



**Regular Meeting Agenda**  
**Thursday, October 1, 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 at the meeting 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 for this meeting was posted in compliance with the Texas Open Meetings Act on September 25, 2026, at 3:08 PM.

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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.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
  - A. Pledge of Allegiance
  - B. Moment of Silence
- 3. RECOGNITION**
  - A. Spotlight on Learning: Hisle Elementary School 3
- 4. CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
- 5. CONSENT AGENDA**
  - A. Consider Adoption of Local Policy FA 5
  - B. Consider Approval of the Construction Procurement Method for the Repurposing of Faubion Elementary School 7
  - C. Consider Approval of Minutes of Regular and Called Board Meetings 8
  - D. Consider Approval of Remote Homebound Waiver 14
  - E. Consider Approval to Transfer Funds from the Assigned General Fund Balance and Unrestricted General Fund Balance to the Self-Insured Healthcare Fund 15
- 6. SUPERINTENDENT'S REPORT 16**
  - A. Empowered Student Learning
  - B. Empowered Staff Learning
  - C. Safe and Innovative Learning Environments
- 7. DISCUSSION / ACTION ITEMS**

|                                                                                                                                                                                                             |     |
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| A. STUDENT LEARNING                                                                                                                                                                                         |     |
| 1. Discussion of Board Goal Report – Guardrail 4 Impactful Family Engagement                                                                                                                                | 32  |
| B. GOVERNANCE                                                                                                                                                                                               |     |
| 1. Discussion of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD                                                                      | 53  |
| C. OPERATIONS                                                                                                                                                                                               |     |
| 1. New Hope High School (NHHS) Design Update                                                                                                                                                                | 61  |
| 2. Discussion of Early College High School (ECHS) Location                                                                                                                                                  | 84  |
| 3. Discussion of Elementary Schools #31 and #32                                                                                                                                                             | 104 |
| 8. <b>CLOSED SESSION</b>                                                                                                                                                                                    |     |
| A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter                                                        |     |
| B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers                         |     |
| C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed                                              |     |
| 9. <b>ACTION PURSUANT TO CLOSED SESSION</b>                                                                                                                                                                 |     |
| A. Consider recommendation for termination of term contract of Police Chief Lucretia "Sha" Rogers, for cause and in the best interests of the District pursuant to Board Policy DFBB(LOCAL) and DFAB(LEGAL) |     |
| 10. <b>BOARD MEETING DEBRIEF</b>                                                                                                                                                                            |     |
| 11. <b>ADJOURNMENT</b>                                                                                                                                                                                      |     |

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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)]



October 1, 2026

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# Spotlight on Learning





# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

**Agenda Item:** Consider Adoption of Local Policy FA  
**Purpose:** ☐ Discussion Item/Report Only ☒ Action Requested  
**Administrator Responsible:** Shawn Swisher, J.D., General Counsel  
**Attachments:** Local Policy FA

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## **Background Information:**

Administration met with the policy committee and reviewed the following policy, which is being presented for Board consideration this evening:

FA (LOCAL): This Policy simply articulates the requirement from the 89th Legislative Session for the District to provide a parental portal available on the District's website.

## **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 the Board adopt Local Policy FA as presented.

## **Sample Motion:**

I move that the Board adopt Local Policy FA as presented.

PARENT RIGHTS AND RESPONSIBILITIES

FA  
(LOCAL)

**Parent Portal**

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                           |                                                      |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>Agenda Item:</b>               | Consider Approval of the Construction Procurement Method for the Repurposing of Faubion Elementary School |                                                      |
| <b>Purpose:</b>                   | <input type="checkbox"/> Discussion Item/Report Only                                                      | <input checked="" type="checkbox"/> Action Requested |
| <b>Administrator Responsible:</b> | Jeremy Trimble, M.Arch, Chief Operations Officer                                                          |                                                      |
| <b>Attachments:</b>               | N/A                                                                                                       |                                                      |

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## **Background Information:**

The [bond approved by voters in May 2023](#) included funding for the repurposing of underutilized campuses. As part of that, the repurposing of the former Faubion Elementary School requires Board approval of a construction procurement method before Administration can proceed with contractor procurement. Administration is recommending Job Order Contracting (JOC) as the construction procurement method for this project. JOC is an approved construction procurement method that provides the District with an established mechanism to efficiently procure and execute renovation, alteration, and repurposing work as facility needs are further defined.

This action establishes JOC as the procurement method for the project and does not represent a new decision regarding the repurposing or future use of Faubion Elementary School.

## **Alignment to Board Goals & Superintendent Guardrails:**

This item advances Guardrail 5 by establishing an efficient procurement method for using [voter-approved Bond 2023](#) funding designated for repurposing underutilized campuses and by providing a clear path for contractor procurement and project implementation.

## **Administrative Recommendation:**

Administration recommends that the Board of Trustees approve Job Order Contracting (JOC) as the construction procurement method for the repurposing of Faubion Elementary School.

## **Sample Motion:**

I move that the Board of Trustees approve Job Order Contracting (JOC) as the construction procurement method for the repurposing of Faubion Elementary School.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: October 1, 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:** 09-17-26 Regular Board Meeting Minutes DRAFT  
09-22-26 Special Meeting Grievance Hearing Minutes DRAFT

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## **Background Information:**

Board Meeting minutes are attached for your review.

## **Alignment to Board Goals & Superintendent Guardrails:**

Supports effective governance, transparency, and accountability by ensuring an accurate record of Board actions and decisions.

## **Administrative Recommendation:**

Administration recommends approval of the Board Meeting Minutes as presented.

## **Sample Motion:**

I move the Board approve the minutes, as presented.

## Minutes of Regular Meeting with Public Hearing

The Board of Trustees  
Leander Independent School District

### STATE OF TEXAS COUNTY OF WILLIAMSON

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, September 17, 2026, beginning at 6:15 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson, Trish Bode (arrived at 6:19 pm), Paul Gauthier (Absent), Gloria Gonzales-Dholakia (arrived at 7:48 pm, left the meeting at 10:30 pm), and Laura Marques.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**

2. **OPENING CEREMONY**

- A. Pledge of Allegiance
- B. Moment of Silence

3. **RECOGNITION**

- A. Spotlight on Operations: Professional Learning Communities

4. **CITIZEN COMMENTS**

*Two citizens addressed the Board of Trustees.*

5. **PUBLIC HEARING**

- A. Public Hearing on Annual Certification of Compliance with Certain Laws Under Texas Senate Bill 12

6. **CITIZEN COMMENTS FOR THE PUBLIC HEARING ON ANNUAL CERTIFICATION OF COMPLIANCE WITH CERTAIN LAWS UNDER TEXAS SENATE BILL 12**

*No citizens addressed the Board of Trustees.*

7. **CONSENT AGENDA**

- A. Consider Approval of Minutes of Regular and Called Board Meetings
- B. Consider Adoption of the 2026-2027 Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding
- C. Consider Approval of School Health Advisory Committee (SHAC) Membership Recommendations

*I move the Consent Agenda items be approved as presented. This motion, made by Sade Fashokun and seconded by Dr. Laura Marques, passed five in favor and two absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

**8. SUPERINTENDENT'S REPORT**

- A. Empowered Student Learning
- B. Empowered Staff Learning
- C. Safe and Innovative Learning Environments

**9. DISCUSSION/ACTION ITEMS**

**A. STUDENT LEARNING**

- 1. Discussion of Board Goal Report - Guardrail 5 (Department Plans)

**B. GOVERNANCE**

- 1. Consider Adoption of Annual Certification of Compliance with Certain Laws Under Texas Senate Bill 12

*I move that the Board adopt the Resolution Regarding Annual Certification of Compliance with Certain Laws Under Senate Bill 12 as presented. This motion, made by Trish Bode and seconded by Nekosi Nelson, passed five in favor and two absent. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor.*

- 2. Consider Approval of a Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly

*I recommend that the Board of Trustees name Dr. Laura Marques as the Official Voting Delegate and Anna Smith as the Alternate to the 2026 TASB Delegate Assembly. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Trish Bode, passed six in favor and one absent. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor.*

**C. OPERATIONS**

- 1. Discussion of Efficiency Audit in Conjunction with Voter-Approval Tax Rate Election (VATRE)
- 2. Consider Approval of Budget Amendment Fiscal Year (FY) 27 - #2

*I move the Board of Trustees approve FY27 Budget Amendment - #2 as presented. This motion, made by Nekosi Nelson and seconded by Dr. Gloria Gonzales-Dholakia, passed six in favor and one absent. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor.*

3. Consider Approval of a Resolution for Fiscal Year 2026-27 Rifle-Resistant Body Armor Grant Program for the Office of the Governor

*I move that the Board of Trustees approve the Resolution for the Fiscal Year 2026-2027 Rifle-Resistant Body Armor Grant Program, as presented. This motion, made by Dr. Laura Marques and seconded by Sade Fashokun, passed five in favor and two absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

#### 10. **CLOSED SESSION**

*The Board of Trustees went into Closed Session at 9:49 PM after the Board President announced the right to do so under:*

- A. Texas Government Code 551.071: consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: personnel - House Bill 3372 Administrator Personal Services Contracts

*The Board of Trustees returned to Open Session at 11:33 PM.*

#### 11. **ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Approval of House Bill 3372 Administrator Personal Services Contracts

*I move that the Board of Trustees approve the House Bill 3372 Administrator Personal Services Contracts as presented. This motion, made by Sade Fashokun and seconded by Dr. Laura Marques, passed five in favor and two absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

#### 12. **BOARD MEETING DEBRIEF**

#### 13. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.

Time: 11:33 PM

These minutes were read and approved by the Board of Trustees on the 1st day of October 2026.

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President

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Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

## Minutes of Special Meeting - Grievance Hearing

The Board of Trustees  
Leander Independent School District

### STATE OF TEXAS COUNTY OF WILLIAMSON

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A Special Meeting of the Board Grievance Committee of the Leander Independent School District was held on Tuesday, September 22, 2026, beginning at 6:15 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Nekosi Nelson, and Laura Marques.

**1. CALL TO ORDER AND DECLARATION OF QUORUM**

**2. CITIZEN COMMENTS**

*One citizen addressed the Board of Trustees.*

**3. CLOSED SESSION**

*The Board Grievance Committee went into closed session at 6:18 PM after the Presiding Officer, Anna Smith, announced the right to do so under:*

A. Texas Government Code 551.082, 551.074, and 551.071: hear and deliberate parent complaint concerning school children and school district employees, and consultation with attorney about this appeal.

*The Board Grievance Committee returned to open session at 7:21 PM.*

**4. ACTION PURSUANT TO CLOSED SESSION**

*For item 3. A. I move that the Board affirm and adopt the Level II decision, deny the grievance, and that the minutes of this meeting constitute the written Level III decision in this matter. This motion, made by Dr. Laura Marques and seconded by Nekosi Nelson, passed three in favor and none opposed. Anna Smith: In favor, Nekosi Nelson: In favor, Dr. Laura Marques: In favor*

**3.B. OPEN SESSION**

*The Board Grievance Committee heard item 3.B. in open session.*

Texas Government Code 551.082 and 551.074: hear and deliberate complaint concerning school district employees.

*For item 3. B. I move that the Board committee remand this grievance to the administration for development of the record on the issues presented. This motion, made by Anna Smith and seconded by Dr. Laura Marques, passed three in favor and none opposed. Anna Smith: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor*

**5. ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.



Time: 7:45 PM

These minutes were read and approved by the Board of Trustees on the 1st day of October 2026.

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President

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Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                            |                                                                                                           |
|----------------------------|-----------------------------------------------------------------------------------------------------------|
| Agenda Item:               | Consider Approval of Remote Homebound Waiver                                                              |
| Purpose:                   | <input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested |
| Administrator Responsible: | Paige Collier, Ph.D., Assistant Superintendent of Special Programs                                        |
| Attachments:               | N/A                                                                                                       |

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## **Background Information:**

To be placed in the special education or Section 504 homebound instructional setting, a student aged six years or older must meet the following criteria:

- The student is eligible for special education and related services as determined by an Admission, Review, Dismissal (ARD) committee or Section 504 accommodations as determined by the Section 504 committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.
- The student's medical condition is documented by a physician licensed to practice in the United States.

The district is currently seeking a homebound waiver from the Texas Education Agency (TEA) for two students who have medical needs that impair their ability to have in-person homebound services due to their health condition. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. The ARD committees and/or Section 504 recommended that the students be given a remote homebound option so that they can be supported in their coursework at their appropriate level given their needs. An individual waiver will be submitted for the students upon Board approval.

## **Alignment to Board Goals & Student Outcomes:**

Student Experience & Pathway Access. The Superintendent shall ensure that student interest and belonging drive participation across all pathways, regardless of student background.

## **Administrative Recommendation:**

Administration recommends the board allow administration to seek a waiver from TEA to request that remote homebound instruction be provided to two students and counted for homebound funding purposes and to count the students as in attendance when remote instruction is provided

## **Sample Motion:**

I move to allow LISD administration to seek a waiver from TEA to request that remote homebound instruction be provided to two students and counted for homebound funding purposes and to count the students as in attendance when remote instruction is provided, as presented.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                                                                      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b>               | Consider Approval to Transfer Funds from the Assigned General Fund Balance and Unrestricted General Fund Balance to the Self-Insured Healthcare Fund |
| <b>Purpose:</b>                   | <input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested                                            |
| <b>Administrator Responsible:</b> | Dan Villarreal, Sr., CPA, RTSBA, Chief Financial Officer                                                                                             |
| <b>Attachments:</b>               | N/A                                                                                                                                                  |

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## **Background Information:**

The Self-Insured Healthcare Fund ended fiscal year 2025 with a fund balance of \$7.0 million, a decrease of \$6.2 million from the prior year's ending fund balance, and, based on unaudited financials, ran a deficit of \$1.7 million for fiscal year 2026. Historically, healthcare claims have been higher in September and October due to increased utilization during the summer months. However, unlike prior years, claims remained elevated rather than declining as expected.

During the [December 11, 2025](#), and [June 4, 2026](#), Regular Board Meetings, the Board approved the transfer of a total of \$4 million from the General Fund Assigned Fund Balance designated to the Self-Insured Healthcare Fund to address cash flow pressures resulting from higher-than-anticipated healthcare claims. During the [August 6, 2026](#), Regular Board Meeting, the Board approved the transfer of a total of \$3 million to the Self-Funded Healthcare Fund, \$2 million from the General Fund Assigned Fund Balance along with an additional \$1 million from the Workers Compensation Fund.

The Self-Insured Healthcare Fund has continued to experience administration fees and claims significantly above historical levels, resulting in the need for additional financial support to maintain adequate cash flow and fund solvency.

Additionally, Administration recommends that the Board approve the transfer of the remaining \$4.0 million from the Assigned General Fund Balance and an additional \$2 million from the Unrestricted General Fund Balance to the Self-Insured Healthcare Fund. This transfer will provide the necessary resources to maintain the financial stability of the Self-Insured Healthcare Fund while Administration continues to monitor claims activity and evaluate long-term solutions to ensure the fund's long-term sustainability.

## **Alignment to Board Goals & Superintendent Guardrails:**

**Effective & Efficient Operations:** This agenda item supports the Board's commitment to sound fiscal stewardship and operational effectiveness by ensuring the continued financial stability of the District's Self-Insured Healthcare Fund. Approval of the recommended transfers will provide sufficient resources to address higher-than-anticipated healthcare claims, maintain uninterrupted healthcare coverage for employees, and preserve the District's ability to fulfill its financial obligations.

## **Administrative Recommendation:**

Administration recommends the Board of Trustees approve the transfer of the remaining \$4.0 million from the Assigned General Fund Balance and an additional \$2 million from the Unrestricted General Fund Balance to the Self-Insured Healthcare Fund as presented.

## **Sample Motion:**

I move the Board of Trustees approve the transfer of the remaining \$4.0 million from the Assigned General Fund Balance and an additional \$2 million from the Unrestricted General Fund Balance to the Self-Insured Healthcare Fund as presented.



