



# Agenda of Called Meeting/Working Session

## Thursday, May 18, 2023

### The Board of Trustees

### Richardson ISD

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A Called Meeting/Working Session of the Board of Trustees of Richardson ISD will be held Thursday, May 18, 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 May 15, 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. Consider Approval of The New Teacher Project Contract

Action Item

|     |  |    |
|-----|--|----|
| B.  | Strategic Plan 2023 Presentation   | 9  |
|     | Information Item   |    |
| C.  | Energy & Utility Management Plan   | 53 |
|     | Information Item   |    |
| D.  | 2023- 2024 Budget Discussion   | 71 |
|     | Information Item   |    |
| E.  | Review and Discussion of Board Policy DEC (LOCAL)  | 83 |
|     | Information Items  |    |
| F.  | School Health Advisory Council (SHAC) Presentation   | 94 |
|     | Information Item   |    |
| IV. | <b>CLOSED MEETING</b>  |    |
|     | 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. |    |
| V.  | <b>ADJOURNMENT</b>   |    |

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



# BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

## Procedures for Public Comments During Board Meetings

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

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

### Public Comment Section

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

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

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

### Speaker Topics

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

### Public Comment Form

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

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

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

### Written Materials

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

### Time

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

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

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

### Single comment

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

### Protocol for Speakers

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

### Consent for Online Publication

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

### Reasonable Accommodation and Translation

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

Approved: September 15, 2022



# JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

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

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

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

### Sección de comentarios del público

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

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

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

### Temas de los oradores

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

### Formulario de comentarios públicos

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

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

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

### Materiales escritos

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

### Tiempo

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

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

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

### Un solo comentario

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

### Protocolo para los oradores

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

### Consentimiento para la publicación en línea

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

### Acomodación razonable e interpretación

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

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

**Date:** May 18, 2023

**Submitted by:** David Pate, Assistant Superintendent of Finance & Support Services  
Dr. Kristin Leeper, Assistant Superintendent of Teaching & Learning

## **ACTION ITEM**

**TOPIC:** TNTP Contract

**BACKGROUND INFORMATION:**

During Strong Foundations Cycle 1, TNTP partnered with 11 districts statewide to develop a research-based math or literacy instructional framework - a critical lever in improving instructional quality and system-level coherence. TNTP will provide foundational planning supports to our partners in support of developing a Math or Literacy framework, including project management support to meet all requirements of the Strong Foundations Planning Grant.

**SUPERINTENDENT'S RECOMMENDATION:**

The Board of Trustees of the Richardson Independent School District approves the contract between Richardson ISD and TNTP for a total amount of \$210,000 effective June 1, 2023.

**PROPOSED RESOLUTION**

**WHEREAS**, the Board of Trustees, consistent with the requirement to pursue educational excellence; and

**WHEREAS**, TEA's deadline for executing this contract is May 31, 2023

**BE IT THEREFORE RESOLVED**, that the Board of Trustees of the Richardson Independent School District hereby approves the TNTP contract.

**APPROVED** on the 18<sup>th</sup> day of May 2023.

Board of Trustees

By: \_\_\_\_\_  
Name: Regina Harris  
Title: President

Date Signed: May 18, 2023

ATTEST:

By: \_\_\_\_\_  
Name: Chris Poteet  
Title: Secretary

Date Signed: May 18, 2023

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

**Date:** May 18, 2023

**Submitted by:** Dr. Melissa Heller, Assistant Superintendent, Strategy & Engagement

## INFORMATION ITEM

**TOPIC:** Strategic Plan 2023

**BACKGROUND INFORMATION:**

Strategic planning is a process in which an organization defines their vision for the future and identifies their goals and objectives. The process includes establishing the sequence in which those goals should be realized so that the organization can reach its stated true north. Strategic planning typically represents mid to long-term goals with a life span of three to five years, though it can go longer. The district's current strategic plan was developed and adopted in 2017 and has since served as the foundation for the district's annual improvement planning process.

This evening's information item is to present the work and deliverables of Strategic Plan 2023. Our consultant partner, engage2learn, will be in attendance, as well as members of the District Design Team. Along with staff, the community inspired strategic design framework will be presented for information and consideration. This includes the proposed new goals, specific results and timeline for annual implementation.

# Richardson ISD Strategic Design Board Presentation May 18, 2023



@RichardsonISD #engage2learn





**Thad M. Gittens**

**Certified eGrove Coach & Facilitator**  
@engage\_learning, @ThadMisterG



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DISTRICTS NATIONWIDE

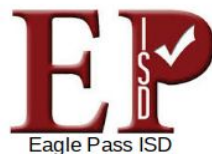
- **Providence Public Schools**  
Providence, RI
- **Dallas ISD**  
Dallas, TX
- **Kentucky DOE**  
74 KY Districts
- **Memphis Shelby County Schools**  
Memphis, TN
- **Bulloch County Schools**  
Statesboro, GA

# DESIGNING CULTURE & COACHING INNOVATION

**Smart professional learning for public schools**

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# e2L Partners



Uvalde CISD



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# Strategic Design Process



# Guiding Principles of e2L Design Model

**Student  
Focused**

**Community  
Based**

**Aligned &  
Integrated**

**Design  
Thinking**

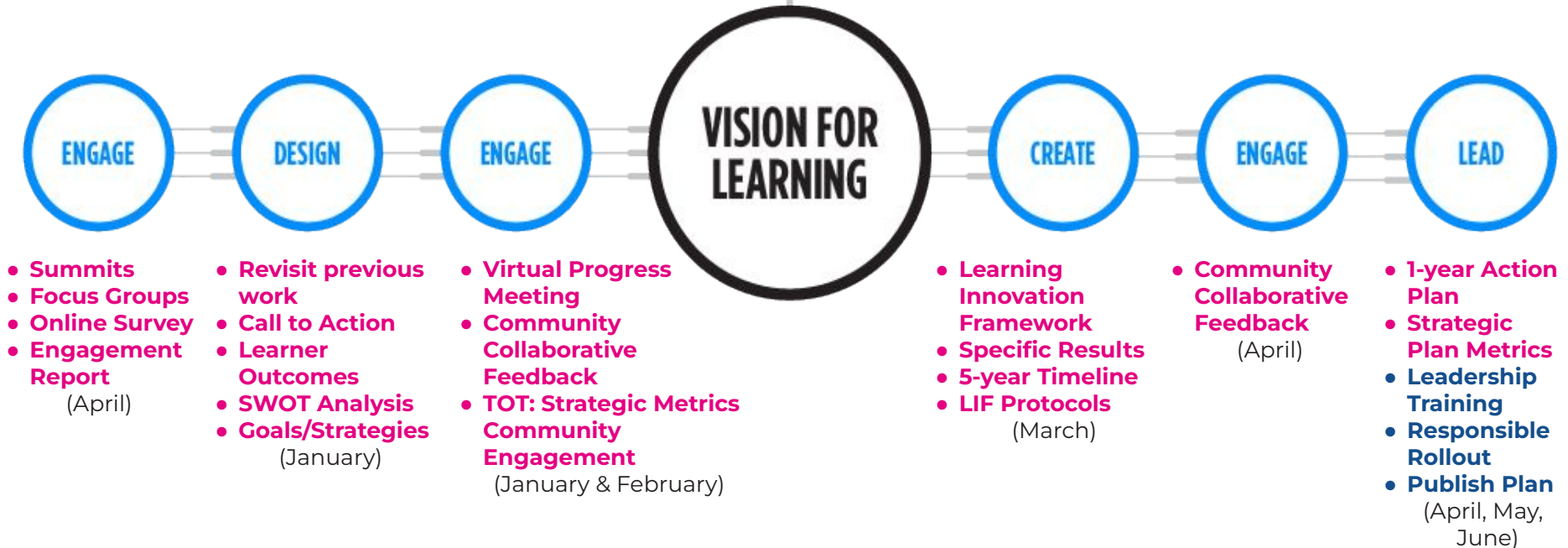
**Backwards  
Design**

**Actionable**



# Richardson ISD Process

## e2L STRATEGIC DESIGN MODEL



# Strategic Design Dates

|   |  |
|---|--|
| <b>Design</b>   | Jan 9, 10 <input checked="" type="checkbox"/>      |
| <b>Community Engagement Collaborative</b>                           | Jan 24 <input checked="" type="checkbox"/>         |
| <b>Virtual Progress Meeting</b>                                     | Jan 25 <input checked="" type="checkbox"/>         |
| <b>Trainer of Trainers - Strategic Metrics Community Engagement</b> | Feb 7,8 <input checked="" type="checkbox"/>        |
| <b>Strategic Metrics Community Engagement</b>                       | Feb 13 <input checked="" type="checkbox"/>         |
| <b>Create</b>   | Mar 21, 22, 23 <input checked="" type="checkbox"/> |
| <b>LIF Protocols</b>  | Mar 28 <input checked="" type="checkbox"/>         |
| <b>Community Engagement Collaborative</b>                           | Apr 12 <input checked="" type="checkbox"/>         |
| <b>Lead</b>   | Apr 25, 26 <input checked="" type="checkbox"/>     |
| <b>Board Presentation</b>   | <b>May 18</b> <input checked="" type="checkbox"/>  |

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# LIF Framework



# Strategic Framework

## True North Goal

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

## Call to action

RISD will build upon students' individual strengths, so that all will grow and graduate empowered with knowledge, life-ready skills, and a vision for how to thrive.

