



# Agenda of Called Meeting / Work Session

## Thursday, April 18, 2024

### The Board of Trustees

### Richardson ISD

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A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, April 18, 2024, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on April 15, 2024.

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

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

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

B.	2024 - 2025 Compensation Presentation	36
	Information Item	
C.	Review and Discuss Board Policies:	58
	1. EF (LOCAL) - Instructional Resources	
	2. EFA (LOCAL) - Instructional Resources: Instructional Materials	
	3. EFB (LOCAL) - Instructional Resources: Library Materials	
	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 and 551.074 - Personnel Matters and Duties of Public Officer.	
	A. Superintendent Evaluation	
V.	<b>RECONVENE</b>	
	Open Meeting to vote on matters considered in Closed Meeting, if applicable.	
VI.	<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 video. Una persona que elija hablar durante la Sección de Comentarios Públicos está consintiendo la publicación en línea de sus comentarios en audio y video.

### Acomodación razonable e interpretación

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

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

**Date:** April 18, 2024

**Submitted by:** Tabitha Branum, Superintendent

Dr. Kristin Leeper, Assistant Superintendent for Teaching & Learning

Elizabeth Swaner, Executive Director for Advanced Learning Services

Creighton Bryan, Executive Director for Career and Technical Education

## **INFORMATION ITEM**

**TOPIC:** House Bill 3 College, Career and Military Readiness (CCMR) Update

**BACKGROUND INFORMATION:**

In an effort to ensure that all Richardson ISD graduates are college, career or military ready for life after graduation, tonight the board will be provided with an update on the progress of students obtaining a CCMR indicator before graduating. The administrative team will provide CCMR results from the graduating class of 2022, preliminary data for class of 2023, along with a progress update for the class of 2024.



# HB3 CCMR Updates

April 18th, 2024

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



EVERY Teacher. EVERY Day.

EVERY Leader. EVERY Day.

EVERY Child. EVERY Day.

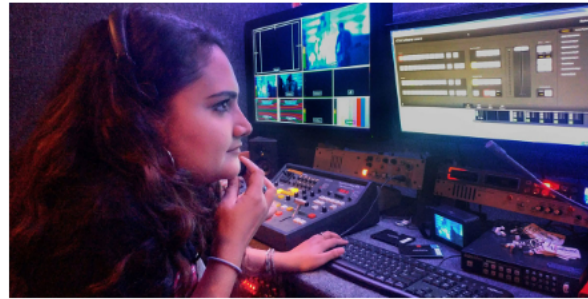


# **RICHARDSON ISD'S** **NORTH STAR GOAL**

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

# College Career and Military Readiness

College, Career, and Military Readiness is about preparing students for life after graduation.



# College Career and Military Readiness : How



## COLLEGE

### Meet College Entrance Math and Reading

- TSIA2
- ACT
- SAT
- College Prep Course (Texas College Bridge)

### Opportunity to Earn College Credit Hours

- Advanced Placement (AP)
- University of Texas OnRamps
- Dallas College Dual Credit
- Associate Degree
- Level I or II Certificates



## MILITARY

## CAREER

Earn Industry Based Certification (IBC)

# New CCMR Targets



Refresh took effect in January 2023 and was retroactive to the Class of 2022

Rating	New CCMR Targets	Old CCMR Targets
A	88%	60%
B	78%	30%
C	64%	18%
D	51%	12%

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



# Table for Class of 2022, 2023 and 2024

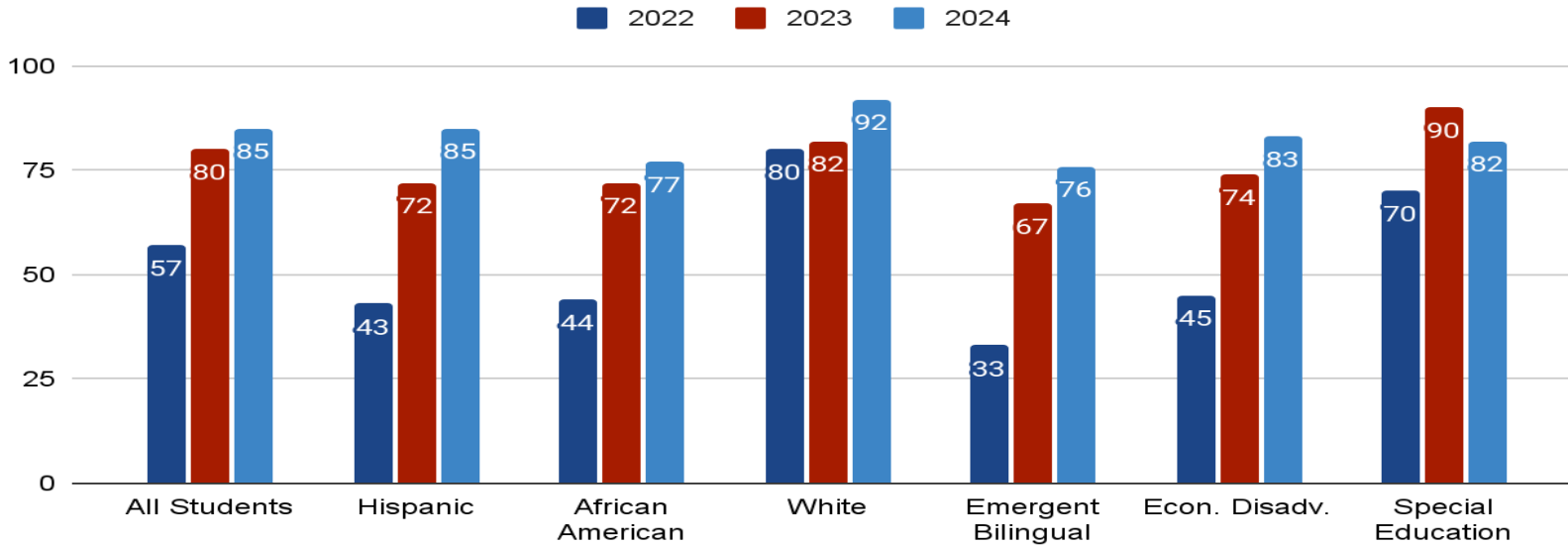


Class	Accountability Year	CCMR - Overall	
Class of 2022	2023	57%	From projected B to D based on changes 1/2023
Class of 2023	2024	80% Projection	Projection - B
Class of 2024	2025	85% In Progress	In Progress