October 1, 2026

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# Superintendent's Report



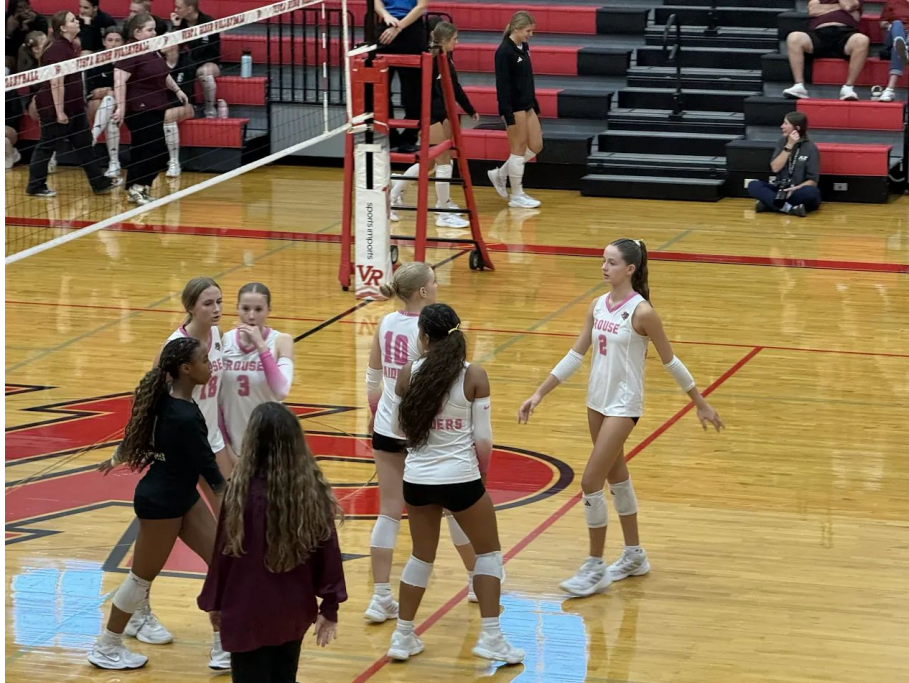
# EMPOWERED STUDENT LEARNING





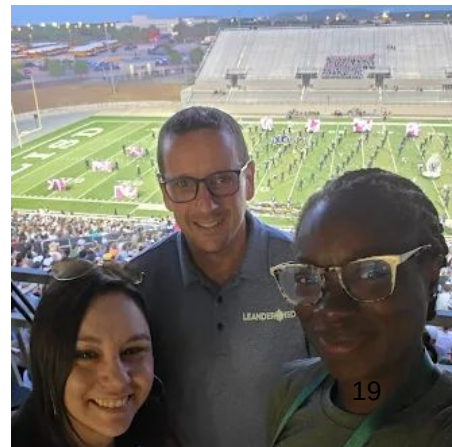


# EMPOWERED STUDENT LEARNING





# EMPOWERED STUDENT LEARNING







## EMPOWERED STUDENT LEARNING







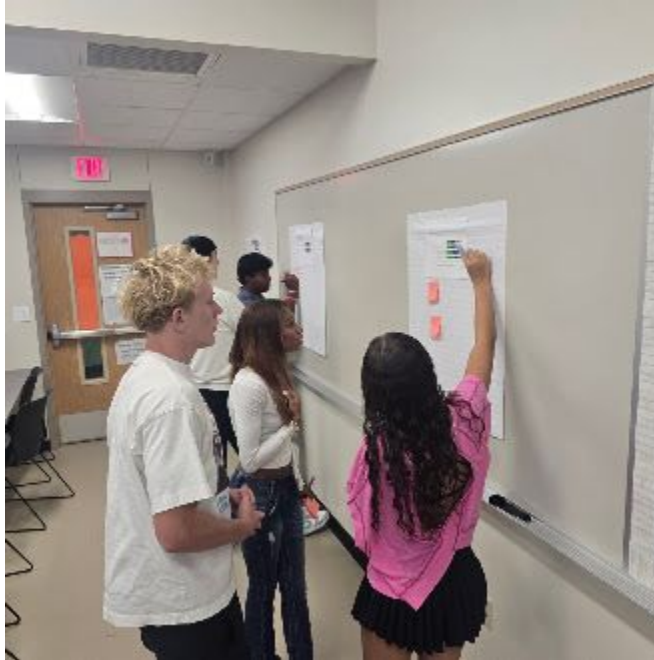
# EMPOWERED STUDENT LEARNING



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## EMPOWERED STUDENT LEARNING







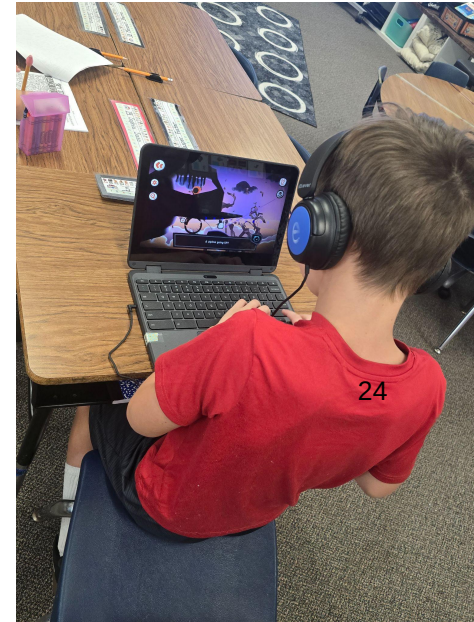
## EMPOWERED STUDENT LEARNING



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# EMPOWERED STUDENT LEARNING







# EMPOWERED STUDENT LEARNING





# EMPOWERED STUDENT LEARNING





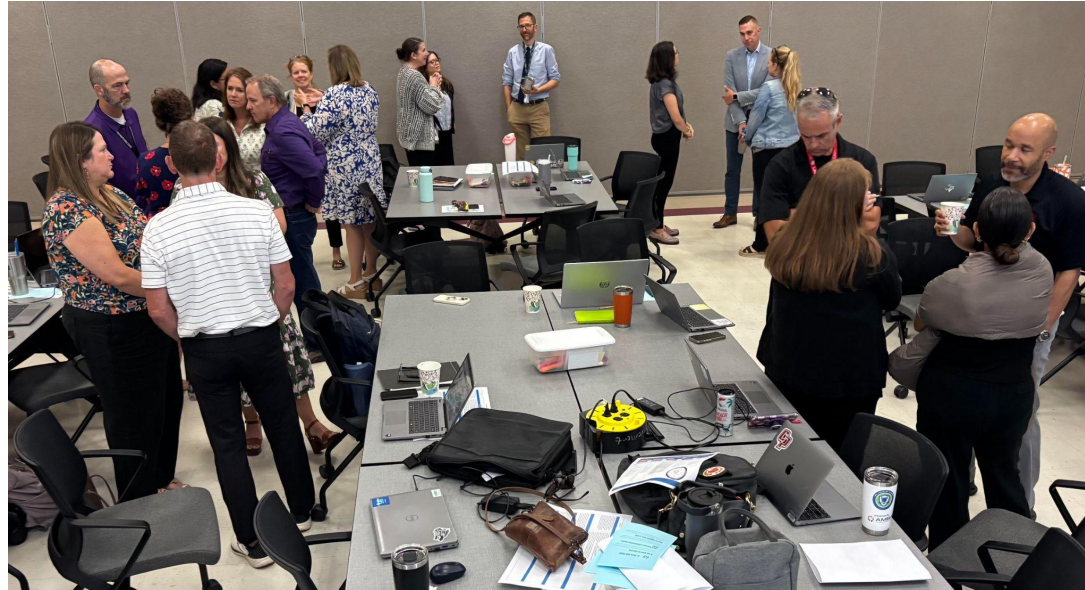


## EMPOWERED STAFF





## EMPOWERED STAFF



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## EMPOWERED COMMUNITY







# EMPOWERED COMMUNITY



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b>               | Discussion of Board Goal Report – Guardrail 4 Impactful Family Engagement                                                                                                                                                                                                                                         |
| <b>Purpose:</b>                   | <input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested                                                                                                                                                                                                         |
| <b>Administrator Responsible:</b> | Kristen Alex, M.Ed., Assistant Superintendent of Student and Family Services; Bryan Miller, M.Ed., Executive Director of Student Support; Stacie Seveska, M.Ed., Director of Student Support; Shayla Pratt, M.Ed., Director of Counseling Services; Shannon Jacque, M.Ed., Director of State and Federal Programs |
| <b>Attachments:</b>               | Board Goal Report – Guardrail 4 Impactful Family Engagement Presentation                                                                                                                                                                                                                                          |

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## **Background Information:**

Tonight's presentation will introduce the Families as Partners framework, explain how it supports the expectations outlined in [Guardrail 4 in the 2026-27 Board Goals and Superintendent Guardrails](#), establish a common understanding of key family engagement terms, and provide initial steps for measuring progress. It will emphasize that family engagement is a shared responsibility across departments and campuses.

## **Alignment to Board Goals & Superintendent Guardrails:**

Guardrail 4 emphasizes authentic family engagement through proactive, accessible outreach that reaches families beyond traditional structures and provides clear information and resources to support student learning. The presentation will highlight how the coordinated work of Student Support Services, Counseling Services, State and Federal Programs, and the Student and Family Support Team reduces barriers, connects families with resources, and strengthens student outcomes.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



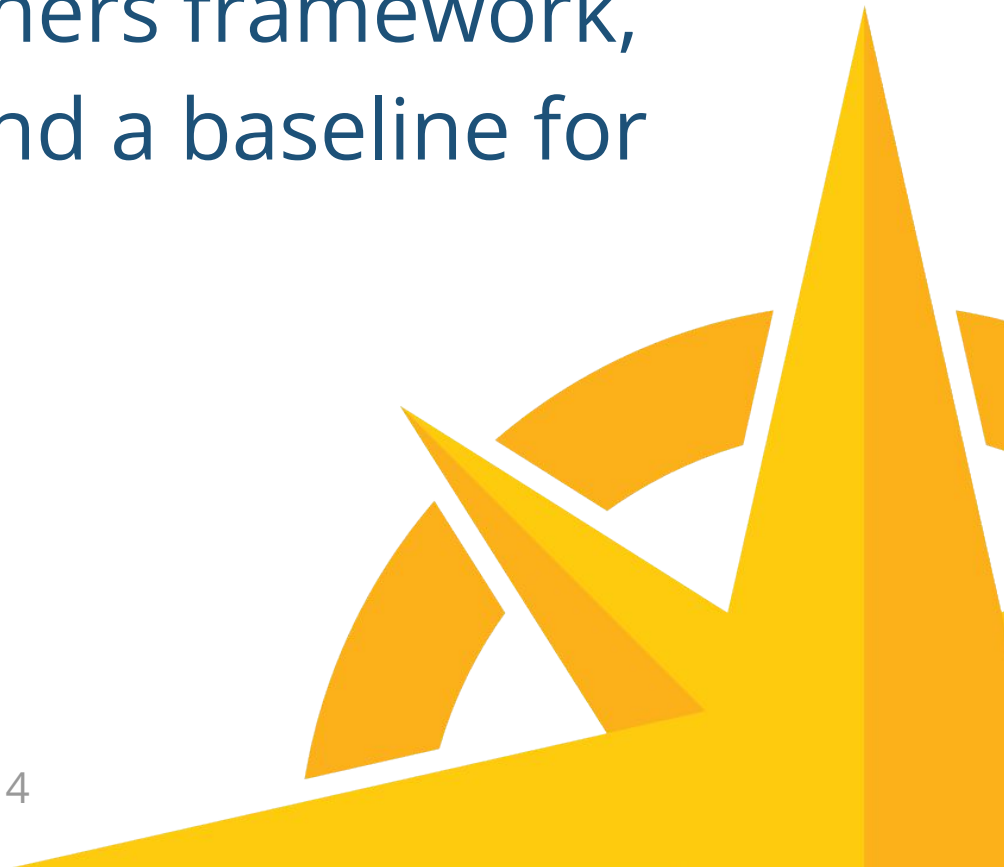
October 1, 2026

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# **Board Goal Report – Guardrail 4 Impactful Family Engagement**

# PURPOSE

The purpose of this presentation is to introduce the Families as Partners framework, establish shared definitions, and a baseline for Guardrail 4.







## Board Members Discussion Framework

From a governance lens, does our approach reflect a meaningful shift from family participation to authentic family engagement?

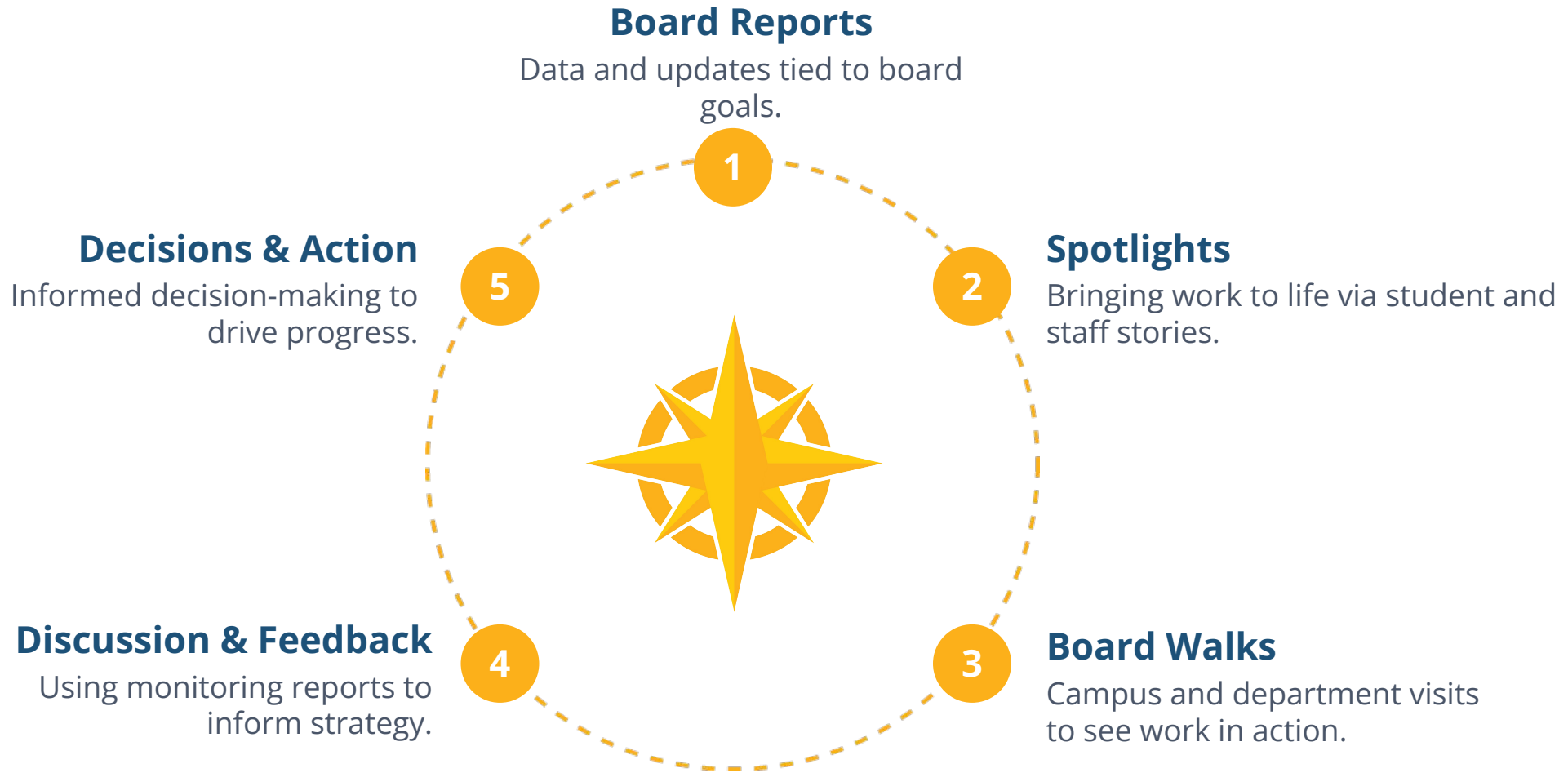
35

Do the definitions shared align with Guardrail 4 by differentiating participation from authentic, impactful engagement?

As you listen, what stands out about how we plan to strengthen families' experiences of engagement across our district?



# Board Monitoring Cycle





## **GUARDRAIL 4**

The Superintendent shall ensure that the district provides opportunities for all families to authentically engage through a differential reach strategy that moves beyond traditional parent engagement structures. This includes clear, actionable student performance data and tailored resources that empower families to support learning at home.

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## **INTERIM GUARDRAIL**

The district will increase participation of historically underrepresented families in engagement opportunities beyond traditional parent structures.



## Department of Student and Family Services

### Families as Partners

**Know Me. Support Me. Grow  
With Me. Stay Connected.**

*Family engagement is the work of every campus and department. Student & Family Services builds the shared framework, measures, and capacity that help this work happen consistently across LISD.*



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# Families as Partners

One district framework for a consistent family experience.

01

**KNOW ME:** Enrollment, family voice, preferred communication, and relationship building  
*What families experience: Staff learn how to communicate with us and invite our perspective.*

02

**SUPPORT ME:** Family navigation, resource & community connections  
*What families experience: We can find the right help without navigating the district alone.*

03

**GROW WITH ME:** Student-data conversations, learning-at-home resources, and family learning  
*What families experience: We understand our student's progress and know what we can do next.*

04

**STAY CONNECTED:** Differential outreach, feedback loops, and continuous communication  
*What families experience: We receive follow-through and see how our feedback influenced the response.*

Families as Partners turns separate services into one family experience.





# Current: Family Engagement Underway

## ELEMENTARY FAMILY ENGAGEMENT EFFORTS

This document aims to ensure that elementary campuses become more consistent while also allowing campuses to plan flexibly based on their staffing capacity and school size. The ultimate goal is that we are providing high-quality engagement opportunities for all of our #1LISD families.

