



Agenda of Regular Meeting

Thursday, August 6, 2026

The Board of Trustees

Richardson ISD

A Regular Meeting of the Board of Trustees of Richardson ISD will be held Thursday, August 6, 2026, 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 July 31, 2026 .

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

- A. Pledge of Allegiance / Moment of Silence
- B. Announcements / Communications
Recognition of Schools, Students and Staff

7

II. PUBLIC COMMENT SECTION

Comments from visitors who submitted the form requesting to address Board Members.

- A. Agenda Related Topic

B.	Non-Agenda Related Topic	
III.	CONSENT / CONFIRMATION AGENDA ITEMS	
	Submitted for Action and/or Information	
A.	Minutes of June 4, 2026	13
	Action Item	
B.	Human Resources Report	21
	Action/Information Item	
C.	Recommended Specified Best Value/Low Bids, Contracts and Cumulative Purchases	28
	Action/Information Item	
	Part A: New Bids - For Approval	
	Miscellaneous Consultant Services (SY25-26)	
	Commodity Discount Providers (Spring 2026)	
	Catering Services	
	Comprehensive Advertising and Media Services	
	Part B: Bid Renewals - For Approval	
	Vent Hood Cleaning Services for Child Nutrition	
	Mowing and Irrigation Services for Select Campuses	
	Part C: Contract Information (Greater than \$100,000) - For Approval	
	Apple Computer Inc. - Elementary Staff Device Refresh (Choice Partners 23/036S)	
	Offen Petroleum - Bus/Fleet Fuel for 2026-2027 School Year	
	Dairy Farmers of America (Dean) - Delivered juice and dairy items for the 2026-2027 school year (MRPC) (increased amount from June 4, 2026 board approval due to higher milk prices)	
	Glenn Partners, PLLC - Richardson West Middle School Architectural Services, Additional Fees (originally reported and approved Action Item, December 2024) (RISD 23-276)	
	Tyler Technologies - Munis application services 4/1/2027 - 3/31/2028 (RISD bid #1521)	
	Offen Petroleum - Bus/Fleet Fuel for 2025-2026 School Year (Increase to the \$950,000 originally reported August 7, 2025)	
	RollKall Technologies, LLC - School Resource Officer Expenses for 2026- 2027 School Year (RISD Bid 25-344)	
	The Library Corporation - renewal for 3 years of our library automation system. This purchase includes the online platform we use to manage our libraries. (Choice Partners Cooperative 25/018MF-69)	
	City of Dallas - Westwood Middle School - Additional Permit Fees (\$302,013.00 originally reported and approved at the May 7, 2026 board meeting)	
	Part D: Interlocal Agreements, Memorandums of Understanding, and Other - For Approval	
	Interlocal Agreements:	
	Dallas County Juvenile Justice Alternative Education Program - SY26-27	
	UTD - Federal Work-Study Agreement 25% matching funds	
	UTD - Federal Work-Study Agreement 0% matching funds	
	University of Mississippi - Clinical Education and Training Affiliation	
	City of Richardson RPD - SRO Renewal through 9/5/2028	
	The University of Texas at Dallas - Uteach Dallas Program	
	Memorandums of Understanding:	
	Texas A&M International University Intern Services - 10/19/2026 - 12/6/2026	
	Richardson Adult Literacy Center - 08/07/2026 - 07/31/2027 with (7) one-year renewal options	
	Cooperative Agreements:	
	The Library Corporation per Harris County Department of Education/Choice Partners Cooperative 25/018MF-69 (Technology	

Products and Services) through May 20, 2027

Trane US Inc. per Racine County/Omnia Partners 3341 (HVAC Products, Installation, Labor Based Solutions and Related Product and Services) through August 31, 2027)

Dos Terra Limited Liability Company dba Sibme per BuyBoard 792-26 (Software as a Service (SaaS), Cybersecurity Assessments and Related Products and Services) through March 31, 2027

Hellas Construction Inc. per 1GPA 23-01-DP-03-E3 (Athletic Surfaces, Appurtenances and Minor Structures) through August 15, 2027

SiteOne Landscape Supply per BuyBoard 805-26 (Field and Turf Irrigation Products, Landscaping Products and Specialty Conditioners/Soils) through May 31, 2027

SiteOne Landscape Supply per BuyBoard 806-26 (Grounds Maintenance Equipment, Parts and Supplies) through May 31, 2027

Jostens Inc. per McKinney ISD 2025-07-644 (Printing, Photocopying, Graphic Design, Signage, Graduation, Yearbook Supplies and Services) through August 18, 2027

Other:

None

Part E: Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)

National Recruiting on behalf of Norma Cardenas Rivera - Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission,

Review and Dismissal meetings through June 2, 2027.

Conscious Discipline Holdings LLC - Training/Coaching Sessions (virtual and in-person), Books and Materials necessary for training/coaching,

online E-Course Team handling.

Paul Hambrick-Santoyo - provide two days of professional development for team leaders from RISD on July 7, 2026 and July 8, 2026.

Jan Doughman Lucio - provide comprehensive technology support to District campuses and central departments. Services include, but are not limited to, the distribution and collection of technology devices, troubleshooting and resolving technical issues, and coordinating activities

between central Instructional Technology staff and campus personnel to ensure alignment with ongoing technology bond projects through August 31, 2027.

Candor Consulting and Diagnostics, LLC on behalf of Judith Howard - Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.

Supplemental Health Care on behalf of Margaret McNeil - Diagnostician: to provide support to District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings, for an anticipated 13 weeks during 2026-27 school year.

Bilingual Speech Services on behalf of Erin LaRue - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, August 12, 2026 through 2026-27 school year.

Jana Schofield - Speech Language Pathology: To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, 9/24/26 - 5/26/27.

Bilingual Speech Services on behalf of Terri Johnson - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations,

updating progress and attendance of admission, review, and dismissal (ARD) meetings, September 24, 2026 through 2026-27 school year.

LeTourneau & Associates, LLC on behalf of Stacy Brown - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, August 12, 2026 through 2026-27 school year.

Cognitive Diagnostic Associates - To provide an Independent Educational Evaluation (IEE) in the areas of Psychological, Cognitive Achievement, Functional Assessment, and Social Skills (speech/pragmatics) through October 30, 2026.

Part F: Cumulative Purchases - Information Only

Cumulative Purchases from Qualified Vendors:

1GPA

BUY BOARD - Texas Association of School Boards

CPGPC - Choice Partners

CTPA

DIR - State of Texas Department of Information Resources

EDUCATION SERVICE CENTER

EPCNT - Education Purchasing Cooperative of North Texas

MRPC- Multi Regional Purchasing Cooperative

SOURCEWELL - Sourcewell (previously NJPA)

OMNIA Partners - TCPN/IPA/US Communities

TIPS - The Interlocal Purchasing System

TPASS - Texas Procurement and Support Services

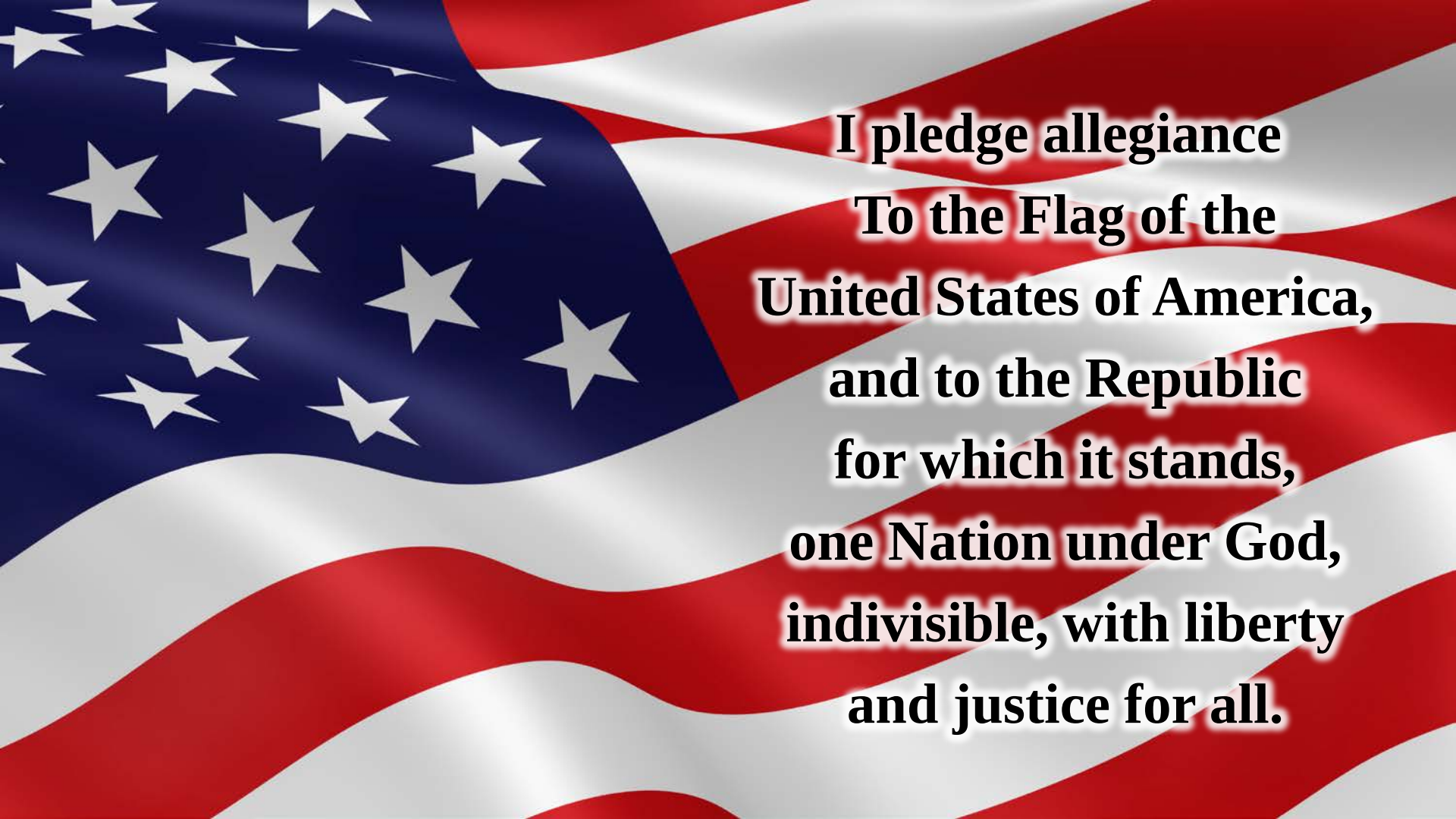
EQUALIS

D. Schedule of Upcoming Bids	37
Information Item	
E. Bond Expenditure Report	39
Information Item	
F. Monthly Financial Statements	43
Information Item	
G. Grant Award Notice	63
Information Item	
H. Acceptance of Quarterly Investment Report	64
Action Item	
I. Consider Approval to Ratify Agreements	90
Action Item	
J. Consider and Approve Identification of Exempt Courses for UIL No Pass/No Play	97
Action Item	
K. Consider and Approve Military Leave Compensation	101
Action Item	
L. Consider and Approve Teacher Appraisal Calendar	103
Action Item	
M. Consider and Approve Principal/ Administrator Appraisal Calendar	107
Action Item	

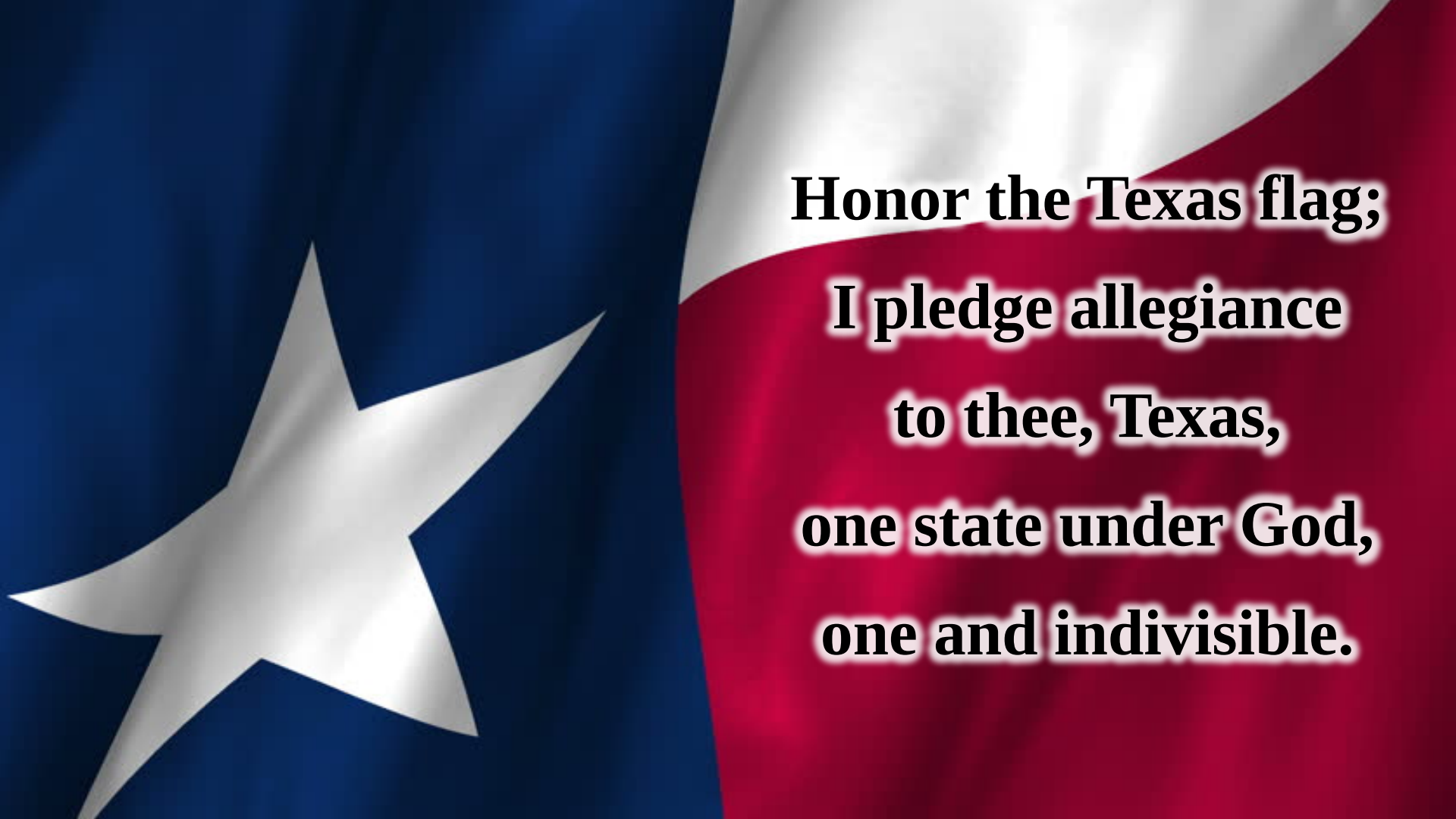
N.	Consider Life Skills Program for Student Parents - CEHI Waiver Action Item	114
O.	Approval of Staff Development Waiver Action Item	116
P.	Approval of Quitclaim Deed for the Sale of Tax Foreclosed Property Action Item	118
Q.	Adoption of Deletion, Revision and Additions to Board Policies: •AEA (LOCAL) - Educational Philosophy: Educational Equity (Deletion) •CJ (LOCAL) - Contracted Services (Revision) •CQB (LOCAL) - Technology Resources: Cybersecurity (Revision) •CQD (LOCAL) - Technology Resources: Artificial Intelligence (Addition) •DBD (LOCAL) - Employment Requirements and Restrictions: Conflict of Interest (Revision) •DEC (LOCAL) - Employment Requirements and Restrictions: Conflict of Interest (Revision) •DFBB (LOCAL) - Term Contracts: Nonrenewal (Revision) •DH (LOCAL) - Employee Standards of Conduct (Revision) Action Item	121
R.	Acceptance of 2026 Certified Appraisal Role and Anticipated Tax Collection Action Item	159
S.	Consider Approval of Oncor Utility Easement and Right of Way at Liberty Junior High School Action Item	163
T.	Consider Approval of Oncor Utility Easement and Right of Way at Parkhill Junior High School Action Item	172
U.	Consider Approval of Oncor Utility Easements and Right of Way at Richardson West Middle School Action Item	180
V.	Consider Richardson West Middle School Construction Project - Guaranteed Maximum Price (GMP) Amendment No. 2 Action Item	190
IV.	ACTION / INFORMATION ITEMS	
A.	Consider Gifts Action Item	192
B.	Approval of Proposed Debt Rate Action Item	194
C.	Authority to Execute Option 3 and / or 4 Agreements for Wealth Equalization Action Item	196
D.	Approval of 2026-2027 Student Code of Conduct Action Item	199

E.	Adoption of Community Budget Oversight Committee Charter	406
	Action Item	
F.	Annual Review of Child Abuse Reporting Policy	411
	Information Item	
G.	Annual Review of Child Internet Protection Act Policy	416
	Information Item	
H.	Bond 2025 Project Update: Career & Technical Education (CTE) Center and Environmental Science Center (ESC)	419
	Information Item	
I.	Student Performance Update and Accountability Preview	440
	Information Item	
J.	Superintendent's Start of School Update	472
	Information Item	
V.	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.	
VI.	RECONVENE	
	Open Meeting to vote on matters considered in Closed Meeting, if applicable.	
VII.	ADJOURNMENT	
VIII.	REQUIRED ATTACHMENTS	
A.	Tax Payer Impact Statement	481
B.	Official Budget	482

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)]

The background of the image is a close-up, slightly angled view of the United States flag. The blue canton with white stars is visible on the left side, while the red and white stripes dominate the right side. The flag appears to be waving, with soft folds and highlights. Overlaid on the right side of the flag is the text of the Pledge of Allegiance in a bold, black, serif font. Each line of text is centered horizontally and has a subtle white drop shadow to make it stand out against the flag's colors.

**I pledge allegiance
To the Flag of the
United States of America,
and to the Republic
for which it stands,
one Nation under God,
indivisible, with liberty
and justice for all.**

The background of the image is the Texas state flag, which features a blue field with a large white five-pointed star on the left, and horizontal stripes of white and red on the right. The flag is shown with a slight wave, giving it a three-dimensional appearance.

**Honor the Texas flag;
I pledge allegiance
to thee, Texas,
one state under God,
one and indivisible.**



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: August 6, 2026

Department: Board of Trustees Office

Submitted by: Viri Gutierrez, Administrative Manager - Board Relations

ACTION ITEM

TOPIC: Minutes of June 4, 2026 Board Meeting

BACKGROUND INFORMATION

Minutes recorded on above date(s).

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board of Trustees approve the minutes of the 2026 meeting(s) listed above.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Board of Trustees
June 4, 2026

The Board of Trustees of the Richardson Independent School District met in a Regular Meeting at 6:04 P.M. in the Administration Building, 400 South Greenville Avenue, Richardson, Texas with the following present: Mr. Chris Poteet, President; Ms. Rachel McGowan, Vice President; Mrs. Debbie Rentería, Secretary; Ms. Regina Harris; Mrs. Megan Timme, Mr. Eric Eager and Mrs. Vanessa Pacheco. As well as Mrs. Tabitha Branum, Superintendent; Mrs. Jennie Bates, Assistant Superintendent of School Leadership; Ms. Leticia McGowan, General Counsel; Mr. Mike Jasso, Assistant Superintendent of Operations; Dr. Kristin Leeper, Assistant Superintendent of Teaching and Learning; Mr. David Pate, Assistant Superintendent of Finance and Support Services; Dr. Melissa Heller, Assistant Superintendent of Strategy and Engagement; Mr. Henry Hall, Assistant Superintendent of Technology; Dr. Chris Goodson, Assistant Superintendent of Human Resources and Dr. Matthew Gibbins, Assistant Superintendent of Administrative Services.	Present
None	Absent
Mr. Chris Poteet, welcomed members of RISD Destination Imagination Teams to help lead the pledges of Allegiance.	Pledges of Allegiance
Public Speakers- Public Hearing • None	Public Comment- Hearing
In accordance with the Texas Education Code, Section 44.002 and Section 44.004(a), David Pate, Assistant Superintendent of Finance and Support Services, presented the proposed budget covering all estimated revenue and all proposed expenditures of the district for the upcoming fiscal year at a public meeting of the Board of Trustees. Following Mr. Pate’s presentation, Mr. Poteet declared the Public Hearing closed.	Public Hearing 26-27 Budget and Proposed Tax Rate
Dr. Melissa Heller presented the recognitions listed below. The Board recognized the following: Partner Recognitions • Dallas College Promise - RISD received Economic Mobility Award Staff Recognitions • Leadership Richardson Class of 41 - ○ Allison Davenport - Executive Director of Finance ○ Sonya Parker Goode - Director of Community Engagement • Robin Gunter- Consortium for School Networking 2026 Volunteer of the Year • Kara Hayman - Region 10 Transition Employee Designee Award Student Recognitions • Destination Imagination Global Finals: ○ Merriman Park Elementary - The Mighty Pringles ○ Bowie Elementary - The Thoughtful Thinkers ○ Parkhill & Westwood Jr. High - One Star Team Dinner	Recognitions
Public Speakers- • Grayson Tucker - Students using AI responsibly	Public Comment
Board Manager, Viri Gutierrez, administered the Oath of Office to Mrs. Nazlee Burney elected to Single-Member District 3 and Mr. Eric Eager elected to At Large Place 6.	Oath of office Nazlee Burney Eric Eager
A motion was made by Megan Timme and seconded by Mr. Eric Eager to nominate Mr. Poteet for President. There being no further nominations, the nominations were closed. Motion passed 7-0. Mr. Poteet was elected President.	No. 9106 Poteet Vote

Chris Poteet, Eric Eager, Rachel McGowan, Regina Harris, Vanessa Pacheco, Megan Timme, Nazlee Burney	Yeas
None	Nays
A motion was made by Vanessa Pacheco and seconded by Regina Harris to nominate Rachel McGowan for Vice President. There being no further nominations, the nominations were closed. Motion passed 7-0. Mrs. McGowan was elected Vice President	No. 9107 McGowan Vote
Chris Poteet, Eric Eager, Rachel McGowan, Regina Harris, Vanessa Pacheco, Megan Timme, Nazlee Burney	Yeas
None	Nays
A motion was made by Rachel McGowan and seconded by Megan Timme to nominate Vanessa Pacheco for Secretary. There being no further nominations, the nominations were closed. Motion passed 7-0. Mrs. Pacheco was elected Secretary.	No. 9108 Pacheco Vote
Chris Poteet, Eric Eager, Rachel McGowan, Regina Harris, Vanessa Pacheco, Megan Timme, Nazlee Burney	Yeas
None	Nays
A motion was made by Megan Timme and seconded by Rachel McGowan to nominate Eric Eager as the TASB Delegate. There being no further nominations, the nominations were closed. Motion passed 7-0. Mr. Eager was elected as TASB Delegate.	No. 9109 TASB Delegate
Chris Poteet, Eric Eager, Rachel McGowan, Regina Harris, Vanessa Pacheco, Megan Timme, Nazlee Burney	Yeas
None	Nays
A motion was made by Regina Harris and seconded by Rachel McGowan to nominate Megan Time to serve as the TASB Delegate Alternate. There being no further nominations, the nominations were closed. Motion passed 7-0. Mrs. Timme was elected as TASB Delegate Alternate.	No. 9110 TASB Delegate Alternate
Chris Poteet, Eric Eager, Rachel McGowan, Regina Harris, Vanessa Pacheco, Megan Timme, Nazlee Burney	Yeas
None	Nays
A motion was made by Regina Harris and seconded by Eric Eager to approve the consent agenda as follows: - Minutes of May 7, May 12, May 14, 2026 Meetings - Human Resources Report - Recommended Specified Best Value/Low Bids, Contracts and Purchases <i>Action/Information Item</i> <i>Part A: New Bids - For Approval</i> <i>Miscellaneous Consultant Services (SY25-26)</i> <i>Commodity Discount Providers</i> <i>Custodial Supplies and Related Items</i> <i>Transportation Equipment, Parts and Related Services</i> <i>Broker of Record - Risk Management and Employee Benefits</i> <i>Catering Services</i> <i>Specialty Paper Items</i> <i>Fundraising Providers</i> <i>Teaching Aids, Instructional Materials and Related Items</i> <i>Part B: Bid Renewals - For Approval</i> <i>Internet Access - Erate 470 #230001750</i> <i>Custodial Supplies and Related Items for Child Nutrition Department</i> <i>Part C: Contract Information (Greater than \$100,000) - For Approval</i>	No. 9111 Consent Agenda

Labatt Food Service - Delivered Groceries and Supplies for the 2026-2027 school year (MRPC)

Direct Energy - Electricity estimate for SY26-27 (RISD #1531)

Canon U.S.A. - Copiers and maintenance for (5) years ending 6/30/2031 (Equalis R10-1169B)

Dean Foods - Delivered juice and dairy items for the 2026-2027 school year (MRPC)

City of Richardson - Water and Refuse estimate for SY26-27

Walnut Creek Farms - Delivered Produce for the 2026-2027 school years (MRPC)

Atmos Energy - Natural gas estimate for SY 26-27

City of Dallas - Water estimate for SY26-27

Summit K12 - TX Connect to Literacy Subscription (7/1/2026 -6/30/2028 (RISD #26-366)

Apple - iPad refresh (Choice Partners 23/036SG-01/single-source)

MJYC-Group LLC - Verkada Cameras and Sensor Installation for all Special Ed Classrooms (TIPS 250106)

Imagine Learning - Credit Recovery, Original Credit, NCAA approved online courses in support of graduation requirements- all high schools and DAEP (RISD Bid # 23-270)

HMH - K-5 RLA HQIM for self-contained SPED classrooms and English materials for Kinder Dual Language classrooms (RISD# 26-366)

The Art of Education - Professional Suite including Flex Curriculum and NOW Conference (August 1, 2026 - July 31, 2031) (EPCNT Allen ISD 2025-June)

Newsela, Inc. - Districtwide License (3-years) (RISD Bid #26-366)

Branching Minds - MTSS Core Platform, Success Package, Student Problem-Solving Meeting Assistant, Dottie AI July 1, 2026 - June 30, 2028 (RISD Bid # 23-270)

Great Minds - Additional Materials to allow all SPED teachers currently at campuses using Bluebonnet to have access to the materials. We are also purchasing manipulative kits with the IMRA money. (EPCNT Plano ISD 2023-035-S2)

Certified Personnel LLC - Temporary Labor for 2026-2027 school year (RISD # 22-204)

Seesaw Learning, Inc. - Districtwide Lincos (3-years) (TIPS 220802)

QuaverEd - Quaver Music Curriculum K-5 5-year license through May 2031 (Region 10 ET20201216)

Crawford Electric Supply - Prairie Creek Elementary LED Lighting (RISD #25-361)

Fusion Recycling - Recycle estimate for SY26-27 (RISD #24-299)

Samsara, Inc. - Transportation Department Fleet Camera Software, 1-year (Sourcewell 102924-SAM)

Waste Connections - Refuse estimate for SY 26-27 (RISD #24-299)

City of Garland - Electricity and water estimate for SY26-27

Crawford Electric Supply - Moss Haven Elementary LED Lighting (RISD #25-361)

Dallas College - Textbooks-Instructional materials for dual credit students spring 2026 (interlocal agreement)

Klement Distributions, Inc. - Delivered Ice Cream for the 2026-2027 school year (MRPC)

Savvas Learning Company - EnVision Special Education Math curriculum (2-year agreement)

AVID Center - Membership July 1, 2026 - June 30, 2027 (RISD #26-366)

SHC Services Inc dba Supplemental Health Care on behalf of Gloria Kindzeka - Provide 1:1 skilled nursing service for a singular assigned student. Services include but are not limited to, tracheostomy care, basic nursing assessment and care, safety, following medical orders, and communication with District staff, August 12, 2026 through May 26, 2027.

Part D: Interlocal Agreements, Memorandums of Understanding, and Other - For Approval

Interlocal Agreements:

City of Richardson - Use of RISD Buses for Breckenridge Park July 4th Celebration

The University of Texas at Austin - OnRamps June 1, 2026 - August 31, 2027

ESC 10 - FICA Adoption Agreement Restatement RAMs

ESC 10 - Content Accessibility Training Package (9/1/2026 - 8/31/027)

ESC 10 - Administrative Service Package (9/1/2026 - 8/31/2027)
 ESC 10 - CCMR Insights (6/1/2026-7/31/2027)
 ESC 10 - CTE Curriculum Framework (7/1/2026 - 6/30/2027)
 ESC 10 - Curriculum Support Services Package (7/1/2026 - 6/30/2027)
 ESC 10 - English Learner Services Package (7/1/2026 - 6/30/2027)
 ESC 10 - Gifted and Talented Package (07/01/2026 - 06/30/2027)
 ESC 10 - HR Package (7/1/2026 - 6/30/2027)
 ESC 10 - Instructional Practices Package (7/1/2026 - 6/30/2027)
 ESC 10 - Library Services Package (7/1/2026 - 6/30/2027)
 ESC 10 - OnData Suite (09/01/2026 - 08/31/2027)
 ESC 10 - TSDS/PEIMS Coop 8 (9/1/2026 - 8/31/2027)
 ESC 10 - Technology Package (09/1/2026 - 08/31/2027)
 ESC 10 - TEKSbank for Eduphoria (09/01/2026 - 08/31/2027)
 ESC 10 - Title I Private Non-Profit (7/1/2026 - 9/30/2027)
 ESC 10 - Title II Private Non-Profit (7/1/2026 - 9/30/2027)
 ESC 10 - Title II Shared Service Arrangement (7/1/2026 - 9/30/2027)
 ESC 10 - Title III EL and Immigrant Private Non-Profit (7/1/2026 - 9/30/2027)
 ESC 10 - Title III EL Shared Service Arrangement (07/01/2026 - 09/30/2027)
 ESC 10 - Title IV, SSAE Private Non-Profit (07/01/2026 - 09/30/2027)
 ESC 10 - Title IV, SSAE Shared Service Agreement (07/01/2026 - 09/30/2027)
 ESC 10 - World Languages Package (7/1/2026 - 6/30/2027)
 Memorandums of Understanding:
 Health and Human Services Commission - Abstinence Education Program
 through September 20, 2029 with (1) extension option
 Cooperative Agreements:
 ClassLink Inc per Region 10 ESC EdTech Exchange 2025-05 (Instructional
 Materials and Services Software) through May 1, 2027
 The Art of Education University per Allen ISD 2025-JUN-165 Catalog / Discount
 Vendors through September 22, 2026
 Critical Response Group, Inc. per TIPS 260202 (Security Systems, Products and
 Service) through April 30, 2029
 Samsara Inc. per Sourcewell 102924-SAM (Fleet Management Technology with
 Related Software Solutions) through April 23, 2029
 Z Floor Co., Ltd. per BuyBoard 737-24 (Indoor and Outdoor Sports Surfaces,
 Repair and Renovation and Gym Floor Refinishing) through May 31, 2027
 Clifford Power Systems, LLC per TIPS 250501 (Disaster Restoration and
 Emergency Recovery Services) through July 31, 2028
 Veritiv Operating Company per TIPS 260103 (Janitorial and Sanitation Supplies
 and Services) through March 31, 2029
 FinQuery LLC per Education Service Center (ESC) 19 Allied States Cooperative 23-
 7452 (Technology, Hardware, Software, Services and Related (Supplemental))
 through January 31, 2027
 Other:
 CTPA Cooperative Annual fee
 Texas Smartbuy Cooperative
 Perdue, Brandon, Fielder, Collins & Mott LLP - Collection of delinquent taxes - 5-
 year agreement with (1) 5-year renewal option (Updated)
 Part E: Contracts, Contract Modifications & Change Orders: Less than \$100,000
 (Information Only)
 SFSPac - Food Safety and Sanitation System (MRPC)
 Great Minds PBC - Bluebonnet Learning (GM) K-5 Math- On Site Coaching
 Services.
 Part F: Cumulative Purchases - Information Only
 Cumulative Purchases from Qualified Vendors:
 1GPA
 BUY BOARD - Texas Association of School Boards
 CPGPC - Choice Partners
 CTPA
 DIR - State of Texas Department of Information Resources
 EPCNT - Education Purchasing Cooperative of North Texas
 ESC - Educational Service Center
 SOURCEWELL - Sourcewell (previously NJPA)

OMNIA Partners - TCPN/IPA/US Communities
TIPS - The Interlocal Purchasing System
EQUALIS
E&I - Cooperative Services

- Schedule of Upcoming Bids
- Bond Expenditure Reports
- Monthly Financial Statements
- Approval to Ratify Agreements
- Approval of Revised Board Operating Procedures
- Grant Award Notice
- Fixed Rate New Money and Refunding Parameter Order
- School Library Materials Procurement List
- Apollo Middle School Additions and Renovation Project- Guaranteed Maximum (GMP) Amendment No.3
- Approval of Oncor Utility Easement and Right of Way at Parkhill Junior High School

The motion passed 6-0

Chris Poteet, Rachel McGowan, Vanessa Pacheco, Regina Harris, Eric Eager, Nazlee Burney	Yeas
None	Nays
Megan Timme	Recused

Mr. Pate, Assistant Superintendent of Finance and Support Services, presented the following gifts of \$5,000 or more:	No. 9112 Gifts
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- Arapaho Classical Elementary PTA donated \$65,695.00 to Arapaho Classical Elementary to help pay to resurface the basketball court to include pickleball and four square, teaching station for outdoor learning.
- Lake Highlands Elementary PTA donated \$162,90.74 to Lake Highlands Elementary to help pay for pond removal, turf and shade structure, and outdoor furniture.
- Northlake Elementary PTA donated \$ 34,105.69 to Northlake Elementary, to help pay for shade structure and chicken coop.
- Mohawk Elementary PTA donated \$10,151.40 to Mohawk Elementary to help pay for relocation of rock-climbing walls, and other instructional supplies.
- Spring Creek Elementary PTA donated \$ 110,000.00 to Spring Creek Elementary to help pay for covered learning structure and outdoor seating.

A motion was made by Eric Eager and seconded by Rachel McGowan, to approve the resolution, whereas, the Board of Trustees has considered the gifts of \$5,000 or more as listed and whereas, the Board recognizes that monetary gifts to the District will require an adjustment to the overall adopted budget; and whereas, ensuring timely and accurate financial record keeping supports the Board’s Strategic Objectives and Strategies; therefore, be it resolved, that the Board of Trustees of the Richardson Independent School District accepts the gifts of \$5,000 or more as listed and approves amending the District's overall budget to reflect receipt of the monetary gifts.

The motion passed 7-0.

Chris Poteet, Rachel McGowan, Vanessa Pacheco, Regina Harris, Eric Eager, Megan Timme, Nazlee Burney	Yeas
None	Nays

A motion was made by Megan Timme and seconded by Vanessa Pacheco to approve the resolution whereas, the Board of Trustees adopted the budget for the fiscal year in June; and whereas, changes occur in expenditures during the year; and whereas, these changes are necessary for the successful education of the students in the district and whereas, ensuring timely and accurate financial record keeping supports the Board’s Strategic Objectives and Strategies; therefore, be it resolved, that the Board of Trustees of the Richardson Independent School District approve the Budget Status Report for 2025-2026 as presented.	No. 9113 Final Amended Budget Status Report 2025-2026
The motion passed 7-0.	

Chris Poteet, Rachel McGowan, Vanessa Pacheco, Regina Harris, Eric Eager, Megan Timme, Nazlee Burney	Yeas
None	Nays

A motion was made by Vanessa Pacheco and seconded by Rachel McGowan, to approve the resolution whereas, the Texas Education Code requires the Board to prepare and adopt a budget before July 1st; and whereas the community has expressed its desires throughout the budget preparation process through participation in a variety of ways; and whereas, the adoption of the 2026 – 2027 Official Budget as presented supports the Board’s goal of ensuring excellence in operations; and whereas, the Board of Trustees of the Richardson Independent School District finds that a public purpose is served by all expenditures contained in this budget; now therefore, be it resolved, that the Board of Trustees of the Richardson Independent School District approves the 2026 – 2027 Official Budget as presented. The motion passed 7-0.	No. 9114 Adoption of 2026-2027 Budget
Chris Poteet, Rachel McGowan, Vanessa Pacheco, Regina Harris, Eric Eager, Megan Timme, Nazlee Burney None	Yeas Nays
Mr. Mike Jasso, Assistant Superintendent of Operations, presented an update outlining the new facilities leasing custodial fee schedule. This update is in part of the ongoing budget efficiencies effort and recommendation from the Community Budget Steering Committee to increase revenue opportunities. The custodial service rate for facility rentals will increase. The new platform for facility leasing will be Practice Plan, which will improve scheduling efficiency, reduce manual processes, and enhance experience for community partners. Mr. Jasso stated staff have been communicated with the implementation timeline.	Facilities Leasing Update
A motion was made by Megan Timme and seconded by Eric Eager , to approve the resolution whereas, the Governmental Accounting Standards Board ("GASB") adopted Statement No. 54 (GASB54"), which announced a standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010; and whereas, Richardson Independent School District ("RISD") elected to implement GASB 54 requirements and to apply such requirements to its financial statements; and whereas, the District identifies a number of special revenue funds as Nonmajor Governmental Funds that fall under the requirements of GASB54; and whereas, the District intends to transfer \$9,000,000 million of committed funding from the RISD Permanent Local School Fund during the 2026-2027 to the District’s General Fund; and whereas, ensuring the District’s accounting practices comply with applicable rules and regulations supports the strategy that we will actively pursue creative funding sources and responsibly manage current resources to support our mission; Now therefore, be it resolved that the Board of Trustees of the Richardson Independent School District hereby commits proceeds of the revenue sources and fund balances of the following special revenue funds designated as local nonmajor governmental funds for the specified purposes reported in the local special revenue fund: Campus Activity Funds, Campus Grants Funds, RISD Foundation Fund, Crime Stoppers Fund, Meadows Grant Fund, RISD Family Literacy Center Funds, RISD Permanent Local School Fund and Instructional Sustainment Fund The motion passed 7-0.	No. 9115 Adoption of Committing Fund Balances
Chris Poteet, Rachel McGowan, Vanessa Pacheco, Regina Harris, Eric Eager, Megan Timme, Nazlee Burney None	Yeas Nays
Mr. Mike Jasso, presented an update regarding the Bond 2025 Citizens Bond Oversight Committee framework. Mr. Jasso outlined the proposed establishment of the CBOC to provide an additional layer of transparency, fiscal stewardship and public accountability for the Bond 2025 implementation. The CBOC will consist of 10-15 interested parties who previously served on the Bond 2025 Steering Committee or Community Budget Steering Committee. He stated that each Board member would recommend up to two (2) committee members from the list of the eligible members who have expressed interest in joining the CBOC. The board will vote on the appointment of the CBOC at a public meeting.	Framework for the Bond 2025-Citizens’ Bond Oversight Committee (CBOC)
Mr. Jasso provided the board with an update regarding the intruder audit report. He stated that the Parkhill Junior High received a finding and staff have corrected the finding. He thanked the principals and staff for being proactive and making sure the safety requirements have been implemented.	Intruder Audit Report
Dr. Gina Ortiz, provided the board with an update of the End of Year MAP (Measures of Academic Progress) performance data. Dr. Ortiz highlighted that there was significant student	MAP End Of Year Performance Update (25-26)

academic growth during the 2025 -2026 school year. She emphasized that there was continued focus on RISD’s North Star Goal. Key information presented included:

- All grade levels demonstrated growth from fall to spring and performed above national norms. Growth was also seen across grade levels in both English and Spanish.
- Most grade levels demonstrated significant growth and performed at or above national norms for mathematics.
- Overall, students met or exceeded expected growth in reading and in mathematics, exceeding the national growth expectation by 5 and 8 percentage points.
- Principals at Jess Harben Elementary, Forest Lane Elementary and Richardson Junior High shared strategies contributing to growth
- In 2026–27, RISD will continue analyzing student data, developing individual growth plans, and aligning district support systems around instructional priorities.

At 8:28 p.m. Mr. Poteet announced that the board would convene to a closed session in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.071 - Consultation with attorney, Section 551.074 - Personnel matters and duties of public officer and Section 551.076- Security Devices or security audits.	Closed Session
At 10:17 p.m. the board reconvened having taken no action in closed session.	Reconvene
Mr. Poteet adjourned the meeting at 10:17 p.m. on June 6, 2026.	Adjourn

Approved as submitted on August 6, 2026.

Vanessa Pacheco, Secretary

Chris Poteet, President

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

Date: August 6, 2026

Submitted by: Christopher B. Goodson, Ed.D.
Assistant Superintendent, Human Resources

ACTION ITEM

TOPIC: Human Resources Report

BACKGROUND INFORMATION

Listed on the following pages is the Human Resources Report. Part A of this report includes the appointments of professional personnel. The Assistant Superintendent of Human Resources has reviewed this report and recommends that the Board employ the individuals listed to work in the Richardson Schools during the 2026-2027 school year under the salary schedule adopted by the Board, subject to assignment and reassignment as determined by the Superintendent.

Also submitted for your information in Part B of the Human Resources Report, are appointments of paraprofessionals and classified employees, and separations of professional, paraprofessional, and classified personnel.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board of Trustees approve Part A of the Human Resources Report, dated August 6, 2026.

RESOLUTION

WHEREAS, the Board of Trustees has approved the appropriate budgets and staffing allocations for the Richardson Independent School District and the following recommendations fall within those guidelines; and

WHEREAS, the appointment of highly qualified, student-focused staff supports the Board's vision, values, goals, and mission;

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Richardson Independent School District approves Part A of the Human Resources Report for August 6, 2026.

PART A: Proposed Personnel Actions Submitted for Board of Trustees' Approval				
APPOINTMENTS OF PROFESSIONAL PERSONNEL:				
CLASSIFICATION	NAME	ASSIGNMENT	LOCATION	START DATE
Professional Administration	BRINKLEY, STACEY	TEACHING & LEARNING SPECIALIST	MATHEMATICS	7/6/2026
Professional Administration	BROUDY, LINSEY	SPEECH THERAPIST	SPECIAL STUDENT SERVICES	7/28/2026
Professional Administration	ELLISOR, CARSON	NURSE	HEALTH SERVICES	7/28/2026
Professional Administration	FERNANDEZ, KYLIE	SPEECH THERAPIST	SPECIAL STUDENT SERVICES	7/28/2026
Professional Administration	HAWLEY, AYL A	PRGRAM SPECIALIST I	CAREER & TECHNOLOGY ED	7/13/2026
Professional Administration	JOHN, CASSEY	OCCUPATIONAL THERAPIST 190 DAY	SPECIAL STUDENT SERVICES	7/29/2026
Professional Administration	KALLAY, SAMUEL LA	NURSE	HEALTH SERVICES	7/28/2026
Professional Administration	MCCOMBS, APRIL	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	7/27/2026
Professional Administration	NORRIS, WHITNEY	SPEECH THERAPIST	SPECIAL STUDENT SERVICES	7/28/2026
Professional Administration	NOYES, HALEY	BEHAVIOR SPECIALIST	SPECIAL STUDENT SERVICES	7/29/2026
Professional Administration	SIMMONS, JORDAN	AREA SUPERINTENDENT	SUPERINTENDENT'S OFFICE	7/6/2026
Professional Administration	SMITH, ARICA	BEHAVIOR SPECIALIST	SPECIAL STUDENT SERVICES	7/29/2026
Professional Administration	THOMAS, REBECCA	NURSE	HEALTH SERVICES	7/28/2026
Professional Administration	XANTHUS, ALEXANDROS	PRGRAM SPECIALIST I	CAREER & TECHNOLOGY ED	7/6/2026
Professional Elementary	ADAMS, JANET	COUNSELOR	BRENTFIELD ELEMENTARY	7/29/2026
Professional Elementary	AKERS, IAN	TEACHER	MARK TWAIN ELEMENTARY	7/28/2026
Professional Elementary	ALVARADO, BLANCA	TEACHER	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	ALVARADO, MORGAN	TEACHER	TEACHING & LEARNING SVCS	7/28/2026
Professional Elementary	BANDA, MIRIAM	TEACHER	WALLACE ELEMENTARY	7/28/2026
Professional Elementary	BARAJAS, KIMBERLY	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	BARKER, AMY	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	BARKER, ANNETTE	TEACHER	MATH/SCIENCE/TECH MAGNET	7/28/2026
Professional Elementary	BARNES, KAREN	TEACHER	CANYON CREEK ELEMENTARY	7/28/2026
Professional Elementary	BARRON, VALERIE	PRINCIPAL	CAROLYN G BUKHAIR ELEM	7/8/2026
Professional Elementary	BATCHELOR, ANNA	TEACHER	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	BAXTER, KATHRYN	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	BENACQUISTO, KAITLYN	TEACHER	WALLACE ELEMENTARY	7/28/2026
Professional Elementary	BLOMBERG, KATHERINE	TEACHER	RICHLAND ELEMENTARY	7/28/2026
Professional Elementary	BONAGUIDI, ISABELLA	TEACHER	AIKIN ELEMENTARY	7/28/2026
Professional Elementary	BOUCHER, ASHLEY	TEACHER	BOWIE ELEMENTARY	7/27/2026
Professional Elementary	BRIDGES, CHRISTINA	TEACHER	NORTHWOOD HILLS ELEMENTARY	7/28/2026
Professional Elementary	BROWN, RACHEL	TEACHER	HAMILTON PARK PACESETTER	7/28/2026
Professional Elementary	BROWN, SERENITY	ASSOCIATE TEACHER FT	RISD ACADEMY	7/28/2026
Professional Elementary	BUETER, MEGAN	TEACHER	DYSLEXIA PROGRAM	7/28/2026
Professional Elementary	BURKS, ALETHIA N.	TEACHER	NORTH RICH ELEMENTARY	7/31/2026
Professional Elementary	CAPPELLI, ELVIRA	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	CARDENAS, NATHALIE	TEACHER	JESS HARBEN ELEMENTARY	7/28/2026
Professional Elementary	CARLSON, JANAN	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	CARROLL, JENNIFER	TEACHER	DYSLEXIA PROGRAM	7/28/2026
Professional Elementary	CASTILLO, KIMBERLY	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	CHAVEZ, ROBERTO	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	CLAY, ELIZABETH	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	COFFEY, ELLA	TEACHER	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Professional Elementary	CONNER, SADIE	COUNSELOR	RICHARDSON HEIGHTS ELEM	7/27/2026
Professional Elementary	CONRY, JILLIAN MARIE	TEACHER	TEACHING & LEARNING SVCS	7/28/2026
Professional Elementary	COOKE, ESMERALDA L	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	COYLE, ANGELA	TEACHER	LITTLE RAM/WILDCAT CLA AT SRE	7/28/2026
Professional Elementary	CRUZ, LESLIE	TEACHER	FOREST LANE ACADEMY	7/28/2026
Professional Elementary	DAUGHTRY, COURTNEY B	ACADEMIC SUCCESS COACH/TEACHER	WALLACE ELEMENTARY	7/28/2026
Professional Elementary	DAVIS, DEMI	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	DEL FELD, RACHEL	TEACHER	RICHARDSON TERRACE ELEM	7/28/2026
Professional Elementary	DEXTER, JENNIFER	TEACHER	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Professional Elementary	DINKAK, CHEYENNE	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	DISCIRIO, LISA	TEACHER	O. HENRY ELEMENTARY	7/28/2026
Professional Elementary	DIXON, MAGGIE A	TEACHER	MOSS HAVEN ELEMENTARY	7/28/2026
Professional Elementary	DOUBEK, RAEGEN	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	DUCKWORTH, ASARA	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	DURAN, CHRISTIAN	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	EDWARDS, KATELYN	TEACHER	MATH/SCIENCE/TECH MAGNET	7/28/2026
Professional Elementary	ESQUIVEL, ADRIANA	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	FINLEY, MARLA	TEACHER	MOHAWK ELEMENTARY	7/28/2026
Professional Elementary	FLORY, BROOKE	TEACHER	CANYON CREEK ELEMENTARY	7/28/2026
Professional Elementary	FORESTIERE, TAYLOR M	TEACHER	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Professional Elementary	FREEMAN, MEAGAN	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	FREEMAN, SKYY	COUNSELOR	HAMILTON PARK PACESETTER	7/30/2026
Professional Elementary	FRISBIE, KATELYN	TEACHER	MOSS HAVEN ELEMENTARY	7/28/2026
Professional Elementary	FULD, HANNAH JEANINE	TEACHER	PRAIRIE CREEK ELEMENTARY	7/28/2026
Professional Elementary	GALLIGAN, MAEVE CATHERINE	TEACHER	BRENTFIELD ELEMENTARY	7/28/2026
Professional Elementary	GARNER, KRISTEN	TEACHER	MOHAWK ELEMENTARY	7/28/2026

Professional Elementary	GAYMON, CRYSTAL	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	GORDON, CRYSTAL	TEACHER	C MCAULIFFE LEARNING CTR	7/28/2026
Professional Elementary	HAHN, BARBARA	TEACHER	MOHAWK ELEMENTARY	7/28/2026
Professional Elementary	HALL, DAWN	TEACHER	ARAPAHO CLASSICAL MAGNET	7/28/2026
Professional Elementary	HALVERSON, CATHRYN	TEACHER	BRENTFIELD ELEMENTARY	7/28/2026
Professional Elementary	HARDGRAVE, ANDREA	TEACHER	MOHAWK ELEMENTARY	7/28/2026
Professional Elementary	HARPE, LAURA ANN	TEACHER	DARTMOUTH ELEMENTARY	7/28/2026
Professional Elementary	HARPER, KELLY	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	HARTMAN, WHITNEY	TEACHER	BOWIE ELEMENTARY	7/28/2026
Professional Elementary	HERNANDEZ, BRISEIDA	ASSOCIATE TEACHER FT	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	HODGKINS, JOCELYN	TEACHER	BIG SPRINGS ELEMENTARY	7/28/2026
Professional Elementary	HOGANS, MORGAN	TEACHER	WALLACE ELEMENTARY	7/28/2026
Professional Elementary	HOLMES, CLAIRE	TEACHER	FORESTRIDGE ELEMENTARY	7/28/2026
Professional Elementary	HOUSTON, CHRISDYA	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	JAMES, BRITTNEY	ASSOCIATE TEACHER FT	DOVER ELEMENTARY	7/28/2026
Professional Elementary	JARVIS, CHRISTINA	TEACHER	PRAIRIE CREEK ELEMENTARY	7/28/2026
Professional Elementary	JENKINS, JANELLE M	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	JENSEN, EMILY ELIZABETH	TEACHER	MATH/SCIENCE/TECH MAGNET	7/28/2026
Professional Elementary	JOHNSON, AUTHURA	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	JONES, JOURNEE	TEACHER	MARK TWAIN ELEMENTARY	7/22/2026
Professional Elementary	KAGASO, MARIAM	PRINCIPAL	YALE ELEMENTARY	7/8/2026
Professional Elementary	KNIGHT, TIARA	TEACHER	AIKIN ELEMENTARY	7/28/2026
Professional Elementary	KREAGER, KELLY PATRICIA	TEACHER	DYSLEXIA PROGRAM	7/28/2026
Professional Elementary	KREDER, HALEY NEWSOM	TEACHER	CANYON CREEK ELEMENTARY	7/28/2026
Professional Elementary	LEAHY, ROSANNA	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	LEWIS, JENAE	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	LEYSHON, SYDNEY	TEACHER	FORESTRIDGE ELEMENTARY	7/31/2026
Professional Elementary	LOZANO WELSH, MARIANA	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	LUGO, ANGEL	ASSOCIATE TEACHER 191 SPED	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	MADDOX, KALI	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	MANN, MELISSA	TEACHER	FOREST LANE ACADEMY	7/28/2026
Professional Elementary	MARANGA, MORGAN	TEACHER	FOREST LANE ACADEMY	7/28/2026
Professional Elementary	MARKULIN, KRISTIN	TEACHER	BOWIE ELEMENTARY	7/27/2026
Professional Elementary	MCCARTY, ALEXIS	TEACHER	PRAIRIE CREEK ELEMENTARY	7/28/2026
Professional Elementary	MCCOWN, MAGGIE	TEACHER	PRAIRIE CREEK ELEMENTARY	7/28/2026
Professional Elementary	MCLURE, DERIAN JOSEPH	TEACHER	FOREST LANE ACADEMY	7/28/2026
Professional Elementary	MCCHAN, KELLY RENEE JACKSON	TEACHER	PRESTONWOOD ELEMENTARY	7/28/2026
Professional Elementary	MEDINA RIVERA, DANNY	COUNSELOR	CAROLYN G BUKHAIR ELEM	7/29/2026
Professional Elementary	MORALES, SOFIA	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	MORGAN, LAUREN CANDICE YERSLEY	COUNSELOR	MATH/SCIENCE/TECH MAGNET	7/28/2026
Professional Elementary	MUNOZ, CATHERINE	TEACHER	WALLACE ELEMENTARY	7/29/2026
Professional Elementary	NEEDHAM, BERLYN	TEACHER	AIKIN ELEMENTARY	7/28/2026
Professional Elementary	NELSON, CHELSEA	TEACHER	MATH/SCIENCE/TECH MAGNET	7/28/2026
Professional Elementary	NEWTON, ALLIE	TEACHER	BRENTFIELD ELEMENTARY	7/27/2026
Professional Elementary	NOLAN, ANDREA	COUNSELOR	O. HENRY ELEMENTARY	7/29/2026
Professional Elementary	NORRIS, ERICKA	TEACHER	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	OGUNDIPE, OLUFUNKE A	COUNSELOR	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	ORTIZ, MORIAH	TEACHER	MOSS HAVEN ELEMENTARY	7/28/2026
Professional Elementary	PACIUS, ABIEL	TEACHER	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	PALACIOS, BLADIMIR	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	PATRICIO BUENO, JOHANNA	TEACHER	WALLACE ELEMENTARY	7/28/2026
Professional Elementary	PENN, TWYLA SHENEE	TEACHER	C MCAULIFFE LEARNING CTR	7/28/2026
Professional Elementary	PEREZ, KARLA	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	PIPPIN, SYDNEY	TEACHER	YALE ELEMENTARY	7/28/2026
Professional Elementary	RAY, DAVID	COUNSELOR	CANYON CREEK ELEMENTARY	7/29/2026
Professional Elementary	REBOLLAR, ROSALINDA	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	REED, JACQUELINE	TEACHER	MOSS HAVEN ELEMENTARY	7/28/2026
Professional Elementary	REYES, MIRANDA	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	REYNOLDS, ELIZABETH	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	ROBINSON, REBECCA	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	SANCHEZ, JUAN	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	SANDOVAL LOZANO, DANIEL	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	SANDOVAL-HERNANDEZ, YESENIA	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	SANJUANERO ALERO, HOMERO	TEACHER	MARK TWAIN ELEMENTARY	7/28/2026
Professional Elementary	SCAIFE, ELIZABETH	TEACHER	LITTLE RAM/WILDCAT CLA AT SRE	7/28/2026
Professional Elementary	SCHNEIDER, JONI	TEACHER	MARK TWAIN ELEMENTARY	7/28/2026
Professional Elementary	SCHOEPF, ASHLEE	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	SLOAN, ASHLEY	TEACHER	PRAIRIE CREEK ELEMENTARY	7/28/2026
Professional Elementary	SMITH, FRANK	TEACHER	WALLACE ELEMENTARY	7/27/2026
Professional Elementary	SNYDER, AVERIE P	TEACHER	WHITE ROCK ELEMENTARY	7/28/2026
Professional Elementary	SOTO, NUBIA	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	SPRADLING, MARK	TEACHER	MOHAWK ELEMENTARY	7/28/2026

Professional Elementary	STEVENS, ALLISON	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	STUEVE, ANNEMARIE	TEACHER	RICHLAND ELEMENTARY	7/27/2026
Professional Elementary	SYED, KOMAL R	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	TAYLOR, CHERYL	LIBRARY & INFO TECH ED	RICHARDSON TERRACE ELEM	7/27/2026
Professional Elementary	THOMPSON, ALORA JEWEL	ASSOCIATE TEACHER 191 SPED	HAMILTON PARK PACESETTER	7/28/2026
Professional Elementary	TRAHAN, KAITLYN	TEACHER	PRESTONWOOD ELEMENTARY	7/28/2026
Professional Elementary	TURNER, DERICA	PRINCIPAL	AUDELIA CREEK ELEMENTARY	7/8/2026
Professional Elementary	USHER, KATHERINE	TEACHER	BRENTFIELD ELEMENTARY	7/28/2026
Professional Elementary	VALERO, ANCELI	TEACHER	RISD ACADEMY	7/28/2026
Professional Elementary	VILLALVAZO, ANETTE	TEACHER	WALLACE ELEMENTARY	7/31/2026
Professional Elementary	VILLEGAS, ROSA	TEACHER	DOVER ELEMENTARY	7/28/2026
Professional Elementary	WAITE, SALLY	TEACHER	AUDELIA CREEK ELEMENTARY	7/28/2026
Professional Elementary	WALTERS, OLIVIA ANN	TEACHER	BRENTFIELD ELEMENTARY	7/28/2026
Professional Elementary	WARDELL, PRESTON	TEACHER	RICHARDSON HEIGHTS ELEM	7/28/2026
Professional Elementary	WEATHERFORD, WILLIAM D	TEACHER	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Professional Elementary	WEIDNER, DEBORAH	TEACHER	ADVANCED ACADEMICS	7/28/2026
Professional Elementary	WHITE, MACIE	TEACHER	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Professional Elementary	WILKES, LEENA	TEACHER	BRENTFIELD ELEMENTARY	7/28/2026
Professional Elementary	WILKINSON-WASHINGTON, MADELYN	ACADEMIC SUCCESS COACH	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	WILLEY, ADDISON	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	WILLIAMS, JAHMELLA	TEACHER	SKYVIEW ELEMENTARY	7/28/2026
Professional Elementary	WILLIAMS, LINDSEY RENA	TEACHER	STULTS ROAD ELEMENTARY	7/28/2026
Professional Elementary	WOOD, MARION	TEACHER	RICHARDSON HEIGHTS ELEM	7/27/2026
Professional Elementary	WSZOLEK, HALEY	TEACHER	BOWIE ELEMENTARY	7/27/2026
Professional Elementary	YOU, CHAE	TEACHER	MOSS HAVEN ELEMENTARY	7/28/2026
Professional Secondary	AHMED, OLA	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	ALLEN, GALAN	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	ANDREWS, SARAH	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	BANE, MAKAYLA	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	BEARDEN, WAYNE	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	BELMAN, DOMINGO	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	BENNETT, BRANT	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	BOLTON, JEREMY	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	BRITTIAN, ASHTYN	TEACHER	R WEST TECH MAGNET	7/28/2026
Professional Secondary	BROWN, JENNIFER	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	BUTNER, RAQUEL	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	CABANISS, TRACE	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	CARAWAY, SHELBY	TEACHER	PARKHILL JUNIOR HIGH	7/28/2026
Professional Secondary	CARLSON, RACHEL	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	CONOVER, AMY	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	COOPER, DIAMOND	TEACHER	LIBERTY JUNIOR HIGH	7/28/2026
Professional Secondary	COUNTER, LATANYA	TEACHER	WESTWOOD: M/S/L MAGNET	7/28/2026
Professional Secondary	CRAIG, SHERYL	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	DELGADO, MORIAH	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	DICKINSON, HARRIS E	TEACHER	R WEST TECH MAGNET	7/28/2026
Professional Secondary	DISTIN, MARISSA	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	DOYLE, MILTON	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	DUNLAP, HEATHER ANNE	TEACHER	LIBERTY JUNIOR HIGH	7/28/2026
Professional Secondary	FABELA, EUGENIO	TEACHER	LIBERTY JUNIOR HIGH	7/28/2026
Professional Secondary	FICKLEN, HILLARY	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	GAFFNEY, MISTI	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	GARY, ADAM G	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	GILBERT, CIERRA	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	GOSSETT-ELZE, ERIN	COUNSELOR	JJ PEARCE HIGH SCHOOL	7/20/2026
Professional Secondary	HAHN, THERESA J	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	HAMPTON, JAMILLION	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	HARRIS, ELIZABETH	TEACHER	APOLLO JUNIOR HIGH	7/27/2026
Professional Secondary	HART, ALEXANDRA	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	HENKEL, LAUREN E	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	HENSON, AVA	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	HINCHEY, CHRISTINA	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	HOLCOMB, RYAN	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	HOLLY, JUNE	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	HUFFMAN, CAROLINE MCKENNA	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	HUYNH, KIEU	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	JENSEN, BETHANY ANNE	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	JIMENEZ, EMILY	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	JOHNSON, DARYLE	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	KANE, AIDAN XAN	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	KERN, RONALD	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	KIRKLAND, BLAKE	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	LEE, DYLAN	TEACHER	BERKNER HIGH SCHOOL	7/28/2026

Professional Secondary	LYND, JACOB	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	MAKANANI, KATHERINE L	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	MARISCAL, ANA	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	MATTHEWS, GARRETT LODERICK	TEACHER	LIBERTY JUNIOR HIGH	7/31/2026
Professional Secondary	MATUS, ERIC	TEACHER	R WEST TECH MAGNET	7/28/2026
Professional Secondary	MEIER, ROBERT E	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	MILLER, REBEKAH	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	MOFFITT, MORGAN D	ATHLETIC COORDINATOR	JJ PEARCE HIGH SCHOOL	7/31/2026
Professional Secondary	MUMBA, YANCI	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	NEWKIRK, CHRISTOPHER	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	PARKER, AMY	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	PELLICCIA-MERCADO, EDUARDO	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	PHILO, ANIAH	TEACHER	BERKNER HIGH SCHOOL	7/29/2026
Professional Secondary	PIPPARD, ANTHONY	TEACHER	R NORTH JUNIOR HIGH	7/28/2026
Professional Secondary	PIPPIN, NATHAN	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	PLANEY, DOUGLAS	ASSISTANT PRINCIPAL	LIBERTY JUNIOR HIGH	7/14/2026
Professional Secondary	PORTER, BRYSON	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	ROBIN, ANNEICE	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	ROBINSON, LARRY	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	ROMERO, IGNACIO	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	RUIZ, OSCAR E	TEACHER	WESTWOOD: M/S/L MAGNET	7/28/2026
Professional Secondary	SAFFLE, SAMANTHA	TEACHER	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Professional Secondary	SAWYER, JOE	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	SCHRODER, EMMA	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	SENECA, ASHTON	TEACHER	BERKNER HIGH SCHOOL	7/28/2026
Professional Secondary	SHUPING, JUSTIN	TEACHER	WESTWOOD: M/S/L MAGNET	7/28/2026
Professional Secondary	SPENCER, GERALDO	TEACHER	FOREST MEADOW MID SCHOOL	7/28/2026
Professional Secondary	STEPHAN, BRIANNA	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	STREET, GEOFFREY	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	THIAS, VICTORIA	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	WALES, AMY	TEACHER	APOLLO JUNIOR HIGH	7/28/2026
Professional Secondary	WEBB, ABBEY	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	WESTER, MATTHEW	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	7/28/2026
Professional Secondary	WILKINS, BENSON LEE	TEACHER	JJ PEARCE HIGH SCHOOL	7/28/2026
Professional Secondary	WILLIAMS, ALYSSA JO	TRAINER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	WILLIAMS, COURTNEY	TEACHER	APOLLO JUNIOR HIGH	7/27/2026
Professional Secondary	WISNER, SACHI	TEACHER	RICHARDSON HIGH SCHOOL	7/28/2026
Professional Secondary	YORK, ELLEN	TEACHER	APOLLO JUNIOR HIGH	7/28/2026

PART B: Personnel Actions Submitted for Board of Trustees' Information

APPOINTMENTS of Paraprofessional and Classified Personnel:				
CLASSIFICATION	NAME	ASSIGNMENT	LOCATION	HIRE DATE
Classified	BEYENE, NATNAEL	CUSTODIAL I	BERKNER HIGH SCHOOL	7/29/2026
Classified	HO, PHI HUNG	CUSTODIAL I	R WEST TECH MAGNET	07/01/2026
Classified	OREAMUNO CHAVARRIA, VICTOR	HVAC TECH	FACILITIES MAINTENANCE	06/29/2026
Classified	PIKE, AYL A	PRINTER III	PRINT SERVICES	07/20/2026
Classified	RAHIM, SYED	CUSTODIAL I	YALE ELEMENTARY	06/01/2026
Classified	VICUNA, JOSE	LICENSED ELECTRICIAN	FACILITIES MAINTENANCE	06/08/2026
Classified	WONGCHINGCHAI, ARM	VEHICLE MECHANIC	TRANSPORTATION	07/21/2026
Classified	YERENA CAMPOS, ANA	CUSTODIAL I	AUDELIA CREEK ELEMENTARY	06/01/2026
Paraprofessional	AGUILAR, LETICIA	STUDENT DATA SPEC	PARKHILL JUNIOR HIGH	07/27/2026
Paraprofessional	ALBA, JOELY	SPED AIDE	STULTS ROAD ELEMENTARY	07/28/2026
Paraprofessional	AYENI, MERCY	SPED AIDE	LAKE HIGHLANDS MID SCHOOL	07/28/2026
Paraprofessional	BEGUM, SITARA	SPED AIDE	LIBERTY JUNIOR HIGH	7/28/2026
Paraprofessional	BELAI, YIRGALEM TESFAMARIAM	SPED AIDE	BRENTFIELD ELEMENTARY	7/28/2026
Paraprofessional	BLACKSON, JESSICA	SPED AIDE	WHITE ROCK ELEMENTARY	07/28/2026
Paraprofessional	BRANDENBURG, HEATHER	SPED AIDE	APOLLO JUNIOR HIGH	07/28/2026
Paraprofessional	BRINSTON, CHRISYATTA AKEEA KION	SPED AIDE	RICHARDSON HEIGHTS ELEM	7/28/2026
Paraprofessional	CALLIER, KALEENA LAESHA	SPED AIDE	WESTWOOD: M/S/L MAGNET	7/28/2026
Paraprofessional	CUMMINGS, ASIALI KAY	SPED AIDE	STULTS ROAD ELEMENTARY	7/29/2026
Paraprofessional	EDWARDS, MARCIA	SPED AIDE	LAKE HIGHLANDS HIGH SCHOOL	07/28/2026
Paraprofessional	EVANS, ZENADA	SPED AIDE	SKYVIEW ELEMENTARY	7/28/2026
Paraprofessional	FOWLER, KATRECE YVONNE	SPED AIDE	LAKE HIGHLANDS ELEMENTARY	7/28/2026
Paraprofessional	GARNER, CAMILLE	SPED AIDE	R NORTH JUNIOR HIGH	7/28/2026
Paraprofessional	GHAFOORIE, NADER	SPED AIDE	FORESTRIDGE ELEMENTARY	7/28/2026
Paraprofessional	GRANIERO, ROXANA	SPED AIDE	BRENTFIELD ELEMENTARY	07/28/2026
Paraprofessional	GRAVES, CHEQUENTIA SHUNTA	SPED AIDE	FOREST LANE ACADEMY	7/28/2026
Paraprofessional	GRUTZMACHER, TERRI	SPED AIDE	JJ PEARCE HIGH SCHOOL	07/29/2026
Paraprofessional	HARRAL, ELIZABETH	STUDENT DATA SPEC	SPRING CREEK ELEMENTARY	7/27/2026
Paraprofessional	HERNANDEZ, BRENDA	ADMIN SPECIALIST IV	FACILITY SERVICES	07/20/2026
Paraprofessional	HILL, INDIYA RENEE	SPED AIDE	WALLACE ELEMENTARY	7/29/2026
Paraprofessional	HOBDY, LAPRINCIA DESILENE	SPED AIDE	SKYVIEW ELEMENTARY	7/28/2026

Paraprofessional	HOLTON, LANEY BROOKE	SPED AIDE	RICHARDSON TERRACE ELEM	7/28/2026
Paraprofessional	HOWARD, JACOREY	SPED AIDE	HAMILTON PARK PACESETTER	07/28/2026
Paraprofessional	IBNAT, ZAREEN	STUDENT DATA SPEC	SKYVIEW ELEMENTARY	7/27/2026
Paraprofessional	KHALID MOHAMED, LUJEN	SPED AIDE	BERKNER HIGH SCHOOL	07/28/2026
Paraprofessional	LOVELESS, DANEITRA MACOLE	SPED AIDE	MOSS HAVEN ELEMENTARY	7/28/2026
Paraprofessional	MANFORD - ROACH, JACKSON MIGUEL	SPED AIDE	MERRIMAN PARK ELEMENTARY	7/29/2026
Paraprofessional	NGO, JOHNNY H	SPED AIDE	RICHLAND ELEMENTARY	7/28/2026
Paraprofessional	NGUYEN, VIET-LONG HOANG	SPED AIDE	PRESTONWOOD ELEMENTARY	7/28/2026
Paraprofessional	OLIVER, TRINA CHRISTINE	SPED AIDE	AIKIN ELEMENTARY	7/28/2026
Paraprofessional	PAINE, HILARY	SITE COORDINATOR I	LAKE HIGHLANDS ELEMENTARY	07/28/2026
Paraprofessional	PATTERSON, MARIAN	AIDE I	MATH/SCIENCE/TECH MAGNET	07/28/2026
Paraprofessional	ROBERTS, TEVIS	SPED AIDE	LAKE HIGHLANDS HIGH SCHOOL	07/28/2026
Paraprofessional	ROBINSON, KADDIVEAH SAHRAH	SPED AIDE	STULTS ROAD ELEMENTARY	7/31/2026
Paraprofessional	ROGERS, SYMONE	SPED AIDE	LAKE HIGHLANDS MID SCHOOL	07/28/2026
Paraprofessional	RUBEN, MELANIE AMBER	SPED AIDE	NORTHRICH ELEMENTARY	7/28/2026
Paraprofessional	SAEED, EASTER	SPED AIDE	MATH/SCIENCE/TECH MAGNET	07/28/2026
Paraprofessional	SEAMSTER, LAZELL	SPED AIDE	MATH/SCIENCE/TECH MAGNET	07/28/2026
Paraprofessional	SHIHAB, ASMA MAHMOOD SHIHAB	SPED AIDE	HAMILTON PARK PACESETTER	7/28/2026
Paraprofessional	SILASANT, PORNTIP	SPED AIDE	YALE ELEMENTARY	7/28/2026
Paraprofessional	SOLTANI, ELHAM	SPED AIDE	MATH/SCIENCE/TECH MAGNET	7/31/2026
Paraprofessional	STEWART, CARLA	SPED AIDE	SKYVIEW ELEMENTARY	07/28/2026
Paraprofessional	TEMESGEN, TSION	SPED AIDE	R NORTH JUNIOR HIGH	07/28/2026
Paraprofessional	TUNDIE, JADA MONAY	SPED AIDE	LAKE HIGHLANDS MID SCHOOL	7/28/2026
Paraprofessional	VASQUEZ, NATALIA	SPED AIDE	FOREST LANE ACADEMY	7/28/2026
Paraprofessional	WILLIAMS, VALORIE ELAYNE	SPED AIDE	BIG SPRINGS ELEMENTARY	7/30/2026

PART B: Personnel Actions Submitted for Board of Trustees' Information

SEPARATIONS OF PERSONNEL:					
CLASSIFICATION	NAME	ASSIGNMENT	LOCATION	EFFECTIVE DATE	TENURE
Classified	BANNAVONG, BOUNLITH	CUSTODIAL I	SPRING CREEK ELEMENTARY	6/19/2026	9
Classified	DUONG, QUYEN	CUSTODIAL I	BRENTFIELD ELEMENTARY	6/30/2026	11
Classified	MAPLES, JOSEPH	VEHICLE MECHANIC	TRANSPORTATION	7/3/2026	7
Classified	MILLER, CHARITY	SECURITY	SAFETY & SECURITY	6/26/2026	2
Classified	MUNOZ CERON, YOSHUA	CUSTODIAL I	BERKNER HIGH SCHOOL	6/25/2026	1
Classified	THOMMASOUK, TIMMY	HVAC FOREMAN	FACILITIES MAINTENANCE	7/31/2026	28
Classified	TURNER, LEDELLE	PRINTER III	PRINT SERVICES	7/8/2026	1
Classified	VALDIVIA BECCERA, JOSE	CUSTODIAL I	BIG SPRINGS ELEMENTARY	7/10/2026	5
Paraprofessional	JOHNSON, LARANDA	STUDENT DATA SPEC	YALE ELEMENTARY	6/1/2026	3
Paraprofessional	LAWSON, MARIA	STUDENT DATA SPEC	PARKHILL JUNIOR HIGH	6/1/2026	18
Paraprofessional	MCCORMICK, TRACIE	STUDENT DATA SPEC	CANYON CREEK ELEMENTARY	6/1/2026	1
Paraprofessional	MUNOZ-PINA, CONNIE	EXECUTIVE ASSISTANT I	APOLLO JUNIOR HIGH	6/1/2026	8
Paraprofessional	OCHOA, PAULINA	STUDENT DATA SPEC	WESTWOOD: M/S/L MAGNET	6/1/2026	5
Paraprofessional	RESTREPO, NATALIA	STUDENT DATA SPEC	LAKE HIGHLANDS MID SCHOOL	6/1/2026	9
Paraprofessional	SIMS, TAMERA	EXECUTIVE ASSISTANT I	MARK TWAIN ELEMENTARY	6/1/2026	33
Paraprofessional	VILLARREAL, GLORIA	EXECUTIVE ASSISTANT I	LITTLE RAM/WILDCAT CLA AT SRE	6/1/2026	26
Professional Administration	CAMP, CARSON	LSSP INTERN	SPECIAL STUDENT SERVICES	6/4/2026	1
Professional Administration	CHAPMAN, TARA	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6/4/2026	22
Professional Administration	CORTES CISNERO, MARIA	PROGRAM SPECIALIST I CENT 261	HUMAN RESOURCES	6/30/2026	37
Professional Administration	CROW, NATALIE	COORDINATOR	SPECIAL STUDENT SERVICES	6/1/2026	15
Professional Administration	ECKENROTH, MARCELA	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6/4/2026	9
Professional Administration	FUENTES, ALICIA	LSSP	SPECIAL STUDENT SERVICES	6/4/2026	4
Professional Administration	HERNANDEZ, SUSAN	SENIOR EXECUTIVE DIRECTOR	TEACHING & LEARNING SVCS	6/22/2026	2
Professional Administration	JOHNSON, SHADARRION	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6/4/2026	6
Professional Administration	KORMOS, NATALIE	LSSP	SPECIAL STUDENT SERVICES	6/4/2026	12
Professional Administration	RUST, BARBARA	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6/4/2026	23
Professional Administration	SWEAKS, JENNIFER	COUNSELOR	CAREER & TECHNOLOGY ED	6/1/2026	19
Professional Administration	ZORNIG, ALICIA	DIRECTOR	SPECIAL STUDENT SERVICES	6/22/2026	34
Professional Elementary	BORTNEM, GRANT	PRINCIPAL	BIG SPRINGS ELEMENTARY	6/12/2026	21
Professional Elementary	BROWN, RACHEL	SOCIAL WORKER	AIKIN ELEMENTARY	6/4/2026	2
Professional Elementary	CHENEVERT, ALISHA	PRINCIPAL	WALLACE ELEMENTARY	6/12/2026	5
Professional Elementary	GORDON, HOLLY	ASSISTANT PRINCIPAL	YALE ELEMENTARY	6/1/2026	22
Professional Elementary	NEWMAN, DENISE	PRINCIPAL	MOHAWK ELEMENTARY	6/12/2026	34
Professional Elementary	SHAW, TAMMY	ASSISTANT PRINCIPAL	MARK TWAIN ELEMENTARY	6/1/2026	39
Professional Secondary	DANIEL, AMANDA	ASSISTANT PRINCIPAL	R NORTH JUNIOR HIGH	6/1/2026	10
Professional Secondary	DAVIS, CHRISTOPHER	COUNSELOR	APOLLO JUNIOR HIGH	6/4/2026	8
Professional Secondary	DEL VALLE, BETH	COUNSELOR	JJ PEARCE HIGH SCHOOL	6/1/2026	24
Professional Secondary	DOWELL, MARGARET	COUNSELOR	PARKHILL JUNIOR HIGH	6/1/2026	47
Professional Secondary	EVERETT, AURORA	ASSISTANT PRINCIPAL	RICHARDSON HIGH SCHOOL	6/12/2026	30
Professional Secondary	GEORGE, KOYAL	ADMINISTRATIVE INTERN	LAKE HIGHLANDS HIGH SCHOOL	6/1/2026	7
Professional Secondary	GOAD, JOELLE	COUNSELOR	RICHARDSON HIGH SCHOOL	6/1/2026	36
Professional Secondary	GOODE, OLIVIA	ASSISTANT PRINCIPAL	LAKE HIGHLANDS HIGH SCHOOL	6/12/2026	9
Professional Secondary	HIMLER, AMIEE	ASSISTANT PRINCIPAL	LIBERTY JUNIOR HIGH	6/1/2026	14

Professional Secondary	SEANEZ TRUJILLO, LILIANA	COUNSELOR	WESTWOOD: M/S/L MAGNET	6/1/2026	29
Professional Secondary	WILDES, MARION	ASSISTANT PRINCIPAL	LAKE HIGHLANDS HIGH SCHOOL	6/12/2026	13
Professional Secondary	WILLIAMS, CULUS	COUNSELOR	LAKE HIGHLANDS HIGH SCHOOL	6/1/2026	28
Professional Secondary	YOUNGBLOOD, CORBIN	SOCIAL WORKER	FOREST MEADOW MID SCHOOL	6/1/2026	1

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

INFORMATION AND ACTION ITEM

TOPIC: Specified Best Value/Low Bids, Contracts, and Cumulative Purchases

BACKGROUND INFORMATION:

Bids for the items listed in Part A on the attached sheets were advertised and received for opening in the RISD Purchasing Department. The bid(s) listed under Part A are recommended for acceptance as the lowest responsive bid(s) or other qualifying bid that meets specifications and provides the best value to the District. If the lowest responsive bid does not fall within the budgeted amount for the item, supportive justification and information has been requested and may be made available.

