



Agenda of Called Meeting / Work Session

Thursday, October 24, 2024

The Board of Trustees

Richardson ISD

A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, October 24, 2024, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on October 21, 2024.

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

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

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENT SECTION**
Comments from visitors who submitted the form requesting to address Board Members.
 - A. Agenda Related Topic
- III. **ACTION / INFORMATION ITEMS**
 - A. Equity, Diversity & Inclusion Program Update
Information Item

B. Bond 2021 Update

Information Item

IV. **CLOSED MEETING**

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071 - Consultation with Attorney; and 551.074 - Personnel Matters.

V. **RECONVENE**

Open Meeting to vote on matters considered in Closed Meeting, if applicable.

VI. **ADJOURNMENT**

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



BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

Procedures for Public Comments During Board Meetings

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

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

Public Comment Section

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

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

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

Speaker Topics

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

Public Comment Form

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

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

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

Written Materials

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

Time

- Each speaker is limited to a total of three* minutes and a speaker may not use time of another speaker to extend his or her comment period. Note: A speaker who addresses the Board through a translator will have six* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.

- Staff will set a three*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.

(*Unless the comment period has been limited as provided herein.)

Single comment

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

Protocol for Speakers

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

Consent for Online Publication

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

Reasonable Accommodation and Translation

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



JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

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

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

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

Sección de comentarios del público

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

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

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

Temas de los oradores

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

Formulario de comentarios públicos

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

- Además de la información de identificación, cada orador debe indicar el punto específico del orden del día sobre el que desea

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

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

Materiales escritos

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

Tiempo

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

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

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

Un solo comentario

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

Protocolo para los oradores

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

Consentimiento para la publicación en línea

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

Acomodación razonable e interpretación

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

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: October 24, 2024
Division: Equity, Diversity & Inclusion
Submitted by: Mike Jasso, Chief of Staff

INFORMATION ITEM

TOPIC: Equity, Diversity & Inclusion Program Update

Background:

The RISD Equity, Diversity & Equity Department will share an overview of the program. Topics covered will include: parent growth goal camps, family engagement framework, campus pathway to equity plans overview and Upstander portal overview.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent presents the Equity, Diversity & Inclusion Program update as an information item for the Board.



Board Update

Equity, Diversity, and Inclusion

Thursday, October 24, 2024



Meet the EDI Team



Angie Lee
Executive Director



Maria Ethetton
Family Engagement Coordinator



Jonah Ballesteros
EDI Program Specialist



Alejandra Phillips
Family Engagement Community Liaison



Esther Llauce
Executive Assistant

Meet the RISD Community



RISD is home to

11,906 emergent
bilingual students

1,415 refugee students

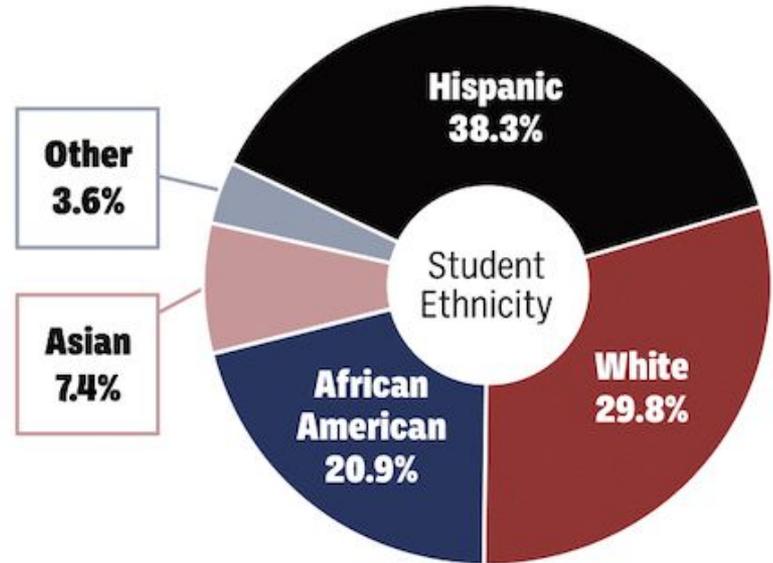
who speak at least

76 different languages and dialects.

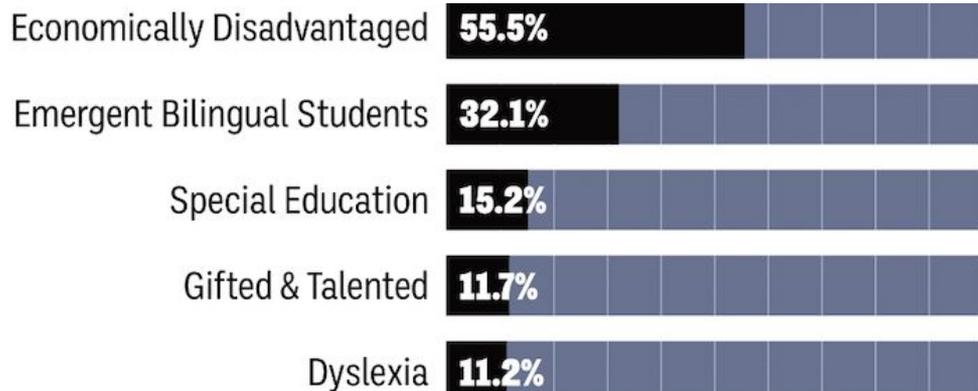
The top languages spoken in RISD after English include

**Spanish, Pashto, Arabic,
Amharic, and Farsi.**

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Meet the RISD Community



Most Diverse School Districts in Texas
#6 of 896



Most Diverse School Districts in America
#49 of 11,165

RISD covers 46 square miles in Dallas County and includes portions of the cities of

**Richardson, Dallas,
and Garland.**

240,000

people reside within RISD boundaries

The Why



MERAKI

[May-rah-kee] Greek

To do something with soul, creativity, or love; to put something of yourself in your work. To love what you do, is to do it well.

“To [act] with meraki”

The Why



If EVERY student, teacher, and leader is going to meet or exceed their academic growth goals, we must identify and close Achievement and Opportunity gaps.

The How

**Strategic
Action
Planning
Committee
(2023)**



**Strategic
Plan Equity
Goals**



**Department
Programming
and
Initiatives**

Upstander Partnership



- 1 Faith-Based Meetings
- 2 Districtwide
- 3 K-12 Staff Portal of Resources
- 4 TEA Required Character Traits/SS & RLA
TEKS/ Project Wisdom/Graduate Profile

Upstander Partnership: Intended Outcomes



Intended Outcomes:

- **Goal 3.1:** Implement a learning framework that provides all RISD students experiences to develop competency aligned with the graduate profile (RISD Strategic Plan, 2023)
- Supports campus efforts to address all categories of RISD Graduate Profile (2022)
- Increase in understanding of Upstander behavior
- Civics and good citizenship
- Civil discourse and communication
- Strengthened connection between TEA TEKS Character Traits and RISD Graduate Profile

Progress Monitoring:

- UP Pre-Program Teacher Evaluation: https://dhhrm.formstack.com/forms/up_pre
- UP Immediate Post-Program Evaluation: https://dhhrm.formstack.com/forms/up_post
- UP 4-Week Post-Program Teacher Evaluation: https://dhhrm.formstack.com/forms/up_4weekpost
- District Improvement Plan
- Equity Council

Upstander Partnership



The Upstander Partnership, in collaboration with the DHHR Museum Educators, allows Richardson ISD to integrate Upstander behavior, citizenship, and civics education through a consistent and engaging, TEKS and RISD Graduate Profile aligned, K-12 learning plan that encourages students to become Upstanders in their community.