### REQUIRED ENGAGEMENT EFFORTS



- In-person parent-teacher Conferences must be offered
- New Family Orientation
- Grandparent's Day Lunch
- Meet the Teacher/Open House
- Curriculum Night- By grade level, in person must be offered
- Thanksgiving Lunch
- Weekly newsletter
- Site Based Committee
- Active social media
- Minimum of 2 family engagement activities
- Active Website

### STRONGLY RECOMMENDED ENGAGEMENT EFFORTS



- PTA or PTSA or PTO
- Class celebrations
- School musical
- Veteran's Day event
- Systems for parent volunteers during the school day

*While these items are not required, if you are considering not engaging in these, you need to check with your feeder pattern to see what they do and discuss with your area superintendent if you anticipate concerns, especially with PTA/PTO and class celebrations.*

### ENGAGEMENT EFFORTS TO ATTEMPT TO ALIGN WITH YOUR FEEDER



- First day of school Procedures
- Large community school events (ie. large lunch events, Food exempt class party/ celebration days, assemblies, awards)
- Systems for field trips (chaperones, check outs, etc)
- EOY Celebrations or other food exempt days

*It is not required to do exactly what your feeder does. Just strongly recommended to discuss these topics in your collaboration times.*

Additional Exciting engagement opportunities: Heroes mentoring, Watch DOGS, Special



## Elementary Campuses



## DADVOCATES



Calling all dads, grandfathers, uncles, father figures, and male caregivers of students receiving support through an IEP or 504 plan! This space is for you. Come pull up a chair, connect with other dads who get it, and help us continue building a strong network of support. No pressure, just real conversation and community.

|        |                                                                         |
|--------|-------------------------------------------------------------------------|
| SEP 23 | <b>Brass Tap</b><br>15181 Ronald Reagan Blvd Ste 300, Leander, TX 78641 |
| OCT 21 | <b>Brass Tap</b><br>15181 Ronald Reagan Blvd Ste 300, Leander, TX 78641 |
| NOV    | <b>Brass Tap</b><br>15181 Ronald Reagan Blvd Ste 300, Leander, TX 78641 |



## Lunch & Learn

Wednesday, September 2nd  
11:00 a.m. - 12:00 p.m.  
Google Meets

## Making Homework Work

Turn homework time from stressful to successful! Learn simple ways to build routines, boost focus, and keep your child organized. Families will leave with practical tools and tips to create a calm, structured homework routine that builds independence and confidence.

### Takeaways:

- ✓ Homework routine checklist
- ✓ Focus and motivation strategies
- ✓ Tools for organization and time management



Family engagement is already occurring across LISD. Our opportunity is to create greater consistency in who is reached and what families experience.



# What is Family Engagement?

**FAMILY ENGAGEMENT**

A reciprocal partnership in which families and the district share information, perspectives, and action.

41

**AUTHENTIC ENGAGEMENT**

Families can participate, contribute, receive useful information, and see follow-through.

**IMPACTFUL ENGAGEMENT**

As a result of the experience, families feel better informed, more connected, or better equipped to support their student.

**Attendance alone doesn't tell us whether engagement was accessible, meaningful, or useful.**



# Differential Reach

How do we draw families in? The method changes based on access and need.

## UNIVERSAL REACH

**Every family receives clear, accessible information and meaningful opportunities to engage.**

### What families experience:

Information that is understandable, relevant, and easy to access.

## TAILORED REACH

**Language, timing, format, location, and resources are adjusted when participation patterns reveal barriers.**

### What families experience:

Options designed around real barriers rather than a single traditional structure.

## INDIVIDUAL REACH

**Direct navigation, personal outreach, and follow-up are provided when a family's circumstances require more support.**

### What families experience:

Someone notices, reaches out, and stays connected until the next step is clear.



**We adjust how we connect with families so more families can access information, ask questions, and participate.**



# Defining Underrepresentation

## CONTEXT SPECIFIC

Participation is examined within a particular opportunity, structure, campus, or student population.

## DATA INFORMED

A group is underrepresented when its participation is meaningfully lower than its representation in the relevant student population.

## BARRIER FOCUSED

We examine language, timing, transportation, technology, accessibility, relevance, prior experience, and other barriers before drawing conclusions.



Establish comparison methods, identify meaningful thresholds, and examine barriers to participation before setting future improvement targets.



## Family Engagement Specific to Student and Family Services

### **Impactful and Representative Family Partnership**

Establish and test a coherent Families as Partners system that uses differential-reach strategies to increase meaningful participation by historically underrepresented families, strengthen trust, improve access to support, and equip families with clear student information and tailored resources to support student growth.

44

### **Student Access, Belonging, and Pathway Navigation**

Strengthen access to planning information, counseling supports, and pathway-navigation resources so students and families understand available opportunities, can identify next steps or alternatives, and experience belonging across campuses and student groups.

### **Enrollment Continuity and Attendance Improvement**

Strengthen enrollment, onboarding, retention, and attendance systems so barriers are identified earlier, families receive coordinated support, enrollment continuity improves, and chronic absenteeism is reduced.





# Attendance: Understanding & Removing Barriers

## NOTICE EARLIER

Use student attendance data as information to intervene or celebrate patterns.

## ASK BEFORE ESCALATING

Redesign the current attendance approach from reactive to supportive through a multi-tiered systems of support including outreach and aligned resources for intervention.

## CONNECT AND FOLLOW THROUGH

Coordinate campus and district attendance teams to determine celebrations as well as intervention using clear monitoring systems, enhanced family engagement strategies, and continuous review.



Families can discuss attendance barriers and understand the next step.



## State & Federal Programs: Coordinating Access and Support

### STRENGTHEN CAMPUS PRACTICE

Partner with Title I campuses to design flexible, relevant engagement around identified family and student needs.

### NAVIGATE WITH CARE

Create smooth handoffs across enrollment, transportation, campus, and community supports to provide families with a seamless, coordinated experience.

### LEARN AND REPLICATE

Use family participation and feedback to identify effective practices that should be adapted or expanded.



Audit barriers to family participation, disaggregate participation data by identified family groups, implement targeted adjustments to outreach, access, and support strategies.



## Counseling: Turning Information into Action

### MAKE PROGRESS VISIBLE

Strengthen collaboration across schools to facilitate a smooth transition between school levels for our families.

### CLOSE ACCESS GAPS

Evaluate access gaps for courses and programs. For example, summer group therapy opportunities led by our Student and Family Support Team.

### CLEAR & CONSISTENT ACADEMIC ADVISING

Partner with parents/guardians to review completion of course plans for all secondary students that show planning aligned with the student's postsecondary goals.



Facilitate a smooth transition between grade levels and create plans that support pathway-navigation resources.



# Year one: Build, Test, and Learn

## **LISTEN AND BASELINE**

- 01** Map current practices, hear from families, define common terms, and establish participation and family-experience measures.

## **DESIGN AND PILOT**

- 02** Set common expectations, improve districtwide touchpoints, and test strategies with four to six campuses.

## **EVALUATE AND DECIDE WHAT TO EXPAND**

- 03** Use pilot results and family feedback to set year-two priorities.



Activity tells us what we offered. Guardrail monitoring should tell us whom we reached and whether the experience equipped families to support student success.



## How we will know

Planned evidence for the year-one baseline

### Reach

Participation by opportunity and campus compared with the relevant student population.

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### Family experience

Feedback on access, useful information, and whether families know their next step.

### Follow-through

Whether requests receive a clear response, appropriate referral, and completion or resolution.

### Learning and action

Evidence that families can use student information and that their input improves practice.

Year one establishes these measures and a baseline; later cycles will show change.





## Family Engagement Specific to Student and Family Services

### **Impactful and Representative Family Partnership**

By June 2027, establish and test a Families as Partners system that expands meaningful participation, strengthens trust, improves access, and provides families with tailored information and resources. Use disaggregated baseline data to identify barriers and adjust outreach and support.

50

### **Student Access, Belonging, and Pathway Navigation**

By June 2027, establish and test a coordinated process that connects students and families to planning information, counseling, and pathway options. Measure progress through participation, completion, and feedback data across campuses and student groups.

### **Enrollment Continuity and Attendance Improvement**

By June 2027, strengthen enrollment, onboarding, retention, and attendance systems through early barrier identification, coordinated family support, and progress monitoring. Measure success through enrollment continuity, follow-up data, and chronic absenteeism trends.



## Board Members Discussion Framework

From a governance lens, does our approach reflect a meaningful shift from family participation to authentic family engagement?

51

Do the definitions shared align with Guardrail 4 by differentiating participation from authentic, impactful engagement?

As you listen, what stands out about how we plan to strengthen families' experiences of engagement across our district?

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# Discussion

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                                                                                                                                                                                                    |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b>               | Discussion of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD                                                                                                                                                |
| <b>Purpose:</b>                   | <input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested                                                                                                                                                                          |
| <b>Action Requested:</b>          | October 15, 2026                                                                                                                                                                                                                                                                   |
| <b>Administrator Responsible:</b> | Chris Clark, Ed.D., Superintendent of Schools                                                                                                                                                                                                                                      |
| <b>Attachments:</b>               | Discussion of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD Presentation<br>Adopted Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District |

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## **Background Information:**

During the [September 30, 2025, Special Board Meeting](#), the Board of Trustees adopted a Resolution Regarding Sustainability and Long-Range Planning for Leander ISD. The Resolution established a framework for the District to address long-term financial sustainability and facility planning and identified actions, processes, and timelines for continued Board consideration.

Tonight, the Board will review the status of the actions and objectives identified in the Resolution. This discussion will inform the Board's consideration of action related to the Resolution during the October 15 Board meeting.

## **Alignment to Board Goals & Superintendent Guardrails:**

This agenda item supports the Board's commitments to Student Experience, Staff Experience, and Stewardship, and Board oversight, accountability, and long-range planning for the future of Leander ISD.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



October 1, 2026

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## **September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD**



# PURPOSE

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Review the status of the actions and objectives identified in the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD.



## Board Member Discussion Framework

Does Administration's work over the past year demonstrate that the purposes and directives of the Resolution have been incorporated into its work?<sup>56</sup>

# **RESOLUTION REGARDING FINANCIAL SUSTAINABILITY AND LONG-RANGE PLANNING FOR LEANDER INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Leander Independent School District is committed to helping students prepare themselves for future success by providing a high-quality education that emphasizes innovation, creativity, and critical thinking through academic excellence and exceptional extracurricular programs that empower our learners to live out the tenets of the graduate profile, while maintaining its commitment to student experience, high achievement and responsible stewardship of public resources despite unprecedented financial challenges; and

WHEREAS, the Leander Independent School District faces a significant budget deficit exceeding a 1.5% budget deficit parameter for the 2026-27 school year and anticipates continued deficit budgets in future years due to legislative action, requiring immediate and sustained measures to maintain financial stability; and

WHEREAS, these funding constraints require revenue enhancements and expenditure reductions; and

WHEREAS, Administration values strong community partnerships and encourages active involvement from parents, local businesses, and community members. Through these collaborations, Leander ISD enhances the educational experience and creates opportunities for student success; and

WHEREAS, Administration has conducted extensive community engagement about long-range planning through multiple platforms, including various committees, Thought Exchange, citizen comments, staff listening sessions, and community conversations; and

WHEREAS, between May 29 and September 5, the communities of Cypress, Faubion, Laura Bush, Naumann, Steiner Ranch, River Ridge and Westside elementaries provided clear and consistent feedback that reflect the desire to maintain neighborhood schools as cornerstones of community identity, while also requesting clarity and transparency on how data is used, including exploring alternatives balancing the desire to maintain our exceptional standards of student experience; and

WHEREAS the Board believes the need to address campus enrollment concerns extends beyond under-enrolled campuses to include campuses that are at- or over-capacity, and that financial sustainability efforts impact every part of the District; and

WHEREAS, Administration's staffing costs represent over 86% of the total budget, which is higher than the state average and requires careful examination for efficiency opportunities; and

WHEREAS, the Board must make budget decisions with an understanding of timeline constraints, informed by adequate data and appropriate community input.

**Now, Therefore,**

### **Comprehensive Long-Range Planning and Timeline**

BE IT RESOLVED, the district shall develop a comprehensive long-range planning process incorporating, but not limited to, the following categories: **campus operations and consolidation, staffing analysis and guidelines, program analysis and modifications, facilities and asset management, revenue generation strategies, expense reduction strategies, and community and staff engagement.** The Process shall address enrollment, facility utilization, and program development embedded with community engagement and transparency.

### **Campus Operations and Consolidation**

BE IT RESOLVED, the Board shall establish criteria, including how transfer and Pre-K enrollment will be used for campus consolidation, including: (1) a first threshold for implementing low-enrollment staffing models and (2) a second threshold below which consolidation will be considered; and

BE IT RESOLVED, Administration shall develop a process, addressing high-enrollment campuses and low-enrollment campuses, including exploring options to mitigate the need to consolidate with criteria designed to protect academic quality and student experience; and

BE IT RESOLVED, Administration shall annually report on campus utilization (elementary, middle, and high school) based on approved criteria, following the demographic update; and

### **Program Analysis and Modifications**

BE IT RESOLVED, Administration shall evaluate programs for opportunities to identify potential efficiencies, access, enrollment, and demand; and

BE IT RESOLVED, Administration shall engage in consultation with campus leadership, staff, and community stakeholders before implementing any changes to educational programs; and

## **Facilities and Asset Management**

BE IT RESOLVED, Administration shall consider the impacts of long-range planning on both debt service (I&S) and operating (M&O) funds to ensure sustainable resource allocation; and

BE IT RESOLVED, Administration shall evaluate opportunities to generate revenue from real estate assets, including potential sales and/or leasing arrangements; and

BE IT RESOLVED, Administration shall provide an analysis of voter-approved bonds to inform future financial planning and resource allocation; and

BE IT RESOLVED, Administration shall initially consider meeting district facility needs, using existing facilities and resources through co-location and/or repurposing; and

## **Revenue Generation Strategies**

BE IT RESOLVED, Administration shall conduct a detailed analysis of available copper penny tax options, including potential revenue, community impact, and timelines; and

BE IT RESOLVED, Administration shall implement the open enrollment policy beginning with the 2026-27 school year; and

BE IT RESOLVED, Administration shall prioritize enhanced attendance improvement strategies, recognizing that each percentage point increase in Average Daily Attendance yields additional revenue; and

BE IT RESOLVED, Administration shall explore revenue-generation opportunities, including but not limited to: methods for increasing the weighted average daily attendance (WADA), and the expansion of Career & Technical Education programs; and

BE IT RESOLVED, the Board of Trustees of Leander Independent School District formally requests Commissioner Mike Morath and the Texas Education Agency to ensure the District receives all House Bill 2 funding with no loss in hold harmless protection; and

## **Expenditure Reduction Strategies**

BE IT RESOLVED, Administration shall conduct a comprehensive staffing analysis to examine the growth in personnel costs from historical baselines, identifying contributing factors; and



BE IT RESOLVED, Administration shall develop staffing guidelines, applicable district-wide, addressing both low-enrollment and high-enrollment campus efficiency standards; and

BE IT RESOLVED, Administration shall consider the impact on campuses that experienced prior reductions when making recommendations on any future staffing reductions; and

BE IT RESOLVED, Administration shall complete the TASB central office staffing study to identify opportunities for process redesign, shared-service alignment, and technological efficiencies for any staffing adjustments at the central office level; and

### **Community and Staff Engagement**

BE IT RESOLVED, Administration shall engage the community, including families and staff members, as partners in implementing solutions; and

BE IT RESOLVED, Administration shall commit to transparent, phased communication, distinguishing exploration and/or recommendations from action to prevent undue concern before action is taken; and

### **Final Resolution**

BE IT FURTHER RESOLVED, this resolution shall guide the Administration's budget planning process and ensure that all decisions are made with full consideration of their impact on students, staff, and the community; and

BE IT FURTHER RESOLVED, the Board commits to multiple workshop-format meetings to allow in-depth review and discussion of budget and long-range planning; and

BE IT FURTHER RESOLVED, Administration shall provide regular updates on long-range planning and its impact on financial planning, academics and the student experience, including key benchmark data.

**Adopted this 30th day of September, 2025, Leander Independent School District Board of Trustees**

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                           |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b>               | New Hope High School (NHHS) Design Update                                                                 |
| <b>Purpose:</b>                   | <input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested |
| <b>Administrator Responsible:</b> | Jeremy Trimble, M.Arch, Chief Operations Officer                                                          |
| <b>Attachments:</b>               | New Hope High School (NHHS) Design Update Presentation                                                    |

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## **Background Information:**

As planning continues for the repurposing of the former Faubion Elementary School facility to support New Hope High School, administration and the project design committee are continuing to develop the design of the future campus.

Tonight's presentation will update the Board on the project's progress and direction of the work moving forward. The update is intended to provide the Board with a clear understanding of the project's status and the factors guiding the next phase of development.

