



**Agenda Review Meeting Agenda  
Thursday, September 17, 2020  
LEO Conference Center  
300 S. West Dr.  
Leander, TX 78641  
6:15 PM**

This is an Agenda Review Meeting. The primary purpose of the meeting is to review all the listed agenda items in preparation for the Regular Board Meeting on Thursday, August 27, 2020. The only action expected at this meeting is on noted items on the agenda. Agenda items do not have to be taken in the order shown.

Due to health and safety concerns related to the COVID-19 coronavirus and Boardroom capacity limits, seating for guest will be limited to 15. Doors will open at 5:30 PM and guest will be admitted on a first-come, first-served basis. Everyone will be required to complete and pass a health screening before entering the building, and a face covering over the nose and mouth is required.

Members of the public may access this meeting via live stream at <http://bit.ly//0917LISDmeeting>. 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 between 4:30 and 6:00 PM on the day of the meeting. Individuals are encouraged to sign up online at <http://bit.ly/2FvFci9>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location. Due to capacity limits, individuals signed up to speak, who do not have seating in the Boardroom, will be allowed to line up in the hallway and will be admitted to the Boardroom when it is their turn to speak.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on September 14, 2020 at 2:45 PM.

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

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY *(to be held at the September 24 Regular Board meeting)***
  - A. Pledge of Allegiance
  - B. Moment of Silence
- 3. RECOGNITION *(to be held at the September 24 meeting)***
  - A. VRHS Incubator Winning National Pitch Competition
- 4. COMMUNICATIONS / ANNOUNCEMENTS**
  - A. Superintendent Remarks
  - B. Board Member Remarks
- 5. CITIZEN COMMENTS**

*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 between 4:30 and 6:00 PM*

*on the day of the meeting. Individuals are encouraged to sign up online at <http://bit.ly/2FvFci9>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location. Due to capacity limits, individuals signed up to speak, who do not have seating in the Boardroom, will be allowed to line up in the hallway and will be admitted to the Boardroom when it is their turn to speak.*

<b>6. CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov’t Code 551.045)</b>	
A. Beginning of In-person Learning Update	4
<b>7. CONSENT AGENDA (Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on September 24.)</b>	
A. Consider Approval of Board Meeting Minutes	17
B. Consider Approval of Class Size Waivers	27
C. Consider Approval of Grant Adjunct Staff Member Status - Williamson and Travis County	28
<b>8. CLOSED SESSION</b>	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: 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 551.076: deliberation regarding security audit, security personnel, and security devices	
<b>9. ACTION PURSUANT TO CLOSED SESSION</b>	
A. Consider Approval of Administrator and Teacher Contracts (for action on September 17 and 24)	
<b>10. ACTION ITEMS (Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on September 24.)</b>	
A. STUDENT EXPERIENCE	
1. Consider Approval of Official Asynchronous Plan for TEA Submission	39
B. GOVERNANCE	
1. Consider Approval of Williamson County Joint Election Agreement and Contract for Election Services	61
2. Consider Approval of Notice of Election	74
3. Consider Approval of Superintendent's Membership Fees	76
4. Consider Approval of Board Meeting Schedule for October 2020 - June 2021	77
5. Consider Approval of District Improvement Plan Performance Objectives	96
6. Consider Approval of Texas Association of School Boards Initiated Localize Policy Update 115 with Additional District Changes to Policies FEB(LOCAL), FFG(EXHIBIT), FNG(LOCAL) and GF(LOCAL)	136
C. OPERATIONS	
1. Consider Approval of Budget Amendments	226
2. Consider Approval of Use of Remaining 2007 Bond Funds	236
3. Consider Approval of Travis County Tax Resale Deed Resolution	237
4. Consider Approval of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors	243
5. Consider Approval of School Health Advisory Committee Membership Recommendations	245
<b>11. REPORTS AND DISCUSSION ITEMS</b>	
A. GOVERNANCE	
1. Legislative Update	251
2. Special Board Meeting Dates and Topics	252

3. Core Beliefs and Commitments	253
4. Discussion Regarding How to Handle Resolutions of Support	254
<b>B. OPERATIONS</b>	
1. Business and Finance Monthly Reports	
a. Monthly Financial Report	255
b. Monthly Investment Report	261
c. Monthly Tax Collection Report	266
d. Focus on Finance Report	278
2. Bond Proceeds - Construction Funds – Independent Review	298
3. 2021-2022 Elementary Attendance Zone Changes	330
4. General Construction Update	341
<b>12. ADJOURNMENT</b>	

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



**LEANDER ISD**  
LEADING TO A BRIGHT FUTURE

# Launch to Learning 2020-21

**Beginning of In-Person Learning Update**

September 17, 2020

|

Board of Trustees Meeting

# PHASE-IN PLAN

## FOR FAMILIES CHOOSING IN-PERSON LEARNING

### PHASE 1

SEPT. 8 - SEPT. 18

- Students served in Special Education
- Pre-Kindergarten, Kindergarten, First, Sixth, and Ninth Grades
- Students with no internet access
- Children of staff members

*\*\*All other students remain in Virtual Empowered Learning*

### PHASE 2

SEPT. 21 - SEPT. 25

Phase 1 Students in addition to:

- Second, Seventh, and Twelfth Grades
- Students receiving direct dyslexia services (504)
- Children of substitute teachers

*\*\*All other students remain in Virtual Empowered Learning*

### PHASE 3

SEPT. 28 - OCT. 2

Phase 1 and 2 Students in<sup>5</sup> addition to:

- Third, Eighth, and Eleventh Grades

*\*\*All other students (fourth, fifth, and tenth grades) selecting in-person, join on Oct. 5.*

# TIMELINE

**ALL STUDENTS CAN RETURN IN-  
PERSON OCTOBER 5 OR REMAIN  
VIRTUAL EMPOWERED LEARNING**



# SCHOOLS



**Phased Approach:** Adapt Campus Practices to Ensure Health and Sanitation

7

Contact Tracing and Quarantine Procedures

School Leaders in Multiple “First Days” for School Year

# TEACHING AND LEARNING

Engagement

Innovation

Flexibility

**GREAT TEACHING**



# FACILITIES

Purchased 63 Electrostatic  
Sprayers

Installed 15,000 Merv Filters

Installing 99 Water Bottle Filtration  
Systems

With purchase, 2 at elementary schools, 4 at middle  
middle, and 8 at high schools

Filling 46 Custodial Vacancies (10  
Hires in Progress)



# TECHNOLOGY

## Purchased Licensed Zoom Package

All students will log in using District. Will have settings aligned with FBI recommendations for security.

## Bandwidth

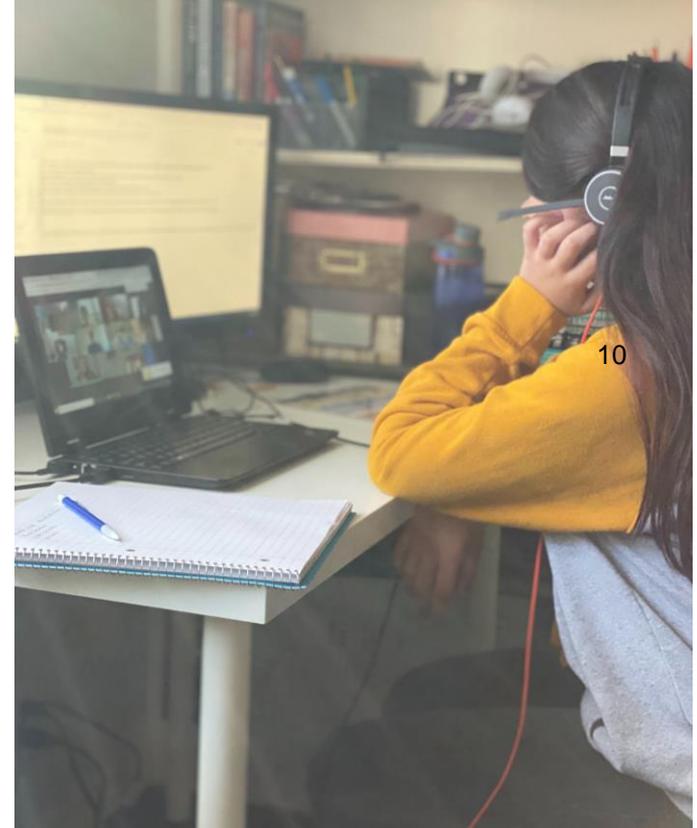
Installing additional equipment to support doubled bandwidth (10 GB to 20 GB).

## WiFi

Fixing connectivity issues for in-person learnings. Issue impacted secondary schools on Tuesday and elementary on Wednesday.

## Connectivity for Students without Home Internet

Deployed 225 hotspots. LEEF paid for 75 households to have internet access for 12 months.



# HUMAN RESOURCES

## ACCOMMODATIONS, RESIGNATIONS, AND CLASS SIZE WAIVERS\*

Data is from Sept. 16, 2020.

	Accommodation Requests	Approved Accommodations	Request Withdrawn	Leave	Resignation Due to COVID-19
Elementary	93	58	26	16	15 <sup>11</sup>
Secondary	73	30	27	9	31
Total	166	88	53	27	46

\*We're collecting data for class size waivers to present at Sept. 27 meeting. Waivers will mostly be result of virtual classrooms where we have higher ratios to improve physical distancing for in-person classrooms.

# STUDENTS

## ENROLLMENT, ATTENDANCE

Enrollment data is from 9/16. Attendance averaged by school from 8/31 - 9/10.

	Projections	Enrollment	Attendance
Elementary	19,430	17,068	96.9%
Secondary	23,424	23,192	95.2%
Total	42,854	40,260	96.4%

The attendance data is lagging because teachers have additional time to submit asynchronous students.

# HEALTH SERVICES

## STUDENT POSITIVES, STUDENT EXPOSURES, STAFF POSITIVES, STAFF EXPOSURES

Week Ending	Student Cases	Student Exposures	Staff Cases	Staff Exposures
Sept. 11	0	11	2	6
Sept. 18*	9	100	2	8
Total*	9	111	4	14

This is data as of Sept. 17 at 2 p.m. Dashboard is updated on Fridays by noon. <https://support.leanderisd.org/support/covid-dashboard/>

### POSITIVITY RATES\*

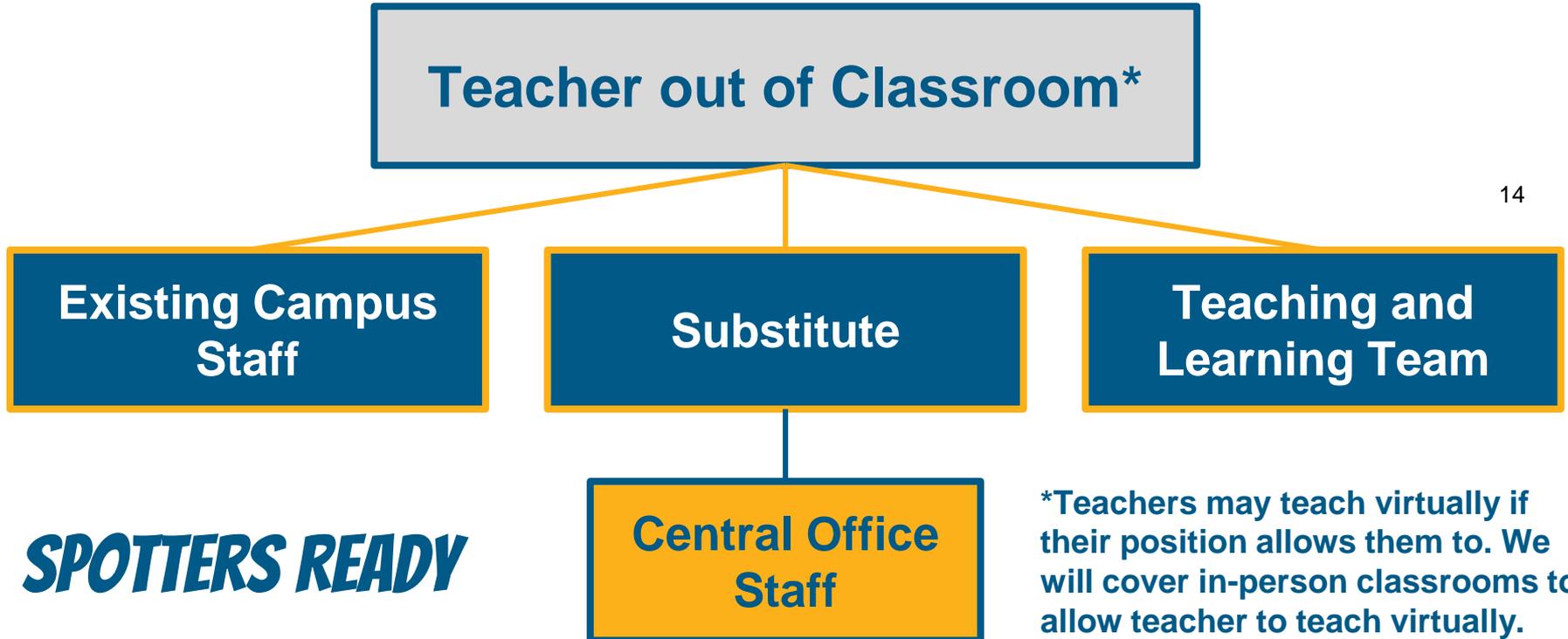
Travis County<sub>3</sub>  
4.8%

Williamson County  
2%

\*Williamson County is a rolling 7-day average where Travis County provides an average of the week as of 9/11.

# CLASSROOM SUPPORT

## FILLING CLASSROOM POSITIONS WHEN TEACHERS ARE COVID-19 POSITIVE OR EXPOSED



14

***SPOTTERS READY***

\*Teachers may teach virtually if their position allows them to. We will cover in-person classrooms to allow teacher to teach virtually.

# REPORTING AND NOTIFICATION FOR COVID-19

## Positive COVID-19 Case

Person or health agency reports positive case of COVID-19.

Dashboard includes by school breakdown of positive cases and exposures each week.

[www.leanderisd.org/launch2020/](http://www.leanderisd.org/launch2020/)

## Contact Tracing

District contacts health department.

Human Resources conducts contact tracing for staff members.

School team conducts contact tracing for students.

## Notification

District reports details to health department, TEA, and the Department of Health and Safety. <sup>15</sup>

School or district sends schoolwide notification letter.

District weekly updates COVID-19 dashboard.



# **QUESTIONS AND ANSWERS**

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Board Meeting Minutes  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** 08-20-20 Agenda Review Meeting Minutes  
08-27-20 Regular Meeting Minutes

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## **Background Information:**

Board meeting minutes are attached for your review.

## **Administrative Recommendation:**

Administration recommend approval of minutes as written.

## **Sample Motion:**

I move the Board approve the minutes as written.

