Regular Meeting with Public Hearing Agenda
Thursday, September 17, 2026
Linda Lippe Instructional Materials Center
1775 W New Hope Drive
B1001.01 and B1001.02
Cedar Park, Texas 78613
6:15 PM

The Board meeting protocols are available at **https://bit.ly/3DHAR4v**.

Doors will open to the public at 5:45 PM.
Members of the public may access this meeting via live stream at https://www.leanderisd.org/boardlivestream. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at https://www.leanderisd.org/citizencommentform, between noon the day prior to the meeting and noon the day of the meeting and be present when their number is called.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on September 3, 2026, at 3:05 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

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)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Public Hearing on Annual Certification of Compliance with Certain Laws Under Texas Senate Bill 12
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Shawn Swisher, J.D., General Counsel
Attachments:	N/A

<u>Background Information:</u>

The requirements of Senate Bill 12 (SB 12) from the 89th Legislative Session, as enacted at Texas Education Code § 39.008 requires that the superintendent of each school district certify annually before September 30 to the Texas Education Agency (TEA) that the district is in compliance with Texas Education Code §§ 11.005 and 28.0022. Part of those requirements call for a public hearing to allow for public testimony about compliance with the requirement subject to certification here. Please note that there is another agenda for this evening where the Board of Trustees will be asked to adopt a resolution related to the certification document that the superintendent will be required to submit to TEA.

<u>Alignment to Board Goals & Student Outcomes</u>:

Guardrail 5: Effective and Efficient Operations - Ensures the District is meeting its legal compliance requirements.

<u>Administrative Recommendation:</u>

N/A

<u>Sample Motion:</u>

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Approval of Minutes of Regular and Called Board Meetings
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Chris Clark, Ed.D., Superintendent of Schools
Attachments:	09-03-26 Regular Board Meeting Minutes DRAFT (*To be uploaded to BoardBook prior to the meeting)*

Background Information:
Board Meeting minutes are attached for your review.

Administrative Recommendation:
Administration recommends approval of the Board Meeting minutes, as presented.

Sample Motion:
I move the Board approve the minutes, as presented.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Adoption of the 2026-2027 Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bryan Miller, M.Ed., Executive Director, Student Support Services
Attachments:	2026-2027 Memorandum of Understanding for the Juvenile Justice Alternative Education Cooperative of Travis County

Background Information:

Attached is the 2026-2027 Memorandum of Understanding (MOU) with Travis County provided for students assigned to the Juvenile Justice Alternative Education Program (JJAEP). Leander ISD did not assign any students to the Travis County JJAEP during the 2025-2026 school year.

There were no substantive changes to the MOU for 2026-2027.

Alignment to Board Goals & Student Outcomes:

Board Goal 3 (English I and Algebra I EOC performance) and Board Goal 4 (Texas Success Initiative Assessment readiness) by ensuring continued educational services for students assigned to the Juvenile Justice Alternative Education Program (JJAEP). The agreement also aligns with Superintendent Guardrails 2 and 5 by maintaining an alternative educational pathway for students involved in the juvenile justice system and establishing a clear, compliant partnership with Travis County Juvenile Services. While the MOU does not directly impact a specific student outcome metric, it is an agreement that ensures educational continuity, supports successful student transitions, and promotes effective district operations.

Administrative Recommendation:

Administration recommends that the Board of Trustees adopt the 2026-2027 Memorandum of Understanding for the Juvenile Justice Alternative Education Cooperative of Travis County as presented.

Sample Motion:

I move that the Board of Trustees adopt the 2026-2027 Memorandum of Understanding for the Juvenile Justice Alternative Education Cooperative of Travis County as presented.

MEMORANDUM OF UNDERSTANDING FOR THE JUVENILE JUSTICE ALTERNATIVE EDUCATION COOPERATIVE OF TRAVIS COUNTY

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2026, between **Travis County**, the **Travis County Juvenile Board** ("TCJB"), and the following educational entities: **Austin** Independent School District, **Del Valle** Independent School District, **Eanes** Independent School District, **Lake Travis** Independent School District, **Lago Vista** Independent School District, **Leander** Independent School District, **Manor** Independent School District, **Pflugerville** Independent School District, and **Round Rock** Independent School District (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

RECITALS:

WHEREAS:

(1) Texas Education Code Sec. 37.011(m) requires the TCJB to enter into a Memorandum of Understanding with the ISDs establishing a Juvenile Justice Alternative Education Program ("JJAEP"); and

(2) The Participants desire to participate in the Juvenile Justice Alternative Education Program Cooperative of Travis County ("JJAEP Co-Op") and to comply with the agreements contained herein; and

(3) The ISDs wish to reach an agreement with the TCJB as to the placement of students expelled from school under the discretionary expulsion and removal provisions of Texas Education Code, Chapter 37; and

(4) The Participants desire to create and operate the JJAEP Co-Op pursuant to Chapter 37 of the Texas Education Code and this Agreement; and

(5) The Participants further desire to define and create the duties and responsibilities of the Participants, and to set forth herein the methods by which the Participants shall fund, govern and establish the JJAEP Co-Op; and

(6) The Participant ISDs recognize that the Texas Legislature has appropriated certain funds to pay the County and TCJB for the cost of educating students in the JJAEP Co-Op who are expelled under the mandatory expulsion provisions of Texas Education Code Chapter 37.

However, such funds are insufficient to meet the cost of educating students in the JJAEP Co-Op; and

(7) The ISDs are required to consider course credit earned by a student while in the JJAEP Co-Op as credit earned in a school district program pursuant to Texas Education Code Sec. 37.011(d), and the ISDs have an ongoing interest in the quality of education provided in the JJAEP Co-Op and the academic success of students who will be returned from the JJAEP Co-Op to the regular school setting. Therefore, the ISDs desire to assist in providing the JJAEP Co-Op with full, adequate funding; and

(8) The Participant ISDs recognize that for purposes of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a student enrolled in the JJAEP shall be reported as if the student were enrolled in an Alternative Education Program of the student's home district and the participating home district of each student shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all average daily attendance funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. However, students expelled to the JJAEP as "mandatory" placements shall be counted as "ineligible" for attendance counting purposes in the home district; and

(9) The relationship between the Participants necessitates this Interlocal Agreement.

NOW THEREFORE, BY THIS AGREEMENT IT IS MUTUALLY UNDERSTOOD AND AGREED BY THE PARTICIPANTS AS FOLLOWS:

SECTION ONE: <u>DEFINITIONS</u>

For purposes of this Agreement:

1.1 "Discretionary" shall mean any student who is expelled or removed from the regular classroom and meets the definition of any one of the following three categories:

1.1.a. "Discretionary Category I" shall mean any student who is expelled under Texas Education Code Sec. 37.007 (b), (c), or (f), or Sec. 37.0052.

1.1.b. "Discretionary Category II" shall mean any student who is expelled for committing an off-campus offense under Texas Education Code Sec. 37.0081(a) that does not fall under the category of "mandatory" as defined by Sec. 37.007.

1.1.c. "Discretionary Category III" shall mean any student who is a publicly Registered Sex Offender who is eligible for placement in the JJAEP under Subchapter I of Chapter

37 of the Texas Education Code.

1.1.d. “Discretionary Category IV” shall mean any student who meets the definitions in Sections 1.1.a–c. above and whose placement in the JJAEP would exceed a school district’s allotted discretionary placements as set forth in Section 4.8(A) of this Agreement.

1.2 "ISSP transition team" shall mean those persons responsible for reviewing a student's academic progress in accordance with Texas Education Code Sec. 37.011(d); that is, the TCJB or its designee, and the parent or guardian of the student. For purposes of this Agreement, a representative of the ISD from which the student was expelled may also be a member of the ISSP transition team, together with any JJAEP Co-Op staff as may be appropriate.

1.3 "Mandatory expulsion" shall mean any student who is expelled pursuant to the provisions of Texas Education Code Sec. 37.007 (a) or (e), or 37.125.

1.4 "Rollover funds" shall mean all funds paid by the ISDs to the TCJB for either discretionary or mandatory expulsion allotments that remain unexpended on August 31 of each year.

1.5 “Semester” as referenced by the Texas Education Code Subchapter I. Placement of Registered Sex Offenders shall mean 90 school days.

1.6 “Student" shall mean any person residing in Travis County aged ten years or older and required to attend school pursuant to Texas Education Code Sec. 25.085 and who are under the supervision of juvenile or adult probation.

SECTION TWO: <u>STUDENT CODES OF CONDUCT</u>

2.1 The JJAEP Co-Op will be created and operated pursuant to Chapter 37 of the Texas Education Code and this Memorandum of Understanding. Each ISD has developed a Student Code of Conduct, specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

2.2 The Student Code of Conduct adopted by each ISD shall set forth the circumstances under which students will be subject to expulsion from the school setting and placement in the JJAEP Co-Op. A student may be expelled and placed in the JJAEP if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior despite documented behavioral interventions. Serious misbehavior, as defined by Texas Education Code 37.007(c), means:

(1) Deliberate violent behavior that poses a direct threat to the health or safety of others;

(2) Extortion, meaning the gaining of money or other property by force or threat;

(3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or

(4) Conduct that constitutes the offense of:
- (A) Public lewdness under Section 21.07, Texas Penal Code;
- (B) Indecent exposure under Section 21.08, Texas Penal Code;
- (C) Criminal mischief under Section 28.03, Texas Penal Code;
- (D) Personal hazing under Section 37.152, Texas Education Code; or
- (E) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

SECTION THREE: GOVERNANCE OF JJAEP CO-OP

3.1 Composition of Governing Body - The JJAEP shall operate as a function of Travis County and the TCJB, separate and apart from the other Participants to this Agreement. It shall not be an independent political subdivision, nor shall it operate under the direction or control of any party to this Agreement other than Travis County and the TCJB.

3.2 Executive Committee - Upon the effective date of this Agreement, there shall be created an Executive Committee, consisting of one (1) representative of each ISD, one (1) representative of Travis County, and one (1) representative of the TCJB (Chief Juvenile Probation Officer or designee), each to be appointed by their respective governing body. All representatives to the Executive Committee shall be named not later than thirty (30) days from the effective date of this Agreement. Vacancies on the Executive Committee shall be filled by appointment by the governing body represented thereby.

The Executive Committee exists solely to advise and assist the TCJB, and has no authority to direct or control the JJAEP Co-Op.

3.3 Quorum and Voting - Four (4) members of the Executive Committee shall constitute a quorum. The Executive Committee shall act by and through resolutions, motions or orders adopted or passed by the Executive Committee upon the vote of the majority of the members of the Executive Committee attending the meeting at which the issue was presented.

3.4 Voting Rights - Each member shall be entitled to one vote on each matter submitted to a vote of the members. In the event of a tie vote, the Chair shall have two votes.

3.5 Chair - At the initial meeting of the Executive Committee, and thereafter annually, the Executive Committee shall select from its membership a Chair by the affirmative vote of a majority of the members. The Chair shall prepare the agenda, preside over the meetings of the Executive Committee and shall be responsible for scheduling regular and special called meetings of the Executive Committee, including the provision of notice thereof.

3.6 The TCJB representative shall act as custodian of all minutes, records, and reports of the Executive Committee, and shall generally assist the Chair and shall have such powers and perform such duties and services as shall from time to time be delegated to him or her by the Chair.

3.7 The Chair shall serve in their respective capacities until tendering written resignation(s) or until replacement by a majority vote of the members of the Executive Committee.

3.8 The Chair shall be entitled to vote on all matters coming before the Executive Committee.

3.9 Meetings - The Executive Committee shall hold regular meetings at such time and in such place determined by the Executive Committee. Procedures for meetings shall be governed by the most current version of *Robert's Rules of Order*. Special meetings of the Executive Committee shall be called by the Chair, or by affirmative vote of not less than one-third (1/3) of the members of the Committee.

3.10 Notice of Meeting - Written notice of the regular meetings of the Executive Committee shall be mailed, delivered or sent by electronic mail to each member not less than five (5) days prior to the date thereof. Written notice of all meetings of the Executive Committee shall be posted at the place(s) for posting notice of public meetings of each of the Parties hereto in accordance with the Texas Open Meetings Act. The Chair of the Executive Committee shall transmit to each member of the Executive Committee a notice for the purpose of such posting not less than five (5) days prior to the date of the meeting. Written notice of any special meeting of the members shall be given to each member not less than 24 hours and as soon as reasonably possible prior to the date thereof. The notice shall state the place, date and time of the meeting, who called the meeting, and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the general direction of Chair of the Committee, or the members calling the meeting.

3.11 Duties - The activities of the Executive Committee shall include, but not be limited to the following:

A. To develop and recommend proposed written operating policies to the TCJB consistent with any rules and regulations adopted by the Texas Juvenile Justice Department pursuant to Texas Education Code Sec. 37.011, and Texas Human Resources Code Sec. 221.002(a) regarding the operations, policies and procedures of the JJAEP Co-Op, and to make advisory recommendations to the TCJB regarding such operations, policies, and procedures including suggested changes or amendments thereto;

B. To facilitate coordination with the Participants to this Agreement on matters relating to the supervision, educational and rehabilitative services available for expelled students and students assigned to the JJAEP Co-Op and the subsequent transition back into the school setting;

C. To formulate and recommend other policies or procedures as appropriate to the TCJB as may be necessary to operate consistent with any rules and regulations as shall be adopted by the Texas Juvenile Justice Department; and

D. To review the annual budget, actual operating costs, and cost projections for the JJAEP Co-Op.

3.12 JJAEP Co-Op Executive Committee Compensation - No member of the JJAEP Co-Op Executive Committee shall receive compensation for their services as a member of the Committee. Nothing herein contained shall be construed to preclude any Committee member from receiving compensation or reimbursement for expenses from the member's respective employer for serving on the Committee.

SECTION FOUR: STUDENT PLACEMENT IN JJAEP

4.1 The Participants hereto acknowledge that Texas Education Code Sec. 37.010(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program. It is therefore the intent of the JJAEP Co-Op to provide educational services to all expelled students, as provided more fully herein, in accordance with Texas Education Code Sec. 37.011. However, no students will be assigned to the Travis County JJAEP except as set forth by provisions of this Agreement.

4.2 Students who are expelled from the school district setting will be afforded due process within the respective ISD as provided by school district policy and federal and state law.

4.3 Each ISD shall use its best efforts to notify the juvenile court in writing as soon as practicable upon the ISD's identification of a student who the ISD reasonably believes has engaged in conduct for which the student will be subject to mandatory expulsion. Such notice may be given in addition to any notice required under Texas Family Code Sec. 52.041. If the juvenile court receives written notice under this section that a student is believed to have engaged in conduct for which the ISD reasonably believes the student will be subject to mandatory expulsion, and the student is under the jurisdiction of the juvenile court, the juvenile court shall consider entering an order that the student attend the JJAEP Co-Op as soon as practicable, pending the outcome of any disciplinary proceedings at the ISD.

4.4 Every student eligible for placement in the JJAEP as set forth by the provisions of this Agreement who has been expelled from an ISD, and for whom information has been provided by the ISD from which the student has been expelled to the juvenile court in accordance with Texas Family Code Sec. 52.041, shall be ordered by the juvenile court to enroll in the JJAEP Co-Op as soon as reasonably practicable after the juvenile court's receipt of such notice. The information provided by the ISD for any student expelled for serious misbehavior under Texas Education Code Sec. 37.007(c), shall include documentation of the serious misbehavior and documentation of the behavioral interventions provided by the ISD prior to the expulsion.

4.5 Failure of an ISD to timely notify the juvenile court of an expulsion pursuant to Texas Family Code Sec. 52.041 shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile court is properly made.

4.6 The juvenile court shall, for each student taken into custody, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the juvenile court ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the juvenile court shall consider entering an order that the student immediately begin attending the JJAEP Co-Op pending resolution of the disciplinary action, including any expulsion hearings, at the ISD.

4.7 It is the intent of the Participants hereto that for each expelled student who is placed in the JJAEP Co-Op, the term of such placement will be coterminous with the term of the student's expulsion from school. In an effort to support a student’s successful transition from the JJAEP, the ISDs agree that a student’s JJAEP placement shall terminate at the end of the home school district’s grading period, except that any placement shall have a term of no less than 30 school days, absent extenuating circumstances. Students must remain in the JJAEP Co-Op for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court, or the student is referred back to the ISD pursuant to Section 4.8 or Section 4.9 or Section 4.10 herein. The juvenile court shall consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. At the conclusion of the student's term of probation, or any other requirement imposed by the juvenile court, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district alternative education program. In an effort to facilitate the required transition meeting between JJAEP and the home school district, a student may remain enrolled in the JJAEP for up to one week (7 calendar days) in the event that a student’s term of probation or pre-trial supervision ends before the term of expulsion expires. The JJAEP is responsible for ensuring the transition meeting is scheduled at the earliest possible date.

