1. **Question:** What is the process or path for receiving credits for high school and college through the Dual Credit Program? At the start, we were told if they finished the program the students would have all HS credits and get college credits in 7th and 8th grade. Then we were told they would get one HS credit and the second in 7th grade. Then we were told that they would have to score high enough on a test to be admitted to advanced Spanish in 7th grade. Actually, we were never told, we found out through our own research.

**Answer:** More information needed.

**Additional Response:** The chart below shows the progression to AP Spanish. High school credit is earned beginning in 7th grade. College credit can be earned in 8th and 9th grade as long as the student scores a 3 or higher on the AP exam.
2. **Question:** A situation occurred this year at Donna Shepard Leadership Academy in that there was too large of a class of dual-language students. The class was split, and some students were sent to Asa Low. They told us that we had to switch and we would still be provided transportation if needed. Now there are not enough kids to stay at ASA Low, so they are getting moved back to Donna Shepard and the director said they will no longer provide transportation if they are not zoned for Donna Shepard. Is this the case?

**Answer:** More information needed.

**Additional Response:** The 23-24 school year will be the first year for Asa Low Intermediate School to have the dual language program. Of the current 5th graders at Donna Shepard, only 11 dual language students chose to go to Asa Low next year. Due to that low number, all 6th grade classes will remain at Donna Shepard for the 23-24 school year. Asa Low will only have 5th grade dual language students in 23-24. All students will be provided transportation.

3. **Question/Comment:** Parents are concerned with the dual-language program’s integrity at D.P. Morris. The students are not receiving the same level of instruction as students at the other dual-language program at Erma Nash. D.P. Morris is not meeting expectations. It’s causing parents to question whether they made the right decision putting them in the program. At Donna Shepard, parents found out that students have not received any Spanish instruction this year. Parents are concerned now that their kids will not be prepared to test high enough to move onto the next level of language. When we were sold on the program, we were told that our kids would be bilingual by 7th grade, but that’s not the case. We are also being told that the students may not get the classes that they want now that they are being moved back to Donna Shepard.

**Additional Response:** On March 13th, a meeting was held at Donna Shepard with campus administration and teachers regarding them only teaching in English. A similar concern was brought up regarding DP Morris teachers. That has been addressed with teachers and administrators, as well.

4. **Question/Comment:** Since we are in the first year of the TWDL program, the earlier comments should be taken as pilot data/feedback just to make the program better.

5. **Question:** When we spoke with administrative personnel, we were under the impression that they would look into the issues at D.P. Morris Elementary. But we have been told by stakeholders that no visible action was taken. What was done, if anything? Will anything be done?

**Answer:** More information needed.

**Additional Response:** Personnel matters are strictly confidential. If there is a concern related to an employee, then please contact our Human Resources department for assistance.
6. **Question:** Are you aware that many stakeholders/teachers will leave D.P. Morris if they see no action is being done on their behalf?

**Answer:** More information needed.

**Additional Response:** Personnel matters are strictly confidential. If there is a concern related to an employee, then please contact our Human Resources department for assistance.

7. **Question:** What is the guarantee for grievances filed? In order to do something about a situation, you have to go through the process. My grievance was thrown out because of timeliness and now there is an HR investigation. How is it that we are guaranteed that if we follow the formal grievance process, the integrity of the process is being upheld? I didn’t know where to send my grievance. There is no transparency. There were so many rules, and it is very unclear. The person is being investigated but the policy part was never resolved. Can there be exceptions made?

**Answer:** Grievances look at policy. More information is needed.

**Additional Response:** Board policies DGBA and FNG govern the grievance process. From time to time, someone submits a grievance, but their concern is better addressed through another avenue, such as Policy DIA or FFH if there is an allegation of harassment or discrimination. The district is committed to addressing all concerns presented in accordance with Board policies.

8. **Question:** At a previous Community Conversation, I asked if we could have an assembly on Diversity, Equity and inclusion due to a racist incident in the district. I was told it would be looked into. Has any progress been made on this?

**Answer:** At the time, the DEI position was not filled. Now we have a DEI director, we hope we can make that happen.

**Additional Response:** Our new Executive Director held her first meeting with the DEI council on Tuesday, March 21. We will continue to review district plans and district incidents as a council.

9. **Question:** What is your definition of sexually explicit content when it comes to library books? What is your definition of perversely vulgar when it comes to content in library books? If my child decided to do a book report on those books, and they are reported for sexual harassment, who will be accountable for that?

**Answer:** Anything describing sexual acts in detail. If we don’t allow it be accessed on their phones or computers, we shouldn’t allow access to library books with that content. Keziah Farrar feels like there is a problem with the current policy for reviewing books.

