



Agenda of Regular Meeting

Monday, August 9, 2021

The Board of Trustees

Richardson ISD

A Regular Meeting of the Board of Trustees of Richardson ISD will be held Monday, August 9, 2021, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

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Action/Information Item

Part A: New Bids — For Approval

Miscellaneous Consultant Services

Richardson HS Generator

LHHS Generator

Operations Center Generator

Air Purifiers

Part B: Bid Renewals — For Approval

Insurance for Student Devices

Part C: Contract Information (Greater than \$100,000) — For Approval

Interior Resources Group - Teacher mobile/sit stand desk (Omnia Partners R191808)

NWEA — 3 Year Map Subscription (EPCNT Allen ISD — 2018-Feb-09)

IXL Learning — 4 Year Site license K-8 9-12 (RISD Bid #105)

Ellevation, Inc. — 5 Year subscription compliance platform Tek's aligned instructional resources (RISD Bid # 20-105)

PBK/Beam Professionals — Design of roofing to be replaced summer of 2022 (RISD Bid # 1401)

Edgenuity -5 year subscription — Various digital libraries 6-8th and 9-12th (RISD # 21-121)

Branching Minds — 3 Year license BrM Platform License K-12 (EPCNT Ft. Worth 19-111) (Addendum 2)

Reed, Wells & Benson — Summer 2022 HVAC Design Services (Professional Services)

Blackboard Inc. — 5 Year agreement for mass notification system (TIPS 210101)

Classlink — 5 year RISD Single Sign On Platform for students and staff (TIPS 200105)

Brother's Produce — Multi-Region Purchasing Coop (RFP# 2021-06)

Texthelp — 5 year subscription to Read & Write and EquatIO (EPCNT Denton ISD # 2002-04)

Curriculum Associates — 2 year intervention program for students who didn't master TEKS through tier 1 (RISD Bid # 21-121)

EAI Education — 2 year Texas Instruments TI84 Graphing Calculator App (RISD Bid # 21-121)

Houghton Mifflin Harcourt Intervention — Do The Math Intervention kits (RISD # 21-121)

CDWG — 5 year Go Guardian site license (PACE P00185)

M&A Technology — iPad Stands (TIPS 200105)

Learning without Tears — Handwriting student consumables (IMA State adoption)

WeVideo — 5 year subscription digital subscription and digital content video and audio editing software (EPCNT Plano ISD 2018-078)

Journeyed.com — 4 year district wide Adobe license (DIR-CPO-4451)

Interior Resources - RHS: Testing tables, chairs and chair dolly (Omnia Partners R191808)

Windstream Holdings — District Business Phones and Long Distance blanket PO

Frontline Education — IEP — eStar v5, unlimited usage for internal employees (RISD Bid # 1398)

Audio Optical Systems of Austin, Inc. — Kurzweil 3000 Web District Wide Subscription (TIPS # 200101)

Really Great Reading Company - 1 year intervention program for Tier 1 elementary campuses

Learning without Tears — 3 year software to support new keyboarding basic instruction K-5 (RISD Bid # 21-121)

Region 10 — Local implementation ELAR blended cohort leaders

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

Interlocal Agreements: None

Memorandums of Understanding:

Between RISD and Dallas County Juvenile Justice Alternative Education Program (DCJJAEP)

Other:

Lease agreement between RISD and Network of Community Ministries LLC — term ends August 30, 2031, with options to renew additional 5 years

Purchase and Sale Agreement between RISD and Sherman Tank Properties LLC.

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

Morning Star Productions — 2-day onsite professional development

Garland Independent School District dba/Curtis Culwell Center — 2021 Convocation

Ivonne R Glynn — Educational Consulting Services: Complete Dyslexia Assessment and Reporting results of Bilingual Assessment.

Part F: Cumulative Purchases — Information Only

Cumulative Purchases from Qualified Vendors:

Buy Board — Texas Association of School Boards

DIR — State of Texas Department of Information Resources

EPCNT — Education Purchasing Cooperative of North Texas

ESC — Educational Service Center

NCPA — National Cooperative Purchasing Alliance

SOURCEWELL — Sourcewell (previously NJPA)

OMNIA Partners — TCPN/IPA/US Communities

PACE — Purchasing Association of Cooperative Entities

TCCPP — Tarrant County Cooperative Purchasing Program

TIPS — The Interlocal Purchasing System

TPASS — Texas Procurement and Support Services

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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)]



RICHARDSON INDEPENDENT SCHOOL DISTRICT

VISION STATEMENT

Richardson ISD: Where all students connect, learn, grow and succeed.

MISSION

The mission of the Richardson Independent School District is to ensure that ALL students connect, learn, grow, and succeed through relevant and personalized learning experiences distinguished by -

- 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

We believe that –

- It is necessary to meet all basic needs;
- All people have immeasurable value and deserve respect;
- All people have something unique to contribute;
- All people have the freedom to choose their own path;
- Embracing our differences strengthens us, and leveraging our differences propels us;
- All people need meaningful relationships to build valuable connections and inspire a sense of community;
- Serving others strengthens our local and global communities;
- All people can continuously learn, adapt, and grow;
- Failures are valuable opportunities to explore, learn, and succeed; and
- We strengthen our future by nurturing and preparing children and youth.

STRATEGIC OBJECTIVES

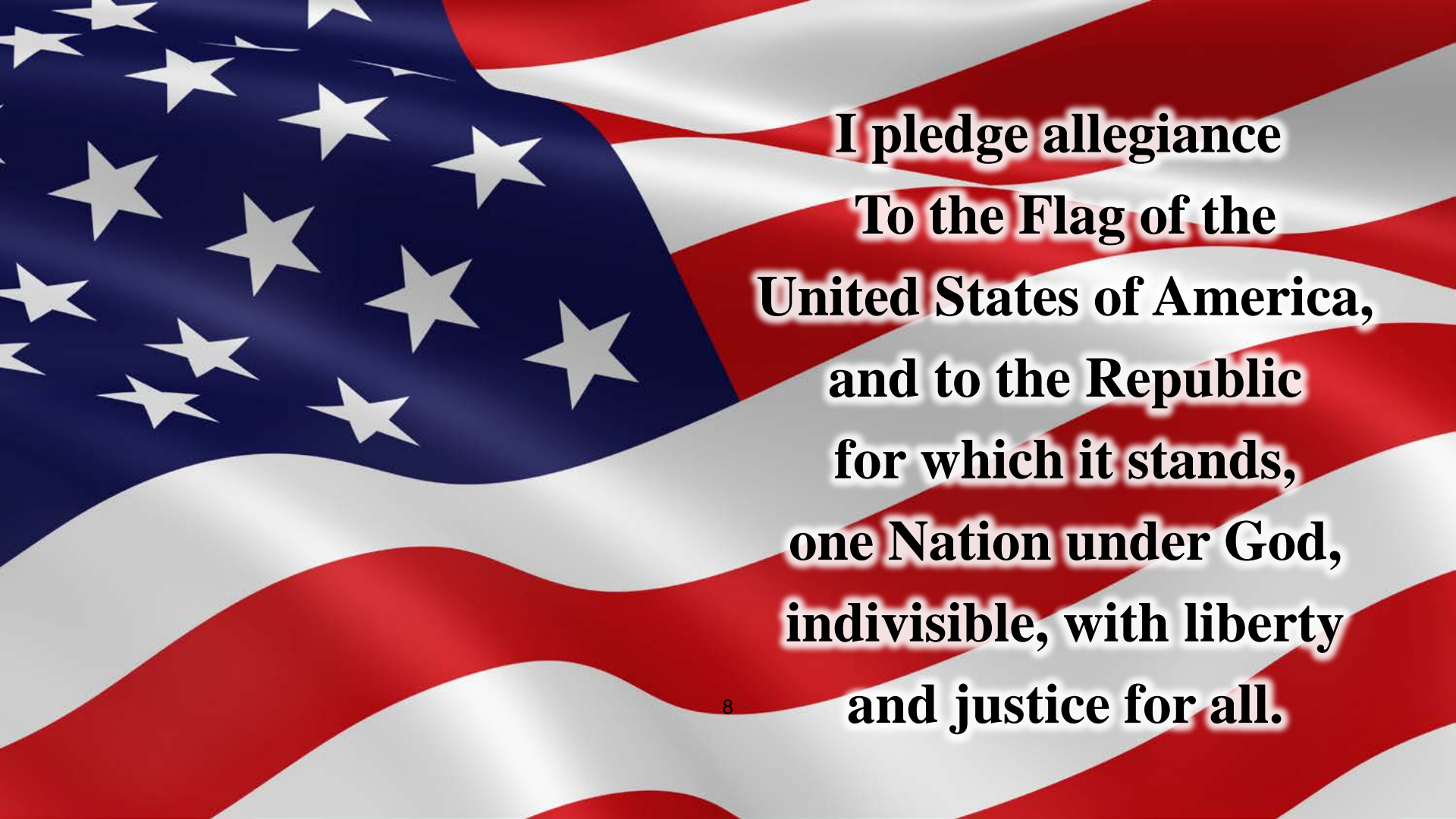
1. All students will maximize their intellect and skills to create their own futures.
2. All students will develop strength of character.
3. All students will contribute to local and global communities.
4. All students will belong to a community of meaningful connections and positive relationships.

STRATEGIES

1. We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs all of our students.
2. We will guarantee that all students will perform at or above grade level.
3. We will recruit, retain, and reward quality personnel.
4. We will ensure all families, businesses, and community partners are fully engaged in the mission of our district.
5. We will actively pursue creative funding sources and responsibly manage current resources to support our mission.
6. We will ensure that our facilities and infrastructure adapt to support our mission.

PARAMETERS

1. We will stand firm in our commitment to all students.
2. We will be unrelenting in our pursuit of excellence.
3. We will treat all people with dignity and respect.
4. We will seek input from all stakeholders.
5. We will honor tradition but not allow it to hold us back.
6. We will operate with persistence and integrity.
7. We will practice responsible stewardship of all of our resources.

The background of the image is a close-up, slightly blurred view of the American flag. The blue field with white stars is on the left, and the red and white stripes are on the right. The flag appears to be waving.

**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.**



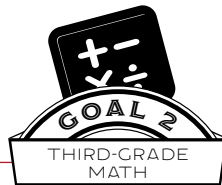
**Honor the Texas flag;
I pledge allegiance
to thee, Texas,
one state under God,
one and indivisible.**



2024 BOARD GOALS



The percent of students who score at the meets level in 3rd grade reading will grow from 47% to 60% by June 2024.



The percent of students who score at the meets level in 3rd grade math will grow from 52% to 65% by June 2024.



Percent of students completing Algebra I and meeting standard on Algebra I EOC before entering high school will increase from 38% to 50% by June 2024.



CCMR indicator score for all students will increase from 65% to 79% by June 2024.



Graduation rate for all RISD students will increase from 88% to 98% by June 2024.

Network of Community Ministries



**Partner
Recognitions**



11

network
OF COMMUNITY MINISTRIES



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 Board offers a Public Comment Section during its meetings to provide opportunities for members of the public to convey information to the Board.

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

- **Public Comment Section.**
 - The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.
 - The Public Comment Section ordinarily will be called just prior to the first business item on the Agenda.
 - 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 nonagenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.
- **Speaker Topics.**
 - Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.
 - Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
 - Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate comment card for the public hearing. Speakers may only comment on the specific topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.

- Public Comment Cards.
 - Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.
 - Completed cards must be placed in the designated box no later than fifteen (15) minutes prior to the posted time for the meeting to begin, usually 6:00 p.m. RISD will not accept Public Comment cards later than fifteen minutes prior to the posted meeting time.. In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
 - If RISD gives notice of a public hearing, it will provide a separate public hearing comment card that persons who wish to speak must complete.
- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.
- Time.
 - Each speaker is limited to a total of three* minutes and a speaker may not use time of another speaker to extend his or her comment period. *Note:* A speaker who addresses the Board through a translator will have six* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
 - Staff will set a three*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.
(*Unless the comment period has been limited as provided herein.)
- Single comment. A speaker may complete one Public Comment Card for each meeting. A speaker who comments during a public hearing is not ineligible to speak during the regular public comment period.
- Protocol for Speakers.
 - The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.
 - Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.
 - The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.

- The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda.
 - Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed.
- Consent for Online Publication. RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.
 - Reasonable Accommodation and Translation. Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: June 7, 2021

WELCOME

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. Although Board meetings are held in public, they are not public meetings. Visitors are invited to observe their elected officials conducting the business of the school district. RISD records (audio and video) its regular, open meetings. Some work sessions and other called meetings also may be recorded. The recordings of completed meetings are available on the District's website at www.risd.org.

The Board strives to conduct business in a professional and efficient manner. To avoid disruptions and ensure all attendees may observe the meetings without distraction, all attendees should observe rules of common courtesy and decorum during meetings. Attempts to disrupt or delay the meeting will not be tolerated. 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 words or actions.

Please assist the Board in maintaining a safe and nondistracting environment for all persons who attend its meetings by observing the following standards:

- Remain quiet and seated during meetings and avoid audible conversations or other verbalizations or actions that interfere with trustees, RISD employees, or another attendee or disrupt the meeting.
- Do not bring in or display posters, signs, banners, noisemakers, or other items that may disrupt the meeting or interfere with any person's ability to observe the proceedings. (The display of small signs or banners only during the recognition portion of the meeting is permissible to support a person being recognized, provided the signs or banners do not disrupt the meeting or prevent other visitors from viewing the proceedings and they are removed from the board meeting room following the recognition section.)
- Members of the news media who bring large cameras or other recording equipment to the meeting may be asked to remain in a specific area designated by RISD Communications staff.
- Nonmedia visitors who bring equipment to record (video or audio) a meeting may sit in a seat of their choosing provided the recording equipment is small and handheld and does not obstruct the view of any other attendee or otherwise cause disruption. Visitors who bring larger equipment or other equipment such as tripods or stands that could obstruct or disrupt may be directed where to sit.
- Persons who wish to address the Board must follow the Public Comment procedures that are explained at each meeting. A copy of the Board-adopted procedures for Public Comment is available in the foyer of the Auditorium or outside of any other meeting room.
- During the public comment sections, staff and visitors must listen quietly. Actions such as clapping, cheering, booing, other verbalizations, or noisemaking disrupt the proceedings and will not be tolerated. The display of signs or banners is prohibited except as allowed above during the recognition section.

The Board may take occasional breaks or recesses during Board meetings. Those breaks provide an opportunity for trustees and staff to attend to personal needs and to prepare for the remainder of the meeting. Visitors should not monopolize the time of trustees or staff by attempting to address personal issues during a break or recess.

Thank you.

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

Date: August 9, 2021

Department: Board of Trustees Office

Submitted by: Libby Oliver, Administrative Manager - Board Relations

ACTION ITEM

TOPIC: Minutes of June 7, June 14 and July 19, 2021 Meetings

BACKGROUND INFORMATION

Minutes recorded on above date(s).

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board of Trustees approve the minutes of the 2021 meetings listed above.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Board of Trustees
June 7, 2021

The Board of Trustees of the Richardson Independent School District met in a Regular Meeting at 6:00 P.M., in the Administration Building, 400 South Greenville Avenue, Richardson, Texas with the following present: Mrs. Karen Clardy, President; Mrs. Kim Caston, Treasurer; Ms. Regina Harris, Secretary; Mr. Eron Linn, Mr. Eric Eager Mrs. Debbie Renteria and Mrs. Megan Timme as well as Dr. Jeannie Stone, Superintendent; Mrs. Tabitha Branum, Deputy Superintendent; Mrs. Brenda Payne, Assistant Superintendent Administrative Services; Dr. Christopher Goodson, Assistant Superintendent of Human Resources; Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning; Mrs. Sandra Hayes, Assistant Superintendent Operations; Mr. David Pate, Chief Financial Officer; Ms. Melissa Heller, Chief of Strategy and Engagement; Mr. Henry Hall, Chief Technology Officer; and Ms. Mia Martin, General Counsel.

Present

None

Absent

Mrs. Clardy led the pledges of allegiance and the moment of silence and then read aloud the Board Goals.

Pledges of Allegiance

Dr. Melissa Heller presented the recognitions listed below.

Recognitions

The Board recognized the following:

Teacher Appreciation Week May 3 – 7, 2021

Partner Recognition:

- Pearce Community Women’s League – Presented 46 scholarships to Pearce High School seniors totaling \$33,800.00.
- Exchange Club of Lake Highlands – Presented 42 college scholarships totaling \$144,000 to graduating seniors from Lake Highlands High School.
- Renaissance - Making the Renaissance e-books available for Skyview students.

Staff Recognition:

- Kristin Summers – School Counselor of the Year 2021 Finalist
- Dia Thao – School Counselor of the Year 2021 Semi-Finalist

Student Recognition:

- Ben DiGennaro – National Merit Emory University Scholarship Winner
- Andrew Webb – National Merit \$2500 Scholarship Winner
- Lake Highlands High School Junior World Affairs Council - #1 most active chapter in the DFW area for the 3rd year in a row
- Richardson ISD All State Athletes
- RISD “Say Something” Award
 - Fireflies Softball Team – 5th Grade Students at White Rock Elementary

The following persons addressed the board during the public comment section of the meeting:

Public Comment

- Lorena Armendanz – Computer access to parents for technology classes
- Lucero Ortega – Bilingual services & RHS Bilingual counselor, Anita Cepeda
- Juanita Armstrong – African American Studies Book Adoption
- Mike Breard – Bowie Elementary name change
- Liz Baldock – Construction plans for the new Lake Highlands Middle School
- Grady Baldock – Location of proposed Lake Highlands Middle School
- David Cristofoli – Lake Highlands Middle School Construction
- Sarah Rice – Trust / Transparency and HB 3979
- Yasenia Bahena – Need for bilingual counselors and academic personnel
- Michael Evans – Bowie name change
- Randy Blankenship – Your future
- Brian Harper – RISD Equity
- Bill Ames – Critical Race Theory
- Ellen Alexandrakis – Support for department of Equity, Diversity & Inclusion

A motion was made by Kim Caston and seconded by Regina Harris to approve the consent agenda as follows:

No. 8717
Consent
Agenda

- Minutes of the May 3 and May 10, 2021 Meetings
- Human Resources Report as presented
- Recommended Specified Bids, Contracts, and Cumulative Purchases:
 - Part A: New Bids - For Approval**
 - Miscellaneous Consultant Services*
 - District-Wide Copiers & Service*
 - Computer and Service*
 - Broker of Record and Consulting Services for Risk Management and Employee Benefits*

Full Service Delivery of Fresh Produce
Summer Roofing Projects
Teaching Aids, Instructional Materials and Related Items
Part B: Bid Renewals - For Approval
Library Books and Media
Part C: Contract Information (Greater than \$100,000) - For Approval
Netsync Network Solutions - Refresh of all secondary, para, and central admin staff computers
Sysco - SY2021-22 Grocery Delivery (Prospering Pals Coop)
Netsync Network Solutions - Dell Chromebooks
Apple Computer Inc - Refresh of all Apple laptops for staff
Netsync Network Solutions - Unified Communications and Collaboration
Dahill Office Technology Corp (dba Xerox Business Solutions SW) - Print Shop Equipment
Oak Farms - SY2021-22 Dairy Delivery
Paradise - SY2021-22 Produce Delivery
Frog Street Press - PreK Curriculum (IMA)
General Sound (LCR) - Install new fire alarm systems (ACE, CMLC, MST, RISD Academy, RTE)
Mythics - Oracle Support Contract
Netsync Network Solutions - BIG-ID Appliance
United Mechanical - Replace sewer line at MHE
Meteor Education Inc - Furniture for Network Ministries Project
City of Dallas - SROs
Meteor Education Inc - Skyview library and school renovations FF&E
Forecast 5 Analytics - Two year license agreement data mining
Onstage Systems - Graduation Stage/AV Services for High School Stadiums
The Art of Education University - Flex Curriculum 5 year subscription
University of Texas at Austin - Fall 2020 and Spring 2021 Student Tuition
Fulcrum Consulting Inc. - Fiber/Conduit Infrastructure for 1500 International
Regional Day School for the Deaf - Plano ISD - 2nd semester
Region 10 ESC - Video Conference Network Services (Zoom)
Klement - SY2021-22 Ice Cream Delivery (Region 10 Multi-Region Purchasing Coop)
General Sound (LCR) - Replace intercom system (ACE, JHE, NLE, Richland Elem)
Defined Learning LLC - Teacher Licenses 10 Micro Credentials (435 licenses)
Z Floors - Replace gym floor at BHS
Bauhaus - Furniture for Admin Building Renovation
Texas Roof Managment - Roofing Repairs at AJH
Kurz - SY2021-22 Bread Delivery - (Region 10 Multi-Region Purchasing Coop)
Interior Resources Group - Furniture for Admin Building Renovation
TS Enterprises Associates, Inc. - CTE Equipment: Laser Cutting Machine & High Pressure Gas Regulator
Fulcrum Consulting Inc. - Provide conduit infrastructure at BFE
Paragon Roofing - Roofing repairs at RNJH
Riverside Insights - CoGat Online Testing Levels
PortionPack Chemical Corporation - Safety and Sanitation System - (Region 10 Multi-Region Purchasing Coop)
Texas Roof Management - Roofing repairs at LJH
Mart, Inc. - Increase of owner's contingency related to construction services for the Skyview Elementary addition
Part D: Interlocal Agreements, Memorandums of Understanding, and Other - For Approval
Interlocal Agreements:
Prospering Pals Nutrition Cooperative
Memorandums of Understanding:
None
Other:
EPCNT Membership Dues
State of Texas Comptroller Dues
CTPA Membership Dues
Part E: Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)
The Reeds PRC - Richardson's Mayors Summer Internship Program. Term ending 12/31/2021
Education is Freedom Foundation - To implement the RISD Internship Program. Term ending 12/31/21
The Imagining Freedom Institute - Young Leader Summer Camp. Term ending June 2021
Jennifer M. Allen - To provide support to Richardson ISDs Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in Rtl meetings, comprehensive speech language therapy, writing IEPs, updating progress and attendance in ARD meetings. Term ending 6/11/21
Leslie Barry - To provide support to Richardson ISDs Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in Rtl meetings, comprehensive speech language therapy, writing IEPs, updating progress and attendance in ARD meetings. Term ending 6/11/21
Robin Pokladnik - To provide support to Richardson ISDs Evaluation staff to include but not limited to educational assessment, report writing, and attendance of ARD meetings. Term ending 6/11/21
Jana Schofield - To provide support to Richardson ISDs Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in Rtl meetings,

comprehensive speech language therapy, writing IEPs, updating progress and attendance in ARD meetings. Term ending 6/11/21
Hal Bowman, Inc. - Keynote Presentation for new CTE Teachers professional development.. Term ending 4/22/21

Part F: Cumulative Purchases - Information Only

Cumulative Purchases from Qualified Vendors:
Buy Board - Texas Association of School Boards
CCGPF - Collin County Governmental Purchasing Forum
CPGPC - Choice Partners
DIR - State of Texas Department of Information Resources
E&I - Cooperative Services
EPCNT - Education Purchasing Cooperative of North Texas
NCPA - National Cooperative Purchasing Alliance
SOURCEWELL - Sourcewell (previously NJPA)
OMNIA Partners - TCPN/IPA/US Communities
PACE - Purchasing Association of Cooperative Entities
PPPCP - Prospering Pals
TCCPP - Tarrant County Cooperative Purchasing Program
TIPS - The Interlocal Purchasing System
TPASS - Texas Procurement and Support Services

- Schedule of Upcoming Bids
- Bond Expenditure Report
- Budget Status Report
- Monthly Financial Statements
- Consider Refunds of Duplicate Tax Payments Over \$500
- Review Resolution of the Adoption of Committing Fund Balances
- Approval of the Hands – Only CPR Waiver for 2020 – 2021 Seniors
- Updated Procedures for Public Comment during Board Meetings

The motion passed 6 – 0.

Eron Linn, Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Renteria	Yeas
None	Nays
Megan Timme	Abstain

Mr. Pate presented information about gifts over \$5000 donated to the district:	No. 8718
<ul style="list-style-type: none">• Forest Meadow Junior High PTA donated \$5610.23 to Forest Meadow Junior High for teacher incentives and supplemental instructional supplies• Oanh Truong Tucker donated hand sanitizer and masks valued at \$6598.51 to Forestridge Elementary• White Rock Elementary PTA donated \$97,320 to White Rock Elementary for Substitutes for parent conferences, instructional tutors/specialists, and 2nd grade virtual Dallas Zoo field trip• Vote Yes for RISD Kids donated \$8399.54 to the RISD/Superintendent’s Office for improvements to teacher lounges.	Gifts

A motion was made by Eron Linn and seconded by Eric Eager to approve the 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.
The motion passed 7 – 0.

Eron Linn, Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Renteria, Megan Timme	Yeas
None	Nays

A motion was made by Regina Harris and seconded by Debbie Renteria to approve the resolution whereas, the Board’s Strategies provide that the District will actively pursue creative funding sources and responsibly manage current resources to support our mission; and whereas, the Administration has determined that offering African American Studies as a course option for high school students supports The RISD Equity Policy and our RISD’s commitment to valuing the inclusion of ALL whereas, the department of Equity, Diversity and Inclusion and Teaching & Learning obtained quotes from compliant vendors for purchase of instructional resources whereas, the department of Equity, Diversity and Inclusion and Teaching & Learning facilitated a thorough evaluation of materials by a committee of RISD staff that identified which publisher effectively met Richardson ISD’s students’ needs and requirements and will provide the best value for the district; therefore be it resolved that the Board of Trustees of the Richardson Independent School District approves the acquisition.	No. 8719 African American Studies Book Adoption
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The motion passed 7 – 0.

Eron Linn, Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Renteria, Megan Timme
None

Yeas
Nays

Sandra Hayes and James Watson presented background information to the Board regarding processes for construction contracts and RISD Board Policy CV (Legal) and CVD (Legal). The “construction manager-at-risk method” is a delivery method by which a district contracts with an architect or engineer for design and construction phase services and contracts separately with a construction manager-at-risk to serve as general contractor. Mr. Watson discussed highlights of this process and the value to the district.

Construction
Manager-at-
Risk (CMAR)
Delivery
Method

Mrs. Clardy announced that the Board would take a brief break. The meeting resumed at 8:05 pm.

Break

Mrs. Hayes presented information about the administration building renovation. A motion was made by Eric Eager and seconded by Regina Harris to approve the resolution whereas, RISD desires to create additional work space for administrative staff, a flexible use space for staff and the RISD Board of Trustees as well as restroom upgrades with an estimated budget of \$1,390,976; and whereas, the Board approved the construction manager-at-risk construction delivery method for the construction of this project; and 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 \$1,390,976 for the renovation project at the Administration Building to create additional work space for administrative staff, a flexible use space for staff and the RISD Board of Trustees as well as restroom upgrades.
The motion passed 7 – 0.

No. 8720
Administration
Building
Project - GMP

Eron Linn, Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Renteria, Megan Timme
None

Yeas
Nays

Mrs. Hayes and Mr. Watson presented information about the JJ Pearce High School Construction Project. A motion was made by Kim Caston and seconded by Eron Linn to approve the resolution whereas, RISD desires to construct a new turf softball field, install new turf on the existing baseball field, and to construct additional campus parking spaces with an estimated budget of \$6,038,686 for this phase of the project; 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 J.J. Pearce High School; and whereas, this is phase one of a three phase project to address the needs identified by the Program Planning Committee at J.J. Pearce High School; and 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 \$6,038,686 for Phase One of a construction project at J.J. Pearce High School to construct a new turf softball field, install new turf on the existing baseball field, and construct additional campus parking spaces.
The motion passed 7 – 0.

No. 8721
JJ Pearce High
School
Construction
Project - GMP

Eron Linn, Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Renteria, Megan Timme
None

Yeas
Nays

Dr. Stone and Mrs. Branum introduced the Budget presentation. Mrs. Branum provided an update on the Virtual Academy. Mr. Pate reviewed the 2021-2022 expenditure recommendations, 2021-2022 new teacher compensation, pay raise recommendation and retention stipend recommendation. The Board discussed the potential increase in benefit premiums for employees. Mr. Pate presented information to the Board regarding the general fund multi-year financial statement.

2021-2022
Budget
Discussion

Liz Morse presented an update regarding legislative priorities to the Board.

Legislative
Update

In accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071 – Consultation with Attorney and Section 551.072 – Deliberation Regarding Real Property, the Board entered into Closed Meeting at 9:45 P.M. to discuss real estate and to review updates to local policies: BE(Local), CB(Local), and GF(Local).

Closed
Meeting –
Real Estate &
Update Local
Policies

The Board reconvened into Open Meeting on May 3, 2021 at 10:15 P.M., having taken no action during closed session.

Open Session

Mrs. Clardy adjourned the meeting at 10:15 P.M.

Adjourned

Approved as submitted on August 9, 2021.

Secretary

President

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Board of Trustees
June 14, 2021

<p>The Board of Trustees of the Richardson Independent School District met in a Called Meeting at 6:00 p.m., at 400 S. Greenville Avenue, Richardson, Texas, with the following present: Mrs. Karen Clardy, President; Mrs. Kim Caston, Treasurer; Ms. Regina Harris, Secretary; Mr. Eric Eager, Mrs. Debbie Rentería, Mrs. Megan Timme and Mr. Eron Linn as well as Dr. Jeannie Stone, Superintendent; Mrs. Tabitha Branum, Deputy Superintendent; Ms. Mia Martin, General Counsel; Mrs. Brenda Payne, Assistant Superintendent Administrative Services; Dr. Christopher Goodson, Assistant Superintendent of Human Resources; Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning; Mrs. Sandra Hayes, Assistant Superintendent Operations; Mr. David Pate, Chief Financial Officer; Ms. Melissa Heller, Chief of Strategy and Engagement and Mr. Henry Hall, Chief Technology Officer.</p>	<p>Present</p>
<p>None</p>	<p>Absent</p>
<p>In accordance with the Texas Education Code, Section 44.002 and Section 440004(a), David Pate, RISD CFO, and Tabitha Branum, Deputy Superintendent, 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.</p>	<p>Public Hearing: 2021 – 2022 Budget & Proposed Tax Rate</p>
<p>None</p>	<p>Public Hearing:</p>
<p>Mrs. Clardy closed the public hearing at 6:26 pm.</p>	<p>Public Comment</p>
<p>None</p>	<p>Public Comment</p>
<p>A motion was made by Kim Caston and seconded by Eric Eager to approve the resolution whereas in accordance with the Election Order and Notice that the Board of Trustees approved on February, 8, 2021, RISD participated in a runoff election on June 5, 2021, for the purpose of electing a trustee for a three-year term in At-Large Place 7; and whereas, the Board, after canvassing the June 5 runoff returns determined that Christopher J. Poteet received the majority of the votes cast for At-Large Place 7 (approximately 56.46 %); and therefore, be it resolved that the Board of Trustees accepts the results of the June 5, 2021, runoff election as certified by the Dallas County Elections Department and approves the attached Order Canvassing Returns and Declaring the Results of a Trustee Runoff Election Held in Richardson Independent School District on June 5, 2021.</p>	<p>No. 8722 Canvass Returns Trustee Run-off Election, At- Large Place 7</p>
<p>Motion passed 7 – 0. Karen Clardy, Kim Caston, Regina Harris, Eric Eager, Debbie Rentería, Eron Linn, Megan Timme</p>	<p>Yeas</p>
<p>None</p>	<p>Nays</p>
<p>All Board Members and Dr. Stone expressed their appreciation to Kim Caston for her service to the Board of Trustees and the RISD. Mrs. Caston made a statement and expressed her appreciation to her fellow board members and senior staff. Afterwards, she left the meeting.</p>	<p>Celebrate Kim Caston’s Board Service</p>
<p>Dr. Christopher Goodson administered the Oath of Office to Mr. Chris Poteet and he was seated at the horseshoe. Mrs. Clardy welcomed Mr. Poteet to the Board of Trustees and Mr. Poteet made a statement and recognized his wife in attendance.</p>	<p>Oath of Office Chris Poteet, At-Large Place 7</p>
<p>A motion was made by Eron Linn and seconded by Debbie Rentería 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 as presented.</p>	<p>No. 8723 Final Amended Budget 2020- 2021</p>
<p>The motion passed 7 – 0. Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme</p>	<p>Yeas</p>
<p>None</p>	<p>Nays</p>
<p>A motion was made by Eric Eager and seconded by Regina Harris to approve the resolution whereas, the Texas Education Code requires the Board to prepare and adopt a budget before July 1st; and whereas, the adoption of the 2021 – 2022</p>	<p>No. 8724 Adopt 2021- 2022 Budget</p>

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 declares the 2021 – 2022 Official Budget as presented be adopted.

The motion passed 7-0.
Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme
None

Yeas
Nays

A motion was made by Eron Linn and seconded by Regina Harris to approve the resolution whereas, RISD requires the purchase of various good and services that exceed the purchasing authority of the Administrator; and whereas, RISD maintains an approved list of vendors that complies with the competitive purchasing requirement in the Texas Education Code; and whereas, Board approval is required for any single, budgeted purchase of goods or services that costs \$100,000 or more; therefore be it resolved, that the Board of Trustees of the Richardson Independent School District hereby authorizes the District to the following goods or services:

No. 8725
Purchases over
\$100,000

Child's Play Inc. - Replace playground at WRE (Buyboard 592-19)	\$585,486.00
Child's Play Inc. - Replace playground at NWHE (Buyboard 592-19)	\$341,236.00
Child's Play Inc. - Replace playground at OHE Buyboard 592-19)	\$323,025.00
Child's Play Inc. - Replace playground at CCE (Buyboard 592-19)	\$303,747.00
Child's Play Inc. - Replace playground at Yale (Buyboard 592-19)	\$271,611.00

The motion passed 7 – 0.
Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme
None

Yeas
Nays

A motion was made by Eric Eager and seconded by Debbie Rentería to approve the resolution whereas, in connection with the District’s strategic planning efforts to ensure current and future facility space needs can be met, the Administration recently identified an available tract of land located at 616 S. Sherman Street, Richardson, Texas 75081; and whereas, the Administration inspected the property and determined it would be suitable to consider for current and future facility space needs and has been in negotiations with the Seller to reach an agreed purchase price in the amount of \$2,675,000.00, which the Board finds to be a good value; and whereas, taking steps to ensure current and future facility space needs can be met supports the Board’s Strategic Plan; therefore be it resolved that the Board of Trustees hereby:

No. 8726
Purchase of
Real Property
616 S.
Sherman St

- Authorizes the Superintendent or her designee to continue to work with the Seller to finalize a contract for the purchase of the real property located at 616 S. Sherman Street, Richardson, Texas 75081 (Lot 2, of Replat of Lots 2 and 3, in Block A, of SHERMAN PLAZA BUISINESS PARK, an Addition to the City of Richardson, Dallas County, Texas) at a purchase price of \$2,675,000.00; and
- Authorizes District staff and the Board President to take such actions and execute such documents as required to purchase of said real property.

The motion passed 7 – 0.
Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme
None

Yeas
Nays

A motion was made by Regina Harris and seconded by Megan Timme to approve the 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 the local policies as presented by staff, and finds that the proposed revisions are appropriate and necessary to ensure that the District's policies conform 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 the following local policies:
Revise the following existing policies: BE (Local), CB (Local), and GF (Local).
The motion passed 7 – 0.

No. 8727
Updated Local
Policies
BE(Local), CB
(Local), GF
(Local)

Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
Sandra Hayes presented information to the Board regarding the LHJH construction plans and the recent meeting with the homeowners living in close proximity to the school property. The architects from Perkins & Will answered questions from the Board members. Following the presentation and discussion, the Board provided directional approval to proceed with the proposed changes.	LHJH Construction Project Update
Mr. Pate presented information to the Board regarding the RISD procurement process including the following: <ul style="list-style-type: none"> • RISD Purchasing Department • Procurement Methods • Bidding Process • Construction Manager at Risk • Cooperative Purchases • Federal Purchases • Bid Opportunity Locations • Bonfire • Chambers of Commerce 	RISD Procurement Process
In accordance with the Texas Open Meetings Act, Texas Government Code, Section 551.071 – Consultation with Attorney and Section 551.074 – Personnel Matters, the Board entered into Closed Meeting at 8:31 pm to discuss the Superintendent’s Evaluation.	Closed Meeting – Superintendent Evaluation
The Board reconvened into Open Meeting at 12:45 A.M on June 15, 2021, having taken no action during closed session.	Open Session
A motion was made by Regina Harris and seconded by Eric Eager to approve the resolution whereas, the Board of Trustees of the Richardson Independent School District evaluates the performance of the District’s Superintendent of Schools each year in accordance with the Superintendent’s Contract of Employment, Board Policies, and the Commissioner’s Rules; and whereas, the Board began its annual performance evaluation on June 14, 2021, to review the Superintendent’s performance over the last year, such evaluation to be completed in December; and whereas, the Board and Superintendent desire to continue the Superintendent’s employment and the Board has reviewed the Superintendent’s Contract of Employment to determine any appropriate amendments; therefore, be it resolved that the Board of Trustees on June 14, 2021, hereby: <ul style="list-style-type: none"> (i) adopts the Superintendent’s annual performance appraisal as begun on June 14, 2021; (ii) amends the Superintendent’s Contract of Employment as set out in the draft amendment attached hereto; and (iii) authorizes the Board President to execute such documents as may be necessary to reflect the Board’s action. The motion passed 7 – 0. Karen Clardy, Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme None	No. 8728 Superintendent Evaluation and Contract of Employment
Mrs. Clardy adjourned the meeting at 12:45 A.M. on June 15, 2021.	Adjourned
Approved as submitted on August 9, 2021.	

Secretary

President

RICHARDSON INDEPENDENT SCHOOL DISTRICT
Board of Trustees
July 19, 2021

The Board of Trustees of the Richardson Independent School District met in a Called Meeting at 6:01 p.m., at 400 S. Greenville Avenue, Richardson, Texas, with the following present: Mrs. Karen Clardy, President; Ms. Regina Harris, Secretary; Mr. Eric Eager, Mrs. Debbie Rentería, Mrs. Megan Timme, Mr. Eron Linn and Mr. Chris Poteet as well as Dr. Jeannie Stone, Superintendent; Mrs. Tabitha Branum, Deputy Superintendent; Ms. Mia Martin, General Counsel; and Ms. Gaya Jefferson, Executive Director of Professional Development.	Present
None	Absent
Mrs. Clardy welcomed all the trustees to the Team of Eight Training. Dr. Stone provided a sneak peak of the 2021-2022 theme, “Power of Love.” Dr. Stone introduced Gaya Jefferson, Executive Director of Professional Development who led a team building exercise. Mrs. Clardy led a discussion over the following items: <ul style="list-style-type: none">• Board Self-Assessment• Revisions of the Board Operating Procedures• Board Officer Reorganization	Board Professional Development
Mrs. Clardy adjourned the meeting at 9:25 P.M. on July 19, 2021.	Adjourned
Approved as submitted on August 9, 2021.	

Secretary

President

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

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 2021-2022 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 9, 2021.

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 9, 2021.

PART A: Proposed Personnel Actions Submitted for Board of Trustees' Approval

APPOINTMENTS OF PROFESSIONAL PERSONNEL:

ELEMENTARY

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
RUIZ	ANABEL	PRINCIPAL	07/07/2021	CAROLYN G. BUKHAIR

SECONDARY

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
MILLER	ANTONIO	ASSISTANT PRINCIPAL - JH	07/29/2021	FOREST MEADOW JUNIOR HIGH
BRONSON	CHRISTOPHER	FINE ARTS COORDINATOR - HS	07/06/2021	RICHARDSON HIGH SCHOOL
BRUMLEY	REAGAN	FINE ARTS COORDINATOR - HS	07/06/2021	LAKE HIGHLANDS HIGH SCHOOL

CENTRAL PROFESSIONAL

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
None				

ADMINISTRATIVE PROFESSIONAL

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
ISAIS	ALEJANDRA	DIRECTOR - INFO SYSTEMS	07/19/2021	LIBRARY & INFO TECHNOLOGY
STALEY	KYLE	DIRECTOR - SPEC STUDENT SVCS	07/07/2021	SPECIAL STUDENT SERVICES
SQUALLS	LORIE	EXECUTIVE DIRECTOR-ADMIN SVCS	07/06/2021	ASST SUPT ADMIN SVCS
CURRAN	MELISSA	LITERACY INTERVENTIONIST CENTR	07/19/2021	PRE K 12 INTERVENTION
JOHNSON	TIFFANIE	LITERACY INTERVENTIONIST CENTR	07/19/2021	PRE K 12 INTERVENTION
WIDENER	REBECCA	MATH SPECIALIST	07/06/2021	PRE K 12 INTERVENTION
MARTIN	REGINA	PREK SPECIALIST	07/06/2021	PRE K 12 INTERVENTION
BOGUS	BLAKE	TEACHER SPECIALIST	07/27/2021	ADVANCED ACADEMICS

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

SEPARATIONS of Personnel:

PROFESSIONAL/ CLASSIFIED/ PARA-PROFESSIONAL	LAST NAME	FIRST NAME	ASSIGNMENT/SUBJECT/ GRADE	LOCATION	LOCAL YEARS EXPERIENCE	EFFECTIVE DATE
Classified	AL-MADHAJI	FATIMA	CUSTODIAL	LAKE HIGHLANDS HIGH SCHOOL	12	6/6/2021
Classified	BELL	CECIL	WAREHOUSE ASSISTANT	WAREHOUSE SERVICES	12	7/4/2021
Classified	BERGANZA	JOHANA	CUSTODIAL I	YALE ELEMENTARY	1	7/4/2021
Classified	CAO	KHIEM	CUSTODIAL I	RISD ACADEMY	3	6/6/2021
Classified	DANG	KIEU	CHILD NUTRITIONIST	RICHARDSON HIGH SCHOOL	9	6/6/2021
Classified	DINH	HOA	CUSTODIAL I	RICHARDSON HIGH SCHOOL	19	7/18/2021
Classified	EPPS	JAMES	SUPERVISOR II - GROUNDS	GROUNDS	17	7/18/2021
Classified	FAHEEM	AZIZ	BUS MONITOR	TRANSPORTATION	0	6/6/2021
Classified	FLORES RAMIREZ	EMANUEL	GROUNDS II	GROUNDS	0	6/6/2021
Classified	GASHAW	MENBERE	CHILD NUTRITIONIST	WESTWOOD: M/S/L MAGNET	1	6/6/2021
Classified	GWINN	LOGAN	MAINTENANCE I	FACILITIES MAINTENANCE	5	6/6/2021
Classified	HOOPER	LAWRENCE	CUSTODIAL I	LAKE HIGHLANDS JUNIOR HIGH	0	6/20/2021
Classified	JURADO	ERIC	MAINTENANCE I	FACILITIES MAINTENANCE	1	7/4/2021
Classified	LAM	PHUNG	CUSTODIAL I	LAKE HIGHLANDS HIGH SCHOOL	14	6/6/2021
Classified	LEUNG	CHUI	CHILD NUTRITIONIST	O. HENRY ELEMENTARY	16	6/6/2021
Classified	LONDON	MICHAEL	BUS DRIVER	TRANSPORTATION	2	6/6/2021
Classified	MEJIA	IRIS	CUSTODIAL I - 261	THURGOOD MARSHALL ELEM	0	6/6/2021
Classified	NGUYEN	NHAN	CUSTODIAL I	RICHARDSON HIGH SCHOOL	19	7/18/2021
Classified	NGUYEN	THE	CUSTODIAL I	WALLACE ELEMENTARY	8	6/6/2021
Classified	TUMAC	NICULINA	CUSTODIAL I	YALE ELEMENTARY	5	6/6/2021
Classified	VEGA THURMER	ADRIANA	CHILD NUTRITION ASST MANAGER	DOVER ELEMENTARY	4	6/9/2021
Paraprofessional	ATTALAH	RANIA	SECRETARY III	ENGLISH AS SECOND LANGUAGE	0	6/9/2021
Paraprofessional	BARNS	LINDA	STUDENT DATA SPEC	LAKE HIGHLANDS HIGH SCHOOL	3	6/9/2021
Paraprofessional	BARRETT	KATIE	ADMIN SPECIALIST I	FINANCIAL SERVICES	13	6/9/2021
Paraprofessional	BESSONETTE	LEIGHSA	EXEC ASSISTANT III	FINANCIAL SERVICES	0	6/9/2021
Paraprofessional	COLLIER	LENA	EXECUTIVE ASSISTANT I	DARTMOUTH ELEMENTARY	24	7/9/2021
Paraprofessional	CROOM	KIARA	CLERK	SPRING CREEK ELEMENTARY	0	6/9/2021
Paraprofessional	DEEDS	SONJA	SECRETARY II-CAMPUS	RHS MAGNET PROGRAM	30	7/9/2021
Paraprofessional	ESPARZA	REBECA	ADMIN SPECIALIST III	PAYROLL & BENEFITS	11	7/9/2021
Paraprofessional	HAUGLIE	ANDREA	COMMUNITY LIAISON	HAMILTON PARK PACESETTER	3	7/9/2021
Paraprofessional	HUGHES	RENARDA	SPECIAL EDUCATION AIDE	JJ PEARCE HIGH SCHOOL	2	6/9/2021
Paraprofessional	LEWALLYN	ALLISON	EXECUTIVE ADMIN MANAGER	SUPERINTENDENT'S OFFICE	1	6/9/2021
Paraprofessional	MOORE	DEBRA	ADMIN SPECIALIST I	DYSLEXIA PROGRAM	22	6/9/2021

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

SEPARATIONS of Personnel:

PROFESSIONAL/ CLASSIFIED/ PARA-PROFESSIONAL	LAST NAME	FIRST NAME	ASSIGNMENT/SUBJECT/ GRADE	LOCATION	LOCAL YEARS EXPERIENCE	EFFECTIVE DATE
Paraprofessional	MORRIS	GILMA	EXEC ASSISTANT III	ASST SUPT ADMIN SVCS	24	6/9/2021
Paraprofessional	ROBLES	MARY	EXECUTIVE ASSISTANT I	RISD ACADEMY	30	7/9/2021
Paraprofessional	SIMPSON	LLONELLA	CLERK	FOREST LANE ACADEMY	0	6/9/2021
Paraprofessional	SVONDRK	SONJA	EXEC ASSISTANT I	CAREER & TECHNOLOGY ED	22	6/9/2021
Professional-Administration	BARDSLEY	COLLEEN	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	4	6/9/2021
Professional-Administration	BENITEZ	MIGUEL	DIRECTOR	STRATEGY/COMMUNITY ENGAGE	0	6/9/2021
Professional-Administration	BENSON	ANDREW	LSSP	SPECIAL STUDENT SERVICES	1	6/9/2021
Professional-Administration	BIGLER	KARA	BEHAVIOR SPECIALIST	SPECIAL STUDENT SERVICES	0	6/3/2021
Professional-Administration	BRIGGS	JULIE	DIRECTOR	LIBRARY & INFO TECHNOLOGY	21	6/9/2021
Professional-Administration	CROSSLEY	TIA	LSSP	SPECIAL STUDENT SERVICES	1	6/9/2021
Professional-Administration	CURRERI	KELLIE	DIRECTOR	SPECIAL STUDENT SERVICES	4	6/9/2021
Professional-Administration	DROTT	CATHERINE	LSSP	SPECIAL STUDENT SERVICES	2	6/9/2021
Professional-Administration	FOSTER	LACEY	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	1	6/9/2021
Professional-Administration	HALTOM	JILL	DIRECTOR	LANGUAGE ARTS	2	6/9/2021
Professional-Administration	HOLLAND	ASHLEY	SPEECH THERAPIST	SPECIAL STUDENT SERVICES	7	6/9/2021
Professional-Administration	HUTCHESON	WHITNEY	LSSP	SPECIAL STUDENT SERVICES	0	6/9/2021
Professional-Administration	JASSO	MICHAEL	EXECUTIVE DIRECTOR	ASST SUPT ADMIN SVCS	3	6/9/2021
Professional-Administration	KELLY	JENNY	COORDINATOR	FINE ARTS/MUSIC/THEATRE	26	6/9/2021
Professional-Administration	KORMOS	NATALIE	LSSP	SPECIAL STUDENT SERVICES	3	6/9/2021
Professional-Administration	MOTLEY	PAUL	TECHNOLOGY SPECIALIST I	TECHNOLOGY PROGRAM MGMT	2	6/9/2021
Professional-Administration	REED	KIMBERLY	TEACHER	SPECIAL STUDENT SERVICES	20	6/3/2021
Professional-Administration	RIDDLE	JOAN	PHYSICAL THERAPIST	SPECIAL STUDENT SERVICES	22	6/3/2021
Professional-Administration	ROUSE	HANNAH	NURSE	HEALTH SERVICES	0	6/4/2021
Professional-Administration	RUSSELL	JOSEPH	TEACHER SPECIALIST	ADVANCED ACADEMICS	1	7/9/2021
Professional-Administration	SALAZAR	KAREN	LSSP	SPECIAL STUDENT SERVICES	0	6/9/2021
Professional-Administration	SORENSEN	ROBERT	DIRECTOR	ACCOUNTABILITY/CONT IMPROV	13	6/9/2021
Professional-Administration	THIBODEAU	SHARON	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6	6/9/2021
Professional-Administration	TORRES	LISSETTE	LSSP	SPECIAL STUDENT SERVICES	1	6/9/2021
Professional-Administration	TURLEY	LORI	CAMPUS ADMINISTRATOR	ALL SCHOOLS	0	7/9/2021
Professional-Administration	VICK	DONNA	DIAGNOSTICIAN	SPECIAL STUDENT SERVICES	6	6/9/2021
Professional-Administration	WAGNER	TARA	BEHAVIOR SPECIALIST	SPECIAL STUDENT SERVICES	2	6/3/2021
Professional-Administration	WILSON	SELENA	TEACHING & LEARNING SPECIALIST	SCIENCE	17	6/9/2021
Professional-Elementary	AVALOS	LAURA	COUNSELOR	MARK TWAIN ELEMENTARY	9	6/4/2021

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

SEPARATIONS of Personnel:

PROFESSIONAL/ CLASSIFIED/ PARA-PROFESSIONAL	LAST NAME	FIRST NAME	ASSIGNMENT/SUBJECT/ GRADE	LOCATION	LOCAL YEARS EXPERIENCE	EFFECTIVE DATE
Professional-Elementary	BUHR	FRANK	INSTRUCTIONAL COACH	RISD ACADEMY	0	6/8/2021
Professional-Elementary	CALAMS	D'ANN	ASSISTANT PRINCIPAL	THURGOOD MARSHALL ELEM	10	6/4/2021
Professional-Elementary	CHAVIS	LEVI	FINE ARTS COORDINATOR	LAKE HIGHLANDS HIGH SCHOOL	3	6/9/2021
Professional-Elementary	DAVES	PAUL	COUNSELOR	RISD ACADEMY	2	6/4/2021
Professional-Elementary	FAN	JASSMON	ASSISTANT PRINCIPAL	SPRING VALLEY ELEMENTARY	6	7/9/2021
Professional-Elementary	GARCIA	SHELBY	COUNSELOR	ARAPAHO CLASSICAL MAGNET	14	6/4/2021
Professional-Elementary	GRIFFIN	ROXXY	PRINCIPAL	CAROLYN G BUKHAIR ELEM	16	7/9/2021
Professional-Elementary	GRIFFITH	ALYSSA	TEACHER	AUDELIA CREEK ELEMENTARY	2	6/8/2021
Professional-Elementary	MARQUEZ	JESUS	FINE ARTS COORDINATOR	RICHARDSON HIGH SCHOOL	9	6/9/2021
Professional-Elementary	RODRIGUEZ	ANGELO	STUDENT ASSISTANCE SPECIALIST	BERKNER HIGH SCHOOL	22	6/4/2021
Professional-Elementary	WARE	LETOYA	COUNSELOR	GREENWOOD HILLS ELEMENTARY	2	6/4/2021
Professional-Elementary	WATSON	RICKISHIA	ASSISTANT PRINCIPAL	FORESTRIDGE ELEMENTARY	1	7/9/2021
Professional-Secondary	ANTHONY	DONNA	ASSOCIATE PRINCIPAL	JJ PEARCE HIGH SCHOOL	19	6/9/2021
Professional-Secondary	ARRINGTON	BRITNEY	COUNSELOR	BERKNER HIGH SCHOOL	5	6/8/2021
Professional-Secondary	BOWIE	PAUL	COUNSELOR	BERKNER HIGH SCHOOL	1	7/9/2021
Professional-Secondary	DAVIS	DEYONNA	TEACHER	RICHARDSON HIGH SCHOOL	1	6/9/2021
Professional-Secondary	LEDFORD	JAMES	ATHLETIC COORDINATOR	BERKNER HIGH SCHOOL	29	6/9/2021
Professional-Secondary	MARTIN BROCK	KANDIEST	ASSISTANT PRINCIPAL	FOREST MEADOW JUNIOR HIGH	4	6/4/2021
Professional-Secondary	MOORE	PAULA	COUNSELOR	RICHARDSON HIGH SCHOOL	18	6/8/2021
Professional-Secondary	MORTON	VALERIE	TESTING COORDINATOR	JJ PEARCE HIGH SCHOOL	2	6/28/2021
Professional-Secondary	OLIVER	DERRELL	ASSISTANT PRINCIPAL	LAKE HIGHLANDS HIGH SCHOOL	13	6/10/2021
Professional-Secondary	RIGGINS	KIM	TEACHER	LAKE HIGHLANDS JUNIOR HIGH	20	6/9/2021
Professional-Secondary	SANTA MARIA	LEAH	COUNSELOR	FOREST MEADOW JUNIOR HIGH	10	6/4/2021
Professional-Secondary	SAPP	ERIN	TEACHER	FOREST MEADOW JUNIOR HIGH	0	7/15/2021
Professional-Secondary	SUMMERS	KRISTIN	COUNSELOR	MEMORIAL PARK ACADEMY	18	7/9/2021
Professional-Secondary	THOMAS	BRITTANY	COUNSELOR	FOREST MEADOW JUNIOR HIGH	4	6/4/2021

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

APPOINTMENTS of Paraprofessional and Classified Personnel:

PARAPROFESSIONAL		DATE	POSITION	LOCATION
LYLES	CASSANDRA	07/06/2021	ADMIN SPECIALIST IV	FINANCIAL SERVICES
COVARRUBIAS	JANELY	06/02/2021	SECRETARY III	HEALTH SERVICES
JENSEN	EMMA	07/19/2021	SECRETARY II	SPECIAL STUDENT SERVICES

CLASSIFIED		DATE	POSITION	LOCATION
BERGANZA	JOHANA	06/16/2021	CUSTODIAL I	YALE ELEMENTARY
CALDERON PAREDES	JESUS	07/07/2021	GROUND S II	GROUND S
ESPINOZA	CRISTIAN	07/07/2021	GROUND S IV SPECIALIST	GROUND S
FLORES	FRANCISCO	06/16/2021	LICENSED ELECTRICIAN	FACILITIES MAINTENANCE
MARTINEZ CONSUELO	EMILIANO	07/21/2021	MAINTENANCE I	FACILITIES MAINTENANCE
RICHMOND	BRANDON	06/28/2021	MAINTENANCE I	FACILITIES MAINTENANCE
ESCALANTE	ARTURO	07/12/2021	VEHICLE MECHANIC	TRANSPORTATION

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

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 2021-2022 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 2021-2022 school year.

PROPOSED RESOLUTION

WHEREAS, RISD recognizes that the United States of America is engaged in a significant military effort to eradicate terrorism and that this military effort is essential to preserve the national security, ensure freedom, and maintain world order; and

WHEREAS, the President of the United States has asked citizens of this country for their support in this global struggle; and

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 2021-2022 school year, whichever comes first.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

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 2021-2022 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 2021-2022 school year.



RICHARDSON INDEPENDENT SCHOOL DISTRICT

2021-2022 Appraisal Calendar

*** IMPORTANT REMINDERS ***

- **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.
- 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, but no later than **fifteen (15) working days** before the last day of instruction for students.
- 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 3, 2021	Day preceding a holiday – Labor Day September 6
Tuesday	September 7, 2021	Last day to conduct Appraisal Orientation (Attendees must sign in & observations may not begin until two weeks after training)
Thursday	October 7, 2021	Day preceding a student holiday - Fair Day Oct. 11
Tuesday	October 19, 2021	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)
Friday	October 29, 2021	Day preceding a student and staff holiday - Nov. 1
Friday	November 19, 2021	Day preceding a holiday – Thanksgiving Break Nov. 22 - 26
Mon.-Fri.	December 6-10, 2021	Assessment Window, Grade and Content Specific *Subject to change
Friday	December 17, 2021	Day preceding a student holiday – Winter Break Dec. 20 – Dec. 31



RICHARDSON INDEPENDENT SCHOOL DISTRICT

2021-2022 Appraisal Calendar

*** IMPORTANT REMINDERS ***

- All appraisers must observe the Appraisal Calendar when scheduling observations, conferences, and summative evaluations.
- 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.
- 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, but no later than **fifteen (15) working days** before the last day of instruction for students.
- The End-of-Year Conference should be scheduled no later than **fifteen (15) working days** before the last day of instruction for students.

SPRING SEMESTER		
Day	Date	Significance
Friday	January 14, 2022	Day preceding a holiday – MLK Jr. Holiday January 17
Friday	February 18, 2022	Day preceding a student holiday February 21
Mon.-Fri.	Feb 21 -Apr 1, 2022	TELPAS Gr. K-12 Listening, Speaking, Reading, and Writing, if involved
Friday	March 11, 2022	Day preceding a holiday – Spring Break March 14 - 18
Tues.-Fri.	Apr 5 - May 20, 2022	Assessment Window, Grade and Content Specific *Subject to change
Mon.-Fri.	May 2 – May 13, 2022	High School AP Exam Window (specific to content), if involved
Friday	May 6, 2022	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.)
Friday	May 6, 2022	LAST DAY TO HOLD END-OF-YEAR CONFERENCES (no later than 15 working days before the last day of student instruction)
Friday	May 13, 2022	All evaluations are due to HR (TTESS/TPESS/Eduphoria Templates)
Mon.-Fri.	May 16 - 27, 2022	Secondary Semester Exam Window
Friday	May 27, 2022	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.

Updated 7-21-2021

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

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

INFORMATION/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 2021-2022 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 2021-2022 school year.



