



Inter-District Transfers/ Choice Programming

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



Agenda



- Introductions
- Sub-Committee Expectations
- Current Policy
 - Inter-District Transfers
 - Choice Programming
- Survey Results
- Questions?
- Next Steps

Introductions - "Why are we here?" Activity



Instructions: Take **3-5 minutes** to reflect quietly and write down your reason(s) for choosing to join this sub-committee.

- What motivated you to choose this committee?
- Why do you think this work is important?
- What personal or professional experiences led you to want to contribute?
- What impact do you hope to make through this work?

Introductions - Sharing Circle



Sharing Circle: Let's go around the room and briefly share your reflections (**1-2 minutes each**).

- No right or wrong answers–this is about understanding diverse perspectives.
- Actively listen for any common themes that arise as each person shares.

Subcommittee Expectations



Role & Purpose

- **Objective:** Provide feedback, ask crucial questions and offer strategic direction to support informed decision-making on key district finance-related topics.
- **Members:** A diverse group of community members, parents, and district employees across various levels of the organization, working collaboratively to enhance district decisions.

Subcommittee Responsibilities

- **Feedback:** Actively participate by offering perspectives from your unique role (community, parent, or district employee) to inform decisions.
- **Questions:** Ask clarifying questions to ensure all financial implications are understood.
- **Direction:** Collaborate with fellow subcommittee members to provide informed recommendations that align with district goals.

Subcommittee Expectations



Goals for Decision-Making

- **Transparency:** Ensure all budgetary and financial processes are clear and well-communicated to the community.
- **Equity:** Prioritize equitable access and resource distribution across programs and staffing.
- **Sustainability:** Focus on long-term financial health while balancing immediate needs.

Your input is critical to ensuring informed, responsible, and community-driven financial decisions for the district!

Interdistrict Transfers



Nonresident students shall not be permitted to attend District schools, as outlined in Board Policy FDA(LOCAL). The Board has delegated the authority to accept or reject a transfer request to the Superintendent.

Exceptions:

- **Change in Residence** - Resident students who become nonresidents during the course of a school year may be permitted to continue in attendance tuition-free for the remainder of the current grading period provided academics, disciplinary, and attendance records are satisfactory.
- **Senior Privilege** - A senior student who become ineligible for tuition free attendance at the end of his or her junior year may be permitted to continue in attendance tuition-free throughout the senior year provided the student has not already enrolled in another school district and that academic, disciplinary, and attendance records are satisfactory. This “senior privilege” shall not extended beyond one school year.
- **Student Moving into the District** - A student residing outside the District may be enrolled at the beginning of a semester provided the following qualifications are met:
 - The student’s parent or legal guardian has signed a contract for the purchase of a home within the boundaries of the District that will be completed or occupied with 90 days of enrollment;
 - The student’s parent or legal guardian provides a certified copy of the contract, loan documents, bill of sale, or other appropriate documentation;
 - The parent of legal guardian agrees to provide needed transportation;
 - Academic, disciplinary, and attendance records are satisfactory.

Interdistrict Transfers - Children of District Employees



As a benefit for employees, the RISD Board of Trustees has authorized the District to accept for enrollment school-aged children of employees who reside outside the District while the employee remains in full-time employment by the District.

- Full-time professional contract employees, as well as non-contract paraprofessionals and classified employees, are eligible for this benefit immediately upon their full-time employment.
- Annual submission - An online Nonresident Interdistrict Transfer Renewal/Request must be submitted **annually** during the established timelines and when the employee want to request a new campus.

Revoking a Transfer



Nonresident Interdistrict Transfers Revocation - An interdistrict transfer student attending District schools whose placement in the District becomes a disruption to school operations or a detriment to the learning of other students because of disciplinary or attendance problems or a lack of parental cooperation may have the transfer agreement revoked upon the recommendation of the assistant superintendent. RISD will revoke the transfer and withdraw from enrollment a student who no longer qualifies for transfer.

Timelines for Transfers



Grade Level	Required Semester	Transfer Requests Accepted
Elementary	Fall	April 15 - August 1
Secondary	Fall	March 1 - August 1
Transfer to Next Level	Fall	March 1 - Last Day of Spring Semester
All Levels	Spring 2025	October 1 - December 15

Choice Programming Defined



Currently, the terms “choice” and “managed choice” are associated with specific elementary zones whose resident students have a range of options when rising to the next level school.