4.8 It is the intent of the Participants hereto that the JJAEP Co-Op shall give priority to mandatory expulsion students from each of the ISDs. It is understood by the Participants, however, that the JJAEP Co-Op has limited space and staffing, and that conditions outside the control of any Participant to this Agreement may cause fluctuations in the JJAEP Co-Op population. The current maximum capacity of the JJAEP is fifty (50) students. The "maximum capacity" of the JJAEP may be redefined from time to time, however, as deemed appropriate by the JJAEP Co-Op. Given the limited space at the JJAEP, participants agree to abide by the following procedures for discretionary placement decisions:

A. Each participating school district will be permitted to enroll as many as four (4) discretionary students in the JJAEP Co-Op at the same time during the school year. Any district that exceeds four (4) discretionary enrollments at the same time will be billed in accordance with Section 9.1.b. of this Agreement. These students must meet the definitions of Discretionary Category I, II, III or IV students, as set forth by Section 1.1 of this Agreement.

B. Discretionary students will not be accepted into the JJAEP in the event that maximum capacity has been reached.

C. Discretionary students will not be accepted into the JJAEP if the student is seventeen (17) years of age or older, and not under the jurisdiction of the juvenile court.

In the event the JJAEP has reached maximum capacity and a mandatory expulsion student is referred for placement in the JJAEP Co-Op, the JJAEP Administrator will immediately identify the school district(s) with the highest number of discretionary student placements and determine which discretionary student from these districts should be dismissed from the JJAEP Co-Op to accommodate the additional mandatory expulsion student. The decision by the JJAEP Administrator will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

In the event the JJAEP has reached maximum capacity and a school district with fewer than four (4) discretionary placements refers a student for placement based on a discretionary offense, the JJAEP Administrator will identify any district(s) with more than four (4) discretionary student placements and determine which discretionary student(s) from these districts must be dismissed from the JJAEP to accommodate the referral from the district with fewer than four (4) discretionary placements. The decision by the JJAEP Administrator will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

4.9 A student who is assigned to the JJAEP as a "Discretionary Category II" student for a felony offense under Texas Education Code Sec. 37.0081(a) shall be returned to the student's home ISD upon the first of the following events to occur:

a. The charges are dismissed or reduced to a misdemeanor offense;
b. The student is acquitted;
c. The student completes the term of placement;
d. The student is assigned to another program; or
e. The student graduates from high school.

4.10 A student who is assigned to the JJAEP for engaging in serious misbehavior, as defined by and pursuant to Texas Education Code Sec. 37.007(c) will be returned to the sending ISD upon the completion of the semester or, in circumstances when the student is expelled within 6 weeks of the end of a semester, the completion of the following semester, unless otherwise returned earlier by expiration of the term of the expulsion or by other mutual agreement.

SECTION FIVE: SCHOOL LIAISON

5.1 Each ISD shall notify the juvenile court in writing of its designated School Liaison. Each School Liaison shall have authority to offer recommendations to the juvenile court regarding placement alternatives for students under the jurisdiction of the juvenile court, and to bind the School Liaison's respective ISD to any agreement to return a child to the school setting.

5.2 The School Liaison shall assist the juvenile court in obtaining the permission from the parent(s) of each student served by the JJAEP Co-Op to release medical, educational or other appropriate records to the juvenile court and to the JJAEP Co-Op. In the absence of such parental consent, the juvenile court may consider the need for a court order releasing such records, and the School Liaison may provide the juvenile court with such other educational information regarding the child as may be permitted by law.

5.3 The School Liaison shall be responsible for coordinating the ISD's participation on the ISSP transition team, as appropriate.

5.4 As necessary, the School Liaison will consult with representatives of the Participants regarding matters affecting the programs, services, and student population of the JJAEP Co-Op.

SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING

6.1 The JJAEP Co-Op facilities and staffing will be provided by Travis County and the TCJB. Such facilities and staffing may be provided under a separate agreement with one or more

ISDs or a third-party provider. It is contemplated by the Participants that the facilities, staffing, services and other requirements of the JJAEP Co-Op will be fully operational to the extent of this Agreement no later than the first day of school in each year in which this Agreement continues in force and effect. The JJAEP Co-Op shall operate on the same school calendar as the Austin Independent School District. TCJB shall comply with all state bidding and procurement laws in obtaining facilities and staffing for the JJAEP Co-Op to the extent such are applicable.

SECTION SEVEN: TRANSPORTATION

7.1 Each ISD shall be responsible for providing for the transportation of its students to and from the JJAEP Co-Op facility. Each ISD acknowledges and agrees that the student drop off and pick-up locations will be no further than two (2) miles from the students' residence. Disciplinary incidents occurring during transport on the ISDs' vehicles will be referred to the JJAEP Administrator or designee for appropriate disciplinary action.

SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS

8.1 The governing body of each Participant finds that in order to appropriately serve students receiving services under this Agreement, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. In the absence of parental consent, the juvenile court with jurisdiction over a student receiving educational services under this Agreement shall consider authorizing the entities providing services to such student to release appropriate juvenile, educational, diagnostic, treatment or other records as appropriate to permit the consistent provision of services to the student, as provided under Texas Family Code Sec. 58.0051 and 58.0052.

8.2 All student education records specific to an individual student shall be considered confidential, and shall be shared only with the juvenile court, the student, the parent(s) or guardian(s) of the student, and those employees of the juvenile court, Participant, or JJAEP Co-Op with a legitimate educational interest in the student. Student educational records shall be transferred to the appropriate ISD upon dismissal of a student from the JJAEP Co-Op.

8.3 Each ISD shall be responsible for providing the JJAEP the following educational records prior to the student's admission to the JJAEP:

a. Grades and transcript (current and immediately preceding semester)
b. Current student schedule
c. Attendance for the immediately preceding semester
d. Behavior referrals for the immediately preceding semester
e. Student's Texas Unique ID Number (TSDS #)
f. PEIMS ID

g. Immunization records
h. Special Education assessments, if applicable
i. Special Education plans, including ARD, IEP, BIP, or 504 information, if applicable
j. Manifestation Determination Review documentation, if applicable
k. LPAC-ELL documentation, if applicable
l. Home language survey
m. School lunch eligibility
n. Current information related to state-mandated assessments
o. Expulsion letter

SECTION NINE: FUNDING FOR JJAEP CO-OP

9.1.a. Daily Rate for Discretionary Category I and III Students - The ISDs will be billed a daily rate not to exceed the daily rate authorized by the Texas Juvenile Justice Department for mandatory expulsion students for each day a "Discretionary Category I" student expelled pursuant to Texas Education Code Sec. 37.007 (b), (c), or (f); or a "discretionary category III" student placed as a publicly Registered Sex Offender pursuant to Texas Education Code Chapter 37, Subchapter I, is in attendance in the JJAEP Co-Op.

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board's annual audit, for each day a "Discretionary Category II" student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a "Discretionary Category IV" student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2026-27 will be set by the TCJB at their duly noticed meeting in August 2026, and notification will be provided to all ISDs under this Agreement.

9.2 Rollover Funds - If any portion of the funds paid by the ISDs hereunder remain unused at the end of the term of this Agreement, such funds shall become rollover funds for the following year and shall be applied to the cost of funding JJAEP Co-Op operational expenses for the subsequent school year(s).

9.3 Maintenance of Depository Account - Travis County shall place all funds received hereunder in a fully insured depository account, or other secured account, as required by law. Funds received hereunder shall be separately accounted for and may not be budgeted or allocated for any purpose other than the operation of the JJAEP Co-Op. All principal and any interest accruing to the TCJB account from such deposited funds shall be credited to the JJAEP Co-Op and shall be used for the necessary and reasonable expenses of the JJAEP Co-Op and shall not be commingled with the regular operating funds of either the TCJB or Travis County. All rollover funds shall be separately accounted for and used to fund program costs for the subsequent school year.

9.4 Accounting - Travis County shall provide an accounting to the Participants, on an as-requested basis, of the amounts paid to the TCJB in connection with the JJAEP Co-Op, together with supporting documentation.

9.5 Billing - Travis County agrees to establish and coordinate billing arrangements with the ISDs with respect to the ISDs' funding obligations, if any, to the JJAEP Co-Op under this Agreement.

9.6 Audit - At least annually, Travis County shall provide an audited accounting to the other Participants of funds received and paid with respect to the JJAEP Co-Op.

9.7 Budget - The Executive Committee shall provide recommendations to the TCJB on budgetary matters relating to the establishment and operation of the JJAEP Co-Op.

SECTION TEN: SPECIAL SERVICES

10.1 The TCJB shall be responsible for providing any educational and support services that are provided to all students in a general education setting. The referring ISD is responsible for providing any education and support services that are required to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990 ("ADA"), Individuals with Disabilities Education Act ("IDEA"), and Title VI of the Civil Rights Act of 1964. The ISD in which a student resides shall provide and fund any services specified in the Individualized Education Plan (IEP), 504 Plan, and Language Proficiency Assessment Committee (LPAC) Report to the ISD's eligible students.

10.2 TCJB and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP Co-Op. However, ultimately, the referring ISD is responsible to ensure that appropriate programs and services, as articulated in a student's IEP, Behavior Intervention Plan (BIP), 504 Plan, or LPAC Report are provided at the JJAEP continuously and without disruption.

10.3 Any student who commits an offense and has been identified by the ISD as having a disability may be expelled from the ISD only after a duly constituted Admission, Review, and Dismissal ("ARD") Committee or 504 Committee determines that the alleged offense is not a manifestation of the student's disability in accordance with applicable state and federal laws. Each ISD shall provide reasonable notice to the administrator of the JJAEP Co-Op of the ISD's ARD Committee or 504 Committee meetings where placement in the JJAEP Co-Op will be considered or when reviewing or modifying the program of a student who qualifies for special education or 504 services in the JJAEP Co-Op. A copy of the student's current Special Education or 504 records must be provided to the JJAEP Administrator with the notice of the meeting. The JJAEP

Administrator or designee may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP and the implementation of the student's IEP, BIP, or 504 Plan. The ISDs shall be responsible for scheduling and sending notices of ARD or 504 meetings during the period of expulsion, and for notifying and inviting JJAEP Co-Op representatives to participate in these meetings. For students receiving services under the Individuals with Disabilities Education Act or Section 504, the ARD Committee or 504 Committee meetings shall satisfy the requirement for the Individual Student Services Plan transition team meetings as otherwise required in Section 12.1 herein.

10.4 If, after placement of a student with disabilities in the JJAEP Co-Op under this Agreement, the administrator of the JJAEP Co-Op has concerns that the student's educational or behavioral needs cannot be met in the JJAEP Co-Op, the administrator (or his/her designee) shall immediately provide written notice to the ISD from which the student was expelled. Upon receipt of such notice, the ISD shall convene an ARD Committee or 504 Committee meeting to reconsider the placement of the student in the program, giving reasonable advance notice to the administrator of the JJAEP Co-Op. A representative of the JJAEP Co-Op may participate in the ARD Committee or 504 Committee meeting to the extent that the meeting relates to the student's placement or continued placement in the JJAEP Co-Op.

10.5 If a student assigned to the JJAEP is suspected of having a disability under IDEA criteria, the referring ISD's Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary. The JJAEP will assist with the completion of necessary referral documents. Any student determined to qualify for services and protection under IDEA or Section 504, shall be afforded all lawfully required services and protections by the referring ISD to the extent that the JJAEP cannot provide the service and the referring ISD is notified of the need to provide the service.

10.6 The JJAEP, in collaboration with the referring ISD, must ensure that a student who is non-English speaking or who speaks English as a second language is provided English Language Learner (ELL) services and instruction appropriate to address their needs, as determined by a Language Proficiency Assessment Committee (LPAC). The referring ISD shall be responsible for scheduling and sending notices of LPAC meetings and any related assessments during the period of expulsion. The referring ISD shall provide reasonable written notice to the JJAEP Administrator of any LPAC meetings during the period of expulsion and will allow JJAEP representatives to attend and participate in the meetings. The referring ISDs will provide copies of the most current LPAC determinations to the JJAEP.

SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING

11.1 In accordance with Texas Education Code, Section 37.011(d), state mandated assessment instruments shall be administered to all students enrolled in the JJAEP, except where such students are exempted from such testing by an ARD committee or other legal authority. The Participants agree that they will cooperate in the acquisition of testing materials, scheduling, and as otherwise necessary in order to facilitate assessment instrument administration. Prior to scheduled testing dates, the Participants will communicate regarding the most efficient method of obtaining secured testing materials for all students placed in the JJAEP. The JJAEP and ISDs will cooperate in the acquisition of such materials for students in the JJAEP. Each ISD shall provide to the JJAEP Administrator the name of a responsible contact person who shall have responsibility, on behalf of each ISD, for coordination of administration of statewide assessment instruments for that ISD's students enrolled in the JJAEP.

SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM

12.1 The expeditious hearing of all cases related to the JJAEP Co-Op by the juvenile court is crucial to the spirit and the letter of the Texas Legislature's changes to the Education, Family, and Penal Codes, along with Texas Administrative Code, Chapter 348. The TCJB and juvenile courts will utilize their best efforts to provide a system whereby all juvenile cases related to the Travis County JJAEP can be heard by the juvenile courts as soon as practicable after the student has been expelled from the school setting. Accordingly, the following expedited judicial procedures shall be applied to those cases concerning students expelled from the school setting, pursuant to Texas Family Code Sec. 52.041:

A. The juvenile courts shall establish a procedure by which the Juvenile Probation Department Intake Unit shall identify students who are eligible for placement in the JJAEP Co-Op and notify the District Attorney when it receives a referral for an offense that may result in placement in the JJAEP Co-Op not later than the next working day after the referral is received.

B. The ISDs shall make their best efforts to conduct their expulsion hearings no later than seven (7) school days after an offense is reported to the respective School Liaison. If the student is expelled, the ISD will send to the juvenile court, not later than the second working day after the expulsion hearing, the recommendations of the School Liaison regarding placement of the student in either the JJAEP Co-Op or a school district program and any other relevant documentation as required by Section 12.1 (D) of this Agreement.

C. If a student is expelled before a referral to juvenile court is made by law enforcement or any other referring agency, the expulsion order will serve as the initial referral to juvenile court.

D. The board of the school district or a person designated by the board shall deliver a copy of the order expelling the student and any other information required by Texas Family Code Sec. 52.04 on or before the second working day after the date of the expulsion hearing to the authorized officer of the juvenile court. The referring agency shall provide the following information upon the referral of a child to juvenile court:

(1) all information in the possession of the person or agency making the referral pertaining to the identity of the child and the child's address, the name and address of the child's parent, guardian, or custodian, the names and addresses of any witnesses, and the child's present whereabouts;

(2) a complete statement of the circumstances of the alleged delinquent conduct or conduct indicating a need for supervision;

(3) when applicable, a complete statement of the circumstances of taking the child into custody;

(4) when referral is by an officer of a law-enforcement agency, a complete statement of all prior contacts with the child by officers of that law-enforcement agency; and

(5) when referral is by a school district, any academic and behavioral records as the district has legal authority to share with the juvenile court, or in the absence of such authority, a written report relating non-confidential information that is relevant to the educational placement of the student.

E. Within five (5) working days of receipt of an expulsion order by the office or official designated by the juvenile board, a preliminary investigation and determination shall be conducted as required by Texas Family Code Sec. 53.01.

F. The office or official designated by the juvenile board shall within two (2) working days notify the school district that expelled the student if:

(1) the student is not a child;

(2) no probable cause existed to believe the child engaged in delinquent conduct or conduct indicating the need for supervision;

(3) no deferred prosecution or formal court proceedings have been or will be initiated involving the child;

(4) the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice; or

(5) the child was adjudicated but no disposition was or will be ordered by the

court. Texas Family Code Sec. 52.041(d).

G. No student shall be expelled without written notification by the board of the school district or its designated agent to the juvenile board's designated representative. The notification shall be made not later than two (2) working days following the board's determination that the student is to be expelled. Failure to timely notify the designated representative of the juvenile board shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile board's designated representative is properly made. Texas Family Code Sec. 52.041(e).

SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION

13.1 Within a reasonable period of time after admission to the JJAEP Co-Op, each student shall have an Individual Student Services Plan ("ISSP") prepared by the ISSP transition team to meet the student's individual academic needs. The ISSP shall be reviewed periodically, at reasonable intervals, and shall address each student's emotional, social, and educational needs. In the case of a high school student, the ISSP shall contain a review of the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The ISSP shall be designed by the ISSP transition team and any other persons deemed appropriate by the TCJB, and shall require parental participation. For students receiving services under IDEA, no ISSP transition team review shall be required under this section.