Texas Principal Evaluation & Support System (T-PESS)

APPRAISAL CALENDAR

2021 – 2022



Timeline	Activity and Description	Form / Document	Responsibility of	
			Appraiser	Administrator
No later than September 7, 2021	T-PESS Orientation All campus administrators must attend comprehensive (including T-PESS rubric update) training through Region X service center. All campus administrators must attend local training on T-PESS in Eduphoria. T-PESS review will encompass an overview of materials, process (timelines) and expectations. <i>A campus administrator who has not received the initial two-day training must schedule training through Region 10 as soon as possible.</i>	<ul style="list-style-type: none"> Administrator Appraisal Calendar T-PESS FAQs T-PESS Documents Verification of Orientation 	X	
No later than September 13, 2021	Self-assessment, Professional Goal Setting and Formative Document Campus administrators self-assess and complete the Self-assessment Form. 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 Goal Setting Form. Administrators also respond to questions addressed within the RISD Formative Evaluation Document.	<ul style="list-style-type: none"> Principal Self-Assessment and Appraiser Pre-Assessment RISD Formative Evaluation Document Beginning-of-the year Goal Setting Form 	X	X

Timeline	Activity and Description	Form / Document	Responsibility of	
			Appraiser	Administrator
Sept. 7 – Oct. 1, 2021	<p>Pre-evaluation/Formative Conference</p> <p>Campus administrators meet with their appraiser 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 goal attainment, reviewing state and local policy related to evaluations, signing and dating appropriate forms.</p> <p>Goals should be specific, measurable, attainable, realistic, and timely.</p>	<ul style="list-style-type: none"> Principal Professional Development Plan Beginning-of-the year Goal Setting Form 	X	X
First Semester	Monitoring of Campus Improvement Plans and campus walkthroughs by appraisers.	<ul style="list-style-type: none"> Corresponding documentation from supervisor to campus administrator 	X	
Dec. 1, 2021 - Jan. 21, 2022	<p>Mid-year Progress Monitoring Conference</p> <p>Each campus administrator will meet with his/her appraiser to review progress on professional goals and discuss progress toward goal attainment using the principal self-assessment rubric.</p> <p>Goal action plans may be modified at this time if appropriate.</p> <p>Midyear progress form is completed.</p>	<ul style="list-style-type: none"> Principal Self-assessment Rubric Mid-year Progress Form 	X	X

Timeline	Activity and Description	Form / Document	Responsibility of	
			Appraiser	Administrator
January 2022	Campus Improvement Plan updates are submitted to Executive Directors of Learning Communities	<ul style="list-style-type: none"> Mid-year CIP Review 		X
Second Semester	Continued monitoring of Campus Improvement Plans and campus walkthroughs by appraisers.	<ul style="list-style-type: none"> Corresponding documentation from supervisor to campus administrator 	X	X
March 21 - April 22, 2022	<p>Consolidated Performance Assessment</p> <p>Campus administrators submit concise artifacts, evidence, and information to appraiser to support campus administrator's achievement of the annual performance goals. This process is not intended to be a portfolio.</p> <p>The Consolidated Performance Assessment is due to the administrator at least one week prior to the scheduled date for the End-of-Year Performance Conference.</p>	<ul style="list-style-type: none"> Artifacts, evidence, and information collected by campus administrator 		X
May 2 - May 27, 2022	<p>End-of-year Performance Conference</p> <p>Appraiser and administrator <u>shall meet 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.</p> <p>Ratings will be based on qualitative, quantitative, and anecdotal evidence identified in the pre-evaluation and mid-year conferences. If the appraiser can determine a final rating, the appraiser and campus administrator should sign the Principal Summary Rating Form and the End-of-Year Goal Attainment Form. A final Evaluation and Goal Setting Conference must be held when either the Principal Summary Rating Form or End-of-Year Goal Attainment Form cannot be completed.</p>	<ul style="list-style-type: none"> End-of-year Goal Attainment Form Principal Record of Activities (optional) Principal Summary Rating Form 	X	

Timeline	Activity and Description	Form / Document	Responsibility of	
			Appraiser	Administrator
May 27, 2022	Appraiser completes all sections T-PESS process in Eduphoria.		X	X
May 31- June 9, 2022	<p>Final Evaluation and Goal Setting Conference</p> <p>This conference occurs ONLY when principal summary rating form or EOY Goal Attainment form could not be completed</p> <p>If the Principal Summary Rating form could not be completed at the End-of Year Performance Conference, the appraiser will schedule a Final Evaluation and Goal Setting Conference.</p> <p>Appraiser may reconsider evaluation ratings after the End-of Year Performance Conference as appropriate to ensure all relevant performance information is considered.</p> <p>The appraiser and campus administrator will discuss additional information needed to complete the Principal Summary Rating form.</p> <p>The appraiser and campus administrator will draft new professional goals for the next school year and identify any supports that may be necessary to achieve those goals.</p> <p>All forms should be finalized and signed at this conference. The appraiser has the responsibility of determining final overall performance ratings.</p>	<ul style="list-style-type: none"> Principal Summary Rating Form 	X	

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: Administration

Submitted by: Tabitha Branum, Deputy Superintendent

ACTION ITEM

TOPIC: Renewal of 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 21-22 school year.

SUPERINTENDENT’S RECOMMENDATION

The Superintendent recommends that the Board of Trustees authorizes the District to seek a waiver to provide a maximum of 2100 minutes of student instruction that can be used for meaningful professional development for the 2021-2022 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 since 2018, which allow the District to provide 2100 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 2100 minutes of professional development to support student achievement.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Submitted by: David Pate, CFO, Financial & 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 9, 2021

PART A - New Bids -- For Approval

Bid Number	Description	Recommended Vendor	Amount	Budgeted Amount	Number of Responses	Number Of No Bid Responses	Bids Sought
21-129	Miscellaneous Consultant Services	AMN Allied Services, LLC Aviation Learning LLC dba Torrey Zook Brandon Cummings Bret Kuhn Candor Learning & Diagnostics, LLC ImmSchools Jensen Learning Corp. Mike Garcia Paul Jacob Mooney Ronald Hardin	Compliance	N/A	10	0	NA
21-134	Richardson HS Generator	TD Industries	\$ 302,200.00		3	0	5
21-135	LHHS Generator	TD Industries	\$ 394,636.00		2	0	5
21-136	Operations Ctr. Generator	Petri Electric	\$ 1,535,659.00		3	0	5
21-132	Air Purifiers	Carrier Enterprise, LLC	\$ 1,108,230.00		29	0	6

PART B - Bid Renewals -- For Approval

Bid Number	Description	Recommended Vendor	Amount	Budgeted Amount	Number of Responses	Number Of No Bid Responses	Bids Sought
1468	Insurance for Student Devices	Worth Avenue Group					

PART C - Purchase and Contract Information (Greater than \$100,000) -- For Approval
--

Purchases, Contracts, Contract Modifications & Change
Amount
Orders:

Interior Resources Group - Teacher mobile/sit stand desk (Omnia Partners R191808)	\$ 2,244,399.46
NWEA - 3 Year Map Subscription (EPCNT Allen ISD - 2018-Feb-09)	\$ 1,431,750.00
IXL Learning - 4 Year Site license K-8 9-12 (RISD Bid #105)	\$ 1,037,500.00
Ellevation, Inc. - 5 Year subscription compliance platform Tek's aligned instructional resources (RISD Bid # 20-105)	\$ 978,000.00
PBK/Beam Professionals - Design of roofing to be replaced summer of 2022 (RISD Bid # 1401)	\$ 882,881.00
Edgenuity -5 year subscription - Various digital libraries 6-8th and 9-12th (RISD # 21-121)	\$ 870,000.00
Branching Minds - 3 Year license BrM Platform License K-12 (EPCNT Ft. Worth 19-111 (Addendum 2)	\$ 852,265.34
Reed, Wells & Benson - Summer 2022 HVAC Design Services (Professional Services)	\$ 521,295.00
Blackboard Inc. - 5 Year agreement for mass notification system (TIPS 210101)	\$ 454,370.19
Classlink - 5 year RISD Single Sign On Platform for students and staff (TIPS 200105)	\$ 444,810.00
Brother's Produce - Multi-Region Purchasing Coop (RFP# 2021-06)	\$ 395,900.00
Texthelp - 5 year subscription to Read & Write and Equatio (EPCNT Denton ISD # 2002-04)	\$ 377,095.02
Curriculum Associates - 2 year intervention program for students who didn't master TEKS through tier 1 (RISD Bid # 21-121)	\$ 288,693.60
EAI Education - 2 year Texas Instruments TI84 Graphing Calculator App (RISD Bid # 21-121)	\$ 276,250.00
Houghton Mifflin Harcourt Intervention - Do The Math Intervention kits (RISD # 21-121)	\$ 245,487.00
CDWG - 5 year Go Guardian site license (PACE P00185)	\$ 220,400.00

M&A Technology - iPad Stands (TIPS 200105)	\$	205,500.00
Learning without Tears - Handwriting student consumables (IMA State adoption)	\$	195,189.28
WeVideo - 5 year subscription digital subscription and digital content video and audio editing software (EPCNT Plano ISD 2018-078)	\$	180,000.00
Journeyed.com - 4 year district wide Adobe license (DIR-CPO-4451)	\$	165,665.00
Interior Resources - RHS: Testing tables, chairs and chair dolly (Omnia Partners R191808)	\$	147,529.71
Windstream Holdings - District Business Phones and Long Distance blanket PO	\$	142,000.00
Frontline Education - IEP - eStar v5, unlimited usage for internal employees (RISD Bid # 1398)	\$	152,504.93
Audio Optical Systems of Austin, Inc. - Kurzweil 3000 Web District Wide Subscription (TIPS # 200101)	\$	150,000.00
Really Great Reading Company - 1 year intervention program for Tier 1 elementary campuses	\$	138,571.80
Learning without Tears - 3 year software to support new keyboarding basic instruction K-5 (RISD Bid # 21-121)	\$	109,192.00
Region 10 - Local implementation ELAR blended cohort leaders	\$	100,000.00

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

Interlocals

None

Memorandum of Understanding

Between RISD and Dallas County Juvenile Justice Alternative Education Program (DCJJAEP)

Other

Lease agreement between RISD and Network of Community
Ministries LLC - term ends August 30, 2031 with options to renew
additional 5 years

Purchase and Sale Agreement between RISD and Sherman Tank
Properties LLC. \$ 2,675,000.00

PART E - Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)	Amount
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Morning Star Productions - 2-day onsite professional development	\$	36,000.00
Garland Independent School District dba/Curtis Culwell Center - 2021 Convocation	\$	12,300.00
Ivonne R Glynn - Educational Consulting Services: Complete Dyslexia Assessment and Reporting results of Bilingual Assessment.	\$	9,500.00

PART F - Cumulative Purchases -- Information Only
--

Cumulative Purchases from Qualified Vendors:	Amount
BUY BOARD - Texas Association of School Boards	556,635.37
DIR - State of Texas Department of Information Resources	2,848,653.69
EPCNT - Education Purchasing Cooperative of North Texas	707,988.22
ESC - Educational Service Center	14,226.92
NCPA - National Cooperative Purchasing Alliance	6,406.49
SOURCEWELL - Sourcwell (previously NJPA)	100,904.83
OMNIA Partners - TCPN/IPA/US Communities	875,213.91
PACE - Purchasing Association of Cooperative Entities	27,662.91
TCCPP - Tarrant County Cooperative Purchasing Program	238,865.00
TIPS - The Interlocal Purchasing System	371,525.01
TPASS - Texas Procurement and Support Services	1,400.00
TOTAL:	5,749,482.35

BOARD AGENDA - AUGUST 9, 2021
RECOMMENDED SPECIFIED BID COMMENTS

Bid #	Description	Comments
21-129	Miscellaneous Consultant Services	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 5/31/2025.
21-134	Generator for Richardson High School	This proposal is for a 50 Kw generator to be installed at Richardson High School. The recommended proposal for award has been reviewed by the engineering consultant and all mechanical requirements have been satisfied. The lead-time for the generator installation is 18-20 weeks.
21-135	Generator for Lake Highlands High School	This proposal is for an 80 Kw generator to be installed at Lake Highlands High School. The recommended proposal for award has been reviewed by the engineering consultant and all mechanical requirements have been satisfied. The lead-time for the generator installation is 18-20 weeks.
21-136	Generator for the Richardson ISD Operations Center	This proposal is for a 1 Mw generator to be installed on property just south of the ROC's Transportation Center. The recommended proposal for award has been reviewed by the engineering consultant and all mechanical requirements have been satisfied. The lead-time for the generator installation is 18-22 weeks.
21-132	Air Purifiers	Proposals were solicited for District-wide classroom air purifiers. An evaluation team reviewed the elements of cost, filtration rating, room size capability and decibel range. The recommended unit is judged to be the best value to the District based on the review of each individual offer. This is a one-time purchase of 3,000 units plus a replacement filter recommended for 2,500 hours of use.

Bid Renewals:

Bid #	Description	Comments
1468	Insurance for Student Devices	RISD facilitated a bid for Insurance for Student Devices in July 2017. This bid had an option for an additional (1) year renewal. Both parties have agreed to the one year renewal.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Submitted by: David Pate, CFO, 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.

RISD Purchasing Department- Upcoming Bids

BOT Meeting

September

Child Nutrition Disposable Supplies
Concrete & ADA Installations

October

November

Print/Copy Services

December

January

February

March

April

May

Custodial Supplies and Related Items

June

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

Date: August 09, 2021

Submitted by: David Pate, CFO, 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 19, 2021
Bond Series 2016

									Changes from Prior Report 21-May-21		
	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	8,656,850	7,379,235	85.2%	1,277,615	1,277,615	-	9,205,140	301,805	(301,805)	-
Career & Technical Education	16,332,244	16,544,746	16,123,814	97.5%	420,931	420,931	-	16,332,244	692,123	(692,123)	-
Fine Arts	7,405,580	7,196,797	6,858,447	95.3%	338,351	338,351	-	7,405,580	98,085	(98,085)	-
Health Services	266,780	358,445	358,445	100.0%	-	-	-	266,780	-	-	-
Innovative Instructional Space/Library Media	19,188,412	16,534,298	16,138,365	97.6%	395,933	395,933	-	19,188,412	232,239	(232,239)	-
Instructional Technology	59,216,049	63,704,945	60,442,590	94.9%	3,262,355	3,262,355	-	59,216,049	167,491	(167,491)	-
Junior Reserve Officer Training Corp (JROTC)	623,500	660,610	566,761	85.8%	93,849	93,849	-	623,500	-	(0)	-
Language Arts	1,914,445	1,916,255	1,867,975	97.5%	48,280	48,280	-	1,914,445	-	-	-
Languages Other Than English	1,185,800	1,196,600	1,149,282	96.0%	47,318	47,318	-	1,185,800	27,291	(27,291)	-
Mathematics	1,151,550	1,151,550	1,151,481	100.0%	69	69	-	1,151,550	(0)	0	-
Multipurpose Activity Centers	59,981,665	50,749,416	49,811,301	98.2%	938,115	938,115	-	59,981,665	(106,343)	106,313	-
PACE After School Program	216,000	223,204	189,903	85.1%	33,300	33,300	-	216,000	1,963	(1,963)	-
Physical Education & Health	489,400	462,878	422,873	91.4%	40,005	40,005	-	489,400	2,294	(2,294)	-
Science	2,656,702	2,657,328	2,578,553	97.0%	78,775	78,775	-	2,656,702	(71,106)	71,106	-
Social Studies	311,523	340,900	311,708	91.4%	29,192	29,192	-	311,523	-	-	-
Special Education	1,438,000	2,973,431	1,378,739	46.4%	1,594,692	1,594,692	-	1,438,000	22,849	1,227,151	-
Student Assistance Programs	55,875	55,875	15,552	27.8%	40,323	40,323	-	55,875	9,250	(9,250)	-
Student Performance and Evaluation	410,000	437,026	333,864	76.4%	103,161	103,161	-	410,000	-	-	-
Visual Arts	547,697	469,294	465,210	99.1%	4,084	4,084	-	547,697	-	(0)	-
	182,596,362	176,290,446	167,544,097	95.0%	8,746,349	8,746,349	-	182,596,362	1,377,941	(127,971)	-
Infrastructure and Support											
Enterprise Technology	35,565,000	32,819,152	26,530,026	80.8%	6,289,125	6,289,125	-	35,565,000	221,497	(221,497)	-
Facilities	97,507,693	86,782,451	80,851,555	93.2%	5,930,897	5,930,897	-	97,507,693	(24,697)	(874,573)	-
Furniture, Office Equipment, Copiers	7,534,426	10,189,436	10,034,162	98.5%	155,274	155,274	-	7,534,426	869,878	(873,786)	-
Maintenance & Operations	1,978,281	1,961,585	1,941,282	99.0%	20,303	20,303	-	1,978,281	-	-	-
Program and Project Management	1,282,044	1,329,012	1,123,699	84.6%	205,313	205,313	-	1,282,044	19,670	(19,670)	-
Transportation	3,349,835	1,136,957	1,018,696	89.6%	118,261	118,261	-	3,349,835	4,892	(4,892)	-
	147,217,279	134,218,592	121,499,419	91%	12,719,173	12,719,173	-	147,217,279	1,091,240	(1,994,419)	-
Construction											
Construction	107,271,359	133,993,837	132,014,512	98.5%	1,979,325	1,979,325	-	107,271,359	131,041	768,260	-
	107,271,359	133,993,837	132,014,512	98.5%	1,979,325	1,979,325	-	107,271,359	131,041	768,260	-
TOTAL 2016 BOND	437,085,000	444,502,875	421,058,028	94.7%	23,444,847	23,444,847	-	437,085,000	2,600,221	(1,354,130)	-

(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 9, 2021

Submitted by: David Pate, CFO, Finance & Support Services

INFORMATION ITEM

TOPIC: April 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



FINANCE OFFICE

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Where all students connect, learn, grow and succeed

Date: August 9, 2021

To: David Pate, CPA
Chief Financial Officer

From: Kimberlyee Chappell, CPA
Executive Director of Finance

Subject: Summary of April 2021 Monthly Financial Statements

YEAR TO DATE PAYROLL COSTS EXCLUDING TRS – FUND 199

As of April 30, 2021 the year to date budget of payroll costs for the General Fund exceeded actual costs by \$17.8 million. Actual payroll costs for the General Fund (excluding TRS On-behalf payments) totaled \$258,364,523, an increase of \$14,362,275 when compared to \$244,002,249 at April 30, 2020.

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:

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 92% due to the sharp decline in interest rates.
- Tuition and Fees (Object 5739) decreased by 46% due to COVID-19 related restrictions.
- School Health and Related Services (SHARS) decreased by 98% due to COVID-19 related restrictions.

As of April 30, 2021, 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, except for the following sources:

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 94% due to a decrease in state and local revenue and a sharp decline in interest rates.
- Food Service (Object 5751) decreased by 59% because of campus closures due to COVID-19. This code reports the revenues collected from students and adults for meals.

- Federal reimbursements (Object 5921 and Object 5922) decreased by 46% due to COVID-19. Federal reimbursements are based on the number students served under the free and reduced breakfast and lunch programs.

As of April 30, 2021, 83% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

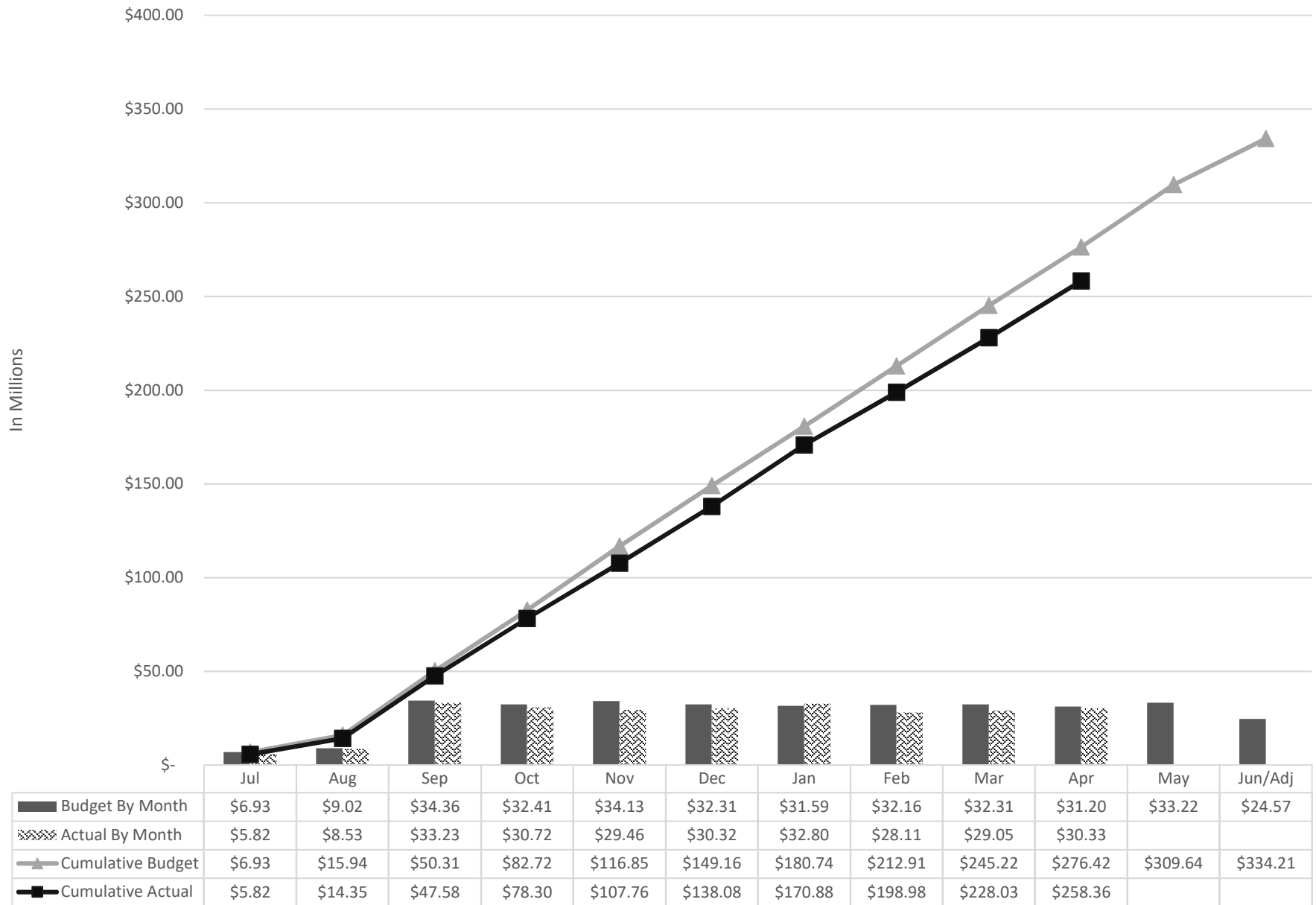
Debt Service Fund (599)

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

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 97%, due to the sharp decline in interest rates.

The District makes scheduled principal and interest payments in February and interest payments in August. The expenditures in Function 72 – Interest on Long-term Debt represent the scheduled interest payments. The expenditures in Function 73 – Bond Issuance Costs and Fees include paying agent, arbitrage rebate calculation and continuing disclosure fees.

FY 2021 General Fund Payroll Analysis Excluding TRS On-behalf



RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (161 and 199)

% OF YEAR COMPLETE: 83%		Apr-21	Apr-21	Percent of Actual	Apr-20	Apr-20	Percent of Actual
DESCRIPTION		Budget	Actual	to Budget	Budget	Actual	to Budget
REVENUES							
5711 Taxes Current Year Levy	\$	262,439,510.00	\$ 267,164,728.15	102%	\$ 244,904,013.00	\$ 254,217,012.04	104%
5712 Taxes Prior Years		300,000.00	(1,111,960.05)	-371%	30,000.00	399,652.29	1332%
5719 Penalties Interest and Other Tax Revenues		1,000,000.00	1,210,606.01	121%	650,000.00	1,098,945.74	169%
5739 Tuition and Fees		2,750,000.00	1,530,448.18	56%	4,434,732.00	2,855,127.19	64%
5742 Earnings from Temporary Deposits and Investments		1,500,000.00	200,026.75	13%	2,750,000.00	2,417,742.92	88%
5743 Rent		1,666,000.00	1,499,981.27	90%	1,666,000.00	1,317,082.34	79%
5744 Revenue from Foundations, Other Non-Profit Organizations Gifts and Bequests		-	2,428.70	100%	15,000.00	3,295.70	22%
5745 Insurance Recovery		-	11,537.21	100%	25,000.00	99,862.94	399%
5749 Other Revenues from Local Sources		195,000.00	206,910.30	106%	399,815.38	360,792.05	90%
5752 Athletic Activities		-	315,942.11	100%	4,000.00	473,396.88	11835%
5769 Miscellaneous Revenues from Intermediate Sources		-	108,983.94	100%	50,000.00	-	0%
5811 Per Capita Apportionment		14,660,059.00	8,800,195.00	60%	7,282,096.00	4,312,940.00	59%
5812 Foundation School Program Act Entitlements		65,234,388.00	59,876,272.00	92%	80,440,197.00	67,408,994.00	84%
5819 Other Foundation School Program Act Revenues		-	-	0%	-	512,369.30	100%
5829 State Program Revenues Distributed by Texas Education Agency		-	-	0%	3,000.00	3,449.80	115%
5831 Teacher Retirement TRS Care On-Behalf Payments		21,960,000.00	16,208,830.79	74%	21,960,000.00	15,958,379.62	73%
5929 Federal Revenues Distributed by Texas Education Agency		1,400,000.00	-	0%	1,400,000.00	201,438.11	14%
5931 School Health and Related Services (SHARS)		5,900,000.00	170,349.63	3%	6,750,000.00	7,227,993.87	107%
5939 Federal Revenues Distributed by State of Texas Government Agencies (Other than Texas Education Agency)		<u>140,000.00</u>	<u>78,539.87</u>	56%	<u>140,000.00</u>	<u>185,757.43</u>	133%
TOTAL REVENUES		<u>379,144,957.00</u>	<u>356,273,819.86</u>		<u>372,903,853.38</u>	<u>359,054,232.22</u>	

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (161 and 199)

% OF YEAR COMPLETE: 83%		Apr-21	Apr-21	Percent of Actual	Apr-20	Apr-20	Percent of Actual
DESCRIPTION		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
11	Instruction	242,950,838.79	183,377,597.73	75%	235,661,135.28	179,194,740.18	76%
12	Instructional Resources and Media Services	6,561,537.08	4,335,072.40	66%	6,301,407.90	4,322,588.48	69%
13	Curriculum Development and Instructional Staff Development	8,838,948.67	6,050,674.00	68%	8,586,030.21	6,578,263.40	77%
21	Instructional Leadership	6,346,354.34	5,445,682.04	86%	5,456,279.74	4,780,753.87	88%
23	School Leadership	26,956,237.63	21,174,537.01	79%	26,153,137.52	20,242,306.54	77%
31	Guidance, Counseling and Evaluation Services	20,594,368.00	14,976,332.50	73%	17,367,128.20	13,526,211.75	78%
32	Social Work Services	1,328,299.00	1,156,871.24	87%	1,411,004.29	1,050,520.56	74%
33	Health Services	5,859,217.02	4,281,371.70	73%	4,701,443.74	3,677,666.80	78%
34	Student (Pupil) Transportation	12,971,386.00	9,846,071.70	76%	13,592,434.52	8,948,256.14	66%
35	Food Service	458,639.00	431,123.24	94%	-	-	0%
36	Cocurricular/Extracurricular Activities	6,135,981.00	4,459,906.77	73%	5,927,724.33	4,554,258.13	77%
41	General Administration	11,532,290.88	8,703,886.00	75%	10,298,210.04	7,484,360.45	73%
51	Plant Maintenance and Operations	36,409,923.15	29,928,733.67	82%	33,603,094.55	25,171,744.10	75%
52	Security and Monitoring Services	2,974,934.00	2,426,751.42	82%	3,099,492.10	1,214,662.16	39%
53	Data Processing Services	6,068,253.07	4,301,063.82	71%	5,704,231.27	4,114,379.01	72%
61	Community Services	1,132,506.20	930,733.30	82%	843,914.00	803,075.02	95%
71	Debt Service	1,395.00	-	0%	13,328.00	7,850.00	59%
72	Interest on Long-term Debt	-	-	0%	67.00	-	0%
81	Facilities, Acquisition and Construction	16,228.00	11,427.89	70%	-	-	0%
91	Contracted Instructional Services Between Public Schools	1,199,930.00	476,838.00	40%	545,490.00	81,375.00	15%
93	Payments to Member Districts of Shared Services Arrangements	262,272.00	262,272.00	100%	255,704.00	166,598.00	65%
95	Payments to Juvenile Justice Alternative Education Programs	43,000.00	3,000.00	7%	50,000.00	3,000.00	6%
99	Other Intergovernmental Charges	1,174,025.00	880,518.00	75%	1,167,100.00	875,325.00	75%
TOTAL EXPENDITURES		<u>399,816,563.83</u>	<u>303,460,464.43</u>		<u>380,738,356.69</u>	<u>286,797,934.59</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(20,671,606.83)	52,813,355.43		(7,834,503.31)	72,256,297.63	
OTHER FINANCING SOURCES (USES)							
7912	Sale of Real and Personal Property	-	123,589.38	100%	65,000.00	136,665.60	210%
8911	Transfers Out	<u>(1,000,000.00)</u>	<u>(1,000,000.00)</u>	100%	<u>(1,000,000.00)</u>	<u>(1,000,000.00)</u>	100%
TOTAL OTHER FINANCING SOURCES (USES)		<u>(1,000,000.00)</u>	<u>(876,410.62)</u>		<u>(935,000.00)</u>	<u>(863,334.40)</u>	
NET CHANGE IN FUND BALANCE		(21,671,606.83)	51,936,944.81		(8,769,503.31)	71,392,963.23	
FUND BALANCE JULY 1 (BEGINNING)		<u>156,733,103.16</u>	<u>156,733,103.16</u>		<u>122,725,098.49</u>	<u>122,725,098.49</u>	
FUND BALANCE APRIL 30		<u>\$ 135,061,496.33</u>	<u>\$ 208,670,047.97</u>		<u>\$ 113,955,595.18</u>	<u>\$ 194,118,061.72</u>	

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-21 Budget	Apr-21 Actual	Percent of Actual to Budget	Apr-20 Budget	Apr-20 Actual	Percent of Actual to Budget
REVENUES						
5742 Earnings from Temporary Deposits and Investments	\$ 52,149.00	\$ 3,658.56	7%	\$ 39,002.00	\$ 58,472.62	150%
5749 Revenues from Local Sources	-	36,796.28	100%	-	-	0%
5751 Food Service	5,119,689.00	1,135,277.54	22%	4,886,691.26	2,764,514.77	57%
5829 TEA/Non-Foundation Revenue	88,883.00	85,009.24	96%	88,882.00	81,672.94	92%
5921 School Breakfast Program	3,527,562.00	1,488,611.95	42%	3,253,000.00	2,379,147.32	73%
5922 National School Lunch Program	9,126,772.00	4,070,036.88	45%	8,852,210.00	7,932,834.62	90%
5923 United States Department of Agriculture Donated Commodities	-	69,073.97	100%	-	56,253.89	100%
5939 Federal Revenues Distributed by State of Texas Government Agencies (Other than Texas Education Agency)	124,511.00	48,207.34	39%	118,540.00	-	0%
5949 Federal Revenues Distributed Directly from Federal Government	-	-	0%	-	34,596.54	100%
	<u>18,039,566.00</u>	<u>6,936,671.76</u>		<u>17,238,325.26</u>	<u>13,307,492.70</u>	
TOTAL REVENUES						

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-21 Budget	Apr-21 Actual	Percent of Actual to Budget	Apr-20 Budget	Apr-20 Actual	Percent of Actual to Budget
EXPENDITURES						
35 Food Service	17,757,984.00	8,940,391.90	50%	17,511,901.69	12,831,460.65	73%
51 Plant Maintenance and Operations	279,082.00	174,099.91	62%	211,112.00	106,948.59	51%
61 Community Services	<u>2,500.00</u>	<u>-</u>	0%	<u>2,500.00</u>	<u>-</u>	0%
TOTAL EXPENDITURES	<u>18,039,566.00</u>	<u>9,114,491.81</u>		<u>17,725,513.69</u>	<u>12,938,409.24</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	-	(2,177,820.05)		(487,188.43)	369,083.46	
NET CHANGE IN FUND BALANCE	-	(2,177,820.05)		(487,188.43)	369,083.46	
FUND BALANCE JULY 1 (BEGINNING)	<u>4,044,586.21</u>	<u>4,044,586.21</u>		<u>4,090,723.28</u>	<u>4,090,723.28</u>	
FUND BALANCE APRIL 30	<u>\$ 4,044,586.21</u>	<u>\$ 1,866,766.16</u>		<u>\$ 3,603,534.85</u>	<u>\$ 4,459,806.74</u>	

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-21 Budget	Apr-21 Actual	Percent of Actual to Budget	Apr-20 Budget	Apr-20 Actual	Percent of Actual to Budget
REVENUES						
5711 Taxes on Current Year Levy	\$ 87,978,861.00	\$ 86,545,329.82	98%	\$ 80,807,933.00	\$ 83,298,421.64	103%
5712 Taxes for Prior Years	50,000.00	(382,562.33)	-765%	50,000.00	115,345.43	231%
5719 Penalties, Interest and Other Tax Revenues	200,000.00	286,276.62	143%	200,000.00	234,400.92	117%
5742 Earnings from Temporary Deposits and Investments	160,000.00	12,511.87	8%	160,000.00	399,867.58	250%
5746 Tax Increment Fund	950,000.00	1,817,764.99	191%	950,000.00	-	0%
5829 State Program Revenues Distributed by TEA	<u>481,708.00</u>	<u>537,946.00</u>	112%	<u>624,958.00</u>	<u>648,938.00</u>	104%
TOTAL REVENUES	<u>89,820,569.00</u>	<u>88,817,266.97</u>		<u>82,792,891.00</u>	<u>84,696,973.57</u>	

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

% OF YEAR COMPLETE: 83%		Apr-21	Apr-21	Percent of Actual	Apr-20	Apr-20	Percent of Actual
DESCRIPTION		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
71	Debt Service	59,015,829.00	54,750,829.25	93%	56,419,133.40	56,419,132.90	100%
72	Interest on Long-term Debt	28,298,402.00	27,808,311.01	98%	30,014,999.95	30,014,999.64	100%
73	Bond Issuance Costs and Fees	3,602,089.32	3,421,959.73	95%	527,935.88	425,951.62	81%
97	Payment to Tax Increment Fund	<u>1,850,000.00</u>	<u>1,817,764.99</u>	98%	<u>950,000.00</u>	<u>-</u>	0%
TOTAL EXPENDITURES		<u>92,766,320.32</u>	<u>87,798,864.98</u>		<u>87,912,069.23</u>	<u>86,860,084.16</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(2,945,751.32)	1,018,401.99		(5,119,178.23)	(2,163,110.59)	
OTHER FINANCING SOURCES (USES)							
7911	Issurance of Bonds	36,675,000.00	36,675,000.00	100%	33,799,969.75	33,799,969.75	100%
7916	Premium or Discount on Issuance of Bonds	2,862,211.95	2,862,211.95	100%	3,564,724.15	3,564,724.15	100%
8949	Other Uses	<u>(39,135,122.63)</u>	<u>(39,135,122.63)</u>	100%	<u>(36,958,420.80)</u>	<u>(36,958,420.80)</u>	100%
TOTAL OTHER FINANCING SOURCES (USES)		<u>402,089.32</u>	<u>402,089.32</u>		<u>406,273.10</u>	<u>406,273.10</u>	
NET CHANGE IN FUND BALANCE		(2,543,662.00)	1,420,491.31		(4,712,905.13)	(1,756,837.49)	
FUND BALANCE JULY 1 (BEGINNING)		<u>25,593,075.82</u>	<u>25,593,075.82</u>		<u>28,000,672.96</u>	<u>28,000,672.96</u>	
FUND BALANCE APRIL 30		<u>\$ 23,049,413.82</u>	<u>\$ 27,013,567.13</u>		<u>\$ 23,287,767.83</u>	<u>\$ 26,243,835.47</u>	

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

Date: August 9, 2021

Submitted by: David Pate, CFO, Finance & Support Services

INFORMATION ITEM

TOPIC: May 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



FINANCE OFFICE

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Where all students connect, learn, grow and succeed

Date: August 9, 2021

To: David Pate, CPA
Chief Financial Officer

From: Kimberlyee Chappell, CPA
Executive Director of Finance

Subject: Summary of May 2021 Monthly Financial Statements

YEAR TO DATE PAYROLL COSTS EXCLUDING TRS – FUND 199

As of May 31, 2021 the year to date budget of payroll costs for the General Fund exceeded actual costs by \$21.2 million. Actual payroll costs for the General Fund (excluding TRS On-behalf payments) totaled \$288,231,863, an increase of \$14,907,534 when compared to \$273,324,329 at May 31, 2020.

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:

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 92% due to the sharp decline in interest rates.
- Tuition and Fees (Object 5739) decreased by 43% due to COVID-19 related restrictions.
- School Health and Related Services (SHARS) decreased by 95% due to COVID-19 related restrictions.

As of May 31, 2021, 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, except for the following sources:

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 94% due to a decrease in state and local revenue and a sharp decline in interest rates.
- Food Service (Object 5751) decreased by 54% because of campus closures due to COVID-19. This code reports the revenues collected from students and adults for meals.

- Federal reimbursements (Object 5921 and Object 5922) decreased by 42% due to COVID-19. Federal reimbursements are based on the number students served under the free and reduced breakfast and lunch programs.

As of May 31, 2021, 92% of the year has passed. Expenditures are consistent with budget expectations and/or prior year activity.

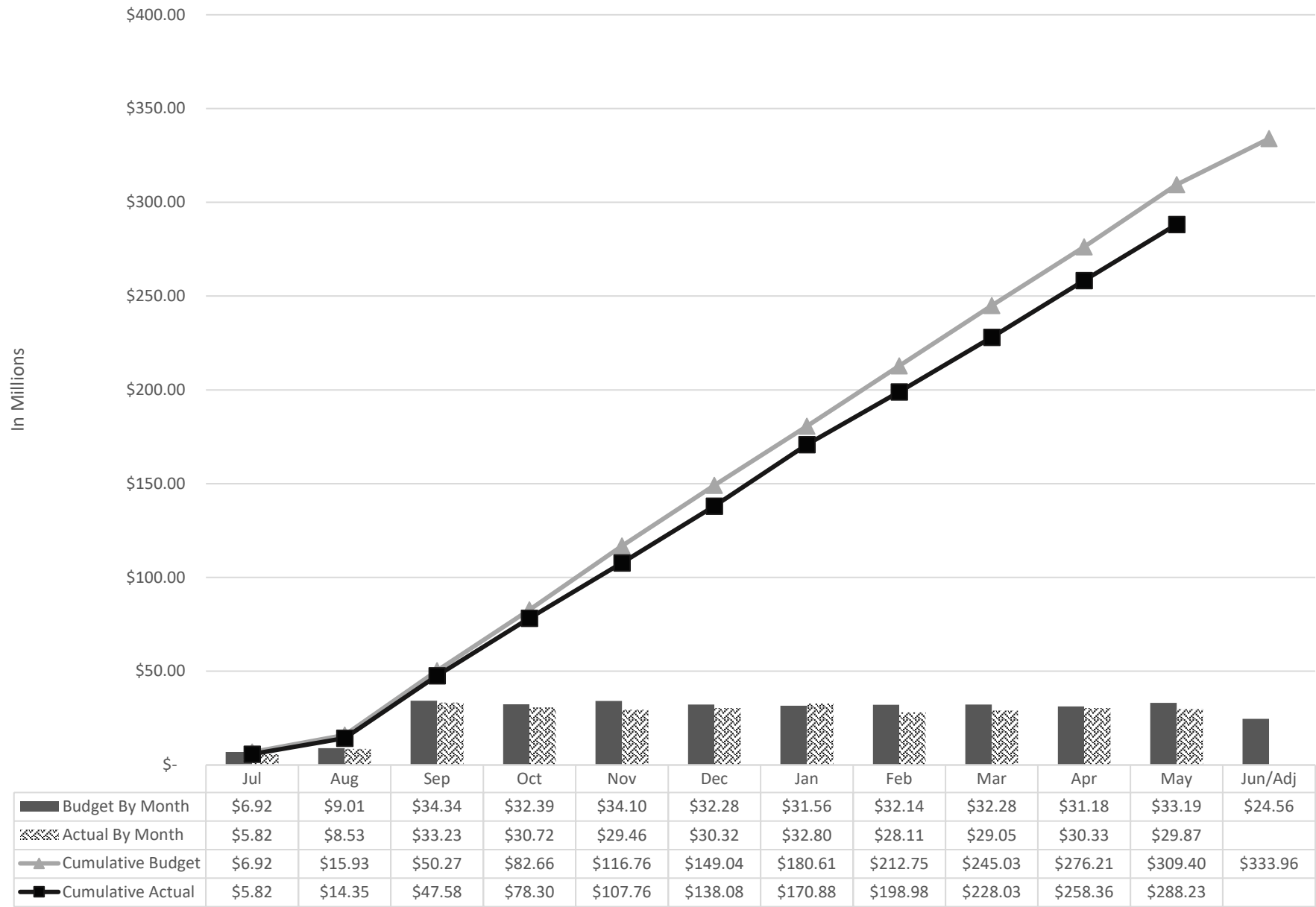
Debt Service Fund (599)

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

- Earnings from Temporary Deposits and Investments (Object 5742) decreased by 97%, due to the sharp decline in interest rates.

The District makes scheduled principal and interest payments in February and interest payments in August. The expenditures in Function 72 – Interest on Long-term Debt represent the scheduled interest payments. The expenditures in Function 73 – Bond Issuance Costs and Fees include paying agent, arbitrage rebate calculation and continuing disclosure fees.

FY 2021 General Fund Payroll Analysis Excluding TRS On-behalf



RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (161 and 199)

% OF YEAR COMPLETE: 92%							
DESCRIPTION	May-21 Budget	May-21 Actual	Percent of Actual to Budget	May-20 Budget	May-20 Actual	Percent of Actual to Budget	
REVENUES							
5711 Taxes Current Year Levy	\$ 262,439,510.00	\$ 268,108,792.14	102%	\$ 244,904,013.00	\$ 254,924,920.56	104%	
5712 Taxes Prior Years	300,000.00	(983,040.55)	-328%	30,000.00	55,796.93	186%	
5719 Penalties Interest and Other Tax Revenues	1,000,000.00	1,442,594.65	144%	650,000.00	1,213,069.97	187%	
5739 Tuition and Fees	2,750,000.00	1,761,349.53	64%	4,434,732.00	3,094,190.60	70%	
5742 Earnings from Temporary Deposits and Investments	1,500,000.00	209,739.79	14%	2,750,000.00	2,474,456.40	90%	
5743 Rent	1,666,000.00	1,810,416.40	109%	1,666,000.00	1,591,804.57	96%	
5744 Revenue from Foundations, Other Non-Profit Organizations Gifts and Bequests	-	2,571.27	100%	15,000.00	3,295.70	22%	
5745 Insurance Recovery	-	31,729.86	100%	25,000.00	99,862.94	399%	
5749 Other Revenues from Local Sources	195,000.00	217,500.10	112%	399,815.38	361,521.30	90%	
5752 Athletic Activities	-	331,867.39	100%	4,000.00	473,732.43	11843%	
5769 Miscellaneous Revenues from Intermediate Sources	-	108,983.94	100%	50,000.00	-	0%	
5811 Per Capita Apportionment	14,660,059.00	9,989,391.00	68%	7,282,096.00	5,437,928.00	75%	
5812 Foundation School Program Act Entitlements	65,234,388.00	63,520,047.00	97%	80,440,197.00	67,408,994.00	84%	
5819 Other Foundation School Program Act Revenues	-	-	0%	-	512,369.30	100%	
5829 State Program Revenues Distributed by Texas Education Agency	-	-	0%	3,000.00	4,507.01	150%	
5831 Teacher Retirement TRS Care On-Behalf Payments	21,960,000.00	17,810,677.40	81%	21,960,000.00	17,575,188.87	80%	
5929 Federal Revenues Distributed by Texas Education Agency	1,400,000.00	-	0%	1,400,000.00	253,909.04	18%	
5931 School Health and Related Services (SHARS)	5,900,000.00	390,972.93	7%	6,750,000.00	7,319,826.55	108%	
5939 Federal Revenues Distributed by State of Texas Government Agencies (Other than Texas Education Agency)	<u>140,000.00</u>	<u>83,942.22</u>	60%	<u>140,000.00</u>	<u>205,987.31</u>	147%	
TOTAL REVENUES	<u>379,144,957.00</u>	<u>364,837,535.07</u>		<u>372,903,853.38</u>	<u>363,011,361.48</u>		

RICHARDSON INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL
GENERAL FUND (161 and 199)

% OF YEAR COMPLETE: 92%		May-21	May-21	Percent of Actual	May-20	May-20	Percent of Actual
DESCRIPTION		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
11	Instruction	242,734,484.85	206,121,469.30	85%	235,463,224.63	200,619,995.97	85%
12	Instructional Resources and Media Services	6,561,099.48	4,822,545.40	74%	6,284,128.90	4,853,097.17	77%
13	Curriculum Development and Instructional Staff Development	8,820,847.55	6,831,410.67	77%	8,843,691.25	7,538,992.27	85%
21	Instructional Leadership	6,409,180.01	5,969,358.04	93%	5,444,624.16	5,264,978.57	97%
23	School Leadership	26,955,402.40	23,433,215.79	87%	26,141,173.10	22,525,467.70	86%
31	Guidance, Counseling and Evaluation Services	20,603,197.89	16,772,416.77	81%	17,382,359.20	15,099,925.14	87%
32	Social Work Services	1,348,299.00	1,265,854.72	94%	1,413,704.29	1,148,165.06	81%
33	Health Services	5,858,963.78	4,799,797.65	82%	4,701,318.74	4,058,472.11	86%
34	Student (Pupil) Transportation	12,937,086.00	10,646,580.59	82%	13,591,434.52	9,953,359.82	73%
35	Food Service	458,639.00	431,123.24	94%	-	-	0%
36	Cocurricular/Extracurricular Activities	6,155,415.47	4,942,723.38	80%	5,903,283.79	4,967,761.45	84%
41	General Administration	11,539,980.88	9,535,353.39	83%	10,326,588.45	8,509,422.91	82%
51	Plant Maintenance and Operations	37,707,923.15	32,448,982.97	86%	33,464,812.60	27,680,721.29	83%
52	Security and Monitoring Services	2,978,684.00	2,563,596.64	86%	3,100,692.10	1,375,205.42	44%
53	Data Processing Services	6,085,485.07	4,821,626.50	79%	5,801,717.96	4,526,782.40	78%
61	Community Services	1,131,390.30	1,014,271.22	90%	843,914.00	886,797.46	105%
71	Debt Service	1,395.00	-	0%	13,328.00	7,850.00	59%
72	Interest on Long-term Debt	-	-	0%	67.00	-	0%
81	Facilities, Acquisition and Construction	16,228.00	11,427.89	70%	-	-	0%
91	Contracted Instructional Services Between Public Schools	1,199,930.00	637,566.00	53%	545,490.00	108,500.00	20%
93	Payments to Member Districts of Shared Services Arrangements	469,547.00	469,547.00	100%	255,704.00	166,598.00	65%
95	Payments to Juvenile Justice Alternative Education Programs	3,000.00	3,000.00	100%	50,000.00	3,000.00	6%
99	Other Intergovernmental Charges	1,174,025.00	1,174,025.00	100%	1,167,100.00	1,167,100.00	100%
TOTAL EXPENDITURES		<u>401,150,203.83</u>	<u>338,715,892.16</u>		<u>380,738,356.69</u>	<u>320,462,192.74</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(22,005,246.83)	26,121,642.91		(7,834,503.31)	42,549,168.74	
OTHER FINANCING SOURCES (USES)							
7912	Sale of Real and Personal Property	-	123,859.38	100%	65,000.00	208,269.00	320%
8911	Transfers Out	<u>(1,000,000.00)</u>	<u>(1,000,000.00)</u>	100%	<u>(1,000,000.00)</u>	<u>(1,000,000.00)</u>	100%
TOTAL OTHER FINANCING SOURCES (USES)		<u>(1,000,000.00)</u>	<u>(876,140.62)</u>		<u>(935,000.00)</u>	<u>(791,731.00)</u>	
NET CHANGE IN FUND BALANCE		(23,005,246.83)	25,245,502.29		(8,769,503.31)	41,757,437.74	
FUND BALANCE JULY 1 (BEGINNING)		<u>156,733,103.16</u>	<u>156,733,103.16</u>		<u>122,725,098.49</u>	<u>122,725,098.49</u>	
FUND BALANCE MAY 31		<u>\$ 133,727,856.33</u>	<u>\$ 181,978,605.45</u>		<u>\$ 113,955,595.18</u>	<u>\$ 164,482,536.23</u>	

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-21 Budget	May-21 Actual	Percent of Actual to Budget	May-20 Budget	May-20 Actual	Percent of Actual to Budget
REVENUES						
5742 Earnings from Temporary Deposits and Investments	\$ 52,149.00	\$ 3,688.26	7%	\$ 39,002.00	\$ 59,557.21	153%
5749 Revenues from Local Sources	-	45,683.93	100%	-	-	0%
5751 Food Service	5,119,689.00	1,286,979.59	25%	4,886,691.26	2,771,909.35	57%
5829 TEA/Non-Foundation Revenue	88,883.00	85,009.24	96%	88,882.00	81,672.94	92%
5921 School Breakfast Program	3,527,562.00	1,714,061.36	49%	3,253,000.00	2,762,906.52	85%
5922 National School Lunch Program	9,126,772.00	4,794,605.04	53%	8,852,210.00	8,542,895.12	97%
5923 United States Department of Agriculture Donated Commodities	-	69,073.97	100%	-	56,253.89	100%
5939 Federal Revenues Distributed by State of Texas Government Agencies (Other than Texas Education Agency)	124,511.00	55,867.54	45%	118,540.00	-	0%
5949 Federal Revenues Distributed Directly from Federal Government	-	-	0%	-	<u>119,593.13</u>	100%
TOTAL REVENUES	<u>18,039,566.00</u>	<u>8,054,968.93</u>		<u>17,238,325.26</u>	<u>14,394,788.16</u>	

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-21 Budget	May-21 Actual	Percent of Actual to Budget	May-20 Budget	May-20 Actual	Percent of Actual to Budget
EXPENDITURES						
35 Food Service	17,757,984.00	9,789,767.19	55%	17,511,901.69	14,253,344.56	81%
51 Plant Maintenance and Operations	279,082.00	189,542.04	68%	211,112.00	125,516.94	59%
61 Community Services	<u>2,500.00</u>	<u>-</u>	0%	<u>2,500.00</u>	<u>-</u>	0%
TOTAL EXPENDITURES	<u>18,039,566.00</u>	<u>9,979,309.23</u>		<u>17,725,513.69</u>	<u>14,378,861.50</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES	-	(1,924,340.30)		(487,188.43)	15,926.66	
NET CHANGE IN FUND BALANCE	-	(1,924,340.30)		(487,188.43)	15,926.66	
FUND BALANCE JULY 1 (BEGINNING)	<u>4,044,586.21</u>	<u>4,044,586.21</u>		<u>4,090,723.28</u>	<u>4,090,723.28</u>	
FUND BALANCE MAY 31	<u>\$ 4,044,586.21</u>	<u>\$ 2,120,245.91</u>		<u>\$ 3,603,534.85</u>	<u>\$ 4,106,649.94</u>	

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-21 Budget	May-21 Actual	Percent of Actual to Budget	May-20 Budget	May-20 Actual	Percent of Actual to Budget
REVENUES							
5711	Taxes on Current Year Levy	\$ 87,978,861.00	\$ 86,857,117.40	99%	\$ 80,807,933.00	\$ 83,530,381.08	103%
5712	Taxes for Prior Years	50,000.00	(343,494.81)	-687%	50,000.00	12,438.64	25%
5719	Penalties, Interest and Other Tax Revenues	200,000.00	353,453.34	177%	200,000.00	268,665.95	134%
5742	Earnings from Temporary Deposits and Investments	160,000.00	12,805.75	8%	160,000.00	405,729.64	254%
5746	Tax Increment Fund	950,000.00	1,817,764.99	191%	950,000.00	-	0%
5829	State Program Revenues Distributed by TEA	<u>481,708.00</u>	<u>537,946.00</u>	112%	<u>624,958.00</u>	<u>648,938.00</u>	104%
TOTAL REVENUES		<u>89,820,569.00</u>	<u>89,235,592.67</u>		<u>82,792,891.00</u>	<u>84,866,153.31</u>	

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

% OF YEAR COMPLETE: 92%		May-21	May-21	Percent of Actual	May-20	May-20	Percent of Actual
DESCRIPTION		Budget	Actual	to Budget	Budget	Actual	to Budget
EXPENDITURES							
71	Debt Service	59,015,829.00	54,750,829.25	93%	56,419,133.40	56,419,132.90	100%
72	Interest on Long-term Debt	28,298,402.00	27,808,311.01	98%	30,014,999.95	30,014,999.64	100%
73	Bond Issuance Costs and Fees	3,602,089.32	3,418,143.76	95%	527,935.88	425,951.62	81%
97	Payment to Tax Increment Fund	<u>1,850,000.00</u>	<u>1,817,764.99</u>	98%	<u>950,000.00</u>	<u>-</u>	0%
TOTAL EXPENDITURES		<u>92,766,320.32</u>	<u>87,795,049.01</u>		<u>87,912,069.23</u>	<u>86,860,084.16</u>	
EXCESS (DEFICIENCY) REVENUES OVER (UNDER) EXPENDITURES		(2,945,751.32)	1,440,543.66		(5,119,178.23)	(1,993,930.85)	
OTHER FINANCING SOURCES (USES)							
7911	Issurance of Bonds	36,675,000.00	36,675,000.00	100%	33,799,969.75	33,799,969.75	100%
7916	Premium or Discount on Issuance of Bonds	2,862,211.95	2,862,211.95	100%	3,564,724.15	3,564,724.15	100%
8949	Other Uses	<u>(39,135,122.63)</u>	<u>(39,135,122.63)</u>	100%	<u>(36,958,420.80)</u>	<u>(36,958,420.80)</u>	100%
TOTAL OTHER FINANCING SOURCES (USES)		<u>402,089.32</u>	<u>402,089.32</u>		<u>406,273.10</u>	<u>406,273.10</u>	
NET CHANGE IN FUND BALANCE		(2,543,662.00)	1,842,632.98		(4,712,905.13)	(1,587,657.75)	
FUND BALANCE JULY 1 (BEGINNING)		<u>25,593,075.82</u>	<u>25,593,075.82</u>		<u>28,000,672.96</u>	<u>28,000,672.96</u>	
FUND BALANCE MAY 31		<u>\$ 23,049,413.82</u>	<u>\$ 27,435,708.80</u>		<u>\$ 23,287,767.83</u>	<u>\$ 26,413,015.21</u>	

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

Date: August 9, 2021

Submitted by: David Pate, CFO, 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 the Board approve the Investment Report for the quarter ended June 30, 2021, as submitted by the Investment Officers.

RESOLUTION

WHERE AS, 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 the Richardson Independent School District approves the Investment Report for the quarter ended June 30, 2021, as submitted by the Investment Officers.

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT OFFICER'S CERTIFICATION STATEMENT
INVESTMENT REPORT
FOR THE QUARTER ENDED
JUNE, 30 2021**

To the members of the RISD Board of Trustees:

The Public Funds Investment Act, Chapter 2256.023 of the Government Code requires the investment officer of each local government to submit to its governing body a quarterly report of investment transactions.


The attached report represents the investment portfolio for the Richardson Independent School District as of June 30, 2021 and is in material compliance with the investment policy and strategy established by the District in accordance with the Public Funds Investment Act (Chapter 2256).