Bids listed in Part B reflect vendors recommended for renewal of an existing bid that was originally approved as providing the best value/lowest responsive bid for the district.

Part C sets out purchases, contracts, contract modifications, and any contract change orders recommended for approval. The amount of items listed in Part C exceeds \$100,000. Purchases and contract(s) for the goods and services reflected under Part C have been reviewed and negotiated, where appropriate. Each contract is within the budgeted amount for the item, category, or service. As indicated, certain purchases and contracts have been renegotiated, modified, or otherwise changed. Any such changes recommended are within budgeted amounts.

Part D reflects Interlocal Agreements or other Memorandums of Understanding that address agreements and understandings between other local governmental entities or certain nonprofit organizations. These items are recommended for the Board's approval.

Part E is provided for the Board's information. The items reflected in this section involve contract amounts of less than \$100,000. Board policy CH (Local) delegates purchasing authority to the Superintendent for expenditure of budgeted amounts for goods and services under \$100,000.

Part F is provided for the Board's information. This section provides information about cumulative purchases from state-approved vendors under contracts or buying

cooperative agreements that the Board already has approved. All such purchases have been made through established District procedures to ensure that the purchase provided the best buy at the lowest available price.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the items recommended under Parts A, B, C, and D. The items in Parts E and F are provided for the Board's information.

PROPOSED RESOLUTION

Whereas, in compliance with state purchasing and procurement requirements and other applicable law, the RISD Purchasing Department, in collaboration with the end-user departments, has solicited, received, opened, and considered responsive bids for contracts to procure various goods and services required for District operations and has made recommendations for the acceptance and approval of bids and contracts that provide the best value to the District; and

WHEREAS, the district has collaborated with other local government entities to develop Interlocal Agreements and Memoranda of Understanding to obtain goods or share services; and

WHEREAS, the District has made cumulative purchases from previously qualified vendors in accordance with applicable procedures for services and has entered into contracts for goods and services within the Superintendent's delegated purchasing authority; and

WHEREAS, effective management of the District's purchasing and acquisition processes supports the Board's strategic objectives and strategies; now

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District accepts, and/or approves the recommended bids, contracts, and Interlocal Agreements and Memoranda of Understanding set out in Parts A, B, C, and D on the attached pages.

Board Agenda August 6, 2026

PART A - New Bids -- For Approval

Bid Number	Description	Recommended Vendor	Amount	Budgeted Amount	Number of Responses	Number Of No Bid Responses	Bids Sought
25-344	Miscellaneous Consultant Services (SY25-26)	Alena Mahas Speech-Language Pathology, PC - Speech Therapy Baker Marching Arts LLC - Music & Sound Design services Candor Consulting and Diagnostics LLC - Spec. Ed. Services Clarion Institute, LLC - Speech/Language Pathology services Communications Cost Containment dba C3 - Technology consultant Comoroz Inc - Consultant Services Eduphoria! Incorporated - Prof. Development services Erin LaRue - Speech/Language Pathology services Granthropology LLC dba Studiously - Consultant/Prof Development services Green Stripe Consulting - Prof. Development Services Lab Resources - Prof. Development/Training services LAM Engineering - Engineering Design/Consultant services Marta Ocampo - Fine Arts consultant OEJ Educational Consulting LLC - School Psychologist Teacher Created Materials - Prof. Development services Texas Evaluation Assessment and Reporting PLLC - Psychological Evaluation services Sigma Technology Fund, LLC dba Kellogg & Sovereign Consulting - E-Rate Consulting Peter Pan Speech Therapy - Special Education DFW Speech Solutions - Speech Therapy Rios Security & Investigations - CTE Security Training Clanet Strategic Consulting - Prof. Staff Development			21		

25-361	Commodity Discount Providers (Spring 2026)	02 Theatrical Systems Inc. Competitive Cameras, LTD. Dallas East Sports Gulf States Door Control, Inc. Hair By Akoni JM&R Body Works LLC My Tech Texas, LLC SRM2 LLC dba Source1 Distribution University of Texas at Austin High School Resnik Enterprises dba Xcel Cooling Products				
26-384	Catering Services	Playa Bowls Kona Ice North Garland (Fiveash LLC) Cowboy Chicken Panera				
26-364	Comprehensive Advertising and Media Services	Asher Media	7	0	32	

PART B - Bid Renewals -- For Approval
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Bid Number	Description	Recommended Vendor	Amount	Budgeted Amount	Number of Responses	Number Of No Bid Responses	Bids Sought
23-269	Vent Hood Cleaning Services for Child Nutrition	Hood Boss	\$ 25,425.00				
25-341	Mowing and Irrigation Services for Select Campuses	BrightView Landscape Services Inc.	\$ 250,055.82				

PART C - Purchase and Contract Information (Greater than \$100,000) -- For Approval	
Purchases, Contracts, Contract Modifications & Change Orders: Greater than \$100,000	Amount

Apple Computer Inc. - Elementary Staff Device Refresh (Choice Partners 23/036S)	\$ 5,288,079.80
Offen Petroleum - Bus/Fleet Fuel for 2026-2027 School Year	\$ 1,100,000.00
Dairy Farmers of America (Dean) - Delivered juice and dairy items for the 2026-2027 school year (MRPC) (increased amount from June 4, 2026 board approval due to higher milk prices)	\$ 1,798,000.00
Glenn Partners, PLLC - Richardson West Middle School Architectural Services, Additional Fees (originally reported and approved Action Item, December 2024) (RISD 23-276)	\$ 827,637.89
Tyler Technologies - Munis application services 4/1/2027 - 3/31/2028 (RISD bid #1521)	\$ 483,730.76
Offen Petroleum - Bus/Fleet Fuel for 2025-2026 School Year (Increase to the \$950,000 originally reported August 7, 2025)	\$ 125,296.19
RollKall Technologies, LLC - School Resource Officer Expenses for 2026-2027 School Year (RISD Bid 25-344)	\$ 600,000.00
The Library Corporation - renewal for 3 years of our library automation system. This purchase includes the online platform we use to manage our libraries. (Choice Partners Cooperative 25/018MF-69)	\$ 174,634.50
City of Dallas - Westwood Middle School - Additional Permit Fees (\$302,013.00 originally reported and approved at the May 7, 2026 board meeting)	\$ 61,777.60

PART D - Interlocals, MOU's, and Other -- For Approval
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Interlocals

Dallas County Juvenile Justice Alternative Education Program - SY26-27

UTD - Federal Work-Study Agreement 25% matching funds

UTD - Federal Work-Study Agreement 0% matching funds

University of Mississippi - Clinical Education and Training Affiliation

City of Richardson RPD - SRO Renewal through 9/5/2028

The University of Texas at Dallas - Uteach Dallas Program

Memorandum of Understanding

Texas A&M International University Intern Services - 10/19/2026 - 12/6/2026

Richardson Adult Literacy Center - 08/07/2026 - 07/31/2027 with (7) one-year renewal options

Cooperative Agreements **Not to Exceed**

The Library Corporation per Harris County Department of Education/Choice Partners Cooperative 25/018MF-69 (Technology Products and Services) through May 20, 2027	\$	300,000.00
Trane US Inc. per Racin County/Omnia Partners 3341 (HVAC Products, Installation, Labor Based Solutions and Related Product and Services) through August 31, 2027)	\$	300,000.00
Dos Terra Limited Liability Company dba Sibme per BuyBoard 792-26 (Software as a Service (SaaS), Cybersecurity Assessments and Related Products and Services) through March 31, 2027	\$	275,000.00
Hellas Construction Inc. per 1GPA 23-01-DP-03-E3 (Athletic Surfaces, Appurtenances and Minor Structures) through August 15, 2027	\$	100,000.00
SiteOne Landscape Supply per BuyBoard 805-26 (Field and Turf Irrigation Products, Landscaping Products and Specialty Conditioners/Soils) through May 31, 2027	\$	75,000.00
SiteOne Landscape Supply per BuyBoard 806-26 (Grounds Maintenance Equipment, Parts and Supplies) through May 31, 2027	\$	75,000.00
Jostens Inc. per McKinney ISD 2025-07-644 (Printing, Photocopying, Graphic Design, Signage, Graduation, Yearbook Supplies and Services) through August 18, 2027	\$	50,000.00

Other

PART E - Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)	Amount
National Recruiting on behalf of Norma Cardenas Rivera - Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings through June 2, 2027.	\$ 76,000.00
Conscious Discipline Holdings LLC - Training/Coaching Sessions (virtual and in-person), Books and Materials necessary for training/coaching, online E-Course Team handling.	\$ 62,239.00
Paul Hambrick-Santoyo - provide two days of professional development for team leaders from RISD on July 7, 2026 and July 8, 2026.	\$ 40,500.00
Jan Doughman Lucio - provide comprehensive technology support to District campuses and central departments. Services include, but are not limited to, the distribution and collection of technology devices, troubleshooting and resolving technical issues, and coordinating activities between central Instructional Technology staff and campus personnel to ensure alignment with ongoing technology bond projects through August 31, 2027.	\$ 35,000.00

Candor Consulting and Diagnostics, LLC on behalf of Junita Howard - Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$	32,000.00
Supplemental Health Care on behalf of Margaret McNeil - Diagnostician: to provide support to District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings, for an anticipated 13 weeks during 2026-27 school year.	\$	23,000.00
Bilingual Speech Services on behalf of Erin LaRue - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, August 12, 2026 through 2026-27 school year.	\$	24,000.00
Jana Schofield - Speech Language Pathology: To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, 9/24/26 - 5/26/27.	\$	21,000.00
Bilingual Speech Services on behalf of Terri Johnson - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, September 24, 2026 through 2026-27 school year.	\$	21,000.00
LeTourneau & Associates, LLC on behalf of Stacy Brown - To provide support to Richardson ISD's Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in multi-tiered system of supports (MTSS) meetings, comprehensive speech language therapy, writing individualized education plans (IEPs), completing evaluations, updating progress and attendance of admission, review, and dismissal (ARD) meetings, August 12, 2026 through 2026-27 school year.	\$	17,500.00
Cognitive Diagnostic Associates - To provide an Independent Educational Evaluation (IEE) in the areas of Psychological, Cognitive Achievement, Functional Assessment, and Social Skills (speech/pragmatics) through October 30, 2026.	\$	12,000.00

PART F - Cumulative Purchases -- Information Only

Cumulative Purchases from Qualified Vendors:	Amount
1GPA	\$ 8,050.00
BUY BOARD - Texas Association of School Boards	\$ 331,092.79
CPGPC - Choice Partners	\$ 900,675.27
CTPA	\$ 73,156.83
DIR - State of Texas Department of Information Resources	\$ 4,107,311.42
EDUCATION SERVICE CENTER	\$ 522,769.00
EPCNT - Education Purchasing Cooperative of North Texas	\$ 832,618.16
MRPC - Multi Regional Purchasing Cooperative	\$ 103,389.61
SOURCEWELL - Sourcwell (previously NJPA)	\$ 771,578.64
OMNIA Partners - TCPN/IPA/US Communities	\$ 107,671.91
TIPS - The Interlocal Purchasing System	\$ 2,587,232.80
TPASS - Texas Procurement and Support Services	\$ 2,901.71
EQUALIS	\$ 3,260,429.00
TOTAL:	\$ 13,608,877.14

BOARD AGENDA - August 6, 2026
RECOMMENDED SPECIFIED BID COMMENTS

Bid #	Description	Comments
25-344	Miscellaneous Consultant Services (25-26)	This RFP (unsealed) establishes a roster of vendors to be used for consulting contracts. Vendors will be added as responses are submitted to the district and approved for district use. Contracts will be reported as needed per the BOT reporting guidelines. The term for this roster of vendors ends 8/31/2030.
24-326	Commodity Discount Providers (Spring 2025)	This RFP (unsealed) establishes a roster of vendors to be used for various district commodities. Vendors will be added as responses are submitted to the district and approved for district use. The term end date for these vendors will be assigned per commodity.
26-364	Comprehensive Advertising and Media Services	This RFCSP establishes a vendor to provide comprehensive advertising and media services for the Strategy and Engagement Department. The award for this agreement is (1) year with (4) 1-year renewal options.
26-384	Catering Services (Open)	This RFP (unsealed) establishes a roster of vendors to be used for catering services. Vendors will be added as responses are submitted to the district and approved for district use. The term end date for these vendors will be 6/30/2031.

Bid Renewals:

Bid #	Description	Comments
23-269	Vent Hood Cleaning Services for Child Nutrition	This RFP established a vendor to provide Vent Hood Cleaning Services for Child Nutrition. The term of this agreement is for one (1) year with three (3) renewal options. This is the third renewal.
25-341	Mowing and Irrigation Services for Select Campuses	This RFCSP establishes a vendor to provide mowing and irrigation services for select campuses. This is the second renewal option.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

INFORMATION ITEM

TOPIC: Upcoming Bids

BACKGROUND INFORMATION

Attached is a schedule of anticipated bids for the next 12 months.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents this schedule for the Board's information.

BOT Meeting

September

Bond Program Management

October

Third Party Staffing Services for Child Nutrition

November

Print Shop Equipment and Supplies

Minor Construction Services

December**January****February**

Cheerleading & Drill Team Items

March**April****May****June**

Engineering Services

Career & Technology Education (CTE)

August

Mowing and Irrigation Services for Select Campuses

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

INFORMATION ITEM

TOPIC: Bond Expenditure Reports

BACKGROUND INFORMATION

The Bond Program Management Department prepares a report of the 2016 bond authorization expenditures each month. These reports are presented as part of a process to ensure community understanding and provide a degree of oversight of financial decisions regarding these monies.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents these reports for the Board's information.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Bond Expenditures By Project Through July 16, 2026
Bond Series 2016

									Changes from Prior Report 14-May-26		
	Original Budget	Amended Budget	Spent and Committed	% Spent To Date	Balance	Estimate To Complete	Available or (Shortage)	Amounts Issued 2016 Bond	Spent and Committed	Estimate to Complete	Available or (Shortage)
Instruction & Technology											
Athletics	9,205,140	8,635,751	8,635,751	100.0%	-	-	-	9,205,140	-	-	-
Career & Technical Education	16,332,244	16,315,063	16,315,063	100.0%	-	-	-	16,332,244	-	-	-
Fine Arts	7,405,580	6,867,231	6,867,231	100.0%	-	-	-	7,405,580	-	-	-
Health Services	266,780	358,445	358,445	100.0%	-	-	-	266,780	-	-	-
Innovative Instructional Space/Library Media	19,188,412	16,238,121	16,238,121	100.0%	-	-	-	19,188,412	-	-	-
Instructional Technology	59,216,049	59,095,911	59,095,911	100.0%	-	-	-	59,216,049	-	-	-
Junior Reserve Officer Training Corp (JROTC)	623,500	565,923	565,923	100.0%	-	-	-	623,500	-	-	-
Language Arts	1,914,445	1,878,280	1,878,280	100.0%	-	-	-	1,914,445	-	-	-
Languages Other Than English	1,185,800	1,188,737	1,188,737	100.0%	-	-	-	1,185,800	-	-	-
Mathematics	1,151,550	1,151,369	1,151,369	100.0%	-	-	-	1,151,550	-	-	-
Multipurpose Activity Centers	59,981,665	49,892,912	49,892,912	100.0%	-	-	-	59,981,665	-	-	-
PACE After School Program	216,000	216,000	216,000	100.0%	-	-	-	216,000	-	-	-
Physical Education & Health	489,400	448,362	448,362	100.0%	-	-	-	489,400	-	-	-
Science	2,656,702	2,689,598	2,689,598	100.0%	-	-	-	2,656,702	-	-	-
Social Studies	311,523	311,708	311,708	100.0%	-	-	-	311,523	-	-	-
Special Education	1,438,000	4,860,883	4,860,883	100.0%	-	-	-	1,438,000	-	-	-
Student Assistance Programs	55,875	55,262	55,262	100.0%	-	-	-	55,875	-	-	-
Student Performance and Evaluation	410,000	365,573	365,573	100.0%	-	-	-	410,000	-	-	-
Visual Arts	547,697	465,795	465,795	100.0%	-	-	-	547,697	-	-	-
	182,596,362	171,600,924	171,600,924	100.0%	-	-	-	182,596,362	-	-	-
Infrastructure and Support											
Enterprise Technology	35,565,000	31,437,902	26,892,427	85.5%	4,545,474	4,545,474	-	35,565,000	(76,662)	76,662	-
Facilities	97,507,693	101,072,347	99,134,409	98.1%	1,937,938	1,937,938	-	97,507,693	(197,728)	197,728	-
Furniture, Office Equipment, Copiers	7,534,426	9,354,001	9,203,786	98.4%	150,215	150,215	-	7,534,426	-	-	-
Maintenance & Operations	3,294,834	3,294,269	3,294,269	100.0%	-	-	-	3,294,834	-	-	-
Program and Project Management	1,282,044	1,329,012	1,253,162	94.3%	75,850	75,850	-	1,282,044	-	-	-
Transportation	3,349,835	1,773,307	1,599,438	90.2%	173,868	173,868	-	3,349,835	-	-	-
	148,533,832	148,260,837	141,377,492	95%	6,883,346	6,883,346	-	148,533,832	(274,390)	274,390	
Construction											
Construction	107,271,359	132,034,300	132,034,300	100.0%	-	-	-	107,271,359	-	-	-
	107,271,359	132,034,300	132,034,300	100.0%	-	-	-	107,271,359	-	-	-
TOTAL 2016 BOND	438,401,553	451,896,061	445,012,716	98.5%	6,883,346	6,883,346	-	438,401,553	(274,390)	274,390	-

(1) "Estimate To Complete" includes 100% of the original project estimate for projects not yet bid and estimated cost of projects in progress.

(2) From the total bond amount, \$84M was issued on 7/21/16, \$225M was issued on 5/31/17, and \$128M was issued on 6/13/19

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

INFORMATION ITEM

TOPIC: Bond Expenditure Reports

BACKGROUND INFORMATION

The Bond Program Management Department prepares a report of the 2021 bond authorization expenditures each month. These reports are presented as part of a process to ensure community understanding and provide a degree of oversight of financial decisions regarding these monies.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents these reports for the Board's information.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Bond Expenditures By Project Through July 16, 2026
Bond Series 2021

									Changes from Prior Report 14-May-26		
	Original Budget	Amended Budget	Spent and Committed	% Spent To Date	Balance	Estimate To Complete	Available or (Shortage)	Amounts Issued 2021 Bond	Spent and Committed	Estimate to Complete	Available or (Shortage)
Instruction & Technology											
Accountability Continuous Imp	2,580,000	2,915,559	2,507,606	86.0%	407,953	407,953	-	2,580,000	344,783	(9,224)	-
Advance Learning Services	3,745,000	3,745,000	1,508,165	40.3%	2,236,835	2,236,835	-	3,745,000	11,500	(11,500)	-
Athletics	11,405,260	11,405,260	11,353,774	99.5%	51,486	51,486	-	11,405,260	216,425	(216,425)	-
Bilingual	1,610,000	1,610,000	1,449,846	90.1%	160,155	160,155	-	1,610,000	-	-	-
Career & Technical Education	14,250,000	14,250,000	14,234,895	99.9%	15,105	15,105	-	14,250,000	3,428	(3,428)	-
English as Second Language	3,183,130	3,183,130	2,851,648	89.6%	331,482	331,482	-	3,183,130	800,033	(800,033)	-
Fine Arts Music and Theatre	10,924,000	10,924,000	10,049,594	92.0%	874,406	874,406	-	10,924,000	191,800	(191,800)	-
Health Services	273,000	273,000	272,859	99.9%	141	141	-	273,000	-	-	-
Innovative Instructional Space/Library Media	5,016,000	5,016,000	3,441,007	68.6%	1,574,993	1,574,993	-	5,016,000	12,812	(12,812)	-
Instructional Technology	70,521,762	72,981,923	71,819,543	98.4%	1,162,380	1,162,380	-	70,521,762	919,999	1,540,162	-
JROTC	560,970	560,970	258,771	46.1%	302,199	302,199	-	560,970	-	-	-
Language Arts	5,965,050	5,965,050	5,570,492	93.4%	394,558	394,558	-	5,965,050	-	-	-
Language Other Than English	441,000	441,000	424,756	96.3%	16,244	16,244	-	441,000	-	-	-
Literacy & Intervention	6,819,514	6,819,514	6,438,082	94.4%	381,432	381,432	-	6,819,514	-	-	-
Mathematics	3,728,000	3,728,000	3,519,850	94.4%	208,150	208,150	-	3,728,000	-	-	-
Physical Education & Health	525,000	525,000	519,368	98.9%	5,632	5,632	-	525,000	(270)	270	-
PreKindergarten	1,586,970	1,586,970	1,228,841	77.4%	358,129	358,129	-	1,586,970	2,477	(2,477)	-
Prevention Programming	100,000	100,000	22,182	22.2%	77,818	77,818	-	100,000	-	-	-
Print Services	2,040,000	2,040,000	1,968,947	96.5%	71,053	71,053	-	2,040,000	-	-	-
Science	3,180,000	3,180,000	3,180,000	100.0%	0	0	-	3,180,000	-	-	-
Social Studies	574,000	574,000	573,993	100.0%	7	7	-	574,000	-	-	-
Special Student Services	2,978,741	2,978,741	1,912,208	64.2%	1,066,533	1,066,533	-	2,978,741	-	-	-
Teaching and Learning Svcs	1,559,030	1,559,030	1,222,242	78.4%	336,788	336,788	-	1,559,030	84,359	(84,359)	-
Visual Arts	893,900	893,900	841,606	94.1%	52,294	52,294	-	893,900	35,843	(35,843)	-
	154,460,327	157,256,047	147,170,276	93.6%	10,085,771	10,085,771	-	154,460,327	2,623,189	172,531	-
Infrastructure and Support											
Enterprise Technology	40,580,000	40,580,000	40,552,465	99.9%	27,535	27,535	-	40,580,000	-	-	-
Facilities	118,300,963	119,895,152	92,544,523	77.2%	27,350,629	27,350,629	-	118,300,963	2,232,534	176,727	-
Furniture, Office Equipment, Copiers	24,077,400	24,077,400	23,411,996	97.2%	665,404	665,404	-	24,077,400	(10)	10	-
Maintenance & Operations	4,307,511	4,307,511	3,035,551	70.5%	1,271,960	1,271,960	-	4,307,511	-	-	-
Program and Project Management	1,992,600	1,992,600	1,259,927	63.2%	732,673	732,673	-	1,992,600	34,288	(34,288)	-
Safety and Security	7,471,466	7,471,466	5,500,405	73.6%	1,971,061	1,971,061	-	7,471,466	(307)	307	-
Transportation	11,025,652	11,025,652	10,857,173	98.5%	168,479	168,479	-	11,025,652	-	-	-
	207,755,592	209,349,781	177,162,040	84.6%	32,187,741	32,187,741	-	207,755,592	2,266,505	142,756	-
Construction											
Construction	383,062,817	383,046,817	373,164,425	97.4%	9,882,392	9,882,392	-	383,062,817	-	-	-
	383,062,817	383,046,817	373,164,425	97.4%	9,882,392	9,882,392	-	383,062,817	-	-	-
TOTAL 2021 BOND	745,278,736	749,652,645	697,496,741	93.0%	52,155,904	52,155,904	-	745,278,736	4,889,694	315,286	-

(1) "Estimate To Complete" includes 100% of the original project estimate for projects not yet bid and estimated cost of projects in progress.

(2) From the total bond amount, \$200M was issued on 07/19/21, \$200M was issued on 6/08/22, \$200M was issued on 11/30/22, \$125M was issued 07/15/2024

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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

INFORMATION ITEM

TOPIC: Monthly Financial Statements

BACKGROUND INFORMATION

The financial statements for the General Fund, Child Nutrition Fund and Debt Service Fund are presented for review.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents these financial statements for the Board's Information



RICHARDSON INDEPENDENT SCHOOL DISTRICT

EVERY CHILD. EVERY TEACHER. EVERY LEADER. EVERY DAY.

Finance and Support Services

Date: August 6, 2026

To: Tabitha Branum
Superintendent

From: David Pate, CPA
Assistant Superintendent of Finance and Support Services

Subject: Summary of April 2026 Monthly Financial Statements

YEAR TO DATE PAYROLL COST EXCLUDING TRS AND ESSER SUPPLANTING– FUND 199, GENERAL FUND

As of April 30, 2026, the actual payroll costs exceeded year-to-date budget for the General Fund by \$3,047,507 (1.1%). Actual payroll costs for the General Fund (excluding TRS On-behalf payments) totaled \$268,319,012, an increase of \$13,957,446 (5.5%) when compared to \$254,361,566 as of April 30, 2025.

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

General Fund (199)

Revenues are consistent with budget expectations and/or prior year activity, except for the following sources:

- Foundation School Program Revenue (Object 5812) increased by \$47.2M (62.7%) due to timing and estimation changes of state payments from HB2 compared to the previous year. TEA is currently using 36,971 in the state funding calculation and snapshot is 36,228. The district is currently overpaid.

As of April 30, 2026, 83% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

Child Nutrition Fund (240)

Revenues are consistent with budget expectations and/or prior year activity.

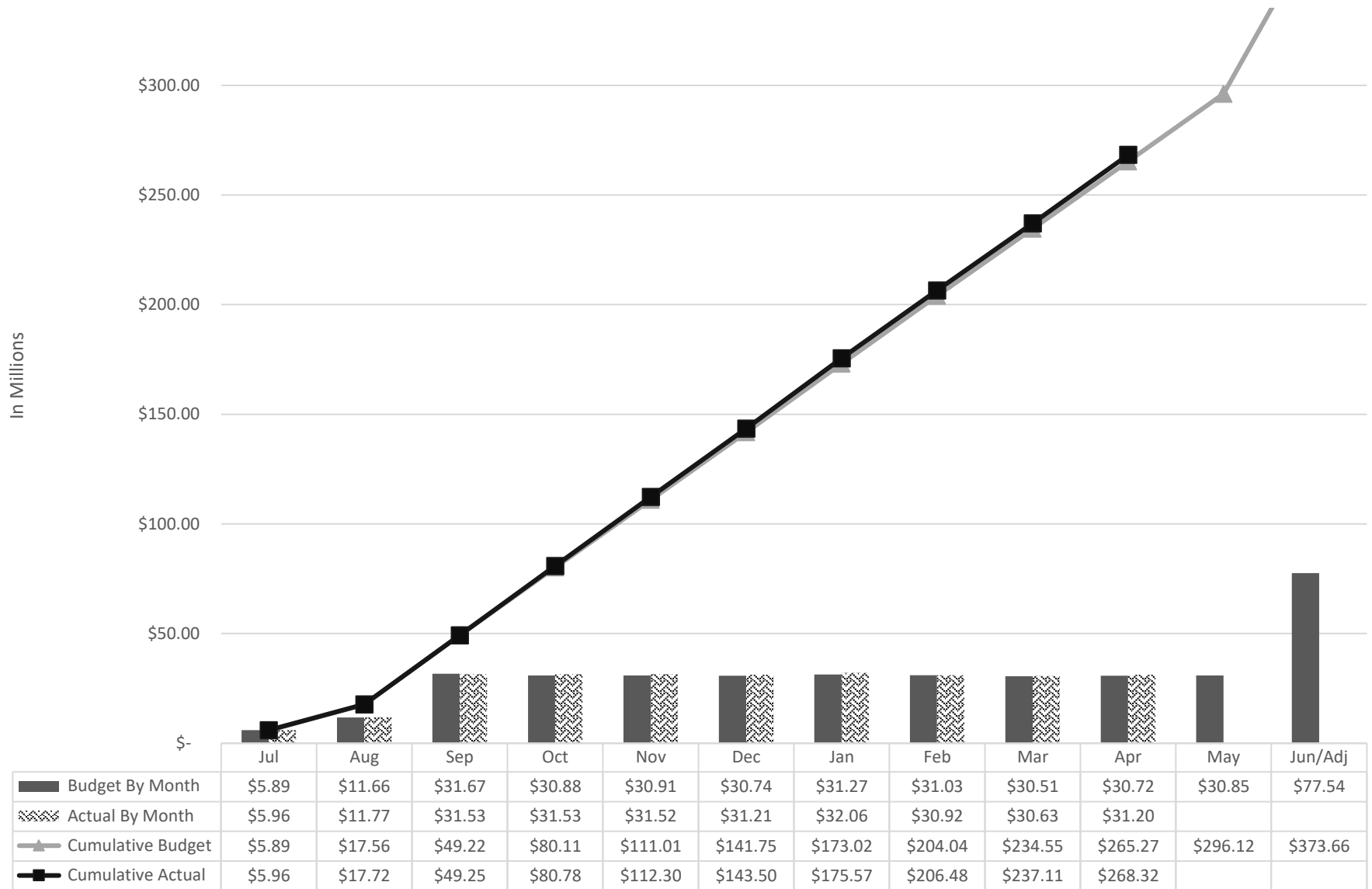
As of April 30, 2026, 83% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

Debt Service Fund (599)

Revenues are consistent with budget expectations and/or prior year activity.

As of April 30, 2026, 83% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

FY 2026 General Fund Payroll Analysis Excluding TRS On-Behalf and ESSER Supplanting



RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (199)

% OF YEAR COMPLETE: 83%

DESCRIPTION

	Apr-26 Budget	Apr-26 Actual	% of Actual to Budget		Apr-25 Budget	Apr-25 Actual	% of Actual to Budget
REVENUES							
5711 Taxes Current Year Levy	\$ 246,665,677	239,252,440	97%	\$	237,135,735	\$ 246,226,741	104%
5712 Taxes Prior Years	(1,635,000)	(1,841,363)	113%		(913,939)	(2,227,652)	244%
5719 Penalties Interest and Other Tax Revenues	1,250,000	1,938,876	155%		1,180,270	1,869,488	158%
5739 Tuition and Fees	5,997,500	6,457,197	108%		4,683,318	5,592,047	119%
5742 Earnings from Temporary Deposits and Investments	6,050,000	6,726,949	111%		9,107,250	8,089,733	89%
5743 Rent	2,175,000	2,176,431	100%		2,150,000	2,004,589	93%
5744 Revenue from Foundations, Non-Profits, and Gifts	29,427	39,194	133%		36,234	13,356	37%
5745 Insurance Recovery	125,000	39,503	32%		234,595	126,056	54%
5749 Other Revenues from Local Sources	550,000	686,639	125%		1,714,845	601,684	35%
5752 Athletic Activities	565,000	519,502	92%		485,000	557,021	115%
5769 Miscellaneous Revenues from Intermediate Sources	-	-	0%		319,679	-	0%
5811 Per Capita Apportionment	13,293,825	7,061,834	53%		13,421,301	10,524,506	78%
5812 Foundation School Program Act Entitlements	95,939,778	122,410,508	128%		99,543,794	75,236,896	76%
5829 State Program Revenues Distributed by Texas Education Agency	-	17,590	100%		-	180,343	100%
5831 Teacher Retirement TRS Care On-Behalf Payments	24,000,000	18,768,181	78%		24,000,000	18,004,170	75%
5929 Federal Revenues Distributed by Texas Education Agency	2,250,000	1,176,449	52%		1,594,018	2,606,516	164%
5931 School Health and Related Services (SHARS)	4,250,000	412,977	10%		3,500,000	4,248,321	121%
5939 Federal Revenues Distributed by State of Texas Government	-	112,697	100%		-	137,922	100%
5949 Federal Revenues Distributed Directly from the Federal	-	308,003	100%		-	243,939	100%
TOTAL REVENUES	\$ 401,506,207	\$ 406,263,607	101.2%	\$	398,192,100	\$ 374,035,676	94%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (199)

% OF YEAR COMPLETE: 83%

DESCRIPTION

		Apr-26	Apr-26	% of Actual	Apr-25	Apr-25	% of Actual
		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
11	Instruction	\$ 280,635,569	\$ 191,517,556	68%	\$ 255,715,441	\$ 178,825,603	70%
12	Instructional Resources and Media Services	6,074,353	3,682,143	61%	6,213,366	3,829,798	62%
13	Curriculum Development and Instructional Staff Development	8,508,590	6,927,002	81%	10,059,262	6,104,026	61%
21	Instructional Leadership	7,690,316	5,505,129	72%	7,350,572	5,664,264	77%
23	School Leadership	27,480,212	19,292,551	70%	27,392,893	18,905,057	69%
31	Guidance, Counseling and Evaluation Services	23,776,337	15,531,435	65%	21,451,612	15,077,586	70%
32	Social Work Services	1,571,192	1,105,113	70%	1,514,360	1,178,940	78%
33	Health Services	6,310,539	4,063,493	64%	6,381,446	4,540,857	71%
34	Student (Pupil) Transportation	9,537,204	9,168,849	96%	8,816,319	8,313,923	94%
35	Food Service	250,000	-	0%	250,000	-	0%
36	Cocurricular/Extracurricular Activities	7,435,953	6,966,078	94%	6,853,690	6,316,703	92%
41	General Administration	11,182,097	9,095,473	81%	10,396,725	8,670,385	83%
51	Plant Maintenance and Operations	40,473,144	33,881,112	84%	41,571,026	34,256,419	82%
52	Security and Monitoring Services	7,275,486	4,404,219	61%	7,090,032	3,413,663	48%
53	Data Processing Services	5,406,057	3,582,581	66%	5,379,510	3,757,832	70%
61	Community Services	4,526,896	2,846,983	63%	3,322,649	1,991,797	60%
71	Debt Service	80,841	42,595	53%	79,924	53,261	67%
72	Interest on Long-term Debt	540	-	0%	540	-	0%
81	Facilities, Acquisition and Construction	1,224	1,224	100%	-	-	0%
91	Contracted Instructional Services Between Public Schools	6,638,967	124,343	2%	5,537,545	-	0%
93	Payments to Member Districts of Shared Services Arrangements	955,704	661,201	69%	255,704	182,011	71%
95	Payments to Juvenile Justice Alternative Education Programs	50,000	37,200	74%	50,000	47,232	94%
99	Other Intergovernmental Charges	1,338,148	1,003,611	75%	1,318,067	988,551	75%
TOTAL EXPENDITURES		457,199,369	319,439,891	70%	427,000,683	302,117,908	71%
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(55,693,162)	86,823,716		(28,808,583)	71,917,768	
OTHER FINANCING SOURCES (USES)							
7912	Sale of Real and Personal Property	10,650,000	836	0%	131,470	223,323	170%
8911	Transfers Out	(1,000,000)	(1,000,000)	100%	(1,000,000)	(1,000,000)	100%
TOTAL OTHER FINANCING SOURCES (USES)		9,650,000	(999,164)	-10%	(868,530)	(776,677)	89%
NET CHANGE IN FUND BALANCE		(46,043,162)	85,824,552		(29,677,113)	71,141,091	
FUND BALANCE JULY 1		166,520,684	166,520,684		183,514,011	183,514,011	
FUND BALANCE APRIL 30 (UNAUDITED)		\$ 120,477,522	\$ 252,345,236		\$ 153,836,898	\$ 254,655,102	

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
FOOD SERVICE FUND (240)

% OF YEAR COMPLETE: 83%

DESCRIPTION

	Apr-26 Budget	Apr-26 Actual	% of Actual to Budget	Apr-25 Budget	Apr-25 Actual	% of Actual to Budget
REVENUES						
5742 Earnings from Temporary Deposits and Investments	\$ 350,000	\$ 232,744	66%	\$ 350,000	\$ 375,590	107%
5744 Revenue from Foundations, Non-Profits, and Gifts	10,890	\$ 36,976	340%	-	-	0%
5749 Revenues from Local Sources	35,500	10,260	29%	49,600	20,610	42%
5751 Food Service	3,185,000	2,502,102	79%	3,187,500	2,355,871	74%
5829 TEA/Non-Foundation Revenue	75,000	80,947	108%	88,000	78,507	89%
5921 School Breakfast Program	2,800,000	2,364,791	84%	2,610,000	2,348,038	90%
5922 National School Lunch Program	9,300,000	8,212,870	88%	9,285,000	8,077,708	87%
5923 United States Department of Agriculture Donated Commodities	1,482,439	-	0%	1,349,630	-	0%
5939 Federal Revenues Distributed by State of Texas Government Agencies	180	132,892	73829%	1,560,000	-	0%
TOTAL REVENUES	\$ 17,239,009	\$ 13,573,582	79%	\$ 18,479,730	\$ 13,256,324	72%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
FOOD SERVICE FUND (240)

% OF YEAR COMPLETE: 83%

DESCRIPTION

	Apr-26 Budget	Apr-26 Actual	% of Actual to Budget	Apr-25 Budget	Apr-25 Actual	% of Actual to Budget
EXPENDITURES						
35 Food Service	\$ 19,961,791	\$ 15,117,111	76%	\$ 24,110,529	\$ 14,274,725	59%
51 Plant Maintenance and Operations	466,668	296,009	63%	370,504	252,420	68%
61 Community Services	-	-	0%	200	-	0%
TOTAL EXPENDITURES	20,428,459	15,413,121	75%	24,481,233	14,527,145	59%
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	(3,189,450)	(1,839,539)		(6,001,503)	(1,270,821)	
OTHER FINANCING SOURCES (USES)						
7915 Operating Transfers In	-	13,108	100%	-	-	0%
TOTAL OTHER FINANCING SOURCES (USES)	-	13,108		-	-	
NET CHANGE IN FUND BALANCE	(3,189,450)	(1,826,431)		(6,001,503)	(1,270,821)	
FUND BALANCE JULY 1	7,223,242	7,223,242		8,674,740	8,674,740	
FUND BALANCE APRIL 30 (UNAUDITED)	\$ 4,033,792	\$ 5,396,811		\$ 2,673,237	\$ 7,403,919	

*Estimated Fund Balance until final results are available

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
DEBT SERVICE FUND (599)

% OF YEAR COMPLETE: 83%

DESCRIPTION

	Apr-26		Apr-26	% of Actual		Apr-25		Apr-25	% of Actual
REVENUES	Budget		Actual	to Budget		Budget		Actual	to Budget
5711 Taxes on Current Year Levy	\$ 116,883,214	\$	110,890,442	95%	\$	103,041,373	\$	113,700,187	110%
5712 Taxes for Prior Years	(265,729)		(861,051)	324%		(265,729)		(1,021,393)	384%
5719 Penalties, Interest and Other Tax Revenues	200,000		652,938	326%		200,000		669,796	335%
5742 Earnings from Temporary Deposits and Investments	100,000		1,286,094	1286%		100,000		1,425,976	1426%
5746 Tax Increment Fund	-		-	0%		3,000,000		-	0%
5829 State Program Revenues Distributed by TEA	7,423,829		14,738,562	199%		9,066,818		9,528,151	105%
TOTAL REVENUES	\$ 124,341,314	\$	126,706,985	102%	\$	115,142,462	\$	124,302,717	108%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
DEBT SERVICE FUND (599)

% OF YEAR COMPLETE: 83%
DESCRIPTION

	Apr-26 Budget	Apr-26 Actual	% of Actual to Budget	Apr-25 Budget	Apr-25 Actual	% of Actual to Budget
EXPENDITURES						
71 Debt Service	102,851,658	82,540,000	80%	68,735,000	68,735,000	100%
72 Interest on Long-term Debt	42,505,784	42,505,617	100%	42,411,815	42,107,695	99%
73 Bond Issuance Costs and Fees	30,000	21,812	73%	1,020,000	17,775	2%
97 Payment to Tax Increment Fund	-		0%	3,000,000	-	0%
TOTAL EXPENDITURES	145,387,442	125,067,429	86%	115,166,815	110,860,471	96%
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	(21,046,128)	1,639,556		(24,353)	13,442,246	
OTHER FINANCING SOURCES (USES)						
7911 Issuance of Bonds	-	-	0%	-	-	0%
7916 Premium or Discount on Issuance of Bonds	-	-	0%	-	-	0%
8949 Other Uses	-	-	0%	-	-	0%
TOTAL OTHER FINANCING SOURCES (USES)	-	-		-	-	
NET CHANGE IN FUND BALANCE	(21,046,128)	1,639,556		(24,353)	13,442,246	
FUND BALANCE JULY 1	44,927,461	44,927,461		35,279,086	35,279,086	
FUND BALANCE APRIL 30 (UNAUDITED)	\$ 23,881,333	\$ 46,567,017		\$ 35,254,733	\$ 48,721,332	

*Estimated Fund Balance until final results are available

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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

INFORMATION ITEM

TOPIC: Monthly Financial Statements

BACKGROUND INFORMATION

The financial statements for the General Fund, Child Nutrition Fund and Debt Service Fund are presented for review.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents these financial statements for the Board's Information



RICHARDSON INDEPENDENT SCHOOL DISTRICT

EVERY CHILD. EVERY TEACHER. EVERY LEADER. EVERY DAY.

Finance and Support Services

Date: August 6, 2026

To: Tabitha Branum
Superintendent

From: David Pate, CPA
Assistant Superintendent of Finance and Support Services

Subject: Summary of May 2026 Monthly Financial Statements

YEAR TO DATE PAYROLL COST EXCLUDING TRS AND ESSER SUPPLANTING– FUND 199, GENERAL FUND

As of May 31, 2026, the actual payroll costs exceeded year-to-date budget for the General Fund by \$2,216,573 (0.7%). Actual payroll costs for the General Fund (excluding TRS On-behalf payments) totaled \$299,523,590, an increase of \$15,585,206 (5.5%) when compared to \$283,938,384 as of May 31, 2025.

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

General Fund (199)

Revenues are consistent with budget expectations and/or prior year activity, except for the following sources:

- Foundation School Program Revenue (Object 5812) increased by \$47.2M (62.7%) due to timing and estimation changes of state payments from HB2 compared to the previous year. TEA is currently using 36,971 in the state funding calculation and snapshot is 36,228. The district is currently overpaid.

As of May 31, 2026, 92% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

Child Nutrition Fund (240)

Revenues are consistent with budget expectations and/or prior year activity.

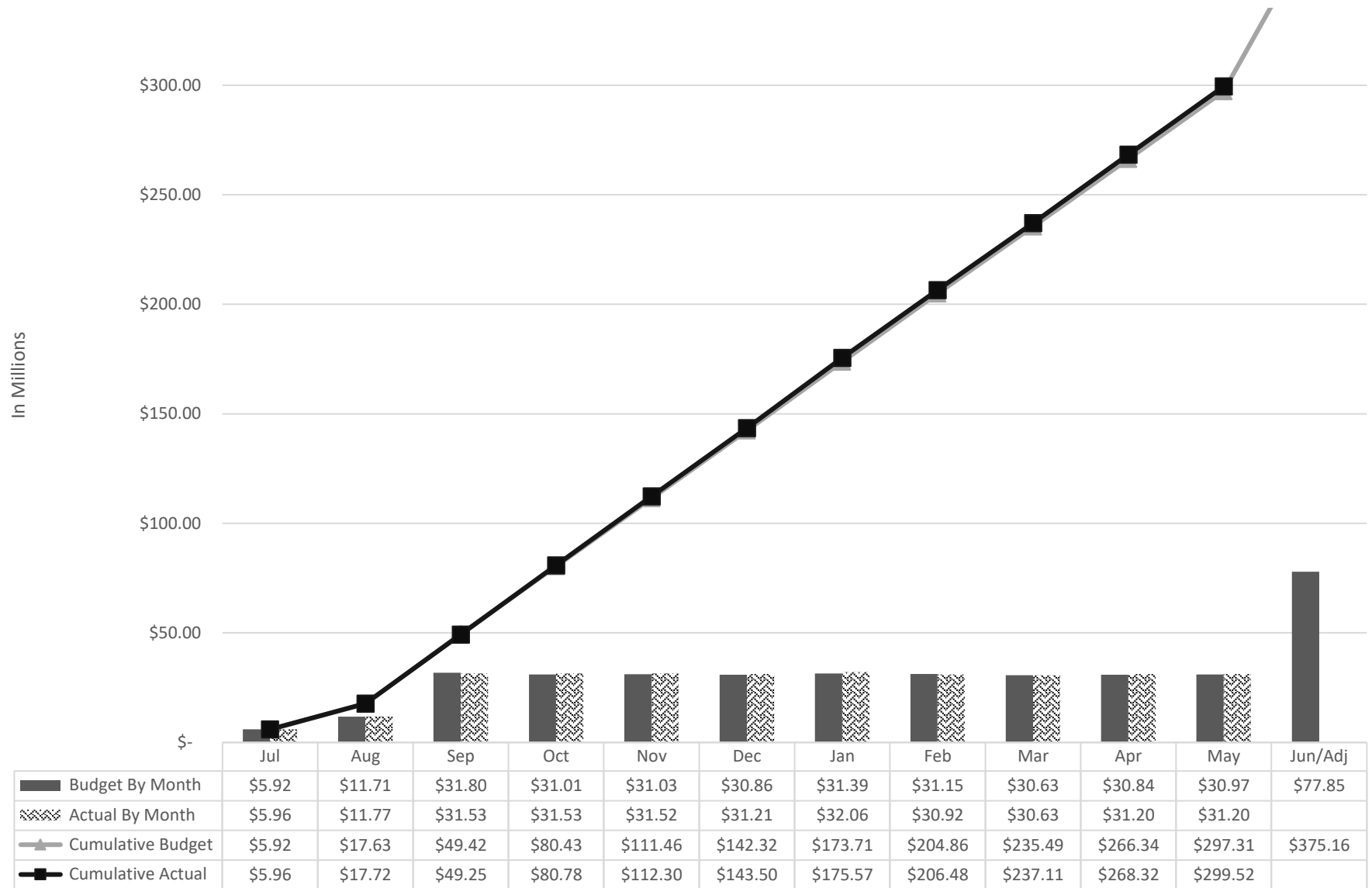
As of May 31, 2026, 92% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

Debt Service Fund (599)

Revenues are consistent with budget expectations and/or prior year activity.

As of May 31, 2026, 92% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

FY 2026 General Fund Payroll Analysis Excluding TRS On-Behalf and ESSER Supplanting



RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (199)

% OF YEAR COMPLETE: 92%

DESCRIPTION

	May-26 Budget	May-26 Actual	% of Actual to Budget	May-25 Budget	May-25 Actual	% of Actual to Budget
REVENUES						
5711 Taxes Current Year Levy	\$ 246,665,677	239,292,957	97%	\$ 237,135,735	\$ 246,575,537	104%
5712 Taxes Prior Years	(1,635,000)	(2,320,721)	142%	(913,939)	(2,405,231)	263%
5719 Penalties Interest and Other Tax Revenues	1,250,000	2,118,403	169%	1,180,270	2,043,493	173%
5739 Tuition and Fees	5,997,500	7,289,862	122%	4,683,318	6,199,460	132%
5742 Earnings from Temporary Deposits and Investments	6,050,000	7,355,291	122%	9,107,250	8,927,524	98%
5743 Rent	2,175,000	2,233,876	103%	2,150,000	2,212,518	103%
5744 Revenue from Foundations, Non-Profits, and Gifts	29,427	44,294	151%	36,234	21,638	60%
5745 Insurance Recovery	125,000	44,495	36%	234,595	136,479	58%
5749 Other Revenues from Local Sources	550,000	785,559	143%	1,714,845	743,936	43%
5752 Athletic Activities	565,000	580,713	103%	485,000	620,691	128%
5769 Miscellaneous Revenues from Intermediate Sources	-	-	0%	319,679	-	0%
5811 Per Capita Apportionment	13,293,825	9,861,386	74%	13,421,301	11,930,697	89%
5812 Foundation School Program Act Entitlements	95,939,778	122,423,484	128%	99,543,794	75,236,896	76%
5829 State Program Revenues Distributed by Texas Education Agency	-	49,594	100%	-	180,343	100%
5831 Teacher Retirement TRS Care On-Behalf Payments	24,000,000	16,914,534	70%	24,000,000	19,796,537	82%
5929 Federal Revenues Distributed by Texas Education Agency	2,250,000	1,637,801	73%	1,594,018	2,607,558	164%
5931 School Health and Related Services (SHARS)	4,250,000	602,072	14%	3,500,000	4,833,641	138%
5939 Federal Revenues Distributed by State of Texas Government	-	450,738	100%	-	147,716	100%
5949 Federal Revenues Distributed Directly from the Federal	-	341,396	100%	-	276,684	100%
TOTAL REVENUES	\$ 401,506,207	\$ 409,705,734	102.0%	\$ 398,192,100	\$ 380,086,117	95%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (199)

% OF YEAR COMPLETE: 92%

DESCRIPTION

		May-26	May-26	% of Actual	May-25	May-25	% of Actual
	EXPENDITURES	Budget	Actual	to Budget	Budget	Actual	to Budget
11	Instruction	\$ 280,905,799	\$ 212,713,006	76%	\$ 255,806,032	\$ 200,615,990	78%
12	Instructional Resources and Media Services	6,005,216	4,093,118	68%	6,217,420	4,276,812	69%
13	Curriculum Development and Instructional Staff Development	8,574,517	7,623,160	89%	9,998,284	6,723,716	67%
21	Instructional Leadership	7,720,136	6,017,591	78%	7,363,610	6,249,011	85%
23	School Leadership	27,490,965	21,220,438	77%	27,408,701	21,025,547	77%
31	Guidance, Counseling and Evaluation Services	23,576,021	17,251,267	73%	21,411,450	16,811,327	79%
32	Social Work Services	1,571,192	1,185,768	75%	1,514,360	1,289,930	85%
33	Health Services	6,310,267	4,513,145	72%	6,379,780	4,979,576	78%
34	Student (Pupil) Transportation	11,037,204	10,165,316	92%	10,432,742	9,367,568	90%
35	Food Service	250,000	-	0%	650,000	-	0%
36	Cocurricular/Extracurricular Activities	8,483,106	7,639,719	90%	7,852,381	7,008,978	89%
41	General Administration	11,232,097	9,838,565	88%	10,631,725	9,551,237	90%
51	Plant Maintenance and Operations	40,456,986	36,563,373	90%	41,801,026	37,324,525	89%
52	Security and Monitoring Services	7,269,486	5,704,128	78%	7,084,032	4,721,114	67%
53	Data Processing Services	5,422,215	3,889,734	72%	5,575,766	4,299,863	77%
61	Community Services	4,527,246	3,130,844	69%	3,321,649	2,202,836	66%
71	Debt Service	80,841	46,456	57%	79,924	53,261	67%
72	Interest on Long-term Debt	540	-	0%	540	-	0%
81	Facilities, Acquisition and Construction	1,224	1,224	100%	-	-	0%
91	Contracted Instructional Services Between Public Schools	6,638,967	124,343	2%	5,537,545	6,816	0%
93	Payments to Member Districts of Shared Services Arrangements	955,704	661,201	69%	385,704	182,011	47%
95	Payments to Juvenile Justice Alternative Education Programs	100,000	37,200	37%	50,000	47,232	94%
99	Other Intergovernmental Charges	1,338,148	1,338,146	100%	1,318,067	1,318,067	100%
	TOTAL EXPENDITURES	459,947,877	353,757,742	77%	430,820,738	338,055,417	78%
	EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	(58,441,670)	55,947,992		(32,628,638)	42,030,700	
	OTHER FINANCING SOURCES (USES)						
7912	Sale of Real and Personal Property	10,650,000	836	0%	131,470	238,550	181%
8911	Transfers Out	(1,000,000)	(1,000,000)	100%	(1,000,000)	(1,000,000)	100%
	TOTAL OTHER FINANCING SOURCES (USES)	9,650,000	(999,164)	-10%	(868,530)	(761,450)	88%
	NET CHANGE IN FUND BALANCE	(48,791,670)	54,948,828		(33,497,168)	41,269,250	
	FUND BALANCE JULY 1	166,520,684	166,520,684		183,514,011	183,514,011	
	FUND BALANCE MAY 31 (UNAUDITED)	\$ 117,729,014	\$ 221,469,512		\$ 150,016,843	\$ 224,783,261	

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
FOOD SERVICE FUND (240)

% OF YEAR COMPLETE: 92%

DESCRIPTION

	May-26	May-26	% of Actual	May-25	May-25	% of Actual
	Budget	Actual	to Budget	Budget	Actual	to Budget
REVENUES						
5742 Earnings from Temporary Deposits and Investments	\$ 350,000	\$ 249,369	71%	\$ 350,000	\$ 410,630	117%
5744 Revenue from Foundations, Non-Profits, and Gifts	33,264	\$ 36,976	111%	-	-	0%
5749 Revenues from Local Sources	35,500	11,106	31%	49,600	21,905	44%
5751 Food Service	3,185,000	2,742,559	86%	3,187,500	2,576,240	81%
5829 TEA/Non-Foundation Revenue	75,000	80,947	108%	88,000	78,507	89%
5921 School Breakfast Program	2,800,000	2,719,818	97%	2,610,000	2,711,957	104%
5922 National School Lunch Program	9,300,000	9,603,562	103%	9,285,000	9,462,358	102%
5923 United States Department of Agriculture Donated Commodities	1,482,439	-	0%	1,349,630	-	0%
5939 Federal Revenues Distributed by State of Texas Government Agencies	180	132,892	73829%	1,560,000	-	0%
TOTAL REVENUES	\$ 17,261,383	\$ 15,577,229	90%	\$ 18,479,730	\$ 15,261,597	83%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
FOOD SERVICE FUND (240)

% OF YEAR COMPLETE: 92%

DESCRIPTION

		May-26	May-26	% of Actual	May-25	May-25	% of Actual
		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
35	Food Service	\$ 19,984,165	\$ 16,916,842	85%	\$ 24,110,529	\$ 16,331,033	68%
51	Plant Maintenance and Operations	466,668	317,570	68%	370,504	276,013	74%
61	Community Services	-	-	0%	200	-	0%
TOTAL EXPENDITURES		20,450,833	17,234,412	84%	24,481,233	16,607,046	68%
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(3,189,450)	(1,657,183)		(6,001,503)	(1,345,449)	
OTHER FINANCING SOURCES (USES)							
7915	Operating Transfers In	-	13,108	100%	-	-	0%
TOTAL OTHER FINANCING SOURCES (USES)		-	13,108		-	-	
NET CHANGE IN FUND BALANCE		(3,189,450)	(1,644,075)		(6,001,503)	(1,345,449)	
FUND BALANCE JULY 1		7,223,242	7,223,242		8,674,740	8,674,740	
FUND BALANCE MAY 31 (UNAUDITED)		\$ 4,033,792	\$ 5,579,167		\$ 2,673,237	\$ 7,329,291	

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
DEBT SERVICE FUND (599)

% OF YEAR COMPLETE: 92%

DESCRIPTION

		May-26	May-26	% of Actual	May-25	May-25	% of Actual
		Budget	Actual	to Budget	Budget	Actual	to Budget
REVENUES							
5711	Taxes on Current Year Levy	\$ 116,883,214	\$ 110,910,015	95%	\$ 103,041,373	\$ 113,861,821	111%
5712	Taxes for Prior Years	(265,729)	(1,090,747)	410%	(265,729)	(1,102,805)	415%
5719	Penalties, Interest and Other Tax Revenues	200,000	720,912	360%	200,000	736,349	368%
5742	Earnings from Temporary Deposits and Investments	100,000	1,429,419	1429%	100,000	1,606,225	1606%
5746	Tax Increment Fund	-	-	0%	3,000,000	-	0%
5829	State Program Revenues Distributed by TEA	7,423,829	14,738,562	199%	9,066,818	9,528,151	105%
TOTAL REVENUES		\$ 124,341,314	\$ 126,708,161	102%	\$ 115,142,462	\$ 124,629,741	108%

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
DEBT SERVICE FUND (599)

% OF YEAR COMPLETE: 92%

DESCRIPTION

	May-26 Budget	May-26 Actual	% of Actual to Budget	May-25 Budget	May-25 Actual	% of Actual to Budget
EXPENDITURES						
71 Debt Service	102,851,658	82,540,000	80%	68,735,000	68,735,000	100%
72 Interest on Long-term Debt	42,505,784	42,505,617	100%	42,411,815	42,107,695	99%
73 Bond Issuance Costs and Fees	30,000	28,301	94%	1,020,000	19,388	2%
97 Payment to Tax Increment Fund	-	-	0%	3,000,000	-	0%
TOTAL EXPENDITURES	145,387,442	125,073,918	86%	115,166,815	110,862,083	96%
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	(21,046,128)	1,634,243		(24,353)	13,767,658	
OTHER FINANCING SOURCES (USES)						
7911 Issuance of Bonds	-	-	0%	-	-	0%
7916 Premium or Discount on Issuance of Bonds	-	-	0%	-	-	0%
8949 Other Uses	-	-	0%	-	-	0%
TOTAL OTHER FINANCING SOURCES (USES)	-	-		-	-	
NET CHANGE IN FUND BALANCE	(21,046,128)	1,634,243		(24,353)	13,767,658	
FUND BALANCE JULY 1	44,927,461	44,927,461		35,279,086	35,279,086	
FUND BALANCE MAY 31 (UNAUDITED)	\$ 23,881,333	\$ 46,561,704		\$ 35,254,733	\$ 49,046,744	

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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

INFORMATION ITEM

TOPIC: Grant Award Notice

BACKGROUND INFORMATION:

Board policy CB Local calls for public notice of all federal and state grant awards to be presented to the Board and published to the district website.

Richardson ISD has been awarded funding for the programs shown below:

Grant Program	Awarded Amount	Program Description
2026-27 Communities Foundation of Texas P-TECH Support Grant	\$70,000	Focused P-TECH initiatives to increase opportunities for students to earn postsecondary credentials
2025-26 Empowering ECSE Educators to Improve Student Outcomes	\$62,439	Training focused on behavior management and inclusive opportunities and will increase ECSE educators to improve student outcomes for children with disabilities, ages 3 through 5 and receiving ECSE services.
2026-27 Innovative Services for Students with Autism	\$242,250	Innovative services that improve functional and/or academic outcomes for students with autism.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent provides this report for the Board's information and review.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

ACTION ITEM

TOPIC: Quarterly Investment Report

BACKGROUND INFORMATION

The District is required by the Public Funds Investment Act (the "Act"), Chapter 2256 of the Government Code, to report on at least a quarterly basis information regarding the District's investment portfolio. Board Policy CDA (Local) requires that the Investment Officer prepare on a quarterly basis an investment report which presents the cost and market basis of all investments held by the District as well as a statement as to the compliance with District policy.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the District approve the Investment Report for the quarter ended June 30, 2026, as submitted by the Investment Officers.

RESOLUTION

WHEREAS, the District is required by the Public Funds Investment Act (the "Act"), Chapter 2256 of the Government Code and Board Policy CDA (Local) to regularly review the Investment portfolio of the District.

THEREFORE, BE IT RESOLVED that the Board of Trustees of Richardson Independent School District approves the Investment Report for the quarter ended June 30, 2026, as submitted by the Investment Officers.

INVESTMENT REPORT

Richardson ISD

.....

April 1 to June 30, 2026



Contents

Market Recap3

Investment Officers’ Certification4

Portfolio Overview5

Portfolio Overview6

Asset Allocation7

Credit Rating Summary8

Benchmark Comparison.9

Fund Overview10

Detail of Security Holdings11

Earned Income14

Investment Transactions.17

Investment Transactions Totals.19

Amortization and Accretion20

Projected Cash Flows.22

Projected Cash Flows Totals.24

Disclosures & Disclaimers25

Market Recap

Treasury yields moved higher again in June as markets saw easing energy prices along with a Federal Reserve that remains uncomfortable with current inflation levels. The yield curve bear-flattened, with short-term rates rising more than longer-term rates. After dominating markets for much of the spring, the U.S.-Iran conflict showed tentative signs of progress late in the month, as a pause in hostilities and renewed talks allowed commercial vessels to move more freely through the Strait of Hormuz. Oil prices fell sharply from their spring highs, with West Texas Intermediate crude ending June near \$70 per barrel, down from almost \$113 in early April.

Despite the improvement in energy prices, inflation remained the focus. The May Consumer Price Index rose to 4.2% year-over-year, keeping price pressures well above the Fed's 2.0% target and making clear that the recent pullback in oil prices has not yet translated into inflation relief. The Fed's preferred inflation measure told a similar story. Headline PCE rose +0.4% in May and +4.1% year-over-year, while core PCE increased +0.3% for the month and +3.4% year-over-year, the highest core reading since October 2023. Energy remained the largest contributor to the monthly increase, but the stickiness in core inflation suggests price pressure has broadened beyond gasoline and fuel.

The labor market remained solid enough to keep the Fed from shifting toward an easier policy stance. The May employment report showed payrolls rising by 172k, while the unemployment rate held at 4.3%, a level that still points to a relatively healthy job market despite some cooling. Job openings also surprised to the upside, rising to 7.6 million in May compared with expectations of 7.3 million. While the labor market has slowed from the extremely tight conditions of prior years, it has not weakened enough to offset the Fed's inflation concerns.

Consumer spending also held up better than expected in May, even as inflation continued to pressure household budgets. Personal consumption expenditures rose +0.7% for the month, while personal income also increased +0.7%. The stronger income growth helped lift the personal savings rate to 3.0%, up from 2.6% in April. Still, with inflation running

high, the improvement in nominal spending should be viewed carefully. Consumers are still spending, but a meaningful portion of that growth reflects higher prices rather than stronger real demand.

Economic growth estimates moderated during the month but continued to point to a positive second quarter. The Atlanta Fed's GDPNow model estimated Q2 real GDP growth at +2.5% as of June 25, down from +3.0% earlier in the month. First quarter GDP was also revised higher to +2.1%, suggesting the economy entered the quarter with somewhat firmer momentum than previously thought.

The June FOMC meeting was the first chaired by Kevin Warsh, and it marked a clear shift in tone. The Committee left the federal funds target range unchanged at 3.50% to 3.75%, the fourth consecutive pause, but the accompanying message was more hawkish than markets had been expecting. The updated Summary of Economic Projections showed the median Fed official now expects core PCE inflation of 3.3% at year-end 2026, up from 2.7% in March, while the median projected federal funds rate rose from 3.4% to 3.8%. That effectively removed the rate cuts that had been penciled into the prior outlook and introduced the possibility that the next move could be higher if inflation fails to improve.

Warsh also began reshaping how the Fed communicates, shortening the policy statement and emphasizing that markets should focus less on Fed guidance and more on incoming data. While President Trump has continued to press for lower rates, Warsh's first meeting made clear that the Fed is not yet ready to ease while inflation remains elevated and the labor market resilient.

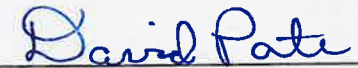
Looking ahead to July, markets will be focused on whether the decline in oil prices begins to show up in the inflation data. If energy prices remain closer to \$70 per barrel rather than \$100 seen earlier in the spring, headline inflation should begin to ease. However, the bigger question is whether core inflation follows. For now, the economy remains strong enough to keep the Fed patient, but inflation remains too high to justify rate cuts.

Investment Officers' Certification

This report is prepared for the Richardson ISD (the "Entity") in accordance with Chapter 2256 of the Texas Public Funds Investment Act ("PFIA"). Section 2256.023(a) of the PFIA states that: "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report is signed by the Entity's investment officers and includes the disclosures required in the PFIA.

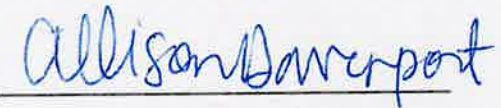
The investment portfolio complied with the PFIA and the Entity's approved Investment Policy and Strategy throughout the period. All investment transactions made in the portfolio during this period were made on behalf of the Entity and were made in full compliance with the PFIA and the approved Investment Policy.