13.2 The TCJB shall provide to the ISDs a summative evaluation of the performance of all students served by the JJAEP Co-Op on an annual basis. Such evaluation shall reflect the academic performance of students served in the JJAEP Co-Op each year, as well as providing follow-up with former students of the JJAEP Co-Op. The ISDs shall assist the JJAEP Co-Op in developing meaningful performance measurement criteria, and in providing follow-up data for former JJAEP Co-Op students who return to the school setting. All Participants shall use their best efforts to work collaboratively to capture meaningful performance data, as well as follow-up information on students returning to the ISDs.

13.3 The ISSP transition team shall formulate a transition plan, specifying any services to be provided upon return to the regular educational setting, as part of the ISSP for each student. The ISSP transition plan shall be completed prior to the student's completion of the JJAEP Co-Op placement.

SECTION FOURTEEN: TERM OF AGREEMENT

14.1 The initial term of this Agreement shall be for the period from the effective date of this Agreement through August 31, 2027. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

14.2 Any provision of the preceding Section 14.1 to the contrary notwithstanding, any ISD may withdraw from this Agreement prior to the expiration of the term hereof by written agreement of the TCJB, or for good cause, at any time. Any ISD withdrawing from this Agreement shall be entitled to recover all funds from the Texas Juvenile Justice Department to which it is entitled. No ISD withdrawing from this Agreement shall be entitled to receive any portion of the rollover funds, unless this Agreement is terminated by all Participants hereto in its entirety, or this Agreement is terminated by operation of law. In the event this Agreement is terminated in its entirety, any rollover funds remaining shall be distributed to the ISDs, pro-rata, based upon the number of students served by the ISD residing in Travis County.

14.3 In the event of termination by any Participant, the Agreement will remain in force and effect with respect to the remaining Participants, unless such termination frustrates the overall purposes and intent of this Agreement.

SECTION FIFTEEN: MISCELLANEOUS

15.1 Records and Reporting Requirements - Throughout the term of this Agreement, the Participants hereto agree to establish and maintain detailed records regarding the administration and operation of the Juvenile Justice Alternative Education Program and JJAEP Co-Op, including information regarding the costs of such programs, including facilities, staffing and administrative expenses.

15.2 Legal Requirements - The Participants agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing the juvenile justice programs applicable to school districts and/or county juvenile probation departments. In the event that any of the Participants hereto are required by law or regulation to perform any act inconsistent with this Agreement, or to cease performing any act required by this Agreement, this Agreement shall be deemed to have been modified to conform with the requirements of such law or regulation.

15.3 Notice - Except where oral notice is specifically allowed or required under this Agreement, any notice provided hereunder by any party to another shall be in writing and may be either: 1) delivered by hand to the party or the party's designated agent; 2) deposited in the United States mail, postage paid; 3) transmitted by telecopy; 4) transmitted by electronic mail transmission; or 5) delivered by a reputable courier service, to the following address or telecopy number:

Austin Independent School District:
Mr. Matias Segura, Superintendent of Schools
Austin Independent School District
4000 S. I-H 35 Frontage Road
Austin, Texas 78704
512-414-2412 PHONE 512-414-1486 FAX
e-mail: matias.segura@austinisd.org

Del Valle Independent School District:
Dr. Matthew Gutierrez, Superintendent of Schools
Del Valle Independent School District
5301 Ross Road, Suite 103
Del Valle, TX 78617
512-386-3010 PHONE 512-386-3015 FAX
e-mail: superintendent@dvisd.net

Eanes Independent School District:
Mr. Kirk Koennecke, Superintendent of Schools
Eanes Independent School District
601 Camp Craft Road
Austin, TX 78746
512-732-9001 PHONE 512-732-9005 FAX
e-mail: kkoennecke@eanesisd.net

Lake Travis Independent School District:
Dr. Curtis Null, Superintendent of Schools
Lake Travis Independent School District
3322 Ranch Road 620 South
Austin, TX 78738
512-533-6020 PHONE 512-533-6001 FAX
e-mail: nullc@ltisdschools.org

Lago Vista Independent School District:
Dr. Mindy Curran, Superintendent of Schools
Lago Vista Independent School District
P.O. Box 4929
Lago Vista, TX 78645-0001
512-267-8300 PHONE 512-267-8304 FAX
e-mail: mcurran@lagovistaisd.net

Leander Independent School District:
Dr. Chris Clark, Superintendent of Schools
Leander Independent School District

P.O. Box 218
Leander, Texas 78646
512-570-0005 PHONE 512-570-0048 FAX
e-mail: chris.clark@leanderisd.org

Manor Independent School District:
Dr. Robert Sormani, Superintendent of Schools
Manor Independent School District
P.O. Box 359
Manor, TX 78653
512-278-4002 PHONE 512-278-4017 FAX
e-mail: Robert.Sormani@manorisd.net

Pflugerville Independent School District:
Dr. Quintin Shepherd, Superintendent of Schools
Pflugerville Independent School District
1401 West Pecan Street
Pflugerville, TX 78660-2518
512-594-0000 PHONE 512-594-0011 FAX
e-mail: superintendent@pfisd.net

Round Rock Independent School District:
Dr. Hafedh Azaiez, Superintendent of Schools
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, Texas 78681
512-464-5022 PHONE 512-464-5055 FAX
e-mail: superintendent_rrisd@roundrockisd.org

Travis County Juvenile Board:
Honorable Maria Cantú Hexsel
53rd District Court
Chair, Travis County Juvenile Board
1700 Guadalupe Street, 8th Floor
Austin, Texas 78701
512- 854-9308 PHONE 512-854-9332 FAX

Travis County:
Honorable Andy Brown, Travis County Judge
700 Lavaca, Suite 2.300
Austin, Texas 78701
512- 854-9555 PHONE 512-854-9535 FAX
with a copy to the Travis County Attorney:
Honorable Delia Garza, Travis County Attorney
314 West 11th Street, Suite 300
Austin, Texas 78701

512- 854-9415 PHONE 512-854-9316 FAX

Any party may designate a different agent or address for notice purposes by giving the other Participants ten (10) days written notice in the manner provided above.

15.4 Amendments - If changed conditions are encountered during the term of this Agreement, the Agreement may be supplemented or amended under terms and conditions mutually agreeable to the Participants, provided that all such changes, amendments, supplements or modifications shall be in writing.

15.5 Integration Clause - This Agreement, including schedules and attachments, contains the entire agreement of the Participants hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Participants. No other agreement, statement, or promise made by or to any party, or made by or to any employee, officer, or agent of any party, that is not contained in this Agreement shall be of any force or effect. It is acknowledged by the Participants that no officer, agent, employee or representative of Travis County has any authority to change or amend the terms of this Agreement or any attachments to it or to waive any breach of this Agreement unless expressly granted that authority by the Travis County Commissioners Court.

15.6 Partial Invalidity - If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be effected, impaired or invalidated, unless such holding causes the obligations of the Participants hereto to be impossible to perform or shall render the terms of this Agreement to be inconsistent with the intent of the Participants hereto.

15.7 Non-assignability - No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by any Participant without the prior written consent of the other Participants hereto.

15.8 Waiver - No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

15.9 Immunity - Neither Travis County, the TCJB, nor the ISDs waive or relinquish any immunity or defense on behalf of themselves, their trustees, commissioners, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

15.10 Available Funds - The Participants to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such entity.

15.11 Open Meetings - The meetings at which this Agreement was approved by the Participants' governing boards were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551.

15.12 Mediation - Any dispute arising under this Agreement may be submitted, upon agreement of the Participants, to non-binding mediation. When mediation is acceptable to the participants in resolving any dispute rising under this Agreement, the Participants agree to use the Dispute Resolution Center of Austin or any other mediator as shall be mutually agreed upon by the Participants, to provide mediation as described in Section 154.023 of the Texas Civil Practice and Remedies Code. Unless the Participants are satisfied with the result of the mediation, the mediation will not constitute a final binding resolution of the dispute. All communications within the scope of the mediation shall remain confidential as described in §154.073 of the Texas Civil Practice and Remedies Code, unless the Participants agree, in writing, to waive the confidentiality.

IN WITNESS THEREOF, the undersigned Participants acting under the authority of their respective governing boards have caused this Agreement to be duly executed in multiple counterparts, each of which shall constitute an original, all as of the day and year above first written, which is the date of this Agreement.

APPROVED:

Signed by:

Maria Cantú Hexsel

DE7799E6E53D456

Honorable Maria Cantú Hexsel
Chair, Travis County Juvenile Board

APPROVED:

Honorable Andy Brown
Travis County Judge

APPROVED:

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Austin Independent School District

APPROVED:

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Del Valle Independent School District

APPROVED:

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Eanes Independent School District

APPROVED:

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Lago Vista Independent School District

APPROVED:

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Lake Travis Independent School District

APPROVED:

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Leander Independent School District

APPROVED:

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Manor Independent School District

APPROVED:

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Pflugerville Independent School District

APPROVED:

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Round Rock Independent School District

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Approval of School Health Advisory Committee (SHAC) Membership Recommendations
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Kristen Alex, M.Ed., Assistant Superintendent of Student and Family Services
Attachments:	Proposed 2026-2027 School Health Advisory Committee (SHAC) Membership Recommendations (*To be uploaded to BoardBook prior to the meeting.)*

Background Information:

As required by the School Health Advisory Committee (SHAC) Bylaws, administration is presenting the recommended membership list for the 2026–2027 School Health Advisory Committee (SHAC) for Board of Trustees approval. The list includes a Board-appointed nominee and additional volunteers representing staff, students, and the community, and continues to strengthen diverse representation by including student members.

Alignment to Board Goals & Student Outcomes:

Superintendent Guardrail 2 (Student Experience & Pathway Access), by ensuring all students, regardless of background, have a voice through student representation, and Guardrail 4 (Impactful Family Engagement), by providing families with health and wellness resources. Improved student wellness is a supporting condition for academic achievement under Board Goals 1-4.

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the recommended 2026–2027 School Health Advisory Committee (SHAC) Membership list as presented.

Sample Motion:

I move that the Board of Trustees approve the recommended 2026–2027 School Health Advisory Committee (SHAC) Membership list as presented.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Discussion of Board Goal Report - Guardrail 5 (Department Plans)
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Kimberly Waltmon, Ed.D., Deputy Superintendent of Administrative Services; Jeremy Trimble, M.Arch, Chief Operations Officer; Jason Miller, MBA, Chief Technology Officer; Rachel Mackey, M.Ed., eHCLE, Chief Human Resources Officer; Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer; Shawn Swisher, J.D., General Counsel; Jennifer Baskerville, MSCJ, Acting Chief of Police; and Crestina Hardie, Chief Communications Officer
Attachments:	Discussion of Board Goal Report - Guardrail 5 (Department Plans) Presentation

Background Information:

This presentation provides an update to the Board of Trustees on the 2026-2027 non-instructional department plans, per Guardrail 5 in the 2026-27 Board Goals and Superintendent Guardrails. The department plans establish performance indicators aligned to district priorities and demonstrate how non-instructional departments impact the student experience and support a focus on student learning.

Alignment to Board Goals & Student Outcomes:

This work directly addresses Guardrail 5, Effective & Efficient Operations, which requires non-instructional departments to establish performance indicators within department plans that align to district priorities. The department plans demonstrate how operational work in facilities, technology, human resources, finance, legal services, police department, communications, and other non-instructional areas supports student learning and the student experience. By aligning departmental goals, performance indicators, resources, and processes to district priorities, the plans support operational effectiveness, fiscal stewardship, and a safe, connected, and student-centered learning environment.

Administrative Recommendation:

N/A

Sample Motion:

N/A

September 17, 2026

Board Goal Report - Guardrail 5 (Department Plans)

Board Monitoring Cycle

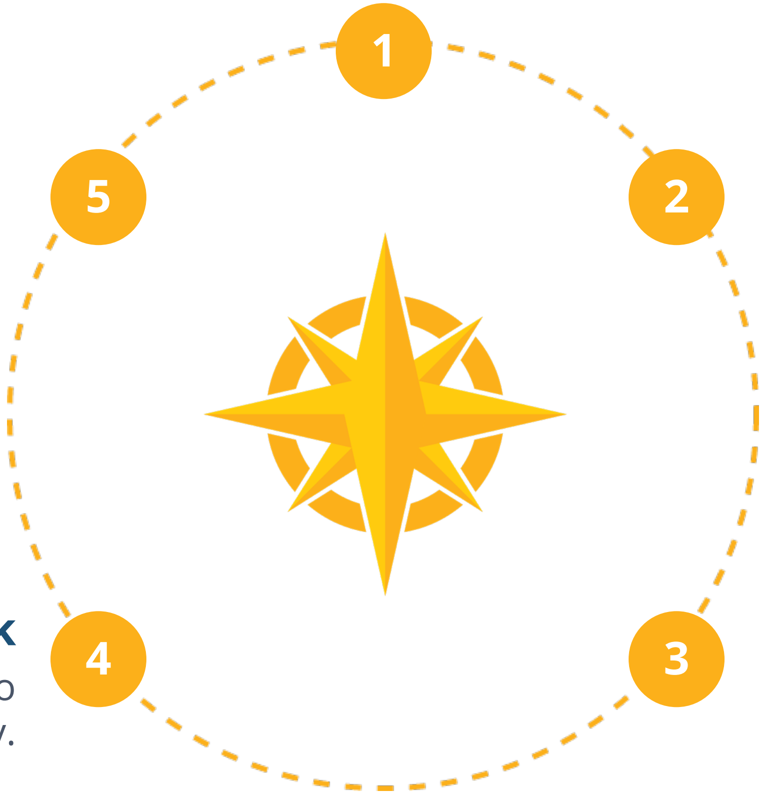
Board Reports
Data and updates tied to board goals.

Spotlights
Bringing work to life via student and staff stories.

Board Walks
Campus and department visits to see work in action.

Discussion & Feedback
Using monitoring reports to inform strategy.

Decisions & Action
Informed decision-making to drive progress.



PURPOSE

The purpose of this presentation is to update the board of trustees on the non-instructional department plans for the 2026-2027 school year, per Guardrail 5.

Effective & Efficient Operations

The Superintendent shall ensure that all operational and budgetary decisions are aligned with academic goals; this includes requiring an "Academic Impact Statement" for all major resource allocations to demonstrate how they directly contribute to achieving the 2030 Board Goals.

Interim Goal

All non-instructional departments will establish performance indicators within department plans that align to district priorities.

Maya's Journey

Behind Every Great School Day

Maya doesn't experience individual departments.
She experiences one school.

Meet Maya.

- She may not know how our organizational chart works—and that's okay. **She simply needs to know that the right people are there to support her.**
- She doesn't need to know which department owns what. **She needs a seamless experience and confidence that we'll connect her with the right team.**
- She doesn't need to understand our processes or budget codes. **She needs us to make the behind-the-scenes work feel simple, seamless, and student-centered.**

She has one question:

"Is this going to be a great year?"

Seven departments. Seven sets of goals. One student experience.

MAYA'S SCORECARD

- Welcomed?
- Connected?
- Supported?
- Resourced?
- Treated fairly?
- Safe?
- Informed?

We'll check these off together.

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Facilities: Is My School Ready for Me?

A safe, welcoming place to learn.

GOAL 1 **Strengthen transparency around long-range planning, budgeting, enrollment, staffing, and operational constraints**

What Maya experiences: A school that is prepared for today and the future where classrooms and resources are aligned with student needs and where she can see that decisions are being made with her learning experience in mind.

GOAL 2 **Transportation: Target the reduction of absenteeism and the preservation of instructional time thru consistent on-time arrivals**

What Maya experiences: A reliable and safe trip to and from school that allows her to arrive on time, begin learning with her classmates, and maximize her instructional time each day.

GOAL 3 **Child Nutrition Services: Decrease food insecurity, increase morning alertness, and enhance academic readiness and outcomes by maximizing breakfast meal participation**

What Maya experiences: Access to nutritious meals that help her start the school day ready to learn, stay focused in class, and have the energy she needs to participate fully throughout the day.

GOAL 4 **Custodial Services: Enhance student attendance through enhanced health and safety cleaning protocols, specifically targeting the reduction of cross-contamination and virus-causing bacteria**

What Maya experiences: A clean, healthy, and well-maintained school environment where she can learn, interact with others, and participate in school activities with fewer disruptions caused by illness or unsafe conditions.

Stewardship that students can see, feel, and experience every day

MAYA'S SCORECARD

- **Welcomed?**
- Connected?
- Supported?
- Resourced?
- Treated fairly?
- Safe?
- Informed?

Technology: Can I connect?

Technology enables learning.

GOAL 1 CYBERSECURITY AND RESILIENCY IMPROVEMENTS

Grandview Hills Data Center fully online, strengthen the district's cybersecurity posture through the 2026–2027 school year.

What Maya experiences: Maya can safely spend her school day researching and collaborating online, fully shielded from cyber threats and network downtime.