## Beliefs

- We believe in creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance, and grow.
- We believe that education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.
- We believe every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

# Richardson ISD Learner Growth Experience Framework




# Learner and Educator Behaviors/Responsibilities

engage2learn



## Richardson ISD Learner Growth Experience Framework

### Student & Educator Behaviors/Responsibilities

| Framework Steps & Description   | Best Practices  |
|---|---|
| <br><p>In the Ignite stage, learners will connect with others to spark interest and engagement in the content to focus on their individual growth goals.</p> | <ul style="list-style-type: none"> <li>Standards Alignment</li> <li>Culture, Environment, Prof. Ethics</li> <li>Relevance, Authenticity</li> <li>Goal Setting, Autonomy</li> <li>Differentiation, Scaffolding</li> </ul>  |
| <br><p>In the Wonder/Discover Stage, learners are engaged, and curiosity is fueled through exploration, discovery, and processing of content.</p>            | <ul style="list-style-type: none"> <li>Critical Analysis, Inquiry, Research</li> <li>Problem-Solving, Creativity, Innovation</li> <li>Collaboration</li> <li>Communication</li> <li>Reflection, Growth Mindset</li> <li>Small Group Instruction</li> <li>Standards Alignment</li> </ul> |

Richardson ISD Student & Educator Behaviors/Responsibilities

|   |  |
|---|--|
| <br><p>In the collaborate stage, learners effectively communicate while taking on different roles in sharing ideas and working together to deepen understanding.</p> | <ul style="list-style-type: none"> <li>Collaboration</li> <li>Communication</li> <li>Small Group Instruction</li> <li>Culture, Environment, Prof. Ethics</li> <li>Differentiation, Scaffolding</li> <li>Relevance, Authenticity</li> <li>Standards Alignment</li> </ul>  |
| <br><p>In the Apply/Create stage, learners will experiment with concepts, make connections, and synthesize and demonstrate mastery of learning.</p>                  | <ul style="list-style-type: none"> <li>Assessment, Formative Feedback</li> <li>Communication</li> <li>Critical Analysis, Inquiry, Research</li> <li>Culture, Environment, Prof. Ethics</li> <li>Differentiation, Scaffolding</li> <li>Problem-Solving, Creativity, Innovation</li> <li>Relevance, Authenticity</li> <li>Small Group Instruction</li> <li>Standards Alignment</li> <li>Problem-Solving, Creativity, Innovation</li> </ul> |
| <br><p>In the REFLECT stage, learners use feedback to evaluate and make necessary refinements for growth.</p>  | <ul style="list-style-type: none"> <li>Assessment, Formative Feedback</li> <li>Communication</li> <li>Critical Analysis, Inquiry, Research</li> <li>Differentiation, Scaffolding</li> <li>Goal Setting, Autonomy</li> <li>Culture, Environment, Prof. Ethics</li> <li>Relevance, Authenticity</li> <li>Reflection, Growth Mindset</li> <li>Problem-Solving, Creativity, Innovation</li> </ul>  |



| Student Behaviors/Responsibilities   | Educator Behaviors/Responsibilities   |
|--|---|
| <ul style="list-style-type: none"> <li>● Demonstrate Self-awareness               <ul style="list-style-type: none"> <li>○ Am I ready to learn?</li> <li>○ What can I do if I am not? (thinking of self regulation or self-monitoring)</li> </ul> </li> <li>● Focus on individual growth goals               <ul style="list-style-type: none"> <li>○ How will this learning help meet my growth goals?</li> <li>○ Who or what can assist me to achieve my goals?</li> </ul> </li> <li>● Engage in opening activity               <ul style="list-style-type: none"> <li>○ What do I already know?</li> <li>○ Am I making connections with others?</li> <li>○ How does this spark my interest?</li> <li>○ How can I connect my experiences to what I'm learning?</li> <li>○ What choices do I have so that I can best engage in the learning?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Assign an opening activity that aligns with learning target/objective               <ul style="list-style-type: none"> <li>○ Where am I going with today's work? This unit?</li> </ul> </li> <li>● Activate/build background knowledge               <ul style="list-style-type: none"> <li>○ What data informs instructional strategies and interventions?</li> <li>○ What are my student's strengths or needs related to today's learning target?</li> <li>○ What do learners know or want to know?</li> <li>○ Does this learning experience provide space for student curiosity?</li> </ul> </li> <li>● Create a safe environment where learners are excited and ready to learn               <ul style="list-style-type: none"> <li>○ What classroom management and organizational systems are in place?</li> <li>○ Have we defined what "learner ready" means?</li> <li>○ Have I provided a time for learners to check in to see if they are learner ready?</li> <li>○ Have I planned for the resources/tools for learners to make choices based on their goals?</li> </ul> </li> </ul> |



## Student Behaviors/Responsibilities

- Engage in exploration of the topic to peak curiosity
- Understand the learning objective and how it fits within the unit of study
  - Using background knowledge/experiences
- Participate in developing measures of success for the learning objective
- Engage with the educator and class during the direct teach using various modes
  - Including instructional technology
- Participate in discussion and ask clarifying questions
- Utilize scaffolds/extensions, as needed
- Demonstrate understanding through informal assessment

## Educator Behaviors/Responsibilities

- Plan intentionally for opportunities to provide exploration of the topic
- Introduce and connect the lesson to the learning objective and how it fits within the unit of study
  - Activating background knowledge
- Collectively create success criteria with students
- Explicitly model instruction/think aloud using various modes aligned to the learning objective
  - considering the individual needs of the learners
- Plan for and use well-designed questions to monitor learner progress and measurement engagement
- Provide scaffolds for possible misunderstandings and extensions
- Informally assess to identify student groups or needs before entering collaborate.



| Student Behaviors/Responsibilities  | Educator Behaviors/Responsibilities   |
|---|---|
| <ul style="list-style-type: none"><li>• Engages in discussions, questioning, and sharing of ideas to deepen understanding, to accelerate and to make sense of their own learning.</li><li>• Performs roles and responsibilities with accountability towards progression in their growth</li><li>• Participates in differentiated collaborative groups to meet learning growth</li><li>• Uses differentiated tools to work together as team members</li><li>• Utilize questioning and feedback to clarify understanding to monitor and adjust towards the learning objective</li></ul> | <ul style="list-style-type: none"><li>• Facilitates collaborative experiences to engage all learners</li><li>• Hands - on</li><li>• Face - to - face</li><li>• technology/digital</li><li>• Use data (e.g. MAP, STAAR, formative, summative assessments ) to purposefully create collaborative groups (we will speak on the use of data to make an informed decision on collaborative groups)</li><li>• Assign flexible and fluid roles to equate ownership and responsibility and to promote active contributions</li><li>• Provide opportunities and tools to</li><li>• cultivate learner collaboration to track learning progress</li><li>• Creates a space where all learners feel safe and valued in their teams</li><li>• Provides scaffolding for successful collaboration (e.g. chunking, visuals, sentence stems, vocabulary)</li><li>• Models effective collaboration</li></ul> |

# Apply | Create



## Student Behaviors/Responsibilities

- Learn through the process of analyzing problems and applying solutions
- Self-assess individual strengths, goals, and interests to choose paths to demonstrate mastery of content
  - Willing to engage in productive struggle and undertake risks
- Create evidence of learning as defined by success criteria, using relevant vocabulary, using a variety of methods including technology
- Be open to receive feedback and make adjustments

## Educator Behaviors/Responsibilities

- Intentionally design differentiated tasks based on learning objectives
- Provide opportunities for choice and ownership
- Leverage technology to design tasks that are real-world and allow students to communicate learning at deep levels
- Provide clear success criteria for learning task, including how learning will be assessed, i.e. rubrics
- Provide ongoing feedback and reteaching
- Facilitate individual conferences and small groups
- Monitor student progress in task



## Student Behaviors/Responsibilities

- Self-Evaluate:
  - What went well?
  - What do I still have questions about?
- Use feedback to refine learning
- Reflect on progress to individual growth goals
- Evaluate extension needs
  - “How can I take my learning to the next step?”
- Summarize progress toward learning target
- Peer feedback (at educator’s discretion)
  - Learners analyze their peer’s work and give constructive feedback, and vice versa
- Share and justify learning using language of the content standard
- Reflect on your perception of feedback:
  - “Did I listen while receiving feedback?”
  - “Am I open to the feedback I am given?”
  - “Am I using the feedback for growth?”

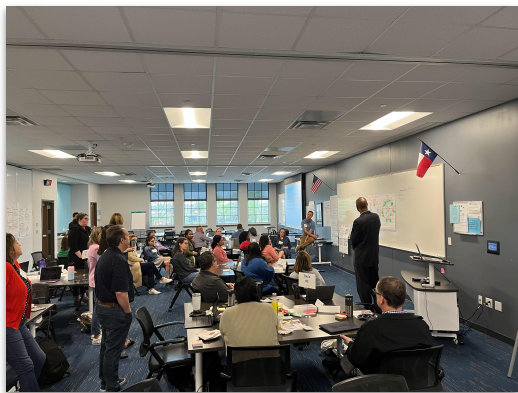
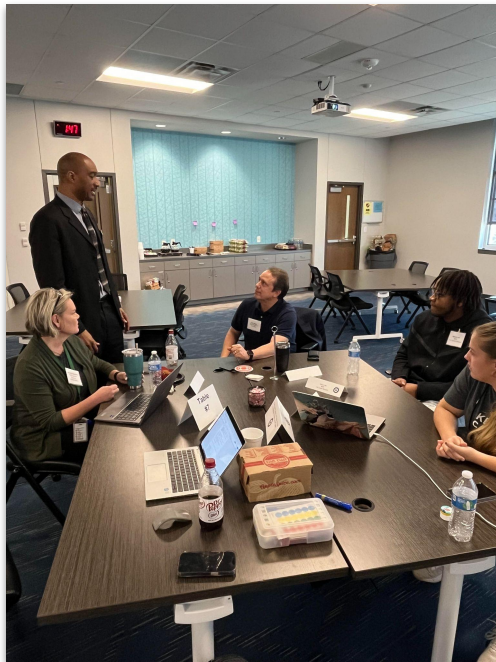
## Educator Behaviors/Responsibilities

- Facilitate student reflections: individual, peers, teacher one-on-one
- Maintain and ensure an environment where students feel safe to make mistakes and use them as learning opportunities
- Give specific feedback to groups/individuals
- Ensuring that outcomes were met (LO/DOL)
  - Did students meet mastery? (LO, DOL TEKS, ACT, etc)
- Address misconceptions
- Connect to previous and future learning
- Ensure relevance to real-world
- Reflect on student learning: next steps, extensions, etc.
- Responding to reflections (instructional implications)
  - Reteach
  - Adjust lesson design/delivery
  - Small group
  - Spiral

The background is a solid blue color with a pattern of 3D hexagons. The hexagons are arranged in a staggered grid and have a slight shadow, giving them a three-dimensional appearance. The text "Design Days" is centered in the middle of the image in a white, bold, sans-serif font.