The partnership includes:

- Strategic planning and coordination with DHHR Museum Educators to align all Upstander resources and activities with TEA TEKS Character Traits and Richardson ISD Graduate Profile, Project Wisdom, and Code of Civility.
- Access to personalized Upstander Portal, with weekly-monthly themed scope and sequence resource modules.

Upstander Partnership



Upstander “Push-In” Field Trips:

- 2nd grade – Inspirations: An Upstander Shadow Puppet Theater
- 4th grade – What is an Upstander? Spotlights TEKS-aligned Texas Upstanders
- 6th grade – Field trip to the Museum
- 7th grade – What is an Upstander? Spotlights TEKS-aligned Texas Upstanders
- 9th grade – Confronting Prejudice and Hatred
- Professional development for RISD educators to implement these resources and activities in their classroom.

Upstander Partnership: Resource Alignment



All resources and programs provided in the Upstander Partnership for Richardson ISD are carefully aligned and themed to:

- Grade level Texas Education Knowledge and Skills (TEKS) for ELAR and Social Studies/History

- Richardson ISD Graduate Profile (outlined at <https://web.risd.org/home/graduate-profile/>)

- Texas Education Code and Texas Education Agency TEKS Character Traits (outlined at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=120&sch=A&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=120&sch=A&rl=Y))

Upstander Partnership: Elementary Themed Alignment



Unit 2: A Community of Upstanders (Weeks 10 - 18)

Unit 2 focuses on creating a community of Upstanders and encourages students to get involved in making their communities a better place. Unit 2 also contains resources for American Indian Heritage Month and Veterans Day.

Weeks 10-12	Students begin Unit 2 by learning that Upstanders not only stand up for the rights of other, but their own rights as well. They practice good discussion skills and are introduced to what a community is. Lessons include: Be Your Own Upstander, Don't Pop the Conversation, and Get to Know Your School Community.	TEA Character Traits: Responsibility & Good Citizenship Code of Civility: Safe, Respectful & Responsible	TEKS: ELAR: K.12(A-E), 1.13(A-E), 2.13(A-G)
Weeks 13-15	The conversation around community and being an active Upstander in the community continues. Students will also learn about American Indian Heritage. Lessons include: Upstanders in the Community, Becoming an Upstander in Your Community, and Exploring American Indian Culture.	TEA Character Traits: Responsibility & Good Citizenship Code of Civility: Safe, Respectful & Responsible	TEKS: SS: K.3(C), 1.4(A), 2.3(B) ELAR: K.12(E), 1.13(E), ...13(C)
Weeks 16-18	The power of a unified community is featured along with celebrating Veterans in the community. Being a responsible member of a digital community is also explored. Lessons include: Honoring Veterans, The Power of Community, and Digital Citizenship.	TEA Character Traits: Responsibility & Good Citizenship Code of Civility: Respectful & Responsible	TEKS: SS: K.12(A), K.7(B), 1.10(A), 1.15(B), 2.13(A)



Upstander Partnership: JH/MS Themed Alignment



2024-2025 Upstander Partnership - Richardson ISD Junior High (7th & 8th) Scope and Sequence

Good Citizenship and Real World Connections			
Week/Month Theme	Example lesson/activity with description	Alignment to TEA/Curriculum	TEKS
4th 9 Weeks	<p>Defining Civic Virtue</p> <p>In this lesson, students will create a graffiti wall on the topic of civic virtue. Students will be able to explain why, in a civil society, it is important for engaged citizens to practice civic virtues.</p>	<p><u>TEA Character Trait:</u> Good Citizenship</p> <p><u>RISD Graduate Profile:</u> Real World Connections & Communicate and Collaborate Effectively</p> <p><u>Curriculum Alignment:</u> Facing Adversity & Human Intelligence</p>	<p>SS 6.12A</p> <p>SS 7.15B</p> <p>ELAR 7.10A</p> <p>ELAR 7.11B</p> <p>SS 8.20A-B</p> <p>ELAR 8.10A</p> <p>ELAR 8.11B</p>
4th 9 Weeks March - Women's History Month	<p>Starting a Movement</p> <p>In this lesson, students will investigate civic engagement through the lens of the Women's Suffrage Movement.</p>	<p><u>TEA Character Trait:</u> Good Citizenship</p> <p><u>RISD Graduate Profile:</u> Real World Connections & Communicate and Collaborate Effectively</p> <p><u>Curriculum Alignment:</u> Facing Adversity & Human Intelligence</p>	<p>SS 6.12A</p> <p>SS 7.7C</p> <p>SS 7.15B</p> <p>ELAR 7.5B&G</p> <p>ELAR 7.6B-I</p> <p>SS 8.20A-B</p> <p>SS 8.23E</p> <p>SS 8.24B</p> <p>ELAR 8.5B&G</p> <p>ELAR 8.6B-I</p>

Upstander Partnership: High School Themed Alignment



2024-2025 Upstander Partnership - Richardson ISD High School (9th) Scope and Sequence

Caring & Effective Communication			
Week/Month Theme	Example lesson/activity with description	alignment to TEA/curriculum	TEKS
1st 9 Weeks	<p>Community Responsibility</p> <p>This lesson introduces the concept of RESPONSIBILITY and the impact our own decisions and actions can have on the larger community.</p>	<p><u>TEA Character Trait:</u> Responsibility</p> <p><u>RISD Graduate Profile:</u> Effective Communication</p> <p><u>Curriculum Alignment:</u> Human Geography, US & Canada</p>	<p>WG 7D</p> <p>WG 15B</p> <p>USH 22C</p> <p>USG 13A</p> <p>SOC 7D</p>
1st 9 Weeks	<p>Upstander Communities</p> <p>This lesson introduces the concept of COMMUNITY. It discusses the concept that communities can be UPSTANDERS.</p>	<p><u>TEA Character Trait:</u> Responsibility</p> <p><u>RISD Graduate Profile:</u> Effective Communication</p> <p><u>Curriculum Alignment:</u> Human Geography, US & Canada</p>	<p>WG 2A</p> <p>WG 5A-B</p> <p>WG 10B</p> <p>WG 17C-D</p> <p>USH 7D</p> <p>WH 12B</p> <p>ELAR I-IV</p> <p>4B-H</p> <p>ELAR I-IV</p> <p>5B-E</p> <p>ELAR I-IV 11 F-G</p>

Campus Pathway to Equity Plans



- 1 Campus Specific
- 2 Problem of Practice
- 3 Campus Improvement Plan
- 4 Graduate Profile

Campus Pathway to Equity Plans



Intended Outcomes

- **Goal 1.1:** Develop and implement a system to house goals and evidence towards goals as well as tools for progress measurement, including identifying platform(s), training, and guidelines for usage (Strategic Plan, 2023)
- Supports campus efforts to address all categories of RISD Graduate Profile (2022)

Progress Monitoring

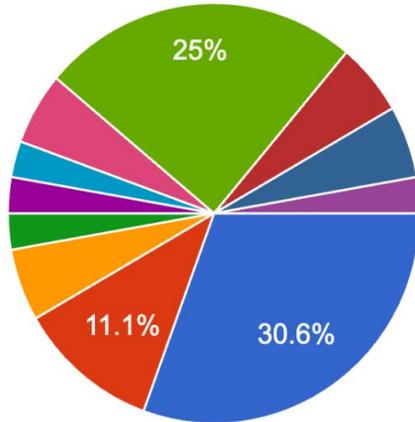
- District Improvement Plan
- Part of Campus Improvement Plan
- Campus Assessment
- Direct Campus Leadership Support
- Monthly Campus Equity Liaison Meeting
- Equity Council

