



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

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

Doors will open to the public at 5:45 PM.

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

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

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on October 7, 2026, at 6:10 PM.

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

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: Wiley Middle School - Mathematical Thinkers

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 Approval of Library Resources 3
- B. Consider Approval of Minutes of Regular and Called Board Meetings 36
- C. Consider Adoption of Local Policies FFAC, FFB, FFF, and FO 40
- D. Consider Approval of Remote Homebound Waiver 52

6. SUPERINTENDENT'S REPORT

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

7. DISCUSSION/ACTION ITEMS

A. STUDENT LEARNING

- 1. Discussion of Global Languages & Cultures Annual Update

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2. Discussion of Board Goal Report Interim Goal 1-3 (Mathematics)	70
3. Discussion and Consider Approval of the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans Objectives	92
B. GOVERNANCE	
1. Discussion of Board Learning from Campus Visits	109
2. Annual Announcement Regarding Continuing Education of Board Members	114
3. Consider Approval of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD	119
C. OPERATIONS	
1. 2025-2026 and 2026-2027 Budget Updates	127
2. Consider Approval of Fiscal Year (FY) 27 Budget Amendment - #3	150
3. Consider Approval to Purchase Attendance Credit and Delegation of Authority to Obligate the District	153
8. CLOSED SESSION	
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 551.089: discussion of district-wide intruder detection audit report findings	
E. Texas Government Code 551.074: Superintendent Formative Evaluation	
9. BOARD MEETING DEBRIEF	
10. ADJOURNMENT	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Consider Approval of Library Resources
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction; Becky Calzada, MLIS, Coordinator, Library Services
Attachments:	August 21-September 20, 2026, Leander ISD Proposed Book Purchases and Donations List

Background Information:

The 89th Legislative Session enacted [Senate Bill \(SB\) 13](#), impacting the process for purchasing new books for all campus libraries. Effective September 1, 2025, SB 13 requires school boards to approve the purchase or acceptance of any new or donated library materials prior to placement within a campus library. Under this Senate Bill, the purchase of titles currently existing in a campus library does not require school board approval.

Prior to approval by the school board, all titles pending approval must be posted for a 30-day public comment period. The public comment access is available on our [Library Services webpage](#) under Frequently Asked Questions > Community Notification of Library Purchases.

Additionally, SB 13 expands parental rights as they relate to library materials. Parents may:

- Restrict their child's access to specific library materials.
- Receive notification of the titles their child checks out of the library.

Within Leander ISD, parents may complete the above actions in Destiny, our campus library catalog, and/or in Sora, our digital library; each is accessible on the District's [Library Services webpage](#) under Frequently Asked Questions. Parents can search for specific titles and restrict their child from checking out the title, and/or they may choose to have an email shared with them when their child checks out a library book/material.

To help ensure Leander ISD meets all requirements within SB 13, a [library resource acquisition process](#) has been created for the review and consent of new or donated campus library books/resources. Additionally, all campus librarians within LISD must consider numerous factors prior to placing a title on the book acquisition list for approval. The librarians must utilize this [Library Guidance tool](#) for each book title they are submitting.

The following timeline has been created to align all actions prior to Board approval/consent:

Date by which Librarians must submit Campus Library Book Requests	Posted for Public Comment	Review of Information and Preparation for Board Approval:	Board Approval Date:
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June 4, 2026	June 12 - July 12, 2026	July 13 - 17, 2025 <i>Submit by July 22, 2026</i>	August 6, 2026 Approved
August 14, 2026	August 21-September 20, 2026	September 21 - 29, 2026 <i>Submit by September 24, 2026</i>	October 15, 2026
October 23, 2026	October 29-November 30, 2026	November 30-December 4, 2026 <i>Submit by December 3, 2026</i>	January 7, 2027
January 8, 2027	January 16 - February 14, 2027	February 15 - 19, 2027 <i>Submit by February 18, 2027</i>	March 11, 2027
February 19, 2027	February 22 - March 26, 2027	March 29 - April 2, 2027 <i>Submit by April 1, 2027</i>	April 22, 2027
June 4, 2027*	June 11 - July 10, 2027	July 12 - 15, 2027 <i>Submit by July XX, XXXX</i>	August 5, 2027*
<i>*Subject to change pending School Board Meeting Calendar for 27/28</i>			

Tonight, administration is requesting approval of the [Elementary](#), [Middle](#), [High School](#) Library purchases, and [Library donations](#) which were posted on the [Leander ISD Library Services website](#) from August 21-September 20, 2026. Public comments were open for thirty days on the Leander ISD website, and no public comments were submitted.

Alignment to Board Goals & Superintendent Guardrails:

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

Administrative Recommendation:

Administration recommends the Board approve the October 15, 2026, Elementary, Middle, High School Library purchases and donations, as presented.

Sample Motion:

I move the Board approve the October 15, 2026, Elementary, Middle, High School Library purchases and donations, as presented.



Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work's intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.		
Elementary Picture Book Title	Author (Last, First)	ISBN
Amazing	Antony, Steve	978-1-44494-471-6
The women before us : weaving stories in my huipil	Armendia-Sanchez, Nydia	978-1-53622-707-9
Weird and wonderful you	Avant-Garde, Zaila	9780593568965
When I'm Big	Bailey, Ella	9781838740641
I am	Barbosa, Bela	9780593222799
Cats in Conductor Hats: A Train Adventure	Bardhan-Qualen, Sudipta	978-0-593-70687-9
Tom Nancy: The Sheep Who Swapped Brains with a Boy	Barnett, Matt	97817748885710
A Snowy Hanukkah for Luz	Behar, Ruth	978-0-06333-416-8
Mac and Cheese: The Origin Story	Benner, Michael	9781546140764
Tot the Toad Makes a Mess	Benton, Jim	9798225071479
Fish Fry Friday	Bingham, WInsome	9781419766930
Bing's Cherries	Blackburne, Livia	978-0-593-90282-0
The Ribbon	Blackham, Tessa	978-1-66597-168-3
Pinecone Regrown	Boxer, Elisa	978-1534112964
Around the wheel of the year	Boyce, Danica	9781797217215
Here are the Seeds	Brown-Wood, JaNay	978-1-5253-0830-7
Charlie's Sparkle	Brown, C. S.	979-8-29-284326-9
If the Moon	Burgess, Matthew	978-1-46424-404-9
Yummy Watercolor - a beginner's guide to painting sweet treats	Camille Bellet	9780764370700
The Pink Pajamas	Chua, Charlene	9781665943161
Hug me	Ciraolo, Simona	9781909263499
Nice Work	Day, Nicholas	978-0-593-80629-6
Lowrider for Sale	De la Cruz, Laura	9781368108355
Flowers for Tia Luz Maria	De la Torre, Cynthia	9780063353992
Knight Owl's Little Christmas	Denise, Christopher	9780316587501
Luv, Kush and the Garden Secret	Dey, Chandrama	9798246995990

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Bonfires on the Levee	Downing, Johnette	978-1-45-562591-8
I Want to be a Farmer	Driscolle, Laura	979-83-18-94302-7
I will eat you in the end	Duff, David	978-0823463930
Being Brave	Dugan, Jim	9781665933391
Puffins	Gianferrari, Maria	978-1250357373
A Princess is a Princess	Gibson, Jessica	9781368100816
Simone	Giridhar, Sonya B. P.	978-1-54-104508-8
Turtle Slept In	Grant, Jacob	978-0-593-69501-2
Good Things	Greene, Maryah	9780593403648
Pow for Pia	Groban, Betsy	978-1-66598-466-9
School Spirits	Gunnufson, Charlotte	978-1-66596-451-7
In This Classroom	Hacket, Andrew	9781636551814
Kitty-Corn Club: Things that go	Hale, Shannon	9781419768811
Gathering the Light	Harjo, Joy	9780593901557
Find the Sun	Harkness, Andy	978-1-54761-876-7
There's a Pony in my Apartment!	Harney, Jennifer	978-0-316-57893-6
Capy Capy Capybara	Harper, Cherise	978-1454958383
Duel	Harris, Shawn	978-0823458738
No One Leaves the Castle	Healy, Christopher	978-0-06-234194-5
The Pumpkin Thief	Hemming, Alice	978-1-46426-807-6
Duck & Goose How are you feeling?	Hills, Tad	9780375846298
Yellow is a banana	Himmelman, John	9781419776809
The Plot to Kill a Queen	Hopkinson, Deborah	978-1-338-66058-6
A Surprise for Snail	Horacek, Petr	978-1-53625-183-8
Black Boys, I See You	Hudson, Wade	9798217002160
Stories by Sea: A Lighthouse Library's Journey	Iwanski, Jessica	978-1-957655-70-3
Cheer Skills and Drills	James, India	978-1-0982-9349-9
The Cloud	Jarvis	978-1-53625-248-4

Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work's intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.		
A Day Off School	Jeffers, Oliver	9798217039999
Toast of the Town	John, Jory	978-0-06-358983-4
Rulers on Strike	Jones, Jennifer	978-1-63731-610-8
Erasers on Strike	Jones, Jennifer	978-1-63731-607-8
Hummingbird's Big Trip	Karas, G. Brian	9780593902615
Welcome to Our Classroom	Kaufman, Susan	979-82-17-03050-7
A Golden Eid	Khan, Hiba	978-1529519778
The Bakery Dragon and the Giant Cookie	Kurtz, Devin Elle	9798217118748
Party Animals and the 100th Day	Lazar, Tara	9781368101332
Really Really Like Me	Leary, Gretchen	978-1-304-17598-4
Lucy	Lee, Sally O.	978-1-59-109564-4
Navigating Night	Leung, Julie	978-0-593-89770-6 978-0593897690
You Are the Boss of This Book	Lieb, Josh	9780593529119
The Little Stone Buddha	Lin, Grace	9780316478403
The New Cat	Lucianovic, Stephanie V.W.	9798765648728
Cactus Home	Madan, Vikram	979-83-18-94613-4
Stubby: A Pencil's Journey	Mallery, Sydra	978-0-06-236431-9
Sing it Like Celia	Mancillas, Monica	978-0-593-65930-4
Bunnies in a Rocket	Mantle, Ben	9781536250084
Mariposa's Journey	Medina, Belin	9780316168571
Haircut day with dad	Mikai, Monica	9798217027545
In Case of las Moscas	Morera, Jackie	9780593902752
Night Ride	Myers, Christopher	9798217238460
Drawn Inward	Nayeri, Daniel	9780063277182
How to help a friend	Newson, Karl	978-1-5362-2667-6
Say Hello Like an Armadillo	Obuhanych, Karen	979-88-87771-16-8
Owl By Myself	Oswarld, Pete	9780593303603

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The great frog	Palazzola, Katie	978-0-8234-5978-0
I am strong	Parr, Todd	978-0-316-37632-7
The Path	Paul, Pamela	9780593532195
The Shy Book	Pearlstein, Howard	9781636551883
The Thieves Beneath the Floorboards	Please, Mikey	978-0-06-347993-7
Frankenkitty	Powell-Tuck, Maudie	978-1-66430-097-2
Bandage Buddies	Rammel, Katheryn	9781546179603
Furious Turtle	Riddiough, Lisa	9781368103756
Tractors on the Go!	Robinson, Michelle	978-1-25042-734-2
Spellbound Solstice	Rogers, Alexandria	978-0-316-52383-7
Grandma Fina's Wonderful Umbrella	Saenz, Benjamin	978006329127
A House in My Barrio	Santos, Paola	9781250327086
Rescue Cat	Savage, Stephen	9781626721548
Lily May's Joyful Day	Schu, John	978-1-53623-862-4
Writing Drama	Schwartz, Heather E.	979876568881
Skeleton and the Cat	Scott, Brandon James	9780063455887
Help! I'm Being Eaten by a Bear!	Sharpson, Neil	978-0-593-61670-3
How the forest feels	Silvano, Wendi	9780823456406
Pictures at the Protest	Smith, Steven K.	978-1-947881-28-0
Spies at Mount Vernon	Smith, Steven K.	978-1-947881-04-4
Escape from Monticello	Smith, Steven K.	978-1-947881-11-2
Love, Panda	Su, Elaine	978-1-54617-958-0
Sophia Lee Can Fly	Tang, Marie	9781368098717
Ramadan Rain	Thompkins-Bigelow, Jamiah	978-0593705445
Little By Little: A Story of Grief	Torres, Jenny	9780593693483
Ninjas vs. Cats	Vaisberg, Diego	978-1-46424-708-8
The Umbrella	Walker, Sylvia	978-1-66598-415-7
Today is the Day	Wallace, Chelsea	978-1-79721-516-7

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Bobby: A Story of Robert F. Kennedy	Wiles, Deborah	978-0-54-517123-6
Snake & Bat: What Will We Find in This Box?	Willems, Mo	978-1454966784
Little Ghost's Valentines	Willis, Maggie Edkins	9781665985161
Goodbye, Koi	Wong, Jack	978-1-33883-099-6
While we're here	Wynter, Anne	978-0-06-323829-9
Elementary Fiction Title	Author (Last, First)	ISBN
The Mighty Macy	Alexander, Kwame	9780316442169
Sworn Enemies	Arnaldo, Monica	979-83-18-94499-
Bat and the case of the yips	Arnold, Elana Y.	978-0-06-338518-4
Kid X	Baptiste, Tracey	9781643753829
Olive Oakes and the Haunted Carousel	Bayron, Kalynn	9781547615926
Agent Stitch - The Menace at the Mall	Behling, Steve	978-0-7364-4648-8
Game of Pets: The Boy Who Knew Too Much	Blabey, Aaron	978-1250424990
Isle of Ever	Calonita, Jen	978-1-4642-3442-2
The Curse Breaker	Calonita, Jen	978-1-7282-7706-6
The Great Gift Swap (Owl Diaries #23)	Elliott, Rebecca	978-1546127147
The Animal Care Center (Unicorn Diaries #13)	Elliott, Rebecca	978-1546127246
Alien Stories to Scare Your Socks Off	Espinosa, Andi	979-88-7528-066-5
Beastly Stories to Scare Your Socks Off	Espinosa, Andi	979-88-7528-078-8
Campfire Stories to Scare Your Socks Off	Espinosa, Andi	979-88-7528-072-6
Haunted House Stories to Scare Your Socks Off	Espinosa, Andi	979-88-7528-059-7
Let's Be Friends (Pine School Pals #1)	Falk, Laine	9798225069865
Flight	Gratz, Alan	979-8225063191
Take Cover	Hopkinson, Deborah	978-1-54613-177-9
Felix Powell, Boy Squirrel	Kelly, Erin Entrada	978-0-06-333726-8
Near and Deer	Liu, Sylvia	978-1-339-01018-2
Grand Slam! (Sports Zone #3)	Maraniss, Andrew	9781546120117
Corner Kick! (Sports Zone #2)	Maraniss, Andrew	9781546120087

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Escape from the USS Indianapolis	Marino, Andy	978-1-5461-2320-0
Pug's Cupcake	May, Kyla	979-83-18-94503-8
Graciela in the Abyss	Medina, Meg	979-83-18-94599-1
Keep the Ghost Light On	Messner, Kate	978-1547619641
Sentinels: Keepers of the Forest	Ohearn, Kate	978-1250419514
Just One Gift	Park, Linda Sue	9780063324633
The Fantastic Freeze Ray (Super Villains in Training #1)	Pew, Kailei	9781546162117
A Wickedly Evil Pet (Super Villains in Training #2)	Pew, Kailei	9781546162148
Project Slime (Super Villains in Training #3)	Pew, Kailei	9781546162148
Yarn is Everything!	Reynolds, Aaron	9781665961141
Camp Half-Blood: The Wild Zone	Riordan, Rick	979-82-17-44600-1
Harry Potter and the Half Blood Prince	Rowling, J.K.	978-0-545-79144-1
Almost True	Swartz, Elly	9798217228768
I Survived the Night of the Lions, 2025	Tarshis, Lauren	9798225066789
The Frozen King -- A Greenwild Adventure	Thompson, Pari	978-0-374-39485-1
Silverborn: The Mystery of Morrigan Crow	Townsend, Jessica	9780316348393
Heart of the Ruby Dragon (Dragon Masters #32)	West, Tracey	979-8260518038
Hazy the Cloud Dragon (Dragon Hill #3)	West, Tracey	978-1546193210
Search for the lightning dragon	West, Tracey	9781338042894
The misfits: A sea monster conundrum	Yee, Lisa	9798217023776
Cat & Cat: The Lair of the Owl King	Yi, Susie	979-83-18-91054-8
K-Pop Demon Hunters - The Official Deluxe Junior Novelization	Yoon, Jessica	979-8-217-23428-8
Elementary Non Fiction Title	Author (Last, First)	ISBN
Atlanta Hawks	Anderson, Josh	9781791153403 9781791175832
Chicago Bulls	Anderson, Josh	9781791153489 9781791175870

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Dallas Mavericks	Anderson, Josh	9781791153526 9781791175894
Miami Heat	Anderson, Josh	9781791153700 9781791175986
Minnesota Timberwolves	Anderson, Josh	9781791153748 9781791176006
New York Knicks	Anderson, Josh	9781791153786 9781791176020
Orlando Magic	Anderson, Josh	9781791153823 9798874502027
Toronto Raptors	Anderson, Josh	9781791153946 9781791176105
Puma Concolor	Araneda, Rene	978-0802856609
Diwali	Armin, Anita Nahta	978-1-66390-831-5
A Shell is Cozy	Aston, Dianna	978-1797212470
The Weather Keeper	Buchet, Nelly	978-1592704958
Featuring Lionel Messi	Chandler, Matt	979-887523301-2
Featuring Taylor Swift	Chester, Gena	979-887523325-8
The Dia de los Muertos Cookbook	De la Torre Jauregui, Andrea	9781577158295
Simone Biles	Dendy, Christina	979-887529095-4
Caitlin Clark	Dendy, Christina	979-887529093-0
Lionel Messi	Dendy, Christina	979-887529075-6
At the Edge: Curiuos Creatures of Planet Earth	Elliott, David	978-1-53623-525-8
Talk Like an Egyptian	Evans, Tegan	979-8887772394
Featuring Cristiano Ronaldo	Falligant, Erin	979-887525496-3
Featuring Simone Biles	Falligant, Erin	979-887523317-3
Featuring Ariana Grande	Falligant, Erin	979-887528935-4
Ramadan and Eid Al-Fitr	Ferguson, Melissa	978-1-977131-90-4

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This Is My Brain: A Book on Neurodiversity	Gravel, Elise	9781797228228 978-1-79722-820-4
Light as a Feather	Hillenbrand, Will	978-0823462551
Shapes of Nature	Hoare, Ben	979-8217134205
Veterans Day	Hofer, Charles C.	978-0-7565-7605-9
Explore the Far Side of the Moon	Jacoby, Jenny	978-0-500-65381-4
Giant Tortoises	Jaycox, Jaclyn	978-1-977131-95-9
Cheetahs	Jaycox, Jaclyn	978-1-977123-14-5
Bearded Dragons	Jaycox, Jaclyn	978-1-977123-12-1
Great White Sharks	Jaycox, Jaclyn	978-1-977113-43-6
Gorillas	Jaycox, Jaclyn	978-1-977113-42-9
Falcons	Jaycox, Jaclyn	978-1-66634-275-8
Axolotls	Jaycox, Jaclyn	978-1-66634-274-1
Pangolins	Jaycox, Jaclyn	978-1-66397-175-3
Japan	Juarez, Christine	978-1-4765-3080-2
Notable Native People	Keene, Adrienne	978-1-9848-5794-1
Shohei Ohtani: Baseball Trailblazer	Kim, Cheryl	979-887532702-5
Your Passport to Japan	Kim, Cheryl	978-1-66639-015-5
Rosh Hashanah	Koster, Gloria	978-0-7565-7589-2
Maria and the Cave Painting	Lowell, Barbara	978-0-8234-5967-4
Pandas	MacLaine, James	978-0-7945-3409-7
Tigers	MacLaine, James	978-0-7945-3286-4
Minecraft amazing bite-size builds : over 20 awesome mini-projects	Marsh, Ryan	978-0-593-49760-9
Connor Bedard (Inspire)	Mattern, Joanne	979-88-968523-4-6
Monsterlogica: A menagerie of monsters, beasts and magical beings	Maudsley, Martin	9781836005933
Venus! : fierce and fabulous	McAnulty, Stacy	978-1-25033-447-3

