



## **Agenda of Called Meeting / Work Session**

### **Thursday, October 26, 2023**

### **The Board of Trustees**

### **Richardson ISD**

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

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

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

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENT SECTION**  
Comments from visitors who submitted the form requesting to address Board Members.
  - A. Agenda Related Topic
- III. **ACTION / INFORMATION ITEMS**
  - A. Middle School Planning

**B. Review and Discussion of Board Policies:** 40

1. Amendment to DCE (LOCAL) - Employment Practices: Other Types of Contracts
2. Amendment to DEA (LOCAL) - Compensation and Benefits: Compensation Plan
3. Deletion of DMD (LOCAL) - Professional Development: Professional Meetings and Visitations
4. Amendment to EHBB (LOCAL) - Special Programs: Gifted and Talented Students
5. Amendment to EIF (LOCAL) - Academic Achievement: Graduation
6. Amendment to FB (LOCAL) - Equal Employment Opportunity
7. Amendment to FDE (LOCAL) - Admissions: School Safety Transfers

Information Item

**IV. CLOSED MEETING**

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

**V. ADJOURNMENT**

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



# BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

## Procedures for Public Comments During Board Meetings

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

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

### Public Comment Section

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

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

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

### Speaker Topics

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

### Public Comment Form

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

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

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

### Written Materials

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

### Time

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

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

### Single comment

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

### Protocol for Speakers

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

### Consent for Online Publication

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

### Reasonable Accommodation and Translation

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



# JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

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

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

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

### Sección de comentarios del público

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

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

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

### Temas de los oradores

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

### Formulario de comentarios públicos

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

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

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

### Materiales escritos

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

### Tiempo

- Cada orador está limitado a un total de tres\* minutos y un orador no puede utilizar el tiempo de otro orador para extender su período de comentarios. Nota: Un orador que se dirija a la Junta a través de un traductor dispondrá de seis\* minutos para presentar sus comentarios a fin de garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse a la Junta.
- El personal pondrá un reloj digital de tres\* minutos para cada orador. El orador terminará sus comentarios cuando el tiempo expire. Cualquier orador que no deje de hablar y ceda el podio al final de su tiempo asignado se considerará fuera de lugar y podrá ser escoltado del podio y/o se le pedirá que abandone la reunión.

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

### Un solo comentario

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

### Protocolo para los oradores

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

### Consentimiento para la publicación en línea

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

### Acomodación razonable e interpretación

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

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

**Date:** October 26, 2023

**Division:** School Leadership

**Submitted by:** Mike Jasso, Chief of Staff

## **INFORMATION ITEM**

**TOPIC: RISD Middle School Transformation Update**

**BACKGROUND INFORMATION:**

**Middle School Transformation:**

Richardson ISD convened a Grade Configuration Committee to study the possibility of moving sixth grade to junior high campuses and adopting a middle school model. Over forty participants representing district and campus staff, parents and community members gathered over the course of several months with the purpose of studying the pros and cons of a new middle school model and to make a recommendation to the Superintendent and the Board of Trustees.

This group was assembled as a result of the district's Strategic Plan and the Facilities Action Team, which made the recommendation that the district study this idea as a solution to:

- mitigate space concerns at some of our elementary schools,
- provide sixth graders access to wider and advanced academic offerings, extracurricular opportunities in fine arts, athletics and other areas of interest.

First and foremost, the district has studied the possibility of a new middle school model with an emphasis on what is best for students academically.

After study and deliberation, the grade configuration committee recommended to RISD Trustees in 2020 that the district move forward with implementing the middle school model, which trustees adopted as a resolution in 2021. In 2021, RISD voters approved funds for the first phases of middle school transformations in the Lake Highlands learning community, and sixth grade students in Lake Highlands are on schedule to attend Forest Meadow and Lake Highlands middle schools starting in the 2024-2025 school year. RISD intends to place the remaining six junior high to middle school transformation projects before voters as part of the next bond cycle.

Tonight, administration will present an update on the middle school transformation, including: history and context, academic programming and course offerings, student wellness and supports and next steps in the transformation process.



# **DIGGING** **INTO** **Transformation**

MIDDLE SCHOOL TRANSFORMATION PROCESS

**Mike Jasso | October 26, 2023**

**RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their  
academic growth goals.



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# Team and Process

**RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their academic growth goals.



# Middle School Transformation Team

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## Human Resources

Professional  
Paraprofessional

## Teaching & Learning

Core Subjects  
Multilingual Education  
CTE  
AVID  
Advanced Learning

## Strategy & Engagement

Engagement  
Communications

## Administrative Services

Student Services  
Athletics  
Fine Arts  
Counseling Services  
Special Education

## Operations

Student Information  
Services  
Transportation  
Facilities  
Planning, Design &  
Construction

## Campus and Central Administration

Susan Burt  
*Forest Meadow Junior High*

Nick Rustin  
*Lake Highlands Junior High*

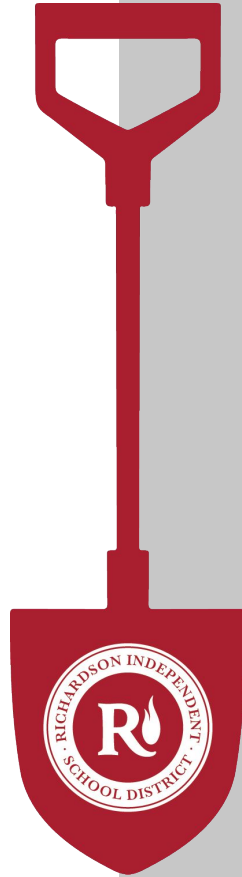
Jennie Bates  
*Area Supt.- LHLC*



# Purpose of Transformation Team

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1. Facilitate the transformation of junior high schools to the middle school model to realize the recommendations of the Grade Configuration Committee from 2019-20 and approved by the board.
2. Continue research of effective middle school model.
3. Make recommendations to the Superintendent.