Campus Pathway to Equity Plan: Focus Areas



5. In what category would you place your campus Pathway to Equity Plan? (Please select one.)

36 responses



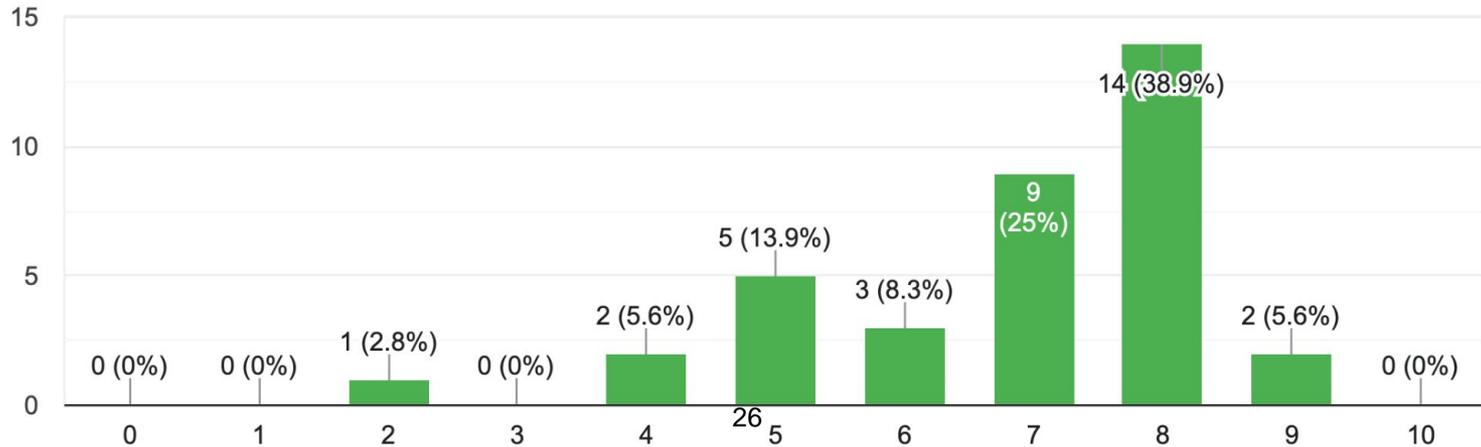
- Student and Campus Culture
- Academic Disproportionality
- Discipline Disproportionality
- Fine Arts/Extracurricular/Academic/Le...
- Tiered Instruction and Instructional Pr...
- Culturally Responsive Teaching and L...
- SPED Disproportionality
- Family and Community Engagement
- Language Equity and Multilingual Learning Support
- Social Emotional Learning
- It's a combination of Student and Campus Culture, Language Equity, and Family and Community Engagement

Campus Pathway to Equity Plan: Focus Areas



6. As the year wraps up, to what level have you currently addressed your problem of practice statement?

36 responses

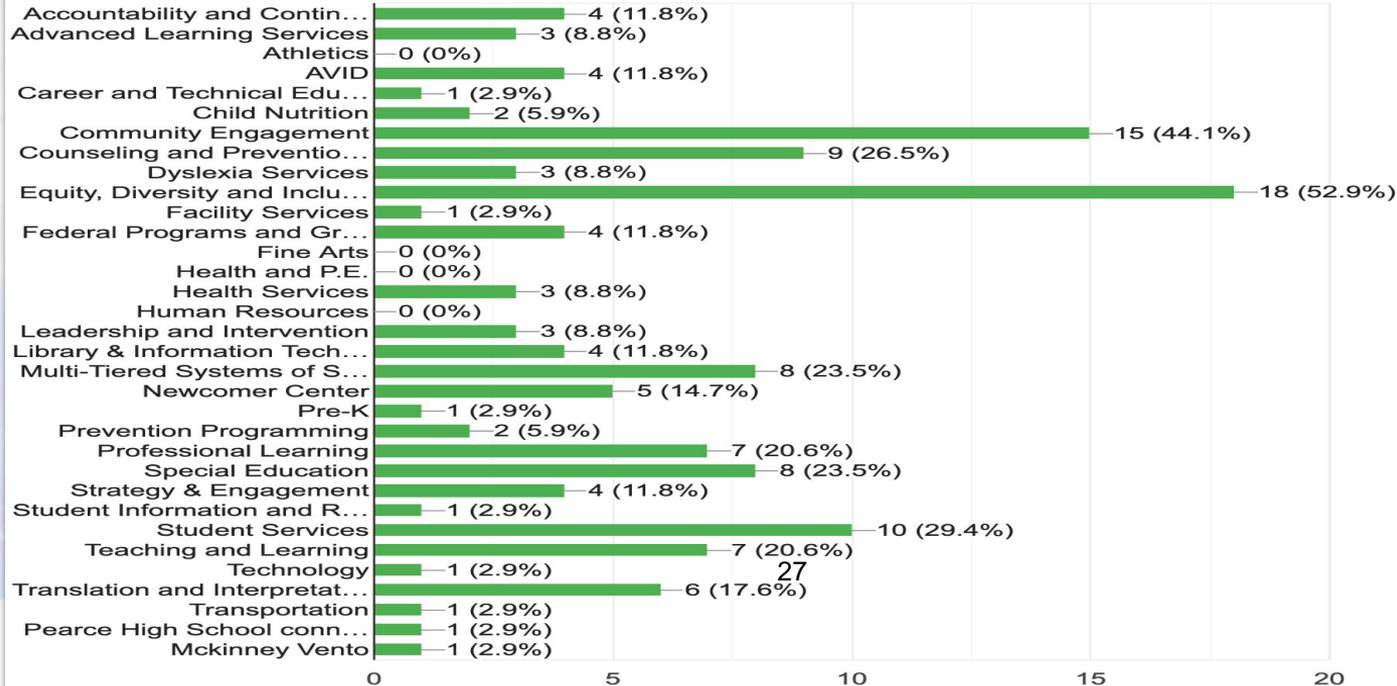


Campus Pathway to Equity Plan: Focus Areas



7. Please select RISD departments that can potentially support your plan with resources, guidance, and data. (Select all that apply.)

34 responses



Campus Pathway to Equity Plans: Review



My School: RHS

Campus Admin Contact Info: Von Ensley

Campus Equity Teams (names only): Jesus Sosa

<p>1. Our Pathway to Equity - Identify your area of need and specifically reference the relevant section(s) of the RISD Equity, Diversity, and Inclusion Policy.</p>	<p>Richardson High School will acknowledge, affirm, and celebrate differences to create a sense of belonging by providing students, staff, and families with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives.</p> <p>The students and staff will learn more about each other's cultures by devoting time in our advisory periods to watch presentations, videos, and other materials that tell the stories of individuals who are not traditionally honored largely throughout the nation. We do this with the intention of raising awareness of cultures different from our own and celebrating the differences that make our community so rich.</p>	
<p>2. Problem of Practice - Create a problem of practice statement below that identifies a current need based on your chosen Pathway to Equity.</p>	<p>Students at Richardson High School have expressed their concerns about the lack of diversity in clubs, organizations, and events available to the student body. This is an area that could be improved upon not only for the students, but also for their parents and staff.</p>	
<p>3. Go Deep - Analyze the challenge you are trying to solve by reflecting on the root causes.</p> <p>1. Discuss and Identify. Brainstorm causes of your problem.</p> <p>2. Share and Organize. Determine the top three causes of the problem.</p> <p>3. Revisit and Finalize. Revisit your problem statement, redefine it if necessary, and come up with your final</p>	Cause #1:	A large percentage of our students have at least one parent who holds two jobs in order to maintain the family household. As a result, they are often not able to be as involved in their child's life as others can.
	Cause #2:	Our students often do not communicate effectively with each other. This can lead to echo chambers being created that result in small and isolated groups.
	Cause #3:	Many students are not able to be present before or after school for extracurricular activities. As a result, only those students whose parents can afford to buy them a vehicle or provide them with transportation outside school hours have the privilege of being more active.