# Design Days

# Design Team

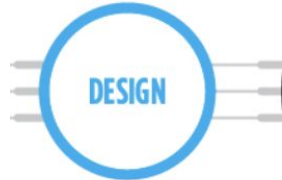


# Design Team

DESIGN

- Abbie Kauffman
- Alexa Vera
- Avery Benitez
- Ben Solomon
- Beth Sheehan
- Bill Alsup
- Brad McCutcheon
- Brealand Gray
- Cal Baker
- Chris Pineda
- Chris Poteet
- Christine Gibson
- Dakota Stringer
- David Lewis
- Eric Eager
- Hilaree Casada
- Jennifer Malaniuk
- Joe Miniscalco
- Jonathan Smith
- Juanita Armstrong
- Kathy Hodge
- Kenneth Jurado
- Kenric Lee
- Kristin Patterson
- Kristy Cage
- Lacey Laude
- Laura Stolk
- Mariela Araiza
- Medely Galdamez
- Melanie Jackson
- Melissa Bettis
- Michael Wood
- Mohammad Uz Zaman
- Morgan Cave
- Nivasha Howery
- Parker Mosley
- Regina Harris
- Rowena Alibuyog
- Samson Aletan
- Sara DeLano
- Sherry Clemens
- Stacey Hubbard
- Susan Burt
- Tabitha Branum
- Tobi Brooks
- Whitney Hurwitz
- Wisdom Obinna Anyamele

# Strategic Plan 2023 Goals



|                                       |   |
|---------------------------------------|---|
| Goal 1: Individual Growth             | We will design and implement systems that provide the necessary structure, support and tools to ensure that staff and students achieve individual growth. |
| Goal 2: Staff Recruitment & Retention | RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.   |
| Goal 3: Curriculum & Learning         | We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.                    |
| Goal 4: Community Engagement          | We will create opportunities to ensure engagement with community members in RISD.   |
| Goal 5: Financial Stewardship         | We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.          |



# Specific Results Timeline

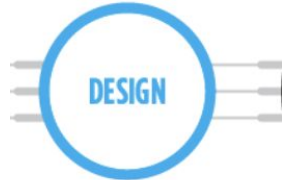


DESIGN

## Year 1 Specific Results:

- 1.1 Develop and implement a system to house goals and evidence towards goals as well as tools for progress measurement, including identifying platform(s), training, and guidelines for usage.
- 2.3 Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.
- 3.1 Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.
- 3.3 Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.
- 4.3 Create reciprocal pathways for families to increase and deepen engagement.
- 5.1 Ensure operations are conducted in a financially efficient and effective manner.

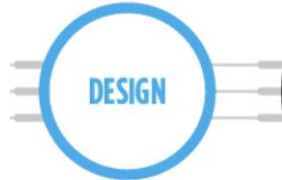
# Specific Results Timeline



## Year 2 Specific Results:

- 1.2 Train staff/students/families on best practices for goal setting with guidelines.
- 1.3 Develop and communicate timelines and methods for establishing, monitoring goals, and next steps with auxiliary supports to celebrate and promote growth.
- 2.4 Cultivate a culture based on mutual trust and respect in which all employees feel heard and valued and that promotes the recruitment and retention of a high-quality and diverse staff.
- 4.4 Provide specific and intentional activities where residents within the boundaries of RISD can discover, utilize, support and advocate for RISD.
- 5.2 Advocate for additional funding within the state legislature.

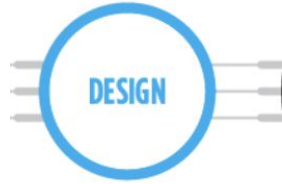
# Specific Results Timeline



## Year 3 Specific Results:

- 2.1 Attract and hire high-quality and diverse teachers and staff.
- 3.2 Implement a curriculum which is evidence-based, guaranteed for growth, and viable for all students as outlined in the graduate profile.
- 4.1 Create meaningful engagement opportunities that meet both the needs and mission of the school community and businesses/organizations.
- 5.3 Ensure all RISD buildings and learning environments will have the facilities to function efficiently and effectively for the users' needs.

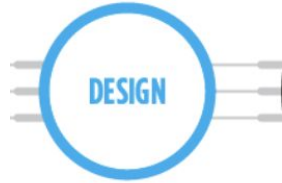
# Specific Results Timeline



## Year 4 Specific Results:

- 2.2 Retain high-quality, diverse, and experienced teachers and staff.
- 4.2 Implement a partner-focused model within the district with an emphasis on community engagement relevant to the needs and assets of each campus.
- 5.4 Increase revenues through additional funding methods.

# Specific Results Timeline



## Year 5 Specific Results:

Annual review of the Strategic Plan Goals will yield relevant timelines for the respective Specific Results. In addition, as associated Action Plans are designed in response to district and community needs, Year 5 specific Results will be shaped. The Year 4 review will inform the Year 5 Goals, Specific Results, and Action plans.

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# Lead Team

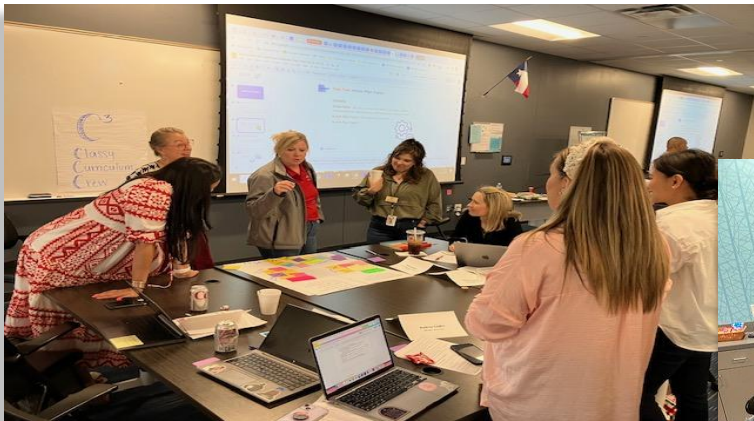
# Lead Team



- Abbi Wreyford
- Amber Lambert
- Angie Lee
- Annabel Garza
- Anthony Le
- Audrey Leppke
- Dr. Carrie Saunders
- Charles Bruner
- Christopher Goodson
- Cindy Zo
- David Pate
- Terry Harris
- Gaya Jefferson
- Gina Ortiz
- Helen Barton
- Henry Hall
- Jacob Cortez
- James Watson
- Jennie Bates

- Jeremy Jewitt
- Kristin Byno
- Kylee Bradford
- Laurel Dickson
- Lorie Squalls
- Maria Ethetton
- Matthew Gibbons
- Melissa Heller
- Mike Jasso
- Misty Wilson
- Monica Simonds
- Morgan Cave
- Nancy Kinzie
- Robin Gunter
- Rowena Alibuong
- Sandra Hayes
- Sandra Moore
- Shawna Ballast
- Terry Harris

# Lead Team



# Specific Results Action Plans



## Action Plan Template

### Protocol

Add rows for action steps as needed.

Specific Results will have multiple action plans. Please feel free to add more plans as needed.

**Call to Action:**

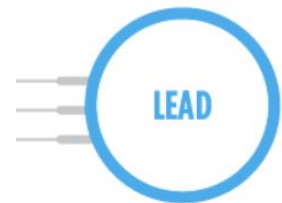
**Goal:**

**Specific Result:**

Action Plan Topic:

| Action Steps (add rows as needed) | Lead?<br>Assisting? | Start Date | Due<br>Date | Baseline<br>Data | Mid-year & EOY<br>Projection | Current<br>Implementation | Evidence of<br>Completion |
|-----------------------------------|---------------------|------------|-------------|------------------|------------------------------|---------------------------|---------------------------|
|                                   |                     |            |             |                  |                              |                           |                           |
|                                   |                     |            |             |                  |                              |                           |                           |
|                                   |                     |            |             |                  |                              |                           |                           |

# Community-Based Accountability



| Indicator Categories            | Indicator 1                       | Indicator 2                    | Indicator 3                                   |
|---------------------------------|-----------------------------------|--------------------------------|---|
| Staff Growth & Achievement      | Professional Learning             | Pathways                       | Staff certifications, awards and recognitions |
| Financial Stewardship           | Financial Metrics                 | Facility Metrics               | Resource Optimization                         |
| District Overview               | Staff Retention and Facts         | Accountability                 | Graduate Profile Data                         |
| Learner Growth and Achievement  | College Career Military Readiness | Co/Extra Curricular Activities | Student Growth with their individual goals    |
| Family and Community Engagement | Family Engagement                 | Community Engagement           | Volunteer Engagement                          |