## **Alignment to Board Goals & Student Outcomes:**

Supports the development of learning environments designed to meet the academic, programmatic, and student experience needs of New Hope High School students.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



October 1, 2026

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## **New Hope High School (NHHS) Design Update**

# PURPOSE

Present an update on the  
New Hope High School Design

63



## **Board Guiding Questions**

- **Is the overall direction understood?**
- **Do you have clarity on the timeline and next steps?**
- **What guidance can you provide to strengthen the path forward?**



# New Hope High School

**Design Update**

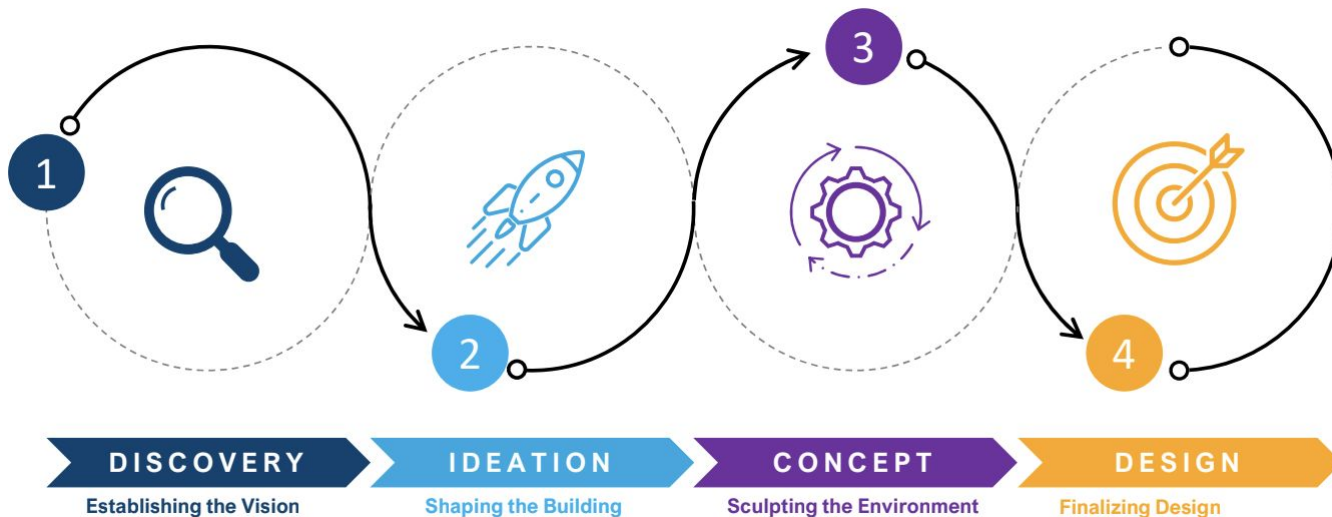




# What Happens This Fall



## Campus Design Committee



NEW HOPE HIGH SCHOOL

# SCHEMATIC DESIGN PHASE 1



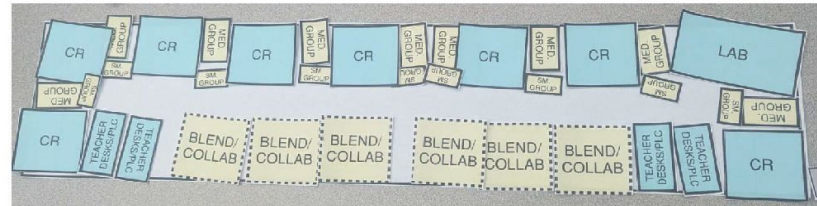
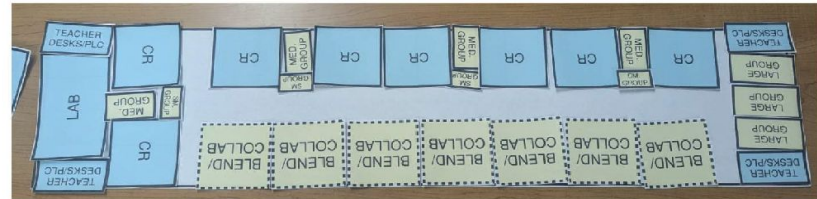
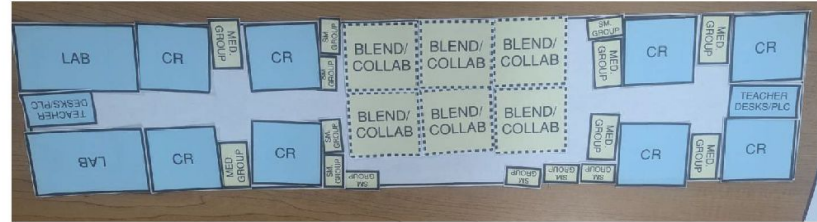
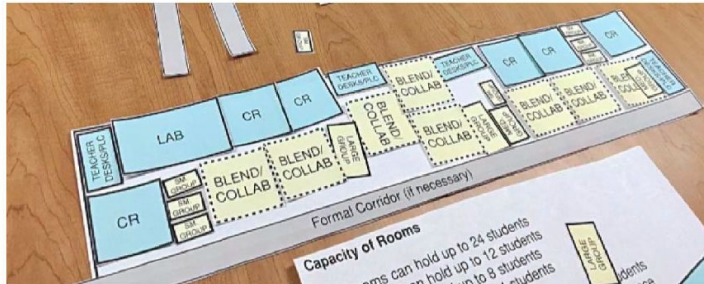
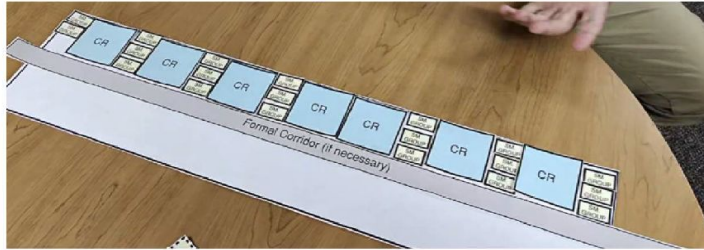
67

LEANDER INDEPENDENT SCHOOL DISTRICT



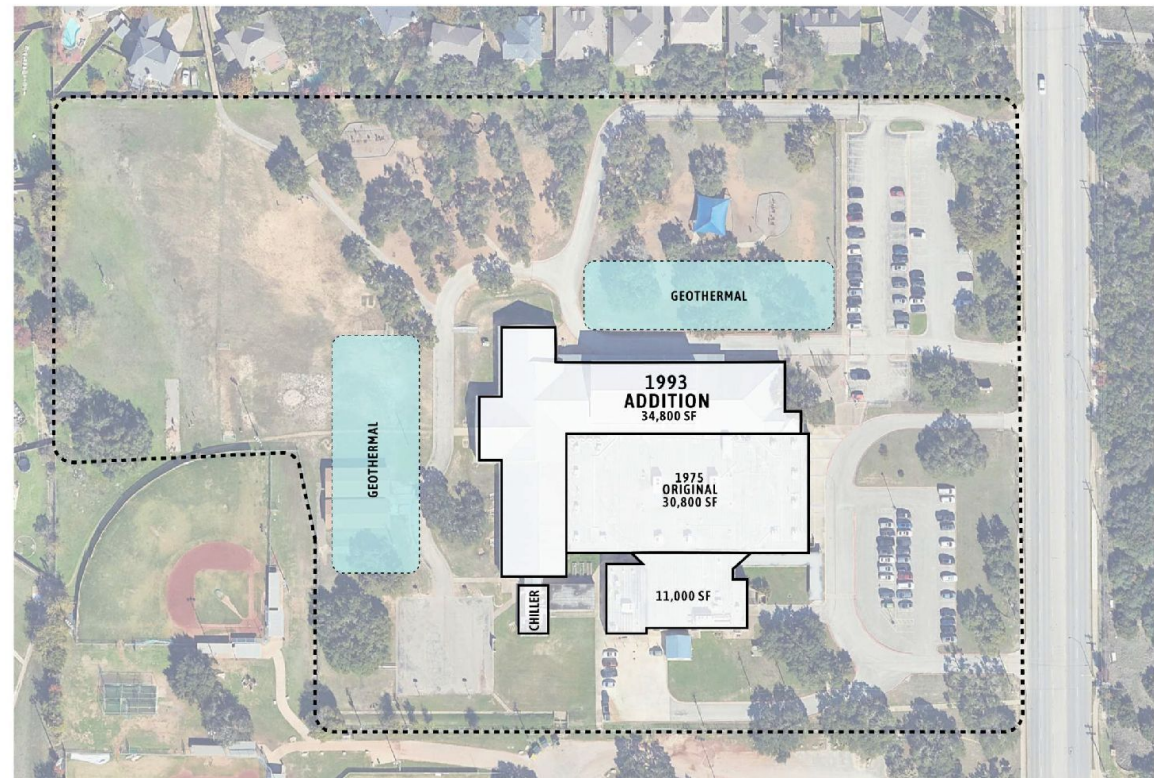
## Learning Communities

ACTIVITY RECAP





## Site Analysis





## Proposed Phasing

RENOVATION ONLY



70

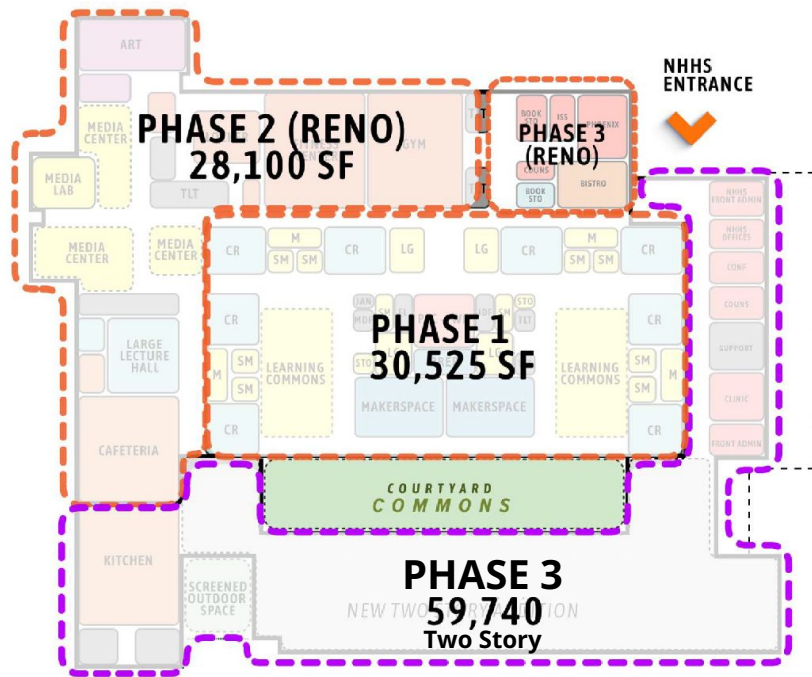


\* Subject To Change





## Proposed Phasing







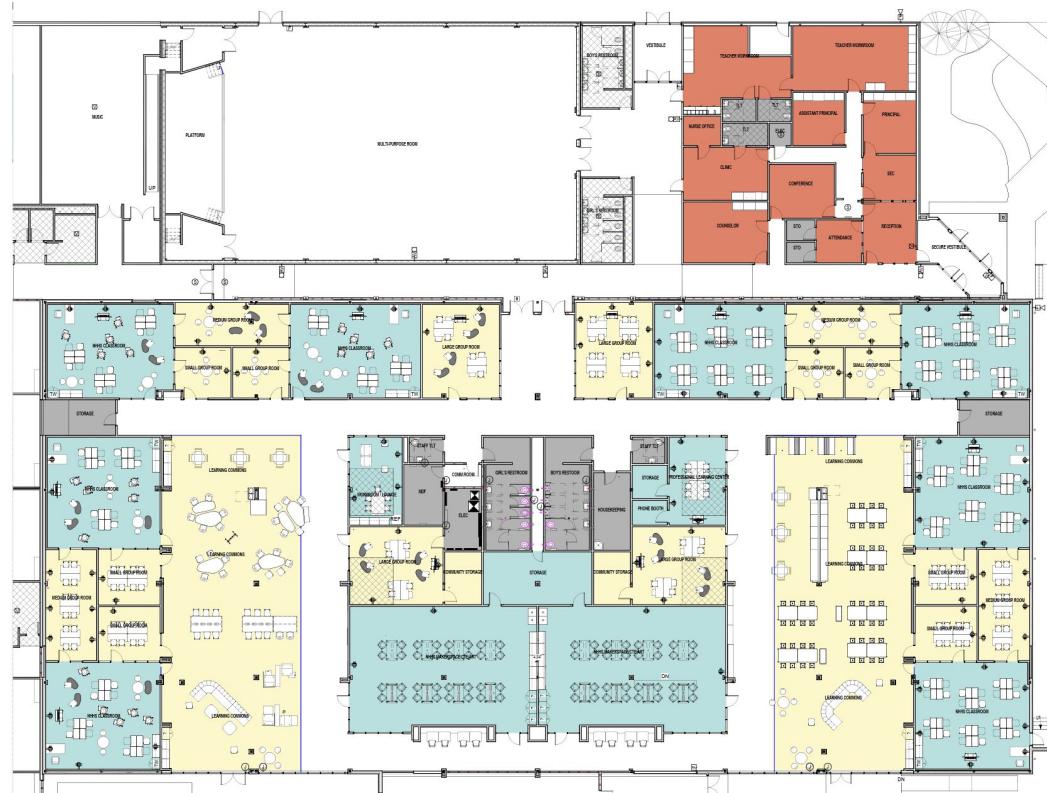
## Proposed Layout



\* Subject To Change



## Floor Plan PHASE I



\* Subject To Change



## LEARNING COMMONS

TEST FITS

REFLECTION + SYNTHESIS  
(MEDIUM GROUPS)

DISCUSSION + DIALOGUE  
(INDIVIDUAL/SMALL GROUPS)

PRESENTATION + SHARING  
(SMALL/MEDIUM GROUPS)

REFLECTION + SYNTHESIS  
(MEDIUM GROUPS)

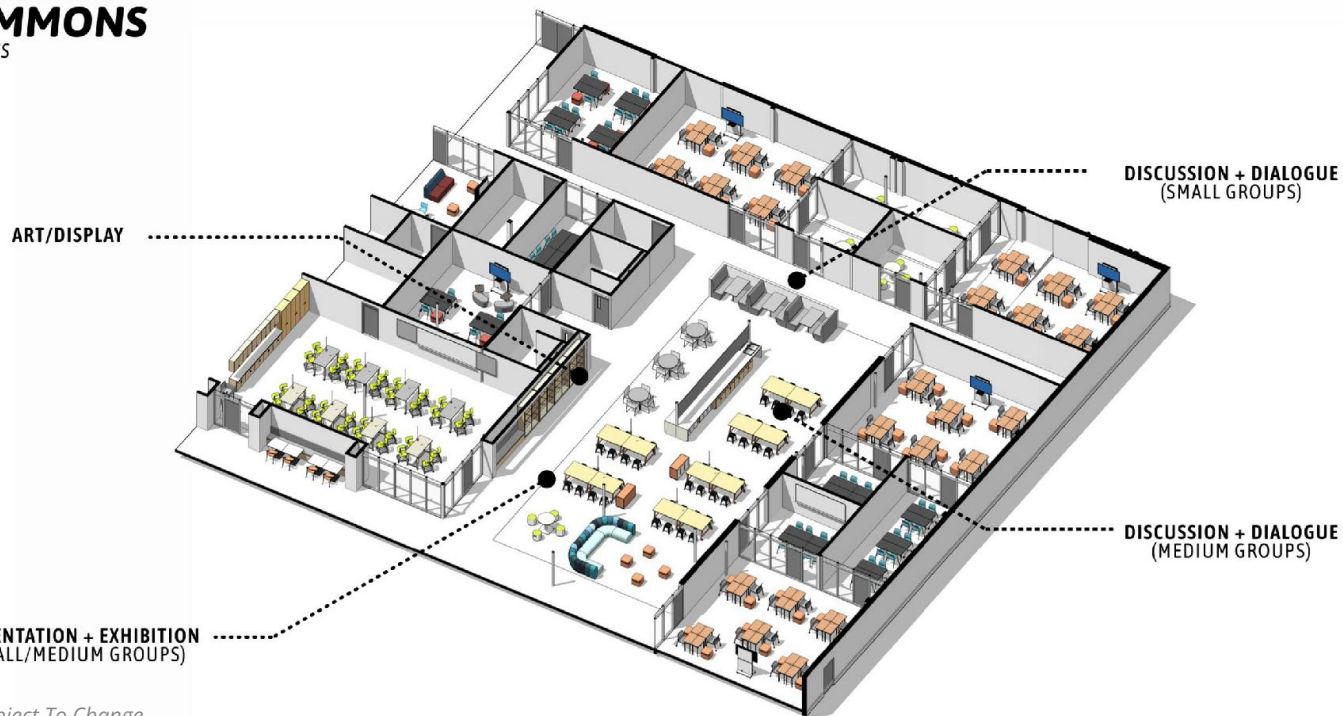


\* Subject To Change



## LEARNING COMMONS

TEST FITS



\* Subject To Change

















NEW HOPE HIGH SCHOOL

# SCHEMATIC DESIGN PHASE 1

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LEANDER INDEPENDENT SCHOOL DISTRICT

---

inspire people to create a more meaningful human experience



# Timeline

## Phase 1



## Phase 2

TBD

\* Dates Subject To Change



## **Board Guiding Questions**

- **Is the overall direction understood?**
- **Do you have clarity on the timeline and next steps?**
- **What guidance can you provide to strengthen the path forward?**

82





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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

|                                   |                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b>               | Discussion of Early College High School (ECHS) Location                                                                              |
| <b>Purpose:</b>                   | <input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested                            |
| <b>Administrator Responsible:</b> | Jeremy Trimble, M.Arch, Chief Operations Officer; Dustin Binnicker, Ed.D., Assistant Superintendent of Advanced Academics & Pathways |
| <b>Attachments:</b>               | Discussion of Early College High School (ECHS) Location<br>Presentation                                                              |

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## **Background Information:**

Administration will provide the Board with an overview of the work to date related to the future long-term location of Early College High School (ECHS), with a continued focus on preserving the characteristics and experiences that make the program special while exploring opportunities to strengthen the experience for future students. As part of this work, administration is exploring the potential of relocating ECHS to the former Faubion Elementary School campus alongside New Hope High School, including the opportunities, logistics, and potential challenges associated with this option. Tonight's discussion will provide the Board with an update on where we are in the process and the next steps as administration continues to evaluate the potential path forward.

