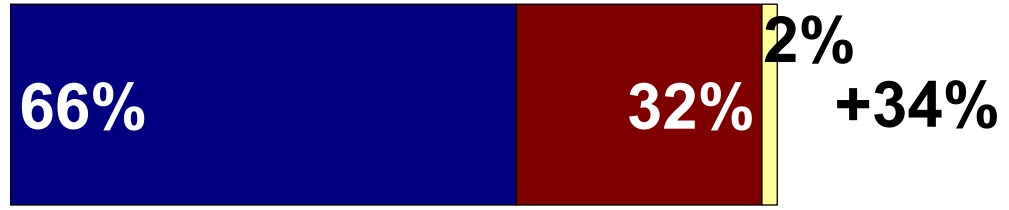
	Yes
RISD Parent	69%
RISD Non-Parent	33%

REALIGNMENT STATEMENTS

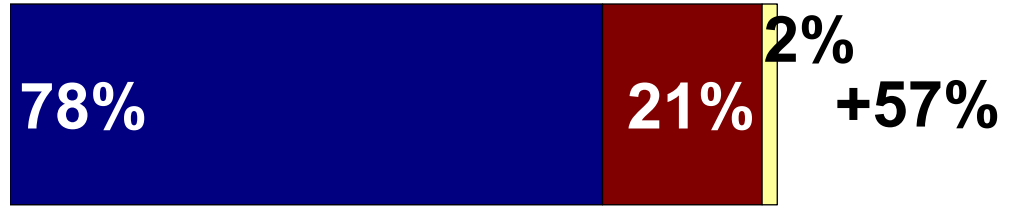
Now I am going to give you more information about the potential bond proposal. For each item I read, please tell me if that information makes you strongly favor, somewhat favor, somewhat oppose or strongly oppose the bond proposal.



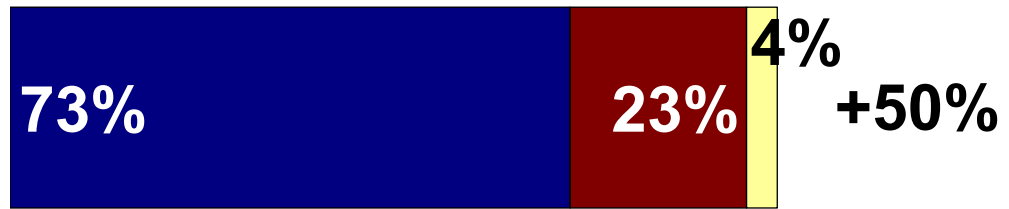
The district's grade realignment requires rebuilding or renovating existing junior high schools so that room can be made for adding the sixth grade. This potential bond would allow for rebuilding some junior high schools and renovating others to complete the grade realignment (Q9).



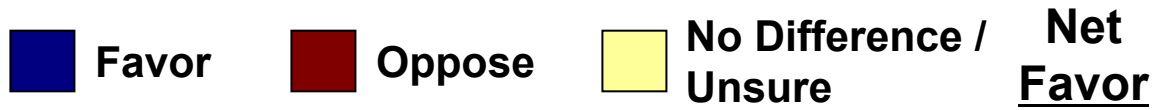
When it was originally planned, the district intended to phase in the realignment over 10 years instead of all at once because it was the only way to finance projects without increasing the tax rate. Since then, the district's bonding capacity has improved and this potential bond would allow it to be completed earlier than planned, and still without an increase in the tax rate (Q11).



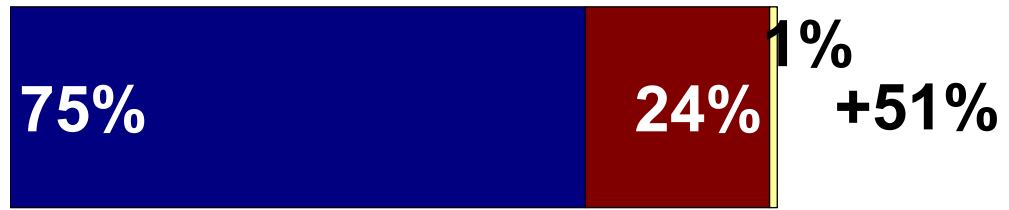
Now that the realignment projects have started they have been met with enthusiasm among parents who have expressed an interest in completing the realignment as soon as possible. By completing the realignment years ahead of schedule, this potential bond would create continuity for middle schools across the district (Q12).



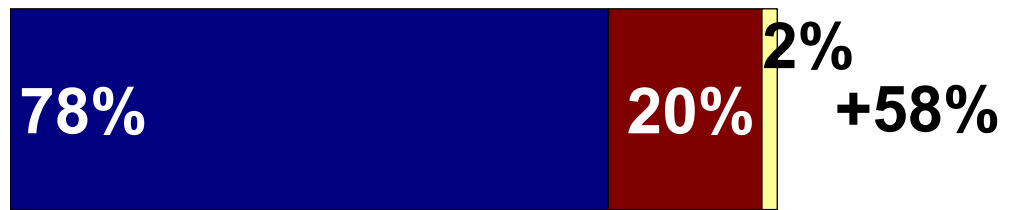
REALIGNMENT STATEMENTS



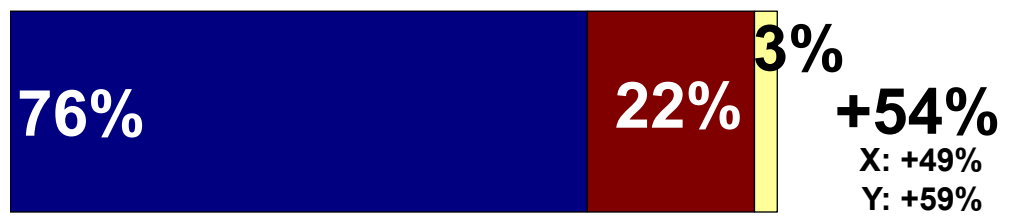
By moving the sixth grade to the middle school level, the grade realignment made possible by this potential bond would create room at elementary schools, which would allow the district to expand Pre-K programs for more families who want to use them (Q13).



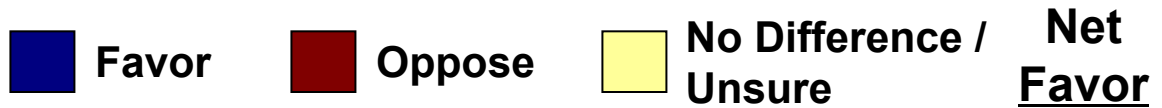
This grade realignment made possible by this potential bond would allow sixth graders to begin participating in regular athletics and fine arts programs at the same age as other sixth graders in the rest of the state (Q14).



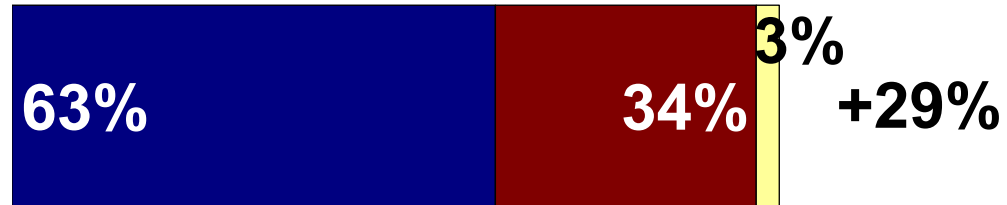
This potential bond and the resulting grade realignment would better align academic curriculum to (Ver X: what is recommended by the state / Ver Y: best-practice education standards), benefitting students and improving operational efficiencies (Q15).



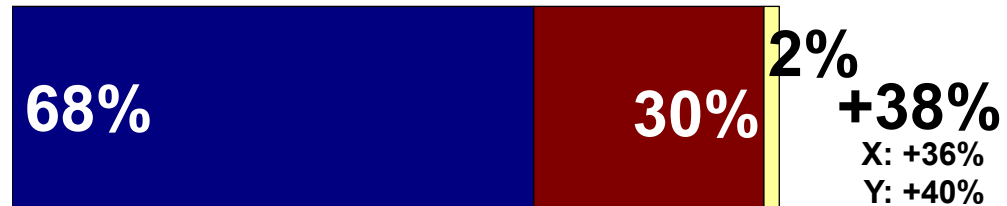
FUNDING FOR LAST BOND



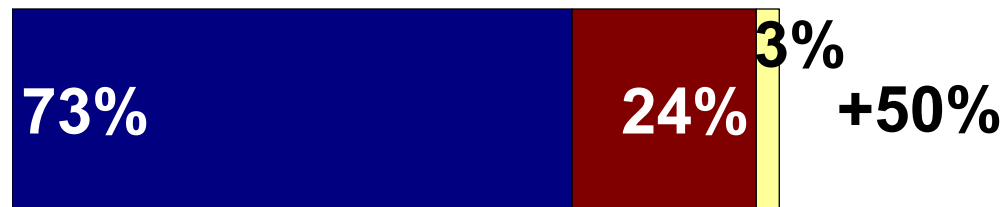
Project costs from the 2021 bond are higher than expected and some of this potential bond would be used to complete projects from the 2021 bond (Q16).