statement.			
<p>4. Theory of Action - Create an If... then... statement below that describes how you're going to tackle your problem of practice. Include multiple statements if needed.</p>	<p>If we provide students with more opportunities to interact with one another, then we will see an increase in networking and connectivity.</p> <p>If we provide more advertisement about extracurricular opportunities or events taking place before or after school, then we might see an increase in participation because students will have ample time to arrange transportation.</p> <p>If we provide parents with a list of options available to discuss their child's academic progress and emotional well being, then we might see an increase in collaboration between parents, teachers/staff, and students.</p>		
<p>5. Graduate Profile - Which outcomes, beliefs, and/or characteristics of the RISD Graduate Profile does your Theory of Action address?</p>	<p>Real World Connections because our students are able to learn about other cultures, how to better communicate with one another, and how to provide the parents and guardians an opportunity to be more involved in their child's academic life.</p>		
<p>6. Inputs</p>	<p>7. Actions</p>	<p>8. Outputs</p>	<p>9. Outcomes</p>
<p>Who are the individuals you need to accomplish this action plan, and how will you support them? What resources will you need to make your idea a success?</p>	<p>What are the main actions you will implement to respond to your theory of action?</p>	<p>What are the concrete tangible products or program activities and strategies? How will outcomes be measured/documented?</p>	<p>What outcomes are you expecting your action plan to achieve (label: short, medium, and long term)?</p>
<p>Mr. Chris Choat - Principal</p> <p>Mr. Conrad Leonard - A.P.</p> <p>Ms. Von Ensley - A.P.</p> <p>Mr. Jesus Sosa - Teacher</p> <p>Mrs. Kelly Dansby - Teacher</p> <p>Mrs. Mauriqua Owens -Teacher</p> <p>Mr. Venson Herron - Teacher</p> <p>Mrs. Amanda Brantley-Witter - Instructional Coach</p>	<p>We will designate time strictly devoted to promote visibility of various cultures and demographics within RHS.</p> <p>We will help our students develop school events to celebrate diversity and raise awareness of opportunities available to all.</p>	<p>We will designate time during school to encourage student participation in multicultural enrichment events (such as spirit theme weeks for Black History Month and Women's History Month).</p> <p>We will also provide teachers and staff with resources to use during advisory in order to promote awareness and appreciation of diversity within our school.</p> <p>We will continue to support our students' desire to celebrate their cultures, identities, and diversity by holding our annual Multicultural</p>	<p>Short Term Goals:</p> <ul style="list-style-type: none"> More student participation in multicultural events. <p>Medium Term Goals:</p> <ul style="list-style-type: none"> Continue to raise awareness of other cultures and identities within RHS. <p>Long Term Goals:</p> <ul style="list-style-type: none"> Establish new clubs, organizations, and traditions that elevate the voices of ALL our students and allow them to see themselves being reflected in the fabric of our school.

Campus Pathway to Equity Plans: Review



My School: Skyview Elementary

Campus Admin Contact Info: Jamila Thomas, Principal (jamila.thomas@risd.org)

Campus Equity Teams (names only): Jamila Thomas (Principal), Tiffany Merrell (Assistant Principal), Valarie Garza (Assistant Principal), Lydia Hudson (Equity Liaison), Bianca Jaquez (Instructional Coach), Hannah Witty (Instructional Coach), Melody DeGuzman (Instructional Coach), Sarah Hopper (Counselor), Murwah Kaleem (Counselor)

<p>1. Our Pathway to Equity - Identify your area of need and specifically reference the relevant section(s) of the RISD Equity, Diversity, and Inclusion Policy.</p>	<p>Equitable opportunity to learn</p> <p>Skyview Elementary is committed to enhancing learning opportunities for students identified within our special education programs, as well as those in Tier 2 and Tier 3 of our intervention framework. We will provide these students with a rigorous, standards-based curriculum while simultaneously offering the individualized support needed for success. Our goal is to ensure that every student, regardless of their learning profile, is challenged to meet high academic standards. To achieve this, we will implement targeted pedagogical strategies that include differentiated instruction, scaffolded learning opportunities, and evidence-based interventions. In addition to academic support, we will incorporate social-emotional learning practices and behavioral interventions to address the whole child, ensuring they are prepared to meet both academic and personal goals. This comprehensive approach will equip our students with the skills, confidence, and resilience needed to LEARN, EXECL, and SOAR.</p>
<p>2. Problem of Practice - Create a problem of practice statement below that identifies a current need based on your chosen Pathway to Equity.</p>	<p>Increasing the variety of teaching strategies used in classrooms. Our leadership walkthroughs indicate a need to shift our instructional methods in order to be more successful with our Tier 2 and Tier 3 and students within our special populations. Walkthrough data demonstrates that teachers are making tremendous strides in their effort to make their classes interesting to students to increase student engagement using the Eureka and Amplify curriculum, yet we are still seeing a few classes that are teacher-centered.</p> <p>The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. The objective of public education that our Pathway to Equity plan is centered on is:</p> <ul style="list-style-type: none"> Objective 2: Students will be encouraged and challenged to meet their full educational potential.

	Cause #1:	There is a need to increase the rigor in our classrooms while providing the support to students needed for them to be successful. To gain more implementation ideas, we are planning to participate in a variety of professional development activities focused on creating rigorous work for students while also promoting student engagement.
<p>3. Go Deep - Analyze the challenge you are trying to solve by reflecting on the root causes.</p> <ol style="list-style-type: none"> Discuss and Identify. Brainstorm causes of your problem. Share and Organize. Determine the top three causes of the problem. Revisit and Finalize. Revisit your problem statement, redefine it if necessary, and come up with your final statement. 	Cause #2:	The staff finds challenges in how to design and implement lessons using the Eureka and Amplify which are focused on students working collaboratively with differentiated tasks within centers/stations to achieve high levels of successful learning based on their students' individual needs.
	Cause #3:	<p>During our recent DDI training at Skyview, it became evident that new and returning teachers are unsure about how to effectively use data to guide instruction. One of the primary concerns is the fear that setting high expectations may lead to student frustration, especially if the challenges feel overwhelming. In response, the staff has committed to building their capacity in disaggregating instructional data. This will allow us to incorporate scaffolding strategies into lessons, ensuring students receive the support needed to meet higher expectations without feeling defeated.</p> <p>In addition, we are focusing on increasing teachers' ability to integrate Positive Behavioral Interventions and Supports (PBIS) into daily instruction. Our goal is to enhance staff skills in teaching students appropriate behavior while providing ongoing support to sustain positive behaviors throughout the year.</p>
<p>4. Theory of Action - Create an "... then..." statement below that describes how you're going to tackle your problem of practice. Include multiple statements if needed.</p>	<p>We have committed to growing our teaching staff's ability to scaffold explicitly taught skills through the use of Eureka and Amplify curricula. This approach will strengthen teachers' sense of efficacy and foster perseverance in students as they tackle higher-order tasks and questions requiring advanced critical thinking.</p> <p>Additionally, we recognize that student engagement varies significantly between classes and among individual students. To address this, teachers will receive targeted training and support to enhance their ability to engage students effectively while maintaining high academic standards. This will ensure that all learners are actively involved and making meaningful progress toward mastering challenging content.</p>	