GOAL 2 COMPREHENSIVE STUDENT DATA SYSTEM ROLLOUT

Abre implementation: Real-time, disaggregated student-performance data is accessible and actionable for every teacher and Professional Learning Communities (PLC), supporting the Board's 2030 STAAR, Algebra 1, and Texas Success Initiative (TSI)-readiness targets.

What Maya experiences: Maya's teachers can instantly track her academic progress across seven years of historical test scores and real-time class data. This seamless access allows her teachers to personalize daily lessons and support her specific learning needs.

GOAL 3 EFFECTIVE AND EFFICIENT IT OPERATIONS

Improve operational efficiency and financial stewardship in 2026–2027 by completing a district software-usage audit, raising device-recovery/asset accountability, streamlining procurement.

What Maya experiences: By eliminating software clutter to focus funding on essential costs and full-time employees (FTE's), the district ensured every app on her laptop was approved and had a Data Privacy Agreement.

MAYA'S SCORECARD 38

- Welcomed?
- Connected?
- Supported?
- Resourced?
- Treated fairly?
- Safe?
- Informed?

Our goal isn't to give Maya more technology. ***It's to remove technology as a barrier to learning.***

Human Resources: Who shows up for Maya?

Great people, ready to serve.

GOAL 1 **Refine hiring practices for leadership positions.**
GOAL 4 **Evaluate the effectiveness of the revised campus staffing guidelines.**

What Maya experiences: Caring educators and capable leaders who are ready to meet her needs.

GOAL 2 **Build a transparent and sustainable extra-duty compensation system.**
GOAL 5 **Support the work surrounding the refinement of the educator evaluation systems.**

What Maya experiences: Staff who feel valued and continually improve the support they provide.

GOAL 3 **Develop a three-year technology roadmap to improve operational efficiency.**

What Maya experiences: Adults spending less time navigating processes & more time focused on students.

Every student experience is a people experience.

MAYA'S SCORECARD

- **Welcomed?**
- **Connected?**
- **Supported?**
- Resourced?
- Treated fairly?
- Safe?
- Informed?

Finance: How do priorities become reality?

The resources behind the experience.

GOAL 1 **The Leander ISD Financial Services department does far more than just balance the books; it serves as the operational backbone that turns instructional goals into reality. To build trust and drive performance, finance teams must serve a wide range of stakeholders and continuously modernize practices.**

What Maya experiences: Dollars → decisions → resources → opportunities → outcomes. Maya sees the last two.

GOAL 2 **The Business & Financial Services department supports the district's educational mission through accountable and effective management of district funds.**

What Maya experiences: Long-term sustainability, so the program she loves this year still exists next year.

GOAL 3 **Improve staff and community understanding of the district's budgetary constraints and financial challenges.**

What Maya experiences: Transparency and efficiency that keep the district's word good with its community.

Every budget decision becomes a student experience.

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MAYA'S SCORECARD

- **Welcomed?**
- **Connected?**
- **Supported?**
- **Resourced?**
- Treated fairly?
- Safe?
- Informed?

Legal: What happens when things get complicated?

Fairness, access, privacy.

GOAL 1 **By the end of year, the Legal Services Department will analyze grievance data and determine trends and training opportunities to encourage early resolution of disputes.**

What Maya experiences: Fairness and access — the same opportunity as the student sitting next to her.

GOAL 2 **By the end of year, develop a comprehensive procedure manual for department processes (including Public Information Request (PIR), grievances, student records)**

What Maya experiences: Privacy and student rights, including responsible use of her data and of AI.

GOAL 3 **By end of year, update public facing websites to clarify processes related to grievances, PIR, student records, and subpoena service**

What Maya experiences: Sound processes that let her educators act confidently instead of cautiously.

Good legal work is often invisible — but Maya benefits from it every day.

MAYA'S SCORECARD

- **Welcomed?**
- **Connected?**
- **Supported?**
- **Resourced?**
- **Treated fairly?**
- Safe?
- Informed?

LISD PD: Do I feel safe here?

Safety, trust and preparedness.

GOAL 1

Increase Campus Visibility

The Police Department will increase officer visibility and proactive engagement across all campuses to prevent incidents and maintain a safe learning environment.

What Maya experiences: Prevention and relationships — officers and staff Maya knows by name.

GOAL 2

Strengthen Relationships

Build relationships among officers, students, staff, and families through consistent communication, positive interactions, and professional service.

What Maya experiences: Staff preparedness and training to maintain safety.

GOAL 3

Evaluate and Improve Early Intervention

Expand collaboration with counselors, threat-assessment teams, and behavioral health partners to identify and address concerns before they escalate.

What Maya experiences: Mental and behavioral health partnerships that reach Maya before a crisis does.

Safety creates the space for learning.

MAYA'S SCORECARD

- Welcomed?
- Connected?
- Supported?
- Resourced?
- Treated fairly?
- Safe?
- Informed?

Communications: Does Maya and her family know what's happening?

Clarity, connection, trust.

GOAL 1 **Establish and implement a strategic storytelling framework to proactively identify, develop and share student and staff stories that demonstrate district priorities and strengthen understanding of the LISD experience, including but not limited to Prop A / Voter-Approval Tax Rate Election (VATRE), Enrollment Marketing and Attendance.**

What Maya experiences: A school community where her experiences, and each and every other student, feels seen, valued and celebrated.

GOAL 2 **Implement a strategic project-management system that captures 100% of identified major initiatives and recurring deliverables with assigned owners, phases, deadlines and communication channels, and will use the system throughout the year to improve prioritization, workload visibility and on-time project delivery.**

What Maya experiences: Surrounded by informed, aligned adults she trusts who share a clear, consistent story.

GOAL 3 **Establish and implement customer-service standards focused on responsiveness, communication, ownership and follow-through.**

What Maya experiences: A responsive, transparent district that tells the truth quickly when things go wrong, and celebrates loudly when they go right.

We make the work understandable, visible, and connected.

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MAYA'S SCORECARD

- Welcomed?
- Connected?
- Supported?
- Resourced?
- Treated fairly?
- Safe?
- Informed?

One school. One experience. One student at a time. Every decision we make—from facilities to communications—is a promise to Maya that this will be a great year.

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Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Adoption of Annual Certification of Compliance with Certain Laws Under Senate Bill 12
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Shawn Swisher, J.D., General Counsel
Attachments:	TEC § 39.008: Certification of Compliance with Certain Laws Required Resolution of the Board of Trustees Regarding Texas Education Code § 39.008 Certification of Compliance

Background Information:

The requirements of Senate Bill 12 (SB 12) from the 89th Legislative Session, as enacted at Texas Education Code § 39.008 requires that the superintendent of each school district certify annually before September 30 to the Texas Education Agency (TEA) that the district is in compliance with Texas Education Code §§ 11.005 and 28.0022. Those requirements included conducting a public hearing, which the Board has done this evening. The other requirement is that the Board of Trustees vote on the certification.

The certification document is attached with this agenda item and is based on the TEA provided template. You will see the policy in place, including policy updates that demonstrate SB 12 compliance in the areas related to prohibitions on diversity, equity, and inclusion (DEI) activities. You will also see references to the updates that were made to the employee handbook and to vendor notification in order to maintain compliance with these provisions. The district administration is asking the Board to adopt the attached resolution this evening in order to direct the superintendent to submit the required certification to TEA, as a means of documenting the Board's compliance with the provisions related to holding a public hearing and voting on the certification.

Alignment to Board Goals & Student Outcomes

Guardrail 5: Effective and Efficient Operations - Ensures the District is meeting its legal compliance requirements.

Administrative Recommendation:

Administration recommends adoption of the Resolution Regarding Annual Certification of Compliance with Certain Laws Under Senate Bill 12, as presented.

Sample Motion:

I move that the Board adopt the Resolution Regarding Annual Certification of Compliance with Certain Laws Under Senate Bill 12 as presented.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Leander ISD

County-District Number (CDN): 246-913

Superintendent/CEO Name: Dr. Chris Clark

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

Policy BJCF(LOCAL) Superintendent: Nonrenewal – Engaging or assigning DEI duties, as well as instructional activities prohibited by law were included in the list of reasons the superintendent's contract may be nonrenewed.

Policy BT(LEGAL) Prohibition on Diversity, Equity, and Inclusion Activities – This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.

Policy CJ(LEGAL) and CJ(LOCAL) Contracted Services – Adopted new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or DEI duties under SB 12. Violations will result in termination of the contract.

Policy DF(LEGAL) Termination of Employment – The legal framework was revised to address the prohibition on DEI and prohibited classroom instruction.

Policy DFBB(LOCAL) Term Contracts: Nonrenewal – Engaging or assigning DEI duties, as well as instruction activities prohibited by law, were included in the list of reasons a term contract employee may be nonrenewed.

DH(LOCAL) Employee Standards of Conduct – Sections on Prohibited Classroom Instruction or Activities and Prohibited Diversity, Equity, and Inclusion Duties were added.

BJA(LEGAL) Superintendent: Qualifications and Duties – The legal framework was updated to include information regarding the required certifications to TEA.

BT(LEGAL) Prohibition on Diversity, Equity, and Inclusion Activities – This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.

CDC(LEGAL) Other Revenues: Gifts and Solicitations – A district may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Education Code 28.0022(a)(4)(A).

CMD(LEGAL) Equipment and Supplies Management: Instructional Materials Care and Accounting – In providing instructional materials for each subject in the required curriculum and each grade level, the district protects students from obscene or harmful content as necessary for compliance with Education Code 28.0022.

CQA(LEGAL) Technology Resources: District, Campus, and Classroom Websites – The list of required website positing was updated to reflect that a district must post notice at least seven days before the date on which a meeting is held to discuss the certification of compliance with Education Code 11.005 and 28.0022.

DG(LEGAL) Employee Rights and Privileges – Teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs and may not be subject to discipline for an allegation that they did so if they are using SBOE-approved instructional materials and teaching with fidelity.

EMB(LEGAL) Miscellaneous Instructional Policies: Teaching About Controversial Issues – The legal framework at this code was updated with the information from Education Code 28.0022.

FOA(LEGAL) Student Discipline: Removal by Teacher or Bus Driver – A teacher may not remove a student from class based on a single incident of behavior if the student is reasonably discussing certain debated and controversial topics subject to Education Code 28.0022.

Employee Handbook – The District's Employee Handbook was updated to include information about updated Policies DF and DH, which included the prohibitions on engaging in or assigning diversity, equity, and including duties to any person, and prohibiting engaging in or assigning classroom instruction related to controversial subject described in Education Code 28.0022, and providing notice that violations are subject to discipline, up to and including termination. Further, the Handbook was updated to include updated Standards 1.14 through 1.18 from the Texas Educator Code of Ethics.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or training altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? X Yes ☐ No

If yes, describe or attach a copy of the changes below.

Please see the Policy update descriptions in Section 2, above. Additionally, as noted above, the Employee Handbook was updated to reflect these changes. Further, these policy updates were addressed in beginning of year training for staff returning to the 2025-2026 school year. Finally, contracting procedures have been amended to ensure contractors are notified of the prohibitions resulting from SB 12.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes X No

Total cost savings: $ N/A

If yes, describe or attach a copy of the cost savings.

- Not applicable

Section 5: Board Approval

Date of Board/Governing Body Meeting: September 17, 2026

Meeting notice was posted on LEA website at least seven days in advance: ☐ Yes ☐ No

Public testimony opportunity provided during meeting: ☐ Yes ☐ No

Certification approved by majority vote: ☐ Yes ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: ________________________________

Date: ____________

SWORN TO AND SUBSCRIBED before me on this ______ day of ______________________, 20_____.

____

Notary Public, State of Texas

RESOLUTION OF THE BOARD OF TRUSTEES REGARDING
Texas Education Code § 39.008 Certification of Compliance

WHEREAS, the 89th Texas Legislature passed Senate Bill 12; and

WHEREAS, Senate Bill 12 enacted Texas Education Code § 39.008 which requires that the superintendent of each school district certify annually before September 30 to the Texas Education Agency that the district is in compliance with Texas Education Code §§ 11.005 and 28.0022; and

WHEREAS, the Superintendent of Leander Independent School District ("District") certifies that the District is in compliance with Texas Education Code §§ 11.005 and 28.0022; and

WHEREAS, notice of the Board meeting where this certification is presented was posted at least seven days in advance and opportunity for public testimony was provided at the meeting;

IT IS THEREFORE RESOLVED THAT the Board of Trustees of the Leander Independent School District approves the Texas Education Code § 39.008 Certification of Compliance (Exhibit A) and authorizes the Superintendent to submit the Certification to the Agency.

Adopted on September 17, 2026, by the Leander ISD Board of Trustees by a vote of ___ FOR, ____ AGAINST, ____ABSENT, and/or ____ABSTAIN.

______________________________	______________________________
Anna Smith	Nekosi Nelson
President, Board of Trustees	Secretary, Board of Trustees

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Approval of a Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Chris Clark, Ed.D., Superintendent of Schools
Attachments:	N/A

Background Information:

The Texas Association of School Boards (TASB) Delegate Assembly provides school boards across Texas with an opportunity to directly influence TASB's advocacy priorities, leadership, and legislative direction for public education.

As active members of TASB, each local school board has the exclusive right to appoint a Delegate and Alternate Representative to represent their board and community at the Delegate Assembly. Delegates play an important role in shaping TASB's priorities for the upcoming legislative session, electing members of the TASB Board, and helping guide the future direction of the Association.

The 2026 TASB Delegate Assembly will be held in conjunction with txEDCON 2026 (TASA-TASB Convention) in Houston on Friday, October 9, 2026. Board participation in the Delegate Assembly ensures that Leander ISD's voice is represented in statewide discussions impacting Texas public education.

During the June 4, 2026, Regular Board Meeting, the Board of Trustees appointed Trish Bode as the Official Voting Delegate and Anna Smith as the Alternate Delegate to the 2026 TASB Delegate Assembly. Because Trish Bode is unable to attend the txEDCON 2026 (TASA-TASB Convention), the Board will need to appoint a new Official Voting Delegate and Alternate Delegate to represent Leander ISD at the 2026 TASB Delegate Assembly.

Alignment to Board Goals & Student Outcomes:

Appointing a Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly supports the Leander ISD Board Goals by ensuring the District is represented in statewide public education governance and advocacy. Participation in the Delegate Assembly provides an opportunity for the District to contribute to discussions and decisions affecting Texas public schools while supporting effective governance and advancing the interests of Leander ISD students, staff, and community.

Administrative Recommendation:

Administration recommends the Board appoint an Official Voting Delegate and an Alternate representative to the 2026 TASB Delegate Assembly.

Sample Motion:

I recommend that the Board of Trustees name ______________________ as the Official Voting Delegate and ______________________ as the Alternate to the 2026 TASB Delegate Assembly.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Discussion of Efficiency Audit in Conjunction with Voter-Approval Tax Rate Election (VATRE)
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer, Celina Cereceres, CPA, CFE with Whitley Penn, LLP
Attachments:	Whitley Penn Efficiency Audit Discussion of Efficiency Audit in Conjunction with Voter-Approval Tax Rate Election (VATRE) Presentation

Background Information:

Texas Education Code, Section 11.184, requires the Board of Trustees of a school district to conduct an efficiency audit before seeking voter approval to adopt a tax rate for the Maintenance and Operations (M&O) of the district. Statute defines an efficiency audit as an investigation of the operations of a school district to examine fiscal management, efficiency, and utilization of resources. The Legislative Budget Board (LBB) has established mandatory guidelines identifying the scope and areas of investigation of an efficiency audit. According to the guidelines, the purpose of the efficiency audit is to provide information to voters regarding a school district's fiscal management, efficiency, and utilization of resources before a VATRE. A district must pay the costs associated with an audit.

The Board of Trustees of a school district must select an auditor to conduct an efficiency audit pursuant to the Texas Education Code, Section 11.184(b), no later than four months (July 3, 2026) before the date on which the district proposes to hold an election to adopt an M&O tax rate. The district may select the auditor that conducts its annual audit and may include the efficiency audit as part of the annual audit. The results of the efficiency audit must be posted on the district's website no later than October 2, 2026 in order to meet the posting requirement. Additionally, the audit results must be discussed in an open meeting of the Board of Trustees before the election.

The Board of Trustees approved Whitley Penn as the auditor to conduct the efficiency audit at the May 21, 2026 Regular Board Meeting. Celina Cereceres with Whitley Penn will be here to discuss the findings of the audit.

Alignment to Board Goals & Student Outcomes:

Effective and Efficient Operations: This agenda item advances Superintendent Guardrail 5 by complying with Texas Education Code Section 11.184, which requires a school district to complete an efficiency audit before seeking voter-approval tax rate election. The efficiency audit provides an independent review of the District's fiscal management, operational efficiency, and utilization of resources.