# Middle School Transformation Process

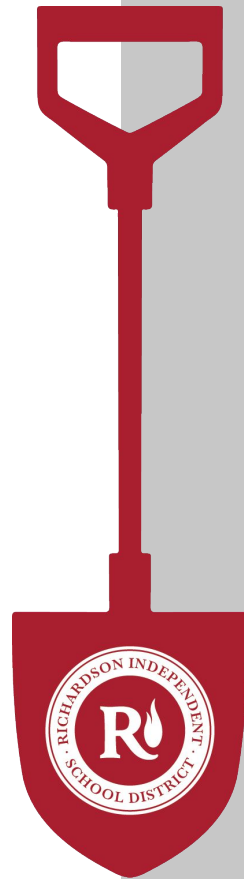
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**Committee  
Meetings**

**Sub-  
Committee  
Meetings**

## **Research:**

Cohort Districts;  
LHJH & FMJH teams  
visit Area Middle  
Schools



**2**

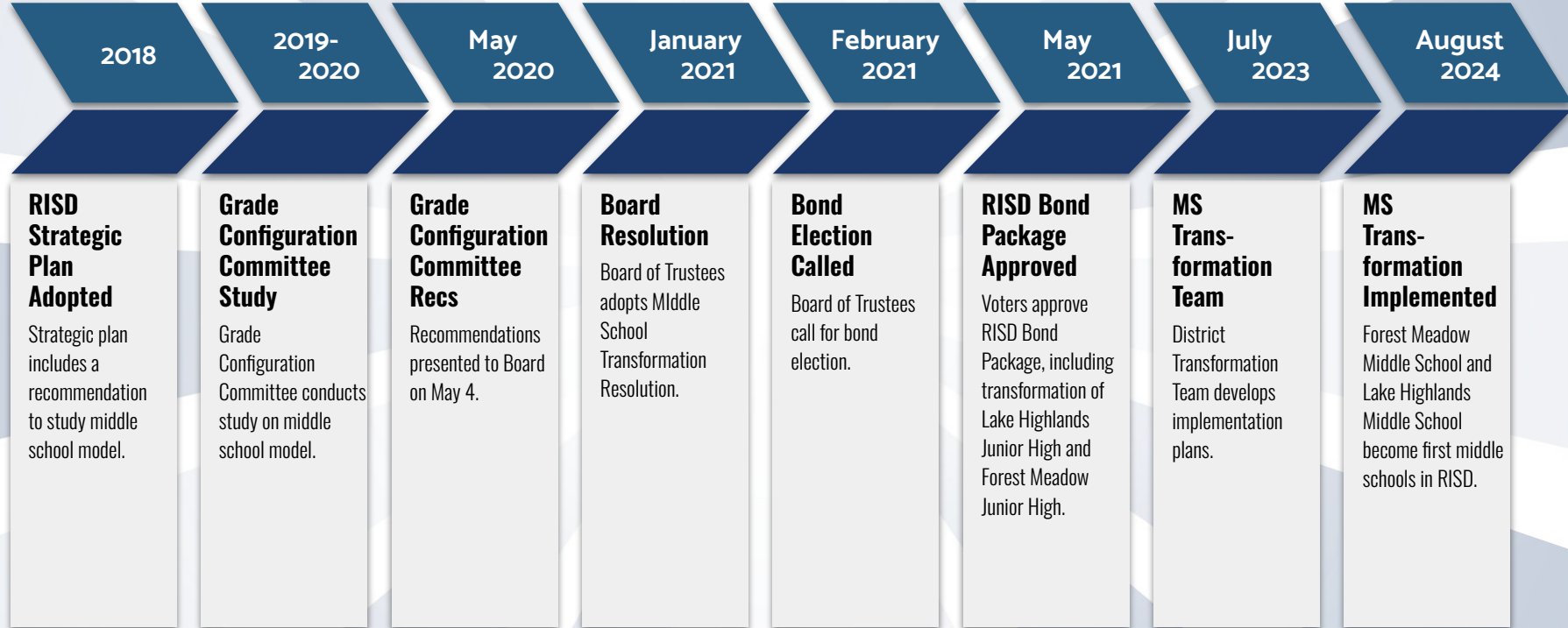
# History & Context

**RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their academic growth goals.



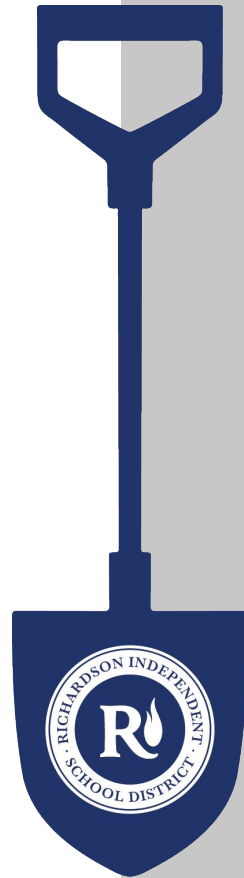
# RISD Middle School Transformation Timeline



# What were the Grade Configuration Committee's Areas of Study?

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- District enrollment numbers at campuses
- Current facility capacity information
- Student academic performance
- Academic performance and curriculum
- Student wellness considerations
- Athletics & Fine Arts
- Facilities



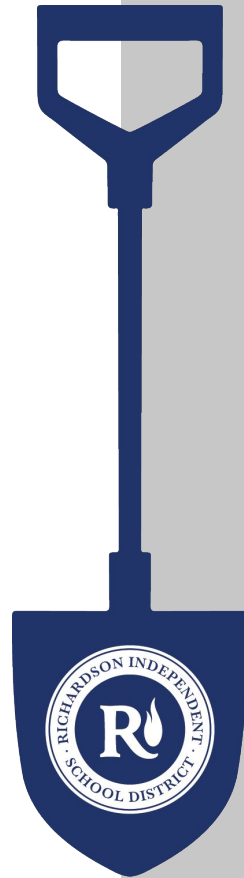
# What best practices and research support a Middle School Model?