Investment Officers



David Pate

Asst. Superintendent of Finance



Allison Davenport

Executive Director of Finance



Jeffrey Beall

Cash Manager

Portfolio Overview

Portfolio Summary

	Prior 31 Mar-26	Current 30 Jun-26
Par Value	495,994,248.72	564,732,579.04
Original Cost	493,998,414.06	562,203,786.05
Book Value	495,380,619.12	563,718,300.95
Market Value	495,343,485.32	563,554,087.14
Accrued Interest	866,270.34	867,297.85
Book Value Plus Accrued	496,246,889.46	564,585,598.80
Market Value Plus Accrued	496,209,755.66	564,421,384.99
Net Unrealized Gain/(Loss)	(37,133.80)	(164,213.81)

Income Summary

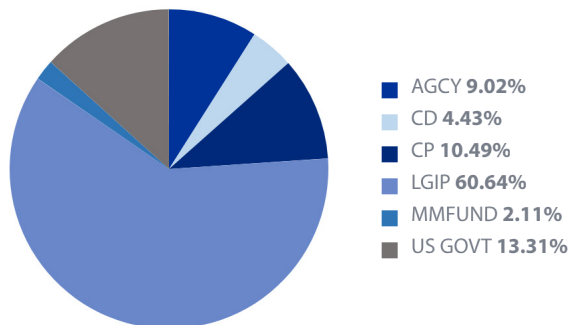
Current Period	1 Apr-26 to 30 Jun-26
Interest Income	3,574,269.15
Net Amortization/Accretion	773,640.57
Realized Gain/(Loss)	0.00
Net Income	4,347,909.73

Fiscal Year-to-Date	1 Jul-25 to 30 Jun-26
Net Income	17,734,602.28

Portfolio Characteristics

	Prior 31 Mar-26	Current 30 Jun-26
Yield to Maturity	3.720%	3.699%
Yield to Worst	3.720%	3.699%
Days to Final Maturity	47	53
Days to Effective Maturity	47	53
Duration	0.34	0.38

Asset Allocation

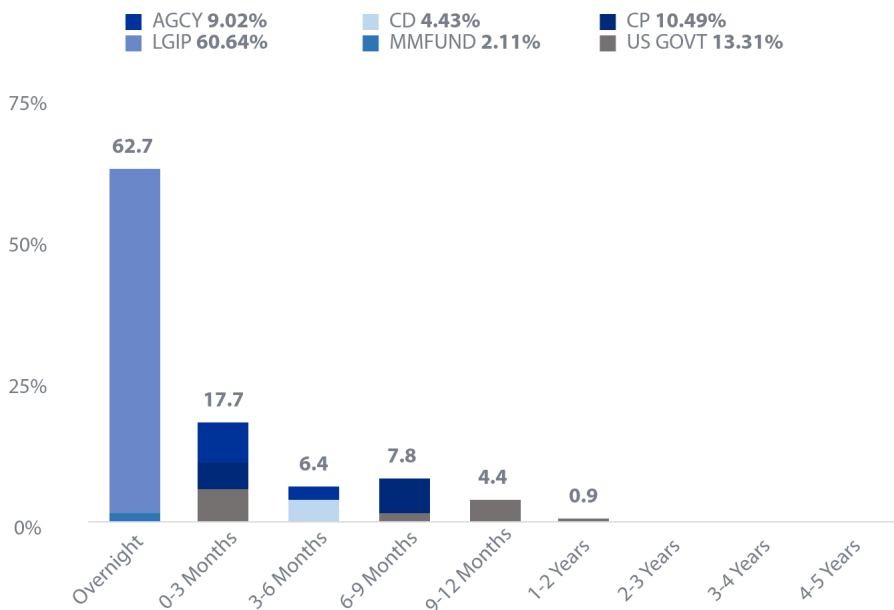


Transaction Summary

Transaction Type	Quantity	Principal	Interest	Total Amount	Realized Gain/Loss
Buy	110,000,000.00	(108,825,710.94)	(34,409.15)	(108,860,120.09)	0.00
Maturity	(80,000,000.00)	80,000,000.00	0.00	80,000,000.00	0.00
Coupon	0.00	0.00	1,148,125.00	1,148,125.00	0.00

Portfolio Overview

Maturity Distribution by Security Type



Top Ten Holdings

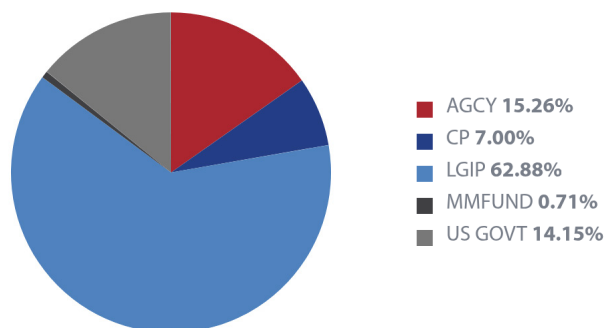
Issuer	Allocation
TEXSTAR	38.77%
TEXPOOL	17.22%
United States	13.31%
Royal Bank of Canada	6.10%
LONESTRGOV	4.65%
Federal Home Loan Banks	4.61%
Gulf Coast Educators FCU	4.43%
Federal National Mortgage Association	4.42%
Toyota Motor Credit Corporation	4.39%
WF	2.11%

Maturity Distribution by Security Type

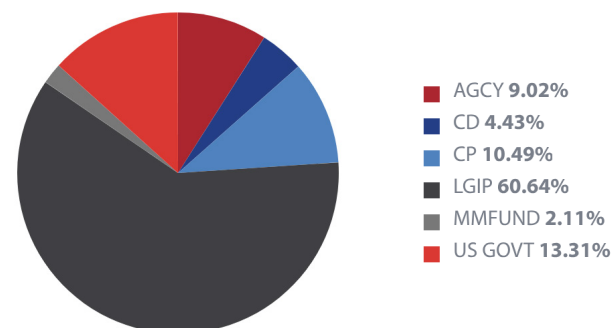
Security Type	Overnight	0-3 Months	3-6 Months	6-9 Months	9-12 Months	1-2 Years	2-3 Years	3-4 Years	4-5 Years	Portfolio Total
AGCY	--	39,870,547.08	11,001,304.54	--	--	--	--	--	--	50,871,851.63
CD	--	--	25,000,000.00	--	--	--	--	--	--	25,000,000.00
CP	--	24,946,900.00	--	34,159,619.44	--	--	--	--	--	59,106,519.44
LGIP	341,832,716.54	--	--	--	--	--	--	--	--	341,832,716.54
MMFUND	11,899,862.50	--	--	--	--	--	--	--	--	11,899,862.50
US GOVT	--	34,911,782.27	--	10,031,518.42	25,026,672.56	5,037,377.59	--	--	--	75,007,350.84
Total	353,732,579.04	99,729,229.35	36,001,304.54	44,191,137.87	25,026,672.56	5,037,377.59	--	--	--	563,718,300.95

Asset Allocation

Asset Allocation by Security Type as of
31-Mar-2026



Asset Allocation by Security Type as of
30-Jun-2026



Book Value Basis Security Distribution

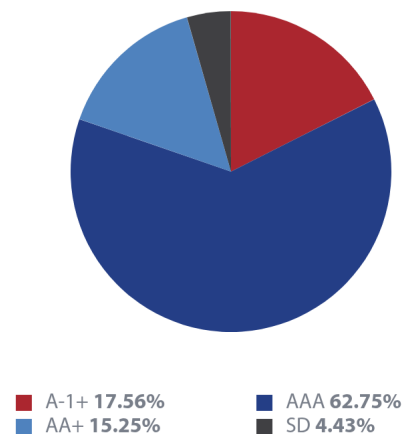
Security Type	Prior Balance 31-Mar-26	Prior Allocation 31-Mar-26	Change in Allocation	Current Balance 30-Jun-26	Current Allocation 30-Jun-26	Yield to Maturity
AGCY	75,599,467.26	15.26%	(6.24%)	50,871,851.63	9.02%	3.787%
CD	0.00	0.00%	4.43%	25,000,000.00	4.43%	3.850%
CP	34,673,266.67	7.00%	3.49%	59,106,519.44	10.49%	3.977%
LGIP	311,479,009.28	62.88%	(2.24%)	341,832,716.54	60.64%	3.630%
MMFUND	3,515,239.44	0.71%	1.40%	11,899,862.50	2.11%	3.510%
US GOVT	70,113,636.47	14.15%	(0.85%)	75,007,350.84	13.31%	3.716%
Portfolio Total	495,380,619.12	100.00%		563,718,300.95	100.00%	3.699%

Credit Rating Summary

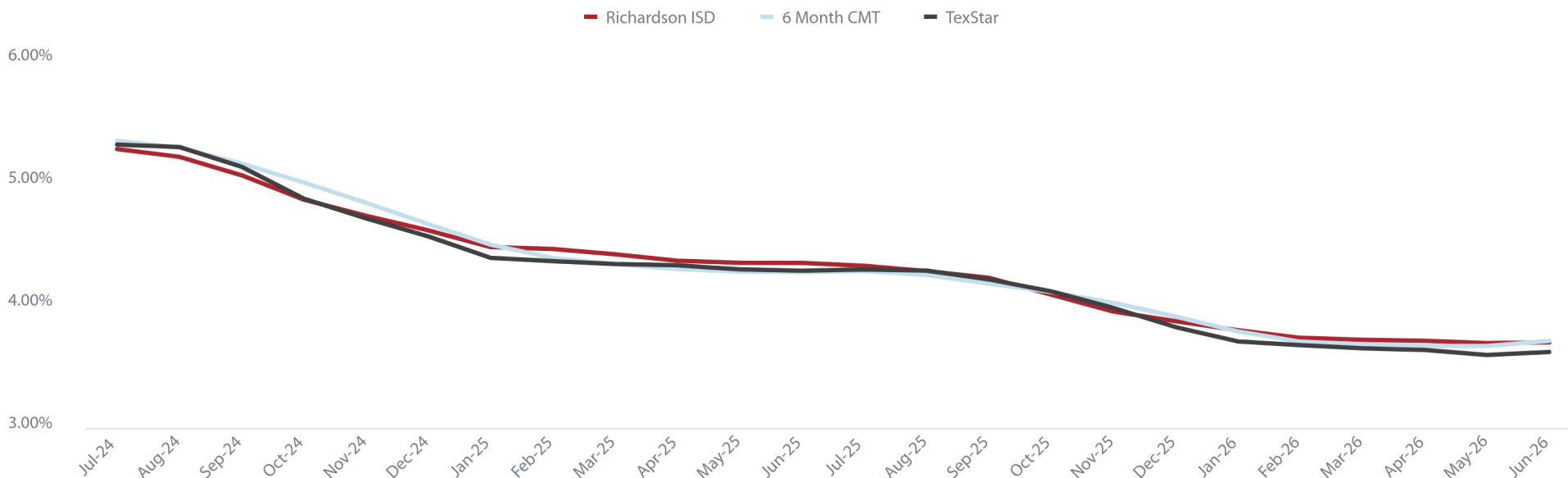
Rating Distribution

	Book Value	Portfolio Allocation
Secured Deposits (Insured or Collateralized)		
Certificates of Deposit	25,000,000.00	4.43%
Total Secured Deposits	25,000,000.00	4.43%
Local Government Investment Pools & Money Market Funds		
AAA	353,732,579.04	62.75%
Total Local Government Investment Pools & Money Market Funds	353,732,579.04	62.75%
Short Term Rating Distribution		
A-1+	98,997,248.61	17.56%
Total Short Term Rating Distribution	98,997,248.61	17.56%
Long Term Rating Distribution		
AA+	85,988,473.30	15.25%
Total Long Term Rating Distribution	85,988,473.30	15.25%
Portfolio Total	563,718,300.95	100.00%

Allocation by Rating



Benchmark Comparison



Yield Overview

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
Richardson ISD	5.28	5.21	5.06	4.86	4.73	4.61	4.48	4.46	4.42	4.37	4.35	4.35	4.33	4.28	4.23	4.09	3.95	3.87	3.80	3.74	3.72	3.71	3.70	3.70
6 Month CMT	5.34	5.29	5.16	5.00	4.84	4.66	4.50	4.39	4.34	4.30	4.28	4.27	4.28	4.25	4.18	4.11	4.02	3.91	3.79	3.71	3.68	3.67	3.67	3.71
TexStar	5.31	5.29	5.13	4.87	4.71	4.56	4.39	4.36	4.34	4.33	4.30	4.28	4.30	4.29	4.21	4.12	3.98	3.82	3.71	3.68	3.65	3.64	3.60	3.62

Fund Overview

Fund Name	Prior Book Value	Prior Market Value	Changes to Market Value	Current Book Value	Current Market Value	Net Income	Days to Final Mty	YTM	YTW
199-General Operating Fund	261,781,075.45	261,769,019.30	(70,504,334.43)	191,292,305.90	191,264,684.87	1,868,787.68	18	3.657%	3.657%
240-Food Service Fund	6,937,696.42	6,937,696.42	(1,644,455.89)	5,293,240.53	5,293,240.53	53,642.21	1	3.647%	3.647%
497-Permanent Local School Fund	27,229,882.81	27,215,460.43	136,090.44	27,401,806.98	27,351,550.87	258,044.93	157	3.802%	3.802%
599-Debt Service Fund	46,349,021.76	46,349,021.76	138,665.99	46,487,734.92	46,487,687.75	421,320.41	19	3.671%	3.671%
629-Special Capital Projects	12,232,817.09	12,232,817.09	(10,395,928.41)	1,836,888.68	1,836,888.68	104,071.59	1	3.647%	3.647%
644-Cap Proj/2016 Construction	17,203,442.64	17,203,442.64	(632,840.75)	16,570,601.89	16,570,601.89	151,034.09	1	3.647%	3.647%
650-Cap Proj/2021 Construction	121,341,427.49	121,330,772.21	(10,366,728.38)	111,050,333.34	110,964,043.83	1,095,423.07	152	3.833%	3.833%
651-Cap Proj/2025 Construction Prop A	0.00	0.00	161,236,116.04	161,236,116.04	161,236,116.04	372,959.97	26	3.657%	3.657%
755-Workers' Compensation Fund	2,305,255.47	2,305,255.47	244,017.21	2,549,272.68	2,549,272.68	22,625.78	1	3.647%	3.647%
Total	495,380,619.12	495,343,485.32	68,210,601.82	563,718,300.95	563,554,087.14	4,347,909.73	53	3.699%	3.699%

Detail of Security Holdings

CUSIP	Settle Date	Security Type	Security Description	CPN	Maturity Date	Next Call Date	Call Type	Par Value	Purch Price	Original Cost	Book Value	Mkt Price	Market Value	Days to Mty	Days to Call	YTM	YTW	Rating
199-General Operating Fund																		
LNSTGOV		LGIP	LoneStar Gov O/N	3.640	06/30/26			26,216,377.16	100.000	26,216,377.16	26,216,377.16	100.000	26,216,377.16	1		3.640	3.640	AAA
TEXPOOL		LGIP	TexPool	3.647	06/30/26			31,644,709.42	100.000	31,644,709.42	31,644,709.42	100.000	31,644,709.42	1		3.647	3.647	AAA
TEXSTAR		LGIP	TexSTAR	3.622	06/30/26			81,540,512.09	100.000	81,540,512.09	81,540,512.09	100.000	81,540,512.09	1		3.622	3.622	AAA
WFRCHSDSW		MMFUND	Allspring Govt MM Instl		06/30/26			11,899,862.50	100.000	11,899,862.50	11,899,862.50	100.000	11,899,862.50	1		3.510	3.510	AAA
313385ZL3	11/18/25	AGCY	FHLB	0.000	07/17/26			15,000,000.00	97.570	14,635,487.50	14,975,800.00	99.840	14,975,925.00	17		3.755	3.755	A-1+
78009BGH9	11/18/25	CP	Royal Bank of Canada	0.000	07/17/26			10,000,000.00	97.429	9,742,933.33	9,982,933.33	99.827	9,982,710.00	17		3.941	3.941	A-1+
3130B3A29	10/17/24	AGCY	FHLB	4.000	10/09/26			5,000,000.00	100.083	5,004,150.00	5,000,592.97	99.982	4,999,120.00	101		3.956	3.956	AA+
91282CKA8	03/05/26	US GOVT	U.S. Treasury Note	4.125	02/15/27			10,000,000.00	100.477	10,047,656.25	10,031,518.42	100.055	10,005,468.70	230		3.609	3.609	AA+
Total 199-General Operating Fund								191,301,461.17		190,731,688.25	191,292,305.90		191,264,684.87	18		3.657	3.657	
240-Food Service Fund																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			5,293,240.53	100.000	5,293,240.53	5,293,240.53	100.000	5,293,240.53	1		3.647	3.647	AAA
Total 240-Food Service Fund								5,293,240.53		5,293,240.53	5,293,240.53		5,293,240.53	1		3.647	3.647	
497-Permanent Local School Fund																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			6,366,864.72	100.000	6,366,864.72	6,366,864.72	100.000	6,366,864.72	1		3.647	3.647	AAA
91282CLH2	08/12/25	US GOVT	U.S. Treasury Note	3.750	08/31/26			10,000,000.00	99.801	9,980,078.13	9,996,853.10	99.988	9,998,828.10	62		3.944	3.944	AA+
3130B3A29	10/17/24	AGCY	FHLB	4.000	10/09/26			6,000,000.00	100.083	6,004,980.00	6,000,711.57	99.982	5,998,944.00	101		3.956	3.956	AA+
91282CGP0	03/05/26	US GOVT	U.S. Treasury Note	4.000	02/29/28			5,000,000.00	100.887	5,044,335.94	5,037,377.59	99.738	4,986,914.05	609		3.534	3.534	AA+
Total 497-Permanent Local School Fund								27,366,864.72		27,396,258.79	27,401,806.98		27,351,550.87	157		3.802	3.802	
599-Debt Service Fund																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			21,572,805.75	100.000	21,572,805.75	21,572,805.75	100.000	21,572,805.75	1		3.647	3.647	AAA
912797US4	04/21/26	US GOVT	U.S. Treasury Bill	0.000	08/04/26			25,000,000.00	98.949	24,737,281.25	24,914,929.17	99.660	24,914,882.00	35		3.692	3.692	A-1+

Detail of Security Holdings

CUSIP	Settle Date	Security Type	Security Description	CPN	Maturity Date	Next Call Date	Call Type	Par Value	Purch Price	Original Cost	Book Value	Mkt Price	Market Value	Days to Mty	Days to Call	YTM	YTW	Rating
Total 599-Debt Service Fund								46,572,805.75		46,310,087.00	46,487,734.92		46,487,687.75	19		3.671	3.671	
629-Special Capital Projects																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			1,836,888.68	100.000	1,836,888.68	1,836,888.68	100.000	1,836,888.68	1		3.647	3.647	AAA
Total 629-Special Capital Projects								1,836,888.68		1,836,888.68	1,836,888.68		1,836,888.68	1		3.647	3.647	
644-Cap Proj/2016 Construction																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			16,570,601.89	100.000	16,570,601.89	16,570,601.89	100.000	16,570,601.89	1		3.647	3.647	AAA
Total 644-Cap Proj/2016 Construction								16,570,601.89		16,570,601.89	16,570,601.89		16,570,601.89	1		3.647	3.647	
650-Cap Proj/2021 Construction																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			11,210,952.24	100.000	11,210,952.24	11,210,952.24	100.000	11,210,952.24	1		3.647	3.647	AAA
TEXSTAR		LGIP	TexSTAR	3.622	06/30/26			794,375.34	100.000	794,375.34	794,375.34	100.000	794,375.34	1		3.622	3.622	AAA
89233HGQ1	10/28/25	CP	Toyota Motor Credit Corp	0.000	07/24/26			15,000,000.00	97.190	14,578,566.67	14,963,966.67	99.750	14,962,560.00	24		3.869	3.869	A-1+
3135G0Q22	11/12/25	AGCY	FNMA	1.875	09/24/26			25,000,000.00	98.429	24,607,308.25	24,894,747.08	99.506	24,876,425.00	86		3.732	3.732	AA+
89233HNR1	05/05/26	CP	Toyota Motor Credit Corp	0.000	01/25/27			10,000,000.00	97.137	9,713,652.78	9,775,244.45	97.738	9,773,800.00	209		4.005	4.005	A-1+
78009BPB2	06/15/26	CP	Royal Bank of Canada	0.000	02/11/27			25,000,000.00	97.362	24,340,597.22	24,384,375.00	97.493	24,373,275.00	226		4.047	4.047	A-1+
91282CMV0	04/13/26	US GOVT	U.S. Treasury Note	3.875	03/31/27			25,000,000.00	100.137	25,034,179.69	25,026,672.56	99.891	24,972,656.25	274		3.728	3.728	AA+
Total 650-Cap Proj/2021 Construction								112,005,327.58		110,279,632.19	111,050,333.34		110,964,043.83	152		3.833	3.833	
651-Cap Proj/2025 Construction Prop A																		
TEXSTAR		LGIP	TexSTAR	3.622	06/30/26			136,236,116.04	100.000	136,236,116.04	136,236,116.04	100.000	136,236,116.04	1		3.622	3.622	AAA
CD-80020	06/12/26	CD	Gulf Coast Educators FCU	3.850	12/09/26			20,000,000.00	100.000	20,000,000.00	20,000,000.00	100.000	20,000,000.00	162		3.850	3.850	SD
CD-80021	06/12/26	CD	Gulf Coast Educators FCU	3.850	12/09/26			5,000,000.00	100.000	5,000,000.00	5,000,000.00	100.000	5,000,000.00	162		3.850	3.850	SD

Detail of Security Holdings

CUSIP	Settle Date	Security Type	Security Description	CPN	Maturity Date	Next Call Date	Call Type	Par Value	Purch Price	Original Cost	Book Value	Mkt Price	Market Value	Days to Mty	Days to Call	YTM	YTW	Rating
Total 651-Cap Proj/2025 Construction Prop A								161,236,116.04		161,236,116.04	161,236,116.04		161,236,116.04	26		3.657	3.657	
755-Workers' Compensation Fund																		
TEXPOOL		LGIP	TexPool	3.647	06/30/26			2,549,272.68	100.000	2,549,272.68	2,549,272.68	100.000	2,549,272.68	1		3.647	3.647	AAA
Total 755-Workers' Compensation Fund								2,549,272.68		2,549,272.68	2,549,272.68		2,549,272.68	1		3.647	3.647	
Grand Total								564,732,579.04		562,203,786.05	563,718,300.95		563,554,087.14	53		3.699	3.699	

Earned Income

CUSIP	Security Type	Detailed Security Description	Beginning Accrued	Interest Earned	Interest Rec'd/Sold/Matured	Interest Purchased	Ending Accrued	Disc Accr/Prem Amort	Net Realized Gain/Loss	Net Income
199-General Operating Fund										
91282CHH7	US GOVT	U.S. Treasury Note 4.125 06/15/2026	242,513.74	169,986.26	412,500.00	0.00	0.00	(16,146.97)	0.00	153,839.30
LNSTGOV	LGIP	LoneStar Gov O/N	0.00	235,860.01	235,860.01	0.00	0.00	0.00	0.00	235,860.01
TEXPOOL	LGIP	TexPool	0.00	652,612.11	652,612.11	0.00	0.00	0.00	0.00	652,612.11
TEXSTAR	LGIP	TexSTAR	0.00	407,689.70	407,689.70	0.00	0.00	0.00	0.00	407,689.70
WFRCHSDSW	MMFUND	Allspring Govt MM Instl	0.00	43,371.86	43,371.86	0.00	0.00	0.00	0.00	43,371.86
313385ZL3	AGCY	FHLB 0.0 07/17/2026	0.00	0.00	0.00	0.00	0.00	137,637.50	0.00	137,637.50
78009BGH9	CP	Royal Bank of Canada 0.0 07/17/2026	0.00	0.00	0.00	0.00	0.00	97,066.67	0.00	97,066.67
3130B3A29	AGCY	FHLB 4.0 10/09/2026	95,555.56	50,000.00	100,000.00	0.00	45,555.56	(538.94)	0.00	49,461.06
91282CKA8	US GOVT	U.S. Treasury Note 4.125 02/15/2027	51,277.62	103,694.75	0.00	0.00	154,972.38	(12,445.27)	0.00	91,249.48
Total 199-General Operating Fund			389,346.92	1,663,214.70	1,852,033.68	0.00	200,527.93	205,572.98	0.00	1,868,787.68
240-Food Service Fund										
TEXPOOL	LGIP	TexPool	0.00	53,642.21	53,642.21	0.00	0.00	0.00	0.00	53,642.21
Total 240-Food Service Fund			0.00	53,642.21	53,642.21	0.00	0.00	0.00	0.00	53,642.21
497-Permanent Local School Fund										
TEXPOOL	LGIP	TexPool	0.00	57,175.80	57,175.80	0.00	0.00	0.00	0.00	57,175.80
91282CLH2	US GOVT	U.S. Treasury Note 3.75 08/31/2026	32,608.70	92,730.98	0.00	0.00	125,339.67	4,694.55	0.00	97,425.53
3130B3A29	AGCY	FHLB 4.0 10/09/2026	114,666.67	60,000.00	120,000.00	0.00	54,666.67	(646.73)	0.00	59,353.27
91282CGP0	US GOVT	U.S. Treasury Note 4.0 02/29/2028	17,391.30	49,456.52	0.00	0.00	66,847.83	(5,366.19)	0.00	44,090.34
Total 497-Permanent Local School Fund			164,666.67	259,363.30	177,175.80	0.00	246,854.17	(1,318.37)	0.00	258,044.93
599-Debt Service Fund										
TEXPOOL	LGIP	TexPool	0.00	243,672.49	243,672.49	0.00	0.00	0.00	0.00	243,672.49
912797US4	US GOVT	U.S. Treasury Bill 0.0 08/04/2026	0.00	0.00	0.00	0.00	0.00	177,647.92	0.00	177,647.92

Earned Income

CUSIP	Security Type	Detailed Security Description	Beginning Accrued	Interest Earned	Interest Rec'd/ Sold/Matured	Interest Purchased	Ending Accrued	Disc Accr/Prem Amort	Net Realized Gain/Loss	Net Income
Total 599-Debt Service Fund			0.00	243,672.49	243,672.49	0.00	0.00	177,647.92	0.00	421,320.41
629-Special Capital Projects										
TEXPOOL	LGIP	TexPool	0.00	104,071.59	104,071.59	0.00	0.00	0.00	0.00	104,071.59
Total 629-Special Capital Projects			0.00	104,071.59	104,071.59	0.00	0.00	0.00	0.00	104,071.59
644-Cap Proj/2016 Construction										
TEXPOOL	LGIP	TexPool	0.00	151,034.09	151,034.09	0.00	0.00	0.00	0.00	151,034.09
Total 644-Cap Proj/2016 Construction			0.00	151,034.09	151,034.09	0.00	0.00	0.00	0.00	151,034.09
650-Cap Proj/2021 Construction										
313385VJ2	AGCY	FHLB 0.0 04/10/2026	0.00	0.00	0.00	0.00	0.00	23,250.00	0.00	23,250.00
89233HE18	CP	Toyota Motor Credit Corp 0.0 05/01/2026	0.00	0.00	0.00	0.00	0.00	34,000.00	0.00	34,000.00
91282CHH7	US GOVT	U.S. Treasury Note 4.125 06/15/2026	303,142.17	212,482.83	515,625.00	0.00	0.00	(18,623.48)	0.00	193,859.35
TEXPOOL	LGIP	TexPool	0.00	157,788.97	157,788.97	0.00	0.00	0.00	0.00	157,788.97
TEXSTAR	LGIP	TexSTAR	0.00	7,123.95	7,123.95	0.00	0.00	0.00	0.00	7,123.95
89233HGQ1	CP	Toyota Motor Credit Corp 0.0 07/24/2026	0.00	0.00	0.00	0.00	0.00	142,566.67	0.00	142,566.67
3135G0Q22	AGCY	FNMA 1.875 09/24/2026	9,114.58	117,187.50	0.00	0.00	126,302.08	112,682.53	0.00	229,870.03
89233HNR1	CP	Toyota Motor Credit Corp 0.0 01/25/2027	0.00	0.00	0.00	0.00	0.00	61,591.67	0.00	61,591.67
78009BPB2	CP	Royal Bank of Canada 0.0 02/11/2027	0.00	0.00	0.00	0.00	0.00	43,777.78	0.00	43,777.78
91282CMV0	US GOVT	U.S. Treasury Note 3.875 03/31/2027	0.00	209,101.78	0.00	(34,409.15)	243,510.93	(7,507.13)	0.00	201,594.65
Total 650-Cap Proj/2021 Construction			312,256.75	703,685.03	680,537.92	(34,409.15)	369,813.01	391,738.04	0.00	1,095,423.07
651-Cap Proj/2025 Construction Prop A										
TEXSTAR	LGIP	TexSTAR	0.00	322,857.23	322,857.23	0.00	0.00	0.00	0.00	322,857.23
CD-80020	CD	Gulf Coast Educators FCU 3.85 12/09/2026	0.00	40,082.19	0.00	0.00	40,082.19	0.00	0.00	40,082.19

Earned Income

CUSIP	Security Type	Detailed Security Description	Beginning Accrued	Interest Earned	Interest Rec'd/ Sold/Matured	Interest Purchased	Ending Accrued	Disc Accr/Prem Amort	Net Realized Gain/Loss	Net Income
CD-80021	CD	Gulf Coast Educators FCU 3.85 12/09/2026	0.00	10,020.55	0.00	0.00	10,020.55	0.00	0.00	10,020.55
Total 651-Cap Proj/2025 Construction Prop A			0.00	372,959.97	322,857.23	0.00	50,102.74	0.00	0.00	372,959.97
755-Workers' Compensation Fund										
TEXPOOL	LGIP	TexPool	0.00	22,625.78	22,625.78	0.00	0.00	0.00	0.00	22,625.78
Total 755-Workers' Compensation Fund			0.00	22,625.78	22,625.78	0.00	0.00	0.00	0.00	22,625.78
Grand Total			866,270.34	3,574,269.15	3,607,650.79	(34,409.15)	867,297.85	773,640.57	0.00	4,347,909.73

Investment Transactions

CUSIP	Trade Date	Settle Date	Security Type	Security Description	Coupon	Maturity Date	Call Date	Par Value	Price	Principal Amount	Interest Purchased/Received	Total Amount	Realized Gain/Loss	YTM	YTW
199-General Operating Fund															
Coupon															
3130B3A29	04/09/26	04/09/26	AGCY	FHLB	4.000	10/09/26		0.00		0.00	100,000.00	100,000.00	0.00	--	--
91282CHH7	06/15/26	06/15/26	US GOVT	U.S. Treasury Note	4.125	06/15/26		0.00		0.00	412,500.00	412,500.00	0.00	--	--
Total Coupon								0.00		0.00	512,500.00	512,500.00	0.00		
Maturity															
91282CHH7	06/15/26	06/15/26	US GOVT	U.S. Treasury Note	4.125	06/15/26		(20,000,000.00)	100.000	20,000,000.00	0.00	20,000,000.00	0.00	--	--
Total Maturity								(20,000,000.00)		20,000,000.00	0.00	20,000,000.00	0.00		
497-Permanent Local School Fund															
Coupon															
3130B3A29	04/09/26	04/09/26	AGCY	FHLB	4.000	10/09/26		0.00		0.00	120,000.00	120,000.00	0.00	--	--
Total Coupon								0.00		0.00	120,000.00	120,000.00	0.00		
599-Debt Service Fund															
Buy															
912797US4	04/20/26	04/21/26	US GOVT	U.S. Treasury Bill	0.000	08/04/26		25,000,000.00	98.949	24,737,281.25	0.00	24,737,281.25	0.00	3.692	3.692
Total Buy								25,000,000.00		24,737,281.25	0.00	24,737,281.25	0.00		
650-Cap Proj/2021 Construction															
Buy															
91282CMV0	04/10/26	04/13/26	US GOVT	U.S. Treasury Note	3.875	03/31/27		25,000,000.00	100.137	25,034,179.69	34,409.15	25,068,588.84	0.00	3.728	3.728
89233HNR1	05/04/26	05/05/26	CP	Toyota Motor Credit Corp	0.000	01/25/27		10,000,000.00	97.137	9,713,652.78	0.00	9,713,652.78	0.00	4.005	4.005
78009BPB2	06/11/26	06/15/26	CP	Royal Bank of Canada	0.000	02/11/27		25,000,000.00	97.362	24,340,597.22	0.00	24,340,597.22	0.00	4.047	4.047
Total Buy								60,000,000.00		59,088,429.69	34,409.15	59,122,838.84	0.00		
Coupon															
91282CHH7	06/15/26	06/15/26	US GOVT	U.S. Treasury Note	4.125	06/15/26		0.00		0.00	515,625.00	515,625.00	0.00	--	--

Investment Transactions

CUSIP	Trade Date	Settle Date	Security Type	Security Description	Coupon	Maturity Date	Call Date	Par Value	Price	Principal Amount	Interest Purchased/Received	Total Amount	Realized Gain/Loss	YTM	YTW
Total Coupon								0.00		0.00	515,625.00	515,625.00	0.00		
Maturity															
313385VJ2	04/10/26	04/10/26	AGCY	FHLB	0.000	04/10/26		(25,000,000.00)	100.000	25,000,000.00	0.00	25,000,000.00	0.00	--	--
89233HE18	05/01/26	05/01/26	CP	Toyota Motor Credit Corp	0.000	05/01/26		(10,000,000.00)	100.000	10,000,000.00	0.00	10,000,000.00	0.00	--	--
91282CHH7	06/15/26	06/15/26	US GOVT	U.S. Treasury Note	4.125	06/15/26		(25,000,000.00)	100.000	25,000,000.00	0.00	25,000,000.00	0.00	--	--
Total Maturity								(60,000,000.00)		60,000,000.00	0.00	60,000,000.00	0.00		
651-Cap Proj/2025 Construction Prop A															
Buy															
CD-80021	06/12/26	06/12/26	CD	Gulf Coast Educators FCU	3.850	12/09/26		5,000,000.00	100.000	5,000,000.00	0.00	5,000,000.00	0.00	3.850	3.850
CD-80020	06/12/26	06/12/26	CD	Gulf Coast Educators FCU	3.850	12/09/26		20,000,000.00	100.000	20,000,000.00	0.00	20,000,000.00	0.00	3.850	3.850
Total Buy								25,000,000.00		25,000,000.00	0.00	25,000,000.00	0.00		

Investment Transactions Totals

Transaction Type	Quantity	Principal Amount	Interest	Total Amount	Realized G/L	YTM	YTW
Total Buy	110,000,000.00	(108,825,710.94)	(34,409.15)	(108,860,120.09)	0.00	3.844	3.844
Total Maturity	(80,000,000.00)	80,000,000.00	0.00	80,000,000.00	0.00	3.832	3.832
Total Coupon	0.00	0.00	1,148,125.00	1,148,125.00	0.00		

Amortization and Accretion

CUSIP	Settle Date	Security Type	Detailed Security Description	Purchase Qty	Orig Price	Original Cost	Amort/Accr for Period	Total Amort/Accr Since Purch	Remaining Disc/Premium	Ending Book Value
199-General Operating Fund										
91282CHH7	10/02/25	US GOVT	U.S. Treasury Note 4.125 06/15/2026	0.00	0.000	0.00	(16,146.97)	0.00	0.00	0.00
313385ZL3	11/18/25	AGCY	FHLB 0.0 07/17/2026	15,000,000.00	97.570	14,635,487.50	137,637.50	340,312.50	(24,200.00)	14,975,800.00
78009BGH9	11/18/25	CP	Royal Bank of Canada 0.0 07/17/2026	10,000,000.00	97.429	9,742,933.33	97,066.67	240,000.00	(17,066.67)	9,982,933.33
3130B3A29	10/17/24	AGCY	FHLB 4.0 10/09/2026	5,000,000.00	100.083	5,004,150.00	(538.94)	(3,557.03)	592.97	5,000,592.97
91282CKA8	03/05/26	US GOVT	U.S. Treasury Note 4.125 02/15/2027	10,000,000.00	100.477	10,047,656.25	(12,445.27)	(16,137.83)	31,518.42	10,031,518.42
Total 199-General Operating Fund				40,000,000.00		39,430,227.08	205,572.98	560,617.65	(9,155.27)	39,990,844.73
497-Permanent Local School Fund										
91282CLH2	08/12/25	US GOVT	U.S. Treasury Note 3.75 08/31/2026	10,000,000.00	99.801	9,980,078.13	4,694.55	16,774.97	(3,146.90)	9,996,853.10
3130B3A29	10/17/24	AGCY	FHLB 4.0 10/09/2026	6,000,000.00	100.083	6,004,980.00	(646.73)	(4,268.43)	711.57	6,000,711.57
91282CGP0	03/05/26	US GOVT	U.S. Treasury Note 4.0 02/29/2028	5,000,000.00	100.887	5,044,335.94	(5,366.19)	(6,958.35)	37,377.59	5,037,377.59
Total 497-Permanent Local School Fund				21,000,000.00		21,029,394.07	(1,318.37)	5,548.19	34,942.26	21,034,942.26
599-Debt Service Fund										
912797US4	04/21/26	US GOVT	U.S. Treasury Bill 0.0 08/04/2026	25,000,000.00	98.949	24,737,281.25	177,647.92	177,647.92	(85,070.83)	24,914,929.17
Total 599-Debt Service Fund				25,000,000.00		24,737,281.25	177,647.92	177,647.92	(85,070.83)	24,914,929.17
650-Cap Proj/2021 Construction										
313385VJ2	10/16/25	AGCY	FHLB 0.0 04/10/2026	0.00	0.000	0.00	23,250.00	0.00	0.00	0.00
89233HE18	08/04/25	CP	Toyota Motor Credit Corp 0.0 05/01/2026	0.00	0.000	0.00	34,000.00	0.00	0.00	0.00
91282CHH7	09/18/25	US GOVT	U.S. Treasury Note 4.125 06/15/2026	0.00	0.000	0.00	(18,623.48)	0.00	0.00	0.00
89233HGQ1	10/28/25	CP	Toyota Motor Credit Corp 0.0 07/24/2026	15,000,000.00	97.190	14,578,566.67	142,566.67	385,400.00	(36,033.33)	14,963,966.67
3135G0Q22	11/12/25	AGCY	FNMA 1.875 09/24/2026	25,000,000.00	98.429	24,607,308.25	112,682.53	287,438.83	(105,252.92)	24,894,747.08
89233HNR1	05/05/26	CP	Toyota Motor Credit Corp 0.0 01/25/2027	10,000,000.00	97.137	9,713,652.78	61,591.67	61,591.67	(224,755.55)	9,775,244.45
78009BPB2	06/15/26	CP	Royal Bank of Canada 0.0 02/11/2027	25,000,000.00	97.362	24,340,597.22	43,777.78	43,777.78	(615,625.00)	24,384,375.00

Amortization and Accretion

CUSIP	Settle Date	Security Type	Detailed Security Description	Purchase Qty	Orig Price	Original Cost	Amort/Accr for Period	Total Amort/Accr Since Purch	Remaining Disc/Premium	Ending Book Value
91282CMV0	04/13/26	US GOVT	U.S. Treasury Note 3.875 03/31/2027	25,000,000.00	100.137	25,034,179.69	(7,507.13)	(7,507.13)	26,672.56	25,026,672.56
Total 650-Cap Proj/2021 Construction				100,000,000.00		98,274,304.61	391,738.04	770,701.15	(954,994.24)	99,045,005.76
651-Cap Proj/2025 Construction Prop A										
CD-80020	06/12/26	CD	Gulf Coast Educators FCU 3.85 12/09/2026	20,000,000.00	100.000	20,000,000.00	0.00	0.00	0.00	20,000,000.00
CD-80021	06/12/26	CD	Gulf Coast Educators FCU 3.85 12/09/2026	5,000,000.00	100.000	5,000,000.00	0.00	0.00	0.00	5,000,000.00
Total 651-Cap Proj/2025 Construction Prop A				25,000,000.00		25,000,000.00	0.00	0.00	0.00	25,000,000.00
Grand Total				211,000,000.00		208,471,207.01	773,640.57	1,514,514.90	(1,014,278.09)	209,985,721.91

Projected Cash Flows

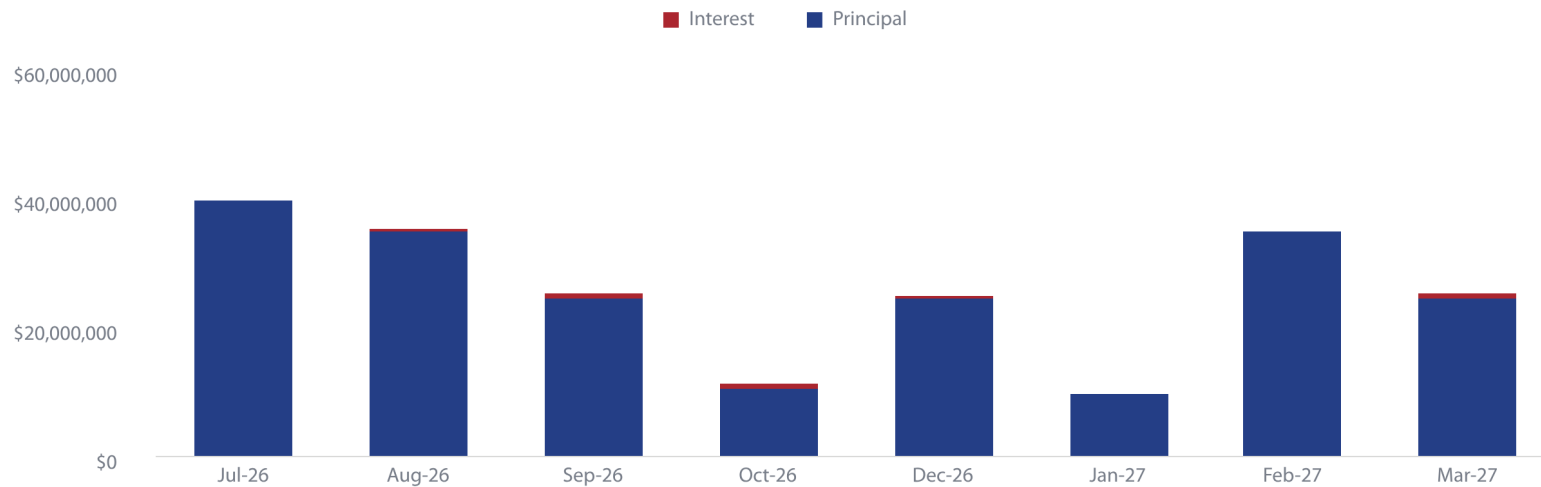
CUSIP	Detailed Security Description	Post Date	Interest	Principal	Total Amount
199-General Operating Fund					
313385ZL3	FHLB 0.0 07/17/2026	07/17/26		15,000,000.00	15,000,000.00
78009BGH9	Royal Bank of Canada 0.0 07/17/2026	07/17/26		10,000,000.00	10,000,000.00
91282CKA8	U.S. Treasury Note 4.125 02/15/2027	08/17/26	206,250.00		206,250.00
3130B3A29	FHLB 4.0 10/09/2026	10/09/26	100,000.00		100,000.00
3130B3A29	FHLB 4.0 10/09/2026	10/09/26		5,000,000.00	5,000,000.00
91282CKA8	U.S. Treasury Note 4.125 02/15/2027	02/16/27	206,250.00		206,250.00
91282CKA8	U.S. Treasury Note 4.125 02/15/2027	02/16/27		10,000,000.00	10,000,000.00
497-Permanent Local School Fund					
91282CGP0	U.S. Treasury Note 4.0 02/29/2028	08/31/26	100,000.00		100,000.00
91282CLH2	U.S. Treasury Note 3.75 08/31/2026	08/31/26	187,500.00		187,500.00
91282CLH2	U.S. Treasury Note 3.75 08/31/2026	08/31/26		10,000,000.00	10,000,000.00
3130B3A29	FHLB 4.0 10/09/2026	10/09/26	120,000.00		120,000.00
3130B3A29	FHLB 4.0 10/09/2026	10/09/26		6,000,000.00	6,000,000.00
91282CGP0	U.S. Treasury Note 4.0 02/29/2028	03/01/27	100,000.00		100,000.00
599-Debt Service Fund					
912797US4	U.S. Treasury Bill 0.0 08/04/2026	08/04/26		25,000,000.00	25,000,000.00
650-Cap Proj/2021 Construction					
89233HGQ1	Toyota Motor Credit Corp 0.0 07/24/2026	07/24/26		15,000,000.00	15,000,000.00
3135G0Q22	FNMA 1.875 09/24/2026	09/24/26	234,375.00		234,375.00
3135G0Q22	FNMA 1.875 09/24/2026	09/24/26		25,000,000.00	25,000,000.00
91282CMV0	U.S. Treasury Note 3.875 03/31/2027	09/30/26	484,375.00		484,375.00
89233HNR1	Toyota Motor Credit Corp 0.0 01/25/2027	01/25/27		10,000,000.00	10,000,000.00
78009BPB2	Royal Bank of Canada 0.0 02/11/2027	02/11/27		25,000,000.00	25,000,000.00
91282CMV0	U.S. Treasury Note 3.875 03/31/2027	03/31/27	484,375.00		484,375.00
91282CMV0	U.S. Treasury Note 3.875 03/31/2027	03/31/27		25,000,000.00	25,000,000.00
651-Cap Proj/2025 Construction Prop A					

Projected Cash Flows

CUSIP	Detailed Security Description	Post Date	Interest	Principal	Total Amount
CD-80020	Gulf Coast Educators FCU 3.85 12/09/2026	07/01/26	40,082.19		40,082.19
CD-80021	Gulf Coast Educators FCU 3.85 12/09/2026	07/01/26	10,020.55		10,020.55
CD-80020	Gulf Coast Educators FCU 3.85 12/09/2026	10/01/26	194,082.19		194,082.19
CD-80021	Gulf Coast Educators FCU 3.85 12/09/2026	10/01/26	48,520.55		48,520.55
CD-80020	Gulf Coast Educators FCU 3.85 12/09/2026	12/09/26	145,561.64		145,561.64
CD-80020	Gulf Coast Educators FCU 3.85 12/09/2026	12/09/26		20,000,000.00	20,000,000.00
CD-80021	Gulf Coast Educators FCU 3.85 12/09/2026	12/09/26	36,390.41		36,390.41
CD-80021	Gulf Coast Educators FCU 3.85 12/09/2026	12/09/26		5,000,000.00	5,000,000.00
Grand Total			2,697,782.53	206,000,000.00	208,697,782.53

Projected Cash Flows Totals

Month and Year	Interest	Principal	Total Amount
July 2026	50,102.74	40,000,000.00	40,050,102.74
August 2026	493,750.00	35,000,000.00	35,493,750.00
September 2026	718,750.00	25,000,000.00	25,718,750.00
October 2026	462,602.74	11,000,000.00	11,462,602.74
December 2026	181,952.05	25,000,000.00	25,181,952.05
January 2027		10,000,000.00	10,000,000.00
February 2027	206,250.00	35,000,000.00	35,206,250.00
March 2027	584,375.00	25,000,000.00	25,584,375.00
Total	2,697,782.53	206,000,000.00	208,697,782.53



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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

ACTION ITEM

TOPIC: Approval to Ratify Agreement

BACKGROUND INFORMATION

The Purchasing Department facilitates requests for bids and proposals. District staff review, evaluate and score all bids and proposals. The evaluation committee recommends a vendor or vendors as appropriate for the product or services sought. The district engages with the top ranked vendor(s) and attempts to negotiate final contracts. District personnel finalized the contract(s) listed in Schedule A after the start date.

SUPERINTENDENT'S RECOMMENDATION

The Board of Trustees of the Richardson Independent School District approve and ratify the contracts for products or services as described in Schedule A.

PROPOSED RESOLUTION

WHEREAS, the Board of Trustees consistent with the requirement to maintain proper contract compliance; and

WHEREAS, the District seeks to enter into and ratify an agreement;

BE IT THEREFORE RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby approves Administration to enter into and ratify the agreements for products or services as described in Schedule A and be it further resolved the Assistant Superintendent of Finance and Support Services is authorized to execute such contracts.

APPROVED on the 6th day of August 2026.

Board of Trustees

By: _____
Name: Chris Poteet
Title: President

Date Signed: August 6, 2026

ATTEST:

By: _____
Name: Vanessa Pacheco
Title: Secretary

Date Signed: August 6, 2026

Schedule A

Procurement Method	Vendor	Description	Amount	Contract Term
RFP 25-344	Crossley Psychological Services PLLC, on behalf of Tia Crossley	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$135,000.00	7/27/26 - 6/2/27
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Mayra Morales	Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$147,000.00	7/27/26 - 6/2/27
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Rebecca Spencer	Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$142,000.00	7/27/26 - 6/2/27
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Donna Gray	Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$142,000.00	7/27/26 - 6/2/27
RFP 25-343	National Recruiting, on behalf of Meredith Robertson	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal	\$147,000.00	7/27/26 - 6/2/27

		meetings.		
23-260	Supplemental Health Care on behalf of Valerie Albright	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$168,000.00	7/27/26 - 6/2/27
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Kristin Nofziger	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$153,000.00	7/27/26 - 6/2/27
RFP 25-342	Landmark Interior Builders, Inc.	Berkner HS - Competitive Gym Painting	\$194,821.00	n/a
RFP 25-342	Landmark Interior Builders, Inc.	Lake Highlands HS - Competitive Gym Painting	\$118,290.00	n/a
Buyboard 792-26	Sibme (Dos Terra LLC)	Admin Licenses	\$258,000.00	7/6/2026 - 6/30/2029
RFP 22-186	United Chester Industries Inc. dba United Mechanical	Richardson Heights Elementary - Sanitary Sewer Main Line Replacement	\$171,659.00	n/a

RFP 25-344	Soliant Health, LLC on behalf of Gizzelle Hatton	Fulfill all teacher responsibilities for the position assigned to on days that RISD staff is on duty between July 28, 2026, and May 26, 2027, including, but not limited to: planning and providing instruction, assisting with students' personal care needs, preparing Individual Education Programs (IEPs) and attending Admission Review Dismissal (ARD) committee meetings, and participating in campus team meetings and district/campus staff development.	\$121,000.00	7/28/26 - 5/26/27
RFP 24-280	Toni & Guy	Curriculum Fee - Two (2) years.	\$170,000.00	Fiscal years: 2026-27 and 2027-28
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Mary Bashir	Diagnostician: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$145,000.00	7/27/26 - 6/2/27
RFP 25-343	Amergis Healthcare Staffing, Inc. on behalf of Linda Nunley	Fulfill all teacher responsibilities for the position assigned to on days that RISD staff is on duty between July 28, 2026, and May 26, 2027, including, but not limited to: planning and providing instruction, assisting with students' personal care needs, preparing Individual Education Programs (IEPs) and attending Admission Review Dismissal (ARD) committee meetings, and participating in campus team meetings and district/campus staff development.	\$107,000.00	7/28/26 - 5/26/27

RFP 25-343	Amergis Healthcare Staffing, Inc. on behalf of Yolanda Smith	Fulfill all teacher responsibilities for the position assigned to on days that RISD staff is on duty between July 28, 2026, and May 26, 2027, including, but not limited to: planning and providing instruction, assisting with students' personal care needs, preparing Individual Education Programs (IEPs) and attending Admission Review Dismissal (ARD) committee meetings, and participating in campus team meetings and district/campus staff development.	\$107,000.00	7/28/26 - 5/26/27
RFP 25-343	Amergis Healthcare Staffing, Inc. on behalf of John Bockman	Fulfill all teacher responsibilities for the position assigned to on days that RISD staff is on duty between July 28, 2026, and May 26, 2027, including, but not limited to: planning and providing instruction, assisting with students' personal care needs, preparing Individual Education Programs (IEPs) and attending Admission Review Dismissal (ARD) committee meetings, and participating in campus team meetings and district/campus staff development.	\$107,000.00	7/28/26 - 5/26/27
N/A	Dallas College	Dual Credit		08/01/2026 - 07/31/2027
N/A	Dallas College	Berkner Pathways in Technology for Early College High School		08/01/2026 - 07/31/2027
N/A	Dallas College	Lake Highlands HS Pathways in Technology Early College High School		08/01/2026 - 07/31/2027
N/A	Dallas College	Healthcare Careers Academy Pathways in Technology Early College High School		08/01/2026 - 07/31/2027

N/A	Dallas College	Pearce HS Pathways in Technology Early College High School		08/01/2026 - 07/31/2027
N/A	Dallas College	Early Childhood Education Program		07/01/2026 - 06/30/2027 with (2) 1- year renewal options
N/A	Dallas College	REP GYO Program		07/01/2026 - 06/30/2027 with (2) 1- year renewal options
RPF 21-129 / RFP 25-344	Caroline Lindley dba OEJ Educational Consulting, PLLC	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$135,000.00	7/27/26 - 6/2/27
RFP 25-343	Candor Consulting and Diagnostics, LLC on behalf of Vanessa Granados	Licensed Specialist in School Psychology: to provide support to Richardson Independent School District Evaluation staff including but not limited to educational assessment, report writing, and attendance of Admission, Review and Dismissal meetings.	\$162,000.00	7/27/26 - 6/2/27

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Division: Teaching and Learning

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

Dr. Luke Hurst, Executive Director of Advanced Learning Services

ACTION ITEM

TOPIC: Identification of Exempt Courses for UIL No Pass/No Play

BACKGROUND INFORMATION:

Section 33.081(c) of the Texas Education Code, requires a school district to suspend from participation in any extracurricular activity or a competition sponsored by the University Interscholastic League for the subsequent three- weeks' grading period those students who receive a grade lower than the equivalent of a 70 on a 100 point scale (the "No Pass/No Play" Rule). The statute further provides that the No Pass/No Play Rule does not apply to an:

"advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English."

The attached list reflects all of the RISD classes that may be exempted from the No Pass/No Play Rule for which the Administration seeks the board's approval to treat as exempt.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board approve the recommended list of exempt courses for purposes of the No Pass, No Play Rule as attached hereto.

PROPOSED RESOLUTION

WHEREAS, the No Pass/No Play Rule, set out in Section 33.801 of the Texas Education Code, requires a school district to suspend from participation in any extracurricular activity or a competition sponsored by the University Interscholastic League those students who receive a grade lower than the equivalent of a 70 on a 100 point scale and such suspension extends through the subsequent three-weeks' grading period; and

WHEREAS, the Texas Education Code further provides that grades received in courses identified as "advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English," are exempt for purposes of the No Pass, No Play Rule; and

WHEREAS, the Administration has identified a list of courses offered to RISD students that qualify as exempt for purposes of the No Pass, No Play Rule and has recommended that the Board approve the list of identified exempt courses for the 2025-2026 school year;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District approves the list of courses attached hereto to be exempt from the No Pass, No Play rule for the 2025-2026 school year.

Richardson Independent School District

2026-2027 List of Courses Exempt from No Pass – No Play Rules

Advanced Placement and International Baccalaureate (In All Subject Areas)	Honors/Advanced and OnRamps (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language Other Than English)	Dual Credit with Dallas College Partner (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language)
AP English 3 AP English 4 AP Seminar (Capstone) AP Research (Capstone)	Language Arts 7 Advanced Language Arts 8 Advanced English 1 Advanced English 2 Advanced OnRamps Reading Writing and Research (English IV)	English 1301 English 1302 English 2332 English 2333

Advanced Placement and International Baccalaureate (In All Subject Areas)	Honors/Advanced and OnRamps (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language Other Than English)	Dual Credit with Dallas College Partner (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language)
AP Statistics AP Calculus AB AP Calculus BC AP Computer Science A AP Computer Science Principles	PreAlgebra 7 PreAlgebra7 Advanced Algebra 1 7/8 Algebra 1 7/8 Advanced Algebra 1 Advanced Algebra 2 Advanced Geometry Advanced OnRamps Algebra II (College Algebra) OnRamps Discovery PreCalculus OnRamps Statistics OnRamps Thriving in Digital World (Computer Science)	Math 1314 Math 1316 Math 1324 Math 1332 Math 2305 Math 2415 Math 2418 Math 2420
AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C AP Environmental Science	Science 7 Advanced Science 8 Advanced Accelerated Science 7/8 Adv. Physics & Chemistry Advanced Biology Advanced Chemistry Advanced Physics Advanced Anatomy & Physiology (Honors) OnRamps Biology OnRamps Chemistry I OnRamps Introduction to Geoscience (Earth and Space Science) OnRamps Mechanics, Heat and Sound (Physics) OnRamps Electromagnetism, Optics and Nuclear Physics	Physics 1405 Physics 1407 Environmental Science 1401 Geology 1401
AP Human Geography AP World History Studies AP U.S. History AP U.S. Government & Politics AP Macroeconomics AP European History AP Psychology	Social Studies 7 Advanced Social Studies 8 Advanced OnRamps US History OnRamps Economics OnRamps Government	US History 1301 US History 1302 Federal Government 2305 Texas Government 2306

Advanced Placement and International Baccalaureate (In All Subject Areas)	Honors/Advanced and OnRamps (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language Other Than English)	Dual Credit with Dallas College Partner (In the following subject areas - ELA, Math, Science, Social Studies, Economics, Language
AP Spanish Language and Culture AP Spanish Literature AP French Language and Culture AP Japanese Language and Culture AP Latin - Vergil	French 2 and 3 Advanced Japanese 2 and 3 Advanced Latin 2 and 3 Advanced Spanish 2 and 3 Advanced Spanish, French, and Japanese – Language Enrichment (Honors)	Spanish 1411, 1412 Spanish 2311, 2312 French 1411, 1412 French 2311, 2312 Japanese 1411, 1412 Japanese 2311, 2312 German 1411, 1412 German 2311,
AP Art Drawing AP Art History AP Two-Dimensional Design Portfolio AP Three Dimensional Design Portfolio AP Music Theory		

Updated 07-21-26

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: Christopher B. Goodson, Ed.D.
Assistant Superintendent, Human Resources

ACTION ITEM

TOPIC: Military Leave Compensation

BACKGROUND INFORMATION:

Richardson ISD employees who are members of the state military forces or reserve components of the United States Armed Forces remain on alert to be called to active military service. State and federal law provides certain job protection for employees called to military duty, but lengthy periods of service to our country often place undue financial hardships on the reservists and their families.

District policy currently provides only for the job protections required by state and federal law. Employees called to active duty will continue to receive their regular salaries and benefits, without reduction, for a period of 15 days. Each year since the 2002-2003 school year, the Board authorized the District to implement steps to assist employees during this period of active duty in a time of national crisis. The Board approved the following for those school years:

- 1) Allow employees to use all accrued paid personal and vacation leave to offset unpaid leave after the first 15 days.
- 2) After all accrued paid personal and vacation leave is exhausted, authorize the District to pay these employees an amount equal to the difference between their military earnings and their compensation rate with the District.
- 3) Allow the employee to continue group insurance coverage at the same level and coverage rate he or she paid prior to leave.

In 2003, the Texas Legislature added a provision to the Education Code to make clear that employees on military leave could use available state personal or sick leave and specifically authorized a district to adopt a policy providing for a paid leave of absence for employees on leave for active military duty. *See Texas Education Code, Section 22.003.* Staff recommends that the Board continue to authorize the District to provide for supplemental compensation for employees called to military duty during the 2026-2027 school year.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees authorize the District to provide the supplemental compensation to eligible employees who are called to active military duty and/or training that results in their need for a leave of absence during the 2026-2027 school year.

PROPOSED RESOLUTION

WHEREAS, the 78th Texas Legislature amended the Education Code to specifically authorize a Board of Trustees to authorize a policy to provide for supplemental compensation for employees called to military duty; and

WHEREAS, certain employees of Richardson ISD are members of the state military forces, National Guard, or various branches of the uniformed services who have been and/or may be called to serve on active duty or training in connection with this military effort; and

WHEREAS, the Board of Trustees of the Richardson ISD recognizes that compensation paid to employees of the District while on active military service may not be sufficient to support their families and homes; and

WHEREAS, the Board of Trustees of the Richardson ISD finds that assisting employees who are called to defend our country and our welfare constitutes an important public purpose and also helps ensure that these individuals will return to District employment after their period of service, which supports the Board's goal to recruit and maintain high-performing, student-focused teachers and will serve the best interests of the District;

THEREFORE BE IT RESOLVED that the Board authorizes the District to compensate District employees who are members of the reserve corps of the uniformed services of the United States, the National Guard, or state military forces, and who are ordered to active military duty or training that requires a leave of absence, and who agree to return to District service after such duty in the manner required by applicable law, as specified below:

- i) The employee shall be eligible for paid leave in an amount equivalent to his or her regular base gross salary for the first 15 days of military leave;
- ii) Thereafter, the employee may use all accrued paid personal and vacation leave to offset unpaid military leave;
- iii) After accrued paid personal and vacation leave is exhausted, the employee shall be paid an amount equal to the difference between his or her military earnings and base RISD salary (excluding extra duty supplements, special allowances, etc.); and
- iv) The employee may elect to continue his or her insurance benefits for the period allowed by law at the coverage level and rate he or she would have continued to pay as an active employee; and

BE IT FURTHER RESOLVED that such compensation shall continue until the date on which such an employee returns from service and resumes duties in this District, in accordance with applicable law, or at the end of the 2026-2027 school year, whichever comes first.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: Christopher B. Goodson, Ed.D.
Assistant Superintendent, Human Resources

ACTION ITEM

TOPIC: Teacher Appraisal Calendar

BACKGROUND INFORMATION:

Title 19 Texas Administrative Code, Chapter 150, Subchapter AA, Teacher Appraisal, §150.1003 states that each school district shall establish a calendar for the appraisal of teachers. The appraisal period for a teacher must include all the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

1. Exclude observations in the two weeks following the day of completion of the T-TESS orientation for teachers as described in §150.1007 (Teacher Orientation);
2. Prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district Board of Trustees; and
3. Indicate a period for End-of-Year Conferences that ends no later than 15 working days before the last day of instruction for students.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees adopt the appraisal calendar for the 2026-2027 school year.

PROPOSED RESOLUTION

WHEREAS, 19 TAC, Chapter 150, Subchapter AA, Teacher Appraisal, §150.1003 states that each school district shall establish a calendar for the appraisal of teachers; and

WHEREAS, the appraisal period for a teacher must include all of the days of a teacher's contract; and

WHEREAS, the appraisal period shall exclude the first three weeks of instruction and the two weeks after T-TESS orientation (§150.1003); and ((§150.1006)

WHEREAS, the appraisal calendar shall prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the Board of Trustees; and

WHEREAS, the appraisal calendar shall indicate a period for End-of-Year Conferences which ends no later than 15 working days before the last day of instruction for students; and

WHEREAS, the appraisal of RISD's highly qualified, student-focused staff supports the Board's vision, values, goals, and mission;

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Richardson Independent School District approves the following appraisal calendar for the 2026-2027 school year.



RICHARDSON INDEPENDENT SCHOOL DISTRICT 2026-2027 Appraisal Calendar

*** IMPORTANT REMINDERS ***

****ALL NEW AND NEW TO DISTRICT TEACHERS MUST BE T-TESS APPRAISED****

Teacher Grouping (Alpha by Teacher Last Name)	26 - 27 School Year	27 - 28 School Year	28 - 29 School Year
A-G	Modified T-TESS	Modified T-TESS	Full T-TESS Cycle
H-O	Full T-TESS Cycle	Modified T-TESS	Modified T-TESS
P-Z	Modified T-TESS	Full T-TESS Cycle	Modified T-TESS

T-TESS Alternating Appraisal Schedule

All appraisers must observe the Appraisal Calendar when scheduling observations, conferences, and summative evaluations.

An annual refresher training and any corresponding changes will be provided **within the first three weeks** of school. Teacher Goal-Setting and Professional Development Plan (GSPD) is due **within six weeks** after the completion of T-TESS Orientation.

A GSPD conference is required for a new teacher in the first year of appraisal under T-TESS and teachers new to the district.

Observations shall not take place during the following dates/times:

- within the two weeks following the T-TESS orientation
- on state testing days
- the day preceding a holiday
- on days designated for Open House

Any documentation that will influence an observation or summative appraisal must be shared in writing with the teacher **within ten (10) working days** of the appraiser's knowledge of the occurrence.

Any written response or rebuttal must be submitted **within ten (10) working days** of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal/performance.

A teacher's request for a second appraisal must be submitted in writing and received by the Human Resources Office **within ten (10) working days** of the date that the T-TESS written observation summary or written Summative Annual Appraisal Report was provided to the teacher.

The written Summative Annual Appraisal Report must be shared with the teacher **no later than ten (10) working days** after the End-of-the Year Conference.

The End-of-Year Conference should be scheduled **no later than fifteen (15) working days** before the last day of instruction for students.

FALL SEMESTER		
Day	Date	Significance
Friday	September 4, 2026	Day preceding a holiday – Labor Day, September 7
Wednesday	September 2, 2026	Last day to conduct Appraisal Orientation (Attendees must sign in & observations may not begin until two weeks after training)
Wednesday	September 23, 2026	Last day to complete GSPD plan (for first year of appraisal under T-TESS or for teachers new to RISD, a GSPD Plan conference prior to submission of the Plan to the appraiser is required)
Wednesday	October 7, 2026	Day preceding a Student Holiday/Professional Learning Day - Oct. 8
Friday	October 30, 2026	Day preceding a Student Holiday/Professional Learning - Nov. 2 & 3
Friday	November 20, 2026	Day preceding a holiday – Thanksgiving Break Nov. 23 - 27
Mon.-Fri.	Nov 30 - Dec 11, 2026	Assessment Window, Grade and Content Specific *Subject to change
Friday	December 18, 2026	Day preceding a student holiday – Winter Break Dec. 21 – January 4
SPRING SEMESTER		
Day	Date	Significance
Friday	January 15, 2027	Day preceding a holiday – MLK January 18
Friday	February 12, 2027	Day preceding a Student Holiday/Professional Learning – February 15
Mon.-Fri.	Feb 15-Mar 26, 2027	TELPAS Gr. K-12 Listening, Speaking, Reading, and Writing, if involved
Friday	March 12, 2027	Day preceding a holiday – Spring Break March 15-19
Mon.-Fri.	Apr 5-Apr 30, 2027	State Assessment Window, Grade and Content Specific *Subject to change
Mon.-Fri.	May 3-May 14, 2027	High School AP Exam Window (specific to content), if involved
Wednesday	May 5, 2027	LAST DAY TO PROVIDE WRITTEN SUMMATIVE ANNUAL APPRAISAL REPORT (Must be provided to the teacher within 10 working days of the EOY conference, but no later than fifteen (15) working days before the last day of instruction for students.)
Wednesday	May 5, 2027	LAST DAY TO HOLD END-OF-YEAR CONFERENCES (no later than 15 working days before the last day of student instruction)
Monday	May 17, 2027	All evaluations are due to HR (TTESS/Eduphoria Templates)
Wednesday	May 26, 2027	LAST DAY OF INSTRUCTION

Note¹: This calendar is based on the published TEA student assessment-testing calendar. Testing dates are subject to change by TEA at any time.

Note²: Observations should not occur on days elected for testing during a testing window.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: Christopher B. Goodson, Ed.D.
Assistant Superintendent, Human Resources

ACTION ITEM

TOPIC: Administrative Appraisal Calendar

BACKGROUND INFORMATION:

Section 21.354 of the Texas Education Code requires a school district to develop appraisal instruments for school administrators (principals and assistant principals) that meet, at a minimum, guidelines established by the Commissioner of Education. The Commissioner issued rules are designed to provide school districts with flexibility in designing and implementing appraisal systems for school administrators. The regulation requires a school district to:

- Establish an annual calendar that provides for activities that involve both the administrator and the appraiser;
- Implement procedures for setting goals that define expectations and set priorities for the administrator being appraised;
- Conduct annual formative and summative conferences for each administrator being appraised; and
- Involve appropriate administrators in developing, selecting, or revising the appraisal instruments and process.

See 19 Texas Administrative Code, § 150.1022.

On June 3, 2002, the Board approved the Principal Appraisal that District staff developed. On October 7, 2002, the Board approved an appraisal instrument for other District administrators and selected central office professional support personnel. Both appraisals have been updated yearly to ensure coordination with current professional responsibilities and student performance measures. The Board has followed the Commissioner's appraisal process in evaluating the superintendent.

Staff has developed the attached Administrative Appraisal Calendar that describes the appraisal cycle for school administrators, other District administrators, and selected central office professional support personnel.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees adopt the appraisal calendar for school administrators (principals and assistant principals and the superintendent) for the 2026-2027 school year. Information about the appraisal cycle for other District administrators and selected central office professional support personnel is included for the Board's information.

PROPOSED RESOLUTION

WHEREAS, the Commissioner's Rules related to school administrator appraisals requires a school district to establish an annual calendar that describes the activities in the school administrator appraisal cycle (see 19 Tex. Admin. Code § 150.1022); and

WHEREAS, District staff has developed a calendar for school administrators that meets the requirements of the Commissioner's Rules, 19 Tex. Admin. Code § 150.1022; and

WHEREAS, accurate and regular performance appraisal of all staff is essential to the Board's goal that RISD will recruit, develop, and retain high-performing, student-focused teachers and diverse staff;

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Richardson Independent School District approves the attached Administrative Calendar for the appraisal of school administrators for the 2026-2027 school year.



Texas Principal Evaluation & Support System (T-PESS)

APPRAISAL CALENDAR

2026 – 2027

[Learn more about Timelines & Schedules](#)

Timeline	Activity and Description	Resources	Responsibility of	
			Appraiser	Administrator
No later than September 1, 2026	T-PESS Orientation All new campus administrators and previously trained administrators who have yet to receive the T-PESS 2020 update must attend training through the Region 10 Service Center. Click here for training dates All campus administrators must have a local annual T-PESS update in RISD. All campus administrators who have yet to be trained in the Eduphoria Appraisal Training should contact their supervisor and sign up for training through Professional Learning.	- T-PESS FAQs - T-PESS Documents Verification of Orientation (Submitted to Area Superintendent) SCAN BELOW FOR ANNUAL UPDATE COURSE: 	X	X
No later than September 8, 2026	Self-assessment, Professional Goal-setting, and Formative Document Campus administrators self-assess and complete the Self-assessment Form. The appraiser also pre-assesses administrators. Campus administrator submits 1-3 <u>draft</u> goals (based on identified areas on the T-PESS Rubric, Campus Improvement Plans, District Priorities, etc.) and completes the Beginning-of-the-year Self Assessment and Goals.	- Principal Self-Assessment and Goals (Submitted in Eduphoria) - Appraiser Pre-Assessment (Submitted in Eduphoria)	X	X

Timeline	Activity and Description	Resources	Responsibility of	
			Appraiser	Administrator
Sept. 9 – Oct. 16, 2026	Beginning of Year Goal Setting/Refinement Conference Campus administrators meet with their appraisers in a formative conference to discuss the administrator's self-assessment and to finalize goals. Finalizing goals includes identifying the appropriate performance standard associated with the goal, identifying the data, evidence, and documentation used to assess growth goal attainment, reviewing state and local policy related to evaluations, and signing and dating appropriate forms. <u>It is important to discuss and agree on the data, evidence, and documentation collected throughout the year to support the goals.</u> Goals should be specific, measurable, attainable, realistic, and timely (S.M.A.R.T).	- Principal Professional Development Plan (if applicable) - Beginning-of-the year Goal Setting Form (Submitted in Eduphoria) - Self Assessment - Professional Goal - Student/Campus Goal	X	X
	Site Visits/Informal Assessments Ongoing school visits are conducted to observe the campus environment, interact with the school community, gather evidence, monitor Campus Improvement Plans, campus walkthroughs by appraisers. coaches, and provide actionable feedback regarding performance and practices in various contexts and settings. These visits also provide an opportunity for the appraiser and principal to discuss strengths and challenges with the T-P ESS process and practices. Principals gather evidence toward goal progress/attainment.			
First Semester		Corresponding documentation from supervisor to campus administrator	X	

Jan 19, 2027 - Feb. 16, 2027	Mid-year Progress Monitoring Conference Each campus administrator will meet with his/her appraiser to review progress on campus and professional growth goals and discuss progress toward goal attainment. This midyear checkpoint is also used to formatively assess performance and practices using the T-PESS rubric to leverage leadership practices. Goal action plans may be modified at this time if appropriate. The midyear progress form is completed.	- Principal Self-assessment Rubric (Submitted in Eduphoria) Goal A - Mid-year Progress Monitoring Conference and documentation (In person)	X	X
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Timeline	Activity and Description	Resources	Responsibility of	
			Appraiser	Administrator
January 2027	Campus Improvement Plan updates are submitted to Area Superintendents of Learning Communities	Mid-year CIP Review		X
Second Semester	Continued monitoring of Campus Improvement Plans and campus walkthroughs by appraisers. Principals gather evidence toward goal progress/attainment.	- Corresponding documentation from supervisor to campus administrator - Artifacts, evidence, and information collected by a campus administrator (Submitted in person and i n Eduphoria)		X

EOY Conference Window Elem & JH/MS Asst. Principals April 30 - May 21, 2027 Elementary Principals & HS/MS Asst. Principals April 30 - June 4, 2027 JH/MS and HS Principals April 30- June 11, 2027	End-of-year Performance Conference The appraiser and administrator shall meet <u>face-to-face</u> to finalize performance ratings and to assess goal attainment. The appraiser may request additional information prior to the conference to determine the administrator's performance ratings. Ratings will be based on qualitative, quantitative, and anecdotal evidence identified in the pre-evaluation and mid-year conferences. The appraiser and campus administrator should sign the Principal Summary Rating Form and the End-of-Year Goal Attainment Form.	• End-of-year Performance Conference (In person) • End-of-year Goal Attainment Form (Submitted in Eduphoria) • Principal Record of Activities (optional) • Principal Summary Rating Form (Submitted in Eduphoria)	X	X
Timeline	Activity and Description	Resources		
Final EOY Conference Due Dates Elem & JH/MS Asst. Principals May 30, 2027 Elementary Principals & HS Asst. Principals June 11, 2027	Final Evaluation and Goal-Setting Conference This conference occurs ONLY when the principal summary rating form or EOY Goal Attainment form could not be completed If the Principal Summary Rating form could not be completed by the scheduled End-of-Year Performance Conference date, the appraiser will arrange a Final Evaluation and Goal Setting Conference. The appraiser may reconsider evaluation ratings after the End-of-Year Performance Conference as	• Final Evaluation and Goal Setting Conference (In person, only when needed) • Principal Summary Rating Form - if not completed by the End-of-Year Performance Conference (Submitted in Eduphoria)	X	

JH/MS and HS Principals June 22, 2027	appropriate to ensure all relevant performance information is considered. The appraiser and campus administrator will discuss additional information needed to complete the Principal Summary Rating form. The appraiser and campus administrator will draft new professional goals for the next school year and identify any support that may be necessary to achieve those goals. All forms should be finalized and signed at this conference. The appraiser has the responsibility of determining final overall performance ratings.			
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**BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas**

Date: August 6, 2026

Department: Student Services

Submitted by: Dr. Summer Martin, Executive Director Counseling and
Support Services, Dr. Matthew Gibbins, Assistant
Superintendent Administrative Services

ACTION ITEM

TOPIC: Life Skills Program for Student Parents CEHI Waiver

BACKGROUND INFORMATION

Districts may request a General State Waiver to offer Pregnancy Related Compensatory Education Home Instruction (CEHI) on a school campus. RISD's Pregnancy Related Services offers CEHI to post-partum students or to a pregnant student who doctor requires in writing that she be on home instruction due to medical complications prior to baby's birth. CEHI is designed to help students continuing quality education without interruption with the goal of graduation. Alternative CEHI locations may be located at any of the RISD campuses or at another site that is designated by the district to be appropriate. Transportation must be provided as needed. One Home Instructor can serve between 1 and 4 students in one study session at a designated CEHI site. The waiver would provide the option needed for safety of our teachers serving CEHI students at their homes or apartment complexes and a better learning environment in some cases.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board of Trustees authorize the following resolution:

PROPOSED RESOLUTION

WHEREAS, Richardson ISD has proposed to apply for the Life Skills Program for Student Parents CEHI State Waiver;

WHEREAS, Richardson ISD proposes to maintain this waiver for each school year;

WHEREAS, the Texas Education Agency requires that the Board of Trustees of the local school district approve the state waiver;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District approves the Life Skills Program for Student Parents CEHI State Waiver request.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026
Division: Professional Learning
Submitted by: Dr. Christopher Goodson
Assistant Superintendent of Human Resources

ACTION ITEM

TOPIC: Approve Staff Development Waiver

BACKGROUND INFORMATION:

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

RISD provides 6 professional development days before school begins and 7 professional development days built into the school calendar. These professional development days meet the requirements as defined in Texas Education Code (TEC) §25.081. Therefore, we request Board of Trustees approval to submit the Staff Development Waiver for the 26-27 school year.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board authorizes the District to seek a waiver to provide the maximum of 2100 minutes of student instruction that can be used for meaningful professional development in the 2026-27 school year.

PROPOSED RESOLUTION

WHEREAS, Section §25.081 allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

WHEREAS, RISD received waivers from the Commissioner, which allow the District to provide 2,100 minutes of professional development to support student achievement:

WHEREAS, RISD can provide the quality staff resources and instructional programs needed to support the professional development day

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Richardson Independent School District authorizes the District to seek a one-year waiver pursuant to section 25.081 of the Texas Education Code to provide 2,100 minutes of professional development to support student achievement.

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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and Support Services

ACTION ITEM

TOPIC: Quitclaim Deed for the Sale of Tax Foreclosed Property

BACKGROUND INFORMATION

The City of Richardson has requested that the Richardson Independent School District adopt a resolution authorizing the execution of a quitclaim deed for the sale of tax foreclosed properties struck off to the City of Richardson pursuant to Texas Property Tax Code §34.051. The purpose of the quitclaim deed is to allow the City to use the tax-delinquent property to increase the volume of affordable housing.

The property to be sold under this agreement is located at 604 Vernet St, City of Richardson. The property is being sold to Dallas Area Habitat for Humanity for \$25,000 for low- or moderate-income housing. RISD will receive approximately \$5,000 in unpaid taxes after other costs are paid.

In accordance with §34.051 of the Texas Property Tax Code, the City of Richardson now seeks consent from the District to sell the property.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board approve the attached Resolution and Quitclaim Deed transferring the property at 604 Vernet St. to the City of Richardson to increase the volume of affordable housing.

RESOLUTION OF RICHARDSON INDEPENDENT SCHOOL DISTRICT OF THE COUNTY OF DALLAS, TEXAS TO RESELL TAX FORECLOSED PROPERTY BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.051 OF THE TEXAS PROPERTY TAX CODE.

- WHEREAS,** this matter was briefed to the Board of Trustees for Richardson Independent School District, Dallas County, Texas, “the Board” hereinafter, on August 6, 2026, wherein the Board agreed to use this form of Resolution to provide consent to sell specific properties to a qualified purchaser by private sale; and
- WHEREAS,** several parcels of land were offered for sale by the Sheriff of Dallas County, Texas, at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalty and interest, and court costs; and
- WHEREAS,** a parcel of land which did not receive a sufficient bid as set by law was struck off to the City of Richardson, the County of Dallas, and the Richardson Independent School District (Taxing Authorities) pursuant to Section 34.01(j) of the Texas Tax Code; and
- WHEREAS,** by this resolution, Richardson Independent School District is authorized to execute a quitclaim deed for said parcel conveying the right, title, and interest acquired or held by Richardson Independent School District as party to the judgment foreclosing tax liens to the City of Richardson pursuant to Local Government Code 272.001(l) for a public purpose use, and
- WHEREAS,** the Board desires to dedicate this property to the City of Richardson, foregoing payment, for the public benefit and use of the property including but not limited to transfer of the property for economic development and/or community rehabilitation.

NOW THEREFORE, BE IT RESOLVED BY RICHARDSON INDEPENDENT SCHOOL DISTRICT THAT:

- Section 1.** The Board of Trustees for Richardson Independent School District, Dallas County, Texas does hereby provide specific authorization to Quitclaim to the City of Richardson the land shown in Exhibit “A,” attached hereto and made a part hereof and the Board of Trustees for Richardson Independent School District, Dallas County, Texas does hereby consent, in compliance with Local Government Code 272.001(l) to the dedication of the interest acquired through the Tax Sale under the Judgment in Cause Number TX-19-01710, in the 44th Judicial District Court, Dallas County, Texas pursuant to Section 34.01(h) of the Property Tax Code.
- Section 2.** This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this ____ day of _____, 2026 by the Board of Trustees, Richardson Independent School District, Dallas County, Texas.

APPROVED:

CHRIS POTEET
PRESIDENT, BOARD OF TRUSTEES

ATTEST:

VANESSA PACHECO
SECRETARY, BOARD OF TRUSTEES

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Deletion of Policy AEA (LOCAL) – Educational Philosophy: Educational Equity

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to delete Policy AEA (LOCAL) – Educational Philosophy: Educational Equity to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of Senate Bill 12, that prohibit specific diversity, equity, and inclusion (DEI) requirements.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy AEA (LOCAL) – Educational Philosophy: Educational Equity.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed deletion of Policy AEA (LOCAL) as presented by staff, and finds that the proposed deletion of Policy AEA (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed deletion of Policy AEA (LOCAL).

**Equity, Diversity,
and Inclusion**

Purpose

The purpose of this policy is to establish a framework to eliminate any bias, prejudice, or unlawful discrimination that may affect student achievement and learning experiences and to promote learning and working environments that welcome, respect, and value equity, diversity, and inclusion.

**Commitment to
Educational Equity**

The District will actively work to eliminate systems and practices that perpetuate historical inequities and present disparities that could negatively affect the ability of students, families, and staff to participate in diverse and inclusive learning and working environments. The Board believes that embracing individual human diversity, developing a capacity for the collective pursuit of cultural competence, and committing to day-to-day equity and inclusion will enable the District to fulfill its mission. The District will provide opportunities for all to connect, learn, grow, and succeed through relevant and personalized learning experiences that are distinguished by a welcoming and accepting climate; a safe, innovative, and adaptive environment; and a supportive, collaborative, and invested culture among students, staff, families, and community.