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If You Went to the Bottom of the Ocean	McIntyre, Brooke, A.	978-1-79722-651-4
How to draw Kawaii Manga Pets	Misako Rocks! Series: Learn Manga with Misako	9781577156376
Boston Celtics	Moussavi, Sam	9781791153427 9781791175849
Brooklyn Nets	Moussavi, Sam	9781791153441 9781791175856
Charlotte Hornets	Moussavi, Sam	9781791153465 9781791175863
Cleveland Cavaliers	Moussavi, Sam	9781791153502 9781791175887
Denver Nuggets	Moussavi, Sam	9781791153540 9781791175900
Detroit Pistons	Moussavi, Sam	9781791153564
Golden State Warriors	Moussavi, Sam	9781791153595
Houston Rockets	Moussavi, Sam	9781791153601
Indiana Pacers	Moussavi, Sam	9781791153625
Los Angeles Clippers	Moussavi, Sam	9781791153649
Los Angeles Lakers	Moussavi, Sam	9781791153663
Memphis Grizzlies	Moussavi, Sam	9781791153687
Milwaukee Bucks	Moussavi, Sam	9781791153724
New Orleans Pelicans	Moussavi, Sam	9781791153762
Oklahoma City Thunder	Moussavi, Sam	9781791153809
Philadelphia 76ers	Moussavi, Sam	9781791153847
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Pokemon - Super Duper Extra Deluxe Essential Handbook	Pokemon	978-1-339-02801-9
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How the rivermaid grew her tail and other west african and caribbean myths	Wilson, Jessica	9781836005568
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The Big Book of Bugs	Zommer, Yuval	978-0-500-65067-7
Elementary Graphic Novel Title	Author (Last, First)	ISBN
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Landslide	Culley, Betty	9780593859933
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Invisible	Moreno, Eloy	9781464279881
Invisible	Moreno, Eloy	9781464279881
Lilo and Stitch (Disney Modern Classics)	Morgan, Sally	9780794453084
More Tales from Shakespeare	Morpurgo, Michael	9780008710996
Where Ella went	Morrison, Laurie	978-1-41978-475-0
Where Ella went	Morrison, Laurie	9781419784750
The blue dress	Morrison, Rebecca	9780374393601
Fablehaven: Illustrated Edition	Mull, Brandon	9781639934768
My Life, the Total Disaster	Muzzopappa, Francesco	9781662533013
Leveling Up	Myers, E. C.	9781645952824
Twice the Trouble	Nanua, Sarena	9781665955201
This Is a Door	Nayeri, Daniel	9781464246029
Farouk Forgery	Nelson, Colleen	9781772783636
Hat of Great Importance	Ness, Patrick	9781536241266

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Play 2 Win	NickEh30,	9781524884611
That Wolf-Boy is Mine! Book 1	Nogiri, Yoko	978-1-63236-373-2
That Wolf-Boy is Mine! Book 2	Nogiri, Yoko	978-1-63236-374-9
That Wolf-Boy is Mine! Book 3	Nogiri, Yoko	978-1-63236-375-6
That Wolf-Boy is Mine! Book 4	Nogiri, Yoko	978-1-63236-403-6
Absent	Ogle, Rex	9781324124894
Wish on a Willow	Oka, Maria	9781639935819
Champions of the Galaxy	Okogwu, Tola	9781665952477
Adventure in the city of stories	Otheguy, Emma	978-1-66591-521-2
Aventura en la Ciudad de Las Historias (Adventure in the City of Stories)	Otheguy, Emma	9781665965811
Cousins in the time of magic	Otheguy, Emma	979-83-18-92325-8 978-1-66591-519-9
Inside UFO 54-40	Packard, Edward	9781937133184
Peril at Price Manor	Parnum, Laura	9780063249530
All that Chandni knows	Patel, Khushboo	9798217004485
Armada of Trouble	Patterson, James	9780316600361
The Path	Paul, Pamela	978-0-593-53219-5
Law of Solitude	Peckham, Anthony	9781665913195
Shadow Play	Poblocki, Dan	9781546127024
Art Attack	Ponti, James	9781665983563
Coven of Witches: Spellbinding Tales of Magic and Myth	Powell, Alexis	9781423669784
Bitter Bones	Puckett, Lindsay	9781546131557
Merry Christmess	Quin, Tegan	9780374392345
Everybody Experiment	Ramee, Lisa Moore	9780063039476
Don't Wake Up	Ramos-Gomez, Cassandra	9798347101245
Perdidos en la Isla de Las Munecas (Lost on Doll Island)	Ramos-Gomez, Cassandra	9798347101610

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The Mexican-American War	Rebman, Nick	978-1-54906-580-4 978-1-63517-986-6
Emily The Strange (25th Anniversary Edition)	Reger, Rob	9781797245003
Rise of Neptune	Reintgen, Scott	9781665946544
Void Dragons, The (Dragonships 3)	Reintgen, Scott	9781665982016
Find Her	Reno, Ginger	9780823454808
Reach	Rimington, Celesta	9780593860304
The Wild Zone (From the World of Percy Jackson)	Riordan, Rick	9798217445981
Hungry Forest	Rivera, Kaela	9781547619221
Little Monsters	Roche, Maire	978-1-66598-864-3
Fire Serpent Legacy	Rodriguez, Cindy L.	9780063276857
Creepy Kid	Roehrig, Caleb	9780063355309
Death in the Tallgrass	Rogers, Andrea L.	9781646146345
Albus Dumbledore (Spanish Edition)	Rowling, J. K.	9788419868596
Dobby	Rowling, J. K.	9798225023188
Hagrid	Rowling, J. K.	9798225023171
Luna Lovegood (Spanish Edition)	Rowling, J. K.	9788419868602
Big Hatch	Rubinstein, Elana	9781250419040
Omelet from the Other Side	Rule, Adi	9781774889480
The queen of thieves	Rundberg, Johan	978-1-51606-462-5 978-1-66250-961-2
Neverfear	Rundell, Katherine	9780593809945
Mystery James Digs Her Own Grave	Russell, Ally	9780593896945
Mystery James Returns from the Grave	Russell, Ally	9780593896952
Rosetown Forever	Rylant, Cynthia	9781665939942
Sisters Alone	Safadi, Shifa Saltagi	9798217111091

Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work's intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.		
Principito (Edicion Ilustrada y Animada Por MinaLima) (The Little Prince (MinaLima Edition))	Saint-Exupery, Antoine de	9788419868725
Sing Me A Story: Short Stories in Verse by Latine Authors	Salazar, Aida	9780593617151
Stream	Salazar, Aida	9781338775679
Blightfall	Sanderson, Brandon	9780593707050
Monsters	Servant, Stephane	9781782695547
Angry girls will get us through	Shamir, Ruby	978-1-66594-335-2
Mixed Martial Arts Strategies	Shapiro, Sean	978-1-0982-9246-1
Peach Thief	Smith, Linda Joan	9781536237788
The Thorn Queen	Smith, Sasha Peyton	978-0-06-337257-3
Candace, the Universe, and Everything	Smith, Sherri L.	9781524737955
Sword Echoes	Somper, Justin	9798217050499
Visible: The (Sort of) True Story of a Not-So Hidden Disease	Soren, David	9780593886656
Three Companions	Soria, Gabe	9780593522745
Fifth Grade Top Dogs	Spinelli, Jerry	9798225028237
Beneath the Mists	Sten, Camilla	9781662532870
Book of Jupiter	Stevenson, Robin	9781525313028
Bugman Lives!	Stine, R. L.	9798347110698
Escape from the Chrome Dome	Stine, R. L.	9798347109227
Fright Knight	Stine, R. L.	9798347100699
Ooze	Stine, R. L.	9798347100712
Revenge of the Rhinobino	Stine, R. L.	9798347109258
Revenge of the Shadow People	Stine, R. L.	9798347110674
Stinetinglers 4: 3 Chilling Tales from the Master of Scary Stories	Stine, R. L.	9781250367952

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Stinetinglers 5: 10 New Stories from America's Scare Master	Stine, R. L.	9781250367976
What We Do at Night	Stine, R. L.	9781546166047
Glow	Stone, Nancy	9781958325537
Terror from the Cave	Strand, Jeff	9781464279874
Glory be	Sumner, Jamie	9781665905718
Wish You Well	Sumner, Jamie	9781665905749
Same page	Swartz, Elly	9780593705605
Each and Every Spark	Swinarski, Claire	9780063321786
Hometown	Tan, Shaun	9781646146987
Haunting of Walker Pond	Tandon, Nancy	9781665985970
The haunting of Walker Pond	Tandon, Nancy	9781665985970
Sobrevivi el Gran Incendio de Chicago, 1871 (I Survived the Great Chicago Fire, 1871)	Tarshis, Lauren	9798225061586
Helga the Fair	Taylor, S. J.	9781665974493
Sneaks	Tern, Amy	9780823461622
Shapeshifter's Guide to Gym Class	Thom, Kai Cheng	9781668210871
The dream & the hope : the historic rise of Ketanji Brown Jackson to the nation's highest court	Thomas, Garen Eileen	9780063311442
Journey Home	Thomas, Kiah	9781797222608
Battle of the Block	Thompkins-Bigelow, Jamilah	9780593972335
Unofficial Alcatraz Handbook, The: A Complete Guide to the Most Common Questions About the Rock	Tracy, Kristen	9780593661031
Mount Olympus Mysteries: Apollo and the Lost Sun	Tyler, Madeline	9798217134861
Athena and the Stolen Threads	Tyler, Madeline	9798217134885
Quetzal's Labyrinth	Valenti, Karla Arenas	9798217028931

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Witch of the Dark Wood	van Goethem, Sarah	9781525314131
The sweet spot	Vickers, Elaine	9781682637746
Chupacabra Quest	Wain, Keith	9798875273605
On the Trail of Megalodon	Wain, Keith	9798875273674
Looking for the Loch Ness Monster	Waters, Nico	9798875273537
Tracking Bigfoot	Waters, Nico	9798875273469
Sawyer Lee and the Quest to Just Stay Home	Weinersmith, Zach	9780374393496
California or Dust	Wendell, Mindy Nichols	9780823462520
Hiding From the Dark	White, Kiersten	9780736447027
She Came Back Different	Willing, Stephanie	9780593465608
How the Rivermaid Grew Her Tail and Other West African and Caribbean Myths	Wilson, Jessica	9781836005568
Nightmorne	Wolf, Ryan	9781978598430
Eleven Kinds of Blue	Wolff, Katherine	9780823459704
The Aftermyth	Wolff, Tracy	978-1-66598-546-8
13 Moons	Wright, Bradley W.	9781478884088
Sea Monster Conundrum	Yee, Lisa	9798217023776
Terror Birds	Yolen, Jane	9781623544768
Raise Your Voice	Yun, Erin	9798225077365
Among Us: Choose Your Own Adventure		9780593902554
Save Royal Palace!: An Unofficial Roblox Story		9798881609726

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High School Title	Author Last Name, First Name	ISBN
Anger Is Only a Shadow	Acevedo, Elizabeth	978-0-06-288279-0
The Siren	Adeyemi, Tomi	978-1-25040-475-6
Golden Flight	Ali, S.K.	978-0-593-53127-3
Clang!	Ashworth, Ember	9781737205296
National Treasure: How the Declaration of Independence Made America	Auslin, Michael	9781668214541
A Thousand Nights	Azad, Nafiza & Khanani, Intisar	978-1-53624-154-9
How to Build a Haunted House: The History of a Cultural Obsession	Baines, Caitlin Blackwell	9798897100781
Dead Beat	Bardugo, Leigh	978-1-25088-431-2
Dangerous Impulses	Barnes, Jennifer Lynn	978-0-316-60626-4
The Gilded Blade	Barnes, Jennifer Lynn	9780316593083
Out of the Clear Blue Sky	Blum, Isaac	979-82-17-03952-4
The Night King's Court	Bonnin, Elisa A	9780063463011
When We Almost Came Undone	Boone, Georgia K.	9781250834874
Radio Free Texas	Bray, Libba	978-1-54615-654-3
Songlight	Buffini, Moira	9780063358218
The House of Gardenias	Canas, Isabel	978-0-593-62041-0
In Our Own Words : True Stories of Indian Boarding Schools	Child, Brenda J	978-0-316-58539-2
The Last King of Faerie	Clare,Cassandra	978-0-593-90347-6
Flickerstate	Davidson, F.A.	978-1-46426-619-5
I'm Gonna Get You Back	Des Lauriers, Eva	9781250910578
SCORPION DEEP	Drews, CG	978-1-25037-631-2
Huda F Would Love You? A Graphic Novel	Fahmy, Huda	978-0-593-85566-9

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TOM BURNE HAS LEFT THE CHAT	Farrelly, Sean	978-0-571-38821-9
The Mirror of Infinite Endings	Garber, Stephanie	9781250462039
Styx	Gill, Nikita	978-0-316-60894-7
The Sun and the Starmaker	Griffin, Rachel	978-1728256184
It's Only Dancing	Guillory, Jasmine	9781338749434
This Could Go Bad	Hall, Spencer	978-1-54761-811-8
The Spell for Unraveling	Hassan, Rochelle	9781250822277
Heartbreak and Other Organ Failures	Hobbs, Taylor	978-1-32412-483-2
IT's Not Over Yet	Hussain, Salma	978-0-7352-7155-5
The Twelve	Hyder, Liz	978-1-78269-400-7
Everything is Not Lost	Joseph, Frederick	979-82-17-04059-9
Wolf Worm	Kingfisher, T.	9781250829825
The Gods Will Sing Our Song	Krause, Autumn	979-82-17-02766-8
The Fight of Our Lives Aids in America	Levithan, David	9780593710920
The Hardest Ones To Fool	Li, Christina	9798217053148
Fishbone Cinderella	Lim, Elizabeth	9798217092987
The Pools	Lockhart, E	978-0-593-90413-8
Escape Me	Mafi, Tahereh	978-0-06-341910-0
Release Me	Mafi, Tahereh	9780063480339
No one leaves the Manor	McWilliams, Kelly	9780316450232
Hear Ye Mortals	Mendez, Yamile Saied	9781646146376
Hearts on the Table	Metallo, Susan	978-1-53624-036-8
<i>How to Get Rich in American History: 300 Years of Financial Advice That Worked (& Didn't)</i>	Moore, Joseph S	9780063464582
Guardians Forbidden Mountain	Mull, Brandon	978-0-593-71204-7

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The Counting Game	Nolan, Sinead	9781668099407
Heartstopper: vol. 6	Oseman, Alice	9781546102458
Trust Fall	Painter, Lynn	979-83-471-0021-7
The Forgotten Lore	Peterfreund, Diana	9798894141688
Junglekeeper : what it takes to change the world	Rosolie, Paul	978-0-593-98039-2
The Sixth Faction	Roth, Veronica	978-0-06-346254-0
Immortal Game	Saft, Allison	9781250404763
Blightfall	Sanderson, Brandon	978-0-593-70705-0
The Fires of December	Sanderson, Brandon	978-1-25046-265-7
Rising Thunder	Shusterman, Neal	978-1-66597-208-6
My Sister is Going to Kill Me	Simon, Nina	9780063478022
THIRST	Simpson, Darren	978-1-78269-572-1
The Thorn Queen	Smith, Sasha Peyton	9780063372573
Here for a Good Time	Spencer, Kim	9781774887806
I Am Not a Robot: My Year Using AI to Do (almost) Everything	Stern, Joanna	9780063446618
Empire	Tahir, Sabaa	978-0-593-61697-0
Witness	Tison, Ari & Chapman, Ty	979-87-6564-724-0
You're No Better	White, Andrew Jospeh	978-1-68263-822-4
Find my way down to you	Winters, Julian	9780593624456

Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work’s intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.			
Donated Title	Author (Last, First)	ISBN	Donor Name
The Declaration of Independence (A True Book)	Landau, Elaine	9780531147801	Leander Area Republican Women

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 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: 10-01-26 Regular Board Meeting Minutes DRAFT

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

The Board of Trustees
Leander Independent School District

STATE OF TEXAS COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, October 1, 2026, beginning at 6:17 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, Paul Gauthier, Gloria Gonzales-Dholakia, 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 Learning: Hisle Elementary School

4. **CITIZEN COMMENTS**

Five citizens addressed the Board of Trustees.

5. **CONSENT AGENDA**

- A. Consider Adoption of Local Policy FA
- B. Consider Approval of the Construction Procurement Method for the Repurposing of Faubion Elementary School
- C. Consider Approval of Minutes of Regular and Called Board Meetings
- D. Consider Approval of Remote Homebound Waiver
- E. Consider Approval to Transfer Funds from the Assigned General Fund Balance and Unrestricted General Fund Balance to the Self-Insured Healthcare Fund

I move the Consent Agenda items be approved as presented. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Dr. Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.

6. **SUPERINTENDENT'S REPORT**

- A. Empowered Student Learning
- B. Empowered Staff Learning

C. Safe and Innovative Learning Environments

7. DISCUSSION/ACTION ITEMS

A. STUDENT LEARNING

1. Discussion of Board Goal Report – Guardrail 4 Impactful Family Engagement

B. GOVERNANCE

1. Discussion of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD

C. OPERATIONS

1. New Hope High School (NHHS) Design Update
2. Discussion of Early College High School (ECHS) Location
3. Discussion of Elementary Schools #31 and #32

8. CLOSED SESSION

The Board of Trustees went into Closed Session at 9:47 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

The Board of Trustees returned to Open Session at 10:19 PM.

9. ACTION PURSUANT TO CLOSED SESSION

- 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)

I move that the Board approve the 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). This motion, made by Nekosi Nelson and seconded by Dr. Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor.

10. BOARD MEETING DEBRIEF

11. ADJOURNMENT

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

Time: 11:17 PM

These minutes were read and approved by the Board of Trustees on the 15th day of October 2026.

President

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 15, 2026

Agenda Item:	Consider Adoption of Local Policies FFAC, FFB, FFF, and FO
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Shawn Swisher, J.D., General Counsel
Attachments:	Consider Adoption of Local Policy FFAC, FFB, FFF, and FO

Background Information:

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

FFAC (LOCAL): Update 126 - Proposed updates procedures for handling medications provided by parents, ensuring that the policy and practice are aligned

FFB (LOCAL): Proposed revisions, resulting from HB 2, include staff notification requirements when there are student threats

FFF (LOCAL): Update 127 - Proposed revisions, resulting from SB 571, provides clarifying language for when a parent must be notified of employee misconduct

FO(LOCAL): Update 126 - Proposed revisions clean up language regarding notice when audio/video recording is occurring.

Alignment to Board Goals & Superintendent Guardrails:

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

Administrative Recommendation:

Administration recommends adoption of Local Policies FFAC, FFB, FFF, and FO at today's Board meeting, as presented.

Sample Motion:

I move that the Board adopt Local Policies FFAC, FFB, FFF, and FO, as presented.

PROPOSED REVISIONS (additional Update 126 revisions)

No employee shall give any student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the ~~following~~ medication in accordance with ~~legal requirements, this policy, and~~ administrative regulations.†

- ~~1. Prescription and nonprescription medication in accordance with legal requirements and a written doctor's order.†~~
- ~~2. Nonprescription medication in accordance with legal requirements.†~~

All prescription and nonprescription medications ~~shall be provided by a student's parent/guardian and~~ presented to the school clinic for administration by the campus registered nurse ~~(RN) must be accompanied by a valid doctor's order. An employee shall not accept or administer any medication lacking such the required documentation shall not be accepted nor administered.~~

District personnel shall not administer any medications that are not Food and Drug Administration approved. This includes, but is not limited to, herbal substances, anabolic steroids, and dietary supplements. Exceptions may be granted if prescribed by a physician and required by the individual education plan or Section 504 plan of a student with a disability. Reliable information must be provided in writing and signed by the prescribing physician regarding the safe use of the product including side effects, toxicity, drug interactions and adverse effects.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Program and Health Services Department

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program and Health Services Department. Only a licensed athletic trainer, an RN, or designated employee, or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

3. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
4. The administration of a medication by an athletic trainer or RN or designated is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine delivery system, such as an auto-injector or nasal spray, in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for delivery system use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to ~~each campus that serves students in grades 6-12~~ every District campus.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Students shall not be allowed to self-carry an opioid antagonist unless it is prescribed by a physician, the student has a documented history of opioid addiction, seeking treatment for the addiction and required by the IEP or Section 504 plan of a student with a disability.