10. **Question:** Books were recently challenged and a review committee was created. How many people were on the committee? How were they selected? Will the Board be sending an email or text informing parents about these books so that they can opt out? How do the books get there in the first place?
**Answer:** Information about the committee and the process are on the website as well as the titles of all books that are challenged. It’s a new process that we are still trying to work through. Librarians recently rewrote their handbook, and the district is looking at a more extensive program for rating books. Desiree Thomas suggested a rating system similar to the one used for motion pictures so that librarians know which books are appropriate for different age groups. There have been 11 bills filed recently in the legislature regarding library books, including a system that notifies parents about what their kids are checking out and better book screening software. The legislatures are very apprehensive of removing books – goes against supreme court rulings.

11. **Question:** For the 23-24 school year, can a button or check box be added to Skyward to allow parents to opt in for their child to have access to sexually explicit books or books about abuse, incest, drugs, alcohol, etc. that cannot be removed?
   **Answer:** That is something we can look into.

12. **Question:** How many school counselors/social workers or someone that counsels MISD or Legacy students that need behavioral or emotional counseling (not educational counselors) are there? My child at LHS has been waiting a long time for a referral. Is it because of money? How long does it take to get a referral?
   **Answer:** Each feeder pattern has a crisis counselor and behavior specialist. They provide referrals for outside counseling services but they do not provide long-term counseling services themselves.

13. **Question:** We spoke with administrative personnel about the situation at D.P. Morris. We were under the impression that they would look into the issues at the campus, but we have been told by stakeholders that no visible action was taken. What was done if anything? Will anything be done? Are you aware that many stakeholders/teachers will leave if they see no action is being done on their behalf? What concrete steps are you taking to address the issues such as racism?
   **Answer:** More information needed.
   **Additional Response:** Personnel matters are strictly confidential. If there is a concern related to an employee, then please contact our Human Resources department for assistance.

14. **Question:** A social media post went out asking for paras. The message stated that the pay was $1,000 a month. Is that full-time pay? Is that the standard? How does MISD reasonably expect to attract paras at that pay, especially SPED aides? What about VATRE funds?
   **Answer:** Para pay was increased and positions added. This action was approved by the Board. Those are hard positions to fill. Eighty to ninety percent of all money goes to staff--the rest is spent on day-to-day maintenance and operations. Contact your legislators and ask them to allot more money for kids.
   **Additional Response:** The starting pay for a 186-day classroom paraprofessional with no experience is $20,214 per year. All paraprofessional employees received an increase of $2 per hour last year.
15. **Question:** When did the Board approve the para pay increase and new positions?

**Answer:** It was in the fall. It was across the board for all paras.
**Additional Response:** In the fall of 21-22, all paraprofessional employees received an increase of $2 per hour. The paraprofessional pay scales were increased by $2 an hour at that time, as well, meaning that incoming paraprofessionals would also earn the increased rate.

16. **Question:** Has there been a study how Mansfield pay compares to other districts, especially for paras?

**Answer:** The district is doing a comprehensive study through TASB looking at all positions, especially for special education paras vs. general paras.

17. **Question:** Do you see more parents opting out of STAAR? Do parents realize opting out is an option?

**Answer:** More information needed.
**Additional Response:** State law makes it clear that students MAY NOT OPT OUT of standardized or any other tests. Texas Education Code section 26.010 states the following: EXEMPTION FROM INSTRUCTION. (a) A parent is entitled to remove the parent’s child temporarily from a class or other school activity that conflicts with the parent’s religious or moral beliefs if the parent presents or delivers to the teacher of the parent’s child a written statement authorizing the removal of the child from the class or other school activity. A parent is not entitled to remove the parent’s child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. (b) This section does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency.

18. **Question:** I requested a breakdown of the 2021-2022 threat assessments-how many were done and what category. I received a form that I was told was for office use only. A representative from students services told me that the information was incorrect. How can we as parents know that the information they are disseminating is accurate as published if what they give us back in a FOIA is not correct?

**Answer:** More information needed.
**Additional Response:** The information provided for the 2021-2022 school year is accurate for the purpose it was intended. While it was provided as an open records request, the internal document's intent was not to track the number of students as the requester wanted. Much time and effort would be made to provide data that is a year old. Threat assessments are being tracked differently in 2022-23. The entire system and process is being evaluated and will be modified, if needed, for the 2023-24 school year.
19. **Question:** Why is there not a threat assessment graph of schools showing where the threats are? Can we have a dashboard like we did during COVID on the Mansfield ISD website so parents can have access to the information? Why do we have to do a public information request to get that information?

**Answer:** More information needed.

**Additional Response:** There is NO profile of a student who will cause harm. There is no easy formula or profile of risk factors that accurately determines whether a student is going to commit a violent act. The use of profiling increases the likelihood of misidentifying students who are thought to pose a threat. A threat assessment involves evaluation and classification of the threat (i.e., transient versus substantive) and appropriate response and intervention, including notification and involvement of parents and a written safety plan. (Cornell, D., & Sheras, P. (2005). Guidelines for responding to student threats of violence. SoprisWest.)