Administrative Recommendation:

N/A

Sample Motion:

N/A

whitleypenn

LEANDER
INDEPENDENT SCHOOL DISTRICT

Agreed-Upon Procedures Related to an Efficiency Audit Performed in Accordance with Legislative Budget Board Guidelines

Data for the Year Ended
June 30, 2025

Austin Office
3600 N. Capital of Texas Hwy.
Bldg B. Suite 250
Austin, Texas 78746
737.931.8200 Main

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INDEPENDENT ACCOUNTANT'S
REPORT ON APPLYING AGREED-UPON PROCEDURES

To the Board of Trustees and Citizens
of Leander Independent School District

We have performed the agreed-upon procedures enumerated below, which were agreed to by Leander Independent School District (the "District"), solely for the purpose of reporting our findings regarding the results of the procedures as compared to the criteria set forth in the Legislative Budget Board's ("LBB") House Bill 3 Efficiency Audit Guidelines in relation to the District's peer districts.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the District. Consequently, we make no representations regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion. Accordingly, we do not express an opinion or conclusion. Our report includes specific findings based on the procedures performed. Had we been engaged to perform additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of District management and the Board of Trustees and is not intended to be and should not be used by anyone other than these specified parties.

Whitley Penn LLP

Austin, Texas
September 1, 2026

SECTION I - EXECUTIVE SUMMARY

Overview of Procedures Performed

The District engaged Whitley Penn, LLP, to conduct agreed-upon procedures, following the guidelines established by the Legislative Budget Board. The purpose of the procedures is to inform the public about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices. The information includes data and tools that the State of Texas currently utilizes to measure school district efficiency.

In conducting the agreed-upon procedures for the District, we gained an understanding of the District's fiscal management, efficiency, and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts. This was accomplished by analyzing data from the year ended June 30, 2025 and prior, maintained by the Texas Education Agency ("TEA") and the District. An overview of the objectives and approach performed during the agreed-upon procedures are provided in Section III of this report. District data on accountability, students, staffing and finances, with peer districts and state comparisons are described in Section IV of this report.

SECTION II - KEY INFORMATION ABOUT THE DISTRICT

The District is considering a Voter-Approval Tax Rate Election (VATRE) on November 3, 2026 to adopt an increased Maintenance and Operations (M&O) tax rate in tax year 2026 (fiscal year 2027). Maintenance and operations (M&O) taxes are used for the operation of public schools. The District previously held a VATRE in 2022.

Over the past two years, the District has taken steps to strengthen its financial position, increase revenue, and reduce expenditures while continuing to protect student programs and services. These efforts have occurred in an increasingly challenging financial environment marked by limited growth in the State's basic allotment, rising costs, unfunded or underfunded mandates, inflationary pressures, the expiration of Elementary and Secondary School Emergency Relief (ESSER) funding, and slower enrollment growth.

The Maintenance and Operations (M&O) tax rates for fiscal years 2023 and 2024 were $0.9446 and $0.7787, respectively. The M&O rate was further compressed for fiscal year 2025 to $0.7569. For fiscal year 2026, the District did not change its tax rate. In addition, legislative changes enacted during the 89th Texas Legislature reduced the District's taxable value base and property tax collections.

Fiscal Year	Tax Year	Maintenance & Operations Tax Rate	Interest & Sinking Tax Rate	Total Tax Rate
2021	2020	$0.9534	$0.4650	$1.4184
2022	2021	$0.8720	$0.4650	$1.3370
2023	2022	$0.9446	$0.3300	$1.2746
2024	2023	$0.7787	$0.3300	$1.1087
2025	2024	$0.7569	$0.3300	$1.0869
2026	2025	$0.7569	$0.3300	$1.0869

The District has continued to pursue opportunities to generate additional revenue and improve its financial position. These efforts include expanding Career and Technical Education (CTE) offerings and associated revenue opportunities, improving Average Daily Attendance (ADA), continuing Open Enrollment efforts, evaluating an Additional Days School Year (ADSY) program for summer 2027, and researching and considering implementation of the Teacher Incentive Allotment (TIA). These initiatives are part of the District's long-term financial strategy, but several are expected to take time to implement and produce their full financial impact.

SECTION II - KEY INFORMATION ABOUT THE DISTRICT (continued)

The District has also taken action to identify and implement cost reductions and efficiencies. The District identified reductions totaling more than $15 million in fiscal year 2025-2026 and more than $11 million in fiscal year 2026-2027. These actions indicate that the VATRE is one component of the District's broader financial strategy, which includes both increasing recurring revenue and evaluating expenditures for additional efficiencies.

Despite these efforts, the District continues to face a structural financial challenge. The basic allotment has seen no meaningful increase since 2019, while costs for special education, safety and security, prekindergarten, dyslexia services, employee benefits, utilities, insurance, contracted services, and other operations have continued to rise. In addition, positions previously supported with temporary ESSER funds have shifted to the General Fund, while slower enrollment growth limits the District's ability to generate additional revenue through enrollment.

These circumstances prompted the request for an agreed-upon procedures engagement. In May 2026, the District's Board of Trustees approved the engagement of Whitley Penn, LLP to conduct the agreed-upon procedures in accordance with LBB's House Bill 3 Efficiency Audit Guidelines. The engagement letter was executed in May 2026. These procedures focus on informing voters about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices. The information includes data and tools that the State of Texas currently utilizes to measure school district efficiency.

The District's fiscal year 2026 M&O tax rate is $0.7569. The proposed VATRE would increase the M&O tax rate by three cents, resulting in a proposed M&O tax rate of $0.7869. The District's I&S tax rate would remain unchanged. Based on the District's average taxable home value of $460,292, the estimated annual tax bill under the VATRE scenario would increase by approximately $27.56 per year, or $2.30 per month, compared with the prior year.

A successful three-cent VATRE would generate approximately $6.7 million in additional net M&O revenue for the District after accounting for state recapture. This additional recurring revenue would strengthen the District's financial position and help minimize the need for future reductions.

District management indicated that the VATRE is one component of the District's overall financial strategy and does not replace continued fiscal discipline. Management further indicated that, whether or not voters approve the VATRE, the District will continue evaluating opportunities to increase revenue, reduce expenditures, improve efficiencies, and strengthen its financial position. The District's stated approach is to continue the work already underway to control costs and grow revenue while seeking voter approval for additional local funding to help protect programs, support employees, and minimize the need for future reductions.

SECTION II - KEY INFORMATION ABOUT THE DISTRICT (continued)

Key information about the District is summarized below:

- The District's fiscal year 2024 and 2025 Maintenance and Operations (M&O) tax rates of \$0.7787 and \$0.7569, respectively, were greater than the peer district average M&O tax rates of \$0.7458 and \$0.7522, respectively.
- The District's operating revenue per student for fiscal year 2025 and over the last five years was lower than the peer district and State averages for both General Fund and all funds operations.

Metric	Leander ISD	Peer District Average	State Average
Total Operating Revenue Per Student (All Funds)	\$10,446	\$11,970	\$12,667
Five-Year Average General Fund Operating Revenue Per Student	\$9,067	\$9,773	N/A
Five-Year Average Operating Revenue Per Student (All Funds)	\$10,163	\$11,763	\$12,506

- The District's operating expenditures per student for fiscal year 2025 and over the last five years were lower than the peer district and State averages.

Metric	Leander ISD	Peer District Average	State Average
Total Operating Expenditures Per Student (All Funds)	\$11,561	\$12,877	\$12,952
Five-Year Average General Fund Operating Expenditures Per Student	\$9,493	\$10,181	N/A
Five-Year Average Operating Expenditures Per Student (All Funds)	\$10,477	\$12,039	\$12,267

- The District's School Financial Integrity Rating System of Texas (FIRST) rating for 2024-2025 was based on school year 2023-2024 data. The District earned 98 points out of 100 or an A (Superior) rating.
- The 2025 A-F accountability rating for the District was an 88 or a "B". Its peer district average rating was a 77 or a "C".
- The Texas Education Agency reviews and tracks the performance of both school districts and individual schools with the Texas A-F Accountability System. The 2025 A-F accountability ratings for all of the District's campuses are summarized below.

Rating	# of Campuses
A	22
B	12
C	12
D	1
Not Rated	3

Additional details and results of our procedures are included in Section IV.

SECTION III - OBJECTIVES AND APPROACH

Objectives

The objective of our agreed-upon procedures was to assess the District's fiscal management, efficiency and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts.

Approach

In order to achieve the objectives, set forth above, Whitley Penn, LLP performed the following procedures:

1. Selected 8 peer districts, developed a simple average and used the same comparison group throughout the engagement.
2. Reported on the overall accountability rating (A-to-F and a corresponding scale score of 1 to 100).
3. Compared the District's peer districts' average score and listed the following District's campus information:
    a. Accountability rating count for each campus level within the district.
    b. Names of the campuses that received an F accountability rating
    c. Campuses that are required to implement a campus turnaround plan
4. Reported on the District's School FIRST rating. For a rating of less than A, listed the indicators not met.
5. Reported on student characteristics for the District, its peer districts and the State average including:
    a. Total Students
    b. Economically Disadvantaged
    c. English Learners
    d. Special Education
    e. Bilingual/ESL Education
    f. Career and Technical Education
6. Reported on the attendance rate for the District, its peer districts and the State.
7. Reported on the five-year enrollment for the District for the most recent school year and four (4) years prior, the average annual percentage change based on the previous five years and the projected next school year.
8. Reported on the following indicators related to the District's revenue, its peer district average and the State average and explained any significant variances.
    a. Local M&O Tax (Retained) (without debt service and recapture)
    b. State
    c. Federal
    d. Other local and intermediate
    e. Total revenue

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

9. Reported on the following indicators related to the District's expenditures, its peer district average, and the State average and explained significant variances from the peer district average in any category. In addition, explained the reasons for the District's expenditures exceeding revenue, if applicable.
    a. Instruction
    b. Instructional resources and media
    c. Curriculum and staff development
    d. Instructional leadership
    e. School leadership
    f. Guidance counseling services
    g. Social work services
    h. Health services
    i. Transportation
    j. Food service operation
    k. Extracurricular
    l. General administration
    m. Plant Maintenance and Operations
    n. Security and monitoring services
    o. Data processing services
    p. Community services
    q. Total operating expenditure
10. Reported on the following indicators for payroll and select District salary expenditures compared to its peer district average and the State average and explained any significant variances from the peer district average in any category.
    a. Payroll as a percentage of all funds
    b. Average teacher salary
    c. Average administrative salary
    d. Superintendent salary
11. Reported on the General Fund operating fund balance, excluding debt service and capital outlay, for the past five years and per student for the District and its peer districts. Analyzed unassigned fund balance per student and as a percentage of three-month operating expenditures and explained any significant variances.
12. Reported the District's allocation of staff, and student-to-teacher and student-to-total staff ratios for the District, its peer districts and the State average. The following staff categories were used:
    a. Teaching
    b. Support
    c. Administrative
    d. Paraprofessional
    e. Auxiliary
    f. Students per total staff
    g. Students per teaching staff

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

13. Reported on the District's teacher turnover rate as well as its peer districts and the State's average. Reported on the following programs offered by the District, including the number of students served, percentage of enrolled students served, program budget, program budget as a percentage of the District's budget, total staff for the program, and student-to-staff ratio for the program.
    a. Special Education
    b. Bilingual Education
    c. Migrant Programs
    d. Gifted and Talented Programs
    e. Career and Technical Education
    f. Athletics and Extracurricular Activities
    g. Alternative Education Program/Disciplinary Alternative Education Program
    h. Juvenile Justice Alternative Education Program

14. Described how the District maximizes available resources from state sources and regional education service centers to develop or implement programs or deliver services.
15. Reported on the District's annual external audit report's independent auditor's opinion as required by *Government Auditing Standards*.
16. Explained the basis of the TEA assigning the District a financial-related monitoring/oversight role during the past three years, if applicable.
17. In regards to the District's budget process, provided a response to each of the following questions:
    a. Does the District's budget planning process include projections for enrollment and staffing?
    b. Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?
    c. Does the District use cost allocation procedures to determine campus budgets and cost centers?
    d. Does the District analyze educational costs and student needs to determine campus budgets?
18. Provided a description of the District's self-funded program, if any, and analyzed whether program revenues are sufficient to cover program costs.
19. Reported whether the District administrators are evaluated annually and, if so, explained how the results inform District operations.
20. In regards to the District's compensation system, provided a response to the following questions:
    a. Does the District use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.
    b. Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?
    c. Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?
    d. Has the District made any internal equity and/or market adjustments to salaries within the past two years?
21. In regards to planning, provided a response for each of the following questions:
    a. Does the District develop a District Improvement Plan (DIP) annually?
    b. Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

   c. Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:
      i. Does the District use enrollment projections?
      ii. Does the District analyze facility capacity?
      iii. Does the District evaluate facility condition?
   d. Does the District have an active and current energy management plan?
   e. Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?

22. In regards to District academic information, provided a response for each of the following questions:
    a. Does the District have a teacher mentoring program?
    b. Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?
    c. When adopting new programs, does the District define expected results?
    d. Does the District analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?
23. Provided a response to the question if the District modifies programs, plans staff development opportunities, or evaluates staff based on analyses of student test results.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS

1. Peer Districts

The Texas Education Agency's (TEA) Snapshot Peer Search identified a total of 37 possible peer districts based on district size (25,000 to 49,999). Using other similar characteristics for community type, property wealth, tax rate, and Texas Smart Schools, Whitley Penn, LLP selected the eight (8) peer districts shown below.

FIGURE 1
PEER DISTRICTS

DISTRICT NAME	COUNTY
Pflugerville ISD	Travis County
Plano ISD	Collin County
Mesquite ISD	Dallas County
Humble ISD	Harris County
Pasadena ISD	Harris County
Spring ISD	Harris County
Manor ISD	Travis County
Round Rock ISD	Williamson County

Fiscal Year	Tax Year	Leander ISD Maintenance & Operations Tax Rate	Peer District Average Maintenance & Operations Tax Rate	Variance
2024	2023	$ 0.7787	$ 0.7458	$ 0.0329
2025	2024	$ 0.7569	$ 0.7522	$ 0.0047
2026	2025	$ 0.7569	$ 0.7515	$ 0.0054

The District's M&O tax rate was $0.7787 in fiscal year 2024 and was used by the TEA to identify the District's peer districts. The fiscal year 2024 average M&O tax rate for all peer districts was $0.7458, with the highest tax rate being $0.8405 (Plano ISD) and the lowest tax rate was $0.6692 (Spring ISD). The District's fiscal year 2024 tax rate was approximately $0.0329 greater than its peer districts.

The fiscal year 2025 M&O tax rate for the District was $0.7569, while peer district average was $0.7522. Among the peer districts, Pasadena ISD reported the highest M&O tax rate at $0.8855, while Spring ISD reported the lowest at $0.6669. The District's fiscal year 2025 tax rate was approximately $0.0047 higher than its peer districts.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

1. Peer Districts (continued)

The District maintained its M&O tax rate at $0.7569 in fiscal year 2026. The average M&O tax rate among the peer districts was $0.7515. Pasadena ISD reported the highest M&O tax rate at $0.8322, while Mesquite ISD reported the lowest at $0.6969. The District's M&O tax rate was approximately $0.0054 higher than the peer district average.

2. Accountability Rating

The Texas Education Agency (TEA) annually assigns an A-to-F rating and a corresponding scaled score (1 to 100) to each district and campus based on student assessment results and other accountability measures.

FIGURE 2
A-F ACCOUNTABILITY RATING COMPARISON
2025

	DISTRICT RATING (A-F)	DISTRICT SCORE (1-100)	PEER DISTRICT AVERAGE RATING (A-F)	PEER DISTRICT AVERAGE SCORE (1-100)
Rating/Score	B	88	C	77

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

2. Accountability Rating (continued)

There were no campuses with an F rating. The results for the District's campuses are shown below.

FIGURE 3
A-F ACCOUNTABILITY RATING BY CAMPUS LEVEL
2025

	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	DAEP
A	10	5	7	-
B	7	4	1	-
C	12	-	-	-
D	1	-	-	-
Not Rated	-	-	2	1
F	-	-	-	-

Campuses with F Accountability Rating

None

Campuses Required to Implement a Campus Turnaround Plan

None

One school serves as the District's Disciplinary Alternative Education Program (DAEP) campus. DAEP provides an alternative educational setting for students who have been removed from their regular instructional environment due to disciplinary actions.