PORTFOLIO SUMMARY REPORT


Beginning Book Value at 3/31/2021	\$ 382,363,867
Plus: Additions/Purchases	189,377,498
Less: Maturities/Sales/Calls/Withdrawals	<u>(264,058,517)</u>
Ending Book Value at 06/30/2021	<u>\$ 307,682,848</u>
Beginning Market Value at 3/31/2021	\$ 382,363,867
Plus: Additions/Purchases during period	189,377,498
Net increase/(decrease) in market value during period	-
Less: Maturities/Sales/Calls/Withdrawals at market value	<u>(264,058,517)</u>
Accrued Interest	1,768
Ending Market Value at 06/30/2021	<u>\$ 307,684,616</u>

	March 31, 2021	June 30, 2021
Average Weighted Maturity	1	3
Average Weighted Yield	0.0784%	0.0448%


Respectfully submitted and certified by:



 Chief Financial Officer

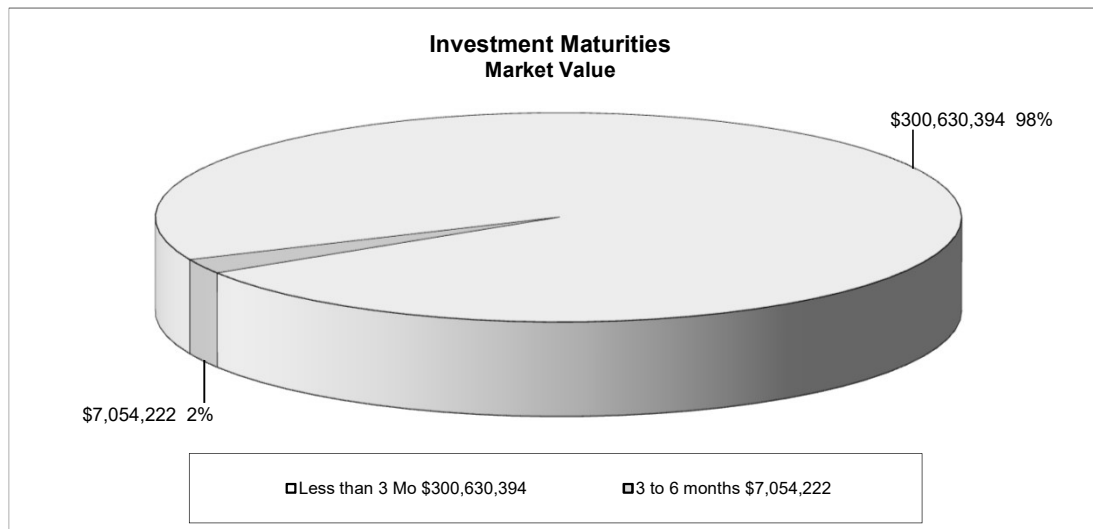
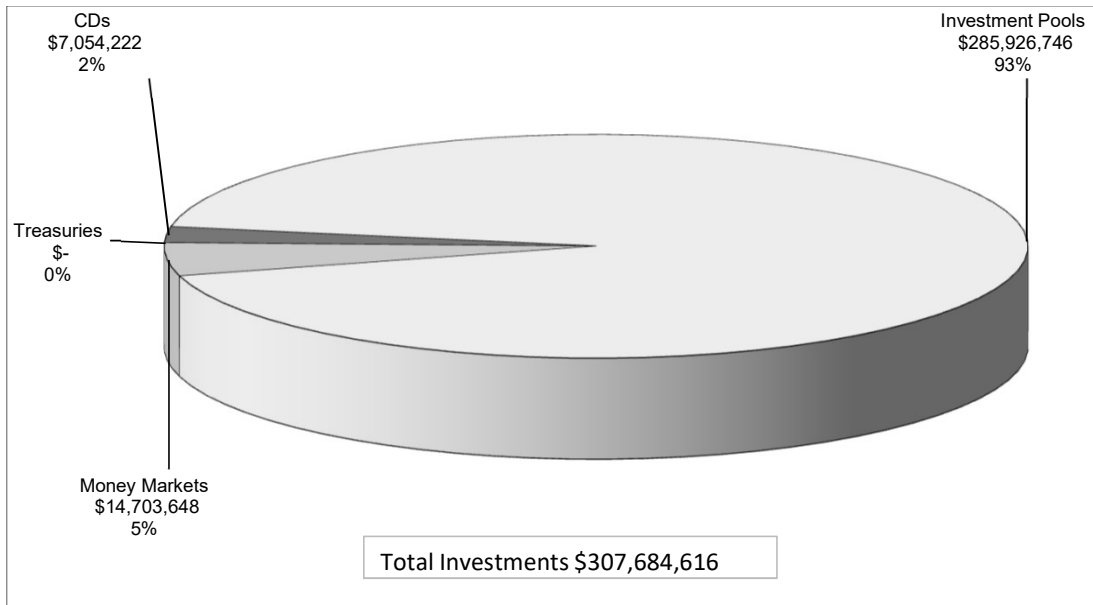


 Executive Director of Finance



 Cash Manager

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
TOTAL PORTFOLIO AS OF JUNE 30, 2021**



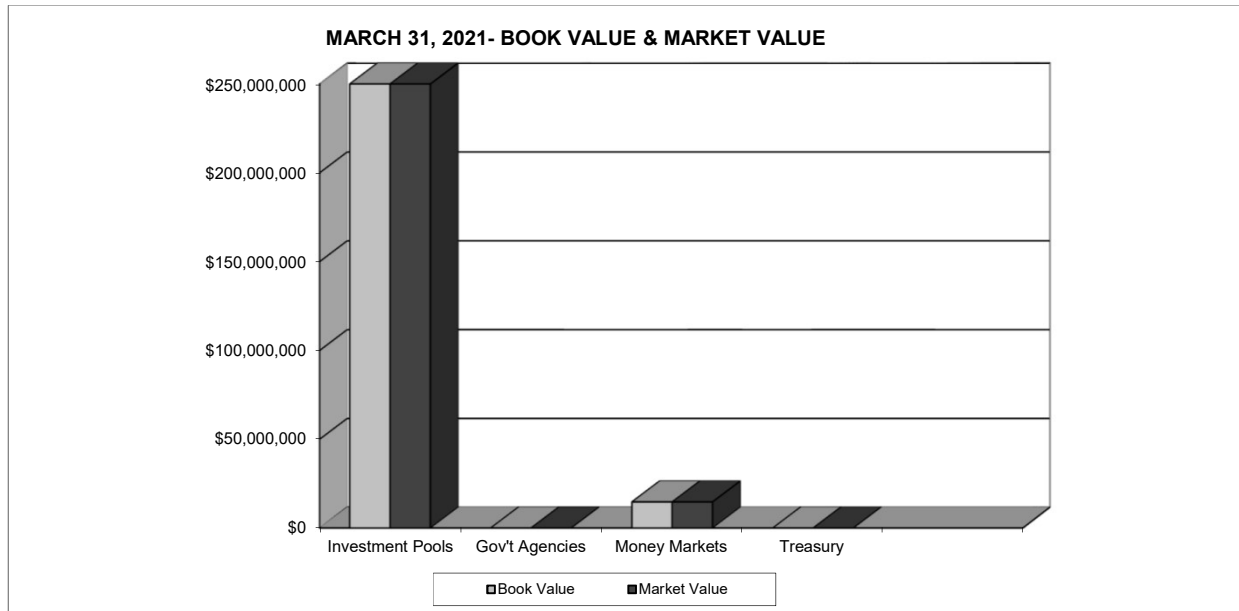
**WEIGHTED AVERAGE YIELDS
03/31/2021 TO 06/30/2021**

General Operating Fund	0.0513%
Debt Service Fund	0.0117%
Food Service Fund	0.0123%
Capital Projects Funds	0.0781%
Permanent Local School Fund	0.0400%
Workers' Compensation Fund	0.0849%
TOTAL PORTFOLIO	0.0448%

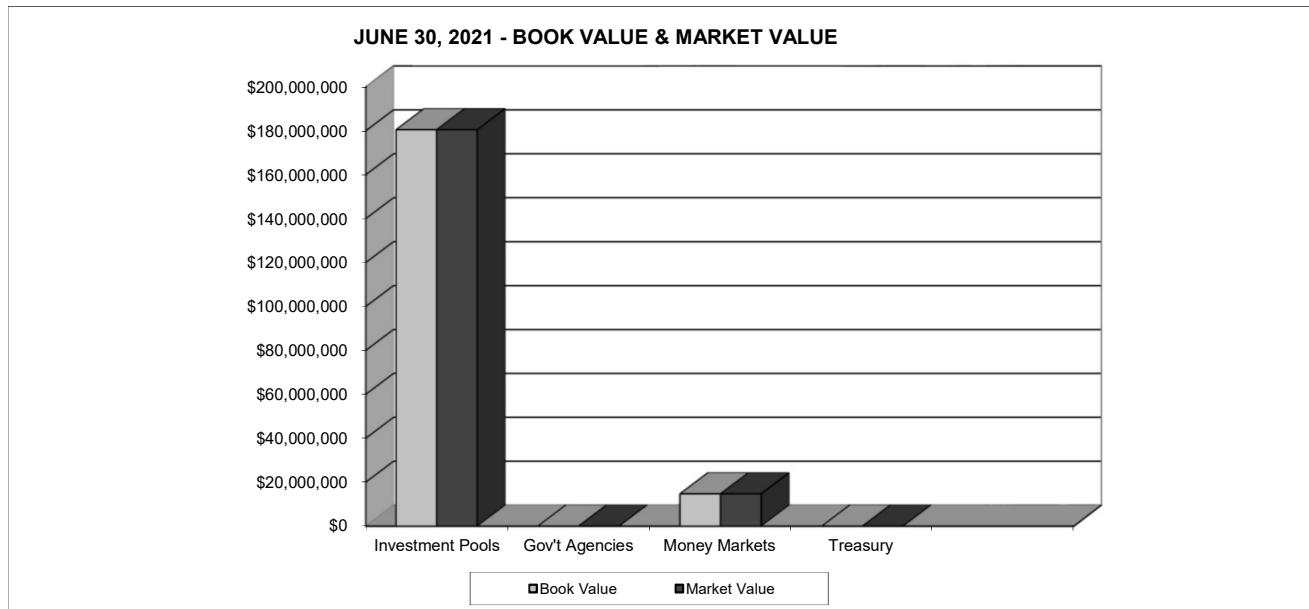
**BENCHMARK COMPARISON
03/31/2021 TO 06/30/2021**

TexPool Rate	0.0123%
Treasury Bill 30 Day Rate	0.0500%
Treasury Bill 90 Day Rate	0.0480%
Average of 3 and 6 Month T-Bill Rates	0.0490%

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
OPERATING FUND**

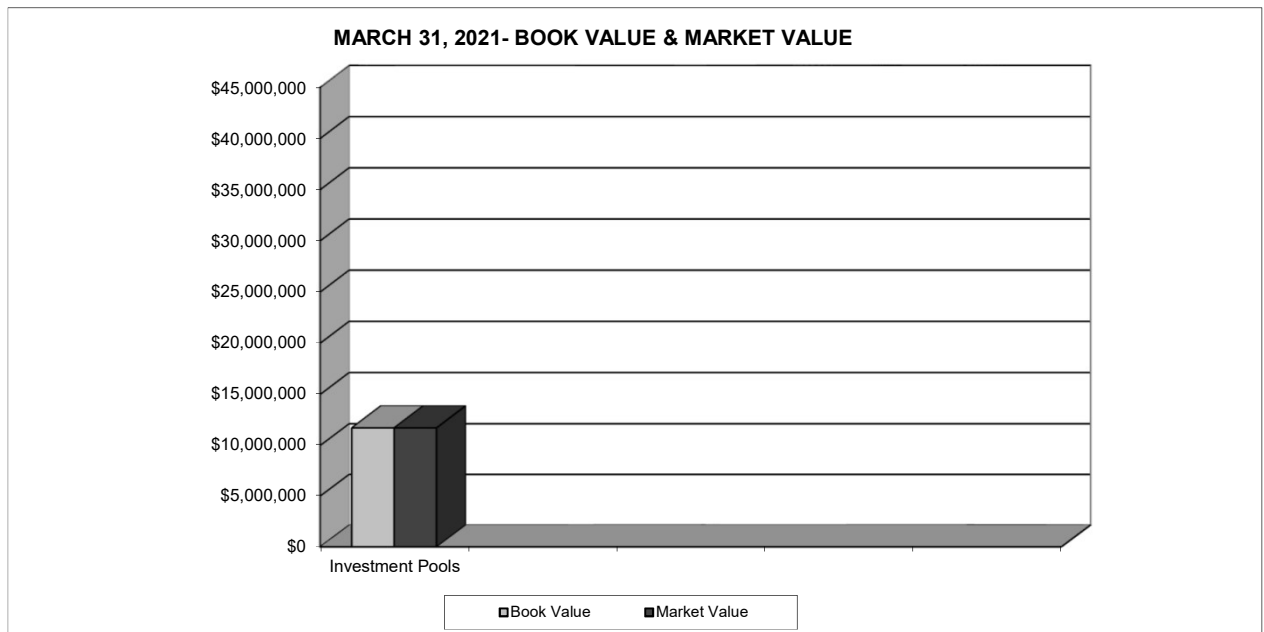


	Investment Pools	Gov't Agencies	Money Markets	Treasury	Totals
Book Value	\$257,158,856	\$0	\$14,679,846	\$0	\$271,838,702
Market Value	\$257,158,856	\$0	\$14,679,846	\$0	\$271,838,702

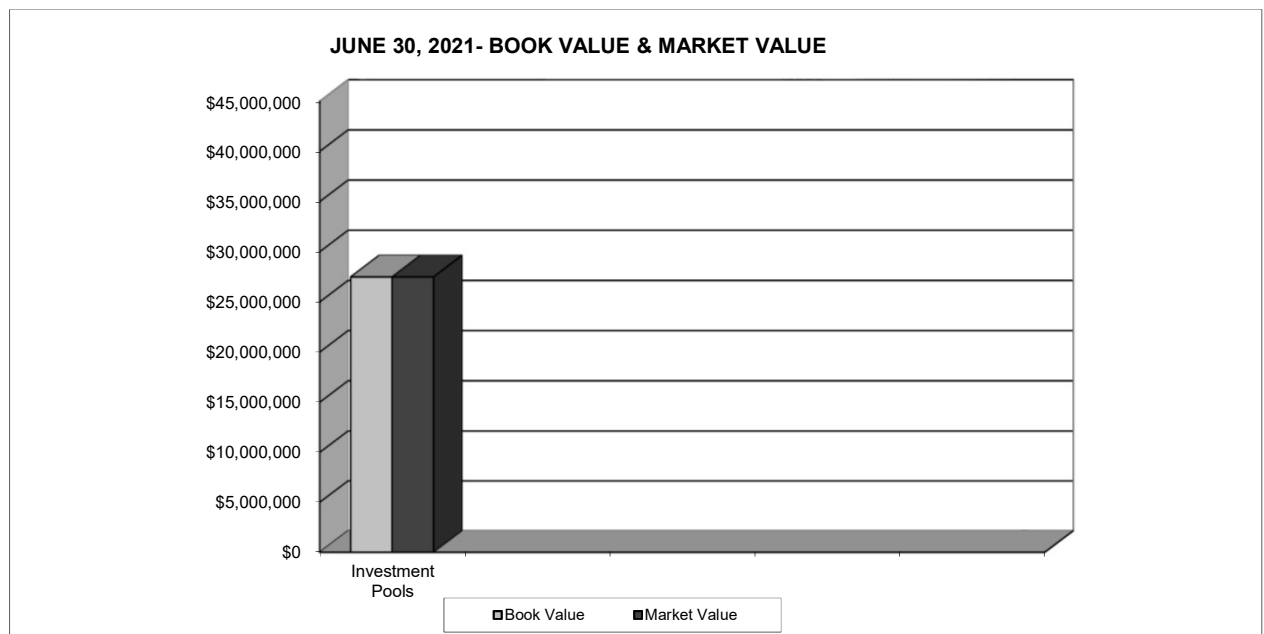


	Investment Pools	Gov't Agencies	Money Markets	Treasury	Totals
Book Value	\$180,497,318	\$0.00	\$14,703,648	\$0.00	\$195,200,966
Market Value	\$180,497,318	\$0.00	\$14,703,648	\$0.00	\$195,200,966

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
DEBT SERVICE FUND**

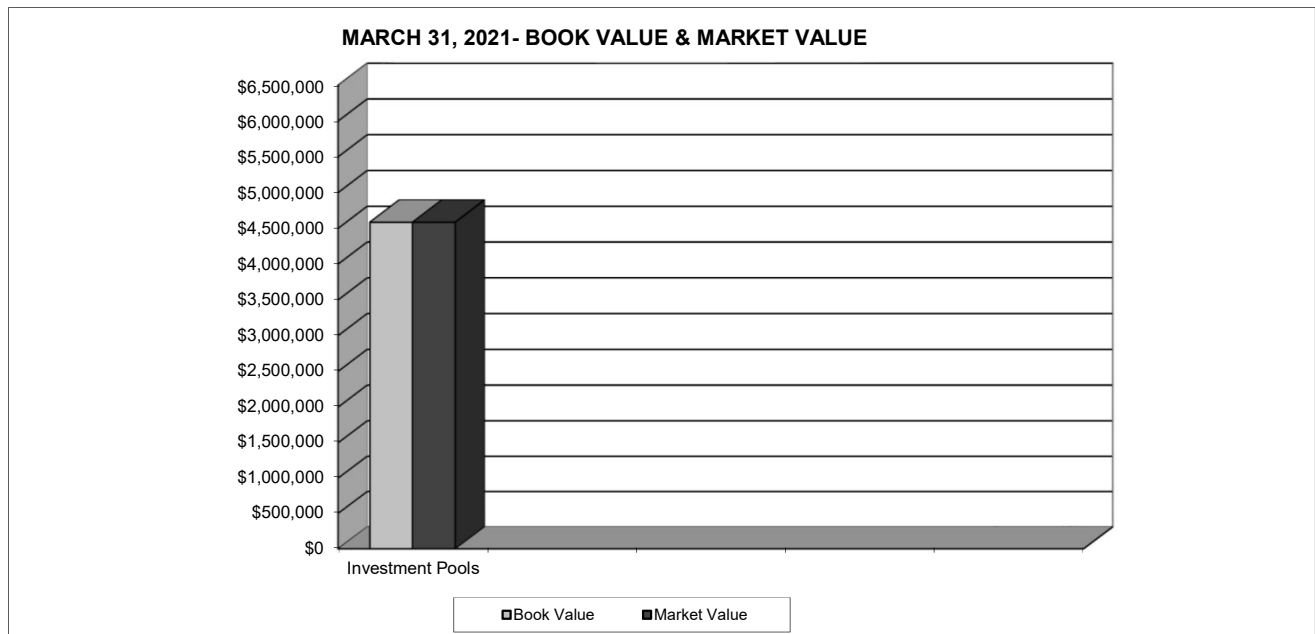


Book Value	Investment Pools	Totals
Market Value	\$11,741,549	\$11,741,549
	\$11,741,549	\$11,741,549

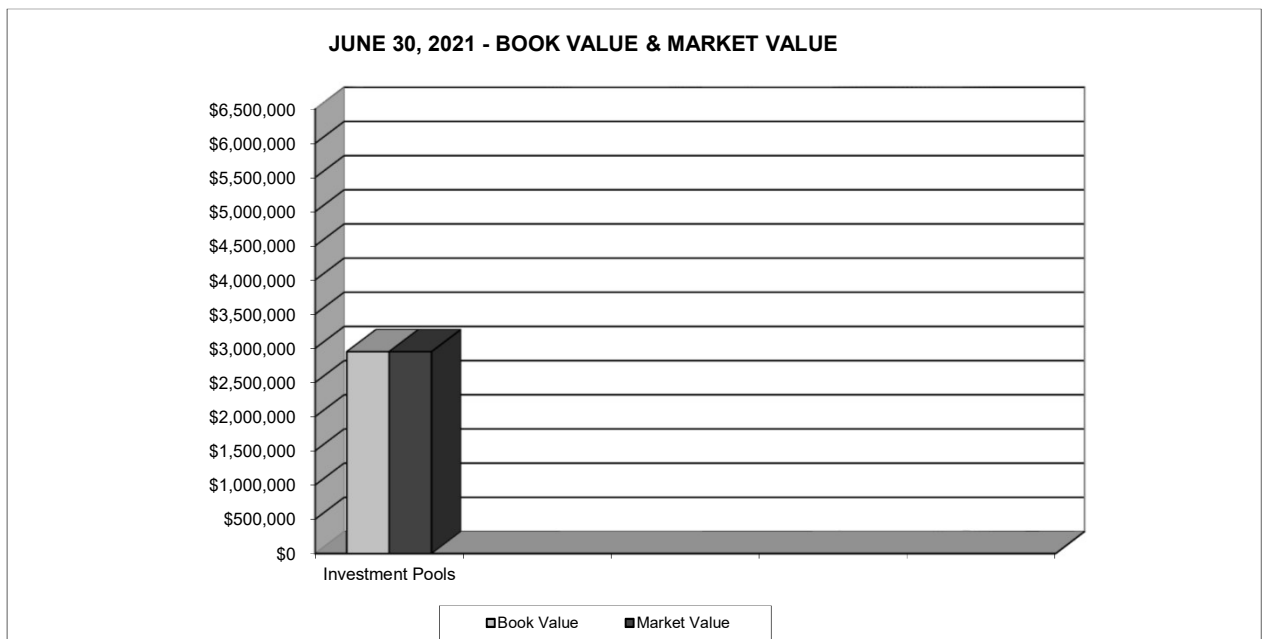


Book Value	Investment Pools	Totals
Market Value	\$27,497,025	\$27,497,025
	\$27,497,025	\$27,497,025

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
FOOD SERVICE FUND**

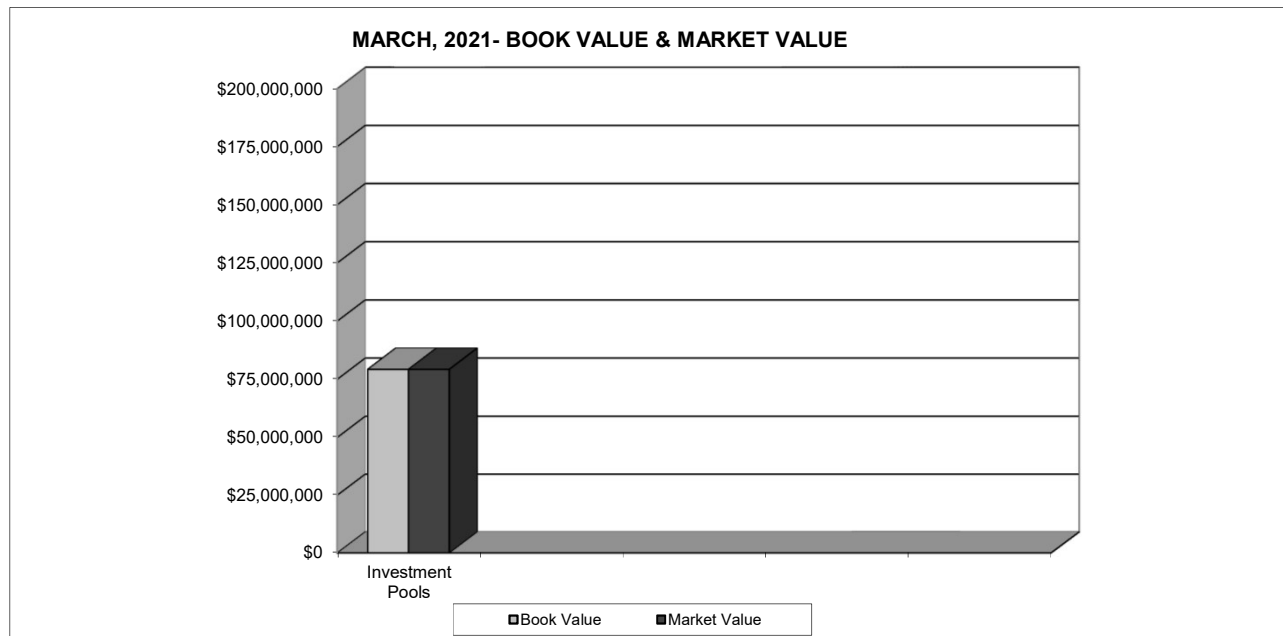


	Investment Pools	Totals
Book Value	\$4,586,987	\$4,586,987
Market Value	\$4,586,987	\$4,586,987

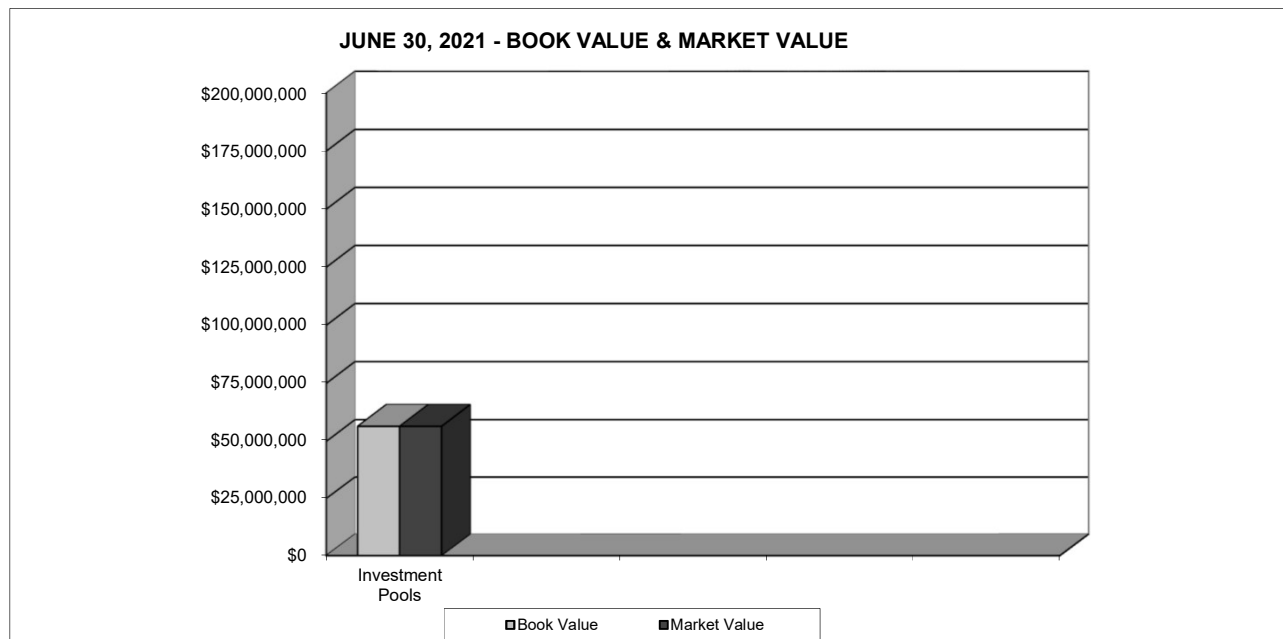


	Investment Pools	Totals
Book Value	\$2,951,316	\$2,951,316
Market Value	\$2,951,316	\$2,951,316

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
CAPITAL PROJECT FUNDS**

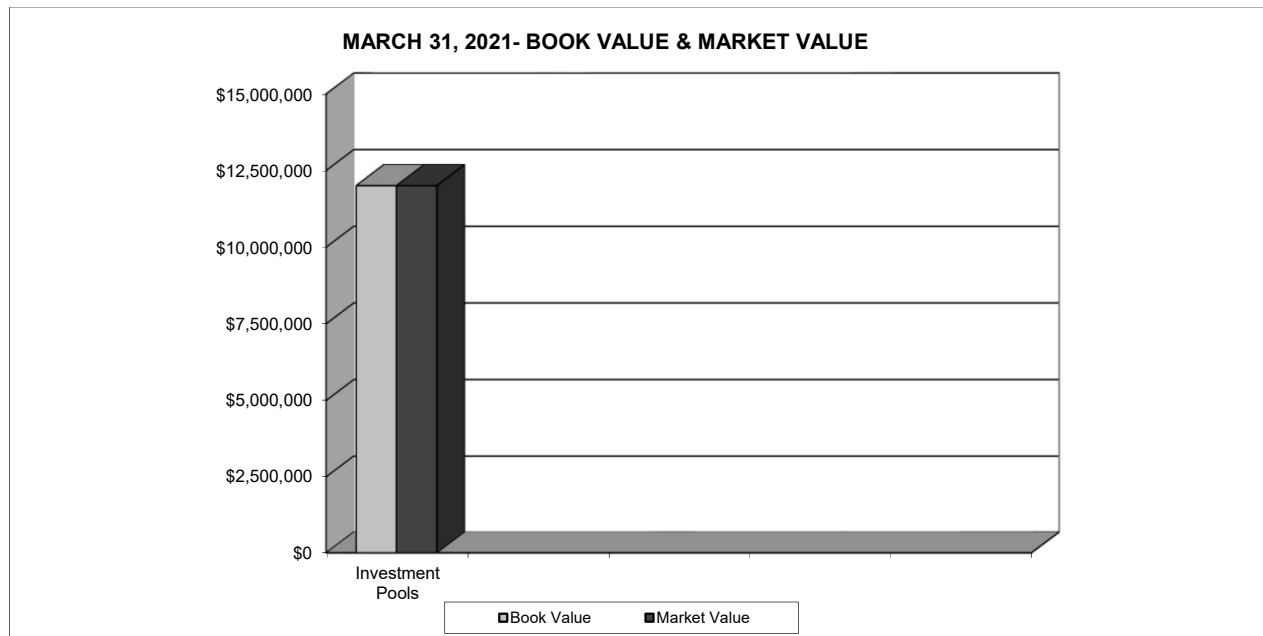


Investment Pools		Totals
Book Value	\$79,287,448	\$79,287,448
Market Value	\$79,287,448	\$79,287,448

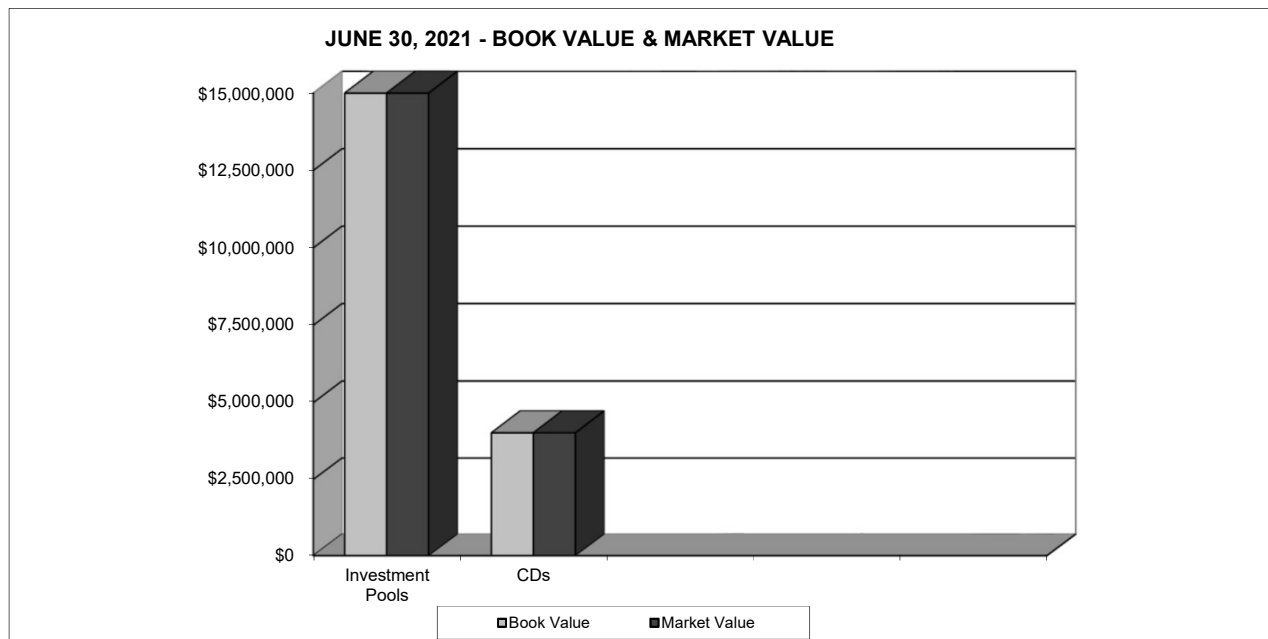


Investment Pools		Totals
Book Value	\$56,517,450	\$56,517,450
Market Value	\$56,517,450	\$56,517,450

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
PERMANENT LOCAL SCHOOL FUND**

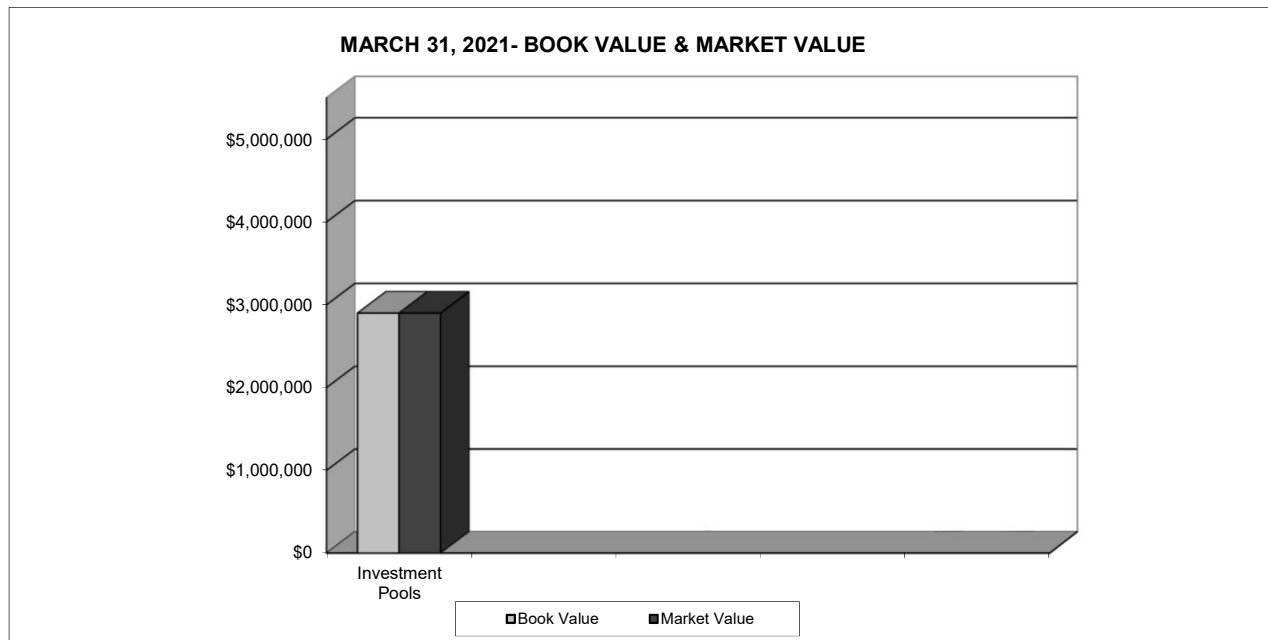


	Investment Pools	Totals
Book Value	\$12,009,412	\$12,009,412
Market Value	\$12,009,412	\$12,009,412

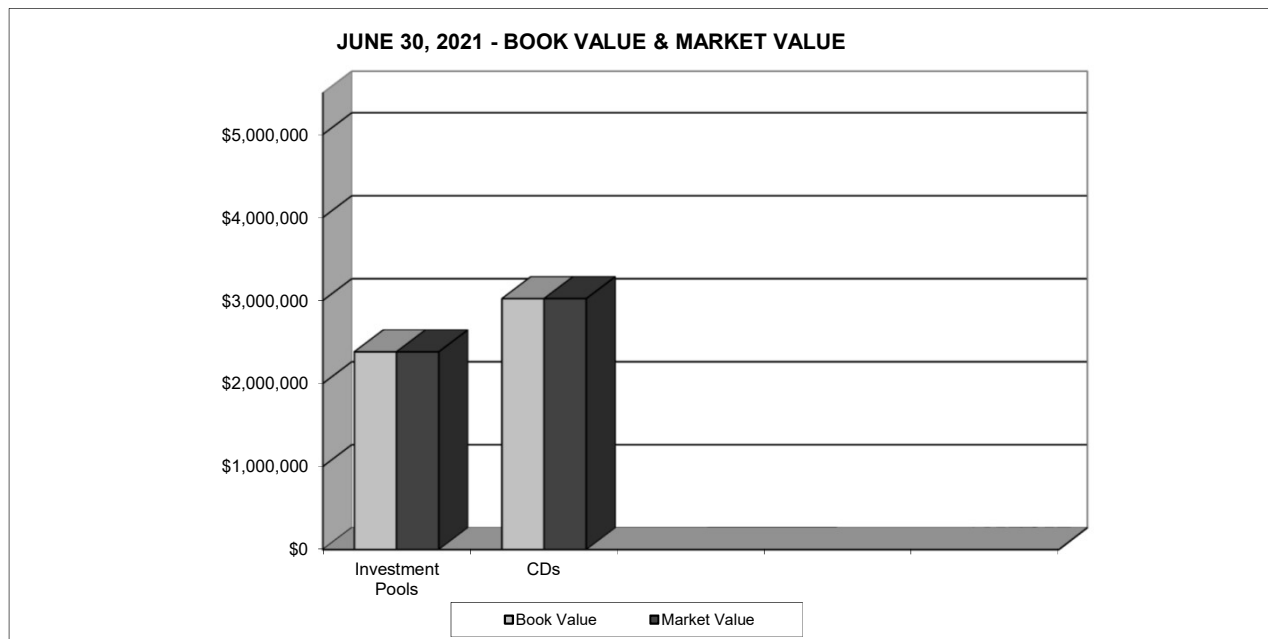


	Investment Pools	CDs	Totals
Book Value	\$16,081,892	\$4,029,974	\$20,111,866
Market Value	\$16,081,892	\$4,030,984	\$20,112,876

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO
WORKERS' COMPENSATION FUND**



	Investment Pools	Totals
Book Value	\$2,899,769	\$2,899,769
Market Value	\$2,899,769	\$2,899,769



	Investment Pools	CDs	Totals
Book Value	\$2,381,745	\$3,022,480	\$5,404,225
Market Value	\$2,381,745	\$3,023,238	\$5,404,983

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

OPERATING FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0018	-	56,344,188	Lone Star Gov	07/01/21	56,343,437	751	-	56,344,188	0.0051
AR-0009	-	113,064,028	TexPool-OF	07/01/21	189,726,606	103,025,228	179,687,806	113,064,028	0.0128
AR-0019	-	11,089,102	TexSTAR	07/01/21	11,088,813	289	-	11,089,102	0.0100
AR-0026	-	14,703,648	LegacyBank-MMDA	07/01/21	14,679,846	23,802	-	14,703,648	0.6500
					<u>271,838,702</u>	<u>103,050,070</u>	<u>179,687,806</u>	<u>195,200,966</u>	<u>-</u>

INVESTMENT PORTFOLIO - MARKET VALUE

OPERATING FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0018	-	56,344,188	Lone Star Gov	07/01/21	56,343,437	751	-	-	-	56,344,188
AR-0009	-	113,064,028	TexPool-OF	07/01/21	189,726,606	103,025,228	-	179,687,806	-	113,064,028
AR-0019	-	11,089,102	TexSTAR	07/01/21	11,088,813	289	-	-	-	11,089,102
AR-0026	-	14,703,648	LegacyBank-MMDA	07/01/21	14,679,846	23,802	-	-	-	14,703,648
					<u>271,838,702</u>	<u>103,050,070</u>	<u>-</u>	<u>179,687,806</u>	<u>-</u>	<u>195,200,966</u>

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

DEBT SERVICE FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0010	-	27,497,025	TexPool	07/01/21	11,741,549	73,210,391	57,454,915	27,497,025	0.0131
					<u>11,741,549</u>	<u>73,210,391</u>	<u>57,454,915</u>	<u>27,497,025</u>	

INVESTMENT PORTFOLIO - MARKET VALUE

DEBT SERVICE FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0010	-	27,497,025	TexPool	07/01/21	11,741,549	73,210,391	-	57,454,915	-	27,497,025
					<u>11,741,549</u>	<u>73,210,391</u>	<u>-</u>	<u>57,454,915</u>	<u>-</u>	<u>27,497,025</u>

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

FOOD SERVICE FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0011	-	2,951,316	TexPool	07/01/21	4,586,987	1,159,110	2,794,781	2,951,316	0.0133
					<u>4,586,987</u>	<u>1,159,110</u>	<u>2,794,781</u>	<u>2,951,316</u>	

INVESTMENT PORTFOLIO - MARKET VALUE

FOOD SERVICE FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0011	-	2,951,316	TexPool	07/01/21	4,586,987	1,159,110	-	2,794,781	-	2,951,316
					<u>4,586,987</u>	<u>1,159,110</u>	<u>-</u>	<u>2,794,781</u>	<u>-</u>	<u>2,951,316</u>

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

CAPITAL PROJECT FUNDS

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0022	-	17,169,681	TEXPOOL-629	07/01/21	21,963,882	588	4,794,789	17,169,681	0.0131
AR-0012	-	78,786	TEXPOOL-641	07/01/21	235,169	7,091	163,474	78,786	0.0130
AR-0012	-	2,740,767	TEXPOOL-642	07/01/21	3,998,060	49,672	1,306,965	2,740,767	0.0130
AR-0012	-	883,394	TEXPOOL-643	07/01/21	1,250,073	14,193	380,872	883,394	0.0130
AR-0012	-	35,644,822	TEXPOOL-644	07/01/21	51,840,264	638,588	16,834,030	35,644,822	0.0130
					<u>79,287,448</u>	<u>710,132</u>	<u>23,480,130</u>	<u>56,517,450</u>	

INVESTMENT PORTFOLIO - MARKET VALUE

CAPITAL PROJECT FUNDS

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0022	-	17,169,681	TEXPOOL-629	07/01/21	21,963,882	588	-	4,794,789	-	17,169,681
AR-0012	-	78,786	TEXPOOL-641	07/01/21	235,169	7,091	-	163,474	-	78,786
AR-0012	-	2,740,767	TEXPOOL-642	07/01/21	3,998,060	49,672	-	1,306,965	-	2,740,767
AR-0012	-	883,394	TEXPOOL-643	07/01/21	1,250,073	14,193	-	380,872	-	883,394
AR-0012	-	35,644,822	TEXPOOL-644	07/01/21	51,840,264	638,588	-	16,834,030	-	35,644,822
					<u>79,287,448</u>	<u>710,132</u>	<u>-</u>	<u>23,480,130</u>	<u>-</u>	<u>56,517,450</u>

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

PERMANENT LOCAL SCHOOL FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0023	-	16,081,892	TEXPOOL-497	07/01/21	12,009,412	4,072,480	-	16,081,892	0.0127
21-0001	04/07/21	4,029,974	Certificate of Deposit	10/07/21	-	4,029,974	-	4,029,974	0.1500
					<u>12,009,412</u>	<u>8,102,454</u>	<u>-</u>	<u>20,111,866</u>	

INVESTMENT PORTFOLIO - MARKET VALUE

PERMANENT LOCAL SCHOOL FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0023	-	16,081,892	TEXPOOL-497	07/01/21	12,009,412	4,072,480	-	-	-	16,081,892
21-0001	04/07/21	4,029,974	Certificate of Deposit	10/07/21	-	4,029,974	-	-	1,010	4,030,984
					<u>12,009,412</u>	<u>8,102,454</u>	<u>-</u>	<u>-</u>	<u>1,010</u>	<u>20,112,876</u>

**RICHARDSON INDEPENDENT SCHOOL DISTRICT
MARCH 31, 2021 TO JUNE 30, 2021**

INVESTMENT PORTFOLIO - BOOK VALUE

WORKERS' COMPENSATION FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>06/30/21 Book Value</u>	<u>03/31/21 06/30/21 Yield Earned</u>
AR-0013	-	2,381,745	TexPool-WC	07/01/21	2,899,769	122,861	640,885	2,381,745	0.0127
21-0002	04/07/21	3,022,480	Certificate of Deposit	10/07/21	-	3,022,480	-	3,022,480	-
					<u>2,899,769</u>	<u>3,145,341</u>	<u>640,885</u>	<u>5,404,225</u>	<u>-</u>

INVESTMENT PORTFOLIO - MARKET VALUE

WORKERS' COMPENSATION FUND

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>03/31/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>06/30/21 Market Value</u>
AR-0013	-	2,381,745	TexPool-WC	07/01/21	2,899,769	122,861	-	640,885	-	2,381,745
21-0002	04/07/21	3,022,480	Certificate of Deposit	10/07/21	-	3,022,480	-	-	758	3,023,238
					<u>2,899,769</u>	<u>3,145,341</u>	<u>-</u>	<u>640,885</u>	<u>758</u>	<u>5,404,983</u>

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

Date: August 9, 2021

Submitted by: David Pate, Chief Financial Officer, Finance and Support Services

ACTION ITEM

TOPIC: Review of Independent Sources of Instruction for the Training of Investment Officers

BACKGROUND INFORMATION

In compliance with Board Policy CDA (Local): *Other Revenues: Investments*, the Board shall annually approve the independent sources of instruction for investment officers for the District. Attached are independent training sources submitted for Board review and approval.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board approves the attached list of independent sources of instruction for the training of investment officers.

**Investment Training Organizations
As of August 2021
Richardson Independent School District**

Education Service Centers

Government Finance Officer Association

Government Finance Officer Association of Texas

Government Treasurer's Organization of Texas

Hilltop Securities

Texas Association of School Administrators

Texas Association of School Boards

Texas Association of School Business Officials

Texas Municipal League

Texas State University

UNT Center for Public Management

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

Date: August 9, 2021

Submitted by: David Pate, Chief Financial Officer, Finance and Support Services

ACTION ITEM

TOPIC: Resolution Designating Investment Officers for the District

BACKGROUND INFORMATION

In compliance with Board Policy CDA (Local): *Other Revenues: Investments*, the Board shall adopt a written instrument that designates the Chief Financial Officer, Executive Director of Finance and Cash Manager as investment officers for the District.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent provides the attached Certificate of Secretary for the Board's approval.

**Certificate of Secretary
For the Richardson Independent School District**

The undersigned hereby certifies as the duly elected and acting Secretary of the Richardson Independent School District, that the following is a true and correct copy of a resolution adopted by the School Board of the Richardson Independent School District to be effective on the 9th day of August 2021 and that said resolution has not been rescinded, modified or changed:

Resolved, that the Chief Financial Officer, Executive Director of Finance, and the Cash Manager are hereby authorized as Investment Officers for the District and empowered for and in the name of the District to do any of the following:

- From time to time, change operational processing within the depository contract:
- Sign by facsimile signature, checks or drafts against any account of the District, which, if by facsimile, may be relied upon, regardless of by who or what means the same may have been imprinted on said instruments, as valid, effective, conclusive and binding for all purposes upon the District as if the same had in fact been manually executed for and on behalf of the District;
- Negotiate and conclude any contract or agreement which they may deem necessary, proper, or convenient for establishing and maintaining adequate banking functions.
- Authorize and initiate wire transfer of funds from District accounts, and appoint and designate in writing any Officer, agent or employee of the District to authorize and initiate wire transfer of funds from District account.

In Witness whereof, the undersigned has executed this Certificate of Secretary as of the _____ day of _____, and caused to be affixed hereto the seal of said District.

Board Secretary
August 9, 2021

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

Date: August 9, 2021

Division: Teaching and Learning

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

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 2019-2020 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 2021-2022 school year.

Richardson Independent School District

2021-2022 List of Courses Exempt from the No Pass – No Play Rules

Advanced Placement and International Baccalaureate (In All Subject Areas)	Honors/Advanced (Formerly Pre Advanced Placement) 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 Other Than English)
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 Research and Writing (English IV)	English 1301 English 1302 English 2332 English 2333
AP Statistics AP Calculus AB AP Calculus BC AP Computer Science A AP Computer Science Principles	PreAlgebra 7 PreAlgebra 7 Advanced PreCalculus 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 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 Biology Advanced Chemistry Advanced Physics Advanced Anatomy & Physiology (Honors) OnRamps Biology OnRamps Chemistry OnRamps Introduction to Geoscience (Earth and Space Science) OnRamps Mechanics, Heat and Sound (Physics)	Physics 1405 Physics 1407
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	US History 1301 US History 1302 Federal Government 2305 Texas Government 2306 Macroeconomics 2301 Microeconomics 2302 Psychology 2301 Sociology 1301

Advanced Placement and International Baccalaureate (In All Subject Areas)	Honors/Advanced (Formerly Pre Advanced Placement) 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 Other Than English)
AP Spanish Language and Culture (8 th -12 th) AP Spanish Literature AP French Language and Culture AP German Language and Culture AP Japanese Language and Culture AP Latin - Vergil	French 2 and 3 Advanced German 3 Advanced Japanese 3 Advanced Latin 3 Advanced Spanish 2 Advanced Spanish 3 Advance (7 th -12 th) Spanish 4 Spanish, French, Latin, 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, 2312 Chinese 1411, 1412 Chinese 2311, 2312 American Sign Language 1301, 1302 American Sign Language 2301, 2302
AP Art Drawing AP Art History AP Two-Dimensional Design Portfolio AP Three Dimensional Design Portfolio AP Music Theory		

Updated 7-28-21

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

Date: August 9, 2021

Submitted by: David Pate, Chief Financial Officer

ACTION ITEM

TOPIC: Appointment of a Member to the Skillman Corridor TIF District Board of Directors

BACKGROUND INFORMATION:

Since 2006, RISD has participated in the Tax Increment Financing Reinvestment Zone Number 14, commonly called the “Skillman Corridor TIF District” with the City of Dallas. The Interlocal Agreement that sets out the participating parties’ agreement provides that RISD has the right to appoint a voting to the TIF Board of Directors. RISD’s seat on the board currently is empty following the end of Ms. Bono’s Board service.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees appoint a member to represent the Richardson Independent School District on the Skillman Corridor TIF District Board of Directors.

PROPOSED RESOLUTION

WHEREAS, the City of Dallas established the Tax Increment Financing Reinvestment Zone Number 14, commonly called the “Skillman Corridor TIF District” in accordance with the Tax Increment Financing Act, Chapter 311 of the Tax Code to promote the development and redevelopment in the Skillman Corridor area through the use of tax increment financing; and

WHEREAS, the Skillman Corridor TIF District encompasses parts of the Richardson Independent School District in Dallas, Texas; and

WHEREAS, on September 11, 2006, the RISD Board of Trustees voted to participate in the TIF and authorized the District to enter into a Interlocal Agreement with the City of Dallas to clarify the District’s participation in the TIF; and

WHEREAS, pursuant to the Interlocal Agreement and applicable law, RISD has the right to appoint a voting member to the Board of Directors of the Skillman Corridor TIF District; and

WHEREAS, RISD's designated member position on the Skillman Corridor TIF Board of Directors was occupied by Jean Bono, who recently ended her RISD Board service, leaving the position vacant;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby appoints Chris Poteet to serve as the RISD member of the Skillman Corridor TIF District Board of Directors.

**BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT
Richardson, Dallas County, Texas**

**RESOLUTION TO APPOINT A MEMBER TO THE SKILLMAN CORRIDOR
TIF DISTRICT BOARD OF DIRECTORS**

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, the City of Dallas established the Tax Increment Financing Reinvestment Zone Number 14, commonly called the "Skillman Corridor TIF District" in accordance with the Tax Increment Financing Act, Chapter 311 of the Tax Code to promote the development and redevelopment in the Skillman Corridor area through the use of tax increment financing; and

WHEREAS, the Skillman Corridor TIF District encompasses parts of the Richardson Independent School District in Dallas, Texas; and

WHEREAS, on September 11, 2006, the RISD Board of Trustees voted to participate in the TIF and authorized the District to enter into a Interlocal Agreement with the City of Dallas to clarify the District's participation in the TIF; and

WHEREAS, pursuant to the Interlocal Agreement and applicable law, RISD has the right to appoint a voting member to the Board of Directors of the Skillman Corridor TIF District; and

WHEREAS, RISD's designated member position on the Skillman Corridor TIF Board of Directors is currently occupied by Justin Bono who recently was elected as President of RISD's Board of Trustees and wishes to step down;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby appoints Chris Poteet to serve as the RISD member of the Skillman Corridor TIF District Board of Directors.

Unanimously PASSED and APPROVED on this 9th day of August, 2021.

By: _____
Name:
Title: President, RISD Board of Trustees

ATTEST:

By: _____
Name:
Title: Secretary, RISD Board of Trustees

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

Date: August 9, 2021

Submitted by: Mia M. Martin, General Counsel

ACTION ITEM

TOPIC: Procedures for Public Comments During Board Meetings

BACKGROUND INFORMATION:

Following the passage of HB 2840 during the 86th Legislature, which added section 551.007 to the Texas Open Meetings Act, Government Code Chapter 551, the Board adopted procedures for its public comment section at Board meetings. The Board has continued to revise those procedures to address the ever-changing circumstances that affect the conduct of Board meetings. Further revisions are recommended to reflect current practices and expectations.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees adopt the Procedures for Public Comments during Board meetings as presented.

PROPOSED RESOLUTION

WHEREAS, the Board of Trustees has developed reasonable procedures to clarify and explain the Board's expectations for public comments at board meetings; and

WHEREAS, the Board revises its procedures as necessary and appropriate to ensure its procedures reflect current practices and expectation;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District hereby adopts the attached Procedures for Public Comment during Board Meetings.



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 Board offers a Public Comment Section during its meetings to provide opportunities for members of the public to convey information to the Board.

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

- **Public Comment Section.**
 - The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.
 - The Public Comment Section for agenda-related topics ordinarily will be placed on the Agenda just prior to the first business item on the Agenda. The section for comments related to non-agenda topics may be placed on the Agenda after other action and information items.
 - When necessary for effective meeting management, to accommodate large numbers of individuals wishing to address the Board at a meeting, or when otherwise advisable to accommodate specific circumstances, the Board delegates to the presiding officer the authority to make adjustments to these public comment procedures. Such adjustments may include, without limitation, adjusting when public comment will occur during a meeting, reordering agenda items, deferring public comment on non-agenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.
- **Speaker Topics.**
 - Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.
 - Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
 - Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate comment card for the public hearing. Speakers may only comment on the specific

topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.

- Public Comment Cards.

- Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.
- Completed cards must be placed in the designated box no later than fifteen (15) minutes prior to the posted time for the meeting to begin. Most meetings are scheduled to begin at 6:00 p.m. RISD will not accept Public Comment cards later than fifteen minutes prior to the posted meeting time.
- In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
- If RISD gives notice of a public hearing, it will provide a separate public hearing comment card that persons who wish to speak must complete.

- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.

- Time.

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

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

- Protocol for Speakers.

- The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.
- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.

- The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.
 - The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda.
 - Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed.
- Consent for Online Publication. RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.
 - Reasonable Accommodation and Translation. Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: August 9, 2021

**BOARD OF TRUSTEES
OF THE
RICHARDSON INDEPENDENT SCHOOL DISTRICT**

RESOLUTION ADOPTING BOARD OF TRUSTEES OPERATING PROCEDURES

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, members of the Board of Trustees regularly review the Board's operations guidelines and recommends revisions, as appropriate, to ensure the Board maintains a current, comprehensive, practical operations manual to guide and inform Board members in carrying out their official duties and governing the District; and

WHEREAS, the Board has reviewed the operations manual and finds that it describes the practices and procedures the Board desires to follow in carrying out its official duties and governing the District;

WHEREAS, maintaining procedures to guide and inform the Board members in carrying out their official duties and responsibilities supports the Board's mission, beliefs, strategic objectives, strategies, and parameters;

THEREFORE, BE IT RESOLVED that the Board of Trustees hereby adopts the attached Board of Trustees Operating Procedures and all Board members commit to following these unanimously agreed-upon practices and guidelines described in the manual.

Unanimously agreed upon and adopted on this 9th day of August, 2021.

Karen Clardy

Eron Linn

Regina Harris

Debbie Rentería

Eric Eager

Megan Timme

Chris Poteet



RISD – Where all connect, learn, grow, and succeed.

BOARD OF TRUSTEES

OF THE

RICHARDSON INDEPENDENT SCHOOL DISTRICT

OPERATING PROCEDURES

*Revised –08-09-21
See Annual Adoption Table for
Revision and Readoption History*

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OPERATING PROTOCOL – TEAM COMMITMENT

We, the members of the Board of Trustees of the Richardson Independent School District (RISD or the District), are committed to serving the children, staff, and residents of this school district without regard to single-member district or place. We strive to provide a high quality public education system to meet the needs of our students and our community.

We believe the success of the District depends on a shared vision among the school board, RISD staff, parents, and community, and will try to the best of our ability to uphold these aspirations.

Written and agreed upon team procedures provide a common framework and shared understanding, and serve to:

- Clarify expectations
- Minimize confusion
- Maximize efficiency and effectiveness
- Tell the who, what, when, where, and how of various situations and practices
- Improve working relationships
- Ease new members' transition
- Clearly communicate agreements
- Identify best practices for effective teamwork
- Share procedures with community and staff
- Align Board operations with District policy and local, state, and national law

We adopt these operating procedures to govern our actions and guide us in our role as trustees. We further commit to review these operating procedures annually and to update, adopt or reaffirm them, as appropriate, at or near the annual Board reorganization. (*Refer to Appendix for the annual adoption Action Item.*) These procedures are intended to align with the local policies adopted by the Board to govern District operations. In the event of a conflict between these procedures and any legal or local Board policy or applicable law, the applicable Board policy or law shall control.

Policy Ref: BBE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BBE%28LOCAL%29.pdf>

BOARD GOVERNANCE

The Board of Trustees is the corporate body elected by the voters of the RISD to govern and oversee the management of the District.

All decisions made by the Board of Trustees shall be guided by:

- Local, state, and national laws and regulations
- District policy as adopted by the Board
- Strategic Plan: District Beliefs, Mission, and Strategic Objectives, and Parameters
- Board Operating Procedures
- Board Continuing Education efforts
- Active communications with Superintendent and staff
- Community standards and expectations determined through active community engagement
- Best educational and governance practices (See Framework for Governance Leadership, App. p. 10).
- Commitment to Team of Eight concept

Policy Ref: BA (Legal), BBE (Local)

<http://pol.tasb.org/Policy/Download/370?filename=BA%28LEGAL%29.pdf>;

<http://pol.tasb.org/Policy/Download/370?filename=BBE%28LOCAL%29.pdf>

BOARD STRATEGIC PLAN: BELIEFS, MISSION, STRATEGIC OBJECTIVES, STRATEGIES, AND PARAMETERS

One of the primary responsibilities of the Board of Trustees is to establish the direction of the school district by defining the District's mission, vision, and goals. On October 2, 2017, the Board of Trustees adopted a strategic plan that contains the mission, beliefs, strategic objectives, strategies, and parameters that will guide the District's operations over the next three to five years. The strategic plan was developed by a Strategic Plan Design Team made up of internal and external stakeholders representing all four feeder patterns in the District and community partners.

The Board will annually review the Beliefs, Mission, Strategic Objectives, Strategies, and Parameters and reaffirm or revise as appropriate. The Board President may appoint a subcommittee of the Board to conduct a periodic review of the Strategic Plan and report recommendations to the Board.

At or around the time the Board reviews its Mission, Beliefs, Strategic Objectives, Strategies, and Parameters, the Board also shall review its governance policies and make any changes that are appropriate. (Refer to Appendix for current Strategic Plan: Mission, Beliefs, Strategic Objectives, Strategies, and Parameters.)

Policy Ref: BQ (Local) <http://pol.tasb.org/Policy/Download/370?filename=BQ%28LOCAL%29.pdf>

BOARD EVALUATION

The Board will regularly evaluate its performance using TASB's Effective Board Practices: An Inventory for School Boards or another evaluation format to which Board members may agree.

BOARD MEETINGS

The Board generally holds its regular business meetings on the first Monday of each month. Additional called meetings, held for the purpose of studying various topics, are scheduled for the third Monday of each month. Other meetings may be scheduled throughout the year as needed. The Administrative Manager – Board Relations shall prepare a proposed meeting schedule prior to the beginning of each school year.

All Board meetings are held for the purpose of conducting the business of the District in public. While meetings are held in public, they are not public forums for the purpose of engaging in interactions with the public. To allow for meaningful public participation in Board meetings, the Board provides a public comment section at its meetings. The Board intends that all meetings shall be conducted in compliance with the Texas Open Meetings Act and other applicable law.