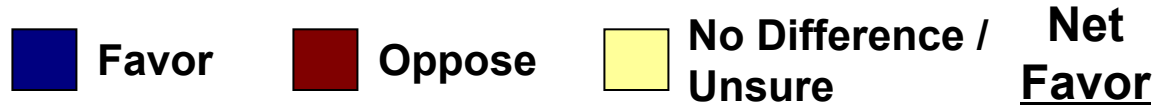
The district planned for normal inflation in the last bond, but no one predicted how high inflation would be following the pandemic. (Ver X: The district is only short by about 10% of what is needed to complete the last bond, and this potential bond would provide the relatively small amount of additional funding needed. / Ver Y: A majority of this new potential bond would include funding for new projects and only about 12% of it would be used to complete projects from the last bond) (Q17).



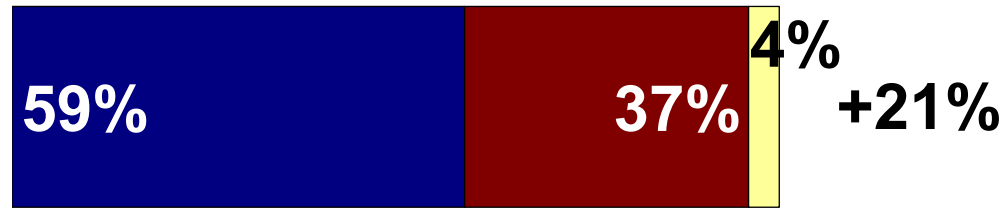
This potential bond would provide additional funding needed to complete projects from the last bond which would help keep schools in good condition as they age, create more equity in schools across the district, and expand student access to programs (Q19).



INFORMATION ABOUT BOND



This potential bond would deviate from the district's usual five-year bond cycle by presenting a bond to voters with an interim bond two years after the last bond, and three years before the next bond planned for 2026 (Q23).



The district has over \$1.5 billion in needs, and passing an off-cycle bond would allow the district to capitalize on the ability to finance a bond with no rate increase and maintain a stable tax rate (Q24).



Due to increases in property values and paying off past debt, the district is able to finance this potential bond without increasing the property tax rate (Q20).

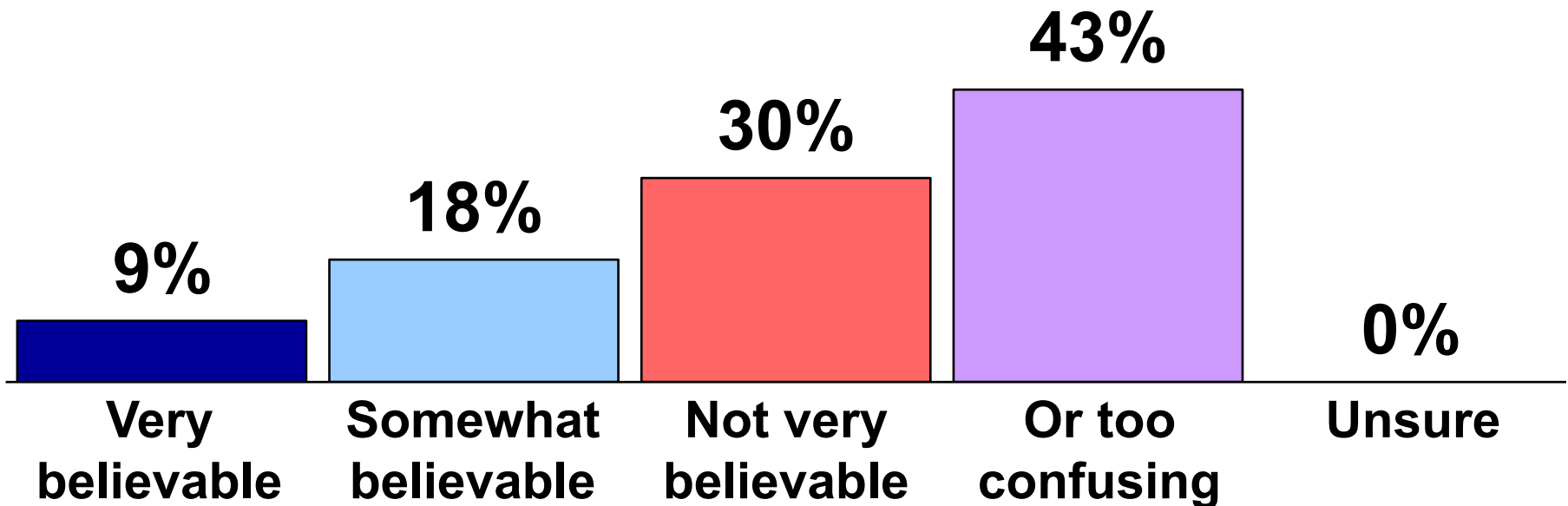


Because of recent increases in appraisal values, which are set by Dallas County Appraisal District, homeowners may see increases in their property taxes regardless of whether or not this potential bond passes (Q26).



BELIEVABILITY

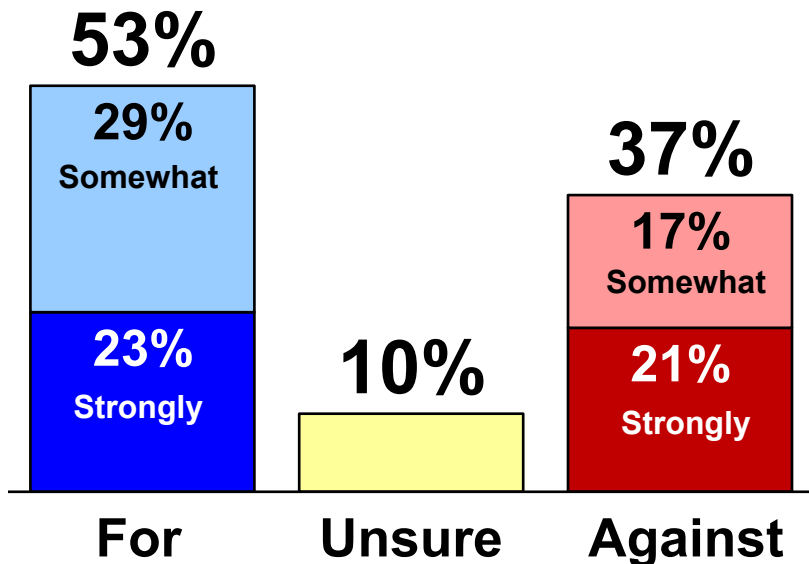
Q28. State law now requires all ballots to include the words, quote - this is a property tax increase - end quote, even if actual tax rates will NOT go up. This is the case with this bond proposal. So, even though the ballot wording will indicate this is a property tax increase, the bond proposal will not actually raise the property tax rate. Do you find this to be...



INITIAL VS. INFORMED BALLOT

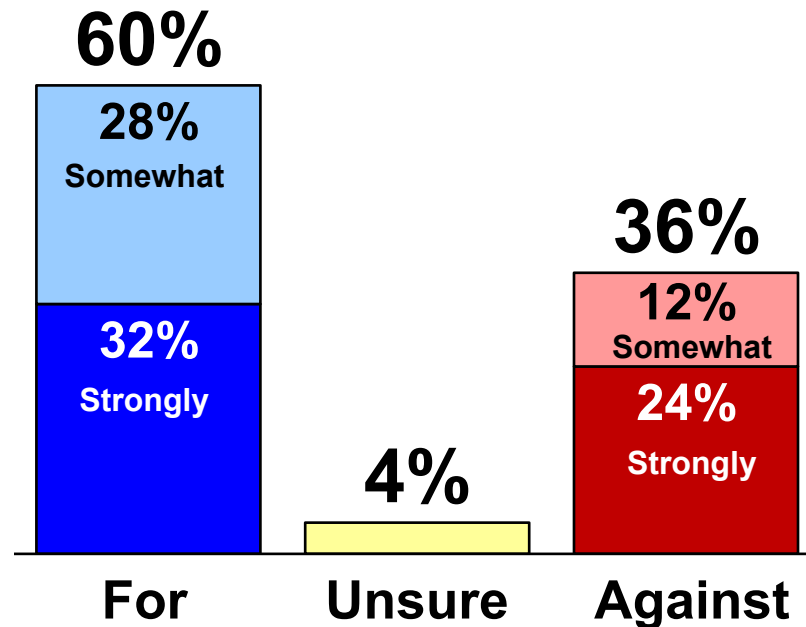
INITIAL BALLOT

Q4. Richardson ISD is considering calling a bond election for November 2023. If an election were held today, would you vote for or against the issuance of \$650 million in bonds for the construction, renovation, and equipment of school buildings, which is a property tax increase?



INFORMED BALLOT

Q29. Having heard more about this potential bond...would you vote for or against the issuance of \$650 million in bonds for the construction, renovation, and equipment of school buildings, which the ballot states would be a property tax increase?