# District Snapshot : Demographics\*



## Seniors CCMR by Subpopulation



RICHARDSON ISD'S NORTH STAR GOAL

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



\*Class of 2023 - Projected & Class of 2024 - In Progress

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

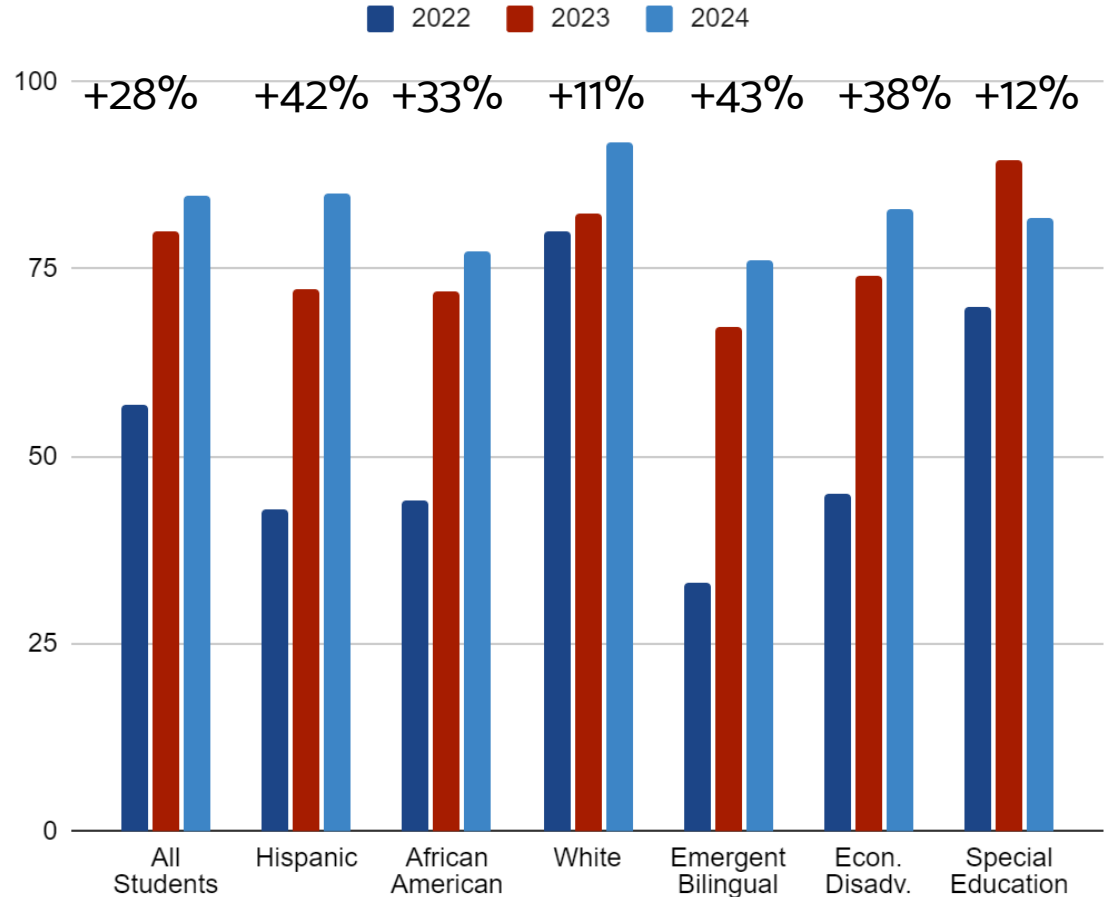
# RISD Growth\*

Percentage growth for all students and subpopulations from 2022 to 2024

- +28% all students
- +42% Hispanic
- +33% African American
- +11% White
- +43% Emergent Bilingual
- +38% Econ. Disadv.
- +12% SPED

\*Class of 2023 - Projected & Class of 2024 - In Progress

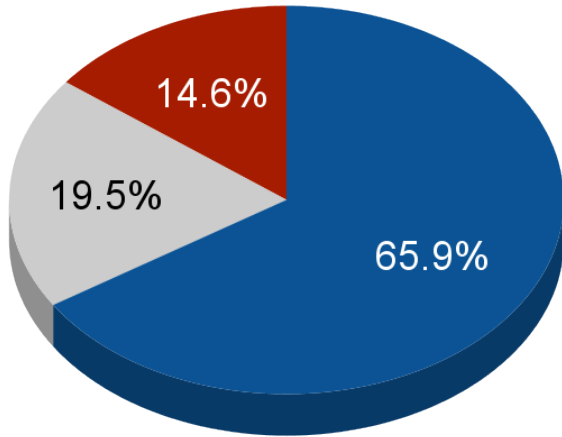
## Seniors CCMR by Subpopulation



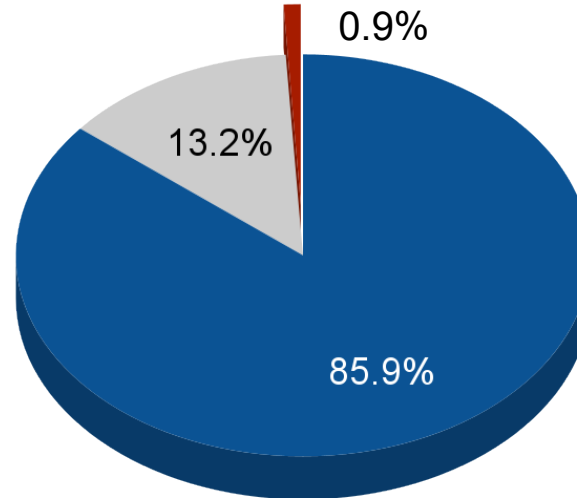
# District Snapshot = Class of 2024 + 20% Growth\*



CCMR Readiness  
BOY 2024 Seniors



Current CCMR Readiness  
2024 Seniors



● Yes ● No ● In Progress

\*Class of 2024 - In Progress

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

RICHARDSON ISD'S NORTH STAR GOAL



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



1

# College Ready

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.