Maintenance, Availability, Training, and Reporting

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

Leander ISD
246913

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

The District shall seek appropriate emergency care for a student as required or deemed necessary.

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also

address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

4. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
5. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
6. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

As appropriate, the team may refer a student:

7. To a local mental health authority or health-care provider for evaluation or treatment; or
8. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's **alleged:**

1. **Alleged** abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. **Involvement in or soliciting** a romantic relationship, or soliciting or engaging in sexual contact, **with a student**;
3. **Engaging in inappropriate communications with a student**; or
- ~~4.~~ **Failing to maintain appropriate boundaries** with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of

STUDENT DISCIPLINE

FO
(LOCAL)

extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

3. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
4. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
5. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

6. Protect a person, including the person using physical restraint, from physical injury.
7. Obtain possession of a weapon or other dangerous object.
8. Protect property from serious damage.
9. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment ~~shall~~ **may** be used for safety purposes to monitor student behavior on District property.

~~The~~ **When video and audio recording equipment is in use, the** District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Consider Approval of Remote Homebound Waiver
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Paige Collier, Ph.D., Assistant Superintendent of Special Programs
Attachments:	N/A

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 one student who has 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 & Superintendent Guardrails:

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 one student and counted for homebound funding purposes and to count the student 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 one student and counted for homebound funding purposes and to count the student as in attendance when remote instruction is provided.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item: Discussion of Global Languages & Cultures Annual Update
Purpose: ☒ Discussion Item/Report Only ☐ Action Requested
Administrators Responsible: Dustin Binnicker, Ed.D., Assistant Superintendent of Student Pathways & Outcomes; Janie Kelly, M.Ed., Director of Global Languages & Cultures
Attachment: Global Languages & Cultures Annual Update Presentation

Background Information:

[Chapter 89 of Texas Education Code](#) requires all school districts to present a bilingual education program effectiveness report annually to the Board of Trustees. Leander ISD serves emergent bilingual students through either the English as a Second Language (ESL) program or the Dual Language Enrichment (DLE) program. The annual update will include program model information, emergent bilingual enrollment data, performance data, and professional learning for staff.

Alignment to Board Goals & Superintendent Guardrails:

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

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 15, 2026

Global Languages & Cultures Annual Update

PURPOSE

The purpose of this presentation is to update the Board of Trustees on the bilingual education programs provided in Leander ISD, including how these programs support and serve the needs of our students.

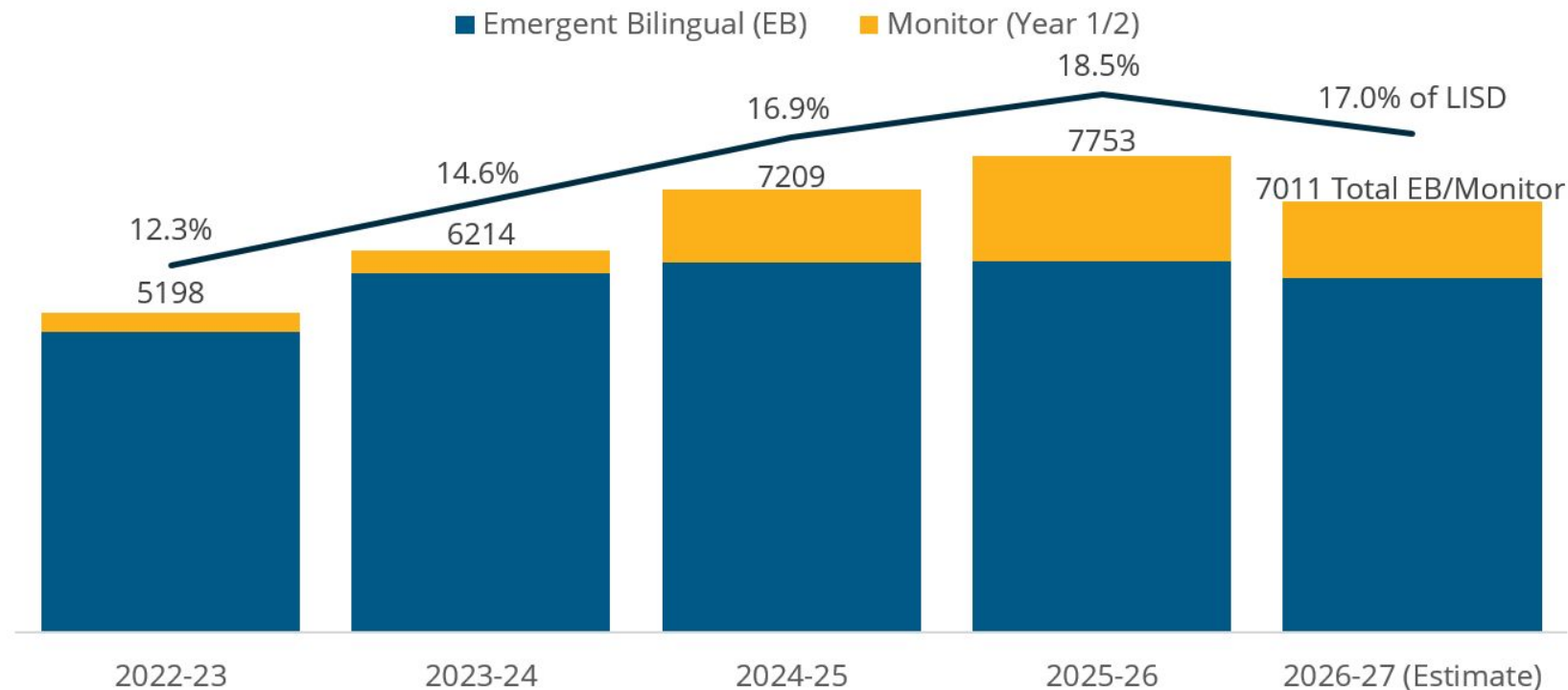


Board Guiding Questions

- **Do the data give the Board a clear picture of how well LISD's bilingual and English as a Second Language (ESL) programs are helping emergent bilingual students develop language skills and succeed academically?**
- **What does the annual update tell us about academic achievement and language development in each bilingual and ESL program model, including partner-language proficiency in dual language?**

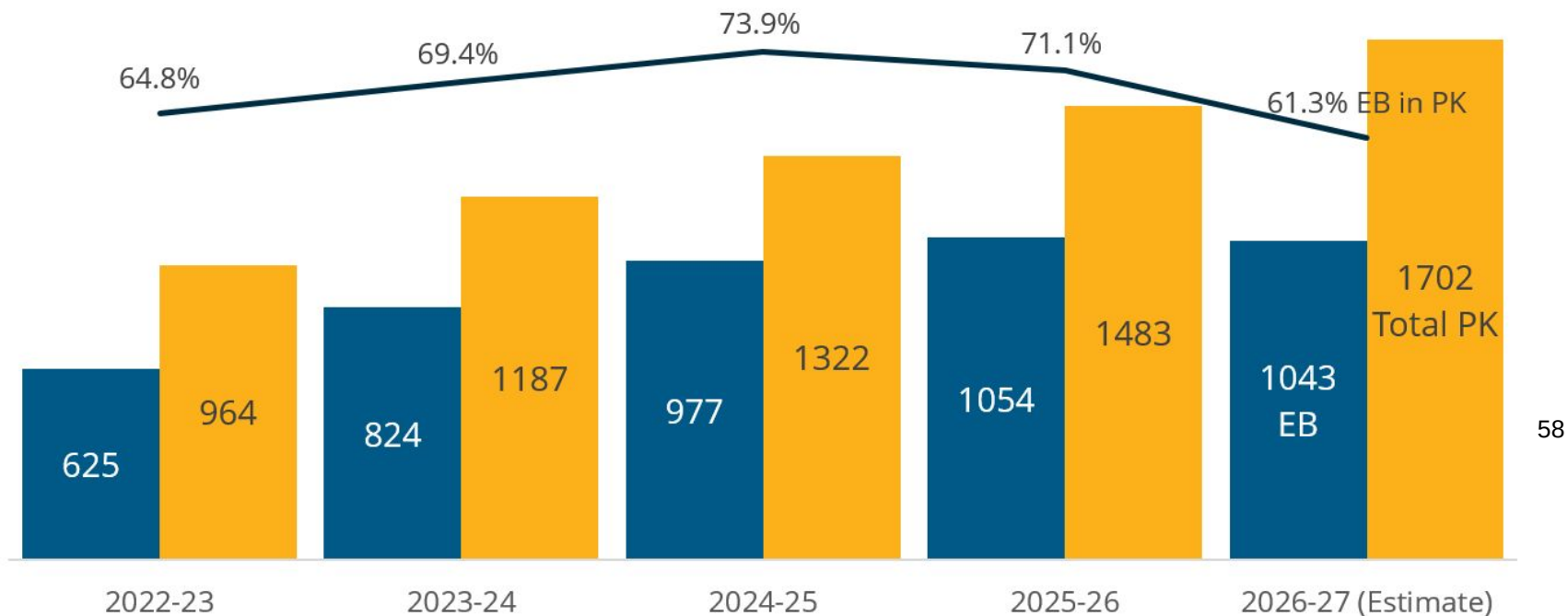


Leander ISD Emergent Bilingual Population Growth





Leander ISD Emergent Bilingual (EB) Pre-Kindergarten (PK) Population





70+ Languages Represented in Leander ISD Emergent Bilingual Students

Español Spanish
(2971)

తెలుగు Telugu
(902)

한국인 Korean
(390)

Русский Russian
(361)

தமிழ் Tamil
(298)

हिंदी Hindi
(289)

עברית Hebrew
(244)

عربي Arabic
(139)

tiếng việt Vietnamese
(142)

國語 Mandarin
(211)





Bilingual and English as a Second Language Teacher Certification Waivers

Bilingual Education Exceptions and English as a Second Language (ESL) Waivers Texas Administrative Code (TAC) Chapter 89.1207, provides bilingual education exception and ESL waiver requirements. The purpose of filing an exception/waiver is to inform the Texas Education Agency (TEA) of the needs for appropriately certified teachers in bilingual education and ESL programs across the state.

2024-2025

(Submitted)

Spanish*
Hebrew
Korean

Hindi
Russian
Arabic

Telugu
Mandarin
Tamil

2025-2026

(Submitted)

Spanish*
Hebrew
Korean

Hindi
Russian
Gujarati

Telugu
Mandarin
Tamil

2026-2027

(Anticipated)

Spanish*
Hebrew
Korean

Hindi
Russian

Telugu
Tamil

60

*Due to Alternative certification/program requirements



Bilingual and English as a Second Language Teacher Certification Waivers

2025-2026

Number of Teachers on Waiver

87

Number of Teachers who added ESL Certification

64

Number of Students with Alternative Program Code

237

61



Emergent Bilingual Program Services

English as a Second Language (ESL) Early Childhood-12

All Leander ISD Campuses

Dual Language Enrichment (DLE)

Early Childhood DLE: Bagdad ES, Knowles ES, Reed ES

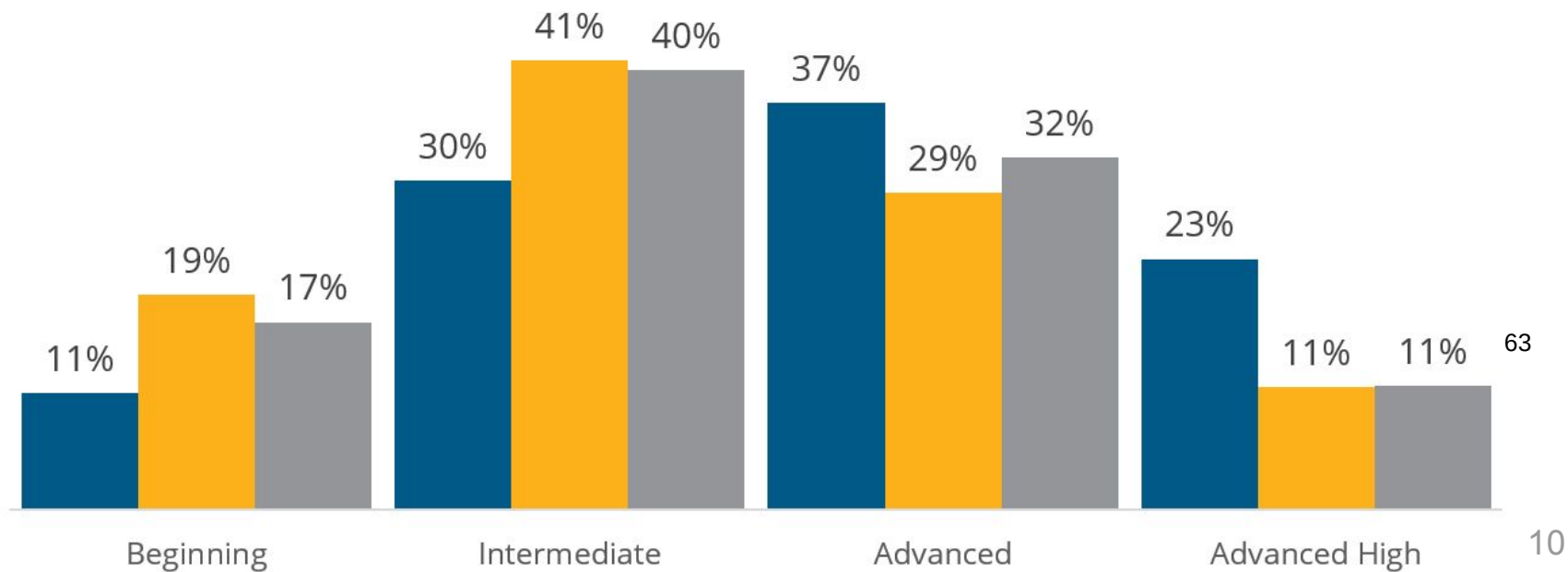
Elementary DLE: Bagdad ES, Knowles ES, Reed ES, Whitestone ES





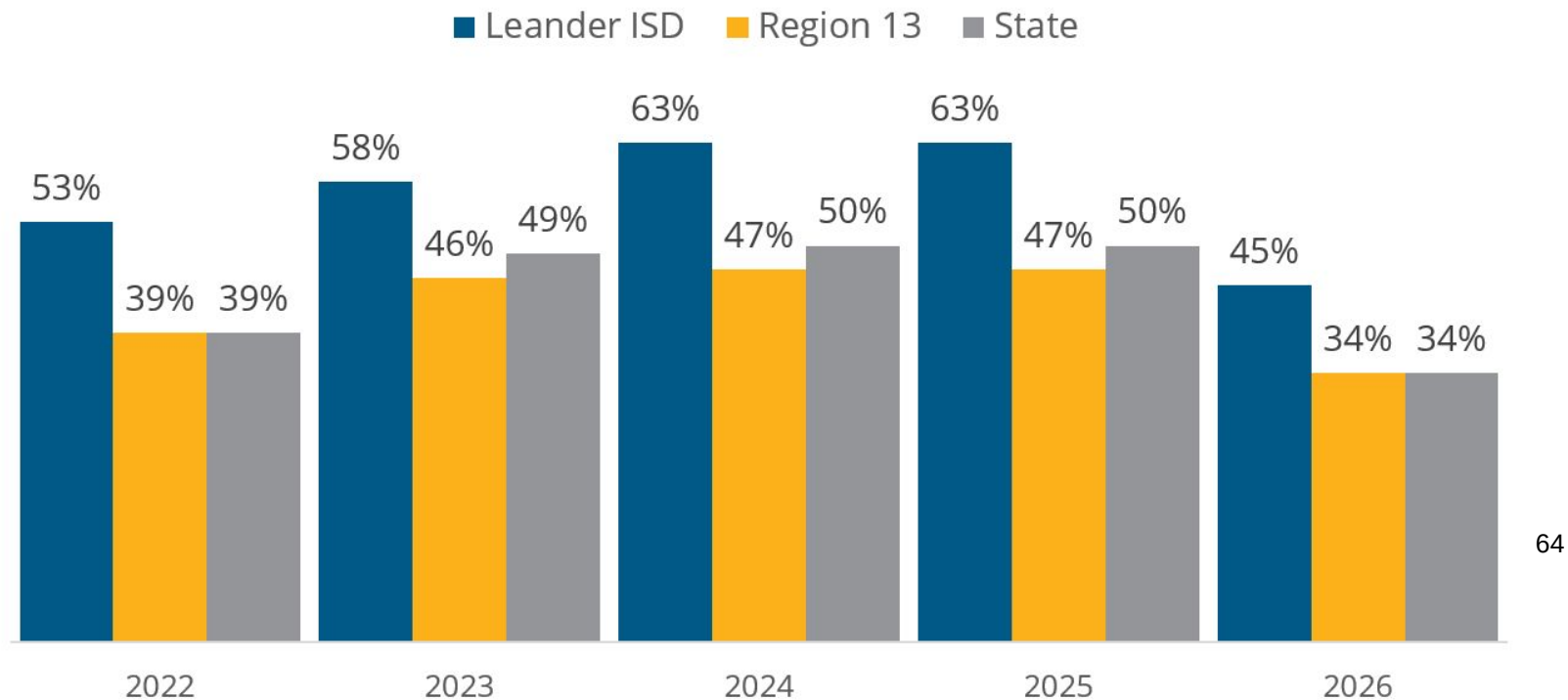
2026 English Language Proficiency Distribution K-12 TELPAS Composite Score

■ Leander ISD ■ Region 13 ■ State





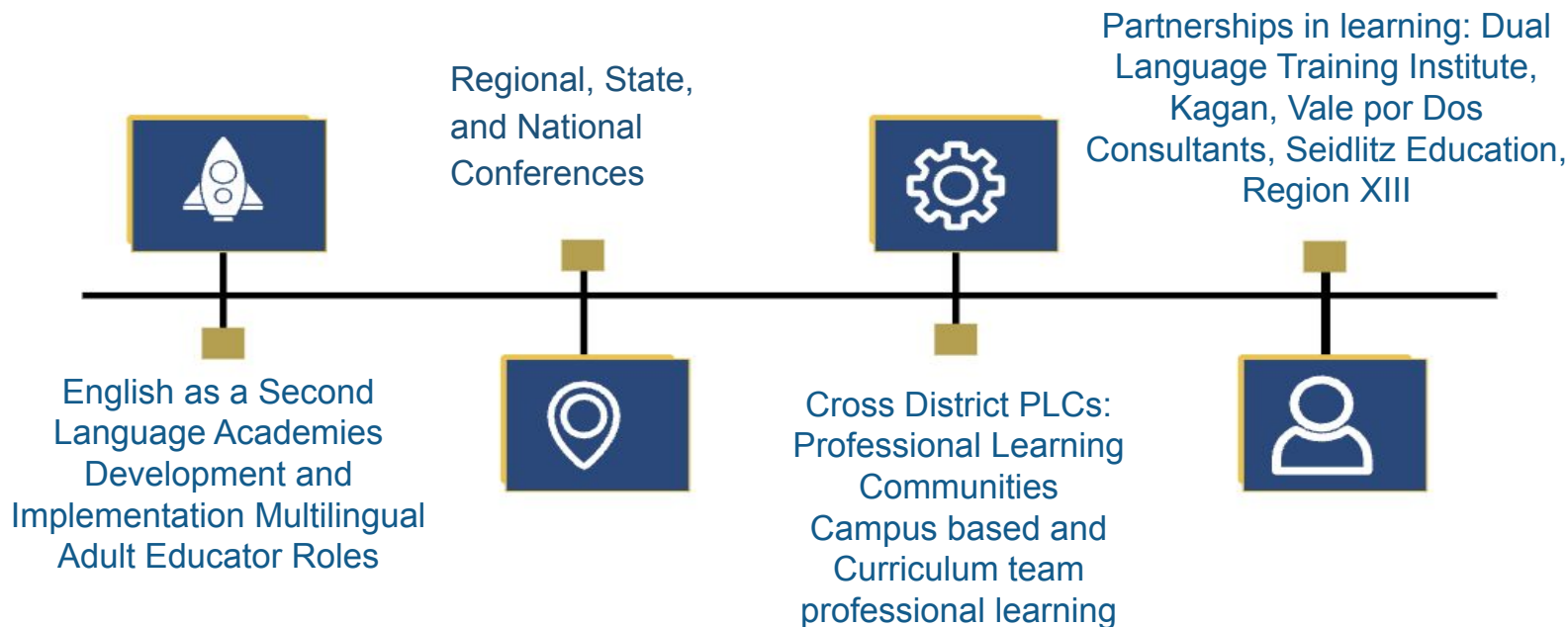
Progress Toward English Language Proficiency



* Progress in achieving English language proficiency based on year-over-year TELPAS composite proficiency results.