ELEMENT MATRIX

Total Sample		RISD Parent		RISD Non-Parent	
Q15	This potential bond and the resulting grade realignment would better align academic curriculum to (Ver X: what is recommended by the state / Ver Y: best-practice education standards), benefitting students and improving operational efficiencies.	Q21	The district has been decreasing the tax rate every year over the last five years, and the district's tax rate is at a 30-year low and it will stay that way since this potential bond will not increase the property tax rate.	Q15	This potential bond and the resulting grade realignment would better align academic curriculum to (Ver X: what is recommended by the state / Ver Y: best-practice education standards), benefitting students and improving operational efficiencies.
Q17	The district planned for normal inflation in the last bond, but no one predicted how high inflation would be following the pandemic. (Ver X: The district is only short by about 10% of what is needed to complete the last bond, and this potential bond would provide the relatively small amount of additional funding needed. / Ver Y: A majority of this new potential bond would include funding for new projects and only about 12% of it would be used to complete projects from the last bond.)	Q15	This potential bond and the resulting grade realignment would better align academic curriculum to (Ver X: what is recommended by the state / Ver Y: best-practice education standards), benefitting students and improving operational efficiencies.	Q20	Due to increases in property values and paying off past debt, the district is able to finance this potential bond without increasing the property tax rate.
Q18	Without this potential bond, some projects from the last bond would be delayed or cut and it's possible the district may have to use the general operating fund to make critical repairs. This potential bond would allow for the completion of projects promised in the last bond (Ver Y: and save more money for instructional programs).	Q18	Without this potential bond, some projects from the last bond would be delayed or cut and it's possible the district may have to use the general operating fund to make critical repairs. This potential bond would allow for the completion of projects promised in the last bond (Ver Y: and save more money for instructional programs).	Q17	The district planned for normal inflation in the last bond, but no one predicted how high inflation would be following the pandemic. (Ver X: The district is only short by about 10% of what is needed to complete the last bond, and this potential bond would provide the relatively small amount of additional funding needed. / Ver Y: A majority of this new potential bond would include funding for new projects and only about 12% of it would be used to complete projects from the last bond.)
Q11	When it was originally planned, the district intended to phase in the realignment over 10 years instead of all at once because it was the only way to finance projects without increasing the tax rate. Since then, the district's bonding capacity has improved and this potential bond would allow it to be completed earlier than planned, and still without an increase in the tax rate.	Q9	The district's grade realignment requires rebuilding or renovating existing junior high schools so that room can be made for adding the sixth grade. This potential bond would allow for rebuilding some junior high schools and renovating others to complete the grade realignment.	Q22	Because construction costs increase each year, delaying projects makes them more expensive to complete in the future, so this potential bond would save taxpayer dollars by addressing needs now.
Q22	Because construction costs increase each year, delaying projects makes them more expensive to complete in the future, so this potential bond would save taxpayer dollars by addressing needs now.	Q11	When it was originally planned, the district intended to phase in the realignment over 10 years instead of all at once because it was the only way to finance projects without increasing the tax rate. Since then, the district's bonding capacity has improved and this potential bond would allow it to be completed earlier than planned, and still without an increase in the tax rate.	Q11	When it was originally planned, the district intended to phase in the realignment over 10 years instead of all at once because it was the only way to finance projects without increasing the tax rate. Since then, the district's bonding capacity has improved and this potential bond would allow it to be completed earlier than planned, and still without an increase in the tax rate.

CONCLUSIONS

1

In the initial ballot, 53% of respondents would vote for a bond of \$650 million dollars and 37% would vote against it. Intensity figures on the initial ballot point to a closer election, as the 23% strongly favor and 21% strongly against extrapolate to 52% For.

2

Only 41% of respondents are aware RISD is in the middle of a grade realignment. Two thirds of respondents (66%) say they favor bonds upon hearing they will complete the grade realignment. Support increases to 78% upon learning more about the realignment.

3

Only 23% of respondents are aware that RISD holds bond elections on a five-year cycle. 59% favor the bond upon hearing that it would break from the five-year cycle.

4

63% of respondents favor the bond upon hearing it will be used to complete projects from the last bond.

5

On the informed ballot, 60% of respondents would vote for a bond of \$650 million and 36% would vote against, and intensity extrapolates to 57%.

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

Date: January 26, 2023

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

INFORMATION ITEM

TOPIC: STAAR 2.0 Presentation

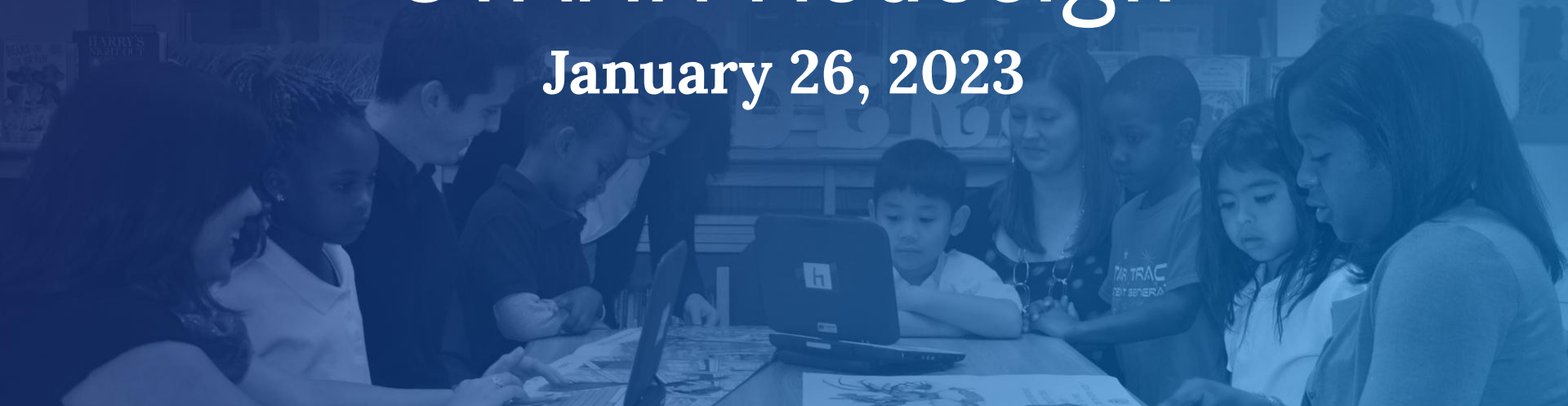
BACKGROUND INFORMATION

Tonight, Accountability and Continuous Improvement will present information to the Board of Trustees related to STAAR 2.0 changes from TEA and the supports provided to students, teachers, and staff in our district. A general overview of changes to the test format will be shared along with specific changes for subjects and grade levels. The team will also provide a guided interaction with the STAAR testing platform so the Board of Trustees may experience STAAR testing from the student perspective.



STAAR Redesign

January 26, 2023



STAAR Redesign (aka STAAR 2.0)



State and Federal laws require a redesign of Texas's state summative assessment (STAAR), **effective 2022-23**

HB 3906 in 2019 created **transformative changes to improve the STAAR program.**

- 75% multiple choice cap
- Transition to 100% online testing
- Through-year assessment pilot
- Interim and formative assessments

Additionally, the federal government requires Texas to assess the breadth of the TEKS, which for RLA includes **writing.**

These policies are intended to ensure **assessments engage students in the same ways they are learning in the classroom and reward good instruction** while continuing to accurately measure student mastery.

STAAR Redesign – Why?



Feedback from educators informed the main components of the STAAR redesign.

In effective classrooms, teachers are...

- 1** Coherently building students' **background knowledge and vocabulary** in all subject areas...
- 2** Asking students to **write about what they read using evidence from text...**
- 3** Providing **various open-ended formats** for students to respond to questions...
- 4** Supporting the learning needs of all students by providing **appropriate accommodations...**

...and avoid less effective practices by...

- ...not just having students read passages on random topics**
- ...not just reading without writing**
- ...not just having students select among multiple choices**
- ...not requiring all students to perform without appropriate supports**

STAAR Redesign – Why?



The STAAR redesign is based on improving alignment to the classroom experience.

In effective classrooms, teachers are...

The STAAR redesign will...