Established in accordance with Texas Education Code §37.008, the program is designed to provide continued academic instruction while supporting students' behavioral development and facilitating their successful reintegration into the traditional educational environment.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

3. Financial Rating

The State of Texas' school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

The rating is determined through a combination of four (4) critical indicators and seventeen (17) supplementary solvency indicators. Beginning with the 2016-2017 Rating (based on 2015-2016 financial data), the Texas Education Agency moved from a "Pass/Fail" system and began assigning a letter rating. The ratings and corresponding points are shown below:

Rating	Points
A = Superior	90 – 100
B = Above Standard	80 - 89
C = Meets Standards	70 – 79
F = Substandard Achievement	Less than 70

The District's 2024-2025 rating, based on school year 2023-2024, was an "A" (Superior). In addition, the District earned an "A" (Superior) rating for all years between 2021 and 2024, except for rating year 2022 when the District earned a "B" (Above Standard) rating. In rating year 2022, the District earned a total score of 88 points, which was two points below the 90-point threshold required to achieve an "A" (Superior) rating. Review of the District Status Detail report for rating year 2022 did not identify any indicators reported as not met.

FIGURE 4
SCHOOL FIRST RATING
2024-2025 Rating (Based on School Year 2023-2024 Data)

	DISTRICT RATING (A-F)
Rating	A

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment

Student Characteristics

The District's enrollment for 2025 was 42,608 students, while the average peer district enrollment was 36,940 students. Manor ISD had the lowest enrollment at 9,961, while Humble ISD had the largest enrollment at 48,502 within the District's peer group.

There are 5.5 million students served by public schools in the State of Texas. Every student is served differently in public schools based on their unique characteristics. Such data is captured by the Texas Education Agency on an annual basis. Figure 5 provides student counts for five (5) select student characteristics, which are described below:

Economically Disadvantaged - This term has an identical meaning to educationally disadvantaged, which is defined by the Texas Education Code (TEC) §5.001(4) as a student who is "eligible to participate in the national free or reduced-price lunch program".

English Learners - The Texas Education Agency defines an English Learner as a student who is in the process of acquiring English and has another language as the primary language; it is synonymous with English Language Learner (ELL) and Limited English Proficient (LEP).

Special Education - These are students with a disability as defined by Federal regulations (34 CFR§ 300.304 through 300.311), State of Texas Laws (Texas Education Code §29.003) or the Commissioner's/State Board of Education Rules (§89.1040).

Bilingual/ESL Education - The Texas Education Code §29.055 describes students enrolled in a bilingual education program as those students in a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students and for carefully structured and sequenced mastery of the English language skills. Students enrolled in an English as a Second Language (ESL) program receive intensive instruction in English from teachers trained in recognizing and dealing with language differences.

Career and Technical Education - Students enrolled in State approved Career and Technical Education programs.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

FIGURE 5
SELECTED STUDENT CHARACTERISTICS
2024 - 2025

	TOTAL STUDENT POPULATION COUNT	PERCENTAGE OF STUDENT POPULATION	PEER DISTRICTS AVERAGE PERCENTAGE	STATE AVERAGE PERCENTAGE
Total Students	42,608	100.0%	N/A	N/A
Economically Disadvantaged	7,067	16.6%	57.5%	60.4%
English Learners	6,020	14.1%	27.6%	24.3%
Special Education	6,847	16.1%	15.6%	15.5%
Bilingual/ESL Education	6,327	14.8%	27.2%	24.3%
Career and Technical Education	10,630	24.9%	27.1%	27.7%

SOURCE: Texas Education Agency, Texas Academic Performance Reports.

The State of Texas serves approximately 3.4 million students who are economically disadvantaged, representing 60.4 percent of the total student population. In comparison, economically disadvantaged students make up only 16.6 percent of total enrollment in Leander ISD. The proportion of economically disadvantaged students in Leander ISD was 40.9 percentage points lower than the peer district average of 57.5 percent and 43.8 percentage points lower than the State average of 60.4 percent. Among the peer districts, Pasadena ISD reported the highest proportion of economically disadvantaged students at 81.9 percent, while Round Rock ISD reported the lowest at just 27.0 percent.

The District's English Learner and Bilingual/ESL Education student populations were significantly lower than both the peer district and State averages. The District reported an English Learner population of 14.1 percent, compared to the peer district and State averages of 27.6 percent and 24.3 percent, respectively. Similarly, the District's Bilingual/ESL Education population was 14.8 percent, compared to the peer district average of 27.2 percent and the State average of 24.3 percent.

The District's Career and Technical Education (CTE) participation rate was also below both the peer district and State averages, although the variance was less pronounced at 2.2 and 2.8 percentage points, respectively.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

Attendance

FIGURE 6
ATTENDANCE RATE
2024 - 2025

	DISTRICT TOTAL	PEER DISTRICTS AVERAGE	STATE AVERAGE
Attendance Rate	94.0%	93.1%	93.9%

SOURCE: Texas Education Agency, Public Education Information Management System District Attendance, Graduation, and Dropout Rates Reports.

State funding for public schools in Texas is determined through a complex formula that incorporates numerous factors. However, one of the most significant components is Average Daily Attendance (ADA) – the average number of students in attendance on a typical school day. This means that higher student attendance directly contributes to increased state aid.

Leander ISD's attendance rate exceeds the peer district average and statewide average by 0.9 percentage points and 0.1 percentage points, respectively. Among the peer districts, Manor ISD reported the lowest attendance rate at 91.2 percent, while Round Rock ISD reported the highest at 94.2 percent.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

Five-Year Enrollment

The attendance rate should be evaluated in conjunction with the number of students enrolled. As shown in Figure 7, the District has experienced an average annual increase over the last five years of 0.61 percent. Based on projected enrollment data, enrollment is expected to decline by 1.54 percent in 2026 and 0.27 percent in 2027.

FIGURE 7
5-YEAR ENROLLMENT
2021-2025

	ENROLLMENT	% CHANGE
2021	40,355	-2.48%
2022	41,780	3.53%
2023	42,415	1.52%
2024	42,593	0.42%
2025	42,608	0.04%
Average annual percentage change based on the previous five years	0.61%	
Estimated final enrollment (2026)	41,953	-1.54%
Projected next school year (2027)	41,841	-0.27%
Average annual percentage change based on 2021-2027 school years	0.17%	

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

5. District Revenue

FIGURE 8
DISTRICT TAX REVENUE
2024 - 2025

	DISTRICT		PEER DISTRICT AVERAGE		STATE AVERAGE	
	REVENUE PER STUDENT	PERCENTAGE OF TOTAL	REVENUE PER STUDENT	PERCENTAGE OF TOTAL	REVENUE PER STUDENT	PERCENTAGE OF TOTAL
Local M&O Tax	$ 7,459	71.4%	$ 5,735	47.9%	$ 4,776	37.7%
State (1)	1,762	16.9%	4,213	35.2%	5,637	44.5%
Federal	460	4.4%	1,294	10.8%	1,471	11.6%
Other Local and Intermediate	765	7.3%	728	6.1%	783	6.2%
Total Revenue	$ 10,446	100.0%	$ 11,970	100.0%	$ 12,667	100.0%

Note: (1) Excludes TRS on-behalf revenue
SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The financial data above includes all funds operating revenue, except for the District’s capital projects fund and debt service fund revenues.

Approximately $26.5 million of the Teacher Retirement System (TRS) contributions made by the State of Texas on-behalf of the District are excluded from State revenues. In accordance with Governmental Accounting Standards Board, on-behalf contributions must also be recorded as expenditures. However, the source reports used for the analyses did not exclude these on-behalf expenditures. The on-behalf contributions of $26.5 million equates to $623 per student.

The District receives $1,724 more in Local M&O tax revenue per student compared to the peer district average, and $2,683 more than the State average. For the 2024-2025 school year, the District's M&O tax rate was $0.7569, which is $0.0047 higher than the peer district average of $0.7522. Overall, the District’s total revenue per student is $1,524 lower than the peer district average and $2,221 lower than the State average. Among the peer districts, Round Rock ISD reported the lowest revenue per student at $10,520, while Plano ISD reported the highest at $12,793.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

6. District Expenditures

FIGURE 9
DISTRICT ACTUAL OPERATING EXPENDITURES (1) (2)
2024 - 2025

	DISTRICT		PEER DISTRICT AVERAGE		STATE AVERAGE	
	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL
Instruction	$ 6,907	59.7%	$ 7,157	55.6%	$ 7,064	54.5%
Instructional Resources and Media	126	1.1%	132	1.0%	114	0.9%
Curriculum and Staff Development	296	2.6%	310	2.4%	296	2.3%
Instructional Leadership	114	1.0%	222	1.7%	227	1.8%
School Leadership	626	5.4%	740	5.7%	752	5.8%
Guidance Counseling Services	597	5.2%	604	4.7%	537	4.1%
Social Work Services	30	0.3%	41	0.3%	40	0.3%
Health Services	106	0.9%	133	1.0%	132	1.0%
Transportation	369	3.2%	433	3.4%	395	3.0%
Food Services	388	3.4%	689	5.4%	690	5.3%
Extracurricular	403	3.5%	305	2.4%	406	3.1%
General Administration	252	2.2%	335	2.6%	424	3.3%
Plant Maintenance and Operations	978	8.5%	1,210	9.4%	1,327	10.2%
Security and Monitoring Services	80	0.7%	262	2.0%	238	1.8%
Data Processing Services	215	1.9%	236	1.8%	239	1.8%
Community Services	74	0.6%	68	0.5%	67	0.5%
Fund Raising (Charter Schools only)	-	0.0%	-	0.0%	4	0.0%
Total Operating Expenditures	$ 11,561	100.0%	$ 12,877	100.0%	$ 12,952	100.0%

Note 1: Includes TRS on-behalf expenditures.
Note 2: Amounts include operating expenditures (objects 61xx to 64xx) only
SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

Capital outlay, debt service payments and other intergovernmental expenditures are not considered operating expenditures.

Overall, the District spends $1,316 less per student than the peer district average and $1,391 less per student than the State average. Below are the key highlights:

- **Instructional expenditures** account for 59.7 percent of the District’s total spending, which is higher than its peer district (55.6 percent) and higher than the State average (54.5 percent).
- **Plant Maintenance and Operations** make up 8.5 percent of the District’s expenditures, compared to 9.4 percent for the peer district average and 10.2 percent for the State average.
- **General administration** accounts for 2.2 percent of total spending – 0.4 percentage points lower than the peer district average of 2.6 percent and 1.1 percentage points lower than the State average of 3.3 percent.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

7. District Payroll Expenditures Summary

FIGURE 10
PAYROLL EXPENDITURE SUMMARY
2024 - 2025

	DISTRICT	PEER DISTRICT AVERAGE	STATE AVERAGE
Payroll as a Percentage of All Funds	85.6%	81.7%	78.4%
Average Teacher Salary	$ 61,716	$ 65,128	$ 63,751
Average Administrative Salary	233,778	211,334	207,233
Superintendent Salary	357,110	330,943	168,307

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The District's payroll costs, as a percentage of total expenditures, are greater than its peer district average and the State average. However, the District spends less per teacher than its peer district average and the State average. The highest average teacher salary within the peer group is $68,872 (Mesquite ISD) and the lowest is $61,398 (Manor ISD). The District received the Teacher Incentive Allotment (TIA) along with seven of its peer districts (Humble ISD, Mesquite ISD, Pasadena ISD, Pflugerville ISD, Plano ISD, Round Rock ISD, and Spring ISD). The District had a total of 10 teachers eligible for the TIA while its peer districts below had the following:

District Name	Number of Teachers
Humble ISD	188
Mesquite ISD	9
Pasadena ISD	83
Pflugerville ISD	528
Plano ISD	26
Round Rock ISD	86
Spring ISD	583

Under the Teacher Incentive Allotment (TIA) program, the District had teachers receiving the Recognized designation only. In comparison, several peer districts had teachers receiving Recognized, Exemplary, and Master designations.

The District's average payout for teachers receiving a Recognized designation was $3,397. Statewide, the average TIA payouts were $5,567 for Recognized, $11,062 for Exemplary, and $20,910 for Master designations. Among the peer districts, Spring ISD reported the highest number of teachers receiving TIA designations. Spring ISD's average payouts were $5,472 for Recognized, $10,916 for Exemplary, and $20,358 for Master designations.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

7. District Payroll Expenditures Summary (continued)

The District's average administrative salary, including both campus and central administration, exceeds both the peer district average and the State average. The District's average campus leadership experience was 7.2 years, compared to the State average of 6.0 years. Among the peer districts, the highest average campus leadership experience was reported by Pflugerville ISD at 8.3 years, while the lowest was reported by Manor ISD at 4.7 years.

District Name	Average Years of Experience of Principals
Pflugerville ISD	8.3
Plano ISD	7.9
Mesquite ISD	7.0
Humble ISD	5.7
Pasadena ISD	7.4
Spring ISD	6.5
Manor ISD	4.7
Round Rock ISD	6.6

The District's Superintendent's salary is greater than its peer district average and the State average. The highest superintendent salary within the peer districts is $367,812 (Pasadena ISD), while the lowest superintendent salary is $250,000 (Manor ISD). It is also important to note that the State average for the Superintendent salary is comprised of school districts across the State with enrollments ranging from 20 to 176,727 students. Based on the State superintendent salary reports, higher or lower student enrollment, for the most part, directly correlates with the superintendent's salary.

8. Fund Balance

The General Fund is the operating fund in a governmental entity. Fund balance represents the current resources/assets available to the government less any current obligations/liabilities. Within fund balance there are five (5) categories: non-spendable, restricted, committed, assigned and unassigned. The categories are described below.

- Non-spendable fund balance cannot be spent because it is either (a) not in a spendable form, such as inventory or (b) legally or contractually required to be maintained intact.
- Restricted fund balance is net resources that are restricted as to use by an external party, such as a federal grantor.
- Committed fund balance is set aside for a specific purpose as resolved by the Board of Trustees.
- Assigned fund balance is fund balance that has been set aside by management for a specific purpose.
- Unassigned fund balance is the remaining amount that is not restricted, committed, or assigned for a specific purpose.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

8. Fund Balance (continued)

The Texas Education Agency evaluates unassigned fund balance by comparing it to three-months (25%) of annual operating expenditures. If the District does not meet the goal of three-months, the percentage is shown as less than 100%. Amounts that exceed three (3) months are reflected as percentage greater than 100%. In fiscal year 2025, the District did not meet the three-month average goal.

FIGURE 11
GENERAL FUND BALANCE
2021 - 2025

	DISTRICT			PEER DISTRICT AVERAGE (1)		
YEAR	GENERAL FUND UNASSIGNED FUND BALANCE PER STUDENT	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF THREE-MONTH OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE PER STUDENT	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF THREE-MONTH OPERATING EXPENDITURES
2025	$ 2,336	22.0%	87.9%	$ 2,240	20.6%	82.3%
2024	3,155	31.7%	127.0%	2,393	21.5%	86.1%
2023	3,465	37.7%	150.6%	2,529	23.5%	94.1%
2022	3,246	36.9%	147.6%	2,492	23.3%	93.3%
2021	3,296	37.1%	148.3%	2,664	26.4%	105.4%

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The table below shows the amount by which the District did or did not meet the three-month goal.

DISTRICT				
YEAR	GENERAL FUND UNASSIGNED FUND BALANCE	GENERAL FUND UNASSIGNED FUND BALANCE THREE-MONTH GOAL	UNASSIGNED FUND BALANCE AND THREE-MONTH GOAL (%)	DIFFERENCE BETWEEN UNASSIGNED FUND BALANCE AND THREE-MONTH GOAL ($)
2025	$ 99,291,534	$ 113,007,627	87.9%	$ (13,716,093)
2024	134,137,660	105,656,453	127.0%	28,481,208
2023	146,629,280	97,342,706	150.6%	49,286,575
2022	134,850,415	91,387,967	147.6%	43,462,448
2021	132,667,168	89,465,498	148.3%	43,201,670

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

8. Fund Balance (continued)

The District's General Fund operating expenditures of $452.0 million would equate to a three-month average of $113.0 million. The District's unassigned fund balance as of June 30, 2025, totaled $99.3 million, which is lower than the 100.0 percent goal by $13.7 million (or 12.1 percent).

The District set aside assigned fund balance totaling $58.1 million during fiscal year 2025. The Texas Education Agency combines both the assigned and unassigned fund balance in evaluating fund balance compared to operating expenditures for FIRST Rating purposes. As such, when both unassigned and assigned fund balance are considered, the District's fiscal year 2025 total fund balance exceeded the three-month operating expenditure benchmark and fund balance goal by $44.4 million or 39.3 percent. The table below reflects the last five years of both assigned and unassigned fund balance compared to operating expenditures.