## **Alignment to Board Goals & Superintendent Guardrails:**

Supports student access, belonging, and college-ready learning opportunities while advancing a sustainable long-term model for Early College High School.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



October 1, 2026

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# **Discussion of Early College High School (ECHS) Location**

## **PURPOSE**

Discuss considerations regarding  
the potential location of Early  
College High School (ECHS)

86



## **Board Guiding Questions**

- **Is the overall direction understood?**
- **Do you have clarity on the timeline and next steps?**
- **What guidance can you provide to strengthen the path forward towards a long-term ECHS solution?**

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# Early College High School

**Location Update**



## Project Evolution

*What should a new ECHS facility look like and provide?*

**New Facility Design Committee Work**

Sept. 2024- June 2025

**New Facility Design Comm. Presentation to Board**

May 8, 2025

\*The 2023 Bond funded the design ONLY



## THE PLANNING QUESTION CHANGED

89

*Can existing facilities and resources meet district needs through co-location or repurposing?*

**Board Resolution Regarding Financial Sustainability And Long-Range Planning**  
September 30, 2025

**Board Action: Consolidate Faubion ES and Direction To Administration Regarding Campus Repurposing**  
December 17, 2025

**Pfluger Architects approved for Repurposing Design Consulting**  
January 22, 2026

**Admin. Review of Program Partnership (NHHS, ECHS, LEO)**  
February 2026

**ECHS Parent Meeting**  
May 12, 2026

**ECHS Staff/Student 'Discovery Workshop'**  
May 27, 2026



## **Sept 30, 2025 Board Resolution Regarding Financial Sustainability And Long-Range Planning**



### **Facilities and Asset Management:**

*“BE IT RESOLVED, Administration shall initially consider meeting district facility needs, using existing facilities and resources through co-location and/or repurposing; and...”*

90

### **December 17, 2025 Board Meeting Direction:**

*“Develop a plan for the current Faubion site that evaluates district needs for an expanded New Hope HS, Leander Extended Opportunity Center, and Early College HS...”*



## Project Evolution

*What should a new ECHS facility look like and provide?*

**New Facility Design Committee Work**

Sept. 2024- June 2025

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*Can existing facilities and resources meet district needs through co-location or repurposing?*

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May 12, 2026

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May 27, 2026



## Factors Considered When Determining a Change in the Plan



**Portables are temporary** *They were never intended to serve as a permanent home for ECHS*

**Long-term capital capacity** *Future bonding capacity must be considered alongside districtwide facility needs and priorities*

92

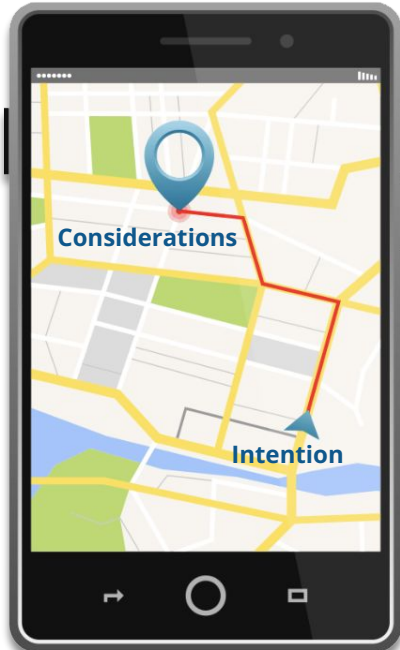
**ACC Cypress Creek creates possibilities** *The existing partnership and proximity may provide additional opportunities for collaboration, shared resources and future program connections*

**NHHS creates another opportunity** *Co-location could create sustainable connections, shared resources and possibilities that would not exist in a standalone model*

**Parent & Student Concerns** *We believe we can mitigate the concerns shared by students and parents in a new co-located facility and/or through partnership with ACC*



# Navigating From “The Intention” To Considerations



## Listen. Understand. Evaluate.

### Where We Are

Listening → Exploring → Understanding → Feasibility

- Discovery Workshop completed last May
- Summer information-gathering and analysis
- ACC partnership discussions underway
- ACC Cypress Creek opportunity being further explored
- Design committee planned for this fall

93

### *The Question We Are Trying to Answer:*

*“How do we preserve what makes ECHS exceptional while creating a sustainable model that can create a distinctive future for ECHS students?”*





# We Started by Listening



## May Discovery Workshop

Students + Staff → What makes ECHS, ECHS?

The May workshop was an intentional first step in the process.

We asked participants who know the program best to identify: 94

- What makes ECHS successful?
- What experiences are essential to preserve?
- What should a future ECHS environment provide?
- What concerns should guide our planning?

**The result:** A clearer understanding of the characteristics that should guide the next phase of work and conversations with ACC.



## What We Heard



### Listening → Five Consistent Themes → What We Can Explore

|                                                                                                                              |                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Austin Community College (ACC) Connection</b><br>Access to college courses, faculty, facilities and resources             | Partnership models, on-site instruction, access to ACC resources |
| <b>Small-School Community</b><br>Relationships, belonging and personal attention                                             | Enrollment, campus organization and program design <sup>95</sup> |
| <b>ECHS Identity</b><br>A distinct culture, traditions, autonomy and school spirit                                           | Dedicated spaces, traditions and student experience              |
| <b>College-Ready Learning Environment</b><br>Labs, collaboration, independent study, student life and college-level learning | Scheduling and transportation models                             |
| <b>Access</b><br>Transportation, commute time, proximity, traffic, parking and safe arrival/dismissal                        | ACC coursework, faculty interaction and campus access            |



## Summer: Moving the Work Forward



### From What We Heard → What We Need to Understand

**Over the summer, administration has been working to:**

- Translate May's feedback into programming considerations
- Evaluate potential facility and operational requirements
- Explore potential partnership models
- Continue conversations with Austin Community College
- Identify challenges, opportunities and potential mitigations
- Better understand what a long-term sustainable ECHS model could look like

**We have been preparing and building the information necessary to evaluate a sustainable option**



## ACC Partnership Is Critical



### A Key Question We Must Answer

**What can the ACC partnership provide at a potential future location?**

We need greater clarity around:

- Access to ACC courses and faculty
- Library, Accelerator and Learning Lab concept
- Advising and student support
- Movement between LISD and ACC learning environments
- College-campus experiences
- Potential partnership opportunities at ACC Cypress Creek Campus
- Long-term plans for the San Gabriel site

**This information is critical to determining the feasibility**



## What Happens This Fall



### Next Phase: Furthering Feasibility

**ACC clarity**



**Campus Design Committee**



**Further feasibility analysis**



**Recommendation, when appropriate**



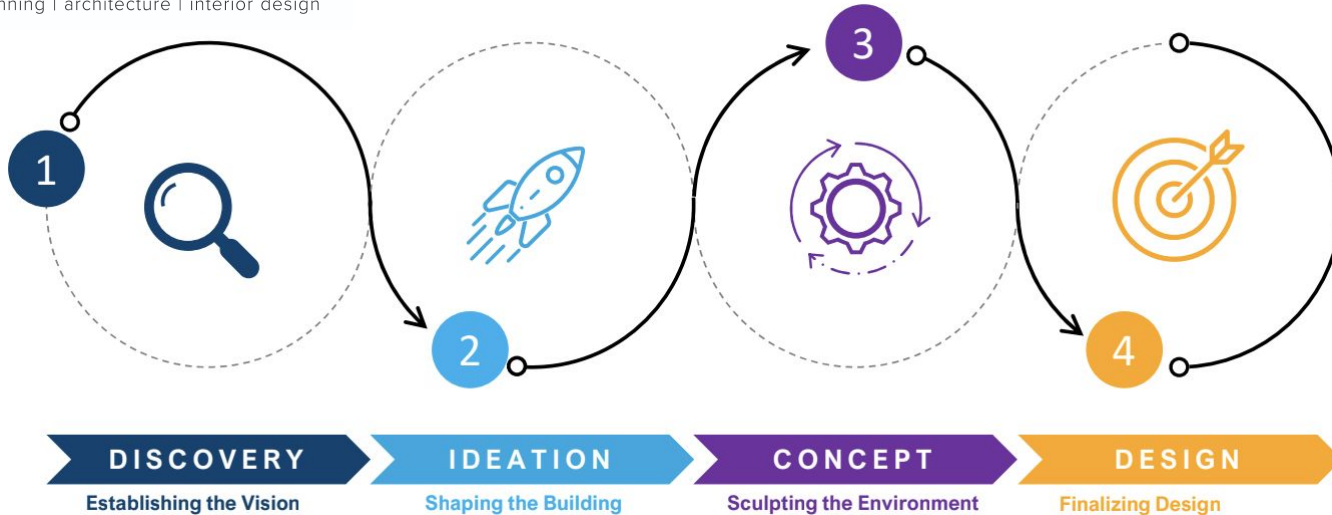
# What Happens This Fall



## Campus Design Committee Process

**pfluger**

planning | architecture | interior design



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### GUIDING PRINCIPLES

Following the discovery exercises, we assembled a framework for the design process - the guiding principles – in-order to evaluate all future decisions through that lens. Throughout the design process, we will cross-reference these principles against the design to ensure our decision-making process and the principles are in alignment.

**L**<sub>ead</sub>

*Educate our scholars to be future leaders, ensuring everyone has access to extensive support systems and resources.*

**E**<sub>quitable</sub>

*Create an inclusive, dynamic space that empowers our community to learn, grow, and make meaningful contributions.*

**C**<sub>ollegiate</sub>

*Build a school that inspires a distinguished culture of collaboration and creativity, shaping a bold, future-oriented identity.*

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**H**<sub>olistic</sub>

*Craft an interdisciplinary learning place where diverse perspectives and ideas converge.*

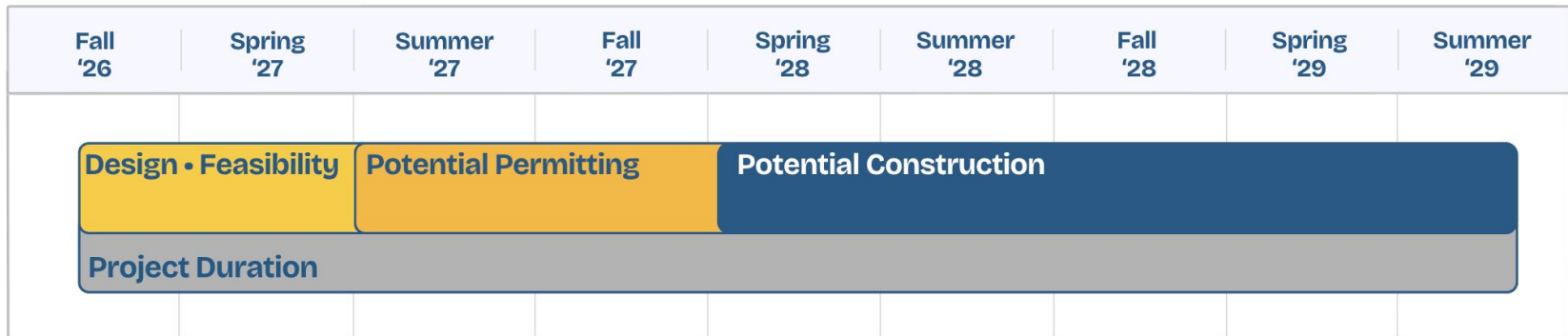
**S**<sub>tewardship</sub>

*Design a building that reacts to the local ecosystem and community through thoughtful, environmentally-conscious practices.*



## Potential Project Timeline

### Illustrative Preliminary Timeline



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#### Potential Opening: 2029

*If the design and planning process supports advancing the project, this is the timeframe we can currently project with the greatest confidence.*

#### Student Impact

*Current freshmen would be the cohort most likely to experience the transition, subject to the final timeline and decisions.*



## **Board Guiding Questions**

- **Is the overall direction understood?**
- **Do you have clarity on the timeline and next steps?**
- **What guidance can you provide to strengthen the path forward towards a long-term ECHS solution?**

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# DISCUSSION

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 1, 2026

**Agenda Item:** Discussion of Elementary Schools #31 and #32  
**Purpose:** ☒ Discussion Item/Report Only ☐ Action Requested  
**Administrator Responsible:** Jeremy Trimble, M.Arch, Chief Operations Officer  
**Attachments:** Discussion of Elementary Schools #31 and #32 (*Uploaded to BoardBook on 10-01-26*)

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## **Background Information:**

The construction of both Elementary #31 and Elementary #32 was included as projects in the voter-approved [2023 Bond](#) program. Based on previous planning projections, both campuses have been planned for an August 2028 opening, with planning, design, permitting, and other non-construction related activities progressing since summer 2025 to align with that projected timeline.

Administration will provide an update on both elementaries, including the current status of each project, the information available today, and the considerations the District is continuing to evaluate to position the projects for what comes next.

## **Alignment to Board Goals & Student Outcomes:**

This update supports the Board Goals and Superintendent Guardrails by providing the Board with information to support how current facility planning aligns with student needs, responsible stewardship of District resources, and the long-term sustainability of our schools. Continuing to evaluate these projects in the context of available information helps ensure that facility decisions remain focused on the student experience while being thoughtful stewards of District resources.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



October 1, 2026

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## **Discussion of Elementary Schools #31 and #32**



# PURPOSE

Provide an update on the status of  
Elementary Schools #31 and #32

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## Summary

### Board Guiding Questions:

- Does the presented path forward for Elementaries #31 and #32 align with the board's goals and commitments (Student experience, staff experience, stewardship, sustainability)?
- Does the path forward remain aligned with the intent of the voter and board approved [2023 bond](#)?

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## Filling in the Ellipsis...



**The time between May 2023 and today may have felt like an ellipsis ... *the “what’s happening” kind of pause***



*the texting-dot-dot-dot where someone starts to type something, then stops...*

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**Just a purposeful time in the process while we:**

- Evaluated enrollment and facility data
- Conducted necessary design and permitting tasks
- Prepared associated strategies

Tonight, we take the next step in completing the thought



## Why We Are Here

### Two Projects. Two Different Planning Contexts

#### Elementary #31

##### Capacity & Flexibility

*Tarvin / Parkside / Akin Area*



- Responds to projected growth and changing enrollment patterns across the area
- Provides additional capacity within the surrounding elementaries to accommodate projected pressures
- Enhances operational flexibility to accommodate future growth as it unfolds
- Funded by Voter Approved 2023 Bond

#### Elementary #32

##### Geographic Alignment & Community Continuity

*Mason / Travisso Area*



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- Responds to the changing geographic distribution of students within the Mason attendance area
- Aligns school location directly with where students increasingly reside
- Addresses shifting student geographic distribution across the zone
- Funded by Voter Approved 2023 Bond

**Bottom Line:** *The two projects address distinct geographic and enrollment circumstances*



## Status & Administrative Direction



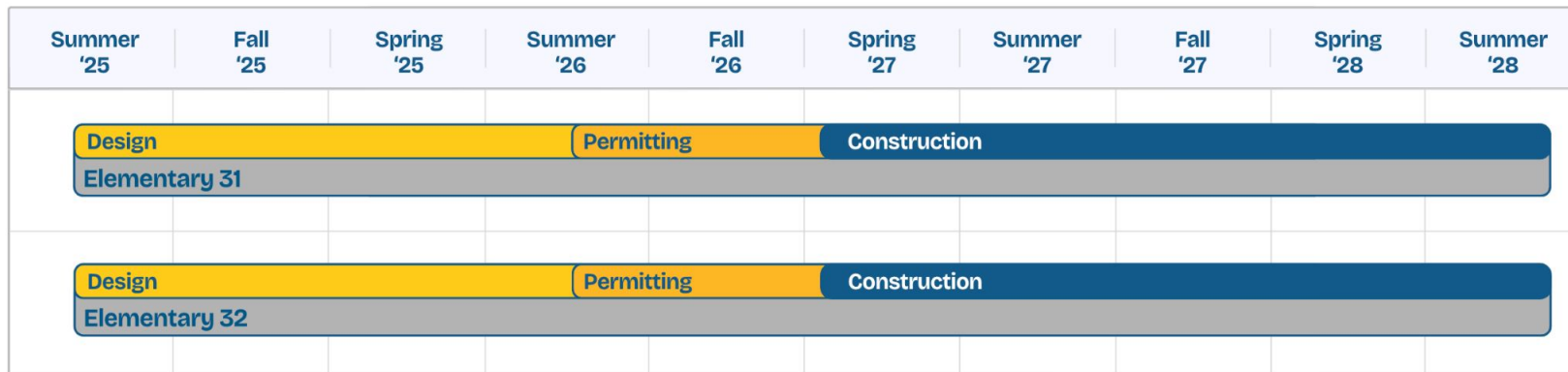
### Where We Are

#### Active Advancement

Both projects remain active and are being advanced as planned. Comprehensive design, planning, and operational work is continuing on schedule.