- | | | |
|--|---|--|
| 1 Coherently building students' background knowledge and vocabulary in all subject areas... | ➔ |  Prioritize cross-curricular passages in RLA that reference topics that students have learned about in other classes |
| 2 Asking students to write about what they read using evidence from text... | ➔ |  Include writing in all RLA tests , reflecting our updated TEKS, and having students write text-based responses |
| 3 Providing various open-ended formats for students to respond to questions... | ➔ |  Add new, non-multiple-choice questions that are more like questions teachers ask in class |
| 4 Supporting the learning needs of all students by providing appropriate accommodations... | ➔ |  Move to online assessments that provide a full suite of robust accommodations for students with specific learning needs |

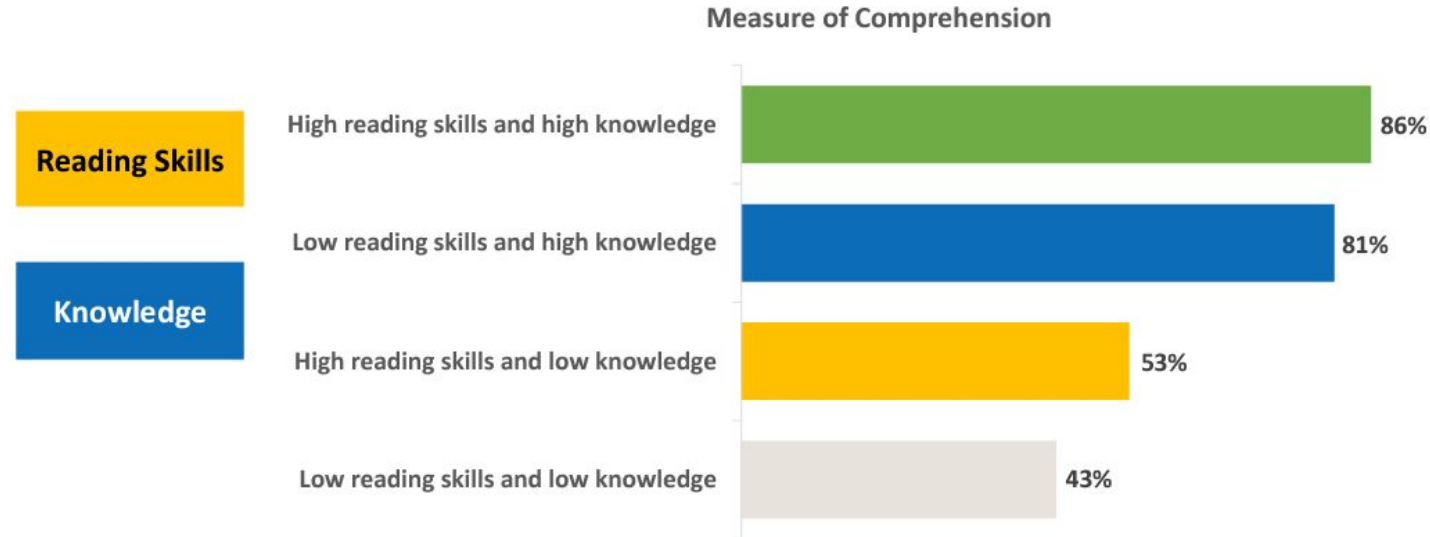
1

Background Knowledge & Cross-Curricular Passages

Background Knowledge & Cross Curricular Passages



The STAAR redesign better aligns with educator efforts to build students' background knowledge.



Background Knowledge & Cross Curricular Passages



In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects.

4th Grade - Student A



ELA

Stories of the nautical adventures of a sailor that is also a giant



Science

Lesson about the sun as a source of energy

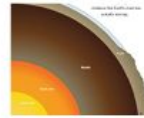


Social studies

Lesson about the battle of the Alamo

Student A learns different things in Science, Social Studies, and ELA that don't connect to each other

4th Grade - Student B



ELA

Writing lesson to explain the characteristics of earth's layers as part of geology unit



Science

Weathering lesson describing changes in the earth's surface



Social studies

Discussion of terrain and adaptations made by American Indians to navigate the land

Student B is building background knowledge through connections across subjects

Background Knowledge & Cross-Curricular Passages



Now, passages will also be intentionally selected to cover cross-curricular content

Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

Searching for Water

- 3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, **but cholla stems store rainwater that is absorbed through the plant's root system**. Some desert animals depend on the water stored in cholla stems.
- 4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. **The bighorn gets water by eating the moist insides of the cholla.**



A Desert Bighorn Sheep

Direct connections to grade four and grade five science TEKS

- 4.10.A: explore how structures and functions enable organisms to survive in their environment
- 5.9.A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components

2

Interconnectedness of Reading & Writing

Interconnectedness of Reading & Writing



In the classroom, strong teachers are supporting students in becoming better readers by...

Having students write in
all grade levels and **all**
subject areas

Having students write
using evidence from texts
they are reading

Interconnectedness of Reading & Writing



Learning to read well means grounding reading, writing, and speaking in evidence from text.

Reading and writing are reciprocal processes. Writing about what you read strengthens comprehension.

By grounding the discussion in the text, all students are **given an equal opportunity to engage.**

Support **knowledge building** in content-rich text, and point students toward the **most important parts of the text.**

The **length and quality of student recall improves** when responding to content-based lessons grounded in text.

The **ability to cite evidence differentiates strong from weak** student performance on National Assessment Education Progress, AP Exams, and other college-readiness assessments.

Interconnectedness of Reading & Writing



Previously, students were asked to write in response to a stand-alone question.

The previous 4th and 7th grade writing prompts asked students to write in response to a stand-alone prompt, without being asked to read any associated passages.

Example from 2019 Grade 4 STAAR assessment

WRITTEN COMPOSITION: Expository

READ the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

THINK about inventions that you believe are useful.

WRITE about one invention that is important in your life. Tell what the invention is and explain what makes it important.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Interconnectedness of Reading & Writing



Based on research and stakeholder feedback, redesigned STAAR will ask students to write using evidence from text.

In the redesigned STAAR, writing prompts in **all grade levels** will ask students to write **using evidence from the text** to support their response.

*Excerpt from Sample Grade 4 RLA Passage, **The Spelling Test***

The Spelling Test

Characters
NARRATOR
HERBIE JONES
MISS PINKHAM
MR. JONES
OLIVIA JONES
ANNABELLE LOUISA HODGEKISS

1 [Settings: Miss Pinkham's third-grade classroom; Herbie Jones's home.]
2 [Time: One week in March.]

3 **MISS PINKHAM:** As a special bonus this week, I have decided to let you spell your name, address, town, state, and zip code on the board.

4 **HERBIE:** Hmmmmmm, I know I usually don't study for good news for Dad to find in the mail.

5 **NARRATOR:** Herbie's dad works the night shift at an electronics store and gets up around 2:00 p.m. is look in the mailbox.

6 **HERBIE:** I can hear him now . . .

7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills!

8 **HERBIE:** I can do something about that.

9 **NARRATOR:** As soon as Herbie got home that afternoon, he ran to the coffee table. His sister Olivia was shocked.

10 **OLIVIA:** What are you doing?
11 **HERBIE:** Studying.

12 **OLIVIA:** Studying? Since when?
13 **HERBIE:** Since I got my spelling list. How do you study?
14 **OLIVIA:** You're asking my advice about something?
15 **HERBIE:** Well, you do make better grades than I do.
16 **OLIVIA:** Well, Herbie, I write the words down. . . .
17 **HERBIE:** Yeah?

Read the play "The Spelling Test." Based on the information in the play, write a response to the following:

Explain how Herbie's behavior changes and how this is developed by the playwright.

Write a well-organized informational essay that uses specific evidence from the play to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

3

Question Types

Question Types

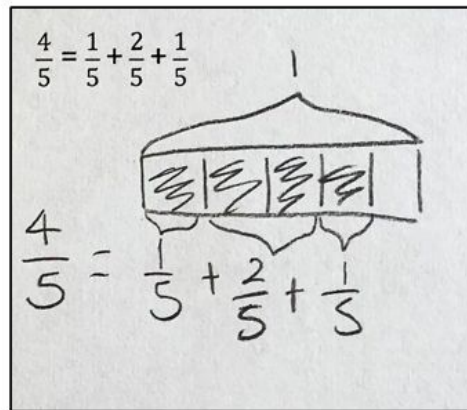


In the classroom, students are asked to engage with content in multiple ways to gain and express understanding.

Grade 4 Math TEKS

- 4.3A: represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$
- 4.3B: decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.

Example: “Draw and label a strip diagram to model the decomposition”



Question Types



New STAAR question types are more like the kind teachers ask in class.

Math, Grade 4 Lesson

2. Draw and label strip diagrams to model each decomposition.

a. $1 = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

A horizontal strip divided into 6 equal segments, all shaded with diagonal lines. A bracket above the strip is labeled '1'. Below the strip, the equation $1 = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ is written.

b. $\frac{4}{5} = \frac{1}{5} + \frac{2}{5} + \frac{1}{5}$

A horizontal strip divided into 5 equal segments. The first, third, and fifth segments are shaded with diagonal lines. A bracket above the entire strip is labeled '1'. A bracket below the first segment is labeled '1/5', a bracket below the next two segments is labeled '2/5', and a bracket below the fifth segment is labeled '1/5'. Below the strip, the equation $\frac{4}{5} = \frac{1}{5} + \frac{2}{5} + \frac{1}{5}$ is written.

c. $\frac{7}{8} = \frac{3}{8} + \frac{3}{8} + \frac{1}{8}$

A horizontal strip divided into 8 equal segments. The first three, the next three, and the final segment are shaded with diagonal lines. A bracket above the entire strip is labeled '1'. Below the strip, the equation $\frac{7}{8} = \frac{3}{8} + \frac{3}{8} + \frac{1}{8}$ is written.

d. $\frac{11}{8} = \frac{7}{8} + \frac{1}{8} + \frac{3}{8}$

A horizontal strip divided into 8 equal segments. The first seven, the eighth, and then three more segments are shaded with diagonal lines. A bracket above the first seven segments is labeled '1'. A bracket below the eighth segment is labeled '1/8', and a bracket below the next three segments is labeled '3/8'. Below the strip, the equation $\frac{11}{8} = \frac{7}{8} + \frac{1}{8} + \frac{3}{8}$ is written.