## **Minutes of Agenda Review Meeting**

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, August 20, 2020, beginning at 6:15 PM via Videoconference. The following members were present: Trish Bode, Gloria Gonzales-Dholakia, Elexis Grimes, Aaron Johnson, Grace Barber-Jordan, Jim MacKay and Pamela Waggoner.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY** *(to be held at the August 27 Regular Board meeting)*
  - A. Pledge of Allegiance
  - B. Moment of Silence
- 3. COMMUNICATIONS / ANNOUNCEMENTS**
  - A. Superintendent Remarks
  - B. Board Member Remarks
- 4. CITIZEN COMMENTS**

Twelve citizens addressed the Board of Trustees on the phased reopening plan and dress code.
- 5. CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov't Code 551.045)**
  - A. Beginning of School Update
- 6. CONSENT AGENDA** *(Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on August 27.)*
  - A. Consider Approval of Board Meeting Minutes
  - B. Consider Approval of Staff Development Minutes Waiver
  - C. Consider Approval of COVID-19 Waiver: Kindergarten and 7th Grade Reading Assessments
  - D. Consider Approval of Teacher Fellows Memorandum of Understanding

**Items taken out of order.**

9.A. STUDENT EXPERIENCE

9.A.1. Consider Approval of Student Code of Conduct and Dress Code

9.A.2. Consider Extending Virtual Learning Through Phased Opening

**Items taken out of order.**

9.C.3. Consider Approval of an Ordinance Adopting the 2020 Property Tax Rate

10:41 – Pam reminder about tech bond

10.C.1. LISD Council of PTAs "State of the Council" Annual Report

10.C.2. LEEF Update Report

10.A.1. 2019-2020 School Health Advisory Committee Overview

**Items taken out of order.**

**7. CLOSED SESSION**

**The Board of Trustees went into closed session at 11:42 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: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.074: deliberation and consideration of employment of Glenn High School Principal
- D. Texas Government Code 551.074: deliberation and consideration of employment of Steiner Ranch Elementary School Principal
- E. Texas Government Code 551.074: Superintendent Summative Evaluation and Employment
- F. Texas Government Code 551.072: deliberation regarding the purchase, exchange, lease or value of real property

**8. ACTION PURSUANT TO CLOSED SESSION returned at 2:05**

A. Consider Approval of Agreement to Resolve Pending Parent/Student Dispute

B. Consider Approval of Administrator and Teacher Contracts

*Motion by Ms. Grimes, seconded by Mr. MacKay, to accept the recommendation(s) for administrator probationary employment contract for personnel addition(s) as presented,*

*in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

*Motion by Ms. Grimes, seconded by Mr. MacKay, to accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

C. Consider Employment of Glenn High School Principal *(for action on August 20)*

*Motion by Ms. Gonzales-Dholakia, seconded by Mr. MacKay, to accept the recommendation(s) of Shawn Miller for Principal for Glenn High School probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

D. Consider Employment of Steiner Ranch Elementary School Principal

*Motion by Ms. Gonzales-Dholakia, seconded by Mr. MacKay, to accept the recommendation(s) of Britteny Clifford for Principal for Steiner Ranch Elementary probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

E. Consider Superintendent Summative Evaluation and Employment

**9. ACTION ITEMS *(Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on August 27.)***

**B. GOVERNANCE TEAM**

1. Consider Approval of Amended Order of Election
2. Consider Approval of Board Meeting Schedule for September 2020 - June 2021
3. Consider Approval of District Improvement Plan Performance Objectives
4. Consider Amending the 2020-2021 Academic Calendar to Move the November 2 Staff Development Day to November 3
5. Consider Nominating a Trustee and Alternate for TASB Stipend for the NSBA Advocacy Institute

**C. OPERATIONS**

1. Consider Approval of "Waiver from the AFR November 27th due date requirements due to COVID-19"
2. Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District
4. Consider Approval of Budget Amendments

**10. REPORTS AND DISCUSSION ITEMS**

**A. STUDENT EXPERIENCE**

**B. GOVERNANCE**

- 1. Core Beliefs and Commitments: Vision/Mission
- 2. Discussion Regarding How to Handle Resolutions of Support

**C. OPERATIONS**

- 2. LEEF Update Report
- 3. Business and Finance Monthly Reports
  - a. Monthly Financial Report
  - b. Monthly Investment Report
  - c. Monthly Tax Collection Report
- 4. General Construction Update

**11. ADJOURNMENT**

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

Time: 2:07 AM on August 21, 2020.

These minutes were read and approved by the Board of Trustees on the \_\_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

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

## Minutes of Regular Meeting

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, August 27, 2020, beginning at 6:17 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Gloria Gonzales-Dholakia, Elexis Grimes, Grace Barber-Jordan, Aaron Johnson, Jim MacKay and Pamela Waggoner.

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

### 2. OPENING CEREMONY

#### A. Pledge of Allegiance

The Pledge was led by Christina Tea, April Rancier, Kathy Cunningham, Karen Davis, Elise Stickrod, Jessica Lopez-McGovern, Margaret Hunt, and Mary Ruiz with Danielson Middle School's Child Nutrition Services team.

#### B. Moment of Silence

**Agenda items taken out of order.**

### 7. CLOSED SESSION

The Board went into closed session at 6:19 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: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.074: Superintendent Summative Evaluation and Employment

The Board returned to open session at 7:57 PM.

### 8. ACTION PURSUANT TO CLOSED SESSION

#### A. Consider Approval of Agreement to Resolve Pending Parent/Student Dispute

*Motion by Ms. Waggoner, seconded Mr. MacKay, to approve the agreement to resolve a pending parent/student dispute as presented by counsel in closed session. The motion passed unanimously.*

B. Consider Approval of Administrator and Teacher Contracts

*Motion by Ms. Grimes, seconded Mr. MacKay, to accept the recommendation(s) for administrator probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

*Motion by Ms. Grimes, seconded by Mr. MacKay, to accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. The motion passed unanimously.*

C. Consider Superintendent Summative Evaluation and Employment

**Agenda items taken out of order.**

**4. CITIZEN COMMENTS**

Thirty-nine citizens addressed the Board of Trustees regarding dress code and returning to in-person learning.

**Agenda items taken out of order.**

**6. CONSENT AGENDA**

A. Consider Approval of Board Meeting Minutes

B. Consider Approval of Staff Development Minutes Waiver

C. Consider Approval of COVID-19 Waiver: Kindergarten and 7th Grade Reading Assessments

D. Consider Approval of Teacher Fellows Memorandum of Understanding

*Motion by Ms. Barber-Jordan, seconded by Mr. MacKay, to approve the consent agenda as presented. The motion passed unanimously.*

**Agenda items taken out of order.**

**3. COMMUNICATIONS / ANNOUNCEMENTS**

A. Superintendent Remarks

B. Board Member Remarks

Ms. Bode reminded Board member that the new BoardBook Premier application will be used for the September 1 Board training. She also announced that Ms. Grimes was reappointed to the One Star Foundation.

**Agenda items taken out of order.**

**5. CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov't Code 551.045)**

A. Beginning of School Update

**Agenda items taken out of order.**

**9. ACTION ITEMS**

**B. GOVERNANCE TEAM**

**9.B.1. Consider Approval of Amended Order of Election**

*Motion by Ms. Grimes, seconded by Ms. Waggoner, to approve the Amended Order of Election (as revised on August 26) for the November 3, 2020, General Election for the purpose of electing one trustee each for the positions designated as Place 3, Place 4, and Place 5. The motion passed unanimously.*

**9.B.4. Consider Amending the 2020-2021 Academic Calendar to Move the November 2 Staff Development Day to November 3**

*Motion by Ms. Grimes, seconded by Mr. MacKay, to amend the 2020-2021 Academic Calendar to move the November 2 Staff Development Day to November 3 and reassign the original staff development day to be a student attendance day. The motion passed unanimously.*

**C. OPERATIONS**

**9.C.1. Consider Approval of "Waiver from the AFR November 27th due date requirements due to COVID-19"**

*Motion by Mr. MacKay, seconded by Ms. Gonzales-Dholakia, to approve the option for the administration to apply for a waiver from the AFR November 27th due date requirements due to COVID-19. The motion passed unanimously.*

**9.C.2. Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District**

*Motion by Mr. MacKay, seconded by Ms. Gonzales-Dholakia, for the 2020-2021 school year, the Board delegates 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 Credits (Netting Chapter 48 Funding). The motion passed unanimously.*

**9.C.3. Consider Approval of an Ordinance Adopting the 2020 Property Tax Rate**

*Motion by Mr. MacKay, seconded by Mr. Johnson, that the property tax rate be increased by the adoption of a tax rate of \$1.4284, which is effectively an .87 percent increase in the tax rate. The tax rate of \$1.4284 consists of \$0.9634 for Maintenance and Operations and \$0.4650 for Interest and Sinking, as outlined in the Ordinance. Because this motion required unanimous approval to pass, the motion failed with six in favor and Ms. Grimes opposed.*

*Motion by Mr. Johnson, seconded Ms. Grimes, that property taxes be levied for the 2020 tax year by the adoption of a total tax rate of \$1.4184, which includes \$0.9534 for Maintenance and Operations and \$0.4650 for Interest and Sinking, as outlined in the Ordinance. The motion passed with six in favor and Mr. MacKay opposed.*

9.C.4. Consider Approval of Budget Amendments

*Motion by Ms. Waggoner, seconded by Mr. MacKay to approve the amendments to the 2020-2021 budget, as presented. The motion passed five in favor and Ms. Barber-Jordan and Ms. Grimes opposed.*

A. STUDENT EXPERIENCE

9.A.1. Consider Approval of Student Code of Conduct and Dress Code

*Motion by Ms. Gonzales-Dholakia, seconded by Mr. MacKay, to adopt the 2020-2021 Student Code of Conduct, including the recommended dress code as presented at the Board Agenda Review meeting on August 20, 2020, and the additional goal concerning hair.*

**CLOSED SESSION**

The Board went into closed session at 12:17 PM after the Board President announced the right to do so under Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter

The Board returned to open session at 1:18 AM on August 28.

9.A.1. Consider Approval of Student Code of Conduct and Dress Code *(continued)*

*Ms. Waggoner moved to include a friendly amendment to the motion [made prior to Closed Session] to include language in the dress code that is consistent with the protected classes in FFH Local. Ms. Gonzales-Dholakia seconded the motion. The amendment passed unanimously.*

*The amended motion passed unanimously.*

9.A.2. Consider Extending Virtual Learning Through Phased Opening

*Motion by Mr. MacKay to extend virtual learning by an additional four weeks, as provided for by the Texas Education Agency. Mr. MacKay withdrew the motion.*

*Motion by Ms. Waggoner, seconded Ms. Grimes, to extend virtual learning by an additional four weeks, as provided for by the Texas Education Agency., in order to facilitate a phased opening of in-person instruction and mitigate COVID-19 risks. The motion passed six in favor and Ms. Grimes opposed.*

B. GOVERNANCE TEAM

9.B.5. Consider Nominating a Trustee and Alternate for TASB Stipend for the NSBA Advocacy Institute

*Motion by Ms. Grimes, seconded by Mr. MacKay, to name Ms. Gonzales-Dholakia as the nominee and Mr. MacKay, as the alternate for the TASB stipend which covers registration fees for the 2021 NSBA Advocacy Institute. The motion passed unanimously.*

9.B.2. Consider Approval of Board Meeting Schedule for September 2020 - June 2021

9.B.3. Consider Approval of District Improvement Plan Performance Objectives

## 10. REPORTS AND DISCUSSION ITEMS

### A. STUDENT EXPERIENCE

1. 2019-2020 School Health Advisory Committee Overview

### B. GOVERNANCE

1. Core Beliefs and Commitments: Vision/Mission

2. Discussion Regarding How to Handle Resolutions of Support

### C. OPERATIONS

1. LISD Council of PTAs "State of the Council" Annual Report

2. LEEF Update Report

3. Business and Finance Monthly Reports

a. Monthly Financial Report

b. Monthly Investment Report

c. Monthly Tax Collection Report

4. General Construction Update

## 11. ADJOURNMENT

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

Time: 2:42 AM, August 28, 2020.

These minutes were read and approved by the Board of Trustees on the \_\_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_  
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

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Class Size Waivers  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Karie Lynn McSpadden  
**Attachments:** Agenda Review meeting: None  
Regular meeting:  
Class Size Compliance Plan  
TEA Waiver Request  
Classroom Sections Report

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## **Background Information:**

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request to TEA for a class size exception. The district's board of trustees must approve this request within 30 days after the class size was exceeded. Note: class size limits do not apply to physical education classes or fine arts classes.

As of 9/7/20, 143 K-4 classes exceeded the 22:1 ratio, all of which are Virtual Learning classes. All elementary classes being taught on campus are within the 22:1 ratio. Detailed information on classes exceeding the 22:1 ratio as of 9/14/20 in K-4 sections will be available for the September 24 Regular Board meeting.

## **Administrative Recommendation:**

It is recommended that you approve the waiver as presented.

## **Sample Motion:**

I move that the Board approve the Class Size Compliance Plan and submit an application to the Texas Education Agency with class size waivers at the elementary campuses as presented.

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Grant Adjunct Staff Member Status – Williamson and Travis County  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Karie Lynn McSpadden  
**Attachments:** Texas A & M Agrilife Extension Letter Attachment A – Williamson County  
Adjunct Faculty Status Resolution Attachment B – Williamson County  
Adjunct Faculty Status Memo – Williamson County  
Adjunct Faculty Status Agreement – Williamson County  
Texas A & M AgriLife Extension Letter – Travis County  
Adjunct Faculty Status Resolution - Travis County  
Adjunct Faculty Status Agreement – Travis County

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## **Background Information:**

An amendment to the 19 Texas Administrative Code Section 129.21 allows public school students to be considered “in attendance” when participating in off-campus activities with an adjunct staff member of the school district. On an annual basis we ask for Board approval of this item.

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes. The amendment allows for a student participating in an activity, which is approved by the local school board, and is under the direction of a member of the professional staff of the school district, or an adjunct staff member who has a minimum of a bachelor’s degree and is eligible for participation in the Teacher Retirement System of Texas.

Also, in the past the Commissioner of Education approved organizations that could be considered extracurricular. Recent changes have moved that responsibility to local school boards. The Texas Cooperative Extension is requesting that 4-H be approved by the Board as an extracurricular activity.

## **Administrative Recommendation:**

The administration recommends granting adjunct staff member status for Williamson and Travis County Extension Faculty, and approve 4-H as an extracurricular activity as presented.

## **Sample Motion:**

I move that the Board grant adjunct staff member status for Williamson and Travis County Extension Faculty, and approve 4-H as an extracurricular activity per the attached memos.



September 4, 2020

Texas A&M AgriLife Extension, Travis County  
1600-B Smith Road  
Austin, Texas 78721

Dan Troxell, Ph.D.  
Superintendent, Leander Independent School District  
P.O. Box 218  
Leander, TX 78646-0218

Dear Dr. Troxell:

On behalf of the 4-H members of Travis County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed resolution should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Leander Independent School District.

I further request that questions regarding this resolution be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this resolution, along with a copy of the minutes of the Board meeting approving same, be forwarded to me for my files. Thank you and the members of your Board of Trustees for your consideration of this request.

Sincerely,

Kyle Hammel  
County Extension Agent, 4-H & Youth Development  
Texas A&M AgriLife Extension, Travis County

Enclosure: Resolution regarding extracurricular status of Travis County 4-H

**RESOLUTION  
Regarding  
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the Leander Independent School District, meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Travis County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution is subject to all rules and regulations set forth under 19 Texas Administrative Code, as interpreted by this Board and designated officials of this school district, whose rules shall be final.

Approved this \_\_\_\_ day of \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
*(For Board of Trustees)*

\_\_\_\_\_  
*(Superintendent)*

## ADJUNCT FACULTY AGREEMENT

THE STATE OF TEXAS  
 COUNTY OF TRAVIS

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Leander Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individuals as adjunct members of the Leander Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor to \_\_\_\_\_, the herein named individuals are hereby named as adjunct faculty members of the Leander Independent School District subject to the following considerations and provisions of such appointment, to wit:

1. This appointment shall commence on the first day of September, 2020 and end on the first day of June, 2021, being the end of the 2020-2021 academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Leander Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of either the District Extension Administrator of District 10 or the Travis County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty members shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty members are not employees of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Travis County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

Name: <u>Maggie Moreno</u>	Title: <u>Director</u>	Degree: <u>BS/MS</u>	Institution: <u>TAMU - K</u>
Name: <u>Daphne Richards</u>	Title: <u>Horticulture</u>	Degree: <u>BS/MS</u>	Institution: <u>TAMU</u>
Name: <u>Noel Troxclair</u>	Title: <u>AFNR</u>	Degree: <u>BA/MS/PHD</u>	Institution: <u>Purdue</u>
Name: <u>Wizzie Brown</u>	Title: <u>IPM</u>	Degree: <u>BS/MS</u>	Institution: <u>TAMU</u>
Name: <u>Sonia Coyle</u>	Title: <u>FCH</u>	Degree: <u>BS/MS</u>	Institution: <u>Baylor</u>
Name: <u>Crystal Wiltz</u>	Title: <u>FCH</u>	Degree: <u>BS/MS</u>	Institution: <u>TAMU</u>
Name: <u>Oscar Zamora</u>	Title: <u>EFNEP</u>	Degree: <u>BS/MS</u>	Institution: <u>UT RGV</u>
Name: <u>Kyle Hammel</u>	Title: <u>4-H</u>	Degree: <u>BS/MS</u>	Institution: <u>Georgia Southern</u>
Name: <u>Alicia Ford</u>	Title: <u>Urban Youth Dev</u>	Degree: <u>BS</u>	Institution: <u>U Northern Iowa</u>
Name: <u>Nathan Tucker</u>	Title: <u>4-H</u>	Degree: <u>BS/MS</u>	Institution: <u>Oklahoma</u>

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

Page two

This appointment of the herein named Travis County Extension Agents is not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Leander Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2020

Leander Independent School District

By: \_\_\_\_\_

Adjunct Faculty Appointment Accepted By:

\_\_\_\_\_  
County Extension Agent

Approved:

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District Extension Administrator, District 10  
Texas A&M AgriLife Extension Service

## EXTRACURRICULAR STATUS REQUEST

### WILLIAMSON COUNTY EXTENSION SERVICE

August 19, 2020

Bruce Gearing  
Leander Independent School District  
P.O. Box 218  
Leander, TX 78646-0218

Dear Dr. Gearing:

On behalf of the 4-H members of Williamson, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Leander Independent School District. I/we further request that questions regarding this RESOLUTION be directed to me/us in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,



Paige McClellan  
County Extension Agent- 4-H and Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office  
100 Wilco Way Ste. AG 201 | Georgetown, Texas 78626  
<https://williamson.agrilife.org/> | Tel. 512-943-3300 | Fax. 512-943-3301

# RESOLUTION

## EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of  
the

### **Leander Independent School District**

meeting in public with a quorum present and certified,  
did adopt this resolution that recognizes the

### **Williamson**

County Texas 4-H Organization as approved for recognition and eligible  
for extracurricular status consideration under 19 Texas Administrative Code,  
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject  
to all rules and regulations set forth under the 19 Texas Administrative Code  
as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension  
will request academic eligibility for competitive and non-competitive  
purposes when an absence is required.