Term	Definition	Attendance Zone Residing	Range of Options
Choice	Residing students have the unfettered option to choose which feeder school they want to attend.	Prestonwood Elem, north of Arapaho Rd Bowie Elem	Parkhill or Westwood JH, Pearce or Richardson HS Parkhill or Westwood JH, Pearce or Richardson HS
Managed Choice	Residing students have the option between feeder schools. Their preference may be managed to ensure balanced enrollment and utilize capacity.	Prestonwood Elem, south of Arapaho Rd Richland Elem & HPP assigned to Berkner HS	Parkhill or Westwood JH, Pearce or Richardson HS Apollo or Liberty JH

- first-time opportunity because of UIL eligibility
- assigned school becomes home school and feeder pattern
- changes to school or feeder pattern via transfer request or magnet application

Choice in this discussion refers to magnet school options and unique programming potential at additional neighborhood schools.

What is a Magnet School?



Magnet schools across the Nation provide options for families, options as varied and unique as the many communities in which they are located. Historically, magnets have provided a choice-driven approach to desegregate schools, as in the case of our first magnet, Hamilton Park. Now with unitary status, magnet schools in the RISD have two distinguishing characteristics:

1. They enroll students from *across the whole District* via an application process, and
2. They offer *unique programs* to attract families to their schools.

Elementary magnets (K-6)

- build on the same curriculum used at our neighborhood schools,
- offer similar specials like Art, Music, PE, Technology and Outdoor Learning Gardens,
- provide additional opportunities in theatre, Spanish, coding and integrating Visual Arts with LA & Social Studies.

Secondary Magnet Schools



We offer K-12 magnet experience, starting with K-6 elementary magnets:

- [Arapaho Classical Magnet](#)
- [Hamilton Park Pacesetter Magnet](#)
- [Math Science Technology Magnet](#)

Students must apply for each magnet school level. Secondary schools offer unique courses in math, science, leadership, performing & visual arts, technology and law:

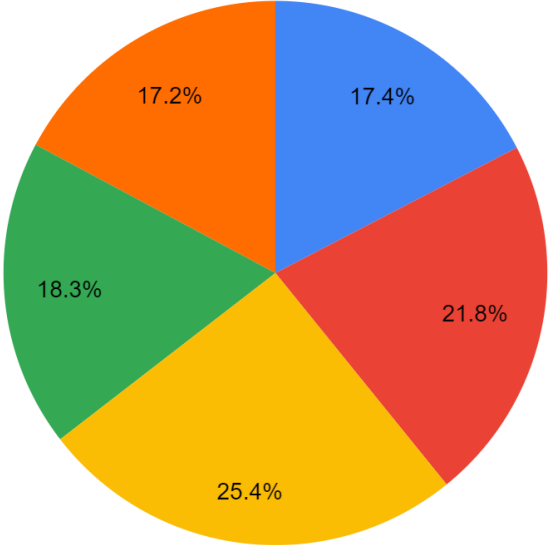
- **West JH Arts & Technology Magnet** – Communications, Culinary, Performance/Tech Theatre, Visual Arts, Robotics
- **Westwood JH: the Math, Science, Leadership Magnet** – Algebra 1 for 7th Graders, Health Sciences, Investigating Engineering
- **Richardson HS The Arts, Law and Sciences Magnet** – Communications, Culinary, Photography, Studio Art, Performance/Tech Theatre, Law, Science, Computer Science, Manufacturing, Robotics

Survey Results



Familiarity with Current Magnet/Choice Programming 4252

Extremely Familiar Very Familiar Moderately Familiar Somewhat Familiar Not At All Familiar



Extremely Familiar: 17.4%
Very Familiar: 21.8%
Moderately Familiar: 25.4%
Somewhat Familiar: 25.4%
Not At All Familiar: 17.2%

Survey Results



School Choice Options	Average Interest Rank
Leadership Programing	2.80
Personalized Learning Format	2.98
STEM/STEAM Focus	3.39
Dual-Language Immersion Focus	4.50
Career & Technical Ed (CTE) Pathways	4.79
International Baccalaureate (IB) Program	5.63
Visual and Performing Arts	5.96
Montessori Program	6.39
Other	8.57

Aspect	Average Importance Rank
Academic Programs and Curriculum	1.82
Class Size and Teacher-Student Ratio	4.45
Innovative Programs	4.65
School Culture and Environment	5.02
Personalized Learning Opportunities	5.04
Extracurricular Activities (Sports, Clubs, etc.)	5.63
School Location and Proximity to Home/Work	5.79
Facilities and Resources (Technology, Library, etc.)	6.19
Diversity and Inclusivity	6.98
Other	9.44

Guiding Our Work-Questions and Needs Activity



Take **(3-5 minutes)** to reflect on these questions. Share your top 3 questions or needs from your table group.

- What specific questions do you have about interdistrict transfers or choice programming that need to be answered?
- What data, reports, or information do you need to better understand the issue and make informed decisions?
- What guidance or resources from the district would be helpful to support your work on this subcommittee?
- What needs to be addressed first?

Next Steps and Thank You!