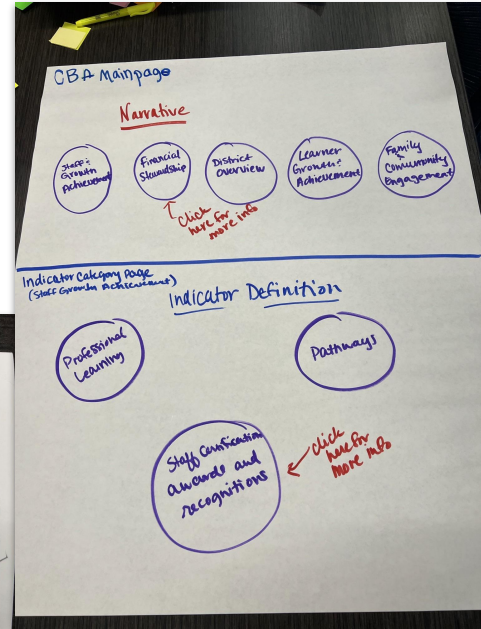
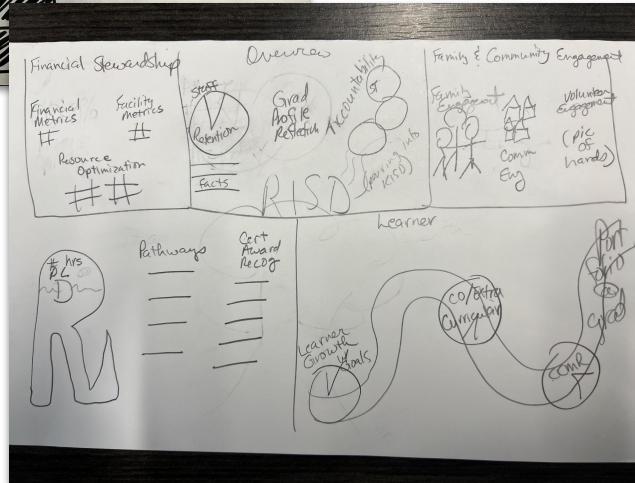
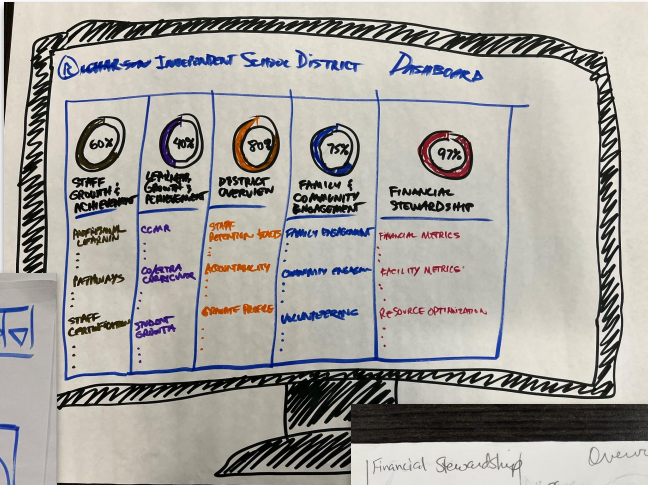
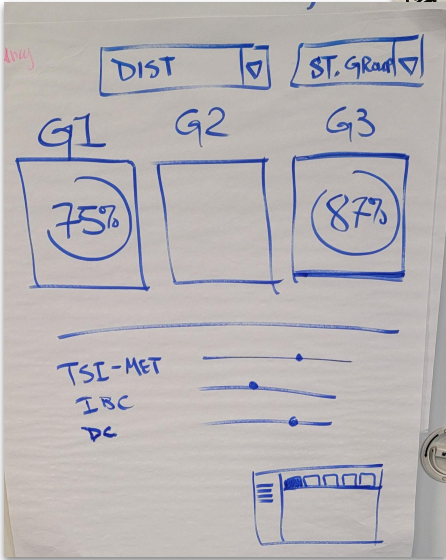
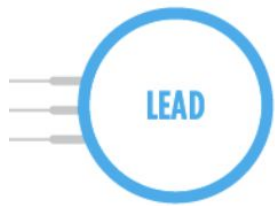
# Community-Based Accountability



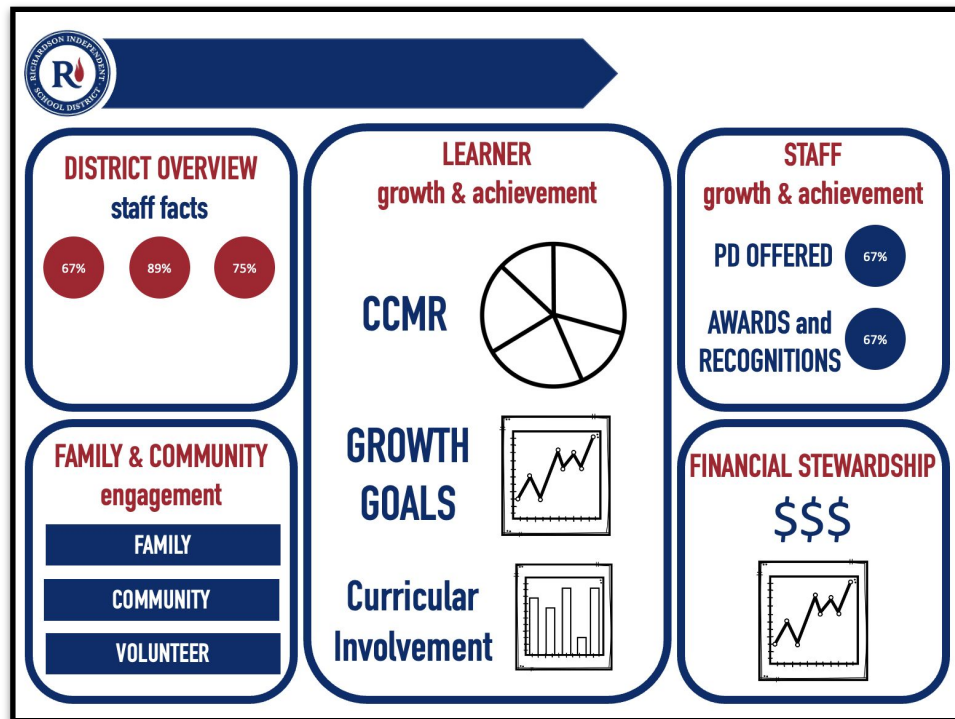
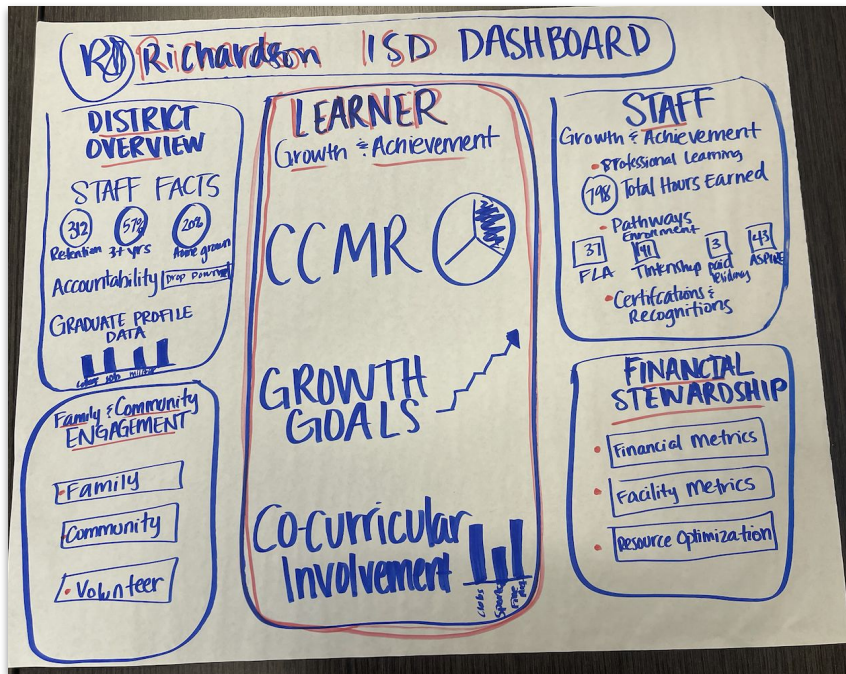
LEAD

| Category 3: District Overview |                         |   |
|-------------------------------|-------------------------|---|
| Dashboard Indicator Category  | Dashboard Indicator     | <u>Assessment Tool(s)</u>   |
| District Overview             | Staff Retention & Facts | HR Hire & Retention reports<br>Teacher Experience Reports<br>Home Grown Teacher reports   |
| District Overview             | Accountability          | ACI TEA Reports & Ratings (Student and Information Reporting - PEIMS)   |
| District Overview             | Graduate Profile Data   | Student growth goals and portfolios<br>Student Self Reflection-- form of ACI survey at various touch points throughout educational career; survey should be tailored to the year they take it<br>Counseling Dept- Survey for emotional intelligence<br>Personal Financial Literacy TEKS from STAAR<br>Accounts opened and student/campus visits with CUTX @ BHS |

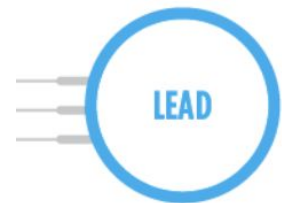
# Community-Based Accountability



# Community-Based Accountability

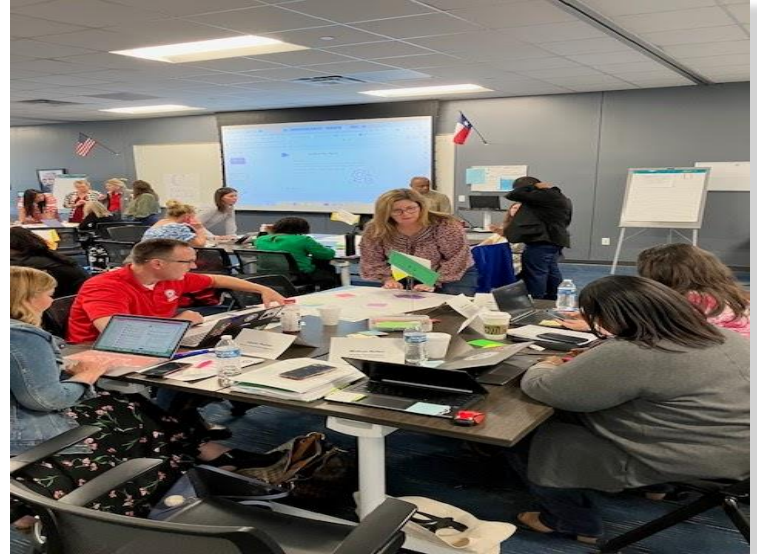


# Community-Based Accountability



| Stakeholder Group                 | Communication Tools/Processes   |
|-----------------------------------|---|
| <b>Parents</b>                    | App, Newsletter, website, Community and Family Engagement Events (Campus and District)        |
| <b>Staff</b>                      | Classlink, Newsletter, Campus Staff Meeting   |
| <b>Students</b>                   | Teachers, Homeroom/Morning Message, I Know What to Do Days, "I Know RISD Day"                 |
| <b>Tax Payers</b>                 | Website, Community Engagement Events, Newsletter, Board Meetings                              |
| <b>Board</b>                      | Board Meeting agenda  |
| <b>Central Leadership Support</b> | Central Leadership Meeting Agenda, Central Connects, TNL Time, REAL, Academic Service Meeting |

# Design Team Testimonials



# Draft Strategic Plan

- Draft handout provided
- Celebrate!
- Q & A



RICHARDSON ISD  
STRATEGIC PLAN  
2023-2028



# Next Steps



|   |               |
|---|---------------|
| Responsible Rollout Facilitation for district and campus leaders              | <b>May 31</b> |
| Leadership Training to support successful implementation for 23-24 and beyond | <b>June 7</b> |