#### Key Milestones

Administration is working toward an early spring 2027 construction start, maintaining the target opening date of August 2028 for both campuses. 110



*Administration is continuing to move both projects forward while remaining attentive to new information and emerging conditions.*



# Elementary #31 Status Update



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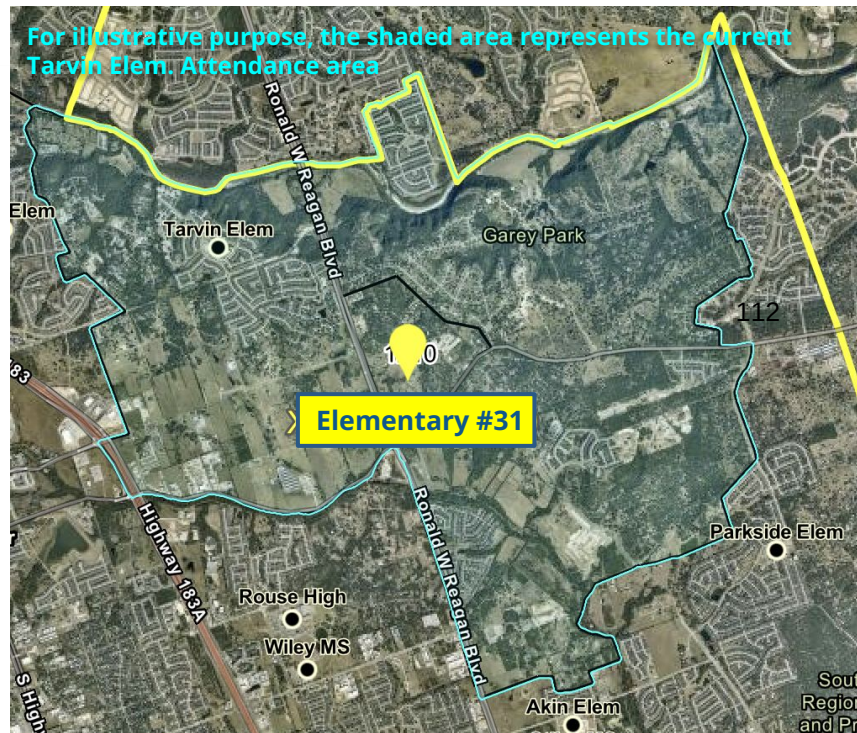


## Elementary #31

### Tarvin • Parkside • Akin Feeder Area

- **Residential Growth:** Ongoing residential development continues to shape enrollment density in this quadrant of LISD
- **Demographic Projections:** Most recent available projections continue to indicate enrollment growth across the surrounding feeder area.
- **System Flexibility:** Elementary #31 delivers added capacity, allowing greater operational flexibility to respond dynamically to growth

**Administration:** Advance #31 while evaluating demographic updates and broader feeder area implications

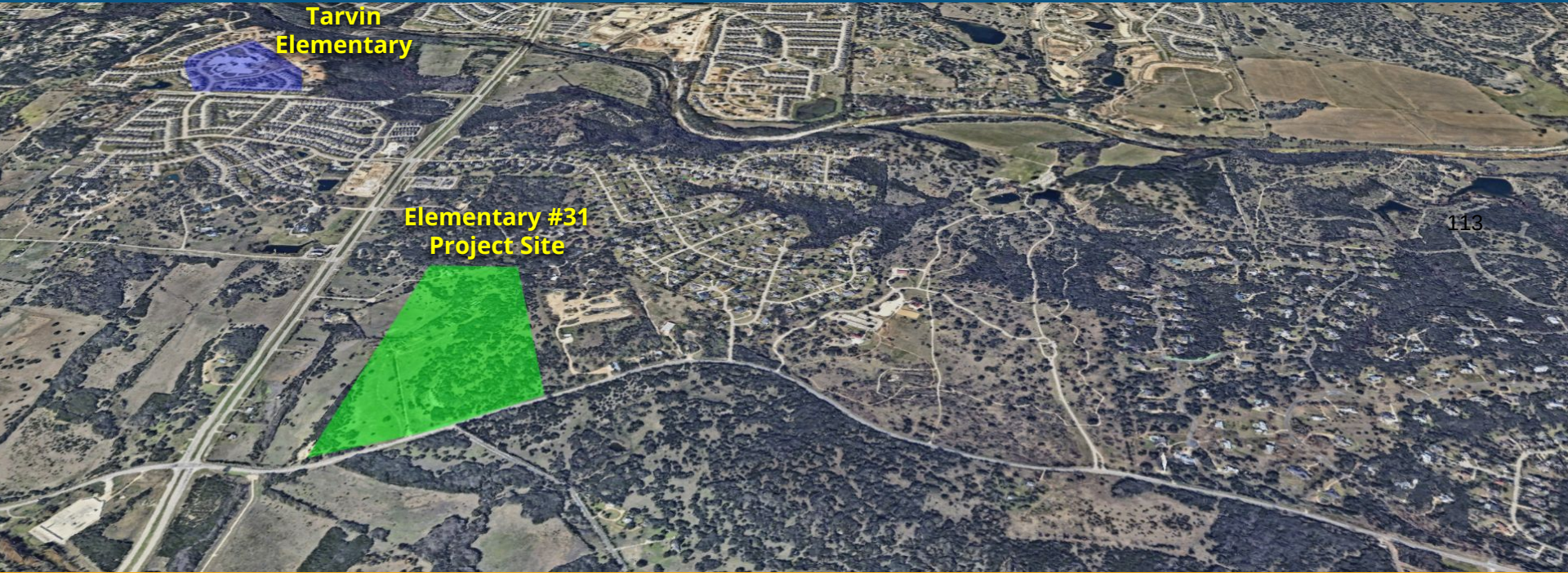


*\*Any Attendance boundary zoning would be conducted at a later date prior to opening*





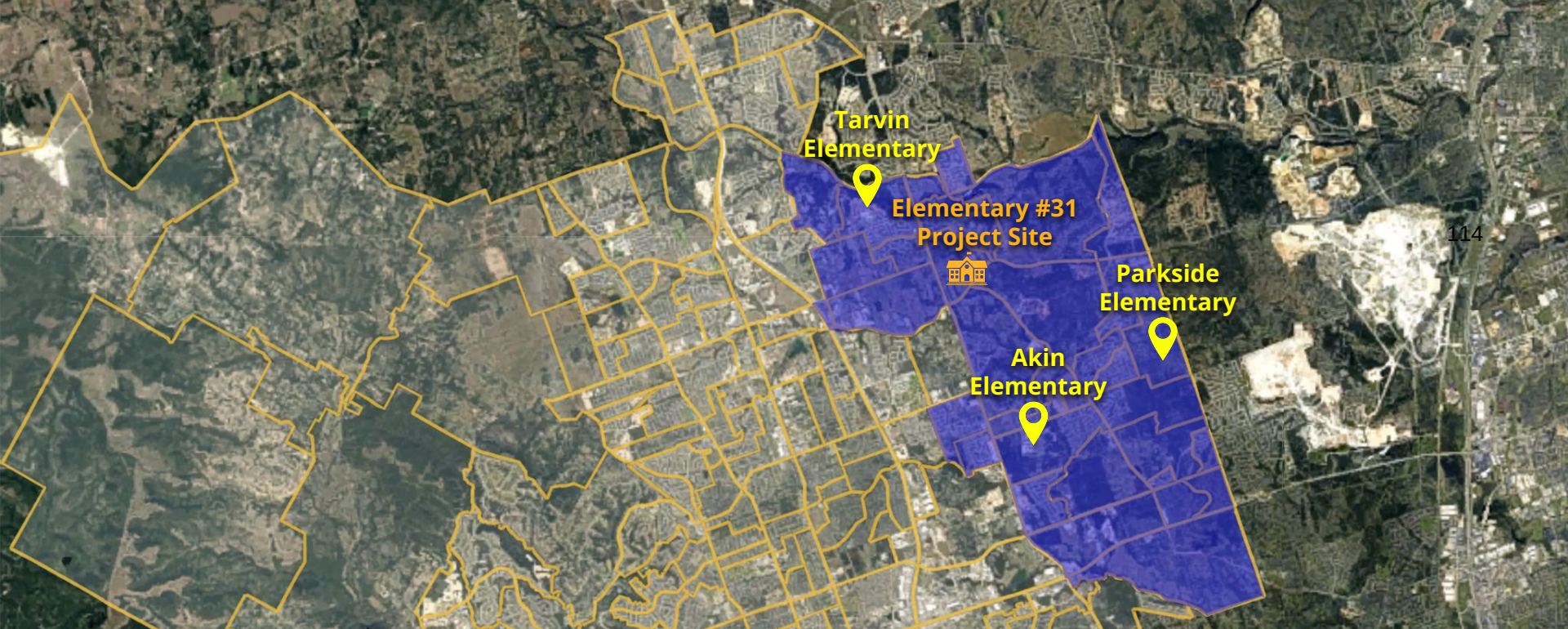
## Elementary #31 - Context







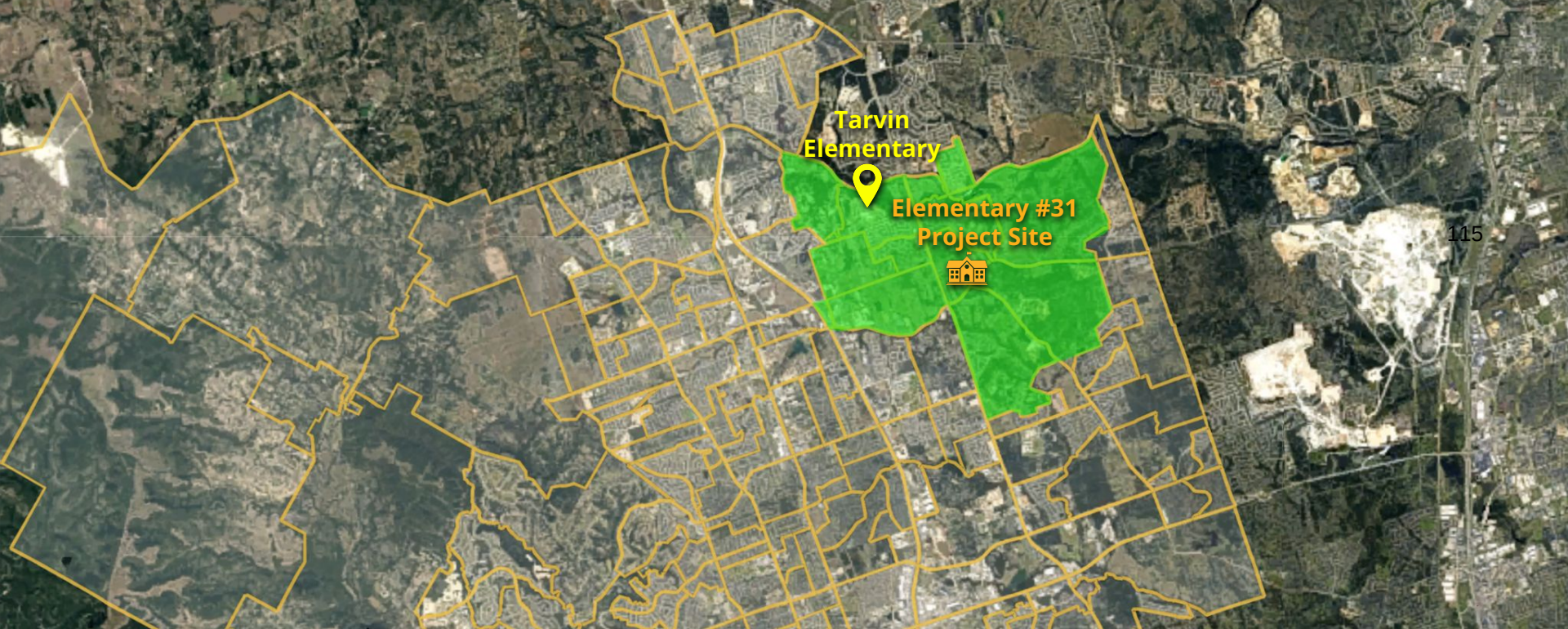
## Elementary #31 - Surrounding Campus Locations







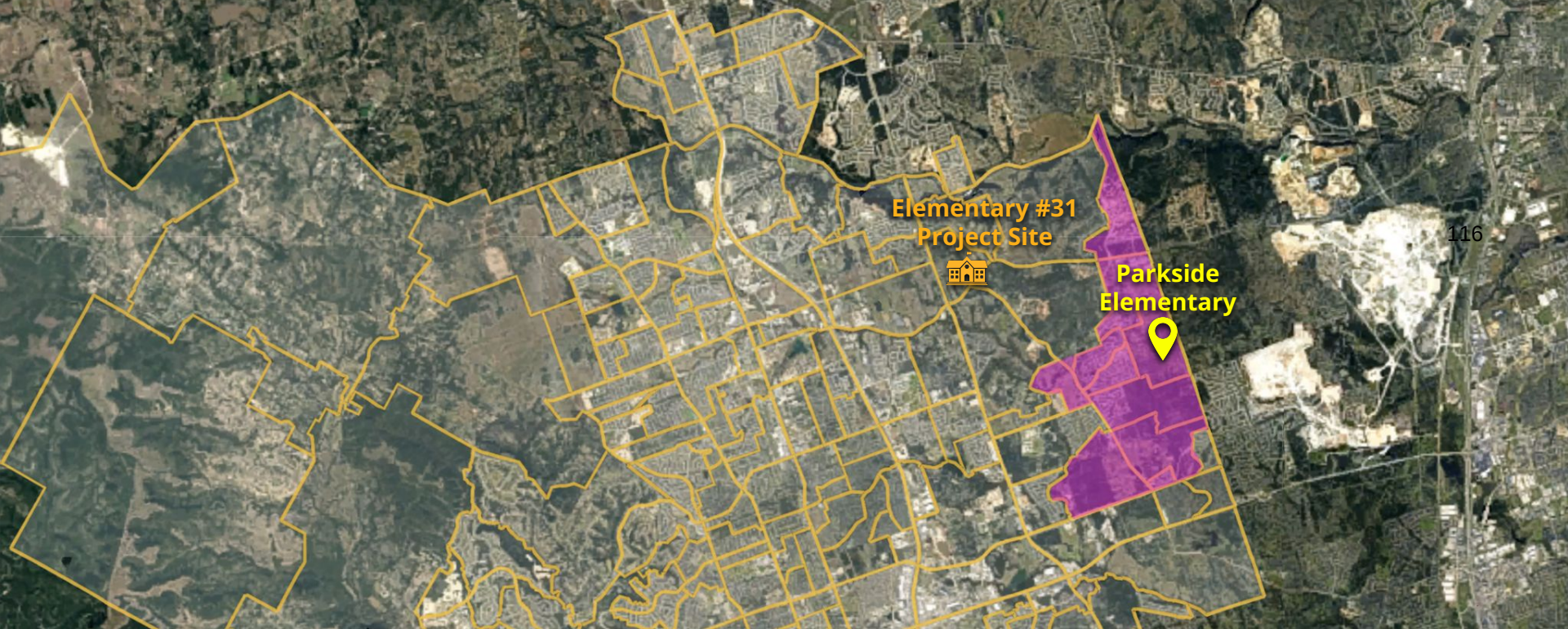
## Elementary #31 - Tarvin Elementary Attendance Area