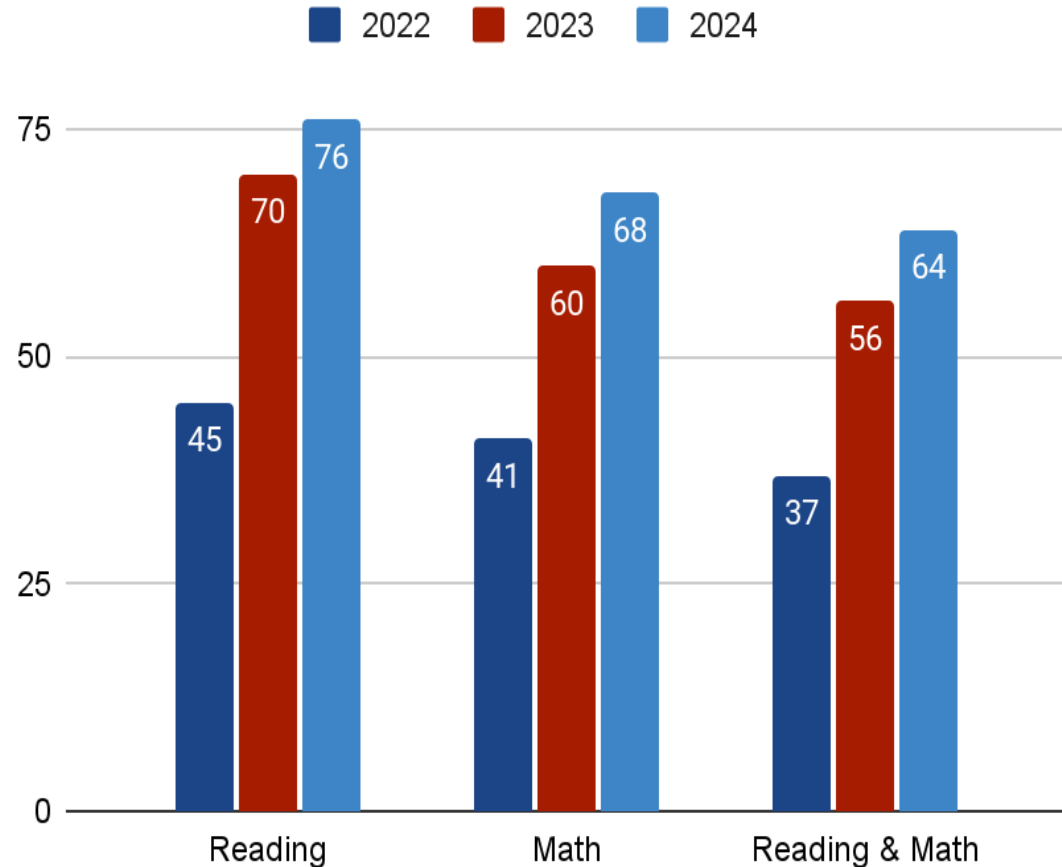


# College Ready - Reading & Math\*

Percentage of students earning a CCMR indicator through college testing.

- College Ready in Reading and Math
  - TSIA2
  - ACT
  - SAT
  - College Prep Course/Texas College Bridge

## College Ready in Math & Reading



\*Class of 2023 - Projected & Class of 2024 - In Progress

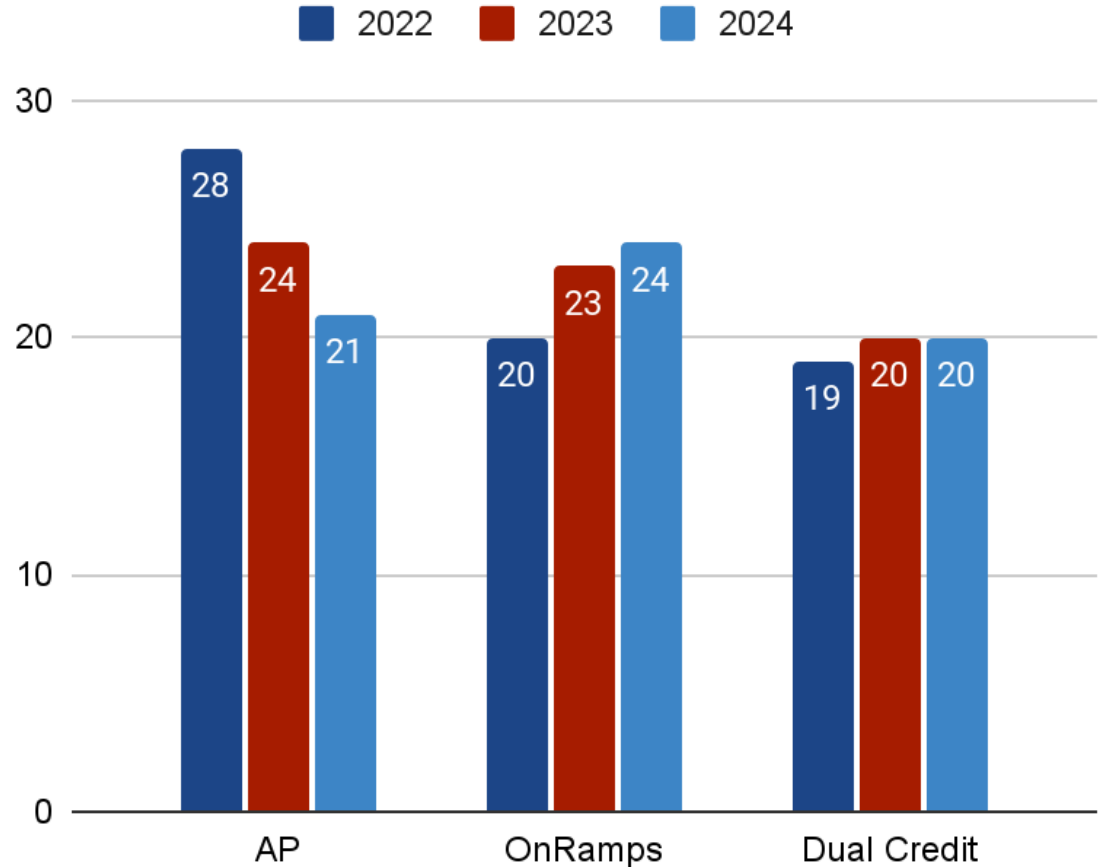
# College Ready - Opportunity for College Hours\*

Percentage of students earning a CCMR indicator through a college credit courses.

- AP
- Dual Credit
- OnRamps

\*Class of 2023 - Projected & Class of 2024 - In Progress

## College Ready Graduates





2

# Military Ready

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.





- No data due to TEA temporarily suspending submission of Military Enlistment
- TEA started moving forward with the collection of the DD Form 4, Enlistment/Reenlistment Document- Armed Forces of the United States.
- The form will confirm a student's enlistment in the U.S. Armed Forces or Texas National Guard for the College, Career, and Military Readiness (CCMR) indicator. The students provide this form to their campus college and career coordinator.





3

# Career Ready

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



# Career Ready: Programming

Pre-K -12 Career Exploration

12 Industry Clusters

31 Career Pathways

PTECH - AA Degrees & Level I  
Certificates

8th - 12th Grade Course Sequencing

Embedded Industry Based Certifications

Intentional Industry Partnerships



To learn more about the careers in the STEM Cluster click [here](#) or visit the RISD CTE Website.