As a community of learners committed to equity and the success of all, the District understands that our students, staff, and stakeholders bring their personal backgrounds into our schools, and each of them reasonably expects to have a nurturing and barrier-free learning environment that counteracts the contemporary and historical effects of bias, prejudice, and unlawful discrimination. The District will not predicate or determine success on the basis of race, ethnicity, economic status, mobility, language, gender, sexual orientation, gender identity and/or expression, physical, mental, or emotional disabilities, religion, or any other identity marker. To implement these commitments, the District shall:

1. Continue to comply with all Board policies and guidelines expressing the District's commitment to equal opportunity and non-discrimination and harassment.
2. Foster recognition of and respect for basic human rights, fundamental freedoms, and equitable opportunities and outcomes for all through the District's policies, programs, and activities. To support this recognition and respect, the District has established the following Guiding Principles and Practices:
 - a. The District has established and will maintain the department of Equity, Diversity, and Inclusion to serve as a resource to provide an equity lens for District policies, programs, and practices; facilitate implementation of the equity, diversity, and inclusion components of the District's Strategic Action Plan; create opportunities to identify and

~~eliminate any inequitable practices within the District;
and work to identify and effectively address internal and
external inequities that create barriers to success and
achievement for all student groups.~~

- ~~b. The District 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.~~
- ~~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:
 - ~~(1) The District will intentionally recruit, hire, and retain qualified and/or experienced staff who reflect student demographics and the community to support a racially diverse and culturally responsive workforce that is present in all schools and at all organizational levels.~~
 - ~~(2) Each school will promote a culture where students, families, community members, and employees feel welcomed, valued, safe, supported, and where all can perform their personal best without personal compromise.~~
 - ~~(3) 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. These learning materials also will include social and emotional learning resources for all grade levels. Social and emotional resources will support students and staff in attainment of knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, feel and show empathy for others, make responsible decisions, and maintain positive relationships.~~~~
- ~~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. Such appropriate steps may include, as appropriate:~~

- ~~(1) Identifying and counteracting practices that could perpetuate bias and disparities that lead to disproportionate levels of student success and achievement.~~
- ~~(2) Embracing and celebrating the differences reflected in the District's diverse student and staff communities, such that all who learn and work here will experience acceptance, understanding, and belonging in all areas of the District.~~
- ~~(3) Adopting and enforcing procedures intended to achieve a diverse and equitable school community inclusive of, but not limited to, race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disabling conditions, and religion.~~
- ~~(4) Exploring potential underlying, unquestioned assumptions that detract from our commitment of inclusiveness and identifying and removing barriers in current policies, procedures, systems, or practices that limit opportunities for students and families.~~
- ~~(5) The District will equitably distribute resources, opportunities, transportation, facilities, supports, and teachers/staff to meet the identified needs of a campus, even if carrying out the commitment results in differentiated resource allocations.~~
- ~~(6) The District will facilitate equitable access to co-curricular and extra-curricular activities, programming, social services, tutoring, and enrichment activities.~~
- ~~(7) The District will ensure employees participate in professional development addressing equity, diversity, inclusion, cultural competence, disproportionality, and culturally competent and responsive pedagogy, as they pertain to the achievement gap, implicit and explicit bias, racism, and systemic barriers. Professional learning opportunities will be ongoing and based on changing needs with the District and community.~~

EDUCATIONAL PHILOSOPHY
EDUCATIONAL EQUITY

AEA
(LOCAL)

- ~~(8) The District is committed to increasing the diversity of its leadership pipelines by creating and supporting programs and policies that foster leadership that reflects the diversity of the District, our community, and American society. To support this commitment, the District will develop diverse mentoring and coaching programs, a supportive work and educational environment, and student and staff leadership training.~~
- ~~(9) The District will engage, include, and collaborate with families, students, residents, businesses, and other stakeholders to align and leverage community engagement in a collaborative manner to improve the education provided to students.~~
- ~~(10) The District will use disaggregated qualitative and quantitative data to monitor and address practices that could result in disproportionality in student success and achievement, including the use of assessments and assessment data, which could lead to overrepresentation of students of color in areas such as, but not limited to, special education and discipline, and their underrepresentation in programs such as, but not limited to, Gifted and Talented and Advanced Placement.~~
- ~~(11) The District's Student Code of Conduct and Standards of Conduct for Employees will address inappropriate behaviors and conduct associated with behaviors that discriminate, stereotype, intimidate, perpetuate bias-based thinking, and incite physical, mental, or verbal harm based on race, ethnicity, economic status, mobility, language, gender, gender identity and/or expression, sexual orientation, disability, religion, or any other identity marker.~~

Responsibility

~~The Board shall hold itself and the Superintendent accountable for implementation of this policy. The Superintendent shall develop any procedures appropriate to implement the policy and metrics to measure achievement of the policy objectives and shall provide periodic updates to the Board each year.~~

Definitions

~~Definitions used in this policy are as follows:~~

- ~~1. "Equity" shall mean the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares.~~

- ~~2. “Diversity” shall mean the acknowledgement and celebration of differences in cultures, traditions, and beliefs within our community.~~
- ~~3. “Inclusion” shall mean authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that equitably distributes access, resources, and influence.~~
- ~~4. “Cultural Competence” shall mean the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used to increase the quality of services, thereby producing better outcomes.~~

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

Date: August 7, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revision to Policy CJ (LOCAL) – Contracted Services

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise Policy CJ (LOCAL) – Contracted Services to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of Senate Bill 12. The revision is to add language for compliance with Senate Bill 12 that reflects that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. As required by state law, violations will result in termination of the contract.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy CJ (LOCAL) – Contracted Services.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy CJ (LOCAL) as presented by staff, and finds that the proposed revisions to Policy CJ (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy CJ (LOCAL).

CONTRACTED SERVICES

CJ
(LOCAL)

**Employment
Assistance
Prohibited**

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

**Prohibited
Classroom
Instruction or
Activities**

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

**Prohibition on
Diversity, Equity,
and Inclusion**

A contract is subject to termination if the District contractor intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revision to Policy CQB (LOCAL) – Technology Resources: Cybersecurity

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise Policy CQB (LOCAL) – Technology Resources: Cybersecurity to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of House Bill 150. The revision moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy CQB (LOCAL) – Technology Resources: Cybersecurity.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy CQB (LOCAL) as presented by staff, and finds that the proposed revisions to Policy CQB (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy CQB (LOCAL).

TECHNOLOGY RESOURCES
CYBERSECURITY

CQB
(LOCAL)

Plan	The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.
Coordinator	The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.
Training	The Board delegates to the Superintendent the authority to: 1. Determine the cybersecurity training program to be used in the District; 2. Verify and report compliance with training requirements in accordance with guidance from the <u>Department of Information Resources Texas Cyber Command</u>; and 3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate. The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.
Security Breach <u>and Cybersecurity Incident</u> Notifications	Upon discovering or receiving notification of a breach of system security or a <u>security-cybersecurity</u> incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities <u>and provide any other notices</u> in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods: 1. Written notice. 2. Email, if the District has email addresses for the affected persons. 3. Conspicuous posting on the District's websites. 4. Publication through broadcast media. The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Addition of Policy CQD (LOCAL) – Technology Resources: Artificial Intelligence

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to add Policy CQD (LOCAL) – Technology Resources: Artificial Intelligence to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of House Bill 150 and House Bill 1500. This new recommended policy addresses artificial intelligence training requirements, as well as the use of artificial intelligence by district employees and students.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed addition of Policy CQD (LOCAL) – Technology Resources: Artificial Intelligence.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed addition of Policy CQD (LOCAL) as presented by staff, and finds that the proposed addition of Policy CQD (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed addition of Policy CQD (LOCAL).

Training

The Board delegates to the Superintendent the authority to:

1. Determine the artificial intelligence (AI) training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the AI training requirements.

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

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

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise Policy DBD (LOCAL) –Employment Requirements and Restrictions: Conflict of Interest to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of House Bill 3372. The revised policy will add the new recommended section on Personal Services Performed by an Administrator to include language relating to administrator work.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy DBD (LOCAL) –Employment Requirements and Restrictions: Conflict of Interest.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy DBD (LOCAL) as presented by staff, and finds that the proposed revisions to Policy DBD (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy DBD(LOCAL).

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB. For provisions and rules addressing nepotism, see DBE.

General

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

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

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

**Disclosure —
General Standard**

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

Specific Disclosures

Substantial Interest
Affidavit

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

Affidavit Disclosing
Interest in Property

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

Annual Financial
Management
Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Gifts	An employee shall not accept or solicit any gift, favor, service, or other benefit that could be reasonably construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]
Endorsements	An employee shall not recommend, endorse, or require the purchase of any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the employee during nonschool hours or employs or contracts with a relative of the employee. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.
Sales	An employee shall not use his or her position with the District to attempt to sell products or services.
Nonschool Employment	An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.
<u>Personal Services Performed by an Administrator</u>	<u>An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.</u> <u>An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.</u>
Employee Sponsoring Study / Travel Programs	The District does not sponsor or approve any student study/travel program that is not part of the curriculum. The following shall apply to District employees' involvement in any such programs: 1. Publicity for travel tours shall be limited to one poster or flyer displayed on school premises in a designated area (e.g., a student bulletin board), but only if approved in advance by the principal. No flyers may be distributed on school premises. All promotional materials for any travel tours shall plainly disclose that the tours are not endorsed or sponsored by the District. 2. Recruitment of travel tour participants for school programs may not occur during school hours. 3. Any teacher who sponsors or accompanies students on foreign or domestic study/travel shall do so without the liability protection extended to District employees acting within the scope of their employment. [See CRB]

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revision to Policy DEC (LOCAL) –Compensation and Benefits: Leaves and Absences

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise Policy DEC (LOCAL) –Compensation and Benefits: Leaves and Absences to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of House Bill 2. A definition of “Daily Rate of Pay” is included under the “Definitions” section. Also added under FMLA is a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy DEC (LOCAL) –Compensation and Benefits: Leaves and Absences.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy DEC (LOCAL) as presented by staff, and finds that the proposed revisions to Policy DEC (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy DEC(LOCAL).

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a stepchild, a legal ward, or a child for whom the employee stand *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Daily Rate of Pay

The "daily rate" of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee's annual salary by the number of duty days in the employee's contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave
Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent five or more consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary
Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

*Request for
Leave*

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee as far in advance as possible but not less than five school days in advance of the anticipated absence. Requests for discretionary leave

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

shall be considered in the order in which they are received. In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed two consecutive workdays and shall not exceed more than five workdays per school year, except in extenuating circumstances as approved by the Superintendent.

*Schedule
Limitations*

Except as specifically approved in advance by the Superintendent or designee, discretionary use of state personal leave shall not be allowed on the day before or after a school holiday; days scheduled for end-of-semester exams; days scheduled for state assessments, District benchmark testing, or other standardized testing; the first five or the last five teaching days of the school year; or professional staff development days. Each building principal or other supervisor may identify additional days on which discretionary use of state personal leave shall not be allowed at that work location.

Local Leave

Each full-time employee who is scheduled to work at least 30 hours per week in an allocated position shall earn five leave days of paid local leave per school year in accordance with administrative regulations.

Local leave shall accumulate without limit. Employees shall not be paid for accrued, unused local leave upon separation from employment.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year. [See DEC(LEGAL)]

Hardship Leave

After exhausting all accrued paid leave available from any source (state personal and local leave, vacation leave, sick leave bank leave, or compensatory time), an employee may apply for hardship leave. Hardship leave shall provide up to ten additional leave days of paid sick leave per school year, paid at two-thirds the rate of the employee's base salary or rate of pay, and shall be available only for the employee's personal illness. Guidelines for receiving hardship leave are included in the employee handbook.

Sick Leave Bank

The District shall establish a sick leave bank that employees may join through contribution of local leave or state personal leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury or for other absences as outlined in the sick leave bank regulations and the employee has exhausted all other paid leave and any other applicable compensatory time.

The Superintendent or designee shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Vacation Leave

Classified employees paid on an hourly basis shall earn paid vacation leave at the rate of one-half day per pay period actually worked, not to exceed 12 days in a 12-month period.

Salaried employees scheduled to work a 261-day schedule shall earn one day of vacation leave per month, not to exceed 12 days in a 12-month period. Vacation leave may accumulate to a maximum of 24 days. No more than 12 consecutive days of vacation leave may be taken without the approval of the appropriate assistant superintendent or designee. Accrued vacation leave may be taken at a time approved by the employee's supervisor. An employee who earns vacation leave shall be paid for any accrued, unused vacation leave at the time of retirement or separation from employment. Such payment shall be based on the employee's base rate of pay at the time the last vacation day was earned.

Employees who are regularly assigned to work 261 days per school year and have been continuously employed by the District for ten years or more shall earn three additional days of vacation leave each school year. The additional days shall accrue at the beginning of each school year. An employee who has accrued the maximum 24 days of vacation leave at the beginning of the school year shall not earn the three additional days that school year.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Family and Medical
Leave**

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of
Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

~~**Note:** See DECA(LEGAL) for provisions addressing FMLA.~~

Twelve-Month
Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

Combined Leave for
Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or
Reduced Schedule
Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of
Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty
Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification (medical release).

Leave at the End of
Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

**Temporary Disability
Leave**

Temporary disability leave is available for any full-time employee whose position requires educator certification, or other licensure or certification by the State Board for Educator Certification, or by the District. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The employee is required to adhere to the return to active duty procedures outlined in DEC(LEGAL) and the administrative regulations.

Short-Term Leave

Employees who are not eligible for temporary disability leave may be eligible for short-term leave.

Short-term disability leave is defined as leave that does not exceed 90 calendar days from the last day worked. Short-term disability leave shall be awarded concurrently with FMLA leave where applicable. An employee who returns to work at the end of the approved period of short-term disability leave (and concurrent FMLA leave where applicable) shall be returned to the same or substantially same position the employee held prior to the leave.

Extended Disability Leave

Extended disability leave is defined as leave extending short-term disability leave and may be granted, based on the physician's recommendation, for up to 90 additional calendar days. The total number of days granted for both short-term and extended disability leave may not exceed 180 calendar days.

Return from Short-Term and/or Extended Disability Leave

An employee returning from short-term and/or extended leave shall provide, before resuming work, a fitness-for-duty certification (medical release) from the employee's health-care provider to human resources.

Any employee who does not return to work at the end of a short-term disability leave and is not granted an extended leave as described above shall not be guaranteed to return to his or her former position but shall be placed in the first available position for which he or she is qualified upon return from approved short-term disability leave.

Employees who do not return to work at the end of the approved period of leave shall be subject to termination of employment.

Developmental Leaves of Absence

The Board shall provide the opportunity for professional employees to advance their professional skills through graduate work at an accredited university.

The Board has entered into collaborative partnerships with accredited universities to offer District employees opportunities to complete an advanced degree while continuing to work.

Leave for professional improvement may be granted upon request to any professional employee who has three continuous years of service in the District as a professional employee and who has maintained at least a "meets expectations" appraisal for the last three years.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

An employee's request for leave for professional improvement may be granted for a semester and may be granted an additional one semester extension. A request for professional improvement leave may be requested no more frequently than once every five years. Professional improvement leave shall be granted without pay, and the employee shall be responsible for costs associated with maintaining District benefits during the period of leave. The employee's position will be vacated to allow the position to be filled. An employee returning from professional improvement leave shall not be guaranteed that he or she will be restored to the position he or she held prior to the leave. The employee shall be placed in the first available position for which he or she is qualified and at the rate of pay applicable to that position.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Paid Leave Offset

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena related to the employee's job duties or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Neutral Absence
Control**

Prompt and regular attendance is an essential function of every District position. To assist employees, the District offers a comprehensive leave program that provides paid and unpaid leave to employees. Excessive absenteeism or abuse of any leave policy shall result in immediate disciplinary action that could include discharge. If an employee is unable to return to work after he or she has exhausted all periods of approved leave, employment shall be terminated. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revision to Policy DFBB (LOCAL) –Term Contracts: Nonrenewal

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise DFBB (LOCAL) –Term Contracts: Nonrenewal to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of Senate Bill 12. Based on Senate Bill 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities, are prohibited by law. These items are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy DFBB (LOCAL) –Term Contracts: Nonrenewal.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy DFBB (LOCAL) as presented by staff, and finds that the proposed revisions to Policy DFBB (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy DFBB (LOCAL).

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences or tardiness or the failure to maintain prompt and regular attendance.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages (i.e., having any detectable amount of alcohol in one's system) while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.

15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, with or without reasonable accommodation.
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Unlawful discrimination or harassment of an employee or student on the basis of the person's age, race, sex, national origin, religion, or disability.
26. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
27. Falsification of records or other documents related to the District's operations.

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

28. Falsification or omission of required information on an employment application or other records required for employment.
29. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
30. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.
31. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.
32. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.
33. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
34. Academic dishonesty, e.g., cheating or other improper assistance to students on state or District testing; plagiarism or other unauthorized use of a colleague's work product.
35. Loss or completion of grant or other categorical or special funding under which the employee's position was funded.
36. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
37. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]
38. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.
- ~~37.39~~ 39. Any reason constituting good cause for terminating the contract during its term.

Recommendations
from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

Superintendent's
Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

Notice of Proposed
Nonrenewal

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

Request for Hearing

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the Board shall notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below].

In either case, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing by the Board

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

Hearing Procedures

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

**Hearing by an
Attorney Designated
by the Board**

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the employee, the Superintendent, their representatives, and witnesses shall be permitted to be in attendance, and witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

Not later than the 15th day after the completion of the hearing, the attorney shall provide to the Board a record of the hearing and his or her recommendation on renewal.

Board Review

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board shall notify the employee in writing of the Board's decision on renewal not later than the 15th day after the date of the meeting.

No Hearing

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

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

Date: August 6, 2026
Submitted by: Leticia D. McGowan, General Counsel

ACTION ITEM

TOPIC: Revision to Policy DH (LOCAL) –Employee Standards of Conduct

BACKGROUND INFORMATION:

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to revise DH (LOCAL) –Employee Standards of Conduct to address and comply with legislative changes from the 89th Legislative Session, specifically the requirements of Senate Bill 12, Senate Bill 706, and Senate Bill 571. The proposed changes include a revision to the text at “Weapons Prohibited – Exceptions” to reflect changes under Senate Bill 706 regarding reciprocity with a handgun license from another state. Sections on “Prohibited Classroom Instruction or Activities”; “Prohibited Diversity, Equity, and Inclusion Duties”; and “Social Transitioning” are recommended for inclusion pursuant to Senate Bill 12. At “Relationships with Students”, the recommended revision addresses the requirement under Senate Bill 571 regarding notice of suspected misconduct by an educator or district service provider.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to Policy DH(LOCAL) – Employee Standards of Conduct.

PROPOSED RESOLUTION

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

WHEREAS, the Board has reviewed the proposed revisions to Policy DH (LOCAL) as presented by staff, and finds that the proposed revisions to Policy DH (LOCAL) are appropriate and necessary to ensure that the District's policy conforms to applicable law, best practices, and the Board's mission, beliefs, and strategic objectives;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts and approves the proposed revisions to Policy DH (LOCAL).

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

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

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

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

**Violations of
Standards of
Conduct**

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

Weapons Prohibited

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

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a Texas handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic
Communication**

Use with Students

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

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

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

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

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

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

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

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

Discrimination, Harassment, or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

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

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

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

Relationships with Students

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

As required by law, the District shall notify the parent of a student with whom an educator a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property; in District vehicles, including buses; at school facilities; on open air property, including parking lots; at outdoor athletic fields, outdoor seating areas, and practice fields; or on other property used for school-sponsored activities.

An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

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

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

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

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

Exceptions

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

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

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

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,
Convictions, and
Other Adjudications**

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

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or con-

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

spiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;

- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

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

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

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

Conduct Guidelines

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

A District employee shall:

1. Maintain an atmosphere conducive to good behavior.
2. Be in regular attendance and on time, and be prepared to perform their duties with appropriate working materials.
3. Exhibit an attitude of respect toward individuals and property and conduct themselves in a responsible manner.
4. Plan a flexible curriculum to meet the needs of all students.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

5. Promote effective training and discipline based upon fair and impartial treatment of all students.
6. Encourage parents or guardians to keep in regular communication with the school and encourage parental participation in school affairs.
7. Develop and maintain a cooperative working relationship among staff and students.
8. Obey District and school policies, regulations, and administrative directives.
9. Cooperate with District administrators or other officials during any investigations or inquiries into complaints or reports of misconduct, unlawful activities, or other matters affecting District operations.
10. Comply with all professional and ethical standards applicable to the employee's profession or the continued eligibility for licensure.
11. Interact in a professional and appropriate manner with students, parents, and other District employees.

Employees Duty to Report

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

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

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

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

ACTION ITEM

TOPIC: Acceptance of Certified Appraisal Roll and Tax Collection Rates for 2026-2027

BACKGROUND INFORMATION:

Section 26.01(a) of the Tax Code requires the Chief Appraiser to certify the property tax appraisal roll to the school district's assessor by July 25. RISD received the certified roll from the Chief Appraiser of the Dallas Central Appraisal District (DCAD) on July 24 this year.

Section 26.04(b) of the Tax Code requires the school district's assessor, RISD Director of Tax Services, to submit the total appraised, assessed, and taxable value of all property in the District to the Board of Trustees. Section 26.04(b) also requires the district's assessor to certify the anticipated collection rate and the amount of any excess debt collections to the Board of Trustees.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board accept the 2026 Appraisal Roll as certified by DCAD and the anticipated tax collection rate 2026-2027 and excess debt collections as certified by Dorcas Mejia, RISD Director of Tax Services.

RESOLUTION

WHEREAS, the Chief Appraiser of the Dallas Central Appraisal District timely submitted the certified tax appraisal roll to the district's assessor pursuant to §26.01(a) of the Tax Code; and

WHEREAS, the District's assessor submitted the total appraised, assessed, and taxable value of all property in the District to the Board of Trustees pursuant to §26.04(b) of the Tax Code; and

WHEREAS, the District's assessor certified the anticipated collection rate and the amount of any excess debt collections to the Board of Trustees pursuant to §26.04(b) of the Tax Code;

BE IT THEREFORE RESOLVED, that the Board of Trustees of the Richardson Independent School District accepts the certified appraisal roll provided by the Dallas Central Appraisal District, the total appraised, assessed, and taxable value of all property, the anticipated tax collection rate, and excess debt collections as certified by the district's assessor.

APPROVED on the 6th day of August 2026.

By: _____
Chris Poteet, Board President

ATTEST BY:

Vanessa Pacheco, Board Secretary



**DALLAS CENTRAL APPRAISAL DISTRICT
CERTIFICATION OF APPRAISAL ROLL**

Year: 2026

Jurisdiction: RICHARDSON ISD

In accordance with the requirements of the Texas Property Tax Code, Chapter 26, Section 26.01, paragraphs (A) and (B), the following values are hereby certified:

Market Value of all Real & Business Personal Property Before Qualified Exemptions*	\$48,589,273,870
Taxable Value of all Real & Business Personal Property	\$35,561,546,257

In accordance with the requirements of the Texas Property Tax Code, Chapter 26, Section 26.01, paragraph (C), the following values are hereby certified as disputed values and are not included in the above totals:

	Market Value	Taxable Value
Values under protest as determined by the Appraisal District**	\$2,354,574,660	\$1,615,753,068
Values under protest as claimed by property owner or estimated by Appraisal District in event property owner's claim is upheld	\$1,660,928,628	\$1,131,027,148
Freeport Estimated Loss		\$0
Estimated Net Taxable		\$1,131,027,148

I, Shane Docherty, Executive Director/Chief Appraiser of the Dallas Central Appraisal District, do hereby certify the aforementioned values and totals to the taxing jurisdiction indicated above, in accordance with the requirements of the laws of the State of Texas on this 25th day of July, 2026 .

Dallas Central Appraisal District

Shane Docherty
Executive Director/Chief Appraiser

*Total Value of New Construction in Certified Market Value above	\$226,865,401
**Value of Disputed New Construction in Protested Market Value Above	\$10,208,800



RICHARDSON INDEPENDENT SCHOOL DISTRICT

WHERE ALL STUDENTS CONNECT, LEARN, GROW, AND SUCCEED

Tax Department

Date: July 29, 2026
To: David Pate
From: Dorcas Mejia
Subject: 2026 Anticipated Rate of Collections and Excess Debt Collections

In compliance with Section 26.04 of the State Property Tax Code, I hereby certify the **2026 Anticipated Rate of Collection to be 101.47%** for the Richardson Independent School District. I also certify the amount of **Excess Debt Collections for 2026 to be \$ 2,647,225.35.**

Sincerely,

A handwritten signature in black ink that reads 'Dorcas Mejia'.

Dorcas Mejia, RTA
RISD Director of Tax Services

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Operations

Submitted by: Michael Jasso, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Consider Approval of Oncor Utility Easement and Right of Way at Liberty Junior High School

BACKGROUND INFORMATION

As a requirement of the new construction project at Liberty Junior High School, Oncor Electric Delivery Company, LLC has requested a new electric utility easement and right of way to provide electric service to the new campus. The Liberty Junior High easement is located in the Daniel Murray Survey, Abstract No. 919, City of Dallas, Dallas County, Texas, being a part of Lot 1, Block A/8433, Lawler Road School Addition, an addition to the City of Dallas according to the plat recorded in Volume 74017, Page 1226, Deed Records, Dallas County, Texas, and being part of a tract of land described in a Warranty Deed to Richardson Independent School District, recorded in Volume 70087, Page 908, Deed Records, Dallas County, Texas and as further described in the attached dedication, legal description and drawings. The easement contains approximately 5,122 square feet. District staff has reviewed the request and determined that granting the easement and right of way will not interfere with the district's ability to access or maintain the property.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of the Richardson Independent School District approve the electric utility easement and right of way at Liberty Junior High School as described in the attached dedication, legal description and drawings.

PROPOSED RESOLUTION

WHEREAS, Oncor Electric Delivery Company, LLC has requested that the district grant an electric utility and right of way easement at Liberty Junior High School as a part of the required new electrical service to the school; and

WHEREAS, staff has reviewed the request and determined that granting the easement and right of way will not interfere with the district's ability to access or maintain the property; and

WHEREAS, the Board finds that granting the requested easement and right of way serves a public purpose of providing improved electric service to the district's property;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District grants to Oncor Electric Delivery Company, LLC an electric utility easement and right of way for new electric service on a tract of land located in the Daniel Murray Survey, Abstract No. 919, City of Dallas, Dallas County, Texas, being a part of Lot 1, Block A/8433, Lawler Road School Addition, an addition to the City of Dallas according to the plat recorded in Volume 74017, Page 1226, Deed Records, Dallas County, Texas, and being part of a tract of land described in a Warranty Deed to Richardson Independent School District, recorded in Volume 70087, Page 908, Deed Records, Dallas County, Texas and as further described in the attached dedication, legal description and drawings, and further authorizes the Superintendent or her designee to sign such documents and take such other actions as are necessary to convey the approved easement and right of way.

E#:

Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of Grantee, interfere with the exercise by Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns, and legal representatives, and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives, to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2026.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
DALLAS COUNTY:

ATTEST:

By: _____

By: _____

Name: Chris Poteet

Name: Vanessa Pacheco

Title: President of Board of Trustees

Title: Secretary, Board of Trustees

Date: _____

Acknowledgement

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

BEFORE ME, the undersigned authority, on this day personally appeared **Chris Poteet**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same as the act and deed of **Richardson Independent School District**, as the, **President, Board of Trustees** thereof, for the purposes and consideration therein expressed, in the capacity therein stated and that he/she is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A.D. 2026.

Notary Public in and for the State of _____

EXHIBIT "A"
ONCOR ELECTRIC DELIVERY CO. LLC EASEMENT
LOT 1, BLOCK A/8433, LAWLER ROAD SCHOOL ADDITION
DANIEL MURRAY SURVEY, ABSTRACT NO. 919
CITY OF DALLAS, DALLAS COUNTY, TEXAS

Being a 5,122 square foot (0.1176 acre) tract of land situated in the Daniel Murray Survey, Abstract No. 919, City of Dallas, Dallas County, Texas, being a part of Lot 1, Block A/8433, Lawler Road School Addition, an addition to the City of Dallas according to the plat recorded in Volume 74017, Page 1226, Deed Records, Dallas County, Texas, and being part of tract of land described in a Warranty Deed to Richardson Independent School District, recorded in Volume 70087, Page 908, Deed Records, Dallas County, Texas, and being more particularly described as follows:

COMMENCING at a 1/2" iron rod found at the intersection of the north line of Cornell Drive (50' right-of-way) and the west line of Forest Ridge Drive (50' right-of-way) for the southeast corner of Lot 14, Block 6, Forest Ridge Addition No. 2, an addition to the City of Dallas according to the plat recorded in Volume 49, Page 29, Map Records, Dallas County, Texas, from which a found 1/2" iron rod bears North 00°43'47" West, a distance of 73.04 feet;

THENCE South 89°47'13" West, along the common line between said Lot 14 and said Cornell Drive, a distance of 120.00 feet to a point at the intersection of the north line of said Cornell Drive and the east line of a 15" alley out of said Forest Ridge Addition No. 2, for the southwest corner of said Lot 14;

THENCE South 89°50'06" West, over and across said alley, a distance of 13.51 feet to a point at the intersection of the north line of Bunchberry Drive (a variable width right-of-way) and the west line of said Alley, for the southeast corner of said Lot 1;

THENCE along the common line between said Lot 1 and said Bunchberry Drive, the following bearings and distances:

South 89°41'58" West, a distance of 14.92 feet to a point for the beginning of a tangent curve to the right;

In a northwesterly direction along said tangent curve to the right, whose chord bears North 80°43'02" West a distance of 149.44 feet, having a radius of 448.83 feet, a central angle of 19°10'00", and an arc length of 150.14 feet to a point at the end of said curve to the right;

North 71°08'02" West, a distance of 31.89 feet to a point for the beginning of a tangent curve to the left;

In a northwesterly direction along said tangent curve to the left, whose chord bears North 77°35'00" West a distance of 152.75 feet, having a radius of 679.95 feet, a central angle of 12°53'56", and an arc length of 153.08 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for the **POINT OF BEGINNING**;

in a northwesterly direction continuing along said curve, whose chord bears North 84°39'55" West for a distance of 15.02 feet, having a radius of 679.95 feet, a central angle of 01°15'54", and an arc length of 15.02 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for corner;

THENCE over and across said Lot 1, the following bearings and distances:

North 02°41'50" East, a distance of 240.39 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for corner;

North 44°57'02" West, a distance of 145.68 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for corner;

EXHIBIT "A"
ONCOR ELECTRIC DELIVERY CO. LLC EASEMENT
LOT 1, BLOCK A/8433, LAWLER ROAD SCHOOL ADDITION
DANIEL MURRAY SURVEY, ABSTRACT NO. 919
CITY OF DALLAS, DALLAS COUNTY, TEXAS

North 45°02'58" East, a distance of 10.00 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for corner;

South 44°57'02" East, a distance of 156.86 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" set for corner;

South 02°41'50" West, a distance of 240.93 feet to the **POINT OF BEGINNING** containing 5,122 square feet or 0.1176 acres of land, more or less.

Basis of Bearings: State Plane Coordinate System, Texas North Central Zone 4202, North American Datum of 1983, Adjustment Realization 2011.



Brian R. Wade,
06/07/2026

RPLS No. 6098



0 25 50 100

(FEET)

1 inch = 50 ft.

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 70087, PG. 908
D.R.D.C.T.

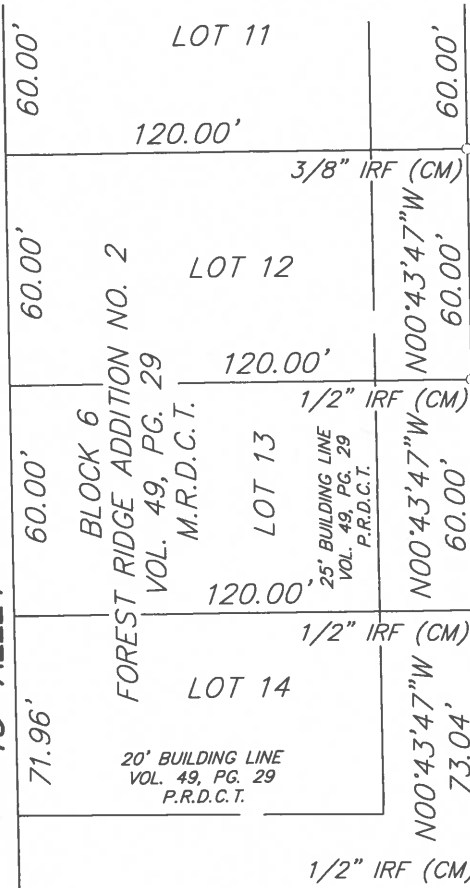
LOT 1, BLOCK A/8433
LAWLER ROAD SCHOOL ADDITION
VOL. 74017, PG. 1226
D.R.D.C.T.

RIGHT-OF-WAY DEDICATION
VOL. 74017, PG. 1226
P.R.D.C.T.

DANIEL MURRAY SURVEY,
ABSTRACT NO. 919 $\Delta=19^{\circ}10'00''$
 $R=448.83'$
 $L=150.14'$
 $CB=N80^{\circ}43'02''W$
 $CD=149.44'$

MATCH SHEET 4

15' ALLEY



FOREST RIDGE DRIVE

(A 50' RIGHT-OF-WAY)
VOL. 49, PG. 27
P.R.D.C.T.

LEGEND

.....	EASEMENT LINE
.....	PROPERTY LINE
IRF	IRON ROD FOUND
D.R.D.C.T.	DEED RECORDS, DALLAS COUNTY, TEXAS
O.P.R.D.C.T.	OFFICIAL PUBLIC RECORDS, DALLAS COUNTY, TEXAS
M.R.D.C.T.	MAP RECORDS, DALLAS COUNTY, TEXAS
VOL.	VOLUME
PG.	PAGE
INST. NO.	INSTRUMENT NUMBER
(CM)	CONTROLLING MONUMENT

BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, TEXAS NORTH
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.

CONTROLLING MONUMENTS: AS SHOWN
RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com
TEXAS PE REG #F-493
TBPELS REG #100341-00

EXHIBIT "A" ONCOR ELECTRIC DELIVERY CO. LLC EASEMENT

LOT 1, BLOCK A/8433

LAWLER ROAD SCHOOL ADDITION
DANIEL MURRAY SURVEY, ABSTRACT NO. 919
CITY OF DALLAS, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	1/26/2026	SHEET	3 OF 5
JOB NO.	2411.069	E-FILE	2411.0690E	DWG NO.	28,896X

MATCH SHEET 5

DANIEL MURRAY SURVEY,
ABSTRACT NO. 919

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 70087, PG. 908
D.R.D.C.T.

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 70087, PG. 908
D.R.D.C.T.

LOT 1, BLOCK A/8433
LAWLER ROAD SCHOOL ADDITION
VOL. 74017, PG. 1226
D.R.D.C.T.

LOT 1, BLOCK A/8433
LAWLER ROAD SCHOOL ADDITION
VOL. 74017, PG. 1226
D.R.D.C.T.



0 25 50 100
(FEET)
1 inch = 50 ft.

L1
L5

ONCOR ELECTRIC DELIVERY
CO. LLC EASEMENT
5,122 SQUARE FEET
0.1176 ACRES

$\Delta = 12^{\circ}53'56''$
 $R = 679.95'$
 $L = 153.08'$
 $CB = N77^{\circ}35'00''W$
 $CD = 152.75'$

POINT OF
BEGINNING
YCIRS

YCIRS C1

BUNCHBERRY DRIVE

A VARIABLE WIDTH RIGHT-OF-WAY
VOL. 74017, PG. 1226
P.R.D.C.T.

RIGHT-OF-WAY DEDICATION
VOL. 74017, PG. 1226
P.R.D.C.T.

$N71^{\circ}08'02''W$
31.89'

LEGEND

280.23'

..... EASEMENT LINE
..... PROPERTY LINE
IRF IRON ROD FOUND
D.R.D.C.T. DEED RECORDS, DALLAS COUNTY, TEXAS
O.P.R.D.C.T. OFFICIAL PUBLIC RECORDS, DALLAS
COUNTY, TEXAS
M.R.D.C.T. MAP RECORDS, DALLAS COUNTY, TEXAS
VOL. VOLUME
PG. PAGE
INST. NO. INSTRUMENT NUMBER
(CM) CONTROLLING MONUMENT

BLOCK A/8434
FOREST PARK SCHOOL SITE
VOL. 68121, PG. 1636
D.R.D.C.T.

$L = 146.80'$

31.89'

MATCH SHEET 3

BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, TEXAS NORTH
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.

EXHIBIT "A"
ONCOR ELECTRIC DELIVERY
CO. LLC EASEMENT
LOT 1, BLOCK A/8433

CONTROLLING MONUMENTS: AS SHOWN
RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com
TEXAS PE REG #F-493
TBPELS REG #100341-00

LAWLER ROAD SCHOOL ADDITION
DANIEL MURRAY SURVEY, ABSTRACT NO. 919
CITY OF DALLAS, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	1/26/2026	SHEET	4 OF 5
JOB NO.	2411.069	E-FILE	2411.0690E	DWG NO.	28,896X

LINE TABLE		
LINE	BEARING	LENGTH
L1	N02°41'50"E	240.39'
L2	N44°57'02"W	145.68'
L3	N45°02'58"E	10.00'
L4	S44°57'02"E	156.86'
L5	S02°41'50"W	240.93'

CURVE TABLE					
CURVE	DELTA	RADIUS	LENGTH	CH. BRG.	CHORD
C1	1°15'54"	680.19'	15.02'	N84°39'55"W	15.02'

LEGEND

..... EASEMENT LINE
..... PROPERTY LINE
IRF IRON ROD FOUND
D.R.D.C.T. DEED RECORDS, DALLAS COUNTY, TEXAS
O.P.R.D.C.T. OFFICIAL PUBLIC RECORDS, DALLAS COUNTY, TEXAS
M.R.D.C.T. MAP RECORDS, DALLAS COUNTY, TEXAS
VOL. VOLUME
PG. PAGE
INST. NO. INSTRUMENT NUMBER
(CM) CONTROLLING MONUMENT



(FEET)
1 inch = 50 ft.

DANIEL MURRAY SURVEY,
ABSTRACT NO. 919

BRIAN R WADE,
06/07/2026 RPLS NO. 6098

ONCOR ELECTRIC DELIVERY
CO. LLC EASEMENT
5,122 SQUARE FEET
0.1176 ACRES

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 70087, PG. 908
D.R.D.C.T.

LOT 1, BLOCK A/8433
LAWLER ROAD SCHOOL ADDITION
VOL. 74017, PG. 1226
D.R.D.C.T.

16' DALLAS POWER & LIGHT AND
SOUTHWESTERN BELL TELEPHONE
EASEMENT (PART 2)
VOL. 75076, PG. 427
D.R.D.C.T.

YCIRS
L1
L2
L3
L4
L5
MATCH SHEET 4

BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, TEXAS NORTH
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.

CONTROLLING MONUMENTS: AS SHOWN
RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com
TEXAS PE REG #F-493
TBPELS REG #100341-00

EXHIBIT "A"
ONCOR ELECTRIC DELIVERY
CO. LLC EASEMENT
LOT 1, BLOCK A/8433
LAWLER ROAD SCHOOL ADDITION
DANIEL MURRAY SURVEY, ABSTRACT NO. 919
CITY OF DALLAS, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	1/26/2026	SHEET	5 OF 5
JOB NO.	2411.069	E-FILE	2411.0690E	DWG NO.	28,896X

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Operations

Submitted by: Michael Jasso, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Consider Approval of Oncor Utility Easement and Right of Way at Parkhill Junior High School

BACKGROUND INFORMATION

As a requirement of the construction and renovation project at Parkhill Junior High School, Oncor Electric Delivery Company, LLC has requested a new electric utility easement and right of way to provide electric service to the new campus. The Parkhill Junior High easement is located on the north and west sides of a tract of land situated in the John Becknell Survey, Abstract No. 53, City of Dallas, Dallas County, Texas, being a portion of a remnant portion of a called 21.671 acre tract of land described in Warranty Deed to Richardson Independent School District as recorded in Volume 76154, Page 2322, Deed Records, Dallas County, Texas, being a portion of Block 27/8195, Parkhill School Addition, an addition to the City of Dallas, according to plat recorded in Volume 78156, Page 744, Deed Records, Dallas County, Texas and as further described in the attached dedication, legal description and drawings. The easement contains approximately 12,328 square feet as described in Exhibit A, attached herein. District staff has reviewed the request and determined that granting the easement and right of way will not interfere with the district's ability to access or maintain the property.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of the Richardson Independent School District approve the electric utility easement and right of way at Parkhill Junior High School as described in the attached dedication, legal description, and drawings.

PROPOSED RESOLUTION

WHEREAS, Oncor Electric Delivery Company, LLC has requested that the district grant an electric utility and right of way easement at Parkhill Junior High School as a part of the required new electrical service to the school; and

WHEREAS, staff has reviewed the request and determined that granting the easement and right of way will not interfere with the district's ability to access or maintain the property; and

WHEREAS, the Board finds that granting the requested easement and right of way serves a public purpose of providing improved electric service to the district's property;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District grants to Oncor Electric Delivery Company, LLC an electric utility easement and right of way for new electric service on a tract of land located on the north and west sides of a tract of land situated in the John Becknell Survey, Abstract No. 53, City of Dallas, Dallas County, Texas, being a portion of a remnant portion of a called 21.671 acre tract of land described in Warranty Deed to Richardson Independent School District as recorded in Volume 76154, Page 2322, Deed Records, Dallas County, Texas, being a portion of Block 27/8195, Parkhill School Addition, an addition to the City of Dallas, according to plat recorded in Volume 78156, Page 744, Deed Records, Dallas County, Texas and as further described in the attached dedication, legal description and drawings, and further authorizes the Superintendent or her designee to sign such documents and take such other actions as are necessary to convey the approved easement and right of way.

PT #: 2026-6382-01
District: MCK
WO #: 28928410
E#: _____

EASEMENT AND RIGHT OF WAY

STATE OF TEXAS

§

COUNTY OF DALLAS

§

§

KNOW ALL MEN BY THESE PRESENTS:

That **Richardson Independent School District**, hereinafter called "Grantor," whether one or more, for and in consideration of Ten Dollars (\$10.00) and other valuable consideration to Grantor in hand paid by **Oncor Electric Delivery Company LLC, a Delaware limited liability company**, 1616 Woodall Rodgers Freeway, Dallas, Texas 75202-1234, hereinafter referred to as "Grantee," has granted, sold and conveyed and by these presents does grant, sell and convey unto said Grantee, its successors and assigns, an easement and right-of-way for overhead and/or underground electric supply and communications facilities, consisting of a variable number of wires and cables, supporting structures, surface mounted equipment, conduits and all necessary or desirable appurtenances over, under, through, across and upon Grantor's land described as follows:

SEE EXHIBIT "A" (ATTACHED)

Grantor recognizes that the general course of said lines, or the metes and bounds as described above, is based on preliminary surveys only, and Grantor hereby agrees that the easement and right-of-way and its general dimensions hereby granted shall apply to the actual location of said lines when constructed.

Together with the right of ingress and egress along and upon said easement and right-of-way and over and across Grantor's adjoining properties for the purpose of and with the right to construct, maintain, operate, repair, remove, replace, reconstruct, abandon in place, and to change the size and capacity of said facilities; the right to relocate said facilities in the same relative direction of said facilities; the right to relocate said facilities in the same relative position to any adjacent road if and as such is widened in the future; the right to lease wire space for the purpose of permitting others to string or lay wire or cable along said facilities; the right to prevent excavation within the easement area; the right to prevent construction of, within the easement area, any and all buildings, structures or other obstructions which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient operation of said facilities and their appurtenances and the right to trim or remove trees or shrubbery within, but not limited to, said easement area, including by use of herbicides or other similar chemicals approved by the U.S. Environmental Protection Agency, to the extent in the sole judgment of Grantee, as may be necessary to prevent possible interference with the operation of said facilities or to remove possible hazard thereto. Grantor shall not make changes in grade, elevation or contour of the land or impound water within the easement area as described above without prior written consent of Grantee.

Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of Grantee, interfere with the exercise by Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns, and legal representatives, and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives, to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2026.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
DALLAS COUNTY:

ATTEST:

By: _____

By: _____

Name: Chris Poteet

Name: Vanessa Pacheco

Title: President of Board of Trustees

Title: Secretary, Board of Trustees

Date: _____

Acknowledgement

STATE OF _____ §
COUNTY OF _____ §

BEFORE ME, the undersigned authority, on this day personally appeared **Chris Poteet**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same as the act and deed of **Richardson Independent School District**, as the **Board President** thereof, for the purposes and consideration therein expressed, in the capacity therein stated and that he/she is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A.D. 2026.

Notary Public in and for the State of _____

EXHIBIT A

**ONCOR ELECTRIC DELIVERY COMPANY, LLC
EASEMENT
BLOCK 27/8195
PARKHILL SCHOOL ADDITION
JOHN BECKNELL SURVEY, ABSTRACT NO. 53
CITY OF DALLAS, DALLAS COUNTY, TEXAS**

Being a 12,328 square foot (0.2830 acre) tract of land situated in the John Becknell Survey, Abstract No. 53, City of Dallas, Dallas County, Texas, being a portion of a remnant portion of a called 21.671 acres tract of land described in a Warranty Deed to Richardson Independent School District, as recorded in Volume 76154, Page 2322, Deed Records, Dallas County, Texas, being a portion of Block 27/8195, Parkhill School Addition, an addition to the City of Dallas, according to the plat recorded in Volume 78156, Page 744, Deed Records, Dallas County, Texas, and being more particularly described as follows:

COMMENCING at a point in the south right-of-way line of Brentfield Drive (a 60 foot right-of-way, as recorded in Volume 74155, Page 1412, Volume 77182, Page 1, Volume 77199, Page 1396, Volume 76247, Page 1574, Deed Records, Dallas County, Texas, and Instrument Number 20240021894, Official Public Records, Dallas County, Texas), and the west right-of-way line of Meadowcreek Drive (a 64 foot right-of-way, as recorded in Volume 74155, Page 1412, Volume 74019, Page 1802, Deed Records, Dallas County, Texas), for the northeast corner of said Block 27/8195, from which a found chiseled "X" cut bears North 89°27'55" East, a distance of 64.33 feet in the south right-of-way line of said Brentfield Drive, and in the east right-of-way line of said Meadowcreek Drive, for the northwest corner of Lot 1, Block 6/8195, Prestonwood No. 7, an addition to the City of Dallas, as shown on the plat recorded in Volume 75200, Page 106, Deed Records, Dallas County, Texas;

THENCE South 89°43'02" West, along said Brentfield Drive and said Block 27/8195, a distance of 34.37 feet to a 1/2" iron rod with yellow plastic stamped "RLG INC" set for the **POINT OF BEGINNING**;

THENCE over and across said Block 27/8195, the following bearings and distances:

South 00°16'58" East, a distance of 10.00 feet to a 1/2" iron rod with yellow plastic stamped "RLG INC" set for corner;

South 89°43'02" West, a distance of 708.00 feet to a 1/2" iron rod with yellow plastic stamped "RLG INC" set for corner;

South 00°16'16" East, a distance of 516.00 feet to a 1" copper disk stamped "RLG INC" set for corner;

South 89°43'44" West, a distance of 10.00 feet to a 1" copper disk stamped "RLG INC" set in the east right-of-way of Shadybank Road (also known as Shady Bank Drive, a 60 foot right-of-way, as recorded in said Volume 77199, Page 1396, and said Volume 76247, Page 1574), and in the west line of said Block 27/8195, from which a found 1/2" iron bears South 26°07'30" West, a distance of 134.96 feet at the intersection between said Shadybank Road and Embers Road (a 50 foot right-of-way, as recorded in said Volume 77199, Page 1396), and for a southeast corner of Lot 37, Block 3/8193, Prestonwood No. 22, Sect. Two, according to the plat recorded in said Volume 77199, Page 1396;

THENCE North 00°16'16" West, along the common line between said Shadybank Road and said Block 27/8195, a distance of 521.00 feet to a 1/2" iron rod with aluminum disk stamped "RLG INC" set in common line between said Shadybank Road and said Block 27/8195;

**ONCOR ELECTRIC DELIVERY COMPANY, LLC
EASEMENT
BLOCK 27/8195
PARKHILL SCHOOL ADDITION
JOHN BECKNELL SURVEY, ABSTRACT NO. 53
CITY OF DALLAS, DALLAS COUNTY, TEXAS**

THENCE North 44°43'23", over and across said Block 27/8195, a distance of 7.07 feet to a 1/2" iron rod with aluminum disk stamped "RLG INC" set in the south right-of-way line of said Brentfield Drive, and in the north line of said Block 27/8195;

THENCE North 89°43'02" East, along the common line between said Brentfield Drive and said Block 27/8195, a distance of 718.00 feet to the **POINT OF BEGINNING**, containing 12,328 square feet or 0.2830 acres of land, more or less.

Basis of Bearings: State Plane Coordinate System, North Texas Central Zone 4202, North American Datum of 1983, adjustment realization 2011.



A handwritten signature in blue ink, appearing to read "Brian R. Wade", written over a horizontal line.

Brian R. Wade
05/20/2026

R.P.L.S No. 6098

BRENTFIELD DRIVE

MEADOWCREEK DRIVE

SHADYBANK ROAD

ONCOR ELECTRIC
DELIVERY COMPANY LLC
EASEMENT
12,328 SQUARE FEET
0.2830 ACRES

BLOCK 27/8195
PARKHILL SCHOOL ADDITION
VOL. 78156, PG. 744
D.R.D.C.T.

REMAINDER OF A CALLED
21.671 ACRE TRACT
RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 76154, PG. 2322
D.R.D.C.T.

JOHN BECKNELL SURVEY
ABSTRACT NO. 53

EASEMENT OVERVIEW
NOT TO SCALE

****NOTE:** ALL CORNERS ARE 1/2" IRON
ROD WITH YELLOW PLASTIC CAP
STAMPED "RLG INC" SET, UNLESS
OTHERWISE SPECIFIED. SEE SHEET 3
FOR LINE TABLE & CURVE TABLE, AND
RECORDING INFORMATION. SEE SHEET 4
FOR LEGEND**

BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, NORTH TEXAS
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.

CONTROLLING MONUMENTS: AS SHOWN.

RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com
TEXAS PE REG #F-493
TBPELS REG #100341-00

LINE TABLE		
LINE	BEARING	LENGTH
L1	N89°27'55"E	64.33'
L2	S89°43'02"W	34.37'
L3	S00°16'58"E	10.00'
L4	S89°43'02"W	708.00'
L5	S00°16'16"E	516.00'
L6	S89°43'44"W	10.00'
L7	N00°16'16"W	521.00'
L8	N44°43'23"E	7.07'
L9	N89°43'02"E	713.00'
L10	S26°07'30"W	134.96'

LOT 37, BLOCK 3/8193
PRESTONWOOD NO. 22 SECT. TWO
VOL. 77199, PG. 1396
D.R.D.C.T.

LOT 37, BLOCK 2/8193
PRESTONWOOD NO.
22 SECT. TWO
VOL. 77199, PG. 1396
D.R.D.C.T.

LOT 1, BLOCK 6/8195
PRESTONWOOD NO. 7
VOL. 75200, PG. 106
D.R.D.C.T.

EMBERS ROAD
(A 50' RIGHT-OF-WAY,
VOL. 77199, PG. 1396
D.R.D.C.T.)

**ONCOR ELECTRIC
DELIVERY COMPANY, LLC
EASEMENT**

**BLOCK 27/8195
PARKHILL SCHOOL ADDITION
JOHN BECKNELL SURVEY, ABSTRACT NO. 53
CITY OF DALLAS, DALLAS COUNTY, TEXAS**

SCALE	1" = 40'	DATE	03-03-2026	SHEET	3 OF 4
JOB NO.	2411.068	E-FILE	2411.0680E	DWG NO.	28,931X

BRENTFIELD DRIVE

(60' RIGHT-OF-WAY,

VOL. 74155, PG. 1412, VOL. 76247, PG. 1574,

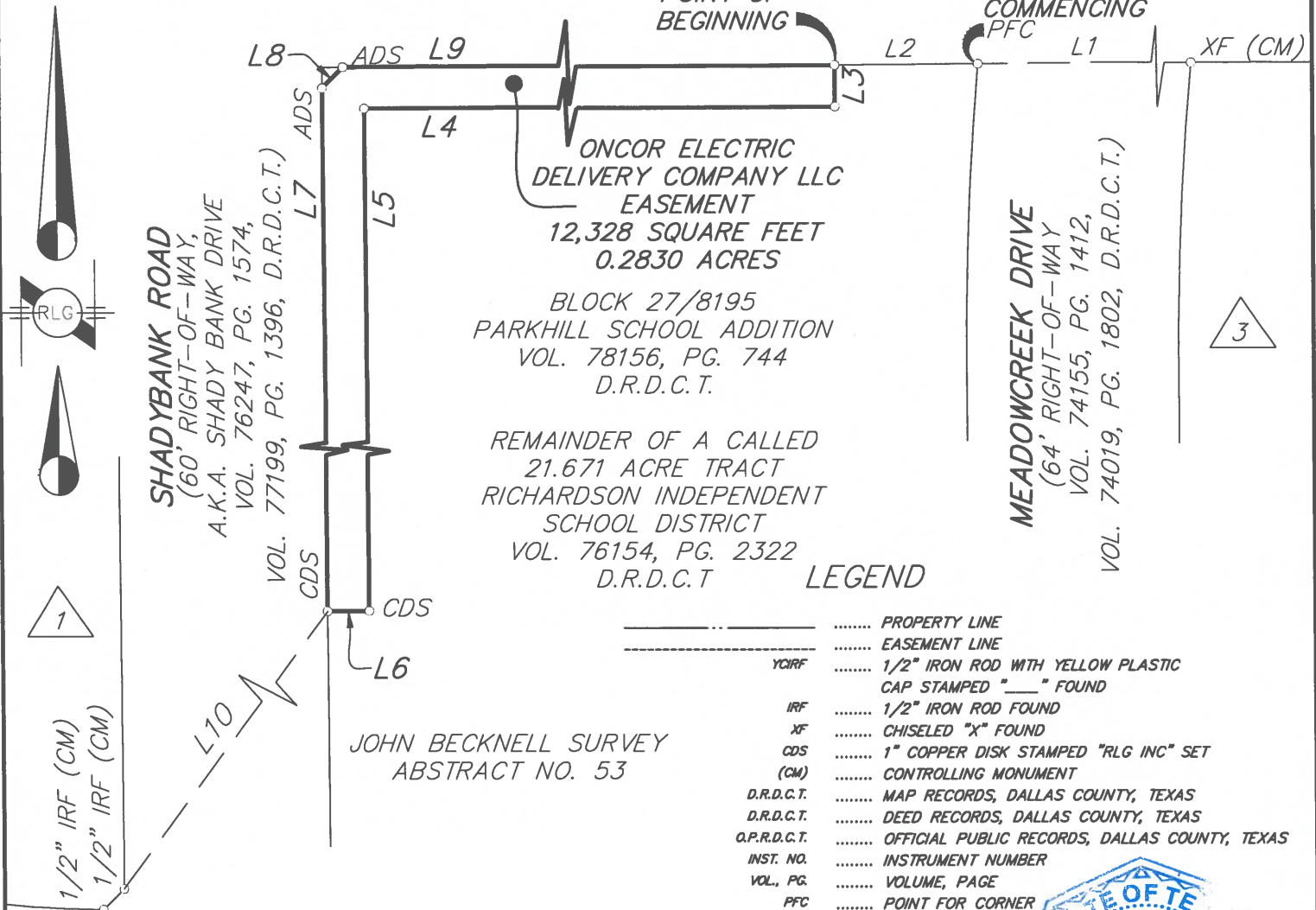
VOL. 77182, PG. 1, VOL. 77199, PG. 1396, D.R.D.C.T.,

INST. NO. 20240021894, O.P.R.D.C.T.)

0 20 40 80

(FEET)

1 inch = 40 ft.



****NOTE:** ALL CORNERS ARE 1/2" IRON ROD WITH YELLOW PLASTIC CAP STAMPED "RLG INC" SET, UNLESS OTHERWISE SPECIFIED. SEE SHEET 3 FOR LINE TABLE & CURVE TABLE, AND RECORDING INFORMATION. SEE SHEET 4 FOR LEGEND**

BASIS OF BEARINGS: STATE PLANE COORDINATE SYSTEM, NORTH TEXAS CENTRAL ZONE 4202, NORTH AMERICAN DATUM OF 1983, ADJUSTMENT REALIZATION 2011.

CONTROLLING MONUMENTS: AS SHOWN.

RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com

TEXAS PE REG #F-493
TBPELS REG #100341-00

BRIAN R. WADE,

05/20/2026

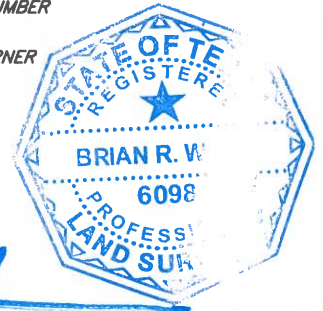
RPLS NO. 6098

ONCOR ELECTRIC DELIVERY COMPANY, LLC EASEMENT

BLOCK 27/8195
PARKHILL SCHOOL ADDITION

JOHN BECKNELL SURVEY, ABSTRACT NO. 53
CITY OF DALLAS, DALLAS COUNTY, TEXAS

SCALE	1" = 40'	DATE	03-03-2026	SHEET	4 OF 4
JOB NO.	2411.068	E-FILE	2411.0680E	DWG NO.	28,931X



BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Operations

Submitted by: Michael Jasso, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Consider Approval of Oncor Utility Easements and Right of Ways at Richardson West Junior High School

BACKGROUND INFORMATION

As a requirement of the new construction project at Richardson West Junior High School, Oncor Electric Delivery Company, LLC has requested new electric utility easements and right of ways to provide electric service to the new campus. The Richardson West Junior High easements are located in the William W. Wallace Survey, Abstract No. 1602, City of Richardson, Dallas County, Texas being part of that tract of land conveyed in a Warranty Deed with Vendor's Lien to Richardson Independent School District, recorded in Volume 4514, Page 74, Deed Records, Dallas County, Texas, being part of Lot 1B, Block A, Richardson High School Addition, an addition to the City of Richardson, Dallas County, Texas, according to the plat recorded in Instrument Number 201800307457, Official Public Records, Dallas County, Texas and as further described in the attached dedication, legal descriptions and drawings. The easements contain approximately 755 square feet as described in Exhibit A and 576 square feet as described in Exhibit B, both attached herein. District staff has reviewed the request and determined that granting the easements and right of ways will not interfere with the district's ability to access or maintain the property.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of the Richardson Independent School District approve the electric utility easements and right of ways at Richardson West Junior High School as described in the attached dedication, legal descriptions, and drawings.

PROPOSED RESOLUTION

WHEREAS, Oncor Electric Delivery Company, LLC has requested that the district grant electric utility and right of way easements at Richardson West Junior High School as a part of the required new electrical service to the school; and

WHEREAS, staff has reviewed the request and determined that granting the easements and right of ways will not interfere with the district's ability to access or maintain the property; and

WHEREAS, the Board finds that granting the requested easements and right of ways serve a public purpose of providing improved electric service to the district's property;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District grants to Oncor Electric Delivery Company, LLC electric utility easements and right of ways for new electric service on a tract of land located in the William W. Wallace Survey, Abstract No. 1602, City of Richardson, Dallas County, Texas being part of that tract of land conveyed in a Warranty Deed with Vendor's Lien to Richardson Independent School District, recorded in Volume 4514, Page 74, Deed Records, Dallas County, Texas, being part of Lot 1B, Block A, Richardson High School Addition, an addition to the City of Richardson, Dallas County, Texas, according to the plat recorded in Instrument Number 201800307457, Official Public Records, Dallas County, Texas and as further described in the attached dedication, legal descriptions and drawings, and further authorizes the Superintendent or her designee to sign such documents and take such other actions as are necessary to convey the approved easements and right of ways.

EASEMENT AND RIGHT OF WAY

STATE OF TEXAS

§

COUNTY OF DALLAS

§

§

KNOW ALL MEN BY THESE PRESENTS:

That **Richardson Independent School District**, hereinafter called "Grantor," whether one or more, for and in consideration of Ten Dollars (\$10.00) and other valuable consideration to Grantor in hand paid by **Oncor Electric Delivery Company LLC, a Delaware limited liability company**, 1616 Woodall Rodgers Freeway, Dallas, Texas 75202-1234, hereinafter referred to as "Grantee," has granted, sold and conveyed and by these presents does grant, sell and convey unto said Grantee, its successors and assigns, an easement and right-of-way for overhead and/or underground electric supply and communications facilities, consisting of a variable number of wires and cables, supporting structures, surface mounted equipment, conduits and all necessary or desirable appurtenances over, under, through, across and upon Grantor's land described as follows:

SEE EXHIBIT "A" AND EXHIBIT "B" (ATTACHED)

Grantor recognizes that the general course of said lines, or the metes and bounds as described above, is based on preliminary surveys only, and Grantor hereby agrees that the easement and right-of-way and its general dimensions hereby granted shall apply to the actual location of said lines when constructed.

Together with the right of ingress and egress along and upon said easement and right-of-way and over and across Grantor's adjoining properties for the purpose of and with the right to construct, maintain, operate, repair, remove, replace, reconstruct, abandon in place, and to change the size and capacity of said facilities; the right to relocate said facilities in the same relative direction of said facilities; the right to relocate said facilities in the same relative position to any adjacent road if and as such is widened in the future; the right to lease wire space for the purpose of permitting others to string or lay wire or cable along said facilities; the right to prevent excavation within the easement area; the right to prevent construction of, within the easement area, any and all buildings, structures or other obstructions which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient operation of said facilities and their appurtenances and the right to trim or remove trees or shrubbery within, but not limited to, said easement area, including by use of herbicides or other similar chemicals approved by the U.S. Environmental Protection Agency, to the extent in the sole judgment of Grantee, as may be necessary to prevent possible interference with the operation of said facilities or to remove possible hazard thereto. Grantor shall not make changes in grade, elevation or contour of the land or impound water within the easement area as described above without prior written consent of Grantee.

Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of Grantee, interfere with the exercise by Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns, and legal representatives, and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives, to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2026.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
DALLAS COUNTY:

ATTEST:

By: _____

By: _____

Name: Chris Poteet

Name: Vanessa Pacheco

Title: President of Board of Trustees

Title: Secretary, Board of Trustees

Date: _____

Acknowledgement

STATE OF _____ §

§

COUNTY OF _____ §

BEFORE ME, the undersigned authority, on this day personally appeared **Chris Poteet**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same as the act and deed of **Richardson Independent School District** as the **Board President** thereof, for the purposes and consideration therein expressed, in the capacity therein stated and that he/she is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A.D. 2026.

Notary Public in and for the State of _____

**ONCOR ELECTRIC DELIVERY COMPANY, LLC
EASEMENT
LOT 1B, BLOCK A
RICHARDSON HIGH SCHOOL ADDITION
WILLIAM W. WALLACE SURVEY, ABSTRACT NO. 1602
CITY OF RICHARDSON, DALLAS COUNTY, TEXAS**

Being a 755 square foot (0.0173 acre) tract of land situated in the William W. Wallace Survey, Abstract No. 1602, City of Richardson, Dallas County, Texas, being part of that tract of land conveyed in a Warranty Deed with Vendor's Lien to RICHARDSON INDEPENDENT SCHOOL DISTRICT, recorded in Volume 4514, Page 74, Deed Records, Dallas County, Texas, being part of Lot 1B, Block A, Richardson High School Addition, an addition to the City of Richardson, Dallas County, Texas, according to the plat recorded in Instrument Number 201800307457, Official Public Records, Dallas County, Texas and being more particularly described as follows:

COMMENCING 1/2" iron rod with yellow plastic cap stamped "RLG INC" found in the west right-of-way line of Mimosa Drive (a 60 foot right-of-way), for the southerly northeast corner clip of said Lot 1B;

THENCE South 46°10'28" East, along the common line of said Mimosa Drive and said corner clip, a distance of 35.09 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" found at the intersection between the south right-of-way line of Holly Drive (a 60 foot right-of-way) and the west right-of-way line of said Mimosa Drive, for the northerly northeast corner clip of said Lot 1B;

THENCE South 88°23'32" West, along the common line between said Lot 1B and said Holly Drive, a distance of 470.98 feet to a point;

THENCE over and across said Lot 1B, the following bearings and distances:

South 01°33'50" East, a distance of 140.00 feet to the **POINT OF BEGINNING**;

South 01°33'50" East, a distance of 10.00 feet to a point for corner;

South 88°26'10" West, a distance of 23.50 feet to a point for corner;

South 01°33'50" East, a distance of 5.00 feet to a point for corner;

South 88°26'10" West, a distance of 26.00 feet to a point for corner;

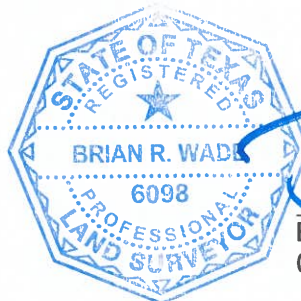
North 01°33'50" West, a distance of 20.00 feet to a point for corner;

North 88°26'10" East, a distance of 26.00 feet to a point for corner;

South 01°33'50" East, a distance of 5.00 feet to a point for corner;

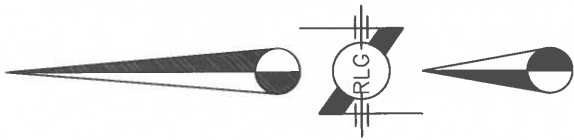
South 88°26'10" West, a distance of 23.50 feet to the **POINT OF BEGINNING**, containing 755 square feet or 0.0173 acres of land, more or less.

Basis of Bearings: State Plane Coordinate System, North Texas Central Zone 4202, North American Datum of 1983, adjustment realization 2011.



Brian R. Wade
07/21/2026

R.P.L.S No. 6098



HOLLY DRIVE
(60' RIGHT-OF-WAY)

**POINT OF
COMMENCING**

MIMOSA DRIVE
(60' RIGHT-OF-WAY)

LOT 1B, BLOCK A
RICHARDSON HIGH SCHOOL ADDITION
INST. NO. 201800307457
O.P.R.D.C.T.

**POINT OF
BEGINNING**

**ONCOR ELECTRIC DELIVERY
COMPANY, LLC EASEMENT**
755 SQ.FT.
0.0173 ACRES

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 4514, PG. 74
D.R.D.C.T.

BELT LINE ROAD
(VARIABLE WIDTH RIGHT-OF-WAY)

DOGWOOD DRIVE
(60' RIGHT-OF-WAY)

EASEMENT OVERVIEW

NOT TO SCALE

LEGEND

.....	PROPERTY LINE
-----	EASEMENT LINE
YCRF	1/2" IRON ROD WITH YELLOW PLASTIC CAP STAMPED "____" FOUND
IRF	1/2" IRON ROD FOUND
XF	CHISELED "X" FOUND
CDS	1" COPPER DISK STAMPED "RLG INC" SET
(CM)	CONTROLLING MONUMENT
D.R.D.C.T.	MAP RECORDS, DALLAS COUNTY, TEXAS
D.R.D.C.T.	DEED RECORDS, DALLAS COUNTY, TEXAS
O.P.R.D.C.T.	OFFICIAL PUBLIC RECORDS, DALLAS COUNTY, TEXAS
INST. NO.	INSTRUMENT NUMBER
VOL., PG.	VOLUME, PAGE
PFC	POINT FOR CORNER

****NOTE: ALL CORNERS ARE 1/2" IRON
ROD WITH YELLOW PLASTIC
CAP STAMPED "RLG INC" SET, UNLESS
OTHERWISE SPECIFIED. SEE SHEET 3
FOR LINE TABLE & CURVE TABLE, AND
RECORDING INFORMATION. SEE SHEET 4
FOR LEGEND****

**BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, NORTH TEXAS
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.**

CONTROLLING MONUMENTS: AS SHOWN.

RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243

214-739-8100

rlg@rlginc.com

TEXAS PE REG #F-493

TBPELS REG #100341-00

ONCOR ELECTRIC DELIVERY COMPANY, LLC EASEMENT

**LOT 1B, BLOCK A
RICHARDSON HIGH
SCHOOL ADDITION**

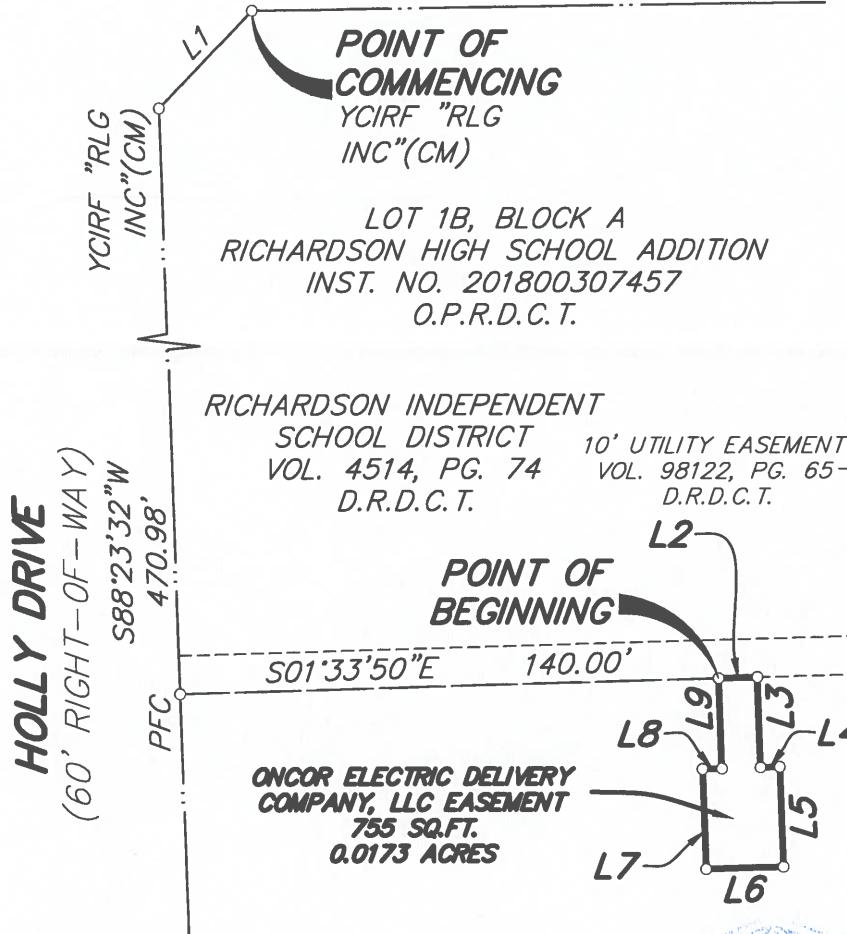
**WILLIAM W, WALLACE SURVEY,
ABSTRACT NO. 1602**

CITY OF RICHARDSON, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	07/14/2026	SHEET	2 OF 3
JOB NO.	2411.071	E-FILE	2411.0710E	DWG NO.	29,039X

MIMOSA DRIVE

(60' RIGHT-OF-WAY)



LINE TABLE		
LINE	BEARING	LENGTH
L1	S46°10'28"E	35.09'
L2	S01°33'50"E	10.00'
L3	S88°26'10"W	23.50'
L4	S01°33'50"E	5.00'
L5	S88°26'10"W	26.00'
L6	N01°33'50"W	20.00'
L7	N88°26'10"E	26.00'
L8	S01°33'50"E	5.00'
L9	S88°26'10"W	23.50'

ONCOR ELECTRIC DELIVERY
COMPANY, LLC EASEMENT
755 SQ.FT.
0.0173 ACRES



0 25 50 100
(FEET)
1 inch = 50 ft.

****NOTE:** ALL CORNERS ARE 1/2" IRON ROD WITH YELLOW PLASTIC CAP STAMPED "RLG INC" SET, UNLESS OTHERWISE SPECIFIED. SEE SHEET 3 FOR LINE TABLE & CURVE TABLE, AND RECORDING INFORMATION. SEE SHEET 4 FOR LEGEND**

BASIS OF BEARINGS: STATE PLANE COORDINATE SYSTEM, NORTH TEXAS CENTRAL ZONE 4202, NORTH AMERICAN DATUM OF 1983, ADJUSTMENT REALIZATION 2011.

CONTROLLING MONUMENTS: AS SHOWN.

RAYMOND L. GOODSON JR., INC.
12001 N. CENTRAL EXPY, STE 300
DALLAS, TX. 75243
214-739-8100
rlg@rlginc.com
TEXAS PE REG #F-493
TBPELS REG #100341-00

BRIAN R. WADE,
07/21/2026

RPLS NO. 6098

ONCOR ELECTRIC DELIVERY COMPANY, LLC EASEMENT

LOT 1B, BLOCK A
RICHARDSON HIGH
SCHOOL ADDITION

WILLIAM W, WALLACE SURVEY,
ABSTRACT NO. 1602

CITY OF RICHARDSON, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	07/14/2026	SHEET	3 OF 3
JOB NO.	2411.071	E-FILE	2411.0710E	DWG NO.	29,039X

**ONCOR ELECTRIC DELIVERY COMPANY, LLC
EASEMENT
LOT 1B, BLOCK A
RICHARDSON HIGH SCHOOL ADDITION
WILLIAM W. WALLACE SURVEY, ABSTRACT NO. 1602
CITY OF RICHARDSON, DALLAS COUNTY, TEXAS**

Being a 576 square foot (0.0132 acre) tract of land situated in the William W. Wallace Survey, Abstract No. 1602, City of Richardson, Dallas County, Texas, being part of that tract of land conveyed in a Warranty Deed with Vendor's Lien to RICHARDSON INDEPENDENT SCHOOL DISTRICT, recorded in Volume 4514, Page 74, Deed Records, Dallas County, Texas, being part of Lot 1B, Block A, Richardson High School Addition, an addition to the City of Richardson, Dallas County, Texas, according to the plat recorded in Instrument Number 201800307457, Official Public Records, Dallas County, Texas and being more particularly described as follows:

COMMENCING 1/2" iron rod with yellow plastic cap stamped "RLG INC" found in the west right-of-way line of Mimosa Drive (a 60 foot right-of-way), for the southerly northeast corner clip of said Lot 1B;

THENCE South 46°10'28" East, along the common line of said Mimosa Drive and said corner clip, a distance of 35.09 feet to a 1/2" iron rod with yellow plastic cap stamped "RLG INC" found at the intersection between the south right-of-way line of Holly Drive (a 60 foot right-of-way) and the west right-of-way line of said Mimosa Drive, for the northerly northeast corner clip of said Lot 1B;

THENCE South 88°23'32" West, along the common line between said Lot 1B and said Holly Drive, a distance of 460.98 feet to a point;

THENCE over and across said Lot 1B, the following bearings and distances:

South 01°33'50" East, a distance of 223.74 feet to the **POINT OF BEGINNING**;

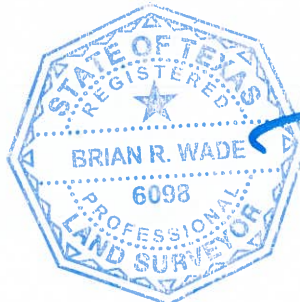
South 01°33'50" East, a distance of 24.00 feet to a point for corner;

South 88°26'10" West, a distance of 24.00 feet to a point for corner;

North 01°33'50" West, a distance of 24.00 feet to a point for corner;

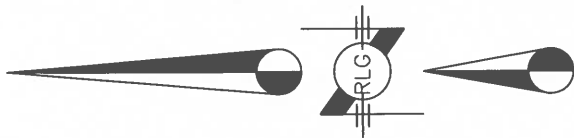
North 88°26'10" East, a distance of 24.00 feet to the **POINT OF BEGINNING**, containing 576 square feet or 0.0132 acres of land, more or less.