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**Q&A**

# Questions



# Thank you for ALL you do!





# Long-Range Energy & Utility Management Plan & Procedures

# AGENDA



1

Texas Education Code 44.902

2

Objectives

3

Strategies

4

Q & A

# Texas Education Code 44.902



**The board of trustees of a school district shall establish a long-range energy plan to reduce the district's annual electric consumption by five percent beginning with the 2008 state fiscal year and consume electricity in subsequent fiscal years in accordance with the district's energy plan.**

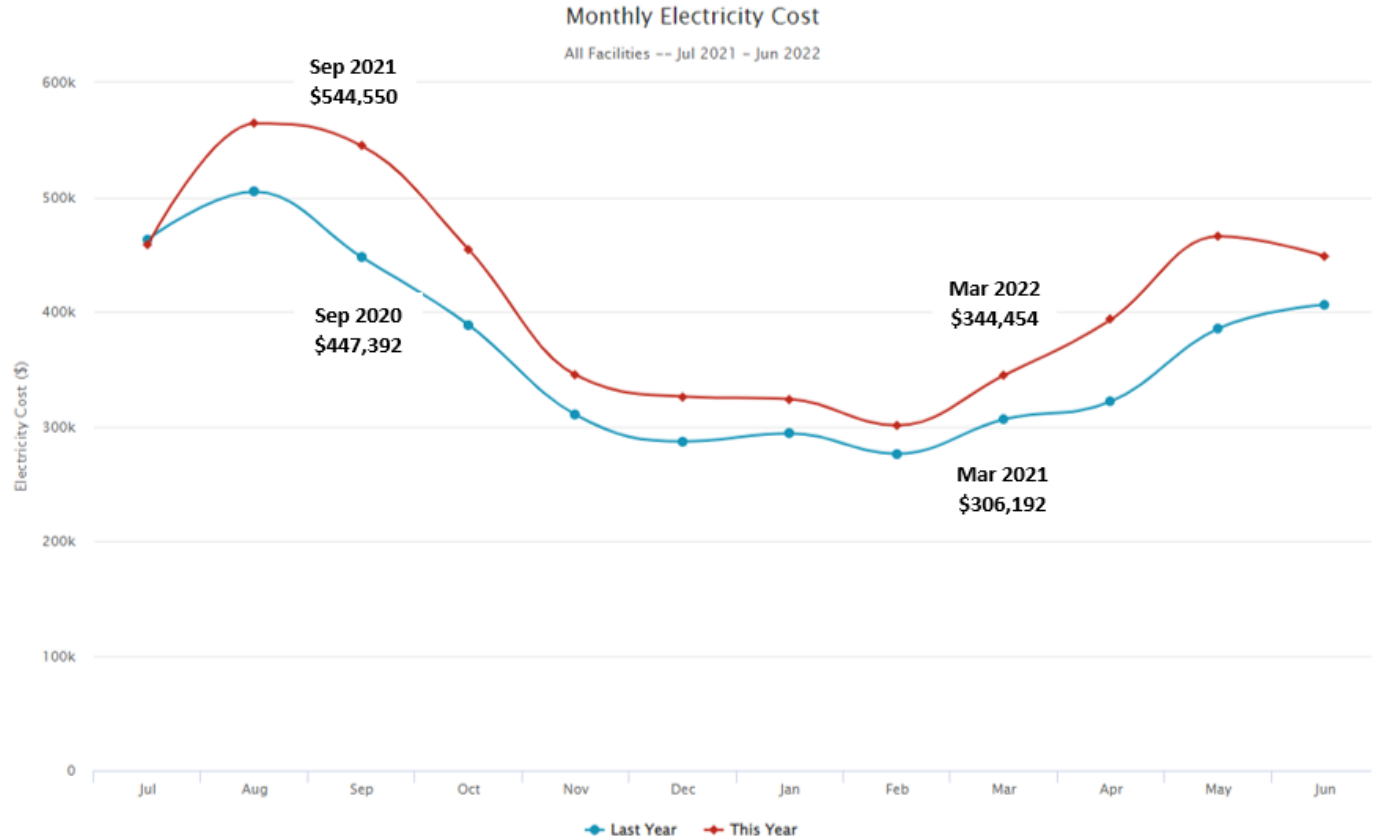
# Objectives



- **Raise awareness for students, staff, and community members about utility consumption and opportunities for savings**
- **Ensure that prudent conservation measures are used in construction and renovation**
- **Explore opportunities to lower costs (rates, billing structure, etc.) associated with utilities**
- **Maintain an Energy Committee to ensure representation of all district stakeholders**
- **Set reasonable guidelines to achieve successful energy management while providing an environment conducive to student achievement**

# Strategy

## Track and Report Utility Usage and Cost



## Environmental Stewardship Advisory Committee

---

| <b>First Name</b> | <b>Last Name</b> | <b>Role</b> | <b>Title / Position</b>             | <b>Department</b> |
|-------------------|------------------|-------------|-------------------------------------|-------------------|
| Jennifer          | Malaniuk         | Chair       | Director of Energy & Sustainability | Facilities        |
| Jeff              | Morgan           | Secretary   | Director of Maintenance             | Maintenance       |
| Ishmael           | Benjamin         | Member      | Director of Custodial Services      | Custodial         |
| Jeff              | Bradford         | Member      | Executive Director Fine Arts        | Fine Arts         |
| Richard           | Cisnero          | Member      | Director of Grounds                 | Grounds           |
| Ross              | Ferrans          | Member      | Instructional Coach                 | Elementary        |
| Carrie            | Greer            | Member      | Principal Yale Elementary           | Elementary        |
| Melody            | Greig            | Member      | Director of Purchasing              | Purchasing        |
| Alissa            | Gustof           | Member      | Executive Director Child Nutrition  | Child Nutrition   |
| Lakesha           | Mitchell         | Member      | Director of PK-12 Science           | Science           |
| Brooke            | Petosa           | Member      | Community Member                    | Community         |
| Kevin             | Pitts            | Member      | Assistant Athletic Director         | Athletics         |
| Melanie           | Rhea             | Member      | Asbestos/Indoor Air Quality         | Air Quality       |
| Lorena            | Sapiains         | Member      | PTA Environmental Chair             | PTA               |

## Facility Use Guidelines

# Heating & Air Conditioning Schedules

**Administration Buildings: 6:30am – 6:00pm**

**Elementary Schools: 6:30am – 5:00pm**

**Middle/Junior High Schools: 6:30am – 5:30pm**

**High Schools: 6:30am – 7:00pm**

## Facility Use Guidelines Temperature Setpoints

### Occupied

Cooling 70° - 74°F

Heating 68° - 72°F

### Unoccupied

Cooling 85°F

Heating 55°F

## Facility Use Guidelines

- If using a personal, energy-using device (i.e. refrigerators, microwaves, coffee makers, radios, lamps, etc.) they must be ENERGY STAR certified.



**Use QR for a list of ENERGY STAR certified appliances**

- Lighting is to be turned off when an area is unoccupied.
- Natural lighting should be used when and where possible.
- Outdoor lighting should be off during the daytime.
- Computers, monitors, projectors, etc. should be turned off at the end of the day.
- Irrigation should not occur when rains have been sufficient or during school hours.

## Expand Opportunities for Efficiency Savings

### Examples:

- Additional LED lighting retrofits
- Additional power factor correction
- Rebates or Incentives on construction and renovation projects
- Optimization of outside air intake
- Consideration of irrigation control improvements
- Central automation of outdoor lighting
- Energy demand response control programming
- Renewables

**Q & A**

**THANK YOU!**



# **Long-Range Energy and Utility Management Plan and Procedures**

---

Updated  
April 27, 2023

Maintained by:  
Jennifer Malaniuk, Director of Energy & Sustainability

## Purpose

---

In accordance with Texas Education Code Section 44.902, The board of trustees of a school district shall establish a long-range energy plan to reduce the district's annual electric consumption by five percent beginning with the 2008 state fiscal year and consume electricity in subsequent fiscal years in accordance with the district's energy plan. This plan and procedures document will serve as the district's long-range energy plan.

Recognizing that utilities (electricity, natural gas, refuse, and water) are the largest expenditure for the district after payroll, we believe that the prudent use of our natural resources will aid tremendously in maintaining the highest level of fiscal responsibility. This, in turn, aids in ensuring that more of every taxpayer dollar is utilized for creating the appropriate environment for exceptional student achievement.

## Implementation

---

Implementation of this plan requires the joint effort of the trustees, administrators, teachers, staff, support personnel, and students of the district. Our aim is to save utility dollars while ensuring an environment conducive to learning and working.

## Objectives

---

- Raise awareness for students, staff, and community members about utility consumption and opportunities for savings
- Reduce purchased utility consumption, while maintaining a safe and acceptable environment
- Measure and track utility usage, in accordance with House Bill 3693 and Texas Education Code Section 44.902
- Ensure that prudent conservation measures are used in construction and renovation
- Explore opportunities to lower costs (rates, billing structure, etc.) associated with utilities
- Maintain an Energy Committee to ensure representation of all district stakeholders
- Create Energy Dashboards to support campus-based initiatives that promote awareness
- Set reasonable guidelines to achieve successful energy management while providing an environment conducive to student achievement

## Efficiency Strategies

---

### Strategy #1: Track and Report Utility Usage and Cost

A critical component of managing utility dollars is tracking and reporting utility usage and expenditures. This data aids in determining the effectiveness of our efforts and determining where those efforts may be best focused. It is the responsibility of the Facilities Department to track and report this usage in a usable manner with reasonable frequency. This is accomplished by:

- Comparing current usage to historical baselines to account for current performance
- Benchmarking performance in order to assess if costs are reasonable
- Generating facility-specific reports to share with principals and administrators

- Generating district reports and posting on the district web site, in compliance with HB 3693
- Evaluating conservation measures implemented by analyzing performance data
- Recommending improvement actions based on this data

**Strategy #2: Generate Awareness of Usage/Auditing/Incentive Programs to Save**

With the data compiled and provided to the district, it is the responsibility of the Facilities department to generate awareness of the current state of our utility usage and cost, as well as to communicate best practices to achieve greater savings. Additionally, other educational opportunities about utility efficiency may be implemented to raise awareness within the district.

Periodic visits to district sites are conducted to deliver an update on utility efficiency and to communicate additional opportunities for savings. The Facilities team will perform an annual walk-through audit of each site to ensure the site is operating efficiently and to identify potential areas for improvement.