In this lesson, students are using shaded fraction models to show their understanding of adding fractions

Potential new STAAR question

In a bag of balloons, $\frac{2}{8}$ of the balloons are red and $\frac{5}{8}$ of the balloons are blue. What fraction of the balloons in the bag are either red or blue?

Complete the model so that it is shaded to represent the fraction of the balloons that are either red or blue.

Select the parts you want to shade.

Red and Blue Balloons

A vertical rectangle divided into 8 equal horizontal segments. The title 'Red and Blue Balloons' is centered above the rectangle.

This potential new STAAR question asks students to shade in a fraction model to represent the addition of two fractions

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content. For writing, student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

4

Appropriate Accommodations

Appropriate Accommodations



In the classroom, strong teachers are supporting the unique learning needs of each of their students in many ways.

- Visual anchors for vocabulary
- Pre-reading strategies
- Large print
- Calculation aids
- Line readers
- Reading text aloud
- Transcribing or speech-to-text
- And many more!



Appropriate Accommodations



Content and language supports and text-to-speech provide robust supports for students who need them. In addition to better supporting students, these online supports greatly simplify administration for staff.

The screenshot shows an online reading assessment interface. At the top, there are navigation icons and a progress bar showing question 14 of 28. The main content area contains a reading passage titled "Soaring to New Heights" and a multiple-choice question.

Soaring to New Heights

1 Texas pole-vaulter Charlotte Brown is reaching new heights: As a sophomore in high school, 15-year-old Brown competed in the pole vault at a state track-and-field meet in Texas in 2013. She finished eighth with a vault of 10 feet 6 inches. What makes this accomplishment even more notable is that Brown is legally blind. Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively. Her coach would roll out some dark artificial turf alongside Brown's running lane. This allowed Brown to be able to run in a straight line. She also had to count her steps in order to know when to plant the pole and listen carefully as her coach told her when to jump.

Use "Soaring to New Heights" to answer the following question.

Which sentence best expresses the main idea of paragraph 2?

- A Brown adapted her technique as her vision worsened.
- B Brown believed that being a junior in high school was easy.
- C Brown succeeded at pole vaulting despite her disability.
- D Brown competed in the Texas state championships twice.

Appropriate Accommodations



In addition to accommodations for students who need them, online testing also offers accessibility tools for all students.

Accessibility Tools

- ★ Highlighter
- ★ Notepad
- ★ Help
- ★ Guideline
- ★ Color
- ★ Zoom
- ★ Mouse Pointer
- ★ Line Reader
- ★ Mark for Review
- ★ Answer Eliminator

Content-Specific Accessibility Tools

- ★ Basic, Scientific, and Graphing Calculators
- ★ Customary and Metric Rulers
- ★ Mathematics Reference Materials
- ★ Science Reference Materials
- ★ Spelling Assistance

Tools to Support Student-specific Accommodations

- ★ Content and language supports (pop-ups, rollovers, and pre-reads)
- ★ Text-to-speech
- ★ Speech-to-text
- ★ Refreshable braille
- ★ ASL videos
- ★ Basic calculators for certain tests

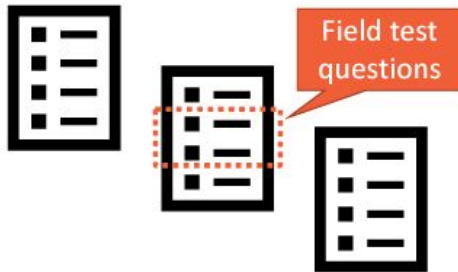
Test Difficulty

Test Difficulty



How do we know the redesigned STAAR test won't be harder?

On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.

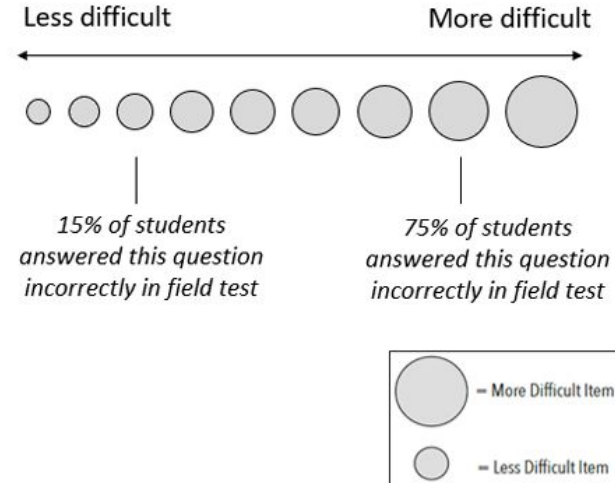
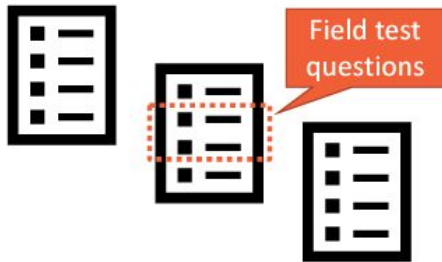


Test Difficulty



Through field testing, we can determine the difficulty level of each question

On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.

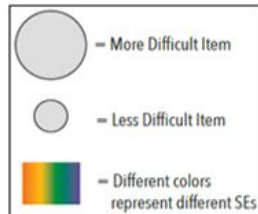
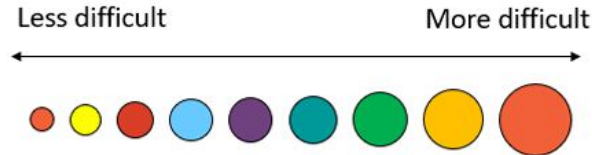


Test Difficulty



Each question is analyzed based on how it performed on the field test

Questions represent a variety of difficulty levels and student expectations (SEs)...



...which can then be used to build STAAR tests



Test Difficulty



While individual questions can be easier or harder in a given year, the mix of question difficulty is balanced across years using field test results



- More Difficult Item
- Less Difficult Item
- Different colors represent different SEs



The redesign does not mean the test will be harder

Campus Supports

Ongoing Campus Supports



- Monthly administrator & teacher training
- DWD trainings for PK-12
- Provided additional 2.0 practice items for teachers to use in their classroom on Eduphoria & updated 2.0 unit quizzes
- Campus walk throughs with areas superintendents (on-going)
 - teacher/admin feedback on needed supports, etc.
- Depth & Complexity training for ALL learners
- PLCs: teacher design & lesson delivery support
- 7 Steps Strategy training for ALL learners
- Complete overhaul & creation of RISD curriculum website (to include daily lessons, daily learning objectives, daily activities, anchor charts, on/below grade level resources)
- Incorporation of authentic Spanish literacy resource to support bilingual students in grades K-2nd
- Lead4ward training for Administrators and Teachers

#RISDBelieves

Guided Practice

Guided Practice



We will now participate in a guided practice session in order to better understand the changes and testing experience from the student perspective.

- We will walk through several questions in the practice test for 5th grade STAAR Mathematics on the iPad student device.
- We will explore some of the platform features like
 - navigation,
 - content supports and accommodations, and
 - new question types.
- Guided practice scenario is located here:
https://drive.google.com/file/d/1Sl_MOBplkvwJNVmgHCrqDRcqijIVB8N4/view?usp=sharing

STAAR Redesign Resources



STAAR Redesign Website:

<https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign>

STAAR Redesign Presentation:

https://tea.texas.gov/sites/default/files/february_2022_%20STAAR_redesign.pdf

STAAR Redesign FAQ:

<https://tea.texas.gov/sites/default/files/staar-redesign-faq.pdf>

STAAR Practice and Released Tests:

<https://www.texasassessment.gov/practice-tests.html>

Questions?



Thank you

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

Date: January 26, 2023

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

INFORMATION ITEM

TOPIC: Advanced Learning Services Presentation

BACKGROUND INFORMATION

Tonight, Advanced Learning Services will present information to the Board of Trustees related to our programming and supports provided to our advanced learners. Program overviews will be provided for elementary and secondary gifted services as well as supports for all advanced learners. The team will be providing an update to the Board of Trustees and community related to current programming and opportunities for our students supported through these teaching and learning supports.