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- Developmentally appropriate for 6th graders to attend school with 7th and 8th grades
- State curriculum/Texas Essential Knowledge and Skills - Bundled 6-8
- Over 95% of districts statewide have 6-8 middle school model
- Culture & Community - Opportunity and access for ALL students
- Strategic Plan and North Star Goal - Individual Growth

Source: Association of Middle Level Education." *The Successful Middle School , This We Believe*

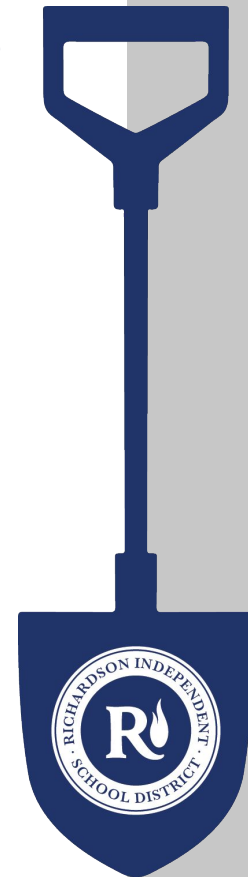
<https://www.amle.org/amle-research-summaries/>



# What are the Grade Level Configurations in Other Districts?

| DISTRICT              | GRADES  |
|-----------------------|---------|
| Allen ISD             | K-6     |
| Arlington ISD         | Variety |
| Carroll/Southlake ISD | 5-6     |
| Dallas ISD            | Variety |
| Denton ISD            | 6-8     |
| Duncanville ISD       | 6-8     |
| Desoto ISD            | 6-8     |
| Frisco ISD            | 6-8     |
| Garland ISD           | 6-8     |
| Grand Prairie ISD     | 6-8     |

| DISTRICT                  | GRADES         |
|---------------------------|----------------|
| Grapevine-Colleyville ISD | 6-8            |
| HEB ISD                   | K-6            |
| Houston ISD               | 6-8            |
| Irving ISD                | 6-8            |
| Lancaster ISD             | 6              |
| Lewisville ISD            | 6-8            |
| Mesquite ISD              | 6-8            |
| Plano ISD                 | 6-8            |
| Rockwall ISD              | Process of 6-8 |
| San Antonio               | Variety        |



Source: Grade Configuration Committee: May 4, 2020 Board Presentation

# Findings and Recommendations

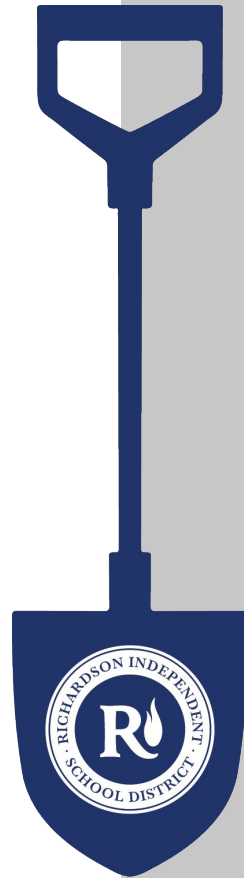
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## Academic Performance and Curriculum

Currently 95% of districts statewide have 6-8 middle school model

- Stronger alignment of TEKS structure
  - **TEKS Aligned K-5, 6-8, 9-12**
- Supports Advanced Learning Opportunities
- PLC: strengthen 6-8 alignment
  - Vertical & Horizontal Conversations and Supports
- Additional opportunities for Pre-K expansion

*Source: Grade Configuration Committee: May 4, 2020 Board Presentation*

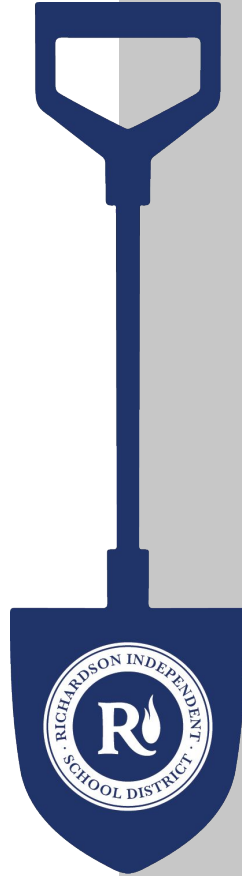


# Findings and Recommendations

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## Student Wellness and Supports

- Developmentally appropriate for 6th graders to be with 7th & 8th graders.
- Developmental differences between pre-K to 6th grade.
- Increases opportunities to develop interests, which is also developmentally appropriate.
- Data shows 6th-8th grade together does not negatively impact an already difficult developmental time in a student's life.
- More time to impact students positively to prevent drop-outs and encourage positive decision-making.