Campus Pathway to Equity Plans: Review



	<p>Focus Questions: What is the task that students have been given? What have students been asked to do that will result in thinking and learning? What, if any, probing questions do teachers ask to push, stretch and support student thinking?</p> <p>RISD Equity, Diversity, Inclusion Policy</p> <ul style="list-style-type: none"> C. The District will follow strategies to ensure students, families, and staff see themselves represented in the curriculum, programs, culture, and staff of the school, including: <ul style="list-style-type: none"> iii. The District will choose and use learning materials that reflect the diversity of students and staff and which foster the understanding and appreciation of culture, class, language, ethnicity, and other differences that exist in our student body and staff. D. The District will continually examine its systems and practices to identify factors that may create inequities and disparities and take appropriate steps to implement systems and policies that promote equity, diversity, and inclusion so all students have access and the opportunity to benefit. 			<ul style="list-style-type: none"> Campus Instructional Support Staff and Teachers District Professional Learning Specialists and Directors District Teaching and Learning Specialists and Directors District Advance Academic Specialists and Coordinators 	<ul style="list-style-type: none"> Create a Culture of Coaching Lesson Design Meetings Multi Tiered systems of Support Meetings 	<ul style="list-style-type: none"> Submission of Target Intervention and Acceleration Plans NWEA MAP Data Classroom Walkthroughs and Weekly Feedback Student Progress Monitor in the Branching Minds Platform using Multi Tiered systems of support 	<p>able to show more engagement in the curriculum.</p> <ul style="list-style-type: none"> Medium: As teachers build their capacity in disaggregating data, lesson planning and implementation will show teachers enhancing their use of differentiated tasks within centers/stations to achieve high levels of successful learning based on their students' individual needs. Long Term: To increase student growth due to student learning and retention.
<p>5. Graduate Profile - Which outcomes, beliefs, and/or characteristics of the RISD Graduate Profile does your Theory of Action address?</p>	<p>Critical Thinking/Problem Solving</p> <ul style="list-style-type: none"> Undertakes risks with thoughts and ideas and learns through mistakes in a supported environment. Analyzes problems, evaluates options and applies solutions. Exhibits curiosity, tenacity, resourcefulness, and innovation in and out of school. <p>Our theory of action addresses students' ability to undertake risks with thoughts and ideas and learns through mistakes in a supported environment.</p>			<p>10. To what level have you currently addressed your problem of practice statement (see #2)? (0 = not addressed, 10 = fully addressed)</p>	<p>We are currently at Level 3 in addressing our Problem of Practice (POP), which focuses on increasing the variety of teaching strategies used in classrooms to better serve our Tier 2, Tier 3, and special population students. Our leadership walkthroughs reveal that while teachers are making significant progress in engaging students and using a variety of instructional methods, there are still a few classes that remain teacher-centered. This indicates that, although there is growth, more work is needed to shift instructional strategies consistently across all classrooms.</p>	<p>11. By the end of year, what level do you project you will have addressed the problem of practice statement (see #2)? (0 = not addressed, 10 = fully addressed)</p>	<p>By the end of the year, we project that we will reach Level 5-6 in addressing our Problem of Practice (POP). Our focus will continue to be on increasing the variety of teaching strategies used in classrooms, specifically shifting from teacher-centered to more student-centered approaches.</p> <p>Through targeted professional development, collaborative planning, and ongoing walkthroughs, we aim to see the following improvements:</p> <ul style="list-style-type: none"> Consistent use of diverse instructional strategies across all classrooms, especially for Tier 2, Tier 3,
<p>6. Inputs</p> <p>Who are the individuals you need to accomplish this action plan, and how will you support them? What resources will you need to make your idea a success?</p> <ul style="list-style-type: none"> Campus Instructional Leadership Team 	<p>7. Actions</p> <p>What are the main actions you will implement to respond to your theory of action?</p> <ul style="list-style-type: none"> PLCs Instructional Walkthroughs 	<p>8. Outputs</p> <p>What are the concrete tangible products or program activities and strategies? How will outcomes be measured/documented?</p> <ul style="list-style-type: none"> Submission of Lesson Designs 	<p>9. Outcomes</p> <p>What outcomes are you expecting your action plan to achieve (label: short, medium, and long term)?</p> <ul style="list-style-type: none"> Short: Students involved/identified will be 	<p>30</p>	<p>Our focus has been on helping</p>		

Parent Growth Goal Camps



- 1 Retool Family Engagement Event
- 2 Align to North Star Goal
- 3 Title I Campuses
- 4 Districtwide Rollout
- 5 Family Feedback

Parent Growth Goal Camps



Intended Outcomes

- **Goal 1.2:** Train staff, students, families on best practices for goal setting with guidelines (Strategic Plan, 2023)
- Supports campus efforts to address all categories of the RISD Graduate Profile (2022)

Progress Monitoring

- District Improvement Plan
- Campus Improvement Plan
- Family Survey
- Direct Campus Leadership Support
- Monthly Family Engagement Specialist Meeting/Training
- Equity Council

Example Secondary Growth Goals



- My smart goal is to increase my MAP score by 7 points by January 27
- By the end of the year, I want to gain 10 points in the MAP testing from the beginning of the year. I will complete IXLs, practice, listen in class, and study.
- Get my end of the year MAP score to 225 – 230.

Growth Goal Reflection

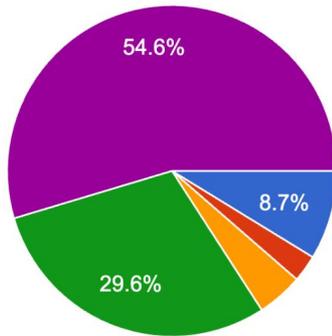
“My main focus this year was Real World Connections. I think I have grown this year in that topic because throughout the year I have learned how to relate and use examples from the real world in my work. When I am writing papers now for English, it is much easier now that I can connect to it better. It even helps in math because I can use problems in the world to help me relate and figure out the equations. I hope I can continue to grow in this through high school too.”

Parent Growth Goal Camps: Parent Feedback



I feel I understand my child's growth goal for this school year.

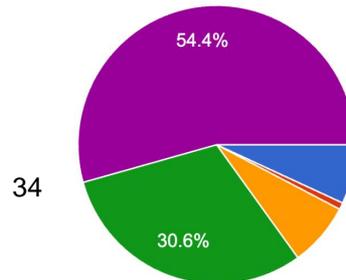
379 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I learned strategies at this event I can use at home to help support my child in reaching his/her growth goal.

379 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34

Family Engagement Survey



- 1 Needs Assessment
- 2 Interdepartmental Collaboration
- 3 Districtwide Rollout
- 4 Informed Decisions
- 5 Next Steps

Family Engagement Survey



Intended Outcomes

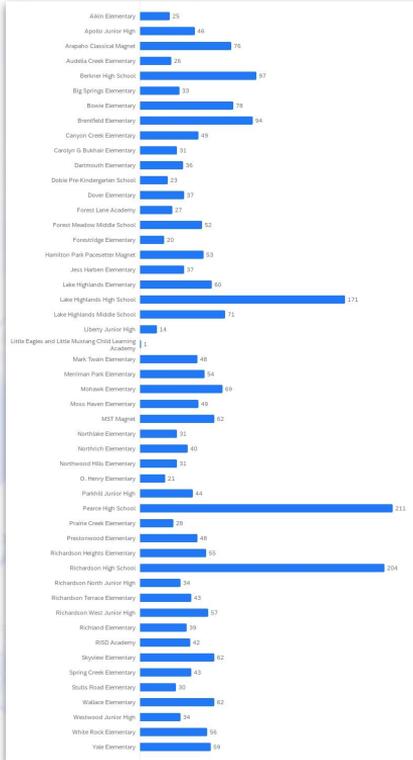
- **Goal 4.3:** Create reciprocal pathways for families to increase and deepen engagement (Strategic Plan, 2023)
- Supports campus efforts to address all categories of RISD Graduate Profile (2022)