Professional Learning to Support Emergent Bilingual Students





Professional Learning to Support Emergent Bilingual Students and Teachers

2025-2026	
Number of Teachers Accessing this Professional Learning	
415	
Number of Students who Reclassified	
591	

66



Summer Learning Early Childhood

- 120 TEA required hours of learning offered
- 341 Students accessed the program





Board Guiding Questions

- **Do the data give the Board a clear picture of how well LISD's bilingual and ESL programs are helping emergent bilingual students develop language skills and succeed academically?**
- **What does the annual update tell us about academic achievement and language development in each bilingual and ESL program model, including partner-language proficiency in dual language?**



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Discussion of Board Report: Interim Goals 1-3 (Mathematics)
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction; Dustin Binnicker, Ed.D., Assistant Superintendent of Student Pathways & Outcomes
Attachments:	Discussion of Board Goal Report: Interim Goals 1-3 (Mathematics) Presentation

Background Information:

The purpose of tonight's presentation is to provide the Board with an update on progress toward Interim Goals 1–3 in Mathematics. The interim goals serve as benchmarks to measure progress toward the district's [2030 House Bill 3 Goals](#) that were previously adopted by the Board.

During this report, the Board will review State of Texas Assessments of Academic Readiness (STAAR) outcomes in relation to year-over-year goals alongside Measures of Academic Progress (MAP) cohort data. This data centers on math performance across all student groups, with a focused effort on accelerating outcomes for economically disadvantaged students. For your reference, please review the [Q1 Scorecard](#). The scorecard distinguishes student outcomes, goal progress measures, Year 1 infrastructure and implementation evidence, and guardrail assurance.

As you process the data and information presented, please consider the following two guiding questions:

1. How does beginning-of-year Measures of Academic Progress (MAP) data, considered alongside prior State of Texas Assessments of Academic Readiness (STAAR) performance inform our understanding of students' trajectory toward the Board's mathematics goals?
2. How does the current baseline for economically disadvantaged students compare with prior performance, and what level of growth will be necessary to narrow the identified gap?

Alignment to Board Goals & Superintendent Guardrails:

This presentation directly supports and aligns to Board Goals 1-3, as well as Superintendent Guardrails 1- Professional Learning Communities (PLCs) and 3-Curriculum & Instructional Materials (C&I).

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 15, 2026

Discussion of Board Goal Report: Interim Goals 1-3 (Mathematics)



PURPOSE

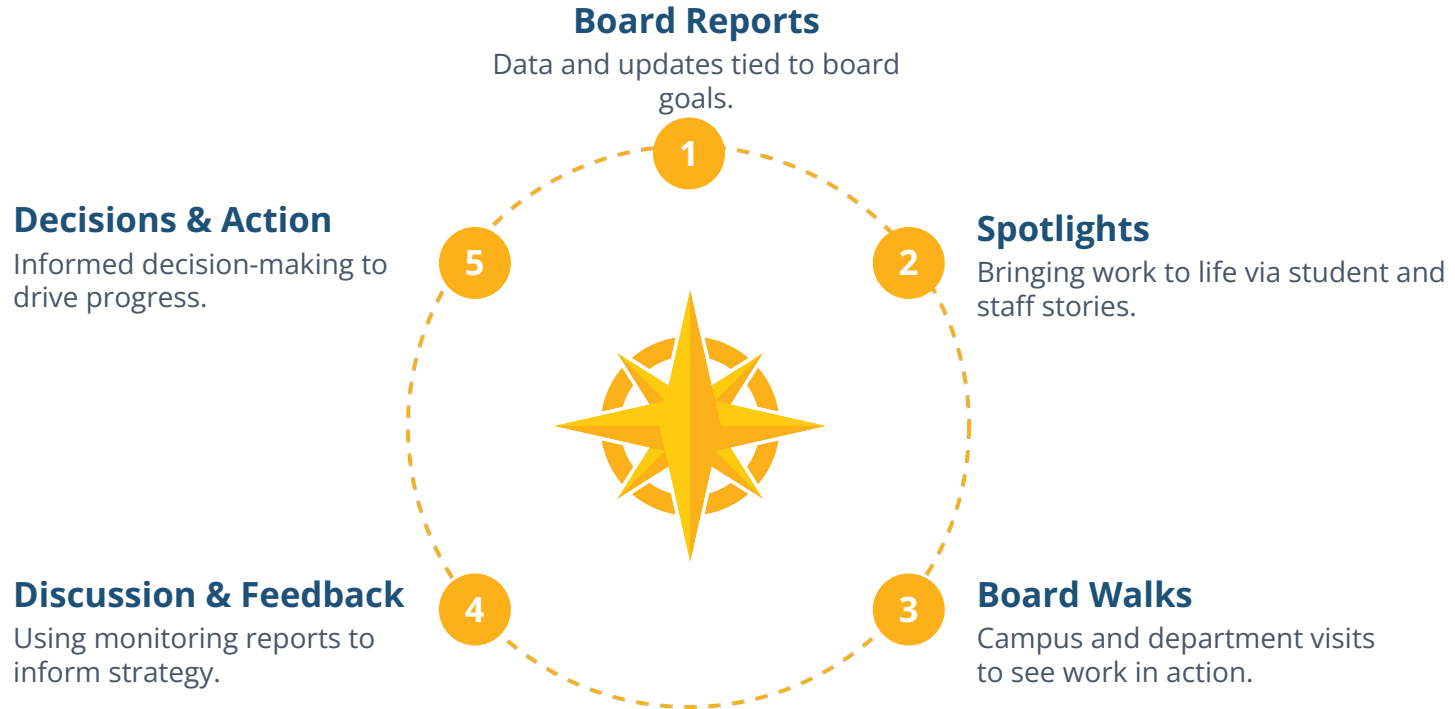
The purpose of tonight's presentation is to provide the Board with an update on progress toward Interim Goals 1–3 in Mathematics.



Guiding Questions

- How does beginning-of-year Measures of Academic Progress (MAP) data, considered alongside prior State of Texas Assessments of Academic Readiness (STAAR) performance, inform our understanding of students' trajectory toward the Board's mathematics goals?
- How does the current baseline for economically disadvantaged students compare with prior performance, and what level of growth will be necessary to narrow the identified gap?

Board Monitoring Cycle



74



Leander ISD Board Goals - Student Outcomes

Goal 1 - Grade 3 Mathematics

Student Outcome Goal: By the end of the 2025–2026 school year, the percentage of third-grade students achieving Meets Expectations on the STAAR Mathematics assessment will increase from the 2025 baseline of 52% to at least 54% for all students and from 26% to at least 29% for economically disadvantaged students, maintaining progress toward the district’s 2030 student outcome targets of 62% and 43%, respectively.

Goal 2 - Grade 6 Mathematics

Student Outcome Goal: By the end of the 2025–2026 school year, the percentage of six-grade students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from the 2025 baseline of 58% to at least 60% for all students and from 27% to at least 31% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 68% and 47%, respectively.

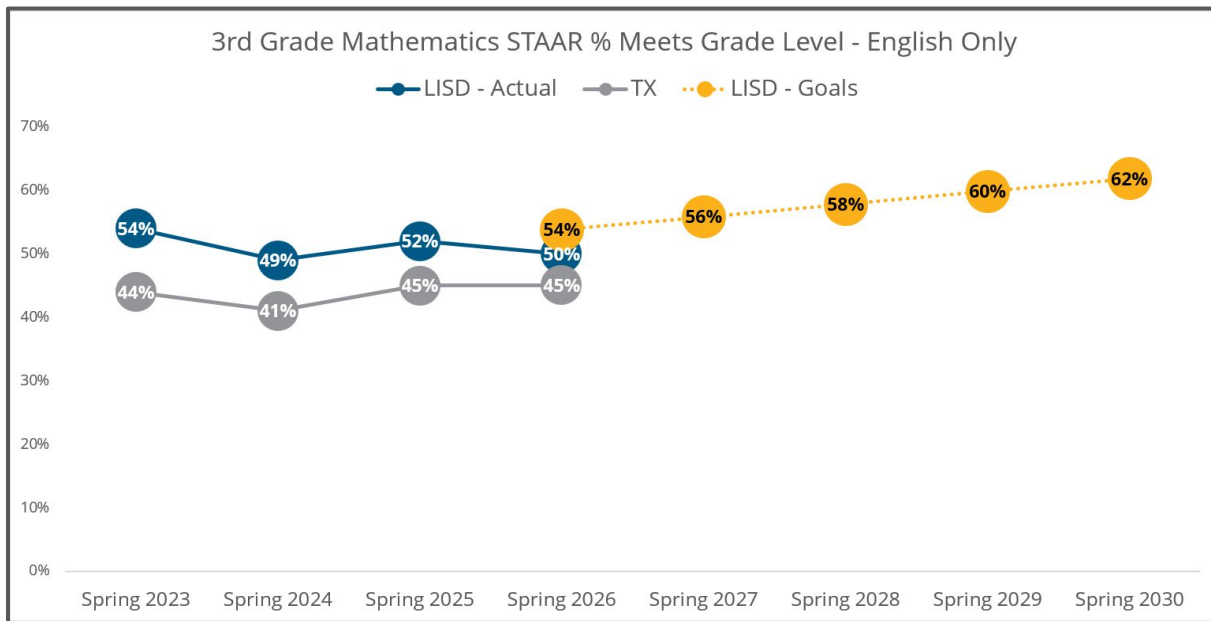
Goal 3 - Algebra I Mathematics

Student Outcome Goal: By the end of the 2025–2026 school year, the percentage of students achieving Meets Grade Level or above on the Algebra I End-of-Course assessment will increase from the 2025 baseline of 59% to at least 61% for all students and from 33% to at least 37% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 69% and 53%, respectively.



Goal 1 - Grade 3 Mathematics

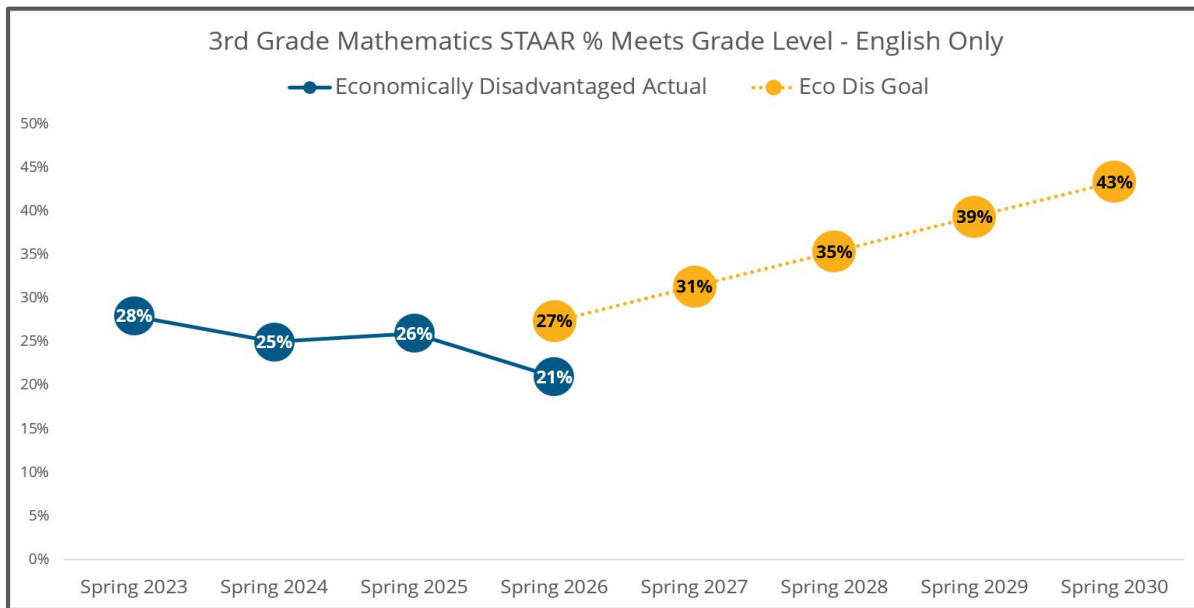
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Goal 1 - Grade 3 Mathematics

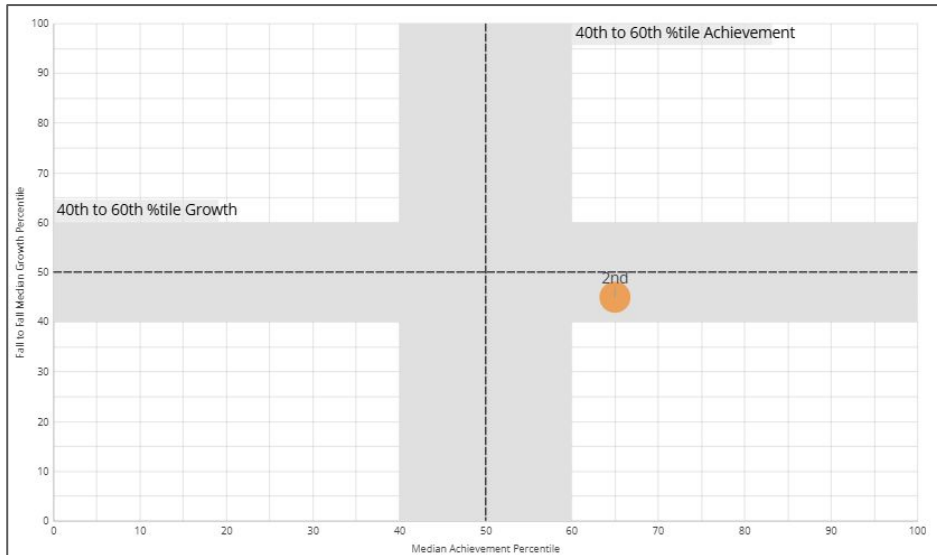
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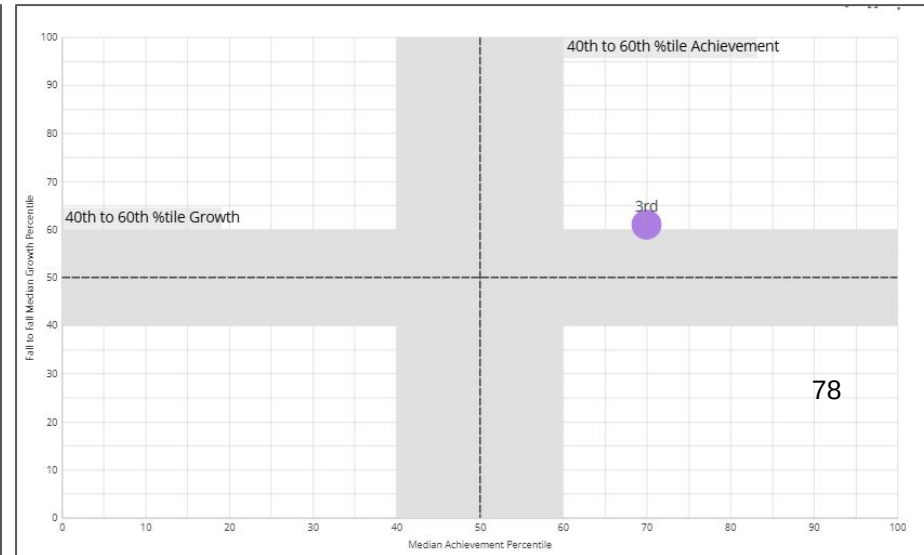


Goal 1 - Grade 3 Mathematics (MAP by Cohort)

25-26 Fall to Fall MAP Growth vs Achievement -
2nd Grade



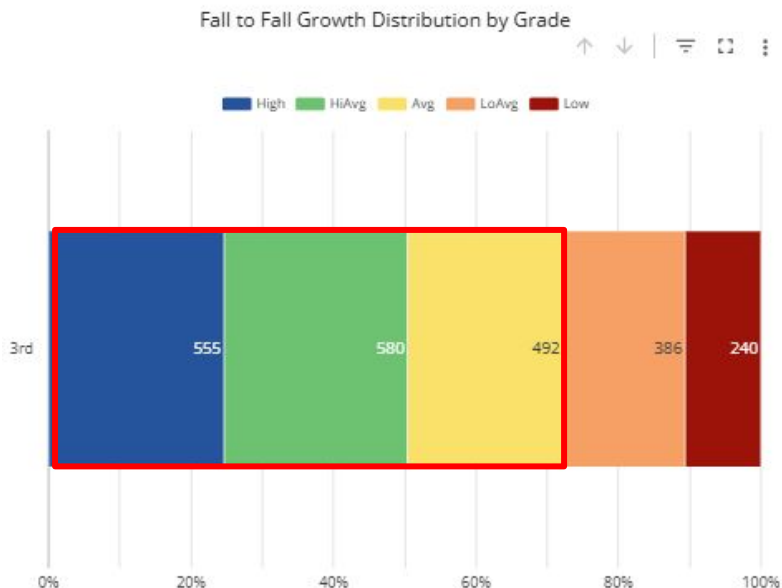
26-27 Fall to Fall MAP Growth vs Achievement -
3rd Grade



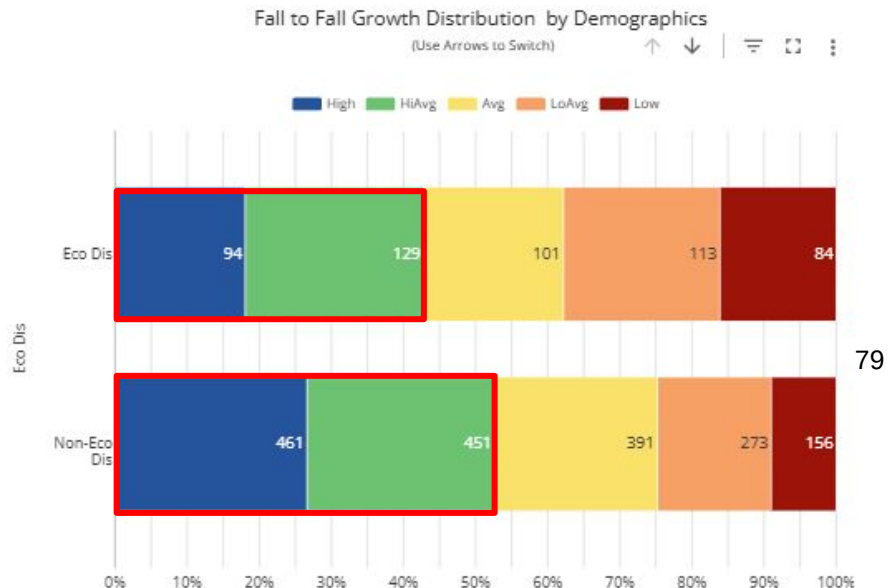


Goal 1 - Grade 3 Mathematics (MAP)