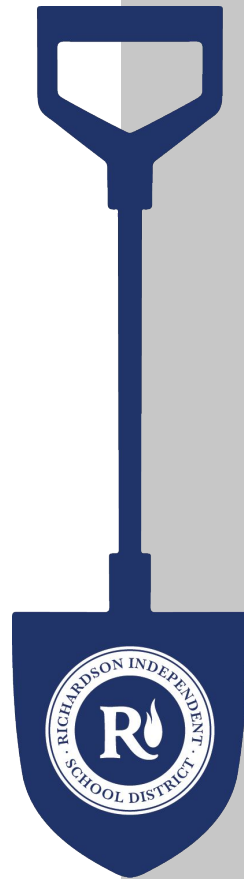


# Findings and Recommendations

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## Athletics and Fine Arts

- Equity and access for all.
- Increased opportunities and choices.
- Provides opportunity and foundation for success.

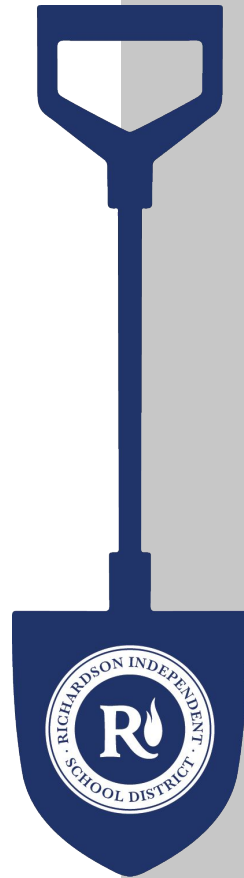


# Findings and Recommendations

---

## Facilities

- Approaching 90% capacity at some campuses.
- Opens classroom space for potential pre-K expansion at more schools.
- Facilities support the best academic interest for all students.
- Opportunity to enhance all junior high campuses.
- Minimum of five years for any implementation of new recommended model.



# Summary of Benefits of the 6-8 Middle School Model

## **The 6-8 model is in the best interest of ALL students:**

- Support of our North Star Goal - Every student, teacher, and leader will meet or exceed their academic growth goals.
- Aligns RISD with the majority of state and current TEKS bundles.
- Expands content and curriculum opportunities for students.
- Gives an additional year to support student success with transition to high school.
- Supports the district's goals for equity and equal access for all.

# Summary of Benefits

## Academic Performance and Curriculum

Alignment to state curriculum and structure (TEKS) - 95% of Texas districts statewide employ a 6-8 middle school model.

Better support advanced learning opportunities.

Educator best practices and collaboration (PLCs) - strengthens 6-8 alignment.

## Student Wellness and Support

Developmentally appropriate for 6th graders to attend school with 7th and 8th grades.

More opportunities to develop academic and extracurricular interests - also developmentally appropriate.

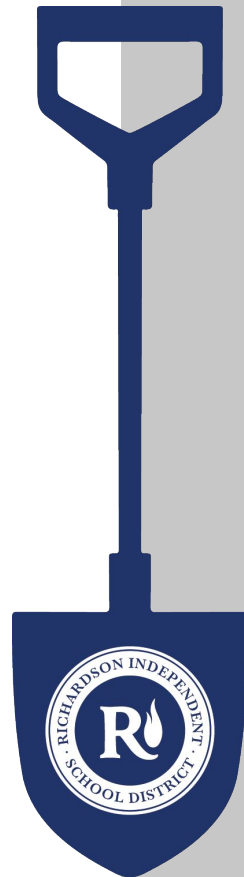
Additional early prevention programming for substance abuse, bullying, and suicide prevention.

## Athletic and Fine Arts

Equity, opportunity and access for all students.

Increased opportunities and choices.

Opportunities and foundational instruction that leads to success in 7th and 8th grades.



**3**

# **Academic Programming and Curriculum**

**RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their academic growth goals.



# What are the Academic Planning Considerations when transitioning to the Middle School Model?

---

- Planning emphasis on academic and classroom area grouping for 6th grade core courses
- Advanced 6th grade course choices in core content classes.
- Double Block RLA & Math (4/8 class periods)
- Single Block Science & Social Studies (2/8 class periods)



# What Choices and Academic Electives will 6th grade students have ?

---

## 1) Required Choice (1/8 class period)

- Physical Education (also offered in summer to free up another elective choice)
- Pre Athletics

## 2) Choice - Second Elective (1/8 class period):

- Career & STEM Exploration (full year – two semesters)
- Discovering Languages and Cultures (full year – 9 weeks each:  
Spanish/Japanese/French/Latin)
- Advancement Via Individual Determination (AVID)
- Fine Arts



**4**

# **Athletics & Fine Arts**

**RICHARDSON ISD'S NORTH STAR GOAL**

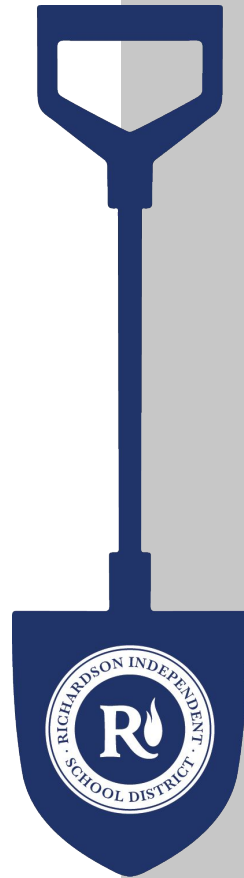
Every student, teacher, and leader will meet or exceed their academic growth goals.