The following is only an example of a possible four year plan that a student in this pathway could follow based on campus availability. Graduation plans are customized to meet each student's individual needs and goals.

## Potential High School 4 Year Plan

9th	10th	11th	12th
English I	English II	English III	English IV
Algebra I	Algebra II	Geometry	Advanced Math
Biology	Chemistry	Physics	Advanced Science
World Geography	World History	US History	Government & Economics
Foreign Language I	Foreign Language II	Fine Art	Elective
Health & .5 Elective	PE	Elective	Elective
Elective	Elective	Elective	Practicum in STEM I **[CT 7629]
<b>Junior High Course</b> Principles of Applied Engineering (CT 7621)	Engineering Design & Presentation I (CT 7622)	Robotics I (CT 7631)	

Students who complete 3 or more courses for 4 or more credits and earn an aligned certification are considered career ready by TEA state standards.

Allowed substitution:  
\* Robotics II (CT3050)  
Requires 1 class period = 1 credit course  
^ Requires 2 class periods = 2 credit course

Certifications Possible  
AutoCAD; Inventor;  
Solidworks Additive Manufacturing



# Career Ready : IBC\*

- Aligned to each CTE Pathway
- TEA Approved
- Industry Recognized
- Capstone

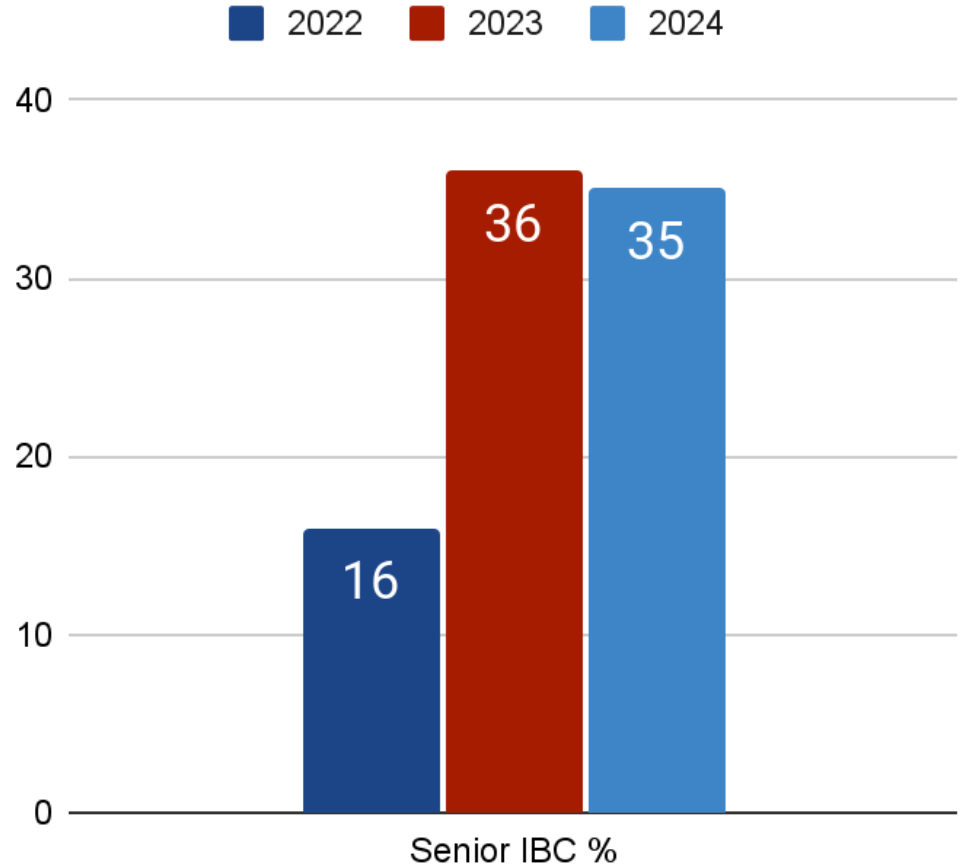
## Career Met - 2 Components

- Earn an IBC
- Aligned Program of Study

23-24: 1,259 Certifications YTD

\*Class of 2023 - Projected & Class of 2024 - In Progress

## Industry Based Certifications



# TEA IBC Updates



**CTE Concentrator:** Complete two courses in a CTE Pathway

**CTE Completer:** Complete three or more courses in a CTE Pathway for four or more credits

## TEA IBC Requirement Phase in

**Class of 2024:** Earn an IBC in an aligned Level II+ course

**Class of 2025:** Concentrator Requirement

**Class of 2026:** Completer Requirement

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.





4

# CCMR Progress Monitoring & Support

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



# Calendar for CCMR Progress Monitoring & Support 23-24



August 2023	September 2023	December 2023	January 2024	February 2024	March 2024
Began monthly CCMR meetings	Began College Prep Courses / Texas College Bridge	December MOY CCMR Check	Dual Credit and OnRamps fall credits earned	IBC Spring Testing Feb through End of Year  ACT & TSIA2 Boot Camps	ACT School Day Testing  TSIA2 Testing

RICHARDSON ISD'S NORTH STAR GOAL

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

# CCMR Monthly Monitoring & Support Meetings 23-24



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

Richardson ISD District Scoreboard

Showing seniors of 2024 who have met criteria

Students Name	TSDS ID	Local Student ID	Counselor	School	Student Level	A-F Points	TSI Met AF	TSI Met HB3	Math	English
Search Student	Search ID	Local Student ID	Counselor	ALL	SENIOR	MET	ALL	ALL	ALL	ALL
Willa Myers				J.J. Pearce High School	Senior	4	Met	Not Met	20	51
Marie Davis				Richardson High School	Senior	1	Met	Not Met	19	30
Benea Rutterto				L.V. Berkner High School	Senior	2	Met	Met	24	49
Velma Lopez				Lake Highlands High School	Senior	3	Met	Met	20	38
Rhonda Boston				Lake Highlands High School	Senior	1	Met	Not Met		
Megan Daniel				L.V. Berkner High School	Senior	1	Not Met	Not Met	10	22
Kendyll Parker				L.V. Berkner High School	Senior	1	Not Met	Not Met	15	27
Kendyll Parker				L.V. Berkner High School	Senior	1	Met	Not Met	20	43
Judy London-Vi				Lake Highlands High School	Senior	2	Met	Not Met	23	38
Eboni Simmon				L.V. Berkner High School	Senior	3	Met	Not Met	16	40