Policy Ref: BE (Local), BBE (Local)

<http://pol.tasb.org/Policy/Download/370?filename=BE%28LOCAL%29.pdf>

<http://pol.tasb.org/Policy/Download/370?filename=BBE%28LOCAL%29.pdf>

Developing the Board Agenda

- To ensure that the agenda for each Board meeting includes topics that are necessary for the smooth and efficient operations of the District and to assist the Board and Administration in preparing for Board meetings, the Administrative Manager – Board Relations will maintain an annual Board Agenda Planning Calendar that is developed by the Superintendent and Board President. The calendar will include Student Outcome Goals and GPM reporting in accordance with the Goal Monitoring Calendar, recurring items requested by board members, and other informational or action items as appropriate.
- The Superintendent (or administrative designee) will develop a draft agenda for each meeting and present it to the Board President for approval at least one day before the agenda is posted and distributed to the Board and/or staff. The Superintendent and Board President will work to develop meeting agendas in a manner to ensure items are presented to the Board in a timely and organized manner while balancing inclusion of items expected to require lengthy presentation and deliberations with routine items likely to require less time to address.
- The draft agenda will include those items reflected on the Board Agenda Planning Calendar, any items required by law, routine items and other items necessary for District operations, and any other items requested in accordance with operational procedures. Upon review of the draft agenda, the Board President may choose to reschedule, delay or cancel items that were on a previous Board Agenda Planning Calendar unless the item was

added to the draft agenda as a result of the Board member request process described in the following bullet.

- A Board member may request an item be placed on the agenda for Board consideration by contacting the Board President at least seven calendar days prior to the meeting to request the addition of the item. The Board President will notify the requesting member within three (3) business days whether he/she intends to place the item on a future Agenda. If the Board President rejects a member's timely requested item or a member has not received a response from the Board President, the member may raise the question during a subsequent Board meeting and the Board may vote whether to add the item to a future agenda by using the procedures herein. Each General Business Meeting agenda will include an item entitled "Proposal of Future Agenda Items" (or similarly identified topic) to allow a member to request inclusion of the rejected item. An agenda item proposed in this manner via a motion and which receives a second, shall require a simple majority vote of those trustees present at the meeting to be eligible to be placed on a future agenda. If passed, the Board President shall place the item on an agenda within 90 days unless otherwise mutually agreed with the Trustee who raised the question.
- The process above is not intended to apply to requests for routine study topics. At the beginning of each school year, the Board President will request that members provide suggested study topics in writing no later than the first day of the academic calendar year to be included on the annual Board planning calendar. The Board President may choose to dedicate one special meeting with the Superintendent and the Board of Trustees to consider adding items to the planning calendar schedule for the upcoming year.
- Items approved for inclusion that are submitted less than seven days before a meeting or that require significant preparation time may, at the discretion of the Board President, be deferred to a later meeting. This decision is based on the time needed to prepare supporting information and to ensure compliance with legal posting requirements. (The Texas Open Meetings Act requires a governmental body to post the agenda for a meeting no later than 72 hours before the meeting is scheduled to begin except in an emergency, as defined by Texas law.)
- Use of a consent agenda to present items for a single vote without discussion will conform to the following guidelines:
 - Placement of items on the consent agenda will be at the discretion of the Board President in consultation with the Superintendent.
 - Any individual Board member may ask questions or discuss an item on the consent agenda by identifying it and asking for individual consideration before the consent agenda is called for a vote. A Board member who wishes only to ask a brief clarifying question about an item on the consent agenda may do so when the consent agenda is presented for consideration without removing the item for individual consideration. Following action on the consent agenda, the Board President will allow discussion on any item(s) that were removed for individual consideration.
 - Examples of items routinely included on the consent agenda:
 - Routine and recurring items
 - Minutes of regular and special Board meetings
 - Acceptance of financial reports
 - Approval of personnel contracts that comply with District policies
 - Other contracts for the procurement of goods and services

- Adoption of policy updates after a first reading

Policy Ref: BE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BE%28LOCAL%29.pdf>

Notification of Board Meetings

- The Texas Open Meetings Act requires the District to post the agenda at least 72 hours in advance of any meeting. In an emergency, a meeting may be posted on one hours' notice.
- Typically, the Superintendent or designee will post the meeting agenda and any Board Agenda Packet of supporting information on the Thursday prior to a Monday meeting. Board Agenda Packets typically are posted to Boardbook by close of business on the day that the Agenda is posted. Presentations related to an Agenda Item will be posted on Boardbook in advance of the meeting when available.
- Items appearing on the Agenda typically will be supported by an Action Item or an Information Item that contains Background Information about the item, the Superintendent's recommendation, and a proposed resolution for the approval of the item if action is needed.
- Questions regarding the information in the Board Packet should be directed to the Superintendent or her designee in advance of the meeting to provide sufficient time for response.
- The Board Meeting calendar prepared at the beginning of the each year shall serve as notice to Board members of the dates of regular meetings and study sessions over the course of the year. The Administrative Manager – Board Relations will attempt to schedule called meetings at times when all Board members can attend.

Policy Ref: BE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BE%28LOCAL%29.pdf>

Conducting Board Meetings

- A quorum (four or more members) is required before a Board meeting may be convened. When four or more Board members are gathered and a discussion of school district business occurs, it likely is considered a meeting and must be posted in compliance with the Texas Open Meetings Act.
- The Texas Education Code requires a school board to hold its meetings within the boundaries of the school district except in limited circumstances.
- The Board expects that Board members will attend every meeting unless unavoidable conflict prevents a member's attendance. When posted in advance, in accordance with the Texas Open Meetings Act, a trustee may attend via videoconference.
- The Superintendent shall attend all Board meetings unless his/her attendance has been excused in advance by the Board President.
- Parliamentary Procedure:
 - The Board President serves as the Presiding Officer at Board Meetings. In the absence of the President, the Vice President will preside. If both are absent, the Board President will appoint a Presiding Officer prior to the meeting.
 - The Board shall be guided by the procedures detailed in *Roberts Rules of Order, Newly Revised* (or as identified in adopted procedures).
 - The Presiding Officer has the responsibility to keep the discussion to the motion at hand and shall halt discussion that strays from the business properly before the Board as identified by the posted agenda.

- Open and Closed Session Format:
 - The Open Session of every meeting shall begin at the time designated on the Agenda.
 - The Board may meet in Closed Session to address agenda items as allowed by the Texas Open Meetings Act. Items that may be discussed in closed session include:
 - Private consultation with an attorney, only when the Board seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
 - Purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on negotiations with a third person.
 - A negotiated contract for a prospective gift or donation if deliberation in an open meeting would have detrimental effect on negotiations with a third party.
 - The appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee, unless the employee who is the subject of the deliberation or hearing requests a public hearing. *Note:* This provision does not apply when the Board discusses an independent contractor who is not a school employee, such as an engineering, architectural, or consultant firm, or when the Board discusses a class or group of employees, not a particular employee. If the employee being discussed is classified as a "high profile" employee, the Agenda must identify the employee.
 - Deliberation of a case involving discipline of a public school child unless the child's parent or guardian makes a written request for an open hearing.
 - Deliberation of a case in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing unless the employee against whom the complaint or charge is brought makes a written request for an open hearing.
 - Deliberation of the deployment, or specific occasions for implementation of security personnel or devices or a security audit.
 - The deliberation or adoption of assessment instruments or assessment instrument items that may be adopted.
 - Discussion of commercial or financial information that the Board has received from a business prospect that the Board seeks to have located, stay, or expand in or near the District, with which the Board is conducting economic development negotiations, or financial or other incentive to such a business prospect.
 - Deliberation of security assessments, strategies, or deployments relating to information, technology resources, or network security.
 - Prior to entering a Closed Session, the Presiding Officer shall announce in Open Session that a Closed Session will occur and cite the applicable provisions of the Texas Open Meetings Act that authorize the Closed Session.
 - No action will be taken in closed session. Any action needed following Closed Session deliberations shall be taken when the Board returns to Open Session.
 - The Superintendent shall attend all Closed Sessions except when the Board is deliberating the Superintendent's performance, resolving conflicts between individual Board members, or as otherwise requested by the Board.

- It is the responsibility of each person who attends a Closed Session to maintain the information discussed in Closed Session in strict confidence.
- Transacting Business:
 - When an agenda item is presented for consideration and placed before the Board following a motion and second, the Board shall deliberate as necessary before a vote is called.
 - To aid in Board consensus, consideration of clearly defined next steps, responsibility, and timing should be part of the discussion and decision making process.
 - Where possible, the Board should work toward a consensus.
 - Once a decision has been made by the majority of the Board, all Board members should respect the majority vote, recognize that it carries the full authority of the Board, and individually respect and support that decision.

Policy Ref: BE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BE%28LOCAL%29.pdf>

Trustee Participation in Board Meetings

- The Superintendent will supply each Board member with supporting information required for informed decision making via the Board Meeting Agenda Packet or as a carry-in item with approval of the Board President. Board members are encouraged to direct questions to the Superintendent prior to the meeting so additional materials or information may be prepared as appropriate.
- All participants will be prepared to address items on the Agenda.
 - Board members will read Agenda Packet materials before each Board meeting and be prepared to ask agenda-related questions and to deliberate the items as needed.
 - Voting shall be by voice vote or a show of hands, as directed by the President. Any member may abstain from voting and a member's vote or failure to vote shall be recorded.

Board Member Participation in the Public Comment Section

- The Board provides a public comment section at its meetings. Persons wishing to address the Board during a public comment section must comply with the Board's policy and guidelines for public comments during Board meetings that are available at the meeting.
- During the public comment section of the meeting, Board members will listen to comments, but only the Presiding Officer, as the designated spokesperson, or the Superintendent or designee may respond if a response to the speaker is required. Those responses are limited to:
 - Providing a specific statement of factual information in response to an inquiry.
 - Referring the speaker to applicable Board policy.
 - Placing the item on a future Board Agenda for discussion if not listed on the current Board Agenda.
 - Referring the speaker to a member of the administration for further information and/or follow-up.

- With the approval of the Board, the Presiding Officer may direct the Superintendent to investigate matters brought forward during public comment and report findings to the Board at a later meeting.
- If a member of the public has been afforded an opportunity to speak and his or her comments reflect a complaint about an individual District staff or board member, the Presiding Officer will refer the speaker to the appropriate formal grievance policy.
- A copy of the Board's Procedures for Public Comments During Board Meetings is included in the Appendix.

Policy Ref: BED (Local) <http://pol.tasb.org/Policy/Download/370?filename=BED%28LOCAL%29.pdf>

Visitor Participation at Board Meetings

The RISD Board is pleased to conduct its business meetings in public and public comments are welcomed. The Board approved procedures to guide the process for receiving public comments at Board meetings. The procedures will be available at Board meetings and are posted on the Board meeting page on the website.

Policy Ref: BED (Local) <http://pol.tasb.org/Policy/Download/370?filename=BED%28LOCAL%29.pdf>

PERSONNEL

Superintendent

- Hiring a Superintendent
 - If a vacancy for the Superintendent occurs or is anticipated, the Board will determine the process it desires to follow to fill the vacancy.
 - The Board will follow all applicable law in the hiring process.
- Evaluating the Superintendent
(Policy Ref: BJCD (Local)) <http://pol.tasb.org/Policy/Download/370?filename=BJCD%28LOCAL%29.pdf>
 - The Board will evaluate the performance of the Superintendent annually. The evaluation shall take place at a properly noticed meeting, usually in June. The evaluation shall be discussed during a Closed Meeting using the evaluation instrument that the Board has developed.
 - The Superintendent's Evaluation subcommittee designated by the Board President, will regularly review the Superintendent's evaluation instrument to ensure it continues to be appropriate.
 - Prior to the annual evaluation, each Board member may complete an approved written instrument to independently evaluate the Superintendent's performance. A Board member must provide the individual assessment to the Board President (or President's designee) by an agreed-upon date before the scheduled evaluation so the ratings and comments may be consolidated into a single evaluation document to be provided to the Superintendent during the evaluation.

- A formative conference and interim performance evaluations are conducted at such times as the Board determines will be beneficial. The Board shall provide the Superintendent with adequate notice of any evaluation and the Superintendent and Board President shall confer to develop the format.
- A Board member who has a concern about the professional performance of the Superintendent shall discuss such concern with the Board President who shall determine the most appropriate manner to bring the concern to the Superintendent's and the Board's attention.
- The Board President shall have the authority to approve reasonable out-of-state travel for the Superintendent. At any time the Board President questions the appropriateness of the Superintendent's travel, he/she should place the item on the Board's agenda to seek approval from the Board.

Internal Auditor

- The Internal Auditor shall report directly to the Board, and the Superintendent and General Counsel shall coordinate the Internal Auditor's day-to-day activities.
- If a vacancy for the Internal Auditor occurs or is anticipated, the Superintendent and the General Counsel shall convene a hiring committee that shall be composed of at least one Board member as appointed by the Board President. The hiring committee shall screen and interview candidates and make recommendations to the Board for hiring.

Other Personnel

- The Board reserves the right to approve or disapprove the hiring, discharge, or nonrenewal of personnel who are employed under Chapter 21 contracts.
- The Board has delegated to the Superintendent the authority to hire and discharge non-certified, at-will personnel.
- Board members may serve as ambassadors to educate potential employees about employment with the District, but should refrain from lobbying the Superintendent or other Board members for the employment of specific individuals.
(Policy Ref: DC (Local)) <http://pol.tasb.org/Policy/Download/370?filename=DC%28LOCAL%29.pdf>

ELECTIONS

By Resolution and Order dated February 4, 2019, the Board voted unanimously to replace the at-large election system with a combination at-large/single member district system called the "5:2 System." A copy of the 5:2 system map is included in the Appendix. Board Members serve three-year terms that expire on a rotating basis. A Trustee election is held each May, or as otherwise required by law, to fill seats that are or will become vacant. If all seats are uncontested, the election may be cancelled.

Board members strive to govern the District in a nonpartisan manner and to work with all elected officials in the other governmental entities with which RISD interacts. To support that goal, neither the Board as a whole nor individual Board members will endorse any candidate running for public office. Individual Board members may participate in the electoral process according to their individual consciences but should refrain from using their influence as a

Board member as a forum for endorsing candidates. For purpose of clarity, an “endorsement” shall include any public statement or print material through any medium that could be reasonably construed to encourage a vote for a specific candidate.

Policy Ref: BBB (Local) <http://pol.tasb.org/Policy/Download/370?filename=BBB%28LOCAL%29.pdf>

Board Members Seeking Reelection

- Board members shall follow applicable law in all campaign activities.
- Candidates shall not solicit District employees for endorsement. *The Elections Office shall communicate this information to all candidates.*
- Neither Board members nor employees may use any District resources, materials, or systems for any campaign activities or political advertising. (Ref: Tex. Educ. Code § 11.169; Tex. Election Code §§ 255.003, 255.0031)

Board Officer Elections

- The Board has developed a process for officer elections. The Board shall review the process each year before the annual Trustee election and make changes to the process as desired.
- The Board elects officers to facilitate effective operations and governance. Officer designations are not intended to single out members for special recognition except as necessary for operational purposes.
- The Board elects the following officers each year at the meeting at which new members are sworn in:
 - President
 - Vice President
 - Secretary
 -
- The Board also elects members to fulfill the following responsibilities each year:
 - TASB Delegate
 - TASB Delegate Alternate

Policy Ref: BDAA (Local) <http://pol.tasb.org/Policy/Download/370?filename=BDAA%28LOCAL%29.pdf>

LEADERSHIP CHARACTERISTICS AND ROLES AND RESPONSIBILITIES

Office of the Board President

General Responsibilities

- Presides at all official board meetings and hearings
- Serves as official spokesperson for the Board
- Advocates for District and Public Education
- Communicates with and on behalf of the Board
- Works closely with the Superintendent
- Serves as a member of the Superintendent's Evaluation Committee
- Sets yearly planning calendar and meeting agendas with the Superintendent
- Represents Board at district and community functions

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- Delivers speeches, remarks, and comments as Board representative for district and community functions
- Delegates speaking invitations to other board members as appropriate
- **Leadership/Communication Skills** Facilitation skills to ensure all Board voices are heard
- Consensus builder for Board members
- Ability to foster an atmosphere of trust and respect among Team of Eight
- Willingness to serve first as facilitator of Board deliberation and second as participant
- Good extemporaneous speaking skills
- Ability to manage confrontational situations,
- In depth knowledge of RISD and Board processes and procedures
- Ability to mentor other board members and help build leadership traits in each
- Represent the Voice and Will of the Board
- Maximize efficiency of the BOT and BOT 's time together

Office of the Board Vice President

- Assumes President responsibilities as needed (See the list for President)
- Coordinates New Board Member Mentoring
- Coordinates annual review of district vision, mission, beliefs, Strategic Objectives, Strategies, and Parameters; New Trustee Manual, Board Operating Procedures, including Ethics policy and Officer Characteristics and Election Procedures, in conjunction with annual board reorganization and adoption or reaffirmation.
- Directs short-term projects at the request of the President
- Policy review and development
- Provides guidance and mentoring to President and other trustees

Commented [A1]: My notes reflect that a policy development topic was to be added to VP responsibilities. What needs to be added?

Office of the Board Secretary

- Facilitates visitors' section at board meetings
- Signs official documents and minutes
- Signs graduation diplomas
(Tradition: Trustee with a graduating senior student is Secretary)
- Understands parliamentary procedure

TASB Delegate(s) [NOTE: These delegate positions are not officers of the Board]

- An interest in legislation and in the TASB process
- Participates in TASB Advocacy Network
- Availability to attend TASB conferences and Delegate Assembly
- Must have a least one year of experience as a Board member and a strong knowledge base of school board policy, governance, and public education initiatives and concerns
- Position is open to all trustees including officers
- Willingness to work closely with district personnel and trustees on legislative activities and building relationships with elected officials

TASB Alternate

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- Assumes TASB Delegate responsibility in Delegate's absence
- Assist TASB delegate as necessary

BOARD OFFICER SELECTION PROCESS

1. **TIMELINE:** Within the month preceding the RISD trustee election, sitting trustees will initiate and complete this selection process.
2. **FACILITATOR:** The Board President may appoint a board member to facilitate the discussions about Board officer selection or arrange for an independent facilitator to assist the Board in the completion of the process.
3. **POSITION AND NUMBER:** The Board of Trustees shall annually establish, by position and number, the officers of the Board to be submitted to this process. Minimally, the offices shall be: President, Vice President, and Secretary.
4. **CHARACTERISTICS/RESPONSIBILITIES:** The Board shall, once the position and number of officers is established, annually determine, by consensus, the leadership characteristics and/or responsibilities of each position being submitted to this process.
5. **STATEMENTS:** Each Board member shall individually express his or her desires regarding Board service.
6. **REMOVAL FROM CONSIDERATION:** An individual member may, by simple announcement, remove himself or herself from consideration for any or all offices of the Board.
7. **CONSENSUS:** Board members shall make their desires for officer selection known in a consensus building manner. The facilitator shall list the choices communicated.
8. **CONSENSUS BUILDING TECHNIQUES:** If more than one trustee expresses interest in serving in a particular office, the Board shall engage in discussion in an effort to reach consensus. If consensus is not reached, the facilitator may guide the trustees through more structured strategies to build consensus such as a modified nominal group technique or other consensus-building activity to provide information to the Board members that may guide them during the official nomination and election process in the public Board meeting.
9. **BOARD REORGANIZATION:** Board members shall vote for Board Officers during the public meeting at which the trustee election is canvassed. The Board President opens the floor for nominations for Board President and conducts the vote once nominations have been closed. Following the election of the Board President, the newly elected or reelected President then opens the floor for nominations for Board Vice President, Secretary, and Treasurer and conducts a vote for each position. Although not officer positions, the TASB delegate and alternate are elected at the same time.

Board Vacancies

If a Board vacancy occurs, the remaining Trustees will determine whether to fill the vacancy immediately by appointment or special election or leave the vacancy open until the next scheduled election. The Board will follow all applicable law in its decision-making regarding a Board vacancy.

Policy Ref: BBC (Legal) <http://pol.tasb.org/Policy/Download/370?filename=BBC%28LEGAL%29.pdf>

Board Subcommittees

When subcommittee work is needed to facilitate the Board's work, the Board President will appoint *ad hoc* subcommittee members to work collaboratively to address the particular area and to prepare draft documents or other work product for the Board's review and adoption.

Policy Ref: BDB (Local) <http://pol.tasb.org/Policy/Download/370?filename=BDB%28LOCAL%29.pdf>

DISTRICT COMMITTEE REPRESENTATION

Board members shall serve on a rotating basis to represent the Board of Trustees on various District committees and at District events, including but not limited to:

- District Planning Committee (annual, 1 member) (Policy Ref.: BQA (Local))
<http://pol.tasb.org/Policy/Download/370?filename=BQA%28LOCAL%29.pdf>
- Strategic Planning Design Team (annual, 2 -3 members)
- Strategic Planning Action Team (TBD, all members participate on an Action Team)
- Finance Subcommittee (annual, 3 members, incl. President)
- Equity Council (annual, 3 members)
- Racial Equity Committee (annual, 2 members)
- Instructional Calendar Committee (annual, 1 member)
- Superintendent's Student Advisory Council (1 member, rotated monthly)
- Council of PTAs General Membership Meetings, including Board Update (1 member, rotated monthly)
- STARS Teacher of the Year Committee (two-year commitment, 1 member)
- RISD Foundation Board (annual, 1 member)
-
- Superintendent's Evaluation Committee (annual, 3 members, incl. President)
- Skillman Corridor TIF Board (appointed by Board, 1 member)
- City of Dallas District 10 Representative (annual, 2 members)
- Richardson Chamber Board Representative (annual, 1 member (nonvoting))
- Legislative Committee (annual, ___member(s))
- Other special committees or events as assigned

Commented [A2]: What is the appointment period for these three assignments?

The Board President shall facilitate annual Board committee assignments in consultation with Board members and in conjunction with the annual officer selection process.

Policy Ref: BDB (Local) <http://pol.tasb.org/Policy/Download/370?filename=BDB%28LOCAL%29.pdf>

Policy Ref: BDAA (Local)

COMPLIANCE WITH OPERATING PROCEDURES

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- Board members are expected to comply with these Board-adopted Operating Procedures and other best practices to serve the best interests of the District.
- A Board member who believes another Board member repeatedly has failed to comply with these procedures shall first discuss the concern personally with the Board member.
- If personal discussion between the individual Board members does not satisfactorily resolve the concern, the concerned Board member should seek assistance from the Board President who will engage in further discussions with the Board members or attempt other informal measures to assist the members in resolving the concern. The Board President, in most situations, will confirm the discussion with the member in writing.
- If personal discussions with the Board member and interventions from the Board President are not successful in resolving the concern, a Board member may request that the Board President place the matter on an upcoming agenda for discussion by the entire Board. The Board President also may place the matter on the agenda.
- Such an item shall be posted as “Deliberation of the Duties of a Public Officer,” and discussion of the item shall be conducted in Closed Session in accordance with the Texas Open Meetings Act.
- During the Closed Session, Board members shall discuss the concern and attempt to gain greater understanding and resolve the matter.
- If resolution is not achieved, the Board may vote in a public meeting to take action to address the concerns. Options available include, but are not limited to:
 - Providing the Trustee with additional training designed to address the specific issue;
 - Removing the Trustee from any Board appointed or elected officer position or responsibility;
 - Formally reprimanding the Trustee in an open or closed meeting.
- The Board may choose to censure or sanction the Trustee privately in a closed session. The censure will consist of a neutrally worded description of the Trustee’s inappropriate behavior; an explanation of the desired behavior; and a statement of agreement by a majority of the Board members that the behavior is inappropriate.
- The Board may also choose to issue a public sanction, either concurrently with the private censure, or after the Trustee still has not modified the behavior even following a private censure. The sanction would consist of a neutrally worded description of the Trustee’s inappropriate behavior, an explanation of the desired behavior, and a statement of agreement by a majority of the Board members that the behavior is inappropriate.
- Withdrawing financial resources from the offending Trustee, such as withdrawal or withholding of approval to attend conventions, seminars, or other District travel plans.

COMMUNICATIONS

Board members are the elected leaders of the RISD and must always strive to serve the best interests of the District in their actions and communications during District functions and in

the community. In carrying out our important role, Board members must always be mindful of their actions and words and take no action that would diminish the reputation of the Board, other trustees, the District, or its employees in any manner. When communicating, orally or in writing, or otherwise in representing the District in any activity, each Board member is expected to:

- Interact in a positive and professional manner and serve as an ambassador for the District
- Promote understanding of the District's vision, mission, values, focus and goals
- Understand that no comment or statement is "off the record"
- Treat employees, students, and community members in a polite and respectful manner
- Avoid criticism of fellow Trustees, employees, students, and community members
- Avoid disclosing any confidential information about District operations, employees, or students
- Respect and support all Board decisions
- Align communications with District and Board official positions and Board decisions
- Disclose only accurate information and refer questions that he or she is unable to accurately answer to the Superintendent for further response
- Clarify the Board member's authority, limitations, responsibilities, and obligations when speaking or acting as a member of the Board

REQUESTING INFORMATION ABOUT MEETING AGENDA ITEMS

- Members are encouraged to seek such information as they reasonably require to participate in meaningful deliberation about the agenda item and to carry out the business of the District.
- Any questions about agenda items or requests for additional information about them will be directed to the Superintendent or his/her designee via email with a copy to the Board President within a reasonable time before the Board meeting so the Administration can be prepared with data to address the questions.
- If the information requested is readily available, the Superintendent (or designee) will provide it to the requesting member(s) and report it to the Board at the meeting. The Superintendent also will forward the report to other members if the response is pertinent to all trustees. If the requested information cannot be gathered prior to the meeting, the Superintendent (or designee) will make every attempt to provide the answers or requested information at the meeting.
- If a written report is provided in response to the request, all members will receive a copy of any materials that were not provided in the Agenda Packet.
- Board members may discuss information provided about an agenda item in the meeting if necessary.
- Board members may ask additional questions about agenda items in the meeting.

Policy Ref: BBE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BBE%28LOCAL%29.pdf>

BOARD MEMBERS' COMMUNICATIONS BETWEEN MEETINGS

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- The Board President may communicate with other individual members for purposes of asking questions, clarifying factual information, scheduling, attending approved training, or socializing under circumstances that do not conflict with or circumvent the requirements of the Texas Open Meetings Act. *(Ref: Tex. Gov't Code, Ch. 551)*
- The Superintendent will communicate with Board members regularly and on an as-needed basis to inform Board members of all pertinent District information, including such items as:
 - District events
 - District operational matters related to students, personnel, or facilities
 - Progress reports on directives
 - Follow-up reports in answer to Board member questions
 - Updates on administrative matters or District operations
 - Other matters as may be required to ensure that Board members remain well-informed and are not surprised by information coming from other sources
- The Superintendent will meet or communicate with the Board President as needed, to inform him or her of District issues that may need to come before the Board for information or action.
- The Board President may direct the Superintendent to distribute copies of documents to each Board member for information.
- The Superintendent will promptly communicate information requested by a Board Member to all Board members. If requested information is not readily available so that it can be provided no later than the next Board Packet without unduly interfering with the regular conduct of District business, the Superintendent shall inform Board members when the information can be provided.
- Board members may not communicate with other individual members for purposes of deliberating about or soliciting votes in support of or opposition to items of business that may come before the Board.
- Board members who wish to share information relevant to District business will relay the information to the Superintendent's office, with a copy to the Board President, for distribution to all members.

REQUESTING INFORMATION NOT RELATED TO AGENDA ITEMS

- An individual Board member, acting in his or her official capacity, has the right to seek information pertaining to District fiscal affairs, business transactions, governance, school operations, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.
- Members should request information not related to a meeting agenda item directly from the Superintendent via email with a copy of the request to the Board President. Members should not seek such information directly from other staff members unless requested to do

so by the Superintendent. Members should request all such items in writing and should not pursue information from staff or ask questions of staff via calls directly to staff or by visiting the offices of staff unless directed to do so by the Superintendent.

- Before asking for information, Board members will use the following filters:
 - *Is the information I seek related to a board decision or simply to an aspect of the district I would like to know more about?*
 - *Why do I want the information? What purpose is served by my receiving it?*
 - *Does the information I seek focus on an operational system in the district or on an individual action or incident?*
 - *Is the importance of the information I seek worth the investment of time and resources of the district organization and administrative system needed to provide it?*
 - *Do I need a “30,000 foot” or a “300 foot” picture? How do I communicate the level of response I need if I make the request?*
- After receiving a request for information, the Superintendent will determine if the information is available from existing sources or records or if it requires that a special, one-time-only report be developed. The Superintendent may follow up with the Board member on the appropriateness of the request.
 - If the requested information can be provided from readily available data with no diversion of staff time, then it normally will be provided within five business days after the request.
 - If the request requires a special report that will divert staff time from established priorities, the Superintendent will notify the requestor and the Board President and commit to a time frame for providing the information.
- The Board President may elect to place the request for information on the next meeting agenda to determine if a majority of the Board agrees the requested information is important for its future decision-making.
 - If the Board agrees that the information is important for future decision-making, then the Superintendent will direct that a report be developed and provided as requested by the Board and commit to a time frame for providing the information.
 - If the Board does not agree that the information is important for future decision-making, then the request will be treated as one for public information and any existing information will be provided.
- All Board members will receive a copy of any report generated by a Board member’s request in accordance with this procedure.

Policy Ref: BBE (Local) <http://pol.tasb.org/Policy/Download/370?filename=BE%28LOCAL%29.pdf>

RESPONDING TO COMMUNITY OR EMPLOYEE COMPLAINTS OR CONCERNS

Employees or community members may seek out a Board Member to discuss a concern or complaint. While a Board member, understandably, desires to be responsive to a constituent, the member must not lose sight of his or her role and authority when receiving such communications. The following guidelines are intended to assist a Board member in handling these communications:

- Listen briefly and respectfully. Remind the individual [global change EL] of the Board’s responsibility to remain impartial and noncommittal as some complaints may ultimately be

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brought to the Board for a decision through the grievance process. It is not the Board member's role to seek out or investigate the information by questioning employees, students, or community members, or to engage in other investigatory activities.

- Determine if the individual wishes only to express dissatisfaction or if she/he desires some action be taken to resolve the issue.
- Ask if the individual has addressed the concern directly with the teacher, principal or other administrator who is closest to the issue. If not, encourage him/her to do so.
- If informal measures have not been successful, refer the individual to the appropriate complaint policy.
- Board members will promptly inform the Superintendent in writing of complaints that might eventually reach her office from staff, students, and community, but will not direct the Superintendent to take specific actions.

*(Policy Ref: DGBA (Local)(employee complaints), FNG (student/parent complaints), GF (public complaints) <http://pol.tasb.org/Policy/Download/370?filename=DGBA%28LOCAL%29.pdf>;
<http://pol.tasb.org/Policy/Download/370?filename=FNG%28LOCAL%29.pdf>;
<http://pol.tasb.org/Policy/Download/370?filename=GF%28LOCAL%29.pdf>*

- A Board member may assure an individual that he/she will pass on the complaint or concern as appropriate, but a Board member must avoid promising a individual, either directly or indirectly, that a particular result will occur or that particular action will be taken in response to the complaint or concern.
- Board members will promptly inform the Board President of complaints and concerns they have passed on to the Superintendent or which the individual has referred to the appropriate administrator after speaking with the Board member.
- The Superintendent shall inform the Board of the resolution of complaints referred by Board members if the complaint requires the Superintendent's intervention.
- When contacted by parents, employees, or other constituents who have a concern or complaint, a best practice is to communicate promptly with the Board President and the Superintendent who will follow up promptly with appropriate staff and other Board members, as appropriate, to attempt to avoid colleagues being "surprised" or "blind-sided" by a complaint or other issue.

BOARD MEMBERS' COMMUNICATIONS WITH THE MEDIA

- The Board President or designee will serve as the Board's spokesperson to the media on issues regarding board actions if the Superintendent and Director of Strategy and Engagement determine communication is appropriate.
- The Superintendent or a specified designee shall be the official District spokesperson to the media on issues of District operations or activities.
- Any Board members who are contacted by the media requesting information, comments, or an interview will direct the media representative to the Superintendent (or Superintendent's communications department designee) for District business and to the Board President for Board-specific issues.

- In the event that a Board member speaks to a media representative, he or she should clarify at the beginning of the interview that he or she is speaking only as an individual and not as an authorized representative of the Board of Trustees. Along with the Board member's personal comments, the Board member will remind media representatives of any official position or action already taken on the issue by the Board of Trustees and refer media to the spokesperson for further information.
- Written communications submitted for media publication (such as letters to the editor, magazines, blogs, etc.) should be coordinated with the Board President and then communicated to other Trustees.
- It is inappropriate for a Board member to state an opinion on an upcoming issue that is scheduled for discussion at a board meeting.
- Board members shall be bound by all provisions of the Texas Open Meetings Act concerning discussion during any closed session.

BOARD MEMBERS' COMMUNICATIONS WITH THE COMMUNITY

- Board members are encouraged to participate in community activities as liaisons between the public and the District. When doing so, Board members are expected to:
 - Accurately relay information about District vision, mission, values, focus, and goals.
 - Clarify a Trustee's limitations, obligations, and responsibilities as a member of the Board.
 - Respect and support Board decisions.
 - Interact in a positive manner.
 - Listen politely and respectfully to comments.
 - Make no commitment on behalf of the Board or District.
 - Avoid criticism of District personnel and fellow Board members.
 - Refer questions about specific District activities to the appropriate staff person if he/she does not know the answers.
 - Always remember that he or she is seen and perceived as a Board member and thus as a representative of the Board and the school district. Comments or statements are not made "off the record." This caution includes communications via social media such as Twitter, Facebook, blogs, etc., including a "private" page.
- The Board of Trustees encourages community input; however, it will not respond to or act on the basis of anonymous calls or letters.
- Signed letters or emails addressed to the Board or a Board member will be forwarded to the President for determination of an appropriate response from the Board and or the Superintendent or designee. The Board President will provide copies of such response to the Board Member(s) included in the original communication.

BOARD MEMBER COMMUNICATIONS VIA SOCIAL MEDIA

Social media can provide a positive forum to foster community engagement with District stakeholders. When communicating in their role as public officials via social media, including online platforms such as Facebook, Twitter, or other sites, Board members must use good judgment and observe reasonable guidelines. The Texas Association of School Boards developed suggested Social Media Guidelines for School Board Members. The following guidelines are drawn from TASB's guidance:

- Pertaining to public education topics, carefully consider the content any online communications to ensure they reflect well on the District and avoid posting rumors or speculation. Do not post anonymously on any District site.
- Clarify that you are communicating as an individual trustee, stating your own views, and not an official district spokesperson. The Board has appointed the Board President as its spokesperson to communicate the official position of the board.
- Effective communications should inform, inspire, and/or celebrate.
- Do not use social media as a vehicle to communicate with other trustees outside of meetings. Board members always must be mindful to avoid any deliberation between a quorum of the Board via social media or taking any other action that could risk violation of the Texas Open Meetings Act.
- Avoid posting information online that suggests you have formed an opinion on matters pending before the Board. Expression of such information could be considered evidence of a trustee's prejudgment or bias on an issue that the board has not yet considered.
- Refer complaints and concerns presented to you online to the Superintendent just as is expected for complaints and concerns presented to the Board member through other means. (Refer to the Response to Community or Employee Complaints and Concerns section above.)
- Report harassing or defamatory communications posted to the member's site to the Superintendent if they involve school officials, staff, students, or school business. If such information is posted on a Board member's social media account, print the screen to document the communication and work with the online platform to promptly remove the content. Do not publish, share, repeat, or retweet the information.
- Do not reveal confidential information via social media or other online communications. A good rule of thumb is to avoid posting anything that the District has not already disclosed publicly. Do not post identifying information about students.
- If you wish to communicate information concerning actions or deliberations from a previous board meeting, discuss only information from the open portions of the meeting and clarify that only the final, board-adopted minutes constitute the official record of the meeting.

- Online posts and other social media communications that reflect District business constitute public information and must be retained in accordance with the District's records retention schedule.
- All electronic communications should comply with the Board Operating Procedures. Communications via any district-provided device must comply with the Acceptable Use Policy.

MEMBER-TO-MEMBER COMMUNICATIONS AND CONDUCT

- General Communications
 - Board members are expected to communicate with each other and with District staff in a professional and collegial manner to support the mission of the District.
 - Board members should be respectful of fellow Board members' opinions offered during deliberations.
 - Board members must be mindful that written communications dealing with the business of the District constitute public information under the Texas Public Information Act and may be subject to disclosure upon request (*Ref: Tex. Gov't Code, Ch. 552*).
- Conflict Resolution
 - The Board expects that members will attempt to informally work out any personal or professional conflicts with each other so that the members can continue to work in a collaborative and effective manner to serve the best interests of the District.
 - If conflicts arise between Board members related to Board business that cannot be resolved through personal communications between the members, the Board President will attempt to informally mediate the conflict and achieve resolution.
 - If informal resolution is unsuccessful, the Board President will place the matter on the agenda of an upcoming Board meeting for discussion by the entire Board. The matter should be reflected on the agenda as a closed session to hear a complaint or charge against an officer or employee. (*Ref: Tex. Gov't Code §552.074*)

BOARD MEMBERS' VISITS TO CAMPUSES OR DISTRICT FACILITIES

- Board members are encouraged to attend as many school events or accept any invitations as their time permits and coordinate with the Administrative Manager – Board Relations.
- Board members may visit any campus in their official capacity. However, a trustee should notify the Superintendent of a desire to visit a campus and coordinate the visit through the Administrative Manager – Board Relations.
- Board members shall check in with the principal's office and follow all campus guidelines for visitors. Board members are strongly encouraged to display their badge identifying

them as a Board member at any time they visit any District facility when performing functions as a Board member.

- Board members may not give any direction to any staff or students, except when safety or liability is immediately at risk.
- When visiting with teachers or administrators of their own children, Board members will make it clear that they are acting as parents rather than as Board members. Board service does not prohibit Board members from contacting District administrators, teachers, or staff directly to address a matter related to the Board member's child who is enrolled at the campus in question.
- Board members will not request or accept extraordinary consideration or "favors" from any District employee.
- Board members are encouraged to send a thank you email to the principal following the visit and to copy the Superintendent on the message as a courtesy.

Policy Ref: GKC (Local) <http://pol.tasb.org/Policy/Download/370?filename=GKC%28LOCAL%29.pdf>

BOARD DEVELOPMENT AND ADVOCACY

CONTINUING EDUCATION

- The Board places a high priority on continuing education and continuously seeks to improve Board and individual member effectiveness through intentional and deliberate participation in continuing education programs.
- Each Board member commits to completing all legal requirements for continuing education.
- Board Training Hours will be reported publicly in accordance with § 11.159 of the Texas Education Code and 19 TAC § 61.1. At the last regular board meeting before a board election, the Board President will announce the training hours completed by each trustee during the previous year along with the number of training hours required for each board member. The Minutes from the last regular board meeting before an election must reflect whether each trustee has met or is deficient in meeting the training requirements for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the Minutes reflect that a trustee is deficient, the district must post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.
- Board members have typically participated in one or more of the following development opportunities each year:
 - TASB On-line Training
 - TASB Conferences, Conventions and Summer Leadership Institute
 - Team Building (Conducted in District)
 - Region 10 Workshops
 - North Texas Area Association of School Boards (NTAASB) meetings and trainings
 - In-house educational updates provided by staff or invited guests
 - NSBA Annual Convention
 - Other NSBA training opportunities
 - Leadership Richardson and/or Leadership Dallas
 - Leadership TASB
- The Board will strive to attend a minimum of one of the following events each year as a team, depending on available funding:
 - TASB/TASA Convention
 - TASB Summer Leadership Institute
 - NSBA
 - To ensure the most effective use of District funds, the Board President will coordinate the training activities that Board members will attend where travel or large enrollment fees are required.
- Board Members who desire to attend a workshop or convention should inform the Board President and seek approval prior to making plans or financial commitments. A Board member may receive reimbursement for legitimate business expenses incurred in attending

approved continuing education programs in accordance with District policies and procedures and applicable law.

- A Board Member who is not seeking re-election shall not attend the NSBA Annual Convention just prior to the end of his or her term, and shall seek Board approval for out-of-state continuing education efforts during the final year of service.
- Great value is placed on Board member participation in TASB ISD, Leadership TASB, and Leadership Richardson/Dallas.

Policy Ref: BBD (Legal) <http://pol.tasb.org/Policy/Download/370?filename=BBD%28LEGAL%29.pdf>

NEW BOARD MEMBER ORIENTATION

The Board has developed orientation materials to ensure new Trustees have adequate information as they begin Board service. The Board shall annually review the new Trustee Orientation materials to ensure they remain current and complete. When a new Trustee is seated, the Board President may appoint Trustees to work with the new member to assist him/her to work through the orientation materials.

BOARD ADVOCACY

The Board places a high priority on advocacy at the local, state and national level for the specific interests of the District and for public education in general.

- The Board shall create District Legislative Priorities prior to the opening of the bi-annual session of the Texas Legislature and communicate those priorities to area legislators. Those priorities may be updated as necessary to remain current and responsive.
- The Board shall annually determine a process for organized engagement between Trustees and local, state and federal community and elected leaders.
- The Board will coordinate advocacy efforts with the District's Chief of Strategy and Engagement, and will use resources from TASB, NSBA, and other organizations as appropriate.

BOARD INTERNAL OPERATIONS

TRUSTEE EVENT CALENDAR

The Administrative Manager – Board Relations provides a weekly update of upcoming events and the trustees who are attending.

Invitations to upcoming events will be forwarded to Board members via their District email. If a member must decline an invitation after accepting, contact the Administrative Manager – Board Relations who will communicate to the organization that the member will not be attending.

If a member receives an invitation directly, forward it to the Administrative Manager – Board Relations who will enter it on the weekly update and invite other Board members as appropriate. Board members are encouraged to invite their Board colleagues to community events and functions in the District (e.g., HOA, Rotary, Civic, Scouts).

A member who desires to attend other events in the district or community in his/her capacity as a Board member should notify the Administrative Manager – Board Relations who will inform the Superintendent of the planned attendance.

REIMBURSEMENTS

Board members are reimbursed for appropriate and reasonable expenses related to state-mandated training and other approved activities. Receipts should be kept and submitted to the Administrative Manager – Board Relations along with the expense folder provided before each trip.

Airfare, hotel, taxi, rental car, parking, mileage, meals (with the exception of any alcoholic beverages), tools, and tips are examples of reimbursable expenses when they are incurred for Board member training. Reimbursement will not be made without an itemized receipt.

An important note: a meal receipt must be the itemized receipt – not the credit card voucher.

Any purchases of supplies for reimbursement must be made with an approved vendor. Contact the Administrative Manager – Board Relations for verification.

TRAVEL ARRANGEMENTS

If Board members must travel for training, the Administrative Manager – Board Relations will assist in booking plane reservations, rental cars or hotels.

APPENDIX

STRATEGIC PLAN: MISSION, BELIEFS, STRATEGIC OBJECTIVES, STRATEGIES, AND PARAMETERS

PROCEDURES FOR PUBLIC COMMENT DURING BOARD

BOARD MEMBERS: ETHICS (BBF LOCAL)

BOARD LEGAL STATUS: POWERS AND DUTIES (BAA LEGAL)

EMPLOYEE STANDARDS OF CONDUCT (POLICY DH)

5:2 SYSTEM MAP

FRAMEWORK FOR GOVERNANCE LEADERSHIP

SAMPLE ACTION ITEM: ADOPTION OF OPERATING PROCEDURES

ANNUAL ADOPTION OF OPERATING PROCEDURES

MISSION, BELIEFS, STRATEGIC OBJECTIVES, STRATEGIES, PARAMETERS

STRATEGIC PLAN (ADOPTED OCTOBER 2, 2017)

MISSION

The mission of the Richardson Independent School District is to ensure ALL connect, learn, grow, and succeed through relevant and personalized learning experiences distinguished by –

- A welcoming and accepting culture;
- A safe, innovative, and adaptive environment; and
- A supportive, invested, and collaborative culture among students, staff, families, and communities.

BELIEFS

We believe that –

- It is necessary to meet all basic needs;
- All people have immeasurable value and deserve respect;
- All people have something unique to contribute;
- All people have the freedom to choose their own path;
- Embracing our differences strengthens us, and leveraging our differences propels us;
- All people need meaningful relationships to build valuable connections and inspire a sense of community;
- Serving others strengthens our local and global communities;
- All people can continuously learn, adapt, and grow;
- Failures are valuable opportunities to explore, learn, and succeed, and
- We strengthen our future by nurturing and preparing children and youth.

STRATEGIC OBJECTIVES

1. All students will maximize their intellect and skills to create their own futures.
2. All students will develop strength of character.
3. All students will contribute to local and global communities.
4. All students will belong to a community of meaningful connections and positive relationships.

STRATEGIES

1. We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all of our students.
2. We will guarantee that all students will perform at or above grade level.
3. We will recruit, retain, and reward quality personnel.
4. We will ensure all families, businesses, and community partners are fully engaged in the mission of our district
5. We will actively pursue creative funding sources and responsibly manage current resources to support our mission.
6. We will ensure that our facilities and infrastructure adapt to support our mission.

PARAMETERS

1. We will stand firm in our commitment to all students.
2. We will be unrelenting in our pursuit of excellence.
3. We will treat all people with dignity and respect.
4. We will seek input from all stakeholders.
5. We will honor tradition but not allow it to hold us back.
6. We will operate with persistence and integrity.
7. We will practice responsible stewardship.

Policy Ref: BQ (Local) <http://pol.tasb.org/Policy/Download/370?filename=BQ%28LOCAL%29.pdf>

PROCEDURES FOR PUBLIC COMMENT DURING BOARD MEETINGS
(ADOPTED DECEMBER 7, 2020) [RECOMMEND NOT INCLUDING IN ADDENDUM]

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The Board offers a Public Comment Section during its meetings to provide opportunities for members of the public to convey information to the Board.

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

Public Comment Section.

- The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled. .
- The Public Comment Section ordinarily will be called just prior to the first business item on the Agenda.
- 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 nonagenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary due to the need to hold a videoconference meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.
- Special Considerations for Public Comments During the Pandemic. While RISD continues to offer virtual instruction for students, the Board of Trustees will offer the public the opportunity to submit public comments in writing in advance of each regular business meeting to avoid the need to attend the public meeting. An employee will read the comments during the public comment section. Written comments may be submitted to the Reception Desk at 400 South Greenville Avenue, Richardson, Texas 75081 between 3:30 and 4:30 p.m. on the day of the scheduled regular business meeting. Speakers must submit their own cards. RISD will not accept multiple cards from one speaker. RISD will not accept written comment cards after 4:30 p.m. A staff member will read the timely submitted written statements during the Public Comment section of the meeting. RISD will not read comments submitted anonymously. A link to the Public Comment Card will be included with the posted Agenda. All other requirements in these procedures apply to written comments.

- Speaker Topics.
 - Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.
 - Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
- Public Comment Cards.
 - Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.
 - Completed cards must be placed in the designated box no later than the posted time for the meeting to begin, usually 6:00 p.m. RISD will not accept Public Comment cards after the Board President calls the meeting to order. 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.
- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.
- Time.
 - Each speaker is limited to a total of three* minutes and a speaker may not use time of another speaker to extend his or her comment period. *Note:* A speaker who addresses the Board through a translator will have six* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
 - Staff will set a three*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.
(Unless the comment period has been limited as provided herein.)
- Single comment. A speaker may complete one Public Comment Card for each meeting.
- 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 complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda.
- Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed.

· 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.

BOARD MEMBERS: ETHICS (BBF LOCAL)

Each member of the Board shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards and principles. Each Board member shall:

EQUITY IN ATTITUDE

- Be fair, just, and impartial in all decisions and actions.
- Accord respect to others.
- Encourage expressions of different opinions and listen with an open mind to others' ideas.

TRUSTWORTHINESS IN STEWARDSHIP

- Be accountable to the public by accurately representing District policies, programs, priorities, and progress.
- Be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- Work to ensure prudent and accountable use of District resources.
- Make no personal promise or take private action that may compromise his or her performance or responsibilities.

HONOR IN CONDUCT

- Tell the truth.
- Share his or her views while working for consensus.
- Respect the majority decision as the decision of the Board.
- Base his or her decisions on fact rather than supposition, opinion, or public favor.

INTEGRITY OF CHARACTER

- Refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- Consistently uphold all applicable laws, rules, policies, and governance procedures.
- Not disclose information that is confidential by law or that will needlessly harm the District if disclosed.
- Be continuously guided by the District's vision, mission, values, focus, and goals in all decisions and allocation of resources.

COMMITMENT TO SERVICE

- Focus his or her attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- Diligently prepare for and attend Board meetings.
- Avoid personal involvement in activities the Board has delegated to the Superintendent.
- Seek continuing education that will enhance his or her ability to effectively fulfill the duties of a Board member.
- Uphold the Board's values of integrity, inspiration, inclusiveness, and innovation.

STUDENT-CENTERED FOCUS

- Be continuously guided by what is best for all students of the District.

BOARD LEGAL STATUS: POWERS AND DUTIES (BAA LEGAL)

Note: This policy addresses the powers and duties of the Board set forth in Education Code Chapter 11, Subchapter D. For other powers and duties of the Board not listed below, see the applicable policy codes.

The trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of a district. The trustees may adopt rules and bylaws necessary to carry out these powers and duties.

All powers and duties not specifically delegated by statute to TEA or the State Board of Education are reserved for the board.

Education Code 11.151(b), (d)

MANDATORY POWERS AND DUTIES

A board shall:

1. Seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.
2. Adopt a vision statement and comprehensive goals for the district and the superintendent, and monitor progress toward those goals. [See AE]
3. Establish performance goals for the district concerning the academic and fiscal performance indicators under Education Code Chapter 39, Subchapters C, D, and J, and any performance indicators adopted by the district. [See AI series]
4. Provide oversight regarding student academic achievement and strategic leadership for maximizing student performance. *Education Code 11.1515* [See AIB]
5. Ensure that the superintendent is accountable for achieving performance results, recognizes performance accomplishments, and takes action as necessary to meet performance goals. [See BJA]
6. Collaborate with the superintendent as set forth at Education Code 11.1512(b). [See BJA]
7. Adopt a policy to establish a district- and campus-level planning and decision-making process as required under Education Code 11.251. [See BQ series]
8. Publish an annual educational performance report as required under Education Code 39.306. [See AIB, BQ series]
9. Adopt an annual budget for the district as required under Education Code 44.004. [See CE]
10. Adopt a tax rate each fiscal year as required by Tax Code 26.05. [See CCG]
11. Monitor district finances to ensure that the superintendent is properly maintaining the district's financial procedures and records. [See CE]

12. Ensure that district fiscal accounts are audited annually as required by Education Code 44.008. [See CFC]

13. Publish an end-of-year financial report for distribution to the community. [See CFA]

14. Conduct elections as required by law. [See BBB]

15. By rule, adopt a process through which district personnel, students or the parents or guardians of students, and members of the public may obtain a hearing from the district administrators and the board regarding a complaint. [See DGBA, FNG, and GF]

16. Make decisions relating to terminating the employment of district employees employed under a contract to which Education Code Chapter 21 applies, including terminating or not renewing an employment contract to which that chapter applies. [See DF series]

17. Select the internal auditor if a district employs an internal auditor. The internal auditor shall report directly to the board. *Education Code 11.170* [See DC]

18. Adopt a policy providing for the employment and duties of district personnel. *Education Code 11.1513* [See BJ series, DC series, and DEA series]

19. Limit redundant requests for information and the number of length of written reports that a classroom teacher is required to prepare. The board shall review paperwork requirements imposed on classroom teachers and transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff. *Education Code 11.164* [See DLB]

20. Adopt a cybersecurity policy. *Education Code 11.175* [See CQB]

21. Adopt early childhood literacy and mathematics proficiency plans. *Education Code 11.185* [See EA]

22. Adopt college, career, and military readiness plans. *Education Code 11.186* [See EA]

23. Conduct an efficiency audit before seeking voter approval to adopt a tax rate for the maintenance and operations of the district at an election held for that purpose. *Education Code 11.184* [See CCG]

24. Carry out other powers and duties as provided by the Education Code or other law.

Education Code 11.1511(b), except as noted

A board may:

1. Issue bonds and levy, pledge, assess, and collect an annual ad valorem tax to pay the principal and interest on the bonds as authorized under Education Code 45.001 and 45.003. *Education Code 11.1511(c)(1)* [See CCA]

DISCRETIONARY
POWERS AND DUTIES

2. Levy, assess, and collect an annual ad valorem tax for maintenance and operation of a district as authorized under Education Code 45.002 and 45.003. *Education Code 11.151(c)(1), (2)* [See CCG]
3. Employ a person to assess or collect the district's taxes as authorized under Education Code 45.231. *Education Code 11.151(c)(3)* [See CCG, BDAF]
4. Require a district's chief business official or curriculum director or a person holding an equivalent position to appear at an executive session of the board or to testify at a public hearing held by the board. *Education Code 11.151(d)* [See BJA regarding prohibition of superintendent interference]
5. Enter into contracts as authorized under the Education Code or other law and delegate contractual authority to a superintendent as appropriate. *Education Code 11.151(c)(4)*
6. Sue and be sued in the name of the district. *Education Code 11.151(a)*
7. Receive bequests and donations or other moneys or funds coming legally into its hands in the name of the district. A conveyance, devise, or bequest of property for the benefit of the public schools, if not otherwise directed by the donor, vests the property in the board or their successors in office. *Education Code 11.151(a), .156* [See CDC]
8. Contract with a public or private entity for that entity to provide educational services for the district. *Education Code 11.157* [See EEL]
9. Charge fees as set forth at Education Code 11.158. *Education Code 11.158* [See FP]
10. Change the name of the district. *Education Code 11.160* [See AB]
11. Adopt rules that require students at a school in the district to wear school uniforms as set forth at Education Code 11.162. *Education Code 11.162* [See FNCA]
12. Adopt rules to keep school campuses, including school libraries, open for recreational activities, latchkey programs, and tutoring after school hours. *Education Code 11.165*
13. Operate a school or program or hold a class on the campus of an institution of higher education as set forth at Education Code 11.166. *Education Code 11.166* [See GNC]
14. Operate a school or program, including an extracurricular program, or hold a class outside the boundaries of the district. *Education Code 11.167* [See GNA]
15. Use the board evaluation tool developed by the commissioner of education. *Education Code 11.182* [See BG]

DISTRICT PROPERTY

A board may acquire and hold real and personal property in the name of the district. All rights and titles to the school property of a district, whether real or personal, shall be vested in the trustees and their successors in office. *Education Code 11.151(a), (c)* [See CHG]

The board may, by resolution, authorize the sale of any property, other than minerals, held in trust for public school purposes. The trustees may, in any appropriate manner, dispose of property that is no longer necessary for the operation of the district. *Education Code 11.151(c), .154(a)* [See CI]

The board may, by resolution, authorize the donation of real property and improvements formerly used as a school campus to a municipality, county, state agency, or nonprofit organization as provided at Education Code 11.1541. *Education Code 11.1541* [See CDB]

Minerals in land belonging to the district may be sold to any person. The sale must be authorized by a resolution adopted by majority vote of the board. *Education Code 11.153* [See CDB]

Note: For restrictions on a board's authority to use district resources for certain purposes, see CE (LEGAL).

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]

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

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.

No violation of this policy occurs when:

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

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 about matters within the scope of the employee's professional responsibilities.

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

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:

VIOLATIONS OF STANDARDS OF CONDUCT

WEAPONS PROHIBITED

EXCEPTIONS

ELECTRONIC COMMUNICATION

USE WITH STUDENTS

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 e-mail address or personal phone number to a student.

SAFETY REQUIREMENTS

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

DISCRIMINATION, HARASSMENT, OR ABUSE

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

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

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

provides information to the District in connection with any investigation of such complaints.

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

RELATIONSHIPS WITH STUDENTS

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

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

TOBACCO AND E-CIGARETTES

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

ALCOHOL AND DRUGS/ NOTICE OF DRUG-FREE WORKPLACE

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

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 conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

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.

ARRESTS, INDICTMENTS, CONVICTIONS, AND OTHER ADJUDICATIONS

DRESS AND GROOMING

CONDUCT GUIDELINES

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.

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

A District employee shall:

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

EMPLOYEES DUTY TO
REPORT

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

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.

EDUCATORS' CODE OF ETHICS (DH EXHIBIT)

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. *19 TAC 247.1*

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct Toward Students

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person

under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

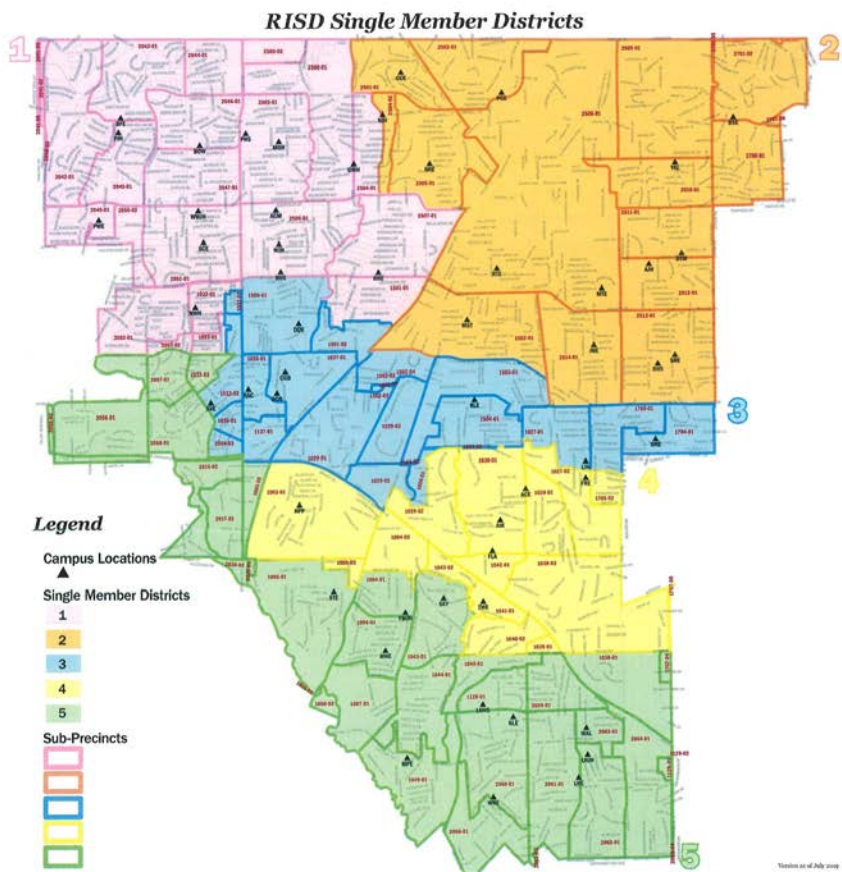
Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2

5:2 SYSTEM MAP



FRAMEWORK FOR GOVERNANCE LEADERSHIP (AND SCHOOL BOARD DEVELOPMENT)

Adopted by the Texas State Board of Education, January 12, 1996. Revised by the State Board of Education, July 2012. (Replace with current version when revised.)