Progress Monitoring

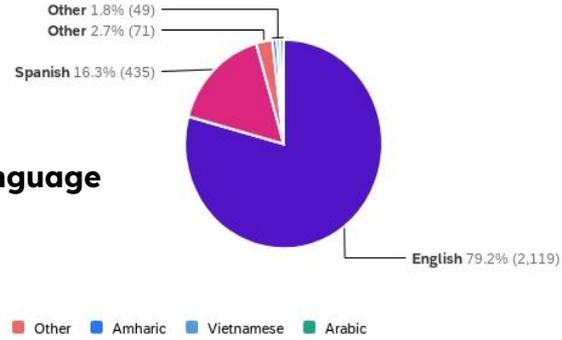
- District Improvement Plan
- Campus Improvement Plan
- Family Engagement Framework Training
- Equity Council

Family Engagement Survey: Results

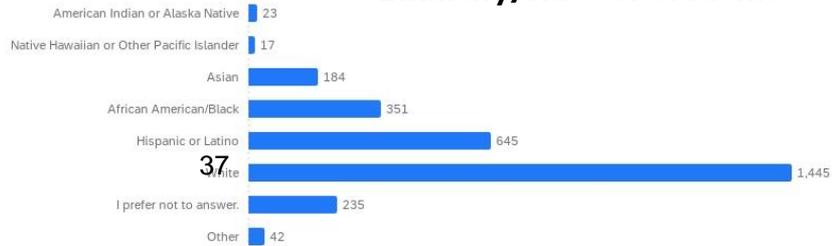
Responses by Campus



Home Language

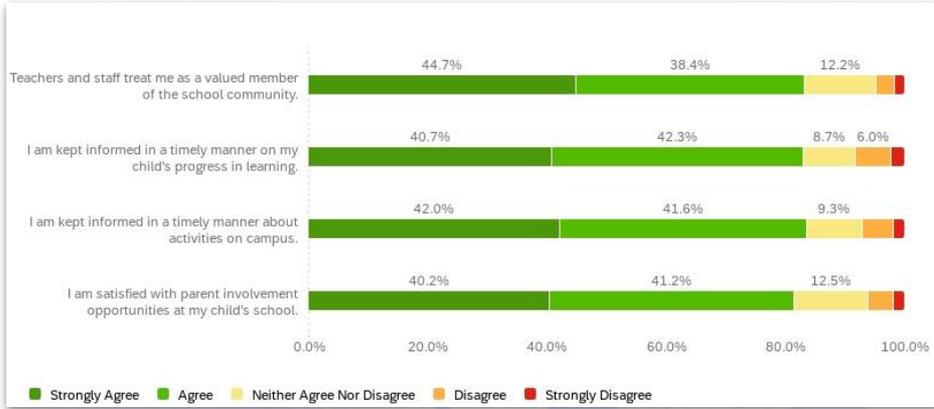


Ethnicity/Race of Students

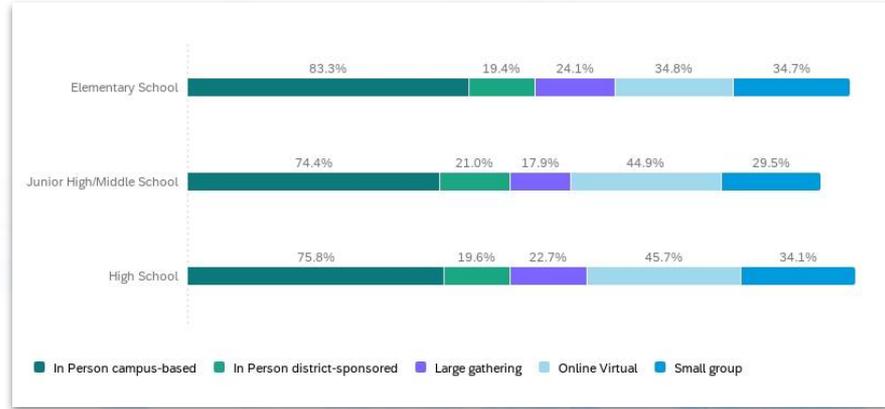


Family Engagement Survey: Results

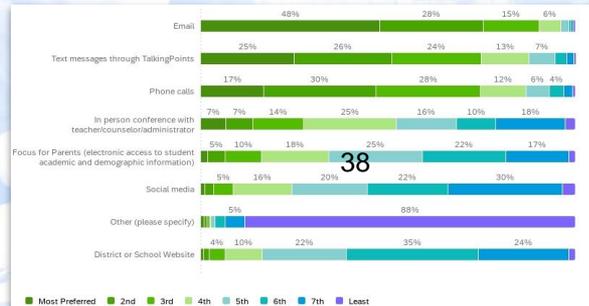
School Climate



Preferred Participation Formats/Venues



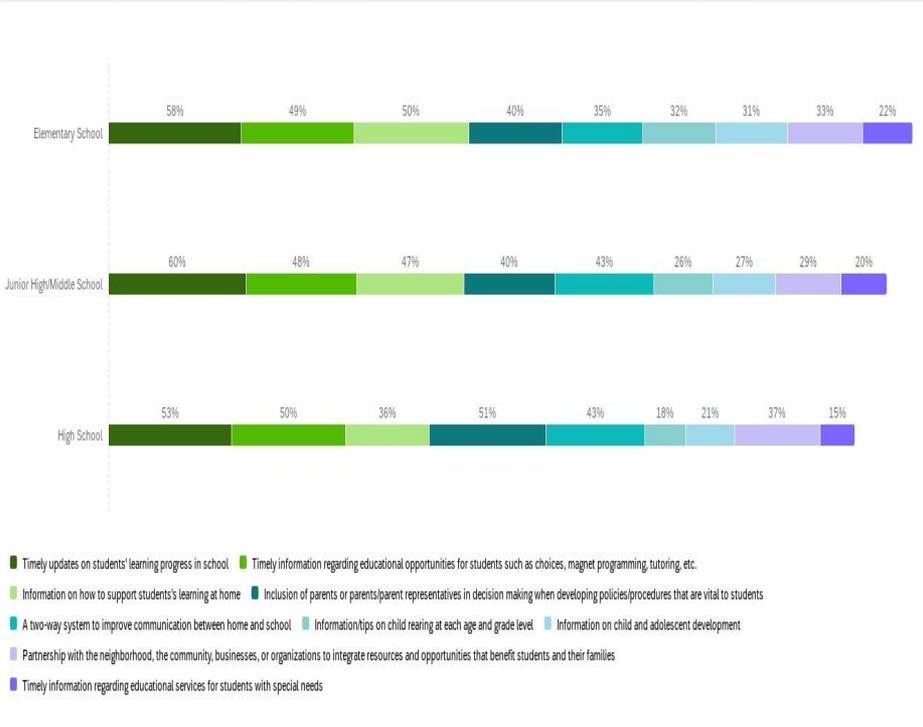
Preferred Contact/Approaches



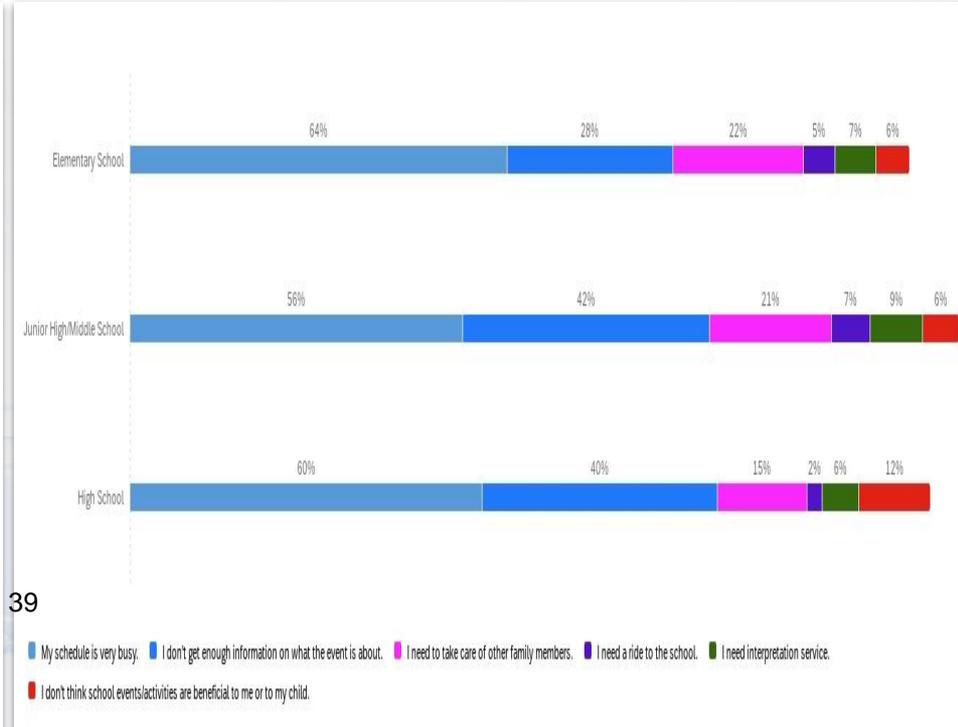
Family Engagement Survey: Results



Improvement



Factors Preventing Parent Engagement



Family Engagement Survey: Comment Trends



- Academic Concerns
- Academic Support and Resources
- Communication and Accessibility
- Communication and Information Gaps
- Inconsistent Communication and Delayed Responses
- Limited Parent Involvement
- Parent Involvement and Engagement
- School Climate and Culture
- Specific Requests

Family Engagement Framework



- 1 RISD Brand
- 2 Planning Guide
- 3 Central-level Departments
- 4 Districtwide Rollout
- 5 Family Engagement Survey

Family Engagement Framework



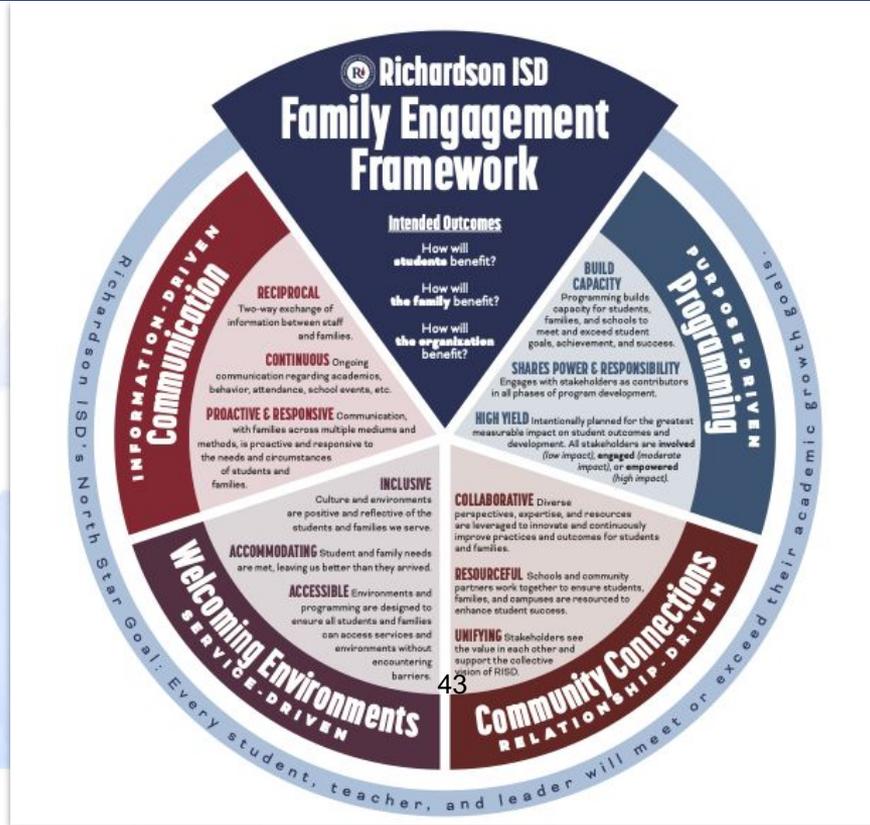
Intended Outcomes

- **Goal 4.3:** Create reciprocal pathways for families to increase and deepen engagement (Strategic Plan, 2023)
- **Goal 4.4:** Provide specific and intentional activities where the residents within the boundaries of RISD can discover, utilize, support, and advocate for RISD (Strategic Plan, 2023)
- Supports campus efforts to address all categories of RISD Graduate Profile (2022)

Progress Monitoring

- District Improvement Plan
- Campus Improvement Plan
- Family Engagement Framework Training
- Survey Data
- Equity Council

Family Engagement Framework: Model



Established Programming



- 1 Student Programs
- 2 Equity Liaisons/Engagement Specialists
- 3 District Committees
- 4 Leadership Support
- 5 Professional Learning
- 6 Parent University/Kid University

A Parting Thought...