72% at or above expected growth



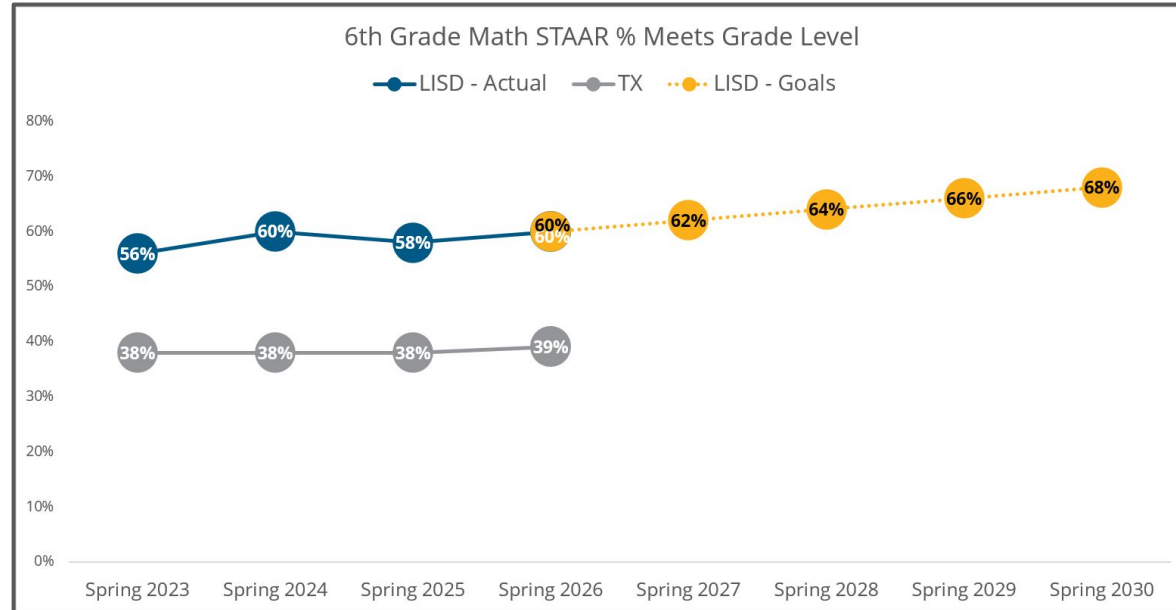
43% of Economically Disadvantaged and **53%** of Non-Economically Disadvantaged (Non-Eco. Dis.) students above expected growth





Goal 2 - Grade 6 Mathematics

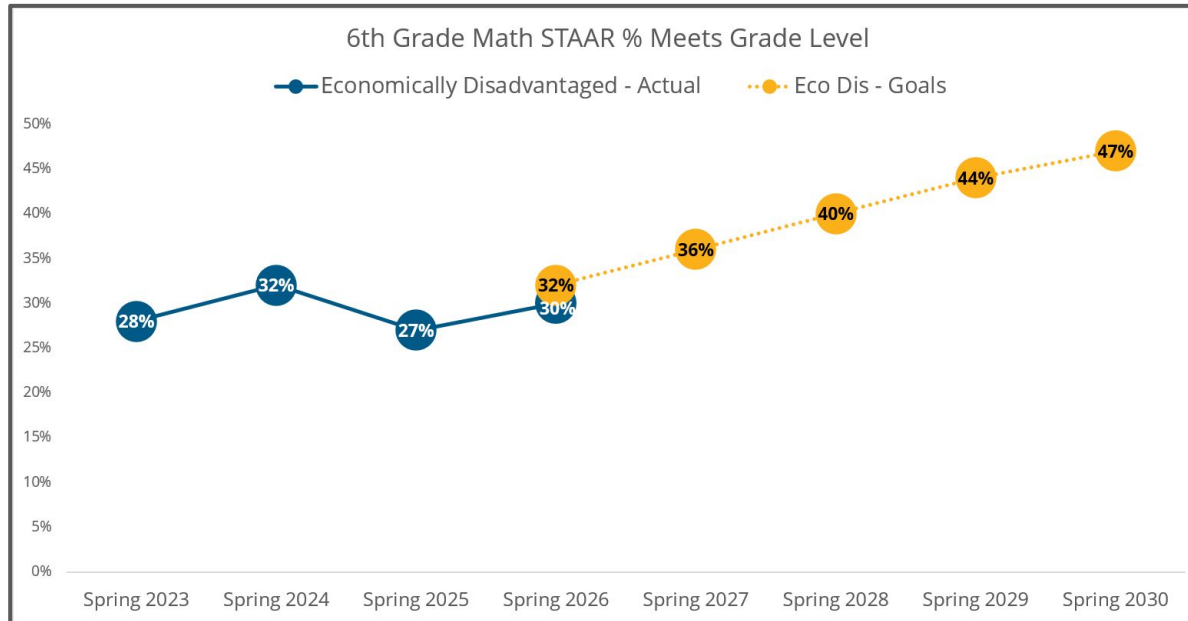
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Goal 2 - Grade 6 Mathematics

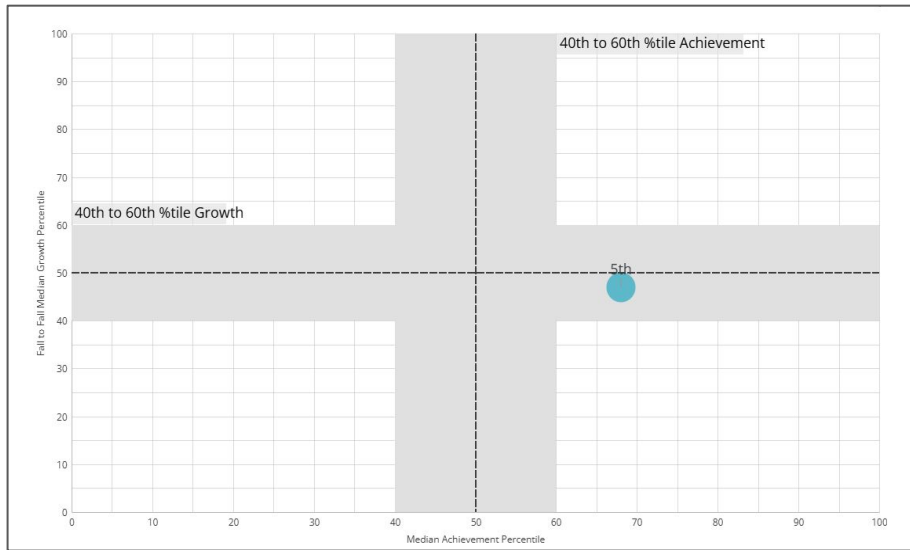
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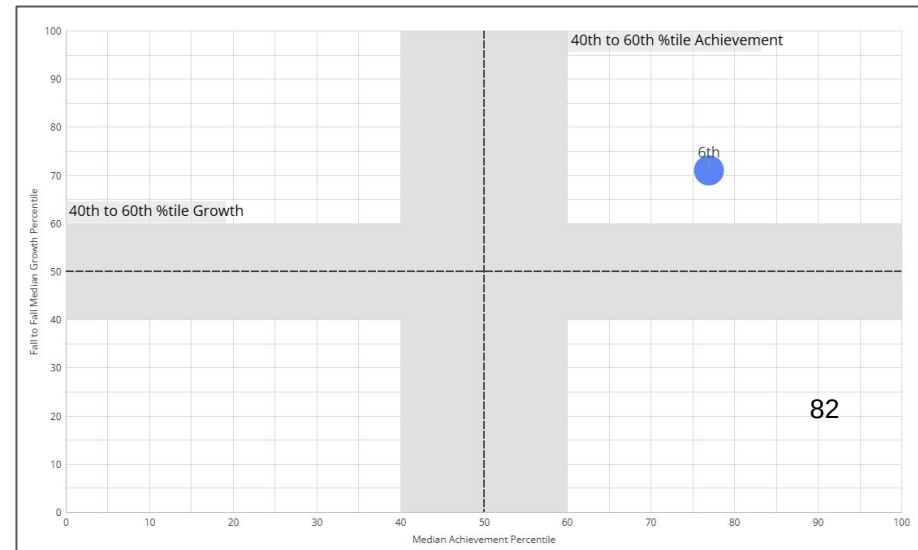


Goal 2 - Grade 6 Mathematics (MAP)

25-26 Fall to Fall Growth vs Achievement -
5th Grade



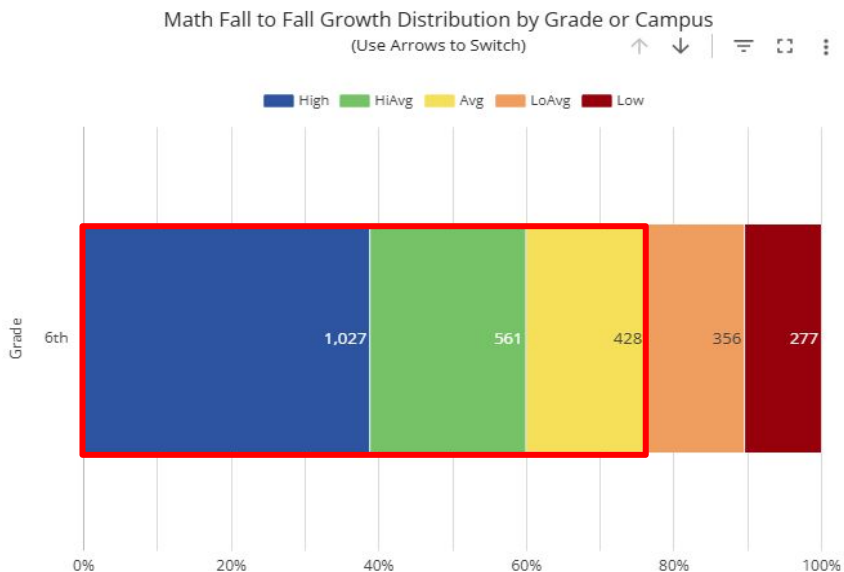
26-27 Fall to Fall Growth vs Achievement -
6th Grade



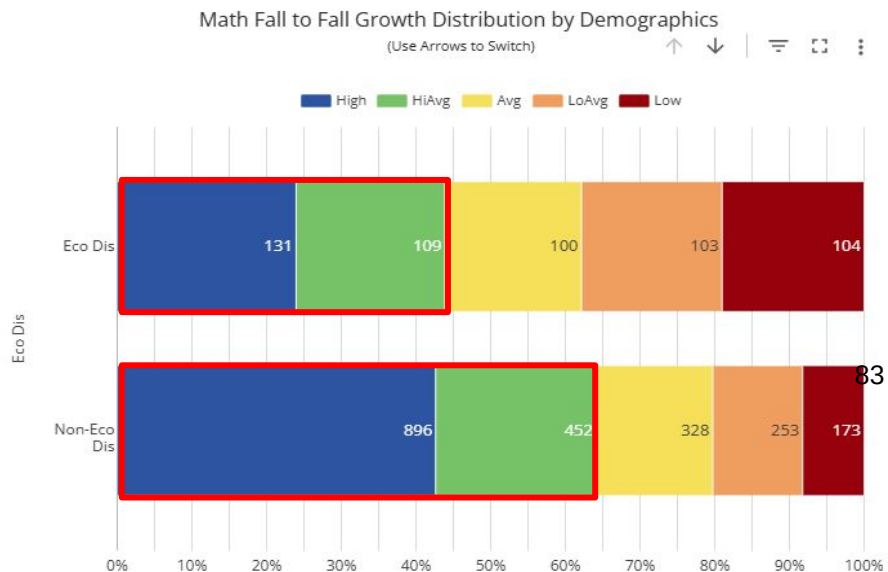


Goal 2 - Grade 6 Mathematics (MAP)

76% at or above expected growth



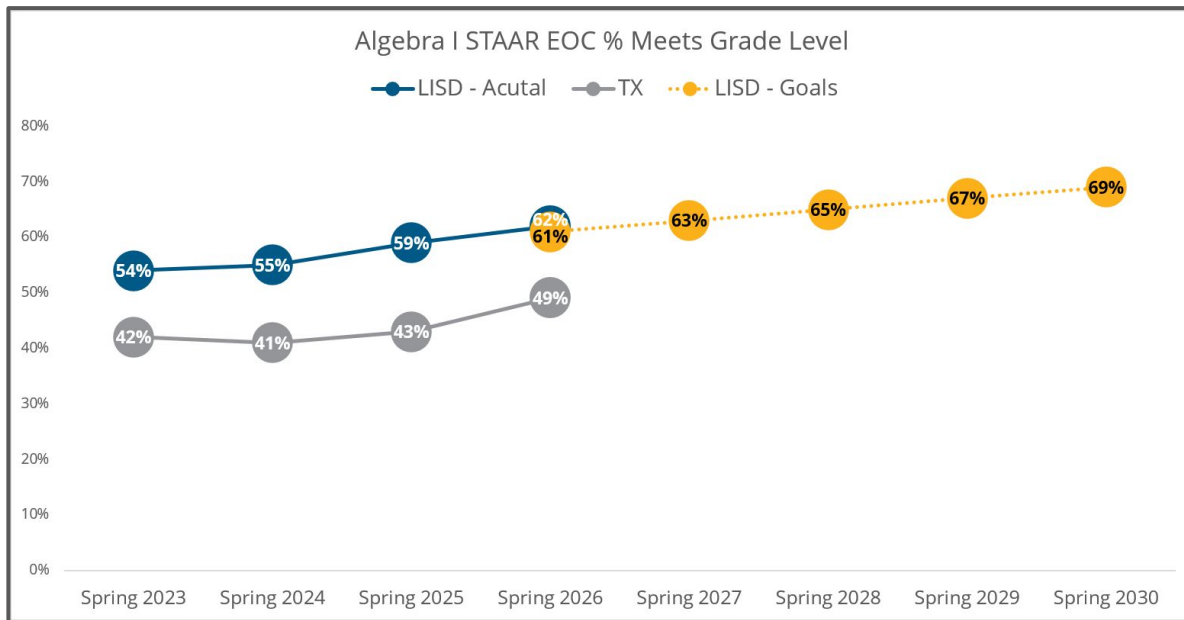
44% of Economically Disadvantaged and
64% of Non-Eco. Dis. students above expected growth





Goal 3 - Algebra I Mathematics

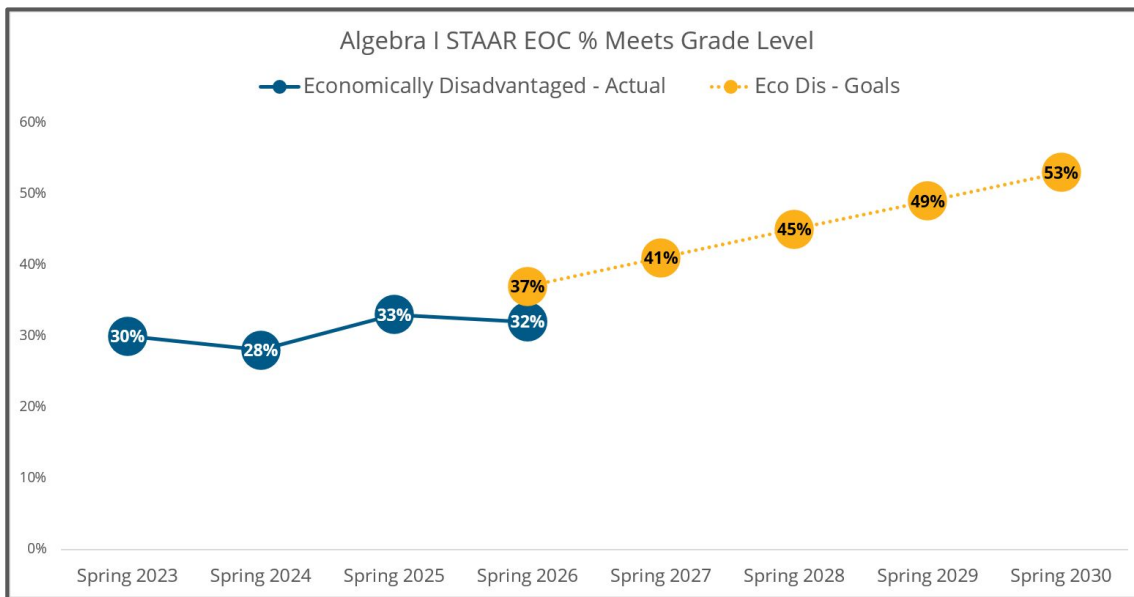
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Goal 3 - Algebra I Mathematics

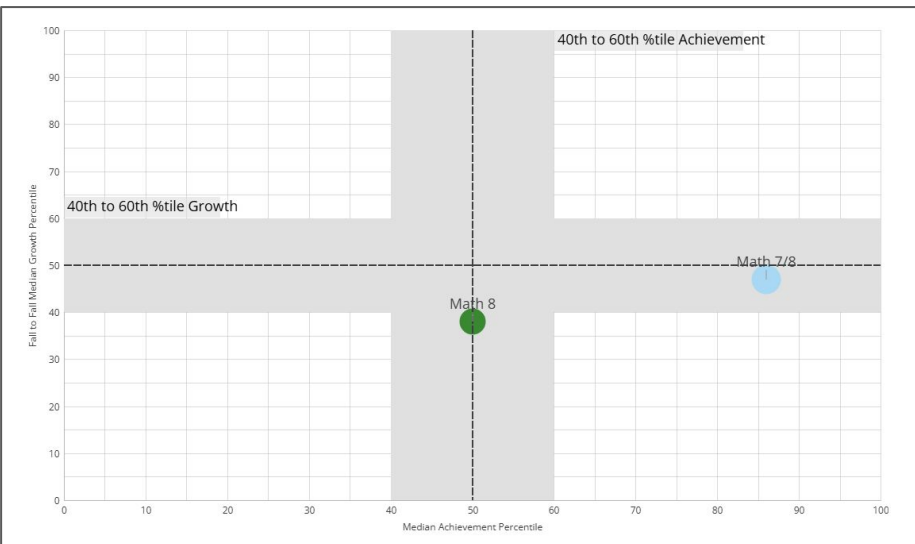
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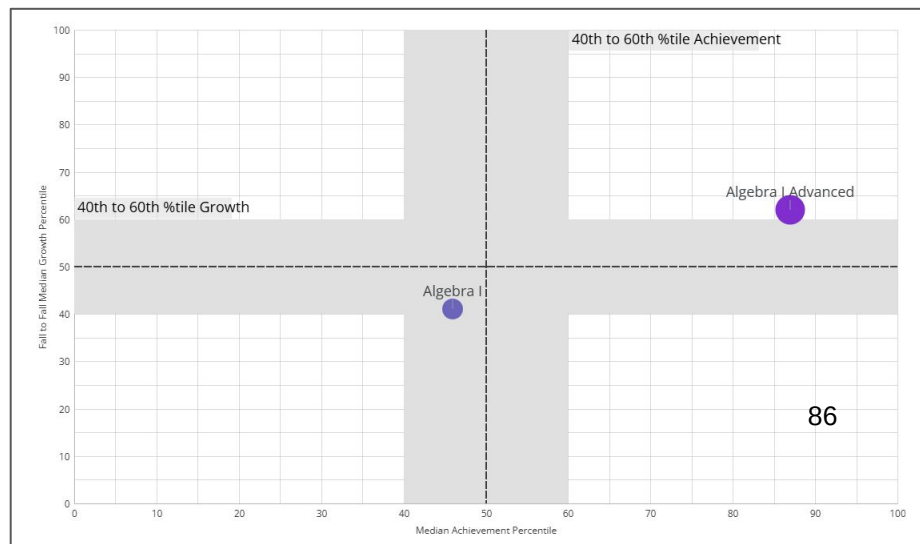


Goal 3 - Algebra I Mathematics

25-26 Fall to Fall Growth vs Achievement - Math 7/8 & Math 8



26-27 Fall to Fall Growth vs Achievement - MS & HS Algebra I





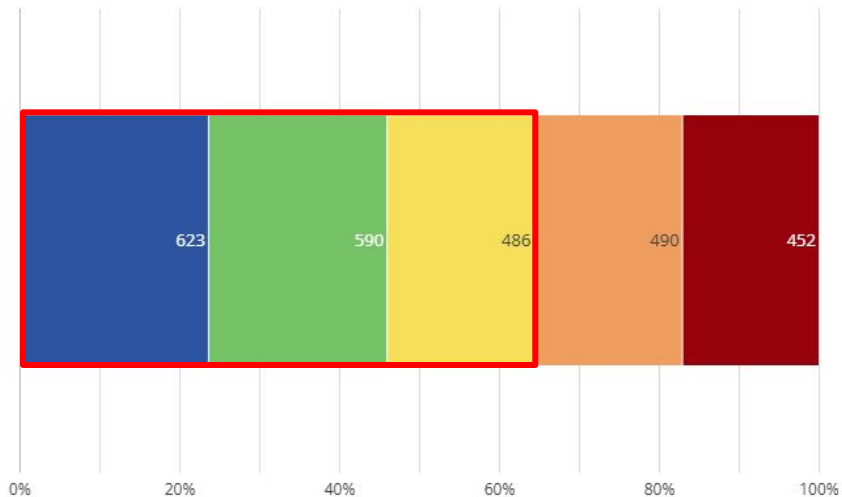
Goal 3 - Algebra I Mathematics

Combined Algebra I
64% at or above expected growth

Math Fall to Fall Growth Distribution



High HiAvg Avg LoAvg Low



43% of Economically Disadvantaged and **47%** of
Non-Eco. Dis. students above expected growth

Math Fall to Fall Growth Distribution by Demographics



High HiAvg Avg LoAvg Low





Summary & Next Steps

1. Strengths

Areas of Strength

- Meaningful progress across cohorts (3rd, 6th, Alg.1)
- 6th grade “all students”-met goal
- Alg. 1 “all students”-exceeded goal
- Narrowing the gap between Non-Eco. Dis./Eco. Dis. in Alg. 1

2. Areas for Growth

Key Focus Areas

- 3rd grade - STAAR Meets
- 6th grade - Gap between Eco. Dis./Non-Eco. Dis.
- Alg. 1 - Eco. Dis./Non-Eco Dis. (STAAR Meets)

3. Now What?

Next Steps & Actions

- K-5 Math Adoption – Amplify Desmos Math Texas
- 6th Math & Alg. 1 Pilots
- Essential Standards & Unit Assessments
- Focus on Observation & Feedback
- Systemwide Data Literacy⁸⁸
 - Data discussions with leaders & PLCs
 - Accountability/MAP connections



It's a Journey

**"Great things are done by a series of small things brought together."
— Vincent van Gogh**





Guiding Questions

- How does beginning-of-year Measures of Academic Progress (MAP) data, considered alongside prior State of Texas Assessments of Academic Readiness (STAAR) performance, inform our understanding of students' trajectory toward the Board's mathematics goals?
- How does the current baseline for economically disadvantaged students compare with prior performance, and what level of growth will be necessary to narrow the identified gap?