Approved this day \_\_\_\_\_ of \_\_\_\_\_, 20\_\_\_\_.

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Board of Trustee

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Superintendent

## WILLIAMSON COUNTY EXTENSION SERVICE

August 19, 2020

Bruce Gearing  
Leander Independent School District  
P.O. Box 218  
Leander, TX 78646-0218

Dear Dr. Gearing:

On behalf of the Williamson County Extension Staff, I/we hereby respectfully request approval of the attached Adjunct Faculty Agreement with Leander School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

*(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member*

*who:*

*(A) has a minimum of a bachelor's degree; and*

*(B) is eligible for participation in the Teacher Retirement System of Texas.*

Williamson County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Leander School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,



Paige McClellan  
County Extension Agent- 4-H and Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization



THE STATE OF TEXAS  
COUNTY OF WILLIAMSON

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Leander Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Leander Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor, is hereby named as adjunct faculty member(s) of the Leander Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ and remain in effect until the \_\_\_\_\_ day \_\_\_\_\_ of, 20\_\_\_\_\_.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

Name	Title	Degree	Date	Institution
Kate Whitney	Hort Agent/ Coordinator	BA/MS	Aug. 2017	Texas A&M University
Shelley Franklin	NR Agent	BA/Med	May 2020	West Texas A&M
Paige McClellan	4-H Agent	BS	Dec 2017	Tarleton State University
Andrea Haubner	FCH Agent	BS	May 2017	Virginia Tech
LeAnne Raborn	BLT Agent	BS/Med	May 2018	Texas State University
Gary Pastoshuk	Ag Agent	BSc/MSc	May 1982	University of Saskatchuwan

NAME TITLE DEGREE INSTITUTION DATE

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Leander Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 8 or Williamson County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife



Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Williamson County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service.

This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Williamson County Extension Agent(s), Kate Whitney, Shelley Franklin, Paige McClellan, Andrea Haubner, LeAnne Raborn, and Gary Pastoshuk is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Leander Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Name of School

\_\_\_\_\_  
Superintendent

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Official Asynchronous Plan for TEA  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Matt Bentz  
**Attachments:** Leander ISD Asynchronous Plan

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## **Background Information:**

Leander ISD has completed an Asynchronous Plan for Remote Learning and is seeking Board's approval prior to submission to the Texas Education Agency (TEA). LISD's plan, describing our Virtual Empowered Learning Model, follows the format provided by TEA addressing four required areas: Instructional Schedule, Materials Design, Plan Implementation, and Student Engagement and Progress. TEA attestations and open response sections providing detailed information about the structures, schedules, curriculum, expectations, attendance, student supports and professional learning for educators have been completed and are found in the plan submitted for your approval. All components of the Virtual Empowered Learning model shared in this plan align with all information communicated previously to the LISD Board of Trustees.

The Leander ISD plan is being brought to the board for approval during the month of September in order to align with TEA's recommendation to submit the plan on or before October 1, 2020, to provide time for review, revisions, and final approval by the 4th six weeks.

## **Administrative Recommendation:**

The administration recommends that the Board approve the official Leander ISD Asynchronous Plan provided, for submission to TEA.

## **Sample Motion:**

I recommend that the Board approve the official Leander ISD Asynchronous Plan provided, for submission to TEA.

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# LEANDER ISD ASYNCHRONOUS PLAN

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2020-2021



**Please check the grade level(s) for which these open response descriptions/attachments apply.**

*Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.*

<input checked="" type="checkbox"/> PK3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> PK4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12

#### Attestations

#### Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

#### Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
  - ✓ Assessments that ensure continued information on student progress remotely
  - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

### Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ✓ Data from the Learning Management System (LMS) showing progress made that day
  - ✓ Curricular progress evidenced from teacher/student interactions made that day
  - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

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### Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
  - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

### Open Responses

**Key Requirement Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

#### LISD's Virtual Empowered Learning

- Description
- Links to schedules



**Description:** LISD is offering a remote learning option to all students Early Childhood through 12th grade. LISD’s Virtual Empowered Learning (VEL) opportunity will enable students to engage in high quality learning experiences, utilize Leander’s instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending in-person. In developing Virtual Empowered Learning, LISD stays committed to its core value emphasizing the importance of building relationships and ensuring that our students and families are connected to their teachers, classmates and LISD campus community. 43

- Teachers will provide instruction, learning resources and support through the use of SeeSaw (EC-2) or Google Classroom (3-12).
- LISD TEKS-aligned curriculum documents and resources including curriculum maps, units of study, and performance tasks, will be implemented in Virtual Empowered Learning. Content, pacing and rigor will be aligned to “in-person” learning.
- Students will follow a set, daily schedule that mirrors an in-person instructional day with a balance of synchronous and asynchronous learning experiences tailored to grade-level specific best practices. Differences in schedules, routines, strategies for each grade level band can be seen in the daily schedules linked below.
- Students will be expected to attend all synchronous learning sessions. Synchronous learning will occur through Zoom or GoogleMeet according to teacher preference. Synchronous formats will include whole group, small group, and one-on-one sessions.
- Students will be expected to complete all assigned asynchronous tasks, activities, projects, assignments, readings, and videos.
- Grading will be consistent with all board policies, guidelines and practices used in in-person instruction. For high school students, course grades earned in VEL will be calculated into grade point average (GPA).
- Students receiving services through special education, 504 and English language programs will receive individualized instructional support and activities that meet the requirements outlined in their IEP, 504 plan or LPAC.
- Lines of communication between teachers, students, and parents will be established to facilitate the school-family partnership that is essential to ensure each student is academically and socially-emotionally supported. This will include virtual open house/parent orientation, progress reports, and webinars.
- Virtual Empowered Learning will enable any students who are quarantined the opportunity to continue their learning remotely with minimal disruption.

**DAILY SCHEDULE Links for LISD Virtual Empowered Learning:**

<ul style="list-style-type: none"> <li>• Early Childhood-PreK</li> <li>• K – 2nd Grade</li> <li>• 3rd Grade</li> </ul>	<ul style="list-style-type: none"> <li>• 4th – 5th Grade</li> <li>• Middle School A-day/B-day</li> <li>• High School A-day/B-day</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Daily Schedule: ICAP</li> <li>• 4th-5th Grade Daily Schedule: Inclusion/Resource</li> <li>• 4th-5th Grade Daily Schedule: Dyslexia &amp; RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Bell Schedule: SPROG</li> <li>• High School Bell Schedule: SPROG</li> </ul>
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## LEANDER ISD ASYNCHRONOUS PLAN

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>Each student is expected to participate with each portion of the daily schedule. At the elementary level, all students will participate in a synchronous morning meeting and specials. Each core academic content area has times built into the schedule for both synchronous and asynchronous learning. Mathematics and Language Arts will have daily synchronous learning in whole-group and small groups. Science and Social Studies will have synchronous learning formats 2-3 times per week. Leander ISD student expectations for synchronous learning are:</p> <ul style="list-style-type: none"> <li>● Attend class on time, per their class schedule.</li> <li>● Engage and learn.</li> <li>● Identify a designated, distraction-free workspace to engage in learning.</li> <li>● Show their face on the screen to engage with the teacher virtually.</li> <li>● Participate in the class activities, discussions, and assignments.</li> </ul> <p>With asynchronous activities, teachers will introduce the independent work to the whole group as a guiding support to successful engagement. During asynchronous time, the teacher will engage in synchronous small group, and individual instruction. Leander ISD student expectations for asynchronous learning are:</p> <ul style="list-style-type: none"> <li>● Complete asynchronous activities assigned each day.</li> <li>● Show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.</li> <li>● Communicate with the teacher when needing additional assistance, tutoring, etc.</li> </ul> <p>At the secondary level, students will follow their daily block schedule, just as in-person learning does, attending four 90-minute class periods per day. Each class period will have an approximate 50/50 balance of synchronous and asynchronous learning environments. The scope and sequence as well as the pacing for virtual learning will precisely align to in-person learning.</p>
<p><b>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</b></p>	<p>The daily schedule for each grade level strand has been engineered strategically to ensure a full day of learning for all student groups. Each schedule contains the same number of instructional minutes as in-person learning in compliance with TEA requirements. Synchronous and asynchronous learning experiences are staggered throughout the day. Synchronous instruction and learning is broken down into manageable durations of time in keeping with best practices for each grade level strand. Asynchronous times are interspersed. LISD's daily schedules and instructional models enable teachers to interact with students throughout the day, allowing teachers more flexibility to work groups and support individual learning needs. Unlike some schedules that contain long, uninterrupted asynchronous periods of work time for students during which students may become disengaged or stop participating completely, LISD's model has students moving in and out of teacher-directed learning, small group instruction and projects, and independent, asynchronous learning. Students are not left on their devices for prolonged periods of time. Teachers are better able to monitor student attendance and engagement throughout the school day, provide targeted directions for students as they head into asynchronous, as you would for students in-person who are starting on independent work or practice. Teachers are also engaging students in small groups throughout the day while other students are in asynchronous learning as well as being available for individual questions and help needed. This structure enables teachers to ensure that students continue to participate in learning throughout the day.</p> <p>Utilizing LISD's TEKS-aligned curriculum units of study which contain scope, sequence and pacing, supporting resources, formative assessments performance tasks, teachers will plan rigorous daily lessons for each core subject area that are aligned to the teaching and learning that will be occurring on campuses during in-person instruction.</p>

## LEANDER ISD ASYNCHRONOUS PLAN

	<p>Early Childhood - PreK: Student learning will occur primarily through an asynchronous format with students participating in 280 minutes of learning daily across modalities not including an additional 60 minutes daily, broken into two 30-minute sessions for outdoor learning. Synchronous learning will alternate between 65 and 110 minutes daily - 45 minute small group instruction in core subject areas will occur every other day.</p> <p>Kindergarten - Second Grade: Students will participate in 345 minutes each day not including three 15-minute recess breaks scheduled strategically throughout the day and one 45-minute lunch period. Instruction will be provided for math, science, humanities (language arts and social studies) as well as specials, and social emotional learning. Math and humanities will have daily synchronous lessons with the whole group as well as small group participation for each student 2-3 times per week. Science will have a blend of whole group and small group synchronous lessons 2-3 times per week. Daily synchronous instruction will total approximately 160 minutes. The remaining time will be spent by students in asynchronous learning, engaged in activities, projects, assignments, independent reading and practice including digital programming for math (Dreambox), and reading (Istation).</p> <p>Third grade: Third graders will participate in 345 minutes of learning each day. Instruction will be provided for math, science, humanities (language arts and social studies) as well as specials, and social emotional learning. Synchronous instruction will total 180-200 minutes per day with a mix of whole group and small group formats with time allotted core areas including dedicated time for social studies as well as phonics. The remaining time will be spent by students in asynchronous learning, engaged in activities, projects, assignments, independent reading and practice including digital programming for math (Dreambox), and reading (Istation).</p> <p>Grades four and five follow a daily schedule with 350 minutes of instruction. Fourth and Fifth graders will get an increased daily dose of both science and social studies. Synchronous instructional minutes per day exceed 200 minutes and vary with staggered whole group and small group formats for all four core subject areas with up to 90 minutes for math and 110 minutes for language arts in a single day depending on the individual student small group schedule. Science studies will feature concepts, daily inquiry investigations and inquiry discoveries while social studies learning will incorporate primary resources and "Studies Weekly."</p> <p>Middle schoolers in sixth, seventh, and eighth grade will follow the same daily schedule as in-person learning containing 405 instructional minutes. This equates to approximately 180 synchronous minutes per day for instruction plus a synchronous daily 30-minute advisory period utilized for community building, interventions, tutoring and enrichment. Students will follow the same eight period schedule in a block format with four classes per day. Each class will be 90 minutes in duration with an approximate 50/50 balance between synchronous and asynchronous learning time during each period. During asynchronous learning time, teachers will also be pulling small groups and assisting individual learners needing assistance.</p> <p>The high school Virtual Empowered Learning schedule is also following the in-person learning schedule with 405 instructional minutes. The block scheduling format consists of eight periods with four periods attended per day on an A/B schedule. There are 180 synchronous minutes plus a daily synchronous advisory period of 40 minutes which is slightly longer than the middle school advisory and includes college and career learning and preparation. Approximately 40 minutes per period will be asynchronous learning time during which teachers will also pull small groups and provide targeted, individual support.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Within the framework for LISD's Virtual Empowered Learning program, teachers and students will interact with each other extensively in a variety of ways. All daily schedules for students Early Childhood through twelfth grade contain dedicated time for synchronous learning every day. Ranging from 65 -110 minutes for our youngest learners up to 220+ synchronous minutes per day for our high schoolers. Teachers interact directly with students through whole-group, small group, and individual conferences. Whole group interactions include direct instruction in academic content. For our younger learners, whole-group, synchronous instruction also includes morning meeting and calendar time, as well as Social Emotional Learning (SEL) time utilizing the "Second Step" program. Synchronous time in whole-group for secondary students also focuses on academic content and also includes daily advisory time which contains activities for community building, SEL, college and career readiness/planning, and SEL.</p>

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**How will teacher/student interactions be differentiated for students with additional learning needs?**

Virtual Empowered Learning contains structures and processes to differentiate learning for students, including learning in small groups, strategic utilization of specialized teachers, and intervention, tutoring support. Daily schedules in Virtual Empowered Learning contain a substantial amount of time allotted for small group instruction. Small groups will be configured flexibly to align students with targeted concepts and skills they have yet to master, giving teachers the ability to tailor academic support and additional instruction based on need. Teachers of students served in special education, dyslexia, bilingual, ESL and gifted services as well as reading specialists and interventionists will push-in to virtual classes, focusing on working with small break-out groups and individual students based on IEP goals, 504, LPAC, and RTI plans, as well as individual student needs that arise in real time. Additional intervention and tutoring time will be offered before and after school as well as during advisory times at the secondary level. LISD staff will work in partnership with families who have chosen Virtual Empowered Learning to ensure that each student receiving special education services has a virtual plan that meets their needs and is aligned to the student's IEP. Hands on materials, such as manipulatives, visuals, tools, and worksheets have also been provided for students on an individual basis. These items may be used in conjunction with online lessons, or separately based on each student's needs.

Digital learning programs, Dreambox (math), IXL (math) and Istation (reading) diagnose, monitor and adjust student learning experiences, tailoring content to meet each individual student where they are in their learning.

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**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	EC-5	Online access through SeeSaw (EC-2) and Google Classroom (3-5). Digital resources including Bridges in Mathematics, Bridges Intervention, DreamBox and virtual manipulatives. OWL-(EC/PK)	Unit Screeners, Curriculum Based Assessments, and DreamBox predictive data. RSK-(EC/PK)	All materials are TEKS Aligned and/or 10 Domains of the PreK Guidelines	Online access through SeeSaw (EC-2) and Google Classroom (3-5). Digital & hands-on resources including Bridges in Mathematics & Bridges Intervention activities. DreamBox and virtual manipulatives.	Math resources are available to parents and students in Spanish grades EC-5. Dual Language teachers have been trained in strategies to implement elements of the DLE model virtually. Videos on how to access resources were created in both Spanish and English to support parents and students. 47
	6-12	Online access through Google Classroom for all, online text access through student dashboard for McGraw Hill, Bedford Freeman Worth, and LISD CK-12 Online. IXL math access for all	Curriculum based assessments, campus assessments, and IXL diagnostic.	All materials are TEKS Aligned	Access to digital math accommodations.	Videos on how to access resources were created in both Spanish and English to support parents and students.