Basis of Bearings: State Plane Coordinate System, North Texas Central Zone 4202, North American Datum of 1983, adjustment realization 2011.



Brian R. Wade
07/21/2026

R.P.L.S No. 6098



HOLLY DRIVE
(60' RIGHT-OF-WAY)

**POINT OF
COMMENCING**

MIMOSA DRIVE
(60' RIGHT-OF-WAY)

LOT 1B, BLOCK A
RICHARDSON HIGH SCHOOL ADDITION
INST. NO. 201800307457
O.P.R.D.C.T.

**POINT OF
BEGINNING**

**ONCOR ELECTRIC DELIVERY
COMPANY, LLC EASEMENT**
576 SQ.FT.
0.0132 ACRES

RICHARDSON INDEPENDENT
SCHOOL DISTRICT
VOL. 4514, PG. 74
D.R.D.C.T.

BELT LINE ROAD
(VARIABLE WIDTH RIGHT-OF-WAY)

DOGWOOD DRIVE
(60' RIGHT-OF-WAY)

EASEMENT OVERVIEW
NOT TO SCALE

LEGEND

.....	PROPERTY LINE
-----	EASEMENT LINE
YCRF	1/2" IRON ROD WITH YELLOW PLASTIC CAP STAMPED "____" FOUND
IRF	1/2" IRON ROD FOUND
XF	CHISELED "X" FOUND
CDS	1" COPPER DISK STAMPED "RLG INC" SET
(CM)	CONTROLLING MONUMENT
D.R.D.C.T.	MAP RECORDS, DALLAS COUNTY, TEXAS
D.R.D.C.T.	DEED RECORDS, DALLAS COUNTY, TEXAS
O.P.R.D.C.T.	OFFICIAL PUBLIC RECORDS, DALLAS COUNTY, TEXAS
INST. NO.	INSTRUMENT NUMBER
VOL., PG.	VOLUME, PAGE
PFC	POINT FOR CORNER

****NOTE: ALL CORNERS ARE 1/2" IRON
ROD WITH YELLOW PLASTIC CAP
STAMPED "RLG INC" SET, UNLESS
OTHERWISE SPECIFIED. SEE SHEET 3
FOR LINE TABLE & CURVE TABLE, AND
RECORDING INFORMATION. SEE SHEET 4
FOR LEGEND****

**BASIS OF BEARINGS: STATE PLANE
COORDINATE SYSTEM, NORTH TEXAS
CENTRAL ZONE 4202, NORTH AMERICAN
DATUM OF 1983, ADJUSTMENT
REALIZATION 2011.**

CONTROLLING MONUMENTS: AS SHOWN.

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TEXAS PE REG #F-493

TBPELS REG #100341-00

**ONCOR ELECTRIC
DELIVERY COMPANY, LLC
EASEMENT**

**LOT 1B, BLOCK A
RICHARDSON HIGH
SCHOOL ADDITION**

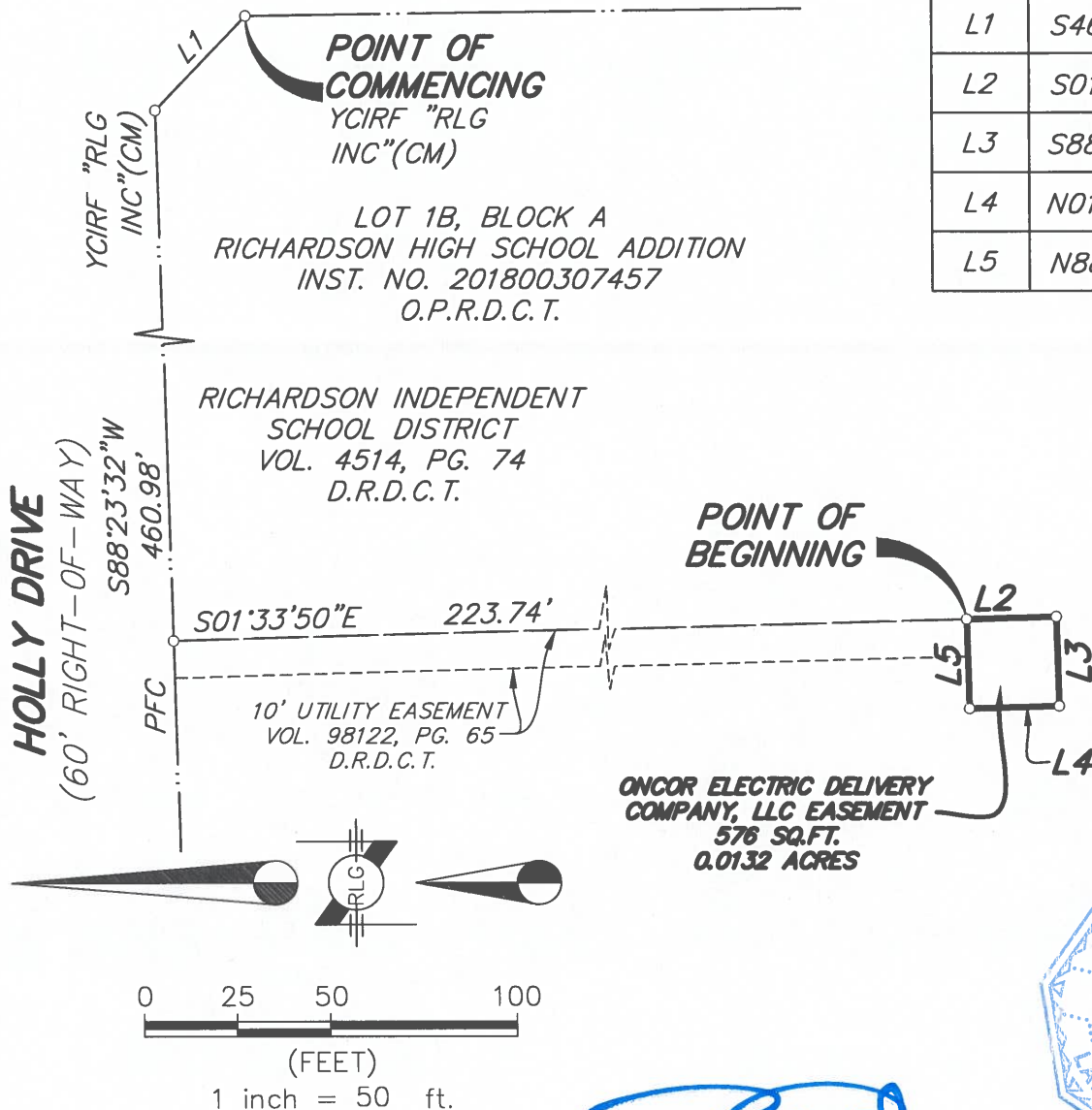
**WILLIAM W, WALLACE SURVEY,
ABSTRACT NO. 1602**

CITY OF RICHARDSON, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	07/14/2026	SHEET	2 OF 3
JOB NO.	2411.071	E-FILE	2411.0710E2	DWG NO.	29,041X

MIMOSA DRIVE

(60' RIGHT-OF-WAY)



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BASIS OF BEARINGS: STATE PLANE COORDINATE SYSTEM, NORTH TEXAS CENTRAL ZONE 4202, NORTH AMERICAN DATUM OF 1983, ADJUSTMENT REALIZATION 2011.

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BRIAN R. WADE,
07/21/2026

RPLS NO. 6098

ONCOR ELECTRIC DELIVERY COMPANY, LLC EASEMENT

LOT 1B, BLOCK A
RICHARDSON HIGH
SCHOOL ADDITION

WILLIAM W, WALLACE SURVEY,
ABSTRACT NO. 1602

CITY OF RICHARDSON, DALLAS COUNTY, TEXAS

SCALE	1" = 50'	DATE	07/14/2026	SHEET	3 OF 3
JOB NO.	2411.071	E-FILE	2411.0710E2	DWG NO.	29,041X

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Operations

Submitted by: Michael Jasso, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Richardson West Middle School Construction Project – Guaranteed Maximum Price (GMP) Amendment No. 2

BACKGROUND INFORMATION:

Following our Program Planning Committee process, the programming identified by this committee was designed in collaboration with Glenn Partners, PLLC and is ready to be bid in this second and final phase. The total construction budget for the project is estimated at \$119,000,000. The first phase consisted primarily of foundation, earthwork, site utilities, structural steel, and the early procurement of select equipment and was approved by the Board of Trustees on May 7, 2026 in the amount of \$31,326,326.00. This second and final phase was competitively bid through the Construction Manager-at-Risk, Hill & Wilkinson General Contractors. Proposals were reviewed by district administrative staff, Glenn Partners, PLLC, and Hill & Wilkinson General Contractors. Phase two will consist of all remaining subcontractor bids incorporating the full scope of work necessary for this middle school transformation project. Due to the complexity of a new construction project on an occupied site, construction phases are needed to ensure all aspects of the campus will operate in the most safe and efficient manner throughout the construction period.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of Richardson Independent School District approve the Guaranteed Maximum Price in the amount of \$87,228,978.00 for phase two to include all remaining subcontractor bids incorporating the full scope of work necessary for this middle school transformation for the Richardson West Middle School Construction Project.

PROPOSED RESOLUTION

WHEREAS, RISD desires to procure subcontractor bids for phase two of this project incorporating all remaining subcontractor bids for the full scope of work necessary for this middle school transformation with an estimated budget of \$87,228,978.00; and

WHEREAS, the Board approved the construction manager-at-risk construction delivery method for the construction of this project; and

WHEREAS, RISD followed board direction to create a committee for the purpose of identifying program needs at the new Richardson West Middle School; and

WHEREAS, this project is to address the needs identified by the Program Planning Committee at Richardson West Junior High;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby approves the Guaranteed Maximum Price in the amount of \$87,228,978.00 for this phase two scope of work that includes all remaining subcontractor bids incorporating the full scope of work necessary for this middle school transformation for the Richardson West Middle School Construction Project.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

ACTION ITEM

TOPIC: Gifts

BACKGROUND INFORMATION:

The following gifts to the Richardson Independent School District were received as of July 2026. The Board of Trustees formally accepts gifts to the District of \$5,000 or more as described on the following pages. Gifts or donations of less than \$5,000 and a cumulative year-to-date total are also included for your information.

The Board's acceptance of gifts shall not be construed as a testimonial or endorsement by the Board or the District of a product or business enterprise.

By acknowledging these gifts and formally accepting those of \$5,000 or more, the Board also ratifies corresponding adjustments to the applicable organizations' budgets. Gifts of equipment or supplies do not require an adjustment in an organization's budget. The Superintendent's Advisory Council has approved this adjustment. Staff will provide the Board with the necessary information to formally amend the District's overall budget at the appropriate time.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board accept the gifts of \$5,000 or more as listed on the following pages.

RESOLUTION

WHEREAS, the Board of Trustees has considered the gifts of \$5,000 or more as listed on the following pages; and

WHEREAS, the Board recognizes that monetary gifts to the District will require an adjustment to the overall adopted budget; and

WHEREAS, ensuring timely and accurate financial record keeping supports the Board's Strategic Objectives and Strategies;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District accepts the gifts of \$5,000 or more as listed on the following pages and approves amending the District's overall budget to reflect receipt of the monetary gifts.

\$5,000 or More				
To	From	Purpose	Cash Received	Estimated Supply/Equip Value
Arapaho Classical Magnet	ACM PTA	Tutors	\$20,000.00	
Brentfield Elementary	BRE PTA	Support for teacher planning	\$22,000.00	
Mohawk Elementary	Mohawk Chiefs Dad's Club	Supplemental instructional supplies	\$5,831.32	
Lake Highlands Elementary	LHE PTA	Tutors, substitutes, campus toner	\$34,576.87	
Richardson Heights Elementary	RHE PTA	Shade structure benches, soccer goals		\$33,837.55
Richardson ISD	Clay Cooley Investments	Teacher recognition	\$5,000.00	
RISD PE	Outdoors Tomorrow Foundation	Equipment and online resources		\$29,600.00
RISD Strategy & Engagement	Retired Teachers of Richardson	Teacher of the Year awards	\$10,000.00	
			\$97,408.19	\$63,437.55
Total Cash & Supply/Equipment Value - Gifts Over \$5,000 August 2026			\$160,845.74	
Less Than \$5,000				
To	From	Purpose	Cash Received	Estimated Supply/Equip
Bowie Elementary	BOW PTA	Support for teacher planning	\$4,560.00	
Prestonwood Elementary	United Way	Supplemental PE supplies	\$2,000.00	
RISD Academy	Daniel Turner	Reorganize storage rooms w new totes		\$150.00
Richardson ISD	Richardson Midday Lions Club	Supplemental instructional supplies	\$150.00	
RISD Fine Arts	Lynn Dempsey	Musical instruments (trombone, flute)		\$600.00
RISD Transportation	AT&T Performing Arts Center	Student transportation for end-of-year events	\$1,450.00	
RISD Transportation	Broadway Dallas	Student transportation for end-of-year events	\$300.00	
RISD Transportation	Berkner Area Band Club	LJH student transportation	\$750.00	
RISD Transportation	Berkner Area Choir Booster Club	6th grade choir festival student transportation	\$150.00	
RISD Transportation	Lake Highlands Area Band Club	LHMS & FMMS student transportation to year-end event	\$1,350.00	
RISD Transportation	Lake Highlands Choir Booster Club	Student transportation	\$925.00	
RISD Transportation	Lake Highlands Orchestra Club	Student transportation for end-of-year events	\$1,050.00	
RISD Transportation	Pearce Area Band Club	Student transportation for end-of-year events	\$1,900.00	
RISD Transportation	Pearce Area Choir Booster Club	PHJH & Mohawk student transportation	\$262.50	
RISD Transportation	Pearce Area Orchestra Club	PHJH & RNJH student transportation	\$325.00	
RISD Transportation	Richardson High School Area Band Club	RWJH & WWJH student transportation	\$1,090.50	
RISD Transportation	Richardson Area Orchestra Club	Student transportation for end-of-year events	\$1,475.00	
			\$17,738.00	\$750.00
Total Cash & Supply/Equipment Value - Gifts Under \$5,000			\$18,488.00	
Grand Total of All Gifts Over & Under \$5,000 August 2026			\$179,333.74	
Prior Year Comparison				
Fiscal YTD Cash & Supply/Equipment Value - Gifts Over \$5,000			\$160,845.74	
Fiscal YTD Cash & Supply/Equipment Value - Gifts Under \$5,000			\$18,488.00	
Fiscal YTD Total of All Gifts Over & Under \$5,000 August 2026			\$179,333.74	
Fiscal YTD Total of All Gifts Over & Under \$5,000 August 2025			\$168,317.84	
Increase / (decrease) compared to prior year			\$11,015.90	

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance & Support Services

ACTION ITEM

TOPIC: Approval of Proposed 2026 – 2027 Interest & Sinking Tax Rate

BACKGROUND INFORMATION

Senate Bill 1453 of the 89th Regular Session of the Texas Legislature amended Tax Code §§ 26.012, 26.04, and 26.05 as well as Education Code § 44.004, to revise the calculation of the Interest & Sinking (I&S) tax rate, enhance transparency regarding debt service fund balances and tax rate decisions, and establish procedures for a school board to adopt an I&S tax rate that exceeds the minimum rate required to make scheduled debt payments.

Senate Bill 4 and Senate Bill 23 will reduce portions of state funding for debt if the combination of I&S tax collections plus state aid for debt is greater than total debt service paid between September 1, 2026, and August 31, 2027 (State Funding Year).

RISD voters approved the November 2025 bond election based on an I&S tax rate of 39¢ beginning in fiscal year 2026-2027. The notice of Public Meeting to Discuss Budget and Proposed Tax Rate published May 22, 2026, included a 39¢ I&S tax rate. Property values established by the Appraisal District are updated throughout the year. Texas Comptroller Property Values utilized in state funding calculations are not finalized until August after the end of the District's fiscal year.

The District has \$21 million of callable bonds that can be refunded and \$900 million of authorized but unissued bonds that can be issued to adjust actual debt payments during the State Funding Year to support the 39¢ I&S tax rate and minimize the reduction of state funding for debt during fiscal year 2026-2027.

Senate Bill 1453 requires the Board of Trustees to approve a proposed I&S rate prior to adopting the actual I&S tax rate if the I&S rate to be adopted exceeds the minimum rate required to make scheduled debt payments.

Administration will bring forward the necessary action item to adopt the actual M&O and I&S tax rates at the September 17 meeting of the Board of Trustees.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board approve a proposed 2026 I&S tax rate of 39¢. This rate exceeds the District's debt service rate determined under Texas Education Code §44.004(c)(5)(A)(ii)(b) of \$0.381 by \$0.009.

RESOLUTION

WHEREAS, Senate Bill 1453, enacted by the 89th Texas Legislature, Regular Session, amended Texas Tax Code §§ 26.012, 26.04, and 26.05 and Texas Education Code § 44.004 to revise the calculation of the Interest and Sinking ("I&S") tax rate, increase transparency in debt service tax rate decisions, and establish procedures for adopting an I&S tax rate that exceeds the minimum rate necessary to pay scheduled debt service obligations; and

WHEREAS, the voters of Richardson Independent School District approved the issuance of general obligation bonds at the November 2025 Bond Election, with the District communicating that the bonds would be supported by an I&S tax rate of \$0.39 per \$100 of taxable valuation; and

WHEREAS, the District's Notice of Public Meeting to Discuss Budget and Proposed Tax Rate, published on May 22, 2026, included an I&S tax rate of \$0.39 per \$100 of taxable valuation; and

WHEREAS, the Board of Trustees finds that maintaining an I&S tax rate of \$0.39 per \$100 of taxable valuation is consistent with the information presented to voters during the 2025 bond election and supports the long-term financing needs of the District; and

WHEREAS, property value information and state funding calculations continue to be refined throughout the year, including the final Texas Comptroller property values utilized in state debt service funding calculations; and

WHEREAS, the District currently has approximately \$21 million of callable bonds available for refunding and approximately \$900 million of authorized but unissued bonds, providing flexibility to manage debt service requirements and support the District's long-term debt management strategy; and

WHEREAS, the Board of Trustees has determined that additional revenue generated by the adoption of an I&S tax rate of \$0.39 per \$100 of taxable valuation will be used for payments on refunding bonds issued to refund callable bonds or for payments on bonds issued from the authorized but unissued bonds or to increase debt service fund reserves; and

WHEREAS, this is in the best interest of the District and its taxpayers and may exceed the minimum rate required to make currently scheduled debt service payments; and

WHEREAS, Texas Tax Code § 26.05, as amended requires a school district board of trustees to approve a rate before adopting an actual I&S tax rate that exceeds the minimum rate required to make scheduled debt service payments; now

THEREFORE, BE IT RESOLVED, the Board of Trustees of the Richardson Independent School District hereby approves an Interest and Sinking tax rate of \$0.39 per \$100 of taxable valuation for tax year 2026. This rate exceeds the District's debt service rate determined under Texas Education Code §44.004(c)(5)(A)(ii)(b) of \$0.381 by \$0.009

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: David Pate, Assistant Superintendent of Finance and
Support Services

ACTION ITEM

TOPIC: Authority to Execute Option 3 and/or Option 4 Agreements for Wealth Equalization

BACKGROUND INFORMATION:

RISD is considered a property wealthy district under Texas Education Code (TEC), §§48.257 and Chapter 49. Section 49.002 of the Texas Education Code provides five options from which a school district with a local revenue level in excess of entitlement may choose to reduce the district's revenue level. "Option 3" allows a district to purchase average daily attendance credits directly from the state and "Option 4" allows a district to partner directly with one or more property poor districts to educate nonresident students of those districts.

On August 28, 1993, RISD voters authorized the district to use "Option 3" under Chapter 41 of the Texas Education Code to satisfy the wealth equalization objectives thereunder. On May 5, 2001, RISD voters also authorized the district to use "Option 4" to satisfy its recapture obligations. When districts enter into Option 4 agreements, the State provides "efficiency credits" that generally result in cost savings to the district.

RISD pursued partner districts with which to contract from the 2001-2002 school year to the 2006-2007 school year, resulting in substantial savings to the district. RISD was unable to use Option 4 from 2006-2007 forward due to changes in school finance rules resulting from House Bill 1 in the 2006 special legislative session. The district was not required to pay recapture from 2008-2009 to 2017-2018.

On November 6, 2018, RISD voters approved the district's proposed tax ratification measure, setting the district's operating tax rate at \$1.17. This increase resulted in the district paying recapture for the 2018-2019 school year.

On June 12, 2019, House Bill (HB) 3 repealed Chapter 41 of the Texas Education Code, and transferred certain sections to Chapter 49, and revised formulas used to determine entitlement under the Foundation School Program (FSP) by adding Subchapter F, Texas Education Code § 48.257, Local Revenue in Excess of Entitlement.

School districts that wish to use Option 3 for the 2026 - 2027 school year must submit all required documentation to the Texas Education Agency prior to adoption of a tax rate. TEA further requires a district that wishes to submit wealth equalization documents on line to delegate to the Superintendent the authority to contractually obligate the district in this matter.

To ensure that RISD is able to timely submit all required documentation to the Texas Education Agency, staff recommends that the Board delegate the required authority to the Superintendent for the 2026 - 2027 school year and further authorize the Board President, Board Secretary, and the Superintendent to execute such documents with the State as are necessary for RISD to employ Option 3 for the 2026 – 2027 school year.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board delegate the required contractual authority to the Superintendent and further authorize the Board President, Secretary and Superintendent to execute such documents as necessary for RISD to employ Option 3 for the 2026 – 2027 school year.

PROPOSED RESOLUTION

WHEREAS, the Richardson Independent School district is considered a property wealth school district as defined by Texas Education Code (TEC), §§48.257 and Chapter 49; and

WHEREAS, on August 28, 1993, the voters of the Richardson Independent School District (RISD or the District) authorized the District to achieve the required equalized wealth level through the purchase of attendance credits from the State pursuant to Chapter 41 of the Texas Education Code (Option 3); and

WHEREAS, May 5, 2001, the voters of the RISD authorized the District to also be able to achieve the required equalized wealth level through the education of nonresident students pursuant to Chapter 41 of the Texas Education Code (Option 4); and

WHEREAS, the Board of Trustees of the RISD accepted the results of said elections at duly called meetings on August 30, 1993, and May 8, 2001, respectively; and

WHEREAS, RISD used Option 4 contracts to achieve significant savings during the 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07 school years; and

WHEREAS, the Board recognizes that changes in the school finance system may reduce the number of districts with which RISD could successfully partner in Option 4 agreements, thus requiring the District to use Option 3 for all or part of its required recapture for the coming year; and

WHEREAS, the Board desires to identify the most cost-effective method available under state law to meet its recapture obligations for the 2026 - 2027 school year; and

WHEREAS, the Board finds that of the five options available under current state law to equalize RISD's property wealth, Option 4 and then Option 3 are currently the most cost effective and support the Board's strategies and ensure excellence in operations; and

WHEREAS, RISD must submit required documents to the Texas Education Agency concerning the Option 3 and/or Option 4 agreements prior to adoption of its tax rate, if it wishes to use a combination of Option 3 and/or Option 4 during the 2026 - 2027 school year; and

WHEREAS, House Bill (HB) 3 repealed Chapter 41 of the Texas Education Code, and transferred certain sections to Chapter 49, and revised formulas used to determine entitlement under the Foundation School Program (FSP) by adding Subchapter F, Texas Education Code § 48.257, Local Revenue in Excess of Entitlement;

THEREFORE BE IT RESOLVED, that for the 2026-2027 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.

BOARD OF TRUSTEES
Richardson Independent School District
R i c h a r d s o n , T e x a s

Date: August 6, 2026

Department: Student Services

Submitted by: Dr. Matthew Gibbins, Assistant Superintendent – Administrative Services,
Dr. Jason Tharp- Executive Director of Student Services

ACTION ITEM

TOPIC: 2026- 2027 Student Code of Conduct

BACKGROUND INFORMATION:

Chapter 37 of the Texas Education Code requires each school district to annually adopt a Student Code of Conduct. The Code establishes behavioral standards for students, outlines consequences for violations, and details appeal procedures for disciplinary actions.

In alignment with legislative updates and ongoing district review, RISD's Office of Student Services collaborated with campus leaders, community stakeholders, and the Office of the General Counsel to revise the Student Code of Conduct. Revisions this year include:

- Alignment with **Chapter 37 legislative changes**, including clarified language on **removal procedures, documentation, timelines, and student rights**.
- **The Code of Civility**, which outlines expectations for respectful interactions among students, staff, and the community.
- **Refinements in language and structure** to improve clarity and accessibility for students, staff, and families.
- Process improvements based on feedback from the 2025 - 2026 implementation cycle.

Each year, Student Services provides training for principals and key campus staff on the Code's expectations and revisions. In turn, campus administrators provide orientation and reinforcement for both staff and students to promote consistent understanding and implementation across all campuses.

The Student Code of Conduct continues to be made available online in both English and Spanish, reducing printing costs while improving access. Families receive guidance on how to access the Code and are required to electronically acknowledge its availability and their awareness of its provisions.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees approve the 2026-2027 *Student Code of Conduct*.

PROPOSED RESOLUTION

WHEREAS, Chapter 37 of the Texas Education Code requires each school district to adopt a Student Code of Conduct to establish behavioral expectations and communicate consequences for violations;

WHEREAS, updates to Chapter 37 and related state guidelines for 2026–2027 have been reviewed and incorporated into RISD's Student Code of Conduct;

WHEREAS, District administrators, in collaboration with the Office of the General Counsel, have reviewed and revised the Student Code of Conduct to reflect these changes, add a Code of Civility, and clarify disciplinary procedures and language;

WHEREAS, the Board affirms its commitment to maintaining a safe, supportive, and respectful learning environment consistent with its mission and legal obligations;

THEREFORE, BE IT RESOLVED that the Board of Trustees approves the 2026–2027 Richardson ISD Student Code of Conduct as presented and directs the Superintendent to ensure its timely and accessible distribution to students, parents, and staff in accordance with state law.

RICHARDSON INDEPENDENT SCHOOL DISTRICT

**STUDENT CODE OF CONDUCT
RICHARDSON INDEPENDENT SCHOOL
DISTRICT**

2026-27

MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Students:

Welcome to the 2025-2026 school year in the Richardson Independent School District (RISD). Education is a team effort. Through the teamwork of parents, students, teachers, and other staff members we can make this year wonderfully successful for our students. RISD provides two handbooks, *Student and Parent Guidebook* and *Student Code of Conduct* to you as a resource to assist in understanding the programs and procedures of the District. They are designed to provide important information that you and your child(ren) may need during the school year.

Maintaining orderly, disciplined classrooms and schools that support an excellent learning environment is a primary goal for all educators. The expectations and rules outlined in the *Student Code of Conduct* foster an environment for learning in which students respect the rights of others and demonstrate reasonable behavior. State law requires each school District to create and implement a code of conduct for students that specifies policies and procedures. RISD's Board of Trustees adopts the *Student Code of Conduct* each year.

The *Student and Parent Guidebook* provides information on a variety of topics that you may encounter throughout the school year. Together the *Student Code of Conduct* and the *Student and Parent Guidebook* serve to protect the interests and rights of students and parents as well as the school District. These handbooks remain in effect until new ones are issued.

Please take time to read these handbooks and use them as a reference during the school year. They are posted on the RISD website, <http://www.risd.org/> If you wish to receive a hard copy of these documents, please request them at your local campus. If you have difficulty accessing the information in this document because of a disability, please contact your campus principal, the District's Section 504 Coordinator, or the Department of Strategy and Engagement. If you need assistance with language translation, please contact the Department of Strategy and Engagement.

Through the combined efforts of parents, students, educators and the community, we will continue to offer the high quality of education to which RISD is committed.

Sincerely,

Tabitha Branum
Superintendent

RICHARDSON INDEPENDENT SCHOOL DISTRICT

North Star Goal

Every student, teacher, and leader will meet or exceed their academic growth goals.

- A welcoming and accepting climate;
- A safe, innovative, and adaptive environment; and
- A supportive, invested, and collaborative culture among students, staff, families, and community.

Beliefs

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

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

Strategic Objectives

- All students will maximize their intellect and skills to create their own futures.
- All students will develop strength of character.
- All students will contribute to local and global communities.
- All students will belong to a community of meaningful connections and positive relationships.

Strategies

- We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.
- We will guarantee that all students will perform at or above grade level.
- We will recruit, retain, and reward quality personnel.
- We will ensure all families, businesses, and community partners are fully engaged in the mission of our District.
- We will actively pursue creative funding sources and responsibly manage current resources to support our mission.
- We will ensure that our facilities and infrastructure adapt to support our mission.

Parameters

- We will stand firm in our commitment to all students.
- We will be unrelenting in our pursuit of excellence.
- We will treat all people with dignity and respect.
- We will seek input from all stakeholders.
- We will honor tradition but not allow it to hold us back.
- We will operate with persistence and integrity.
- We will practice responsible stewardship of all our resources.

RISD Code of Civility

Richardson ISD is a beautiful community in which safety, respect, and responsibility are an active part of the fabric of our schools, community, and staff. Play your part by adhering to the practices and attitudes below.

We are safe.

This means:

- We do not threaten the safety of others individually or as a group.
- We do not cause physical or bodily harm to one another.
- We do not threaten or cause damage to school property or another's property.
- We do not bully, belittle, or tease one another and we are upstanders and do not allow others to do so in our presence.

We are respectful.

This means:

- We listen actively, carefully, and respectfully.
- We share opinions and concerns calmly and without loud or intentionally offensive gestures, vulgarity, or profanity.
- We address each other by name or title.
- We take pride in who we are and where we learn.
- We strive to be inclusive and respect each other's differences.
- We communicate respectfully.
- We treat each other with kindness and empathy.

We are responsible.

This means:

- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.
- We resolve conflicts respectfully and peacefully.
- We manage negative responses appropriately.
- We are honest and accurate.
- We ask for help when we need it.
- We honor school and District policies.

Richardson ISD Code of Civility Enforcement Guidelines

To ensure all stakeholders understand and adhere to the Richardson ISD Code of Civility and its enforcement, we will utilize various communication methods. The purpose is to make clear that while adherence to these standards is expected, there will be consequences for not meeting District expectations.

Authority and enforcement of the RISD Code of Conduct ultimately depend on the individual and collective will of students, RISD faculty and staff, parents, guardians, and all community members. Everyone must know how to respond to uncivil behavior and understand how such behavior will be addressed. Therefore:

1. For Students:

- A student who feels they have not been treated according to the Code of Civility should report the behavior to the appropriate school administrator.

2. For Parents, Guardians, or Community Members:

- If a parent, guardian, or community member believes they have not been treated according to the Code of Civility, they should report the behavior to the staff member's immediate supervisor.

3. For Employees:

- **Personal Harm Threats:** If personal harm is threatened, the employee should contact law enforcement.
- **Unauthorized Presence:** Anyone on school District property without authorization must be directed to leave by an administrator or school resource officer. Anyone who:
 - Threatens or attempts to disrupt school or District operations
 - Physically harms someone
 - Intentionally causes damage
 - Uses loud, offensive language, gestures, profanity, or shows a display of temper must be directed to leave by an administrator or school resource officer. If the person does not leave immediately

and willingly, and if the school resource officer is unavailable, law enforcement shall be called.

- **Abusive Communications:** If a recorded voicemail, email, or any type of written communication is demeaning, abusive, threatening, or obscene, the employee is not obligated to respond. If personal harm is threatened, the employee should save the message and contact their immediate supervisor, the school resource officer, and/or law enforcement.
- **Verbal Abuse:** If any member of the public uses obscenities or speaks in a demeaning, loud, or insulting manner, the employee should:
 - Calmly and politely ask the speaker to communicate civilly.
 - If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference, or telephone conversation.
 - If the meeting or conference is on school District premises, request that an administrator or authorized person direct the speaker to leave the premises promptly.
 - If the speaker does not leave immediately, an administrator or authorized person shall notify law enforcement to take necessary action.
- **Employee Handbook Reference:** Employees should refer to the employee handbook and professional educator expectations for further guidance.

These guidelines will be included in the Code of Conduct (COC) and Parent Handbook, made available on our website.

Parent Expectations: RISD Code of Civility

Richardson ISD encourages all parents/guardians to be an active part of their student's educational journey. For a successful partnership to occur we are asking all parents to abide by the District code of civility and maintain these Parent/Guardian Expectations. Through the power of meaningful, respectful dialogue and relationships all RISD students can reach their fullest potential.

Parent/Guardian Expectations:

Respect school policies and procedures: Familiarize yourself with the school's rules, regulations, and procedures and adhere to them. These guidelines are in place to ensure the safety and well-being of all students.

Communicate respectfully: When communicating with teachers, administrators, and other school staff, use polite and respectful language, whether it's in person, over the phone, or via email. Avoid confrontational or aggressive behavior.

Collaborate with educators: Recognize that teachers and administrators are professionals who have the best interests of your child in mind. Work collaboratively with them to address any concerns or issues that may arise.

Be proactive in resolving conflicts: If you have a disagreement or concern, address it calmly and constructively through appropriate channels, such as scheduling a meeting with the teacher or principal. Avoid gossiping or spreading rumors.

Support your child's learning: Take an active interest in your child's education by attending parent-teacher conferences, participating in school events and activities, and providing support and encouragement at home.

Model positive behavior: Set a good example for your child by demonstrating respect, kindness, and empathy in your interactions with others, both within the school community and beyond.

Respect diversity and inclusion: Embrace and celebrate the diversity of the school community, including students, families, and staff from various backgrounds and perspectives. Treat everyone with dignity and respect, regardless of differences.

Volunteer responsibly: If you choose to volunteer at the school, follow the guidelines provided by the school and respect the authority of teachers and administrators.

Maintain confidentiality: Respect the privacy of students, families, and school staff by not sharing sensitive information or gossiping about others.

Uphold a positive school culture: Contribute to creating a supportive and welcoming environment within the school community by promoting positivity, cooperation, and mutual respect.

By following these principles of civility, parents can help foster a positive and productive partnership between home and school for the benefit of all students.

Richardson ISD Student Expectations for Adhering to the Code of Civility

To support a positive and respectful environment, Richardson ISD expects all students to follow these guidelines. These expectations help ensure that everyone can learn and grow in a safe and supportive community.

Be Safe

This means:

1. **Protect Each Other:** Never threaten or harm anyone physically or emotionally.
2. **Respect Property:** Do not damage school property or other people's belongings.
3. **Stand Up Against Bullying:** Do not bully, belittle, or tease others. Be an upstander and support those who are being mistreated.

Be Respectful

This means:

1. **Listen Actively:** Pay attention when others are speaking and respond thoughtfully.
2. **Communicate Calmly:** Share your opinions and concerns calmly and respectfully, without using offensive language or gestures.
3. **Use Proper Titles:** Address your peers, teachers, and staff by their names or titles.
4. **Value Diversity:** Embrace and respect differences among your peers.
5. **Show Kindness:** Treat everyone with kindness and empathy, considering their feelings and perspectives.

Be Responsible

This means:

1. **Follow School Rules:** Abide by all school and District policies and procedures.
2. **Stay Honest:** Be truthful and accurate in your words and actions.
3. **Resolve Conflicts Peacefully:** Address disagreements with respect and aim for peaceful solutions.

4. Manage Emotions: Handle negative feelings appropriately without disrupting others.
5. Ask for Help: Seek assistance when you need it from teachers, counselors, or other trusted adults.
6. Stay Focused: Do not disrupt classes or other school activities. Contribute positively to the learning environment.

By following these expectations, you help make Richardson ISD a place where everyone can thrive. Your actions matter, and together, we can create a community built on safety, respect, and responsibility.

Table of Contents

Richardson ISD Student Code of Conduct

RISD Code of Civility	3
Student Code of Conduct	16
School District Authority and Jurisdiction	17
Campus Behavior Coordinator	17
Threat Assessment and Safe and Supportive School Team	18
Searches	18
Investigating Misconduct	18
Reporting Crimes	18
Security Personnel	18
“Parent” Defined	19
Participating in Graduation Activities	19
Unauthorized Persons	19
Standards for Student Conduct	20
General Conduct Violations	20
Disregard for Authority	20
Mistreatment of Others	21
Property Offenses	21
Possession of Prohibited Items	22
Possession of Telecommunications or Other Electronic Devices	22
Illegal, Prescription, and Over-the-Counter Drugs	23
Misuse of Technology Resources and the Internet	23
Safety Transgressions	24
Miscellaneous Offenses	24
Discipline Management Techniques	25
Students with Disabilities	25
Techniques	25
Prohibited Aversive Techniques	27

Notification	27
Parental Involvement	28
Appeals	28
Removal from the School Bus	28
Removal from the Regular Educational Setting	29
Routine Referral	29
Formal Removal	29
Returning a Student to the Classroom	30
Appeals of Formal Teacher Removals	30
In-School Suspension	30
Process	30
Out-of-School Suspension	31
Misconduct	31
Process	31
Alternative Assignment	32
Coursework During Suspension	32
Disciplinary Alternative Education Program (DAEP) Placement	32
Discretionary Placement: Misconduct That May Result in DAEP Placement	33
Mandatory Placement: Misconduct That Requires DAEP Placement	36
Sexual Assault and Campus Assignments	37
Process	37
Conference	37
Consideration Of Mitigating Factors	38
Placement Paperwork	38
DAEP at Capacity	38
Course Work Notice	38
Length of Placement	38
Exceeds One Year	39
Exceeds School Year	39
Appeals	39
DAEP	39
Level I Administrative Committee	39
Level II Executive Committee	40
Restrictions During Placement	40
Placement Review	40
Additional Misconduct	41

Notice of Criminal Proceedings	41
Withdrawal During Process	41
Newly Enrolled Students	42
Emergency Placement Procedure	42
Transition Services	42
Placement and/or Expulsion for Certain Offenses	42
Registered Sex Offenders	42
Review Committee	43
Newly Enrolled Students	43
Appeal	43
Expulsion	43
Discretionary Expulsion: Misconduct That May Result in Expulsion	43
Any Location	43
At School Within 300 Feet or at a School Event	44
Within 300 Feet of School	44
Property of Another District	44
While in DAEP	44
Mandatory Expulsion: Misconduct That Requires Expulsion	45
Under Federal Law	45
Under The Penal Code	45
Under Age Ten	46
Virtual Expulsion Program	46
Consideration of Virtual Education as Alternative to Expulsion	46
Process	46
Hearing	46
Appeal of Expulsion	47
Level I Administrative Committee	47
Level II Executive Committee	47
Level III Board of Trustees	48
Expulsion Order	48
Length of Expulsion	49
Withdrawal During Process	49
Additional Misconduct	49
Restrictions During Expulsion	50
Newly Enrolled Students	50
Emergency Expulsion Procedures	50

DAEP Placement of Expelled Students	50
Transition Services	50
Glossary	51
Appendices	59
Options and Requirements	59
Richardson ISD Extracurricular Code of Conduct 2026-2027	60
Automatic Student Removal From a Program	61
RISD District-Wide Guidelines for Extracurricular Students (Alcohol & Illegal Drugs)	61
Process	63
Consequences	63
First Offense: Probationary Removal	63
Second Offense	64
Third Offense	65
2026-2027 Extracurricular Activity Acknowledgment & Agreement Form	65
Family Education Rights and Privacy Act (FERPA) Notice of Parent and Student Rights	66
Responsible Use Guidelines and Agreement for Technology Resources	69
General Expectations	69
Digital Citizenship	70
Google Workspace for Education	71
District Account Management	71
Single Sign On (SSO)	71
Electronic Media Guidelines for Communication with Students	72
Appropriate Use	72
Inappropriate Use*	72
Acknowledgement and Agreement	73
Important Addresses and Telephone Numbers	74
Intradistrict Transfer Guidelines	81
Neighborhood School Concept	81
Procedure for Intradistrict Transfer Request	81
Considerations for Transfer Request	81
Procedures for Transfer Continuance	82
Procedures for Interdistrict Transfer Request	82
Rescission of Interdistrict/Intradistrict Transfers	84
General Transfer Information	84
Timelines	84
Change of Residence	85

Athletic and Other Extracurricular Participation	85
Staffing and Class Sizes	85
Transportation	85
Appeal of Denial of Transfer Request	86
Freedom from Bullying and Harassment Board Policy FFI	87
Bullying Prohibited	87
Definition of Bullying	87
Reporting Alleged Bullying	88
Notification to Parent/Guardian	88
Investigating Reports of Bullying	88
Classroom Investigations	89
Campus Administrator Investigative Procedures	89
Sample Interventions, Strategies, and Corrective Action to Address Incidents of Bullying	91
Transfer of Students Involved in Bullying	92
Bullying Complaint Process	93
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	94

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this handbook due to a disability, please contact your campus principal or the District 504/ADA coordinator, Alicia Zornig (alicia.zornig@risd.org).

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the District to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Richardson ISD board of trustees and developed with the advice of the District-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the District’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the District’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Please note: The discipline of students with disabilities who are eligible for services under federal law ([Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973](#)) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the District's authority to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The District has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on District transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property (within 300 feet) or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another District in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

Contact information may be found at www.risd.org and at <https://web.risd.org/studentsservices/policies/#codeofconduct>.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the District's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the District's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the District.

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Investigating Misconduct

(In loco parentis) Parents are viewed as handing over parental duties and powers to school authorities while the child is in school. Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of the other students. Students have no legal claim to the right not to incriminate themselves during school discipline proceedings. In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may, from time to time, conduct searches. Such searches are conducted without a warrant, in a nondiscriminatory manner, and as permitted by law. The student's parent or guardian shall be notified if any prohibited articles or materials are found as a result of a search.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs school resource officers (SROs) **and/or** security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other District employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of District peace officers are listed in policy CKE(LEGAL):

- protecting the safety and welfare of any person in the jurisdiction of the resource officer or security personnel
- protecting the safety welfare of property of the school District;
- investigating safety and security matters; and
- additional duties as assigned and determined by the District that do not include routine school discipline, school administrative tasks, or contact with students unrelated to the officer's law enforcement duties.

The law enforcement duties of District security officers are:

- protecting the safety and welfare of any person in the jurisdiction of the resource officer or security personnel
- protecting the safety welfare of property of the school District;
- investigating safety and security matters; and
- additional duties as assigned and determined by the District that do not include routine school discipline, school administrative tasks, or contact with students unrelated to the officer's law enforcement duties.
-

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child, including a person standing in parental relation to the student.

Participating in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating the District's Code.

Participation might include a speaking role, as established by District policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutarian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer shall have the authority to refuse entry to or eject a person from District property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the District's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days of the commencement of the appeal, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 40 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet District and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other District staff and volunteers.
- Respect the property of others, including District property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the District, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 31, **DAEP Placement** on page 32, **Placement and/or Expulsion for Certain Offenses** on page 42, and **Expulsion** on page 43, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 29.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in District vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.)
- Threaten a District student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a District student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **Glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **Glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a District student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Engaged in a confrontation (verbal or non-verbal) that disrupts the orderly environment of a school and involves staff intervention.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see **Glossary**]

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 32.)
- Enter, without authorization, District facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, including cigarettes and nicotine pouches;
- *E-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- A short barrel firearm;

*See **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Bring or use a personal communication device, including a cell phone, or other electronic device on school property during the school day. [see **Glossary**]
- Smart watches are included within the meaning of a “personal communication device” and are therefore not permitted to be used during the school day.
- The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the District's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct. In addition, the district may dispose of a confiscated personal communication device in any reasonable manner after having provided the student's parent 90 days' written notice.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (See also **DAEP Placement** on page 32 and **Expulsion** on page 43 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **Glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **Glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **Glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to the body or mind. (See **Glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by District policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the District, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable District technology resources including, but not limited to, computers and related equipment, District data, the data of others, or other networks connected to the District's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass District students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, school volunteer, visitor, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions (e.g., leaving campus to get food or other items) or demonstrations that substantially disrupt or materially interfere with school activities. This includes protests off-campus where a student peacefully leaves campus. A student who leaves without authorization to participate in a protest or demonstration may not return to the campus that day and will receive an unexcused absence for all classes missed.
- Repeatedly violate other communicated campus or classroom standards of conduct.

- The District may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.
- Trespassing on any district building/property specifically when a student is attending DAEP or JJAEP.
- Intentionally calling 911 when no emergency is present.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. Note, however, that a student who sells, gives, or delivers an e-cigarette to another student is still subject to mandatory placement in the DAEP.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the District shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement (10 or more consecutive days for one incident OR 10 or more days due to a series of removes that constitute a pattern) (in one school year) for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **Glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.

- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the District.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention with behavioral and academic reflection activities, including outside regular school hours.
- Saturday School specifically for Code of Conduct violations
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, including but not limited to cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations’ extracurricular standards of behavior.
- Restriction or revocation of District transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension**.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 31.
- Placement in a DAEP, as specified in **DAEP** on page 32.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 42.
- Expulsion, as specified in **Expulsion** on page 43.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District.
- Administrative transfer to another RISD campus.
- Community Service
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by District policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone, or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The District has not adopted a policy for parental involvement in-school disciplinary placements under Education Code 37.0014. This means that there is no district-level requirement for parents to be involved in decisions regarding disciplinary alternative placements. Parents, however, must promptly be notified when a student is placed in suspension, a DAEP, JJAEP, or expelled.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or by using the following link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=370&code=FNG#localTabContent>.

The District shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Students are expected to:

- Remain properly seated (facing forward, keeping feet on the floor in front of them) at all times and not block the center aisle.
- Once seated, do not change seats.
- Seatbelts must be worn when available.
- Normal conversation is allowed; any loud noises may distract the driver and create an unsafe condition.

- Use of profane or vulgar language is not permitted.
- Keep your arms and other parts of your body inside the bus.
- Do not throw an object inside or out of the bus.
- The emergency door and exit controls should be used by students only during supervised drills or actual emergencies.
- Do not engage in any other conduct which might distract the driver from watching the road or disrupt the safe operation of the bus.
- Do not mark, cut or scratch any part of the bus. When **damage to the school bus** is involved, **reimbursement** for the damage will be part of the penalty assessed. The student will not be allowed to ride until the reimbursement has taken place and bus suspension has been served.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.

- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a District policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension **is not** subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension. In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The District shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be

suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The District shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The District may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The District will not charge the student for any method of completion provided by the District.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 6 and secondary classification shall be grades 7-12.

Summer programs provided by the District shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

1. Communicating reckless, **hate or discriminatory speech**, including **but not limited to** threats to District students, employees, or volunteers, regardless of whether the student intends to carry out the plan, scheme, or threat.
2. Using/Possessing a knife that is not a location-restricted knife as defined by Penal Code § 46.01(6) at school or while attending or participating in a school-related or school-sponsored activity or while in any District- provided transportation.
3. Intentionally, knowingly, or recklessly possessing a club or knuckles on school grounds.
4. Engaging in conduct defined as a felony offense other than aggravated robbery or those defined in Title 5, Texas Penal Code; off school property and while the student is not in attendance at a school-sponsored or school- related activity, if superintendent/designee has a reasonable belief that the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
5. Involvement in a public school fraternity, sorority, secret society or gang, including participating as a member, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang.
6. Documented involvement in criminal street gang activity and/or exhibiting gang-like behaviors, verbally or physically.
7. Bullying, harassment (including sexual or gender-based harassment), hazing, intimidation, or making a hit list.
8. Engaging in non-expellable conduct that constitutes dating violence (or stalking), including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship.
9. Inappropriately exposing private body parts that does not constitute public lewdness or indecent exposure.

10. Engaging in offensive or unwelcome verbal or physical conduct of a sexual nature which may include requests for sexual favors, or other intimidating or unwelcome sexual conduct directed toward another student.
11. Sexting or sending via computer or telecommunication device nude or sexually graphic or suggestive images of one's self or another student if the conduct is not punishable as a felony.
12. Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment, invades the privacy of others, or is made without the prior consent of the individual(s) being recorded.
13. Possessing, distributing, or downloading any pornographic material, including but not limited to material in written or audio formats, at school or during a school-sponsored activity or event whether on a school or personal device.
14. Selling, delivering to another person, possessing or using drug paraphernalia.
15. Selling, delivering, using, possessing, or knowingly ingesting prescription or non-prescription medication (exception: medication possessed and taken in accordance with the Medicine at School section of the *Student and Parent Guidebook and Student Code of Conduct* and as directed by a doctor's prescription or label directions).
16. Possessing unauthorized prescription medication.
17. Possess, using, giving away, or selling items or substances suitable or not suitable for human consumption that are used or held out to simulate the effects or use of illegal drug use.
18. Vandalizing, damaging, setting fire to, or stealing property owned by the District, other students, or District employees, volunteers, or visitors while attending a school-sponsored or school-related activity on or off school property.
19. Engaging in serious misbehavior that affects the orderly environment of the school, not excluding conduct listed in Category I.
20. Exhibiting persistent misbehavior (see "**Glossary**") including repeated, documented violations of standards of student conduct listed in the *Student Code of Conduct*. Provided, however, a student who previously has attended the District's DAEP within a particular school year for continued persistent or serious misbehavior, must repeat the District's stated disciplinary process before being returned to DAEP.
21. Using the District's technology resources, including the Internet or intranet, or any technology equipment, to obtain a benefit from; defraud or harm another; or alter, damage or delete property or information from the system without permission, or to download or transmit prohibited content, including without limitation pornographic or sexually graphic material.
22. Violating the District's Responsible Use Guidelines or Electronic Communication and Data Management Policy.
23. Engaging in unwelcome verbal or physical harassment on the basis of a person's sex, age, race, color, religion, disability, or national origin.
24. Any criminal mischief, including a felony.
25. Using/Possessing a "look-alike" weapon, stun gun or other incapacitating device, or using any object to threaten or cause bodily harm or that causes a substantial disruption to the learning environment.

26. Using/Possessing an air rifle, air pistol or pellet gun of any description that is capable of discharging any object by means of compressed air, gas, springs, or other means that causes a substantial disruption to the learning environment.
27. Possessing a “look-alike” explosive that causes a substantial disruption to the learning environment.
28. Committing assault that does not involve bodily injury including an assault with threat of imminent bodily injury and/or assault by offensive or provocative physical contact See “**Glossary**”).
29. Using, selling, possessing, or delivering any amount of alcohol or any other illegal substance on school premises or while attending or participating in a school-sponsored or school-related activity at any location that does not rise to the level of a mandatory removal.
30. Engaging in bullying that encourages a student to die by suicide.
31. Inciting violence against a student through group bullying.
32. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the adult student’s consent.
33. Engaging in organized gang activity.
34. Violation of a signed stay-away agreement.
35. Conducting unauthorized business practices on school property. (Selling food/drink, giving piercings, tattoos, or haircuts, etc.)
36. Releasing personal information of another person (e.g., another student, employee, parent) on social media or any other platform including text messages with the intent to cause fear or harm.
37. Using AI (artificial intelligence) tools to produce or manipulate images of someone else.
38. Fighting - mutual combat.
39. Assault by offensive or provocative physical contact including but not limited to indecent assault as defined by Texas Penal Code § 22.012.
40. Possession or use of any tobacco product.
41. Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
42. Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
43. Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. (**See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information**).
44. Consumer product tampering (the intentional alteration of a consumer product or the deliberate introduction of a foreign substance into the product before it is consumed or used).

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

An administrator may, but is not required, to place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date on which the conduct occurred.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see **Glossary**] that the student engaged in conduct punishable as a felony, that occurs off school property and not at a school-sponsored or school-related event, and if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **Glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **Glossary**) under Penal Code 22.01(a)(1).
 - Except as provided by Education Code 37.007(a)(3) sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 43.) (See **Glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **Glossary**.)

- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.
- Receives deferred prosecution (see **Glossary**) under 53.03 of the Family Code; a court or jury finds that the student engaged in delinquent conduct [see **Glossary**]; or the superintendent or designee has a reasonable belief [see **Glossary**] to believe that the student engaged in conduct any of the following offenses under the Penal Code:
 1. A felony offense under Title 5;
 2. The offense of deadly conduct under Section 22.05;
 3. The felony offense of aggravated robbery under Section 29.03;
 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
 5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that an administrator of the offending student be transferred to another campus.

If there is no other campus in the District serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and

- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the District may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Paperwork

After the conference, if the student is placed in DAEP, the campus behavior coordinator shall provide the parent/guardian with a copy of the hearing placement paperwork within 24 hours of the hearing and provide information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

DAEP at Capacity

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, and e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement shall be determined on a case-by-case basis and consideration of various factors as determined by the District and law, including but not limited to mitigating factors.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the District determines that the student is a threat to the safety of other students or to District employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from an administrator's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **Glossary**) that violates the District's Code of Conduct.

Appeals

DAEP

Note: These appeal procedures do not apply to a DAEP assignment that arises out of the District's investigation and determination of responsibility related to a formal complaint of sexual harassment under Title IX as described in board policy FFH. Any appeal of a disciplinary removal under the Title IX procedures will be governed by the FFH policy and guidelines.

The appeal committee will consider whether the student in question violated the Code of Conduct, whether the District followed the board's adopted Code of Conduct, including but not limited to consideration of mitigation factors.

This is an appeal hearing, and not a criminal court proceeding. In this appeal hearing, the District will rely on the preponderance of evidence (meaning that it is more likely than not that the alleged conduct occurred) and not evidence beyond a reasonable doubt (meaning there is no other reasonable explanation that can come from the evidence presented for the alleged conduct).

An adult student or the parent of a student who is assigned to the DAEP may request a review of the campus behavior coordinator/designee's decision as follows:

Level 1: Administrative Committee

Requests for appeal of the campus behavior coordinator/designee's decision to place a student in DAEP must be made in writing, hand-delivered and received by no later than the close of business of the third (3rd) school day of the campus behavior coordinator/designee's decision. Delivery must be made to Student Services at 1500 International Parkway, Richardson, Texas 75081. Untimely appeals will not be considered unless the District has

agreed in writing in advance to extend the appeal deadline. The assignment to DAEP **will not** be deferred pending the outcome of any appeal.

Within five (5) school days after receiving the request for a review, RISD Student Services will convene a conference with a panel of three (3) administrators with no prior involvement in the case. At the informal conference, a school representative will present information regarding the placement. The student, parent, and/or adult representative may offer relevant information in the student's defense. Student Services will attempt to schedule the administrative committee conference at a time convenient for the parent but the conference will not be delayed beyond the five (5) school day period except in extraordinary circumstances. The committee may conduct the conference without the parent's presence if the parent has been given appropriate notice of the conference. The Administrative Committee may uphold the campus behavior coordinator's decision, or overturn the decision and reinstate the student to regular classes. The Administrative Committee's decision will be communicated to the parent or adult student the next school day after the committee reaches its decision.

A parent or adult student who does not agree with the decision of the Administrative Committee may appeal to the Executive Committee as provided below.

Level 2: Executive Committee

An adult student or parent may request a review of the Administrative Committee's decision. The Executive Committee will consist of three administrators with no prior involvement in the incident. Requests for an appeal of the Administrative Committee's decision must be made in writing, hand-delivered and received by no later than the close of business of the third (3rd) school day of the campus behavior coordinator/designee's decision. Delivery must be made to Student Services at 1500 International Parkway, Richardson, Texas 75081. Untimely appeals will not be considered unless the District has agreed in writing in advance to extend the appeal deadline. The assignment to DAEP **will not** be deferred pending the outcome of any appeal.

Within five (5) school days, an informal conference will be held with the Executive Committee, student, parent, and a school representative to discuss the placement. Student Services will attempt to schedule the committee conference at a time convenient for the parent but the conference will not be delayed beyond the five (5) school day period except in extraordinary circumstances. The committee may conduct the conference without the parent's presence if the parent has been given appropriate notice of the conference. The Executive Committee may uphold the campus behavior coordinator's decision, or overturn the decision and reinstate the student to regular classes. The Executive Committee's decision will be communicated to the parent or adult student the next school day after the committee reaches its decision.

The decision of the Executive Committee is final and concludes the appeal process for placement at a DAEP.

Restrictions During Placement

The District does not permit a student who is placed in a DAEP to participate in or attend any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

While enrolled in a DAEP, students are not allowed on any RISD properties other than the DAEP facility. Presence outside of the DAEP facility may lead to further disciplinary action.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized

education program (IEP) or Section 504 plan. The District will also provide transportation to all elementary school students.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the District if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **Glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal using the RISD DAEP appeal process. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the District's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a placement paperwork is completed, the campus behavior coordinator may complete the proceedings and

issue a placement order. If the student then re-enrolls in the District during the same or a subsequent school year, the District may enforce the paperwork at that time, less any period of the placement that has been served by the student during enrollment in another District. If the campus behavior coordinator or the board fails to issue a placement paperwork after the student withdraws, the next District in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another District including a District in another state. The District may place the student in the District's DAEP or a regular classroom setting.

When a student enrolls in the District with a DAEP placement from a District in another state, the District has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving District.

State law requires the District to reduce a placement imposed by a District in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the District determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the District must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the District's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the District shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the District during a mandatory placement as a registered sex offender, the District may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 33.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.

- Breach of computer security. (See **Glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Off campus conduct not at school felony not in Title 5.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony.. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **Glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. (See **Glossary**.)

Within 300 Feet of School

- A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another District in Texas or while the student is attending a school-sponsored or school-related activity of a school in another District in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the District's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or District employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the District's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **Glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the District when the District has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **Glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **Glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **Glossary**.)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **Glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance, or dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (JJAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision

For District students, this option is available only if the JJAEP rejects the students or returns the student before the expiration of the disciplinary placement period.

Consideration of Virtual Education as Alternative to Expulsion

Before a school District may expel a student, the District must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parents shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the District,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the District at the hearing.

After providing notice to the student and parent of the hearing, the District may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates Dr. Jason Tharp, Executive Director of Student Services authority to conduct hearings and expel students.

Appeal of Expulsion

These appeal procedures do not apply to an expulsion order that arises out of the District's investigation and determination of responsibility related to a formal complaint of sexual harassment under Title IX as described in policy FFH. Any appeal of an expulsion order under the Title IX procedures will be governed by the FFH policy and guidelines. An adult student or the parent of a student who has been expelled from school may appeal the campus behavior coordinator/designee's decision following the expulsion hearing. The appeal committee will consider whether the student in question violated the Code of Conduct, whether the District followed the board's adopted code of conduct, including but not limited to consideration of mitigation factors.

Level 1: Administrative Committee

Requests for appeal of the campus behavior coordinator/designee's decision to expel a student may be made to the Administrative Committee. The request shall be made in writing and hand-delivered to the Student Services office within three (3) school days of the principal's notification of expulsion (c/o Student Services, 1500 International Pkwy, Richardson, Texas 75081 469-593-0816. Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. The expulsion **will not** be deferred pending the outcome of any appeal.

Within five (5) school days after receiving the request for a review, a conference will be held with a panel of three (3) administrators who were not involved in the underlying matter. At the informal conference, a school representative will present information regarding the placement. The student, parent, and/or adult representative may offer relevant information in the student's defense. Student Services will attempt to schedule the administrative committee conference at a time convenient for the parent but the conference will not be delayed beyond the five school day period except in extraordinary circumstances. The committee may conduct the hearing without the parent's presence if the parent has been given appropriate notice of the hearing.

The Administrative Committee may uphold the school's decision, or overturn the expulsion and reinstate the student to regular classes.

The Administrative Committee's decision will be communicated to the parent or adult student the following school day after conclusion of the hearing. A parent or adult student who does not agree with the decision of the Administrative Committee may appeal to the Executive Committee as provided below.

Level 2: Executive Committee

A request to appeal the decision of the Administrative Committee shall be made to the Executive Committee. The request shall be made in writing and hand-delivered to the Student

Services office within three (3) school days of notification of the committee's decision (c/o Student Services, 1500 International Pkwy; Richardson, Texas 75081; 469-593-0 0816). Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. Within five (5) school days of receipt of the request for a hearing, a hearing shall be held. The Director of Student Services shall chair the committee for the appeal. The appeal will be heard by three (3) different administrators who were not involved in the underlying matter. At the hearing, the student and his/her representative, if any, may present evidence and witness statements. The school may respond to the student's evidence and may present its own evidence. Student Services will attempt to schedule the committee conference at a time convenient for the parent but the conference will not be delayed beyond the five-school day period except in extraordinary circumstances. The committee may conduct the hearing without the parent's presence if the parent has been given appropriate notice of the hearing. The committee may ask questions for clarification. The committee may uphold the campus behavior coordinator's decision, or overturn the expulsion and reinstate the student to regular classes. Written notification of the results will be delivered to the parent/guardian or adult student the following school day after the conclusion of the hearing.

A parent or adult student who does not agree with the Executive Committee's decision may appeal to the Board of Trustees as provided below. However, if the Executive Committee modified the expulsion by placing the student at DAEP, the Executive Committee's decision is final and may not be appealed.

Level 3: Board of Trustees

A request for the Board of Trustees to review a decision by the Executive Committee to uphold the expulsion of a student shall be made in writing and hand-delivered to the Superintendent's office at 400 S. Greenville Ave., Richardson, TX 75081 within three (3) school days after receipt of the written decision. Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. The Superintendent or her designee shall provide the parent written notice of the date, time, and place of the appeal/hearing. Before the hearing, the Superintendent or designee will notify the parent and student and the Administrator's representative of the appeal/hearing guidelines.

At the hearing, the Board shall review the record of the expulsion hearing in a closed meeting as required by law unless the parent or adult student requests in writing that the matter be heard in an open meeting. The Board also may hear statements from the student and/or parent(s) (or their representatives) and from the Administration's representative(s). Witnesses and not permitted and shall not be called.

The Board shall base its decision on evidence reflected in the records and any statements made by the parties at the hearing. The Board may make and communicate its decision orally at the conclusion of the presentation. If the decision is to uphold the expulsion, the Board shall direct the Superintendent to issue the expulsion order within three (3) school days after the conclusion of the hearing. The Board's decision is final.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, The Department of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements, including but not limited to mitigating factors.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the District determines that:

1. The student is a threat to the safety of other students or to District employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the District and the student withdraws from the District before the expulsion hearing takes place, the District may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the District during the same or subsequent school year, the District may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another District.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next District in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No District academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another District-approved program.

Newly Enrolled Students

The District shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another District or an open-enrollment charter school upon enrollment in the District.

If a student expelled in another state enrolls in the District, the District may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state District provides the District with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the District in which the student is enrolling.

If a student is expelled by a District in another state for a period that exceeds one year and the District continues the expulsion or places the student in a DAEP, the District shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or District employees, or Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The District may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - f. 65 years of age or older, or
 - g. A disabled person.

Antisemitism means a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or

- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school District and the student knowingly alters, damages, or deletes school District property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical-dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drugs are defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such a term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in District policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a District student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional

- distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a device typically refers to any portable electronic devices that enable communication between individuals. These devices can include but are not limited to smartphones, tablets, and wearable technology like smartwatches and smart glasses. They are primarily used for voice calls, video, text messaging, emailing, and accessing the internet, among other functions. The term often emphasizes the personal nature of these devices, as they are usually owned and used by individuals for private communication purposes.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. An explosive weapon;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Retaliation occurs when a person intentionally or knowingly harms or threatens to harm another by an act that is in violation of this Code of Conduct and/or law:

1. Acting to hurt or damage someone or doing something harmful to another person for or on account of the service or status of another, or
2. To prevent or delay the service of another

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or District employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the District as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or

6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

APPENDICES

Options and Requirements

For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of Districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within the time prescribed by law once the District receives the written consent for testing. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the District. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the District in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

The following websites provide information to those who are seeking information and resources specific to students and their families:

- Texas Project First (<http://www.texasprojectfirst.org>)
- Partners Resource Network (<http://prntexas.org/>)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: Executive Director Special Student Services

Phone Number: 469-593-7500

Richardson ISD Extracurricular Code of Conduct 2026-2027

Statement of Expectations:

The Richardson Independent School District believes that being involved in extracurricular activities is an honor. Participation in one or more of these activities should be considered a privilege, not a right. The following are expectations of our students:

- ✓ Obtain a quality education as the primary reason for attending school
- ✓ Compete at the highest level while promoting good sportsmanship and courteous behavior
- ✓ Exhibit positive leadership
- ✓ Develop and maintain high morals and ethical values
- ✓ Exhibit conduct becoming of a young adult
- ✓ Exhibit respect to sponsors, coaches, faculty, officials, opponents and fellow students
- ✓ Develop and show school pride

Standards for District Extra-Curricular Activities:

Richardson ISD students are expected to adhere to the District Student Code of Conduct as it applies to school-related and/or school sponsored activities. Prior to participation in a Richardson ISD Extracurricular activity, students and parents must also agree to abide by all guidelines outlined in the Extracurricular Code of Conduct. Students involved in extracurricular activities are expected to maintain high standards of ethical conduct. Extracurricular participation is a privilege and not a right. Any misconduct that reflects negatively on the Richardson Independent School District will fall under these Codes of Conduct. These guidelines are developed to deal with misconduct that occurs within the school's jurisdiction as well as outside of the school's jurisdiction, regardless of time or location. Disciplinary action or suspension will be mandated to students who are involved in any disciplinary infraction on or off campus including, but not limited to possession or use of drugs, improper use of prescription medicines, alcohol or tobacco, violent behavior, any inappropriate behavior including presence at functions where illegal substances are being consumed and other offenses that result in the violation of the District Student Code of Conduct, which in turn results in a In School Suspension (other than tardies or dress code violations), DAEP, Off Campus Suspension or expulsion. In the event that a student is responsible for

multiple violations prior to the initial investigation it may be determined that a higher-level consequence be deemed appropriate.

Automatic student removal from a program:

Any inappropriate behavior, including representation on social media, that is disrespectful to the District, school, program, or staff may result in immediate removal.

***RISD District-Wide Guidelines for Extracurricular Students:
Alcohol & Illegal Drugs
(Revised March 2023)***

RISD expects that all students, including students who participate in any Extracurricular Activities (Extracurricular Students) will conduct themselves at all times in an exemplary manner that brings honor to the District, their school, and themselves. Participation in extracurricular activities is a privilege and is conditioned on the student's compliance with all rules and regulations of the activity and District policies and guidelines, including these guidelines. The use, possession, sale, or furnishing to others of alcohol or drugs of any kind and/or being under the influence of alcohol or illegal substances is strictly prohibited (the Prohibition). Any student who violates the Prohibition is not in compliance with the rules of extracurricular participation and will be subject to disciplinary measures, which could result in removal from the extracurricular activities in which the student participates.

These guidelines and statements of consequences apply to all extracurricular activities sponsored by the Richardson Independent School District and to all Extracurricular Students. The purpose of these guidelines is to deter and eliminate any use, possession, sale, or the furnishing to others of alcohol or other drugs, help students avoid drug and alcohol use, establish consistency in consequences across all activities for students who do not comply with the Prohibition, promote a high quality educational experience in all activities and assist RISD in maintaining order and a safe learning environment and to promote a high level of civic and individual responsibility among students.

Extracurricular students are subject to these guidelines at all times throughout the twelve-month calendar year, whether the extracurricular activity is "in season" or inactive and on weekends and during school holidays. Refer also to Board Policy FO (Local).

To ensure consistency among activities, these guidelines shall be used by all extracurricular groups. However, nothing in these guidelines prohibits an extracurricular activity sponsor from developing activity guidelines and rules to address topics other than alcohol or illegal drug activities.

The following definitions will apply to these guidelines:

- Leadership Position- A position or office an Extracurricular Student holds in an organization or group either by election or appointment. Such positions may include without limitation: captain, officer, squad leader, drum major, section chair, etc.
- In Proximity – To be captured via still picture, video, internet site, social media feed, site, etc., or any other electronic capture where the school determines based on reasonable evidence that the student knows or should know he/she is (i) in a place where alcohol, illegal substances, and/or drug paraphernalia are present, and/or (ii) possessing, using, and/or being under the influence of alcohol, illegal substances, and/or drug paraphernalia. (e.g., social media posts show students at social events where alcohol is visible and being consumed; social media posts show students posing in front of cases of unopened alcohol; students captured holding and/or consuming alcohol or illegal substances at a sporting event; picture of students holding drug paraphernalia).
- Parent - A student's biological or adoptive parent or parents, legal guardian, or other person in lawful control of the student.
- Period of removal - Period of time during which an Extracurricular Student is excluded from any participation in an extracurricular activity due to violation of the Prohibition. During a period of removal, an Extracurricular Student may not wear his/her uniform, travel with the team or organization, or otherwise act as a representative of the team or organization.
- Prescription Drugs - A drug authorized by a licensed physician specifically for that student. A student who uses a prescription drug in a manner prescribed by the student's physician and who has followed school policies in such use shall not be considered to have violated this policy.
- Possession - To have an item in or on one's personal being or property, including without limitation, clothing, purse, backpack, private vehicle, motorcycle or bicycle used for transportation to or from school or school-related events, telecommunication or electronic device, or other property used by the student such as a desk, locker, or storage area.
- Use (Alcohol/Substance) - Voluntarily introducing into one's body, by any means, a prohibited substance. For example, and without limitation, consuming or ingesting alcohol in any manner is "use" of alcohol; smoking or ingesting marijuana, an unlawful derivative or look-alike of marijuana, or other illegal substances is "use" of marijuana or other illegal substance.
- Extracurricular Activities - School-sponsored activities including but not limited to Dance & Drill Teams, Bell Guards, Cheerleaders, Spirit Groups, Sports, Fine Arts, Clubs, UIL governed Activities, Mock Trial, ACDEC, and other school sponsored student activities unique to a campus.

An Extracurricular Student violates the Prohibition if he or she:

- Uses, possesses, sells, or furnishes alcohol or illegal substances to another;
- Receives an MIP (Minor in Possession), MIC (Consumption of Alcohol by a Minor), DWI (Driving While Intoxicated), DUI (Driving Under the Influence of an Illegal Substance), or other citation for the illegal use or possession of alcohol/drugs, or furnishing alcohol/drugs to another in a non-school setting; *Note:* An Extracurricular Student who receives an MIP, MIC, DUI, DWI, or other alcohol/drug citation must promptly notify the activity sponsor. An Extracurricular Student who fails to do so may be subject to further disciplinary action once the activity sponsor or administrator learns of the offense; is observed by a faculty or staff member using, possessing, or furnishing to another student any drugs, including alcohol, on or off school property (observation via internet site, video, still picture, or other media will be considered);
- Receives any citation for or is arrested for illegal alcohol/drug activity or substance on or off school property (*See Note* above);

- Performs or participates in an extracurricular activity while under the influence of alcohol or other drugs.
- Is determined to be In Proximity to alcohol, illegal substance, and/or drug paraphernalia.

Process: When an activity sponsor or campus administrator learns that an Extracurricular Student has violated the Prohibition, the sponsor or administrator will attempt to gather as much information as is available about the suspected violation and shall immediately communicate with the student and his/her parent to review the information. The sponsor or administrator will take reasonable steps to ensure the student and his/her parents are notified of the suspected violation of the Prohibition and to offer the student and his/her parents a meeting with the administrator and/or sponsor and give them an opportunity to provide information about the student's suspected actions. Parents and/or students who refuse to promptly meet with the sponsor or administrator forfeit their opportunity for a conference. The administrator or sponsor will determine the start date for the consequence and will notify the student and his/her parent in writing of the start date and reasons for any consequences imposed.

When a student self-reports a violation of these guidelines that does not result in the issuance of a citation or other penalty from law enforcement before the District otherwise learns of the student's actions, the District may, in its sole discretion, consider the student's self-report as a mitigating factor to support a reduced probationary period for a first offense.

A student or parent who is not satisfied with the outcome of the conference or the principal's decision may appeal the decision through the District's Student and Parent Complaint Policy (FNG (Local), but the consequence will not be delayed during any appeal. Copies of the policy are available on the District's website or may be obtained from the school.

CONSEQUENCES

All Extracurricular Students are expected to comply with these guidelines. An Extracurricular Student who does not do so is subject to disciplinary action. While some offenses may be so severe that they will result in immediate removal from the extracurricular activity and/or Disciplinary Alternative Education Program (DAEP) placement, where appropriate, the District will consider allowing a student who violates the Prohibition to serve a last chance probationary period if the violation is the first instance in which the student has failed to comply with these guidelines.

First Offense: Probationary Removal. Except where the severity or circumstance of a student's offense is so severe that immediate removal to DAEP or expulsion is required, a student's first violation of the Prohibition will result in the Extracurricular Student's (i) removal for the remainder of the school year from all leadership positions he or she holds, including any such positions that the student might seek or be appointed to later in the school year; and (ii) except where the first violation also results in DAEP placement or expulsion, removal from all extracurricular activities for 20 school days or UIL Competition dates. (*See below.)

- The 20 school days or UIL Competition dates removal period start at the parent / student / principal conference. If the parent/student forfeits the conference, the principal will determine the start date;

- During the 20-day removal period, the student and the parent must attend and successfully complete the RISD alcohol / drug educational program. Students may be required to have follow-up sessions with the Intervention Specialist on campus. The student is responsible for all fees associated with the program. A student and parent must complete the educational program before the student will be reinstated after the removal period.
- If the leadership position from which the student is removed is connected with a credit bearing class, the student may continue to remain enrolled in the class and the sponsor will determine appropriate activities for the student.
- Students must participate in practices for the extracurricular activities while on probation.
- Students may not wear or display identifying team or activity uniforms, attire, or accessories.
- If competition or performance is scheduled during the summer or on a school holiday (excluding weekends), any days on which the student's team or group actually competes or performs will be counted toward completion of the 20-day probation period.
- "UIL Competition Date" means a day on which the individual or group actually competes or performs in a UIL or Non- UIL sponsored activity when the school is represented.
- If the conduct results in the student's placement in a DAEP, the period of removal will be for the duration of the DAEP placement.

If the student violated the Prohibition due to him/her being determined to be In Proximity without possession, use or being under the influence, and the student has not already violated the Prohibition due to being In Proximity, the student may avoid the applicable consequence (Probationary Removal or Removal) for the In Proximity violation provided the student and his/her parent/guardian (i) participate in an administrative conference with the principal, and (ii) successfully complete the alcohol/drug program by the date assigned along with any follow up with the campus intervention specialist as determined by the principal. A second Violation due to the student being In Proximity will be treated as a first or second offense and subject to the applicable consequence (Probationary Removal or Removal).

An Extracurricular Student can receive only **one** probation period for violating the Prohibition during the students' high school career.

Second Offense

A second offense will result in removal from all extracurricular activities for 60 days and removal from leadership positions for the remainder of the school year.

- If the infraction occurs and/or is discovered 60 or less days prior to the end of the school year, the student will be removed from all extracurricular activities and leadership positions for at least 60 school days or UIL Competition dates. The removal days may extend into the next school year.
- Students may not wear or display identifying team or activity uniforms, attire, or accessories.
- Students may not travel with the team or organization, or otherwise act as a representative of the team or organization.
- At the beginning of a new school year, an Extracurricular Student is eligible to participate in extracurricular activities and to pursue future leadership positions after a second offense if the student has "sat out" of all extracurricular activities for no less than 60 school days or UIL Competition days and has otherwise complied with all conditions of his/her removal for the second offense

Third Offense

A third offense may result in the student's removal from all extracurricular activities for the remainder of their school career.