**Strategy #3: District-wide Energy Committee**

An energy committee has been formed and will be maintained in order to ensure that all district stakeholders are included in creating efficiency programs and standards. This committee may include interested parties from the administration, teachers, students and/or staff, as well as community members and board members who would like to participate. Committee members will be selected on an annual basis. The committee will conduct itself in the following manner:

- Meet on a quarterly basis at a minimum and additionally as needed
- Receive reports on current state of utilities in the district
- Review any plans and procedures to ensure that all factors are considered in implementing efficiency measures
- Determine and/or investigate additional efficiency measures for consideration
- Plan and implement energy programs
- Discuss or review any matters of concern that may arise
- Assist in communicating with all district stakeholders
- Review the RISD Energy Management Plan and Procedures document annually

**Strategy #4: Facility Use Guidelines**

The manner in which we operate district facilities will have the most significant impact on district utility costs. We aim to efficiently use our district’s resources, similar to the manner in which we might do so in our homes. In order to control unnecessary costs, the following measures have been implemented:

Scheduling Guidelines

- The Director of Energy & Sustainability sets reasonable general school day operating schedules for district buildings, listed below. Additional operation of HVAC (Heating, Ventilation and Air-Conditioning Equipment) is scheduled to accommodate the needs of those conducting appropriate school business outside of these hours, as described below. Equipment will be scheduled to operate at optimal set point in all buildings during the times listed below.

**Administration Buildings: 6:30am – 6:00pm**

**Elementary Schools: 6:30am – 5:00pm**

**Middle and Junior High Schools: 6:30am – 5:30pm**  
**High Schools: 6:30am – 7:00pm**

Additional operation of HVAC equipment must be requested through the campus scheduler and submitted via the Facilities Work Order System, WebTMA, at least two working days in advance. This allows sufficient time to ensure schedules are accommodated properly. Efforts will be made to accommodate all reasonable requests and to locate after-hours events in the most efficient manner possible, according to location and attendance. Periodic checks will be made to ensure that facilities are used during the requested time periods.

- Requests should include the time period in which the space will be occupied. The control system operators will set up the appropriate heat-up or cool-down time necessary for the equipment in the space.
- Rental requests will be processed per the signed rental agreement by the Facility Leasing Coordinator and in accordance to the district's Facility Use Guidelines and Fees.
- After-hour requests that require custodial support should be requested through WebTMA.
- Due to the high cost of energy during the summer, every reasonable effort will be made to limit summer scheduling or to consolidate activities to limited zones in a building.

HVAC Guidelines

- The Director of Energy & Sustainability will institute temperature setpoints that provide a reasonable level of comfort within the framework of appropriate dress. Generally, the setpoint will be 70°-74°F in the cooling season and 68°-72°F in the heating season.
- During unoccupied times, the temperature will be setup to 85°F during the cooling season and setback to 55°F in the heating season. This will protect against potential damage caused by freezing or humidity and decrease the demand on equipment and time necessary to return the space to appropriate occupied conditions. This also provides a reasonable working environment for custodial crews.
- In the event that outside air temperature is consistently below 32°F, the unoccupied setback temperature will be set to 65°F until outside air temperatures reach above freezing.
- Hot or cold complaints should be submitted via the Facility Services Work Order System, WebTMA, in order to address any problems as quickly as possible.
- In temporary buildings, or other areas in which the room occupant has control of the HVAC system, the same guidelines should be applied and the occupant has the responsibility to set back their system appropriately at the end of the day. Custodians should make appropriate adjustments if the occupants have not done so.

Other Guidelines

- If using a personal, energy-using device (i.e. refrigerators, microwaves, coffee makers, radios, lamps, etc.) they must be ENERGY STAR certified. If a personal device poses a safety or environmental risk, the occupant will be asked to remove it.



**Use QR for a list of ENERGY STAR certified appliances**

- Lighting is to be turned off when an area is unoccupied. The room occupants are responsible for ensuring the lights are turned off in areas where occupancy or vacancy sensors are not in place. Ideally, lights should be turned off even when sensors are in place.
- Natural lighting should be used when and where possible.
- Outdoor lighting should be off during the daytime. Please report any issues via the Facility Services Work Order System, WebTMA.
- Computers, monitors, projectors, etc. should be turned off at the end of the day.
- Irrigation should not occur when rains have been sufficient or during school hours. Please report any issues to the Facility Services Customer Service Line at **469-593-0100**.

**Strategy #5: Purchase of Energy/Equipment & Construction Guidelines**

The cost of energy has a significant impact on the district's annual utility costs. Therefore, it is the responsibility of the Director of Energy & Sustainability to investigate opportunities to lower electricity rates, as well as identify savings opportunities in billing for all utilities.

In addition, the Director of Energy & Sustainability will be included in discussions regarding equipment selection for devices that consume a significant amount of energy, such as HVAC and lighting. The Director of Energy & Sustainability will also be involved in discussions on construction and renovation design in order to review for efficiency opportunities. These decisions can have a significant impact on potential future costs and it is prudent that the district has all information prior to decision-making.

General Equipment Guidelines

The Facilities Department maintains a Facilities Construction Standards document for construction and renovation projects with minimum criteria for cost-effectiveness. These guidelines should be followed in all projects as they represent the greatest value to the district, while maintaining the appropriate conditions. Some of the minimal criteria are listed below:

- Classroom lighting should be T8 lighting with electronic ballasts or LED
- Gymnasium lighting should be T5 lighting with electronic ballasts or LED
- LED lamps should be used instead of incandescent
- HVAC unit selection should be evaluated for life cycle cost, where possible
- Plumbing fixtures should be low-flow
- An Energy Management System or programmable thermostat should be included in all construction.

Please contact the Facilities Department for the most current Facilities Construction Standards.

**Strategy #6: Explore Opportunities for Efficiency Savings**

There are several ongoing opportunities for efficiency savings in the district that require further investigation in order to determine the cost and savings benefit. The following items have been evaluated by the Director of Energy & Sustainability and viable projects will continue to be delivered to the administration for consideration. These opportunities may include, but are not limited to:

- Additional LED lighting retrofits
- Additional power factor correction
- Rebates or Incentives on construction and renovation projects

- Optimization of outside air intake
- Consideration of irrigation control improvements
- Central automation of outdoor lighting
- Energy demand response control programming
- Renewables

## Contact Information

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Any additional thoughts or comments are welcome and may be directed to the

Director of Energy & Sustainability, Jennifer Malaniuk, at **469-593-0091** or [Jennifer.malaniuk@risd.org](mailto:Jennifer.malaniuk@risd.org). Contact the Facility Services Customer Service Line at **469-593-0100** for any additional support.

## Environmental Stewardship Advisory Committee

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| First Name | Last Name | Role      | Title / Position                    | Department      |
|------------|-----------|-----------|-------------------------------------|-----------------|
| Jennifer   | Malaniuk  | Chair     | Director of Energy & Sustainability | Facilities      |
| Jeff       | Morgan    | Secretary | Director of Maintenance             | Maintenance     |
| Ishmael    | Benjamin  | Member    | Director of Custodial Services      | Custodial       |
| Jeff       | Bradford  | Member    | Executive Director Fine Arts        | Fine Arts       |
| Richard    | Cisnero   | Member    | Director of Grounds                 | Grounds         |
| Ross       | Ferrans   | Member    | Instructional Coach                 | Elementary      |
| Carrie     | Greer     | Member    | Principal Yale Elementary           | Elementary      |
| Melody     | Greig     | Member    | Director of Purchasing              | Purchasing      |
| Alissa     | Gustof    | Member    | Executive Director Child Nutrition  | Child Nutrition |
| Lakesha    | Mitchell  | Member    | Director of PK-12 Science           | Science         |
| Brooke     | Petosa    | Member    | Community Member                    | Community       |
| Kevin      | Pitts     | Member    | Assistant Athletic Director         | Athletics       |
| Melanie    | Rhea      | Member    | Asbestos/Indoor Air Quality         | Air Quality     |
| Lorena     | Sapiains  | Member    | PTA Environmental Chair             | PTA             |

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

**Date:** May 18, 2023

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

## **INFORMATION ITEM**

**TOPIC:** 2023-24 Budget Discussion

### **BACKGROUND INFORMATION**

The Texas Education Code and the Texas Education Agency Financial Accountability System Resource Guide requires the district to prepare and adopt a budget prior to the start of the new fiscal year.

The budget process begins each July and culminates in June with the Board of Trustees adopting the budget.

The primary purpose of the presentation is to review the current state of the District and begin the discussion of revenue and cost drivers.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents the information regarding the 2023-24 Budget Discussion for the Board's information and review.



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

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# **Budget Update**

## **May 18, 2023**

*Actively pursue creative funding sources and manage current resources to support our mission.*

# Agenda

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- Debt Service Fund
- Child Nutrition Fund
- State Funding Legislation Update
- Next Steps