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Discussion and Consider Approval of the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans Objectives	
Purpose:	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Brittney Clifford, M.Ed., Area Superintendent; Jessica Schock, M.Ed., Area Superintendent	
Attachments:	2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans Presentation	

Background Information:

Each year, the administrative team presents an update on the [District Improvement Plan \(DIP\) and Campus Improvement Plans \(CIPs\)](#) to the Board of Trustees. This year's presentation will also feature Local Improvement Plans (LIPs), which have been integrated into Campus Improvement Plans. Local Improvement Plans (LIPs) are required for campuses identified for state or federal targeted school improvement interventions and outline the focused strategies and actions designed to address identified needs and improve outcomes for impacted student groups. The Local Improvement Plan (LIP) framework details the root-cause analysis, resource allocations, and evidence-based strategies tailored to address targeted performance gaps and accelerate outcomes for impacted student groups. We no longer include compensatory funding summaries. Due to process changes, funds are allocated by need.

Please note that three campuses, Bagdad Elementary, Camacho Elementary, and Knowles Elementary, require Targeted Improvement Plans (TIPs) and are not included during tonight's presentation. Due to alignment with state submission timelines and ongoing data collection, the individual Campus Improvement Plans (CIPs) and Targeted Improvement Plans (TIPs) for these three campuses are still being finalized and will be presented separately to the Board of Trustees for review and formal approval at the upcoming board meeting on October 29, 2026.

Alignment to Board Goals & Superintendent Guardrails:

The Board's strategic goals and guardrails serve as the foundation for the District Improvement Plan (DIP). In alignment, all Campus Improvement Plans (CIPs) target academic outcomes, attendance, and Professional Learning Communities (PLCs). Together, the District, Campus, and Local Improvement Plans translate Board priorities into actionable, data-driven instructional practices, leveraging collaborative PLCs, high-quality instructional materials, and proactive family partnerships to accelerate student achievement in early literacy, math, and post-secondary readiness.

Administrative Recommendation:

Administration recommends the Board of Trustees approve the Objectives included in the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans as presented.

Sample Motion:

I move that the Board of Trustees approve the Objectives included in the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans as presented.



October 15, 2026

Discussion and Consider Approval of the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans Objectives



PURPOSE

To provide an overview of the improvement process within our system through the District Improvement Plan, the Campus Improvement Plans, and Local Improvement Plans, and seek Board approval of the Objectives included in these plans.



Guiding Questions

■ 01 — ALIGNMENT

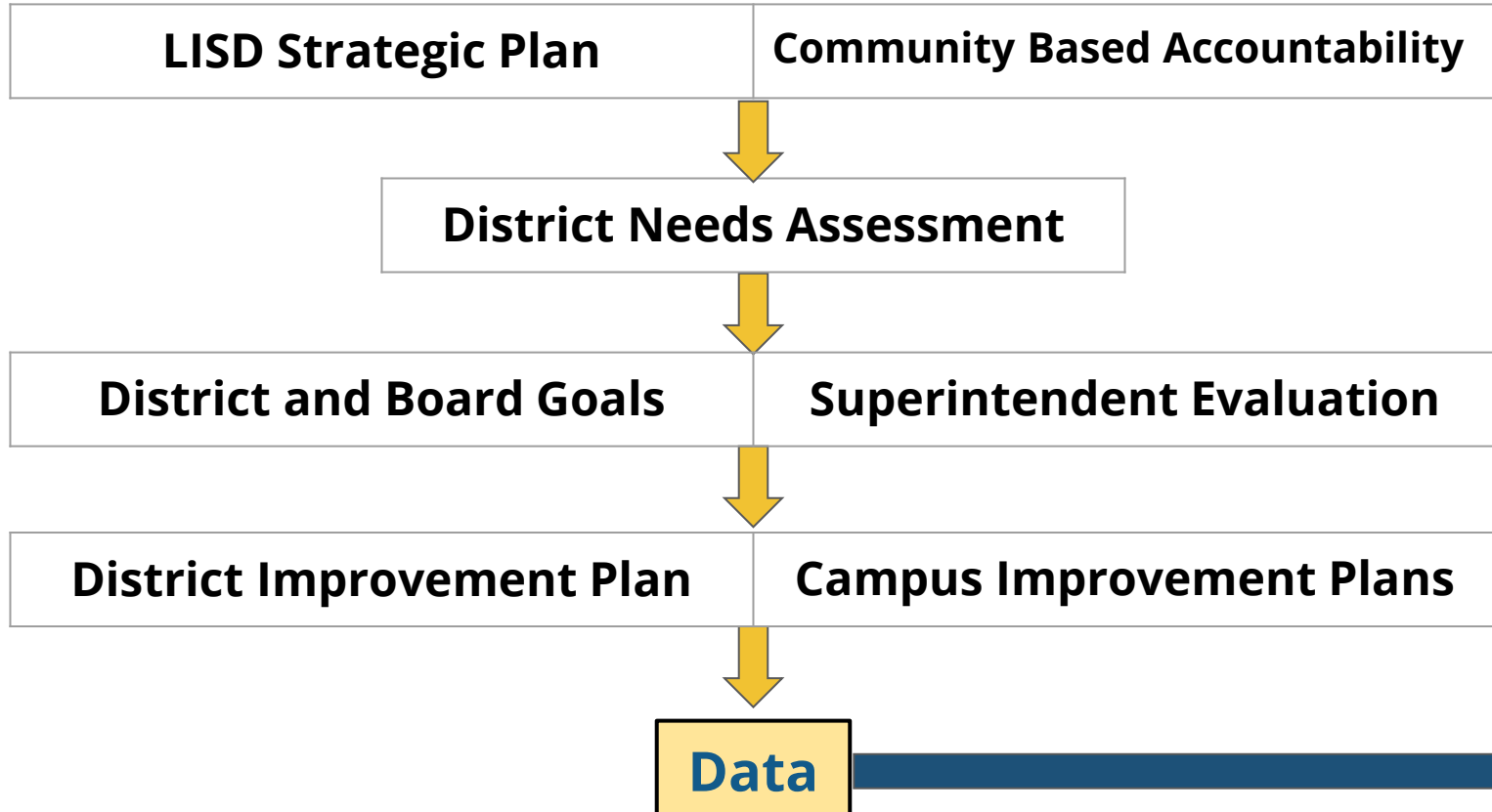
Do the District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans provide sufficient evidence that district and campus objectives are aligned to Board-adopted goals?

■ 02 — IMPACT

If the campus is successful in meeting their objectives, does that support progress toward the Board-adopted goals?

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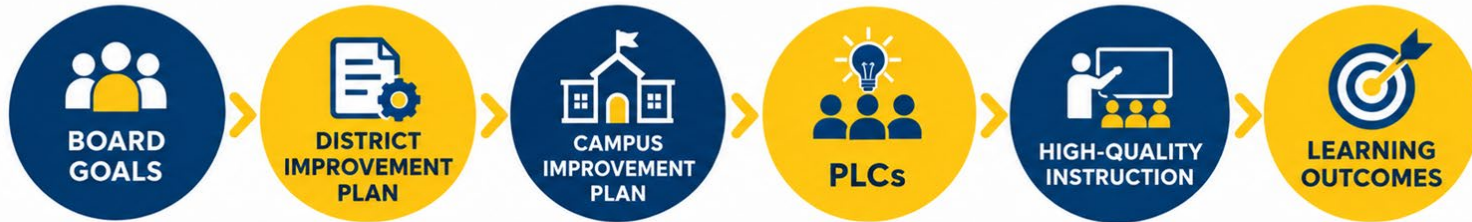
SYSTEM ALIGNMENT





Structure and Support

From Board Goals to Learning Outcomes



ALIGNMENT

COLLABORATION

TARGETED
SUPPORT

EFFECTIVE
PRACTICES

STUDENT
SUCCESS

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— Better Teaching. Deeper Learning. —



Improvement Process

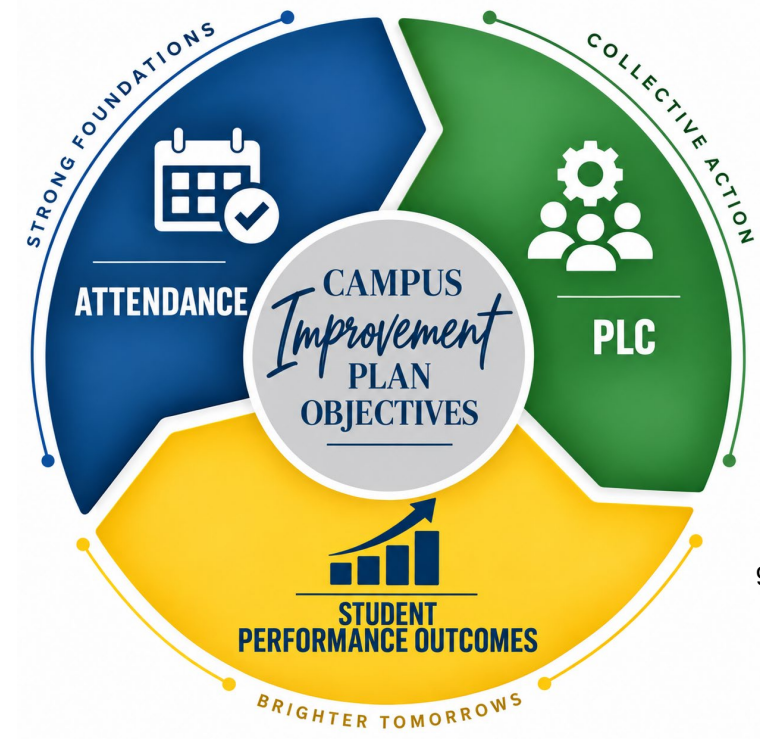
- **Cyclical**
- **Aligned**
 - Board Goals
 - District Improvement Plan
 - Campus Improvement Plan
- **Stakeholder driven**





Expected Objectives

- Attendance
- Professional Learning Communities
- Student Performance





District Improvement Plan Goals & Objectives

Goal	Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile. Goal 1 Key Questions: * To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future? * To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?
Objective	Objective 1 ☒ High Priority By June 2027, LISD will meet or exceed the established 2026-27 Board Goal annual targets in Grade 3 reading and mathematics, Grade 6 reading and mathematics, English I, and Algebra I; increase by at least 3 percentage points the percentage of students not meeting grade-level expectations who meet or exceed their annual mathematics growth target; and reduce by at least 2 points the difference between economically disadvantaged and non-economically disadvantaged students' median growth percentiles from the 2025-26 baseline.
Evidence of Success	Evidence of Success: Student performance at Meets Grade Level or above demonstrates progress toward the 2030 Board Goals, with 2026-27 performance meeting or exceeding established annual targets for 3rd-grade Reading and Math, 6th-grade Reading and Math, English I, and Algebra I. Economically disadvantaged students and other identified student groups demonstrate progress toward their respective 2030 Board Goal targets, with 2026-27 student-group performance meeting or exceeding established annual targets. District growth measures demonstrate improvement for students and student groups not yet meeting grade-level expectations, with particular emphasis on mathematics.



District Improvement Plan Strategies & Updates

Strategy

Strategy 2

By May 2027, at least 90% of classrooms included in district implementation reviews will demonstrate proficient use of adopted high-quality instructional materials and rigorous grade-level Tier 1 instruction, including appropriate scaffolds, language supports, and extensions, as measured through a common walkthrough or implementation rubric.

Expected Result

Strategy's Expected Result/Impact: Educators demonstrate increased capacity and consistency in implementing high-quality instructional materials and delivering rigorous, grade-level Tier 1 instruction, resulting in stronger student growth and achievement and reduced performance gaps among identified student groups.

Strategy Owner & Collaborating Staff: Assistant Superintendent of Curriculum and Instruction

Opportunity Statements: Demographics 7, 8 - Student Learning 1, 2, 5 - District Processes & Programs 4, 10

Formative Reviews

Formative Reviews

October

January

March

May

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Opportunity Statement & Root Cause

**Opportunity
Statements**

Objective 1 Opportunity Statements Identifying Student Learning

Opportunity Statement

Root Cause

1

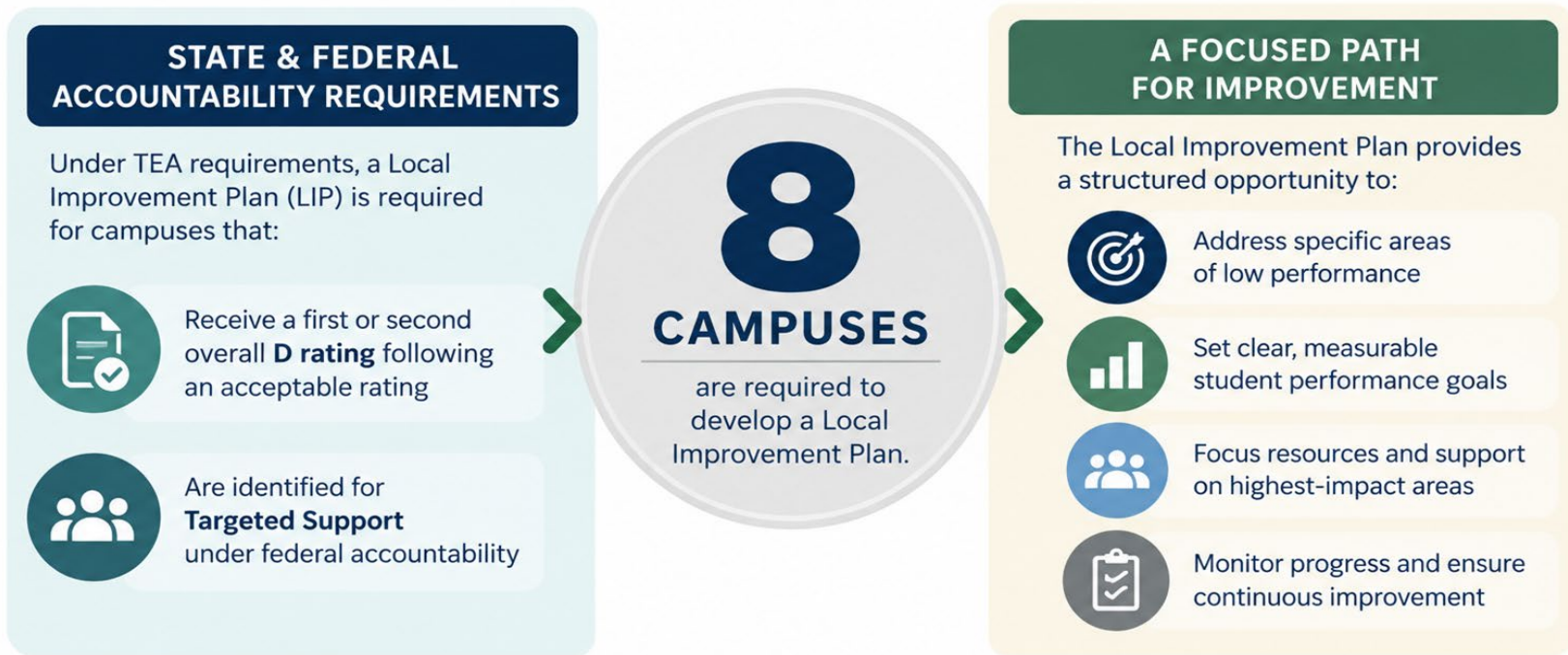
Strengthen growth and achievement for economically disadvantaged students, beginning with elementary mathematics.

Economically disadvantaged students post a median growth percentile of 57 compared to 71 for their peers, and the widest gaps appear in elementary mathematics. Tier 1 instruction, intervention, acceleration, and campus-level monitoring are not consistently differentiated or precise enough to respond to these students in time.

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Local Improvement Plans



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Targeted School Improvement Metrics

Objective 4 ☒ High Priority ☒ HB3 Goal

By May 2027, the percentage of economically disadvantaged students achieving Meets Grade Level or above on STAAR will increase from 13% to 40% in Mathematics, reducing the achievement gap between economically disadvantaged students and the overall campus population.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
September 2026	MAP Data- BOY	10%	10%
November 2026	Math District Unit Assessment Unit 3	25%	
January 2027	MAP Data - MOY	50%	
March 2027	Math District Unit Assessment Unit 6	75%	
June 2027	Mathematics STAAR Data	100%	

Evidence of Success: STAAR Mathematics results
MAP Growth data
District Unit Assessments

**Metric by which
performance is
measured**

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- *House Bill 3
- *STAAR = State of Texas Assessments of Academic Readiness
- *MAP = Measures of Academic Progress
- *BOY = Beginning of Year
- *MOY = Middle of Year



Local Improvement Plan Actions & Formative Reviews

Actions for Implementation

Additional Formative Reviews (monthly)

Strategy 3 ☒ Targeted Support Strategy

Strategy 3: Systematic Intervention and Progress Monitoring

Strategy's Expected Result/Impact: Grades 3-5 Economically Disadvantaged students will receive timely, targeted interventions aligned to identified skill gaps and grade-level standards, resulting in increased mastery of essential skills and measurable academic growth in mathematics.

Strategy Owner & Collaborating Staff: Admin, Instructional Coach, Team Leads, Teachers, and SPROG Teachers.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will monitor economically disadvantaged student progress in math to ensure interventions are responsive to student needs and adjusted to support continued growth toward grade-level expectations.	Teachers, IC, and Admin	Aug. 2026-May 2027	
2	Teachers will share student work samples in their PLC meetings to collaborate on best teaching practices to support Tier 1 instruction.	Teachers	Oct. 2026-May 2027	
3	Team Leads will share their team's progress on supporting student growth with the Team Lead Vertical Cadre to get input on how best to support student success.	Team Leads	Oct. 2026-May 2027	
4	PLCs will share student growth by posting data on PLC walls to highlight economically disadvantaged student progress.	IC and Teachers	Oct. 2026-May 2027	



Coherence and Support

From Board Goals to Learning Outcomes



ALIGNMENT

COLLABORATION

TARGETED
SUPPORT

EFFECTIVE
PRACTICES

STUDENT
SUCCESS

Better Teaching. Deeper Learning.

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Guiding Questions

■ 01 — ALIGNMENT

Do the District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans provide sufficient evidence that district and campus objectives are aligned to Board-adopted goals?

■ 02 — IMPACT

If the campus is successful in meeting their objectives, does that support progress toward the Board-adopted goals?