2026-2027 Extracurricular Activity Acknowledgment and Agreement Form

Student Statement:

My signature below certifies that I have read and understand the RISD District-Wide Guidelines for Extracurricular Students. I agree to comply with all rules and regulations in these guidelines and any additional rules adopted by my school as a condition of participation as a member of an extracurricular activity. I understand that my failure to comply with these guidelines may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Student

Student Signature

Date Signed

Parent/Legal Guardian Statement (for students under 18 years of age):

My signature below certifies that I have read and understand the RISD District-Wide Guidelines for Extracurricular Students. I understand that my student must comply with all rules and regulations written in these guidelines and any additional rules adopted by my student's school as a condition of participation in an extracurricular activity. I understand that his or her failure to comply may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date Signed

Family Education Rights and Privacy Act (FERPA) Notice of Parent and Student Rights

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the Richardson Independent School District (RISD or the District) receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal or other school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the RISD to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RISD to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The information below describes the disclosures of student records that RISD may make without consent:

FERPA permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In addition, upon request, the District discloses education records without consent to officials of another school District in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

FERPA also permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in the FERPA regulations. RISD may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This category includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided certain conditions are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile

justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- Information the school has designated as "directory information" under § 99.37 in Board Policy FL(LOCAL). A parent has the right to opt out of the District providing directory information but must inform campus administrators, preferably in writing to opt out.

RESPONSIBLE USE GUIDELINES AND AGREEMENT FOR TECHNOLOGY RESOURCES

Technology Mission Statement

The Richardson Independent School District (RISD or the District), in partnership with the greater community, will, through the use of information and communication technologies, engage, nurture, and challenge all learners to achieve academic and future excellence.

Purpose

The Responsible Use Guidelines support the District's technology mission statement and vision, promote a strong sense of digital citizenship, and help ensure effective, safe, productive, and instructionally sound use of the technology resources.

Application of Guidelines

The District's technology resources include (without limitation) Internet and wireless connectivity, network devices, telecommunication devices, and software. These guidelines apply to all users of RISD's computer networks, including the resources made available by them, and all devices connected to those networks. No user may harm others through their access and use of District technology resources.

These guidelines include access to any RISD electronics system while on or near school property, in school vehicles and at school-sponsored activities, and includes the appropriate use of District technology resources via off-campus remote access.

General Expectations

- The purpose of an RISD user account is to allow the user to engage in connected learning and shared opportunities via facilitated access to the RISD network.
- RISD user accounts are owned by the District. Data in any account that constitutes public information may be subject to disclosure pursuant to the Texas Public Information Act.
- RISD may retrieve all digital files associated with any user account any time without prior notice and without the permission of any user. RISD reserves the right to monitor all accounts and any content stored in, created, received, or sent through the RISD computer network to maintain system integrity as well as to ensure responsible use. See Board Policy CQ.
- Student privacy controls that control the disclosure of information that could identify a student are necessary to ensure compliance with the *Family Educational Rights and Privacy Act (FERPA)* and state law. Parents/guardians provide the appropriate RISD

permissions concerning disclosure of student directory information via the enrollment card. These permissions must be followed with no exceptions.

- RISD has put in place a Children's Internet Protection Act (CIPA)-compliant, content filtering solution to prevent access to certain sites that may contain material that is inappropriate or of non-educational value, including gaming sites. RISD is not responsible for content accessed by users who connect to the internet via their own mobile wifi type service or personal data plan (smartphones, air-cards, etc.). Visit <https://goo.gl/GbzqrM> for the complete Federal Communications Commission of the CIPA rule.
- The Children's Online Privacy Protection Act (COPPA) should be followed when using any District technology resource. Visit <https://goo.gl/v9EQrq> for the complete Federal Trade Commission's COPPA rule.
- Student web publishing may occur only under the direct supervision of a classroom teacher or school administrator and shall follow all guidelines established in Board Policy CQ. Supervising teachers and administrators are responsible for all material students post to a District or school sponsored website.
- All data and information contained in the RISD technology resource systems remain the property of RISD.
- Electronic mail transmissions and other use of RISD technology resource systems and cloud- based solutions, including Internet access and data storage shall not be considered a user's personal information or property and may be monitored by authorized individuals at any time to ensure appropriate use for educational purposes.

Digital Citizenship

Users of RISD technology resources should practice appropriate digital citizenship. All information transmitted digitally is public and permanent. Appropriate digital citizenship includes, without limitation:

Respecting Yourself. When applicable, select online names that are appropriate. Use appropriate language/content in all online posts, as users continuously represent RISD whenever and wherever they use online communications.

Protecting Yourself. Users will not publish personally identifiable information or data for themselves or anyone else. Users are the custodians of their accounts and are responsible for all activity initiated by and/or performed under their accounts. It is the responsibility of each user to appropriately secure account credentials (user IDs/passwords) and to maintain and back up all of their data. If a user is uncertain whether a specific computer activity is permitted or appropriate, he/she should ask a teacher/administrator before engaging in the activity.

Users should only use online resources whose terms of service fall within the age requirement of their or their students' age. Many resources specifically state the resource is for students 13 years and older.

Respecting Others. Users will not use technology resources to bully, harass or tease other people. Users will not make an audio or video recording of any student, teacher, or administrator without prior permission from the subject. No user will pose as someone else or pose as a user other than him or herself when online. Users will not access, download, or modify accounts, files, or data belonging to others.

Protecting Others. Users will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches involving campus technology. Users will respect the privacy of others throughout the RISD network and on the Internet and not share or access Users' folders, files, or data without authorization.

Respecting and Protecting Intellectual Property. Users will adequately cite any and all websites, books, media, etc. used in creating homework or other school projects. Users will respect all copyrights, requesting permission for the use of software, media, and the intellectual property of others.

Google Workspace for Education

RISD offers Google Workspace for Education and all the tools it provides, including District-wide emails for students in grades 2-12. A parent/guardian signature on the annual Acknowledgement for the *Student and Parent Guidebook and Student Code of Conduct* serves as the parent's consent for his/her student(s) to have access to these services under school District supervision.

District Account Management

Students and staff may be required to have accounts in third party systems (SchoolWires, GAFE, Scholastic, Discovery Education, etc.) managed by RISD. These RISD accounts will be used at school for instructional purposes, but also may be accessed outside of school. These tools are deemed relevant to achieving the District's vision, mission, and goals set forth within the curriculum and instructional objectives. In addition, the use of these accounts will help users master effective and proper online skills as required in the Technology Application Standards. The third parties may collect information that is subject to the Children's Online Privacy Protection Act (COPPA). A parent's signature on the Acknowledgement authorizes the District to provide consent to those third parties under COPPA. Information provided to third parties for such accounts will be limited to a student's name, unique username, student ID number, District-provided email address and birthdate (if required).

Single Sign On (SSO)

RISD maintains a Single Sign-On (SSO) solution to better serve the District's digital sign-on needs. The SSO portal consists of easy to use links to District sites and affiliated programs, tailored for each individual. Authentication to these sites is bypassed in the single sign-on environment. This allows both teachers and students to have faster access to common District tools without the need for multiple passwords.

- Students PK through 12 will have access to the SSO portal using their Google credentials. (PK - 2 will have Google credentials to use SSO but will not retain access to Gmail.)
- Staff will access SSO using their current Active Directory domains accounts.

Electronic Media Guidelines for Communication with Students

In accordance with the administrative regulations, a certified or licensed employee may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. Social media usage must be responsible and follow the terms of use, including age, of the individual social media tool. Employees may only use District-approved resources for communication with students.

As role models for the District's students, staff and faculty are responsible for their public conduct even when they are not acting as District employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public content. See Board Policy CQ.

Appropriate Use

- Users must only open, view, modify, and delete their own computer files.
- Internet use in the District must be directly related to educational responsibilities.
- Users will be assigned individual email and network accounts and must use only those accounts and passwords that they have been granted permission by the District to use. All account activity should be for educational purposes only.
- Users must immediately report threatening messages or discomfoting Internet files/sites to an administrator.
- Users must at all times use the District's electronic communications system, including email, wireless network access, and online tools/resources to communicate only in ways that are kind and respectful.

Users are responsible at all times for their use of the District's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them freedom to do otherwise.

Inappropriate Use*

The following actions are not permitted and could result in the consequences outlined in the Student Code of Conduct.

- Users may not attempt to disable or bypass the RISD content filter, including the use of wireless internet cards or personal hotspots.
- Users may not install unauthorized network access points, or other connections that may not effectively integrate with existing infrastructure.

- Users may not launch denial of services attacks using personal or work technology, hack or engage in behavior that attacks the network or internet access.
- Users may not illegally access or manipulate the information of a private database/system such as grade books and other student information systems.
- Users may not send, save, view, forward, or create harassing or offensive content/messages.
 - o The District's policies against harassment, bullying, and discrimination for students and employees apply to the use of technology. See Board Policy CQ; see *also* Board Policies DIA, FB, FFH, and FFI.
- Users may not use their accounts for non-school related activities including but not limited to:
 - o Using the Internet for financial gain, personal advertising, promotion, non-government related fundraising, or public relations.
 - o Using District technology resources for political advertising, or religious proselytizing.
- Users are strictly prohibited from reverse engineering, decompiling, disassembling, or in any way copying the code version of any computer program used on any device.
- Using RISD email or District-provided/managed services for personal gain, to engage in actions deemed inappropriate to others subject to District policy.
- Users should not allow anyone to use a device specifically issued to them.

*In addition to the behavior described above, the Chief Technology Officer, Campus Administrator, or Executive Director of Network Services, is responsible for determining what is considered to be inappropriate use of the RISD computer network. They may request to disable a user's account or network access at any time. Student discipline will be referred to campus administration, while staff behavior will be referred to the employee's supervisor and Human Resources.

Acknowledgment and Agreement

I have read and will abide by these Responsible Use Guidelines. I understand that if I fail to comply with these Guidelines, I will be subject to appropriate disciplinary consequences which could include suspension of my user account(s) and network access as well as other disciplinary/legal action including but not limited to: discharge from employment, criminal prosecution and/or penalty under this Code of Conduct and or any appropriate state and federal laws. My signature on the Acknowledgment in the *Employee Handbook* or *Student and Parent Guidebook and Student Code of Conduct* as appropriate, confirms my receipt of these Guidelines and my agreement to follow them as a condition of access to District Technology Resources.

IMPORTANT ADDRESSES AND TELEPHONE NUMBERS

RISD Administration Building (469) 593-0000

400 South Greenville Avenue, Richardson 75081, <http://www.risd.org>

RISD Administration Annex

420 South Greenville Avenue, Richardson 75081

High Schools

Berkner High School and STEM Academy (469) 593-7000

1600 E. Spring Valley Rd., Richardson 75081

FAX (469) 593-7085

Lake Highlands High School (469) 593-1000

9449 Church Rd., Dallas 75238

FAX (469) 593-1030

HOTLINE (469) 593-1001

J.J. Pearce High School (469) 593-5000

1600 N. Coit Rd., Richardson 75080

FAX (469) 593-5169

Richardson High School (469)-593-3000

Arts/Law/Science Magnet (housed at RHS) (469) 593-3038

1250 E. Belt Line Rd., Richardson 75080

FAX (469) 593-3010

Nontraditional High School Program

Memorial Park Academy (469) 593-6800

9666 Ferris Branch Blvd., Dallas, 75243

FAX (469) 593-6801

Alternative Education Program

Thurgood Marshall Student Success Academy/DAEP (469) 593-6800

9666 Ferris Branch Blvd., Dallas, 75243

FAX (469) 593-6801

Junior High Schools

Apollo Junior High (469) 593-7900

1600 Apollo Rd., Richardson 75081

FAX (469) 593-7911

Forest Meadow Middle School (469) 593-1500

9373 Whitehurst Dr., Dallas 75243

FAX (469) 593-1461

Lake Highlands Middle School (469) 593-1600

10301 Walnut Hill Ln., Dallas 75238

FAX (469) 593-1606

Liberty Junior High (469) 593-7888

10330 Lawler Rd., Dallas 75243

FAX (469) 593-7764

Parkhill Junior High (469) 593-5600

16500 Shadybank Dr., Dallas 75248

FAX (469) 593-5500

Richardson North Junior High (469) 593-5400

1820 N. Floyd Rd., Richardson 75080

FAX (469) 593-5434

Richardson West Junior High (Arts and Technology Magnet) (469) 593-3700

1309 Holly Dr., Richardson 75080

FAX (469) 593-3666

Westwood Junior High (Math, Science, & Leadership Magnet) (469) 593-3600

7630 Arapaho Rd., Dallas 75248

FAX (469) 593-3508

Elementary Schools

Aikin Elementary (469) 593-1820

12300 Pleasant Valley Dr., Dallas 75243

FAX (469) 593-1763

Arapaho Classical Magnet (469) 593-6400

1300 Cypress Dr., Richardson 75080

FAX (469) 593-6448

Audelia Creek Elementary (469) 593-2900

12600 Audelia Rd., Dallas 75243

FAX (469) 593-2901

Big Springs Elementary (469) 593-8100

3301 W. Campbell Rd., Garland 75044

FAX (469) 593-8114

Bowie Elementary (469) 593-6000

7643 La Manga Dr., Dallas 75248

FAX (469) 593-6066

Brentfield Elementary (469) 593-5730

6767 Brentfield Dr., Dallas 75248

FAX (469) 593-5710

Canyon Creek Elementary (469) 593-6500

2100 Copper Ridge Dr., Richardson 75080

FAX (469) 593-6511

Carolyn G. Bukhair Elementary (469) 593-4900

13900 Maham Rd., Dallas 75240

FAX (469) 593-4901

Dartmouth Elementary (469) 593-8400

417 Dartmouth Ln., Richardson 75081

FAX (469) 593-8408

Dover Elementary (469) 593-4200

700 Dover Dr., Richardson 75080

FAX (469) 593-4201

Forest Lane Academy (469) 593-1850

9663 Forest Lane, Dallas 75243

FAX (469) 593-1919

Forestridge Elementary (469) 593-8500

10330 Bunchberry Dr., Dallas 75243

FAX (469) 593-8502

Hamilton Park Pacesetter Magnet (469) 593-3900

8301 Towns St., Dallas 75243

FAX (469) 593-3950

Jess Harben Elementary (469) 593-8800

600 S. Glenville Dr., Richardson 75081

FAX (469) 593-8801

Lake Highlands Elementary (469) 593-2100

9501 Ferndale Rd., Dallas 75238

FAX (469) 593-2088

Mark Twain Elementary (469) 593-4800

1200 Larkspur Dr., Richardson 75081

FAX (469) 593-4799

Math Science Technology Magnet (469) 593-7300

450 Abrams, Richardson 75081

FAX (469) 593-7301

Merriman Park Elementary (469) 593-2800

7101 Winedale Dr., Dallas 75231

FAX (469) 593-2751

Mohawk Elementary (469) 593-6600

1500 Mimosa Dr., Richardson 75080

FAX (469) 593-6610

Moss Haven Elementary (469) 593-2200

9202 Moss Farm Ln., Dallas 75243

FAX (469) 593-2158

Northlake Elementary (469) 593-2300

10059 Ravensway Dr., Dallas 75238

FAX (469) 593-2309

Northrich Elementary (469) 593-6200

1301 Custer Rd., Richardson 75080

FAX (469) 593-6201

Northwood Hills Elementary (469) 593-4300

14532 Meandering Way, Dallas 75254

FAX (469) 593-4301

O. Henry Elementary (469) 593-8200

4100 Tynes Dr., Garland 75042

FAX (469) 593-8221

Prairie Creek Elementary (469) 593-6300

2120 E. Prairie Creek Dr., Richardson 75080

FAX (469) 593-6308

Prestonwood Elementary (469) 593-6700

6525 La Cosa Dr., Dallas 75248

FAX (469) 593-6712

Richardson Heights Elementary (469) 593-4400

101 N. Floyd Rd., Richardson 75080

FAX (469) 593-4401

Richardson Terrace Elementary (469) 593-8700

300 N. Dorothy Dr., Richardson 75081

FAX (469) 593-8780

Richland Elementary (469) 593-4650

550 Park Bend, Richardson 75081

FAX (469) 593-4654

RISD Academy Elementary (469) 593-3300

13630 Coit Rd., Dallas 75240

FAX (469) 593-3307

Skyview Elementary (469) 593-2400

9229 Meadowknoll Dr., Dallas 75243

FAX (469) 593-2423

Spring Creek Elementary (469) 593-4500

7667 Roundrock Rd., Dallas 75248

FAX (469) 593-4501

Stults Road Elementary (469) 593-2500

8700 Stults Rd., Dallas 75243

FAX (469) 593-2521

Wallace Elementary (469) 593-2600

9921 Kirkhaven Dr., Dallas 75238

FAX (469) 593-2610

White Rock Elementary 469) 593-2700

9229 Chiswell Rd., Dallas 75238

FAX (469) 593-2706

Yale Elementary (469) 593-8300

1900 E. Collins Blvd., Richardson 75081

FAX (469) 593-8362

Intradistrict Transfer

Students Residing in the District

Neighborhood School Concept

The Richardson Independent School District ("RISD" or "District") is committed to the neighborhood school concept. Where a student resides determines the home school and feeder pattern the student will attend. The District maintains a comprehensive student assignment plan that is designed to support the neighborhood school concept, promote balanced enrollment and efficient use of facilities, and comply with legal requirements. Any kindergarten through 12th-grade student who wishes to attend an RISD school outside of their neighborhood attendance area (the "home school") must complete an *Intradistrict Transfer Request* and obtain District approval to change schools.

Please click on the provided links for information about [magnet schools](#) and [choice/managed choice](#), which are separate application and assignment processes. Separate application processes also exist pursuant to special provisions of the *Texas Education Code* or federal law, such as: school safety choice transfer, victim of sexual assault transfer, bullying victim transfer, low-performing school transfer, and/or disabled student sibling transfer. Direct any questions around these special provisions to your school principal. Additional information about [Pre-K enrollment](#) is also available online.

Procedures

Transfer requests are available online at www.risd.org.

- Parents desiring an intradistrict transfer must first [enroll online](#).
- After enrolling the student(s), parents may complete the [online transfer request](#) and submit it for processing.
 - Incomplete transfer forms will not be processed, including when required enrollment documents are incomplete.
 - The superintendent's designee must approve the transfer before a student may change schools.
 - Every approved transfer must maintain the following conditions: the student maintains prompt and regular attendance, the student maintains good behavior, the student maintains acceptable grades, and the parent/guardian cooperates with the receiving school.

Next Level Process

Students who are currently on a transfer and are transitioning from elementary to junior high

(middle school) or junior high (middle school) to high school are transferred automatically to the Next Level for the upcoming school year. Students must be in good standing with the current campus to be eligible for a transfer to the next level campus. If a parent wants to return to their neighborhood school, instead, they must notify their current school in the spring. If a parent wants to request a transfer to a school other than the feeder school of their currently enrolled school, they must submit a new intradistrict transfer request.

Timelines

Transfers are effective for the beginning of each semester. Requests must be submitted during the following windows of time:

Grade Level & Type of Transfer	Requests Accepted For Fall Semester	Request Accepted for Spring Semester
All Levels	March 1 - July 1	November 1 - December 1

The superintendent's designee(s) will attempt to finalize a decision on a transfer request within 60 calendar days after a completed request is received. However, the District may delay a decision when necessary. The receiving school principal will notify the parent of approved requests. The home school principal will notify the parent of denied requests.

[See Supplemental Considerations, Rules & Processes for Guidelines Pertaining to Both Intradistrict & Nonresident Interdistrict Transfers](#)

Nonresident Interdistrict Transfers

Students Residing Outside the RISD

Generally, nonresident students shall not be permitted to attend District schools, as outlined in Board Policy FDA(LOCAL). The Board has delegated the authority to accept or reject a transfer request to the Superintendent.

Exceptions

Change in Residence—Resident students who become nonresidents during the course of a school year may be permitted to continue in attendance tuition-free for the remainder of

the current grading period, provided academic, disciplinary, and attendance records are satisfactory.

Senior Privilege—A senior student who becomes ineligible for tuition-free attendance at the end of his or her junior year may be permitted to continue in attendance tuition-free throughout the senior year provided the student has not already enrolled in another school district, and that academic, disciplinary, and attendance records are satisfactory. This “senior privilege” shall not be extended beyond one school year.

Student Moving into the District—A student residing outside the District may be enrolled at the beginning of a semester provided the following qualifications are met:

1. The student’s parent or legal guardian has signed a contract for the purchase of a home within the boundaries of the District that will be completed or occupied within 90 days of enrollment;
2. The student’s parent or legal guardian provides a certified copy of the contract, loan documents, bill of sale, or other appropriate documentation;
3. The parent or legal guardian agrees to provide needed transportation; and
4. Academic, disciplinary, and attendance records are satisfactory.

Peace Officer—Pursuant to H.B. 1959, a peace officer who is a parent of or person standing in parental relation to a student may request a nonresident interdistrict transfer pursuant to an agreement under Texas Education Code section 25.035 upon request. A peace officer has the meaning assigned by [section 1701.001 of the Texas Occupations Code](#). An online Nonresident Interdistrict Transfer *Renewal* Request must be submitted **annually** during [established Timelines](#) and when the Peace Officer wants to request a new campus.

Children of Nonresident Employees—Children of full-time District Employees may be allowed to attend District schools in accordance with DEB (LOCAL). Additional information about [Pre-K enrollment](#) is available online.

Children of District Employees

As a benefit for employees, the RISD Board of Trustees has authorized the District to accept for enrollment school-aged children of employees who reside outside the District while the employee remains in full-time employment by the District. Children of nonresident employees must comply with all other rules applicable to transfer students.

- Full-time professional contract employees, as well as non-contract paraprofessional and classified employees, are eligible for this benefit immediately upon their full-time employment.
- “Child” means a school-aged student who lives with the employee and is the employee’s natural or legally-adopted offspring or a school-aged child for whom a court or other

authority has designated the employee as the legal guardian. “Child” also includes the natural or legally adopted offspring of an employee where the child does not live with the employee if the employee is a noncustodial conservator of the child and the employee had the legal authority to make educational decisions for the child.

- Nonresident employees desiring an interdistrict transfer must first enroll the student online, after which they may complete the online transfer request and submit it for processing. Incomplete transfer forms will not be processed, including when required *enrollment* documents are incomplete.
- *Annual review*—As long as a student remains in good standing and the parent remains employed by the District, the Interdistrict Transfer will remain active.
- *Change of residence*—A new transfer form must also be completed whenever the student changes residence and wants to remain in the school he or she has been attending.

Timelines for Nonresident Employees of RISD—Elementary transfer requests for the fall semester will be accepted between April 15 and August 1 of each school year. Secondary transfer requests for the fall semester will be accepted between March 1 and August 1 of each school year. Elementary and secondary transfer for the spring semester will be accepted between October 1 and December 15 of each school year. Transfers shall not be approved at other times except for new employees.

Supplemental Considerations, Rules and Processes

Guidelines Pertaining to Both Intradistrict & Nonresident Interdistrict Transfers

School Placement Considerations

In evaluating each transfer request, RISD will consider the following:

- individual needs of the student and reason provided on the transfer request;
- student's behavior and attendance history;
- student's grade reports;
- student's need for special instructional services not provided at the home school;
- medical condition of the student as described in a letter from the student's medical provider (letter must be submitted with the transfer request);
- similar age siblings attend the same school;
- building capacity and any planned renovation projects;
- current enrollment and growth projections;
- other factors relevant to a particular transfer request.

Note: RISD will not increase staffing allocations to accommodate transfer requests.

Year-to-Year Processing

Transfer type/grade level	Process
PK transfers with siblings enrolled ahead	• PK3 and PK4 transfer students, where an older sibling is also enrolled, may stay on transfer KN-5th/6th. • PK4 students enrolled at a magnet school must submit a magnet school application to be considered for KN; however, • Students of employees can stay on transfer
PK transfers, other than sibling transfers	PK4 students must reapply for transfer to KN
Next Level transfers—when transfer students transition to the next grade level building	Students who are in good standing will automatically “roll up” on a transfer to the next feeder campus for their current school, unless the parent requests for the child to return to their zoned home campus.
Nonresident Interdistrict Employee Transfers	• Only new employees or students of employees who are not currently enrolled in RISD should apply for a transfer. • As long as the employee remains employed in RISD and the student maintains a good standing in attendance, behavior and academics, the transfer will continue and the student will be transferred to their next level school(s).

Eligibility Requirements

District staff determines eligibility of all Transfer Applications based on the *most recent records* provided by the parent or guardian. Each application is evaluated in the following areas:

- Attendance
- Grades for the four core classes: math, reading/language arts, science and social studies
- Standardized testing, preferably STAAR testing results
- Behavior, i.e.: number of office discipline referral incidents. Students with suspensions/expulsions or DAEP/JAEP placements will not be considered.
- Graduation progress, for high school students only.
- Students who participate in UIL athletics are excluded from Open Enrollment Transfer screening for eligibility until they have verified eligibility through the Director of Athletics.

Note: Attendance, Grades, and Discipline criteria are not required for next year KN; unless

the student has participated in Pre K. In addition, students entering Kindergarten as of a January (mid-year) admittance are *not* exempt from attendance, academic and behavior standards.

Students earn a score based on the Eligibility Screening Rubric below. Based on a possible 18 points, the student's application screening status can be:

- 15–18 Points – Immediate eligibility
- 10–14 Points – Waitlisted for possible consideration
- 0–10 Points – Ineligible

Most recent STAAR Test Results (grades 3-8) required for next year grades 4th through 9th:

- 16–21 Points – Immediate eligibility
- 10–14 Points – Waitlisted for possible consideration
- 0–10 Points – Ineligible

Eligibility Screening Rubric					
Criteria	Points				
	3	2	1	0	-1
Attendance percentage	95-100%	90-94%	80 - 89%	70-79%	60-69
Math grade	90-100	80-89	70-79	60-69	50-59
Reading/Language Arts grade	90-100	80-89	70-79	60-69	50-59
Science grade	90-100	80-89	70-79	60-69	50-59
Social Studies grade	90-100	80-89	70-79	60-69	50-59
STAAR Test Results (required for students above grades 3-8)	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Does Not Meet Grade Level	
Discipline incidents ★	0	1-2	3	≥ 4 not eligible for consideration	
Online <i>enrollment</i> is complete	Only complete enrollment shall be considered eligible for consideration.				
Progress toward graduation completion	Students grade 9-12 who have been retained in high school will <i>not</i> be eligible for consideration.				
★ Students with suspensions/expulsions or DAEP/JAEP placements will not be considered eligible					
★ Students with discipline referrals equal to or greater than 4 incidents will not be considered eligible.					

Special Considerations

Priority Consideration—Students/families experiencing a change in elementary boundaries for the 2024-25 school year, and not in a consolidated school, may request an intradistrict transfer and will be considered a “priority” by the administrative team. These priority transfers also include noncontiguous boundary changes included in Project RightSize. *Prioritization of these transfers will focus on students who are moving to 6th grade for the*

2024-25 school year. Siblings of these priority student transfer requests will be granted based on availability of space in their particular grade level.

Important Reminders

- Online Enrollment must be completed prior to a transfer request being processed.
- Requests will be processed in the order of date and time the completed transfer request is submitted.
- Priority groups for the 2024-25 school year include:
 - Mohawk students rezoned for Canyon Creek Elementary.
 - Dartmouth students rezoned for Yale Elementary.
 - Northrich 4th or 5th grade students who reside in the noncontiguous area rezoned for Dover.
 - Skyview 4th grade students who reside in the noncontiguous area rezone for Forest Lane Academy.
- Students enrolled in the four consolidated campuses (Greenwood Hills, Springridge, Spring Valley and Thurgood Marshall) will receive priority consideration through the RISD intradistrict transfer process. Per district guidelines all transfers will be approved as space allows. Please use the [regular intradistrict transfer](#) link and add in the “Reason for Request” that you are from a consolidated campus.
- Timeline for notification of approval or denial will be communicated no later than 60 days after the transfer request has been submitted.
- Priority transfers are subject to the same transfer requirements and guidelines which can include revocation of the transfer. Additional information is available under the [School Placement Considerations](#) and [Revoking a Transfer](#) sections of these guidelines.
- *All students from consolidated schools and those whose attendance boundaries have changed, including noncontiguous students, will have additional consideration in the elementary magnet process.*
- Questions pertaining to priority transfers can be directed to Michael Freeman, Coordinating Director for Special Projects, at (469)593-0340 or michael.freeman@risd.org.

Elementary—To ensure adequate space is available at a campus for students who reside in the attendance area, RISD generally will deny a transfer request seeking a transfer to campuses where the affected grade level enrollments are estimated at 90 percent or greater of class size expectations, which are 22 students per class in grades K through 4 and 28 per class in grades 5 and 6. *Appeals are not permitted when a grade level is at 90% capacity.*

Middle School—As the District implements the middle school concept from one learning community to the next, space may be at a premium. During the dynamics of this transition, the District will use the following additional priorities and guidelines when considering transfers to a middle school:

1. Students who reside in a middle school attendance area and attend an elementary neighborhood school within the same learning community have first priority to attend their home middle school.
2. Students who reside in a middle school attendance area but *elected* to attend an elementary school outside of their learning community have second priority to attend their home middle school.
 - They must indicate intent to attend their home middle school *upon first opportunity* during spring pre-registration for courses in grades 5↗6 or 6↗7.
 - Failure to pre-register for classes at their home middle school in a timely manner may forfeit their priority and remain at their currently enrolled elementary school.
3. Students on a transfer at an elementary school, as of February 1, that feeds to a middle school and whose home junior high/middle school is different have third priority. These students must complete an online Continuing Transfer Request for the Next Level during the spring timeframe for secondary transfer requests. Failure to complete a Continuing Transfer Request for the Next Level may default the student to their home school elementary (5↗6) or junior high (6↗7).
4. Students whose home school is outside the middle school attendance area and who are not currently attending an elementary school that feeds to the middle school have fourth priority. These students must complete a new online transfer request during the established timelines.

Additional Information for Magnet School Students

- VOLUNTEER magnet students are those students attending a magnet school who live outside the magnet school's attendance boundary. These students complete a magnet school application and are assigned through the lottery process. They fall within the second priority if their home school is a middle school.
- NEIGHBORHOOD magnet students are those students attending a magnet school who live inside the magnet school's attendance boundary. They fall within the first priority when their home school is a middle school. For example, Hamilton Park students who live in the Forest Meadow Middle School area fall within the first priority. Volunteer and Neighborhood elementary magnet students must indicate their intent to attend their home middle school upon first opportunity during the 5↗6 or 6↗7 grade pre-registration for classes in the spring.
- Students will not be allowed to return automatically to their home middle school during the school year without first submitting for review a "Request to Rescind to a Middle School." The current school principal, receiving middle school principal and the Coordinating Director for Special Projects must approve the form.

Example of Enrollment & Transfers into Lake Highlands Area Middle Schools

Priority	Attends Elem	Resides In	District Action	Parent Action
1	Nhood sch in LH area	FM or LH MS area	Default to home MS	Submit course pre-registration in Spring
2	Sch out of LH	FM or LH MS	Nov Feb notify parents of	Submit course

	area	area	options, dates, requirements	pre-registration in Spring
3	Nhood sch in LH area	Home sch out of LH area	Nov Feb notify parents of dates, options, Trf for Next Level QRcode	Enroll online then submit Trf for Next Level for approval in Spring semester
4	Sch out of LH area	Home sch out of LH area	Review for approval or denial	Complete new online trf request

KEY FOR ABBREVIATIONS		
elem - elementary FM - Forest Meadow	LH - Lake Highlands nhood - neighborhood	sch - school trf - transfer

Appeal of Denial

A parent/legal guardian who is not satisfied with a decision regarding a transfer request may appeal the decision by submitting a letter describing the reason(s) for appeal to the appropriate Superintendent's Designee. A review committee from the RISD Student Services Department will consider the appeal. Appeals must be submitted in writing no later than three (3) school days of the initial denial. A parent who is not satisfied with the decision of the appeal committee must follow Board Policy FNG to seek further review of the administrative decision.

Appeals are not permitted when a grade level is at 90% capacity.

Transfer Status

A student is considered a transfer student subject to the transfer rules beginning at the time a request is approved.

Change of Address

A new transfer form must be completed when a transfer student changes residence and wants to remain in the school he or she has been attending; unless, the new residence is within the same home school area from which the transfer was approved. If a *nonresident interdistrict transfer* student's address changes, a new transfer must be completed because this serves as part of the proof of residence.

Transportation Not Provided

RISD does not provide transportation for transfer students unless otherwise required by law. Parents whose transfer requests are approved will be responsible for providing transportation

to and from the campus.

Athletic and Other Extracurricular Participation

A student may not transfer for the purpose of participation in extracurricular activities.

Athletics—Per UIL regulations, transfer students are not eligible for varsity athletic participation for one year from the date the student begins attendance at the new school. Transfer students will be eligible for sub-varsity athletics provided the transfer is not for athletic purposes and the UIL "Previous Athletic Participation Form" is signed by both the sending and receiving schools. Transfers must be completed prior to the start of practice season for the sports in question. If the transfer takes place after the start of the season, the athlete will be placed in the off-season.

Academic/Performing Arts Programs—To be eligible for other extracurricular activities, transfer students must be enrolled and attending the transfer school fifteen calendar days prior to the application deadline for tryouts or election.

Other—Eligibility for activities not regulated by UIL will be determined by RISD guidelines for the specific program and/or any national or state regulations of the activity or organization.

If you have additional questions, contact the Central Athletics Department at (469) 593-0120 or the Fine Arts Department at (469) 593-0430.

Revoking a Transfer

Expectations of Student Behavior—Transfer students must comply with all policies and rules, including the Student Code of Conduct and any campus rules. A transfer is a privilege and may be revoked at any time by the principal where the student is enrolled due to the following reasons:

- Student becomes a disruption to school operation and/or a detriment to the learning of other students;
- Student fails to maintain good conduct and behavior;
- Students does not maintain acceptable grades;
- Student has excessive tardies and/or absences;
- Lack of parental cooperation;
- Change of the student's residence;
- Falsification of residency, transfer, or enrollment documents; and/or
- Other relevant reasons determined by the building principal.

Reminder: The above items are included in all transfer forms, and parents sign as they apply that they have read and agree to them.

Nonresident Interdistrict Transfer Revocation—An interdistrict transfer student attending District schools whose placement in the District becomes a disruption to school operations or a detriment to the learning of other students because of disciplinary or attendance problems or a lack of parental cooperation may have the transfer agreement revoked upon the recommendation of the assistant superintendent. RISD will revoke the transfer and withdraw from enrollment a student who no longer qualifies for transfer.

RICHARDSON INDEPENDENT SCHOOL DISTRICT GUIDELINES

Freedom from Bullying and Harassment Board Policy FFI

BULLYING PROHIBITED

RISD prohibits the bullying, which includes cyberbullying, of any student, prohibits retaliation against any person who in good faith reports bullying or otherwise is involved in an investigation of a complaint of bullying or harassment, and establishes procedures for responding to reports of bullying. This document is designed to provide guidance to District administrators who implement the Board's policy and to persons who report complaints of bullying and harassment.

Campus principals are expected to implement and monitor school-wide, classroom, and individual practices that teach and support positive student behaviors and to provide appropriate consequences for students who engage in bullying type behaviors.

All staff members will participate in the process of implementing practices for consistently teaching respectful behavior, preventing and stopping bullying on their respective campuses, and encouraging the prompt reporting of such behavior. In addition, principals will train their staff on how to respond to complaints of bullying from parents, students, or third parties.

Questions concerning these guidelines may be directed to the campus principal or the Director of Student Services at 469-593-9125.

DEFINITION OF "BULLYING"

Texas law defines **bullying** as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct [which occurs in situations over which the school has jurisdiction] and (i) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (ii) is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school; and includes cyberbullying.

Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Note: RISD's policies apply to

- bullying that occurs on or is delivered to school property or to the site of a school-sponsored/related activity on or off school property;

- bullying that occurs on a publicly or privately-owned school bus or vehicle being used for student transportation to/from school or a school-sponsored/related activity; and
- cyberbullying that occurs off school property or outside of a school sponsored/related activity if the cyberbullying (i) interferes with a student's educational opportunities, or (ii) substantially disrupts the orderly operation of a classroom, school, or school-sponsored/related activity.

Not all offensive conduct between students rises to the level of bullying. Conduct that may not constitute bullying as defined above still may violate expected standards of conduct and may subject the actor to disciplinary measures.

REPORTING ALLEGED BULLYING

RISD takes all reports of bullying and harassment seriously and will conduct an appropriate investigation to address any such reports and will take appropriate actions designed to stop any current incidents of bullying and prevent future incidents.

Student training and campus procedures should emphasize the importance of promptly reporting alleged bullying and harassment to an appropriate adult. Any student who believes that he or she has been bullied or suspects that another student has been bullied should immediately report the conduct to the principal, counselor, or teacher.

Any District employee who receives a report of, witnesses, learns of, or suspects an incident of bullying involving students anywhere on campus, at an off campus school-related activity, or in a District vehicle shall immediately report the information to the principal. The report may be made orally or in writing. A report also may be made anonymously. The principal shall ensure an oral report is reduced to writing.

Any staff member who witnesses an incident of suspected bullying or other inappropriate behavior should take appropriate steps to stop the inappropriate behavior in addition to reporting the incident.

NOTIFICATION TO PARENT/GUARDIAN

The parent/guardian of the alleged victim of an incident of bullying must be notified on or before the third business day after the date the incident is reported.

The parent/guardian of the alleged bully must be notified within a reasonable amount of time after the alleged incident.

Note: These timelines reflect the maximum period for providing parental notification in compliance with the Education Code. In most cases, notification of the parents of both students should occur on the same or next school day of the incident.

INVESTIGATING REPORTS OF BULLYING

An appropriate District official will conduct an investigation of a report of suspected bullying. The scope and nature of the investigation shall rest within the discretion of the official based on the nature of the allegations.

The District will, to the greatest extent possible, maintain the privacy of the complainant, persons against whom a complaint is filed, and witnesses or other persons who provide information in an investigation. Limited disclosure of information may be necessary to comply with state and/or federal law and to conduct a thorough investigation.

The campus should promptly notify the Director of Student Services (X39125) upon receipt of an allegation of bullying. The Director will assist the campus through the investigation.

Classroom Investigations. These guidelines are not intended to replace the normal classroom management procedures each classroom teacher employs to manage and maintain student behavior. When a teacher observes or otherwise becomes aware of alleged bullying behavior during class time, the teacher should do the following:

1. Separate the alleged victim from the alleged bully.
2. Speak separately with each of the students involved to give them the opportunity to present their stories about what occurred.
3. Speak with any witnesses or bystanders who may have been present or involved to determine what they observed, heard, or know. Encourage them to speak up directly on behalf of the alleged victim if they should witness further incidents or to get help from school personnel.
4. If the teacher believes the conduct meets the definition of bullying (which includes cyberbullying), he/she shall immediately refer the matter to the principal. Otherwise, the teacher should administer logical and appropriate consequences at the classroom level. A teacher who has any question whether alleged conduct constitutes bullying should immediately contact the principal.
5. In accordance with customary campus practices and expectations, contact the parents of the students involved and explain what happened and what was done in response to the incident.
6. The classroom teacher should record the incident in the student's discipline notebook, folder, or other classroom document where classroom discipline information is maintained, and/or otherwise follow campus procedures for reporting student disciplinary concerns (e.g., office referral, principal referral, etc.).

Campus Administrator Investigative Procedures.

1. The principal or other campus administrator who receives a report of bullying should first take any appropriate steps to immediately protect the student from the alleged situation or any retaliation. Remind the complainant that the District takes all complaints of bullying seriously and does not tolerate bullying, harassment, retaliation, or discrimination.
2. Determine the specific allegation of bullying –*What is the specific conduct the complainant alleges against the accused student(s)?* Talk to the alleged victim separately to determine, who, what, where, and when the complaint of conduct allegedly occurred. Keep an open mind as you gather information. Avoid reaching conclusions before you have all of the evidence.
3. Interview and obtain a written statement from the alleged victim when possible. If the alleged victim is unable or unwilling to provide a written statement, the investigator should carefully document all allegations of bullying behavior. The *Bullying/Harassment/Retaliation: Report Investigation Documentation Form* (the *Investigation Form*) also should be completed which also requires the investigator to describe the alleged bullying.
4. Consider and investigate the specific allegations in the complaint and take such steps that you, as the investigator, determine are reasonably necessary to thoroughly and carefully investigate the complaint. Investigation steps may include (without limitation):

- o Interview the accused student (present all allegations and allow him/her to respond; remind student of prohibition against retaliation)
- o Interview student witnesses
- o Interview employees who may have relevant knowledge
- o Obtain written statements from persons interviewed on an age appropriate basis
- o Review pertinent documents (e.g., communications between students, written, oral, and/or electronic, etc.)
- o If the allegations involve electronic communications, attempt to obtain hard copies of the evidence (texts, emails, photos, screen shots, etc.)
- o Evaluate consistencies and inconsistencies in the statements and other evidence
- o If property damage is alleged, inspect damaged property (take photographs of damage if appropriate)
- o If physical injury is alleged, review medical records if available. Ensure student is referred to the nurse for examination and further referral, as appropriate
- o Gather tangible evidence, if any
- o Inspect the scene of the alleged incident if relevant
- o Determine whether any alleged incidents were recorded by school video surveillance. If so, document the date/time/camera number and ensure captured image is retained

5. Witnesses should be interviewed separately. Remind witnesses that no person who provides information in an investigation will be subject to any retaliation for his or her participation and to notify the investigator immediately if any retaliation occurs. Further remind the witnesses that the investigation is confidential and to respect the privacy of his/her fellow students by not discussing the matter with other students.

6. After completing all investigatory activities the investigator believes are reasonably necessary to fairly and thoroughly address the allegations, the investigator should analyze all information obtained and make a determination whether the alleged conduct meets the definition of bullying (Board Policy FFI) or harassment or other prohibited conduct (Board Policy FFH).

7. Determine appropriate school disciplinary consequences for the accused student. Refer to the *Student Code of Conduct*. School consequences may be appropriate even if bullying did not occur if the conduct violated other school rules.

8. A student who is the victim of bullying based on the investigation and who used reasonable self-defense in response to the bullying may not be subject to disciplinary action.

9. If the accused student is a student with a disability and bullying is found, any disciplinary consequences must comply with the student's IEP or § 504 Plan and applicable procedural safeguards.

10. Depending on the alleged conduct, referrals to law enforcement or CPS may be appropriate. If illegal conduct is suspected or alleged, immediate referrals to outside agencies may be appropriate.

11. Identify any other corrective action or interventions that may be necessary and appropriate to address the current situation and eliminate future bullying incidents. Refer to the sample strategies and interventions included below.

12. The parent/guardian of the alleged victim and alleged bully should be notified of the outcome of the investigation.

13. Keep notes and dates of interviews and other investigatory activities. Investigation should be documented via the Investigation Form.

14. Enter all reports in **Focus** (Bullying/Harassment tab) regardless of the outcome of the investigation and upload all supporting documents. The Area Superintendent and Student Services Administrator will be alerted when a report is submitted. Keep the original forms and investigatory materials and bullying documentation on campus.

Note: Suspected bullying also may include the elements of discrimination, prohibited harassment, sexual harassment, dating violence, and/or retaliation. Officials investigating allegations of inappropriate interactions should refer to Policy FFI - Student Welfare Freedom from Bullying, and Policy FFH - Student Welfare Freedom from Discrimination, Harassment, and Retaliation when conducting their investigation.

SAMPLE INTERVENTIONS, STRATEGIES, AND CORRECTIVE ACTION TO ADDRESS INCIDENTS OF BULLYING

- Conference separately with alleged victim and alleged bully and include parents of each as appropriate
- Monitor situation closely, particularly if specific allegation cannot be corroborated
- Meet periodically with alleged victim
- Meet periodically with alleged bully
- Refer complainant, accused student, and witnesses to campus counselor
- Administer disciplinary consequences as outlined in the *Student Code of Conduct*
- Administer consequences as outlined in any applicable extracurricular code of conduct
- Loss or limitation of technology privileges at school and limited access to District-provided electronic devices if cyberbullying occurred
- Work with counselor to develop appropriate strategies to minimize interactions between involved students
- Issue administrative directives to students concerning expected conduct
- Refer matter to District police or outside law enforcement agency or Child Protective Services as appropriate
- Change schedule/class for alleged bully
- Change schedule/class for alleged victim
- Change school rules
 - Provide additional training to the involved students, class, grade level, and/or entire school
 - Provide additional staff training

- Transfer alleged bully or alleged victim to another campus (FDB Legal) (Refer to Transfer section below.)

TRANSFER OF STUDENTS INVOLVED IN BULLYING

RISD desires to retain students in their neighborhood schools where possible. However, either a student who has been found to have been subjected to bullying or a student found to have engaged in bullying may transfer to another campus under appropriate circumstances. This transfer option has significant implications, including disruption in the educational process, and may only be considered after a variety of interventions and disciplinary consequences have been applied unsuccessfully.

Transportation. RISD does not provide transportation to a student transferred because of bullying unless such transportation is otherwise required by law.

Transfer of Students Who Engage in Bullying. The campus principal may recommend to the appropriate Area Superintendent or Assistant Superintendent that a student found to have engaged in bullying be transferred to another campus under the following circumstances:

- The campus administrator's thorough investigations concluded that the student engaged in bullying as defined herein on at least two separate occasions during the last 12 months. A single, egregious instance of bullying (particularly involving multiple students or significant disruption of the school) also may support a recommendation to transfer.
- Campus strategies and interventions, including appropriate discipline under the Student Code of Conduct, have been documented but have been unsuccessful to eliminate the bullying.
- Campus administrator(s) have communicated with the student's parent/guardian on more than two occasions to address the student's inappropriate conduct.
- *Note:* Campus administrators must provide documentation of all strategies and interventions, discipline, campus investigations, and parent contacts along with the request for administrative transfer.

The appropriate Area Superintendent and/or Assistant Superintendent will make the final decision concerning a request to transfer, including the school to which the student may transfer. At the time a student is transferred under this section, a Student Support Plan shall be developed to outline appropriate positive behavioral supports for the student and to identify further disciplinary steps to consider if the bullying behavior persists.

Students Who Are Subjected to Bullying. The parent/legal guardian of a student found to have been subjected to bullying may request that the student be transferred to another campus. A request under this section will only be considered under the following circumstances:

- The campus administrator's thorough investigation concluded that the student was subjected to bullying as defined herein on at least one occasion.
- After a reasonable period of time, the campus-based strategies and interventions have not been effective to stop the bullying conduct as evidenced by campus documentation.
- A parent/guardian who seeks a transfer under this section must complete an Intradistrict Transfer Request Form. The form is available at the campus or on the website at www.risd.org under the Student Services page.

Special Circumstances. Notwithstanding the foregoing, some incidents of bullying may be so severe or pervasive that immediate transfer or other interventions may be appropriate.

Bullying Complaint Process

Step 1 - Report of bullying received (*complaint form, e-mail, call, conference, letter, student/teacher/parent report, direct observation, anonymous report, etc.*).

Step 2 - Take immediate steps to ensure student is safe from the alleged bullying.

Step 3 - Investigate allegations in a timely manner (usually within 10 school days).

Step 4 - Notify parent of alleged victim no later than three business days after report of incident and notify parent of alleged bully within a reasonable time after the incident.

Step 5 - Determine whether bullying occurred.

Bullying is:

a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct [which occurs in situations over which the school has jurisdiction]

AND

(i) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (ii) is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school.

Bullying includes **cyberbullying** which is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Step 6 - Determination is made and appropriate action is taken:

Behavior does not meet the definition of bullying: apply consequences and/or action plans as appropriate and notify parents of findings.

Behavior does meet the definition of bullying: apply consequences, implement corrective actions and notify parents of findings.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use of –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Richardson Independent School District maintains policies, developed in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. RISD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. RISD also will notify directly, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. RISD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents also will be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by DOE.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Student Privacy Policy Office
(formerly) Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202**

RICHARDSON INDEPENDENT SCHOOL DISTRICT

**STUDENT CODE OF CONDUCT
RICHARDSON INDEPENDENT SCHOOL
DISTRICT**

2026-27

MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Students:

Welcome to the 2025-2026 school year in the Richardson Independent School District (RISD). Education is a team effort. Through the teamwork of parents, students, teachers, and other staff members we can make this year wonderfully successful for our students. RISD provides two handbooks, *Student and Parent Guidebook* and *Student Code of Conduct* to you as a resource to assist in understanding the programs and procedures of the District. They are designed to provide important information that you and your child(ren) may need during the school year.

Maintaining orderly, disciplined classrooms and schools that support an excellent learning environment is a primary goal for all educators. The expectations and rules outlined in the *Student Code of Conduct* foster an environment for learning in which students respect the rights of others and demonstrate reasonable behavior. State law requires each school District to create and implement a code of conduct for students that specifies policies and procedures. RISD's Board of Trustees adopts the *Student Code of Conduct* each year.

The *Student and Parent Guidebook* provides information on a variety of topics that you may encounter throughout the school year. Together the *Student Code of Conduct* and the *Student and Parent Guidebook* serve to protect the interests and rights of students and parents as well as the school District. These handbooks remain in effect until new ones are issued.

Please take time to read these handbooks and use them as a reference during the school year. They are posted on the RISD website, <http://www.risd.org/> If you wish to receive a hard copy of these documents, please request them at your local campus. If you have difficulty accessing the information in this document because of a disability, please contact your campus principal, the District's Section 504 Coordinator, or the Department of Strategy and Engagement. If you need assistance with language translation, please contact the Department of Strategy and Engagement.

Through the combined efforts of parents, students, educators and the community, we will continue to offer the high quality of education to which RISD is committed.

Sincerely,

Tabitha Branum
Superintendent

RICHARDSON INDEPENDENT SCHOOL DISTRICT

North Star Goal

Every student, teacher, and leader will meet or exceed their academic growth goals.

- A welcoming and accepting climate;
- A safe, innovative, and adaptive environment; and
- A supportive, invested, and collaborative culture among students, staff, families, and community.

Beliefs

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

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

Strategic Objectives

- All students will maximize their intellect and skills to create their own futures.
- All students will develop strength of character.
- All students will contribute to local and global communities.
- All students will belong to a community of meaningful connections and positive relationships.

Strategies

- We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.
- We will guarantee that all students will perform at or above grade level.
- We will recruit, retain, and reward quality personnel.
- We will ensure all families, businesses, and community partners are fully engaged in the mission of our District.
- We will actively pursue creative funding sources and responsibly manage current resources to support our mission.
- We will ensure that our facilities and infrastructure adapt to support our mission.

Parameters

- We will stand firm in our commitment to all students.
- We will be unrelenting in our pursuit of excellence.
- We will treat all people with dignity and respect.
- We will seek input from all stakeholders.
- We will honor tradition but not allow it to hold us back.
- We will operate with persistence and integrity.
- We will practice responsible stewardship of all our resources.

RISD Code of Civility

Richardson ISD is a beautiful community in which safety, respect, and responsibility are an active part of the fabric of our schools, community, and staff. Play your part by adhering to the practices and attitudes below.

We are safe.

This means:

- We do not threaten the safety of others individually or as a group.
- We do not cause physical or bodily harm to one another.
- We do not threaten or cause damage to school property or another's property.
- We do not bully, belittle, or tease one another and we are upstanders and do not allow others to do so in our presence.

We are respectful.

This means:

- We listen actively, carefully, and respectfully.
- We share opinions and concerns calmly and without loud or intentionally offensive gestures, vulgarity, or profanity.
- We address each other by name or title.
- We take pride in who we are and where we learn.
- We strive to be inclusive and respect each other's differences.
- We communicate respectfully.
- We treat each other with kindness and empathy.

We are responsible.

This means:

- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.
- We resolve conflicts respectfully and peacefully.
- We manage negative responses appropriately.
- We are honest and accurate.
- We ask for help when we need it.
- We honor school and District policies.

Richardson ISD Code of Civility Enforcement Guidelines

To ensure all stakeholders understand and adhere to the Richardson ISD Code of Civility and its enforcement, we will utilize various communication methods. The purpose is to make clear that while adherence to these standards is expected, there will be consequences for not meeting District expectations.

Authority and enforcement of the RISD Code of Conduct ultimately depend on the individual and collective will of students, RISD faculty and staff, parents, guardians, and all community members. Everyone must know how to respond to uncivil behavior and understand how such behavior will be addressed. Therefore:

1. For Students:

- A student who feels they have not been treated according to the Code of Civility should report the behavior to the appropriate school administrator.

2. For Parents, Guardians, or Community Members:

- If a parent, guardian, or community member believes they have not been treated according to the Code of Civility, they should report the behavior to the staff member's immediate supervisor.

3. For Employees:

- **Personal Harm Threats:** If personal harm is threatened, the employee should contact law enforcement.
- **Unauthorized Presence:** Anyone on school District property without authorization must be directed to leave by an administrator or school resource officer. Anyone who:
 - Threatens or attempts to disrupt school or District operations
 - Physically harms someone
 - Intentionally causes damage
 - Uses loud, offensive language, gestures, profanity, or shows a display of temper must be directed to leave by an administrator or school resource officer. If the person does not leave immediately

and willingly, and if the school resource officer is unavailable, law enforcement shall be called.

- **Abusive Communications:** If a recorded voicemail, email, or any type of written communication is demeaning, abusive, threatening, or obscene, the employee is not obligated to respond. If personal harm is threatened, the employee should save the message and contact their immediate supervisor, the school resource officer, and/or law enforcement.
- **Verbal Abuse:** If any member of the public uses obscenities or speaks in a demeaning, loud, or insulting manner, the employee should:
 - Calmly and politely ask the speaker to communicate civilly.
 - If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference, or telephone conversation.
 - If the meeting or conference is on school District premises, request that an administrator or authorized person direct the speaker to leave the premises promptly.
 - If the speaker does not leave immediately, an administrator or authorized person shall notify law enforcement to take necessary action.
- **Employee Handbook Reference:** Employees should refer to the employee handbook and professional educator expectations for further guidance.

These guidelines will be included in the Code of Conduct (COC) and Parent Handbook, made available on our website.

Parent Expectations: RISD Code of Civility

Richardson ISD encourages all parents/guardians to be an active part of their student's educational journey. For a successful partnership to occur we are asking all parents to abide by the District code of civility and maintain these Parent/Guardian Expectations. Through the power of meaningful, respectful dialogue and relationships all RISD students can reach their fullest potential.

Parent/Guardian Expectations:

Respect school policies and procedures: Familiarize yourself with the school's rules, regulations, and procedures and adhere to them. These guidelines are in place to ensure the safety and well-being of all students.

Communicate respectfully: When communicating with teachers, administrators, and other school staff, use polite and respectful language, whether it's in person, over the phone, or via email. Avoid confrontational or aggressive behavior.

Collaborate with educators: Recognize that teachers and administrators are professionals who have the best interests of your child in mind. Work collaboratively with them to address any concerns or issues that may arise.

Be proactive in resolving conflicts: If you have a disagreement or concern, address it calmly and constructively through appropriate channels, such as scheduling a meeting with the teacher or principal. Avoid gossiping or spreading rumors.

Support your child's learning: Take an active interest in your child's education by attending parent-teacher conferences, participating in school events and activities, and providing support and encouragement at home.

Model positive behavior: Set a good example for your child by demonstrating respect, kindness, and empathy in your interactions with others, both within the school community and beyond.

Respect diversity and inclusion: Embrace and celebrate the diversity of the school community, including students, families, and staff from various backgrounds and perspectives. Treat everyone with dignity and respect, regardless of differences.

Volunteer responsibly: If you choose to volunteer at the school, follow the guidelines provided by the school and respect the authority of teachers and administrators.

Maintain confidentiality: Respect the privacy of students, families, and school staff by not sharing sensitive information or gossiping about others.

Uphold a positive school culture: Contribute to creating a supportive and welcoming environment within the school community by promoting positivity, cooperation, and mutual respect.

By following these principles of civility, parents can help foster a positive and productive partnership between home and school for the benefit of all students.

Richardson ISD Student Expectations for Adhering to the Code of Civility

To support a positive and respectful environment, Richardson ISD expects all students to follow these guidelines. These expectations help ensure that everyone can learn and grow in a safe and supportive community.

Be Safe

This means:

1. **Protect Each Other:** Never threaten or harm anyone physically or emotionally.
2. **Respect Property:** Do not damage school property or other people's belongings.
3. **Stand Up Against Bullying:** Do not bully, belittle, or tease others. Be an upstander and support those who are being mistreated.

Be Respectful

This means:

1. **Listen Actively:** Pay attention when others are speaking and respond thoughtfully.
2. **Communicate Calmly:** Share your opinions and concerns calmly and respectfully, without using offensive language or gestures.
3. **Use Proper Titles:** Address your peers, teachers, and staff by their names or titles.
4. **Value Diversity:** Embrace and respect differences among your peers.
5. **Show Kindness:** Treat everyone with kindness and empathy, considering their feelings and perspectives.

Be Responsible

This means:

1. **Follow School Rules:** Abide by all school and District policies and procedures.
2. **Stay Honest:** Be truthful and accurate in your words and actions.
3. **Resolve Conflicts Peacefully:** Address disagreements with respect and aim for peaceful solutions.

4. Manage Emotions: Handle negative feelings appropriately without disrupting others.
5. Ask for Help: Seek assistance when you need it from teachers, counselors, or other trusted adults.
6. Stay Focused: Do not disrupt classes or other school activities. Contribute positively to the learning environment.

By following these expectations, you help make Richardson ISD a place where everyone can thrive. Your actions matter, and together, we can create a community built on safety, respect, and responsibility.

Table of Contents

Richardson ISD Student Code of Conduct

RISD Code of Civility	3
Student Code of Conduct	16
School District Authority and Jurisdiction	17
Campus Behavior Coordinator	17
Threat Assessment and Safe and Supportive School Team	18
Searches	18
Investigating Misconduct	18
Reporting Crimes	18
Security Personnel	18
“Parent” Defined	19
Participating in Graduation Activities	19
Unauthorized Persons	19
Standards for Student Conduct	20
General Conduct Violations	20
Disregard for Authority	20
Mistreatment of Others	21
Property Offenses	21
Possession of Prohibited Items	22
Possession of Telecommunications or Other Electronic Devices	22
Illegal, Prescription, and Over-the-Counter Drugs	23
Misuse of Technology Resources and the Internet	23
Safety Transgressions	24
Miscellaneous Offenses	24
Discipline Management Techniques	25
Students with Disabilities	25
Techniques	25
Prohibited Aversive Techniques	27

Notification	27
Parental Involvement	28
Appeals	28
Removal from the School Bus	28
Removal from the Regular Educational Setting	29
Routine Referral	29
Formal Removal	29
Returning a Student to the Classroom	30
Appeals of Formal Teacher Removals	30
In-School Suspension	30
Process	30
Out-of-School Suspension	31
Misconduct	31
Process	31
Alternative Assignment	32
Coursework During Suspension	32
Disciplinary Alternative Education Program (DAEP) Placement	32
Discretionary Placement: Misconduct That May Result in DAEP Placement	33
Mandatory Placement: Misconduct That Requires DAEP Placement	36
Sexual Assault and Campus Assignments	37
Process	37
Conference	37
Consideration Of Mitigating Factors	38
Placement Paperwork	38
DAEP at Capacity	38
Course Work Notice	38
Length of Placement	38
Exceeds One Year	39
Exceeds School Year	39
Appeals	39
DAEP	39
Level I Administrative Committee	39
Level II Executive Committee	40
Restrictions During Placement	40
Placement Review	40
Additional Misconduct	41

Notice of Criminal Proceedings	41
Withdrawal During Process	41
Newly Enrolled Students	42
Emergency Placement Procedure	42
Transition Services	42
Placement and/or Expulsion for Certain Offenses	42
Registered Sex Offenders	42
Review Committee	43
Newly Enrolled Students	43
Appeal	43
Expulsion	43
Discretionary Expulsion: Misconduct That May Result in Expulsion	43
Any Location	43
At School Within 300 Feet or at a School Event	44
Within 300 Feet of School	44
Property of Another District	44
While in DAEP	44
Mandatory Expulsion: Misconduct That Requires Expulsion	45
Under Federal Law	45
Under The Penal Code	45
Under Age Ten	46
Virtual Expulsion Program	46
Consideration of Virtual Education as Alternative to Expulsion	46
Process	46
Hearing	46
Appeal of Expulsion	47
Level I Administrative Committee	47
Level II Executive Committee	47
Level III Board of Trustees	48
Expulsion Order	48
Length of Expulsion	49
Withdrawal During Process	49
Additional Misconduct	49
Restrictions During Expulsion	50
Newly Enrolled Students	50
Emergency Expulsion Procedures	50

DAEP Placement of Expelled Students	50
Transition Services	50
Glossary	51
Appendices	59
Options and Requirements	59
Richardson ISD Extracurricular Code of Conduct 2026-2027	60
Automatic Student Removal From a Program	61
RISD District-Wide Guidelines for Extracurricular Students (Alcohol & Illegal Drugs)	61
Process	63
Consequences	63
First Offense: Probationary Removal	63
Second Offense	64
Third Offense	65
2026-2027 Extracurricular Activity Acknowledgment & Agreement Form	65
Family Education Rights and Privacy Act (FERPA) Notice of Parent and Student Rights	66
Responsible Use Guidelines and Agreement for Technology Resources	69
General Expectations	69
Digital Citizenship	70
Google Workspace for Education	71
District Account Management	71
Single Sign On (SSO)	71
Electronic Media Guidelines for Communication with Students	72
Appropriate Use	72
Inappropriate Use*	72
Acknowledgement and Agreement	73
Important Addresses and Telephone Numbers	74
Intradistrict Transfer Guidelines	81
Neighborhood School Concept	81
Procedures	81
Next Level Process	82
Timelines	82
Non-Resident Interdistrict Transfers	83
Exceptions	83
Children of District Employees	84
Supplemental Considerations/Rules and Processes	85
School Placement Considerations	85

Year to Year Processing	85
Eligibility Requirements	86
Special Considerations	87
Appeal of Denial	90
Transfer Status	90
Change of Address	90
Transportation Not Provided	90
Athletic and Other Extracurricula Participation	90
Revoking a Transfer	91
Freedom from Bullying and Harassment Board Policy FFI	92
Bullying Prohibited	92
Definition of Bullying	92
Reporting Alleged Bullying	93
Notification to Parent/Guardian	93
Investigating Reports of Bullying	93
Sample Interventions, Strategies, and Corrective Action to Address Incidents of Bullying	94
Transfer of Students Involved in Bullying	94
Bullying Complaint Process	95
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	97

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this handbook due to a disability, please contact your campus principal or the District 504/ADA coordinator, Alicia Zornig (alicia.zornig@risd.org).

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the District to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Richardson ISD board of trustees and developed with the advice of the District-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the District’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the District’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Please note: The discipline of students with disabilities who are eligible for services under federal law ([Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973](#)) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the District's authority to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The District has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on District transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property (within 300 feet) or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another District in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

Contact information may be found at www.risd.org and at <https://web.risd.org/student services/policies/#codeofconduct>.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the District's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the District's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the District.

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Investigating Misconduct

(In loco parentis) Parents are viewed as handing over parental duties and powers to school authorities while the child is in school. Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of the other students. Students have no legal claim to the right not to incriminate themselves during school discipline proceedings. In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may, from time to time, conduct searches. Such searches are conducted without a warrant, in a nondiscriminatory manner, and as permitted by law. The student's parent or guardian shall be notified if any prohibited articles or materials are found as a result of a search.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs school resource officers (SROs) **and/or** security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other District employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of District peace officers are listed in policy CKE(LEGAL):

- protecting the safety and welfare of any person in the jurisdiction of the resource officer or security personnel
- protecting the safety welfare of property of the school District;
- investigating safety and security matters; and
- additional duties as assigned and determined by the District that do not include routine school discipline, school administrative tasks, or contact with students unrelated to the officer's law enforcement duties.

The law enforcement duties of District security officers are:

- protecting the safety and welfare of any person in the jurisdiction of the resource officer or security personnel
- protecting the safety welfare of property of the school District;
- investigating safety and security matters; and
- additional duties as assigned and determined by the District that do not include routine school discipline, school administrative tasks, or contact with students unrelated to the officer's law enforcement duties.
-

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child, including a person standing in parental relation to the student.

Participating in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating the District's Code.

Participation might include a speaking role, as established by District policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer shall have the authority to refuse entry to or eject a person from District property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the District's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days of the commencement of the appeal, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 40 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet District and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other District staff and volunteers.
- Respect the property of others, including District property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the District, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 31, **DAEP Placement** on page 32, **Placement and/or Expulsion for Certain Offenses** on page 42, and **Expulsion** on page 43, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 29.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in District vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.)
- Threaten a District student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a District student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **Glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **Glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a District student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Engaged in a confrontation (verbal or non-verbal) that disrupts the orderly environment of a school and involves staff intervention.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see **Glossary**]

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 32.)
- Enter, without authorization, District facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, including cigarettes and nicotine pouches;
- *E-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- A short barrel firearm;

*See **DAEP—Placement and/or Expulsion for Certain Offenses** on page 32.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Bring or use a personal communication device, including a cell phone, or other electronic device on school property during the school day. [see **Glossary**]
- Smart watches are included within the meaning of a “personal communication device” and are therefore not permitted to be used during the school day.
- The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the District's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct. In addition, the district may dispose of a confiscated personal communication device in any reasonable manner after having provided the student's parent 90 days' written notice.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (See also **DAEP Placement** on page 32 and **Expulsion** on page 43 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **Glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **Glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **Glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to the body or mind. (See **Glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by District policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the District, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable District technology resources including, but not limited to, computers and related equipment, District data, the data of others, or other networks connected to the District's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass District students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, school volunteer, visitor, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions (e.g., leaving campus to get food or other items) or demonstrations that substantially disrupt or materially interfere with school activities. This includes protests off-campus where a student peacefully leaves campus. A student who leaves without authorization to participate in a protest or demonstration may not return to the campus that day and will receive an unexcused absence for all classes missed.
- Repeatedly violate other communicated campus or classroom standards of conduct.

- The District may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.
- Trespassing on any district building/property specifically when a student is attending DAEP or JJAEP.
- Intentionally calling 911 when no emergency is present.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. Note, however, that a student who sells, gives, or delivers an e-cigarette to another student is still subject to mandatory placement in the DAEP.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the District shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement (10 or more consecutive days for one incident OR 10 or more days due to a series of removes that constitute a pattern) (in one school year) for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **Glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.

- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the District.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention with behavioral and academic reflection activities, including outside regular school hours.
- Saturday School specifically for Code of Conduct violations
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, including but not limited to cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations’ extracurricular standards of behavior.
- Restriction or revocation of District transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension**.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 31.
- Placement in a DAEP, as specified in **DAEP** on page 32.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 42.
- Expulsion, as specified in **Expulsion** on page 43.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District.
- Administrative transfer to another RISD campus.
- Community Service
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by District policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone, or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The District has not adopted a policy for parental involvement in-school disciplinary placements under Education Code 37.0014. This means that there is no district-level requirement for parents to be involved in decisions regarding disciplinary alternative placements. Parents, however, must promptly be notified when a student is placed in suspension, a DAEP, JJAEP, or expelled.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or by using the following link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=370&code=FNG#localTabContent>.

The District shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Students are expected to:

- Remain properly seated (facing forward, keeping feet on the floor in front of them) at all times and not block the center aisle.
- Once seated, do not change seats.
- Seatbelts must be worn when available.
- Normal conversation is allowed; any loud noises may distract the driver and create an unsafe condition.

- Use of profane or vulgar language is not permitted.
- Keep your arms and other parts of your body inside the bus.
- Do not throw an object inside or out of the bus.
- The emergency door and exit controls should be used by students only during supervised drills or actual emergencies.
- Do not engage in any other conduct which might distract the driver from watching the road or disrupt the safe operation of the bus.
- Do not mark, cut or scratch any part of the bus. When **damage to the school bus** is involved, **reimbursement** for the damage will be part of the penalty assessed. The student will not be allowed to ride until the reimbursement has taken place and bus suspension has been served.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.

- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a District policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension **is not** subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension. In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The District shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be

suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The District shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The District may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The District will not charge the student for any method of completion provided by the District.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 6 and secondary classification shall be grades 7-12.

Summer programs provided by the District shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

1. Communicating reckless, hate or discriminatory speech, including but not limited to threats to District students, employees, or volunteers, regardless of whether the student intends to carry out the plan, scheme, or threat.
2. Using/Possessing a knife that is not a location-restricted knife as defined by Penal Code § 46.01(6) at school or while attending or participating in a school-related or school-sponsored activity or while in any District- provided transportation.
3. Intentionally, knowingly, or recklessly possessing a club or knuckles on school grounds.
4. Engaging in conduct defined as a felony offense other than aggravated robbery or those defined in Title 5, Texas Penal Code; off school property and while the student is not in attendance at a school-sponsored or school- related activity, if superintendent/designee has a reasonable belief that the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
5. Involvement in a public school fraternity, sorority, secret society or gang, including participating as a member, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang.
6. Documented involvement in criminal street gang activity and/or exhibiting gang-like behaviors, verbally or physically.
7. Bullying, harassment (including sexual or gender-based harassment), hazing, intimidation, or making a hit list.
8. Engaging in non-expellable conduct that constitutes dating violence (or stalking), including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship.
9. Inappropriately exposing private body parts that does not constitute public lewdness or indecent exposure.

10. Engaging in offensive or unwelcome verbal or physical conduct of a sexual nature which may include requests for sexual favors, or other intimidating or unwelcome sexual conduct directed toward another student.
11. Sexting or sending via computer or telecommunication device nude or sexually graphic or suggestive images of one's self or another student if the conduct is not punishable as a felony.
12. Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment, invades the privacy of others, or is made without the prior consent of the individual(s) being recorded.
13. Possessing, distributing, or downloading any pornographic material, including but not limited to material in written or audio formats, at school or during a school-sponsored activity or event whether on a school or personal device.
14. Selling, delivering to another person, possessing or using drug paraphernalia.
15. Selling, delivering, using, possessing, or knowingly ingesting prescription or non-prescription medication (exception: medication possessed and taken in accordance with the Medicine at School section of the *Student and Parent Guidebook and Student Code of Conduct* and as directed by a doctor's prescription or label directions).
16. Possessing unauthorized prescription medication.
17. Possess, using, giving away, or selling items or substances suitable or not suitable for human consumption that are used or held out to simulate the effects or use of illegal drug use.
18. Vandalizing, damaging, setting fire to, or stealing property owned by the District, other students, or District employees, volunteers, or visitors while attending a school-sponsored or school-related activity on or off school property.
19. Engaging in serious misbehavior that affects the orderly environment of the school, not excluding conduct listed in Category I.
20. Exhibiting persistent misbehavior (see "**Glossary**") including repeated, documented violations of standards of student conduct listed in the *Student Code of Conduct*. Provided, however, a student who previously has attended the District's DAEP within a particular school year for continued persistent or serious misbehavior, must repeat the District's stated disciplinary process before being returned to DAEP.
21. Using the District's technology resources, including the Internet or intranet, or any technology equipment, to obtain a benefit from; defraud or harm another; or alter, damage or delete property or information from the system without permission, or to download or transmit prohibited content, including without limitation pornographic or sexually graphic material.
22. Violating the District's Responsible Use Guidelines or Electronic Communication and Data Management Policy.
23. Engaging in unwelcome verbal or physical harassment on the basis of a person's sex, age, race, color, religion, disability, or national origin.
24. Any criminal mischief, including a felony.
25. Using/Possessing a "look-alike" weapon, stun gun or other incapacitating device, or using any object to threaten or cause bodily harm or that causes a substantial disruption to the learning environment.

26. Using/Possessing an air rifle, air pistol or pellet gun of any description that is capable of discharging any object by means of compressed air, gas, springs, or other means that causes a substantial disruption to the learning environment.
27. Possessing a “look-alike” explosive that causes a substantial disruption to the learning environment.
28. Committing assault that does not involve bodily injury including an assault with threat of imminent bodily injury and/or assault by offensive or provocative physical contact See “**Glossary**”).
29. Using, selling, possessing, or delivering any amount of alcohol or any other illegal substance on school premises or while attending or participating in a school-sponsored or school-related activity at any location that does not rise to the level of a mandatory removal.
30. Engaging in bullying that encourages a student to die by suicide.
31. Inciting violence against a student through group bullying.
32. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the adult student’s consent.
33. Engaging in organized gang activity.
34. Violation of a signed stay-away agreement.
35. Conducting unauthorized business practices on school property. (Selling food/drink, giving piercings, tattoos, or haircuts, etc.)
36. Releasing personal information of another person (e.g., another student, employee, parent) on social media or any other platform including text messages with the intent to cause fear or harm.
37. Using AI (artificial intelligence) tools to produce or manipulate images of someone else.
38. Fighting - mutual combat.
39. Assault by offensive or provocative physical contact including but not limited to indecent assault as defined by Texas Penal Code § 22.012.
40. Possession or use of any tobacco product.
41. Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
42. Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
43. Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. (**See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information**).
44. Consumer product tampering (the intentional alteration of a consumer product or the deliberate introduction of a foreign substance into the product before it is consumed or used).

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

An administrator may, but is not required, to place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date on which the conduct occurred.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see **Glossary**] that the student engaged in conduct punishable as a felony, that occurs off school property and not at a school-sponsored or school-related event, and if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **Glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **Glossary**) under Penal Code 22.01(a)(1).
 - Except as provided by Education Code 37.007(a)(3) sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 43.) (See **Glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **Glossary**.)

- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.
- Receives deferred prosecution (see **Glossary**) under 53.03 of the Family Code; a court or jury finds that the student engaged in delinquent conduct [see **Glossary**]; or the superintendent or designee has a reasonable belief [see **Glossary**] to believe that the student engaged in conduct any of the following offenses under the Penal Code:
 1. A felony offense under Title 5;
 2. The offense of deadly conduct under Section 22.05;
 3. The felony offense of aggravated robbery under Section 29.03;
 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
 5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that an administrator of the offending student be transferred to another campus.

If there is no other campus in the District serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and

- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the District may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Paperwork

After the conference, if the student is placed in DAEP, the campus behavior coordinator shall provide the parent/guardian with a copy of the hearing placement paperwork within 24 hours of the hearing and provide information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

DAEP at Capacity

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, and e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement shall be determined on a case-by-case basis and consideration of various factors as determined by the District and law, including but not limited to mitigating factors.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the District determines that the student is a threat to the safety of other students or to District employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from an administrator's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **Glossary**) that violates the District's Code of Conduct.

Appeals

DAEP

Note: These appeal procedures do not apply to a DAEP assignment that arises out of the District's investigation and determination of responsibility related to a formal complaint of sexual harassment under Title IX as described in board policy FFH. Any appeal of a disciplinary removal under the Title IX procedures will be governed by the FFH policy and guidelines.