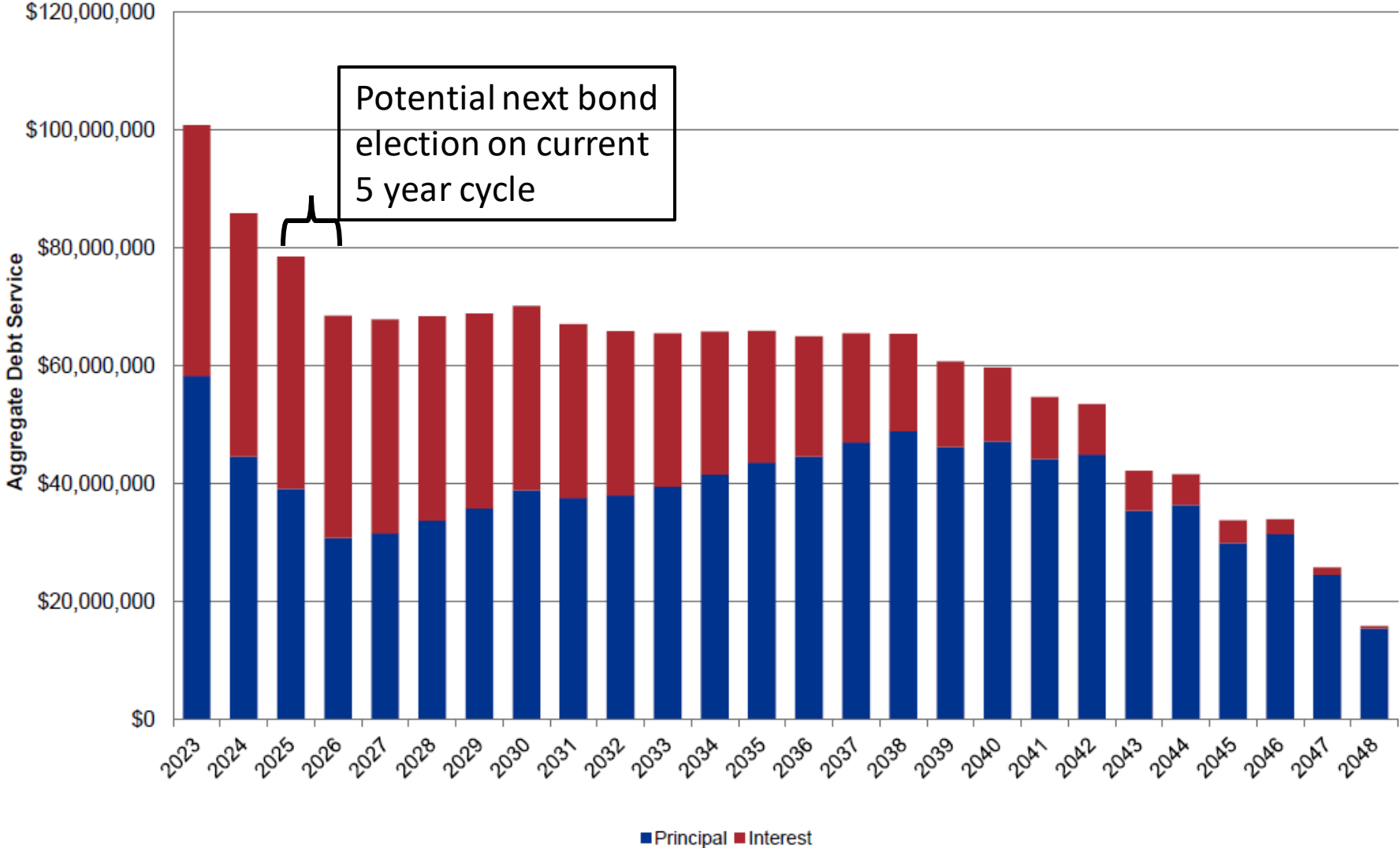
# Debt Service Fund Proposed Budget Highlights

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- Interest and Sinking tax rate remains at 35¢
- Includes principal and interest on the third sale of the 2021 bond election
- \$150,000,000 of remaining authorized and unissued bonds
- Taxable property value growth of 6.5%
- Hold harmless funding based on current law



**Richardson Independent School District  
All Outstanding General Obligation Debt  
As of December 1, 2022**



# Debt Service Fund Multi-Year Forecast

|  | 12.51%<br>FY 22-23   | 6.50%<br>FY 23-24    | 3.00%<br>FY 24-25    | 3.00%<br>FY 25-26    | 3.00%<br>FY 26-27    |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| CY Tax Revenue                           | \$98,123,221         | \$108,841,646        | \$111,617,129        | \$114,309,524        | \$117,290,579        |
| Other Revenue                            | \$4,038,173          | \$3,925,000          | \$3,400,000          | \$3,650,000          | \$3,650,000          |
| State Revenue                            | \$1,662,168          | \$1,534,271          | \$1,594,594          | \$1,654,028          | \$1,675,992          |
| <b>Total Revenue</b>                     | <b>\$103,823,562</b> | <b>\$114,300,917</b> | <b>\$116,611,723</b> | <b>\$119,613,552</b> | <b>\$122,616,571</b> |
| Scheduled Debt Payments                  | \$93,265,840         | \$86,981,710         | \$79,469,810         | \$69,267,910         | \$69,671,960         |
| Fees and TIF Payments                    | \$2,515,000          | \$2,890,000          | \$3,020,000          | \$3,270,000          | \$3,270,000          |
| Payments on Future Debt Issues 2021 Bond |                      | \$35,000,000         | \$34,000,000         | \$47,000,000         | \$50,000,000         |
| <b>Total Expenditures</b>                | <b>\$95,780,840</b>  | <b>\$124,871,710</b> | <b>\$116,489,810</b> | <b>\$119,537,910</b> | <b>\$122,941,960</b> |
| Change in Fund Balance                   | \$8,042,722          | (\$10,570,793)       | \$121,913            | \$75,642             | (\$325,389)          |
| Ending Fund Balance                      | \$36,458,303         | \$25,887,510         | \$26,009,423         | \$26,085,065         | \$25,759,676         |



*Where all students connect, learn, grow and succeed.*

I&S Tax Rate unchanged at \$0.35 for all years

# Debt Service Fund Proposed Budget

| Description            | Adopted<br>FY 2022-2023 | Proposed<br>FY 2023-2024 | Variance              |
|------------------------|-------------------------|--------------------------|-----------------------|
| Local Revenue          | \$101,712,063           | \$112,766,646            | \$11,054,583          |
| State Revenue          | \$0                     | \$1,534,271              | \$1,534,271           |
| <b>Total Revenue</b>   | <b>\$101,712,063</b>    | <b>\$114,300,917</b>     | <b>\$12,588,854</b>   |
| Debt Service Principal | \$63,242,657            | \$79,625,000             | (\$16,382,343)        |
| Debt Service Interest  | \$36,762,817            | \$42,356,710             | (\$5,593,893)         |
| Debt Service Fees      | \$200,000               | \$15,000                 | \$185,000             |
| Tax Increment Fund     | \$1,900,000             | \$2,875,000              | (\$975,000)           |
| <b>Total Expenses</b>  | <b>\$102,105,474</b>    | <b>\$124,871,710</b>     | <b>(\$22,766,236)</b> |
| Change in Fund Balance | (\$393,411)             | (\$10,570,793)           | (\$10,177,382)        |



*Where all students connect, learn, grow and succeed.*

# Child Nutrition Fund Proposed Budget Highlights

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- Raise
  - 3% for exempt personnel
  - 4% for non-exempt personnel
- 14 Community Eligibility Provision campuses - increase of 6
- CEP campus families will still need to complete the local income form
- Non-CEP campus families will complete the regular free/reduced lunch application form
- Meal price will continue at 2019-2020 rates



# Child Nutrition Proposed Budget

| Description                                 | Adopted<br>FY 2022-2023 | Proposed<br>FY 2023-2024 | Variance           |
|---|-------------------------|--------------------------|--------------------|
| Local Revenue                               | \$5,516,158             | \$1,340,500              | (\$4,175,658)      |
| State Revenue                               | \$88,883                | \$165,000                | \$76,117           |
| Federal Revenue                             | \$13,000,673            | \$17,015,187             | \$4,014,514        |
| <b>Total Revenue</b>                        | <b>\$18,605,714</b>     | <b>\$18,520,687</b>      | <b>(\$85,027)</b>  |
| Child Nutrition Expenditures                | \$22,582,087            | \$20,659,637             | \$1,922,450        |
| Plant Maintenance & Operations Expenditures | \$318,145               | \$312,644                | \$5,501            |
| Community Services                          | \$2,500                 | \$1,200                  | \$1,300            |
| <b>Total Expenses</b>                       | <b>\$22,902,732</b>     | <b>\$20,973,481</b>      | <b>\$1,929,251</b> |
| Change in Fund Balance                      | (\$4,297,018)           | (\$2,452,794)            | \$1,844,224        |



*Where all students connect, learn, grow and succeed.*

# State Funding Legislation Update

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- All calculations were made using current law.
- Last day of the 88<sup>th</sup> Legislature, Regular Session is May 29<sup>th</sup>
- Liz Morse to provide update



# Community Budget Steering Committee

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- Similar to Community Bond Steering Committee
- Provide recommendations to address budget shortfall
- Board to adopt charter at June 8<sup>th</sup> Board meeting
- Meetings start late July
- Recommendation presented at December Board meeting
- Membership
  - Board nominations
  - Community volunteers



# Questions?



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

**Date:** May 18, 2023  
**Submitted by:** Dr. Christopher Goodson, Assistant Superintendent- Human Resources;  
David Pate, Assistant Superintendent of Finance and Support Services;  
Leticia D. McGowan, General Counsel

## INFORMATION ITEM

**TOPIC:** Amendment to Policy DEC (LOCAL)

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to DEC (LOCAL) . The following policy is provided for the Board’s review:

- a. DEC (LOCAL) – Compensation and Benefits: Leaves and Absences

**PROPOSED RECOMMENDATION:**

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

- 1. DEC (LOCAL) – Compensation and Benefits: Leaves and Absences

The recommended changes reflect removal of administrative details from the policy that should be contained in administrative regulations. The definition of “*school year*” is added and aligns with the terminology used in employee contracts. The changes also relocate provisions to allow for a better flow and to provide clarity to the various leaves. The proposed changes also simplify the statement reflecting that the district permits paid leave offset in conjunction with workers’ compensation benefits.

Proposed changes also clarify that nondiscretionary use of leave includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement. The proposed changes also clarify that in approving or denying requests for the discretionary use of leave, the district will also consider how the duration of the requested absence affects the educational program and district operations.

The proposed language regarding sick bank leave allows sick bank to be used for reasons outlined in sick bank leave regulation. The recommended text also coordinates with the definition of catastrophic illness or injury to meet the IRS requirements for leave donation programs. The revision also adds a statement at Neutral Absence Control that clarifies an employee’s eligibility for reasonable accommodations under the Americans with Disabilities Act will be considered before termination.