“When students are fully seen, supported, and affirmed in their unique identities and experiences, they have the potential to do great things. Creating such a learning environment—one that is just, equitable, and embraces the history and experiences of its learners, is not only good for students, but it is also good for our communities and our shared future.”

Metropolitan Center for Research on Equity and the Transformation of Schools at New York University

A Parting Thought...

To ensure academic success for all RISD students, we believe.....

That education is an effective tool that can

PREPARE

EVERY STUDENT IN RISD

FOR LIFE

after high school, including teaching of life skills.

In creating a

SAFE

LEARNING ENVIRONMENT

that empowers every student in RISD to

TAKE RISKS, BE CREATIVE, FIND ACCEPTANCE, AND GROW.

Every student in RISD will have the capability and desire to

LEARN

AND

RISE

to the level of expectations for
INDIVIDUAL SUCCESS.

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

Date: October 24, 2024
Department: Operations Division
Submitted by: Sandra Hayes, Assistant Superintendent, Operations

INFORMATION ITEM

TOPIC: Update on Bond 2021

BACKGROUND INFORMATION:

RISD uses Bond proceeds to fund capital items such as construction, renovation and equipment used in schools and other district facilities, technology, school buses and district vehicles, large cycle purchases of items for departments such as Athletics, Fine Arts, Special Education, Health Services and Teaching and Learning. RISD last held a bond election in May 2021 and the district currently is completing the projects and purchases authorized under that bond program. Tonight, we will discuss the current status of Bond 2021.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent presents the information regarding Bond 2021 for your information and review.

Bond 2021 Update

October 24, 2024



Bond 2021 Overview



Proposition A (General) Total: \$694,000,000

Proposition B (Technology) Total: \$56,000,000

RISD Bond Philosophy: The current Bond Philosophy for the District started in 1996 when capital items were added to the bond referendum to assist with creating more capacity in our operating budget moving forward. An every five year bond cycle became part of the district's long-term Financial Model.