Preamble: The Board of Trustees is the educational policy-making body for Texas public school districts. To effectively meet the challenges of public education, school boards and superintendents must function together as a leadership team. Each leadership team must annually assess their development needs as a corporate body and individually to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

I. VISION – The board ensures creation of a shared vision that promotes enhanced student achievement

- The board keeps the district focus on the educational welfare of all children.
- The board adopts a shared vision based on community beliefs to guide local education.
- The board ensures that the vision supports the state's mission, objectives and goals for education established by law and/or rule.
- The board ensures that the district vision expresses the present and future needs of the children and community.
- The board uses the vision to assess the importance of individual issues that come before the board and demonstrates its commitment to the vision by using the vision to guide all board deliberations, decisions, and actions.
- Individual board members should not have individual agendas separate and apart from the shared vision.

II. STRUCTURE – The board provides guidance and direction for accomplishing the vision.

- The board recognizes the respective roles of the legislature, State Board of Education, the Texas Education Agency, and local boards of trustees in the governance of the public schools.
- The board fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
- The board focuses its actions on policy making, planning, and evaluation, and restricts its involvement in management to the responsibility of oversight.
- The board adopts a planning and decision making process consistent with state law and/or rule that uses participation, information, research, and evaluation to help achieve the district's vision.
- The board ensures that the district planning and decision making process enables all segments of the community, parents, and professional staff to meaningfully contribute to achieving the district's vision.
- The board develops and adopts policies that provide guidance for accomplishing the district's vision, mission, and goals.

- The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the districts vision, mission, and goals.
- The board adopts goals, approves student performance objectives, and establishes policies that provide a well-balanced curriculum resulting in improved student learning.
- The board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning.
- The board oversees the management of the district by employing a superintendent and evaluating the superintendent's performance in providing education leadership, managing daily operations, and performing all duties assigned by law and/or rule and in support of the district's vision.
- The board adopts policies and standards for hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules.

III. ACCOUNTABILITY – The board measures and communicates how well the vision is being accomplished.

- The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the superintendent.
- The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students.
- The board insures that appropriate assessments are used to measure achievement of all students.
- The board reports district progress to parents and community in compliance with state laws and regulations.
- The board reviews district policies for effective support of the district's vision, mission, and goals.
- The board reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision, mission, and goals.
- The board evaluates the superintendent's performance annually in compliance with state laws and regulations.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and the board's ability to work with the superintendent as a team.

IV. ADVOCACY – The board promotes the vision.

- The board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the superintendent, the staff and community.
- The board ensures an effective two-way communication system between the district and its students, parents, employees, media and the community.
- The board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
- The board supports children by establishing partnerships between the district, parents, business leaders, and other community members as an integral part of the district's educational program.
- The board leads in recognizing the achievements of students, staff, and others in education.

- The board promotes school board service as a meaningful way to make long-term contributions to the local community and society.
- The board provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency regarding proposed changes to ensure maximum effectiveness and benefit to the schoolchildren in their district.

V. UNITY – The board works with the superintendent to lead the district toward the vision.

- The board ensures that its members understand and respect the need to function as a team in governing and overseeing the management of the district.
- The board develops skills in teamwork, problem solving, and decision making.
- The board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- The board understands and adheres to laws and local policies regarding the board's responsibility to set policy and the superintendent's responsibility to manage the school district and to direct employees in district and campus matters.
- The board recognizes the leadership role of the board president and adheres to law and local policies regarding the duties and responsibilities of the board president and other officers.
- The board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, parents, employees, and the community.
- The board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
- The board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.

Sample Action Item for Adoption of Operating Procedures

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

Date: [DATE]

ACTION ITEM

TOPIC: Consider Adoption of Board Operating Procedures

BACKGROUND INFORMATION:

Each year, a subcommittee of the Board of Trustees reviews the Board's operations guidelines and recommends revisions, as appropriate, to ensure the Board maintains a current, comprehensive, practical operations manual to guide and inform Board members in carrying out their official duties and governing the District. We present the Board Operating Procedures for the Board's consideration and approval or reaffirmation.

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board of Trustees readopt the Operating Procedures as presented.

PROPOSED RESOLUTION

WHEREAS, each year, members of the Board of Trustees review the Board's operations guidelines and recommends revisions, as appropriate to ensure the Board maintains a current, comprehensive, practical operations manual to guide and inform Board members in carrying out their official duties and governing the District; and

WHEREAS, the Board has reviewed the operations manual and finds that it describes the practices and procedures the Board desires to follow in carrying out its official duties and governing the District; and

WHEREAS, maintaining procedures to guide and inform the Board members in carrying out their official duties and responsibilities supports the Board's mission, beliefs, strategic objectives, strategies, and parameters;

THEREFORE, BE IT RESOLVED that the Board of Trustees hereby adopts the attached Board of Trustees Operating Procedures and all Board members commit to following these unanimously agreed-upon practices and guidelines described in the manual.

**BOARD OF TRUSTEES
OF THE
RICHARDSON INDEPENDENT SCHOOL DISTRICT**

RESOLUTION ADOPTING BOARD OF TRUSTEES OPERATING PROCEDURES

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, each year, members of the Board of Trustees reviews the Board's operations guidelines and recommends revisions, as appropriate, to ensure the Board maintains a current, comprehensive, practical operations manual to guide and inform Board members in carrying out their official duties and governing the District; and

WHEREAS, the Board has reviewed the operations manual and finds that it describes the practices and procedures the Board desires to follow in carrying out its official duties and governing the District;

WHEREAS, maintaining procedures to guide and inform the Board members in carrying out their official duties and responsibilities supports the Board's mission, beliefs, strategic objectives, strategies, and parameters;

THEREFORE, BE IT RESOLVED that the Board of Trustees hereby adopts the attached Board of Trustees Operating Procedures and all Board members commit to following these unanimously agreed-upon practices and guidelines described in the manual.

Unanimously agreed upon and adopted on this ____ day of May, 20____.

[Board Member Name]

[Board Member Name]

[Board Member Name]

[Board Member Name]

[Board Member Name]

[Board Member Name]

[Board Member Name]

ANNUAL ADOPTION OF BOARD OPERATING PROCEDURES		
DATE OF BOARD ACTION	ACTION	SIGNATURE
May 18, 2009	Original Adoption	/s/ Lanet Greenhaw
May 17, 2010	Annual Review (minor revisions); Procedures Re-Adopted	
May 2011	Annual Review (minor revision); Procedures Re-Adopted	
May 21, 2012	Annual Review (some revisions); Procedures Re-Adopted	
May 20, 2013	Annual Review (some revisions); Procedures Re-Adopted	
May 19, 2014	Annual Review (no revisions); Procedures Re-Adopted	
May 18, 2015	Annual Review (minor revisions); Procedures Re-Adopted	
May 16, 2016	Annual Review (minor revisions); Procedures Re-Adopted	/s/ Kristin Kuhne
November 6, 2017	Special Review (some revisions); Procedures Adopted	/s/ Kristin Kuhne
May 21, 2018	Annual Review (minor revisions); procedures Re-Adopted	/s/ Kristin Kuhne
December 9, 2019	Annual Review (revisions to add Public Comment procedures, social media guidelines, 5:2 System Map, and other minor revisions); procedures Re- Adopted	/s/ Kristin Kuhne
December 7, 2020	Annual Review (Carousel process to review major sections; public comment procedure revised); revised procedures Re-Adopted	/s/ Jean Bono

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

Date: August 9, 2021

ACTION ITEM

TOPIC: Nominating Candidate for the TASB Board of Trustees

BACKGROUND INFORMATION:

The RISD Board of Trustees belongs to the Texas Association of School Boards and has maintained active involvement in the governance of the organization. A vacancy currently exists in District 10, (position A) on the TASB Board of Directors.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees consider nominating one of the candidates seeking election to be a member of the TASB Board of Directors for District 10 (position A).

RESOLUTION

WHEREAS, the Board of Trustees (Board) of the Richardson Independent School District (RISD or the District) recognizes that a vacancy now exists on the Texas Association of School Boards (TASB) Board of Directors in District 10 (position A); and

WHEREAS, the TASB Board is charged with carrying out the policies established by the Delegate Assembly of the Association; and

WHEREAS, member districts are invited to submit a nominee for the identified vacancy on the TASB Board; and

WHEREAS, the nominated candidate should be a capable, experienced, school board member who can assist in providing TASB with outstanding leadership; and

WHEREAS, each nominee's local school board must timely submit documentation from the nominee confirming an intention to be a nominee and a willingness to serve, if elected; and

WHEREAS, _____ has the experience, expertise, and commitment needed to fulfill the various duties of a member of the TASB Board of Directors and is willing to serve if elected; therefore, be it

RESOLVED, that the Board hereby nominates _____ as a candidate to be a member of the TASB Board of directors in District 10 (position A).

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Submitted by: David Pate, CFO, Finance & Support Services

ACTION ITEM

TOPIC: Gifts

BACKGROUND INFORMATION:

The following gifts to the Richardson Independent School District were received as of July 2021. 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
			\$0.00	\$0.00
Total Cash & Supply/Equipment Value - Gifts Over \$5,000 August 2021			\$0.00	
Less Than \$5,000				
To	From	Purpose	Cash Received	Estimated Supply/Equip
Arapaho Classical Magnet	Wayne and Erika Usie	Sky Ranch Trip for 5th Grade	\$1,758.59	
Bowie	PTA	Art Supplies & Library Books - Reimbursement	\$2,050.37	
Dover	The Richardson ISD Foundation	Buddy Fun Day T-shirts for all students	\$1,000.00	
Forest Meadow Junior High	FMJH PTA	Supplies for I Lab, Art & Testing Supplies, EOY Awards, AVID Registration	\$4,201.84	
MST	Anonymous	6th Grade Stem Supplies bought from Teachers Pay Teachers		\$300.00
NorthRich	Rooster Hardware	Birdseed for Bird Houses		\$40.00
NorthRich	Randy and Lisa Hildenbrand	Pebble Rocks for Rock garden		\$53.54
Richardson Heights	Dawn & Tyler Dady	Teacher Classroom Supplies	\$800.00	
RISD Academy	Richardson ISD Foundation	Math in Practice	\$1,000.00	
RISD Fine Arts	Richardson ISD Foundation	RISD Fine Arts Summer Intern Salary	\$912.00	
Skyview	Donna Favour	Gifted Students	\$100.00	
			\$11,822.80	\$393.54
Total Cash & Supply/Equipment Value - Gifts Under \$5,000			\$12,216.34	
Grand Total of All Gifts Over & Under \$5,000 August 2021			\$12,216.34	
Prior Year Comparison				
Fiscal YTD Cash & Supply/Equipment Value - Gifts Over \$5,000			\$0.00	
Fiscal YTD Cash & Supply/Equipment Value - Gifts Under \$5,000			\$12,216.34	
Fiscal YTD Total of All Gifts Over & Under \$5,000 August 2021			\$12,216.34	
Fiscal YTD Total of All Gifts Over & Under \$5,000 August 2020			\$40,817.33	
Increase / (decrease) compared to prior year			(\$28,600.99)	

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

Date: August 9, 2021

Submitted by: David Pate, Chief Financial Officer

ACTION ITEM

TOPIC: Acceptance of Certified Appraisal Roll

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 on July 22 this year.

The Texas Property Tax Code, Section 26.05(a)&(b), requires the Board to adopt its tax rate in a public meeting before the later of September 30 or the 60th day after the date the district receives the certified appraisal roll. The certified appraisal roll provides RISD with more information and a more reasonable basis for establishing the tax rate than the certified estimate it receives in the spring.

The Administration recommends that the Board accept the certified appraisal roll. Calculations have been performed to recommend for adoption a tax rate based on the certified appraisal roll.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board accept the 2021 Appraisal Roll as certified by DCAD.

PROPOSED RESOLUTION

WHEREAS, the Tax Assessor/Collector timely submitted the certified tax appraisal roll to the Board of Trustees pursuant to § 26.01(a) of the Tax Code; and

WHEREAS, the Education Code, § 44.004 (c), allows the Board to accept certified appraisal roll as the District's official tax roll for the purposes of preparing and adopting its tax rate and budget; and

WHEREAS, acceptance of the certified appraisal roll as the District's official tax roll for said purposes supports the Board's strategy that we will responsibly manage current resources to support our mission;

BE IT THEREFORE RESOLVED, that the Board of Trustees of the Richardson Independent School District accepts the certified appraisal roll that the Dallas Central Appraisal District provided on or about July 22, 2021, and declares that it shall be used in the preparation and adoption of the District's 2021 – 2022 tax rate.



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

Year: 2021

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*	\$32,934,581,700
Taxable Value of all Real & Business Personal Property	\$27,810,541,497

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**	\$924,583,310	\$880,067,781
Values under protest as claimed by property owner or estimated by Appraisal District in event property owner's claim is upheld	\$648,533,156	\$616,047,447
Freeport Estimated Loss		\$0
Estimated Net Taxable		\$616,047,447

I, W. Kenneth Nolan, 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 22nd day of July, 2021 .

Dallas Central Appraisal District

W. Kenneth Nolan
Executive Director/Chief Appraiser

*Total Value of New Construction in Certified Market Value above	\$162,541,573
**Value of Disputed New Construction in Protested Market Value Above	\$4,085,950

Tax Rate Comparison

Description	Adopted 2020 – 21	Proposed 2021 – 22
Maintenance & Operations Tax Rate		
Tier I – Maximum Compressed Rate	\$0.9164	\$0.9026
Tier II – Pennies	\$0.1383	\$0.1383
Maintenance & Operations Tax Rate	\$1.0547	\$1.0409
Interest & Sinking Tax Rate (Debt Service)	\$0.3500	\$0.3500
Total Tax Rate	\$1.4047	\$1.3909

M&O tax rate of \$1.0517 was presented during budget adoption.

Proposed tax rate decrease of 1.38¢

Remaining pennies of \$0.0317 require tax ratification election.



Where all students connect, learn, grow and succeed.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Submitted by: David Pate, Chief Financial Officer, Finance and Support Services

ACTION ITEM

**TOPIC: Review the Investment Policy and Investment Strategy – Policy CDA (Local)
– Other Revenues: Investments**

BACKGROUND INFORMATION:

Board Policy CDA (Legal): *Other Revenues: Investments*, sets out the language of Government Code section 2256.005(e), which requires the Board to review the District's investment policy and investment strategies at least annually and to adopt a written instrument confirming the review. The written instrument also must record any changes made to the policy and/or strategies.

The Investment Committee has reviewed its annual consideration and review of the Board's investment policy and strategies and has recommended minor revisions to local policy CDA to clarify policy language and to ensure compliance with the Public Funds Investment Act. The committee did not recommend changes to the District's underlying investment strategies. The proposed policy is attached for the Board's review.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the investment policy and investment strategies for the Board's annual review and recommends that the Board adopt the proposed minor revisions to policy CDA (Local).

PROPOSED RESOLUTION

WHEREAS, Board Policy CDA (Legal) and section 2256.005(b) of the Government Code require the Board to review the District's investment policy and investment strategies at least annually and to adopt a written instrument confirming the review. The written instrument also must record any changes made to the policy and/or strategies; and

WHEREAS, the Investment Committee has reviewed the investment policies and investment strategies and has recommended minor revisions to the local policy that sets out the investment policy and strategies; and

WHEREAS, the recommended revisions to policy CDA (Local) do not alter the Board's investment strategies; and

WHEREAS, regular review of the District's investment policy and investment strategies to ensure they continue to meet the District's investment needs not only complies with policy and applicable law but also demonstrates good stewardship of District assets; and

WHEREAS, the Board has carefully reviewed the investment policy and investment strategies and finds that they continue to meet the needs of the District and that the recommended revisions to the policy are appropriate; therefore,

BE IT RESOLVED that the Board of Trustees hereby adopts the recommended revisions to policy CDA (Local) as attached hereto.

OTHER REVENUES
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CDA
(LOCAL)

Policy

It is the policy of the District to invest public funds in a manner that ensures the safety of invested funds, maintains sufficient liquidity to provide for the daily needs of the District, and provides the highest investment return. All investments made by the District shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, and regulations.

Prudence

Investments shall be made with judgment and care, under then-prevailing circumstances, which a person of prudence, discretion, and intelligence exercises in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of the capital, as well as the probable income to be derived.

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and the investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security credit risk or market price changes, provided that deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

Objectives

In order of importance, the primary objectives of the District's investment activities are:

Safety—Investments of the District shall be selected in a manner that seeks to ensure the preservation of capital in the overall portfolio. To meet this objective, the portfolio must be diversified in such a way that potential losses of individual securities do not exceed the income generated from the remainder of the portfolio.

Liquidity—The District's investment portfolio will remain sufficiently liquid to enable the District to meet all operating requirements that can be reasonably anticipated based upon cash flow projections, which are to be prepared on a combination of a weekly, monthly, and annual basis.

Return on investment—The District's investment portfolio shall be designed with the objective of attaining a rate of return throughout budgetary and economic cycles, commensurate with the District's investment risk constraints and the cash flow characteristics of the portfolio.

Investment Strategy

The District shall have a written investment strategy for each fund or group of funds it controls. Covered funds shall include the:

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CDA
(LOCAL)

Covered Funds

1. General fund;
2. Special revenue fund(s)—including funds used to account for federal, state, and local grants, as well as the food service fund and the campus activity fund;
3. Debt service funds;
4. Capital project funds;
5. Proprietary funds—including the funds used to account for the workers' compensation program; and
6. Trust and agency funds—including the student activity fund.

The District shall follow the investment strategies listed below, in order of importance, for each covered fund:

1. Each investment option shall be reviewed to ensure understanding of the suitability of the investment to the financial requirements of the District;
2. Investments shall be selected that provide preservation and safety of invested funds;
3. Investments shall support the District's objective to remain sufficiently liquid;
4. Investments shall be marketable if the need arises to liquidate invested funds before maturity;
5. The investment type shall be consistent with the Board's desired diversification of the investment portfolio; and
6. All invested funds of the District shall attain a rate of return commensurate with the District's investment risk constraints and the cash flow characteristics of the portfolio.

The District shall diversify its investments in all funds by security type and institution. The District shall consider purchase of high quality short-term to medium-term securities that will complement each other in a ladder or liability-matching portfolio structure.

In addition to the strategies explained above for the debt service fund, the District may purchase securities that have maturities longer than one year provided the legal limits are not exceeded.

The Board shall review the investment strategies annually and make recommendations for revision as necessary.

**Authority for
Investment Program**

In accordance with the Public Funds Investment Act (PFIA), the responsibility for conducting investment transactions resides with the

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(LOCAL)

Board. Management oversight responsibility for the investment program is delegated to the chief financial officer, who shall develop and maintain written procedures for the operation of the investment program consistent with these policies.

Procedures to be set forth in the Administrators Operating Guide (AOG) should include reference to safekeeping, bond market association repurchase agreements, depository contracts, and collateral agreements. Such procedures shall include explicit delegation of authority to persons responsible for investment transactions. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures set forth in the AOG. The chief financial officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

**Quality and
Capability of
Investment
Management**

Designated investment officers of the District shall participate in periodic training through courses and seminars offered by professional organizations, associations, and other independent sources approved by the Board to ensure the quality and capability of investment management in compliance with the PFIA.

**Ethics and Conflicts
of Interest**

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program or that could impair their ability to make impartial decisions. Employees and investment officers shall disclose to the Superintendent any material financial interest in financial institutions that could conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment positions that could be related to the performance of the District, particularly with regard to the time of purchases and sales. A District investment officer who has a personal relationship [see Gov't Code 2256.005] with a business organization offering to engage in an investment transaction with the District, or who is related within the second degree by affinity or consanguinity to a qualified representative in that organization, shall file a statement disclosing that personal business interest in the manner described in the Personal Interest section of CDA(LEGAL).

**Sellers of
Investments**

The investment officer will maintain a list of financial institutions, approved by the Board, who are authorized to provide investment services. Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the

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(LOCAL)

Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).

An annual review of the financial condition and registration of new qualified bidders shall be conducted by the investment officer.

Competitive Bidding

The District shall require at least three competitive offers or bids for all individual security purchases and sales except for:

1. Transactions with money market mutual funds and local government investment pools, and
2. Treasury and agency securities purchased at issue through an approved broker/dealer or financial institution.

**Authorized and
Suitable Investments**

From those investments authorized by law and described in CDA(LEGAL), the Board shall permit investment of District funds in the following investment types only, consistent with the strategies and maturities defined in this policy:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities; direct obligations of the state of Texas or its agencies; other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, the state of Texas, the United States, or its instrumentalities, including obligations that are fully guaranteed or insured by the FDIC or by the explicit full faith and credit of the United States; obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent. *Gov't Code 2256.009*
2. Certificates of deposit (CDs) issued by a depository institution that has its main office or branch office in Texas, that is guaranteed or insured by the FDIC or its successor and is secured by obligations described in item 1 above, including mortgage-backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates or are secured in any other manner and amount provided by law for the deposits of the investment entity; or CDs invested through an approved broker or depository institution that has its main office or a branch office in Texas, is appointed by the District as custodian, and who arranges for the deposit of funds in CDs in one or more federally insured depository institutions, in which the full amount of the principal and accrued interest is insured by the United States or its instrumentalities. *Gov't Code 2256.010*

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(LOCAL)

Bids for certificates of deposit may be solicited orally, in writing, electronically, or in any combination of those methods.
Gov't Code 2256.005(c)

3. Fully collateralized repurchase agreements that have a defined termination date, are secured by a combination of cash and obligations of the United States or its instrumentalities, are pledged to the District, held in the District's name, and deposited with a third party selected and approved by the Board, and placed through a primary government securities dealer, as defined by the Federal Reserve or a bank domiciled in Texas. *Gov't Code 2256.011*

The District shall have a master repurchase agreement signed with the bank or dealer with whom all repurchase agreements are traded.

4. No-load money market mutual funds that are regulated by the SEC, have a dollar-weighted average stated maturity of 90 days or fewer, are invested exclusively in obligations described by items 1–3 above, and include in their investment objectives the maintenance of a stable net asset value of \$1 for each share. Investments in mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c). *Gov't Code 2256.014*

5. A public funds investment pool meeting the requirements of Government Code 2256.016. *Gov't Code 2256.016*

The District currently invests in the following public funds investment pools:

- a. Lone Star Investment Pool (maximum dollar-weighted average maturity is 60 days);
 - b. TexPool (maximum dollar-weighted average maturity is 60 days); and
 - c. TexSTAR (maximum dollar-weighted average maturity is 60 days).
6. Guaranteed investment contracts that have a defined termination date and are secured by obligations described by Government Code 2256.09(a)(1), excluding those obligations described by Government Code 2256.09(b), in an amount at least equal to the amount of bond proceeds invested under the contract; such obligations must be pledged to the District and held in the District's name with an approved third party. *Gov't Code 2256.015*

OTHER REVENUES
INVESTMENTS

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(LOCAL)

**Effect of Loss of
Required Rating**

The District shall take all prudent measures consistent with its investment policy to liquidate an investment that does not have the minimum rating.

Existing Investments

The District is not required to liquidate investments that were authorized investments mandated by the Board-adopted investment policy at the time of purchase.

Collateral

Collateralization shall be required on two types of investments:

1. Certificates of deposit; and
2. Repurchase agreements.

In order to anticipate market changes and provide a level of security for all funds, the collateralization level will be 110 percent of market value of principal and accrued interest.

The District chooses to limit collateral to those items that are listed as authorized investments above.

Collateral shall always be held by an independent third party with whom the District has a current custodial agreement. A clearly marked evidence of ownership (safekeeping receipt) must be supplied to the District and retained. The investment officer shall grant the right of collateral substitution with prior notice.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification. The District shall monitor interest rate risk using weighted average maturity and specific identification.

Market Pricing

Market prices shall be monitored for all investments, excluding investment pools and mutual funds, acquired with public funds as described by Government Code 2256.09(a)(1). Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, financial advisers, and representatives of investment pools and money market funds.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Safekeeping and
Custody**

All security transactions, including collateral for repurchase agreements, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. Securities shall be held by a third-party custodian designated by the Board and held in the District's name as evidenced by safekeeping receipts.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Diversification

The District shall diversify its investments by security type and institution. The asset mix of the District's portfolio is expressed in terms of maximum commitment so as to allow sufficient flexibility to take advantage of market considerations within the context of this policy. The asset mix requirements are as follows:

Money Market Accounts	10% (maximum)
Certificates of Deposit	50% (maximum)
U.S. Treasury Obligations	100% (maximum)
U.S. Government Securities	100% (maximum)
Repurchase Agreements	15% (maximum)
Public Funds Investment Pools	100% (maximum)
Guaranteed Investment Contracts	25% (maximum)

The District may elect to use a singular investment instrument, either a flexible repurchase agreement, as defined in Section 9.3, or a guaranteed investment contract, as defined in Section 9.7 for (1) the face value of the notes plus any accrued but unpaid interest, or

(2) the bond proceeds plus any accrued interest received upon delivery of such proceeds.

Maximum Maturity

To the extent possible, the District shall attempt to match its investments with anticipated cash flow requirements. Unless matched to a specific cash flow, the District shall not directly invest in securities maturing more than 24 months from the date of purchase. However, securities with a maturity of greater than 12 months shall not exceed 20 percent of the total portfolio.

Bond proceeds may be invested in securities exceeding 12 months if the maturity of such investments is made to coincide as nearly as practicable with the expected use of the funds.

Internal Control

The investment portfolio, as well as compliance with this policy, shall be reviewed annually by the Board and the District's external auditor in conjunction with the annual audit of the District's financial statements. *Gov't Code 2256.005(m)*

**Performance
Standards**

The investment portfolio shall be designed with the objective of obtaining a rate of return through budgetary and economic cycles, commensurate with the investment risk constraints and cash flow needs.

**Market Yield
(Benchmark)**

The District's investment strategy is a passive one, in that the majority of securities shall be purchased and held to maturity. Additionally, cash inflows and outflows shall be monitored daily. Given this strategy, the basis used by the investment officer to determine

whether market yields are being achieved shall be the 90-day U.S. Treasury Bill and the average Fed Funds rate.

Reporting

The chief financial officer shall present to the Board a quarterly report, prepared by the investment officer, on the investment portfolio, including the cost of investments and market value as of quarter-end currently held in the portfolio, a breakdown of the percentage of portfolio of each instrument, the average buy yield versus the established benchmark, as well as a report on the maturities of the portfolio and their percentages of the portfolio.

On a quarterly basis, the investment officer shall prepare a report that includes a summary statement by fund with:

1. The beginning market value for the period, the ending market value for the period, and the fully accrued interest for the period;
2. The book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
3. The maturity of each investment; and
4. The compliance of the investment portfolio as it relates to this policy and the District's investment strategy.

The District shall retain an independent auditor to formally review its investment reports at least annually; the auditor shall report the results of the review to the Board.

**Investment Policy
Adoption**

The District's investment policy shall be adopted by resolution by the Board. The policy shall be reviewed annually by the Board, and any modifications made must be approved by the Board.

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

Date: August 9, 2021
Division: Operations
Submitted by: Sandra Hayes, Assistant Superintendent

ACTION ITEM

TOPIC: Consider Purchase of Real Property Located on S. Sherman Street, Richardson, Texas 75081 (approximately 7.162 acres of land, located at 600 & 610 S Sherman St. and 401 S. Sherman St. Buildings 1,2, 3)

BACKGROUND INFORMATION:

In connection with its ongoing strategic planning to address anticipated future facility construction needs, the District recently became aware of buildings located adjacent to and near other property RISD is purchasing on Sherman Street. The property addresses are **600 & 610 S Sherman St. and 401 S. Sherman St. Buildings 1,2,3**, Richardson, TX 75081. The additional buildings will be suitable to meet a variety of current and future staff and programming space, and parking needs. After investigating the suitability of the property, the Administration recommends that the District pursue purchase of the property at a purchase price of \$9,297,875.00. The parties have negotiated a draft access agreement to allow the District to inspect the property and will continue to work to finalize a contract to purchase the property.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board authorize the Administration to continue to work with the seller to finalize an access agreement and a contract to purchase the properties located at 600, 610, and 401 S. Sherman Street, Richardson, TX, as set out in the Resolution below.

PROPOSED RESOLUTION

WHEREAS, in connection with the District's strategic planning efforts to ensure current and future facility space needs can be met, the Administration recently identified additional property for purchase, to wit, approximately 7.162 acres of land located at 600,

610, and 401 (Buildings 1, 2, and, 3) S. Sherman Street, Richardson, Texas 75081 that is adjacent to and near other property RISD plans to purchase on Sherman Street; and

WHEREAS, the Administration desires to fully inspect the property to confirm its potential suitability to address current and future facility space needs and has been in negotiations with the Seller to reach an agreed purchase price in the amount of \$9,297,875, which the Board finds to be a good value; and

WHEREAS, taking steps to ensure current and future facility space needs can be met supports the Board's Strategic Plan;

THEREFORE, BE IT RESOLVED that the Board of Trustees hereby:

- authorizes the Superintendent or her designee to continue to work with the Seller to finalize an access agreement and a contract for the purchase of the real property located at 601, 610, and 401 (Buildings 1, 2, and 3) S. Sherman Street, Richardson, Texas 75081 at a purchase price of \$ 9,297,875.00; and
- authorizes District staff and the Board President to take such actions and execute such documents as required to purchase of said real property.

APPROVED on the 9th day of August 2021.

RISD Board of Trustees

By: _____
Name:
Title: President

ATTEST:

By: _____
Name:
Title: Secretary



RISD 2021 LAND/PROPERTY UPDATE

SANDRA HAYES

AUGUST 9, 2021

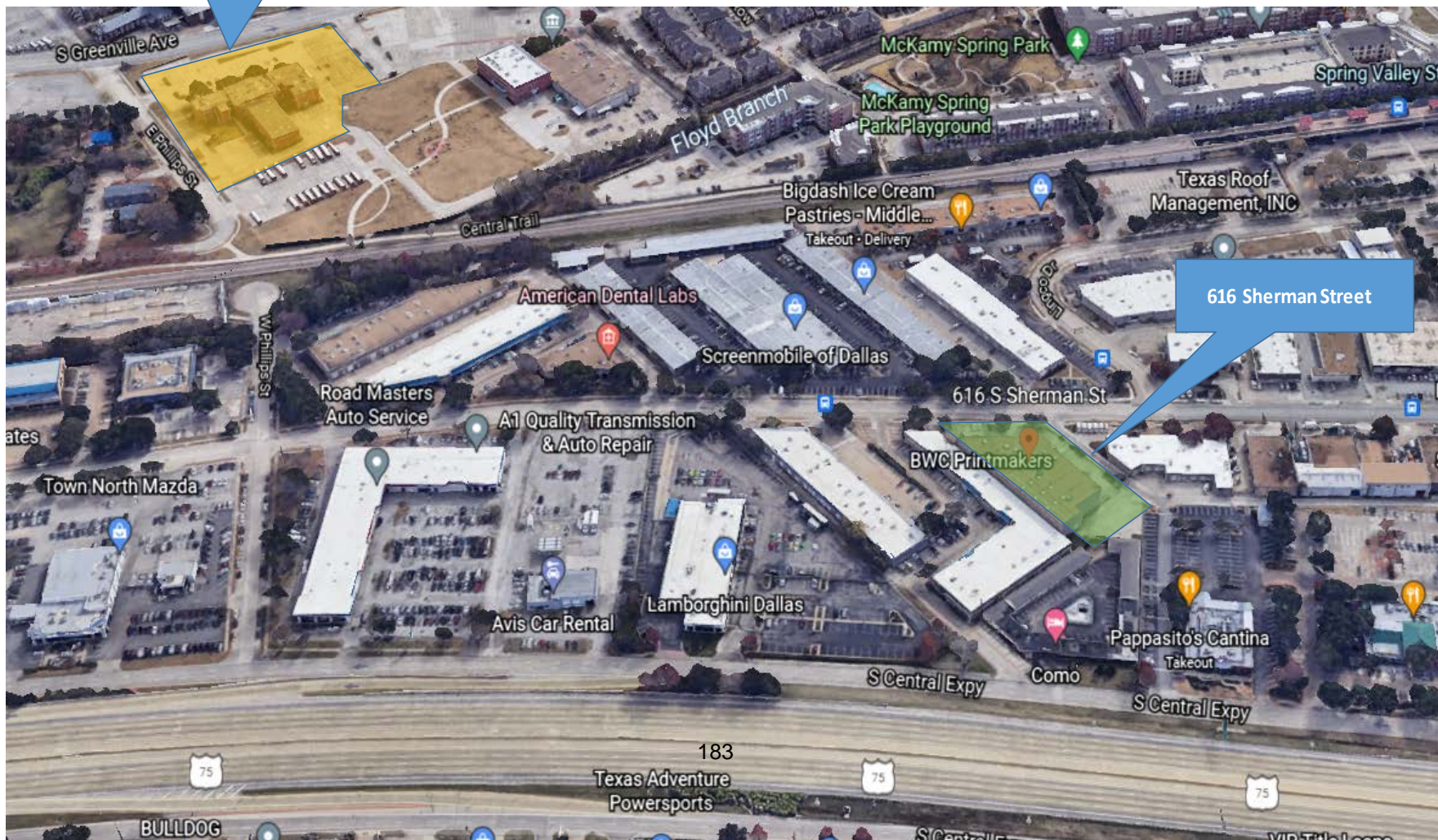
182



616 SHERMAN STREET



RISD Administration Building





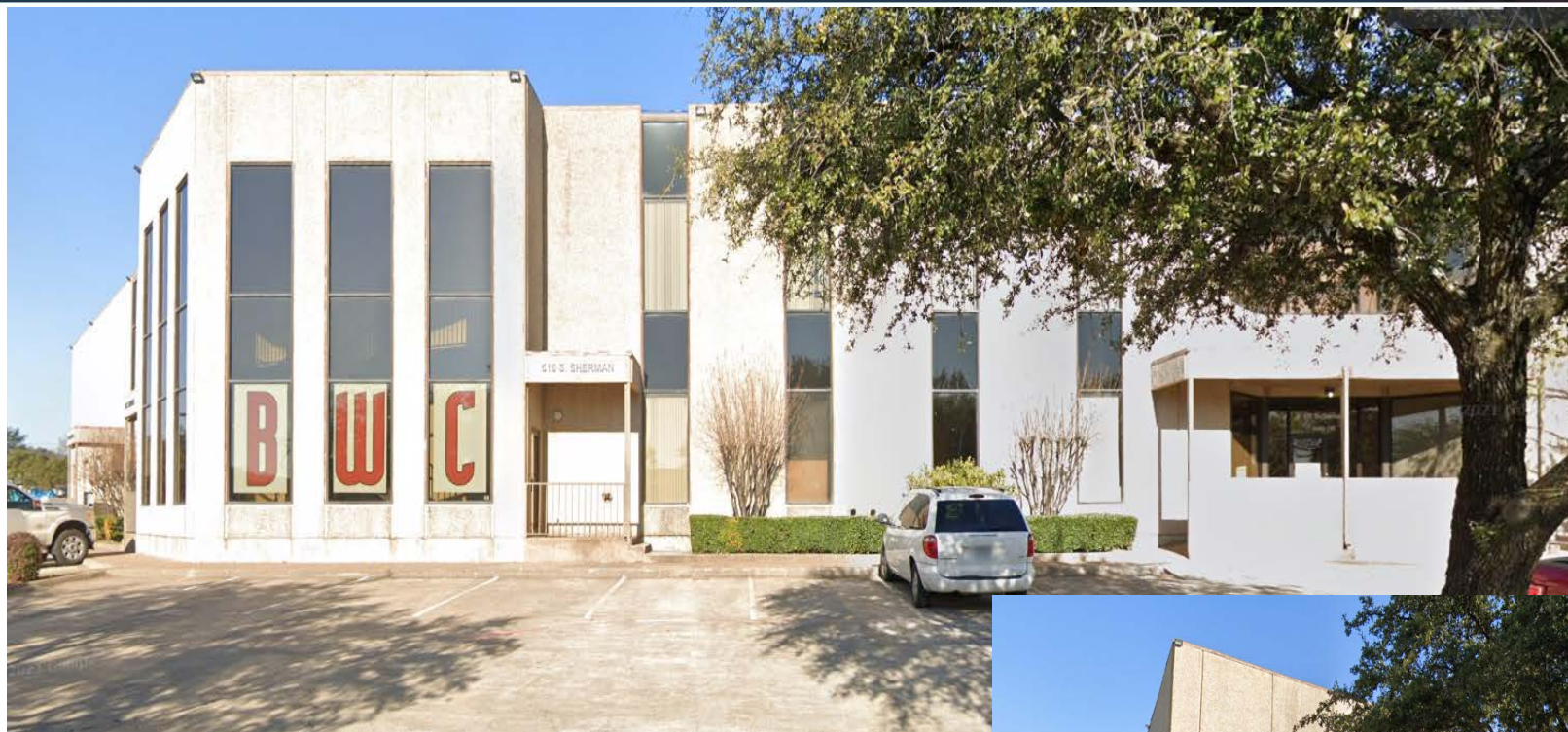
616 SHERMAN STREET



616 Sherman Street



616 SHERMAN STREET



East Side of Building facing Sherman Street



South Side of Building



THANK YOU!

QUESTIONS?

THANK YOU!

THANK YOU!

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

Date: August 9, 2021

Submitted by: Sandra Hayes, Assistant Superintendent of Operations

ACTION ITEM

TOPIC: Sale of Real Property – 12351 Abrams Rd., Dallas, TX 75243-3000 (Hearthwood Addition, BLK A/8415 LT 1A, ACS 9.05 +/- of land)

BACKGROUND INFORMATION:

On May 10, 2021, the Board of Trustees authorized the Administration to offer the tract of land the District owns on Abrams Road for sale. Thereafter, the District followed applicable law to publicize its intention to sell the property including notifying open enrollment charter schools of the opportunity to purchase the land and by soliciting sealed bids for the property from potential buyers. Through this process, RISD identified a responsible high bidder. RISD is working with the bidder, TI Capital, to prepare a contract for the purchase of the property at selling price of \$ 5,913, 270.00.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board authorize the District to continue to work with the responsible bidder to finalize a contract for the purchase and sale of the Abrams Road tract.

PROPOSED RESOLUTION

WHEREAS, RISD purchased a tract of land at 12351 Abrams Road, Dallas, Texas 75243, for anticipated future facility construction needs; and

WHEREAS, the District has determined that the site is no longer suitable for its current needs and has identified no other needs for the property in the foreseeable future; and

WHEREAS, disposing of property for good value that does not meet the District's current and foreseeable needs supports the Board's strategy that we will actively pursue creative funding sources and responsibly manage current resources to support our mission and its strategy that we will ensure that our facilities and infrastructure adapt to support our mission; and

WHEREAS, The Board authorized the Administration to follow applicable law to offer the Abrams Road tract for sale; and

WHEREAS, the Administration identified a responsible bidder for the property and received an offer to purchase the tract for a good value;

THEREFORE BE IT RESOLVED, that the Board of Trustees authorizes District staff to continue to work with the highest bidder, TI Capital, to finalize a contract for the purchase and sale of the District's property located at 12351 Abrams Road, Dallas, Texas 75243-3000, for the sales price of \$5,913,270.00 and further authorizes the Board President or her designee to execute such documents as required to finalize the sale of the property,

PASSED on this 9th day of August, 2021.

By: _____
Name:
Title: RISD Board President

ATTEST:

By: _____
Name:
Title: RISD Board Secretary

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: Operations

Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Consider Approval of Oncor Utility Easement at Mohawk Elementary School

BACKGROUND INFORMATION

As a requirement of the construction and renovation project at Mohawk Elementary School, Oncor Electric Delivery Company, LLC has requested a new electric utility easement to provide electric service to the newly renovated campus. The Mohawk Elementary School easement is located on the north side of a 10.00 acre tract of land, Block 183, Richardson Heights Estates North, 6th Installment, John Edmonds Survey, Abstract No. 429. The easement contains 5,465 square feet.

Staff have reviewed and determined that granting of the easement 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 Richardson Independent School District approve the electric utility easement at Mohawk Elementary School as described in the attached dedication, drawings and legal description.

PROPOSED RESOLUTION

WHEREAS, Oncor Electric Delivery Company, LLC has requested that the District grant a utility easement at Mohawk Elementary School as a part of the required relocation of electric service due to the construction and renovation at the school; and

WHEREAS, staff has reviewed the proposed easement and determined that granting of the requested easement will not interfere with the District's ability to access or maintain the property; and

WHEREAS, the Board finds that granting the requested easement 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 in a 10.00 acre tract of land, Block 183, Richardson Heights Estates North, 6th Installment, John Edmonds Survey, Abstract No. 429, City of Richardson, Dallas County, Texas for electric service, 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.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: Operations

Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: JJ Pearce High School Construction Project – Guaranteed Maximum Price (GMP) Amendment No. 2

BACKGROUND INFORMATION:

Following our Program Planning Committee process, the programming identified by this committee has been designed by Glenn Partners, PLLC and is ready to be bid in three phases. The total project (“all-in”) budget is \$103,767,155. The first phase consisting of the construction of a new turf softball field, the installation of new turf on the existing baseball field, and the construction of additional campus parking spaces was approved by the Board on June 7, 2021 in the amount of \$6,038,686. Phase two was competitively bid through the Construction Manager-at-Risk, Hill & Wilkinson General Contractors. Proposals were received on June 30, 2021 and reviewed by District administrative staff, Glenn Partners and Hill & Wilkinson. Phase two will consist of upgrades to existing systems/infrastructure and constructing new building addition(s) to increase campus capacity. Phase three is tentatively scheduled to bid in November/December of 2021. Phase three will consist of renovating existing classroom spaces, reconfiguring existing spaces, and continuing with upgrades to existing systems/infrastructure. Due to the complexity of the design, construction phases are needed to ensure all aspects of the campus will operate most efficiently through 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 \$17,187,195 for Phase Two to upgrade existing systems/infrastructure and construct new building addition(s) to increase campus capacity at J.J. Pearce High School.

PROPOSED RESOLUTION

WHEREAS, RISD desires to upgrade existing systems/infrastructure and construct new building addition(s) to increase campus capacity with an estimated budget of \$17,187,195 for this phase of the project; 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 J.J. Pearce High School; and

WHEREAS, this is phase two of a three phase project to address the needs identified by the Program Planning Committee at J.J. Pearce High School; and

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 \$17,187,195 for Phase Two of a construction project at J.J. Pearce High School to upgrade existing systems/infrastructure and construct new building addition(s) to increase campus capacity.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: Operations

Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: CONSTRUCTION DELIVERY METHODS

BACKGROUND INFORMATION:

In 2001 and in 2006, the Board approved the use of three construction delivery methods for construction projects to be completed under their respective Bond programs as the methods that would provide the best value to the district. They were Design-Build, Competitive Sealed Proposal, and Construction Manager (CM) At-Risk. In 2011 and again in 2016, the Board approved the use of four construction delivery methods for construction projects to be completed under the 2011 and 2016 Bond programs. Those methods were Construction Manager (CM) at Risk, Competitive Sealed Proposal, Interlocal Contract, and Competitive Bidding. Those methods served the needs of the District well under the 2011 and 2016 Bond programs and helped ensure the District received good value for its bond dollars as construction projects were completed.

On May 1, 2021, RISD voters authorized a \$750,000,000 bond initiative, herein referred to as Bond 2021 program. Over the next six years, the District anticipates the completion of a variety of construction, renovation, and major maintenance projects that will be funded through bond funds and general operating funds. Staff has reviewed the projects contemplated under this bond program and other anticipated needs to identify the construction delivery methods that are likely to meet the District's construction needs and provide good value to the District. To allow for timely preparation of construction bid packages, staff seeks the Board's approval of the range of construction delivery methods that may be considered. Based on its review, staff recommends that the Board approve Construction Manager at Risk, Competitive Sealed Proposals, Interlocal Contract, and Competitive Bidding as delivery methods among which the District may select to complete construction projects under the 2021 Bond Program and for other construction and operational needs over the next six years.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees approve Construction Manager at Risk, Competitive Sealed Proposals, Interlocal Contract, and Competitive Bidding as delivery methods among which the District may select to complete construction projects under the 2021 Bond Program and for other construction and operational needs over the next six years.

PROPOSED RESOLUTION

WHEREAS, on May 1, 2021, the voters of the Richardson Independent School District approved a \$750,000,000 bond proposition that will provide funds for construction, expansion, renovation, and/or revitalization projects at each school in the District, and

WHEREAS, staff anticipates that the need for other construction and maintenance projects may arise over the next six years for which operating funds may be used to fund projects; and

WHEREAS, the efficient and cost effective completion of the construction projects contemplated under the anticipated 2021 Bond Program and for other construction and operational needs will require one or more construction contracts; and

WHEREAS, such construction contracts will use one or more of the delivery methods specified by Section 44.031 (a)(5) of the Texas Education Code and Chapter 2269 of the Texas Government Code; and

WHEREAS, the Board of Trustees desires to employ construction delivery methods that will provide the best value for the District; and

WHEREAS, the Board of Trustees of the Richardson Independent School District has considered the available delivery methods and staff recommendations and has determined that the use of the four methods described in Texas Education Code sections 44.031(a) and Chapter 2269 of the Texas Government Code: (1) competitive bidding, (2) competitive sealed proposals, (3) interlocal contract, and/or (4) contract to construct, rehabilitate, alter, or repair facilities that involve using a construction manager will provide the best value for the District for the completion of the projects contemplated under the 2016 Bond program and for other operational needs over the next five years; and

WHEREAS, selection of project delivery methods that provide the best value to the District supports the Board's goal to demonstrate excellence in all operations;

THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Richardson Independent School District, that District staff may select from among the following construction delivery methods for the projects to be completed under the 2021 Bond Program and for other operational needs over the next five years: (1) competitive bidding, (2) competitive sealed proposals, (3) interlocal contract, and/or (4) contract to construct, rehabilitate, alter, or repair facilities that involve using a construction manager.

**BOARD OF TRUSTEES OF THE
RICHARDSON INDEPENDENT SCHOOL DISTRICT**

Resolution Approving 2021 Bond Program Construction Delivery Methods

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, on May 1, 2021, the voters of the Richardson Independent School District approved a \$750,000,000 bond proposition that will provide funds for construction, expansion, renovation, and/or revitalization projects at each school in the District, and

WHEREAS, staff anticipates that the need for other construction and maintenance projects may arise over the next six years for which operating funds may be used to fund projects; and

WHEREAS, the efficient and cost effective completion of the construction projects contemplated under the anticipated 2021 Bond Program and for other construction and operational needs will require one or more construction contracts; and

WHEREAS, such construction contracts will use one or more of the delivery methods specified by Section 44.031 (a)(5) of the Texas Education Code and Chapter 2269 of the Texas Government Code; and

WHEREAS, the Board of Trustees desires to employ construction delivery methods that will provide the best value for the District; and

WHEREAS, the Board of Trustees of the Richardson Independent School District has considered the available delivery methods and staff recommendations and has determined that the use of the four methods described in Texas Education Code Sections 44.031(a) and Chapter 2269 of the Texas Government Code: (1) competitive bidding, (2) competitive sealed proposals, (3) interlocal contract, and/or (4) contract to construct, rehabilitate, alter, or repair facilities that involve using a construction manager will provide the best value for the District for the completion of the projects contemplated under the 2021 Bond program and for other construction and operational needs over the next six years; and

WHEREAS, selection of project delivery methods that provide the best value to the District supports the Board's goal to demonstrate excellence in all operations;

THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Richardson Independent School District, that District staff may select from among the following construction delivery methods for the projects to be completed under the 2021 Bond Program and for other construction and operational needs over the next six years: (1) competitive bidding, (2) competitive sealed proposals, (3) interlocal contract, and/or (4) contract to construct, rehabilitate, alter, or repair facilities that involve using a construction manager.

ATTEST

By: _____
Name: Karen Clardy
Title: President, Board of Trustees

By: _____
195 Name: Regina Harris
Title: Secretary, Board of Trustees

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: Operations

Submitted by: Sandra Hayes, Assistant Superintendent, Operations

ACTION ITEM

TOPIC: Delegation of Authority for Construction Projects

BACKGROUND INFORMATION:

Section 44.0312 of the Texas Education Code and Section 2269.053 of the Texas Government Code authorize a Board of Trustees to delegate certain authority reserved to the District under Chapter 44 of the Texas Education Code and Chapter 2269 of the Texas Government Code to a designated person, representative, or committee. This delegation is particularly useful in the procurement of construction services. The delegation of authority sets out clear lines of responsibility for staff in proceeding with major construction projects and is included in all requests for construction contracts that are distributed to the public. Publication assists potential respondents to better understand the process the District will follow in making selections. The Board approved such a delegation in 2006, 2011 and again in 2016. This process has worked well over the last three (3) bond programs.

In anticipation of the construction projects contemplated under the 2021 Bond Program, as well as other needed construction projects that will arise from time to time over the next six years, staff proposes that the Board renew its delegation of authority for procurement of construction projects to facilitate the efficient and timely procurement of construction services and to help ensure the District receives the best value for its construction dollar. This proposed delegation specifically authorizes a Construction Review Committee, comprised of the Assistant Superintendent of Operations (or designee), the Director of Purchasing (or designee), and a professional architect or engineer (as appropriate depending upon the particular project) to proceed with particular actions in connection with contemplated construction projects. Once a proposed contract is negotiated, the proposed contract shall be submitted to the Board for consideration and approval.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposal to delegate certain authority to staff to proceed with procurement of construction services in accordance with the guidelines set forth in the proposed resolution.

PROPOSED RESOLUTION

WHEREAS, pursuant to Section 44.0312 of the Texas Education Code and Section 2269.053 of the Texas Government Code, the Board of Trustees (the Board”) of the Richardson Independent School District (“RISD” or the “District”) desires to delegate certain authority reserved to the District under Subchapter B of Chapter 44 of the Texas Education Code and Subchapter B of Chapter 2269 of the Texas Government Code to a designated person, representative, or committee; and

WHEREAS, the District will undertake various construction projects under the 2021 Bond Program, as well as other construction projects over the next six years; and

WHEREAS, the Board has approved construction delivery methods through which staff may procure construction services; and

WHEREAS, establishing procedures through which staff can procure needed services in a more efficient and timely manner and to ensure the District receives the best value for its dollars supports the Board’s goal to ensure excellence in operations;

THEREFORE, BE IT RESOLVED, in accordance with Section 44.0312 of the Texas Education Code and Section 2269.053 of the Texas Government Code, that the Board hereby (i) creates a Construction Review Committee (the “Committee”) to be comprised of the Assistant Superintendent of Operations (or designee), the Director of Purchasing (or designee), and a professional architect or engineer (as appropriate depending upon the particular project) and (ii) delegates to the Committee the authority to take the following actions in connection with identified construction projects:

1. Prepare and distribute a Request for Proposal (“RFP”) that provides general information about the contemplated project including project site, scope, and budget, special systems, selection criteria, and other information that may assist potential firms in submitting proposals for the project.
2. Evaluate all timely submitted responses to the RFP on the basis of the respondent firm’s experience, past performance, safety record, and personnel and methodology using a weighted evaluation matrix.

3. Based upon its review of the responses to the RFP, the Committee shall rank respondents and identify a qualified firm or firms that the Committee determines can provide the best value to the District and shall attempt to negotiate a contract with the selected firm(s). If the Committee is unable to negotiate a satisfactory contract with the selected firm(s), the Assistant Superintendent of Operations (or designee), on behalf of the Committee, shall notify the firm(s) in writing that the Committee is ending negotiations with that firm.
4. The Committee shall then proceed to negotiate with the next firm in the order of the selection ranking until a contract is reached or negotiations with all qualified firms end.
5. The Committee shall present the proposed final contract for the project to the Board for consideration and acceptance.

BE IT FURTHER RESOLVED, that notice of the foregoing delegation and the limits of this delegation shall be included in all requests for proposals for construction projects and in any addenda to the requests.

APPROVED and ADOPTED by the Richardson Independent School District Board of Trustees during a duly called meeting held on this 9th day of August, 2021.

**BOARD OF TRUSTEES OF THE
RICHARDSON INDEPENDENT SCHOOL DISTRICT**

Resolution Approving Delegation of Authority for Construction Projects

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, pursuant to Section 44.0312 of the Texas Education Code and Section 2269.053 of the Texas Government Code, the Board of Trustees (the Board”) of the Richardson Independent School District (“RISD” or the “District”) desires to delegate certain authority reserved to the District under Subchapter B of Chapter 44 of the Texas Education Code and Subchapter B of Chapter 2269 of the Texas Government Code to a designated person, representative, or committee; and

WHEREAS, the District will undertake various construction projects under the 2021 Bond Program, as well as other construction projects over the next six years; and

WHEREAS, the Board has approved construction delivery methods through which staff may procure construction services; and

WHEREAS, establishing procedures through which staff can procure needed services in a more efficient and timely manner and to ensure the District receives the best value for its dollars supports the Board’s goal to ensure excellence in operations;

THEREFORE, BE IT RESOLVED, in accordance with Section 44.0312 of the Texas Education Code and Section 2269.053 of the Texas Government Code, that the Board hereby (i) creates a Construction Review Committee (the “Committee”) to be comprised of the Assistant Superintendent of Operations (or designee), the Director of Purchasing (or designee), and a professional architect or engineer (as appropriate depending upon the particular project) and (ii) delegates to the Committee the authority to take the following actions in connection with identified construction projects:

1. Prepare and distribute a Request for Proposal (“RFP”) that provides general information about the contemplated project including project site, scope, and budget, special systems, selection criteria, and other information that may assist potential firms in submitting proposals for the project.
2. Evaluate all timely submitted responses to the RFP on the basis of the respondent firm’s experience, past performance, safety record, and personnel and methodology using a weighted evaluation matrix.
3. Based upon its review of the responses to the RFP, the Committee shall rank respondents and identify a qualified firm or firms that the Committee determines can

provide the best value to the District and shall attempt to negotiate a contract with the selected firm(s). If the Committee is unable to negotiate a satisfactory contract with the selected firm(s), the Assistant Superintendent of Operations (or designee), on behalf of the Committee, shall notify the firm(s) in writing that the Committee is ending negotiations with that firm.

4. The Committee shall then proceed to negotiate with the next firm in the order of the selection ranking until a contract is reached or negotiations with all qualified firms end.
5. The Committee shall present the proposed final contract for the project to the Board for consideration and acceptance.

BE IT FURTHER RESOLVED, that notice of the foregoing delegation and the limits of this delegation shall be included in all requests for proposals for construction projects and in any addenda to the requests.

APPROVED and ADOPTED by the Richardson Independent School District Board of Trustees during a duly called meeting held on this 9th day of August, 2021.

ATTEST

By: _____
Name:
Title: President, Board of Trustees

By: _____
Name:
Title: Secretary, Board of Trustees

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

Date: August 9, 2021

Department: Student Services

Submitted by: Dr. Matthew Gibbins

ACTION ITEM

TOPIC: 2021-2022 Student Code of Conduct

BACKGROUND INFORMATION:

Chapter 37 of the Texas Education Code requires a school district to adopt a student code of conduct each year. The RISD Student Code of Conduct establishes standards for student behavior, informs students and parents of the consequences for a student's failure to adhere to those behavioral standards, and describes the appeal procedures to challenge disciplinary actions. Student Services meets with a variety of stakeholders to obtain input about the code of conduct. In addition, staff members and the General Counsel review the Code of Conduct to recommend proposed changes to address matters encountered during the previous year, to incorporate information required by legislative or other actions, and to ensure best practices. Proposed changes primarily clarify expectations concerning some issues that were encountered over the last year, address new issues of which we have become aware, and are designed to enhance understanding, and/or otherwise improve the readability of the document. Although this is a legislative year, there are not significant changes to the Code of Conduct as a result of new legislation.

Student Services staff conducts training with the campus principals and other key staff each year to ensure they are aware of and understand the changes to the Code of Conduct which is a part of the *Student and Parent Guidebook and Student code of Conduct*. The General Counsel provides administrator training, as well. Campus administrators, in turn, provide training for staff and students to ensure they are aware of behavioral expectations.

RISD maintains the *Student and Parent Guidebook and Student Code of Conduct* on line in both English and Spanish. Schools provide information to students and parents to ensure they understood how to access the document. A few paper copies of the document are provided to each campus and a copy is provided to any parent who asks for one. This online access procedure has worked well and has resulted in substantial

cost-savings for printing. We plan to follow the same procedure again this year. Parents still must sign and return an acknowledgement that they are aware that the *Student and Parent Guidebook and Student Code of Conduct* is available on line and that their student(s) will be subject to its provisions, that they understand how to access the document and will familiarize themselves with the document. Paper copies of the document also will be available at every campus.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees approve the 2021-2022 *Student Code of Conduct*.

PROPOSED RESOLUTION

WHEREAS, the Texas Education Code requires a school district to adopt a code of conduct to establish standards for student behavior and inform students and parents of the consequences for failure to meet the behavioral standards; and

WHEREAS, following reviews by District administrators and the General Counsel, a proposed Student Code of Conduct was developed for the 2020 - 2021 school year; and

WHEREAS, the Board wishes to ensure its policies, practices, and procedures fully comply with applicable law and best practices; and

WHEREAS, the Board finds that clearly stated standards of conduct for students supports the Board's vision that RISD provides an environment where all students may connect, learn, grow, and succeed, as well as its strategic objectives that all students will maximize their intellect and skills to create their own futures, develop strength of character, contribute to local and global communities, and belong to a community of meaningful connections and positive relationships;

THEREFORE, BE IT RESOLVED that the Board of Trustees approves the 2020 – 2021 Student Code of Conduct as presented and directs the Superintendent to ensure that it is made available to students, parents, and staff as required by the Texas Education Code.