Advanced Learning in RISD

**Presentation to the Board of Trustees
January 26, 2023**



Presentation Table of Contents



- 1** Overview
- 2** Programming
- 3** Elementary
- 4** Secondary
- 5** Celebrations, Challenges and Next Steps

1

Overview



Advanced Learning Services

Our Team

- Elizabeth Swaner, Executive Director
- Monica Simonds, Director
- Blake Bogus, AL Specialist
- Sara Mooney, AL Specialist
- Jasmine Patel, AL Specialist
- Samantha Fritz, AL Specialist

**Team Years of
Experience**

147 Total Years

95 Years in Advanced
Learning Roles

What is Gifted and Talented (GT)?



“In RISD, we believe that all learners need to be challenged whether or not they are identified for gifted and/or other support services.”

STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

GT in RISD...by the Numbers K-12



	K-12	1-6	7-12
Total	12%	12%	16%

Texas	8%
-------	----

Advanced Learning in Quality Instruction



What are the 4 Questions of PLCs?

1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students don't learn it?
4. What do we do when students learned it/already know it?



2

Programming

Texas State Plan for the Education of Gifted/Talented Students



6 sections

1. Fidelity of Services
2. Student Assessment
3. Service Design
4. Curriculum and Instruction
5. Professional Learning
6. Family/Community Involvement

2 Levels

- **Accountability** - Must do
 - TEC
 - TAC
- **Exemplary** - Good to do

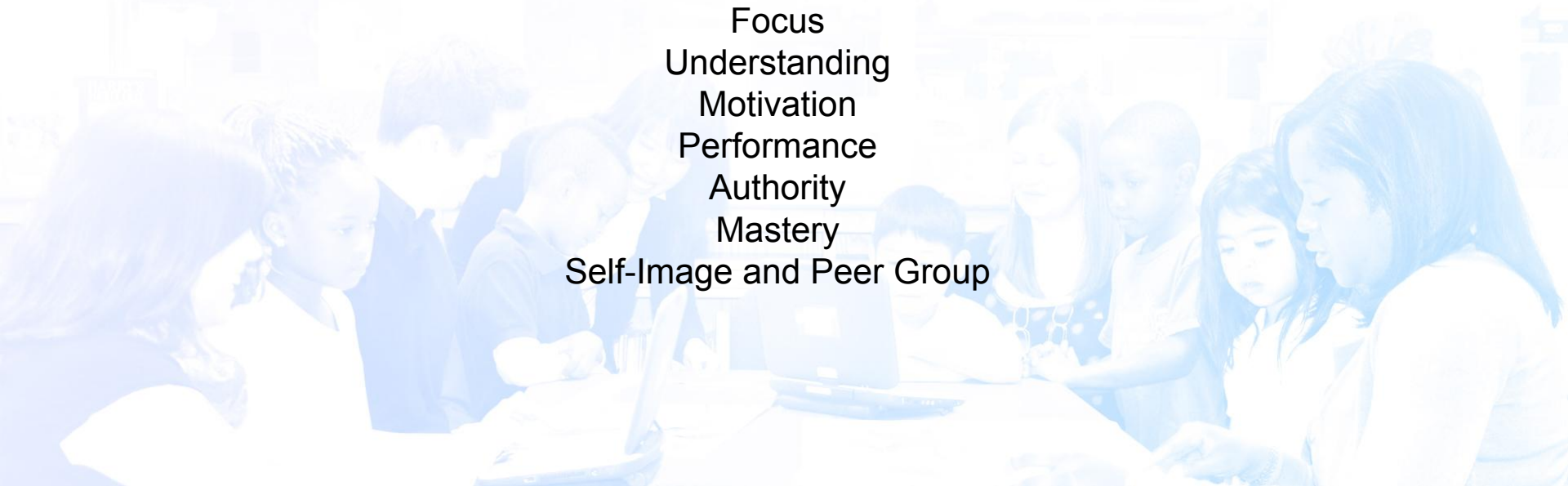


Gifted and Advanced Learners



The differences lie in how each approaches:

Focus
Understanding
Motivation
Performance
Authority
Mastery
Self-Image and Peer Group



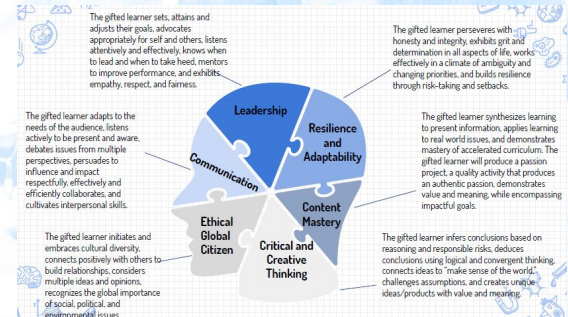
RISD Guiding Documents



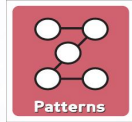
Board Adopts District Improvement Plan



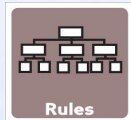
October 14, 2022



Depth and Complexity



Add Depth



Add Complexity

Depth and Complexity Frame



5th Math

Justify your answer to the problem in the middle? What strategy is helpful when solving this type of problem?




Convert the fractions to decimals and percents.

Put the following in order from least to greatest.

$3/8, 5/7, 12/5, 1\ 1/3, 8/12, 14/3$

Explain why it is important to understand the steps to ordering fractions. Is there an occupation that might use this?

Create a real world problem to go with the original problem.



3

Elementary

The Elementary Journey

"We believe that all learners need to be challenged whether or not they are identified for gifted and/or other support services."

Former

- Service model only one option
- Only GT teachers received training

Thank you, Board of Trustees, for the additional six Advanced Learning Teachers.

Current

- All elementary teachers GT trained
- Multiple pathways to identification
- Tiered Services
- Continuum through secondary
- GT teachers support campuses
- Added Depth and Complexity Framework
- Implemented Responsive Acceleration Pathway

Elementary Multiple Pathways to Identification



Meet them where they are...provide services based on need.

- GT-Identified Services (preparing for secondary services)
 - Total School Cluster Grouping
 - Advanced Learning Teacher (ALT) monitors and provides needed supports
 - GT-trained teacher(s)
 - Some students need weekly Pullout services
- How Identified (2 domains)
 - Top 5% of campus
 - Top 5% of district Emerging Bilingual
 - Top 5% of Economically Disadvantaged
 - Top 5% of Emerging Bilingual + Economically Disadvantaged
 - Top 5% National Norms



Results From Multiple Pathways of Identification

Elementary School	Grade 19-20	Enrollment 19-20	%GT of Total Pop 19-20	%GT of Total Pop 2020-2021(PreCovid)	%GT of Total Pop EOY 2021-2022*	Core+	Pullout
Audelia Creek	02	64	2%	6%	5%	22	3
Aikin	02	81	1%	10%	6%	13	8
Carolyn Bukhair	02	95	2%	4%	5%	23	4
Forest Lane Academy	02	90	3%	8%	6%	16	7
Forestridge	02	81	4%	11%	7%	23	6
Northlake	02	77	10%	13%	9%	21	18
RISD Academy	02	127	1%	3%	5%	28	5
Skyview	02	103	3%	8%	5%	25	7
Stults Road	02	93	1%	6%	7%	27	6
Spring Valley	02	45	7%	13%	7%	12	10
Thurgood Marshall	02	88	3%	6%	4%	12	4
Wallace	02	101	11%	20%	11%	25	32
District Total or Average			4%	9%	10%		

*All K-5



Responsive Acceleration Pathway



- What is RAP?
 - Grades 3-6
 - Self-contained, acceleration built into curriculum
 - Nature and Needs addressed
 - Independent studies
- Year 1 Feedback (spring 2022)
 - *“He loves school now” and “he is now with a group of like-minded peers...it is hard to express in words how valuable that has been for him”*
 - *“It is the first time she has been challenged academically” and “she finally ‘fits’ in the classroom”*
 - *“She is engaged all day” and “much of her frustration has subsided”*
 - *“RAP kept our family in RISD” and “he has so many positive things to say about school now”*
 - *“Had no knowledge of how to help him (other than pulling him from public school)” and “he is now fully engaged, he is happy, he is learning”*