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Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<p><b>ELA Instructional Materials</b></p>	<p>EC-5</p>	<p>Leander ISD Essential Units of Study                      Online access through Seesaw (EC-2) and Google Classroom (3-5).                      OWL (EC/PK)                      Fountas and Pinnell Classroom and Literacy Beginnings (EC/PK)                      Lucy Calkins Units of Study for Writing, Patterns of Power utilized for lessons                      Digital resources including Istation, Phonics, Spelling, and Word Study digital resources, EPIC, Tumblebooks, Overdrive                      Printed materials: independent reading books, leveled guided reading books, library books and Scholastic magazines</p>	<p>Istation ISIP assessment                      Digital District Based Curriculum Assessments                      Running Records                      Campus Based Collaborative Common Assessments                      Teacher Observations and anecdotal notes                      RSK-(EC/PK)</p>	<p>All materials are TEKS Aligned and/or aligned to the 10 Domains in the PK guidelines</p>	<p>Online access through Seesaw (EC-2) and Google Classroom (3-5)                      Fountas and Pinnell Classroom, Lucy Calkins Units of Study for Writing, Patterns of Power utilized for lessons; Leveled Literacy Interventions (LLI) lessons/materials                      Digital resources including Istation; Phonics, Spelling, and Word study digital resources, EPIC, Talking Books, Learning Ally, Texthelp Read &amp; Write digital software.                      Printed materials: independent reading books, leveled guided reading books, library books                      Additional Reading Interventions: Reading A-Z/RazKids Plus digital leveled books &amp; resources/activities, Really Great Reading Phonics Suites digital and multi-sensory resources, Fluency Tutor digital support; Talking Book, EPIC, ELA accommodations.                      Foundations In Learning</p>	<p>Teacher resources contain supports and strategies for ELLs.                      Instructional model provides opportunity for differentiated instruction                      Instructional model is ground in a responsive teaching model                      Dual Language students have comparable resources in both languages</p> <p style="text-align: right;">48</p>

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<p><b>ELA Instructional Materials (continued)</b></p>	<p>6-12</p>	<p>LISD Essential Units of Study                  Online access through Google Classroom                  TCWRP resources 6-9                  Digital resources: McGraw Hill Study Sync and Scholastic magazines                  Printed material: independent reading books, leveled guided reading books, library books</p>	<p>Campus Based Collaborative Common Assessments                  Teacher Observations and anecdotal notes</p>	<p>All materials are TEKS Aligned</p>	<p>Leveled readers for independent reading and small group instruction                  Foundations in Learning, My Path from Edgenuity; Google Read &amp; Write</p>	<p>Teacher resources contain supports and strategies for ELLs                  Instructional model provides opportunity for differentiated instruction                  Instructional model is grounded in a responsive teaching model</p>
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Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<p align="center"><b>Science Instructional Materials</b></p>	<p align="center">EC-5</p>	<p>Science Module Materials Tigtag Discovery Education STEMScopes A Head Start- (EC/PK)</p>	<p>Digital Curriculum Based Assessments for 3-5 Campus Based Collaborative Common Assessments Teacher Observations and anecdotal notes RSK (EC/PK)</p>	<p>All materials are TEKS Aligned and/or aligned to the 10 Domains of the PreK guidelines</p>	<p>Access to Texthelp Read and Write, Science module materials, Tigtag and Discovery provide an audio of the text as well as closed captions</p>	<p>Science Module Student Materials, Tigtag and Discovery available in Spanish, Vocabulary support with STEMScopes, Tigtag, and Science Modules</p> <p align="right">50</p>
	<p align="center">6-12</p>	<p>LISD Essential Units of Study, District At-Home and Virtual Lab Planner STEMscopes Online access through Google Classroom (6-12). Discovery Education Gr 11-12 Online Resources: Pearson, Kendall Hunt, Zumdahl/ Cengage, Pivot Interactives (Physics)</p>	<p>Pre-assessments, quizzes, campus-based common assessments, mid-unit tests and district unit exams curriculum-based assessments teacher observations and anecdotal notes</p>	<p>All materials are TEKS Aligned</p>	<p>Access to Texthelp Read and Write, Discovery Education provides an audio of the text as well as closed captions, Equatio Google extension, NewsELA leveled reading, Edgenuity provides pre-assessments to level students</p>	<p>STEMscopes (Spanish), Discovery Education, CK-12 OER online Flexbooks/Texts (90+ languages), NewsELA (Spanish), Data Nuggets (Spanish), Pivot Interactives (Physics, Spanish), Edgenuity (Spanish), Google Translate</p>

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Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<p><b>Social Studies Instructional Materials</b></p>	EC-5	<p>Studies Weekly Online Maps 101</p>	<p>Online Assessments available as well as assessments within district curriculum</p>	<p>All materials are TEKS Aligned</p>	<p>Studies Weekly materials include audio of all printed text materials.</p>	<p>List corresponding to each Studies Weekly issue providing teachers with best practices for meeting ELPS including suggestions of how and when the standard can be applied.</p> <p style="text-align: right;">51</p>
	6	<p>Maps 101 National Geographic (MyNGConnect)</p>	<p>Online Assessments available as well as assessments within district curriculum</p>	<p>All materials are TEKS Aligned</p>	<p>MyNGConnect includes the ability to modify text and assessments for emerging readers. A read-aloud text feature is available for text and selected maps, charts, graphs, and infographics.</p>	<p>MyNGConnect offers modified text for language learners. A Spanish language version of the textbook is available.</p>
	7-12	<p>McGraw Hill Connect</p>	<p>Online Assessments available as well as assessments within district curriculum</p>	<p>All materials are TEKS Aligned</p>	<p>McGraw Hill materials include audio of text and lesson resources for students with disabilities.</p>	<p>In McGraw Hill Connect there are lesson ideas and resources to support ELLs, including the ELPs, as well as Spanish versions of the text.</p>

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**Provide additional explanations of how your instructional materials meet the criteria if needed:**

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</b></p>	<p>The district will leverage our existing Essential Units of Study, Year at a Glance, and instructional materials as the basis for our curriculum for students. In an effort to streamline curriculum delivery, EC-2 students will use SeeSaw and 3-12 students will use Google Classroom.</p> <p>Virtual students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned. All materials will be stored on our digital learning platforms (SeeSaw and Google Classroom) and will be accessible to all students. Students will leverage a number of instructional software resources including DreamBox, IXL and Istation for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. Teachers will receive ongoing, significant professional learning on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence (see Professional Development schedule below).</p>
<p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>	<p>Students with disabilities have access to additional resources to support their individual needs. These include the utilization of a social skills curriculum, social stories &amp; self-awareness strategies/materials, behavioral strategies/materials, sensory strategies/materials, and access to a variety of resources provided in our Low Incidence Classrooms. Resources include GoVizzle, Learning A-Z, RazKids Plus, News2You, Headsprout, Reading Language Intervention (RLI) strategies, Equals Math, and National Geographic Leveled Readers, Unique Learning, Numicons, Science A-Z.</p> <p>In addition, for students receiving EL Services, an ESL Resources webpage supporting math, language arts, science and social studies is provided to teachers of ELs. Dozens of resources in each content area include EL accommodations by proficiency level, Zoom tutorials in Spanish, Google Read and Write, Audio Recorder, Kids Translate, ESL Learners Dictionary, Linguee, Lookup and many more. Individual teachers will share these resources with students to support access to curriculum with linguistic support. The intention of this website is for teachers to share these resources with students, as applicable to their content-area learning.</p>

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**Key Requirement Student Progress:** Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p><b>What is the expectation for daily student engagement?</b></p>	<p>Leander ISD student expectations for daily student engagement in Virtual Empowered Learning are:</p> <ul style="list-style-type: none"> <li>● Follow the daily schedule communicated by the teacher</li> <li>● Attend class on time, per their class schedule</li> <li>● Attend and participate in all scheduled synchronous, face-to-face sessions</li> <li>● Identify a designated, distraction-free workspace to engage in learning.</li> <li>● Show their face on the screen to engage with the teacher virtually.</li> <li>● Participate in the class group activities, discussions, and assignments.</li> <li>● Follow classroom norms and procedures during virtual learning</li> <li>● Communicate questions and needs with the teachers</li> <li>● Engage in all asynchronous activities, projects, practice, and assignments</li> <li>● Turn in school work at the direction of the assigned teacher</li> </ul>
<p><b>What is the system for tracking daily student engagement?</b></p>	<p>Students enrolled in the virtual learning option will be required to attend online classes each day, Monday through Friday. Under Texas Education Code, §25.092, students are required to attend at least 90% of their classes to receive credit and be promoted. The primary method for documenting daily attendance will be to utilize the same procedures as for in-person instruction.</p> <ul style="list-style-type: none"> <li>● Students are expected to participate in all live, face-to-face (synchronous) instruction times. Attendance and engagement will be documented by the teacher during synchronous class sessions.</li> <li>● At the elementary level, attendance will be reported at 8:45 am, but teachers will have an opportunity to revise attendance at the end of the day or later in the week depending on student participation/engagement occurring throughout each day up to 11:59 pm of any given day.</li> <li>● At the secondary level, attendance will be taken at the beginning of every class period - teachers will have an opportunity to revise attendance at the end of the day or later in the week depending on student participation/engagement occurring throughout each day up to 11:59 pm of any given day.</li> </ul>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>As with students who are learning in an in-person environment are expected to attend class and participate in all teacher-led activities, small group learning, and complete all individual assignments, projects, activities and practice, students learning virtually are likewise to participate in all teacher-led activities and small group learning synchronously as well are expected to complete all individual assignments, projects, activities, and practice. Attendance will be collected for all students using the student information system. Attendance for all classes will be recorded at the beginning of the class period.</p>

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<p><b>What is the system for tracking student academic progress?</b></p>	<p><b>Assessment and Grading</b></p> <ul style="list-style-type: none"> <li>● The grading guidelines for in-person instruction and 100% Virtual Empowered Learning will be aligned in accordance with current TEA guidelines.</li> <li>● Grading for all 100% Virtual Empowered Learning will follow the same grading policy and procedures as the courses in the in-person model.</li> <li>● Students will receive skills-based feedback in grades EC-3 and numerical grades in grades 4-12. This applies to students receiving in-person instruction and those in 100% Virtual Empowered Learning.</li> <li>● Leander ISD courses offered through Virtual Empowered Learning and in-person learning that earn high school credit will count in GPA calculation and class rank (grades 9-12).</li> <li>● Due to the unique situation of the fall semester as a result of COVID-19, Leander ISD will not administer semester exams in either setting for the fall 2020 semester. The district will be reviewing this decision and making further announcements concerning Spring 2021.</li> </ul> <p>Engagement and student academic progress will be recorded using eSchoolPlus, the Leander ISD student information system.</p> <p style="text-align: right;">54</p>
<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<ul style="list-style-type: none"> <li>● Teachers will conduct ongoing assessment of student achievement through formative and summative assessments.</li> <li>● Throughout the day, teachers will engage the students in checks for understanding. Students may be asked to answer a problem, complete a performance task, write a reflection, demonstrate their learning, develop models, etc. Teachers will provide immediate feedback in real time during synchronous instruction to scaffold student learning in a “just-in-time” format.</li> <li>● Teachers will provide feedback on weekly assignments in a variety of ways including student conferences, comments on assignments, grades, etc.</li> <li>● Progress reports will be provided to parents at the midway point of each grading period.</li> <li>● Grades will be posted weekly into the student and parent portals.</li> </ul>

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**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

**Include a sample educator professional development schedule.**

	District & Campus Administrators	Teaching & Learning Staff, including Instructional Coaches	Instructional Staff	Substitute Teachers
<b>Spring 2020</b>	Zoom & Google Meet trainings Instructional Leadership Meetings	Zoom & Google Meet trainings Instructional Leadership Meetings Best Practices in Remote Professional Learning	Google Classroom & Seesaw trainings (LISD LMS) Zoom & Google Meet trainings	55
<b>Summer 2020</b>	Leadership Retreat Assistant Principal Retreat New AP Bootcamp	Leadership Retreat IC/Curriculum Launch CUE Virtual Conference Content area focused professional conferences Special Programs Leadership Retreat EC/PK Learning Collaborative	Choice learning sessions Instructional tech integration sessions Virtual Teaching Academy Modules (choice of synchronous or asynchronous access) Special Programs professional learning community collaboration EC/PK Learning Collaborative	
<b>August 2020</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative  EC-12 Curriculum Meeting	Virtual Teaching Academy Modules (choice of synchronous or asynchronous access) New Teacher Curriculum Orientation Campus-based professional learning Returning Teacher Curriculum PL Weekly PLC collaboration Ongoing Instructional Coach Support Curriculum Support for PLCs Curriculum-based professional learning Special Programs professional learning community collaboration	Virtual Teaching Academy Modules
<b>September 2020</b>	Instructional Leadership Meeting  Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Curriculum Support for PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support

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<b>October 2020</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting Continuous Improvement Conference (Oct 12 & 13)	Continuous Improvement Conference (Oct 12 & 13) Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Continuous Improvement Conference (Oct 12 & 13) Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support
<b>November 2020</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting Cross-district professional learning day (November 3)	Cross-district professional learning day (November 3) Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Cross-district professional learning day (November 3) Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Special Programs professional learning community collaboration Ongoing Instructional Coach Support	Campus-based follow up and support <span style="float: right;">56</span>
<b>December 2020</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support
<b>January 2021</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative PreK-12 Curriculum Meeting	Campus-based professional learning day (January 4) Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support
<b>February 2021</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting Cross-district professional learning day (February 15)	Cross-district professional learning day (February 15) Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Cross-district professional learning day (February 15) Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning	Campus-based follow up and support

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			community collaboration	
<b>March 2021</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Campus-based professional learning (March 22) Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support
<b>April 2021</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support
<b>May 2021</b>	Instructional Leadership Meeting Assistant Principal Leadership Meeting	Instructional Leadership Meeting Curriculum Collaborative EC-12 Curriculum Meeting	Curriculum Support for teachers & PLCs Curriculum-based professional learning Weekly PLC collaboration Ongoing Instructional Coach Support Special Programs professional learning community collaboration	Campus-based follow up and support

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Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<p><b>Learning Management Systems:</b>                      Leander ISD utilizes SeeSaw (EC-2) and Google Classroom (3-12) as learning management systems for instructional materials. Starting in the Spring of 2020 and going throughout the Summer months, all staff were provided opportunities for training on these platforms through virtual workshops, asynchronous modules, and support through the <a href="#">mLISD Empowered Learning Knowledge Base</a>. Additional support for new staff was provided through summer professional learning and the beginning of August 2020.</p> <p><b>Virtual Teaching Academy for Virtual Empowered Learning:</b>                      To support LISD staff in providing robust and engaging virtual instruction this year, the Teaching and Learning Department developed a Virtual Teaching Academy (VTA). The academy provided tools, resources, guidance, and support to teachers as they transitioned to fully virtual classrooms. Synchronous and asynchronous session offerings were available between July 27 and August 12, as well as throughout the school year. The asynchronous sessions for all VTA sessions were designed with the intention of modeling good instructional design in an asynchronous learning environment. For example, the Intro to <a href="#">Virtual Empowered Learning</a> course utilized a hyperdoc module that provides opportunities for learners to engage within the content versus just watching a pre-recorded video.</p> <p>There were five foundational learning experiences recommended for all instructional staff, with many additional choice options. The five recommended sessions for all instructional staff included:</p> <ul style="list-style-type: none"> <li>● <b>Intro to Virtual Empowered Learning:</b> The Virtual Teaching Academy provides instructional staff with tools necessary to employ a high-quality virtual empowered learning experience for all learners. This introductory session will focus on defining the difference between emergency remote teaching from this past spring and virtual empowered learning for this fall. Participants will leave the session with applicable ideas on engaging students in asynchronous and synchronous learning while focusing on the 5 C's (creativity, critical thinking, collaboration, communication, and citizenship).</li> <li>● <b>Seamless Integration of Tech Tools:</b> We will dive deeper into technology tools that allow students to engage with the 5 C's. What technology tools can I use to make learning and thinking visual? This session will not cover how to use Google Classroom or SeeSaw.</li> <li>● <b>Planning for Virtual Learning:</b> What is asynchronous and synchronous instruction? What do high-quality synchronous and asynchronous lessons look like? How do we plan for robust, engaging lessons using the curriculum documents?</li> <li>● <b>Living the Leander Way Virtually: Creating Community &amp; Culture:</b> Collaborate with colleagues throughout the district to brainstorm the ways we can transform our best practices on relationship building and classroom culture into a virtual environment. Participants will receive resources for classroom use, as well as generate potential activities during the session.</li> <li>● <b>Moving Beyond Grading Status Quo: Next Practice in Assessment &amp; Feedback:</b> Opportunity for K-12 educators across roles, content areas, and disciplines to engage in shared learning and commit to doing differently by design to ensure <i>next</i> practice in grading, assessment, and feedback that feeds-forward. Educators will engage in shared learning during this session as well as the opportunities to learn from colleagues about practical, authentic ways to measure what we treasure and give students more voice AND choice in the assessment process.</li> </ul> <p>Additionally, beginning of year cross-district curriculum meetings focused on implementation of the curriculum in virtual learning environments, supporting both synchronous and asynchronous learning.</p> <p><b>Continued Professional Learning Support:</b>                      LISD's Teaching and Learning Department continues to offer professional learning support for asynchronous and synchronous instructional design. These supports include</p>