# What will Athletics look like for 6th grade students at Middle School?

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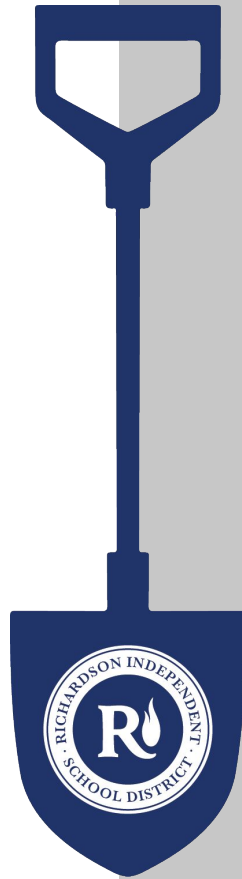
- Pre-athletics is a class choice that takes place during the school day
- The class is a great opportunity to help prepare students for successful participation in the middle school athletic program that begins in 7th grade
- Pre-athletics will provide a preview of upcoming UIL sports in which students will be eligible to participate as 7th graders, and focus on fundamental skills and conditioning
- The UIL (state governing body that oversees athletics) does not permit school-organized athletic competitions in 6th grade
- 6th grade students not interested in Pre-athletics can instead take P.E.



# What will Fine Arts look like for 6th grade students at Middle School?

---

- 6th grade students may choose one of the following Fine Arts offerings:
  - Band      Choir      Orchestra      Art
- Starting in 7th grade, students can choose to participate in theatre.
- Benefits:
  - Secondary staff will no longer travel to elementary campuses
  - Retain staff
  - More options (currently we only provide band or orchestra in 6th grade)
  - Ability to provide more focused, homogenous classes, which will accelerate learning and allow students to achieve at a higher level
  - Helps reduce facility issues at elementary school campuses with specials instruction



**5**

# **Student Wellness and Supports**

**RICHARDSON ISD'S NORTH STAR GOAL**

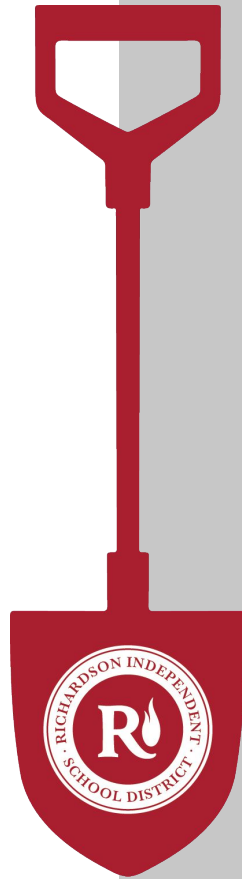
Every student, teacher, and leader will meet or exceed their academic growth goals.



# What additional student services will be in place to support 6th grade?

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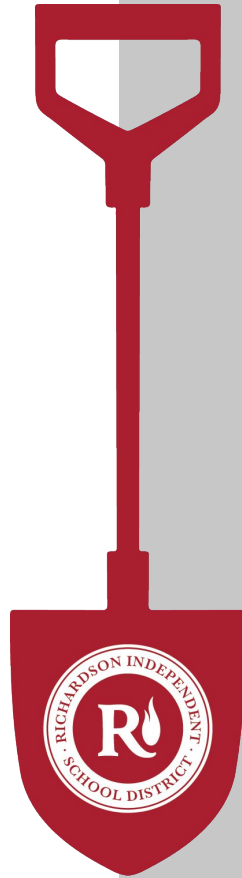
- Assist middle schools to establish family engagement initiatives that encourage participation and involvement in school-wide activities.
- Participate in incoming student (both 6th and 7th) and family campus information sessions to help ensure students are familiar with campus layout, safety measures, school routines, and other protocols that help maintain a safe and orderly campus environment.
- Work with campus leadership teams on techniques to build and maintain a strong school culture and climate that leads to positive student outcomes and mitigates recurring discipline referrals.



# How will Counseling Services support the Middle School Transition?

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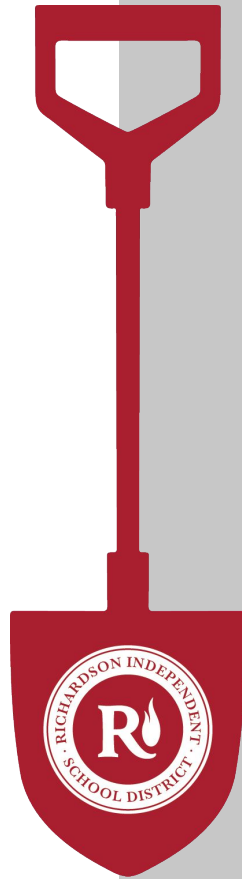
- Course selection process for current 2023-24 5th graders in FMMS and LHMS learning communities - March 2024.
- Uniform course cards for both campuses.
- Current 5th and 6th grade LHLC guidance lessons focused on transitioning to middle school.
- Tours of the building
- New student “camp”
- Parent information sessions
- Beginning of the year counseling check-ins for 7<sup>th</sup>/8<sup>th</sup> grade to help with transitions
- Additional student program for FMMS and LHMS:
  - Offers leadership opportunities for students.
  - Evidence-based peer-to-peer prevention and intervention program focusing on the prevention of suicide, bullying and substance use.



# What does Special Student Services look like at a Middle School?

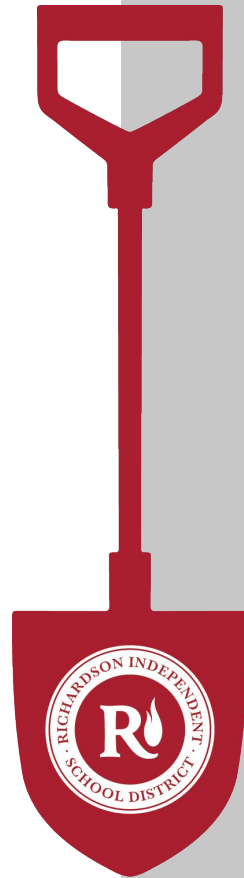
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- Continuum of special education services will be offered at each new middle school. *(One exception: districtwide enrollment numbers in ALC program remains very low. Middle school students qualifying for these services will continued to be accommodated at single location outside of LHLC.)*
- Services include **speech, resource and inclusion, and self-contained programs**
- This approach will allow most students receiving special education services to remain in the same feeder pattern as their non-disabled peers for K-12.