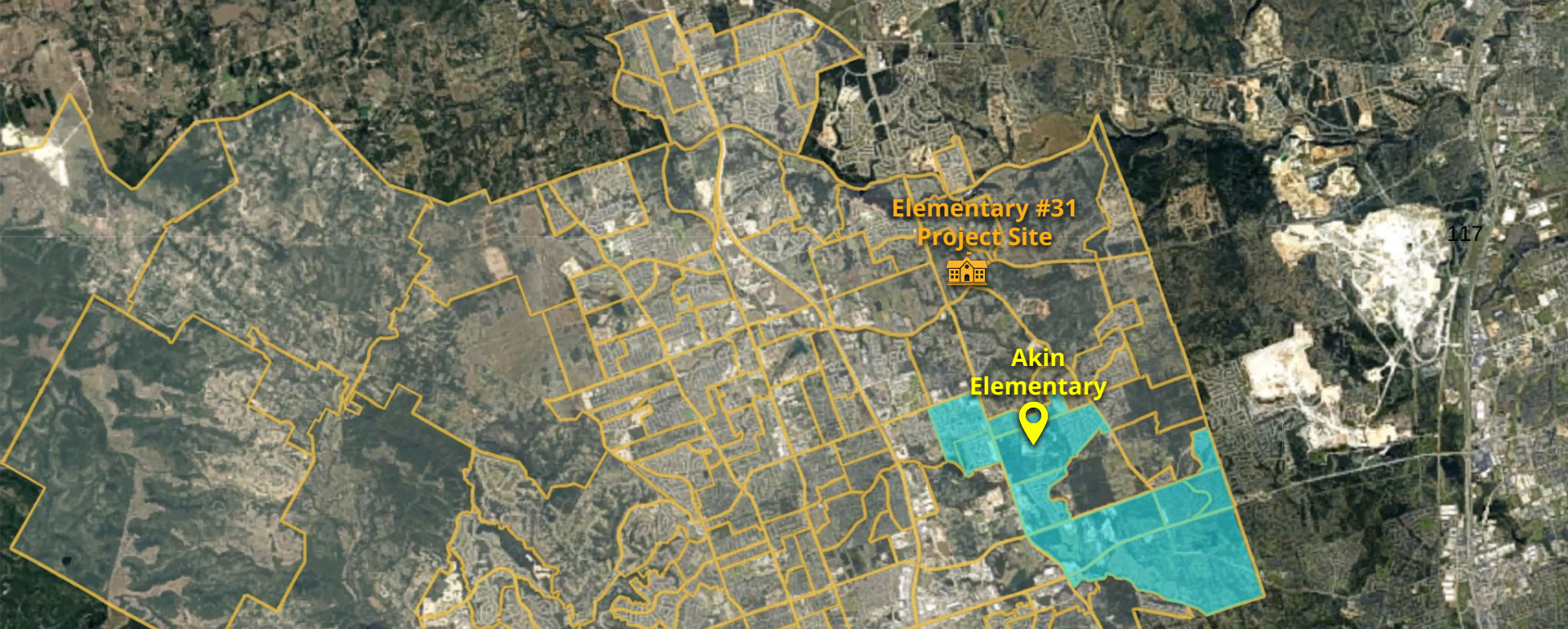
# Elementary #31 - Parkside Elementary Attendance Area







## Elementary #31 - Akin Elementary Attendance Area







## Elementary #31



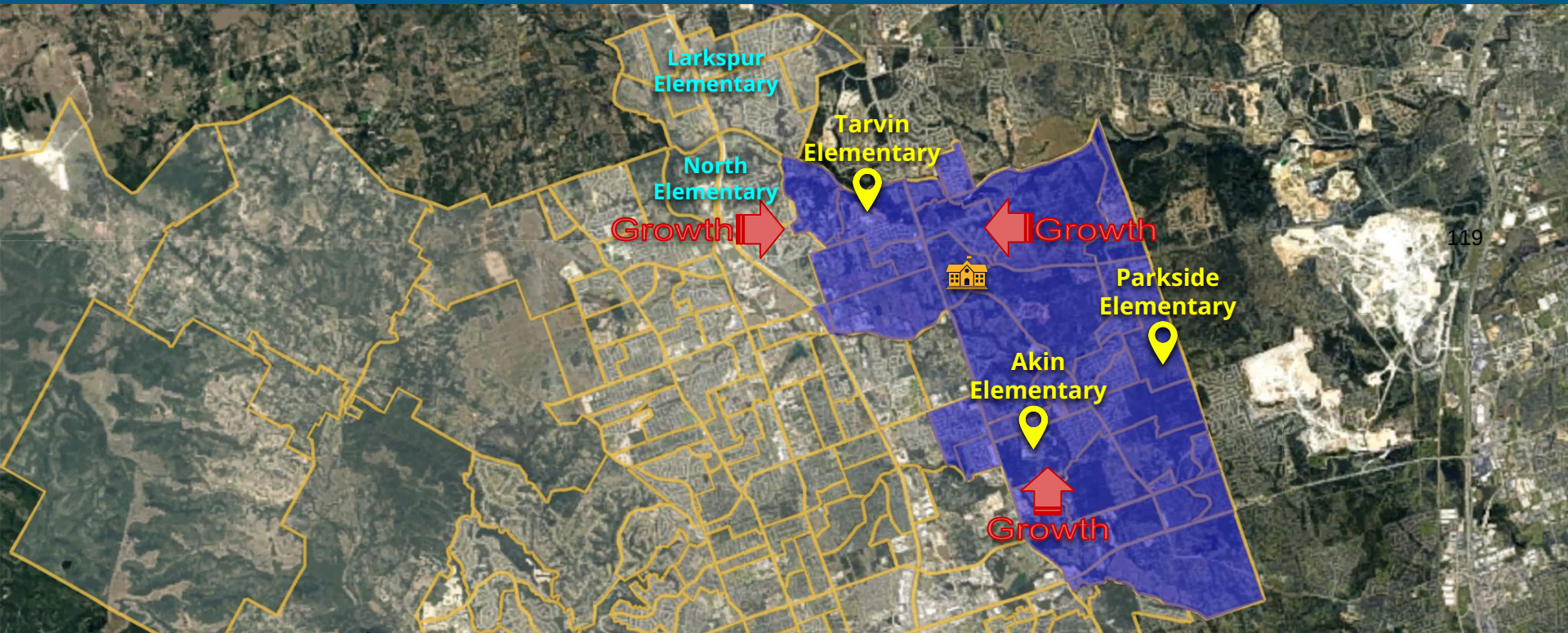
### Current Enrollment & Projected Capacity

|          |          | Current State |            |              | Projected Opening State |         | Projected 5-Year State |         |
|----------|----------|---------------|------------|--------------|-------------------------|---------|------------------------|---------|
| Campus   | Capacity | Net Transfers | Enrollment | Enrollment % | 28-29 Enrollment        | 28-29 % | 31-32 Enrollment       | 31-32 % |
| Akin     | 842      | -7            | 736        | 87%          | 781                     | 93%     | 944                    | 112%    |
| Parkside | 842      | 27            | 746        | 89%          | 710                     | 84%     | 793                    | 94%     |
| Tarvin   | 842      | 8             | 723        | 86%          | 992                     | 118%    | 1237                   | 147%    |

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## Elementary #31 - Growth Pressures



*\*Any Attendance boundary zoning would be conducted at a later date prior to opening*



## Elementary #31



### Current Enrollment & Projected Capacity

|          |          | Current State |            |              | Projected Opening State |         | Projected 5-Year State |                       |
|----------|----------|---------------|------------|--------------|-------------------------|---------|------------------------|-----------------------|
| Campus   | Capacity | Net Transfers | Enrollment | Enrollment % | 28-29 Enrollment        | 28-29 % | 31-32 Enrollment       | 31-32 % <sup>20</sup> |
| Akin     | 842      | -7            | 736        | 87%          | 781                     | 93%     | 944                    | 112%                  |
| Parkside | 842      | 27            | 746        | 89%          | 710                     | 84%     | 793                    | 94%                   |
| Tarvin   | 842      | 8             | 723        | 86%          | 992                     | 118%    | 1237                   | 147%                  |
| Larkspur | 842      | -20           | 689        | 82%          | 776                     | 92%     | 840                    | 100%                  |
| North    | 823      | -52           | 721        | 88%          | 840                     | 102%    | 945                    | 115%                  |

\*Current enrollment reflects 2026-27 actual enrollment; projections are based on the November 2025 PASA demographic report and current Pre-K Communities



## Elementary #31



### How This Fits LISD 2037

#### Why moving forward with construction matters

- **Address long-term capacity needs**

Creates capacity between Tarvin, Akin and Parkside as surrounding areas continue to develop

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- **Increase Leander ISD 2037 flexibility**

Provides another strategic capacity point as enrollment patterns evolve

- **Support future boundary adjustments**

Allows flexibility to respond to pressures at Larkspur, North, Tarvin, Akin and Parkside

- **Preserve program opportunities**

Maintains capacity that could support future program needs as the District evolves

- **Position for future growth**

Places capacity where multiple growth areas may converge over time



## Elementary #31



### Closing Perspective

**Elementary #31 is part of planning for the next phase of growth:**

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*The construction of a new campus provides an **opportunity** to plan ahead for **future students**, align capacity with where **growth is occurring**, and create options as the district continues its **Leander ISD 2037** planning*





# Elementary #32 Status Update

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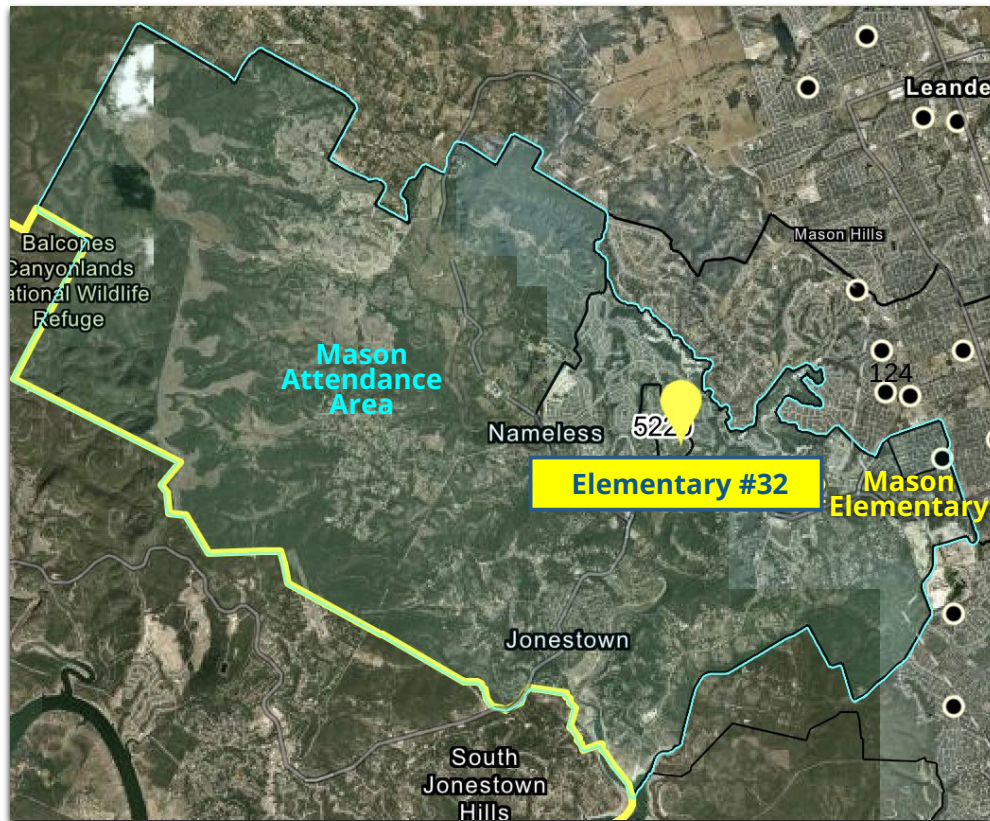


## Elementary #32

### Mason Attendance Area Realignment

- **Demographic Shift:** The geographic distribution of students within the Mason attendance area has shifted significantly toward Travisso and surrounding area
- **Strategic Placement:** Proposed #32 location more closely aligns school proximity with where the majority of Mason students currently live
- **Modern Prototype:** Utilizes the district's most recent elementary school prototype design
- **Community Continuity:** Planning maintains continuity for Mason staff and the existing school community