YEAR	GENERAL FUND UNASSIGNED FUND BALANCE	GENERAL FUND ASSIGNED FUND BALANCE	TOTAL UNASSIGNED AND ASSIGNED FUND BALANCE	GENERAL FUND UNASSIGNED FUND BALANCE THREE-MONTH GOAL	DIFFERENCE BETWEEN TOTAL ASSIGNED AND UNASSIGNED FUND BALANCE AND THREE-MONTH GOAL ($)	DIFFERENCE BETWEEN TOTAL ASSIGNED AND UNASSIGNED FUND BALANCE AND THREE-MONTH GOAL (%)
2025	$ 99,291,534	$ 58,077,163	$ 157,368,697	$ 113,007,627	$ 44,361,070	39.3%
2024	134,137,660	18,181,419	152,319,079	105,656,453	46,662,627	44.2%
2023	146,629,280	10,931,599	157,560,879	97,342,706	60,218,174	61.9%
2022	134,850,415	40,824,828	175,675,243	91,387,967	84,287,276	92.2%
2021	132,667,168	45,113,079	177,780,247	89,465,498	88,314,749	98.7%

In fiscal year 2025, the following seven (7) peer districts set aside more than $1 million in assigned fund balance:

District Name	Assigned Fund Balance (millions)
Humble ISD	$65.2
Mesquite ISD	$15.5
Pasadena ISD	$10.0
Plano ISD	$192.4
Pflugerville ISD	$15.2
Round Rock ISD	$12.5
Spring ISD	$11.2

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

9. District Staffing Levels

FIGURE 12
STAFF RATIO COMPARISON
2024-2025

	DISTRICT	PEER DISTRICT AVERAGE	STATE AVERAGE
Teaching Staff (Percentage of Total Staff)	55.2%	48.4%	48.3%
Support Staff (Percentage of Total Staff)	9.3%	11.3%	10.8%
Administrative Staff (Percentage of Total Staff)	4.0%	4.2%	5.0%
Paraprofessional Staff (Percentage of Total Staff)	11.0%	11.3%	10.7%
Auxiliary Staff (Percentage of Total Staff)	20.5%	24.8%	25.5%
Students Per Total Staff	7.5	7.1	7.2
Students Per Teaching Staff	13.6	14.6	15.0

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District's total staff for the year ended June 30, 2025 was 5,649 compared to the peer district average of 5,312. The District's teacher count for the 2025 school year was 3,118 (55.2 percent), while the State average is 48.3 percent. The District's teaching staff as a percentage of total staff is 6.8 percentage points higher than the peer district average.

10. Teacher Turnover Rates

FIGURE 13
TEACHER TURNOVER RATES
2024-2025

	DISTRICT TURNOVER RATE	AVERAGE PEER DISTRICT TURNOVER RATE	STATE TURNOVER RATE
Teachers	16.8%	19.7%	18.8%

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District's turnover rate is 2.9 and 2.0 percentage points lower than the peer district average and the State average, respectively. The highest turnover rate within the peer districts was 30.8 percent (Spring ISD) while the lowest turnover rate was 15.0 percent (Pasadena ISD).

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

11. Special Programs

FIGURE 14
SPECIAL PROGRAMS CHARACTERISTICS
2024 - 2025

	NUMBER OF STUDENTS SERVED	PERCENTAGE OF ENROLLED STUDENTS SERVED	PROGRAM BUDGET PER STUDENT SERVED (1)	PROGRAM BUDGET AS A PERCENTAGE OF DISTRICT BUDGET (1)	TOTAL STAFF FOR PROGRAM	STUDENTS PER TOTAL STAFF FOR PROGRAM
Total Students	42,608	100.0%	N/A	N/A	N/A	N/A
Special Education	6,847	16.1%	9,897	14.72%	587.4	11.66
Bilingual/ESL Education	6,327	14.8%	324	0.44%	51.4	123.09
Migrant Programs (1)	2	0.0%	0	0.0%	N/A	N/A
Gifted and Talented Programs	8,613	20.2%	489	0.91%	75.0	114.84
Career and Technical Education	10,630	24.9%	1,197	2.76%	125.2	84.90
Athletics and Extracurricular Activities (1)	7,181	16.9%	1,973	3.08%	29.0	247.62
Alternative Education Program/Disciplinary Alternative Education Program (1)	65	0.2%	26,160	0.37%	24.0	2.71
Juvenile Justice Alternative Education Program (1)	4	0.0%	57,500	0.05%	N/A	N/A

Note: (1) Information provided by the District

Migrant education services are delivered through a shared services arrangement with Region 13 Education Service Center. Juvenile Justice Alternative Education Program (JJAEP) services are administered through regional cooperative arrangements, including a collaborative program serving Williamson County students and discretionary placements in Travis County. As a result, these arrangements are not reflected in the staffing metrics presented in Figure 14.

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION

1. State and Regional Resources

The District maximizes available resources by actively identifying, researching, and pursuing funding opportunities from state, federal, and local grant sources. These efforts support educational programs designed to promote student academic achievement and graduation.

Grant funding sources vary and may include state, federal, and local options. Regardless of the source, all funding is aligned with the District's Strategic Plan and directly supports student performance outcomes.

2. Reporting

For the year ended June 30, 2025, Whitley Penn, LLP expressed an unmodified opinion on the financial statements. There are three possible opinions: unmodified, modified (e.g. scope limitation or departure from generally accepted accounting principles), or a disclaimer of an opinion. An unmodified opinion is considered a clean opinion.

3. Oversight

Not Applicable

4. Budget Process

FIGURE 15
BUDGET PROCESS

QUESTION	YES/NO	NOT APPLICABLE
Does the District's budget planning process include projections for enrollment and staffing?	Yes	
Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?	Yes	
Does the District use cost allocation procedures to determine campus budgets and cost centers?	Yes	
Does the District analyze educational costs and student needs to determine campus budgets?	Yes	

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

5. Self-funded Programs

The District's self-funded workers' compensation and health insurance programs are accounted for and reported in the District's internal service funds.

As of June 30, 2025, the workers' compensation fund and health insurance fund reported net positions of $3.4 million and $7.0 million, respectively. Compared to the prior fiscal year, this represented an increase of $0.7 million in the workers' compensation fund and a decrease of $6.2 million in the health insurance fund. The beginning balances for the worker's compensation and health insurance funds were $2.7 million and $13.2 million, respectively.

6. Staffing

All District administrators are evaluated annually. Evaluations help to ensure that highly qualified and effective administrators lead campuses and departments to successfully develop and implement the District's Strategic Plan and focus on student achievement.

7. Compensation System

FIGURE 16
COMPENSATION SYSTEM

QUESTION	YES/NO	NOT APPLICABLE
Does the District use salary bonuses or merit pay systems?	No	
Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?	Yes	
Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?	Yes	
Has the District made any internal equity and/or market adjustments to salaries within the past two years?	Yes	

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

8. Planning

FIGURE 17
OPERATIONAL INFORMATION

QUESTION	YES/NO	NOT APPLICABLE
Does the District develop a District Improvement Plan (DIP) annually?	Yes	
Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?	Yes	
Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:	Yes	
Does the District use enrollment projections?	Yes	
Does the District analyze facility capacity?	Yes	
Does the District evaluate facility condition?	Yes	
Does the District have an active and current energy management plan?	Yes	
Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?	Yes	

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

9. Programs

FIGURE 18
ACADEMIC INFORMATION

QUESTION	YES/NO	NOT APPLICABLE
Does the District have a teacher mentoring program?	Yes	
Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?	Yes	
When adopting new programs, does the District define expected results?	Yes	
Does the District analyze student test results at the District and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?	Yes	
Does the District modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?	Yes	

September 17, 2026

Discussion of Efficiency Audit in Conjunction with Voter-Approval Tax Rate Election (VATRE)

whitleypenn

Leander ISD

EFFICIENCY AUDIT RESULTS

2

Purpose

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- House Bill 3 (86th Legislature, 2019) requires school districts to undergo an efficiency audit prior to holding a voter-approval tax rate election (VATRE) (TEC 11.184).
- An efficiency audit provides the voters with information regarding a school district's fiscal management, efficiency, and utilization of resources before an election to adopt a Maintenance and Operations property tax rate.

Audit guidelines

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- Issued by the Legislative Budget Board (LBB)
- Available data from the most recent school year must be used
- Identify peer districts
- Peer district comparisons provide context
- 20 items of information, including 18 figures, are reported in the LBB prescribed format and explanations are provided for any significant variances

Peer Districts

District Name	County
Pflugerville	Travis
Plano	Collin
Mesquite	Dallas
Humble	Harris
Pasadena	Harris
Spring	Harris
Manor	Travis
Round Rock	Williamson

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Tax Rate Comparisons

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Fiscal Year (FY)	Tax Year	Leander ISD Maintenance & Operations (M&O) Tax Rate	Peer District Average Maintenance & Operations (M&O) Tax Rate	Variance
2024	2023	$0.7787	$0.7458	**$0.0329**
2025	2024	$0.7569	$0.7522	**$0.0047**
2026	2025	$0.7569	$0.7515	**$0.0054**

2025 Accountability rating

Leander ISD

B

Scaled score 88 of 100

Peer District Average

C

Scaled score 77 of 100

Campus ratings A 22 • B 12 • C 12 • D 1 • Not rated 3

No campus received an F rating, and none is required to implement a turnaround plan.

School FIRST Rating

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The State's school financial accountability rating system is known as the School Financial Integrity Rating System of Texas (FIRST).

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RATING YEAR	RATING
2021	A
2022	B
2023	A
2024	A
2025	A

Student Counts and Characteristics

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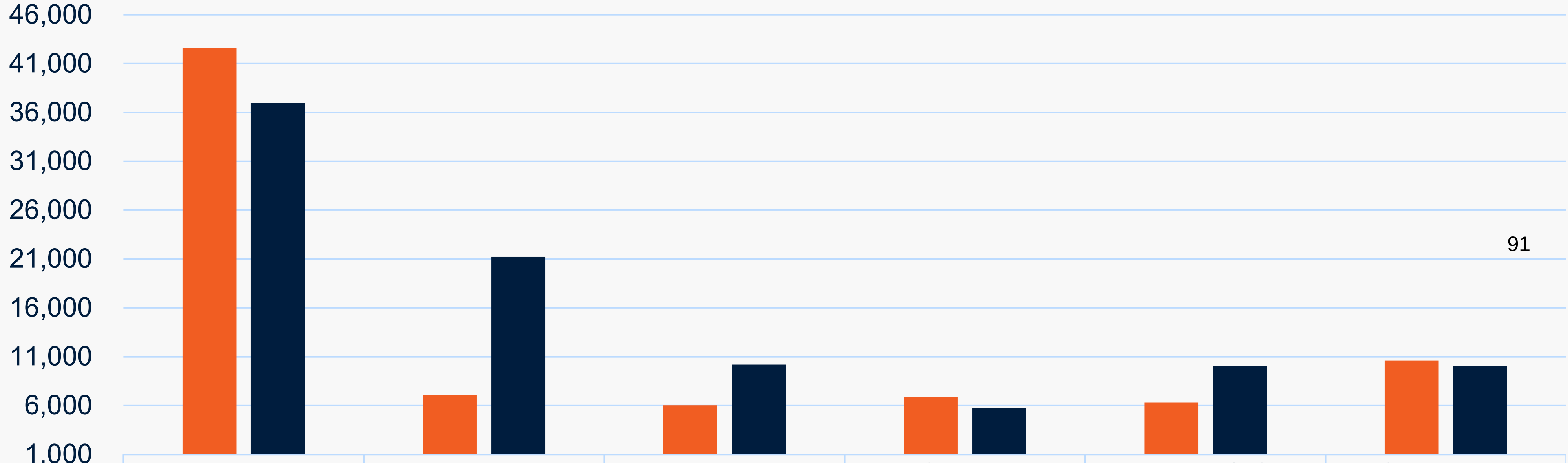

	Total Students	Economically Disadvantaged	English Learners	Special Education	Bilingual/ESL Education	Career and Technical Ed.
■ Leander ISD	42,608	7,067	6,020	6,847	6,327	10,630
■ Peer District Average	36,940	21,233	10,194	5,752	10,029	10,013

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Student Characteristics

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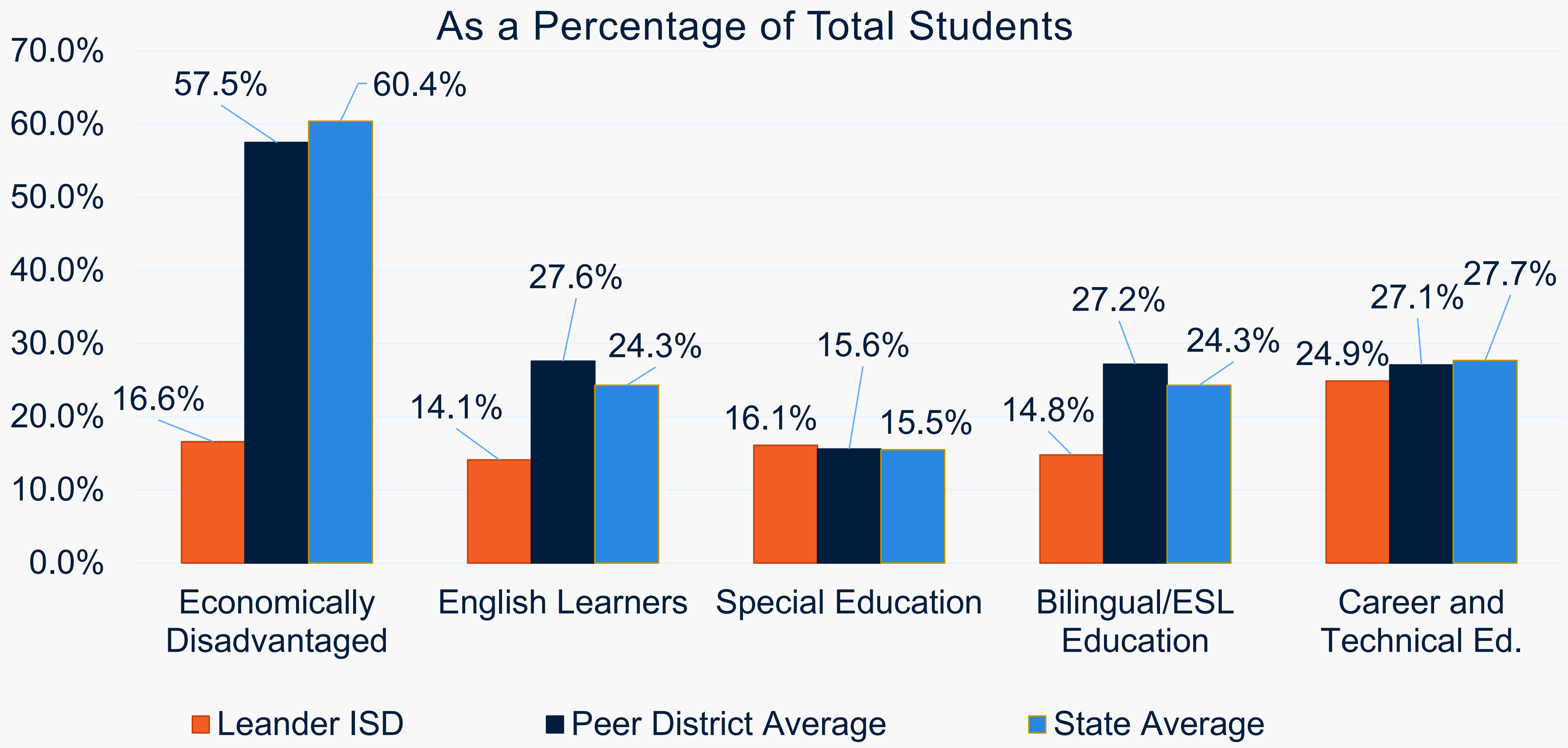

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Attendance and Five-Year Enrollment

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Leander ISD
94.0%
Attendance rate

Peer District Average
93.1%
Attendance rate

State Average
93.9%
Attendance rate

Five-year enrollment 2021-2025

40,355 → 41,780 → 42,415 → 42,593 → 42,608

Average annual growth of 0.61%. Enrollment is projected to decline 1.54% in 2026 and 0.27% in 2027.