# How will we communicate and engage our community during this transition?

- Branding and messaging to support  
Every Child. Every Day. The Middle School Way
- Targeted LHLC parent messaging and quarterly updates during the 2023-24 school year:
  - Campus website
  - District website
  - Campus newsletters
- Schools to hold *Incoming Parent & Student Meetings* in the spring.
- Ribbon cutting ceremonies and community tours of new/renovated middle schools



# 6

## Other Considerations

**RICHARDSON ISD'S NORTH STAR GOAL**

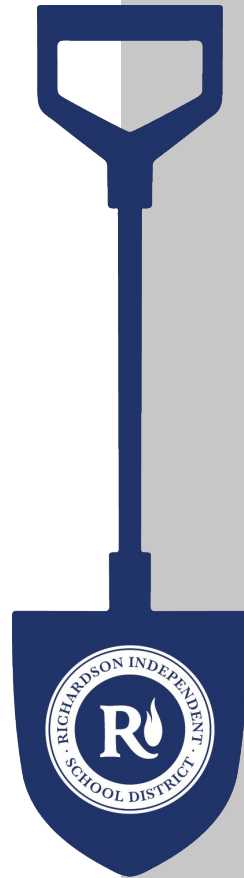
Every student, teacher, and leader will meet or exceed their academic growth goals.



# Other Planning Considerations

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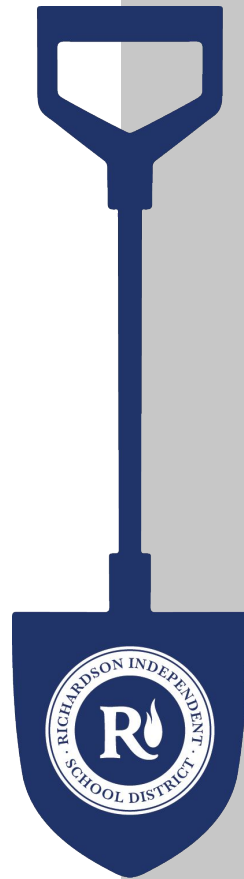
- Human Resources/staffing impact
- Safety & Security protocols will follow existing junior high model
- Student transfer requests to/from a middle school as part of overall district transfer guidelines and considerations
- Student transportation
- School name changes on signage, maps, collateral, online footprints



# Next Steps

---

- Middle School Transition Committee continues work to finalize details.
- Targeted communications will begin to current 5th and 6th grade families in LHLC.
- Human Resources will begin working with admin and staff potentially impacted by move (fall semester).
- Counseling staff will conduct course selection process with current 5th and 6th graders in LHLC (spring semester).
- LHJH & FMJH will communicate informational meeting dates for incoming families (spring semester).
- Ribbon cuttings and community open houses (summer 2024) to tour new/renovated middle schools.



# Questions?



**DIGGING**  
**INTO**  
**Transformation**

**RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their academic growth goals.



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

**Date:** October 26, 2023

**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy DCE (LOCAL) - Employment Practices: Other Types of Contracts

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend DCE (LOCAL).

The following policy is provided for the Board's review:

- a. DCE (LOCAL) - Employment Practices: Other Types of Contracts

**PROPOSED RECOMMENDATION:**

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

- 1. DCE (LOCAL) - Employment Practices: Other Types of Contracts

The recommended revisions clarify that an appeal by an employee whose non-Chapter 21 contract is not reissued at the end of the contract period would follow the district's employee grievance policy (DGBA) and would not begin with the Board.

EMPLOYMENT PRACTICES  
OTHER TYPES OF CONTRACTS

DCE  
(LOCAL)

**Non-Chapter 21  
Contracts**

The District shall employ persons in the following positions via non-Chapter 21 contracts: noncertified teachers under special permits. In addition, the assistant superintendent for human resources may identify other positions that are appropriate for employment under a non-Chapter 21 contract.

**Appeal of  
Employment Actions**

An employee may appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

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

**Date:** October 26, 2023

**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy DEA (LOCAL) - Compensation and Benefits:  
Compensation Plan

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend DEA (LOCAL).

The following policy is provided for the Board's review:

- a. DEA (LOCAL) - Compensation and Benefits: Compensation Plan

**PROPOSED RECOMMENDATION:**

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

- 1. DEA (LOCAL) - Compensation and Benefits: Compensation Plan

The recommended revisions are for clarification purposes and consistency with policy style.

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

**Pay Administration**

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

**Annualized Salary**

The District shall pay all salaried employees in a regular, allocated position over 12 months, regardless of the number of months employed during the school year. A salaried employee shall receive his or her salary in equal monthly or bimonthly payments, beginning with the first pay period of the school year.

**Payment of Wages**

Employees are paid on a monthly or biweekly schedule according to their job category and status. The District shall publish payroll schedules each year that provide specific pay dates for each employee classification.

**Pay Increases**

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Any pay adjustments for individual employees shall be determined within the approved budget following established procedures.