Celebrations

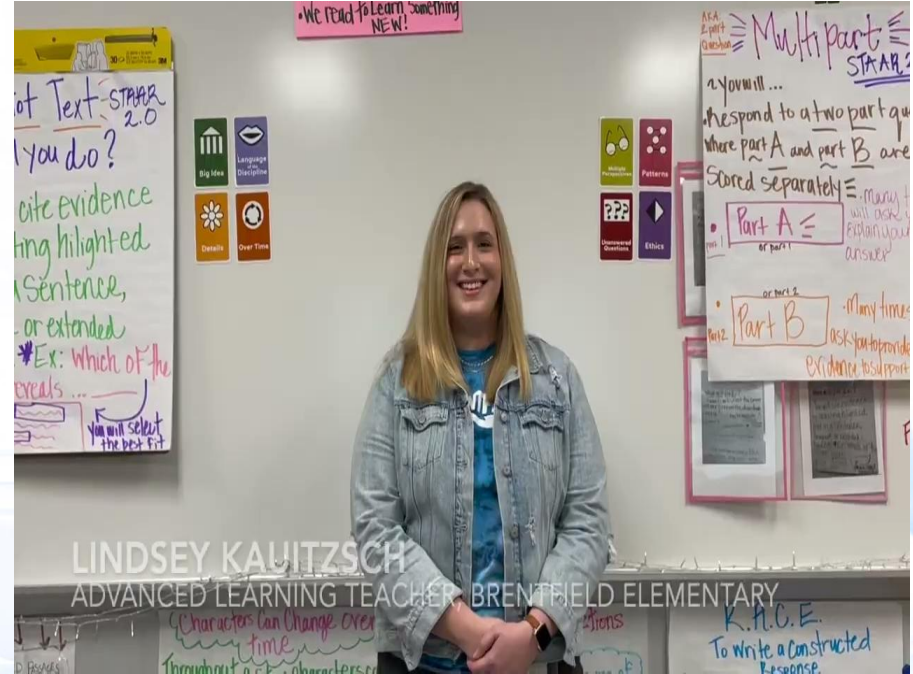


- Advanced Learning Teachers in PLCs
- Increased understanding and use of differentiation
 - Grouping
 - Depth and Complexity
- Pullout curriculum aligned with TEKS (*"The teachers see that I am using their curriculum and pacing tools in my classroom- the kids are even noticing overlaps and asking if the GT teachers and the other teachers plan together"* and *"My students have made a lot of really solid connections to their classrooms, being able to implement their skills in their work, and tying it together."*)
- Our identified student make-up much closer to reflective of district/campuses
- Job-embedded GT Update Professional Learning
- Implementation of UIL A+ in elementary schools

Celebrations



**TRUSTED
WORLD**
HELPING PEOPLE HELP PEOPLE®



LINDSEY KAUTZSCH
ADVANCED LEARNING TEACHER, BRENTFIELD ELEMENTARY

3

Secondary

The Secondary Journey

"We believe that all learners need to be challenged whether or not they are identified for gifted and/or other support services."

Former

- Students encouraged to take advanced classes
- PreAP and AP teachers received required training
- Teacher support included PreAP and AP strategies only



Current

- Identified for sheltered courses
- Expanded training and support
- Junior High students automatically enrolled in GT courses (for which they qualify)
- Support for struggling students/mitigate attrition
- Added Depth and Complexity framework

Secondary Identification and Services



- Individual domain scores utilized
- Qualify for core subject strands
- Students can select from an array of options for advanced and college-credit bearing courses
- Teachers are GT-trained
- Supported by Advanced Learning Specialists



Course Options



More than
100 ways to
earn college
credits

20+ courses
are
GT-sheltered



The University of Texas at Austin
OnRamps

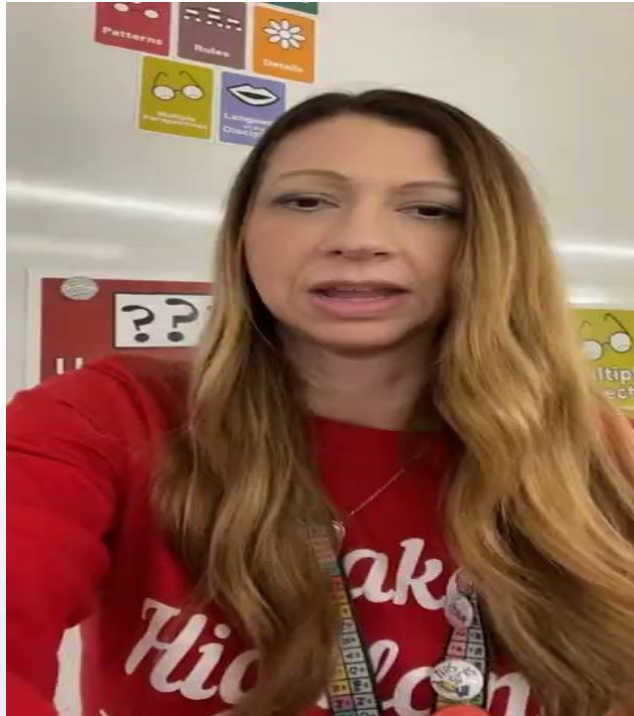


Shelter or Cluster



Shelter	Cluster
All students in the course in a specific period have qualified for GT services	A group of students, generally four through one-third of the class, have qualified for GT services (per TEA)
Campuses attempt to use this grouping model when enough students enroll in a course.	Campuses can use this model when student schedules or enrollment numbers prevent sheltering.

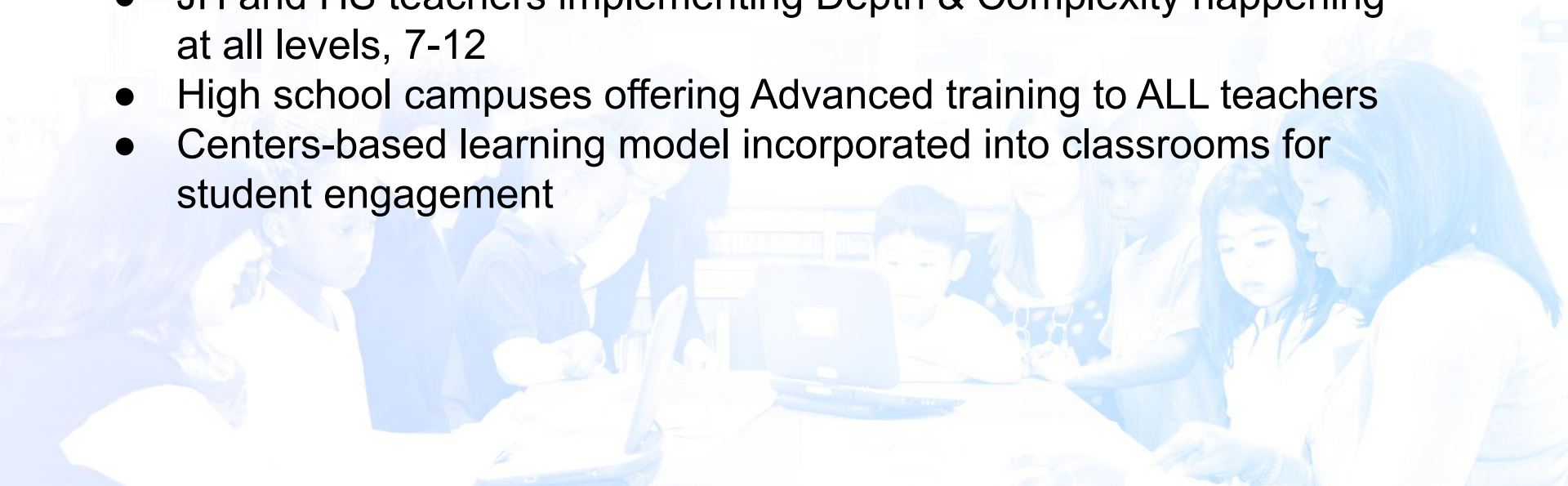
Celebrations



Celebrations



- Depth and Complexity Thinking Tools utilized in multiple subjects
- Job-embedded GT Update Professional Learning
- JH and HS teachers implementing Depth & Complexity happening at all levels, 7-12
- High school campuses offering Advanced training to ALL teachers
- Centers-based learning model incorporated into classrooms for student engagement



5

Celebrations, Challenges and Next Steps

Advanced Learning Celebrations



- One of few with sheltered secondary courses
- One of few with an elementary, self-contained pathway for highly-able students which is a unique acceleration, personalized learning model
- Highlighted across the state and nation as an exemplar model; seen as innovative and comprehensive
- Doubled, and sometimes tripled, numbers of students identified as GT on campuses with historical underrepresentation
- Launched job-embedded professional learning model
- Continuing path to being a Depth and Complexity district

Challenges and Next Steps



Challenges

The need for consistency in addressing PLC
Question 4

Misconceptions about advanced learners

SEL needs of our GT students

High Achieving, low growth on MAP students

Next Steps

- Continue creation, implementation, and integration of Curriculum Supports
 - Depth & Complexity
 - Strategies
 - Graphic Organizer (Thinking Tools)
 - E3s
 - PLC Support by ALTs and Specialists
 - Student Goal Setting and Conferencing
 - Data Analysis Ex: MAP
 - Acceleration options
- Continue Professional Learning
 - Job-embedded
 - Immediate application
 - Feedback opportunities
- Expand Academic Competitions
 - Junior High UIL A+
 - High School UIL Academics

EVERY Teacher. EVERY Day.

EVERY Leader. EVERY Day.

EVERY Child. EVERY Day.

Questions?

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

Date: January 26, 2023
Submitted by: Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Community and Governmental Relations GBAA (LOCAL) Board Policy

BACKGROUND INFORMATION:

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

- a. GBAA (LOCAL) – Information Access: Requests for Information.

PROPOSED RECOMMENDATION:

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

- 1. GBAA (LOCAL) – Information Access: Requests for Information.