Total Expenditures Per Student (General and Special Revenue, including Child Nutrition)

	Leander ISD ($11,561)	Peer District Average ($12,877)	State Average ($12,952)
Other	$369	$566	$548
Plant Maintenance and Operations	$978	$1,210	$1,327
General Administration	$252	$335	$424
Student Support Services	$1,893	$2,205	$2,200
Instructional and School Leadership	$740	$962	$979
Instruction and Related Services	$7,329	$7,599	$7,474

Percentage of Expenditures (General and Special Revenue, including Child Nutrition)

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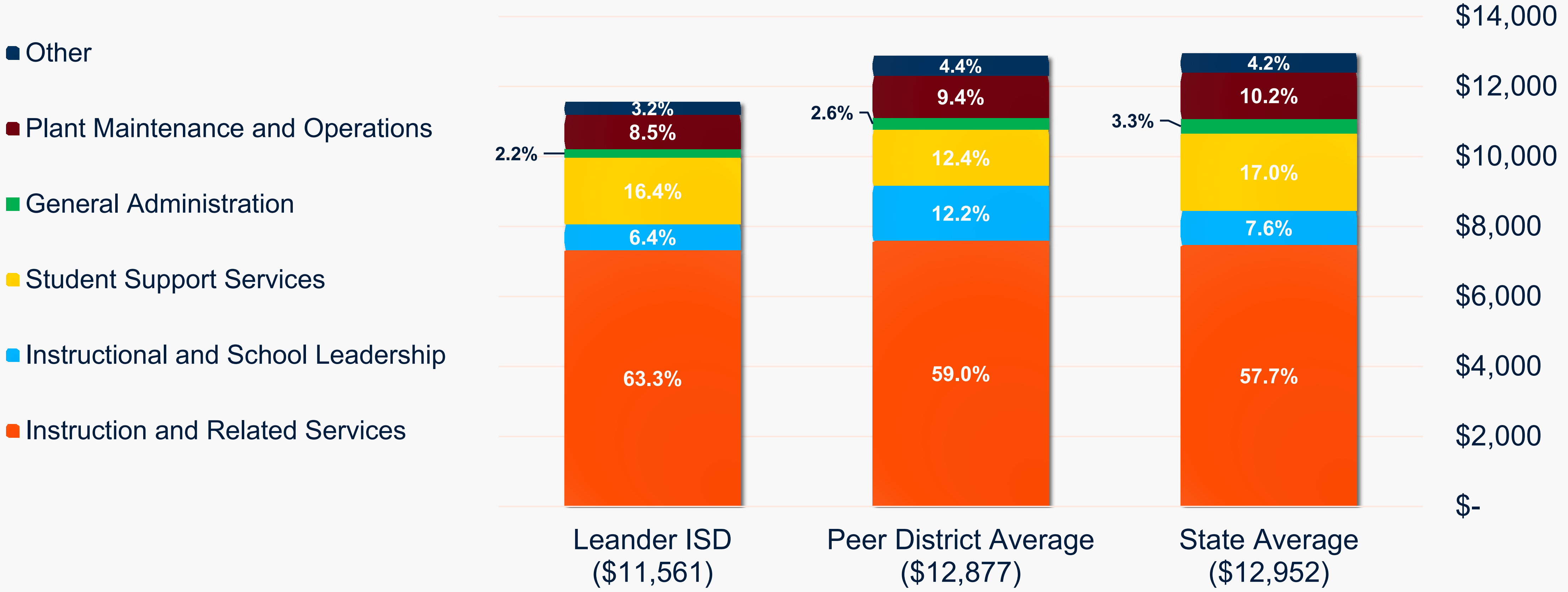

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Payroll Cost and Other Staffing Data

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	Leander ISD	Peer District Average	State Average
Payroll (% of All Funds)	85.6%	81.7%	78.4%
Average Teacher Salary	$61,716	$65,128	$63,751
Teaching Staff (% of Total Staff)	55.2%	48.4%	48.3%
Students per Teaching Staff	13.6	14.6	15.0
Students Per Total Staff	7.5	7.1	7.2

Teacher Turnover Rate

Leander ISD	Peer District Average	State Average
16.8%	**19.7%**	**18.8%**

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Leander ISD retains teachers at a higher rate than its peers

2.9 points below the peer district average and 2.0 points below the state average.

General Fund Unassigned Fund Balance Per Student

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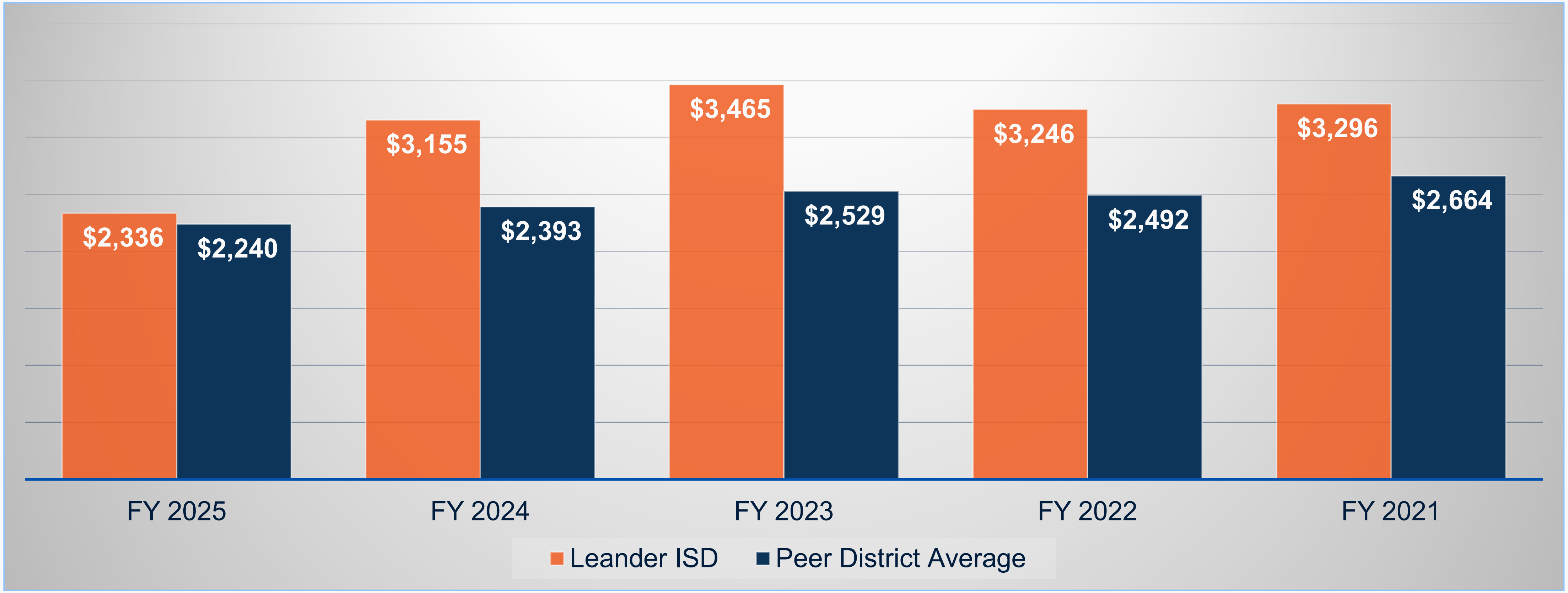

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Questions?

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Approval of Fiscal Year (FY) 27 Budget Amendment - #2
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer; Gina Mitschke, Executive Director of Business
Attachments:	FY27 Budget Amendment - #2

Background Information:

The Board of Trustees adopted the 2026-2027 budget during the June 18, 2026, Regular Board Meeting. Budgets for the General Operating, Child Nutrition, and Debt Service Funds were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

The attached document summarizes the effect of budget transfers and amendments being proposed. Submitted for approval are the budget revisions/amendments for the items listed below.

The amendments for the **General Operating Fund** (Funds 197 and 199) are as follows:

- Increase to expenditure budgets in General Funds (Funds 197 and 199) of $2,400,266 due to 2025-2026 rolled purchase orders (POs), detailed as follows:
  - Fund 197 - Athletics - $44,696 (rounded to nearest dollar)
  - Fund 199 - General Fund - $2,355,570 (rounded to nearest dollar)
    - Purchase Orders represent legal obligations entered into by the District. Items not received by the fiscal year end (June 30) represent obligations to be fulfilled in the following fiscal year. Many orders remained open on June 30, including orders for ongoing repairs, consulting services, instructional materials, and equipment.
- Increase of $18,365 to revenue and expenditure budgets in Fund 197 for athletic tournaments.
- Increase of $3,000 to revenue and expenditure budgets in Fund 199 for Texas Virtual School Network.
- Transfers among functions with no effect on the total operating deficit/surplus.

The amendments to General Fund expenditure budgets due to rolling 2025-2026 purchase orders increases the overall operating deficit by $2,400,266.

The amendments presented this month for the **Child Nutrition Fund** (Fund 240) are as follows:

- Increase to expenditure budgets due to 2025-2026 rolled purchase orders (POs) totaling $3,465,688 (rounded to nearest dollar). The open orders include purchases of supplies and equipment that are part of the fund balance spend-down plan, pursuant to Texas Department of Agriculture (TDA)'s required three-month operating expenditure fund balance threshold.

There are no amendments to the **Debt Service Fund**.

NOTICE: House Bill 1522 was passed in the last legislative session and requires districts to provide a Taxpayer Impact Statement showing, for the median-valued homestead property, a comparison of the property tax bill for the property for the current fiscal year to an estimate of the property tax bill for the same property for the upcoming fiscal year if the proposed budget is adopted.

LEADER ISD
LEADING TO A BRIGHT FUTURE

Alignment to Board Goals & Student Outcomes:
While not directly tied to a Board Goal or Student Outcome, budget amendments are necessary throughout the year to realign funds to better meet instructional and operational needs. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes. Budget amendments increasing or decreasing revenues and/or expenditures also require formal Board approval.

Administrative Recommendation:
Administration recommends the Board approve FY27 Budget Amendment - #2 as presented.

Sample Motion:
I move the Board of Trustees approve FY27 Budget Amendment - #2 as presented.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of August 31, 2026

	2026-2027 Original Budget	Previously Amended Budget	Proposed Amendments 08/31/26	Proposed Amended Budget
Revenues:				
Local Sources	$ 340,798,514	$ 340,798,514	$ 21,365	$ 340,819,879
State Sources	122,379,307	122,379,307	-	122,379,307
Federal Sources	2,757,000	2,757,000	-	2,757,000
TOTAL REVENUES	**$ 465,934,821**	**$ 465,934,821**	**$ 21,365**	**$ 465,956,186**
Expenditures:				
Function 11 - Instruction	$ 279,577,524	$ 279,570,319	$ 59,501	$ 279,629,820
Function 12 - Instructional Resources & Media	4,752,226	4,752,226	10,409	4,762,635
Function 13 - Staff Development	10,423,777	10,441,103	2,829	10,443,932
Function 21 - Instructional Administration	4,963,828	5,132,328	(25,862)	5,106,466
Function 23 - School Administration	26,402,122	26,399,304	69,447	26,468,751
Function 31 - Guidance & Counseling	24,333,094	24,319,094	4,619	24,323,713
Function 32 - Social Services	1,146,822	1,146,822	-	1,146,822
Function 33 - Health Services	4,707,713	4,707,713	1,400	4,709,113
Function 34 - Student Transportation	16,713,634	16,713,634	183,662	16,897,296
Function 35 - Food Services	8,000	8,000	-	8,000
Function 36 - Co-Curricular Activities	14,937,288	14,937,857	516,127	15,453,984
Function 41 - General Administration	11,519,522	11,519,522	83,251	11,602,773
Function 51 - Plant Maintenance & Operations	44,247,004	44,216,485	1,046,707	45,263,192
Function 52 - Security	6,610,122	6,612,122	336,995	6,949,117
Function 53 - Data Processing	8,985,071	8,820,071	132,692	8,952,763
Function 61 - Community Services	2,038,192	2,038,192	(145)	2,038,047
Function 71 - Debt Service	830,981	862,128	-	862,128
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	10,885,260	10,885,260	-	10,885,260
Function 95 - JJAEP	286,070	286,070	-	286,070
Function 99 - Other Intergovernmental Charges	2,818,629	2,818,629	-	2,818,629
TOTAL ALL EXPENDITURES	**$ 476,186,879**	**$ 476,186,879**	**$ 2,421,631**	**$ 478,608,510**
Excess/(Deficiency) of Revenues vs. Expenditures	**$ (10,252,058)**	**$ (10,252,058)**	**$ (2,400,266)**	**$ (12,652,324)**
Other Financing Sources/Uses				
Sale of Assets	$ 350,000	$ 350,000	$ -	$ 350,000
Transfer In - Empowerment Grant	-	-	-	-
Transfer Out - Other	-	-	-	-
Transfer Out - Healthcare	-	-	-	-
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
Total Other Financing Sources/Uses	$ 350,000	$ 350,000	$ -	$ 350,000
Net Increase/(Decrease) in Fund Balance	**$ (9,902,058)**	**$ (9,902,058)**	**$ (2,400,266)**	**$ (12,302,324)**

Leander Independent School District
Child Nutrition - Fund 240
Budget Amendments/Transfers as of August 31, 2026

	2026-2027 Original Budget	Previously Amended Budget	Proposed Amendments 08/31/26	Proposed Amended Budget
Revenues:				
Local Sources	$ 9,669,922	$ 9,669,922	$ -	$ 9,669,922
State Sources	65,000	65,000	-	$ 65,000
Federal Sources	5,449,494	5,449,494	-	$ 5,449,494
TOTAL REVENUES	**$ 15,184,416**	**$ 15,184,416**	**$ -**	**$ 15,184,416**
Expenditures:				
Function 11 - Instruction	$ -	$ -	$ -	$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 35 - Food Service	21,068,108	21,068,108	3,465,688	24,533,796
Function 36 - Co-Curricular Activities	-	-	-	-
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	-	-	-	-
Function 52 - Security	-	-	-	-
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 71 - Debt Service	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
TOTAL ALL EXPENDITURES	**$ 21,068,108**	**$ 21,068,108**	**$ 3,465,688**	**$ 24,533,796**
Excess/(Deficiency) of Revenues vs. Expenditures	**$ (5,883,692)**	**$ (5,883,692)**	**$ (3,465,688)**	**$ (9,349,380)**
Transfers In	$ -	$ -	$ -	$ -
Transfers Out			-	-
Net Increase/(Decrease) in Fund Balance	**$ (5,883,692)**	**$ (5,883,692)**	**$ (3,465,688)**	**$ (9,349,380)**

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 17, 2026

Agenda Item:	Consider Approval of a Resolution for Fiscal Year 2026-27 Rifle-Resistant Body Armor Grant Program for the Office of the Governor
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Miguel Escobedo, Director of Emergency Management
Attachments:	Resolution for Fiscal Year 2026-2027 Rifle-Resistant Body Armor Grant Program

Background Information:

Leander ISD was awarded $48,840 through the Office of the Governor, Public Safety Office, Criminal Justice Division, Rifle-Resistant Body Armor Grant Program. The grant will support the purchase of body armor and associated protective equipment for district law enforcement personnel.

As a condition of funding, the Office of the Governor requires the District's governing body to adopt a resolution authorizing participation in the grant and designating the appropriate grant officials. The approved resolution must be submitted through the State of Texas eGrants system before the related funding hold can be removed and reimbursement requests can be processed.

There is no local matching-fund requirement associated with this grant award.

Alignment to Board Goals & Student Outcomes:

This item supports the District's operational responsibility to provide a safe and secure learning environment for students and staff. Acceptance of this grant allows the District to leverage external funding to provide necessary protective equipment for district law enforcement personnel while reducing the financial impact to local funds.

Approval of the resolution also ensures compliance with Office of the Governor grant requirements and supports responsible fiscal stewardship through the use of available state grant funding.

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the Resolution for the Fiscal Year 2026-2027 Rifle-Resistant Body Armor Grant Program, as presented.

Sample Motion:

I move that the Board of Trustees approve the Resolution for the Fiscal Year 2026-2027 Rifle-Resistant Body Armor Grant Program, as presented.

Resolution for Fiscal Year 2026-2027 Rifle-Resistant Body Armor Grant Program

WHEREAS, the Leander Independent School District Board of Trustees finds it in the best interest of the Leander Independent School District that the **Rifle-Resistant Body Armor Grant Program** be operated for the 2026–2027 grant year; and

WHEREAS, the Leander Independent School District Board of Trustees agrees that, in the event of loss or misuse of Office of the Governor funds, Leander Independent School District assures that the funds will be returned to the Office of the Governor in full; and

WHEREAS, the Leander Independent School District Board of Trustees designates **Miguel Escobedo - Director, Emergency Management** as the grantee's Authorized Official. The Authorized Official is given the authority to apply for, accept, reject, alter, or terminate the grant on behalf of Leander Independent School District; and

WHEREAS, the Leander Independent School District Board of Trustees designates **Dana Paulson - Executive Director Financial Services** as the grantee's Financial Officer. The Financial Officer is given the authority to submit financial and/or programmatic reports or alter the grant on behalf of Leander Independent School District;

NOW, THEREFORE, BE IT RESOLVED that the Leander Independent School District Board of Trustees approves the submission and acceptance of the grant for the **Rifle-Resistant Body Armor Grant Program** through the Office of the Governor, Public Safety Office.

PASSED AND APPROVED this 17th day of August, 2026.

By: ______________________________

Anna Smith, President
Leander Independent School District
Board of Trustees

Attest: ______________________________

Nekosi Nelson, Secretary
Leander Independent School District
Board of Trustees

Grant Number: 5870901