2023-2024 CTE Industry Based Certification Calendar

CTE Cluster	Programs of Study	CTE Course(s)	Industry Based Certification	Testing Window	Additional Notes / Requirements
Ag, Food, and Natural Resources	Animal Science	Advanced Animal Science (CT7447), Vet Med Applications (CT7192), Production in Agriculture (CT7193)	Skills Assessment of Animal Science (ASV), Equine Veterinary Medical Applications (EQV), Certified Veterinary Assistant, Level One (LTV)	Feb 28 - March 8 2024	
Architecture and Construction	Architectural Interior Design	Architectural Design (CT7121), Interior Design (CT7122), Production in Architectural Design (CT7123)	Autodesk Associate (Certified User) AutoCAD, Revit	Feb 28 - March 8 2024	Portfolio and Graphic design, CAD/CAM, AutoCAD, Revit, SketchUp, etc. must be in all testing windows
	Construction Technology	Construction Technology I - DC (CT7125), Construction Technology (CT7122)	OSHA 30 Hour	OSHA Feb 28 - March 8	Career Safe sign
Art, Audio/Visual Technology, and Communications	AV Production / Communications Magnet	Audio Video Production II (CT7247), Production Audio Video Production & Communications (CT725), Production Audio Video Production & Communications II (CT7247)	Adobe Certified Associate for Video Production using Premiere Pro, Photoshop, and After Effects (https://www.adobe.com/education)	Feb 28 - March 8 2024	Portfolio and Graphic design, Video Production, Photoshop, Premiere Pro, etc. must be in all testing windows

RICHARDSON ISD'S NORTH STAR GOAL

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# ACT and TSIA2 Bootcamps Spring 2024



## ENGLISH SPRING CURRICULUM FOR TSI/ACT

### ACT AND TSIA2 SUPPORTS

- Unit Assessments including TSI/ACT items
- ACT Performance Assessments built in to English III curriculum
- [TSIA2/ACT Bootcamp](#) built into [English II](#) and [English III](#) YAGs
- Essential Standards TSIA2/ACT Crosswalks in [English II](#) & [English III](#)

### ADDITIONAL SUPPORTS

- [CCMR Resource Center](#) in English III/IV for Differentiation
- TCB Essay Built into English [III/IV](#) Curriculum (Unit 2)
- LITEs trained on TexQuest (resources/practice for ACT and TSIA2)
- [TSIA2 Resource Slide](#) for English II



Feb 12	Feb 13	Feb 14	Feb 15	Feb 16
Begin Unit 5: Connecting Across Genres	<a href="#">ACT Bootcamp</a>			
Feb 19	Feb 20	Feb 21	Feb 22	Feb 23
Staff Dev	<a href="#">ACT Bootcamp</a> TELPA Window Opens			
Feb 26	Feb 27	Feb 28	Feb 29	Mar 1
	<a href="#">ACT Bootcamp</a>			TELPA Window Closes
Mar 4	Mar 5	Mar 6	Mar 7	Mar 8
	<a href="#">ACT Bootcamp</a>	ACT Test		Quarter 3 Ends
March 11-15 Spring Break				

RICHARDSON ISD'S NORTH STAR GOAL

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

# Middle of the Year Progress Monitoring: On target to meet projected growth goals



## Next Steps & Responses

- Student Progress tracked by individual student
- OnRamps, AP and Dual Credit Teacher growth goals to TTESS
- College Prep/Texas College Bridge courses built into school day
- College Prep/Texas College Bridge Essay embedded English III/IV Unit 2
- Counselor training on CCMR and how to use Insights portal to maximize student scheduling
- CCMR progress letters provided to 9th -11th grades during course registration

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# Middle of the Year Progress Monitoring: On target to meet projected growth goals



## Next Steps & Responses

- Through committee recommendation, all level 3 & 4 CTE courses in a pathway will receive 5 quality points beginning with the class of 2028.
- CTE: IBC calendar, teacher PD, new teacher PD, PLCs
- Continue to expand and develop RISD business partnerships
- Continue to focus on increasing CCMR bonus dollars

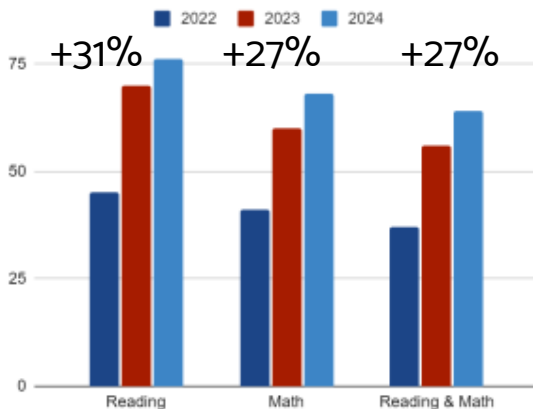
RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



# Celebrations - College & Career Ready\*

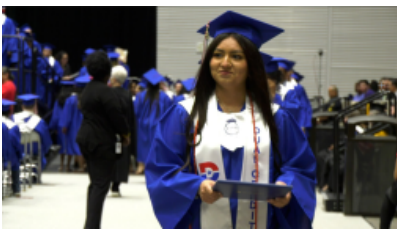


College Ready in Math & Reading



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\*Class of 2023 - Projected & Class of 2024 - In Progress

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

# OnRamps Precalculus



RICHARDSON ISD'S NORTH STAR GOAL  
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EVERY CHILD. EVERY TEACHER. EVERY LEADER. EVERY DAY.

Thank you!  
Questions?



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

**Date:** April 18, 2024

**Submitted by:** Tabitha Branum – Superintendent,

Christopher B. Goodson, Ed.D. - Assistant Superintendent of  
Human Resources,

David Pate, Assistant Superintendent of Finance & Support  
Services

## **INFORMATION ITEM**

**TOPIC:** 24-25 Compensation Discussion

### **BACKGROUND INFORMATION**

District administration will share information regarding 24-25 employee compensation considerations.



# 24-25 Compensation Discussion

April 18, 2024

**RICHARDSON ISD'S NORTH STAR GOAL**  
Every student, teacher, and leader will meet or exceed their academic growth goals.



EVERY Teacher. EVERY Day.

EVERY Leader. EVERY Day.

EVERY Child. EVERY Day.