**Administration:** Advance #32 while evaluating the broader Mason area implications

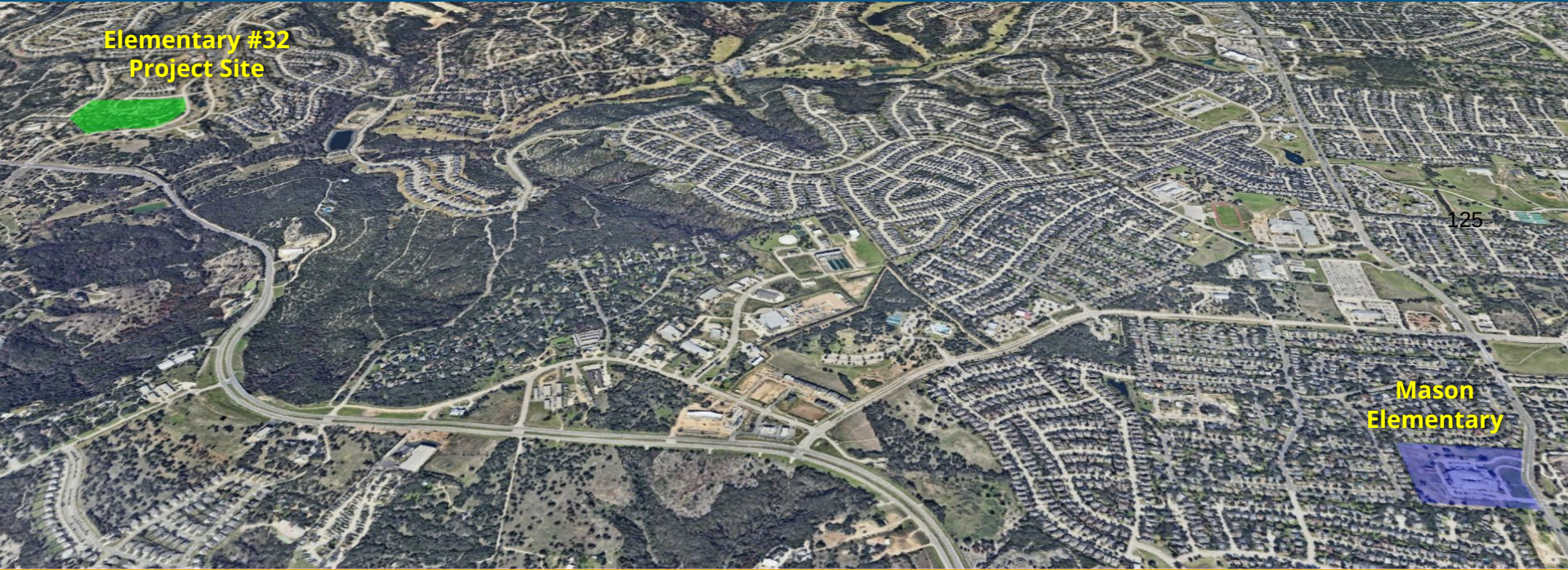






Discussion of Elementary Schools #31 and #32

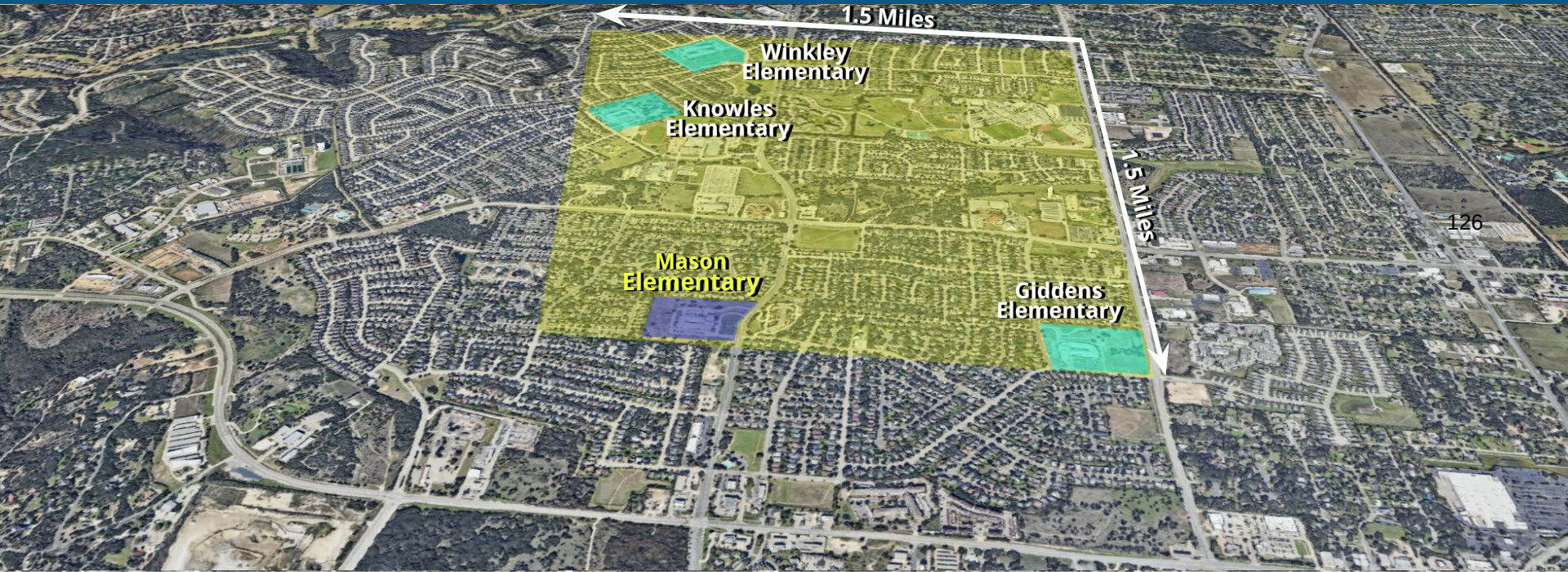
## Elementary #32 - Context







## Elementary #32 - Context



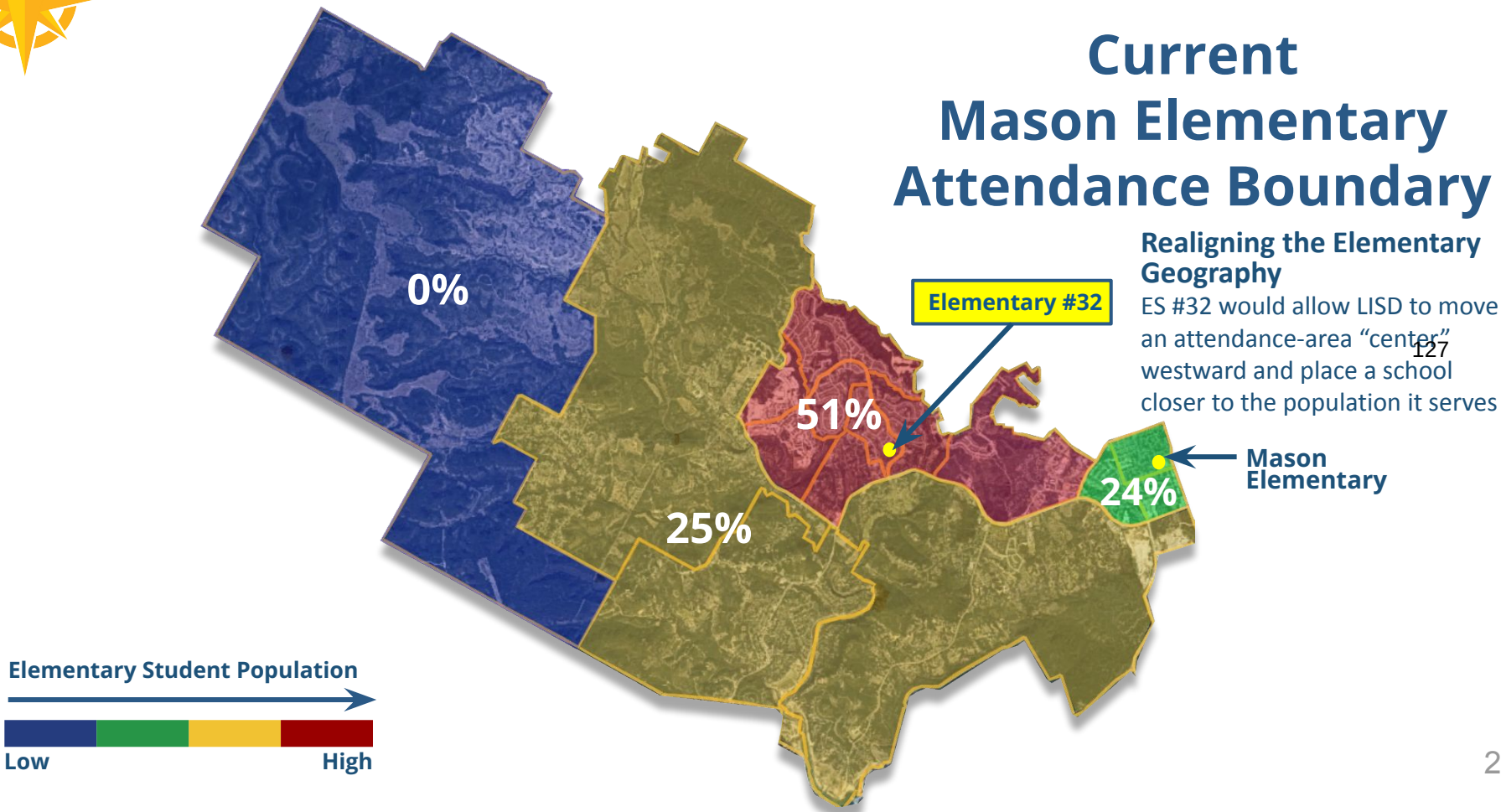
*Mason, Giddens, Knowles and Winkley are concentrated within approximately 1.5 square miles. Students are being drawn into this core area from a broader geographic radius.*



## Current Mason Elementary Attendance Boundary

### Realigning the Elementary Geography

ES #32 would allow LISD to move an attendance-area “center” westward and place a school closer to the population it serves







# Student Population Data



## Transfers (Out)



| Zoned | K-5       |                | Pre-K     |                |
|-------|-----------|----------------|-----------|----------------|
|       | Attending | Transfer (Out) | Attending | Transfer (Out) |
| MAS   | AKIN      | 1              | MAS       | 2              |
| MAS   | BAG       | 1              | GID       | 1              |
| MAS   | BHC       | 1              | NAU       | 2              |
| MAS   | CCE       | 1              | KNOW      | 10             |
| MAS   | CYP       | 2              | DRCK      | 55             |
| MAS   | DRCK      | 91             | PLH       | 1              |
| MAS   | GID       | 2              | WINK      | 1              |
| MAS   | HSE       | 1              | 197       | 8              |
| MAS   | KNOW      | 42             | 211       | 2              |
| MAS   | NAU       | 2              |           | 70             |
| MAS   | NOR       | 0              |           |                |
| MAS   | PLH       | 1              |           |                |
| MAS   | REED      | 6              |           |                |
| MAS   | RGN       | 3              |           |                |
| MAS   | RPL       | 1              |           |                |
| MAS   | RUT       | 1              |           |                |
| MAS   | STR       | 1              |           |                |
| MAS   | WEST      | 5              |           |                |
| MAS   | WHIT      | 9              |           |                |
| MAS   | WINK      | 20             |           |                |
|       |           | 191            |           |                |

\*Current enrollment reflects 2026-27 actual enrollment; projections are based on the November 2025 PASA demographic report and current Pre-K Communities

## Transfers (In)



| Attending | From | Transfer (In) |
|-----------|------|---------------|
| MAS       | BAG  | 4             |
| MAS       | BHC  | 4             |
| MAS       | CCE  | 5             |
| MAS       | GID  | 26            |
| MAS       | GVH  | 1             |
| MAS       | KNOW | 7             |
| MAS       | NOR  | 2             |
| MAS       | REED | 1             |
| MAS       | WHIT | 14            |
| MAS       | WINK | 5             |
|           |      | 69            |

## The Mason Community Opportunity

- Only approximately **24%** of students currently live within the surrounding Mason community
- That means Mason is not functioning as a traditional neighborhood school for most of its students

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## Current Enrollment Breakdown

| Area Group                                      | 2026-27 SY (PK-5) |            |        |            |                        |
|-------------------------------------------------|-------------------|------------|--------|------------|------------------------|
|                                                 | Zoned             | % Of Total | Attend | % Of Total | % Of Zoned That Attend |
| Mason Immediate Surrounding and Whitestone Oaks | 202               | 24%        | 147    | 28%        | 73%                    |
| Travisso Community                              | 430               | 51%        | 242    | 47%        | 56%                    |
| Surrounding Developments                        | 214               | 25%        | 129    | 25%        | 60%                    |
| Grand Total                                     | 846               |            | 518    |            | 61%                    |

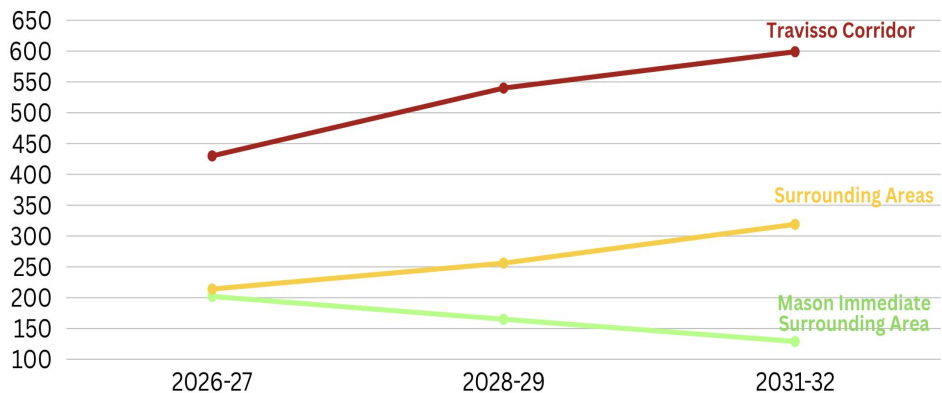


# Student Population Data



## Projected Enrollment Breakdown

|                          | Zoned (PK-5)                                    |     |            |            |     |            |            |     |            |
|--------------------------|-------------------------------------------------|-----|------------|------------|-----|------------|------------|-----|------------|
| Area Group               | 2026-27 SY                                      |     | % Of Total | 2028-29 SY |     | % Of Total | 2031-32 SY |     | % Of Total |
|                          | PK                                              | K-5 |            | PK         | K-5 |            | PK         | K-5 |            |
|                          | Mason Immediate Surrounding and Whitestone Oaks | 17  | 185        | 24%        | 17  | 148        | 17%        | 17  | 112        |
| Travisso Community       | 50                                              | 380 | 51%        | 64         | 476 | 56%        | 70         | 529 | 57%        |
| Surrounding Developments | 15                                              | 199 | 25%        | 17         | 239 | 27%        | 25         | 294 | 30%        |
|                          | 82                                              | 764 |            | 98         | 863 |            | 112        | 935 |            |
|                          | 846                                             |     |            | 961        |     |            | 1047       |     |            |



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## Summer: Moving the Work Forward



### Why Revisit Elementary #32?

#### Enrollment Shift:

- Enrollment projections have changed since the original justification for the campus
- The opportunity has also changed: approximately **76%** of students currently in the attendance zone live in the **Travisso** area and **surrounding developments** near the ES #32 site<sup>130</sup>

#### The plan is to relocate the Mason community together to ES #32

- Students, staff, culture and relationships could move with the school and could provide an opportunity to serve more students who already live near the proposed site.
- The District also believes there may be an opportunity to attract students living in the area who are not currently enrolled in LISD.
- The goal is not simply to move students between buildings, it is to create a more logical, neighborhood-based configuration.



## Summer: Moving the Work Forward



### Move a Community, Not Simply Open a School

#### Stewardship:

- Opening an entirely new elementary campus typically creates approximately **\$1.5 million** in recurring staffing costs

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#### But, this plan is different...

- If Mason students and staff relocate together to ES #32, the district is essentially moving an existing school community into a new facility
- That changes the financial proposition compared with creating an additional school community
- This creates a different stewardship proposition for ES #32
- The construction of the campus is funded by the Voter Approved 2023 Bond



## Summer: Moving the Work Forward



### Transportation Impact

**Relocating the Mason Elementary community to the proposed #32 site creates a more efficient transportation network:**

- **Fewer routes required** Approximately three Mason routes could potentially be eliminated<sup>132</sup> because the students they serve live within approximately two miles of the proposed #32 site
- **Shorter student ride times & improved efficiency** Several routes could see reductions of approximately 20 minutes per route, with some students spending 10 minutes or less on the bus
- **Better use of existing resources** The proposed site aligns more directly with where students currently live, allowing routes to be shorter and buses/drivers to be used more efficiently
- **Greater flexibility for Special Education routing** While Special Education routes change with student programs, placements, and individual needs, the proposed location provides a stronger geographic starting point for future routing





## Elementary #32



### Educational Adequacy: The Facility Matters

All elementary campuses have been evaluated:

- This year's educational adequacy assessment currently underway shows a meaningful difference between existing campus layouts and a new prototype campus.
  - Existing Mason Campus Score: **74**
  - New Prototype Campus Score: **94**
- The difference represents more than a new building, it reflects a facility designed around today's educational, operational and instructional expectations.

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| Size of Spaces (Square Foot) |                  |                 |                       |       |         |           |       |         |     |      |        |         |                   |                             |                             |
|------------------------------|------------------|-----------------|-----------------------|-------|---------|-----------|-------|---------|-----|------|--------|---------|-------------------|-----------------------------|-----------------------------|
| Campus                       | Year Constructed | Prototype Model | Office Administration | Nurse | Library | Gymnasium | Music | Science | Art | Klin | Dining | Kitchen | Special Education | Typical Classroom 1st Level | Typical Classroom 2nd Level |

| Condition/Performance |             |                |                         |                   |         |                   |           |                     |                 |  |
|-----------------------|-------------|----------------|-------------------------|-------------------|---------|-------------------|-----------|---------------------|-----------------|--|
| Site                  | Entry Lobby | Administration | Teacher Workroom Lounge | General Academics | Library | Special Education | Gymnasium | Art, Science, Music | Dining, Kitchen |  |

DRAFT

Percentage Weight

|          |  |   |      |     |      |      |      |     |     |    |      |      |      |     |     |    |   |
|----------|--|---|------|-----|------|------|------|-----|-----|----|------|------|------|-----|-----|----|---|
| Mason ES |  | C | 1690 | 330 | 3209 | 5400 | 1094 | 860 | 900 | 28 | 4535 | 2670 | 2365 | 800 | 671 | 45 | 0 |
|----------|--|---|------|-----|------|------|------|-----|-----|----|------|------|------|-----|-----|----|---|

|      |       |       |      |       |       |       |      |       |        |
|------|-------|-------|------|-------|-------|-------|------|-------|--------|
| 7.00 | 10.00 | 12.00 | 5.00 | 25.00 | 10.00 | 10.00 | 5.00 | 12.00 | 100.00 |
|------|-------|-------|------|-------|-------|-------|------|-------|--------|

|      |      |      |     |       |      |      |      |      |       |
|------|------|------|-----|-------|------|------|------|------|-------|
| 4.76 | 6.83 | 8.35 | 3.5 | 16.88 | 6.36 | 9.22 | 4.17 | 8.88 | 72.59 |
|------|------|------|-----|-------|------|------|------|------|-------|



## Elementary #32



### How This Fits LISD 2037

#### Why moving forward with construction matters

- **The 10-year plan should guide long-term facility use**  
The plan will provide the broader framework for how the district uses and invests in its facilities over time
- **Not every facility decision needs to wait for Leander ISD 2037**  
The District can make decisions now when they preserve flexibility and support long-term planning
- **Preserves Mason Campus as a strategic asset**  
Provides the District with an existing facility that can be evaluated through LISD 2037 based on future enrollment, utilization, and district needs
- **Allows a broader evaluation of existing campuses**  
LISD 2037 can evaluate Mason, Giddens, Knowles and other campuses using criteria established through the process



## Elementary #32



### Closing Perspective

**Elementary #32 is more than a response to projected growth:**

*The construction of a new campus provides an **opportunity** to place a school closer to **where students already live**, maintain **continuity** for an existing school community and staff, improve the **learning environment**, and provide additional flexibility for **Leander ISD 2037***

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## Administrative Direction

**Unless we encounter information or an obstacle that requires us to stop, change course, or bring the projects back for further consideration, Administration will continue advancing both projects toward construction**

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***No action on final construction authorization is requested today***



## Status & Administrative Direction



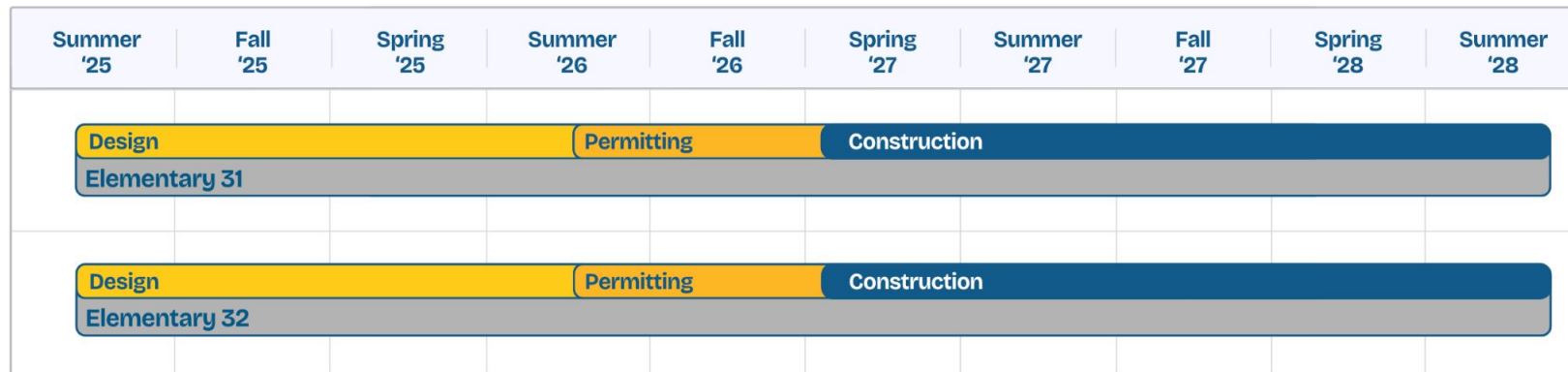
### Where We Are

#### Active Advancement

Both projects remain active and are being advanced as planned. Comprehensive design, planning, and operational work is continuing on schedule.

#### Key Milestones

Administration is working toward an early spring 2027 construction start, maintaining the target opening date of August 2028 for both campuses. 137



*Administration is continuing to move both projects forward while remaining attentive to new information and emerging conditions.*





## Summary

### Board Guiding Questions:

- Does the presented path forward for Elementaries #31 and #32 align with the board's goals and commitments (Student experience, staff experience, stewardship, sustainability)?
- Does the path forward remain aligned with the intent of the voter and board approved [2023 bond](#)?

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# DISCUSSION