*Below  
Expectations /  
Unsatisfactory  
Performance*

An employee must receive a performance appraisal rating of at least "meets expectations," "proficient," or "competent" (or other equivalent rating, depending on the employee's appraisal form) to be eligible to receive any compensation increase the Board authorizes for the employee's job category. Any employee whose performance appraisal rating is below expectations or is unsatisfactory (or other equivalent rating depending on the employee's rating) shall have his or her salary or wages frozen through the end of the salary year following the year for which the employee's performance was appraised as "unsatisfactory" or "below expectations," "needing improvement," or other equivalent rating. During this time, the employee shall not be eligible to receive any base salary or compensation increases, any extraordinary payment granted by the Board, or any other incentive payment authorized under the compensation plan. There shall be no retroactive granting of salaries or wages lost except as specifically authorized by the Superintendent. Lack of performance at a level that meets expectations or

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

is proficient or competent results in a monetary loss for the employee for at least one salary year.

*Midyear Pay  
Increases*

Contract  
Employees

The Superintendent may grant a pay increase to a contract employee after performance on the contract has begun, subject to any legal requirements, only when there is a change in the employee's job assignment or duties that warrants additional compensation. [See DEA for public hearing requirements.]

Noncontract  
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

**Pay During Closing**

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools.]

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

**Date:** October 26, 2023

**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Deletion of Policy DMD (LOCAL) - Professional Development: Professional Meetings and Visitations

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to delete DMD (LOCAL).

The following policy is provided for the Board's review:

- a. DMD (LOCAL) - Professional Development: Professional Meetings and Visitations

**PROPOSED RECOMMENDATION:**

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

- 1. DMD (LOCAL) - Professional Development: Professional Meetings and Visitations

The recommended deletion reflects that the language contained in this policy are administrative details that should not be in policy. The information is purely administrative and is located in the Employee Handbook.

PROFESSIONAL DEVELOPMENT  
PROFESSIONAL MEETINGS AND VISITATIONS

DMD  
(LOCAL)

Meetings,  
Conferences, and  
Workshops

Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. (See also DMA and DMC)

When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.

The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee. When such leave is taken, the cost of a substitute, if any, shall be deducted from the employee's salary.

Release Time

Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required inservice purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.

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

**Date:** October 26, 2023

**Submitted by:** Dr. Kristin Leeper, Assistant Superintendent- Teaching & Learning; Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy EHBB (LOCAL) - Special Programs: Gifted and Talented Students

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend EHBB (LOCAL).

The following policy is provided for the Board's review:

- a. EHBB (LOCAL) - Special Programs: Gifted and Talented Students

**PROPOSED RECOMMENDATION:**

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

- 1. EHBB (LOCAL) - Special Programs: Gifted and Talented Students

The recommended revisions are to address previous legislative updates and the adopted Texas State Plan for the Education of Gifted/Talented Students. The revision also specifically addresses the use of funds to support the district's GT program. Other revisions are to align with the state plan including:

- 1. Deletion throughout of the references to nominating students for the GT program;
- 2. Broader language regarding the selection committee, as there is no requirement to specify in policy whether the committee is established at the district or campus level;
- 3. More flexible language regarding reassessments and transfer students;
- 4. New text to incorporate the requirement to consult with parents about a student exiting the program; and
- 5. New text to incorporate the ability of an educator to appeal final decisions of the selection committee.

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

|                                      |   |
|--------------------------------------|---|
| <b>Referral</b>                      | Students may be referred for <u>the assessment for</u> gifted and talented <u>services program</u> at any time <u>services</u> by teachers, counselors, parents, or other interested persons.   |
| Screening and Identification Process | <p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p><u>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services prior to beginning the screening and identification process.</u></p>   |
| Parental Consent                     | The District shall obtain <u>written</u> parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.   |
| <b>Identification Criteria</b>       | The <u>Board-approved program for the gifted and talented</u> shall establish criteria to identify <u>students who may qualify for</u> gifted and talented <u>services students</u> . The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.                              |
| <b>Assessments</b>                   | Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: <u>ability tests,</u> achievement <u>tests, intelligence tests,</u> creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products. |
| <b>Placement</b>                     | A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in <u>the</u> gifted and talented services is the most appropriate educational setting. <u>The A</u> committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.  |
| <b>Notification</b>                  | The District shall provide written notification to parents of students who qualify for the <u>District's</u> gifted and talented services. Participation in any services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in <u>the</u> gifted and talented services.  |

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

**Reassessment**

~~If the~~ The District ~~reassesses shall not perform routine reassessment of all students for receiving~~ gifted and talented services, the reassessment shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades, except as stated herein. ~~The District does reassess all students receiving services in grade 6 to determine appropriate services for students in secondary grades.~~

**Transfer Students**

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the a placement committee shall review the student's ~~records record~~ and conduct assessment procedures when necessary observe the student's performance to determine if ~~whether~~ placement in District services for gifted and talented students services is appropriate, ~~or whether additional screening is needed.~~ Any additional screening shall be promptly completed so a placement determination may occur.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one ~~campus in the~~ District ~~campus to the same grade level at~~ another District campus ~~at the same grade level~~ shall continue to receive services in the District's gifted and talented services.

**Furloughs**

~~The District may place any student who is unable to maintain satisfactory performance goals or whose educational goals are not being met within the structure of gifted and talented services.~~ A furlough may be initiated by the District, the parent, or the student.

In accordance with ~~administrative regulations~~ the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented services, be placed on another furlough, or be exited from the services.

**Exit Provisions**

The District shall monitor student performance in response to gifted and talented services. If at any time the placement committee or a parent determines it is in the best interest of the student to and his or her educational needs, a committee may exit the program, a student from services. ~~If a student or parent requests removal from services, a placement~~ the committee shall meet with the parent and student before finalizing an exit decision honoring the request.