Leave  
Administration

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

**Definitions**

Immediate Family

The term "immediate family" is defined as:

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

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

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

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

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

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

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

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**Availability**

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

**Earning Local State Leave**

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

**Deductions**

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave Proration~~

~~Employed for Less Than Full Year~~

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

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

~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~

~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~Employed for Full Year~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

**Recording**

~~Leave shall be recorded as follows:~~

~~1. Leave shall be recorded in half-day increments for all employees.~~

~~2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.~~

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

~~3. If the employee chooses to offset leave against workers' compensation benefits, leave shall be recorded in the amount used.~~

**Order of Use**

~~Earned compensatory time shall be used before any available paid state and local leave. [See DEA]~~

~~Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:~~

~~1. Local sick leave.~~

~~2. State sick leave accumulated before the 1995-96 school year.~~

~~3. State personal leave.~~

**Concurrent Use of Leave**

~~When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.~~

~~The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.~~

~~An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

**Medical Certification**

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

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

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

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

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COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**State Personal Leave** The Board requires employees to differentiate the manner in which state personal leave is used:

**Nondiscretionary**  
**Non-Discretionary**  
Use

~~1.~~ Non-discretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Discretionary Use

~~2.~~ Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

**Limitations**

Request for  
Leave

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee as far in advance as possible but not less than five school days in advance of the anticipated absence. Requests for discretionary leave shall be considered in the order in which they are received. In deciding whether to approve or deny **a request for discretionary use of** state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. **The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.**

~~The supervisor shall, however, consider the effect of the employee's absence on the educational program or District operations, the number of anticipated staff absences, and the availability of substitutes.~~

**Duration of**  
**Leave**

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

Schedule  
Limitations

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

**Local Sick Leave**

~~All~~ **Each** full-time employees who **is are** scheduled to work at least 30 hours per week in an allocated position shall earn five leave

days of paid local **sick** leave per school year in accordance with administrative regulations.

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

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

### **Hardship Leave**

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

### **Sick Leave Bank**

**The District shall establish a** ~~An optional employee~~ sick leave bank ~~that shall be available to all eligible~~ employees **may join through contribution.** ~~The purpose of~~ **local** ~~the sick~~ leave **or state personal leave.**

**Leave contributed to the** bank **shall be solely for the use of participating employees. An employee who is a member** ~~is to provide limited salary/pay continuation to members~~ of the bank **may request leave from the bank if the employee experiences a catastrophic illness or injury or for other absences as outlined in the sick bank leave relations and the employee has exhausted** ~~after the exhaustion of~~ all other paid leave **and any other applicable compensatory time.** ~~when the employee incurs an unexpected illness, surgery, or temporary disability due to injury. [Refer to the sick leave bank handbook for specific information about the sick leave bank.]~~

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

1. Membership in the sick leave bank, including the number of days an employee must **contribute** ~~donate~~ to become a member;
2. Procedures to request leave **benefits** from the sick leave bank;
3. The maximum number of days per school year **a member of** ~~qualifying event that an~~ employee may receive from the sick leave bank;

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

4. The committee or administrator authorized to consider requests for leave **benefits** from the **sick leave** bank and **the** criteria for **granting considering** requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

**Vacation Leave**

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

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

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

**Family and Medical  
Leave**

**FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.**

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

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Twelve-Month  
Period

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

Combined Leave for  
Spouses

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

|   |  |
|---|--|
| Intermittent or Reduced Schedule Leave                      | The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. <del>[See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]</del>   |
| Certification of Leave                                      | <b><u>When</u></b> <del>if</del> an employee requests leave, the employee shall provide certification, <b>in accordance with as required by</b> FMLA regulations, of the need for leave. <del>[See DECA(LEGAL)]</del>  |
| Fitness-for-Duty Certification                              | <b><u>In accordance with administrative regulations, when</u></b> <del>if</del> an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification (medical release). <del>If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.</del>  |
| <b><u>Leave at the</u></b> End of Semester <del>Leave</del> | <b><u>When</u></b> <del>if</del> a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. <del>[See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]</del>  |
| <del>Failure to Return</del>                                | <del>If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]</del>   |
| <b>Temporary Disability Leave</b>                           | Temporary disability leave <del>shall include short-term disability leave and extended disability leave.</del> <b><u>is available for any</u></b> full-time employee whose position requires educator certification or other licensure or certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]<br><br><b><u>The District shall require the employee to use temporary disability leave and any other eligible paid leave, including compensatory time, concurrently with FMLA leave.</u></b><br><br><b><u>The employee is required to adhere to the return to active duty procedures outlined in DEC (LEGAL) and the administrative regulations.</u></b><br><br><del>Full-time classified employees shall be entitled only to short-term disability leave and, if applicable, FMLA leave unless a period of leave is required as a reasonable accommodation of a disability.</del> |

~~An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave. When possible, the employee shall submit any request for disability leave on such form as the District may provide and shall provide any medical verification required for the requested leave.~~

**Short-Term and  
Extended Disability  
Leave**

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

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

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

~~Any professional or paraprofessional employee who does not return to work at the end of a short-term disability leave but who returns to work no later than the end of the maximum 180-day period shall not be guaranteed a return to his or her former position but shall be placed in the first available position for which he or she is qualified upon return from approved extended leave.~~

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

~~Professional and paraprofessional employees who do not return to work at the end of the maximum approved period of temporary disability leave shall be subject to termination of employment.~~

~~Temporary disability leave, like FMLA leave, shall be unpaid leave. An employee may substitute accrued paid leave for the unpaid leave, but the substitution of paid leave for unpaid leave shall not extend the total period of leave. After an employee who is absent pursuant to an approved short-term disability leave (and concurrent FMLA leave where applicable) has exhausted all accumulated state and local leave, compensatory time, and vacation leave (if any), as well as any benefit (compensation) from the employee sick leave bank, the employee may receive payment for an~~

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

~~additional ten hardship days at the rate of two-thirds the amount of the employee's daily base rate of pay.~~

**Extended Disability Leave**

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

**Return from Short-Term and/or Extended Disability Leave**

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

Any professional or paraprofessional employee who does not return to work at the end of a short-term disability leave and is not granted an extended leave as described above but who returns to work no later than the end of the maximum 180-day period shall not be guaranteed a return to his or her former position but shall be placed in the first available position for which he or she is qualified upon return from approved extended leave.

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

**Developmental Leaves of Absence**

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

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

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

An employee's request for leave for professional improvement may be granted for ~~no more than one calendar year~~ **a semester and may be granted an additional one semester extension. A request for professional improvement leave may be requested and** no more frequently than once every five years. Professional improvement leave shall be granted without pay, and the employee shall be responsible for costs associated with maintaining District benefits during the period of leave. **The employee's position will**

**be vacated to allow the position to be filled.** An employee returning from professional improvement leave shall not be guaranteed that he or she will be restored to the position he or she held prior to the leave. The employee shall be placed in the first available position for which he or she is qualified and at the rate of pay applicable to that position.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

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

Paid Leave Offset

**The District shall permit the option** ~~An employee eligible for paid leave offset in conjunction with~~ workers' compensation income benefits, ~~and not on assault leave, may elect in writing to use available partial-day increments of paid leave to make up the difference between the employee's income benefits and the pre-injury wage.~~ [See CRE]

**Court Appearances**

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

**Neutral Absence  
Control**

Prompt and regular attendance is an essential function of every District position. To assist employees, the District offers a comprehensive leave program that provides paid and unpaid leave to employees. Excessive absenteeism or abuse of any leave policy shall result in immediate disciplinary action that could include discharge.

If an employee is unable to return to work after he or she has exhausted all periods of approved leave, employment shall be terminated. **The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.**

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

**Date: May 18, 2023**

**Division: Teaching and Learning**

**Submitted by: Kellie Sellers, Director of Health, PE, and JROTC;  
Kristin Byno, Assistant Superintendent of Teaching and Learning**

## **INFORMATION ITEM**

**TOPIC: RISD School Health and Advisory Committee Update (SHAC)**

Background: Chapter 28.004 of the Texas Education Code requires every independent school district to have a School Health Advisory Council (SHAC). The SHAC is a group of representatives from the community within the school district. More than half of the SHAC members must be parents of students enrolled in the district and who are not employed by the district. Additionally, SHACs must meet at least four times per year, contain a minimum of five members, report directly to the school board at least once annually, and appoint a parent as a chair or co-chair.

Tonight, an update will be provided to the Board of Trustees related to the goals and objectives of the SHAC committee as well as a report of the outcomes realized by the SHAC team.



# RISD SHAC

2022 - 2023

Board Presentation

May 18 , 2023

EVERY Teacher. EVERY Day.

EVERY Leader. EVERY Day.

EVERY Child. EVERY Day.

# What is SHAC



- **SHAC** – is your School Health Advisory Council. Texas law (Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004) requires the establishment of a SHAC for every school district.
- Responsible to provide an update to Board of Trustees annually on work of the SHAC committee
- Met 5 times this year

# SHAC 2022 - 2023 GOALS



- Establish Physical Activity and Health/Wellness Subcommittee
- Adopt human trafficking curriculum
- Adopt human growth & development curriculum
- Adopt character traits curriculum updates
- Complete triennial review and revisions to the Wellness Policy Plan
- Identify a parent chair-elect

# SHAC recommendations



- Approve curriculum designed to support SB 9 human trafficking
- Approve curriculum design to support HB 1525 human growth & development
- Support Physical Activity Subcommittee Recommendations
  - Accept changes to the Wellness Policy Plan
  - Adopt the Wellness Policy Plan - School Wellness Team BOY Overview and EOY Survey

# Recommendations



SB 9  
Human Trafficking  
curriculum

HB 1525  
Human Growth &  
Development

Character traits  
curriculum updates

PE Subcommittee

Wellness Policy

New Parent Co-Chair  
Elect



## **Continue support and increase awareness for:**

### ○ Health and Physical Education

- 21 Day Challenge, Kid's Heart Challenge, RISD RIDES
- District Go RED

### ○ Live Wise and Live Healthy

- Safety and Security/Suicide Prevention and Awareness, Drug and Violence Prevention Education (Fentanyl & Vaping)

### ○ Child Nutrition Services

- National School Lunch Week, National School Breakfast Week, Eat Your Colors, School Lunch Hero

### ○ Health Services – Student & Staff Health

- Student vision testing, Staff Health Clinic

# SHAC Supports 2022 - 2023



## ● Grants provided to schools:

- Kids Heart Challenge - \$28,090 to schools per their own fundraising (RISD provided AHA with \$321,011.34)
- 21 Day Challenge - \$5,000 and TAHPERD scholarships
- Choosing the Best – grant from Texas Health and Human Services for curriculum



# Next Steps

1

Discuss with  
Superintendent

2

Discuss with  
Principals & Assistant  
Principals

3

Begin to Review  
Wellness plan  
with principals  
Summer 2023

4

New meeting  
dates for  
2023 - 2024

5

Establish  
additional  
GOALS for  
2023 - 2024