## LEANDER ISD ASYNCHRONOUS PLAN

	<ul style="list-style-type: none"> <li>● Curriculum chats &amp; direct PLC supports: Curriculum staff hold Q&amp;A sessions with teachers and instructional coaches including focus area topics and open question format. At the middle &amp; high school level curriculum staff regularly meet with and support vertical and grade level PLCs.</li> <li>● Technology integration support: The Instruction and Professional Learning (IPL) team hosts lunch ‘n learns, Q&amp;A sessions, asynchronous development through the mLISD Empowered Learning Knowledge Base, and development of the <a href="#">Virtual Empowered Learning website</a> for teachers, parents, and students.</li> <li>● Asynchronous learning resources: Asynchronous learning resources are created and provided on several district support websites including the VTA website, curriculum website, mLISD Empowered Learning Knowledge Base and mLISD Empowered Learning site.</li> <li>● Slack Channels for content specific and grade level: Slack is a communication tool the Leander ISD utilizes with staff members. Staff members are eligible to join channels and threads which include technology tips and curriculum specific channels.</li> <li>● Instructional Coaching meetings: Instructional coaches meet monthly to discuss and explore the roles of coaches and campus support. IC meetings include conversations centered around virtual coaching, asynchronous design, and technology tools.</li> <li>● Campus-based instructional coaches provide individual and team-based professional learning and support on curriculum implementation and instructional best practice.</li> <li>● Development of teacher leadership: Teachers were provided the opportunity to participate in a Google Classroom course where they could submit an application to earn a Virtual Empowered Learning Educator Level 1 Badge.</li> <li>● Continuous Improvement Conference: The CI Conference provides an opportunity for staff of Leander ISD to collaborate through educator presented sessions. Several sessions proposed cover instructional practices connected to virtual teaching including asynchronous design.</li> <li>● Special Programs professional learning community collaboration: Teachers collaborate, problem solve and share best practices for instruction with staff in similar roles/programs. Additional information is included in our Launch to Learning Special Programs Guide.</li> <li>● <a href="#">Virtual Teaching Academy Website</a> (request access if needed):</li> </ul>
<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>The Teaching &amp; Learning team have been working since last Spring on updating the LISD Curriculum documents to prepare for synchronous and asynchronous learning in a virtual environment. Our curriculum team has worked closely with teacher leaders and instructional coaches to provide support for content knowledge. The curriculum support page on the <a href="#">Virtual Teaching Academy Website</a> (request access if needed) details opportunities for office hours, direct PLC support, live virtual professional learning sessions, and asynchronous content/curriculum-based professional learning. Examples of resources developed to support content knowledge:</p> <p><a href="#">Kinder Curriculum In Virtual Setting</a>  <a href="#">Design for Responsive Teaching in a Virtual Empowered Literacy Classroom</a>  <a href="#">Setting Up A Blended Virtual and In-Person Environment/Instructional Scenarios</a></p>

## LEANDER ISD ASYNCHRONOUS PLAN

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<p>Information about asynchronous instruction is included in the <a href="#">Launch to Learning Guides</a> and newsletters provided to our families. Our School Community Relations team sends weekly updates to the community as well as promoting upcoming webinars and campus events. Campus leaders are also communicating expectations via campus newsletters and social media. Multiple webinars, Facebook live sessions and virtual parent orientations during open house were planned and delivered. Specific webinars for special programs, summer school, as well as health and safety guidelines took place as well. In all, over 25,000 attendees were documented in our webinars as attending virtual informational sessions during open house.</p>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p>LISD's Launch to Learning Guides include the following parent expectations:</p> <ul style="list-style-type: none"> <li>-Ensure students have access to a device (all students have access to district devices)</li> <li>-Facilitate academic support and encouragement as a learning partner to motivate and guide your child</li> <li>-Encourage and support your child to stay on track with assignments and coursework, providing assistance when necessary</li> <li>-Support your student in establishing and following the daily schedule communicated by the teacher</li> <li>-Designate a learning space for your child</li> <li>-Enter into a learning partnership with your child's teacher(s) by communicating with the teacher as needed</li> </ul>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<p>Our teaching and learning team has created a <a href="#">Virtual Empowered Learning Home Resources</a> site for additional support for families. This resource includes support for technology, instructional technology, communication, and mindfulness. Parents and students are encouraged to reach out to their teachers when needing additional assistance, tutoring, etc.</p>

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Williamson County Joint Election Agreement and Contract for Election Services  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Shawn Swisher  
**Attachments:** Williamson County Joint Election Agreement and Contract for Election Services

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## **Background Information:**

For the upcoming November 3, 2020 Trustee Election, administration plans to contract with Williamson County to provide election services in the district's Williamson County jurisdiction. The terms of the new contract (attached) are essentially the same as the previous contract. The joint election agreement and contract for election services must be fully executed and returned to Williamson County on September 25.

Leander ISD's estimated share of the Williamson County November 2020 election cost is \$99,001.90.

As a reminder, the Board approved an Election Services Agreement with Travis County in July.

## **Administrative Recommendation:**

Administration recommends that the Board approve the Williamson County Joint Election Agreement and Contract for Election Services.

## **Sample Motion:**

I move the Board approve the Williamson County Joint Election Agreement and Contract for Election Services.

**THE STATE OF TEXAS  
COUNTY OF WILLIAMSON**

**JOINT ELECTION AGREEMENT AND CONTRACT FOR ELECTION SERVICES**

THIS Joint Election Agreement and Contract for Election Services (“Contract”) is made by and between the Williamson County Elections Administrator (“Elections Administrator”) and political subdivisions (“Participating Authority” or “Participating Authorities”) located entirely or partially inside the boundaries of Williamson County. The complete list of Participating Authorities will be available after the final day to cancel an election as prescribed by the Secretary of State’s election calendar and will be listed as **Attachment A**.

This Contract is made pursuant to Texas Election Code Sections 31.092 and 271.002 and Texas Education Code Section 11.0581 for a joint election to be held on the uniform election date of November 3, 2020, and administered by Christopher Davis, Williamson County Elections Administrator. This Contract supersedes any and all prior contracts and agreements to conduct joint elections between a Participating Authority and the Williamson County Elections Office.

**RECITALS**

**WHEREAS**, each Participating Authority listed above plans to hold an election on November 3, 2020;

**WHEREAS**, Williamson County owns an electronic voting system, the Election System and Software (ES&S) EVS 6100 voting system, which includes the DS200 precinct scanner, the DS850 central scanner and the ExpressVote ballot marking device and has been duly approved by the Secretary of State pursuant to Texas Election Code Chapter 122 as amended, and is compliant with the accessibility requirements for persons with disabilities set forth by Texas Election Code Section 61.012. The Participating Authorities desire to use Williamson County’s electronic voting system, to compensate Williamson County for such use, and to share in certain other expenses connected with joint elections, in accordance with the applicable provisions of Chapters 31 and 271 of the Texas Election Code, as amended, and

**NOW THEREFORE**, in consideration of the mutual covenants, agreements, and benefits to the parties, IT IS AGREED, as follows:

**I. ADMINISTRATION**

The Participating Authorities agree to hold a “Joint Election” with Williamson County and each other in accordance with Chapter 271 of the Texas Election Code and this Contract. The Elections Administrator shall coordinate, supervise, and handle all aspects of administering the Joint Election as provided in this Contract. Each Participating Authority agrees to pay the Elections Administrator for equipment, programming, election personnel, supplies, services, and administrative costs as provided in this Contract. The Elections Administrator shall serve as the Election Officer for the Joint Election; however, each Participating Authority shall remain responsible for the decisions and actions of its officers necessary for the lawful conduct of its election. The Elections Administrator shall provide advisory services in connection with decisions to be made and actions to be taken by the officers of each Participating Authority as necessary.

It is understood that other political subdivisions and districts may wish to participate in the use of Williamson County’s electronic voting system and polling places, and it is agreed that the Elections Administrator may enter into other contracts for election services for those purposes, on terms and conditions generally similar to those set forth in this Contract. In such cases, costs shall be pro-rated among the participants according to Section XII of this Contract.

**II. LEGAL DOCUMENTS**

Each Participating Authority shall be responsible for the preparation, adoption, and publication of all required election orders, resolutions, notices, and any other pertinent documents required by the Texas Election Code and/or the Participating Authority’s governing body, charter, or ordinances, except that the Elections Administrator shall be responsible for the preparation and publication of all voting equipment testing notices that are required by the Texas Election Code. Election orders should include language that would not necessitate amending the order if any of the Early Voting and/or Election Day polling places change.

Preparation of the necessary materials for notices and the official ballot shall be the responsibility of each Participating Authority, including providing the text in English and Spanish. Each Participating Authority shall provide a copy of their respective election orders and notices to the Elections Administrator.

### III. NONPERFORMANCE

The Elections Administrator will inform each Participating Authority of any problems or deficiencies in their respective performance of obligations under this contract, including but not limited to non-adherence to deadlines for requests for information of each Participating Authority by the Elections Administrator, and may set a reasonable period of time to cure or obtain adequate assurance that any such problems or deficiencies will be timely addressed and corrected. **The Participating Authority's failure to cure problems or deficiencies related to its obligations, duties, and responsibilities in accordance with all terms and conditions of this Agreement will be considered in any future contracts with Elections Administrator or Williamson County, and any Participating Authority failing to perform will reimburse Elections Administrator for any additional costs and expenses to Williamson County, including all costs associated with interference of conducting the election.**

### IV. VOTING LOCATIONS

The Elections Administrator shall select and arrange for the use of and payment for all Election Day voting locations. Voting locations shall be compliant with the accessibility requirements established by Election Code Section 43.034 and the Americans with Disabilities Act (ADA). The proposed Election Day voting locations are listed in **Attachment B** of this Contract and may be amended. In the event a voting location is not available or appropriate, the Elections Administrator will arrange for use of an alternate location. The Elections Administrator shall notify the Participating Authorities of any changes from the locations listed in **Attachment B**.

If polling places for the November 3, 2020 Joint Election are different from the polling place(s) used by a Participating Authority in its most recent election, the Participating Authority agrees to post a notice no later than November 3, 2020 at the entrance to any previous polling places in the jurisdiction stating that the polling location has changed and listing the Participating Authority's polling place names and addresses in effect for the November 3, 2020 election. This notice shall be written in both the English and Spanish languages.

### V. ELECTION JUDGES, CLERKS, AND OTHER ELECTION PERSONNEL

The Elections Administrator will recruit all election workers.

The Elections Administrator will take the necessary steps to insure that all election judges appointed for the Joint Election are eligible to serve and meet the eligibility requirements in Subchapter C of Chapter 32 of the Texas Election Code and meet any requirements to serve as an Election Worker set forth by the Williamson County Commissioners Court.

The Elections Administrator shall arrange for the training and compensation of all election judges, clerks, and election personnel. The Elections Administrator shall arrange for the date, time, and place for the presiding election judges to pick up their election supplies. As set forth in Sec. 32.009 of the Texas Election Code, each presiding election judge and alternate presiding judge shall be given written notice of their appointment. The notice from the Elections Administrator will include the polling location and the number of election clerks the presiding judge may appoint.

Each election judge and clerk will receive compensation at the hourly rate established by Williamson County pursuant to Texas Election Code Section 32.091. The election judge, or his/her designee, will receive an additional sum of \$25.00 for picking up the election supplies prior to Election Day and for returning the supplies and equipment to the central counting station after the polls close.

The compensation rates established by Williamson County are:

Early Voting – Early Voting Supervisor (\$12 an hour), Clerks (\$10 an hour)  
Election Day – Presiding Judge (\$12 an hour), Alternate Judge (\$10 an hour), Clerk (\$10 an hour)

Election judges and clerks who attend voting equipment and procedures training shall be compensated at the hourly rates listed above.

The Elections Administrator may employ other personnel as necessary for the proper administration of the election, including such part-time help as is necessary to prepare for the election, to ensure the timely delivery of supplies during Early Voting and on Election Day, for the efficient tabulation of ballots at the central counting station, and for the post-election processes conducted by warehouse personnel. Part-time personnel working in support of the Early Voting Ballot Board and/or central counting station on Election Night will be compensated at the hourly rate set by Williamson County in accordance with Election Code Sections 87.005, 127.004, and 127.006.

In accordance with Sec. 31.098 of the Texas Election Code, the Elections Administrator is authorized to contract with third persons for election services and supplies. The actual cost of such third-person services and supplies will be paid by the Elections Administrator and reimbursed by the Participating Authorities.

## **VI. PREPARATION OF SUPPLIES AND VOTING EQUIPMENT**

The Elections Administrator shall arrange for all election supplies and voting equipment including, but not limited to, Williamson County's electronic voting system and equipment, official ballots, sample ballots, voter registration lists, and all forms, signs, maps and other materials used by the election judges at the voting locations. The Elections Administrator shall ensure availability of tables and chairs at each polling place and shall procure rented tables and chairs for those polling places that do not have a sufficient number of tables and/or chairs. The Elections Administrator shall be responsible for conducting all required testing of the electronic equipment, as required by Chapters 127 and 129 of the Texas Election Code.

Joint participants shall share voting equipment and supplies to the extent possible. A single ballot containing all the offices or propositions stating measures to be voted on at a particular polling place may be used in a joint election. A voter may not be permitted to select a ballot containing an office or proposition stating a measure on which the voter is ineligible to vote. Multiple ballot styles shall be available in those shared polling places where jurisdictions do not overlap. The Elections Administrator shall provide the necessary voter registration information, maps, instructions, and other information needed to enable the election judges in the voting locations that have more than one ballot style to conduct a proper election.

Each Participating Authority shall furnish the Elections Administrator with a list of candidates and/or propositions showing the order and the exact manner in which the candidate names and/or proposition(s) are to appear on the official ballot (including titles of offices and text in both English and Spanish languages). The Participating Authorities are required to submit information in a format or template requested by the Elections Office. Each Participating Authority shall be responsible for proofreading and approving the ballot insofar as it pertains to that authority's candidates and/or propositions. Each Participating Authority shall also be responsible for proofing and approving the audio recording of the ballot insofar as it pertains to that authority's candidates and/or propositions.

In the event a Participating Authority identifies an error after approval of their respective ballot proof(s), and any programming and/or audio files require changes, the Participating Authority approving the original ballot and audio proof will be responsible for the full cost of reprogramming, if required. This will include the cost of reprogramming ballot language and/or audio files for other Participating Authorities as necessary due to software limitations.

Early Voting by Personal Appearance and/or the use of Vote Centers, Texas Election Code Section 43.007, on Election Day shall be conducted exclusively on Williamson County's EVS 6100 electronic voting system. Provisional ballots will be cast on the EVS 6100 system, as well.

The Elections Administrator shall be responsible for the programming, preparation, testing, and delivery of the voting system equipment for the election as required by the Election Code.

The Elections Administrator shall conduct criminal background checks for relevant election officials, staff, and temporary workers upon hiring as required by Election Code 129.051(g).

## VII. EARLY VOTING

The Participating Authorities agree to conduct joint Early Voting and to appoint the Election Administrator as the Early Voting Clerk in accordance with Sections 31.097 and 271.006 , Texas Election Code. Each Participating Authority agrees to appoint the Elections Administrator's permanent county employees as Deputy Early Voting clerks. The Participating Authorities further agree that the Elections Administrator may appoint other Deputy Early Voting clerks to assist in the conduct of Early Voting as necessary, and that these additional Deputy Early Voting clerks shall be compensated at an hourly rate set by Williamson County pursuant to Section 83.052 of the Texas Election Code. Deputy Early Voting clerks who are permanent employees of the Williamson County Elections Administrator may be paid from the election services contract fund for contractual duties performed outside of normal business hours (Sec. 31.100(e), Texas Election Code).

Early Voting by personal appearance will be held at the locations, dates, and times listed in **Attachment C** of this document and may be amended. In the event a voting location is not available or appropriate, the Elections Administrator will arrange for use of an alternate location. The Elections Administrator shall notify the Participating Authorities of any changes from the locations listed in **Attachment C**. Any Williamson County qualified voter of the Joint Election may vote early by personal appearance at any one of the joint Early Voting locations.