## **Staffing and Compensation –**

**RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.**

# Agenda



- 23-24 Compensation Review
- Benchmark Comparisons
- Review 24-25 Compensation Considerations
  - Option A
  - Option B
  - Option C
- Reflections
- Next Steps
- Discussion/Questions

RICHARDSON ISD'S NORTH STAR GOAL

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

# 23-24 Compensation Review



New Teacher Starting Salary (\$57,000 – 22-23)	\$60,000
T-type 1-4 years	5.75%
T-type 5-9 years	7.00%
T-type 10-15 years	7.50%
T-type 16+ years	8.00%
Custodians (Current starting salary \$10.50/hr)	\$3.00 Per Hour
Electricians, HVAC, Plumbers	6.00%
Sped Para's (Current starting salary \$21,632 or \$14.46/hr)	6.00%
Non-T Exempt	3.00%
Non-T Non-exempt	4.00%

RICHARDSON ISD'S NORTH STAR GOAL

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# 23-24 Compensation Review



## Stipends – Professional Staff

- Bilingual Classroom Teacher - \$6,000
- Resource Spec. Educ. - \$2,000
- Central Spec. Educ. - \$4,000
- Secondary Core Subjects up to \$2,000
- CTE Critical Need - \$3,000

## RISD Employee Clinic

- Non-emergency care to RISD Employees and immediate family
- \$10 copay regardless of insurance
- Virtual visits available

## RISD Employee Daycare/Child Learning Academy

- Private, high-quality, licensed daycare
- Little Eagles site opening Fall 2023
  - *Little Mustangs site expected January 2024*
- \$350/month (*Approx. \$7,500 savings compared to non-RISD provider*)

## RISD Employee PK

- High-quality RISD Pre-K available in most elementary schools
- \$150/month (*Approx. \$8,700 annual savings compared to non-RISD provider*)

## 23-24 Benefit Expansion

- Include Maternity/Paternity Leave as allowable use of Sick Leave Bank and Hardship days
- Allow 3 Sick Leave Bank days to be used for bereavement

RICHARDSON ISD'S NORTH STAR GOAL

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



# Summary of CBSC Recommendations



**1** Reduce Central Expenditures 5-7%

**4** Expand Inter-District Transfer Options

**7** Choice Programming

**2** Standard Rubric for Reductions

**5** VATRE

**8** Standard Staffing Model

**3** Consolidate Elementaries

**6** Expand *xPlore!* Enrollment

**9** Strategic Compensation

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

# Teacher Pay Comparison - New Hire Salaries



	Year 0	Year 5	Year 10	Year 15	Year 20	Year 25
Denton	59,340	61,079	63,510	65,776	67,630	69,278
Allen	59,500	61,039	64,427	65,821	67,579	69,305
Richardson	60,000 (6th)	61,375 (6th)	62,750 (8th)	64,125 (8th)	65,500 (8th)	66,775 (8th)
Plano	60,000	61,750	63,500	65,250	67,000	68,750
Lewisville	60,850	62,914	64,900	68,040	69,687	71,641
Garland	61,000	62,835	65,428	68,118	69,739	71,438
Grand Prairie	62,100	62,725	63,622	68,131	69,940	71,916
Arlington	62,500	65,000	67,500	70,000	72,500	74,700

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

# Benchmark Comparisons



District	New Teacher Salary	Pay Raise
Plano ISD	\$61,000	3%
Dallas ISD	\$62,000	TEI structure
Prosper ISD	\$60,000	3.5%

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# ALL STAFF Salary Increase Estimates for 2024-2025



Salary Increase	District Cost*
1%	\$3.2M
2%	\$6.4M
3%	\$9.5M
4%	\$12.7M

\*Raise calculated for filled General Fund positions. No increase in starting pay has been calculated.

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

# 24-25 Compensation Considerations - Option A



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

Employee Type	Consideration
T-Type <i>(Teacher, LITE, Counselor, Nurse)</i>	<ul style="list-style-type: none"> <li>● New teacher starting salary - \$61,000 (1.7% increase)                             <ul style="list-style-type: none"> <li>○ Next step starts at \$61,500</li> </ul> </li> <li>● Returning T-Types                             <ul style="list-style-type: none"> <li>○ 1-4 years - 2.5%</li> <li>○ 5-9 years - 2.75%</li> <li>○ 10-15 years - 3.0%</li> <li>○ 16 + years - 3.25%</li> </ul> </li> </ul>
Exempt (non-T-type)	2.5% increase
Non-Exempt (Para, classified, auxiliary)	3% increase
Custodial Staff	Increase starting pay to \$15/hour (Increase of \$1.80)
Central Special Educ. Additional Days	Add 4 days to central special education teacher and paraprofessional work calendar (Increase to 191 days)
<b>Approximate Cost</b>	<b>\$11.1 Million*</b>

# 24-25 Compensation Considerations - Option B



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

Employee Type	Consideration
T-Type <i>(Teacher, LITE, Counselor, Nurse)</i>	<ul style="list-style-type: none"> <li>● New teacher starting salary - \$61,000 (1.7% increase)</li> <li>● Next step starts at \$61,800</li> <li>● Returning T-Types                             <ul style="list-style-type: none"> <li>○ 1-4 years - 3.0%</li> <li>○ 5-9 years - 3.25%</li> <li>○ 10-15 years - 3.5%</li> <li>○ 16 + years - 3.75%</li> </ul> </li> </ul>
Exempt (non-T-type)	3% increase
Non-Exempt (Para, classified, auxiliary)	3.5% increase
Custodial Staff	Increase starting pay to \$15/hour (Increase of \$1.80)
Central Special Educ. Additional Days	Add 4 days to central special education teacher and paraprofessional work calendar (Increase to 191 days)
<b>Approximate Cost</b>	<b>\$12.7 Million*</b>

# 24-25 Compensation Considerations - Option C



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

Employee Type	Consideration
T-Type <i>(Teacher, LITE, Counselor, Nurse)</i>	<ul style="list-style-type: none"><li>• New teacher starting salary - \$61,000 (1.7% increase)</li><li>• New hire teacher salary schedule<ul style="list-style-type: none"><li>○ \$500 between steps 1-10 years,</li><li>○ \$1,000 between steps 11-35 years</li></ul></li><li>• Returning T-Types<ul style="list-style-type: none"><li>○ Greater of step adjustment on teacher salary schedule or 3%</li></ul></li></ul>
Exempt (non-T-type)	3% increase
Non-Exempt (Para, classified, auxiliary)	3% increase
Custodial Staff	Increase starting pay to \$15/hour (Increase of \$1.80)
Central Special Educ. Additional Days	Add 4 days to central special education teacher and paraprofessional work calendar (Increase to 191 days)
<b>Approximate Cost</b>	<b>\$18 Million</b>

# Option C Discussion



Years of Experience	New Hire Salary	Years Experience	Annual Salary
0	60,000	0	61,000
1	60,275	1	61,500
2	60,550	2	62,000
3	60,825	3	62,500
4	61,100	4	63,000
5	61,375	5	63,500
6	61,650	6	64,000
7	61,925	7	64,500
8	62,200	8	65,000
9	62,475	9	65,500
10	62,750	10	66,000
11	63,025	11	67,000
12	63,300	12	68,000
13	63,575	13	69,000
14	63,850	14	70,000
15	64,125	15	71,000
16	64,400	16	72,000
17	64,675	17	73,000
18	64,950	18	74,000
19	65,225	19	75,000
20	65,500	20	76,000
21	65,775	21	77,000
22	66,025	22	78,000
23	66,275	23	79,000
24	66,525	24	80,000
25	66,775	25	81,000