STUDENT CODE OF CONDUCT /
STUDENT AND PARENT GUIDEBOOK
RICHARDSON INDEPENDENT SCHOOL
DISTRICT

MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Students:

Welcome to the 2021-2022 school year in the Richardson Independent School District. 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,



Dr. Jeannie Stone
Superintendent



RICHARDSON INDEPENDENT SCHOOL DISTRICT

MISSION

The mission of the Richardson Independent School District is to ensure that ALL connect, learn, grow, and succeed through relevant and personalized learning experiences distinguished by –

- 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

We believe that –

- It is necessary to meet all basic needs;
- All people have immeasurable value and deserve respect;
- All people have something unique to contribute;
- All people have the freedom to choose their own path;
- Embracing our differences strengthens us, and leveraging our differences propels us;
- All people need meaningful relationships to build valuable connections and inspire a sense of community;
- Serving others strengthens our local and global communities;
- All people can continuously learn, adapt, and grow;
- Failures are valuable opportunities to explore, learn, and succeed; and
- We strengthen our future by nurturing and preparing children and youth.

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.

Equal Opportunity and Nondiscrimination

The Richardson Independent School District maintains a strict policy of equal opportunity and nondiscrimination in all programs and services. The District intends to comply with all applicable federal, state, and local laws and regulations concerning equal opportunity and nondiscrimination. If any of the policies outlined in this *Guidebook* are, or become unlawful for any reason, the applicable law will be followed.

1. No students shall, on the basis of sex, race, religion, disability, national origin, or any other category protected by law, be excluded from participation in, be denied the benefit of, or be subjected to unlawful discrimination under any program or activity sponsored by RISD, including Career and Technical Education (CTE) programs.
2. In accordance with Title IX, RISD does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to RISD's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.
3. All employment decisions and actions such as recruitment, hiring, training, promotion, transfer, layoff, recall, compensation and benefits, discipline, termination, and educational, recreational, and social programs are administered without regard to the race, color, sex, religion, national origin, citizenship, age, physical or mental disability of an otherwise qualified individual, his or her membership or application for membership in a uniformed service, or any other category protected by law.
4. In accordance with the requirements of Title VI of the *Civil Rights Act of 1964, as amended*, Title IX of the *Educational Amendments of 1972*, and Section 504 of the *Rehabilitation Act of 1973, as amended*, RISD has designated the following persons to coordinate compliance with the District's legal requirements under these nondiscrimination statutes:

- **Title IX Coordinator** (concerns regarding discrimination on the basis of gender, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment):

Dr. Matthew Gibbins, Chief Executive Director of Student Services

400 S. Greenville Avenue

Tel.: 469-593-0372

Richardson, Texas 75081

Email: matthew.gibbins@risd.org

* Reports may be made at any time, by any person including during non-business hours, by mail, phone, or email. During RISD business hours, reports may be made in person.

- **Section 504 Coordinator** (concerns regarding discrimination on the basis of disability):
Alicia Zornig, Section 504/ADA Coordinator

701 W. Belt Line Road

Tel.: 469-593-7517

Richardson, Texas 75080

Email: alicia.zornig@risd.org

- **All other concerns regarding discrimination:** Dr. Jeannie Stone, Superintendent

400 S. Greenville Avenue
Richardson, Texas 75081

Tel.: 469-593-0250
Email: jeannie.stone@risd.org

Refer to page 53 for information concerning interpretation and translation services for parents whose proficiency in English is limited.

If you have difficulty accessing this handbook due to a disability, please contact your campus principal or the §504/ADA coordinator (alicia.zornig@risd.org).

Religious Practices

Campuses and other work and program locations within RISD reflect the richly diverse population of the District's residents. RISD's Board of Trustees and administration respect the wide range of beliefs represented by RISD's student body, staff, and our community. The District has developed policies and guidelines that protect the rights of individuals regarding religious freedoms and practices while ensuring the District observes its constitutional duty to remain neutral in such matters. These guidelines also encourage staff members to be aware of and sensitive to religious issues. Specific guidelines are included in the *RISD Religious Practices Handbook*, a document developed by a diverse committee of patrons, religious leaders, and District staff members. This *Guidebook* is periodically updated. In addition to the *Religious Practices Handbook*, RISD develops a calendar each year that identifies the major holy days in the predominant religions in our community. Like the *Handbook*, the calendar is developed from input from a diverse group. The calendar is available on the District's website at <https://web.risd.org/home/wp-content/uploads/2020/10/2020-21-Calendar-of-Religious-Holidays.pdf>

Student and Parent Guidebook

The *Student and Parent Guidebook* is a general reference guide only and is designed to be in harmony with the *Student Code of Conduct* and Board policies. Please be aware that the *Guidebook* is not a complete statement of all policies, procedures, or rules that may be applicable to a given circumstance. In the event of a conflict between the *Guidebook* and the *Student Code of Conduct* or Board policy, the current *Student Code of Conduct* and/or Board policy are to be followed. Policies or practices described in this *Guidebook* are provided for the information and guidance of RISD's students and their parents, and do not constitute, nor should they be relied on, as contractual obligations of the Richardson Independent School District to any person. The *Guidebook* may refer to rights established through law or District policy but it does not create any additional rights for students or parents. RISD reserves the right to modify this *Guidebook* at any time. Its contents, as they now appear or as they may be amended in the future, apply to all students enrolled in RISD. RISD intends, at all times, to follow applicable law. If any provision in this *Guidebook* becomes unlawful, the applicable law will be followed.

Board Policies

A link to RISD's Board Policies in their entirety is located on the District's website at <https://web.risd.org/bot/> and at the following URL: <http://pol.tasb.org/Home/Index/370>.

*Inquiries concerning this Guidebook
should be directed to your campus principal or
the Office of Student Services
469-593-0373*

STUDENT CODE OF CONDUCT

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For purposes of automatic admissions to a state college/university [TEC §51.803] as described below, RISD determines and reports high school class rank as follows:	35
Rank is only provided for students in the top 10% of their class at the middle and end of 11th grade, middle of 12th grade, or upon high school graduation, whichever is most recent at the application deadline.....	35
The top 10% of a high school class shall not contain more than 10 percent of the total class size.....	35
The student's top 10% rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.	35
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2021-2022 STUDENT CODE OF CONDUCT

PURPOSE

The Richardson Independent School District designed the *Student Code of Conduct* to provide information to students and parents about the District's standards for student conduct, consequences of misconduct, and the procedures for administering discipline or other interventions. It outlines a wide range of consequences for misconduct, including the circumstances, in accordance with District guidelines and Chapter 37 of the *Education Code*, where a student may be (i) disciplined, (ii) removed from a classroom, campus, or Disciplinary Alternative Education Program (DAEP), or (iii) expelled. RISD will administer the *Student Code of Conduct* at all times in accordance with its own policies, the *Education Code*, and applicable federal and state laws and regulations. It remains in effect, not only during the school year, but also during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the Board of Trustees becomes effective. To assist you in understanding many of the terms used in the *Student Code of Conduct*, we have provided a glossary near the end of this *Guidebook*.

The District is committed to providing a safe learning environment. Fostering and maintaining orderly student conduct is essential to this goal. RISD developed this *Student Code of Conduct* with input from administrators, teachers, and parents, and updates it annually. The *Student Code of Conduct* is a tool that can help parents and students understand the District's and the state's expectations in fostering a safe and equitable learning environment in RISD schools. In addition to informing the students and parents about disciplinary consequences, the *Student Code of Conduct* provides positive behavioral support strategies for managing students in the classroom, on school grounds, and during school-sponsored activities on- or off-campus, as well as preventing and intervening in student discipline problems. The *Student Code of Conduct* strives to foster positive and equitable school climates that support continuous improvement and to focus on prevention while communicating clear, appropriate, and consistent expectations for behavior as well as consequences for noncompliance. All discipline will be administered in a fair and equitable manner. RISD's Board of Trustees has adopted this *Student Code of Conduct* as required by law and it has the force of any other Board policy. Some campuses have developed school-specific guidelines on discipline management. A copy of any student guidebook your campus develops will be provided for all students. Local campus guidebooks may supplement the RISD *Student Code of Conduct* but in the event of a conflict, the *Student Code of Conduct* shall control.

This document is available from your campus principal and is posted on the District's website (www.risd.org). If you have any difficulty accessing the *Student Code of Conduct* because of a disability, please contact your campus principal, Student Services (matthew.gibbins@risd.org), or the Section 504 Coordinator (alicia.zornig@risd.org). If you need language translation assistance, please contact RISD Department of Strategy and Engagement.

2021-2022 STUDENT CODE OF CONDUCT

STANDARDS FOR STUDENT CONDUCT

General

RISD strives to provide a safe, positive learning environment for all students that is free from unnecessary distractions or other factors that interfere with student learning. Students, parents, and the District must work collaboratively to create and maintain quality learning environments in all of our schools. As used throughout the *Student and Parent Guidebook and Student Code of Conduct*, the term “parent” includes a parent (biological or adoptive), legal guardian, or other person having lawful control of the child. Parents play a vital role in assisting the District to set standards for expected behavior and to explain consequences for failure to comply. RISD asks parents to review, study, and support the District’s behavioral management plan as described in the *Student Code of Conduct* and any local campus handbooks. By cooperating with school personnel, participating in conferences and training sessions as needed, and communicating factors that might affect student behavior, parents can help create a quality learning environment for their child. A copy of the *Student Code of Conduct and Student and Parent Guidebook* is posted on the RISD website at <https://web.risd.org/student-services/policies/#codeofconduct>

Students also share responsibility for the effectiveness of the District’s *Student Code of Conduct*. Each campus will review the *Student Code of Conduct* and campus behavior plans (in an age- appropriate manner) with students at the beginning of the school year. Students are expected to become familiar with expected standards of behavior and to demonstrate appropriate behavior. Throughout this *Code of Conduct* and related discipline policies, the term “parent” includes a biological or adoptive parent, legal guardian, or other person having lawful control of the child.

RISD, as required by law, designates at least one person at each campus to serve as a campus behavior coordinator (CBC). The CBC is primarily responsible for maintaining student discipline. RISD shall post on its website for each campus, the email address and telephone number of the persons serving as CBC. Contact information is located on www.risd.org. The CBC and other appropriate administrators will work closely with the campus threat assessment and 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.

School rules and the authority of RISD to administer discipline apply whenever the interest of the District is involved, on or off school property, in conjunction with or independent of classes or school-sponsored activities. For example, the District has disciplinary authority over a student:

- during the regular school day, including virtual learning;
- while the student is going to and from school or a school-sponsored or school-related activity on District transportation;
- while the student is in attendance at any school-related activity, regardless of time or location, including virtual learning;
- for any school-related misconduct, regardless of time or location;
- during weekends, holidays, and school vacations, regardless of location, when the student is subject to extracurricular activity standards of conduct;
- when retaliation against a school employee or volunteer is threatened, regardless of time or location;
- when criminal mischief is committed on or off school property or at a school-related event;

- for certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- for certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- when the student commits a felony, as provided by § 37.006 or § 37.0081 of the *Education Code*;
- when the student is required to register as a sex offender; and
- when a student engages in cyberbullying as provided by § 37.0832 of the *Education 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.

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. The District has the right to search or inspect District property at any time without notice. The District may pursue discipline based on the results of the search or a student's refusal to allow or cooperate with a search where allowed.

Reporting Crime

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To help ensure security and protection of students, staff, and property, the district collaborates with local law enforcement agencies to provide School Resource Officers or part-time police officers at identified campuses. In accordance with law, the board has coordinated with Campus Behavior Coordinators and other district employees to ensure appropriate law enforcement duties are assigned to campus security staff. The law enforcement duties of school security personnel include:

- protecting the 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.

RISD seeks to foster a climate of mutual respect for the rights of others that enhances the educational purpose for which the District exists. All students enjoy the basic rights of citizenship guaranteed by law for persons of their age and maturity. Each student must, in turn, respect the rights of classmates, teachers and other school personnel. All personnel will recognize and respect the rights of students, just as students are expected to exercise their rights responsibly toward others. Students are expected to demonstrate due regard for the rights of others and to comply with the District's rules and regulations which are established to create and foster an atmosphere in which RISD's educational mission can be achieved. Students who violate the rights of others or school or District rules will be subject to appropriate disciplinary measures. These measures are designed to correct misconduct, maintain a safe and orderly school environment, and to promote a sense of responsibility as citizens of the school community.

Each student is responsible for helping the District create and maintain a positive learning environment at school and school-sponsored activities. Each student is expected to:

- attend all classes, daily and on time;
- be prepared for each class and to bring appropriate materials and assignments;
- meet District and campus standards of grooming and dress and in general be properly attired so that appearance does not create a disturbance or a health or safety hazard;
- demonstrate courtesy and respect even when others do not;
- behave in a responsible manner always exercising self-discipline;
- obey all school and classroom rules;
- comply with requests and directions from school personnel;
- respect the property of others, including District property and facilities;
- cooperate with and assist the school staff in maintaining safety, order, and discipline;
- respect the rights and privileges of students, teachers, and other District staff and volunteers;
- seek changes in school policies in an orderly manner and through appropriate channels; and
- adhere to the requirements of the *Student Code of Conduct*.

Unauthorized Persons

In accordance with § 37.105 of the *Education Code*, a school administrator or school resource officer (SRO) shall have the authority to refuse entry 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 the person 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 concerning refusal of entry or ejection from District property may be filed in accordance with FNG(Local) or GF(Local), as appropriate. However, the timelines for the district's grievance procedure shall be adjusted to permit the person to address the board within 90 days, unless the complaint is resolved before a hearing.

Disruptions

A key factor in managing the educational environment to support student learning is eliminating unnecessary disruptions during the school day. Unauthorized conduct by students (in or out of class) that for any reason - whether because of time, place, or manner of behavior - disrupts class work, creates substantial disorder, or invades the rights of others, is prohibited. No student, acting alone or with a group, will be permitted to disrupt classes or other school activities. This prohibition applies to conduct occurring on school property and property within 300 feet of school property and/or while attending school-related or school-sponsored activities on or off school property. Prohibited conduct that may disrupt the educational activities of a school includes but is not limited to:

- disrupting or attempting to disrupt a class or an assembly by means of force or threat of violence;
- emitting noise of an intensity or tone that prevents or hinders classroom instruction;
- entering a classroom without the consent of the principal or teacher and causing disruption of class activities either through acts of misconduct and/or the use of loud or profane language;
- enticing or attempting to entice students away from classes or required school activities;
- obstructing the passage of persons in an exit, entrance, or hallway of a building without authorization from school administrators;
- preventing or attempting to prevent students from attending classes or required school activities;
- preventing or attempting to prevent a lawful assembly authorized by school administrators by means of force or threat of violence;

- restraining or attempting to restrain the passage of any person at an exit or entrance to a campus or building by force, violence, or threats, and without the authorization of school administrators;
- seizing control of a building or portion of a building for the purpose of interfering with an administrative, educational, research, or other authorized activity;
- using an electronic communication device during the school day and/or having such a device ring or make any other audible sound during the school day;
- wearing or displaying language, signs, logos, pictures, or other communications of lewd or pornographic or sexual content (this prohibition extends to masks, shields, or other face coverings);
- violence or advocating violence against any person or group;
- promoting alcohol or any other illegal drug or narcotic; or
- engaging in disruptive or prohibited behavior during virtual learning activities (*e.g.*, displaying vulgar or inappropriate images during video learning sessions; making profane or other inappropriate utterances during a video or audio learning lesson, etc.).

Student demonstrations, boycotts, and similar activities are prohibited if administrators determine that such activities will cause or have caused substantial disruption or interference of normal school operations to occur.

Students who participate in unauthorized disruptive activities, including those described above, are subject to disciplinary action, based on the severity of the violation and its overall effect on the welfare of other students and disruption of the school environment. Students also may receive citations from the school resource officer or other law enforcement personnel in accordance with applicable law. The conduct described above may also constitute a Category I, II, or III offense.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a disciplinary management technique. The campus behavior coordinator shall employ alternate discipline management techniques, consistent with the *Student Code of Conduct*, including progressive interventions.

Formal Removal by Teacher

In most instances, teachers will manage student misbehavior in class through classroom rules and behavior management techniques or through a routine referral.

If in-class management techniques and routine referrals are not effective to manage student behavior, a teacher may remove a student from his or her class in accordance with § 37.002 of the *Education Code*. A teacher may initiate a formal removal from class if:

- the teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
- the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

If a teacher removes a student from class for a reason stated above, the campus behavior coordinator may place the student in another appropriate classroom, assign in- or out-of-school suspension, or place the student in a disciplinary alternative education program (DAEP). The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

No later than the third class day after the day on which a student is formally removed, the campus behavior coordinator or other administrator shall schedule a conference with a parent of the student, the teacher who removed the student, and the student. At the conference, the campus behavior coordinator or other appropriate

administrator shall inform the student of the alleged misconduct and the proposed consequences, and the student shall have an opportunity to respond to the allegations.

A teacher or administrator must remove a student from class if the student engages in behavior for which the *Education Code* requires or permits the student to be placed in a DAEP or expelled. When a student is removed for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

When a student is formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available. If the formal removal was for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault, the student may not be returned to the teacher's class without his/her consent.

Suspension – In- or Out-of-School

Students may be suspended either in-school (ISS) or out-of-school (OSS) for any behaviors listed in the *Student Code of Conduct* as a General Misconduct Violation (Category I), Disciplinary Alternative Education Program Offense (Category II), or an Expellable Offense (Category III).

Only a campus behavior coordinator or other appropriate campus administrator may suspend a student.

The District shall not use out-of-school suspension for students below grade 3 or who is homeless unless, while on school property or while attending a school-sponsored/related activity (on or off school property) the student engages in:

- conduct that contains the elements of a weapons offense (*See Penal Code § 46.02 or § 46.05*);
- conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault as provided in the *Penal Code*; or
- selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, or alcoholic beverage, or a controlled substance, or dangerous drug as defined by state or federal law.

RISD also shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations in lieu of suspension or DAEP placement.

Before being assigned to ISS or OSS, a student will have the opportunity for an informal conference with the campus behavior coordinator who will advise the student of the alleged misconduct and give the student the opportunity to respond to the allegations before the administrator makes a decision.

In deciding whether to order in- or out-of-school suspension, the Campus Behavior Coordinator will take into consideration:

- self-defense,
- intent or lack of intent at the time the student engaged in the conduct;
- the student's disciplinary history;
- any disability that substantially impairs the student's capacity to appreciate the wrongfulness of the conduct;
- a student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- a student's status as homeless.

The administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular activities.

Texas law allows a school District to suspend a student out of school for no more than three school days for each behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. RISD will not issue an order of OSS for truancy or tardiness. A student who is assigned to ISS for a period of 10 days or less may appeal only to the campus behavior coordinator/designee.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in ISS or OSS, including at least one method of receiving the coursework that does not require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a disciplinary alternative education placement (DAEP), will have an opportunity to complete before the beginning of the next school year each course in which the student was enrolled at the time of removal from the regular classroom. 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.

Students with Disabilities

Students with disabilities may be disciplined in the same manner as other students in accordance with their IEPs or other specialized education plan. In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making a hit list until an 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 his/her conduct.

If a disabled student accumulates 10 consecutive days or a pattern of removal to ISS or OSS (without special education services), the pattern of misbehavior must be addressed by the student's multidisciplinary team. The school will convene an ARD or Section 504 committee meeting in a timely manner as required by law to (i) review the student's IEP; (ii) review or seek consent to conduct a Functional Behavior Assessment (FBA) if one is not in place or more than one year old; and/or (iii) develop a Behavior Intervention Plan (BIP). If the student accumulates a total of 10 days of ISS or OSS without special education services or a recommendation for removal is made for a Category II or III offense, a second ARD or Section 504 committee meeting must be held to conduct a Manifestation Determination (SE7 Dis) and to review the student's BIP before the student may be removed any more days from his or her educational placement. When a second ARD or Section 504 committee meeting is required, the school will contact the assigned Licensed Specialist in School Psychology (LSSP) or educational diagnostician for assistance.

Note: If a BIP was not previously developed, the school must seek consent for an FBA and a BIP developed before any further removal may occur.

GENERAL MISCONDUCT VIOLATIONS – CATEGORY I

Students who engage in conduct characterized as a general misconduct violation (Category I) will be disciplined by the appropriate administrator. Category I violations generally are less serious than offenses listed as Category II or Category III violations. However, a student who persistently engages in Category I violations may be subject to removal to a Disciplinary Alternative Education Program (DAEP), suspension, or expulsion. The categories of conduct listed below are prohibited at school and all school-related activities, but the list does not include the most serious offenses, which are addressed in later sections. However, any offense may be serious enough to result in removal from the regular education setting, including a virtual learning setting. For first offense (Category 1) violations involving tobacco products, electronic cigarettes, or vaporizers, students will be required to attend tobacco educational intervention sessions before any disciplinary action (including any formal removal from the classroom) can be taken.

Disregard for Authority

Students shall not:

- fail to comply with directives given by school personnel (insubordination);
- leave school grounds or school-sponsored events without permission;
- disobey rules for conduct on District vehicles; or
- refuse to accept discipline management techniques assigned by a teacher or principal

Mistreatment of Others

Students shall not:

- use profanity or vulgar language or make obscene gestures;
- direct profanity, vulgar language, or obscene gestures toward a student or employee;
- fight, push, shove, scuffle, or engage in horseplay (for assault, refer to “DAEP Placement and Expulsion”);
- 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 make hit lists (*See “Glossary”*);
- engage in unwelcome conduct of a sexual nature, or other conduct that constitutes sexual or gender-based harassment or sexual abuse, sexual assault, dating violence, or stalking 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 exposure of private body parts;
- release or threaten to release intimate visual material of a minor or a student who is 18 years or older without the adult student’s consent;
- engage in sexting or otherwise sending to another student or employee via any computer or telecommunications device nude or sexually graphic or suggestive images of one’s self or others;
- engage in or participate in hazing (*See “Glossary”*);
- engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a District student, employee, board member, or volunteer;
- cause an individual to act or refrain from acting through use of threat or force (coercion);
- commit extortion or blackmail (obtaining money or an object of value from an unwilling person); or
- record the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of another

Property Offenses

Students shall not:

- damage or vandalize property owned by others;
- deface or damage school property – including buildings, walls, instructional materials, lockers, furniture, textbooks, technology and electronic resources, and other equipment – with graffiti or by other means;
- steal from students, staff, visitors, or the school;
- commit or assist in robbery or theft even if it does not constitute a felony under the *Penal Code*; or
- enter without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess, use, sell, or give to others:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any 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 be reasonably perceived as a weapon;
- ammunition or popping caps or paint balls;
- a stun gun;
- a firearm;
- an air gun or BB gun;
- electric shock novelty items;
- a laser pointer (unless authorized by a teacher);
- a pocketknife or any other small knife (having a blade 5.5 inches or less);
- a location-restricted knife;
- a club;
- a hand instrument designed to cut or stab another by being thrown;
- a firearm silencer or suppressor;
- knuckles; mace or pepper spray;
- a tire deflation device;
- pornographic material;
- tobacco products, matches, or a lighter;
- electronic cigarettes and any component, part, or accessory for an e-cigarette device;
- items that simulate smoking tobacco or other products and smoking paraphernalia, including vaporizers;
- unauthorized headphones; or
- any articles not generally considered to be weapons including school supplies, when the principal or designee determines that a danger exists.

* See explanation under Category II and III for possession of weapons and firearms. In most circumstances, possession of these items results in mandatory expulsion under federal or state law.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- possess, use, give, or sell alcohol or an illegal drug;
- 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;
- possess, use, abuse, give, or sell look-alike drugs or attempt to pass items off as drugs or contraband;
- abuse the student's own prescription drug, give or sell 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;
- abuse over-the-counter drugs;

- be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties;
- have or take prescription drugs or over-the-counter drugs at school other than as provided by District policy;
- possess, give, sell or use any item or substance that is used to simulate the effects or use of any illegal substance;
- possess, use, give away, or sell items or substances not suitable for human consumption that are used to simulate the effects of illegal drug use;
- be under the influence of any intoxicating or mind-altering substance; or
- possess, use, or be under the influence of CBD oil that contains any amount of THC (unless otherwise authorized under the Health and Safety Code)

Possession of Telecommunication or Other Electronic Devices

Students shall not:

- display, turn on, or use a cellular telephone or other telecommunication device or wireless device on school property during the school day in violation of District and campus rules.

Misuse of Technology Resources and the Internet

Students shall not:

- violate the District's computer or electronic communication device use policies or rules, or agreements (Responsible Use Guidelines, Bring Your Own Device, etc.) signed by the student or his/her parents 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 or infringes on the rights of another student at school;
- use the Internet or other electronic communications to threaten 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 engaging in 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; or
- use the Internet or other electronic communication to engage in or encourage illegal behavior or to 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.

Safety Transgressions

Students shall not:

- possess published or electronic material that is designed to promote or encourage illegal behavior that could threaten school safety;
- engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property;
- make false accusations or perpetrate hoaxes regarding school safety;

- engage in 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; or
- discharge a fire extinguisher without valid cause

Miscellaneous Offenses

Students shall not:

- violate dress and grooming standards as communicated in the student handbook and/or campus rules (this prohibition extends to masks, shields, or other face coverings);
- cheat, copy the work of another, or improperly obtain and use or give to another teacher tests or answer keys, or forge any document or signature;
- gamble;
- falsify records, passes, or other school-related documents;
- possess, give, sell or use on campus or at any school-sponsored or school-related activity any tobacco product, electronic cigarettes, or any smoking paraphernalia, including matches, lighters, pipes, or rolling papers;
- engage in actions or demonstrations that substantially disrupt or materially interfere with school activities;
- engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination;
- repeatedly violate other communicated campus or classroom standards of conduct
- knowingly provide false information to a district employee about the student's own conduct, or the conduct of another student or RISD employee; or
- knowingly make false allegations or accusations of misconduct or mistreatment by another student or district employee.

The District may impose campus rules in addition to those found in the *Student Code of Conduct*. These rules may be posted in classrooms or given to students and may or may not constitute violations of the *Code*.

Discipline Management Techniques

District staff shall approach student behavior management from a positive and equitable standpoint to help students learn and internalize standards of appropriate responsible behavior and will administer discipline when necessary to protect students, employees, property, and to maintain order. Staff will treat students fairly and in an equitable manner. Campus leadership will regularly review student discipline data to evaluate the need for additional training and resources in areas such as disproportionalities, campus trends, and any other areas that may affect overall student performance and wellbeing. Discipline, when required, shall be administered based on careful assessment of the circumstances. In general, discipline will be designed to improve conduct or correct misconduct and encourage all students to adhere to their responsibilities as citizens of the school community. Teachers and administrators shall draw on their professional judgment and discretion from a range of discipline management techniques, which may include restorative discipline practices, in assigning disciplinary consequences.

Disciplinary action shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the effect of the misconduct on the school environment and other persons, any statutory requirements, and other relevant factors.

In deciding whether to order suspension, removal to a Disciplinary Alternative Education Program (DAEP), or expulsion (regardless of whether the action is mandatory or discretionary) for any student, the District will consider:

- (i) whether the student's actions were in self-defense;
- (ii) the student's intent or lack of intent when he/she engaged in the conduct;
- (iii) the student's disciplinary history;
- (iv) a disability, if any, that substantially impairs the student's capacity to appreciate the wrongfulness of his/her conduct;
- (v) a student's status in the conservator of the Department of Family and Protective Services (foster care); and/or
- (vi) a student's status as homeless. Where conduct falls into more than one category, the administrator/campus behavior coordinator will consider all relevant information, including these mitigating factors, to determine which category is most appropriate.

The discipline of students with disabilities is subject to applicable state and federal law in addition to the *Student Code of Conduct*. To the extent any conflict exists, state and/or federal law will prevail. As required by the *Education Code*, a student enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists until the ARD committee meeting has been held to review the conduct.

The campus behavior coordinator or campus principal will notify a student's parent verbally or in writing of any violation of the *Student Code of Conduct* that may result in a suspension, removal to a DAEP, or expulsion. Notification will be made as soon as practicable but no later than three school days after the administrator becomes aware of the violation.

Infractions for which the consequences listed below may be assigned are generally considered to be minor violations and the teacher is not required to make an office referral. Repeated violations of campus or classroom rules may be considered persistent misbehavior and can result in placement in an alternative educational program, In-School Suspension (ISS) and/or Out-of-School Suspension (OSS).

The following positive behavioral intervention strategies and discipline management techniques may be used - alone, in combination, or as a part of progressive interventions to address behavior prohibited by the *Student Code of Conduct* or by campus or classroom rules:

- Completion of discipline matrix information;
- Verbal redirection;
- Reminders and review about behavioral expectations to ensure understanding;
- Oral or written correction;
- Conference with student;
- Conference with parent/family group;
- Counseling with teachers, school counselors, special services, or administrative personnel;
- Peer mediation;
- Behavior coaching;
- Anger management classes;
- Classroom circles;

- Altering the educational environment such as changing seating assignments in the classroom or on vehicles owned or operated by the District, or class schedule changes where appropriate;
- Penalties identified in individual student organizations' extracurricular standards of behavior;
- Cooling-off time or a brief "time out" period in accordance with law;
- Physical redirection;
- Physical restraint (if necessary to avoid harm to the student or others and in accordance with applicable law);
- Confiscation of prohibited items or items that disrupt the educational environment;
- Behavioral contracts and/or school administered probation;
- Demerits or rewards;
- Detention, including outside regular school hours*;
- Assignment of school duties at the discretion of the principal;
- In-School Suspension (ISS) as specified in the ISS section (page 39) ;
- Expulsion as specified in the expulsion section of the *Student Code of Conduct*;
- Opportunity to participate in educational activities designed to increase awareness and understanding about the misbehavior (e.g., special seminars related to vaping, alcohol abuse, cultural competency, healthy dating relationships, etc.)
- Grade reduction for cheating, plagiarism, or other academic dishonesty, and as otherwise permitted by policy;
- Withdrawal of campus privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or memberships in school-sponsored clubs and organizations;
- Sending the student to the office or other assigned area;
- Transferring the student to another campus;
- Referral to outside agency or authority for criminal conduct;
- Repair of, or restitution for, damaged materials, equipment, furniture, or other property; and/or
- Withdrawal or restriction of District transportation privileges;
- School-assessed and school-administered probation;
- Out of school suspension, as specified in the OSS section (page 95);
- Placement in a DAEP, as specified in the DAEP section (page 39);
- Placement and/or expulsion in an alternative education setting as specified in Placement and/or Expulsion for Certain Offenses (page 41);
- Expulsion as specified in the Expulsion section (page 40);
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district;
- Other strategies and consequences as determined by school officials, including specific strategies designed to address prohibited behaviors that occur during virtual learning.

* Before assigning detention outside regular school hours to a student under 18, the appropriate administrator shall give notice to the student's parent regarding the reason for the detention and permit arrangements for necessary transportation.

RISD policy prohibits administering corporal punishment to students. Documented repeated violations of District, campus, or classroom rules may rise to the level of persistent misbehavior which may result in the removal of the student to a DAEP, OSS, and/or expulsion.

Suspension. Students may be suspended in- or out-of-school for any behavior listed in the *Student Code of Conduct* as a general conduct violation, DAEP offense, or expellable offense. In deciding whether to order out-

of-school suspension, the District shall take into consideration: self-defense, intent or lack of intent at the time the student engaged in the conduct, and the student's disciplinary history, and disability, if any, that substantially impairs the student's capacity to appreciate the wrongfulness of the conduct, a student's status in the conservator of the Department of Family and Protective Services (foster care), or a student's status as homeless. Students below grade 3 or a student who is homeless shall not be assigned to out-of-school suspension except for certain violent or weapons offenses or drug or alcohol-related conduct.

Notification. The campus behavior coordinator or other appropriate administrator shall promptly notify a student's parent by telephone, or in person of any violation that may result in in-school suspension, out-of-school suspension, placement in a DAEP, expulsion, or placement in a JJAEP. The campus behavior coordinator also shall 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*. The campus behavior coordinator shall make a good faith effort on the day the action was taken to provide written notice of the disciplinary action to the parent via delivery by the student. If the parent has not been reached by 5:00 p.m. of the first business day after the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail.

Questions/Appeals. Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administrator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques (other than referral to DAEP or expulsion which have separate appeal procedures described in this *Student Code of Conduct*, or ISS or OSS, which are appealable only to the campus principal) should be addressed in accordance with policy FNG(Local). The policy is available from the principal's office or through the District's website at <http://www.risd.org>. Disciplinary consequences shall not be deferred pending the outcome of a grievance or appeal. In an instance where a student 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 policy FFH.)

Students with Disabilities. The discipline of students with disabilities is subject to applicable State and federal law in addition to the *Student Code of Conduct*. To the extent any conflict exists, State and/or federal law shall prevail. In accordance with the *Education Code*, a student who is enrolled in a special education program may not be disciplined for conduct meeting the statutory definition of bullying, cyberbullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

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. A principal or campus behavior coordinator must employ additional management techniques, as appropriate, which may include seat reassignments and restricting or revoking a student's bus riding privileges.

RISD's primary responsibility in transporting students in District vehicles is to do so as safely and efficiently as possible. Student misbehavior cannot be allowed to disrupt or distract the driver from focusing on driving. Thus, when appropriate disciplinary management techniques fail to improve student behavior or when a specific instance of misconduct warrants removal, the principal or campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with applicable law.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students. An "aversive technique" is a technique or intervention 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;

- 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 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 upon, 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 program appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers;
- depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or conflict with the student's IEP or behavior intervention plan (BIP).

2021-2022 STUDENT CODE OF CONDUCT

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING – CATEGORY II

Disciplinary Alternative Education Program (DAEP)

In addition to application of other discipline management strategies, students who engage in conduct characterized as a Category II offense, as described in the *Student Code of Conduct*, may be removed from the regular educational setting and placed in a Disciplinary Alternative Education Program (DAEP). RISD has designated the *Christa McAuliffe Learning Center (CMLC)*, located at 900 S. Greenville Avenue, Richardson, Texas 75081, 469-593-5800, as its DAEP. Refer to the section titled “Removal from the Regular Education Setting – Procedures” in this *Student Code of Conduct* for more detailed information about DAEP placement.

The terms of placement for a Category II offense must prohibit the student from attending or participating in a school-sponsored or school-related activity or noncurricular activity during the period of DAEP placement. This prohibition includes but is not limited to athletic events, competitions, performances, practices, school dances, pep rallies, graduation ceremonies and activities, and school-sponsored trips (local or out of town). During the period of DAEP assignment, a student should not be present at his or her home campus, or other district locations except CMLC, without specific authorization from the campus principal or designee.

Graduation. For a senior student assigned to a DAEP at or near the end of the school year who is eligible to graduate, if the terms of the placement continue through graduation, the student will not be allowed to attend or participate in the graduation ceremony and any related graduation activities. (*Reference: Education Code § 37.006*)

Age and Grade Considerations. By law, students under the age of six cannot be removed from class and placed in a DAEP unless they commit a federal firearms offense. An elementary student may not be placed in a DAEP with another student who is not an elementary school student. Elementary classification shall be Kindergarten–grade 6 and secondary classification shall be grades 7-12.

Summer Programs. Summer programs provided by the District shall serve students assigned to a DAEP (if any) in conjunction with other students.

Transportation. Transportation will not be provided for a student assigned to DAEP unless he or she is an elementary student or a student with a disability whose IEP designates transportation as a related service.

Students with Disabilities. Within 10 school days of any administrative decision to change the placement of a student with a disability because of a violation of the *Student Code of Conduct*, the student’s ARD or Section 504 committee should conduct a Manifestation Determination meeting. The school should promptly contact the Licensed Specialist in School Psychology or Educational Diagnostician assigned to the school for assistance. If the committee determines that the behavior was a manifestation of the student’s disability, the committee must conduct (or review) a Functional Behavior Assessment (FBA) and implement a Behavior Intervention Plan (BIP) for the student; or review/modify a current BIP. Appropriate parental consent must be sought to conduct an FBA. Additionally, the student should return to the previous placement unless the committee mutually agrees to change the placement or if the student was being removed due to one of the three special circumstances. If the committee determines the behavior was **not** a manifestation of the student’s disability, the student’s placement may be changed. An FBA and/or BIP is not required if the behavior is not a manifestation of the student’s disability, but could be conducted if the committee felt it was necessary.

Other Considerations. In deciding whether to place a student in a DAEP, regardless of whether the placement is mandatory or discretionary, the District will consider self-defense, intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, any disability that substantially impairs the student's capacity to appreciate the wrongfulness of his/her conduct, the student's status in the conservatorship of the Department of Family and Protective Services, and the student's status as homeless. For purposes of a DAEP placement, in determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense by the *Penal Code*, the superintendent or his designee may consider all available information, including information furnished under Article 15.27 of the *Code of Criminal Procedures*.

Notice to Noncustodial Parent. A noncustodial parent may request in writing directed to the student's campus principal that the District provide the noncustodial parent with a copy of any written notification relating to student misconduct that results in DAEP placement that the District generally provides to the custodial parent/guardian. Such written request is effective for the remainder of the school year in which it is received. Nothing in this paragraph entitles a parent to receive information that is not authorized under applicable court order.

Mandatory DAEP Placement

Students shall be assigned to a DAEP under the following circumstances:

1. A student shall be removed from class and placed in a DAEP if the student commits any of the following conduct 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:
 - a. Engages in conduct punishable as a felony.
 - b. Commits an assault involving bodily injury under § 22.01(a)(1), *Penal Code* (intentionally, knowingly, or recklessly causes bodily injury to another, including the person's spouse, and assault of a pregnant woman).
 - c. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of:
 - i) marijuana;
 - ii) a controlled substance, as defined by Chapter 481, *Health and Safety Code*, or 21 U.S.C. § 801; or
 - iii) a dangerous drug (in an amount not constituting a felony), as defined by Chapter 483, *Health and Safety Code*. (School-related felony drug offenses are addressed in the Category III – Expulsion section of the *Student Code of Conduct*.) *Note:* 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 if he/she possesses, uses, or is under the influence of the low-THC cannabis in accordance with the District's prescription policies. Except as authorized by the Health and Safety Code, a student who is in possession of any amount of THC violates this provision.
 - d. Sells, gives, or delivers to another person an alcoholic beverage as defined by § 1.04, *Alcoholic Beverage Code*; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of an alcoholic beverage, if the conduct is not punishable as a felony. (School-related felony alcohol offenses are addressed in the Category III Expulsion section of the *Student Code of Conduct*.)
 - e. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under § 485.03 - § 485.035, *Health and Safety Code*.
 - f. Engages in conduct that contains the elements of the offense of public lewdness under § 21.07, *Penal Code*, or indecent exposure under § 21.08, *Penal Code*. (*Reference: Education Code § 37.006*)

- g. Engage in conduct that contains the elements of the offense of harassment against an RISD employee under § 42.07(a)(1), (2), (3), or (7), *Penal Code*
- 2. A student shall be removed from class and placed in a DAEP if, on or off school property, the student:
 - a. Engages in conduct relating to a false alarm or report (including a bomb threat) or terroristic threat involving a public school. (*Reference: Penal Code § 42.06 & § 22.07*)
 - b. Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (*Reference: Penal Code § 36.06*) (Committing retaliation in combination with an expellable offense is addressed in Category III.)
 - c. Engages in expellable conduct and is between six and nine years of age.
 - d. Commits a federal firearm violation and is younger than six years of age.
- 3. A student shall be removed from class and placed in a DAEP if the student engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the *Penal Code* when the conduct occurs off school property and not at a school-sponsored or school-related activity, and:
 - a. the student receives deferred prosecution;
 - b. a court or jury finds that the student has engaged in delinquent conduct under § 54.03, *Family Code*; or
 - c. the superintendent or designee has a reasonable belief that the student has engaged in the conduct and the student's continued presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Discretionary DAEP Placement

A student may be assigned to a DAEP for the following conduct:

- 1. Communicating reckless speech, including 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.
- 2. 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, *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. Involvement in criminal street gang activity.
- 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. Engaging in sexual intercourse or other intimate sexual conduct at school or during any school-related or school-sponsored activity (even if such conduct is consensual).
12. 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.
13. 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.
14. Possessing, distributing, or downloading any pornographic material at school or during a school-sponsored activity or event whether on a school or personal device.
15. Selling, delivering to another person, possessing or using drug paraphernalia.
16. Selling, delivering, using, possessing, or knowingly ingesting prescription or non-prescription medication (exception: medication possessed and taken in accordance with the Health Services section of the *Student and Parent Guidebook and Student Code of Conduct* and as directed by a doctor's prescription or label directions).
17. Possessing an unauthorized prescription medication.
18. Possessing, giving, selling or using tobacco, tobacco products, E-liquids, electronic cigarettes, e-cigarettes, or other products or paraphernalia to smoke or simulate smoking (regardless of whether they contain nicotine), including personal vaporizers and electronic nicotine delivery systems or components.
19. 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.
20. Vandalizing, damaging, setting fire to, or stealing property owned by the District, other students, or District employees, or while attending a school-sponsored or school-related activity on or off school property.
21. Engaging in serious misbehavior that affects the orderly environment of the school, not excluding conduct listed in Category I.
22. Exhibiting persistent misbehavior (see "Glossary") including repeated, documented violations of standards of student conduct listed in Category I in the *Student Code of Conduct*. Provided, however, a student who previously has attended the District's DAEP-Christa McAuliffe Learning Center (CMLC) within a particular school year for continued persistent or serious misbehavior, must repeat the District's stated disciplinary process before being returned to CMLC.
23. 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.
24. Violating the District's Responsible Use Guidelines or Electronic Communication and Data Management Policy.
25. Engaging in unwelcome verbal or physical harassment on the basis of a person's sex, age, race, color, religion, disability, or national origin.
26. Engaging in criminal mischief not punishable as a felony.
27. Using/Possessing a "look-alike" weapon, stun gun or other incapacitating device, or using any object to threaten or cause bodily harm.

28. 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.
29. Possessing a “look-alike” explosive.
30. 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”*).
31. 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.
32. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
33. Inciting violence against a student through group bullying.
34. 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.

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.

Sexual Assaults and Campus Assignments. If a 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 if the victim’s parent (or other person with authority to act on behalf of the victim) requests that the board transfer the offending student to another campus, the District shall transfer the offending student to another RISD campus. If there is no other RISD campus serving the grade level of the offending student, he/she shall be placed in DAEP.

2021-2022 STUDENT CODE OF CONDUCT

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING - CATEGORY III

Expulsion

RISD will expel (remove from RISD enrollment) students who commit Category III infractions as described in the *Student Code of Conduct* and under § 37.007 of the *Education Code*. A student who is expelled from an RISD campus will be referred to the Dallas County Juvenile Justice Alternative Education Program (DCJJAEP) unless the Campus Behavior Coordinator, in conference with Student Services, determines another educational placement is more appropriate under the circumstances. Expelled students will be afforded due process within RISD as provided by District policy and federal and state law. Refer to the section titled “Removal from the Regular Education Setting – Procedures” in the *Student Code of Conduct* for more detailed information about expulsion.

The campus behavior coordinator must notify Student Services immediately when a student engages in conduct that constitutes an expellable offense under Category III (mandatory or discretionary).

Other Considerations. In deciding whether to order expulsion, regardless of whether the expulsion is mandatory or discretionary, the campus behavior coordinator shall consider self-defense, intent or lack of intent at the time the student engaged in the conduct, the student’s disciplinary history, a disability, if any, that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct, a student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or a student’s status as homeless.

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion, including, but not limited to: athletic events; competitions; performances; school dances; graduation ceremonies or festivities; and school-sponsored trips (local or out of town). If during the period of expulsion the student engages in additional misconduct for which DAEP placement or expulsion is required or permitted, RISD may conduct additional procedures, which may result in additional disciplinary consequences.

Student Age. The *Education Code* prohibits a school District from expelling students under the age of ten (10) unless the student commits a federal firearms offense and is between five and ten years of age. If a student under age ten (10) engages in other expellable conduct, the student must be assigned to a DAEP. (*Reference: Education Code § 37.007(h); § 37.007(e)(2); § 37.006(f)*)

Students with Disabilities. If a student with a disability commits a Category III offense for which the campus behavior coordinator or other appropriate administrator determines expulsion is appropriate, the student may be placed in an interim alternative education setting until an ARD meeting or Section 504 meeting, as appropriate, can be convened to conduct a Manifestation Determination.

Within 10 school days of any administrative decision to change the placement of a student with a disability because of a violation of the *Student Code of Conduct*, the student’s ARD or Section 504 committee should conduct a Manifestation Determination. The school should promptly contact the Licensed Specialist in School Psychology or Educational Diagnostician assigned to the school for assistance.

If the ARD or Section 504 committee determines that the behavior **was** a manifestation of the student’s disability then the committee must conduct (or review) a Functional Behavior Assessment (FBA) and implement a Behavior Intervention Plan (BIP) for the student; or review/modify a current BIP. Appropriate parental consent must be sought to conduct an FBA. Additionally, the student should return to the previous placement unless

the ARD or Section 504 committee mutually agrees to change the placement or if the student was being removed due to one of the three special circumstances that occurred at school, on school premises, or at a school function (carried/possessed dangerous weapon, knowingly possessed/used illegal drugs or sold or solicited sale of controlled substance, or inflicted serious bodily injury upon another person). If the committee determines the behavior **was not** a manifestation of the student's disability, then the student's placement may be changed. An FBA and/or BIP is not required if the behavior is not a manifestation of the student's disability, but could be conducted if the ARD or Section 504 committee felt it was necessary. Students with disabilities may be expelled on the same basis as non-disabled students, provided the student's ARD or Section 504 committee determines that the misconduct is not a manifestation of the student's disability and/or the result of inappropriate placement. During the period of expulsion, the student's IEP or Section 504 plan must continue to be implemented in a way which provides a program individually designed to meet the student's unique learning needs and provides a free, appropriate, public education. A representative of the DCJJAEP will be invited to any expulsion ARD or Section 504 meeting as a non-consensus member.

Notice to Noncustodial Parents. A noncustodial parent may request in writing directed to the student's campus principal that the District provide the noncustodial parent with a copy of any written notification relating to student misconduct that results in expulsion that the District generally provides to the custodial parent/guardian. Such written request is effective for the remainder of the school year in which it is received. Nothing in this paragraph entitles a parent to receive information that is not authorized under any applicable court order.

Mandatory Expulsion

A student **shall** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Firearms

- a. Federal law: Bringing to school or possessing at school, including any setting under RISD's control or supervision for the purpose of a school activity, a firearm as defined by federal law. (Note – Mandatory expulsion under the *Gun-Free School Act* does not apply to a firearm lawfully stored in a locked vehicle, or to firearms used in approved activities when the District has adopted appropriate safeguards to ensure student safety.)
- b. State law: Unlawfully carrying a handgun on or about the student's person in the manner prohibited by *Penal Code § 46.02* (and except where such possession/use occurs at an approved target range located off school premises while participating in a school-sponsored shooting competition or educational activity that is sponsored/supported by the Parks and Wildlife Department, or a shooting sport sanctioning organization working with the Department).

2. Other weapons

- a. Unlawfully carrying on one's person, in the manner prohibited by *Penal Code § 46.02*, a location-restricted knife or club.
3. b. Engaging in conduct that contains the elements of an offense related to prohibited weapons under *Penal Code § 46.05* by intentionally or knowingly possessing, manufacturing, transporting, repairing, or selling: an explosive weapon, a machine gun, short-barrel firearm, knuckles, armor-piercing ammunition, chemical dispensing device, zip gun, tire deflation device, improvised explosive device, or firearm silencer.

3. Engaging in conduct that contains the elements of the following offenses under the *Penal Code*:

- a. Aggravated assault (*Penal Code § 22.02*), sexual assault (*Penal Code § 22.011*), or aggravated sexual assault (*Penal Code § 22.021*).
 - b. Arson (*Penal Code § 28.02*) (See “Glossary”).
 - c. Murder (*Penal Code § 19.02*), capital murder (*Penal Code § 19.03*), or criminal attempt to commit murder or capital murder (*Penal Code § 15.01*).
 - d. Indecency with a child (*Penal Code § 21.11*).
 - e. Aggravated robbery (*Penal Code § 29.03*).
 - f. Aggravated kidnapping (*Penal Code § 29.03*).
 - g. Manslaughter (*Penal Code § 19.04*) or criminally negligent homicide (*Penal Code § 19.05*).
 - h. Continuous sexual abuse of a young child or a disabled individual.
4. Engaging in the following conduct if it is punishable as a felony:
 - a. Using, possessing, being under the influence of, or selling, giving, or delivering to another person marijuana, a dangerous drug (*Health and Safety Code Chapter 483*), a controlled substance (*Health and Safety Code Chapter 481*; 21 U.S.C. § 801), or an alcoholic beverage (*Alcoholic Beverage Code § 1.04*).
 - b. Committing a serious act or offense while under the influence of alcohol.
 5. Engaging in retaliation against a school employee or volunteer combined with one of the above listed mandatory expulsion offenses.

Discretionary Expulsion: Student Conduct That May Result in Expulsion from School

A student **may** be expelled for:

1. Engaging in the following conduct, no matter where it takes place:
 - a. Conduct that contains the elements of assault under *Penal Code § 22.01(a)(1)* in retaliation against a school employee or volunteer.
 - b. Criminal mischief, if punishable as a felony.
 - c. Conduct that contains the elements of breach of computer security under *Penal Code § 33.02* if the conduct involves accessing a computer, computer network or system owned or operated by or on behalf of a school district and the student knowingly alters, damages, or deletes district information or property or commits a breach of any other computer, computer network or system.
 - d. Bullying that encourages a student to commit or attempt to commit suicide.
 - e. Inciting violence against a student through group bullying.
 - f. 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.
 - g. Breach of computer security.
2. Engaging in conduct that contains the elements of one of the following offenses against another student, no matter where the conduct occurs:
 - a. Aggravated assault.
 - b. Sexual assault.
 - c. Aggravated sexual assault.
 - d. Murder or capital murder.
 - e. Criminal attempt to commit murder or capital murder.

- f. Aggravated robbery.
3. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school (*Penal Code* § 42.06 or § 22.07).
 4. 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:
 - a. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not 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 if he/she possesses, uses, or is under the influence of the low-THC cannabis in accordance with the District's prescription policies. Except as provided in the Health and Safety Code, a student who is in possession of any amount of THC violates this provision.
 - b. Selling, giving, or delivering to 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, if the conduct is not punishable as a felony.
 - c. Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
 - d. Engaging in deadly conduct (under *Penal Code* § 22.05).
 - e. Engaging in conduct that contains the elements of assault (under *Penal Code* § 22.01(a)(1)) against an employee or a volunteer.
 5. Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:
 - a. Unlawfully carrying on the student's person a handgun or a location-restricted knife.
 - b. Possessing, manufacturing, transporting, repairing, or selling prohibited weapons.
 - c. Aggravated assault, sexual assault, or aggravated sexual assault.
 - d. Arson.
 - e. Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
 - f. Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - g. Continuous sexual abuse of a young child or disabled individual.
 - h. Felony, drug-related, or alcohol-related offense.
 - i. Possession of a firearm, as defined by federal law.
 6. 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.
 7. Engaging in documented serious misbehavior (*See "Glossary"*) that violates the District's *Student Code of Conduct*, despite documented behavioral intervention, while placed in a DAEP. For purpose of discretionary expulsion from DAEP, "serious misbehavior" means:
 - a. Deliberate violent behavior that poses a direct threat to the health or safety of others;
 - b. Extortion, meaning the gaining of money or other's property by force or threat;
 - c. Conduct that constitutes coercion, as defined by *Penal Code* § 1.07; or
 - d. Conduct that constitutes the offense of:

- (i) Public lewdness under *Penal Code* § 21.07;
- (ii) Indecent exposure under *Penal Code* § 21.08;
- (iii) Criminal mischief under *Penal Code* § 28.03;
- (iv) Hazing under *Education Code* 37.152; or
- (v) Harassment under *Penal Code* § 42.07(a)(1) of a student or RISD employee.

Individual administrators will consider all relevant factors when making a referral for an expulsion. Except as otherwise required by law, the duration of an expulsion usually will be 90 days, unless a longer period is required by law.

2021-2022 STUDENT CODE OF CONDUCT

PLACEMENT AND/OR EXPULSION FOR CERTAIN SERIOUS OFFENSES

This section includes two categories of serious offenses for which the *Education Code* provides unique procedures and specific consequences.

Note: Information about procedures and appeals for students placed or expelled under this section are included within this section. The general procedures and appeals for Category II and III offenses do not apply to offenses described in this section.

Registered Sex Offenders

1. **Notice** – Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is already assigned to a DAEP for any reason when the District receives notification that the student is required to register as a sex offender, the DAEP, in conjunction with the student's home school, must promptly determine the appropriate placement for the student as provided below.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either a DAEP or the JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in a DAEP or the JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the Board or its designee determines that the student's presence:

- a. threatens the safety of other students or teachers,
- b. will be detrimental to the educational process, or
- c. is not in the best interest of the District's students.

2. **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 will 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.

3. **Newly Enrolled Student** – 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.
4. **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.

Title 5 Felonies

1. **DAEP Placement** – DAEP placement is required for students who engage in conduct characterized as a Title 5 felony offense as described in the Mandatory DAEP Placement section. Notwithstanding this section, however, a student may be expelled and placed in JJAEP or DAEP in accordance with *Education Code*

§ 37.008, if the Board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (See “Glossary”) of the *Penal Code*. The student must have:

- a. received deferred prosecution for conduct defined as a Title 5 felony offense;
 - b. been found by a court or jury to have engaged in delinquent conduct for the conduct defined as aggravated robbery or a Title 5 felony offense;
 - c. been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
 - d. been referred to a juvenile court for allegedly engaging in delinquent conduct defined as aggravated robbery or a Title 5 felony offense; or
 - e. received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.
2. Expulsion – The District may expel the student and order placement under these circumstances regardless of:
- a. the date on which the student’s conduct occurred;
 - b. location at which the conduct occurred;
 - c. whether the conduct occurred while the student was enrolled in the District; or
 - d. whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.
3. Hearing and Required Findings – The student must first have a hearing before the Board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student’s presence in the regular classroom:
- a. threatens the safety of other students or teachers;
 - b. will be detrimental to the educational process; or
 - c. is not in the best interest of the District’s students.
- Note:* Any decision of the Board or the Board’s designee under this section is final and may not be appealed.
4. Length of Placement – The student is subject to the placement until:
- a. the student graduates from high school;
 - b. the charges are dismissed or reduced to a misdemeanor offense; or
 - c. the student completes the term of placement or is assigned to another program.
5. Placement Review – A student placed in DAEP or JJAEP is entitled to a review of his/her status, including academic status, by the Campus Behavior Coordinator or board’s designee in intervals not to exceed 120 days. In the case of a high school student, the student’s program toward graduation and the student’s graduation plan shall also be reviewed. At the review, the student or his/her parent(s)/legal guardian shall have the opportunity to present arguments for the student’s return to the regular classroom or campus.
6. Newly Enrolled Students – A student who enrolls in the District before completing a placement under this section from another school district must complete the term of the placement.

2021-2022 STUDENT CODE OF CONDUCT

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING - PROCEDURES

RISD intends to administer discipline under the *Student Code of Conduct* in an equitable and consistent manner and to provide students with the due process that is required by federal or state standards, according to the nature of the disciplinary consequences that may be imposed. Disciplinary consequences, including assignment to a DAEP or expulsion, will not be delayed pending the outcome of any proceedings through the criminal justice system and RISD's disciplinary consequences are not dependent upon outcomes through the criminal justice system. RISD administrators will take into consideration the mitigating factors prior to any removal from the regular educational environment.

Mitigating Factors. In considering whether to assign a student in- or out-of-school suspension, placement in the DAEP, or expulsion (regardless of whether the action is mandatory or discretionary), the campus behavior coordinator/other appropriate administrator shall consider;

- self-defense;
- intent or lack of, intent at the time the student engaged in the conduct;
- the student's disciplinary history;
- any disability that substantially impairs the student's capacity to appreciate the wrong-fulness of the conduct;
- a student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- a student's status as homeless.

Suspension

Before issuing an order of In-School Suspension (ISS) or Out-of-School Suspension (OSS), the campus behavior coordinator or designee will have an informal conference to advise the student of the conduct of which he or she is accused and the student will have an opportunity to explain his or her version of the incident before the administrator's decision is made.

The length of an OSS is left to the campus behavior coordinator or designee's discretion based on the seriousness of the offense, the student's age and grade level, the frequency of the misconduct, the student's attitude, and statutory requirements, but will not exceed three school days. There is no limit on the number of times a student may be suspended in a semester or school year except when an OSS would result in a change of placement for a student with a disability.

A student who is assigned to ISS or OSS may not attend or participate in any school-sponsored or school-related extracurricular activities or noncurricular school activities during the disciplinary assignment. This prohibition includes but is not limited to: athletic events; competitions; practices; performances; group, club, or team meetings; school dances; pep rallies; ceremonies and related activities; and school-sponsored trips (local or out of town).

ISS: The exclusion from extracurricular and noncurricular school activities begins at the start of the school day on the first day of assignment and ends at the end of the school day on the final day of the ISS assignment (*e.g.*, student receives a two-day ISS assignment for Tuesday and Wednesday; exclusion ends at the end of the school day on Wednesday and student may participate beginning Wednesday after school).

OSS: The exclusion from extracurricular and noncurricular school activities ends on the school day on which the student returns to regular classes following the completion of the OSS assignment (e.g., student receives a two-day OSS assignment for Thursday and Friday; student may resume participation on the following Monday).

The District will not use out-of-school suspension for students below grade 3 or who are homeless unless the student's conduct meets the requirements established by law (described below).

A student below grade 3 or who is homeless may 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 under *Penal Code* § 46.02 or § 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, aggravated sexual assault under the *Penal Code*; 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 state or federal law.

The District shall use a positive behavior program that meets the requirements of state law as a disciplinary alternative for students below grade 3 who commit general misconduct violations instead of suspension or DAEP placement.

Disciplinary Alternative Education Program (DAEP)/Christa McAuliffe Learning Center (CMLC)

When a student engages in conduct permitting or requiring placement in a DAEP, within three school days, the campus behavior coordinator/designee will schedule a conference with the student and his/her parent/guardian to discuss the incident. If the conduct also resulted in removal from class by a teacher pursuant to § 37.002(d) of the *Education Code*, the teacher also will attend. At the conference, the campus behavior coordinator/designee will inform the student of the reason(s) for removal, explain the basis of the removal, and give the student and/or the student's parent/guardian an opportunity to respond to the reason(s) for removal. Following unsuccessful, valid attempts to secure the parent/guardian's attendance at the conference, the campus behavior coordinator/designee may hold the conference and make a placement decision regardless of whether the student or his/her parent/guardian attends.