As Early Voting Clerk, the Elections Administrator shall receive applications for Early Voting ballots to be voted by mail in accordance with Chapters 31 and 86 of the Texas Election Code. Any requests for Early Voting ballots to be voted by mail received by the Participating Authorities shall be forwarded immediately by fax or courier to the Elections Administrator for processing. The address of the Early Voting Clerk is as follows:

Mailing Address  
Early Voting Clerk  
Williamson County Elections Office  
PO Box 209  
Georgetown, TX 78627

Physical Location  
Early Voting Clerk  
301 SE Inner Loop, Suite 104  
Georgetown, TX 78626

After the first day of Early Voting, the Elections Administrator shall post on the Williamson County Elections Office webpage, the Early Voting turnout by Early Voting polling location by day and a cumulative final Early Voting turnout report following the close of Early Voting.

## VIII. EARLY VOTING BALLOT BOARD

Williamson County shall appoint an Early Voting Ballot Board (EVBB) to process Early Voting results from the Joint Election. The Presiding Judge, with the assistance of the Elections Administrator, shall appoint two or more additional members to constitute the EVBB. The Elections Administrator shall determine the number of EVBB members required to efficiently process the Early Voting ballots.

## IX. CENTRAL COUNTING STATION AND ELECTION RETURNS

The Elections Administrator will take the necessary steps for establishing and operating the central counting station to receive and tabulate the voted ballots in accordance with the provisions of the Texas Election Code and of this Contract.

The Counting Station Manager or an approved representative shall deliver timely cumulative reports of the election results as precincts report to the central counting station and are tabulated. The Counting Station Manager shall be responsible for releasing unofficial cumulative totals and precinct returns from the election to the joint participants, candidates, press, and general public by distribution of hard copies at the central counting station and by posting to the Williamson County Elections Office webpage. To ensure the accuracy of reported election returns, results printed on the tapes produced by Williamson County's voting equipment will not be released to the Participating Authorities at any individual polling locations.

The Elections Administrator will prepare the unofficial canvass reports that are necessary for compliance with Election Code Section 67.004, after all precincts have been counted and will deliver a copy of the unofficial canvass to each Participating Authority as soon as possible after all returns have been tabulated. Each Participating Authority shall be responsible for the official canvass of its respective election(s). The official canvass of election shall not take place before November 6, 2020 and no later than November 17, 2020.

The Elections Administrator will prepare the electronic precinct-by-precinct results reports for uploading to the Secretary of State as required by Section 67.017 of the Election Code. Each Participating Authority agrees to upload these reports.

The Elections Administrator shall be responsible for conducting the post-election manual recount required by Section 127.201 of the Texas Election Code unless a waiver is granted by the Secretary of State. Notification and copies of the recount, if waiver is denied, will be provided to each Participating Authority and the Secretary of State's Office.

## **X. PARTICIPATING AUTHORITIES WITH TERRITORY OUTSIDE WILLIAMSON COUNTY**

Williamson County Elections will consider conducting elections in territories outside of Williamson County on a case-by-case basis.

## **XI. RUNOFF ELECTIONS**

Each Participating Authority shall have the option of extending the terms of this Contract through its runoff election, if applicable. In the event of such runoff election, the terms of this Contract shall automatically extend unless the Participating Authority notifies the Elections Administrator in writing within 3 business days of the original election.

Each Participating Authority shall reserve the right to reduce the number of Early Voting locations and/or Election Day voting locations in a runoff election. If necessary, any voting changes made by a Participating Authority between the original election and the runoff election shall be submitted by the authority making the change to the United States Department of Justice for the preclearance required by the Federal Voting Rights Act of 1965, as amended.

Each Participating Authority agrees to order any runoff election(s) at its meeting for canvassing the votes from the November 3, 2020 election and to conduct its drawing for ballot positions at or immediately following such meeting in order to expedite preparations for its runoff election.

Each Participating Authority eligible to hold runoff elections after the November 3, 2020 Uniform Election Date agrees that the date of a necessary runoff election shall be held in accordance with the Election Code.

## **XII. ELECTION EXPENSES AND ALLOCATION OF COSTS**

**Charges.** In consideration for the joint election services provided hereunder by the Elections Administrator, the Participating Authorities will be charged a share of election costs, a staffing agency fee for election workers, an administrative fee, and for the lease of voting equipment.

1. Share of Election Costs. Each Participating Authority's share of election costs will be (i) a base fee of \$1,000.00, (ii) plus a pro rata share of the total of all costs incurred by the Elections Administrator in connection with the administration of elections of other entities held at the same time as the election. The sum of the base charges from all Participating Authorities will be subtracted from the total of all costs before allocating the remaining costs to each Participating Authority. Each Participating Authority's share of the remaining (allocated) costs will be determined as follows: The number of registered voters in each individual Participating Authority will be divided by the number of all registered voters of all Participating Authorities to determine each entity's pro rata share expressed as a percentage, which will then be multiplied against each of the allocated costs (remaining costs after base charges are subtracted) as itemized on the final Total Cost report/invoice submitted to each

Participating Authority after the election. The end result will be a charge to the Participating Authority of \$1,000.00 plus the Participating Authority's allocated share of county-wide election costs not covered by the sum of all base fees received.

2. Each Participating Authority's share of the staffing agency fee for election workers will be determined on a pro rata basis. The staffing agency fee is based on a markup cost percentage of 27% of the gross wages of election workers not classified as employees of Williamson County.
3. Lease of Voting Equipment. Per Texas Election Code Section 123.032(d), the Williamson County Commissioners Court has established the following prices for leasing county-owned voting equipment:
  - \$250.00 per ExpressVote Ballot Marking Device
  - \$400.00 per DS200 Precinct Scanner;
  - \$6,000.00 per DS850 Central Count scanner to cover the duration of the election;
  - \$250.00 per electronic pollbook.

The Participating Authority's share of voting equipment costs will be determined on a pro rata basis. Leasing cost will be calculated once for the Early Voting period and once for Election Day. If the County acquires additional equipment, different voting equipment, or upgrades existing equipment during the term of this Contract, the charge for the use of the equipment may be reset by the Williamson County Commissioners Court.

4. Administrative Fee. Each Participating Authority agrees to pay the Williamson County Elections Administrator an administrative fee equal to ten percent (10%) of its total billable costs, less the staffing agency fee, in accordance with Section 31.100(d) of the Texas Election Code.

The Elections Administrator shall deposit all funds payable under this Contract into the appropriate fund(s) within the Williamson County treasury in accordance with Election Code Section 31.100.

### **XIII. WITHDRAWAL FROM CONTRACT DUE TO CANCELLATION OF ELECTION**

Any Participating Authority may withdraw from this Contract and the Joint Election should it cancel its election in accordance with Sections 2.051 - 2.053 of the Texas Election Code.

### **XIV. RECORDS OF THE ELECTION**

The Elections Administrator is hereby appointed general custodian of the voted ballots and all records of the Joint Election as authorized by Section 271.010 of the Texas Election Code.

Access to the election records shall be available to each Participating Authority as well as to the public in accordance with applicable provisions of the Texas Election Code and the Texas Public Information Act. The election records shall be stored at the offices of the Elections Administrator or at an alternate facility used for storage of County records. The Elections Administrator shall ensure that the records are maintained in an orderly manner so that the records are clearly identifiable and retrievable.

Records of the election shall be retained and disposed of in accordance with the provisions of Section 66.058 of the Texas Election Code. If records of the election are involved in any pending election contest, investigation, litigation, or open records request, the Elections Administrator shall maintain the records until final resolution or until final judgment, whichever is applicable. It is the responsibility of each Participating Authority to bring to the attention of the Elections Administrator any notice of pending election contest, investigation, litigation or open records request which may be filed with the Participating Authority.

## **XV. RECOUNTS OR CONTESTED ELECTION**

A recount may be obtained as provided by Title 13 of the Texas Election Code. By signing this document, the presiding officer of the contracting Participating Authority agrees that any recount shall take place at the offices of the Elections Administrator or at a location of the Elections Administrator's choosing, and that the Elections Administrator shall serve as Recount Supervisor and the Participating Authority's official or employee who performs the duties of a secretary under the Texas Election Code shall serve as Recount Coordinator.

In the event of a contested election, the expenses of a new election ordered by a court of competent jurisdiction or Participating Authority will be paid for and by the Participating Authority in accordance with Texas Election Code 221.014

The Elections Administrator agrees to provide advisory services to each Participating Authority as necessary to conduct a proper recount.

## **XVI. MISCELLANEOUS PROVISIONS**

1. The Elections Administrator shall file copies of this document with the Williamson County Treasurer and the Williamson County Auditor in accordance with Section 31.099 of the Texas Election Code.
2. Nothing in this Contract prevents any party from taking appropriate legal action against any other party and/or other election personnel for a breach of this Contract or a violation of the Texas Election Code.
3. This Contract shall be construed under and in accord with the laws of the State of Texas, and all obligations of the parties created hereunder are performable in Williamson County, Texas.
4. In the event that one or more of the provisions contained in this Contract shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.
5. All parties shall comply with all applicable laws, ordinances, and codes of the State of Texas, all local governments, and any other entities with local jurisdiction.
6. The waiver by any party of a breach of any provision of this Contract shall not operate as or be construed as a waiver of any subsequent breach.
7. Any amendments of this Contract shall be of no effect unless in writing and signed by all parties hereto.
8. Participating Authority agrees to act in good faith in the performance of this agreement, and shall immediately contact and notify the Elections Administrator of any potential problems or issues relevant to the subject matter of this contract.

**XVII. COST ESTIMATES AND DEPOSIT OF FUNDS**

The total *estimated* cost for the November 3, 2020 election is \$1,340,000.00 and is based partly on the costs of the November 8, 2016 joint general special election. After the final determination has been made of whom the Participating Authorities will be and the Contracts are fully executed, the Elections Administrator shall provide each Participating Authority with an official cost estimate. Each Participating Authority's percent share of the estimated total cost is based on the number of registered voters and further described in Section XII.1. of this Contract. Each Participating Authority agrees to pay the Williamson County Elections Administrator a deposit of 50% of the *estimated obligation* no later than 30 days after receiving the official cost estimate. As soon as reasonably possible after the election, the Elections Administrator will submit an itemized invoice to each Participating Authority based on the actual expenses (supported by documentation such as time sheets, compensation forms, and invoices) directly attributable to the services provided by the Elections Administrator. The exact amount of each Participating Authority's obligation under the terms of this Contract shall be calculated after the election (or runoff election, if applicable); and, if the amount of an Authority's total obligation exceeds the amount deposited, the authority shall pay to the Elections Administrator the balance due within 30 days after the receipt of the final invoice from the Elections Administrator. However, if the amount of the authority's total obligation is less than the amount deposited, the Elections Administrator shall refund to the authority the excess amount paid within 30 days after the final costs are calculated.

**XVIII. SIGNATURE PAGE**

WITNESS BY MY HAND THIS THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2020.

**ELECTIONS ADMINISTRATOR:**

\_\_\_\_\_  
Christopher Davis, Elections Administrator  
Williamson County, Texas

WITNESS BY MY HAND THIS THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2020

**PARTICIPATING AUTHORITY:**

Name of Participating Authority: \_\_\_\_\_

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Official Capacity: \_\_\_\_\_

ATTEST:

\_\_\_\_\_

## November 3, 2020 Election Contracting Entities

### **County**

Williamson

### **Cities**

Austin  
Bartlett  
Cedar Park  
Coupand  
Florence  
Georgetown  
Granger  
Hutto  
Jarrell  
Liberty Hill  
Pflugerville  
Round Rock  
Taylor

### **Schools**

Burnet CISD  
Georgetown ISD  
Hutto ISD  
Jarrell ISD (SMD 2)  
Leander ISD  
Lexington ISD  
Liberty Hill ISD  
Pflugerville ISD  
Round Rock ISD  
Taylor ISD  
Thorndale ISD

### **Water Control & Improvement Districts**

Upper Brushy Creek WCID

### **Municipal Utility Districts**

Block House MUD  
Highlands at Mayfield Ranch MUD  
North Austin MUD No. 1  
Parkside on the River MUD No. 1  
Ranch at Cypress Creek MUD No. 1  
Round Rock MUD No. 2  
Shell Road MUD  
Wells Branch MUD

**Attachment A**

Williamson County MUD No. 21  
Williamson-Travis County MUD No. 1

**Emergency Service Districts**

Williamson County ESD No. 7

*\*\*\*All entities listed are for Williamson County portion only\*\*\**

**ATTACHMENT B**

Election Day voting locations (to be determined)

**ATTACHMENT C**

Early Voting Schedule with Voting Locations (to be determined)

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Notice of Election  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Shawn Swisher  
**Attachments:** Sept. 17 Agenda Review Meeting: Notice of Election – Without Exhibits  
Sept. 24 Regular Meeting: Notice of Election (*to be posted as a BoardBook EXTRA prior to the meeting*)

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## **Background Information:**

The Board of Trustees approved the Order of Election on July 23, 2020. An amended Order of Election on was approved by the Board on August 26, 2020

The Notice of Election needs to be approved by the Board at the September 24 Regular meeting in order to meet the posting deadline of October 13. However, the early voting and Election Day polling locations have not be finalized by Travis and Williamson counties at this time. Administration does not expect to have all the notice exhibits finalized until September 23.

In addition to posting the Notice of Election in the same location used for posting board meetings notices, school districts are required to publish their Notice of Election at least once, in a community newspaper of general circulation. The window during which publication is requires is between October 4 and October 24. We plan to publish the notice in the Hill Country News and Four Points News.

Note that both Williamson County and Travis County are utilizing vote centers so LISD voters may vote at any polling place within their county of residence, both during early voting and on Election Day.

## **Administrative Recommendation:**

The administration recommends the Board approve the Notice of Election for the November 3, 2020, General Election for the purpose of electing one trustee each for the positions designated as Place 3, Place 4 and Place 5.

## **Sample Motion:**

I move to approve the Notice of Election for the November 3, 2020, General Election for the purpose of electing one trustee each for the positions designated as Place 3, Place 4 and Place 5.

**NOTICE OF REGULAR ELECTION FOR LEANDER INDEPENDENT SCHOOL DISTRICT**  
**(NOTIFICACIÓN DE ELECCIONES REGULARES PARA EL DISTRITO ESCOLAR INDEPENDIENTE DE LEANDER)**

To registered voters of Leander Independent School District, Leander, Texas.  
*(A los votantes registrados del Distrito Escolar Independiente de Leander, Leander, Texas.)*

Notice is hereby given that the polling places listed below will be open from 7:00 a.m. to 7:00 p.m. on November 3, 2020, for voting in a regular election for the purpose of:  
*(Por medio de la presente se notifica que los lugares de votación listados abajo estarán abiertos desde las 7:00 a.m. hasta las 7:00 p.m. el 3 de noviembre 2020 para votar en una elección regular con el propósito de:)*

Electing school trustees to fill three full term at-large trustee positions: Places 3, 4 and 5.  
*(Elegir a los síndicos escolares para ocupar tres posiciones de síndicos generales de períodos completos: Lugares 3, 4 and 5.)*

LOCATION(S) OF POLLING PLACES: See Exhibit A and B  
*(LUGAR(ES) DE VOTACIÓN:) (Vea Anexo A y B)*

Early voting by personal appearance in the regular election will be conducted at the locations and times set out in Exhibit C and D, beginning on October 13, 2020 and ending on October 30, 2020. Exhibits may be revised as necessary as final county polling locations are amended and finalized by Williamson County election officials and Travis County election officials prior to Election Day.  
*(La votación anticipada en persona durante la elección regular se llevará a cabo en los lugares y horas presentadas en el Anexo C y D, comenzando el día 13 de octubre de 2020 y concluyendo el día 30 de octubre de 2020. El material de elecciones se puede revisar, cuando sea necesario, según se enmiendan y se finalizan los lugares de votación para las elecciones del Condado de Williamson y del Condado de Travis antes del día de elecciones.)*

Applications for ballot by mail for voters residing in Travis County shall be mailed to:  
*(Las solicitudes para votar por correo postal para votantes residiendo en el condado de Travis deberán enviarse a:)*

Travis County Early Voting Clerk  
PO Box 149325  
Austin, TX 78714-9325

Applications for ballot by mail for voters residing in Williamson County shall be mailed to:  
*(Las solicitudes para votar por correo postal para votantes residiendo en el condado de Williamson deberán enviarse a:)*

Early Voting Clerk  
Williamson County Elections Office  
PO Box 209  
Georgetown, TX 78627

Applications for ballots by mail must be received no later than the close of business on October 23, 2020.  
*Las solicitudes para balotas que se votarán por correo deberán recibirse a más tardar al cierre de horas laborales, el 23 de octubre de 2020.*

Issued this the 24 day of September 2020.  
*(Emitida en este día 24 de Septiembre 2020)*

\_\_\_\_\_  
President, Board of Trustees  
*(Presidente, Consejo Directivo)*

\_\_\_\_\_  
Secretary, Board of Trustees  
*(Secretario, Consejo Directivo)*

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Superintendent's Membership Fees  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** N/A

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## **Background Information:**

Per the terms of the Superintendent's contract, the Board must approve membership dues and fees for the Superintendent.