The board of a district impacted by a catastrophe is authorized to temporarily suspend the Public Information Act. The recommended TASB revisions delegates to the superintendent the authority to approve the initial suspension period of up to seven consecutive days and provide the required notices to the attorney general and public. If an extension of the initial suspension period is needed, the law requires the board to determine that it is still impacted by the catastrophe. The local policy text requires the board to approve an extension.

**Charging for
Personnel Time**

As authorized by law, the District shall charge a requester for additional personnel time spent producing information for the requester after personnel of the District have collectively spent:

1. 36 hours of time during the District's fiscal year; or
2. 15 hours of time during a one-month period.

**Suspension of
Public Information
Act During
Catastrophe**

In the event of a catastrophe, as defined by law, affecting the District, the Board delegates to the Superintendent the authority to suspend the applicability of Government Code Chapter 552 to the District for the period of time permitted by law and provide the required notices to the attorney general and public. The Board shall approve any extension of an initial suspension period.

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

Date: January 26, 2023

Submitted by: David Pate, Chief Financial Officer; Leticia D. McGowan, General Counsel

INFORMATION ITEM

TOPIC: Revise Business and Support Services Board Policies: CFD (LOCAL), CH(LOCAL), and CHE(LOCAL)

BACKGROUND INFORMATION:

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

- a. CFD(LOCAL) – Accounting: Activity Funds Management
- b. CH – Purchasing and Acquisition
- c. CHE- Purchasing and Acquisition: Vendor Relations

PROPOSED RECOMMENDATION:

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

1. CFD(LOCAL) – Accounting: Activity Funds Management

TASB recommended revisions are to align with amendments to the *Financial Accountability System Resource Guide (FASRG)*, Module 1, Appendix H, on activity funds. (See the *FASRG* Financial Accounting and Reporting Appendices at <https://tea.texas.gov/sites/default/files/fasrg17-module1-farappendices-final-accessible.pdf>.) Changes include clarification that student activity funds are those funds raised and collected by student clubs and organizations. Approval to spend those funds rests solely with the student organization or club, with disbursement management and approvals by the principal and sponsor. A more specific reference to the district's accounting practices and procedures was added regarding management of expenditures.

2. CH – Purchasing and Acquisition

TASB recommended adding text to require the Superintendent to develop appropriate procurement procedures. The recommendation also includes a new provision delegating authority to the Superintendent to contract for the

replacement, construction, or repair of equipment or facilities in the event of a catastrophe, emergency, or natural disaster affecting the district if emergency replacement, construction, or repair is necessary for the health and safety of district students and staff. The Superintendent must report to the board any contracts made under the delegated authority at the next regular meeting.

3. CHE- Purchasing and Acquisition: Vendor Relations

TASB recommends deletion of the policy, as the language has been moved to CH(LEGAL).

**Fiduciary
Responsibility**

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District-~~approved~~ accounting practices and procedures, and the Texas Education Agency (TEA) Financial Accountability System Resource Guide.

**Student Activity
Funds**

The Superintendent or designee shall ensure that student activity accounts are maintained to manage all class funds, ~~organization funds~~, and ~~any other funds raised and collected by student clubs or organizations from students~~ for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

**Use and
Expenditure**

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. ~~or upon approval of the sponsor~~. The principal ~~and sponsor or designee~~ shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

**District and Campus
Activity Funds**

The Superintendent shall ensure District accounting practices and procedures address establish regulations governing the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Appropriate approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or an organization ceases to function or exist, the unexpended funds ~~of the organization~~ shall be credited to the appropriate administrative activity account.

PURCHASING AND ACQUISITION

CH
(LOCAL)

**Purchasing
Authority**

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for
Emergency
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent or designee the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

The aggregate costs of purchases from approved compliance vendors and cooperatives shall be reported to the Board monthly.

*Competitive
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent or designee shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent or designee shall prepare the request

for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent or designee in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

PURCHASING AND ACQUISITION
VENDOR RELATIONS

CHE
(LOCAL)

**Classification of
Approved Vendors**

The Board shall establish a basis for preferential treatment of approved suppliers that is consistent with existing provisions of law.

Vendors approved by the Board shall be classified as follows:

Local

Those approved vendors who qualify under the following definition shall be classified as local suppliers:

An approved vendor of materials, supplies, nonprofessional services, or equipment who maintains a distributing, manufacturing, or processing facility within the confines of the District, and who occupies real property or retains personal property of a commercial nature appearing on the ad valorem tax rolls of the District.

Regional

Those approved suppliers who qualify under the following definition shall be classified as regional suppliers:

An approved vendor of materials supplies, nonprofessional services, or equipment who maintains a distributing, manufacturing, or processing facility within the confines of the State of Texas, but outside of the District.

Other

Those vendors of materials, supplies, nonprofessional services, or equipment who do not qualify under the above two definitions shall be classified as other suppliers.

The Board shall purchase materials, supplies, nonprofessional services, and equipment required by the educational program from the approved vendor who offers products conforming to purchase specifications and whose total net price for such products is the lowest of the approved vendors submitting quotations.

"Total net price" shall be defined as that price quoted for the quantity offered for bid in accordance with the published terms, delivered to the address or addresses indicated. This "total net price" shall include functional and cash discounts offered by the approved vendor.

The Board shall discount all supplier's invoices according to the terms recorded thereon.

In that instance where two or more approved vendors offer materials, supplies, nonprofessional services, or equipment at an identical "total net price," preference shall be given such vendors in the following rank order of preference:

PURCHASING AND ACQUISITION
VENDOR RELATIONS

CHE
(LOCAL)

Approved Vendor Classification -----
----- Local
----- Regional
----- Other

~~However, in determining whether two or more approved vendors have submitted bids with an identical "total net price," any bid by an approved supplier domiciled outside the State of Texas, to be successful, must be the same percent less than the lowest responsible bid submitted by a Texas approved vendor as would be required of the Texas domiciled vendor to succeed over the vendor domiciled outside Texas on a like contract let in his or her domiciliary state.~~

~~In those instances where two or more approved vendors who are judged to belong in the same classification submit identical quotations for the same item, it shall be the administrative responsibility of the bid committee to select the vendor to be awarded the purchase contract, based upon consideration of each vendor's past performance such as meeting delivery deadlines, offering product warranties, and meeting specifications. If the past performance of the vendors is equal, then the selection shall be by means of a chance drawing conducted by the purchasing agent and witnessed by those suppliers affected, provided that they express a desire to be present.~~

~~If the purchase exceeds the delegated dollar limit of the purchasing agent, the selection shall be administered by the position with the appropriate authority.~~

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

Date: January 26, 2023

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

INFORMATION ITEM

TOPIC: Revise Student Board Policy: FD (LOCAL)

BACKGROUND INFORMATION:

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

- a. FD(LOCAL) – Admissions

PROPOSED RECOMMENDATION:

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

- 1. FD(LOCAL) – Admissions

The current policy requires proof of residency to be provided annually. This creates an additional administrative requirement each year for parents. Administration is requesting a modification to the policy to remove the requirement of the completion of the registration forms annually. As proposed, proof of residency will be required when a student transfers to a new RISD school regardless of grade level, transitions from elementary to junior/middle school and/or transitions from junior/middle school to high school. Staff will have the continued right to investigate any residency eligibility as needed.

Enrollment Procedures

A student entering a District school shall be enrolled according to Board policy and state law. [See FD(LEGAL) and refer also to the Student and Parent Guidebook and the Student Code of Conduct.]

Persons Age 21 And Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall **annually** complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and, on an annual basis thereafter, upon the student's transfer to a new District school and/or transition to junior/middle school and high school, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart from Parent

School District Affidavit

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District may not enroll unless the parent, legal guardian, or other person having lawful control under a court order has completed an appropriate affidavit or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school. [See FD(LEGAL)]

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney, an affidavit, or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent or designee shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

Nonresident Student in Grandparent's After-School Care

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent or designee the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent or designee shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

“Accredited” Defined

For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. State- and District-mandated promotion and retention policies. [See EIE(LOCAL)]
2. Scores on achievement tests, which may be administered by appropriate District personnel.
3. Recommendation of the sending school.
4. Prior academic record, including state-required assessments.
5. Chronological age and social and emotional development of the student.
6. Other criteria deemed appropriate by the principal.

Evaluation and Transfer of Credit

Upon enrollment, the District shall validate graduation credit for courses of transfer students from nonaccredited public, private, parochial, or homeschool instruction by confirming that the courses meet State Board requirements and District standards. The Superintendent shall develop criteria to evaluate student credits earned in nonaccredited public, private, or parochial schools or in homeschool instruction. Such credits earned shall be reflected on the student’s academic achievement record.

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

Foreign Exchange Students

The Superintendent or designee shall consider requests to enroll a foreign senior high school student in District schools according to administrative guidelines developed to evaluate enrollment of foreign exchange students. The District shall not accept financial responsibility for the student, nor charge tuition.