Restrictions During Placement: A student who is assigned to the DAEP may not attend or participate in any school-sponsored or school-related extracurricular activities or noncurricular school activities during the disciplinary assignment. This prohibition includes but is not limited to: athletic events; competitions; practices; performances; group, club, or team meetings; school dances and banquets; pep rallies; ceremonies and related activities; honorary activities (including graduation); and school-sponsored trips (local or out of town). A student may not be present on his/her home campus or other District premises except CMLC during a DAEP placement without specific prior authorization from the principal/designee. These restrictions apply to a student who withdraws before a DAEP order is completed.

Coursework Notice: The campus behavior coordinator/designee shall give the student's parent/guardian notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation at no cost to the student. The notice shall include information regarding all methods for completing the coursework. The campus also will discuss with the student and parent any opportunities for completion of other coursework.

Emergencies: 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 will be given oral notice of the reason for the action. Not later than the 10th school day after the date of the emergency placement, the student will be given the appropriate conference required for assignment to a DAEP.

Length of Placement: After the conference, if a placement decision is made, the campus behavior coordinator/designee will prepare a placement order and give or send a copy to the student and his/her parents. Not later than the second business day after the conference, a representative of the Student Services Department shall deliver to the juvenile court a copy of the placement order and all information required by *Family Code* § 52.04. Students are expected to enroll in the assigned DAEP as indicated in the assignment order.

The campus behavior coordinator/designee will determine the duration of a student's placement on a case-by-case basis, considering all relevant factors including, without limitation, the seriousness of the offense, the student's age/grade, the frequency of misconduct, the student's attitude, and any statutory requirements. The DAEP placement will usually be between 40 school days to one semester of good behavior. To minimize disruption to the student's education, the campus behavior coordinator/designee may consider the beginning and ending of grading periods in relation to the ending of the DAEP assignment. In addition, to encourage good behavior, students assigned to CMLC shall have the opportunity to earn a reduction of up to 10 days from the DAEP assignment period for good behavior by maintaining prompt and regular attendance and earnestly complying with the *Student Code of Conduct* and the DAEP campus rules. Days on which a student is absent (for any reason) do not count toward completion of the DAEP assignment. If the length of the student's DAEP placement is inconsistent with these guidelines, the placement order shall give notice of the inconsistency.

The maximum period of placement in the DAEP shall be one calendar year except when a review by the District determines that:

- (i) the student is a threat to the safety of other students or to District employees;
- (ii) extended placement is in the best interest of the student; or
- (iii) the placement resulted from the Board's decision to place a student who engaged in sexual assault of another student in the DAEP so the students are not assigned to the same campus.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the Board's decision to place a student who engaged in sexual assault of another student so that the students are not assigned to the same campus.

If the placement extends beyond the sooner of 60 days or the end of the next grading period, a student's parents will be given notice of the opportunity to participate in a proceeding before the Board or designee.

The District shall administer any required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with its procedures for administering other diagnostic and benchmark assessments.

Before RISD may place a student in a DAEP for a period that extends beyond the end of the school year, the Board or designee must determine that (i) the student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or (ii) the student has engaged in serious or persistent misbehavior that violates the *Student Code of Conduct*. However, students who commit offenses requiring placement in a DAEP at or near 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.

Transportation

Elementary students placed in a DAEP will be provided transportation to and from the home campus unless the parent desires to provide transportation. Secondary students placed in a DAEP will not be provided transportation unless he or she is a student with a disability who has transportation designated or a related service in his or her IEP. Secondary students may request a temporary DART bus pass.

Withdrawal During Placement Process

If a student who has engaged in conduct permitting or requiring placement in a DAEP withdraws from RISD before a placement order is completed, the campus behavior coordinator will complete the proceedings and issue a placement order. If the student re-enrolls in RISD, the District will enforce the order at that time, less any period of the placement that the student has completed in another district.

Newly Enrolled Students

A student who was assigned to a DAEP in another Texas school district or an open-enrollment charter school, and enrolls in RISD prior to completing any period of the DAEP assignment in the prior district, will be required to complete the DAEP assignment in RISD. The RISD home campus will place the student directly at CMLC upon enrollment or upon learning of the unserved DAEP assignment. A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in RISD. If the other state's placement exceeds one year, RISD, as required by Texas law, will reduce the placement to one year unless a review 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.

Additional Misconduct

If during the term of placement in a DAEP a 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.

DAEP Status Review

A student placed in a DAEP shall be provided a review of the student's status at the DAEP, including a review of the student's academic status, by the CMLC principal at intervals not to exceed 120 days. For high school students, the review also will include the student's progress towards meeting high school graduation requirements. A specific graduation plan shall be established for the student; however, RISD is not required to provide a course in DAEP except as is required by *Education Code* § 37.008(l). At the review, the student/parent will have an 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.

Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the District if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. prosecution of the student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication, 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.

No later than the third day after receiving such notice from the prosecutor, the superintendent or her designee will review the student's placement and schedule a conference with the student's parents. The student may not

be returned to the classroom pending the review. After reviewing the notice and receiving information from the student's parents, the superintendent/designee may continue the placement if there is reason to believe that the student's presence in the regular classroom threatens the safety of other students or teachers.

The student or his/her parents may appeal the superintendent's decision to the Board of Trustees by making a written request to Student Services, and the student may not be returned to the classroom pending the appeal. The Board will hear the requested appeal at the next scheduled meeting for which appropriate notice may be posted following receipt of the appeal. The Board will review the notice from the prosecutor and receive information from the student, his/her parents, and the superintendent/designee. The Board shall make a record of the proceedings. If the Board upholds the superintendent's decision, the student may appeal to the Commissioner of Education. The student may not be returned to the classroom pending the appeal.

Transition Plan

In accordance with law and district procedures, campus staff shall develop a transition plan for a student returning to the regular classroom from an alternate education program, including a DAEP. See policy *FOCA(Legal)* for more information.

Expulsion

When school officials believe a student has committed an expellable offense, the campus behavior coordinator/designee will schedule a hearing within a reasonable time. The Board of Trustees delegates to the campus principal/designee the authority to conduct hearings and expel students. The student's parents will be invited, in writing, to attend the hearing. While the campus behavior coordinator/designee will attempt to cooperate with the student's parents to schedule the hearing for a mutually convenient time and to give the student adequate time to prepare for the hearing, the District may hold the hearing after providing notice of the hearing to the student and parent, regardless of whether the student or the student's parent attends.

Until a hearing can be held, the campus behavior coordinator/designee may place the student in another appropriate classroom, ISS, OSS, or a DAEP. At the hearing, the student may be represented by his or her parent/legal guardian or another adult representative, who is not an employee of RISD, who may assist the student. The student will have the opportunity to present evidence and witnesses on his/her behalf, and to examine and question evidence presented by the administration. An expulsion hearing is not a court proceeding and rules of evidence do not apply. Hearsay is admissible and the hearing officer may choose to assign weight to hearsay evidence and will assess the credibility of the witnesses. There is no right to subpoena a witness to the hearing.

The campus behavior coordinator/designee will reach a determination regarding the recommendation for expulsion at the end of the hearing and, if expulsion is ordered, will promptly deliver to the student and his/her parent a copy of the order of expulsion. Not later than the second business day after expulsion is ordered, the District shall deliver to the juvenile court a copy of the expulsion order and the information required by the *Family Code*. Before ordering expulsion (whether mandatory or discretionary), the campus behavior coordinator/designee will consider:

- self-defense;
- intent or lack of intent at the time the student engaged in the conduct;
- the student's disciplinary history;
- any disability that substantially impairs the student's capacity to appreciate the wrongfulness of his/her conduct;

- a student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- a student's status as homeless.

Emergency Expulsion. When emergency expulsion is necessary to protect persons or property from imminent harm, the student will be given oral notice of the reason for expulsion. Within 10 days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

Length of Expulsion. Each expulsion will be considered on a case-by-case basis and all relevant factors will be considered. The length of an expulsion will be correlated to the seriousness of the offense, the student's age, grade level, the frequency of misbehavior, the student's attitude, and any statutory requirements. In most cases, an expulsion will not exceed 90 days, unless a longer period is required by law. If the period of expulsion is inconsistent with these guidelines, the expulsion order must give notice of the inconsistency. 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. 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.

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.

If during the expulsion, the student engages in additional conduct for which DAEP placement or expulsion is required or permitted, additional proceedings may be conducted, and the administrator or the board may issue an additional disciplinary order as a result of those proceedings.

Students do not earn District academic credit for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another District-approved program.

Withdrawal During Expulsion Process

If a student who has committed an expellable offense withdraws from the District before the expulsion hearing takes place, the campus behavior coordinator/designee will conduct the hearing after sending written notice to the parent and student and issue an expulsion order, if appropriate. If the student re-enrolls in RISD during the same or subsequent school year, RISD will enforce the expulsion order at that time. The period of expulsion may be decreased by any period of expulsion the student completed for the incident in another district.

Students Under Age 10

When a student under the age of 10 engages in 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 he or she commits a federal firearm offense.

Newly Enrolled Students

RISD will continue the expulsion of any newly enrolled student who was expelled from another Texas school district or an open-enrollment charter school until the period of expulsion is completed. If a student expelled in another state enrolls in RISD, the District will continue the expulsion under the terms of the expulsion order. If the out-of-state expulsion order expels the student for more than one year, RISD will reduce the order so that the entire period does not exceed one year, unless after review the District determines that:

1. the student is a threat to the safety of other RISD students or employees; and

2. extended placement is in the best interest of the student.

Restrictions During Expulsion

An expelled student is prohibited from being on school grounds for any reason and may not attend or participate in any school-sponsored or school-related extracurricular activities or noncurricular school activities during the period of expulsion. This prohibition includes but is not limited to athletic events; competitions; practices; performances; group, club, or team meetings; school dances and banquets; pep rallies; ceremonies and related activities (including graduation); honorary activities; and school-sponsored trips (local or out of town). During a period of expulsion, a student may not be present at any District facility without specific authorization from his/her campus behavior coordinator/designee. These restrictions apply, as well, to a student who withdraws from enrollment before an expulsion hearing takes place and remains in effect until the period of expulsion is actually completed.

DAEP Placement of Expelled Students

RISD may provide educational services to any expelled student in DAEP; however, educational services in DAEP must be provided if the student is less than 10 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 DAEP or JJAEP. See policies *FOCA(Legal)* and *FODA(Legal)* for more information.

2021-2022 STUDENT CODE OF CONDUCT

REVIEWS AND APPEALS

Students with Disabilities

When considering placement in an In-School Suspension (ISS), Disciplinary Alternative Education Placement (DAEP), or expulsion, the ARD committee will not provide for a recess of up to ten (10) school days in the absence of mutual agreement. Parents should be given a copy of *An Explanation of Rights and Procedural Safeguards of a Parent with a Child with Disabilities in School*.

A parent of a minor student with a disability or an adult student with a disability who disagrees with a decision regarding placement or manifestation determination has the right to request an expedited hearing through the special education hearing process as outlined in the *Notice of Procedural Safeguards*.

In-School Suspension (ISS)

A student who is assigned to ISS for a period of 10 days or less may appeal only to the campus behavior coordinator/designee. The decision of the campus behavior coordinator/designee is final and not subject to further appeal.

Out-of-School Suspension (OSS)

A student who has been suspended for up to three (3) school days may appeal only to the campus behavior coordinator/designee. The decision of the campus behavior coordinator/designee is final and not subject to further appeal.

DAEP/Christa McAuliffe Learning Center (CMLC)

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 policy FFH. Any appeal of a disciplinary removal under the Title IX procedures will be governed by the FFH policy and guidelines.

An adult student or the parent of a student who is assigned to the DAEP/CMLC may request a review of the campus behavior coordinator/designee's decision as follows:

Administrative Committee

Requests for appeal of the campus behavior coordinator/designee's decision to place a student in DAEP/CMLC must be made in writing and delivered to *Student Services at 420 S. Greenville Avenue, Richardson, Texas 75081*, within three (3) school days of receipt of the campus behavior coordinator/designee's decision. Untimely appeals will not be considered unless the District has agreed in writing in advance to extend the appeal deadline. The assignment to CMLC **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 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 campus behavior coordinator's decision,

modify the campus behavior coordinator's placement decision by reducing the period of assignment, 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.

Executive Committee

Within three (3) school days after receiving the Administrative Committee's decision, the adult student or parent may request a review of that decision by an Executive Committee. The Executive Committee will consist of three administrators with no prior involvement in the incident. The request must be made in writing and delivered to *Student Services at 420 S. Greenville Avenue, Richardson, Texas 75081*. 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 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 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 Executive Committee may uphold the campus behavior coordinator's decision, modify the campus behavior coordinator's placement decision by reducing the period of assignment, 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.

Note: See page 43 for a discussion of a student's appeal rights following the District's receipt of Notice of Criminal Proceeding from a prosecuting attorney.

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 as follows:

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 to the Student Services office within three (3) school days of the principal's notification of expulsion (*c/o Student Services, RISD Annex, 420 S. Greenville, Richardson, TX 75081; 469-593-0365*). 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, modify the school's decision and alter placement, 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.

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 to the Student Services office within three (3) school days of notification of the committee's decision (*c/o Student Services, RISD Annex, 420 S. Greenville, Richardson, TX 75081; 469-593-0365*). 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, modify 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 CMLC, the Executive Committee's decision is final and may not be appealed.

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 to the Superintendent's office 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 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 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.

When a one-year expulsion (as mandated by federal law) is ordered by the campus behavior coordinator/designee because the student was in possession of a firearm on campus or at a school-related activity, the parent/guardian may appeal the campus behavior coordinator/designee's decision directly to the Board, by-passing the administrative and executive levels of appeal. Prior to the board meeting, the

parent/guardian shall meet informally with the Superintendent or designee to discuss the situation and to attempt to informally resolve the dispute. If a hearing is still requested after the meeting, within five (5) school days the Superintendent shall send a notice stating the time, place, and date of the board hearing.

Appeal of Placement and/or Expulsion for Certain Serious Offenses

Refer to appeal procedures related to placement or expulsion for certain serious offenses in that section the *Student Code of Conduct*.

Other Appeals

Specific District procedures have been put into place to address other student appeals such as:

- student rights and responsibilities, student and parent complaints;
- denial of credit for excessive absences;
- instructional materials selection and adoption;
- publications;
- intradistrict transfers;
- sexual harassment and sexual abuse;
- other unlawful discrimination;
- gifted and talented;
- special education;
- section 504; and
- religious practices.

For more information, please contact Student Services at 469-593-0373 or refer to Board Policies located on our website at <http://www.risd.org>.

PLACEMENT IN A JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM (JJAEP)

Dallas County Juvenile Justice AEP (DCJJAEP)

The RISD Board of Trustees has entered into an agreement with the Dallas County Juvenile Board (DCJB) outlining the Juvenile Board's responsibilities concerning the establishment and operation of the DCJJAEP. (Details of this relationship are specified in an annual Memorandum of Understanding available for public inspection upon request to the Office of Records Management. (request.publicinformation@risd.org))

Students may be placed in the DCJJAEP under the following conditions:

- Upon expulsion from RISD schools for Category III infractions under Chapter 37 of the *Education Code* and as specified in RISD's *Student Code of Conduct*.
- As ordered by the juvenile court when the student is expelled from school pursuant to the provisions of the *Education Code* § 37.007 and/or the *RISD Student Code of Conduct*, and the student is found to have engaged in delinquent conduct under Title 3 of the *Texas Juvenile Justice Code*.
- When the juvenile court orders such placement pursuant to its authority under the *Texas Juvenile Justice Code*.
- When the student is expelled for certain serious offenses described in the *Student Code of Conduct*.

Any student who has been expelled from school may be referred for placement in either the DCJJAEP or in the appropriate school district alternative educational program upon recommendation of the Dallas County Case Review Committee.

The Dallas County Case Review Committee may recommend to the DCJB, a juvenile court, or a school district that any student who has been expelled from school be placed in an RISD Disciplinary Alternative Education Program (DAEP) or the DCJJAEP.

Students who are expelled from school pursuant to *Education Code* § 37.007 and are placed in the DCJJAEP by order of the juvenile court must remain in the program for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court. The juvenile court may not order a period of placement in the DCJJAEP that exceeds the term of any probation ordered by the juvenile court. At the conclusion of the student's term of probation and any other requirement imposed by the juvenile court, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district DAEP.

GLOSSARY

The glossary provides legal and locally established definitions and is intended to assist readers in understanding terms related to the *Student and Parent Guidebook and the Student Code of Conduct*.

Abuse (as to an inanimate object or substance) – improper or excessive use.

Aggravated Robbery (*See Penal Code § 29.03(a)*) – When a person commits robbery and:

1. causes serious bodily injury to another;
2. uses or exhibits a deadly weapon; or
3. causes someone bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death if the other person is
 - a. 65 years of age or older; or
 - b. a disabled person.

Armor-piercing Ammunition (*See Penal Code § 46.01*) – Handgun ammunition used in pistols and revolvers and is designed primarily for the purpose of penetrating metal or body armor.

Arson (*See Penal Code § 28.02*) – A crime that involves:

1. starting a fire or causing an explosion with the intent to destroy or damage
 - a. any vegetation, fence, or structure on open space land; or
 - b. any building, habitation, or vehicle knowing that it:
 - i. is within the border of an incorporated city or town;
 - ii. is insured against damage or destruction;
 - iii. is subject to a mortgage or other security interest; or
 - iv. is located on or within property belonging to another; or
 - v. has located within it property belonging to another; or
 - c. any building, habitation, or vehicle 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 explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. intentionally starting a fire or causing an explosion and in so doing recklessly:
 - a. damages or destroys a building belonging to another; or
 - b. causes another person to suffer bodily injury or death.

Assault - Intentionally or knowingly or recklessly causing bodily injury to another, or intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. (*See Penal Code § 22.01(a)(1-3)*)

Battery - The act of battering or beating. Unlawfully beating or using force on a person.

Behavior - The way a person acts.

Blackmail - Obtaining money or other objects of value from an unwilling person or forcing a person to act, or refrain from acting, through the use of force, threat of force, or intimidation.

Boycott - Collective action to refuse to have any dealings with an item or event or activity.

Breach of Computer Security – Knowingly accessing a computer, computer network, or computer system without the effective consent of the owner 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 property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying (see *Education Code § 37.0832*) – 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 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 his/her person or damage to his/her 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 definition below). The 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/related activity on or off school property;
2. Bullying that occurs on a publicly or privately-owned school bus or vehicle used for the transportation of students to/from school or a school-sponsored/related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored/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/related activity.

Note: 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.

Chemical Dispensing Device (See *Penal Code § 46.01*) – 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.

Class Disruption - Any behavior that violates the rules of a particular classroom and interferes with the teacher's opportunity to deliver instruction, present material or the other students' opportunity to concentrate on the material or their assignments.

Club - An instrument specifically designed, made or adapted for the purpose of inflicting serious bodily injury or death. (e.g., blackjack, mace, nightstick, and tomahawk)

Coercion - Forcing another person to act or think in a given way by pressure, threats, or intimidation.

Contract - An agreement between two or more people to do something or to refrain from certain conduct.

Controlled Substance – A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I-V or Penalty Group 1, 1-A, 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.

Copy (as to academic work) - To reproduce or otherwise use all or part of the work of another with intent to represent it as one's own.

Criminal Street Gang (see *Penal Code* § 71.01) - Three or more persons having a common or identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying (See *Education Code* 37.0832) – 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 Drug (see *Health and Safety Code* § 483.001) – A device or drug that is unsafe for self-medication and that is not included in Schedules I-V or Penalty Groups 1-4 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 (See *Family Code* § 71.0021) – Occurs (i) 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 who is or was in the relationship; and (ii) when a person commits the acts described above against a person in a marriage or dating relationship with an individual who is or once was in a marriage or dating relationship with the person committing the offense.

Deadly Conduct (See *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, a group of people, habitation, building, or vehicle.

Defacing School Property - Destroying, damaging, or stealing school property, including buses, either during school hours, out-of-school hours, or during vacation time.

Deferred Adjudication or Deferred Prosecution - Alternatives to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Delinquent Conduct – Conduct that violates either statute 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 violation of traffic laws.

Discretionary - An act or decision that is left to or regulated by a local decision maker.

Disruption on School Bus/Private Bus - Disobedience or misbehavior on a school or private bus.

E-cigarette - 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 substance to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, e-pipe, or under another product name or description and a component, part, or accessory for the device, whether the component, part, or accessory is sold separately from the device.

Excused Absence -

- Legitimate days of personal illness. (The principal may require a doctor's statement after a student is absent four (4) consecutive days of illness or at any other time when, in the principal's discretion, the student absences are excessive).
- Any other unusual cause for absence that is acceptable to the teacher, principal, or superintendent, including approved school-sponsored activities, including death in the student's immediate family and extreme family emergency.
- Other absences excused by law or District policy.

Explosive Weapon (See *Penal Code § 46.01*) - Any explosive or incendiary bomb, grenade, rocket, or mine and/or 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. This term includes any device designed, made or adapted for delivery or shooting an explosive weapon.

Extortion - The act or an instance of obtaining money or other object of value by coercive means, such as threats or intimidation.

False Alarm or Report (See *Penal Code § 42.06*) - When a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that the person knows is false or baseless and that would ordinarily (i) cause action by an official or volunteer agency organized to deal with emergencies; (ii) place a person in fear of imminent serious bodily injury; or (iii) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (See *Federal law 18 U.S.C. § 921(a)*) – Any device (including a starter gun) that is designed to, made, adapted to, or will expel a projectile through a barrel by the action of an explosive; the frame or receiver of a weapon described above; a firearm, muffler or firearm weapon; or any other destructive device, such as any explosive, incendiary, or poison gas bomb or grenade. Such term does not include an antique firearm.

Firearm (See *State law Penal Code § 46.01(3)*) – Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. (Excludes antique firearms manufactured before 1899 or replica of an antique firearm if it does not use rimfire or centerfire ammunition.)

Firearm Silencer (See *Penal Code § 46.01*) – Any device designed, made, or adapted to muffle the report of a firearm.

Forgery/Forging - Imitating/copying an original piece of writing or other work with the intent to deceive.

Gambling - Betting money or any other item of value on the outcome of any event, game, or contest.

Graffiti – Includes markings with paint, 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, drawing, scribbling, or painting.

Handgun (See *Penal Code § 46.01*) – Any firearm that is designed, made, or adapted to be fired with one hand.

Harassment - Includes -

- Unwelcome conduct that meets the definition set out in policy DIA(Local) and FFH(Local);
- Unwelcome 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 (*See Education Code 37.001(b)(21)*); or

- 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:
 - i. Initiating communication and, in making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - ii. 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;
 - iii. Conveying in a manner reasonably likely to alarm the person receiving the report, a false report, which the speaker knows to be false, that another person has suffered death or serious bodily injury; and
 - iv. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing (*See Education Code § 37.151*) - An intentional, knowing, or reckless act by one person or a group of persons 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 of *Education Code § 37.151* including:

- any type of physical brutality;
- 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;
- 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 (*See Education Code § 37.001(b)(3)*) - A list of people named or targeted to be harmed, using a firearm, knife, or any other object to be used with intent to cause bodily harm.

Home-based Instruction - An unsupervised educational setting in which students are provided assignments to be completed at home.

Immoral Conduct - Lewd, lascivious or indecent acts including indecent sexual propositions, indecent exposure, or obscene gestures.

Improvised Explosive Device (*See Penal Code § 46.01*) - 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 (*See Penal Code § 21.08*) - An offense that occurs when a person exposes his/her anus or any part of his/her genitalia 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.

Insubordination - Persisting in serious acts of disobedience, defying authority of school personnel, or unprovoked display of disrespect toward school personnel.

Intimate Visual Material (See *Texas Civil Practice and Remedies Code* § 98B.001 and *Penal Code* § 21.16) – Visual material that depicts a person with the person’s intimate parts exposed or engaged in sexual conduct. “Visual Material” means any film, photograph, videotape, 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.

Intimidation - Actions or words intended to or having the effect of threatening or forcing a person to act or refrain from acting by inducing fear of harm or adverse consequences.

Knife - Any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing.

Knuckles– 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.

Lewdness (public) - Defined by a listing of specific overt sexual acts in § 21.07 of the *Penal Code*.

Location-Restricted Knife (See *Penal Code* § 46.01) – Any knife with a blade over five and one-half inches.

Loitering - Linger about the school premises in an aimless fashion with no authorized reason to be present.

Look-alike Weapon – An item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine Gun (See *Penal Code* § 46.01) – Any firearm that is capable of more than two shots automatically, without manually reloading, by a single function of the trigger.

Mandatory - Something that is obligatory, or required because of an authority.

Misbehavior - Behavior that is contrary to expectations stated in the *Student Code of Conduct*, local school policies, or administrative directives, or behavior that prevents the teacher from carrying out the teaching process, or interferes with student learning.

Obscene Material - Material that is offensive to the acceptable standards of the majority in a community.

Offense - An act of misbehavior that is stated in the *Student Code of Conduct* or local school rules or which may be implied from the examples in the code.

Offensive Language - Oral statements that are outside the standards of acceptable language of the majority of persons in the community.

Paraphernalia - Any device that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Parents - Includes biological or adoptive parent or parents, legal guardian, or person in lawful control of the student.

Penalty - A consequence for failure to comply with the *Student Code of Conduct* or local school rule.

Persistent Misbehavior - More than three documented violations of the *Student Code of Conduct* (even if not listed below) typically within the same semester and 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 or materially disrupt or interfere with school activities;
- Refusal to attempt or complete school work as assigned;

- Insubordination;
- Profanity, vulgar language, or obscene gestures;
- Leaving school grounds without permission;
- Falsification of records, passes, or other school related documents; or
- Refusal to accept discipline assigned by a teacher, principal, or campus behavior coordinator.

Possession - To have an item in or on one's personal being or property, including without limitation: clothing, purse, backpack, any private vehicle, motorcycle or bicycle, used for transportation to or from school or school-related events, telecommunication or electronic devices, or any school property used by the student such as a desk, locker, or cubby-hole.

Prohibited Weapon (*See Penal Code § 46.05*) –

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:
 - a. an explosive weapon;
 - b. a machine gun;
 - c. a short barrel firearm;
5. Armor-piercing ammunition;
6. A chemical dispensing device;
7. A zip gun;
8. A tire deflation device;
9. An improvised explosive device; or
10. A firearm silencer, unless classified by the U.S. Department of Justice as a curio or relic or the actor otherwise possesses, manufactures, transports, repairs, or sells the silencer in compliance with federal law.

Public Lewdness (*See Penal Code § 21.07*) – 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, is reckless about whether another is present who will be offended or alarmed by the act.

Public School Fraternity, Sorority, Secret Society, or Gang – An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in a school based on a decision of its membership rather than on free choice of a qualified student. Educational organizations described in § 37.121(d) of the *Education Code* are excepted from this definition.

Reasonable Belief – That which an ordinary person of sound mind would believe. Chapter 37 of the Education Code 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, including the notice of a student's arrest furnished under Article 15.27 of the *Code of Criminal Procedure*.

Reckless Speech - Making verbal or written statements that communicate or describe a plan, scheme, or threat to violate any law; commit an act of violence to any person; disrupt or disturb a school, class, or school-related activity; or damage or destroy any school building or property, regardless of the speaker's intent to carry out such plan, scheme, or threat.

Restitution - Making payment of money or other allowance designed to make good or restore objects that have been lost, stolen or damaged, or to return property to its former condition, or reimbursing the owner for the cost of repairing or replacing damaged or stolen property.

School Property - Any property owned by the School District or over which the School District or its personnel exert lawful authority, including property visited by students in connection with a school-sponsored activity, such as a field trip or extracurricular activity.

Self-Defense - The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect him or herself from violence or harm.

Serious Misbehavior –

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by § 1.07, *Penal Code*; or
- Conduct that constitutes the offense of:
 - Public lewdness under § 21.07, *Penal Code*;
 - Indecent exposure under § 21.08, *Penal Code*;
 - Criminal mischief under § 28.03, *Penal Code*;
 - Personal hazing under § 37.152, *Penal Code*; or
 - Harassment of a student or District employee under § 42.07(a)(1), *Penal Code*.

A student's serious misbehavior while he/she is assigned to DAEP may result in expulsion.

Sexting – Intentionally or knowingly (i) sending or otherwise transmitting by electronic means, visual material depicting any person, including the actor, engaging in sexual conduct or depicting the breast, genitals, or anus of any person or otherwise depicting lewd or sexually graphic acts; or (ii) possessing in electronic format visual material depicting another person engaging in sexual conduct or any other lewd or sexually graphic act, or depicting the breasts, genitals, or anus of another person.

Sexual Harassment - Engaging in unwelcome conduct of a sexual nature to another person that is severe, or pervasive and interferes with the student's participation in or benefit for the educational environment (refer also to definition of harassment).

Short-barrel Firearm (*See Penal Code § 46.01*) – 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 an altered shotgun that, as altered, has an overall length of less than 26 inches.

Stealing - Acquiring property or services by theft.

Switchblade - Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and opens the knife.

Terroristic Threat (*See Penal Code § 22.07*) - A threat of violence to any person or property that the issuer knows, reasonably should know or intends to (i) cause a reaction of any type by an official or volunteer agency organized to deal with emergencies; (ii) place any person in fear of imminent serious bodily injury; (iii) prevent or interrupt the occupation a building, room, place of assembly or place to which the public has access, place of employment, aircraft, vehicle, or other form of conveyance, or other public place; (iv) cause impairment or interruption of public communication, public transportation, public water, gas or power supply or other public service (v) place

the public or substantial group of the public in fear of serious bodily injury; or (vi) influence that conduct or activity of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Theft - Unauthorized taking of the property of another without the consent of the owner with the intent of depriving the owner of the property.

Tire Deflation Device (See *Penal Code* § 46.01) – 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 – Serious crimes listed in Title 5 of the *Penal Code* that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide (*Penal Code* § 19.02-.05);
- Kidnapping (*Penal Code* § 20.03);
- Trafficking of persons (*Penal Code* § 20A.02);
- Smuggling or continuous smuggling of persons (*Penal Code* § 20.05-.06);
- Assault (*Penal Code* § 22.01);
- Aggravated assault (*Penal Code* § 22.02);
- Sexual assault (*Penal Code* § 22.011);
- Aggravated sexual assault (*Penal Code* § 22.021);
- Unlawful restraint (*Penal Code* § 20.02);
- Continuous sexual abuse of a young child or children (*Penal Code* § 21.02);
- Bestiality (*Penal Code* § 21.09);
- Improper relationship between educator and student (*Penal Code* § 21.12);
- Voyeurism (*Penal Code* § 21.17);
- Indecency with a child (*Penal Code* § 21.11);
- Invasive visual recording (*Penal Code* § 21.15);
- Disclosure/promotion of intimate visual material (*Penal Code* § 21.16);
- Sexual coercion (*Penal Code* § 21.18);
- Injury to a child, an elderly person, or a person with a disability of any age (*Penal Code* § 22.04);
- Abandoning or endangering a child (*Penal Code* § 22.014);
- Deadly conduct (*Penal Code* § 22.05);
- Terroristic threat (*Penal Code* § 22.07);
- Aiding a person to commit suicide (*Penal Code* § 22.08);
- Tampering with a consumer product (*Penal Code* § 22.09).

Trespassing - Entering or remaining on or in school property without permission or right.

Unexcused Absences - Absences for reasons other than those authorized by law or District policy, personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to teacher, principal or superintendent of the school in which the student is enrolled.

Under the Influence - 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 influence" need not be legally intoxicated to trigger disciplinary action.

Vandalism - Willful action which results in destruction, damage, or defacement of property belonging to or rented by the District.

Use (Substance) - Voluntarily introducing into one's body, by any means, a prohibited substance.

Use (Object) - To bring into action or service or apply to a given purpose.

Violation - Failure to comply with or observe the correct forms of behavior as stated in the *Student Code of Conduct* or school rules.

Walk-outs - Abrupt departure of organized group of students from class, assembly, or campus without permission.

Weapons - Instruments used to cause bodily harm or destruction of property. Weapons are identified in two categories:

- Articles commonly used or designed to inflict bodily harm and/or intimidate. Examples are firearms, "knuckles," switchblades, knives, chains and clubs.
- Articles designed for other purposes, but which could easily be used to inflict bodily harm and/or to intimidate. Examples are belt, comb, pencil, file, compass or metal hair rake. "Look alike" weapons will be treated as weapons when used to threaten or cause bodily harm, or destruction of property.

Zip Gun (*See Penal Code § 46.01*) - A device or combination of devices, not originally a firearm, but adapted to expel a projectile through a barrel by using the energy generated by a burning substance.

APPENDICES

Appendix A

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

Appendix B

RISD District-Wide Junior High School Guidelines for Extracurricular Students: Alcohol & Illegal Drugs

(Revised March 2017)

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 statement 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). Students transitioning from eighth to ninth grade who, during the summer, engage in conduct that violates the Prohibition will be subject to the High School Guidelines.

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.
- *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., Facebook posts shows student at social event where alcohol is visible and being consumed; Facebook post shows student posing in front of cases of unopened beer; Student captured holding and/or consuming alcohol or illegal substances at a sporting event; Picture of student holding a drug pipe).
- *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 healthcare provider specifically for that student. A student who uses a prescription drug in a manner prescribed by the student's healthcare provider and who has followed school policies in such use shall not be considered to have violated this policy.

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- *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 cubby-hole.
- *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, AC DEC, 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 shall 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; or
- 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 parents 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

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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 starts 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 student's 7-8 junior high school career.

Second Offense or Subsequent Offenses: Removal

A second offense, or subsequent offenses, will result in removal from all (i) extracurricular activities; and (ii) 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 at the current school or continue at the high school setting.
- When a second or subsequent infraction occurs after the end of the school year, the consequence will go into effect at the conference with the principal and parent/legal guardian, unless the conference has been forfeited and the principal will determine the start date.
- The student will be removed from all extracurricular activities for the entire up-coming school year.

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- 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.

Appendix C

RISD District-Wide High School Guidelines for Extracurricular Students: Alcohol & Illegal Drugs

(Revised March 2017)

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 statement 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). Students transitioning from eighth to ninth grade who, during the summer, engage in conduct that violates the Prohibition will be subject to the High School Guidelines.

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.
- *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., Facebook posts shows student at social event where alcohol is visible and being consumed; Facebook post shows student posing in front of cases of unopened beer; Student captured holding and/or consuming alcohol or illegal substances at a sporting event; Picture of student holding a drug pipe).
- *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 healthcare provider specifically for that student. A student who uses a prescription drug in a manner prescribed by the student's healthcare provider 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 cubby-hole.

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- *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, AC DEC, 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 shall 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; or
- 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 parents 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

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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 starts 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 student's high school career.

Second Offense or Subsequent Offenses: (Removal)

A second offense or subsequent offenses will result in removal from all (i) extracurricular activities; and (ii) 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.
- When a second or subsequent infraction occurs after the end of the school year, the consequence will go into effect at the conference with the principal and parent/legal guardian, unless the conference has been forfeited and the principal will determine the start date.
- The student will be removed from all extracurricular activities for the entire up-coming 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.

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- 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.

Appendix D

2021-2022 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: Alcohol & Illegal Drugs. 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: Alcohol & Illegal Drugs. 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

Appendix E

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 day 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 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 the [School] 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.

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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.



Appendix F

Responsible Use Guidelines and Agreement for Technology Resources

Richardson Independent School District
2021-2022

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, including BYOD technology.

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

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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 Richardson Independent School District.
- 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.

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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 Acknowledgment 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.

Bring Your Own Device (BYOD)

RISD permits students, teachers, and staff to bring their own device for use during the school day. BYOD users should use the RISDBYOD network for internet access. A parent/guardian signature on the annual Acknowledgment for the *Student and Parent Guidebook and Student Code of Conduct* serves as the parent's consent for his/her student(s) to bring their own personal device to school and that the parent/student assumes personal liability for the use, care, and technical support of the device. Students may use their personal device at the direction of campus teachers, administrators, and staff. For a list of FAQs about the District's BYOD policy, visit the District's website. For campus specific guidelines related to BYOD, contact campus administration.

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 Acknowledgment 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.

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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 discomforting 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 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.
 - 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 Policy DIA, FB, FFH, and FFI.
- Users may not use their accounts for non-school related activities including but not limited to:
 - Using the Internet for financial gain, personal advertising, promotion, non-government related fundraising, or public relations.
 - Using District technology resources for political advertising, or religious proselytizing.
 - 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.

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*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 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.

Appendix G

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) 593-0450
410 S. Greenville Ave., Richardson 75081

Alternative Education Program

Christa McAuliffe Learning Center (469) 593-5800
900 S. Greenville Ave., Richardson 75081 FAX (469) 593-5805

Junior High Schools

Apollo Junior High..... (469) 593-7900
1600 Apollo Rd., Richardson 75081 FAX (469) 593-7911

Forest Meadow Junior High..... (469) 593-1500
9373 Whitehurst Dr., Dallas 75243 FAX (469) 593-1461

Lake Highlands Junior High..... (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

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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

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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
Dobie Pre-Kindergarten School	(469) 593-4100
14040 Rolling Hills Ln., Dallas 75240	FAX (469) 593-4011
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
Greenwood Hills Elementary	(469) 593-6100
1313 West Shore Dr., Richardson 75080	FAX (469) 593-6111
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

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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
Spring Valley Elementary	(469) 593-4600
13535 Spring Grove Ave., Dallas 75240	FAX (469) 593-4609
Springridge Elementary.....	(469) 593-8600
1801 E. Spring Valley Rd. Richardson 75081	FAX (469) 593-8603
Stults Road Elementary	(469) 593-2500
8700 Stults Rd., Dallas 75243	FAX (469) 593-2521
Thurgood Marshall Elementary	(469) 593-6800
7666 Ferris Branch Blvd., Dallas 75243	FAX (469) 593-6801
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

Appendix H

Intradistrict Transfer Guidelines

Neighborhood School Concept

The Richardson Independent School District (RISD) is committed to the neighborhood school concept. Where a student resides determines the schools he or she will attend. The District maintains a comprehensive student assignment plan that is designed to support the neighborhood schools concept, promote balanced enrollment and efficient use of facilities, and comply with legal requirements. Any student, kindergarten through twelfth grade, who wishes to attend an RISD school outside of his/her neighborhood attendance area (the "home school") must complete an *Intradistrict Transfer Request* and obtain District approval to change schools. Board of Trustees delegates to the Superintendent the authority to accept or reject any transfer requests, provided that such an action is without regard to economic status, mobility, language, disabling conditions, race, religion, color, sex, disability, or national origin. *Interdistrict* transfers are accepted under Exceptions (see guidelines).

Separate processes exist for assignments to magnet schools and for transfers pursuant to special provisions of the *Texas Education Code* or federal law (e.g., school safety choice transfer, victim of sexual assault transfer, bullying victim transfer, low-performing school transfer, and/or disabled student sibling transfer).

Procedures for Intradistrict Transfer Request

Transfer request forms are available on the District website at <http://www.risd.org>. Parents desiring an intradistrict transfer must complete the request form and submit it via email for processing. Incomplete forms will be returned for completion. Families should complete online enrollment prior to requesting a transfer. Every effort should be made to provide transfer support in the families' first language. Transfer requests must be approved by the principals of the home and receiving schools and the superintendent's designee before a student may change schools. A condition of every approved transfer is the requirement that the student maintain prompt and regular attendance, that the student maintain good behavior, and that the parent, cooperate with the receiving school (see Rescissions).

Considerations of Transfer Request

In evaluating each transfer request, RISD will consider:

- individual needs of the student and reason provided on the transfer request;
- student's behavior and attendance history;
- overall effect the transfer will have on the home and receiving school;*See Note
- 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);
- a family request to have similar age siblings attend the same school;
- building capacity and any planned renovation projects;
- current enrollment, growth projections, and boundary issues;
- a request to allow a student who has moved to another RISD school attendance area to continue to remain in the current school he/she has been attending;
- teacher allocations and class size; and/or
- other factors relevant to a particular transfer request

Procedures for Transfer Continuance

Students currently on a transfer who are transitioning into a Learning Community that is not within their home school boundaries from *elementary to junior or junior to high school* may be offered a Continuance Transfer for the Upcoming Fall. This transfer document will be sent home with transfer students in the spring. The document is only available through campus office staff. Students must be in good standing with the current campus to be eligible for a continuance and should complete the Continuance Contract provided on the transfer document.

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Procedures for Interdistrict Transfer Request

1. Children of full-time District Employees may be allowed to attend District schools in accordance with DEB (Local).
 - 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 noncontract, 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 who 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.
2. Resident students who become nonresidents during the course of a semester 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.
3. 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 academic, disciplinary, and attendance records are satisfactory.
4. A student residing outside the District may be enrolled at the beginning of a semester if the parent/guardian has purchased a residence in the District that will be completed or occupied within 90 days of enrollment and proof of purchase (e.g., contract, loan document, bill of sale, etc.) is provided.

Students seeking an interdistrict transfer must complete a Non-Resident Student Transfer Application form and provide any additional information as may be required by the District. Out-of-District Transfers. Employees may access the form on the RISD Intranet. Any individual that is not an employee should obtain the form at their campus. The District shall assume no responsibility for tuition required of students transferring out of Richardson Independent School District. The District shall accept no responsibility for transportation for transfer students, except as provided by statute or policy.

School Placement: The employee may indicate a school of choice; however, the Superintendent or designee shall determine the school to which the transferee will be assigned. Such determination will be made on the basis of: availability of space at the desired campus and the effect of additional students in the grade levels; the campus nearest or most convenient to the employee’s work assignment; and other relevant factors affecting campus assignment. Once assigned to a campus, the student shall be responsible for the student’s transportation.

Tuition: The Board of Trustees shall determine, annually and within statutory limits, the amount of tuition, if any, to be charged.

Waivers: The Board of Trustees may waive tuition for a student upon written application by the student or parent or guardian, upon the recommendation of the Superintendent.

Non-Payment: The District may initiate withdrawal of students whose tuition payments are delinquent.

Appeals: Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

Renewals: Employees should complete transfer process each year by checking the renewal box to confirm eligibility.

Rescission of Inter/Intradistrict Transfers

A Transfer request is a privilege. Approved transfers may be rescinded 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.
- Student has excessive tardies and/or absences.
- Lack of parental cooperation.
- Change of the student’s residence.

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- Falsification of residency, transfer, or enrollment documents.
- Other relevant reasons determined by the building principal.

General Transfer Information

The superintendent's designee(s) will attempt to make a decision on a transfer request within 60 days after a completed request is received. However, the District may delay a decision when the District determines a delay is necessary to properly consider relevant information and operational needs. The receiving school principal will notify the parent of approved requests. The home school principal will notify the parent of a denied request.

The Board has delegated to the Superintendent/Designee(s) the authority to accept or reject a transfer request

Timelines

Fall Transfer Requests Accepted	Spring Transfers Requests Accepted	Grade Levels
April 15 - August 12	October 1 - December 15	Elementary
March 1 - August 12	October 1 - December 15	Junior High
March 1 - August 1	October 1 - December 15	High School

*Transfer requests outside this timeline will be considered only under extenuating circumstances.

*Employee renewals may be submitted in the Spring during Upcoming School Year Enrollment

Change of Residence

Transfer forms must be completed when a student moves into a new RISD home school area but wants to remain in the school he or she has been attending. A student is considered a transfer student subject to the transfer rules beginning at the time a request is approved. A new transfer is required when a student wants to change schools.

Athletic and Other Extracurricular Participation

A student may not transfer for the purpose of participation in extracurricular activities.

Athletics—Transfer students are not eligible for varsity athletic participation (per UIL regulations) for one year from the date the student begins in 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 practices for sports in question. If the transfer takes place after the start of the season, the athlete will be placed in 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.

Staffing and Class Sizes

RISD will not increase staffing allocations to accommodate transfer requests. Consideration of the effect of the transfer may differ at elementary and secondary schools:

Elementary—To ensure space is available at a campus for students who reside in the attendance area, RISD generally will deny a request seeking a transfer to campuses where the affected grade level enrollments are projected at 90 percent or greater of class size expectations (grades K-4, 22 students per class; grades 5-6, 28 students per class).

Secondary—A variety of factors will be considered to determine whether the transfer would negatively affect the particular campus's ability to maintain reasonable class sizes and any other situations associated with transfer request.

Appendix H

Transportation

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.

Appeal of Denial of Transfer Request

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 reasons for appeal to the appropriate Assistant Superintendent of Administrative Services. 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.

Appendix I



RICHARDSON INDEPENDENT SCHOOL DISTRICT

Guidelines: Freedom from Bullying and Harassment – Ref: 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 Prevention Programming (469-593-0800).

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.

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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 conduct a thorough investigation.

The campus should promptly notify the Director of Prevention Programming (X30800) 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.

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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 complained 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):
 - Interview the accused student (present all allegations and allow him/her to respond; remind student of prohibition against retaliation)
 - Interview student witnesses
 - Interview employees who may have relevant knowledge
 - Obtain written statements from persons interviewed on an age appropriate basis
 - Review pertinent documents (e.g., communications between students, written, oral, and/or electronic, etc.)
 - If the allegations involve electronic communications, attempt to obtain hard copies of the evidence (texts, emails, photos, screen shots, etc.)
 - Evaluate consistencies and inconsistencies in the statements and other evidence
 - If property damage is alleged, inspect damaged property (take photographs of damage if appropriate)
 - If physical injury is alleged, review medical records if available. Ensure student is referred to the nurse for examination and further referral, as appropriate
 - Gather tangible evidence, if any
 - Inspect the scene of the alleged incident if relevant
 - 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 (FFI) or harassment or other prohibited conduct (FFH).

Appendix I

7. Determine appropriate school disciplinary consequences for the accused student. Refer to *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. Keep the original forms and investigatory materials and bullying documentation on campus and send copies to the appropriate Executive Director for your 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 extra-curricular 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)

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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 Executive Director 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 administrator must provide documentation of all strategies and interventions, discipline, campus investigations, and parent contacts along with the request for administrative transfer.

The appropriate Executive Director 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.

The appropriate Executive Director and/or Assistant Superintendent will make the final decision concerning a request to transfer, including the school to which a student may transfer.

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 parent 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 (ED)–
 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

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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 ED.
- 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

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

Date: August 9, 2021

Department: General Counsel

Submitted by: Mia M. Martin

ACTION ITEM

TOPIC: TASB Localized Policy Manual

- Review Updated Local Policies:
- BDAA (Local) Officers and Officials: Duties and Requirements of Board Officers
- CPC (Local) Office Management: Records Management

BACKGROUND INFORMATION:

The proposed revisions to policy BDAA (Local) and CPC (Local) are recommended to ensure the policies reflect current practices.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the proposed revisions to policy BDAA (Local) and CPC (Local).

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 the local policies as presented by staff, and finds that the proposed revisions are appropriate and necessary to ensure that the District's policies conform 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 the following local policies:

Revise: BDAA (Local) Officers and Officials: Duties and Requirements of Board Officers;
and CPC (Local) Office Management: Records Management.

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

Board Officers

The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by majority vote of the members present and voting.

Term and Duties

Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

Vacancy

A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

President

In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.
3. Serve as ex officio member of all Board committees.
4. Call special meetings of the Board. [See BE]
5. Sign all legal documents, warrants, vouchers, and reports, as required by statute, state or federal regulations, or Board policy.
6. Decide all questions of order in accordance with *Robert's Rules of Order, Newly Revised*, as modified by Board policy.

Vice President

The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs.
3. Coordinate annual review, confirmation, and/or revision of Board operating procedures.

Secretary

The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

In the absence of the Secretary, the Board President, or a Board member designated by the Board, shall sign all vouchers, deeds, bills of sale, and other instruments affecting the monies or properties of the schools.

OFFICE MANAGEMENT
RECORDS MANAGEMENT

CPC
(LOCAL)

The Superintendent or designee shall oversee the performance of records management functions prescribed by state and federal law:

- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CHE]
- Officer for Public Information, as prescribed by Government Code 552.201–.205 [See GBAA]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

**Local Government
Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government
Record”

Records
Management
Officer

The Records Management Officer shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Records Control
Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District’s records management program shall address the length of time records will be posted on the District’s website when the law does not specify a posting period.

**Records Destruction
Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: General Counsel

Submitted by: Mia M. Martin

INFORMATION/ACTION ITEM

TOPICS: Review Child Abuse and Neglect Reporting Policies
Consider Revision to 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 and nurses and the topic is 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.

Staff recommends changes to FFG (Local) based on revised administrative rules.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the policies and guidelines concerning reports of child abuse and neglect for your annual review and further recommends that the Board approve the proposed revisions to FFG (Local).

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 completed its annual review of the District's policies on reporting child abuse and neglect; and

WHEREAS, the Board has reviewed proposed revisions to the local policy as presented by staff, and finds that the proposed revisions are appropriate and necessary to ensure that the District's policies conform 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 and additions to local policy FFG Local) Student Welfare: Child Abuse and Neglect.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LEGAL)

**Sexual Abuse,
Trafficking, and
Maltreatment
Policies and
Programs**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or
Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a
Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

By Any Person

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

*Abuse of Persons
with Disabilities*

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

By a Professional

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

Family Code 261.101(b)

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Psychotropic Drugs
and Psychological
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the 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

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2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

To Whom Reported

If the alleged or 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 made under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPs, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

JJAEPs

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act), and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code

21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–
(f). 19 TAC 249.15(b)(4)

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Texas Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. 19 TAC 61.1051(b)

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. 19 TAC 61.1051(b)(1)

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The policies must be consistent with the Family Code, Chapter 261, and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

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3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](https://www.txabusehotline.org/)¹ for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

¹ Texas Abuse Hotline website: <https://www.txabusehotline.org/>

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**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. 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 48 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 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 educator misconduct with a student, see FFF.]

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 state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)ⁱ;
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.

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.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

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and disclosed only in accordance with 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]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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

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

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

**Violations of
Standards of
Conduct**

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

Weapons Prohibited

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

Exceptions

No violation of this policy occurs when:

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

**Electronic
Communication**

Use with Students

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

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

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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.

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Safety Requirements	<p>Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.</p>
Discrimination, Harassment, or Abuse	<p>An employee shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none">1. Other employees. [See DIA]2. Students. [See FFH; see FFG regarding child abuse and neglect.] <p>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.</p> <p>An employee shall report child abuse or neglect as required by law. [See FFG]</p>
Relationships with Students	<p>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]</p> <p>As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]</p>
Tobacco and E-Cigarettes	<p>An employee shall not smoke or use tobacco products and/or e-cigarettes or vapor products on District property; in District vehicles, including buses; at school facilities; on open air property, including parking lots; at outdoor athletic fields, outdoor seating areas, and practice fields; or on other property used for school-sponsored activities. [See GKA]</p>
Alcohol and Drugs / Notice of Drug-Free Workplace	<p>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.</p> <p>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:</p>

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

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

Exceptions

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

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

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

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

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

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

Dress and Grooming

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

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

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

Conduct Guidelines

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

A District employee shall:

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

Employees Duty to Report

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

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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.

RELATIONS WITH GOVERNMENTAL ENTITIES
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**CPS Investigations
at School**

A school official may not refuse to permit a Child Protective Services (CPS) investigator to interview at school a student who is alleged to be a victim of abuse or neglect under Family Code 261. A school official may not require the CPS investigator to permit district personnel to be present at a student interview conducted at school. *Family Code 261.302(b), .303(a); Atty. Gen. Op. DM-476 (1998)*

A person that has confidential locating or identifying information regarding a family that is the subject of a CPS investigation shall release that information to the Texas Department of Family and Protective Services (DFPS) on request. The release of information to DFPS as required by this subsection by a person is not subject to Government Code 552.352 or any other law providing liability for the release of confidential information. *Family Code 261.303(e)*

**CPS Investigations
of Schools**

On receipt of a report of alleged or suspected child abuse or neglect in a public school, DFPS shall perform an investigation as provided by Family Code 261. Investigations of school personnel or volunteers for child abuse or neglect shall be conducted by CPS in accordance with the procedures adopted in DFPS rule. *Family Code 261.406; 40 TAC 700.401–.412*

Notice to Principal

Prior to conducting an investigation of school personnel or volunteers, CPS shall notify the school principal (or the principal's supervisor if the school principal is an alleged perpetrator) of the fact that a report has been assigned for investigation, the nature of the allegations contained in the report, and the date and time when the investigator plans to visit the school campus to begin the investigation.

The CPS investigator must request that the school principal (or the principal's supervisor) not alert the alleged perpetrator or others regarding the report until the investigator has had an opportunity to interview the alleged perpetrator.

40 TAC 700.407

Interviews

School officials or other persons related to the school setting may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. Interviews and examinations in a school investigation may take place on or off the school premises, as deemed appropriate by the CPS investigator, provided the investigator notifies the school principal (or that individual's supervisor in the event that the principal is the alleged perpetrator) prior to conducting an interview or examination on school premises.

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<i>Participants</i>	<p>CPS may request that school personnel or volunteers not be present during the interview or examination of an alleged victim, an alleged perpetrator, an adult or child witness, or any other person who may have information relevant to the investigation if the investigator determines that:</p> <ol style="list-style-type: none">1. The presence of school personnel or volunteers would compromise the integrity of the investigation; or2. A better interview or examination of the child would result without school personnel or volunteers being present. <p><i>Family Code 261.303; 40 TAC 700.409(a)</i></p>
Report of Findings	<p>After DFPS has closed the school investigation, DFPS shall provide a report of the investigation, redacted to remove the identity of the reporter, to TEA (Director of Education Investigations). On request, DFPS shall provide a redacted copy of the report to the following:</p> <ol style="list-style-type: none">1. State Board for Educator Certification;2. The president of the school board;3. The superintendent; and4. The school principal, unless the principal is the alleged perpetrator. <p>Notice need not be provided to a school official if a report of abuse or neglect is closed administratively prior to notification to any school official that a report was received by DFPS.</p> <p><i>40 TAC 700.411(a), (e)</i></p>
Students Taken into Custody	<p>A child may be taken into custody under Family Code Title 3 (Juvenile Justice Code):</p> <ol style="list-style-type: none">1. Pursuant to an order of the juvenile court.2. Pursuant to the laws of arrest.3. By a law enforcement officer, including a school district peace officer, if there is probable cause to believe the student has engaged in a criminal violation, delinquent conduct, conduct indicating a need for supervision, or conduct that violates a condition of probation.4. By a probation officer, if there is probable cause to believe the student has violated a condition of probation or a condition of release.

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LEGAL)

5. Pursuant to a directive to apprehend issued by a juvenile court.
6. By a law enforcement officer, to take the child's fingerprints or photograph, as set forth at Family Code 58.0021.

Family Code 52.01(a), 58.0021

In addition, a child may be taken into custody without a court order:

1. By an authorized representative of the DFPS, a law enforcement officer, or a juvenile probation officer under the conditions set out in Family Code 262.104, relating to the student's physical health or safety; or
2. As otherwise provided by Family Code Chapter 262 (Suit by Governmental Entity to Protect Health and Safety of Child).

Family Code Ch. 262

Students in Custody

A person taking a child into custody may, if school is in session and the child is a student, bring the child to the campus to which the child is assigned if the principal, the principal's designee, or a peace officer assigned to the campus agrees to assume responsibility for the child for the remainder of the school day. *Family Code 52.02(a)(7)*

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LOCAL)

**Child Abuse
Investigation**

When a representative of the Department of Family and Protective Services or another lawful authority requests to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

**Other Questioning of
Students**

When law enforcement officers or other lawful authorities request to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. If the principal determines that the interview may proceed, the principal shall ensure that such interview does not unduly interfere or disrupt the student's school day or campus operations.
3. The principal ordinarily shall make reasonable efforts to notify the student's parent or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, the parent shall not be notified in advance of the interview.
4. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview may be conducted without that person's presence.

**Students Taken into
Custody**

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student and then shall deliver over the student.

The principal shall immediately notify the Superintendent or designee and general counsel and ordinarily shall notify the parent or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parent at that time, the principal shall not notify the parent.

[See FO for notification requirements by the campus behavior coordinator under Education Code Chapter 37.]

Child Abuse/Neglect: Principal Communication and Staff Responsibilities

It is the principal's responsibility to make all building staff aware of the following information based upon District policies FFG(LEGAL); FFG(LOCAL); FFG(EXHIBIT); GRA(LEGAL); GRA(LOCAL); DH(LEGAL); DH(LOCAL); DH(EXHIBIT).

Legal Responsibilities to Report

1. **All** District employees, agents, or contractors who suspect that a child or a disabled person over the age of 18 or who has had the disabilities of minority removed, has been or may be abused or neglected have a legal responsibility, under state law, to personally report the suspected abuse or neglect to law enforcement officials or to Child Protective Services (CPS).
2. The **oral, written, or on-line** report of suspected abuse or neglect must always be made to The Texas Department of Family and Protective Services (DFPS) (1-800-252-5400) **within 48 hours** of learning of the facts. There are three (3) ways to make a report:
 - A. The DFS phone number is 1-800-252-5400
 - B. The On-line report is made to <https://www.txabusehotline.org>
 - C. The address to send a written report is:
Texas Department of Family and Protective Services
P.O. Box 149030
Austin, TX 78714-9030

For help in writing a report, see the form following this information, *Confidential Report of Suspected Child Abuse/Neglect*.

3. In addition, a report may be made to:
 - A. A local or state law enforcement agency
 - 1) Dallas Police Department –
Child Endangerment Program: Youth's Family Division at 214-671-4220
 - 2) Richardson Police Department – Ask for Sergeant in Charge of Youth Services at 911
 - 3) Garland Police Department – 972-205-2040
 - B. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.
4. Reporting your suspicion to a counselor, nurse, principal, or another staff member or school official **does not** fulfill your responsibilities under the law.
5. The District cannot require school personnel to first report suspicions of child abuse or neglect to a school administrator prior to making the report to the agencies included in #2 above.

Confidentiality

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Liability

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.

Penalties for Not Reporting Suspected Child Abuse or Neglect

A person commits a Class A misdemeanor if he/she has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to report it as provided by law (*Family Code 261.109*). An employee who coerces another into suppressing or failing to report of child abuse or neglect commits a Class C misdemeanor offense (*Penal Code 39.06*).

Failure to report child abuse or neglect violates the Educator's Code of Ethics and may result in sanctions against an educator's certificate as addressed in *19 TAC 249; 19 TAC 61.1051*. (A violation of Board policy may be subject to disciplinary action, including possible termination of employment. An educator's State Board of Education Certification may be suspended, revoked, or canceled.) Failing to report suspicion of child abuse or neglect may be placing a child at risk of continued abuse or neglect.