RICHARDSON ISD'S NORTH STAR GOAL



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

# Option C Discussion



## Number of teachers per milestone

Year 5	Year 10	Year 15	Year 20	Year 25
152	115	67	89	50

Year 30	Year 35	Year 40	Year 45
18	5	3	3

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# Teacher Pay Comparison - New Hire Salaries after Option C



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	Year 0	Year 5	Year 10	Year 15	Year 20	Year 25
Denton	59,340	61,079	63,510	65,776	67,630	69,278
Allen	59,500	61,039	64,427	65,821	67,579	69,305
Richardson	61,000 (+1,000)	63,500 (+2,125) 2nd	66,000 (+3,250) 2nd	71,000 (+6,875) 1st	76,000 (+10,500) 1st	81,000 (+14,225) 1st
Plano	60,000	61,750	63,500	65,250	67,000	68,750
Lewisville	60,850	62,914	64,900	68,040	69,687	71,641
Garland	61,000	62,835	65,428	68,118	69,739	71,438
Grand Prairie	62,100	62,725	63,622	68,131	69,940	71,916
Arlington	62,500	65,000	67,500	70,000	72,500	74,700

# Summary - Option Costs



Option	Approximate Cost
A	\$11.1million
B	\$12.7 million
C	\$18 million

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# General Fund Multi Year Forecast

Parameter	FY 23-24 Estimate	FY 24-25 Estimate	FY 25-26 Estimate	FY 26-27 Estimate	FY 27-28 Estimate
Total Revenue	\$401,318,078	\$390,863,418	\$384,355,603	\$377,914,567	\$380,521,804
Recurring Cost	\$407,659,877	\$406,409,123	\$409,162,329	\$412,014,086	\$414,959,935
ESSER Supplanting (23-24 last year)	(\$16,427,785)				
Expenditure Increases		\$5,483,000	\$5,757,150	\$6,045,008	\$6,347,258
Project Right Size Cuts		(\$12,800,000)	(\$12,800,000)	(\$12,800,000)	(\$12,800,000)
Transfers Out	\$7,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change in Fund Balance Before Raise	\$3,085,986	(\$9,228,705)	(\$18,763,876)	(\$28,344,527)	(\$28,985,389)
Raise 24-25 (average options A, B, C)		\$13,900,000	\$13,900,000	\$13,900,000	\$13,900,000
Raise 25-26 (3%)			\$11,097,000	\$11,097,000	\$11,097,000
Raise 26-27 (3%)				\$11,429,910	\$11,429,910
Raise 27-28 (3%)					\$11,772,807
Change in Fund Balance After Raise	\$3,085,986	(\$23,128,705)	(\$43,760,876)	(\$64,771,437)	(\$77,185,106)
Ending Fund Balance	\$182,271,338	\$159,142,633	\$115,381,757	\$50,610,320	(\$26,574,786)

# Reflections & Considerations



- Option A and B - more traditional raise options for employees
- Option C - more aggressive compensation plan for t-types (new and returning)
  - One-time reset of new hire salary schedule and raises
  - Returning T-Types receive the greater of step adjustment on teacher salary schedule or 3%
  - Allows RISD to be more competitive when hiring seasoned teachers
- Starting with 25-26, raises would be based on Board action, budget and district resources
- T-type could make more than an administrator or other non t-types
- Option C is most expensive option
- Still need to address other employee types and salary structures

RICHARDSON ISD'S NORTH STAR GOAL

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



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

# Next Steps

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- Board discussion and feedback
- Obtain directional approval from Board at May General Meeting
- Communication

RICHARDSON ISD'S NORTH STAR GOAL  
Every student, teacher, and leader will meet or exceed their academic growth goals.



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

# THANK YOU!

Questions?



**RICHARDSON ISD'S NORTH STAR GOAL**

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



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

**Date:** April 18, 2024

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

## **INFORMATION ITEM**

**TOPIC:** Deletion of Policy EF(LOCAL) – Instructional Resources

**BACKGROUND INFORMATION:**

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

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

- a. EF (LOCAL) - Instructional Resources.

**PROPOSED RECOMMENDATION:**

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

- 1. EF(LOCAL) – Instructional Resources

The recommended deletion is to appropriately address the procedures for instructional materials and library materials in the distinct policies for those topics. While instructional materials and library materials are both considered instructional resources, they are not the same. Therefore, library materials should be treated differently from instructional materials used in classroom instruction. The information in the current version of the EF policy will be moved into the LOCAL policy for Instructional Materials and the LOCAL policy for Library Materials, as appropriate.

---

**Note:** For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

---

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

The principal shall annually review with his or her staff this policy and guidelines along with EMB(LOCAL), Teaching About Controversial Issues.

### Objectives

In this policy, "instructional resources" may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District's educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

### Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

- ~~1.— Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~
- ~~2.— Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.~~
- ~~3.— Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~
- ~~4.— Are designed to help students gain an awareness of our pluralistic society.~~
- ~~5.— Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.~~
- ~~6.— For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.~~
- ~~7.— Comply with criteria for instructional material dealing with HIV/AIDS and sexuality education. [Refer to EHAA(LEGAL); EHAA(REGULATION), and applicable instructional guidelines]~~

~~Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).~~

~~Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.~~

~~CONTROVERSIAL OR  
SENSITIVE ISSUES~~

~~The Superintendent shall develop and implement guidelines under which sensitive or controversial issues are identified and reviewed prior to inclusion as District instructional resources or acquired in materials via the District's library system. The process also shall address the methods to be used at the local building level to address concerns and challenges to sensitive or controversial issues.~~

~~While any issue may become controversial or sensitive because of outside events or specific circumstances, the following list identifies those topics that traditionally have included sensitive or controversial issues:~~

- ~~1.— American heritage;~~
- ~~2.— Personal values and morals;~~
- ~~3.— Crime prevention and drug education;~~
- ~~4.— Home and family life;~~
- ~~5.— Sex and violence;~~
- ~~6.— Racial and ethnic issues, including cultural bias;~~
- ~~7.— Controversial language;~~
- ~~8.— Religion (see also policy EMI);~~
- ~~9.— The occult or supernatural; and~~
- ~~10.— Political systems and economic philosophy.~~