COVID data placed on the district's dashboard was firm information. In other words, a student either had COVID or they did not.

20. **Question:** How many employees are required to be on the threat assessment team? What is the average length of a threat assessment investigation per level?

**Answer:** We have one threat assessment specialist per feeder pattern. We don’t want to have this fall onto APs and principals to do this work. The length of an investigation depends on the situation.

**Additional Response:** Each team shall conduct a threat assessment that includes:

- assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with the policies and
- gathering and analyzing data to determine the level of risk and appropriate intervention, including:
  - referring a student for mental health assessment; and
  - implementing an escalation procedure, if appropriate based on the team's assessment, in accordance with district policy;
- provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
- support the district in implementing the district's multi-hazard emergency operations plan.

A Multi-disciplinary threat assessment team or program structure consisting of the school administrator counselor, officer, and other personnel as needed. There is no data on how long a threat assessment may take.

21. **Question:** Why are we paying the threat assessment team $500,000 but say you can’t pay paras? Are they paid out of a different funding source?
**Answer:** The threat assessment intent is to stop school shootings at the lowest level – so then are we spending too much? They work to find ways to help and support the child to prevent further behavior issues.

**Additional Response:**
The starting pay for a threat assessment analyst is $69,328, working 212 days per year. The starting pay for a classroom paraprofessional is $20,192, working 186 days per year. The threat assessment analyst position requires a bachelor’s degree, and the classroom paraprofessional position requires a high school degree or GED.

22. **Question:** Is there a way that parents can be involved at the elementary level when going through a threat assessment process? Can they be present when questions are asked?

**Answer:** Some things happen in the home, so children have to feel safe to talk. It depends on the situation.

**Additional Response:** The district wants parent input and involvement. However, when it comes to the student interview it needs to be one on one. There are times in the student interview that the district becomes aware of or this student shares information that must be shared with the department of Family Services and/or law enforcement. While this may be the exception to the rule students often will not be forthcoming when others or in the room. Parents may request that the interview be recorded.

23. **Question:** Which Budget were you referring to when you say 90% is spent on staff With the Texas Legislature in session, I see potential bills in support of private school vouchers. If they are actually considered and passed by our elected officials, how will this affect MISD? Is this being communicated to our MISD community? What can we do as a community?

**Answer:** The legislature is pushing hard for vouchers, and they think it may pass. It will not be good for MISD if that money goes elsewhere. Everyone needs to do their homework and reach out to their legislators. The Board is good about advocating for our district.

24. **Question:** Will the Board or district take a stance on private school vouchers? Will this be posted and shared publicly for the MISD community? Tyler ISD has done so.

**Answer:** MISD Staff have to follow electioneering laws. If you see anything, it will be in the form of a resolution passed by the Board and presented as information by Communications.

25. **Question:** What concrete steps are being taken to address the issues at D.P. Morris, such as racism? Are the Vision 2030 guiding statements being upheld? We shouldn’t have to go to the school board to be heard.

**Answer:** Administration works hard to implement the vision. They are committed. Community member additional comment – The school board represents you so you need to let them know when you aren’t getting resolution. We need to advocate for public education.
**Additional Response:** Concerns regarding teachers or teaching that is taking place – first course of action is to talk to the teacher and try to correct the issue there. If that doesn’t work, your next step would be to talk to campus administration.

**Questions After the Meeting Closed:**

- Can you respond to the parents who spoke at the combined meeting with the city council regarding the issues raised about the process for reviewing challenged books? **Response:** Information about the committee and the process are on the website as well as the titles of all books that are challenged. It’s a new process that we are still trying to work through. Librarians recently rewrote their handbook, and the district is looking at a more extensive program for rating books. Desiree Thomas suggested a rating system similar to the one used for motion pictures so that librarians know which books are appropriate for different age groups. There have been 11 bills filed recently in the legislature regarding library books, including a system that notifies parents about what their kids are checking out and better book screening software. The legislatures are very apprehensive of removing books – goes against supreme court rulings.

- Is the district still in conversation about a 4-day school week? **Response:** It is being discussed with ESC 10 and ESC 11. The majority of districts who have done so are small and it seems to work for them. There are pros and cons (child care for working parents, implications for local businesses. We will continue to study and watch surrounding districts who are implementing the four-day week in their district as well as carefully follow any related legislation this session.

- Need to know if there can be an awareness campaign prior to each school year to present dangers/consequences of vape pen possession within school property. **Response:** We will evaluate the feasibility of launching a campaign of this nature.

- Threat assessment – is the graph a parent passed out to the Board (at the regular meeting) the graph that was sent to TEA? **Response:** More information is needed and this document will be updated when additional details are available.