**Appeals**

A parent, ~~or student,~~ or educator may appeal any final decision of the placement committee regarding placement in ~~identification for~~ or exit from the gifted and talented services. Appeals shall be made

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

**Programming  
Evaluation**

The District shall annually evaluate the effectiveness of the District's gifted and talented services, and the results of ~~the such~~ evaluation shall be used to modify and update the District and campus improvement plans, ~~as appropriate~~. The District shall include parents in the evaluation process and shall ~~share~~ communicate the information with Board members, administrators, teachers, school counselors, students in ~~the~~ gifted and talented program, and the community.

**Funding**

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

**Community  
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

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

**Date:** October 26, 2023

**Submitted by:** Dr. Kristin Leeper, Assistant Superintendent- Teaching & Learning; Leticia D. McGowan, General Counsel

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy EIF (LOCAL) - Academic Achievement: Graduation

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend EIF (LOCAL).

The following policy is provided for the Board's review:

- a. EIF (LOCAL) - Academic Achievement: Graduation

**PROPOSED RECOMMENDATION:**

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

1. EIF (LOCAL) - Academic Achievement: Graduation

The recommended revision is to address revised Administrative Code rules requiring a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA).

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

|   |   |
|---|---|
| <b>Course Requirements</b>              | To graduate, a student must complete the courses required by the District in addition to those mandated by the state.   |
| <b>Foundation Program</b>               | The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.   |
| Without an Endorsement                  | The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.  |
| With an Endorsement                     | The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.   |
| Distinguished Level of Achievement      | The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.   |
| <b>Fine Arts Substitutions</b>          | To the extent permitted by state rules, the District shall award state graduation credit in fine arts for participation in an approved community-based fine arts program.   |
| <b>Physical Education Substitutions</b> | <p>A student may earn up to 1 credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] through participation in any of the following activities:</p> <ol style="list-style-type: none"><li>1. Drill team;</li><li>2. Marching band; and</li><li>3. Cheerleading.</li></ol> <p>A student may earn credit for any physical education course through participation in the following activities:</p> <ol style="list-style-type: none"><li>1. Athletics (up to 4 credits);</li><li>2. JROTC (1 credit); and</li><li>3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus (up to 4 credits).<br/>The District shall award no more than 4 credits toward state graduation credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. District approval may be granted under the following conditions:</li></ol> |

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

- a. Olympic-level participation and/or competition include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, the instructors, and the activities involved in the program must be certified by the Superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school for one hour per day. Students dismissed may not miss any class other than physical education.
- b. Private or commercially sponsored physical activities include those certified by the Superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

**Approved Night  
School and Summer  
School Credit**

Credit earned through instruction in night school or summer school in a program accredited through a Regional Accrediting Association or the Texas Private School Accreditation Commission shall be included in formal rank and grade point average. [See EIC(LOCAL)]

**Financial Aid  
Application  
Confirmation**

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

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

**Date:** October 26, 2023

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

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy FB (LOCAL) - Equal Employment Opportunity

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend FB (LOCAL).

The following policy is provided for the Board's review:

- a. FB (LOCAL) - Equal Employment Opportunity

**PROPOSED RECOMMENDATION:**

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

- 1. FB (LOCAL) - Equal Employment Opportunity

The recommended revisions are to incorporate updates to the Title IX coordinator language. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

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**Note:** The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

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|   |   |
|---|---|
| <b>Title IX Coordinator</b>                               | The District designates and authorizes the Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]   |
| <b>ADA / Section 504 Coordinator</b>                      | The District designates and authorizes the ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]  |
| <b>Superintendent</b>                                     | The Superintendent and/or deputy superintendent shall serve as coordinator for purposes of District compliance with all other non-discrimination laws.  |
| <b>Equal Educational Opportunity</b><br>General Education | The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]   |
| Additional Services and Supports                          | If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]<br><br>[For information regarding dyslexia and related disorders, see EHB.] |

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**Note:** The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

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EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

**Section 504**

Committees

Each campus shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and  
Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and  
Reevaluation  
Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation time lines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial  
Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control schedules. [See CPC]

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

**Date:** October 26, 2023

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

## **INFORMATION ITEM**

**TOPIC:** Amendment to Policy FDE (LOCAL) - Admissions: School Safety Transfers

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to amend FDE (LOCAL).

The following policy is provided for the Board's review:

- a. FDE (LOCAL) - Admissions: School Safety Transfers

**PROPOSED RECOMMENDATION:**

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

- 1. FDE (LOCAL) - Admissions: School Safety Transfers

The recommended revisions are to address revisions to the TEA *Unsafe School Choice Option (USCO) Guidance Handbook*, which amended the list of violent criminal offenses for which a student is eligible for a transfer to another school within the district. The recommended policy changes are also to reflect a statutory change which amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

ADMISSIONS  
SCHOOL SAFETY TRANSFERS

FDE  
(LOCAL)

**Safe Schools Data**

The Superintendent or designee shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; ~~and~~
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while ~~in~~ ~~or~~ on the ~~premises grounds~~ of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
  - a. Attempted murder;
  - b. Indecency with a child;
  - c. Aggravated kidnapping;
  - d. Aggravated Assault on someone other than a District employee or volunteer resulting in bodily injury or aggravated assault;
  - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer; ~~or~~
  - f. Aggravated robbery; or
  - g. Continuous sexual abuse of a young child or disabled individual.

**School Safety  
Transfers**

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options above or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

**From a Persistently  
Dangerous School**

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent or designee an application for transfer. The Superintendent or designee shall com-

ADMISSIONS  
SCHOOL SAFETY TRANSFERS

FDE  
(LOCAL)

plete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a  
Violent Criminal  
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the ~~premises grounds~~ of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent or designee an application for transfer. The Superintendent or designee shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer  
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see See also FDA and FDB.]