~~The Superintendent may identify additional topics from time to time that should be considered potentially sensitive or controversial for an identified period of time in response to external events or specific circumstances affecting the school community. A District employee shall follow the guidelines developed by the Superintendent in handling or presenting controversial or sensitive issues related to curriculum and instruction, speakers, presentations, and surveys.~~

~~The selection of library acquisitions that may include controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB(LOCAL) for policy regarding instruction involving controversial issues]~~

~~Materials used for classroom instruction that address HIV/AIDS and sexuality education shall be consistent with criteria established in policy EHAA(LEGAL) and applicable instructional guidelines. All media and other resources secured from outside the District that address these and other controversial issues shall be previewed and reviewed by a committee.~~

**Challenged  
Resources**

~~A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the~~

~~District's educational program on the basis of appropriateness. A parent should be informed via course syllabus or letter when instructional resources that include sensitive or controversial issues will be presented.~~

~~Informal  
Reconsideration~~

~~The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:~~

- ~~1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.~~
- ~~2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.~~
- ~~3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.~~
- ~~4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.~~

~~Formal  
Reconsideration~~

~~The Superintendent may develop additional procedures for submitting a formal objection about instructional resources. Such objections shall be made on the Request for Reconsideration of Instructional Resources form. The form shall be completed and signed by the concerned party and filed with the principal or designee. Upon receipt of the request, the principal shall send it to the office of the director of Library/Media Services or other professional staff members designated by the Superintendent who shall establish a reconsideration committee. [See ICG 9.33.1–9.33.7]~~

~~The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.~~

~~All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.~~

~~Appeal~~

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]~~

~~Guiding Principles~~

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

- ~~1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~
- ~~2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.~~
- ~~3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.~~

~~The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.~~

~~Disposal of Materials~~

~~The District shall systematically remove worn or obsolete library books and other instructional materials and equipment from the library collection. The Superintendent shall adopt guidelines for such disposal.~~

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

**Date:** April 18, 2024

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

## **INFORMATION ITEM**

**TOPIC:** Addition of Policy EFA(LOCAL) – Instructional Resources: Instructional Materials

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to add EFA(LOCAL) – Instructional Resources: Instructional Materials.

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

- a. EFA (LOCAL) - Instructional Resources: Instructional Materials.

**PROPOSED RECOMMENDATION:**

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

- 1. EFA(LOCAL) – Instructional Resources: Instructional Materials.

The recommended addition is to appropriately address the procedures for instructional materials, including specifically to address the selection and review of Instructional Materials. The policy also includes the process for challenging Instructional Materials.

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**Note:** For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB(LOCAL).

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The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

**Objectives**

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

**Selection**

Instructional materials that are textbooks and related supplemental materials shall be chosen from the list of resources adopted by the State Board of Education in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily

lives. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Challenged Resources**

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal  
Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal  
Reconsideration

A complainant shall make any formal challenge to an instructional material on the form provided by the District and shall submit the completed and signed form to the principal and Teaching and Learning. Upon receipt of the form, the Teaching and Learning office designee shall appoint a reconsideration committee.

Reconsideration  
Committee Pool

Each year, the District shall solicit applications from parents, secondary-level students, and teachers to be included in a reconsideration committee pool. The application submission period shall be open for at least 30 calendar days. Upon the closing of the submission period, the Board shall approve the appointments to the reconsideration committee pool.

Reconsideration  
Committee

The reconsideration committee shall be an uneven number and include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and campus staff. Secondary-level students, parents, and teachers shall be selected from the Reconsideration Committee Pool.

All members of the committee shall review the challenged instructional material in its entirety. Within 30 business days or as soon as reasonably possible given the length, complexity, or availability of the challenged material, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings within 10 business days of the reconsideration committee meeting. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

If the District receives multiple objections to the same instructional material, all objections shall be consolidated, and a single reconsideration committee appointed.

Frequency of  
Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level II. [See DGBA, FNG, and GF]

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

**Date:** April 18, 2024

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

## **INFORMATION ITEM**

**TOPIC:** Addition of Policy EFB (LOCAL) – Instructional Resources: Library Materials

**BACKGROUND INFORMATION:**

Staff regularly review local policies to ensure they conform to District needs, applicable law, and best practices. The recommendation is to add EFB (LOCAL) – Instructional Resources: Library Materials.

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

- a. EFB (LOCAL) - Instructional Resources: Library Materials.

**PROPOSED RECOMMENDATION:**

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

1. EFB (LOCAL) – Instructional Resources: Library Materials.

The recommended addition is to appropriately address the procedures for library materials, including specifically to address the selection and review of Library Materials. The proposed changes also incorporate the new School Library Programs Collection Development Standards established by the Texas State Library & Archives Commission.

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**Note:** For information related to the selection of instructional materials, see EFA.

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**Collection  
Development Policy**

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, "library materials" may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

**Responsibility**

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District's collection development purpose and goals.

**Collection  
Development Goals**

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and Evaluation of Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental  
Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. Special considerations regarding library materials may be requested by filling out the Opt-Out form available on the District's website.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access  
Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog can go to the school's library website or the District's website.

Protection from  
Inappropriate  
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of  
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

Guiding  
Principles

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal  
Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the campus administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

Formal Request  
for  
Reconsideration

The District shall make a form to request reconsideration of library material available in the District's administrative office and on the District's website.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

If the District receives multiple objections to the same instructional material, all objections shall be consolidated, and a single reconsideration committee appointed.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the campus administrator, and any other staff designated in administrative procedures.

Reconsideration  
Committee Pool

Each year, the District shall solicit applications from parents, secondary students, and teachers to be included in a Reconsideration Committee Pool. The application submission period shall be open for at least 30 calendar days. Upon the closing of the application submission period, the Board shall approve the appointments to the reconsideration committee pool.

Reconsideration  
Committee

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The Library and Information Technology Director shall appoint a reconsideration committee and notify committee members within 10 business days of receiving the request for reconsideration form.

The reconsideration committee shall be an uneven number and include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the

committee may include District-level staff, secondary-level students, parents or guardians, and campus staff. Secondary-level students, parents, and teachers shall be selected from the Reconsideration Committee Pool.

Within 10 business days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 30 business days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the campus administrator, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level II. [See DGBA, FNG, and GF]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each

campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See C]

### **Gifts and Donations**

Annually, the District will evaluate and make a determination if book or monetary donations are needed. Gifts and donations to school and/or classroom libraries are accepted as needed with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, shall be removed from the collection at the end of their useful life. Gifts and donations shall also be subject to the reconsideration procedure as set out in this policy. [See CDC]

### **Policy Review**

This policy shall be reviewed at least every three years and revised as necessary.