The appeal committee will consider whether the student in question violated the Code of Conduct, whether the District followed the board's adopted Code of Conduct, including but not limited to consideration of mitigation factors.

This is an appeal hearing, and not a criminal court proceeding. In this appeal hearing, the District will rely on the preponderance of evidence (meaning that it is more likely than not that the alleged conduct occurred) and not evidence beyond a reasonable doubt (meaning there is no other reasonable explanation that can come from the evidence presented for the alleged conduct).

An adult student or the parent of a student who is assigned to the DAEP may request a review of the campus behavior coordinator/designee's decision as follows:

Level 1: Administrative Committee

Requests for appeal of the campus behavior coordinator/designee's decision to place a student in DAEP must be made in writing, hand-delivered and received by no later than the close of business of the third (3rd) school day of the campus behavior coordinator/designee's decision. Delivery must be made to Student Services at 1500 International Parkway, Richardson, Texas 75081. Untimely appeals will not be considered unless the District has

agreed in writing in advance to extend the appeal deadline. The assignment to DAEP **will not** be deferred pending the outcome of any appeal.

Within five (5) school days after receiving the request for a review, RISD Student Services will convene a conference with a panel of three (3) administrators with no prior involvement in the case. At the informal conference, a school representative will present information regarding the placement. The student, parent, and/or adult representative may offer relevant information in the student's defense. Student Services will attempt to schedule the administrative committee conference at a time convenient for the parent but the conference will not be delayed beyond the five (5) school day period except in extraordinary circumstances. The committee may conduct the conference without the parent's presence if the parent has been given appropriate notice of the conference. The Administrative Committee may uphold the campus behavior coordinator's decision, or overturn the decision and reinstate the student to regular classes. The Administrative Committee's decision will be communicated to the parent or adult student the next school day after the committee reaches its decision.

A parent or adult student who does not agree with the decision of the Administrative Committee may appeal to the Executive Committee as provided below.

Level 2: Executive Committee

An adult student or parent may request a review of the Administrative Committee's decision. The Executive Committee will consist of three administrators with no prior involvement in the incident. Requests for an appeal of the Administrative Committee's decision must be made in writing, hand-delivered and received by no later than the close of business of the third (3rd) school day of the campus behavior coordinator/designee's decision. Delivery must be made to Student Services at 1500 International Parkway, Richardson, Texas 75081. Untimely appeals will not be considered unless the District has agreed in writing in advance to extend the appeal deadline. The assignment to DAEP **will not** be deferred pending the outcome of any appeal.

Within five (5) school days, an informal conference will be held with the Executive Committee, student, parent, and a school representative to discuss the placement. Student Services will attempt to schedule the committee conference at a time convenient for the parent but the conference will not be delayed beyond the five (5) school day period except in extraordinary circumstances. The committee may conduct the conference without the parent's presence if the parent has been given appropriate notice of the conference. The Executive Committee may uphold the campus behavior coordinator's decision, or overturn the decision and reinstate the student to regular classes. The Executive Committee's decision will be communicated to the parent or adult student the next school day after the committee reaches its decision.

The decision of the Executive Committee is final and concludes the appeal process for placement at a DAEP.

Restrictions During Placement

The District does not permit a student who is placed in a DAEP to participate in or attend any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

While enrolled in a DAEP, students are not allowed on any RISD properties other than the DAEP facility. Presence outside of the DAEP facility may lead to further disciplinary action.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized

education program (IEP) or Section 504 plan. The District will also provide transportation to all elementary school students.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the District if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **Glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal using the RISD DAEP appeal process. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the District's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a placement paperwork is completed, the campus behavior coordinator may complete the proceedings and

issue a placement order. If the student then re-enrolls in the District during the same or a subsequent school year, the District may enforce the paperwork at that time, less any period of the placement that has been served by the student during enrollment in another District. If the campus behavior coordinator or the board fails to issue a placement paperwork after the student withdraws, the next District in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another District including a District in another state. The District may place the student in the District's DAEP or a regular classroom setting.

When a student enrolls in the District with a DAEP placement from a District in another state, the District has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving District.

State law requires the District to reduce a placement imposed by a District in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the District determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the District must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the District's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the District shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the District during a mandatory placement as a registered sex offender, the District may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 32.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.

- Breach of computer security. (See **Glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Off campus conduct not at school felony not in Title 5.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony.. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **Glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. (See **Glossary**.)

Within 300 Feet of School

- A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another District in Texas or while the student is attending a school-sponsored or school-related activity of a school in another District in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the District's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or District employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the District's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **Glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the District when the District has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **Glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **Glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **Glossary**.)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **Glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance, or dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (JJAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision

For District students, this option is available only if the JJAEP rejects the students or returns the student before the expiration of the disciplinary placement period.

Consideration of Virtual Education as Alternative to Expulsion

Before a school District may expel a student, the District must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parents shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the District,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the District at the hearing.

After providing notice to the student and parent of the hearing, the District may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates Dr. Jason Tharp, Executive Director of Student Services authority to conduct hearings and expel students.

Appeal of Expulsion

These appeal procedures do not apply to an expulsion order that arises out of the District's investigation and determination of responsibility related to a formal complaint of sexual harassment under Title IX as described in policy FFH. Any appeal of an expulsion order under the Title IX procedures will be governed by the FFH policy and guidelines. An adult student or the parent of a student who has been expelled from school may appeal the campus behavior coordinator/designee's decision following the expulsion hearing. The appeal committee will consider whether the student in question violated the Code of Conduct, whether the District followed the board's adopted code of conduct, including but not limited to consideration of mitigation factors.

Level 1: Administrative Committee

Requests for appeal of the campus behavior coordinator/designee's decision to expel a student may be made to the Administrative Committee. The request shall be made in writing and hand-delivered to the Student Services office within three (3) school days of the principal's notification of expulsion (c/o Student Services, 1500 International Pkwy, Richardson, Texas 75081 469-593-0816. Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. The expulsion **will not** be deferred pending the outcome of any appeal.

Within five (5) school days after receiving the request for a review, a conference will be held with a panel of three (3) administrators who were not involved in the underlying matter. At the informal conference, a school representative will present information regarding the placement. The student, parent, and/or adult representative may offer relevant information in the student's defense. Student Services will attempt to schedule the administrative committee conference at a time convenient for the parent but the conference will not be delayed beyond the five school day period except in extraordinary circumstances. The committee may conduct the hearing without the parent's presence if the parent has been given appropriate notice of the hearing.

The Administrative Committee may uphold the school's decision, or overturn the expulsion and reinstate the student to regular classes.

The Administrative Committee's decision will be communicated to the parent or adult student the following school day after conclusion of the hearing. A parent or adult student who does not agree with the decision of the Administrative Committee may appeal to the Executive Committee as provided below.

Level 2: Executive Committee

A request to appeal the decision of the Administrative Committee shall be made to the Executive Committee. The request shall be made in writing and hand-delivered to the Student

Services office within three (3) school days of notification of the committee's decision (c/o Student Services, 1500 International Pkwy; Richardson, Texas 75081; 469-593-0 0816). Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. Within five (5) school days of receipt of the request for a hearing, a hearing shall be held. The Director of Student Services shall chair the committee for the appeal. The appeal will be heard by three (3) different administrators who were not involved in the underlying matter. At the hearing, the student and his/her representative, if any, may present evidence and witness statements. The school may respond to the student's evidence and may present its own evidence. Student Services will attempt to schedule the committee conference at a time convenient for the parent but the conference will not be delayed beyond the five-school day period except in extraordinary circumstances. The committee may conduct the hearing without the parent's presence if the parent has been given appropriate notice of the hearing. The committee may ask questions for clarification. The committee may uphold the campus behavior coordinator's decision, or overturn the expulsion and reinstate the student to regular classes. Written notification of the results will be delivered to the parent/guardian or adult student the following school day after the conclusion of the hearing.

A parent or adult student who does not agree with the Executive Committee's decision may appeal to the Board of Trustees as provided below. However, if the Executive Committee modified the expulsion by placing the student at DAEP, the Executive Committee's decision is final and may not be appealed.

Level 3: Board of Trustees

A request for the Board of Trustees to review a decision by the Executive Committee to uphold the expulsion of a student shall be made in writing and hand-delivered to the Superintendent's office at 400 S. Greenville Ave., Richardson, TX 75081 within three (3) school days after receipt of the written decision. Untimely appeals will not be considered unless the District has agreed in advance in writing to extend the appeal timeline. The Superintendent or her designee shall provide the parent written notice of the date, time, and place of the appeal/hearing. Before the hearing, the Superintendent or designee will notify the parent and student and the Administrator's representative of the appeal/hearing guidelines.

At the hearing, the Board shall review the record of the expulsion hearing in a closed meeting as required by law unless the parent or adult student requests in writing that the matter be heard in an open meeting. The Board also may hear statements from the student and/or parent(s) (or their representatives) and from the Administration's representative(s). Witnesses and not permitted and shall not be called.

The Board shall base its decision on evidence reflected in the records and any statements made by the parties at the hearing. The Board may make and communicate its decision orally at the conclusion of the presentation. If the decision is to uphold the expulsion, the Board shall direct the Superintendent to issue the expulsion order within three (3) school days after the conclusion of the hearing. The Board's decision is final.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, The Department of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements, including but not limited to mitigating factors.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the District determines that:

1. The student is a threat to the safety of other students or to District employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the District and the student withdraws from the District before the expulsion hearing takes place, the District may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the District during the same or subsequent school year, the District may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another District.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next District in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No District academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another District-approved program.

Newly Enrolled Students

The District shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another District or an open-enrollment charter school upon enrollment in the District.

If a student expelled in another state enrolls in the District, the District may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state District provides the District with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the District in which the student is enrolling.

If a student is expelled by a District in another state for a period that exceeds one year and the District continues the expulsion or places the student in a DAEP, the District shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or District employees, or Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The District may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - f. 65 years of age or older, or
 - g. A disabled person.

Antisemitism means a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or

- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school District and the student knowingly alters, damages, or deletes school District property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical-dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drugs are defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such a term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in District policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a District student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional

- distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a device typically refers to any portable electronic devices that enable communication between individuals. These devices can include but are not limited to smartphones, tablets, and wearable technology like smartwatches and smart glasses. They are primarily used for voice calls, video, text messaging, emailing, and accessing the internet, among other functions. The term often emphasizes the personal nature of these devices, as they are usually owned and used by individuals for private communication purposes.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. An explosive weapon;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Retaliation occurs when a person intentionally or knowingly harms or threatens to harm another by an act that is in violation of this Code of Conduct and/or law:

1. Acting to hurt or damage someone or doing something harmful to another person for or on account of the service or status of another, or
2. To prevent or delay the service of another

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or District employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the District as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or

6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

APPENDICES

Options and Requirements

For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of Districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within the time prescribed by law once the District receives the written consent for testing. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the District. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the District in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

The following websites provide information to those who are seeking information and resources specific to students and their families:

- Texas Project First (<http://www.texasprojectfirst.org>)
- Partners Resource Network (<http://prntexas.org/>)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: Executive Director Special Student Services

Phone Number: 469-593-7500

Richardson ISD Extracurricular Code of Conduct 2026-2027

Statement of Expectations:

The Richardson Independent School District believes that being involved in extracurricular activities is an honor. Participation in one or more of these activities should be considered a privilege, not a right. The following are expectations of our students:

- ✓ Obtain a quality education as the primary reason for attending school
- ✓ Compete at the highest level while promoting good sportsmanship and courteous behavior
- ✓ Exhibit positive leadership
- ✓ Develop and maintain high morals and ethical values
- ✓ Exhibit conduct becoming of a young adult
- ✓ Exhibit respect to sponsors, coaches, faculty, officials, opponents and fellow students
- ✓ Develop and show school pride

Standards for District Extra-Curricular Activities:

Richardson ISD students are expected to adhere to the District Student Code of Conduct as it applies to school-related and/or school sponsored activities. Prior to participation in a Richardson ISD Extracurricular activity, students and parents must also agree to abide by all guidelines outlined in the Extracurricular Code of Conduct. Students involved in extracurricular activities are expected to maintain high standards of ethical conduct. Extracurricular participation is a privilege and not a right. Any misconduct that reflects negatively on the Richardson Independent School District will fall under these Codes of Conduct. These guidelines are developed to deal with misconduct that occurs within the school's jurisdiction as well as outside of the school's jurisdiction, regardless of time or location. Disciplinary action or suspension will be mandated to students who are involved in any disciplinary infraction on or off campus including, but not limited to possession or use of drugs, improper use of prescription medicines, alcohol or tobacco, violent behavior, any inappropriate behavior including presence at functions where illegal substances are being consumed and other offenses that result in the violation of the District Student Code of Conduct, which in turn results in a In School Suspension (other than tardies or dress code violations), DAEP, Off Campus Suspension or expulsion. In the event that a student is responsible for

multiple violations prior to the initial investigation it may be determined that a higher-level consequence be deemed appropriate.

Automatic student removal from a program:

Any inappropriate behavior, including representation on social media, that is disrespectful to the District, school, program, or staff may result in immediate removal.

***RISD District-Wide Guidelines for Extracurricular Students:
Alcohol & Illegal Drugs
(Revised March 2023)***

RISD expects that all students, including students who participate in any Extracurricular Activities (Extracurricular Students) will conduct themselves at all times in an exemplary manner that brings honor to the District, their school, and themselves. Participation in extracurricular activities is a privilege and is conditioned on the student's compliance with all rules and regulations of the activity and District policies and guidelines, including these guidelines. The use, possession, sale, or furnishing to others of alcohol or drugs of any kind and/or being under the influence of alcohol, a vape (nicotine or THC) or illegal substances is strictly prohibited (the Prohibition). Any student who violates the Prohibition is not in compliance with the rules of extracurricular participation and will be subject to disciplinary measures, which could result in removal from the extracurricular activities in which the student participates.

These guidelines and statements of consequences apply to all extracurricular activities sponsored by the Richardson Independent School District and to all Extracurricular Students. The purpose of these guidelines is to deter and eliminate any use, possession, sale, or the furnishing to others of alcohol, vapes (nicotine or THC), or other drugs, help students avoid drug, vape (nicotine or THC) and alcohol use, establish consistency in consequences across all activities for students who do not comply with the Prohibition, promote a high quality educational experience in all activities and assist RISD in maintaining order and a safe learning environment and to promote a high level of civic and individual responsibility among students.

Extracurricular students are subject to these guidelines at all times throughout the twelve-month calendar year, whether the extracurricular activity is "in season" or inactive and on weekends and during school holidays. Refer also to Board Policy FO (Local).

To ensure consistency among activities, these guidelines shall be used by all extracurricular groups. However, nothing in these guidelines prohibits an extracurricular activity sponsor from developing activity guidelines and rules to address topics other than alcohol, vapes (nicotine or THC) or illegal drug activities.

The following definitions will apply to these guidelines:

- Leadership Position- A position or office an Extracurricular Student holds in an organization or group either by election or appointment. Such positions may include without limitation: captain, officer, squad leader, drum major, section chair, etc.
- In Proximity – To be captured via still picture, video, internet site, social media feed, site, etc., or any other electronic capture where the school determines based on reasonable evidence that the student knows or should know he/she is (i) in a place where alcohol, illegal substances, vaping, and/or drug paraphernalia are present, and/or (ii) possessing, using, and/or being under the influence of alcohol, illegal substances, a vape (nicotine or THC), and/or drug paraphernalia. (e.g., social media posts show students at social events where alcohol is visible and being consumed; social media posts show students posing in front of cases of unopened alcohol; students captured holding and/or consuming alcohol or illegal substances, including vapes (nicotine or THC) at a sporting event; picture of students holding drug paraphernalia).
- Parent - A student's biological or adoptive parent or parents, legal guardian, or other person in lawful control of the student.
- Period of removal - Period of time during which an Extracurricular Student is excluded from any participation in an extracurricular activity due to violation of the Prohibition. During a period of removal, an Extracurricular Student may not wear his/her uniform, travel with the team or organization, or otherwise act as a representative of the team or organization.
- Prescription Drugs - A drug authorized by a licensed physician specifically for that student. A student who uses a prescription drug in a manner prescribed by the student's physician and who has followed school policies in such use shall not be considered to have violated this policy.
- Possession - To have an item in or on one's personal being or property, including without limitation, clothing, purse, backpack, private vehicle, motorcycle or bicycle used for transportation to or from school or school-related events, telecommunication or electronic device, or other property used by the student such as a desk, locker, or storage area.
- Use (Alcohol/Substance) - Voluntarily introducing into one's body, by any means, a prohibited substance. For example, and without limitation, consuming or ingesting alcohol in any manner is "use" of alcohol; smoking or ingesting marijuana, an unlawful derivative or look-alike of marijuana, a vape (nicotine or THC), or other illegal substances is "use" of marijuana or other illegal substance.
- Extracurricular Activities - School-sponsored activities including but not limited to Dance & Drill Teams, Bell Guards, Cheerleaders, Spirit Groups, Sports, Fine Arts, Clubs, UIL governed Activities, Mock Trial, ACDEC, and other school sponsored student activities unique to a campus.

An Extracurricular Student violates the Prohibition if he or she:

- Uses, possesses, sells, or furnishes alcohol, vapes (nicotine or THC) or illegal substances to another;
- Receives an MIP (Minor in Possession), MIC (Consumption of Alcohol by a Minor), DWI (Driving While Intoxicated), DUI (Driving Under the Influence of an Illegal Substance), or other citation for the illegal use or possession of alcohol/drugs, vapes (nicotine or THC), or furnishing alcohol/drugs to another in a non-school setting; *Note:* An Extracurricular Student who receives an MIP, MIC, DUI, DWI, or other alcohol/drug/vape (nicotine or THC) citation must promptly notify the activity sponsor. An Extracurricular Student who fails to do so may be subject to further disciplinary action once the activity sponsor or administrator learns of the offense; is observed by a faculty or staff member using, possessing, or furnishing to another student any drugs, including alcohol and vapes

(nicotine or THC), on or off school property (observation via internet site, video, still picture, or other media will be considered);

- Receives any citation for or is arrested for illegal alcohol/drug activity/vaping or substance on or off school property (*See Note* above);
- Performs or participates in an extracurricular activity while under the influence of alcohol or other drugs including but not limited to vapes (nicotine or THC).
- Is determined to be In Proximity to alcohol, illegal substance, vapes (nicotine or THC), and/or drug paraphernalia.

Process: When an activity sponsor or campus administrator learns that an Extracurricular Student has violated the Prohibition, the sponsor or administrator will attempt to gather as much information as is available about the suspected violation and shall immediately communicate with the student and his/her parent to review the information. The sponsor or administrator will take reasonable steps to ensure the student and his/her parents are notified of the suspected violation of the Prohibition and to offer the student and his/her parents a meeting with the administrator and/or sponsor and give them an opportunity to provide information about the student's suspected actions. Parents and/or students who refuse to promptly meet with the sponsor or administrator forfeit their opportunity for a conference. The administrator or sponsor will determine the start date for the consequence and will notify the student and his/her parent in writing of the start date and reasons for any consequences imposed.

When a student self-reports a violation of these guidelines that does not result in the issuance of a citation or other penalty from law enforcement before the District otherwise learns of the student's actions, the District may, in its sole discretion, consider the student's self-report as a mitigating factor to support a reduced probationary period for a first offense.

A student or parent who is not satisfied with the outcome of the conference or the principal's decision may appeal the decision through the District's Student and Parent Complaint Policy (FNG (Local)), but the consequence will not be delayed during any appeal. Copies of the policy are available on the District's website or may be obtained from the school.

CONSEQUENCES

All Extracurricular Students are expected to comply with these guidelines. An Extracurricular Student who does not do so is subject to disciplinary action. While some offenses may be so severe that they will result in immediate removal from the extracurricular activity and/or Disciplinary Alternative Education Program (DAEP) placement, where appropriate, the District will consider allowing a student who violates the Prohibition to serve a last chance probationary period if the violation is the first instance in which the student has failed to comply with these guidelines.

First Offense: Probationary Removal. Except where the severity or circumstance of a student's offense is so severe that immediate removal to DAEP or expulsion is required, a student's first violation of the Prohibition will result in the Extracurricular Student's (i) removal for the remainder of the school year from all leadership positions he or she holds, including any such positions that the student might seek or be appointed to later in the school year; and (ii) except where the first violation also results

in DAEP placement or expulsion, removal from all extracurricular activities for 20 school days or UIL Competition dates. (*See below.)

- The 20 school days or UIL Competition dates removal period start at the parent / student / principal conference. If the parent/student forfeits the conference, the principal will determine the start date;
- During the 20-day removal period, the student and the parent must attend and successfully complete the RISD alcohol / drug educational program. Students may be required to have follow-up sessions with the Intervention Specialist on campus. The student is responsible for all fees associated with the program. A student and parent must complete the educational program before the student will be reinstated after the removal period.
- If the leadership position from which the student is removed is connected with a credit bearing class, the student may continue to remain enrolled in the class and the sponsor will determine appropriate activities for the student.
- Students must participate in practices for the extracurricular activities while on probation.
- Students may not wear or display identifying team or activity uniforms, attire, or accessories.
- If competition or performance is scheduled during the summer or on a school holiday (excluding weekends), any days on which the student's team or group actually competes or performs will be counted toward completion of the 20-day probation period.
- "UIL Competition Date" means a day on which the individual or group actually competes or performs in a UIL or Non- UIL sponsored activity when the school is represented.
- If the conduct results in the student's placement in a DAEP, the period of removal will be for the duration of the DAEP placement.

If the student violated the Prohibition due to him/her being determined to be In Proximity without possession, use or being under the influence, and the student has not already violated the Prohibition due to being In Proximity, the student may avoid the applicable consequence (Probationary Removal or Removal) for the In Proximity violation provided the student and his/her parent/guardian (i) participate in an administrative conference with the principal, and (ii) successfully complete the alcohol/drug program by the date assigned along with any follow up with the campus intervention specialist as determined by the principal. A second Violation due to the student being In Proximity will be treated as a first or second offense and subject to the applicable consequence (Probationary Removal or Removal).

An Extracurricular Student can receive only **one** probation period for violating the Prohibition during the students' high school career.

Second Offense

A second offense will result in removal from all extracurricular activities for 60 days and removal from leadership positions for the remainder of the school year.

- If the infraction occurs and/or is discovered 60 or less days prior to the end of the school year, the student will be removed from all extracurricular activities and leadership positions for at least 60 school days or UIL Competition dates. The removal days may extend into the next school year.
- Students may not wear or display identifying team or activity uniforms, attire, or accessories.

- Students may not travel with the team or organization, or otherwise act as a representative of the team or organization.
- At the beginning of a new school year, an Extracurricular Student is eligible to participate in extracurricular activities and to pursue future leadership positions after a second offense if the student has “sat out” of all extracurricular activities for no less than 60 school days or UIL Competition days and has otherwise complied with all conditions of his/her removal for the second offense

Third Offense

A third offense may result in the student’s removal from all extracurricular activities for the remainder of their school career.

2026-2027 Extracurricular Activity Acknowledgment and Agreement Form

Student Statement:

My signature below certifies that I have read and understand the RISD District-Wide Guidelines for Extracurricular Students. I agree to comply with all rules and regulations in these guidelines and any additional rules adopted by my school as a condition of participation as a member of an extracurricular activity. I understand that my failure to comply with these guidelines may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Student

Student Signature

Date Signed

Parent/Legal Guardian Statement (for students under 18 years of age):

My signature below certifies that I have read and understand the RISD District-Wide Guidelines for Extracurricular Students. I understand that my student must comply with all rules and regulations written in these guidelines and any additional rules adopted by my student’s school as a condition of participation in an extracurricular activity. I understand that his or her failure to comply may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date Signed

Family Education Rights and Privacy Act (FERPA) Notice of Parent and Student Rights

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the Richardson Independent School District (RISD or the District) receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal or other school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the RISD to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RISD to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The information below describes the disclosures of student records that RISD may make without consent:

FERPA permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In addition, upon request, the District discloses education records without consent to officials of another school District in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

FERPA also permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in the FERPA regulations. RISD may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This category includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided certain conditions are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- Information the school has designated as "directory information" under § 99.37 in Board Policy FL(LOCAL). A parent has the right to opt out of the District providing directory information but must inform campus administrators, preferably in writing to opt out.

RESPONSIBLE USE GUIDELINES AND AGREEMENT FOR TECHNOLOGY RESOURCES

Technology Mission Statement

The Richardson Independent School District (RISD or the District), in partnership with the greater community, will, through the use of information and communication technologies, engage, nurture, and challenge all learners to achieve academic and future excellence.

Purpose

The Responsible Use Guidelines support the District's technology mission statement and vision, promote a strong sense of digital citizenship, and help ensure effective, safe, productive, and instructionally sound use of the technology resources.

Application of Guidelines

The District's technology resources include (without limitation) Internet and wireless connectivity, network devices, telecommunication devices, and software. These guidelines apply to all users of RISD's computer networks, including the resources made available by them, and all devices connected to those networks. No user may harm others through their access and use of District technology resources.

These guidelines include access to any RISD electronics system while on or near school property, in school vehicles and at school-sponsored activities, and includes the appropriate use of District technology resources via off-campus remote access.

General Expectations

- The purpose of an RISD user account is to allow the user to engage in connected learning and shared opportunities via facilitated access to the RISD network.
- RISD user accounts are owned by the District. Data in any account that constitutes public information may be subject to disclosure pursuant to the Texas Public Information Act.
- RISD may retrieve all digital files associated with any user account any time without prior notice and without the permission of any user. RISD reserves the right to monitor all accounts and any content stored in, created, received, or sent through the

RISD computer network to maintain system integrity as well as to ensure responsible use. See Board Policy CQ.

- Student privacy controls that control the disclosure of information that could identify a student are necessary to ensure compliance with the *Family Educational Rights and Privacy Act (FERPA)* and state law. Parents/guardians provide the appropriate RISD permissions concerning disclosure of student directory information via the enrollment card. These permissions must be followed with no exceptions.

- RISD has put in place a Children's Internet Protection Act (CIPA)-compliant, content filtering solution to prevent access to certain sites that may contain material that is inappropriate or of non-educational value, including gaming sites. RISD is not responsible for content accessed by users who connect to the internet via their own mobile wifi type service or personal data plan (smartphones, air-cards, etc.). Visit <https://goo.gl/GbzgrM> for the complete Federal Communications Commission of the CIPA rule.

- The Children's Online Privacy Protection Act (COPPA) should be followed when using any District technology resource. Visit <https://goo.gl/v9EQrg> for the complete Federal Trade Commission's COPPA rule.

- Student web publishing may occur only under the direct supervision of a classroom teacher or school administrator and shall follow all guidelines established in Board Policy CQ. Supervising teachers and administrators are responsible for all material students post to a District or school sponsored website.

- All data and information contained in the RISD technology resource systems remain the property of RISD.

- Electronic mail transmissions and other use of RISD technology resource systems and cloud- based solutions, including Internet access and data storage shall not be considered a user's personal information or property and may be monitored by authorized individuals at any time to ensure appropriate use for educational purposes.

Digital Citizenship

Users of RISD technology resources should practice appropriate digital citizenship. All information transmitted digitally is public and permanent. Appropriate digital citizenship includes, without limitation:

Respecting Yourself. When applicable, select online names that are appropriate. Use appropriate language/content in all online posts, as users continuously represent RISD whenever and wherever they use online communications.

Protecting Yourself. Users will not publish personally identifiable information or data for themselves or anyone else. Users are the custodians of their accounts and are responsible for all activity initiated by and/or performed under their accounts. It is the responsibility of each user to appropriately secure account credentials (user IDs/passwords) and to maintain

and back up all of their data. If a user is uncertain whether a specific computer activity is permitted or appropriate, he/she should ask a teacher/administrator before engaging in the activity.

Users should only use online resources whose terms of service fall within the age requirement of their or their students' age. Many resources specifically state the resource is for students 13 years and older.

Respecting Others. Users will not use technology resources to bully, harass or tease other people. Users will not make an audio or video recording of any student, teacher, or administrator without prior permission from the subject. No user will pose as someone else or pose as a user other than him or herself when online. Users will not access, download, or modify accounts, files, or data belonging to others.

Protecting Others. Users will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches involving campus technology. Users will respect the privacy of others throughout the RISD network and on the Internet and not share or access Users' folders, files, or data without authorization.

Respecting and Protecting Intellectual Property. Users will adequately cite any and all websites, books, media, etc. used in creating homework or other school projects. Users will respect all copyrights, requesting permission for the use of software, media, and the intellectual property of others.

Google Workspace for Education

RISD offers Google Workspace for Education and all the tools it provides, including District-wide emails for students in grades 2-12. A parent/guardian signature on the annual Acknowledgement for the *Student and Parent Guidebook and Student Code of Conduct* serves as the parent's consent for his/her student(s) to have access to these services under school District supervision.

District Account Management

Students and staff may be required to have accounts in third party systems (SchoolWires, GAFE, Scholastic, Discovery Education, etc.) managed by RISD. These RISD accounts will be used at school for instructional purposes, but also may be accessed outside of school. These tools are deemed relevant to achieving the District's vision, mission, and goals set forth within the curriculum and instructional objectives. In addition, the use of these accounts will help users master effective and proper online skills as required in the Technology Application Standards. The third parties may collect information that is subject to the Children's Online Privacy Protection Act (COPPA). A parent's signature on the Acknowledgement authorizes the District to provide consent to those third parties under COPPA. Information provided to third parties for such accounts will be limited to a student's name, unique username, student ID number, District-provided email address and birthdate (if required).

Single Sign On (SSO)

RISD maintains a Single Sign-On (SSO) solution to better serve the District's digital sign-on needs. The SSO portal consists of easy to use links to District sites and affiliated programs, tailored for each individual. Authentication to these sites is bypassed in the single sign-on

environment. This allows both teachers and students to have faster access to common District tools without the need for multiple passwords.

- Students PK through 12 will have access to the SSO portal using their Google credentials. (PK - 2 will have Google credentials to use SSO but will not retain access to Gmail.)
- Staff will access SSO using their current Active Directory domains accounts.

Electronic Media Guidelines for Communication with Students

In accordance with the administrative regulations, a certified or licensed employee may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. Social media usage must be responsible and follow the terms of use, including age, of the individual social media tool. Employees may only use District-approved resources for communication with students.

As role models for the District's students, staff and faculty are responsible for their public conduct even when they are not acting as District employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public content. See Board Policy CQ.

Appropriate Use

- Users must only open, view, modify, and delete their own computer files.
- Internet use in the District must be directly related to educational responsibilities.
- Users will be assigned individual email and network accounts and must use only those accounts and passwords that they have been granted permission by the District to use. All account activity should be for educational purposes only.
- Users must immediately report threatening messages or discomfoting Internet files/sites to an administrator.
- Users must at all times use the District's electronic communications system, including email, wireless network access, and online tools/resources to communicate only in ways that are kind and respectful.

Users are responsible at all times for their use of the District's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them freedom to do otherwise.

Inappropriate Use*

The following actions are not permitted and could result in the consequences outlined in the Student Code of Conduct.

- Users may not attempt to disable or bypass the RISD content filter, including the use of wireless internet cards or personal hotspots.

- Users may not install unauthorized network access points, or other connections that may not effectively integrate with existing infrastructure.
- Users may not launch denial of services attacks using personal or work technology, hack or engage in behavior that attacks the network or internet access.
- Users may not illegally access or manipulate the information of a private database/system such as grade books and other student information systems.
- Users may not send, save, view, forward, or create harassing or offensive content/messages.
 - o The District's policies against harassment, bullying, and discrimination for students and employees apply to the use of technology. See Board Policy CQ; see *also* Board Policies DIA, FB, FFH, and FFI.
- Users may not use their accounts for non-school related activities including but not limited to:
 - o Using the Internet for financial gain, personal advertising, promotion, non-government related fundraising, or public relations.
 - o Using District technology resources for political advertising, or religious proselytizing.
- Users are strictly prohibited from reverse engineering, decompiling, disassembling, or in any way copying the code version of any computer program used on any device.
- Using RISD email or District-provided/managed services for personal gain, to engage in actions deemed inappropriate to others subject to District policy.
 - Users should not allow anyone to use a device specifically issued to them.

*In addition to the behavior described above, the Chief Technology Officer, Campus Administrator, or Executive Director of Network Services, is responsible for determining what is considered to be inappropriate use of the RISD computer network. They may request to disable a user's account or network access at any time. Student discipline will be referred to campus administration, while staff behavior will be referred to the employee's supervisor and Human Resources.

Acknowledgment and Agreement

I have read and will abide by these Responsible Use Guidelines. I understand that if I fail to comply with these Guidelines, I will be subject to appropriate disciplinary consequences which could include suspension of my user account(s) and network access as well as other disciplinary/legal action including but not limited to: discharge from employment, criminal prosecution and/or penalty under this Code of Conduct and or any appropriate state and federal laws. My signature on the Acknowledgment in the *Employee Handbook* or *Student and Parent Guidebook and Student Code of Conduct* as appropriate, confirms my receipt of these Guidelines and my agreement to follow them as a condition of access to District Technology Resources.

IMPORTANT ADDRESSES AND TELEPHONE NUMBERS

RISD Administration Building (469) 593-0000

400 South Greenville Avenue, Richardson 75081, <http://www.risd.org>

RISD Administration Annex

420 South Greenville Avenue, Richardson 75081

High Schools

Berkner High School and STEM Academy (469) 593-7000

1600 E. Spring Valley Rd., Richardson 75081

FAX (469) 593-7085

Lake Highlands High School (469) 593-1000

9449 Church Rd., Dallas 75238

FAX (469) 593-1030

HOTLINE (469) 593-1001

J.J. Pearce High School (469) 593-5000

1600 N. Coit Rd., Richardson 75080

FAX (469) 593-5169

Richardson High School (469)-593-3000

Arts/Law/Science Magnet (housed at RHS) (469) 593-3038

1250 E. Belt Line Rd., Richardson 75080

FAX (469) 593-3010

Nontraditional High School Program

Memorial Park Academy (469) 593-6800

9666 Ferris Branch Blvd., Dallas, 75243

FAX (469) 593-6801

Alternative Education Program

Thurgood Marshall Student Success Academy/DAEP (469) 593-6800

9666 Ferris Branch Blvd., Dallas, 75243

FAX (469) 593-6801

Junior High Schools

Apollo Junior High (469) 593-7900

1600 Apollo Rd., Richardson 75081

FAX (469) 593-7911

Forest Meadow Middle School (469) 593-1500

9373 Whitehurst Dr., Dallas 75243

FAX (469) 593-1461

Lake Highlands Middle School (469) 593-1600

10301 Walnut Hill Ln., Dallas 75238

FAX (469) 593-1606

Liberty Junior High (469) 593-7888

10330 Lawler Rd., Dallas 75243

FAX (469) 593-7764

Parkhill Junior High (469) 593-5600

16500 Shadybank Dr., Dallas 75248

FAX (469) 593-5500

Richardson North Junior High (469) 593-5400

1820 N. Floyd Rd., Richardson 75080

FAX (469) 593-5434

Richardson West Junior High (Arts and Technology Magnet) (469) 593-3700

1309 Holly Dr., Richardson 75080

FAX (469) 593-3666

Westwood Junior High (Math, Science, & Leadership Magnet) (469) 593-3600

7630 Arapaho Rd., Dallas 75248

FAX (469) 593-3508

Elementary Schools

Aikin Elementary (469) 593-1820

12300 Pleasant Valley Dr., Dallas 75243

FAX (469) 593-1763

Arapaho Classical Magnet (469) 593-6400

1300 Cypress Dr., Richardson 75080

FAX (469) 593-6448

Audelia Creek Elementary (469) 593-2900

12600 Audelia Rd., Dallas 75243

FAX (469) 593-2901

Big Springs Elementary (469) 593-8100

3301 W. Campbell Rd., Garland 75044

FAX (469) 593-8114

Bowie Elementary (469) 593-6000

7643 La Manga Dr., Dallas 75248

FAX (469) 593-6066

Brentfield Elementary (469) 593-5730

6767 Brentfield Dr., Dallas 75248

FAX (469) 593-5710

Canyon Creek Elementary (469) 593-6500

2100 Copper Ridge Dr., Richardson 75080
FAX (469) 593-6511

Carolyn G. Bukhair Elementary (469) 593-4900

13900 Maham Rd., Dallas 75240
FAX (469) 593-4901

Dartmouth Elementary (469) 593-8400

417 Dartmouth Ln., Richardson 75081
FAX (469) 593-8408

Dover Elementary (469) 593-4200

700 Dover Dr., Richardson 75080
FAX (469) 593-4201

Forest Lane Academy (469) 593-1850

9663 Forest Lane, Dallas 75243
FAX (469) 593-1919

Forestridge Elementary (469) 593-8500

10330 Bunchberry Dr., Dallas 75243
FAX (469) 593-8502

Hamilton Park Pacesetter Magnet (469) 593-3900

8301 Towns St., Dallas 75243
FAX (469) 593-3950

Jess Harben Elementary (469) 593-8800

600 S. Glenville Dr., Richardson 75081
FAX (469) 593-8801

Lake Highlands Elementary (469) 593-2100

9501 Ferndale Rd., Dallas 75238

FAX (469) 593-2088

Mark Twain Elementary (469) 593-4800

1200 Larkspur Dr., Richardson 75081

FAX (469) 593-4799

Math Science Technology Magnet (469) 593-7300

450 Abrams, Richardson 75081

FAX (469) 593-7301

Merriman Park Elementary (469) 593-2800

7101 Winedale Dr., Dallas 75231

FAX (469) 593-2751

Mohawk Elementary (469) 593-6600

1500 Mimosa Dr., Richardson 75080

FAX (469) 593-6610

Moss Haven Elementary (469) 593-2200

9202 Moss Farm Ln., Dallas 75243

FAX (469) 593-2158

Northlake Elementary (469) 593-2300

10059 Ravensway Dr., Dallas 75238

FAX (469) 593-2309

Northrich Elementary (469) 593-6200

1301 Custer Rd., Richardson 75080

FAX (469) 593-6201

Northwood Hills Elementary (469) 593-4300

14532 Meandering Way, Dallas 75254

FAX (469) 593-4301

O. Henry Elementary (469) 593-8200

4100 Tynes Dr., Garland 75042

FAX (469) 593-8221

Prairie Creek Elementary (469) 593-6300

2120 E. Prairie Creek Dr., Richardson 75080

FAX (469) 593-6308

Prestonwood Elementary (469) 593-6700

6525 La Cosa Dr., Dallas 75248

FAX (469) 593-6712

Richardson Heights Elementary (469) 593-4400

101 N. Floyd Rd., Richardson 75080

FAX (469) 593-4401

Richardson Terrace Elementary (469) 593-8700

300 N. Dorothy Dr., Richardson 75081

FAX (469) 593-8780

Richland Elementary (469) 593-4650

550 Park Bend, Richardson 75081

FAX (469) 593-4654

RISD Academy Elementary (469) 593-3300

13630 Coit Rd., Dallas 75240

FAX (469) 593-3307

Skyview Elementary (469) 593-2400

9229 Meadowknoll Dr., Dallas 75243

FAX (469) 593-2423

Spring Creek Elementary (469) 593-4500

7667 Roundrock Rd., Dallas 75248

FAX (469) 593-4501

Stults Road Elementary (469) 593-2500

8700 Stults Rd., Dallas 75243

FAX (469) 593-2521

Wallace Elementary (469) 593-2600

9921 Kirkhaven Dr., Dallas 75238

FAX (469) 593-2610

White Rock Elementary 469) 593-2700

9229 Chiswell Rd., Dallas 75238

FAX (469) 593-2706

Yale Elementary (469) 593-8300

1900 E. Collins Blvd., Richardson 75081

FAX (469) 593-8362

Intradistrict Transfer

Students Residing in the District

Neighborhood School Concept

The Richardson Independent School District ("RISD" or "District") is committed to the neighborhood school concept. Where a student resides determines the home school and feeder pattern the student will attend. The District maintains a comprehensive student assignment plan that is designed to support the neighborhood school concept, promote balanced enrollment and efficient use of facilities, and comply with legal requirements. Any kindergarten through 12th-grade student who wishes to attend an RISD school outside of their neighborhood attendance area (the "home school") must complete an *Intradistrict Transfer Request* and obtain District approval to change schools.

Please click on the provided links for information about [magnet schools](#) and [choice/managed choice](#), which are separate application and assignment processes. Separate application processes also exist pursuant to special provisions of the *Texas Education Code* or federal law, such as: school safety choice transfer, victim of sexual assault transfer, bullying victim transfer, low-performing school transfer, and/or disabled student sibling transfer. Direct any questions around these special provisions to your school principal. Additional information about [Pre-K enrollment](#) is also available online.

Procedures

Transfer requests are available online at www.risd.org.

- Parents desiring an intradistrict transfer must first [enroll online](#).
- After enrolling the student(s), parents may complete the [online transfer request](#) and submit it for processing.
- Incomplete transfer forms will not be processed, including when required enrollment documents are incomplete.
- The superintendent's designee must approve the transfer before a student may change schools.
- Every approved transfer must maintain the following conditions: the student maintains prompt and regular attendance, the student maintains good behavior, the student maintains acceptable grades, and the parent/guardian cooperates with the receiving school.

Next Level Process

Students who are currently on a transfer and are transitioning from elementary to junior high (middle school) or junior high (middle school) to high school are transferred automatically to the Next Level for the upcoming school year. Students must be in good standing with the current campus to be eligible for a transfer to the next level campus. If a parent wants to return to their neighborhood school, instead, they must notify their current school in the spring. If a parent wants to request a transfer to a school other than the feeder school of their currently enrolled school, they must submit a new intradistrict transfer request.

Timelines

Transfers are effective for the beginning of each semester. Requests must be submitted during the following windows of time:

Grade Level & Type of Transfer	Requests Accepted For Fall Semester	Request Accepted for Spring Semester
All Levels	March 1 - July 1	November 1 - December 1

The superintendent's designee(s) will attempt to finalize a decision on a transfer request within 60 calendar days after a completed request is received. However, the District may delay a decision when necessary. The receiving school principal will notify the parent of approved requests. The home school principal will notify the parent of denied requests.

[See Supplemental Considerations, Rules & Processes for Guidelines Pertaining to Both Intradistrict & Nonresident Interdistrict Transfers](#)

Nonresident Interdistrict Transfers

Students Residing Outside the RISD

Generally, nonresident students shall not be permitted to attend District schools, as outlined in Board Policy FDA(LOCAL). The Board has delegated the authority to accept or reject a transfer request to the Superintendent.

Exceptions

Change in Residence—Resident students who become nonresidents during the course of a school year may be permitted to continue in attendance tuition-free for the remainder of the current grading period, provided academic, disciplinary, and attendance records are satisfactory.

Senior Privilege—A senior student who becomes ineligible for tuition-free attendance at the end of his or her junior year may be permitted to continue in attendance tuition-free throughout the senior year provided the student has not already enrolled in another school district, and that academic, disciplinary, and attendance records are satisfactory. This “senior privilege” shall not be extended beyond one school year.

Student Moving into the District—A student residing outside the District may be enrolled at the beginning of a semester provided the following qualifications are met:

1. The student’s parent or legal guardian has signed a contract for the purchase of a home within the boundaries of the District that will be completed or occupied within 90 days of enrollment;
2. The student’s parent or legal guardian provides a certified copy of the contract, loan documents, bill of sale, or other appropriate documentation;
3. The parent or legal guardian agrees to provide needed transportation; and
4. Academic, disciplinary, and attendance records are satisfactory.

Peace Officer—Pursuant to H.B. 1959, a peace officer who is a parent of or person standing in parental relation to a student may request a nonresident interdistrict transfer pursuant to an agreement under Texas Education Code section 25.035 upon request. A peace officer has the meaning assigned by [section 1701.001 of the Texas Occupations Code](#). An online Nonresident Interdistrict Transfer *Renewal* Request must be submitted **annually** during [established Timelines](#) and when the Peace Officer wants to request a new campus.

Children of Nonresident Employees—Children of full-time District Employees may be

allowed to attend District schools in accordance with DEB (LOCAL). Additional information about [Pre-K enrollment](#) is available online.

Children of District Employees

As a benefit for employees, the RISD Board of Trustees has authorized the District to accept for enrollment school-aged children of employees who reside outside the District while the employee remains in full-time employment by the District. Children of nonresident employees must comply with all other rules applicable to transfer students.

- Full-time professional contract employees, as well as non-contract paraprofessional and classified employees, are eligible for this benefit immediately upon their full-time employment.
- “Child” means a school-aged student who lives with the employee and is the employee’s natural or legally-adopted offspring or a school-aged child for whom a court or other authority has designated the employee as the legal guardian. “Child” also includes the natural or legally adopted offspring of an employee where the child does not live with the employee if the employee is a noncustodial conservator of the child and the employee had the legal authority to make educational decisions for the child.
- Nonresident employees desiring an interdistrict transfer must first enroll the student online, after which they may complete the online transfer request and submit it for processing. Incomplete transfer forms will not be processed, including when required *enrollment* documents are incomplete.
- *Annual review*—As long as a student remains in good standing and the parent remains employed by the District, the Interdistrict Transfer will remain active.
- *Change of residence*—A new transfer form must also be completed whenever the student changes residence and wants to remain in the school he or she has been attending.

Timelines for Nonresident Employees of RISD—Elementary transfer requests for the fall semester will be accepted between April 15 and August 1 of each school year. Secondary transfer requests for the fall semester will be accepted between March 1 and August 1 of each school year. Elementary and secondary transfer for the spring semester will be accepted between October 1 and December 15 of each school year. Transfers shall not be approved at other times except for new employees.

Supplemental Considerations, Rules and Processes

Guidelines Pertaining to Both Intradistrict & Nonresident Interdistrict Transfers

School Placement Considerations

In evaluating each transfer request, RISD will consider the following:

- individual needs of the student and reason provided on the transfer request;
- student's behavior and attendance history;
- student's grade reports;
- student's need for special instructional services not provided at the home school;
- medical condition of the student as described in a letter from the student's medical provider (letter must be submitted with the transfer request);
- similar age siblings attend the same school;
- building capacity and any planned renovation projects;
- current enrollment and growth projections;
- other factors relevant to a particular transfer request.

Note: RISD will not increase staffing allocations to accommodate transfer requests.

Year-to-Year Processing

Transfer type/grade level	Process
PK transfers with siblings enrolled ahead	● PK3 and PK4 transfer students, where an older sibling is also enrolled, may stay on transfer KN-5th/6th. ● PK4 students enrolled at a magnet school must submit a magnet school application to be considered for KN; however, ● Students of employees can stay on transfer
PK transfers, other than sibling transfers	PK4 students must reapply for transfer to KN
Next Level transfers—when transfer students transition to the next grade level building	Students who are in good standing will automatically “roll up” on a transfer to the next feeder campus for their current school, unless the parent requests for the child to return to their zoned home campus.
Nonresident Interdistrict Employee Transfers	● Only new employees or students of employees who are not currently enrolled in RISD should apply for a transfer. ● As long as the employee remains employed

	in RISD and the student maintains a good standing in attendance, behavior and academics, the transfer will continue and the student will be transferred to their next level school(s).
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Eligibility Requirements

District staff determines eligibility of all Transfer Applications based on the *most recent records* provided by the parent or guardian. Each application is evaluated in the following areas:

- Attendance
- Grades for the four core classes: math, reading/language arts, science and social studies
- Standardized testing, preferably STAAR testing results
- Behavior, i.e.: number of office discipline referral incidents. Students with suspensions/expulsions or DAEP/JJAEF placements will not be considered.
- Graduation progress, for high school students only.
- Students who participate in UIL athletics are excluded from Open Enrollment Transfer screening for eligibility until they have verified eligibility through the Director of Athletics.

Note: Attendance, Grades, and Discipline criteria are not required for next year KN; unless the student has participated in Pre K. In addition, students entering Kindergarten as of a January (mid-year) admittance are *not* exempt from attendance, academic and behavior standards.

Students earn a score based on the Eligibility Screening Rubric below. Based on a possible 18 points, the student's application screening status can be:

- 15–18 Points – Immediate eligibility
- 10–14 Points – Waitlisted for possible consideration
- 0–10 Points – Ineligible

Most recent STAAR Test Results (grades 3-8) required for next year grades 4th through 9th:

- 16–21 Points – Immediate eligibility
- 10–14 Points – Waitlisted for possible consideration
- 0–10 Points – Ineligible

Eligibility Screening Rubric

Criteria	Points				
	3	2	1	0	-1
Attendance percentage	95-100%	90-94%	80 - 89%	70-79%	60-69
Math grade	90-100	80-89	70-79	60-69	50-59
Reading/Language Arts grade	90-100	80-89	70-79	60-69	50-59
Science grade	90-100	80-89	70-79	60-69	50-59
Social Studies grade	90-100	80-89	70-79	60-69	50-59
STAAR Test Results (required for students above grades 3-8)	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Does Not Meet Grade Level	
Discipline incidents *	0	1-2	3	≥ 4 not eligible for consideration	
Online <i>enrollment</i> is complete	Only complete enrollment shall be considered eligible for consideration.				
Progress toward graduation completion	Students grade 9-12 who have been retained in high school will <i>not</i> be eligible for consideration.				
★ Students with suspensions/expulsions or DAEP/JJAEP placements will not be considered eligible					
★ Students with discipline referrals equal to or greater than 4 incidents will not be considered eligible.					

Special Considerations

Priority Consideration—Students/families experiencing a change in elementary boundaries for the 2024-25 school year, and not in a consolidated school, may request an intradistrict transfer and will be considered a “priority” by the administrative team. These priority transfers also include noncontiguous boundary changes included in Project RightSize. *Prioritization of these transfers will focus on students who are moving to 6th grade for the 2024-25 school year.* Siblings of these priority student transfer requests will be granted based on availability of space in their particular grade level.

Important Reminders

- Online Enrollment must be completed prior to a transfer request being processed.
- Requests will be processed in the order of date and time the completed transfer request is submitted.
- Priority groups for the 2024-25 school year include:
 - Mohawk students rezoned for Canyon Creek Elementary.
 - Dartmouth students rezoned for Yale Elementary.
 - Northrich 4th or 5th grade students who reside in the noncontiguous area

- rezoned for Dover.
 - Skyview 4th grade students who reside in the noncontiguous area rezone for Forest Lane Academy.
- Students enrolled in the four consolidated campuses (Greenwood Hills, Springridge, Spring Valley and Thurgood Marshall) will receive priority consideration through the RISD intradistrict transfer process. Per district guidelines all transfers will be approved as space allows. Please use the [regular intradistrict transfer](#) link and add in the “Reason for Request” that you are from a consolidated campus.
- Timeline for notification of approval or denial will be communicated no later than 60 days after the transfer request has been submitted.
- Priority transfers are subject to the same transfer requirements and guidelines which can include revocation of the transfer. Additional information is available under the [School Placement Considerations](#) and [Revoking a Transfer](#) sections of these guidelines.
- *All students from consolidated schools and those whose attendance boundaries have changed, including noncontiguous students, will have additional consideration in the elementary magnet process.*
- Questions pertaining to priority transfers can be directed to Michael Freeman, Coordinating Director for Special Projects, at (469)593-0340 or michael.freeman@risd.org.

Elementary—To ensure adequate space is available at a campus for students who reside in the attendance area, RISD generally will deny a transfer request seeking a transfer to campuses where the affected grade level enrollments are estimated at 90 percent or greater of class size expectations, which are 22 students per class in grades K through 4 and 28 per class in grades 5 and 6. *Appeals are not permitted when a grade level is at 90% capacity.*

Middle School—As the District implements the middle school concept from one learning community to the next, space may be at a premium. During the dynamics of this transition, the District will use the following additional priorities and guidelines when considering transfers to a middle school:

1. Students who reside in a middle school attendance area and attend an elementary neighborhood school within the same learning community have first priority to attend their home middle school.
2. Students who reside in a middle school attendance area but *elected* to attend an elementary school outside of their learning community have second priority to attend their home middle school.
 - They must indicate intent to attend their home middle school *upon first opportunity* during spring pre-registration for courses in grades 5/6 or 6/7.
 - Failure to pre-register for classes at their home middle school in a timely manner may forfeit their priority and remain at their currently enrolled elementary school.
3. Students on a transfer at an elementary school, as of February 1, that feeds to a middle school and whose home junior high/middle school is different have

third priority. These students must complete an online Continuing Transfer Request for the Next Level during the spring timeframe for secondary transfer requests. Failure to complete a Continuing Transfer Request for the Next Level may default the student to their home school elementary (5/6) or junior high (6/7).

4. Students whose home school is outside the middle school attendance area and who are not currently attending an elementary school that feeds to the middle school have fourth priority. These students must complete a new online transfer request during the established timelines.

Additional Information for Magnet School Students

- VOLUNTEER magnet students are those students attending a magnet school who live outside the magnet school's attendance boundary. These students complete a magnet school application and are assigned through the lottery process. They fall within the second priority if their home school is a middle school.
- NEIGHBORHOOD magnet students are those students attending a magnet school who live inside the magnet school's attendance boundary. They fall within the first priority when their home school is a middle school. For example, Hamilton Park students who live in the Forest Meadow Middle School area fall within the first priority. Volunteer and Neighborhood elementary magnet students must indicate their intent to attend their home middle school upon first opportunity during the 5/6 or 6/7 grade pre-registration for classes in the spring.
- Students will not be allowed to return automatically to their home middle school during the school year without first submitting for review a "Request to Rescind to a Middle School." The current school principal, receiving middle school principal and the Coordinating Director for Special Projects must approve the form.

Example of Enrollment & Transfers into Lake Highlands Area Middle Schools

Priority	Attends Elem	Resides In	District Action	Parent Action
1	Nhood sch in LH area	FM or LH MS area	Default to home MS	Submit course pre-registration in Spring
2	Sch out of LH area	FM or LH MS area	Nov Feb notify parents of options, dates, requirements	Submit course pre-registration in Spring
3	Nhood sch in LH area	Home sch out of LH area	Nov Feb notify parents of dates, options, Trf for Next Level QRcode	Enroll online then submit Trf for Next Level for approval in Spring semester
4	Sch out of LH area	Home sch out of LH area	Review for approval or denial	Complete new online trf request

KEY FOR ABBREVIATIONS		
elem - elementary FM - Forest Meadow	LH - Lake Highlands nhood - neighborhood	sch - school trf - transfer

Appeal of Denial

A parent/legal guardian who is not satisfied with a decision regarding a transfer request may appeal the decision by submitting a letter describing the reason(s) for appeal to the appropriate Superintendent's Designee. A review committee from the RISD Student Services Department will consider the appeal. Appeals must be submitted in writing no later than three (3) school days of the initial denial. A parent who is not satisfied with the decision of the appeal committee must follow Board Policy FNG to seek further review of the administrative decision.

Appeals are not permitted when a grade level is at 90% capacity.

Transfer Status

A student is considered a transfer student subject to the transfer rules beginning at the time a request is approved.

Change of Address

A new transfer form must be completed when a transfer student changes residence and wants to remain in the school he or she has been attending; unless the new residence is within the same home school area from which the transfer was approved. If a *nonresident interdistrict transfer* student's address changes, a new transfer must be completed because this serves as part of the proof of residence.

Transportation Not Provided

RISD does not provide transportation for transfer students unless otherwise required by law. Parents whose transfer requests are approved will be responsible for providing transportation to and from the campus.

Athletic and Other Extracurricular Participation

A student may not transfer for the purpose of participation in extracurricular activities.

Athletics—Per UIL regulations, transfer students are not eligible for varsity athletic participation for one year from the date the student begins attendance at the new school. Transfer students will be eligible for sub-varsity athletics provided the transfer is not for athletic purposes and the UIL "Previous Athletic Participation Form" is signed by both the sending and receiving schools. Transfers must be completed prior to the start of practice season for the sports in question. If the

transfer takes place after the start of the season, the athlete will be placed in the off-season.

Academic/Performing Arts Programs—To be eligible for other extracurricular activities, transfer students must be enrolled and attending the transfer school fifteen calendar days prior to the application deadline for tryouts or election.

Other—Eligibility for activities not regulated by UIL will be determined by RISD guidelines for the specific program and/or any national or state regulations of the activity or organization.

If you have additional questions, contact the Central Athletics Department at (469) 593-0120 or the Fine Arts Department at (469) 593-0430.

Revoking a Transfer

Expectations of Student Behavior—Transfer students must comply with all policies and rules, including the Student Code of Conduct and any campus rules. A transfer is a privilege and may be revoked at any time by the principal where the student is enrolled due to the following reasons:

- Student becomes a disruption to school operation and/or a detriment to the learning of other students;
- Student fails to maintain good conduct and behavior;
- Students does not maintain acceptable grades;
- Student has excessive tardies and/or absences;
- Lack of parental cooperation;
- Change of the student's residence;
- Falsification of residency, transfer, or enrollment documents; and/or
- Other relevant reasons determined by the building principal.

Reminder: The above items are included in all transfer forms, and parents sign as they apply that they have read and agree to them.

Nonresident Interdistrict Transfer Revocation—An interdistrict transfer student attending District schools whose placement in the District becomes a disruption to school operations or a detriment to the learning of other students because of disciplinary or attendance problems or a lack of parental cooperation may have the transfer agreement revoked upon the recommendation of the assistant superintendent. RISD will revoke the transfer and withdraw from enrollment a student who no longer qualifies for transfer.

RICHARDSON INDEPENDENT SCHOOL DISTRICT GUIDELINES

Freedom from Bullying and Harassment Board Policy FFI

BULLYING PROHIBITED

RISD prohibits the bullying, which includes cyberbullying, of any student, prohibits retaliation against any person who in good faith reports bullying or otherwise is involved in an investigation of a complaint of bullying or harassment, and establishes procedures for responding to reports of bullying. This document is designed to provide guidance to District administrators who implement the Board's policy and to persons who report complaints of bullying and harassment.

Campus principals are expected to implement and monitor school-wide, classroom, and individual practices that teach and support positive student behaviors and to provide appropriate consequences for students who engage in bullying type behaviors.

All staff members will participate in the process of implementing practices for consistently teaching respectful behavior, preventing and stopping bullying on their respective campuses, and encouraging the prompt reporting of such behavior. In addition, principals will train their staff on how to respond to complaints of bullying from parents, students, or third parties.

Questions concerning these guidelines may be directed to the campus principal or the Director of Student Services at 469-593-9125.

DEFINITION OF "BULLYING"

Texas law defines **bullying** as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct [which occurs in situations over which the school has jurisdiction] and (i) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (ii) is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school; and includes cyberbullying.

Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Note: RISD's policies apply to

- bullying that occurs on or is delivered to school property or to the site of a school-sponsored/related activity on or off school property;
- bullying that occurs on a publicly or privately-owned school bus or vehicle being used for student transportation to/from school or a school-sponsored/related activity; and
- cyberbullying that occurs off school property or outside of a school sponsored/related activity if the cyberbullying (i) interferes with a student's educational opportunities, or (ii) substantially disrupts the orderly operation of a classroom, school, or school-sponsored/related activity.

Not all offensive conduct between students rises to the level of bullying. Conduct that may not constitute bullying as defined above still may violate expected standards of conduct and may subject the actor to disciplinary measures.

REPORTING ALLEGED BULLYING

RISD takes all reports of bullying and harassment seriously and will conduct an appropriate investigation to address any such reports and will take appropriate actions designed to stop any current incidents of bullying and prevent future incidents.

Student training and campus procedures should emphasize the importance of promptly reporting alleged bullying and harassment to an appropriate adult. Any student who believes that he or she has been bullied or suspects that another student has been bullied should immediately report the conduct to the principal, counselor, or teacher.

Any District employee who receives a report of, witnesses, learns of, or suspects an incident of bullying involving students anywhere on campus, at an off campus school-related activity, or in a District vehicle shall immediately report the information to the principal. The report may be made orally or in writing. A report also may be made anonymously. The principal shall ensure an oral report is reduced to writing.

Any staff member who witnesses an incident of suspected bullying or other inappropriate behavior should take appropriate steps to stop the inappropriate behavior in addition to reporting the incident.

NOTIFICATION TO PARENT/GUARDIAN

The parent/guardian of the alleged victim of an incident of bullying must be notified on or before the third business day after the date the incident is reported.

The parent/guardian of the alleged bully must be notified within a reasonable amount of time after the alleged incident.

Note: These timelines reflect the maximum period for providing parental notification in compliance with the Education Code. In most cases, notification of the parents of both students should occur on the same or next school day of the incident.

INVESTIGATING REPORTS OF BULLYING

An appropriate District official will conduct an investigation of a report of suspected bullying. The scope and nature of the investigation shall rest within the discretion of the official based on the nature of the allegations.

The District will, to the greatest extent possible, maintain the privacy of the complainant, persons against whom a complaint is filed, and witnesses or other persons who provide

information in an investigation. Limited disclosure of information may be necessary to comply with state and/or federal law and to conduct a thorough investigation.

The campus should promptly notify the Director of Student Services (X39125) upon receipt of an allegation of bullying. The Director will assist the campus through the investigation.

SAMPLE INTERVENTIONS, STRATEGIES, AND CORRECTIVE ACTION TO ADDRESS INCIDENTS OF BULLYING

- Conference separately with alleged victim and alleged bully and include parents of each as appropriate
- Monitor situation closely, particularly if specific allegation cannot be corroborated
- Meet periodically with alleged victim
- Meet periodically with alleged bully
- Refer complainant, accused student, and witnesses to campus counselor
- Administer disciplinary consequences as outlined in the *Student Code of Conduct*
- Administer consequences as outlined in any applicable extracurricular code of conduct
- Loss or limitation of technology privileges at school and limited access to District-provided electronic devices if cyberbullying occurred
- Work with counselor to develop appropriate strategies to minimize interactions between involved students
- Issue administrative directives to students concerning expected conduct
- Refer matter to District police or outside law enforcement agency or Child Protective Services as appropriate
- Change schedule/class for alleged bully
- Change schedule/class for alleged victim
- Change school rules
 - Provide additional training to the involved students, class, grade level, and/or entire school
 - Provide additional staff training
 - Transfer alleged bully or alleged victim to another campus (FDB Legal) (Refer to Transfer section below.)

TRANSFER OF STUDENTS INVOLVED IN BULLYING

RISD desires to retain students in their neighborhood schools where possible. However, either a student who has been found to have been subjected to bullying or a student found to have engaged in bullying may transfer to another campus under appropriate circumstances. This transfer option has significant implications, including disruption in the educational process, and may only be considered after a variety of interventions and disciplinary consequences have been applied unsuccessfully.

Transportation. RISD does not provide transportation to a student transferred because of bullying unless such transportation is otherwise required by law.

Transfer of Students Who Engage in Bullying. The campus principal may recommend to the appropriate Area Superintendent or Assistant Superintendent that a student found to have engaged in bullying be transferred to another campus under the following circumstances:

- The campus administrator's thorough investigations concluded that the student engaged in bullying as defined herein on at least two separate occasions during the last 12 months. A single, egregious instance of bullying (particularly involving multiple students or significant disruption of the school) also may support a recommendation to transfer.
- Campus strategies and interventions, including appropriate discipline under the Student Code of Conduct, have been documented but have been unsuccessful to eliminate the bullying.
- Campus administrator(s) have communicated with the student's parent/guardian on more than two occasions to address the student's inappropriate conduct.
- *Note:* Campus administrators must provide documentation of all strategies and interventions, discipline, campus investigations, and parent contacts along with the request for administrative transfer.

The appropriate Area Superintendent and/or Assistant Superintendent will make the final decision concerning a request to transfer, including the school to which the student may transfer. At the time a student is transferred under this section, a Student Support Plan shall be developed to outline appropriate positive behavioral supports for the student and to identify further disciplinary steps to consider if the bullying behavior persists.

Students Who Are Subjected to Bullying. The parent/legal guardian of a student found to have been subjected to bullying may request that the student be transferred to another campus. A request under this section will only be considered under the following circumstances:

- The campus administrator's thorough investigation concluded that the student was subjected to bullying as defined herein on at least one occasion.
- After a reasonable period of time, the campus-based strategies and interventions have not been effective to stop the bullying conduct as evidenced by campus documentation.
- A parent/guardian who seeks a transfer under this section must complete an Intradistrict Transfer Request Form. The form is available at the campus or on the website at www.risd.org under the Student Services page.

Special Circumstances. Notwithstanding the foregoing, some incidents of bullying may be so severe or pervasive that immediate transfer or other interventions may be appropriate.

Bullying Complaint Process

Step 1 - Report of bullying received (*complaint form, e-mail, call, conference, letter, student/teacher/parent report, direct observation, anonymous report, etc.*).

Step 2 - Take immediate steps to ensure student is safe from the alleged bullying.

Step 3 - Investigate allegations in a timely manner (usually within 10 school days).

Step 4 - Notify parent of alleged victim no later than three business days after report of incident and notify parent of alleged bully within a reasonable time after the incident.

Step 5 - Determine whether bullying occurred.

Bullying is:

a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct [which occurs in situations over which the school has jurisdiction]

AND

(i) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (ii) is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school.

Bullying includes **cyberbullying** which is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Step 6 - Determination is made and appropriate action is taken:

Behavior does not meet the definition of bullying: apply consequences and/or action plans as appropriate and notify parents of findings.

Behavior does meet the definition of bullying: apply consequences, implement corrective actions and notify parents of findings.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use of –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Richardson Independent School District maintains policies, developed in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. RISD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. RISD also will notify directly, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. RISD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents also will be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by DOE.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Student Privacy Policy Office
(formerly) Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202**

Student Code of Conduct 26-27

Dr. Jason Tharp- Executive Director of Student Services
Tony Parker- Student Services Administrator

DREAM ON



EVERY CHILD ♦ EVERY DAY

Student Code of Conduct

- Each year per TEC 37.001, the Richardson ISD Board of Trustees adopts the Student Code of Conduct to ensure the district's disciplinary standards and student behavioral expectations remain aligned with current state law, board policy, and district practices.
- Annual adoption provides clear expectations for students, parents, and staff and helps maintain safe, orderly, and supportive learning environments across all Richardson ISD campuses.
- No major changes for the 26-27 SY.



Minor Changes

- Added additional language around student protests.
- Clarified the use of detention and Saturday School as viable alternatives to exclusionary discipline.

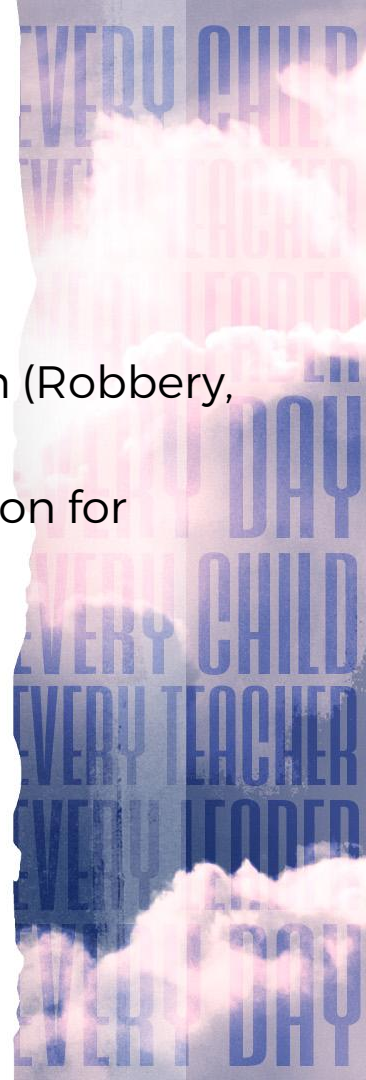


HB 6 Reminders



HB 6

- Made some major off-campus behavior a mandatory expulsion (Robbery, Unlawful Carrying of a Weapon, Murder, etc.)
- Gave administrators more leeway to use out of school suspension for Pre-K-2nd grade students.
- No limit on the length of ISS placement.



DREAM ON



EVERY CHILD ♦ EVERY DAY



BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Division: Operations

Submitted by: Mike Jasso, Assistant Superintendent-Operations

ACTION ITEM

TOPIC:

Approval of the formal charter and resolution establishing the bond 2025 Citizens' Bond Oversight Committee.

BACKGROUND INFORMATION:

Following the successful passage of the Richardson Independent School District (RISD) Bond 2025 program, the Board of Trustees is establishing the district's first-ever Citizens' Bond Oversight Committee (CBOC). The CBOC will serve as a Board-appointed independent advisory body tasked with providing fiscal stewardship, transparency, and public accountability. The committee will monitor the progress of voter-approved propositions to ensure bond proceeds are spent exactly as described to voters, track project timelines and budgets, and provide an annual independent report to the Board of Trustees.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees approve the formal resolution and governing charter establishing the Bond 2025 Citizens' Bond Oversight Committee (CBOC) as presented below.

RESOLUTION AND CHARTER OF THE CITIZENS' BOND OVERSIGHT COMMITTEE FOR BOND 2025

WHEREAS, the Board of Trustees of the Richardson Independent School District ("District") successfully placed before the voters a capital bond construction and technology program on November 3, 2025 ("Bond 2025"); and

WHEREAS, the voters of the District approved the propositions put forth in Bond 2025, authorizing the issuance of general obligation bonds to finance critical facility expansions, mechanical, electrical, and plumbing (MEP) infrastructure upgrades, safety and security enhancements, and instructional technology modernization; and

WHEREAS, the Board of Trustees values strict fiscal stewardship, community transparency, and absolute accountability regarding the expenditure of public tax dollars; and

WHEREAS, the Board of Trustees desires to establish an independent, volunteer citizen advisory body to monitor and report on the progress and financial integrity of the Bond 2025 program;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE RICHARDSON INDEPENDENT SCHOOL DISTRICT THAT:

The Richardson Independent School District Citizens' Bond Oversight Committee ("CBOC" or "Committee") is hereby established and shall operate in strict accordance with the following Charter provisions:

SECTION 1: PURPOSE AND SCOPE

The CBOC is established as a Board-appointed, independent advisory body representing the community. The primary purpose of the Committee is to monitor, review, and inform the public concerning the expenditures and operational progress of all voter-approved Bond 2025 propositions.

The CBOC shall serve a monitoring and reporting function to ensure that:

1. Bond proceeds are expended solely for the purposes, projects, and structural scopes described to voters in the official Bond 2025 ballot language.
2. Bond projects are progressing within reasonable timelines, established project budgets, and fiscal guidelines.
3. Annual reporting is delivered directly to the Board of Trustees and the broader community detailing the operational status and alignment of all expenditures.

SECTION 2: ADVISORY LIMITATIONS (COMMITTEE JURISDICTION)

The CBOC is strictly an advisory and monitoring body. To ensure proper separation of oversight and administrative duties, the Committee has no operational, management, or decision-making authority.

The scope of the Committee excludes the following items, which remain the sole statutory and operational responsibility of District administration and the Board of Trustees:

- Approval of construction contracts, purchase orders, or vendor selections.
- Selection, hiring, or management of architectural partners, engineering firms, or general contractors.
- Review or determination of design, aesthetics, or material selections (e.g., paint colors, building layouts, or specific equipment brands).
- Adjustments to District staffing, salaries, or employee compensation funded through operational mechanisms.
- Authorization or execution of project budget reallocations or amendment of ballot language scopes.

SECTION 3: SOURCING, ROSTER COMPOSITION, AND SELECTION MECHANISMS

3.1 Committee Sourcing and Multi-Part Roster Structure:

To preserve institutional memory and maintain strong public accountability, the CBOC shall utilize a 15-member multi-part composition model as follows:

- **Bond 2025 Steering Committee Alumni (5 Seats):** Five (5) seats allocated to interested community members who previously served on the *Bond 2025 Steering Committee*.
- **Community Budget Steering Committee Alumni (5 Seats):** Five (5) seats allocated to interested community members who previously served on the *Community Budget Steering Committee*.
- **At-Large Functional & Technical Experts (5 Seats):** Five (5) seats allocated to general community members who did not serve on either steering committee. These seats shall be utilized to intentionally secure technical monitoring credentials matching the district's operational footprint.

3.2 Selection Methodology for Interested Applicants:

- **3.2.1 Core Steering Committee Selection (Random Lottery):** From the formal Expressions of Interest (EOI) submitted by eligible alumni of the *Bond 2025 Steering Committee* and the *Community Budget Steering Committee*, final selection for these ten (10) core seats shall be determined via a random drawing (lottery) conducted by District administrative staff.
- **3.2.2 At-Large Selection (Qualification-Gated Functional Lottery):** Selection for the five (5) At-Large seats shall be determined via a random drawing across five (5) operational discipline pools. To enter a drawing pool, an applicant must satisfy two mandatory prerequisites: (a) zero active vendor conflicts of interest, and (b) holding an active professional credential (PE, AIA, CPA, PMP/CCM, CPP/CISSP) OR demonstrating 5+ years of direct operational experience in a relevant field. Verified applicants shall be grouped into the following functional pools, with one (1) primary seat:
 1. *Pool A: Facilities Services, MEP Engineering & Capital Construction*
 2. *Pool B: Capital Budgeting, Finance & Fiscal Audit*
 3. *Pool C: Physical Safety, Security & IT Infrastructure*

4. *Pool D: Curriculum and Instruction*
5. *Pool E: General Operational Management & Business Leadership*

3.3 Conflict of Interest Disqualification:

Prior to final seating or inclusion in any selection lottery, all prospective members must clear an administrative conflict of interest review. No individual shall be eligible to serve if they, or an immediate family member, possess a financial interest, commercial tie, or active contractual relationship with any District vendor, general contractor, architectural partner, or engineering firm engaged in Bond 2025 projects.

3.4 Term Staggering and Mid-Term Vacancies:

- 3.4.1 Initial Stagger Mechanism: Upon inception, the 15 appointed members shall be divided into two classes via a random draw to establish a rolling two-year term cycle:
 - *Class I (7 Seats)*: Appointed to an initial one-year term, concluding in August 2027. All subsequent appointments shall carry a standard two-year term.
 - *Class II (8 Seats)*: Appointed to a standard two-year term, concluding in August 2028.
- 3.4.2 Vacancies: Mid-term vacancies in Steering Committee seats shall be refilled by drawing from the pool generated during the initial random drawing for that respective steering body. Vacancies in At-Large seats shall be refilled using the designated functional alternate drawn under Section 3.2.2.

3.5 Attendance, Participation, and Vacancy Thresholds:

- 3.5.1 Attendance Requirements: A committee member shall be considered "absent" if they are not present for initial roll call or do not sign the official attendance sheet maintained by district administrative support staff.
- 3.5.2 Unexcused Absences: An absence shall be considered unexcused unless the member provides written or electronic notice to the Assistant Superintendent – Operations at least twenty-four (24) hours prior to the scheduled meeting, detailing extenuating circumstances.
- 3.5.3 Thresholds for Removal: A member's position on the CBOC shall be deemed vacant if:
 - The member accrues two (2) consecutive unexcused absences from regularly scheduled quarterly meetings.
 - The member fails to attend at least 50% of all meetings within a rolling twelve-month period.