Investigation

District officials shall permit an authorized official who is conducting a child abuse investigation to conduct the required interview with the child at any reasonable time at the child's school. The District shall cooperate with law enforcement officials and CPS child abuse investigations without the consent of child's parents if necessary. Child Protective Services and law enforcement officials may need to take photographs during the investigation. Interviews and examinations in a school investigation may take place on or off the school premises, as deemed appropriate by the CPS investigator provided that the principal is notified prior to the interview [*GRA(LEGAL)*].

Removal/Custody

The District shall permit a student to be taken into custody by an authorized representative of Child Protective Services or law enforcement official without a court order [*GRA(LEGAL) Family Code 262.104*]. Complete the *Acknowledgement of Removal by Legal Authorities Form* (see in this document) [*FFG (EXHIBIT B)*]. This form must be kept on file by the school; a copy may be given to the person taking custody of the student.

Annual Distribution of Policies/Guidelines Required

The District Policies on child abuse and neglect shall be distributed to all personnel annually at the beginning of each school year through the Division of Human Resources.

Staff Development

Staff development programs on child abuse and neglect shall be provided at regular intervals.

General Questions and Answers Concerning Responsibility to Report***Will my report be kept confidential?***

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

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.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk or continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board of Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

Contact Person: Chief Executive Director of Student Services

Cross Reference: Texas Family Code: 261.101(a); 261.101(b); 261.103; 261.104; 261.106; 261.111(b); TAC §61.1051; TEC §38.004; Penal Code 21.11; FFG(LEGAL); FFG(LOCAL); FFG(EXHIBIT); GRA(LEGAL); GRA(LOCAL); DH(LEGAL); DH(LOCAL); DH(EXHIBIT)

Last Reviewed: July 2020

Confidential

**Optional Report of Suspected Child Abuse/Neglect
(for school personnel files)**

Name of Child: _____ Date of Birth: _____

Name of Father: _____ Name of Mother: _____

Address of Parents: _____

Home Phone: _____ Business Phone: _____

With Whom Does the Child Reside if Not Living in Home With Parents?

Name: _____ Phone: _____

Address: _____

Describe Basis of Suspected Child Abuse or Neglect:

Names and Ages of Other Children Living in the Same Residence:

Signature of Person
Reporting Abuse Case

Date Referred to Child Welfare
Law Enforcement Official

Case Number/Case Worker: _____

School

District

Phone

Date Suspected Abuse or Neglect
First Noted, If Different From Above

Date That This Report Was
Submitted to CPS

CPS Report must be made within 48 hours

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect (EXHIBIT A)

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies – FFG(LEGAL), FFG(LOCAL), and FFG(EXHIBIT), GRA(LEGAL) and GRA(LOCAL), and DH(LOCAL) and DH(EXHIBIT) – that are included with this document must be followed as required by state law. The District will address these policies in staff development at regular intervals, as well. If you have any questions about these policies, please contact the Chief Executive Director of Student Services at (469) 593-0365.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee 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.

Are there any restrictions on reporting?

Under state 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:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

- A law enforcement agency: The Richardson Police Department, at (972) 744- 4800, or the Dallas Police Department, at (214) 744-4444;
- The CPS division of the Texas Department of Family and Protective Services, at (800) 252-5400 or on the web at www.txabusehotline.org; or
- 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 CPS, 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.

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

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.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

Regarding Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Removal of Student From Campus By Legal Authorities - (Refer to Board Policy GRA)

1. Complete this form any time a student is removed from campus by any person other than the student's parent/legal guardian or a person to whom the parent/legal guardian has given written authorization.
2. Attach a photocopy of the removing person's badge or other official identification.
3. Maintain the removal form in the student's file unless the campus has identified another filing location.
4. If more than one student is removed, complete a separate form for each student.
5. A copy may be provided to the person removing the student.

(See next page for form)

REMOVAL OF STUDENT FROM CAMPUS BY LEGAL AUTHORITIES

(Refer to Board Policy GRA)

Date: _____

Student Name: _____ Campus: _____

Person Requesting Removal: _____
Name Title

Agency (e.g., police department, CPS, etc.): _____

Reason for Removal: _____

Parent Notified Prior to Removal: _____ YES _____ NO (If "NO," explain why parent not contacted)

Other Information: _____

Campus Administrator's Signature: _____
Name/Title Date

My signature below confirms that I have requested that the Richardson Independent School District release the student named above to me. I represent that I am legally authorized to remove the student and I assume the duty of reasonable care for the safety and welfare of the student while he/she is in my possession.

Signature of Person Requesting Removal: _____

Date of Removal: _____ Time of Removal: _____

Child Find

Child Find Duty

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (*34 CFR§ 300.111*). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention (ECI) Programs (Part C) or Special Education and Related Services (Part B).

Referral Process, 19 TAC §89.1011

Referral of students for consideration of Section 504 and special education services shall be a part of the district's overall general education referral system.

Prior to referral, students experiencing difficulty in the general education classroom should be considered for those support services available to all students, such as tutorial, remedial, compensatory programs, academic interventions, and other services.

Referral for full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. Referrals may include students previously served by special education and dismissed; students from private schools, home schools; and homebound or hospitalized students.

Contact Person: Executive Director of Special Student Services and Director of Section 504

Cross Reference: TAC 1412(a)(3)(A)

Last Reviewed: July 2020

Note: The following legal provisions address the notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. For additional legal provisions addressing reporting child abuse and neglect and investigations generally, see FFG.

**Child Protective
Investigations**

A Texas Department of Family and Protective Services (DFPS) investigation of a report of child abuse or neglect under Family Code Chapter 261 may include an interview and examination of the subject child, which may be conducted at any reasonable time and place, including the child's school. A school official may not deny the request of an investigator, investigating a report of suspected child abuse or neglect, to interview, at school, a student who is an alleged victim. A school official may not condition granting the request on a requirement that school personnel, such as a counselor, attend the interview. *Family Code 261.302(a), (b); Atty. Gen. Op. DM-476 (1998)*

A person that has confidential locating or identifying information regarding a family that is the subject of an investigation under Family Code Chapter 261 shall release that information to DFPS on request. The release of information to DFPS by a person is not subject to Government Code 552.352 or any other law providing liability for the release of confidential information. *Family Code 261.303(e)*

**Special
Investigations**

On receipt of a report of alleged or suspected child abuse or neglect in a public school, DFPS shall perform an investigation as provided by Family Code Chapter 261 and the rules adopted thereunder.

The Special Investigations program (SI) of the Child Protective Investigations division (CPI) of DFPS investigates allegations of abuse or neglect of a child by school personnel or volunteers in a school setting.

Family Code 261.406(a); 40 TAC 707.597-.625

Definitions

"School personnel and volunteers" means persons who have access to children in a school setting and are providing services to or caring for the children. School personnel include but are not limited to school employees, contractors, school volunteers, school bus drivers, school cafeteria staff, and school custodians.

"School setting" means the physical location of a child's school or of an event sponsored or approved by the child's school, or any other location where the child is in the care, custody, or control of

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GRA
(LEGAL)

school personnel in their official capacity, including transportation services. This does not include:

1. School settings involving only children in facilities regulated by the Texas Health and Human Services Commission (HHSC) when HHSC contracts with the local school district to provide education services; or
2. School settings that are a part of child care operations regulated by the Child Care Licensing division of HHSC.

40 TAC 707.605(6)–(7)

Notice to School
Personnel

Prior to conducting an investigation of school personnel or volunteers, SI shall notify the school principal (or the principal's supervisor if the school principal is an alleged perpetrator) of the fact that a report has been assigned for investigation, the nature of the allegations contained in the report, and the date and time SI plans to visit the school campus to begin the investigation.

SI must also orally notify the superintendent about the investigation.

SI must request that the school personnel notified of the investigation not alert the alleged perpetrator or others regarding the report until SI has had an opportunity to interview the alleged perpetrator.

Family Code 261.105(d); 40 TAC 707.615

No Interference with
Investigation

School officials or other persons related to the school setting may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS.

Interviews on
School Premises

Interviews and examinations in a school investigation may take place on or off the school premises, as deemed appropriate by SI; pursuant to all applicable standards. SI will notify appropriate school personnel prior to conducting an interview or visual inspection on school premises.

Presence of School
Personnel

SI may request that school personnel or volunteers not be present during the interview or visual inspection of an alleged victim, an alleged perpetrator, an adult or child witness, or any other person who may have information relevant to the investigation if the investigator determines that:

1. The presence of school personnel or volunteers would compromise the integrity of the investigation; or
2. A better interview or examination of the child would result without school personnel or volunteers being present.

Family Code 261.303(a); 40 TAC 707.619(a)

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LEGAL)

Report of Findings

After the completion of an investigation, SI must provide a report of the investigation, redacted to remove the identity of the reporter, to the Texas Education Agency (Director of Education Investigations) for an investigation concerning an employee of the district. On request, SI shall provide a redacted copy of the report to the following:

1. State Board for Educator Certification;
2. The president of the school board;
3. The superintendent; and
4. The school principal, unless the principal is the alleged perpetrator.

SI is not required to provide notice to a school official if it administratively closes a report of abuse or neglect prior to notifying school officials that DFPS received a report of abuse or neglect in the school setting.

Family Code 261.406(b); 40 TAC 707.623

Students Taken into Custody

A child may be taken into custody under Family Code Title 3 (Juvenile Justice Code):

1. Pursuant to an order of the juvenile court.
2. Pursuant to the laws of arrest.
3. By a law enforcement officer, including a school district peace officer, if there is probable cause to believe the student has engaged in a criminal violation, delinquent conduct, conduct indicating a need for supervision, or conduct that violates a condition of probation.
4. By a probation officer, if there is probable cause to believe the student has violated a condition of probation or a condition of release.
5. Pursuant to a directive to apprehend issued by a juvenile court.
6. By a law enforcement officer, to take the child's fingerprints or photograph, as set forth at Family Code 58.0021.

Family Code 52.01(a), 58.0021

In addition, a child may be taken into custody without a court order:

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LEGAL)

1. By an authorized representative of the DFPS, a law enforcement officer, or a juvenile probation officer under the conditions set out in Family Code 262.104, relating to the student's physical health or safety; or
2. As otherwise provided by Family Code Chapter 262 (Suit by Governmental Entity to Protect Health and Safety of Child).

Family Code Ch. 262

Students in Custody

A person taking a child into custody may, if school is in session and the child is a student, bring the child to the campus to which the child is assigned if the principal, the principal's designee, or a peace officer assigned to the campus agrees to assume responsibility for the child for the remainder of the school day. *Family Code 52.02(a)(7)*

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. 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 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 48 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 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 cause to believe that an adult was a victim of abuse or neglect as a child

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

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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 educator misconduct with a student, see FFF.]

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 state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (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.

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.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

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(LOCAL)

and disclosed only in accordance with 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 9, 2021

Department: Technology

Submitted by: Henry Hall, Chief Technology Officer

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 uses several mechanisms to monitor and control web browsing by students and staff:

- Most internet browsing is monitored by a web content filter. The filter being used for the 2021-2022 school year is ContentKeeper Technologies (Content Keeper)-<https://www.contentkeeper.com>. The Content Keeper is able to inspect encrypted (HTTPS) web traffic as well as unencrypted (HTTP) traffic. The Content Keeper can monitor and block access based on several criteria, including:
 - Traditional category-based filtering
 - The application type, such as file transfer, online gaming, or social media.
 - Web 2.0 Controls for more granular control over some web sites
 - Attempted upload of specific file types

The Content Keeper can enforce the safe-search option for Google, 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.

The Content Keeper can also enforce YouTube’s Restricted Mode, which blocks access to videos designated by YouTube as “inappropriate”. Teachers can override the restriction for individual videos that they determine are appropriate for students to view.

The Content Keeper can apply different levels of access to different groups of users. All web access is logged and can be reviewed as necessary.

The Content Keeper is implemented as a passive monitor. All traffic to and from the Internet pass through the filter for monitoring.

Microsoft’s Windows Defender, Malwarebytes Endpoint Protection, Apple’s XProtect, Cisco’s AMP, Umbrella, Stealthwatch, 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.

Copies of the local policy and legal framework are attached for your review.

The Technology Operating Guide 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 4, 2021

Department: Student Performance

Submitted by: Tabitha Branum, Deputy Superintendent
Jacob Cortez, Executive Director of Accountability

INFORMATION ITEM

TOPIC: 2021 RICHARDSON ISD STAAR/ EOC Results

BACKGROUND INFORMATION:

Tonight, we present the results of the 2020-2021 STAAR and End of Course (EOC) results. The results shared will include aggregate grade level information for each subject tested. Comparative data for the region and state will also be included in the report. The district will provide an overview of student participation and the impact of taking the assessment virtually for the first time. Finally, the team will share how the central, campus and classroom leaders are responding to the data and ensuring the needs of ALL students are met. The implications for HB4534 will be shared as part of the Accelerated Learning Plan.

STAAR Update Spring 2021 (Part 1)



AUGUST 9, 2021

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Where all students learn, grow and succeed

2021 PERFORMANCE RESULTS

By Test – All Students Tested

State vs. District Assessment Comparison: STAAR 3-8 and STAAR EOCs - Spring 2021

Reading	Approaching						Meets						Masters					
	Texas		Change	RISD		Change	Texas		Change	RISD		Change	Texas		Change	RISD		Change
	2019	2021		2019	2021		2019	2021		2019	2021		2019	2021		2019	2021	
3rd Grade	75%	66%	-9	75%	67%	-8	43%	37%	-6	46%	42%	-4	27%	19%	-8	30%	25%	-5
4th Grade	73%	62%	-11	71%	61%	-10	43%	35%	-8	44%	37%	-7	21%	17%	-4	24%	21%	-3
5th Grade	77%	72%	-5	76%	70%	-6	51%	45%	-6	53%	45%	-8	28%	30%	2	32%	32%	0
6th Grade	66%	61%	-5	71%	64%	-7	35%	31%	-4	43%	37%	-6	17%	14%	-3	23%	19%	-4
7th Grade	74%	68%	-6	76%	67%	-9	47%	44%	-3	52%	45%	-7	28%	25%	-3	34%	27%	-7
8th Grade	77%	72%	-5	79%	72%	-7	53%	45%	-8	57%	47%	-10	27%	21%	-6	35%	25%	-10
English I	63%	66%	3	70%	66%	-4	49%	50%	1	58%	53%	-5	12%	12%	0	17%	14%	-3
English II	67%	70%	3	70%	68%	-2	51%	57%	6	56%	57%	1	8%	11%	3	10%	10%	0

Math	Approaching						Meets						Masters					
	Texas		Change	RISD		Change	Texas		Change	RISD		Change	Texas		Change	RISD		Change
	2019	2021		2019	2021		2019	2021		2019	2021		2019	2021		2019	2021	
3rd Grade	78%	61%	-17	78%	64%	-14	47%	29%	-18	52%	35%	-17	24%	14%	-10	29%	19%	-10
4th Grade	74%	58%	-16	72%	62%	-10	46%	34%	-12	47%	41%	-6	27%	21%	-6	29%	27%	-2
5th Grade	83%	69%	-14	81%	70%	-11	55%	42%	-13	58%	49%	-9	35%	24%	-11	39%	30%	-9
6th Grade	79%	66%	-13	85%	73%	-12	45%	34%	-11	59%	49%	-10	20%	14%	-6	33%	27%	-6
7th Grade	73%	54%	-19	63%	31%	-32	41%	25%	-16	23%	7%	-16	16%	11%	-5	4%	1%	-3
8th Grade	81%	60%	-21	83%	56%	-27	55%	35%	-20	59%	33%	-26	16%	10%	-6	22%	10%	-12
Algebra I	84%	72%	-12	86%	67%	-19	62%	41%	-21	67%	36%	-31	39%	23%	-16	46%	21%	-25

2021 PERFORMANCE RESULTS

By Test – All Students Tested

State vs. District Assessment Comparison:
STAAR 3-8 and STAAR EOCs - Spring 2021

Writing	Approaching						Meets						Masters					
	Texas		Change	RISD		Change	Texas		Change	RISD		Change	Texas		Change	RISD		Change
	2019	2021		2019	2021		2019	2021		2019	2021		2019	2021		2019	2021	
4th Grade	65%	52%	-13	63%	52%	-11	34%	26%	-8	31%	27%	-4	10%	8%	-2	10%	9%	-1
7th Grade	69%	61%	-8	68%	62%	-6	40%	31%	-9	42%	36%	-6	17%	9%	-8	20%	13%	-7

Science	Approaching						Meets						Masters					
	Texas		Change	RISD		Change	Texas		Change	RISD		Change	Texas		Change	RISD		Change
	2019	2021		2019	2021		2019	2021		2019	2021		2019	2021		2019	2021	
5th Grade	73%	60%	-13	75%	63%	-12	47%	29%	-18	51%	35%	-16	23%	12%	-11	29%	15%	-14
8th Grade	79%	67%	-12	83%	68%	-15	49%	42%	-7	58%	46%	-12	24%	23%	-1	33%	27%	-6
Biology	88%	81%	-7	89%	81%	-8	63%	54%	-9	67%	58%	-9	26%	22%	-4	31%	26%	-5

Social Studies	Approaching						Meets						Masters					
	Texas		Change	RISD		Change	Texas		Change	RISD		Change	Texas		Change	RISD		Change
	2019	2021		2019	2021		2019	2021		2019	2021		2019	2021		2019	2021	
8th Grade	67%	56%	-11	76%	63%	-13	35%	27%	-8	49%	35%	-14	20%	13%	-7	30%	19%	-11
US History	93%	88%	-5	92%	88%	-4	75%	69%	-6	77%	74%	-3	47%	43%	-4	53%	52%	-1

2021 PERFORMANCE RESULTS

By Student Group and Subject - All Students Tested

State vs. District Assessment Comparison:
All STAAR 3-8 and STAAR EOCs by Subject - Spring 2021
% at APPROACHES LEVEL

Student Group	Reading		Math		Writing		Science		Social Studies		TOTAL	
	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD
All Students	67	67	63	63	57	57	70	71	72	75	66	66
African American	56	57	48	50	45	44	58	61	63	68	53	55
Hispanic	61	54	56	52	48	41	63	59	66	64	59	54
White	80	89	79	86	72	83	85	91	85	92	80	88
American Indian	67	54	64	57	57	40	71	65	73	80	66	59
Asian	88	72	89	73	84	65	90	76	91	79	89	73
Pacific Islander	67	-	64	-	57	-	72	-	73	-	66	-
Two or More	76	79	71	71	66	68	78	82	79	88	74	77
Econ. Disadv.	57	56	53	54	45	44	60	60	62	65	55	56
Current ELL	46	36	48	43	35	28	46	39	41	39	45	38
Special Education	28	30	32	31	18	23	35	36	40	44	30	32

2021 PERFORMANCE RESULTS

By Student Group and Subject - All Students Tested

State vs. District Assessment Comparison:
All STAAR 3-8 and STAAR EOCs by Subject - Spring 2021
% at MEETS LEVEL

Student Group	Reading		Math		Writing		Science		Social Studies		TOTAL	
	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD
All Students	43	45	35	38	29	31	42	47	48	53	40	43
African American	31	33	20	24	19	19	28	32	36	41	27	30
Hispanic	35	30	26	25	20	16	33	32	40	41	31	28
White	59	73	51	65	42	57	61	74	63	76	56	70
American Indian	42	46	34	24	29	30	43	55	50	67	39	42
Asian	72	51	71	48	62	35	74	55	76	62	72	50
Pacific Islander	43	-	33	-	30	-	43	-	47	-	39	-
Two or More	53	57	42	49	37	44	53	58	57	63	48	54
Econ. Disadv.	31	31	23	26	18	17	30	33	36	40	28	29
Current ELL	20	13	20	17	11	6	16	14	17	18	18	14
Special Education	12	15	11	13	6	10	13	17	18	21	12	15

2021 PERFORMANCE RESULTS

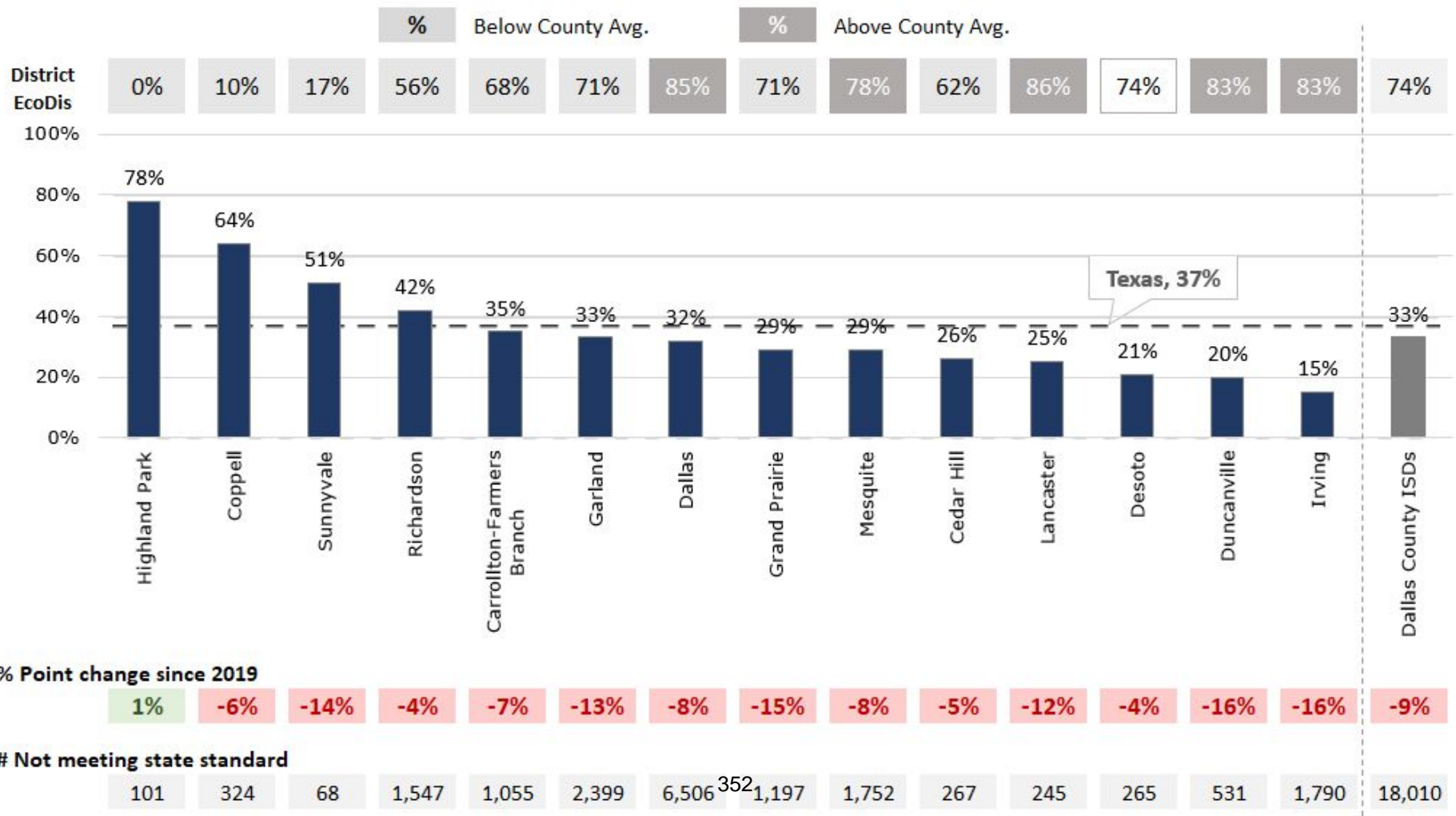
By Student Group and Subject - All Students Tested

State vs. District Assessment Comparison:
All STAAR 3-8 and STAAR EOCs by Subject - Spring 2021
% at MASTERS LEVEL

Student Group	Reading		Math		Writing		Science		Social Studies		TOTAL	
	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD	TEXAS	RISD
All Students	18	22	17	21	9	11	19	23	28	34	18	22
African American	11	11	8	10	5	5	10	11	18	21	10	11
Hispanic	12	10	11	11	5	5	11	12	21	23	12	11
White	28	42	27	42	13	21	31	45	42	56	28	42
American Indian	16	20	16	16	7	0	18	35	30	40	17	22
Asian	45	24	50	27	30	14	50	31	57	42	47	27
Pacific Islander	17	-	16	-	8	-	18	-	27	-	17	-
Two or More	25	31	22	27	11	17	26	32	37	38	24	29
Econ. Disadv.	10	10	9	11	4	4	10	11	18	21	10	11
Current ELL	7	4	8	6	2	1	4	3	6	7	6	5
Special Education	4	7	5	6	1	3	4	6	8	10	4	6

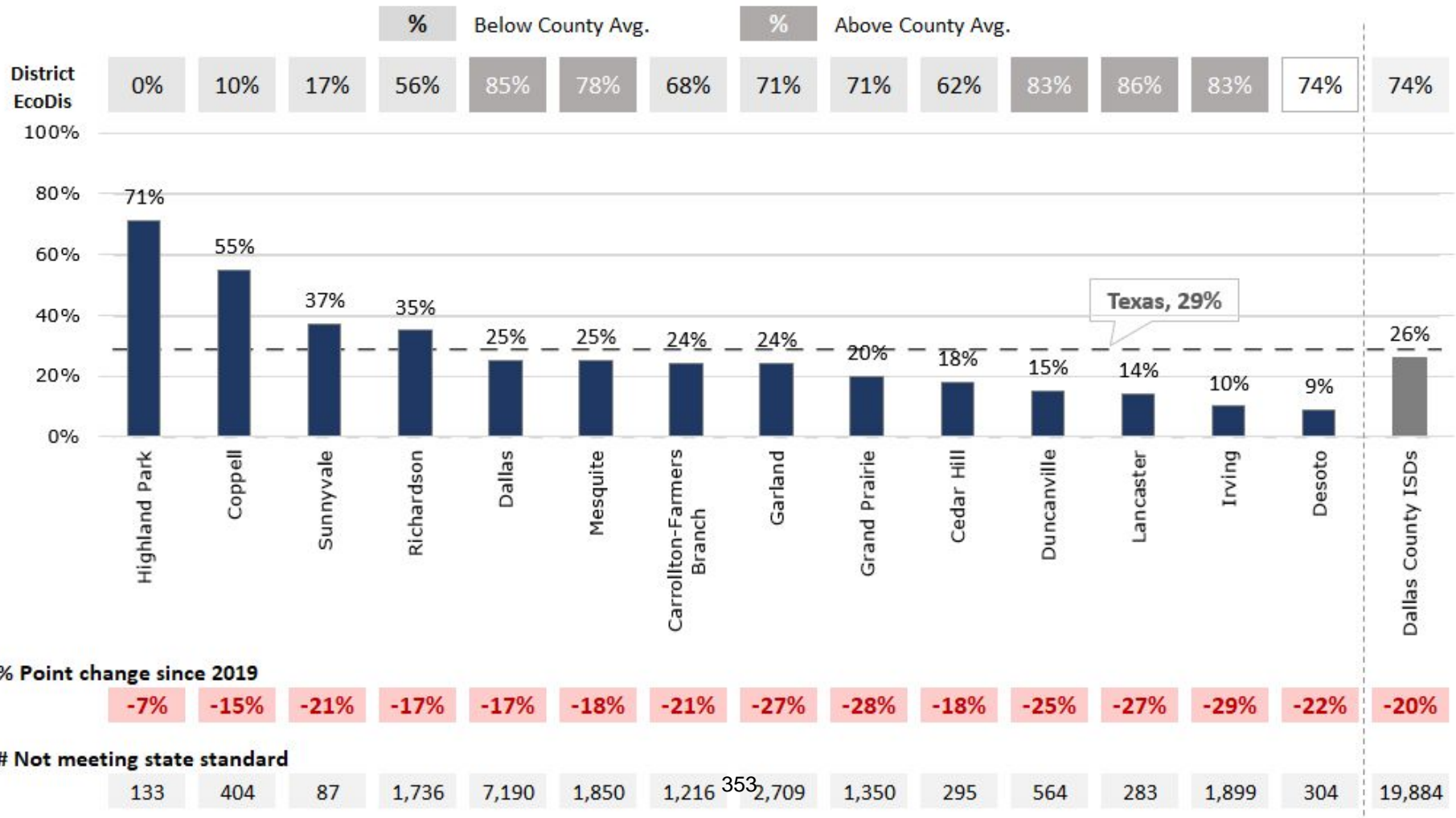
2021 PERFORMANCE RESULTS

STAAR 3rd Grade Reading Performance, % of Students at "Meets" Level , All Students, 2020-2021



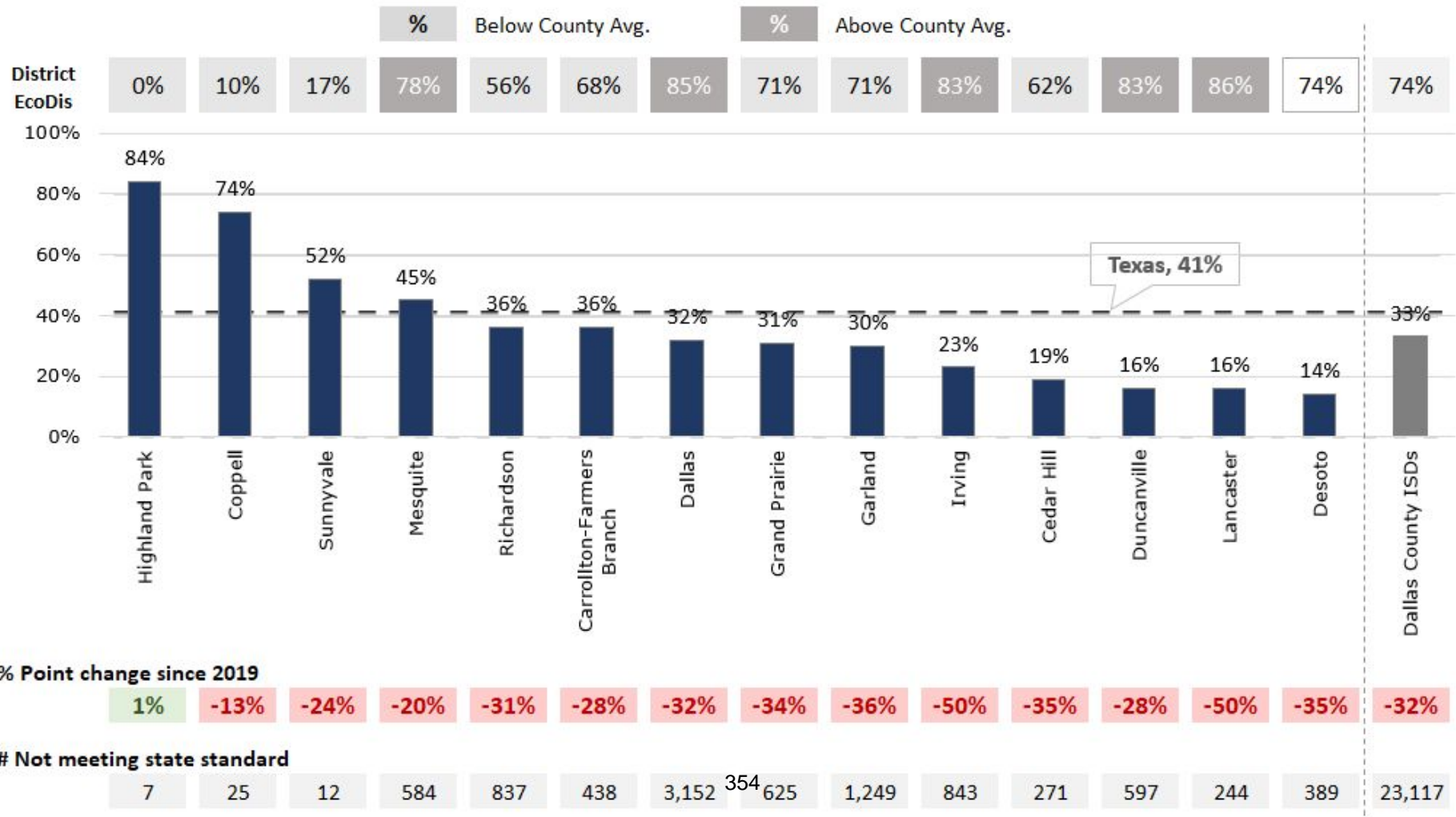
2021 PERFORMANCE RESULTS

STAAR 3rd Grade Math Performance, % of Students at "Meets" Level , All Students, 2020-2021



2021 PERFORMANCE RESULTS

STAAR EOC Algebra I Performance, % of Students at "Meets" Level , All Students, 2020-2021



20-21 Student Performance Reflections

- RISD all students, all tests outperformed State at the “Meets” level; experienced less learning loss than several Dallas County peers
- COVID learning loss more significant in mathematics and science than other subjects
- Academic learning gaps widened in all state identified subgroups
- Accelerated Learning Plans (Worksession)
 - HB4545
 - ESSER

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Where all students learn, grow and succeed

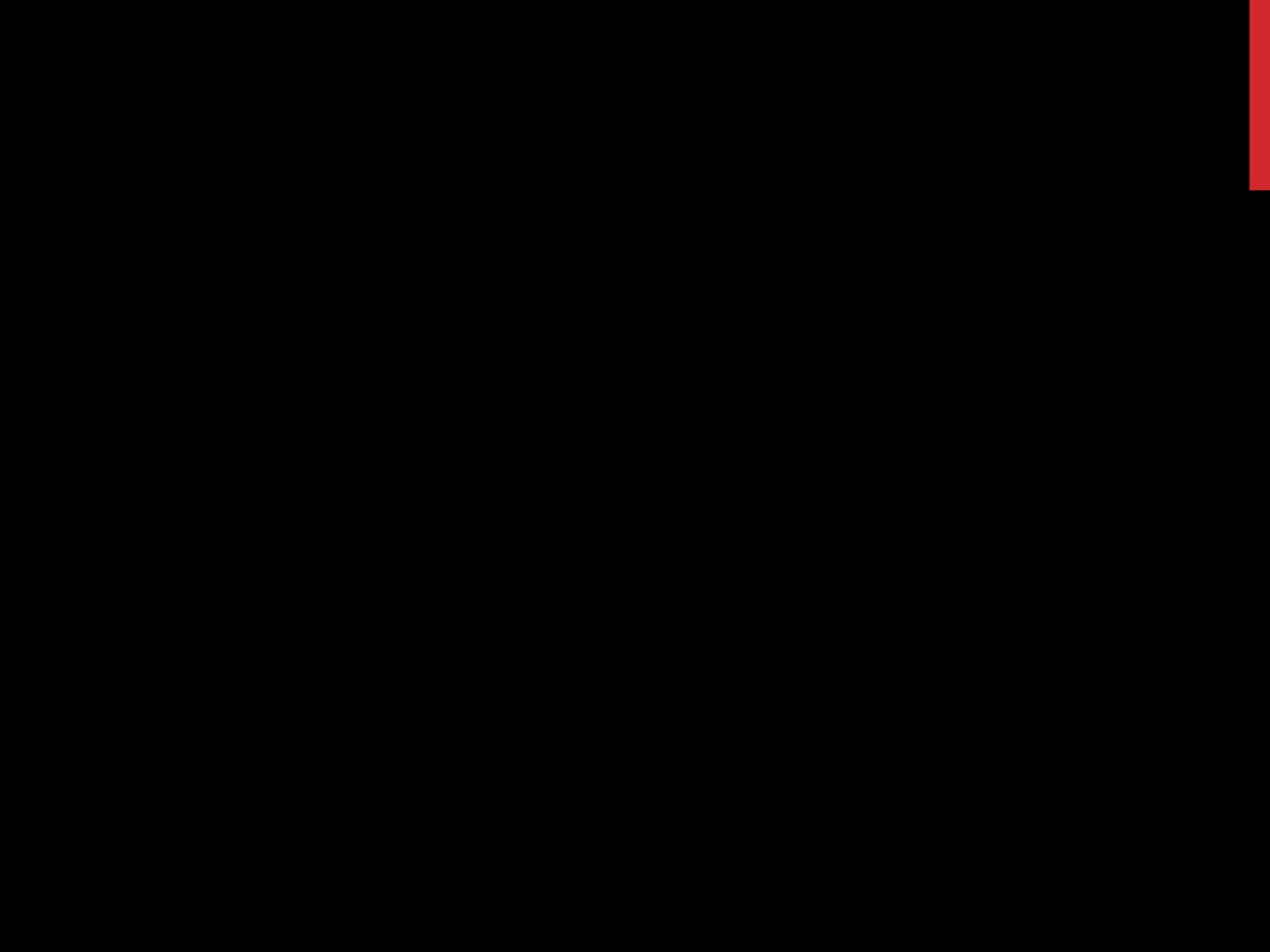




Questions

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Where all students learn, grow and succeed



Enrollment Update 2021-2022

August 15, 2019: 35, 566*

August 19, 2020: 33,206*

August 9, 2021: 35,167 (August 17th Start Date)

*1st day of school

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 09, 2021

Department: District Operations

Submitted by: Sandra Hayes, Assistant Superintendent

INFORMATION ITEM

TOPIC: Update on Bond 2021 Summer Construction Projects

INFORMATION:

Facility projects are planned on a five year cycle using funding from bonds. Tonight we are bringing information regarding current first year projects from Bond 2021. Summer of 2021 includes the beginning of five major construction projects, plumbing, library renovations, and flooring replacement across the district.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the information concerning the status of bond facility projects for your information and review.



RISD SUMMER 2021 CONSTRUCTION UPDATE

SANDRA HAYES
JAMES WATSON

AUGUST 9, 2021
360



ADMINISTRATION BUILDING





BRENTFIELD ES





BRENTFIELD ES



Temporary walkway between buildings



363



BRENTFIELD ES



Temporary construction fencing and job trailer to help isolate construction activity



Temporary relocated playground





BRENTFIELD ES



MILESTONES	ANTICIPATED DATES
Construction Start/End – New Addition	Fall 2021 – Dec 2022
Construction Start/End – Ph. 1	Fall 2021 – Dec 2021
Construction Start/End – Ph. 2	Jan 2022 – Aug 2022
Construction Start/End – Ph. 3	May 2022 – Aug 2022
Construction Start/End – Ph. 4	Jun 2022 – Dec 2022
Construction Start/End – Ph. 5	Jan 2023 – Jun 2023
Construction Start/End – Ph. 6	May 2023 – Aug 2023

Phasing plan above is contingent upon release of permit by the City of Dallas.



FOREST MEADOW JH



Proposed New Addition, looking NW
towards school/site





FOREST MEADOW JH



MILESTONES	ANTICIPATED DATES
100% Design Completion	November 2021
Multi-Phase Construction Details	January 2022
GMP Recommendation to Board	February 2022
Construction Start – Ph. 1	May 2022
Construction End – Final Completion	August 2023

Phasing plan above is contingent upon release of permit by the City of Dallas.



LAKE HIGHLANDS JH



Proposed New Main Entry





LAKE HIGHLANDS JH



MILESTONES	ANTICIPATED DATES
100% Design Completion	December 2021
Multi-Phase Construction Details	February 2022
GMP Recommendation to Board	February 2022
Construction Start	May 2022
Construction End – New Building Occupancy	August 2024
Final Completion (including site/parking)	December 2024

Phasing plan above is contingent upon release of permit by the City of Dallas.



MOHAWK ES





MOHAWK ES



Temporary relocated playground





MOHAWK ES



New addition site grading/slab prep





MOHAWK ES



New classroom finishes (typ.)





MOHAWK ES



New classroom finishes (typ.)





MOHAWK ES



MILESTONES	ANTICIPATED DATES
Construction Start/End – New Addition	Summer 2021 - Aug 2022
Construction Start/End – Ph. 1	Summer 2021 – Aug 2021
Construction Start/End – Ph. 2	Summer 2022 – Aug 2022



PEARCE HS





PEARCE HS



New parking lot grading and concrete pour





PEARCE HS



New Softball field grading and dirt work





PEARCE HS



379

JJ PEARCE HS ADD/RENO
RICHARDSON, TEXAS
07.30.21



PEARCE HS



MILESTONES	ANTICIPATED DATES
BB/SB Field Completion (Ph. 1)	November/December 2021
Construction Start – New Additions (Ph. 2)	September 2021
Phase 3 GMP Recommendation	March 2022
Construction Start – Interior Renovations (Ph. 3)	June 2022
Construction End – New Additions (Ph. 2)	August 2022
Construction End – Interior Renovations (Ph. 3)	August 2024



SKYVIEW ANNEX CONNECTOR





2021 FIRE ALARM / PUBLIC ADDRESS (PA) PROJECTS

CAMPUSES

Audelia Creek ES (ACE) – Fire alarm and PA upgrades

Christa McAuliffe LC (CMLC) – Fire alarm upgrades

Jess Harben ES (JHE) – PA upgrades

Math/Science/Technology (MST) – Fire alarm upgrades

Northlake ES (NLE) – PA upgrades

Richland ES (RLE) – PA upgrades

RISD Academy – Fire alarm upgrades

382

Richardson Terrace ES (RTE) – Fire alarm upgrades



2021 FLOORING PROJECTS



CAMPUSES

Arapaho Classical Magnet (ACM)

Greenwood Hills ES (GWHE)

Lake Highland ES (LHE) – Primarily corridors

Merriman Park ES (MPE)

Math Science Technology Magnet (MST)

Northrich ES (NRE)

Richardson Terrace ES (RTE)

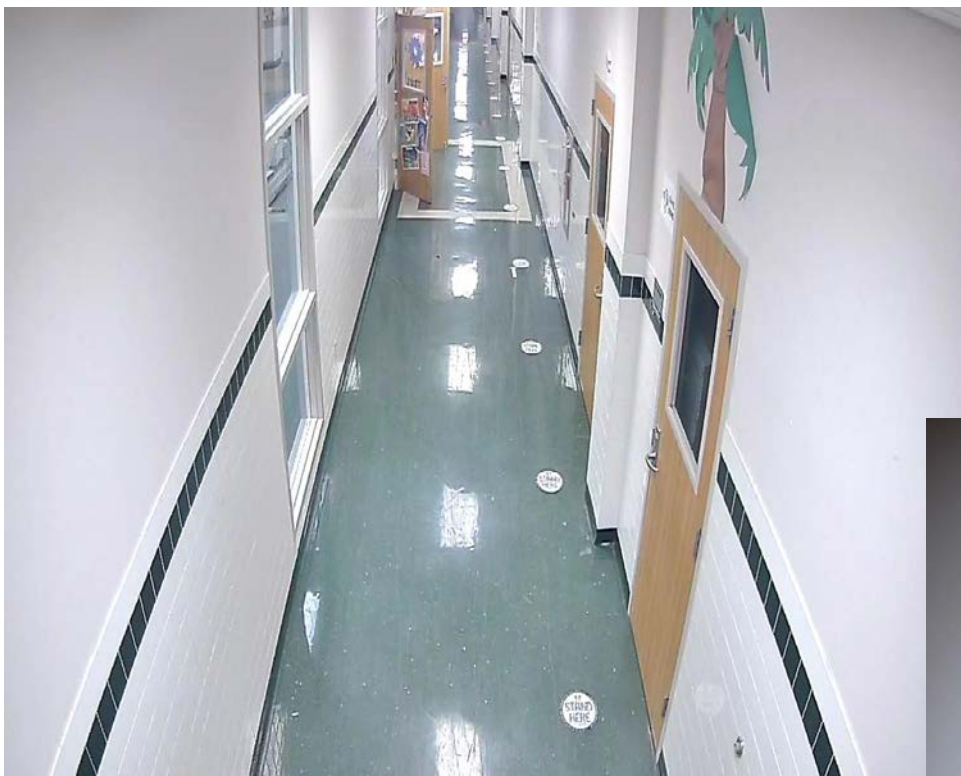
Skyview ES (SKY)

383

Spring Valley ES (SVE)

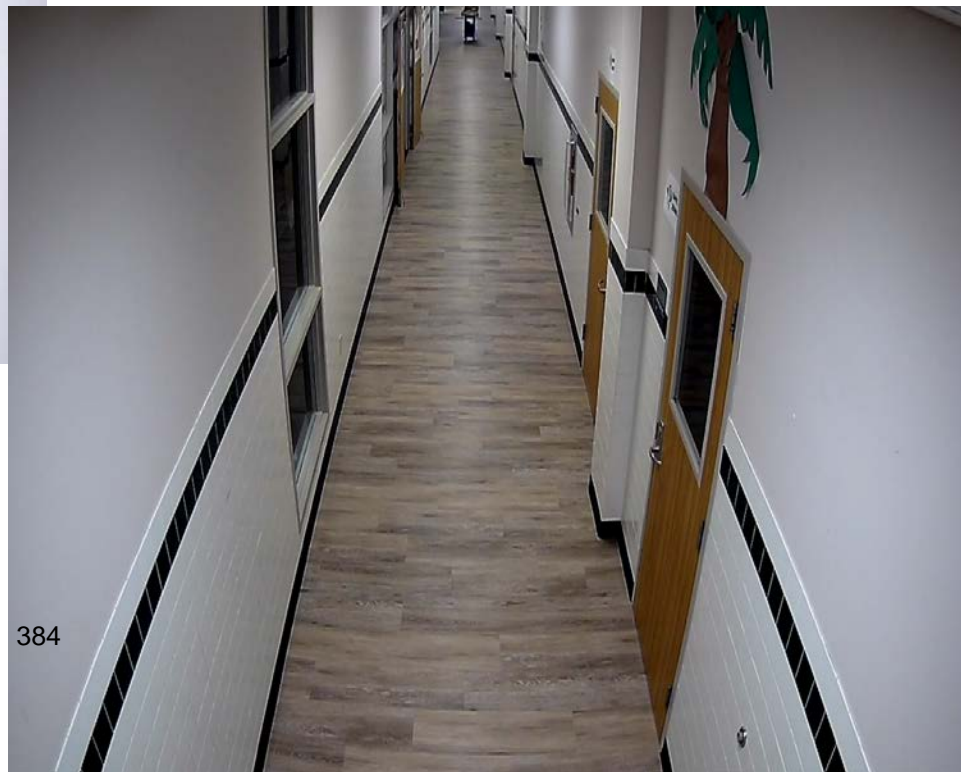


2021 FLOORING PROJECTS



SKY – OLD VCT IN CORRIDOR

SKY – NEW LVT IN CORRIDOR





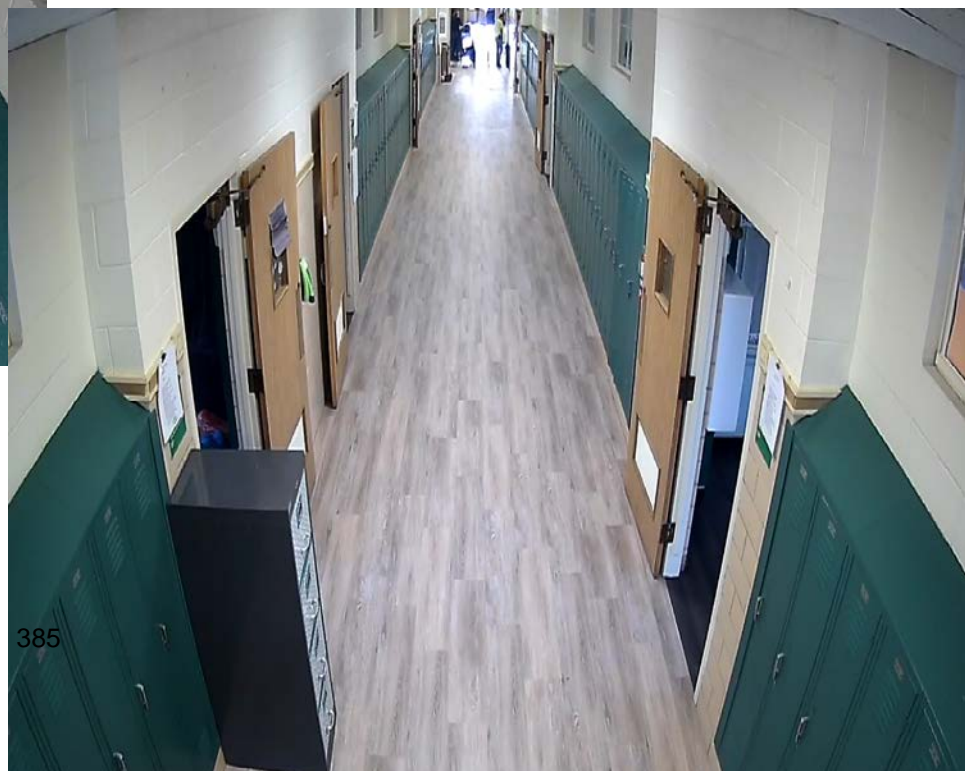
2021 FLOORING PROJECTS



RTE – OLD VCT IN CORRIDOR

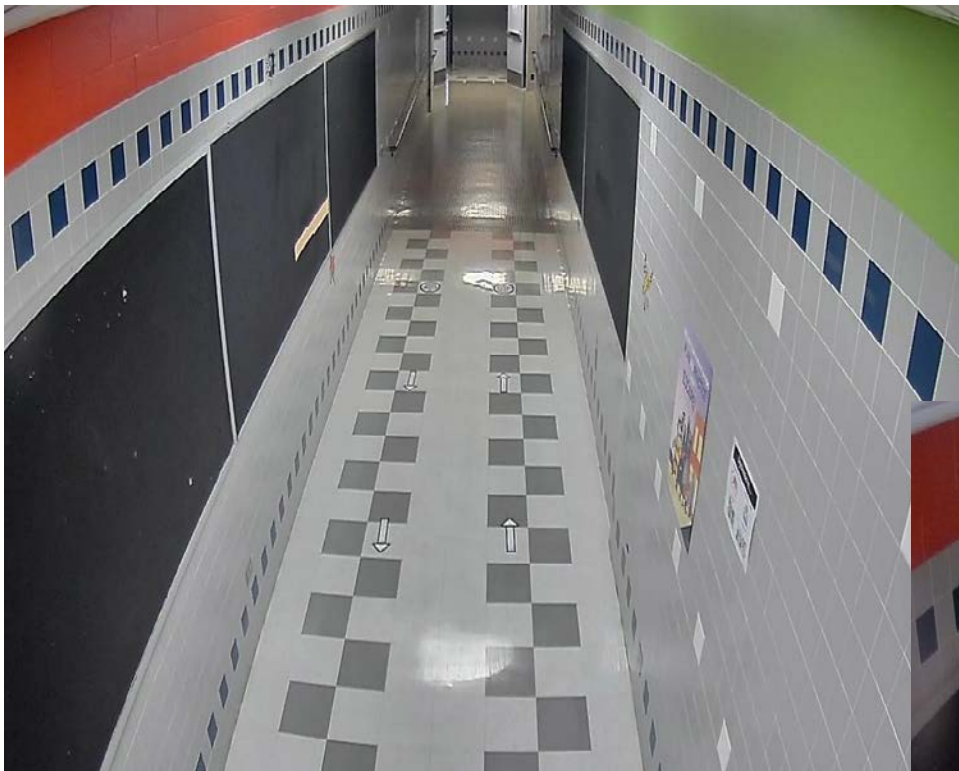


RTE – NEW LVT IN CORRIDOR





2021 FLOORING PROJECTS



MST – OLD VCT IN CORRIDOR

MST – NEW LVT IN CORRIDOR





2021 LIBRARY PROJECTS



CAMPUSES

Lake Highland ES (LHE)

Merriman Park ES (MPE)

Moss Haven ES (MHE)

Northlake ES (NLE)

Skyview ES (SKY)

Stultz ES (STU)

Wallace ES (WAL)



2021 LIBRARY PROJECTS



LHE – UPDATED LIBRARY

MHE – UPDATED LIBRARY





2021 LIBRARY PROJECTS



MPE – UPDATED LIBRARY

NLE – UPDATED LIBRARY





2021 LIBRARY PROJECTS



WAL – UPDATED LIBRARY





2021 PLAYGROUND PROJECTS

CAMPUSES

Canyon Creek ES (CCE) – New equipment and play surface

Northwood Hills ES (NWHE) – New equipment and play surface

O'Henry ES (OHE) – New equipment and play surface

White Rock ES (WRE) – New equipment and play surface

Yale ES (YAL) – New equipment and play surface



2021 PLUMBING PROJECTS



CAMPUSES

Aikin ES (AIK) – Boiler Replacement

Canyon Creek ES (CCE) – Grease Trap Replacement

Mark Twain ES (MTE) – Boiler Replacement

Moss Haven ES (MHE) – Sewer Line Repair/Replacement

Prairie Creek ES (PCE) – Grease Trap Replacement³⁹²



2021 PLUMBING PROJECTS



MHE – SEWER LINE REPLACEMENT





2021 PLUMBING PROJECTS



CCE – GREASE TRAP REPLACEMENT





2021 ROOFING PROJECTS



CAMPUSES

Apollo JH (AJH) – Preventative Maintenance Only

Liberty JH (LJH) – Preventative Maintenance Only

Parkhill JH (PHJ) – Preventative Maintenance Only

Richardson North (RNJ) – Preventative Maintenance Only

Westwood (WWJ) – Preventative Maintenance Only



2021 ROOFING PROJECTS



PHJ – Before: Metal edge



PHJ – After: Metal edge improvements





2021 ROOFING PROJECTS



AJH - BEFORE



AJH - AFTER





PROPOSED 2022 PROJECTS



PROJECTS	ANTICIPATED CONSTRUCTION
ATHLETICS	
New BB/SB Turf Installation Projects	April/May 2022 – Dec 2022
FLOORING	
CCE, Ent. City, MHE, RHS, WAL, LHH [Gym]	May 2022 – Aug 2022
ROOFING	
ABC 420, BOW, LHH, PCE, PDC, PWE, SCE, SKY ³⁹⁸	Spring 2022 – Aug 2022



PROPOSED 2022 PROJECTS



PROJECTS	ANTICIPATED CONSTRUCTION
PLUMBING	
DOV, MPE, OHE, SRE, WAL	Spring 2022 – Aug 2022
AIR CONDITIONING (HVAC)	
ABC 420, BSE, CMLC, FLA, JHE, MST, RTE, WAL	Spring 2022 – Aug 2022



THANK YOU!

QUESTIONS?

THANK YOU!

THANK YOU!

BOARD OF TRUSTEES
Richardson Independent School District
Richardson, Texas

Date: August 9, 2021

Department: District Operations

Submitted by: Sandra Hayes, Assistant Superintendent Operations

INFORMATION ITEM

TOPIC: Network of Community Ministries/RISD Partnership

BACKGROUND INFORMATION:

RISD is entering into a lease with Network of Community Ministries (NCM) for the operation of a facility that will serve all families in RISD. The Lease expires on August 31, 2031 with the ability to extend another five years. District staff have been in communication with representatives of NCM concerning lease negotiations and construction at their new location on International Dr. in Richardson. The following presentation is an overview of cost, schedule and location of this new partnership.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent presents the information regarding the Network of Community Ministries/RISD Partnership for your information and review.

Network of Community Ministries Update



network
OF COMMUNITY MINISTRIES

402



BUDGET

Construction Costs: \$304,867

Total Costs: Approximately \$800,000

**Budgeted Amount: \$1,000,000.00
(Bond Funds)**



SCHEDULE

**All furniture expected to install
by first week of October 2021**

**Occupants will move
in after furniture installs**



Network of Community Ministries
RISD portion of the complex



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 Board offers a Public Comment Section during its meetings to provide opportunities for members of the public to convey information to the Board.

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

Public Comment Section.

- The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled. .
- The Public Comment Section ordinarily will be called just prior to the first business item on the Agenda.
- 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 due to the need to hold a videoconference meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.

Speaker Topics.

- Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.
- Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.

Public Comment Cards.

- Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building

before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.

- Completed cards must be placed in the designated box no later than the posted time for the meeting to begin, usually 6:00 p.m. RISD will not accept Public Comment cards after the Board President calls the meeting to order. 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.
- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.
- Time.
 - Each speaker is limited to a total of three* minutes and a speaker may not use time of another speaker to extend his or her comment period. *Note:* A speaker who addresses the Board through a translator will have six* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
 - Staff will set a three*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.
(Unless the comment period has been limited as provided herein.)
- Single comment. A speaker may complete one Public Comment Card for each meeting.
- 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 complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda.
 - Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed.

· 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.

Approved: December 7, 2020

WELCOME

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. Although Board meetings are held in public, they are not public meetings. Visitors are invited to observe their elected officials conducting the business of the school district. RISD records (audio and video) its regular, open meetings. Some work sessions and other called meetings also may be recorded. The recordings of completed meetings are available on the District's website at www.risd.org.

The Board strives to conduct business in a professional and efficient manner. To avoid disruptions and ensure all attendees may observe the meetings without distraction, all attendees should observe rules of common courtesy and decorum during meetings. Attempts to disrupt or delay the meeting will not be tolerated. 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 words or actions.

Please assist the Board in maintaining a safe and nondistracting environment for all persons who attend its meetings by observing the following standards:

- Remain quiet and seated during meetings and avoid audible conversations or other verbalizations or actions that interfere with trustees, RISD employees, or another attendee or disrupt the meeting.
- Do not bring in or display posters, signs, banners, noisemakers, or other items that may disrupt the meeting or interfere with any person's ability to observe the proceedings. (The display of small signs or banners only during the recognition portion of the meeting is permissible to support a person being recognized, provided the signs or banners do not disrupt the meeting or prevent other visitors from viewing the proceedings and they are removed from the board meeting room following the recognition section.)
- Members of the news media who bring large cameras or other recording equipment to the meeting may be asked to remain in a specific area designated by RISD Communications staff.
- Nonmedia visitors who bring equipment to record (video or audio) a meeting may sit in a seat of their choosing provided the recording equipment is small and handheld and does not obstruct the view of any other attendee or otherwise cause disruption. Visitors who bring larger equipment or other equipment such as tripods or stands that could obstruct or disrupt may be directed where to sit.
- Persons who wish to address the Board must follow the Public Comment procedures that are explained at each meeting. A copy of the Board-adopted procedures for Public Comment is available in the foyer of the Auditorium or outside of any other meeting room.
- During the public comment sections, staff and visitors must listen quietly. Actions such as clapping, cheering, booing, other verbalizations, or noisemaking disrupt the proceedings and will not be tolerated. The display of signs or banners is prohibited except as allowed above during the recognition section.

The Board may take occasional breaks or recesses during Board meetings. Those breaks provide an opportunity for trustees and staff to attend to personal needs and to prepare for the remainder of the meeting. Visitors should not monopolize the time of trustees or staff by attempting to address personal issues during a break or recess.

Thank you.