Previous Bond Elections



Year	Proposition	Amount	% In Favor	For	Against
May 2021	General	\$694,000,000	63.1%	12,869	7,524
May 2021	Technology	\$56,000,000	63.2%	12,849	7,483
May 2016	General	\$437,085,000	66.98%	6,370	3,139
May 2011	General	\$170,000,000	72.56%	13,543	5,124
May 2006	General	\$145,435,000	76.4%	3,939	1,215
March 2001	General	\$351,670,000	85.8%	5,464	903
March 2001	Refund M&O	\$18,000,000	86.9%	5,535	828

2021 total of the 2 propositions = \$750M

Deferred Projects due to Inflation

Description	Budget Amounts in September 2022	Identified Budget Reductions
Roofing Upgrades	\$40,034,598	\$28,658,548
Mechanical/Controls (EMS) Planned Upgrades	\$34,948,695	\$22,298,695
HVAC Air Cleaning	\$7,000,000	\$6,750,000
Mechanical Unplanned Upgrades	\$5,760,716	\$500,000
Plumbing Planned Upgrades	\$3,196,260	\$11,700
Doors/Hardware Upgrades	\$19,468,678	\$17,253,813
Interior Finishes Upgrades	\$11,939,428	\$850,000
Exterior Improvements	\$2,893,101	\$1,465,532
TOTAL	\$125,241,476	\$77,788,558



Facilities

Description	Campuses	Expended/Committed
Roofing	15	\$22,267,692
Electrical	14	\$3,614,184
Plumbing	All	\$2,841,556
Life Safety	All	\$4,850,827
Interior Improvements	All	\$33,423,321
Exterior Improvements	All	\$3,061,825
Playgrounds	17	\$9,861,506
Furniture Fixtures and Equipment	All	\$13,471,024

Bond Program Highlights:

- **New Flooring for Elementary Schools**
- **Completed Bottle Fillers for all Campuses**

Construction



Northrich Elementary

'All-In' Budget = \$10,000,000



Stults Road Elementary

'All-In' Budget = \$10,000,000



Hamilton Park Pacesetter Magnet

'All-In' Budget = \$10,000,000

Construction



JJ Pearce High School

'All-In' Budget = \$140,000,000



Forest Meadow Middle School

'All-In' Budget = \$60,000,000



Lake Highlands Middle School

'All-In' Budget = \$94,000,000

Technology

Description	Campuses	Expended/Committed
Devices	All	\$34,310,398
Enterprise Technology (Servers, Network, AV, etc)	All	\$31,492,521
Instructional Technology	All	\$13,866,776

Bond Program Highlights:

- Refreshed: Student and Staff Devices, Library Computers, Cafeteriums, Computer Labs
- Surveillance System Upgrades, Cybersecurity, Data Center Servers, Wifi Controllers
- Software Renewal: Microsoft, Adobe, JAMF, Nearpod, Content Filters, Schoology



Athletics

Description	Campuses	Expended/Committed
Equipment	All Secondary	\$234,706
Turf and Fields	4	\$7,640,135
Uniforms	All Secondary	\$1,547,657

Bond Program Highlights:

- Turfed all 8 Baseball and Softball Fields
- New uniforms for all secondary sports throughout the life of the Bond
- New high jump and pole vault pits
- New helmets and shoulder pads for MS/JH and HS teams
- HUDL Subscription for all HS sports to use for scouting and making highlight tapes to be used in recruitment of our student athletes





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Career and Technology

Description	Campuses	Expended/Committed
Cycles Equipment/Spaces	All Secondary	\$4,983,176
Trade Industries/New	All Secondary	\$3,720,164
Uniforms	4 High Schools	\$76,248

Bond Program Highlights:

- **BHS Cosmetology Classroom, Lab, and Public Salon**
- **LHHS Cosmetology Classroom, Lab, and Public Salon**
- **LHHS Vet Med Classroom and Public Dog Wash**
- **Two New School Stores - RHS & LHHS**
- **Three Culinary/Food Science Labs - NJH, PHJH, and LHHS**
- **Two New BHS Construction Classrooms**
- **Refreshed BHS Audio Visual Classroom and Lab**

Career and Technology



**BHS Cosmetology Salon, Lab, and Classroom
Powered by Toni & Guy**



RHS Omni Hospitality Hub



LHHS Vet Med Lab and Public Dog Wash



LHHS Wildcat Corner Store



RHS Roost and Perch School Store



**LHHS Cosmetology Salon, Lab, and Classroom
Powered by Toni & Guy**

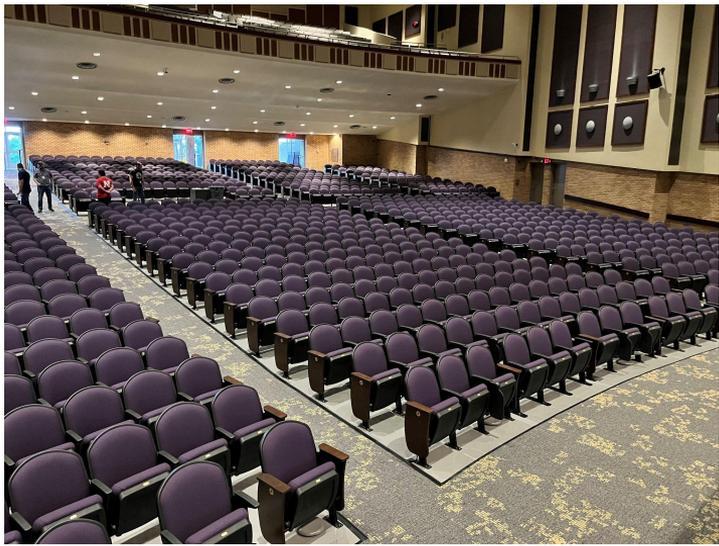
Fine Arts

Description	Campuses	Expended/Committed
Auditorium Sound, Lighting, Projection Systems	4 High Schools	\$3,212,959
Instruments and Equipment	All	\$3,332,700
Uniforms	All Secondary	\$350,764

Bond Program Highlights:

- Upgraded auditorium sound/lighting/projection systems at all 4 high school campuses
- Uniforms for all dance programs
- Continued replacement and updates to instrument inventory
- Marching equipment to reduce student and booster club program fees
- Dance equipment to support Ballet Folklorico, Drill Team, and Country & Western programs
- Wenger room furnishings for music classrooms

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Instructional Materials / Software



Elsa Barrientos @elbScience · 9/17/24
 Physics having fun learning at JJ Pearce HS
 @JJPearceHS



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Description	Campuses	Expended/Committed
Copiers	All	\$3,420,969
Instructional Materials/Equipment	All	\$13,562,048
Instructional Software	All	\$16,171,556
Library Books	All	\$2,007,603
Print Services	All	\$1,638,383
Safety and Security	All	\$664,855

Bond Program Highlights:

- Eduphoria (Data, HR, Testing platform)
- Map Assessment
- Instructional Materials
 - RLA, Math, Science, Social Studies Instructional Resources, AP Courses, Depth and Complexity
 - Microscopes, Calculators, Headsets



Transportation

Description	Count	Expended/Committed
Buses	62	\$7,555,656
Service Vehicles	60	\$3,178,059

Bond Program Highlights:

- Updates our Bus Fleet to 8 years old or newer
- Updates 90% of our White Fleet to less than 10 years old



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Bond 2021 Remaining Projects/Funding

Proposition	Amount Authorized	Issued to Date	Unissued Balance
A - General	\$694,000,000	\$669,000,000	\$25,000,000
B - Technology	\$56,000,000	\$56,000,000	\$0
Total	\$750,000,000	\$725,000,000	\$25,000,000

Expect to sell in Spring 2025

- **Remaining Projects/Expenditures:**
 - **Flooring, lighting, electrical, instructional materials, uniforms, devices, furniture, security equipment, instructional and enterprise technology**



Community Engagement

- [Bond 2021 Website](#)
- [Bond 2021 Updates](#)
- [Let's Talk & Bond 2021 Channel](#)
- Groundbreaking and Ribbon Cutting Events
- Community Tours
- Annual District Profile
- RISD Ambassadors
- Annual District Update Presentations with Community Partners
 - City of Richardson
 - Chambers
 - Civic Organizations
 - Faith Based Partners
 - HOA/Neighborhood Assoc.



Bond 2021

On May 1, the Richardson ISD community will vote on the district's \$750 million bond package. Approval of Bond 2021 will not increase RISD's tax rate.

[Bond 2021 Updates](#)

Bond 2021 Updates



Bond 2021 Takeaways



- Continue to make updates to reduce the deferred maintenance we have incurred over the decades.
- Continue to make updates to buildings to create a more aesthetic and appealing learning environment for students and staff.
- Continue to provide funding for capital items to accommodate the student educational experience.



Questions?