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Discussion of Board Learning from Campus Visits
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Angela Hodges, Ed.D., Deputy Superintendent of Learning and Innovation
Attachments:	Board Learning from Campus Visits Presentation

Background Information:

The Board has just completed its first cycle of Board campus walks as part of the district's Board monitoring cycle. These visits provided Board members with opportunities to observe classroom instruction and consider how what they saw connected to district priorities, student outcomes, and [Board goals](#). Immediately prior to tonight's discussion, the Board will review math baseline data to establish a shared understanding of current performance and key patterns. That review will provide important context for reflecting on the campus walks and considering where classroom observations align with the data, where instructional shifts may be needed, and where greater consistency, scale, or system-level support may be necessary.

Alignment to Board Goals & Superintendent Guardrails:

This discussion directly supports Board Goals 1–3: third-grade math, sixth-grade math, and Algebra I. Following a review of math baseline data, the Board will reflect on its first cycle of classroom walks and consider what members observed in relation to these three student outcome goals. The discussion will also elevate attention to the interim goals and associated progress measures that serve as leading indicators of whether the district is on track to meet the longer-term Board goals. By connecting classroom evidence, baseline performance, and interim progress measures, the Board can better identify where instructional practices are producing the intended results, where greater consistency or system support may be needed, and what should be monitored over time. This reinforces a recurring cycle of classroom observation, data review, system response, and long-term progress monitoring.

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 15, 2026

Discussion of Board Learning from Campus Visits

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PURPOSE

The purpose of tonight's presentation is to build shared Board understanding of current math performance and key patterns, and connect baseline data to classroom observations to identify instructional shifts and opportunities for greater consistency and system support that may be needed.



Connecting Board Learning Walks to Board Goals

To align our observations with strategic district targets, consider several critical questions to reflect on your campus visits:

1. Where did you see evidence in learning walks that connects to the patterns or potential we just saw in the data?
2. How did what you saw in classrooms deepen your understanding of the instructional shifts needed to reach our Board goals?
3. Where do the data and your observations suggest we need greater consistency, scale, or support across the system?





DISCUSSION

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Annual Announcement Regarding Continuing Education of Board Members	
Purpose:	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Chris Clark, Ed.D., Superintendent of Schools	
Attachments:	2026 Annual Report on Continuing Education of Board Members (Uploaded to BoardBook 10-13-26)	

Background Information:

Completion of annual continuing education is a requirement of service for each sitting Board member under [State Board of Education \(SBOE\)](#) rules and supports the Board's ongoing governance responsibilities. The Board President or Presiding Officer is required to announce, as of each member's anniversary of election or appointment, whether the member has completed, exceeded, or is deficient in meeting the required continuing education.

Alignment to Board Goals & Superintendent Guardrails:

Ongoing continuing education meets State Board of Education requirements while promoting effective governance, individual accountability, and continuous learning. Maintaining current knowledge of legal responsibilities, governance roles, and practices helps Trustees make informed decisions aligned with student outcomes and District priorities.

Administrative Recommendation:

N/A

Sample Motion:

N/A



2026 Annual Report on Continuing Education of Board Members

Under [State Board of Education Rule](#), completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

To the extent applicable to each board member, the Board President or Presiding Officer is required to annually report the name of each board member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education; and
- Is deficient in meeting the required continuing education.

Whether a board member has completed, exceeded, or is deficient is measured from the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. Meaning of Deficient: The Texas Association of School Boards (TASB) interprets deficient to mean that the board member has failed to complete the required continuing education in the time period provided for by law.

Per [Texas Education Code § 11.159 — Member Training and Orientation](#), the minutes of the last regular meeting of the board of trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

There are nine training areas for board member continuing education:

1. Local District Orientation (new members)
2. Orientation to the Texas Education Code (new members)
3. Post-Legislative Update to the Texas Education Code (after regular legislative sessions and special sessions related to education)
4. Team Building (annually with entire board and superintendent)
5. Additional Continuing Education (10 hours first year, 5 hours subsequent years)
6. Evaluating Student Academic Performance and Setting Goals (every two years)
7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children (every two years)
8. School Safety (every two years)
9. Parental Rights (annually)

- **Local District Orientation**

The following first-year board member has completed the local district orientation training:

- Laura Marques

- **Orientation to the Texas Education Code**

The following first-year board member has completed the Orientation to the Texas Education Code training:

- Laura Marques

- **Post-Legislative Update to the Texas Education Code**

- No board members were required to complete Post-Legislative Update to the Texas Education Code training for the time period covered by this announcement.

- **Team Building Session**

The entire board and the Superintendent must participate in the annual team-building Session. The following board members have completed the annual team-building training:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required annual team-building training:

- Paul Gauthier

- **Additional Continuing Education**

New board members must complete 10 hours of continuing education during their first year of service, while returning Board members must complete five hours annually in subsequent years. The following board members have completed the additional continuing education requirements:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia

- Laura Marques

The following board member is deficient in meeting the additional continuing education requirements:

- Paul Gauthier

- **Evaluating Student Academic Performance and Setting Goals**

The following board members have completed the biennial training on evaluating student academic performance and setting goals:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required biennial training on evaluating student academic performance and setting goals:

- Paul Gauthier

- **Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children**

The following board members have completed the biennial training on identifying and reporting abuse and trafficking:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required biennial training on identifying and reporting abuse and trafficking:

- Paul Gauthier

- **School Safety**

The following board members have completed the biennial training on school safety:

- Anna Smith
- Sade Fashokun

- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board members are deficient in meeting the required biennial training on school safety:

- Paul Gauthier

- **Parental Rights**

The following board members have completed the annual training on parental rights:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required annual training on parental rights:

- Paul Gauthier

- **Exceeding Required Continuing Education**

Board Member Anna Smith exceeded the required five hours of continuing education for experienced Board Members training by 14.25 additional hours.

Board Member Sade Fashokun exceeded the required five hours of continuing education for experienced Board Members training by 6.0 additional hours.

Board Member Trish Bode exceeded the required five hours of continuing education for experienced Board Members training by 2.0 additional hours.

Board Member Laura Marques exceeded the required ten hours of continuing education for new Board Members training by 21.0 additional hours.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Consider Approval of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Chris Clark, Ed.D., Superintendent of Schools
Attachments:	Completion of September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD Presentation Adopted Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District

Background Information:

During the [September 30, 2025, Special Board Meeting](#), the Board adopted the Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District, which established a framework for addressing the District's long-term financial sustainability and facility planning needs, including specific actions, processes, and timelines for continued Board consideration.

During the [October 1, 2026, Regular Board Meeting](#), the Board discussed Administration's incorporation of the purposes and directives of the Resolution into its ongoing work.

Tonight, the Board will consider approving the September 30, 2025, Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District as complete, reflecting Administration's incorporation of the purposes and directives of the Resolution into its ongoing work, providing a clear transition from the specific framework established by the Resolution to the District's broader 10-year long-range planning process.

The Board and Administration will continue to address the District's long-term financial sustainability and facility planning needs within the broader planning framework, including the work now underway with Civic Solutions Group.

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:

I move that the Board of Trustees declare the September 30, 2025, Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District as complete, reflecting Administration's incorporation of the purposes and directives of the Resolution into its ongoing work.



October 15, 2026

**Consider Approval of the Completion of the
September 30, 2025, Resolution Regarding
Sustainability and Long-Range Planning for Leander ISD**

PURPOSE

To consider approving the September 30, 2025, Resolution Regarding Financial Sustainability and Long-Range Facility Planning for Leander Independent School District as complete, reflecting Administration's incorporation of the purposes and directives of the Resolution into its ongoing work providing a clear transition from the specific framework established by the Resolution to the District's broader 10-year long-range planning process.



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?

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 15, 2026

Agenda Item:	2025-2026 and 2026-2027 Budget Updates
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer Gina Mitschke, CTSBO, Executive Director of Business
Attachments:	2025-2026 and 2026-2027 Budget Updates Presentation

Background Information:

Administration will review estimated financial year-end results for 2025-2026 and provide an update on the 2026-2027 budget.

The Board of Trustees adopted the 2026-2027 General Fund budget during the [June 18, 2026, Regular Board Meeting](#). The budget was developed utilizing projected enrollment of 41,841 and included all revenue and expenditures known at the time of adoption.

Actual enrollment is approximately 700 students below adopted projections, resulting in an estimated \$4 million reduction in revenue. To partially offset this revenue shortfall, staff is amending expenditures downward by \$2,286,700 by eliminating funding for vacant, unfilled positions that are no longer needed due to lower enrollment.

In addition to the impact of lower-than-projected enrollment, healthcare costs have continued to increase, requiring transfers from the General Fund to the Healthcare Fund. As of October 1, \$8 million has been transferred from the General Fund to the Healthcare Fund. Based on current projections, additional funding is anticipated to be needed in the spring of 2027.

The combined impact of lower enrollment and transfers to the Healthcare Fund has increased the projected General Fund deficit to approximately \$30 million. To address this deficit, Administration is taking immediate steps to mitigate the budget shortfall and identify additional opportunities to reduce expenditures.

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

Alignment to Board Goals & Superintendent Guardrails:

Effective and Efficient Operations: This agenda item advances Superintendent Guardrail 5 by providing the Board with a transparent and timely assessment of the District's financial position and the significant changes affecting the 2026-2027 General Fund budget. The update supports the Superintendent's responsibility to monitor financial sustainability. The information presented will also support ongoing evaluation of expenditure-reduction strategies and other financial actions necessary to address the projected General Fund deficit while maintaining essential programs and services for students. Regular monitoring and communication of these financial conditions promotes sound fiscal stewardship, informed decision-making, and the long-term financial stability of the District.

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 15, 2026

2025-2026 and 2026-2027 Budget Updates

PURPOSE

Provide updates on the final results of the 2025-2026 fiscal year-end and the current status of the 2026-2027 budget.



Guiding Questions

Review 2025-2026 End-of-Year Projections

What did Leander ISD realize in budget savings in 2025-2026?

Review 2026-2027 Budget Update

**Do you have a good understanding of the challenges presented?
Are you supportive of the administrative plan to mitigate the
budget shortfall?**

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2025-2026 Projected End-of-Year



2025-2026 Revenue Generator Updates

- **Facility Rental Revenue Increase = \$111,000**
 - Increased rental fees by 2%
 - Baseball fields were added as rental opportunities in 25-26
- **Average Daily Attendance (ADA) Increase = \$800,000**
 - Budgeted ADA at 94.125%
 - Actual ADA was 94.4%
- **Open Enrollment Application Fee = \$6,359**
 - Implemented January of 2026 (101 applications January - May 2026)
- **Pre-Kindergarten (PreK) Tuition = \$185,000**
 - Reflects the difference between Early Learning Environment (ELE) Friends program revenue vs. PreK (\$569,300-\$384,300)
 - PreK tuition students are placed when capacity exists
 - PreK partnership is required to continue the tuition-based program

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2025-2026 FISCAL YEAR-END

	Original Budget	Current Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
Revenues:					
Taxes Gross (Current & Delinque	\$ 325,546,587	\$ 325,546,587	\$ 324,144,375	\$ (1,402,212)	
Taxes (P&I)	1,100,000	1,100,000	1,362,238	262,238	
Other Local	13,735,000	13,873,179	14,739,489	866,310	Increased interest earnings
					Enrollment loss offset primarily by PV (T2) updates and adjustments in various allotments; property value audit revenue
State - ASF & FSF	88,096,013	88,096,013	91,623,767	3,527,754	
State - Other	27,175,184	27,175,184	27,140,298	(34,886)	
					Indirect costs, SHARS - reduction in cost report settlement
Federal	4,995,000	4,995,000	2,246,647	(2,748,353)	
Total Revenues	\$460,647,784	\$ 460,785,963	\$ 461,256,814	\$ 470,851	
Expenditures:					
Payroll Costs	\$ 415,351,843	\$ 415,349,485	\$ 408,776,385	\$ 6,573,100	Unfilled vacancies/positions due to lower enrollment
Contracted Services	16,281,601	18,485,019	15,443,119	3,041,900	Availability of grant funds
Utilities	10,365,070	10,323,802	9,608,730	714,072	
Supplies and Materials	19,334,351	19,207,723	15,342,580	3,865,143	Anticipated savings
Other Operating Costs	7,604,389	7,671,166	6,177,914	1,493,252	Anticipated savings
Debt Service	501,756	1,701,756	1,245,181	456,575	Recoding of subscription-based software and leased vehicles
Capital Outlay	751,766	2,623,725	3,312,492	(688,767)	Department vehicles/equipment
Recapture	11,039,386	11,439,386	10,897,887	541,499	
Total Expenditures	\$481,230,162	\$ 486,802,062	\$ 470,805,286	\$ 15,996,774	
Net Operating Results					
	\$ (20,582,378)	\$ (26,016,099)	\$ (9,548,474.00)	\$ 16,467,625	
Other Sources	350,000	350,000	1,795,512	(1,445,512)	Vehicles
Transfers Out - Other	-	-	-	-	
Transfers Out - Health Insurance	-	(4,060,618)	(4,060,618)	-	\$2 million in December 2025/\$2 million in June 2026
Net Change to Fund Balance	\$ (20,232,378)	\$ (29,726,717)	\$ (11,813,580)		
Beginning Fund Balance July 1	157,919,746	157,919,746	157,919,746		
Estimated Ending Fund Balance	\$137,687,368	\$ 128,193,029	\$ 146,106,166		

Annual Financial Audit is not final

Approximately
\$16 million in savings

Unbudgeted/unanticipated transfers out of
\$4 million to the health insurance fund



2026-2027 Budget Update



**What has changed since adopting the 2026-2027
Budget on June 18, 2026?**

Enrollment & Healthcare Costs



Projected Enrollment vs. Actual Enrollment

	26-27 Projected Enrollment	26-27 Actual Enrollment (9/15/26)	Variance
Elementary Early Education (EE) & PreK (not adjusted)	1,762	1,697	(65)
Elementary K-5	16,163	15,543	(620)
Middle School	9,981	9,927	(54)
High School	13,935	13,976	41
Total Enrollment	41,841	41,143	(698)

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Healthcare Costs and Funding Considerations

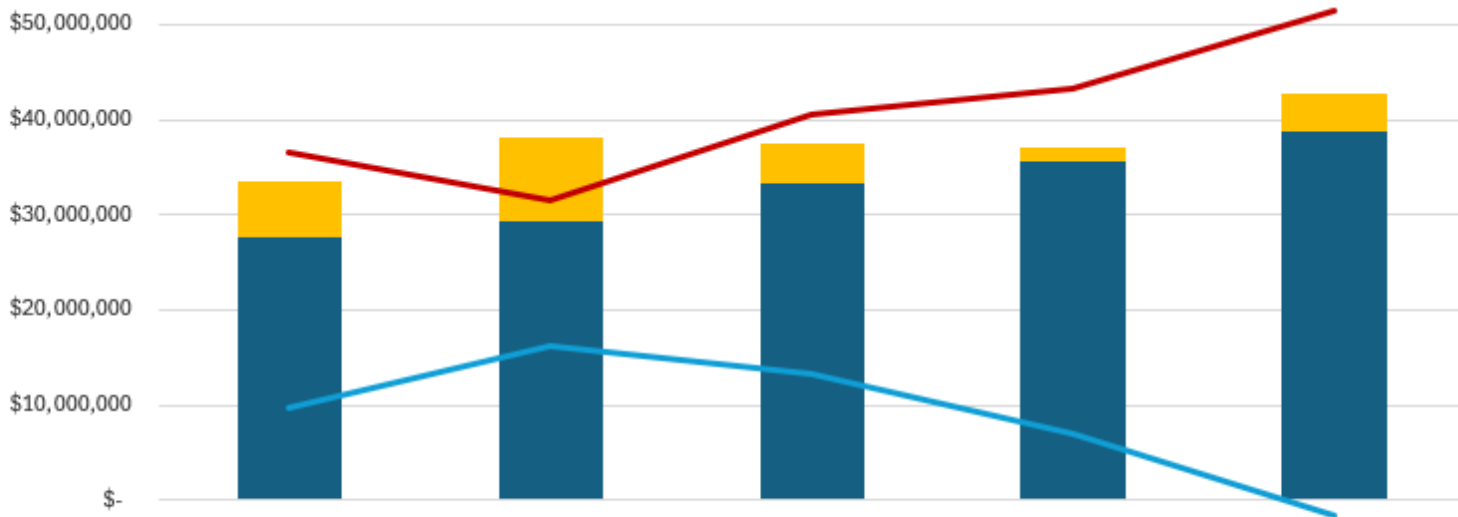
- Healthcare Reserve Fund has been depleted due to high-cost, catastrophic medical claims
- Healthcare participants were lower than projected over the last two years
- Medical care costs have outpaced standard inflation
- Change in funding structure for District contributions
- No net new funding provided to Leander ISD
 - Tier II funding was re-allocated as a \$55 increase to the Basic Allotment
 - Basic Allotment increase from \$6,160 (since 2019) to \$6,215
- Staff feedback favors preserving plan options and current coverage networks rather than reducing benefits

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HEALTHCARE REVENUE, EXPENDITURES & FUND BALANCE

Health Insurance Fund Revenues and Expenditures 2021-22 through 2025-26



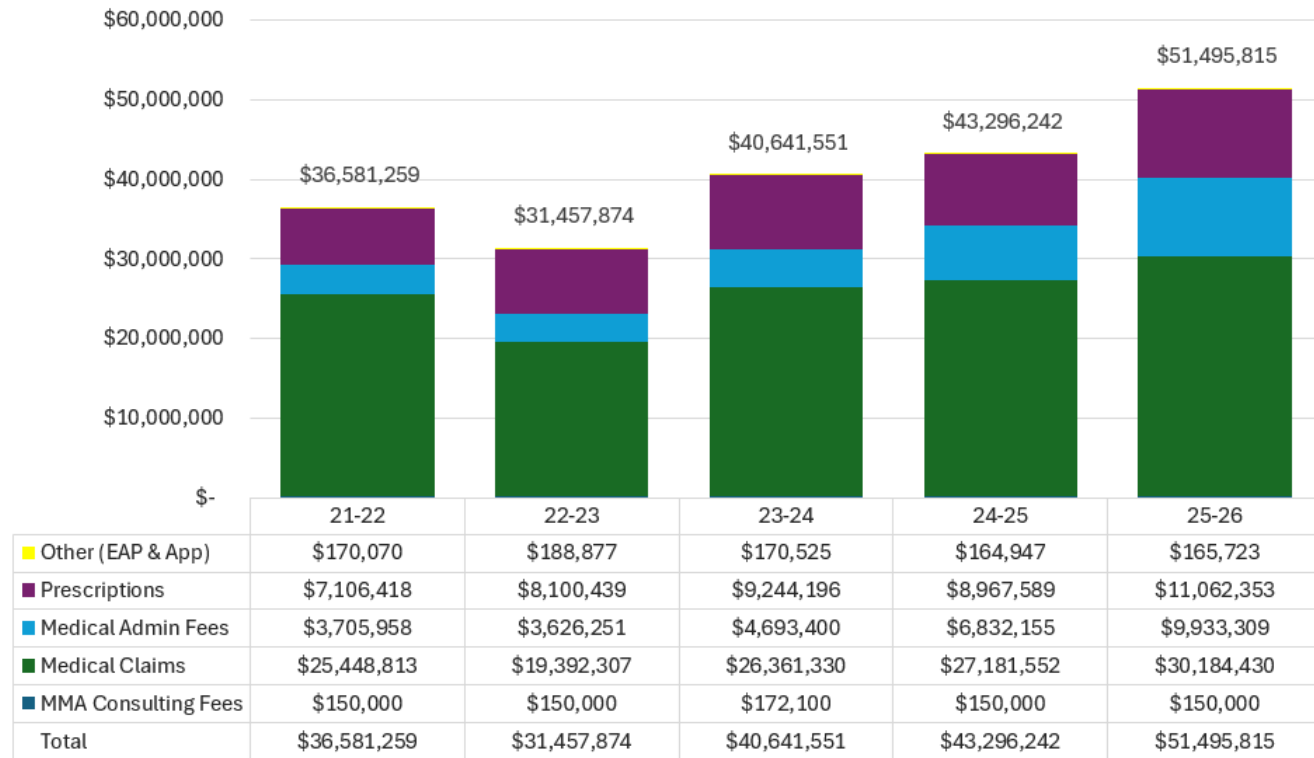
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	21-22 \$350/month	22-23 \$360/month	23-24 \$410/month	24-25 \$460/month	25-26 \$510/month
Other Sources	\$5,734,644	\$8,771,729	\$4,239,600	\$1,500,000	\$4,000,000
Revenue	\$27,687,044	\$29,381,571	\$33,329,992	\$35,613,747	\$38,780,067
Expenditures	\$36,581,259	\$31,457,874	\$40,641,551	\$43,296,242	\$51,495,815
Ending Healthcare Fund Balance	\$9,597,749	\$16,293,176	\$13,221,217	\$7,038,721	\$(1,677,027)