SECTION 4: OPERATIONAL RULES AND DISTRICT STANDARDS

4.1 Proposition Siloing: Bond 2025 proceeds must be tracked in structural isolation based on individual ballot propositions. District administration will maintain distinct financial silos for each proposition.

4.2 Technical Support and Ex-Officio Roles: Permanent ex-officio attendance shall include the Assistant Superintendent for Operations, the Assistant Superintendent for Finance and Business Services, the Senior Executive Director of Operations, and the Executive Director for Facilities Planning, Design, and Construction. Departmental leaders from other central departments tied to Bond 2025 propositions shall attend meetings, present updates and provide specialized information as requested.

4.3 Transparency: All reports reviewed by the CBOC, alongside official meeting minutes, shall be published to the RISD Bond 2025 website.

4.4 Reporting Schedule: The CBOC shall meet quarterly and compile an annual independent status report delivered directly to the full Board of Trustees during a public meeting.

SECTION 5: AMENDMENT AND DISSOLUTION

This Charter may be amended at any time by a majority vote of the Board of Trustees. The CBOC shall automatically dissolve upon complete expenditure of all voter-approved Bond 2025 funds and submission of the final closeout report.

PASSED, APPROVED, AND ADOPTED this 6th day of August, 2026.

BY:

Chris Poteet
President, Board of Trustees
Richardson Independent School District

ATTEST BY:

Vanessa Pacheco
Secretary, Board of Trustees
Richardson Independent School District

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Administrative Services; General Counsel

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

INFORMATION ITEM

TOPICS: Review Child Abuse and Neglect Reporting Policy
FFG (Local) Student Welfare: Child Abuse and Neglect

BACKGROUND INFORMATION:

Any employee who has reasonable cause to believe that a child or disabled person is being subjected to or may have been subjected to abuse or neglect must immediately report the suspected abuse or neglect to law enforcement officials or to Child Protective Services. The Education Code and Commissioner's Rules require the Board to adopt a policy concerning reports of abuse or neglect and to review the policies on reporting child abuse and neglect each year.

RISD's policies on this topic appear primarily in *FFG (Legal)*, and *(Local) Student Welfare: Child Abuse and Neglect*. The topic also is addressed in policies *DH (Local): Standards of Employee Conduct* and *GRA (Legal) and (Local): Relations With Governmental Entities*. The policies are communicated each year to all employees through the Employee Handbook and campus principals and other administrators also review the information with staff. Regular training is provided, as well, to counselors, nurses and auxiliary staff. The topic is also included in New Teacher training. Specific training is provided, as needed, to address issues that arise from time to time, and additional copies of policies and guidelines are also distributed at that time. In addition, the Superintendent has developed administrative guidelines concerning this topic that appear in the Instructional Operating Guide. These guidelines provide specific information for employees to ensure they comply with any reporting obligations.

Copies of relevant policies and administrative guidelines related to prevention and reporting of child abuse and neglect are attached for your review.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the policies and guidelines concerning reports of child abuse and neglect for your annual review and information.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 24 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A law enforcement agency, as defined in law;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Department: Technology

Submitted by: Henry Hall, Assistant Superintendent of Technology

INFORMATION ITEM

TOPIC: Review Child Internet Protection Act Policies

BACKGROUND INFORMATION:

Since 1998, RISD has received discounts for qualifying technology purchases under the E-Rate Program. E-Rate recipients must comply with the Children's Internet Protection Act (CIPA). CIPA became effective in 2000 and is designed to improve Internet safety for children. We review the District's internet safety policies with the Board annually. Eligible schools and libraries may apply for support for internet access and internal connections services from the Universal Service Fund (USF), the organization that administers CIPA. As a condition of receiving available support and services, a school must certify that it is enforcing a policy of internet safety that includes measures to block or filter Internet access for both minors and adults to certain content. The technology protection measures must protect against access by adult and minors to visual depictions that are obscene, child pornography, or with respect to a minor's use of computers with internet access harmful to minors. CIPA allows a district to disable the screens and filters for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

RISD internet browsing is monitored by a web content filter. The filter being used for the 2026-2027 school year is GoGuardian web filtering and safety platform (GoGuardian) - <https://www.goguardian.com/>. GoGuardian is deployed as a

browser extension installed on District-managed devices (Chromebooks/iPads and student computers), where it monitors web activity, including sites visited over HTTPS, directly at the device level. GoGuardian can monitor and block access based on several criteria, including:

- Website category filtering, drawing on an extensive, regularly updated list of blocked-site categories
- Custom Website URL and keyword-based blocking or allow rules
- YouTube-specific filtering by video, channel, or keyword, in addition to enforcing Google's Restricted Mode
- Apps & Extensions controls, to block or allow specific Chrome applications and browser extensions

GoGuardian can enforce the safe-search option for Google, Yahoo, Bing, and other major search engines. Note that it is the search engine provider that determines what is “safe,” so it is possible that school-inappropriate material could be returned for a search even when the safe-search option is being enforced.

GoGuardian can also enforce YouTube's Restricted Mode (at a Strict or Moderate level), which blocks access to videos designated by YouTube as “inappropriate,” and additionally applies its own video, channel, and keyword-based YouTube filtering rules. Administrators and teachers can allow specific channels or individual videos that they determine are appropriate for students to view.

For the 2026-2027 school year, YouTube will be blocked for all students. Teachers may request specific videos be available for student viewing. These videos must align to instructional goals, will be approved by Teaching & Learning, and evaluated by the Cybersecurity staff prior to being available.

GoGuardian applies different levels of access to different groups of users through organizational unit (OU) based policies. All web activity on devices with the GoGuardian extension installed are logged and can be reviewed through GoGuardian's reporting dashboard.

GoGuardian is implemented as a browser extension or application, installed directly on District-managed devices, rather than as a network appliance that passively inspects all inline traffic. Personal and guest devices that do not have the GoGuardian extension installed are filtered separately at the network level, as described below.

In addition to GoGuardian, Cisco Umbrella provides network-level, DNS-layer content filtering and traffic inspection for every device connecting to the District's network, including personal and guest devices that do not have the GoGuardian extension installed. Cisco Umbrella filters web access based on more than 80 content categories, can inspect network traffic in transit, including SSL/TLS-encrypted traffic for malicious or inappropriate content, and can enforce Safe Search for Google, Bing, and YouTube. Together, GoGuardian and Cisco Umbrella provide the District's CIPA-required internet safety filtering

across both District-managed devices and other devices on the network.

Microsoft's Windows Defender, Apple's XProtect (Gatekeeper and Notarization), Cisco's Secure Endpoint, CISCO Umbrella, CISCO Firepower, Stealthwatch, GoGuardian, BitSight, and Cloudlock are in place to protect servers and clients from malware and viruses.

While still complying with its duties under CIPA, the District has attempted to customize the filtering to provide flexibility and ensure our educational goals are met. For example, staff have access to certain sites that may be useful in carrying out their job responsibilities to which student access is blocked. High school students have broader access than junior high and elementary students.

RISD's Board Policy CQ (Local) and policy framework CQ (Legal) – Electronic Communication and Data Management address Internet safety. The policy addresses the following issues as required by CIPA:

- Access by minors to inappropriate material on the Internet and World Wide Web.
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Unauthorized access including "hacking" and other unlawful activities by minors online.
- Unauthorized disclosure, use, and dissemination of personal information regarding minors.
- Measures designed to restrict minors' access to materials harmful to minors.

The Technology Information & Security Guidelines further sets out expectations for appropriate use of the District's technology resources. Both the *Student and Parent Guidebook* and the *Employee Handbook* also address acceptable use of such resources and discuss the consequences for inappropriate use.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent presents the information concerning the District's compliance with the Child Internet Protection Act and its Internet safety policies for your information and review.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Division: Operations

Submitted by: Mike Jasso, Assistant Superintendent-Operations

INFORMATION ITEM

TOPIC: Bond 2025 Project Update: Career & Technical Education (CTE) Center and Environmental Science Center (ESC)

BACKGROUND INFORMATION:

On November 4, 2025, Richardson ISD voters approved the \$1.4 billion Bond 2025 program to modernize learning environments, expand opportunities, and update district infrastructure. While the Middle School Transformation remains the priority construction initiative for the first two years of the bond program (2026–2028), the district is advancing planning and scheduling for other capital projects, including the new centralized Career & Technical Education (CTE) Center and the Environmental Science Center (ESC).

- **New CTE Center:** This state-of-the-art facility will be constructed on district-owned land adjacent to the RISD Operations Center on Greenville Avenue. Design work is scheduled to begin during the 2026–27 school year, with heavy construction scheduled for Years 3–5 of the Bond 2025 timeline.
- **Environmental Science Center:** Approved through Proposition A, renovations will focus on upgrading facilities and expanding outdoor learning opportunities as recommended by the Environmental Science Committee. Active development and improvements for the ESC are slated to occur during Years 3–5 of the Bond 2025 program alongside other campus upgrades.

The administration will present an overview of the projected milestones and preliminary schedules for both projects. The Board will continue to receive periodic progress updates as these projects transition from design to active construction.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent presents the planning and timeline updates for the Career & Technical Education (CTE) Center and the Environmental Science Center for the Board's information and review.



CTE Center and Environmental Science Center

Proposed Schedules

Facilities Services | August 06, 2026

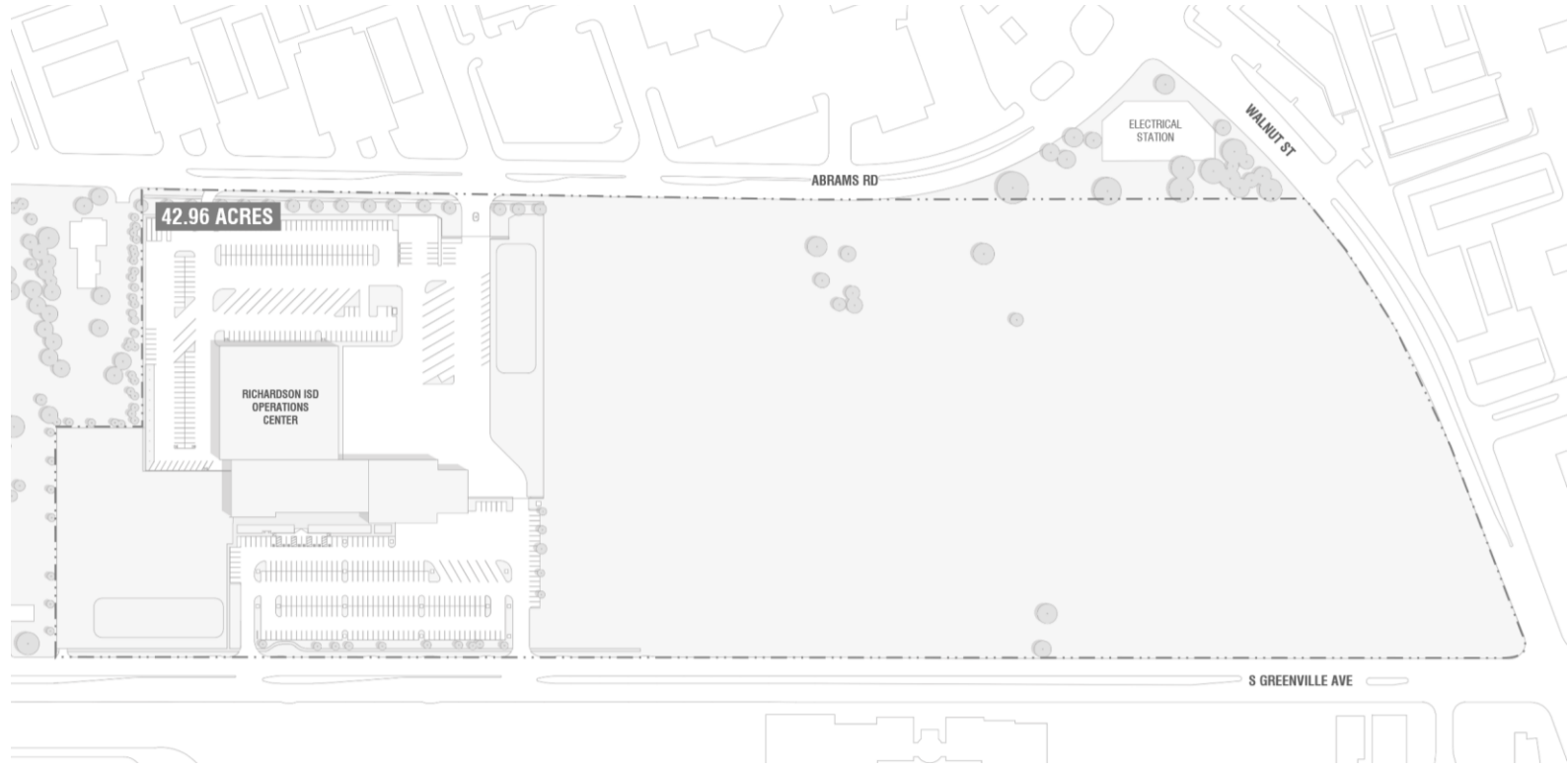


RICHARDSON ISD NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

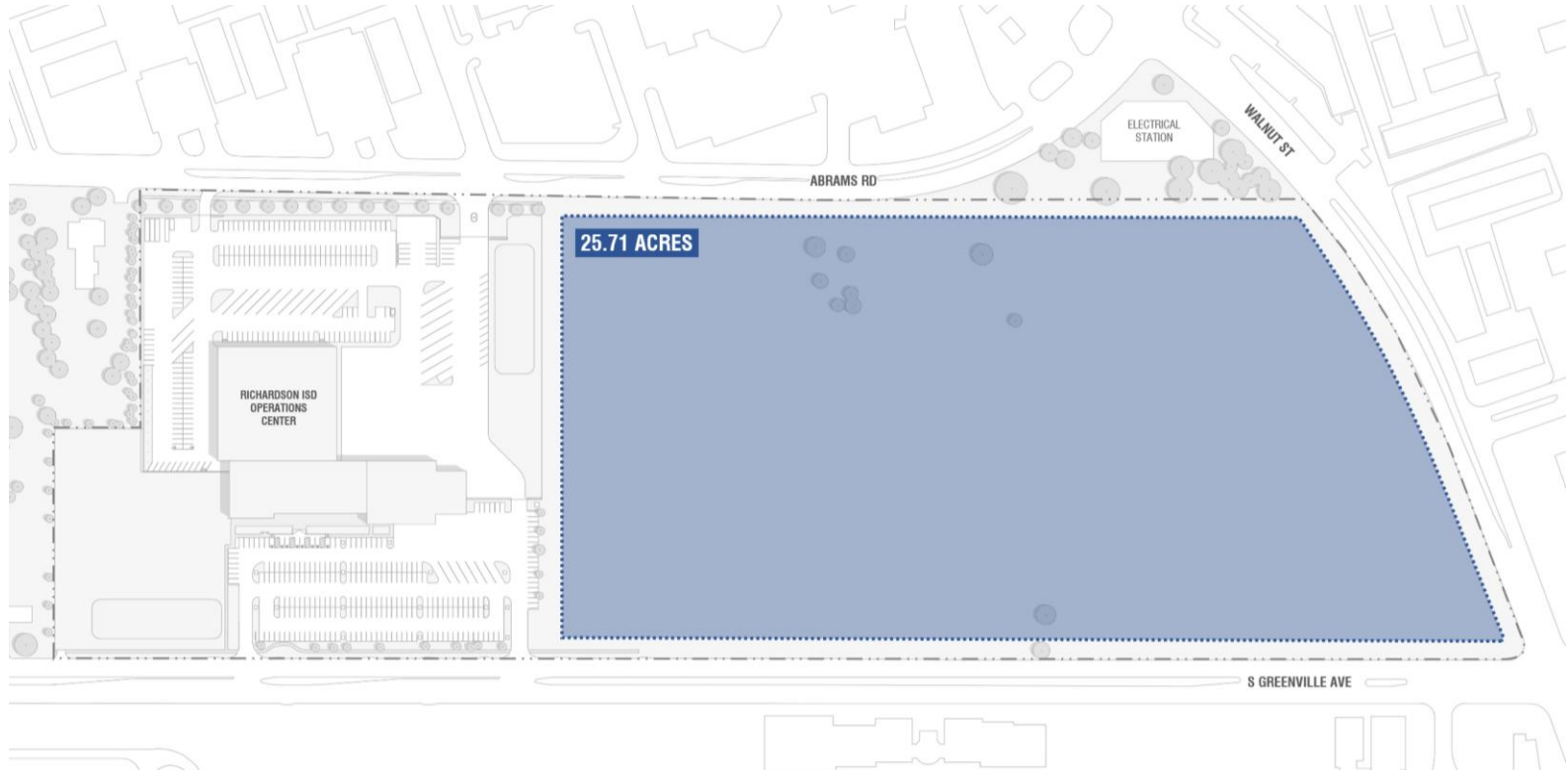
CTE Center – Proposed Site



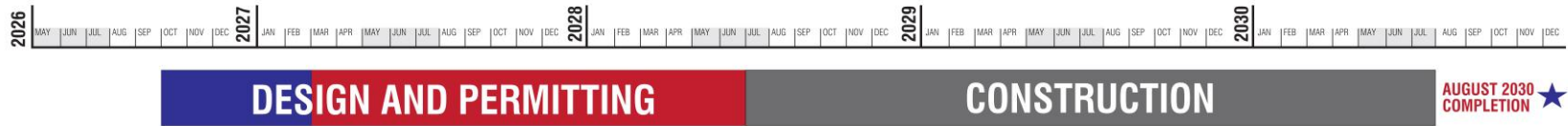
CTE Center – Proposed Site



CTE Center – Proposed Site



CTE Center – Proposed Schedule



CTE Center – Proposed Schedule

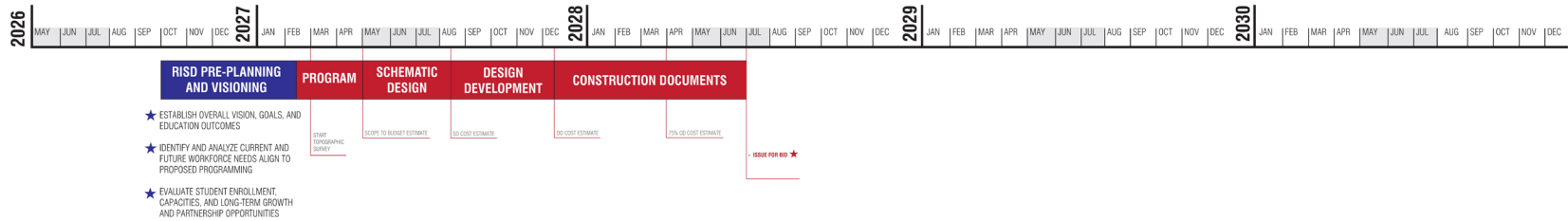


RISD PRE-PLANNING AND VISIONING

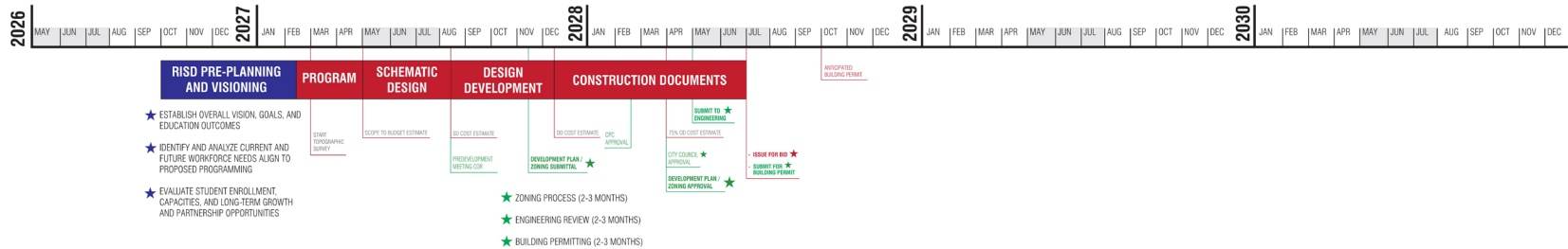
- ★ ESTABLISH OVERALL VISION, GOALS, AND EDUCATION OUTCOMES
- ★ IDENTIFY AND ANALYZE CURRENT AND FUTURE WORKFORCE NEEDS ALIGN TO PROPOSED PROGRAMMING
- ★ EVALUATE STUDENT ENROLLMENT, CAPACITIES, AND LONG-TERM GROWTH AND PARTNERSHIP OPPORTUNITIES



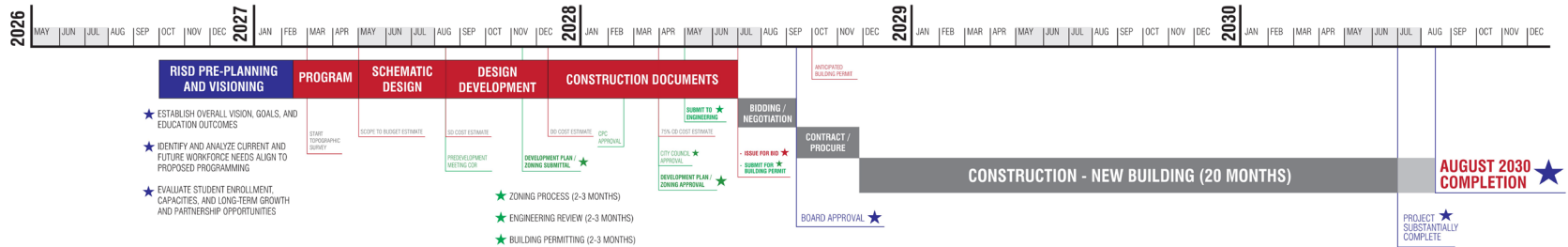
CTE Center – Proposed Schedule



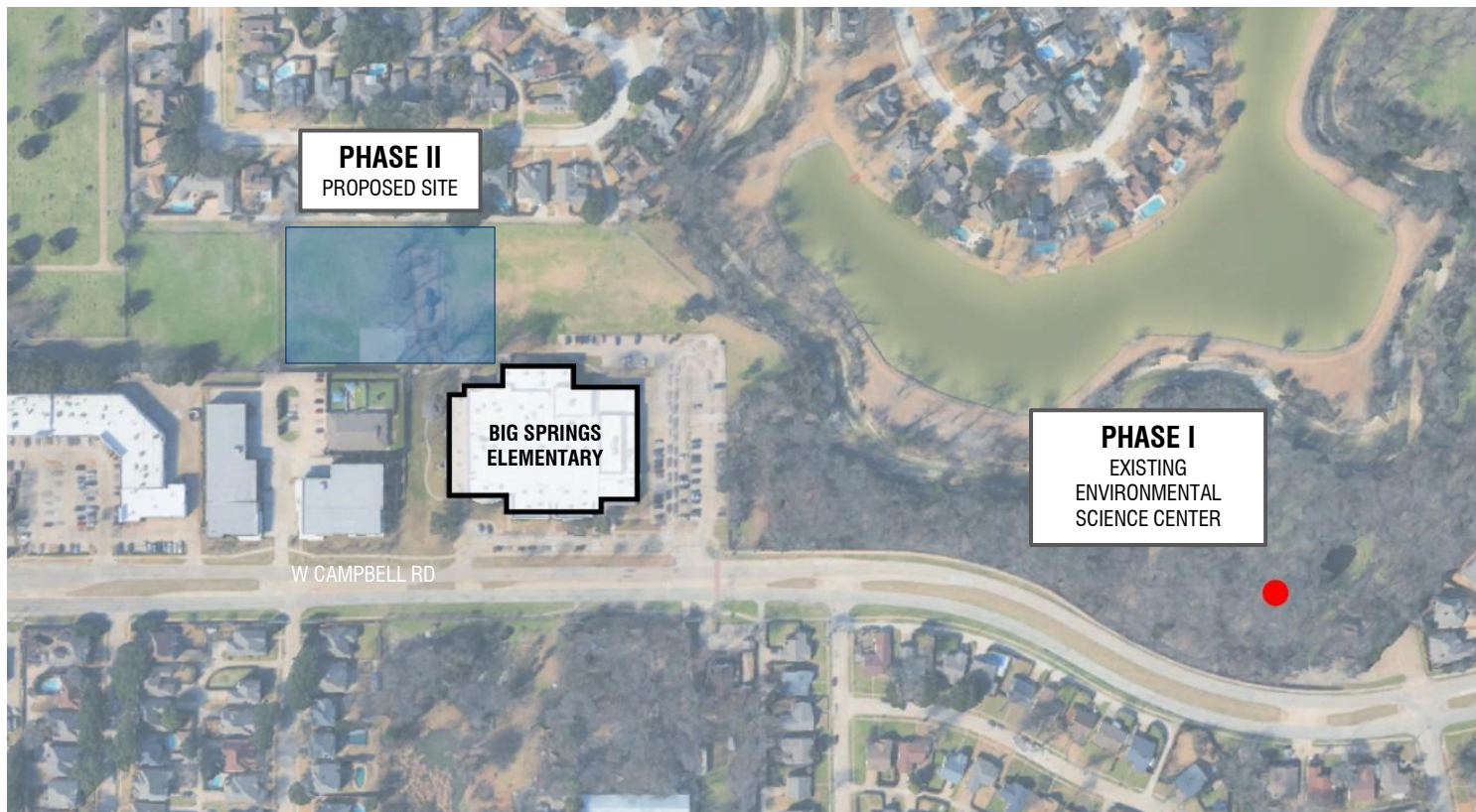
CTE Center – Proposed Schedule



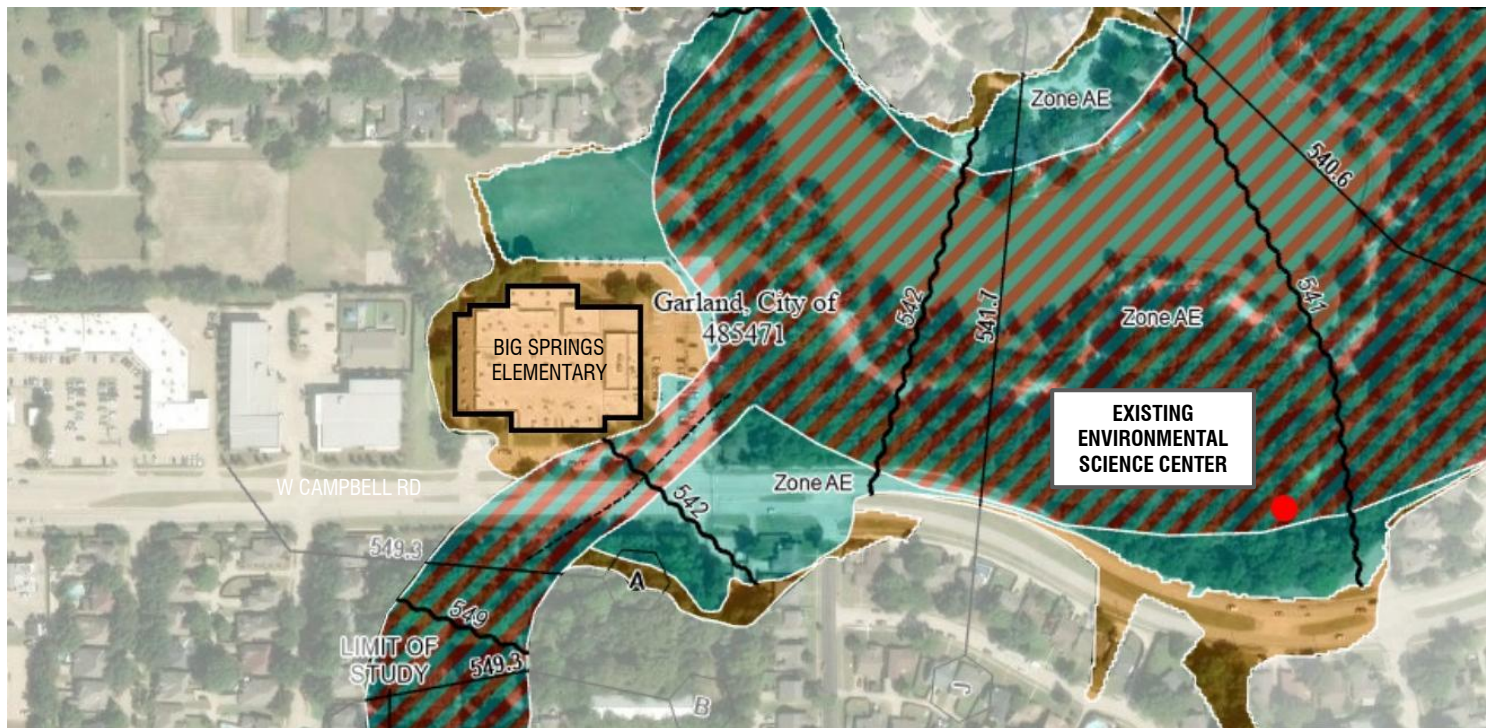
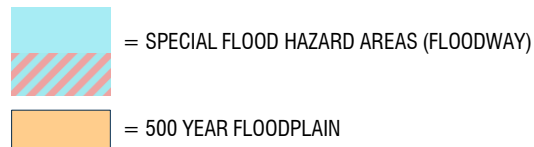
CTE Center – Proposed Schedule



ESC – Site Context

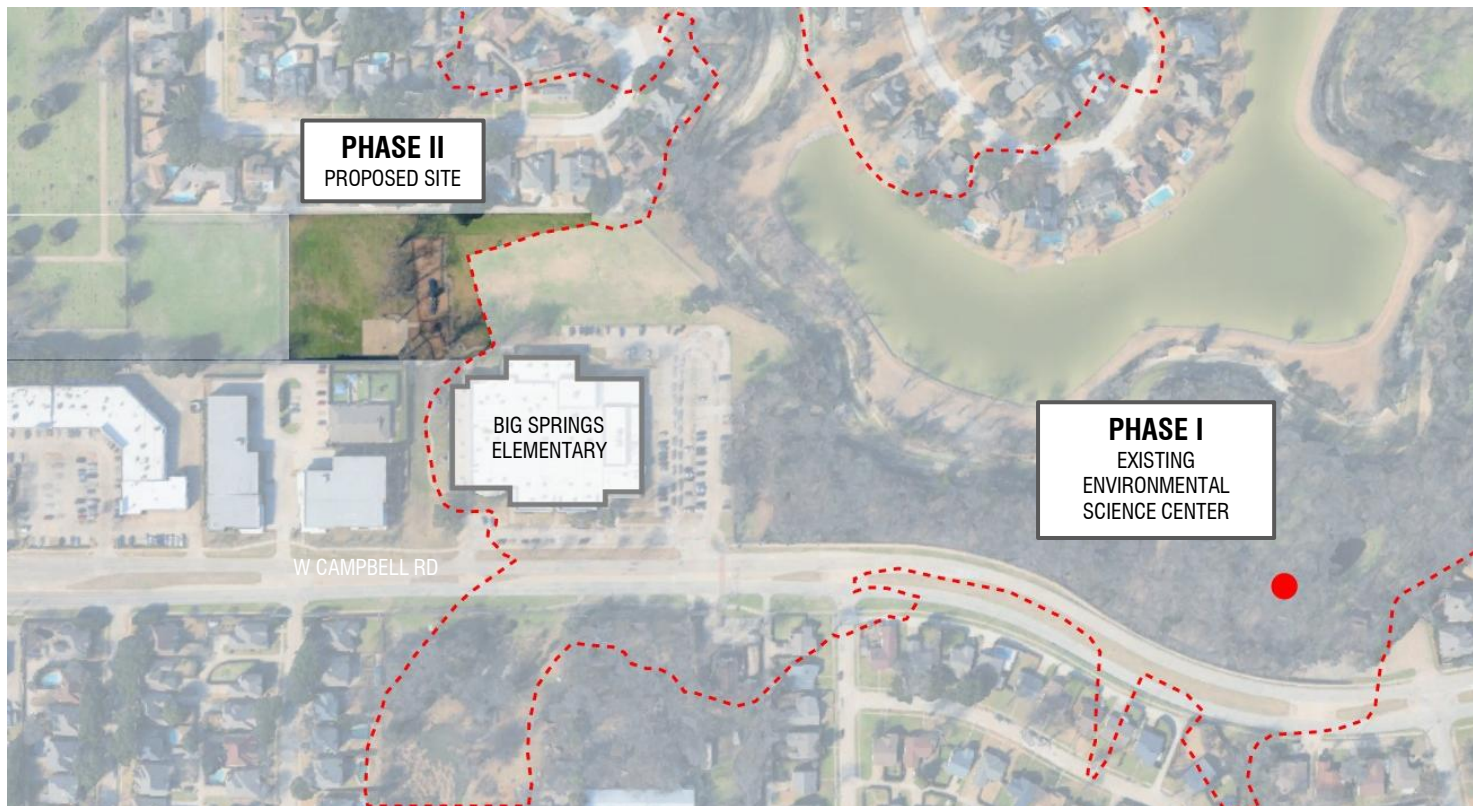


ESC – Site Context



ESC – Proposed Site

--- = OUTLINE OF FLOODPLAIN / FLOODWAY



ESC – Proposed Schedule



**AUGUST 2029
PHASE I & II
COMPLETION**



PHASE I

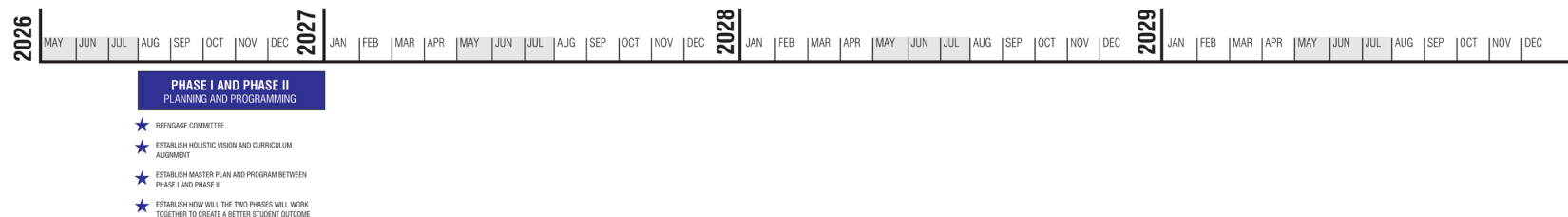
- RENOVATE THE EXISTING FACILITY

PHASE II

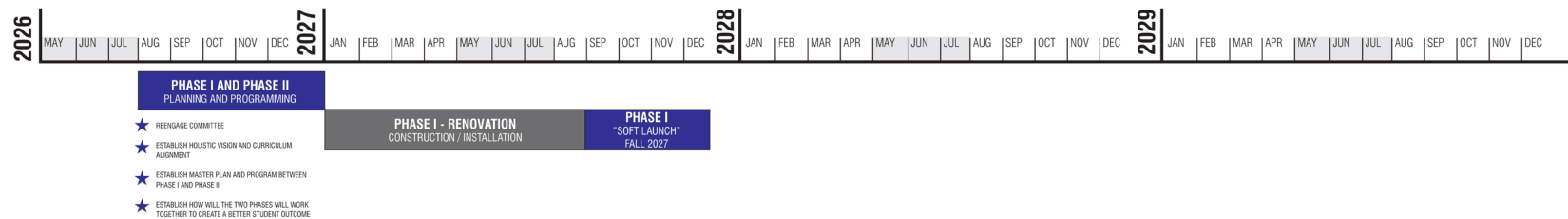
- NEW BUILDING



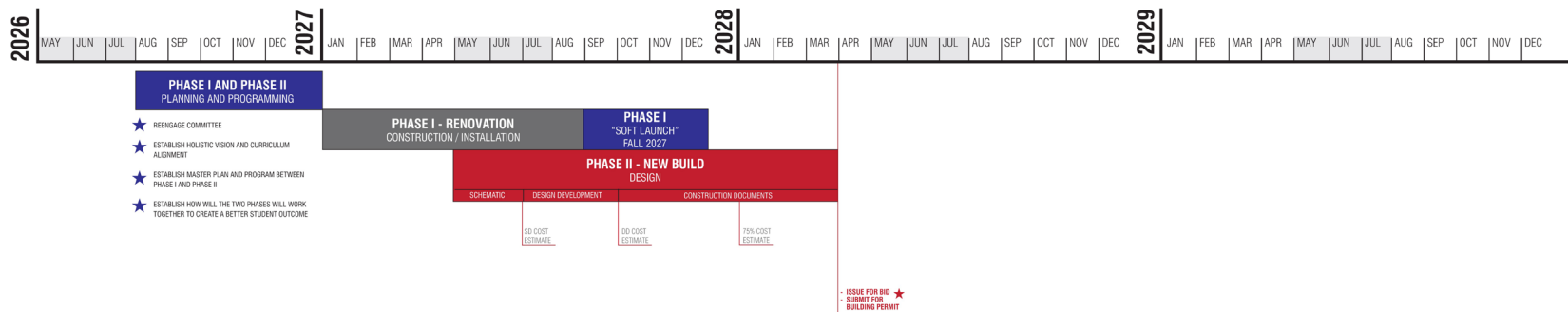
ESC – Proposed Schedule



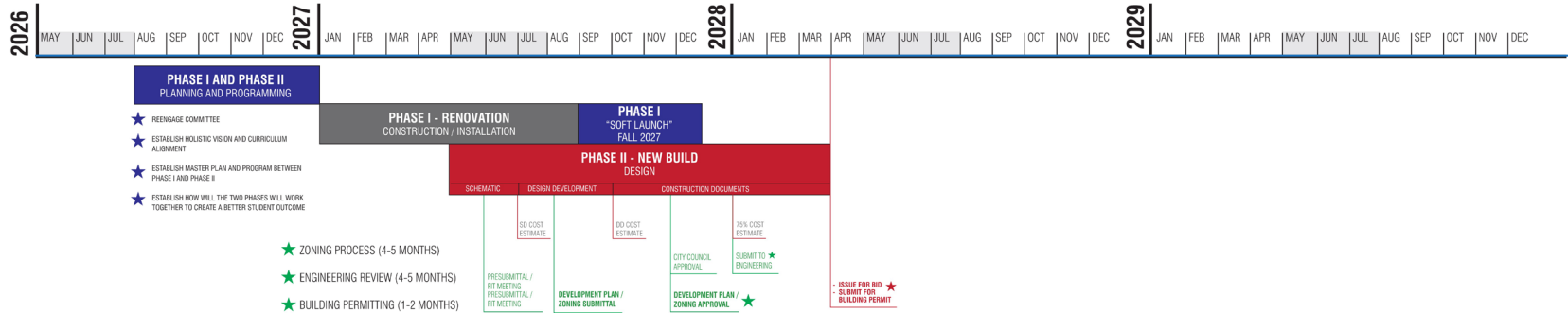
ESC – Proposed Schedule



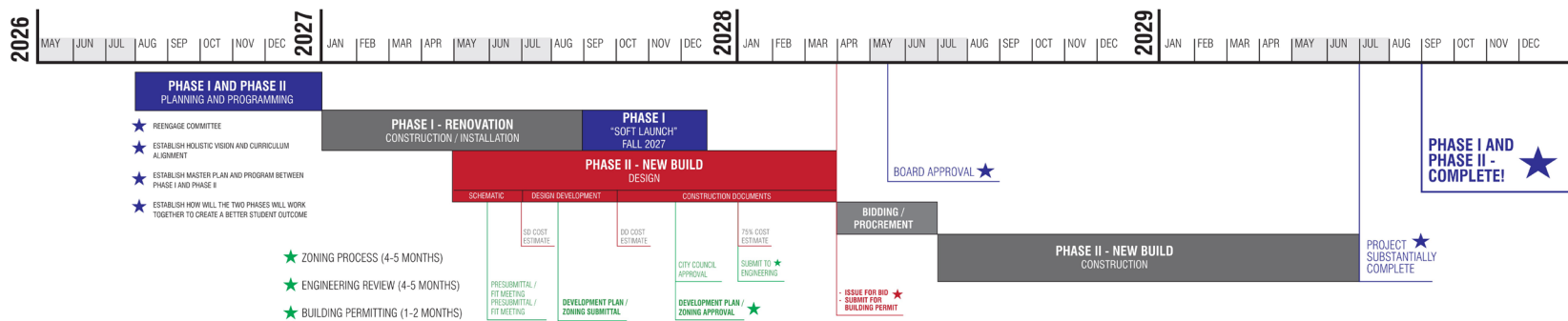
ESC – Proposed Schedule



ESC – Proposed Schedule



ESC – Proposed Schedule





Thank you!

Any questions?

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 6, 2026

Submitted by: Gina Ortiz, Senior Executive Director of Accountability and Continuous Improvement

INFORMATION ITEM

TOPIC: Student Performance Update and Accountability Preview

BACKGROUND INFORMATION

Tonight, Accountability and Continuous Improvement will present information to the Board of Trustees related to the Spring 2026 Administration of the STAAR 3-8, STAAR EOC assessments, and College, Career, & Military Readiness including a summary of results, highlights, and action steps from the data.



Student Performance Update & Accountability Preview

Presented by Gina Ortiz | August 6, 2026



RICHARDSON ISD NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

EVERY Child. EVERY Day.
EVERY Teacher. EVERY Day.
EVERY Leader. EVERY Day.



RICHARDSON ISD'S **NORTH STAR GOAL**

Every student, teacher and leader
will meet or exceed their
academic growth goals.

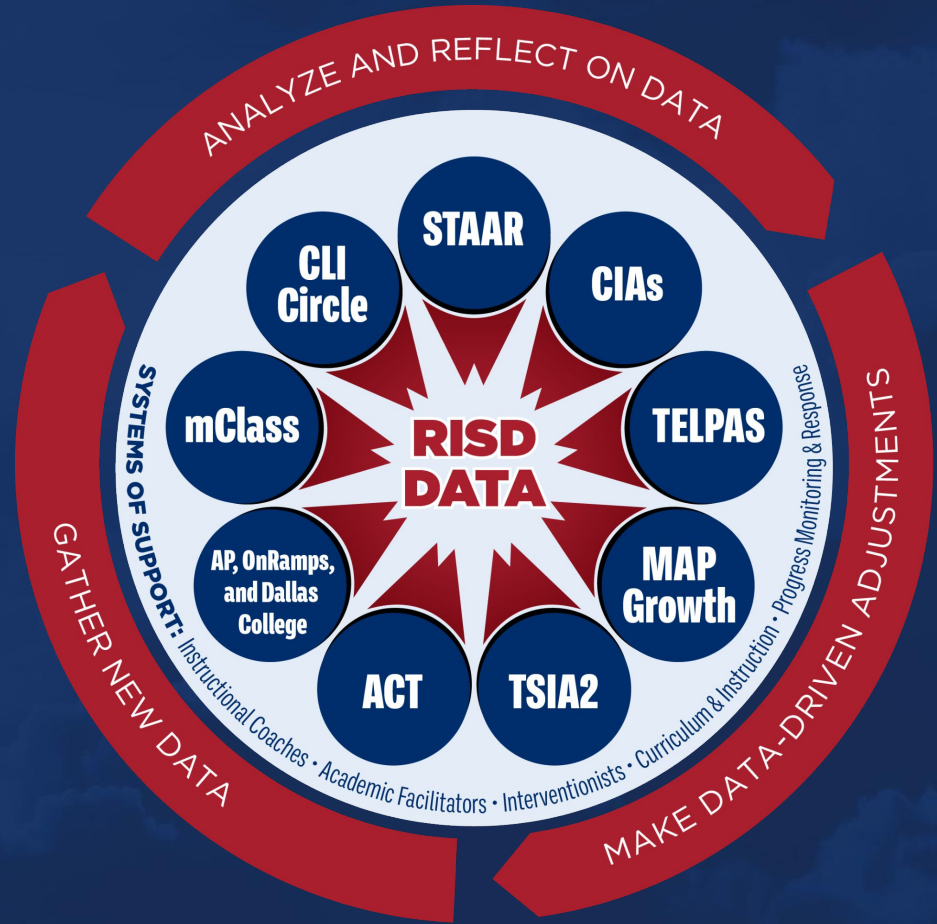
Overview

This presentation will include:

- Accountability Overview
- Spring 2026 STAAR Results
- CCMR
- Next Steps & Responses



RISD Data and Response





Spring 2026 Results Summary

RISD performed at or higher than the state in 14 of 20 tested areas at the Meets level and 18 of 20 above the state at Masters level.

CCMR increase from 95% to 97% for the Class of 2025

- Increases in AP
- Increases in Dual Credit and OnRamps
- Increase in Industry Based Certifications

DIP Goal 1 | Strategic Plan Goal 1



Celebrations and Continuous Improvement

- Passing rate at approaches level for some grade level contents (kids are growing, as seen in MAP data, but still need to grow more for accountability cut scores)
- Junior High Mathematics improvements in 2026
- Growth in one or more performance level for all STAAR assessments
- Extended Constructed Response
- Economically Disadvantaged Gap/Achievement Gap
- Special Education performance
- High School Graduation Rate



Spring 2026 STAAR Overviews & Changes

- Changes to STAAR Test (STAAR 2.0) in 2023
 - Cross-curricular texts
 - 14 new question formats to include open ended questions
 - New Extended Constructed Responses in RLA assessments
 - Zero (0) is now a score, 3-10th grade typing responses
- Changes to STAAR Test in 2024
 - Extended and Short Constructed Responses are now graded by a computer (AI) based on an exemplar
 - TEA auto rescored tests in 2026
 - There were an additional 44 tests with higher performance level from tests submitted by RISD.
- Changes to Science STAAR Test in 2026
 - Reduced items and reset performance levels
 - Delayed scores for science

DIP Goal 1 | Strategic Plan Goal 1



Changes in Accountability

- No apples-to-apples comparisons or year-to-year comparisons
- STAAR will be replaced by Student Success Tool in 2028
- CCMR system will change significantly for seniors in 2030
- The CCMR points for the Seniors Class of 2027, 2028, and 2029 currently impacted by the lack of College Prep courses available for mathematics
- **An “A” (or “B”, etc.) in the old accountability system is not equivalent to an “A” (or “B”, etc.) in the new accountability system**

DIP Goal 1 | Strategic Plan Goal 1



TEA's Plan for A-F Accountability

Keep the system as stable as possible for 5-year periods of time

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------

A-F 1.0

1. 2017-18
2. 2018-19
3. 2019-20
4. 2020-21
5. 2021-22

A-F 2.0

1. 2022-23
2. 2023-24
3. 2024-25
4. 2025-26
5. 2026-27

A-F 3.0

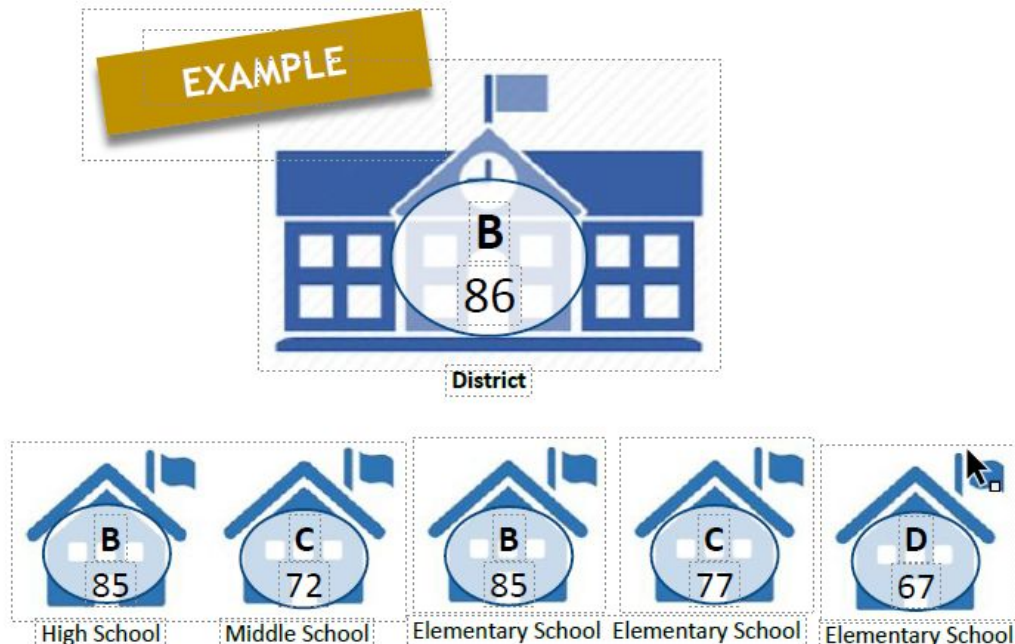
1. 2027-28
2. 2028-29
3. 2029-30
4. 2030-31
5. 2031-32



District Ratings: 2022 Methodology from TEA

Districts were rated with the same weighting methodology as high schools with Graduation Classes:

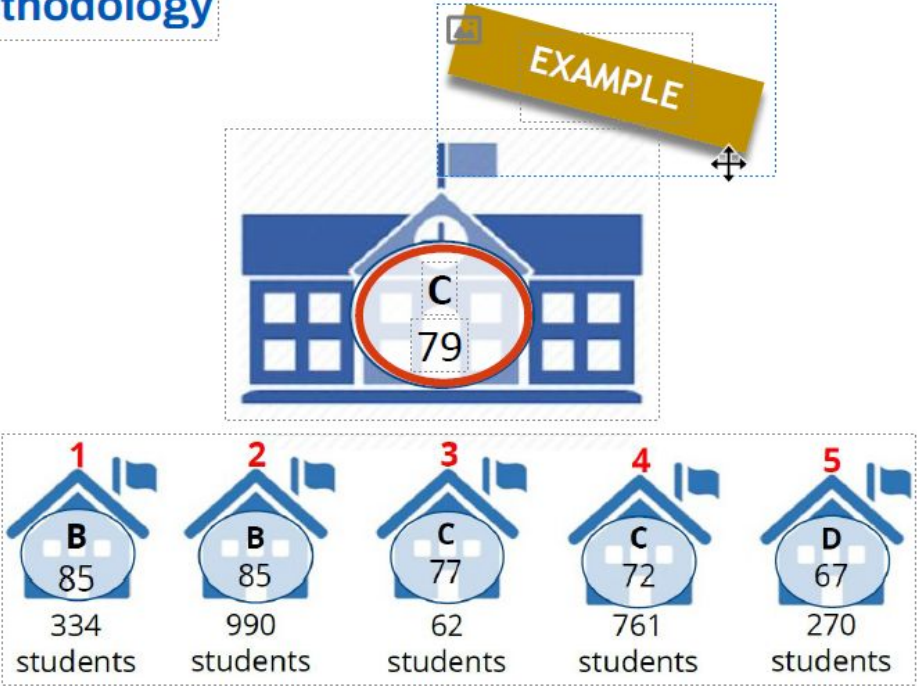
- STAAR results
- CCMR
- Graduation Rates



District Ratings: 2023 Methodology–Proportional Weighting

Example using Proportional Weighting Methodology

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79



STAAR Performance by Grade Level

		MATHEMATICS											
Grade Level	Performance	Spring 2022		STAAR Redesign	Spring 2023		Spring 2024		Spring 2025		# 2026	Spring 2026	
		TX	RISD		TX	RISD	TX	RISD	TX	RISD		TX	RISD
3	Approaches	70%	67%		72%	71%	68%	66%	69%	66%	2,623	66%	65%
	Meets	41%	43%		43%	47%	40%	42%	44%	47%		44%	46%
	Masters	20%	24%		18%	23%	15%	20%	19%	25%		22%	26%
4	Approaches	68%	69%		69%	69%	67%	66%	67%	65%	2,591	69%	67%
	Meets	41%	44%		46%	49%	44%	45%	45%	48%		44%	51%
	Masters	22%	25%		21%	26%	20%	23%	23%	29%		19%	29%
5	Approaches	75%	73%		79%	82%	75%	74%	72%	71%	2,562	74%	74%
	Meets	46%	48%		49%	56%	48%	52%	45%	49%		46%	51%
	Masters	24%	28%		21%	26%	19%	23%	21%	25%		22%	27%
6	Approaches	72%	77%		74%	79%	69%	78%	72%	74%	2,619	73%	78%
	Meets	37%	48%		37%	50%	37%	51%	38%	47%		39%	50%
	Masters	15%	25%		15%	27%	13%	25%	15%	28%		15%	27%
7	Approaches	59%	30%		61%	18%	53%	15%	52%	-	12	48%	-
	Meets	29%	7%		35%	4%	32%	3%	31%	-		29%	-
	Masters	12%	2%		10%	1%	10%	0%	10%	-		9%	-
8	Approaches	70%	60%		74%	64%	70%	59%	69%	55%	2,750	73%	63%
	Meets	38%	30%		44%	35%	40%	34%	45%	36%		47%	42%
	Masters	13%	11%		16%	14%	15%	14%	17%	16%		16%	17%

		READING LANGAUGE ARTS											
Grade Level	Performance	Spring 2022		STAAR Redesign	Spring 2023		Spring 2024		Spring 2025		# 2026	Spring 2026	
		TX	RISD		TX	RISD	TX	RISD	TX	RISD		TX	RISD
3	Approaches	75%	72%		75%	74%	72%	70%	76%	73%	2,650	73%	72%
	Meets	50%	49%		48%	52%	46%	49%	50%	53%		49%	52%
	Masters	30%	32%		19%	23%	20%	25%	22%	29%		24%	31%
4	Approaches	76%	75%		76%	73%	79%	75%	79%	74%	2,594	76%	73%
	Meets	52%	55%		46%	48%	49%	49%	52%	52%		52%	53%
	Masters	28%	32%		21%	24%	22%	27%	23%	28%		23%	29%
5	Approaches	80%	76%		80%	77%	78%	73%	76%	71%	2,576	78%	75%
	Meets	56%	56%		55%	56%	53%	53%	57%	56%		57%	59%
	Masters	36%	38%		28%	32%	28%	29%	29%	33%		34%	40%
6	Approaches	69%	71%		75%	76%	75%	75%	75%	72%	2,602	72%	72%
	Meets	42%	48%		50%	55%	54%	59%	54%	56%		54%	57%
	Masters	22%	28%		21%	28%	25%	33%	28%	35%		29%	38%
7	Approaches	78%	76%		77%	75%	72%	71%	74%	74%	2,552	77%	74%
	Meets	54%	55%		52%	54%	52%	56%	52%	57%		54%	57%
	Masters	37%	40%		26%	31%	28%	36%	27%	35%		31%	38%
8	Approaches	82%	77%		82%	80%	79%	76%	80%	76%	2,527	83%	81%
	Meets	56%	55%		56%	58%	54%	56%	56%	59%		59%	63%
	Masters	37%	38%		27%	33%	28%	35%	31%	38%		32%	40%

SCIENCE and SOCIAL STUDIES

Grade Level	Performance	Spring 2022		STAAR Redesign	Spring 2023		Spring 2024		Spring 2025		# 2026	Spring 2026	
		TX	RISD		TX	RISD	TX	RISD	TX	RISD		TX	RISD
5 Science	Approaches	65%	62%		63%	64%	56%	58%	63%	62%	2,580	65%	62%
	Meets	37%	39%		34%	39%	26%	33%	29%	32%		37%	39%
	Masters	17%	20%		15%	18%	10%	16%	12%	15%		18%	21%
8 Science	Approaches	73%	72%		72%	75%	68%	67%	72%	69%	2,520	75%	74%
	Meets	43%	46%		45%	51%	42%	43%	46%	49%		53%	55%
	Masters	22%	25%		16%	23%	16%	20%	18%	20%		29%	31%
8 Social Studies	Approaches	59%	62%		60%	66%	57%	59%	55%	58%	2,504	56%	63%
	Meets	29%	34%		31%	40%	31%	34%	30%	36%		31%	41%
	Masters	17%	21%		15%	23%	16%	18%	16%	21%		16%	24%

SPRING 2022, 2023, 2024, and 2025 STAAR EOC RESULTS

Grade Level	Performance	Spring 2022		STAAR Redesign	Spring 2023		Spring 2024		Spring 2025		# 2026	Spring 2026	
		TX	RISD		TX	RISD	TX	RISD	TX	RISD		TX	RISD
Algebra I	Approaches	74%	67%		78%	70%	79%	72%	76%	63%	3,283	82%	75%
	Meets	46%	39%		45%	35%	45%	36%	47%	33%		54%	44%
	Masters	30%	25%		24%	19%	25%	20%	29%	20%		30%	25%
Biology	Approaches	82%	82%		89%	88%	91%	91%	91%	87%	2,629	93%	92%
	Meets	57%	60%		57%	58%	57%	60%	62%	60%		71%	69%
	Masters	23%	28%		22%	26%	19%	24%	21%	23%		35%	38%
English I	Approaches	63%	61%		71%	66%	67%	66%	66%	62%	2,922	72%	68%
	Meets	48%	49%		54%	51%	54%	55%	51%	50%		56%	56%
	Masters	11%	12%		14%	16%	17%	22%	16%	19%		13%	19%
English II	Approaches	71%	70%		74%	73%	74%	70%	71%	67%	2,855	72%	69%
	Meets	57%	57%		56%	58%	60%	59%	56%	55%		60%	59%
	Masters	9%	9%		9%	12%	9%	11%	9%	12%		9%	13%
US History	Approaches	89%	89%		95%	94%	95%	96%	94%	93%	2,357	94%	93%
	Meets	71%	74%		71%	74%	69%	73%	68%	70%		69%	74%
	Masters	44%	51%		39%	47%	37%	45%	37%	43%		37%	45%



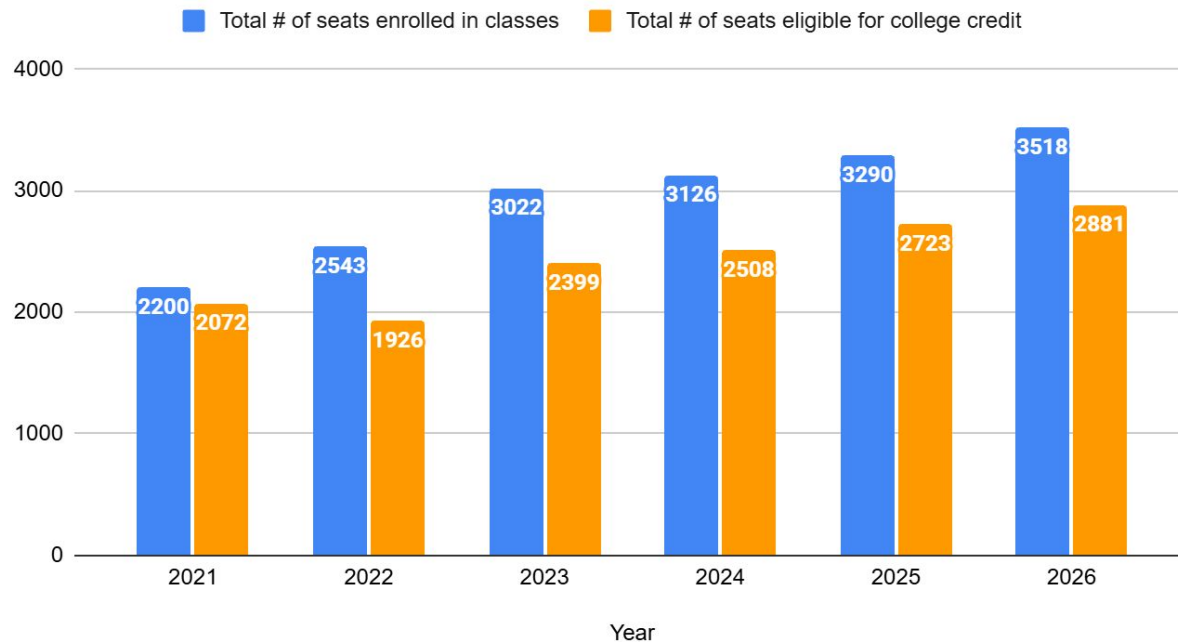
CCMR

AP Results



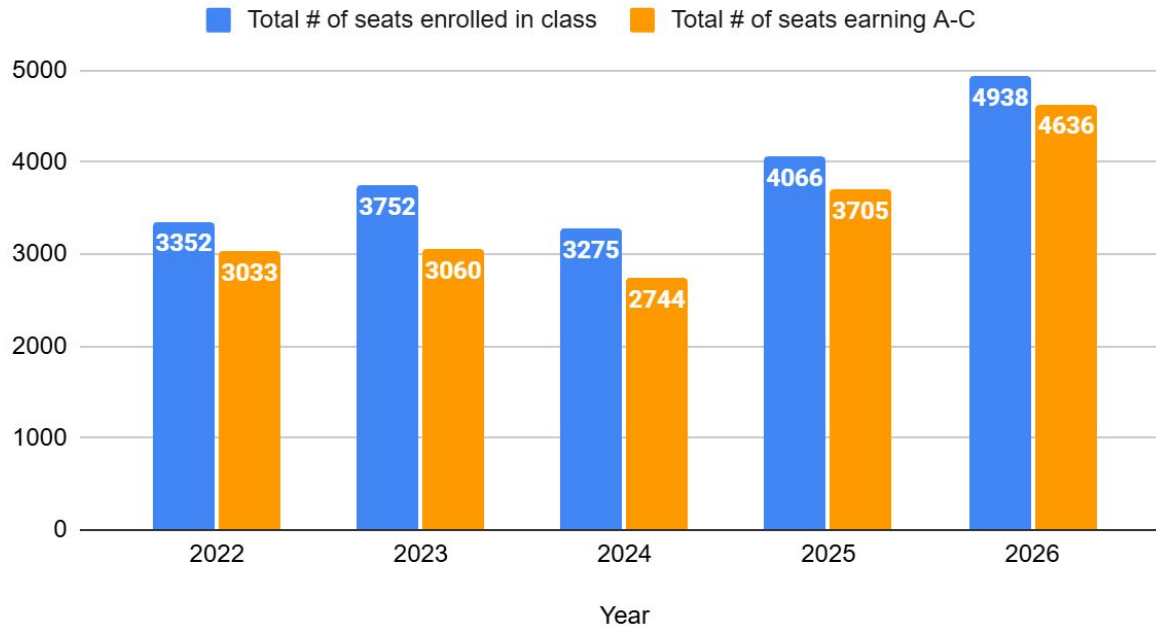
OnRamps

OnRamps

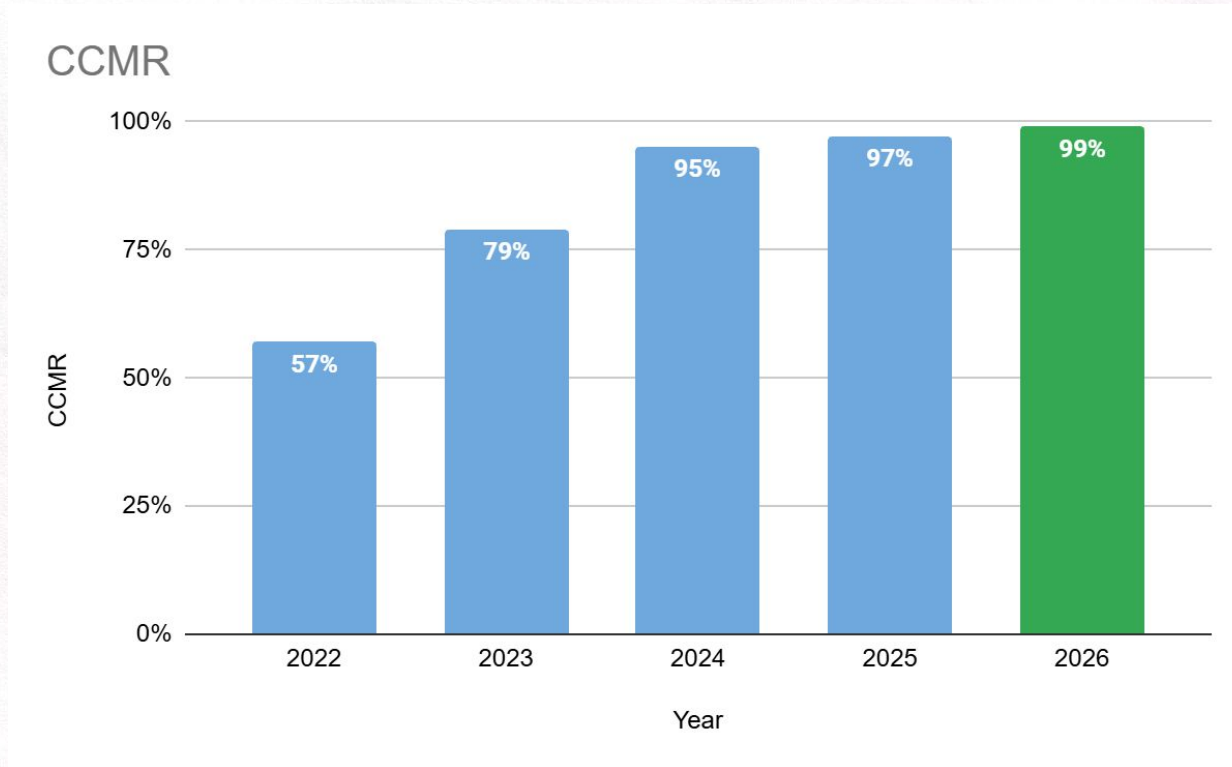


Dual Credit Enrollment

Dual Credit



CCMR



CCMR Highlights & Updates

- Over 11,000 college credits earned between all collegiate programs
- Amounts to over \$11 million in savings to our families
- Record enrollment and passing rates in all three programs
- TCB math not approved for CCMR point (RISD will pivot and be ready to support campuses and students)



Preliminary Accountability Projections

2024 to 2026 Projected Accountability			
	2024	2025	2026
Richardson ISD	C - 78	C - 79	B - 82
A's	8	11	13
B's	19	18	17
C's	13	8	8
D's	6	6	8
F's	6	5	2
% A/B	52%	60%	63%
% D/F	23%	23%	21%

Preliminary Accountability Projections

- Current 2026 projections are based on available data, final data will be provided by August 14th.
- Compared to the 2024 projections there are an additional 5 A's projected in 2026.
- All 4 HSs will be an A or B!



Next Steps

RICHARDSON ISD Instructional Priorities

EVERY CHILD. EVERY TEACHER. EVERY LEADER. EVERY DAY.



DATA-DRIVEN INSTRUCTION (DDI)

- Use **formative and summative assessments** to identify learning gaps.
- **Analyze student work**, do not just look at scores.
- Follow the cycle of **Assessment ► Analysis ► Action Plan ► Reteach**.
- Leaders: Create time and systems to implement DDI **regularly and deeply**.

OBSERVATION AND FEEDBACK

- Intentional **weekly** classroom visits.
- Provide **bite-sized, actionable feedback** after each visit.
- Feedback followed by **practice (rehearsal)** to ensure implementation.
- Leaders: Build teacher skills like a coach builds an athlete.

LESSON INTERNALIZATION

- Plan to the **TEKS, Text, and Task**.
- Emphasize **internalizing lesson plans**, anticipating student thinking and misconceptions.
- Leaders: Ensure lesson plans are:
 1. **Aligned** to the TEKS and ELPS.
 2. Clear in **learning objectives**.
 3. Designed for **rigorous** thinking.

Next Steps

Quality of Instruction

- Performance Management
 - Learning Walks, Coaching, Feedback, Monitoring, Support
- Redesign of the role of coaching support structures and system
- Increasing Instructional Capacity in Campus Principals and their Instructional Leadership Teams
 - LIFT Grant - Region 10 Supports and Partnerships
 - Clarity of High Expectations for campus leadership team

Climate & Culture

- Clear Expectations and Routines
- Defined Campus Wide behavior systems
- Parent outreach and communication

Student Achievement

- Common Interim Assessments
- Remain focused on Instructional Priorities
- K-2 Focus
- Intervention and Enrichment Plans
- Campuses will communicate their campus ratings to their community during the first week of school



Key Takeaways

- RISD students are more than a score: measured by one test on one day
- It is important for the District and the community to understand the updated standards are intended to drive continuous improvement efforts and student growth
- The ratings from year-to-year are not comparable, and should not be compared side by side
- 2026-2027 school year will focus on growth and aligned instructional priorities, high expectations, and targeted systems of support
- There are changes in Accountability every school year, and preparing for the significant changes for 2028
- We need to keep it 70!



Thank you!

North Star Goal:

Every student, teacher, and leader
will meet or exceed
their academic growth goals.

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

Date: August 6, 2026

Submitted by: Tabitha Branum, Superintendent

INFORMATION ITEM

TOPIC: 2026-2027 Start of School Update

BACKGROUND INFORMATION

Tonight, the Superintendent will provide an overview of the opening of the 2026-2027 school year.



2026-2027 Back to School Report

Tabitha Branum, Superintendent | August 6, 2026



RICHARDSON ISD NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.



First Day of School: Wednesday, August 12th



RICHARDSON ISD NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.



RICHARDSON ISD'S **NORTH STAR GOAL**

Every student, teacher and leader
will meet or exceed their
academic growth goals.

DREAM ON



EVERY CHILD ♦ EVERY DAY



Beginning of the Year by the Numbers:

- Early Enrollment: 34,299 (26-27 Budget Built on 35,704)
- Current Staffing Vacancies: 5 elementary / 2 secondary
- Construction Projects:
 - Middle School: 6 MS Transformation Projects in Construction Phase; Ready for Day 1
 - Athletics: Practice/Game Site Coordination for Impacted Campuses
 - LHHS A/C: "L" Building HVAC Upgrade Substantially Complete
 - Natatoriums: JJP Nearing Completion; BHS Entering Renovation/Upgrades
- Parentsquare
 - Parent app downloads: 11,699 (30%)
 - Contactability Rate: 99.8%
- Back to School Media
 - Open Enrollment New Family Tour coverage
 - WFAA Channel 8, NBC 5 and KRLD will air stories highlighting RISD's updated Technology Guidelines.
 - RISD featured in WFAA's live early morning newscast on Monday, Aug. 10 and at Richardson Terrace Elementary on the first day of school.
 - NBC 5 featuring Liberty JH's Principal and AP full-circle story



We Are Ready!

We cannot wait to welcome back our RISD students!



EVERY Teacher. EVERY Day.

EVERY Leader. EVERY Day.

EVERY Child. EVERY Day.

"We became number one not because of the excellence of our product. Excellence is a prerequisite. We became number one because we were as unreasonable in pursuit of how we made people feel as everyone else was in pursuit of product." *-Guidara*

Leadership Professional Learning

- Central Connects
- Connects Conference
- Together, We Grow
- Engage!
- Campus and District Learning





Taxpayer Impact Statement

(Pursuant to Texas Government Code 551.043(c)(2))

Fiscal Year (Tax Year)*	Median-Valued Homestead**	Tax Rate per \$100 of Value	Estimated Property Tax Bill
FY 2025-2026 (TY 2025)	\$289,734	\$1.105200	\$3,202.14
FY 2026-2027 (TY 2026)	\$309,811	\$1.145200	\$3,547.96

Notes:

*Tax year begins on January 1; tax year 2026 began on January 1, 2026.

**Note that this is the median homestead value, not the average homestead value that is disclosed in the district's Notice of Public Meeting to Discuss Budget and Proposed Tax Rate (Form 50-280) published in the newspaper.

**OFFICIAL BUDGET
FISCAL YEAR 2026-27**

Estimated Revenues	Operating Fund	Child Nutrition Fund	Debt Service Fund	Total	Total by Enrolled Student*
Local Revenue	254,915,436	3,535,000	123,737,192	382,187,628	10,704
State Revenue	145,062,167	81,000	9,123,617	154,266,784	4,321
Federal Revenue	4,650,000	15,718,415		20,368,415	570
Total Revenues	404,627,603	19,334,415	132,860,809	556,822,827	15,595
Appropriations	Operating Fund	Child Nutrition Fund	Debt Service Fund	Total	Total by Enrolled Student*
11 - Instruction	272,794,401			272,794,401	7,640
12 - Library & Media Services	5,597,607			5,597,607	157
13 - Curriculum/Instructional Staff Development	8,739,798			8,739,798	245
21 - Instructional Administration	6,988,670			6,988,670	196
23 - School Leadership	25,484,224			25,484,224	714
31 - Guidance and Counseling ¹	22,130,681			22,130,681	620
32 - Attendance and Social Work	1,434,890			1,434,890	40
33 - Health Services	6,197,943			6,197,943	174
34 - Student Transportation	8,648,162			8,648,162	242
35 - Child Nutrition		19,281,870		19,281,870	540
36 - Co-Curricular / Extra Curricular Activities	6,590,368			6,590,368	185
41 - General Administration ^{1,2}	10,000,505			10,000,505	280
51 - Plant Maintenance & Operations	37,019,842	461,868		37,481,710	1,050
52 - Security and Monitoring Services	6,791,821			6,791,821	190
53 - Data Processing Services	5,050,781			5,050,781	141
61 - Community Services	2,994,419			2,994,419	84
71 - Debt Service Principal	80,841		87,292,055	87,372,896	2,447
72 - Debt Service Interest	540		61,406,546	61,407,086	1,720
73 - Debt Service Fees			20,000	20,000	1
81 - Facilities Acquisition & Construction				-	-
91 - Contracted Instructional Services (recapture)	5,851,470			5,851,470	164
93 - Payments to Fiscal Agent Districts of Shared Services	255,704			255,704	7
95 - Juvenile Justice Alternative Education Program	50,000			50,000	1
97 - Tax Increment Fund				-	-
99 - Other Intergovernmental Charges	1,338,146			1,338,146	37
Total Appropriations	434,040,813	19,743,738	148,718,601	602,503,152	16,875
Other Sources (Uses)	Operating Fund	Child Nutrition Fund	Debt Service Fund	Total	Total by Enrolled Student*
Transfers In	9,000,000			9,000,000	252
Other Sources	150,000			150,000	4
Transfers Out	(500,000)			(500,000)	(14)
Total Other Sources (Uses)	8,650,000	-	-	8,650,000	242
Change in Fund Balance	(20,763,210)	(409,323)	(15,857,792)		
Comparison of Budget with Last Year's Budget					
Dollar Increase\Decrease	(5,670,942)	(673,831)	3,331,159		
Percentage Increase\Decrease	-1.29%	-3.30%	2.29%		

*Based on 2026-27 enrollment projection of 35,704 students.

¹Includes 6491-Statutorily Required Public Notice - Required Posting \$38,591.

²Includes 6214-Statutorily Required Public Notice - Lobbying \$1,477.

The compensatory budget meets the statutory requirements in the official budget.

The 26-27 budget adopted by the RISD Board of Trustees on June 4, 2026, includes pay raises for full-time teachers and other T-type employees that would be \$1,000 if completed 1-3 years, or \$2,000 if completed 4+ years. Central and campus professional staff in an allocated position will receive a 2% raise. Paraprofessional and auxiliary staff in an allocated position will receive a 3% raise. Eligibility for any pay raise is contingent upon the employee receiving a rating of at least "meets expectations" or other equivalent rating as determined by the appraisal instrument, on his/her 2025-26 performance appraisal as required by Policy DEA (Local).