HEALTHCARE EXPENDITURE BREAKDOWN

Health Insurance Fund Expenditures 2021-22 through 2025-26





2026-2027 Cost Containment Strategies

- **Reducing 27 vacant unfilled teacher positions due to lower enrollment**
 - Classroom waivers are anticipated
- **Reducing personnel contingency fund**
- **Vacant positions will require superintendent approval prior to posting**
- **Departments to reduce general fund budget by 5%, where feasible**
 - Certain expenses, including utilities, recapture & other fixed/unavoidable costs, will be excluded
- **One-time savings in copy center contract**
- **Out-of-state travel for employees is restricted**

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26-27 BUDGET UPDATE

**Excludes
Voter-
Approval
Tax Rate
Election
(VATRE)
Revenue**

	Adopted 2026-2027	Projected 2026-2027 as of 9-30-26
PROJECTED ENROLLMENT	41,841	41,143
PROJECTED ENROLLMENT FOR FUNDING	40,925	40,235
REVENUE:		
State Revenue	\$ 122,379,307	\$ 119,472,241
Local Revenue	340,798,514	339,677,770
Federal Revenue	2,757,000	2,757,000
VATRE Revenue Estimate	-	-
TOTAL ESTIMATED REVENUES:	\$ 465,934,821	\$ 461,907,011
EXPENDITURES:		
Adopted Payroll	\$ 410,815,429	\$ 410,815,429
Adjustments to Payroll due to lower enrollment	-	(2,286,700)
Health Insurance contribution	-	2,742,600
TOTAL PAYROLL:	\$ 410,815,429	\$ 411,271,329
TOTAL OPERATING EXPENDITURES:	\$ 54,486,190	\$ 54,486,190
RECAPTURE:	10,885,260	11,020,745
RECAPTURE (ADDITIONAL WITH VATRE):	-	-
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 476,186,879	\$ 476,778,264
RESULTS FROM OPERATIONS:	\$ (10,252,058)	\$ (14,871,253)
OTHER TRANSFERS IN/OUT		
Other Sources	350,000	350,000
Transfers Out - Healthcare	-	(8,000,000)
Transfers Out - Additional Healthcare	-	(8,000,000)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ (15,650,000)
TOTAL SURPLUS/DEFICIT:	\$ (9,902,058)	\$ (30,521,253)
BUDGET PARAMETER		
Budget Deficit Threshold - 3.0%	13,978,045	13,526,588
Deficit (Exceeding)/Within Budget Parameter	\$ 4,075,987	\$ (16,994,665)

Lower enrollment = 698
Lower funded enrollment = 690

Revenue decrease due to lower enrollment
= \$4 million

27 Unfilled vacant positions due to lower
enrollment = (\$2,286,700)

Increase in health insurance contribution
from \$510 - \$610 = \$2,742,600 (begins
January 2027 with new plan year)

The "Healthcare" line is the amount of
general fund balance transfers that have
already been approved by the board as of
10/1/26.

The "Additional Healthcare" line is a
projection based on historical claims.
Both are above the increased district
contribution of \$610.



26-27 BUDGET UPDATE

Includes
VATRE
Revenue

	Adopted 2026-2027	Projected 2026-2027 as of 9-30-26
PROJECTED ENROLLMENT	41,841	41,143
PROJECTED ENROLLMENT FOR FUNDING	40,925	40,235
REVENUE:		
State Revenue	\$ 122,379,307	\$ 119,472,241
Local Revenue	340,798,514	339,677,770
Federal Revenue	2,757,000	2,757,000
VATRE Revenue Estimate - assumes approval	-	12,000,000
TOTAL ESTIMATED REVENUES:	\$ 465,934,821	\$ 473,907,011
EXPENDITURES:		
Adopted Payroll	\$ 410,815,429	\$ 410,815,429
Adjustments to Payroll due to lower enrollment	-	(2,286,700)
Health Insurance contribution	-	2,742,600
TOTAL PAYROLL:	\$ 410,815,429	\$ 411,271,329
TOTAL OPERATING EXPENDITURES:	\$ 54,486,190	\$ 54,486,190
RECAPTURE:	10,885,260	11,020,745
RECAPTURE - additional with VATRE	-	6,000,000
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 476,186,879	\$ 482,778,264
RESULTS FROM OPERATIONS:	\$ (10,252,058)	\$ (8,871,253)
OTHER TRANSFERS IN/OUT		
Other Sources	350,000	350,000
Transfers Out - Healthcare	-	(8,000,000)
Transfers Out - Healthcare - based on finance analysis	-	(8,000,000)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ (15,650,000)
TOTAL SURPLUS/DEFICIT:	\$ (9,902,058)	\$ (24,521,253)
BUDGET PARAMETER		
Budget Deficit Threshold - 3.0%	13,978,045	13,706,588
Deficit (Exceeding)/Within Budget Parameter	\$ 4,075,987	\$ (10,814,665)

Lower enrollment = 698
Lower funded enrollment = 690

Revenue decrease due to lower enrollment = \$4 million
Revenue increase due to VATRE = \$12 million

27 Unfilled vacant positions due to lower enrollment = (\$2,286,700)

Increase in health insurance contribution from \$510 - \$610 = \$2,742,600 (begins January 2027 with new plan year)

Increase in recapture of \$6 million due to VATRE

The "Healthcare" line is the amount of general fund balance transfers that have already been approved by the board as of 10/1/26. 143

The "Additional Healthcare" line is a projection based on historical claims. Both are above the increased district contribution of \$610. 15



GENERAL FUND BALANCE

- **Fund Balance:**

- Accumulation of revenues over expenditures across prior years
- Provides a cushion against revenue shortfalls
- Ensures compliance with Board policy (3 months of operating expenses)
- Impacts cash flow and the District's ability to cover payroll (86% of budget)

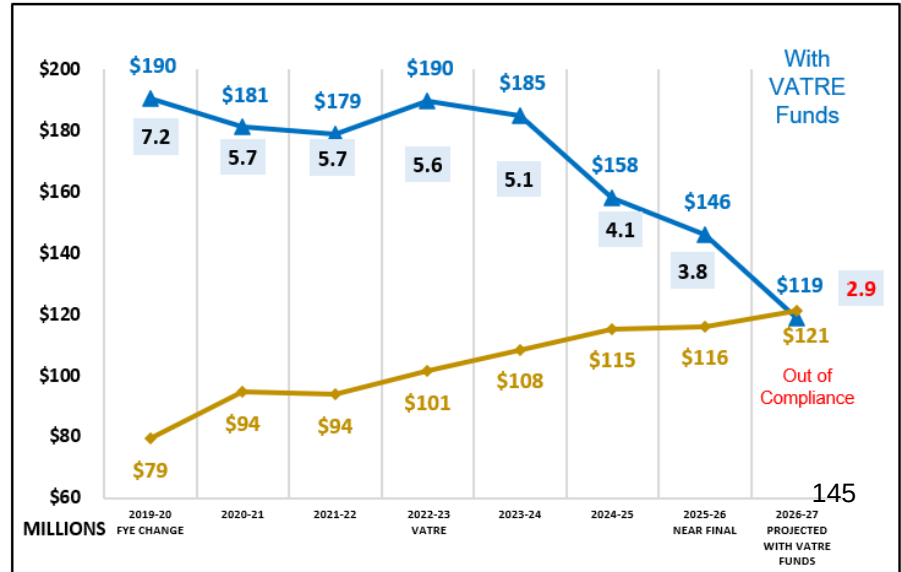
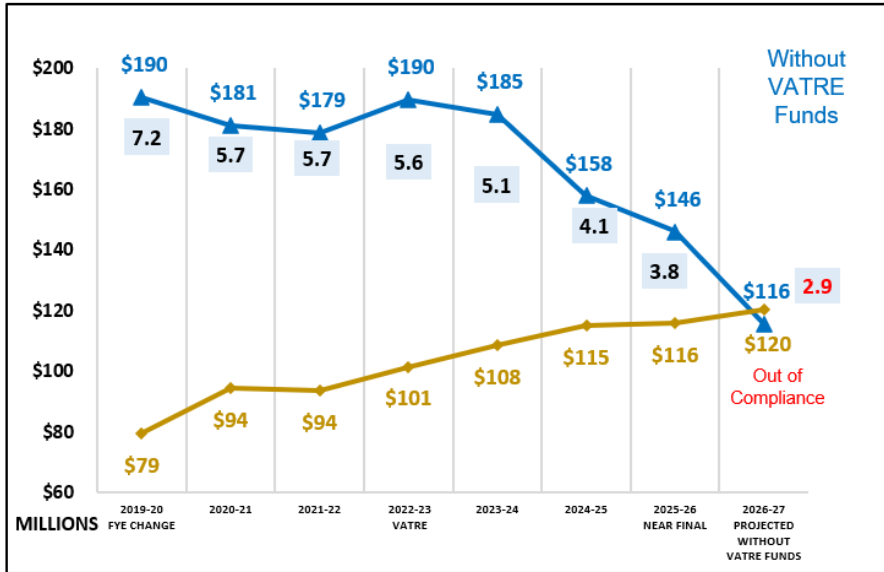
- **Fund Balance Board Policy CE (Local):**

- In order to preserve financial stability....“The District shall, therefore, maintain assigned and unassigned fund balances equal to or exceeding three months of total annual operating expenditures in reserve.”
- “If the assigned and unassigned fund balances fall below three months of the total annual¹⁴⁴ operating expenditures, the Superintendent shall prepare a plan for Board approval to meet the required unassigned and assigned minimum fund balance requirement.”



FUND BALANCE ESTIMATE THROUGH 2026-2027

GENERAL FUND BALANCE ACTUAL COMPARED TO BOARD TARGET (CE LOCAL)



- Actual Fund Balance
- Board Policy Target Fund Balance - 3 Months (CE Local)
- Actual Months of Fund Balance



FUND BALANCE COMPLIANCE IMPLICATIONS

- **School Financial Integrity Rating System of Texas (School FIRST) rating will be lower**
- **Texas Education Agency (TEA) identifies potential noncompliance**
 - Formal notification will be forwarded to District
 - If noncompliance is confirmed, the district must develop a corrective action plan outlining steps to achieve compliance within a specified time period (usually 3 years)
- **Potential downgrade of bond ratings**



Looking Forward - Planning Future Budgets

- **Healthcare plan design being actively monitored**
- **Fiscal Sustainability Committee**
 - Identify potential revenue-generating opportunities for 2027–2028 and beyond.
 - Identify potential expenditure reductions for 2027–2028 and beyond.
 - The Committee is developing additional detail and supporting information for each potential revenue and expenditure opportunity.
 - Finance and Human Resources are developing estimated revenue increases/expenditure savings
 - Prioritized list will be provided to Superintendent for review by the end of October
 - Feedback will be obtained from Campus/Department leaders and other stakeholders
- **2027-2028 – 2029-2030 Projections**
 - Projections will incorporate updated grade-level student enrollment projections from Population and Survey Analysts (PASA).
 - The three-year projections and key budget assumptions will be presented to the Board in December.

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Guiding Questions

Review 2025-2026 End-of-Year Projections

What did Leander ISD realize in budget savings in 2025-2026?

Review 2026-2027 Budget Update

**Do you have a good understanding of the challenges presented?
Are you supportive of the administrative plan to mitigate the
budget shortfall?**

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Consider Approval of Fiscal Year (FY) 27 Budget Amendment - #3
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer Gina Mitschke, Executive Director of Business
Attachments:	FY27 Budget Amendment - #3

Background Information:

The Board of Trustees adopted the 2026-2027 budget during the [June 18, 2026, Regular Board Meeting](#). Budgets for the General Operating, Child Nutrition, and Debt Service Funds were included in the official district budget.

Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

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

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

- Increase of \$8 million in Transfers Out to the Healthcare Fund:
 - \$2 million from the Assigned General Fund Balance that was approved at the [August 6, 2026, Regular Board Meeting](#).
 - \$4 million from the Assigned General Fund Balance that was approved at the [October 1, 2026, Regular Board Meeting](#).
 - \$2 million from the Unrestricted General Fund Balance that was approved at the [October 1, 2026, Regular Board Meeting](#).
- Decrease of \$4,027,809 in revenue budgets due to lower enrollment and certified values.
- Decrease of \$2,286,700 in expenditure budgets for unfilled vacant positions that are no longer needed due to lower enrollment.
- Increase of \$71,092 to revenue and expenditure budgets in Fund 197 for athletic tournaments.
- Transfers among functions with no effect on the total operating deficit/surplus.

The amendments to General Fund expenditure budgets increase the overall operating deficit by \$9,741,109.

There are no amendments to the **Child Nutrition Fund** and **Debt Service Fund**.

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

Alignment to Board Goals & Superintendent Guardrails:

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

Administrative Recommendation:

Administration recommends the Board approve FY27 Budget Amendment - #3 as presented.

Sample Motion:

I move the Board of Trustees approve FY27 Budget Amendment - #3 as presented.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of October 5, 2026

	2026-2027 Original Budget	Previously Amended Budget	Proposed Amendments 10/05/26	Proposed Amended Budget
Revenues:				
Local Sources	\$ 340,798,514	\$ 340,819,879	\$ (1,049,652)	\$ 339,770,227
State Sources	122,379,307	122,379,307	(2,907,065)	119,472,242
Federal Sources	2,757,000	2,757,000	-	2,757,000
TOTAL REVENUES	\$ 465,934,821	\$ 465,956,186	\$ (3,956,717)	\$ 461,999,469
Expenditures:				
Function 11 - Instruction	\$ 279,577,524	\$ 279,629,820	\$ (2,257,364)	\$ 277,372,456
Function 12 - Instructional Resources & Media	4,752,226	4,762,635	-	4,762,635
Function 13 - Staff Development	10,423,777	10,443,932	(3,485)	10,440,447
Function 21 - Instructional Administration	4,963,828	5,106,466	3,846	5,110,312
Function 23 - School Administration	26,402,122	26,468,751	(32,862)	26,435,889
Function 31 - Guidance & Counseling	24,333,094	24,323,713	-	24,323,713
Function 32 - Social Services	1,146,822	1,146,822	-	1,146,822
Function 33 - Health Services	4,707,713	4,709,113	-	4,709,113
Function 34 - Student Transportation	16,713,634	16,897,296	-	16,897,296
Function 35 - Food Services	8,000	8,000	427	8,427
Function 36 - Co-Curricular Activities	14,937,288	15,453,984	62,025	15,516,009
Function 41 - General Administration	11,519,522	11,602,773	-	11,602,773
Function 51 - Plant Maintenance & Operations	44,247,004	45,263,192	(11,426)	45,251,766
Function 52 - Security	6,610,122	6,949,117	23,231	6,972,348
Function 53 - Data Processing	8,985,071	8,952,763	-	8,952,763
Function 61 - Community Services	2,038,192	2,038,047	-	2,038,047
Function 71 - Debt Service	830,981	862,128	-	862,128
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	10,885,260	10,885,260	-	10,885,260
Function 95 - JJAEP	286,070	286,070	-	286,070
Function 99 - Other Intergovernmental Charges	2,818,629	2,818,629	-	2,818,629
TOTAL ALL EXPENDITURES	\$ 476,186,879	\$ 478,608,510	\$ (2,215,608)	\$ 476,392,902
Excess/(Deficiency) of				
Revenues vs. Expenditures	\$ (10,252,058)	\$ (12,652,324)	\$ (1,741,109)	\$ (14,393,433)
Other Financing Sources/Uses				
Sale of Assets	\$ 350,000	\$ 350,000	\$ -	\$ 350,000
Transfer Out - Other	-	-	-	-
Transfer Out - Healthcare	-	-	(8,000,000)	(8,000,000)
Total Other Financing Sources/Uses	\$ 350,000	\$ 350,000	\$ (8,000,000)	\$ (7,650,000)
Net Increase/(Decrease) in Fund Balance	\$ (9,902,058)	\$ (12,302,324)	\$ (9,741,109)	\$ (22,043,433)

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 15, 2026

Agenda Item:	Consider Approval to Purchase Attendance Credit and Delegation of Authority to Obligate the District
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Daniel Villarreal, Sr., CPA, RTSBA, Chief Financial Officer
Attachments:	2026-2027 Agreement for the Purchase of Attendance Credit

Background Information:

[Provisions of the Texas Education Code \(TEC\), Chapter 49](#) require districts with excess local revenue above the Tier One and/or Tier Two Entitlements to pay funds into the Foundation School Program (FSP) for distribution to other districts within the State. The Texas Education Agency (TEA) has notified the district that the Tier Two (level two) local yield per penny will exceed the guaranteed yield of \$49.72 under TEC, Section 49 (previously Chapter 41/Robin Hood). Based on the estimates, Leander ISD will be required to reduce its excess local revenue level for the 2026-2027 school year using one or more of the statutory options available.

One of the five options for reducing revenues is “Option 3”, the Purchase of Attendance Credit. This is the option most often utilized by school districts, and it is the option Leander ISD has selected in the past. This option allows the district to either offset excess local revenue against state aid (if the amount of state aid is sufficient) or send excess local revenue (recapture payments) to the state. The latter option requires a one-time voter approval, and on November 8, 2022, an Attendance Credit Election (ACE) was held. The voters of the Leander ISD approved of the district’s choice to purchase attendance credit by remitting excess tax collections to the state.

Leander ISD must submit to TEA an Agreement for the Purchase of Attendance Credit. School districts have the option to submit the Agreement electronically via the Excess Local Revenue subsystem online; however, to submit electronically, the School Board must delegate the authority to the superintendent to obligate the school district under TEC, Chapter 49. TEA has provided specific language to be included in the motion, and the language is required to be recorded in the Board minutes; the Board minutes must be uploaded via the Excess Local Revenue subsystem of the online Foundation School Program (FSP) system.

The agreement as provided by TEA is attached for your review and will be submitted by the superintendent upon approval.

Alignment to Board Goals & Superintendent Guardrails:

Effective and Efficient Operations: Delegating authority to the superintendent to obligate the District to the agreement, alongside managing excess local revenue, ensures adherence to state statutes, Board policy, and established financial standards. This rigorous stewardship preserves revenue to advance instructional priorities and strategic initiatives tied to the District’s 2030 Board Goals.

Administrative Recommendation:

The administration recommends that the Board approve the Agreement for the Purchase of Attendance Credit for the 2026-2027 school year and further recommends that the Board delegate contractual authority to obligate the school district under [Texas Education Code \(TEC\) §11.1511\(c\)\(4\)](#) to the superintendent, solely for the purpose of obligating the district under [TEC, §48.257](#) and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under [TEC, 49.006](#). This includes approval of the Agreement for the

Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

Sample Motion:

I move the Board of Trustees approve the Agreement for the Purchase of Attendance Credit for the 2026-2027 school year, and further move that the Board delegate contractual authority to obligate the school district under [Texas Education Code \(TEC\) §11.1511\(c\)\(4\)](#) to the superintendent, solely for the purpose of obligating the district under [TEC, §48.257](#) and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under [TEC, 49.006](#). This includes approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).



2026-2027 Agreement for the Purchase of Attendance Credit

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2026-2027 (the “school year”).

The agreement is for Leander Independent School District (“the district”), with a county-district number of 246-913, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner’s estimate of the total cost of credit as determined under TEC, §49.153, using the district’s projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district’s maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year’s cost until the total amount of the reduction has been exhausted.

LeanderISD.org

204 W. South Street • P.O. Box 155 • Leander, TX 78646

Phone: 512-570-0000 • Fax: 512-570-0054

Signature of President, Board of Trustees, Anna Smith

Date: _____

Signature of Secretary, Board of Trustees, Nekosi Nelson

Date: _____

Signature of Superintendent, Chris Clark, Ed.D.

Date: _____

Signature of Commissioner of Education or Designee

Date: _____