Following are the membership fees for 2020-2021:

- Texas Association of School Administrators Membership (TASA): \$1,240.00
- Leander Council of PTAs Advocate Membership (includes membership in all LISD PTAs): \$386.00

## **Administrative Recommendation:**

Administration recommends the Board approve the Superintendent's Texas Association of School Administrators Membership and the Leander Council of PTAs Advocate Membership for a total of \$1,626.

## **Sample Motion:**

I move the Board approve the Superintendent's Texas Association of School Administrators Membership and the Leander Council of PTAs Advocate Membership for a total of \$1,626.

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Board Meeting Schedule for October 2020 - June 2021  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** Proposed Board Meeting Schedule – Option 1  
Proposed Board Meeting Schedule – Option 2

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## **Background Information:**

At the November 7, 2019 Board meeting, the Board adopted a schedule of meeting dates for Agenda Review and Regular meetings for calendar year 2020. Based on Board member requests for more time between meetings and the need to extend the schedule through June 2021, attached for Board consideration are two schedule options.

Option 1 maintains the Agenda Review/Regular meeting format, where the agendas are substantially identical with discussion at the first meeting and action at the second meeting. Option 2 departs from the Agenda Review/Regular meeting format with discussion and action items on all agendas.

Board members are asked to bring their calendars to the September 17 and 24 Board meetings.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

I move the Board approve the Board meeting schedule, option \_\_\_\_, for October 2020 through June 2021 as presented.

# OPTION 1

## October 2020

October 2020							November 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Oct 1 TASA/TASB Convention (Virtual Sept 30-Oct 2) (Dallas)	2	3 TASB Delegate Assembly (Virtual)
4	5	6	7	8	9	10
11	12 Staff Development (CIC)/ Student Holiday (VRHS)	13	14	15 6:15pm Board Agenda Review Mtg	16	17
18	19	20	21	22	23	24
25	26	27	28 78	29 6:15pm Board Regular Mtg.	30	31

# OPTION 1

## November 2020

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 1	2	3 Election Day (United States) Staff Development / Student Holiday	4	5	6	7
8	9	10	11 Veteran's Day (United States)	12	13	14
15	16	17 Special Board Mtg. - Canvass Election	18	19 6:15pm Board Agenda Review Mtg	20	21
22	23	24	25	26	27	28
	LISD HOLIDAY - Thanksgiving Holiday					
29	30					
			79			

# OPTION 1

## December 2020

December 2020							January 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Dec 1	2	3 6:15pm Board Regular Mtg.	4	5
6	7	8	9	10	11	12
13	14	15	16	17 6:15pm Regular Board Meeting (Support Services, Room 206 A/B)	18 Early Release - HS Only	19
20	21	22	23	24	25	26
	LISD HOLIDAY - Winter Break					
27	28	29	30	31		
	LISD HOLIDAY - Winter Break					
			80			

# OPTION 1

## January 2021

January 2021						February 2021							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Jan 1, 21 LISD HOLIDAY - Winter Break	2
3	4 Staff Development / Student Holiday	5	6	7	8	9
10	11	12	13	14	15	16
17	18 LISD HOLIDAY - MLK Day	19	20	21 6:15pm Agenda Review Meeting	22	23
24	25	26	27	28	29	30
		TASA Midwinter (Austin, TX)				
		TASB Advocacy Institute (Washington, D.C.)				
31						
			81			

# OPTION 1

## February 2021

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Feb 1	2	3	4 6:15pm Regular Board Meeting	5	6
7	8	9	10	11	12	13
14	15 Staff Development / Student Holiday	16	17	18 6:15pm Board Mtg - Agenda Review	19	20
21	22	23	24	25	26	27
28						
			82			

# OPTION 1

## March 2021

March 2021							April 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3		
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Mar 1	2	3	4 6:15pm Board Meeting - Regular	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
SPRING BREAK						
21	22 Staff Development / Student Holiday	23	24	25 6:15pm Board Mtg - Regular	26	27
28	29	30	31  83			

# OPTION 1

## April 2021

April 2021							May 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Apr 1	2 LISD HOLIDAY - Good Friday	3
4 Easter Day (United States)	5	6	7	8	9	10 NSBA Annual Conference (New Orleans, LA)
11 NSBA Annual Conference (New Orleans, LA) 8:30am	12 Bad Weather Make-up Day	13	14	15 6:15pm Board Mtg - Agenda Review	16	17
18	19	20	21	22	23	24
25	26	27	28	29 6:15pm Board Mtg - Regular	30	
			84			

# OPTION 1

# May 2021

May 2021							June 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	1	6	7	1	2	3	4	5
9	10	11	12	13	14	8	13	14	8	9	10	11	12
16	17	18	19	20	21	15	20	21	15	16	17	18	19
23	24	25	26	27	28	22	27	28	22	23	24	25	26
30	31					29			29	30			

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						May 1
2	3	4	5	6	7	8
9 Mother's Day (United States)	10	11	12	13	14	15
16	17	18	19	20 6:15pm Board Mtg - Agenda Review	21	22
23	24	25	26 Early Release - HS Only	27 Early Release - All LAST DAY OF SCHOOL 8:00am Graduation - 12:00pm Graduation -	28 8:00am Graduation - Glenn HS (HEB Center) 12:00pm Graduation - Cedar Park HS (HEB)	29
30	31 LISD HOLIDAY Memorial Day (United States)		85			

# OPTION 1

## June 2021

June 2021							July 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5			1	2	3		
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Jun 1	2	3 6:15pm Board Mtg - Regular	4	5
6	7	8	9	10	11	12
13	14	15	16	17 6:15pm Board Mtg - Agenda Review	18	19
20	21	22	23	24	25	26
27	28	29 6:15pm Board Mtg - Regular Mtg	30 86			

## OPTION 2

# October 2020

October 2020							November 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Oct 1 TASA/TASB Convention (Virtual Sept 30-Oct 2) (Dallas)	2	3 TASB Delegate Assembly (Virtual)
4	5	6	7	8	9	10
11	12 Staff Development (CIC)/ Student Holiday (VRHS)	13	14	15 6:15pm Board Mtg. - Regular	16	17
18	19	20	21	22	23	24
25	26	27	28	29 6:15pm Board Mtg. - Regular	30	31
			87			

## OPTION 2

# November 2020

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 1	2	3 Election Day (United States) Staff Development / Student Holiday	4	5	6	7
8	9	10	11	12 6:15pm Board Mtg. - Regular	13	14
15	16	17 Special Board Mtg. - Canvass Election	18	19	20	21
22	23	24	25	26	27	28
	LISD HOLIDAY - Thanksgiving Holiday					
29	30					
			88			

## OPTION 2

# December 2020

December 2020							January 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Dec 1	2	3 6:15pm Board Mtg - Regular	4	5
6	7	8	9	10	11	12
13	14	15	16	17 Early Release - HS Only Board Mtg - Regular	18	19
20	21	22	23	24	25	26
	LISD HOLIDAY - Winter Break					
27	28	29	30	31		
	LISD HOLIDAY - Winter Break					
			89			

## OPTION 2

# January 2021

January 2021						February 2021							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	1	2	7	1	2	3	4	5	6
10	11	12	13	14	8	9	14	8	9	10	11	12	13
17	18	19	20	21	15	16	21	15	16	17	18	19	20
24	25	26	27	28	22	23	28	22	23	24	25	26	27
31					29	30							

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Jan 1, 21 LISD HOLIDAY - Winter Break	2
3	4 Staff Development / Student Holiday	5	6	7	8	9
10	11	12	13	14 6:15pm Board Mtg - Regular	15	16
17	18 LISD HOLIDAY - MLK Day	19	20	21	22	23
24	25	26	27	28	29	30
TASA Midwinter (Austin, TX)				6:15pm Board Mtg - Regular		
TASB Advocacy Institute (Washington, D.C.)						
31			90			

## OPTION 2

# February 2021

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Feb 1	2	3	4	5	6
7	8	9	10	11 6:15pm Board Mtg - Regular	12	13
14	15 Staff Development / Student Holiday	16	17	18	19	20
21	22	23	24	25 6:15pm Board Mtg - Regular	26	27
28						
			91			

## OPTION 2

# March 2021

March 2021							April 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3		
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Mar 1	2	3	4	5	6
7	8	9	10	11 6:15pm Board Mtg - Regular	12	13
14	15	16	17	18	19	20
SPRING BREAK						
21	22 Staff Development / Student Holiday	23	24	25	26	27
28	29	30	31			
			92			

## OPTION 2

# April 2021

April 2021							May 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Apr 1 6:15pm Board Mtg - Regular	2 LISD HOLIDAY - Good Friday	3
4 Easter Day (United States)	5	6	7	8	9	10 NSBA Annual Conference (New Orleans, LA)
11 NSBA Annual Conference (New Orleans, LA) 8:30am	12 Bad Weather Make-up Day	13	14	15 6:15pm Board Mtg - Regular	16	17
18	19	20	21	22	23	24
25	26	27	28  93	29 6:15pm Board Mtg - Regular	30	

## OPTION 2

# May 2021

May 2021							June 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						May 1
2	3	4	5	6	7	8
9	10	11	12	13 6:15pm Board Mtg - Regular	14	15
16	17	18	19	20	21	22
23	24	25	26 Early Release - HS Only	27 Early Release - All LAST DAY OF SCHOOL 8:00am Graduation - 12:00pm Graduation -	28 8:00am Graduation - Glenn HS (HEB Center) 12:00pm Graduation - Cedar Park HS (HEB)	29
30	31 LISD HOLIDAY Memorial Day (United States)					

## OPTION 2

# June 2021

June 2021							July 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Jun 1	2	3 6:15pm Board Mtg. - Regular	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Board Mtg. - Regular (Approve Budget)	25	26
27	28	29	30  95			

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of District Improvement Plan Performance Objectives  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Sarah Grissom, Kendra Winans, Sarah Martinez  
**Attachments:** District Improvement Plan Performance Objectives Presentation  
Mark-up Revised District Improvement Plan Performance Objectives with Board Feedback  
Final Revised District Improvement Plan Performance Objectives with Board Feedback

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## **Background Information:**

Texas Education Code 11.251(a) requires each campus and district to develop, review, and revise the campus and district goals annually for the purpose of strategically improving student performance for all students. At the October 17, 2019 board meeting, trustees approved the District Improvement Plan Goals and directed the Leander ISD administration to analyze and revise the 2019 - 2020 district performance objectives presented. Based on feedback from the Board of Trustees, District-wide Educational Improvement Council (DWEIC), community conversations, and a comprehensive needs assessment, the Leander ISD Executive team has drafted revised performance objectives. The purpose of this presentation is to provide an update on the development of the District Improvement Plan performance objectives based on feedback from the Board of Trustees.

## **Administrative Recommendation:**

The administration recommends that the Board of Trustees adopt the proposed District Improvement Plan performance objectives as presented.

## **Sample Motion:**

I move that the District Improvement Plan performance objectives be approved as presented.



# District Improvement Plan Performance Objectives

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September 17, 2020

# PURPOSE

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The purpose of this presentation is to provide an update on the development of District Improvement Plan objectives based on feedback from the Board of Trustees.

# Leander ISD District Improvement Plan



Maximize academic growth for each student.

Ensure a world class workforce focused on student achievement.



Prepare each student for college and career success.

Manage district resources effectively.



Inspire the whole child.

Engage,  
Inspire, and  
Achieve for  
Life-Long  
Success

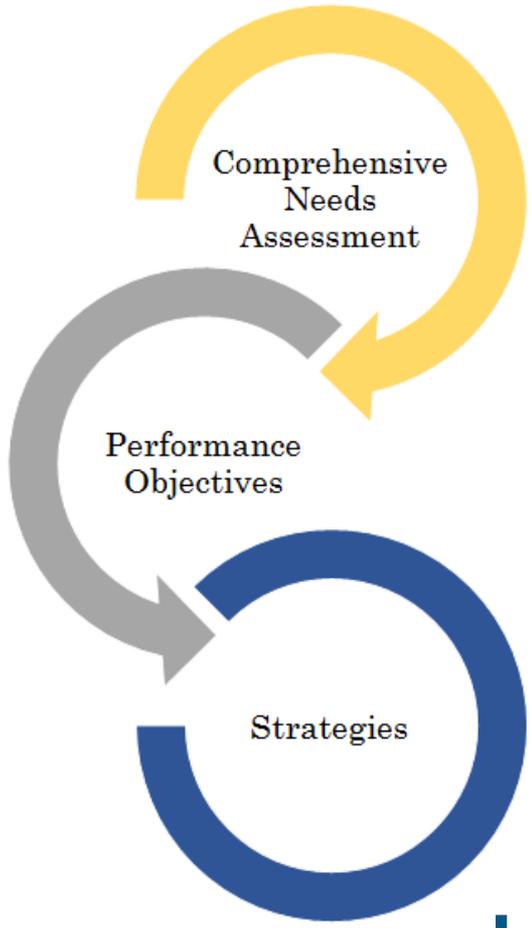
Communicate effectively with our community to build relationships.



Engage every child in relevant learning.

99

# District Improvement Plan



# Key Findings in the Feedback

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- Student Groups
- Stretch Goals
- Qualitative Measurements
- Strategies and Action Steps
- Goals

101

# Questions

The background features a dark blue field on the left, transitioning into a series of overlapping, angular shapes in shades of yellow and orange on the right. These shapes resemble stylized rays or abstract architectural elements.

# District Improvement Plan

## Recommended Revised Performance Objectives w/ Targets

### Goal 1: Maximize academic growth for each student.

**Performance Objective 1:** The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

*Evaluation Sources/ Criteria:*

- A. Increase in % of students meeting or exceeding STAAR Growth measure (as available)
- B. Increase in % of students demonstrating growth in reading as measured by ISIP and SRI reading assessments
- C. Growth in math skills from BOY to BOY as measured by assessments within district-adopted math programs (iXL, Dreambox)

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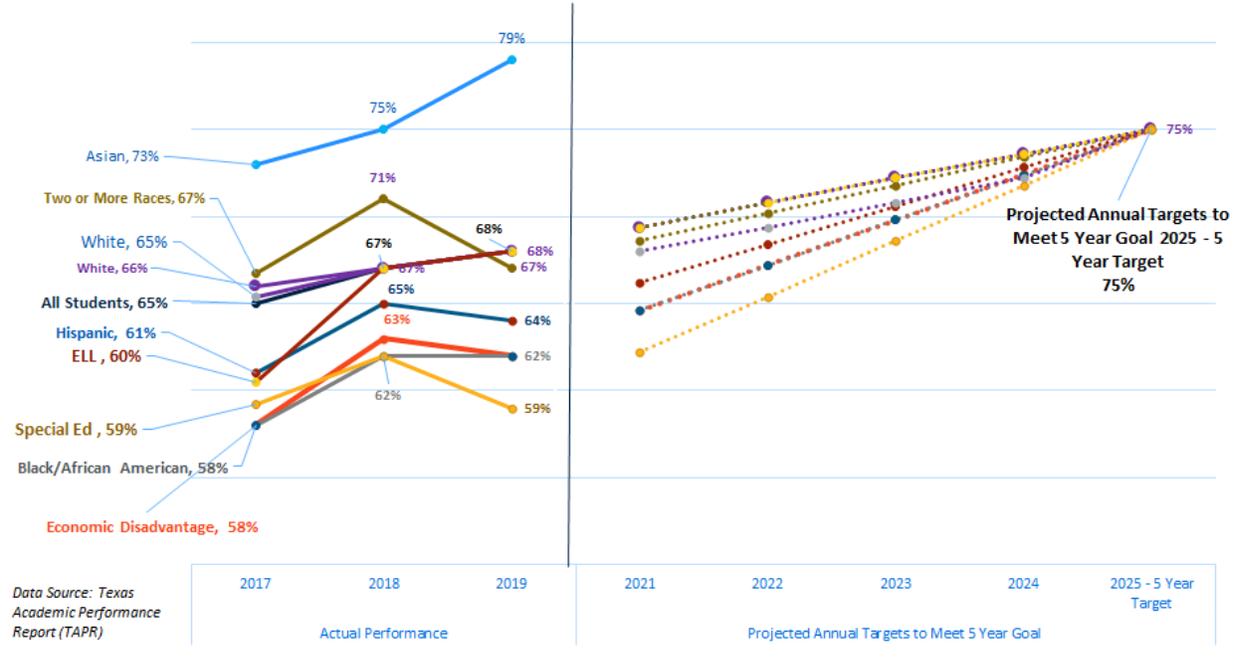
- A. Increase in % of students meeting or exceeding STAAR Progress Measure:

Source: [Texas Academic Performance Report](#)

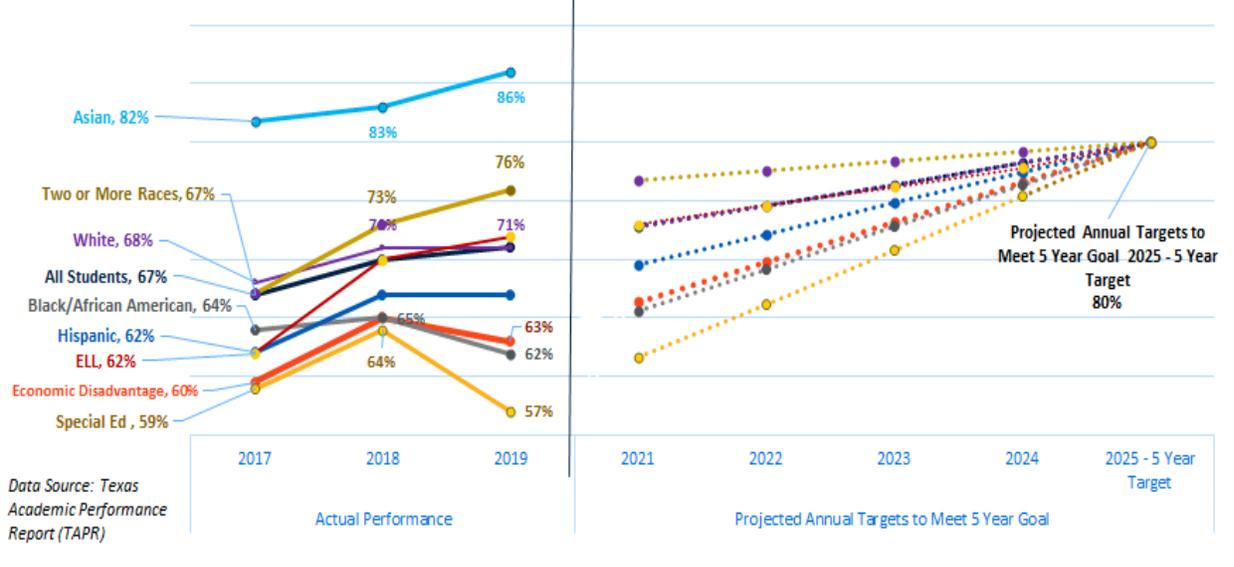
Student Group	Reading	Math	Reading Target for 2021	Math Target for 2021
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White	<b>68%</b>	<b>71%</b>	<b>69%</b>	<b>73%</b>
Two or More Races	<b>67%</b>	<b>76%</b>	<b>69%</b>	<b>77%</b>
White	<b>68%</b>	<b>71%</b>	<b>68%</b>	<b>73%</b>
ELL	<b>68%</b>	<b>72%</b>	<b>69%</b>	<b>73%</b>
Special Ed	<b>59%</b>	<b>57%</b>	<b>62%</b>	<b>62%</b>

Note: Updated/Corrected Chart with 2021 Targets and additional student groups

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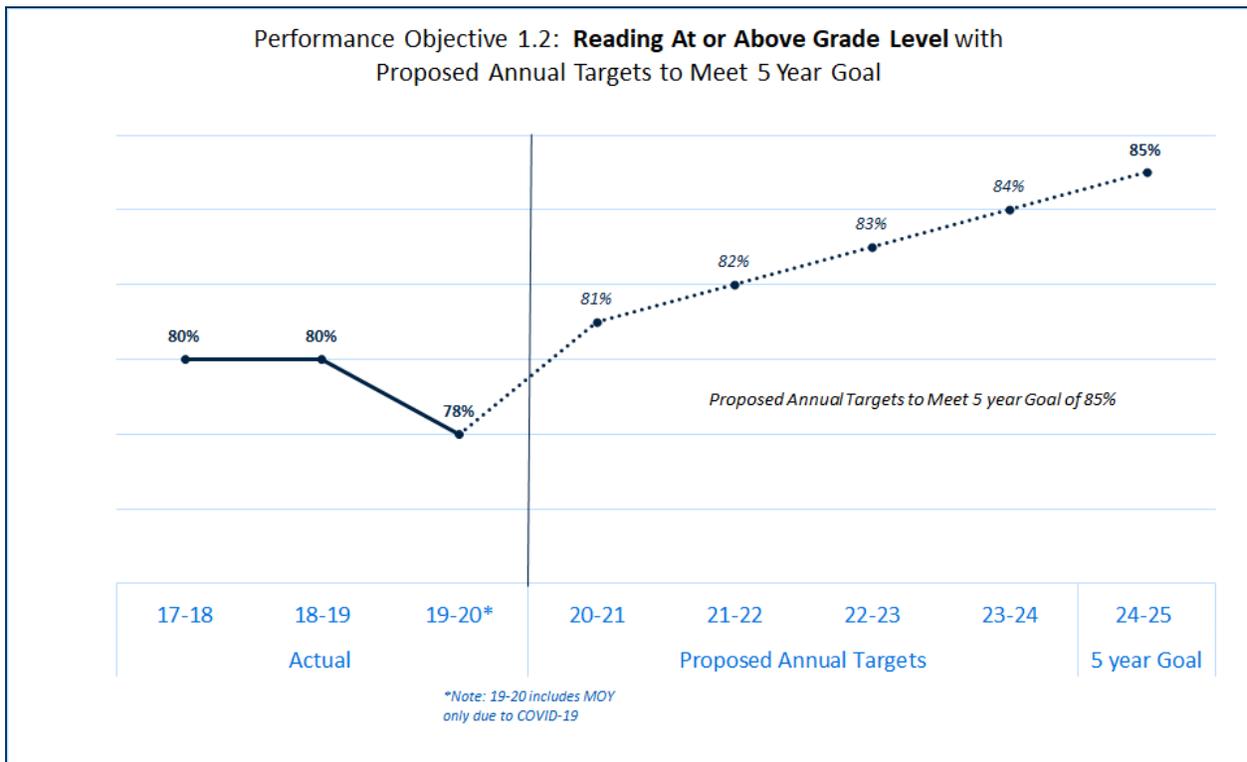
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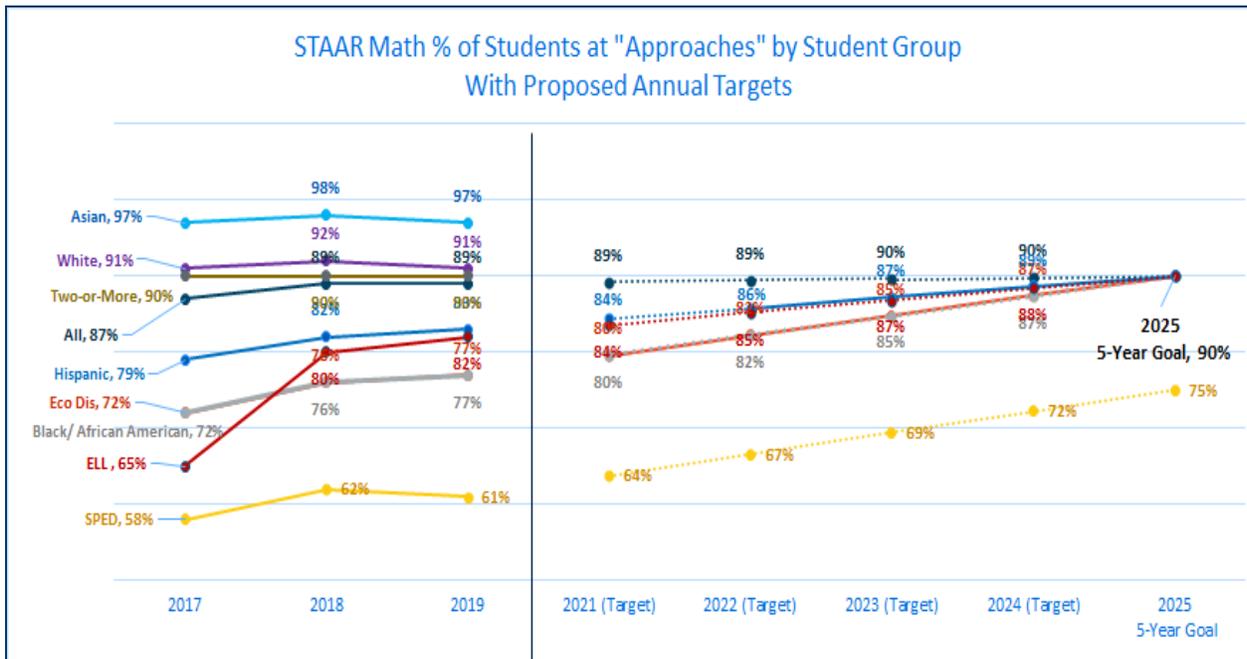
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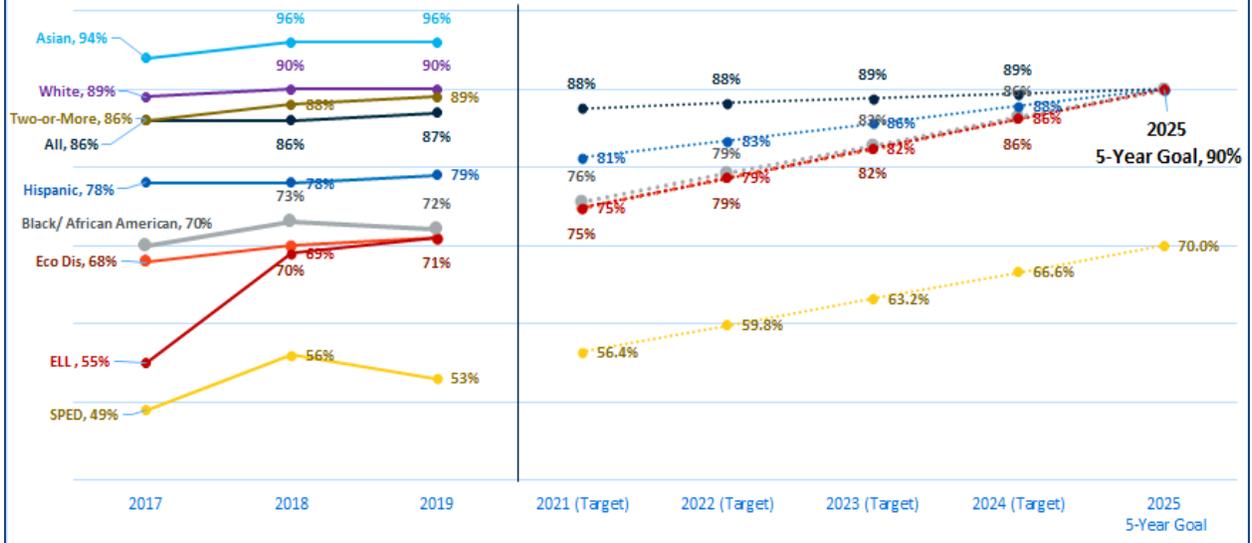


**Performance Objective 3:** Decrease the performance gaps between students who are economically disadvantaged, Black, Hispanic, ELL, and Special Education and the “all” student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

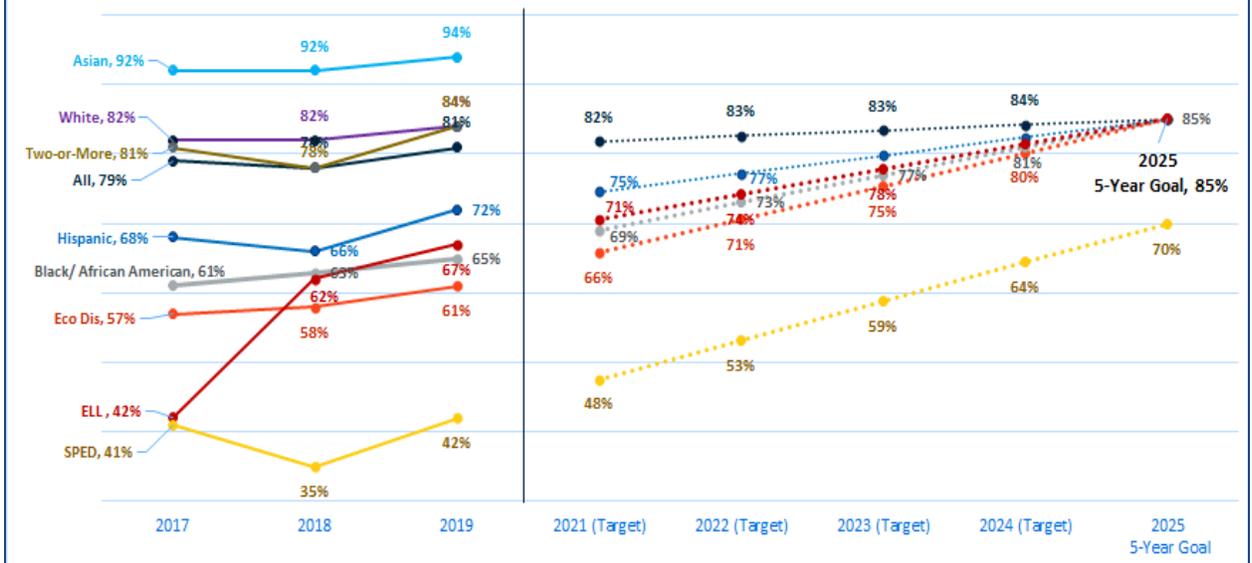
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With Proposed Annual Targets



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With Proposed Annual Targets



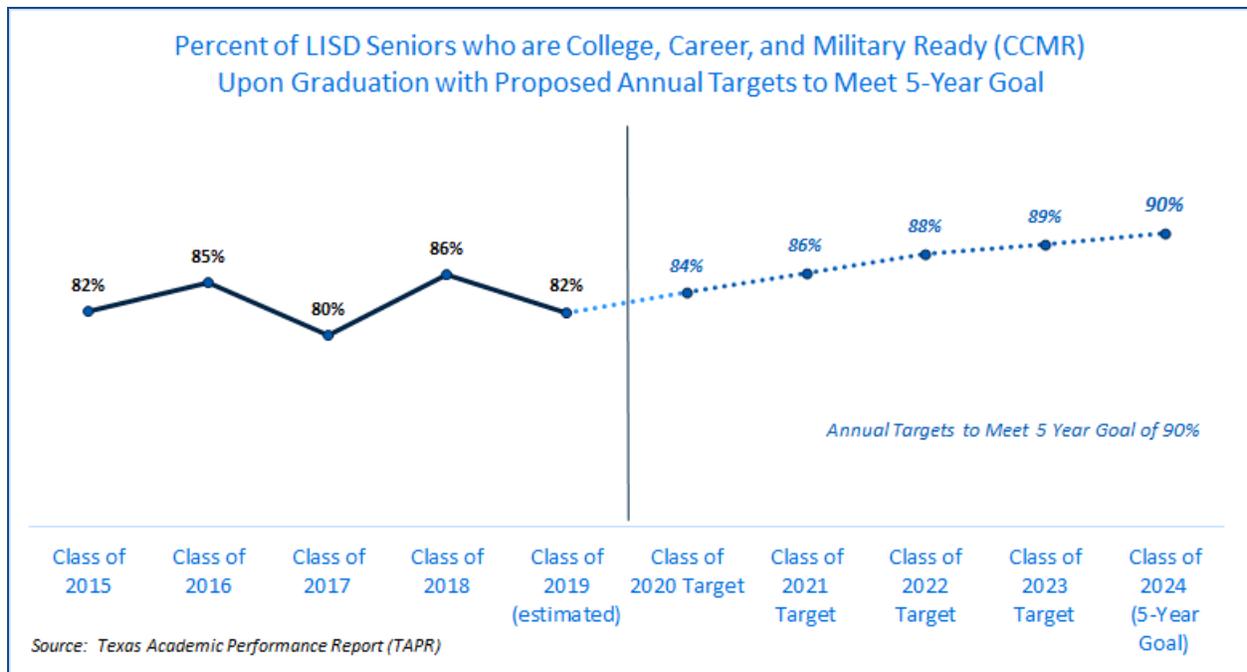
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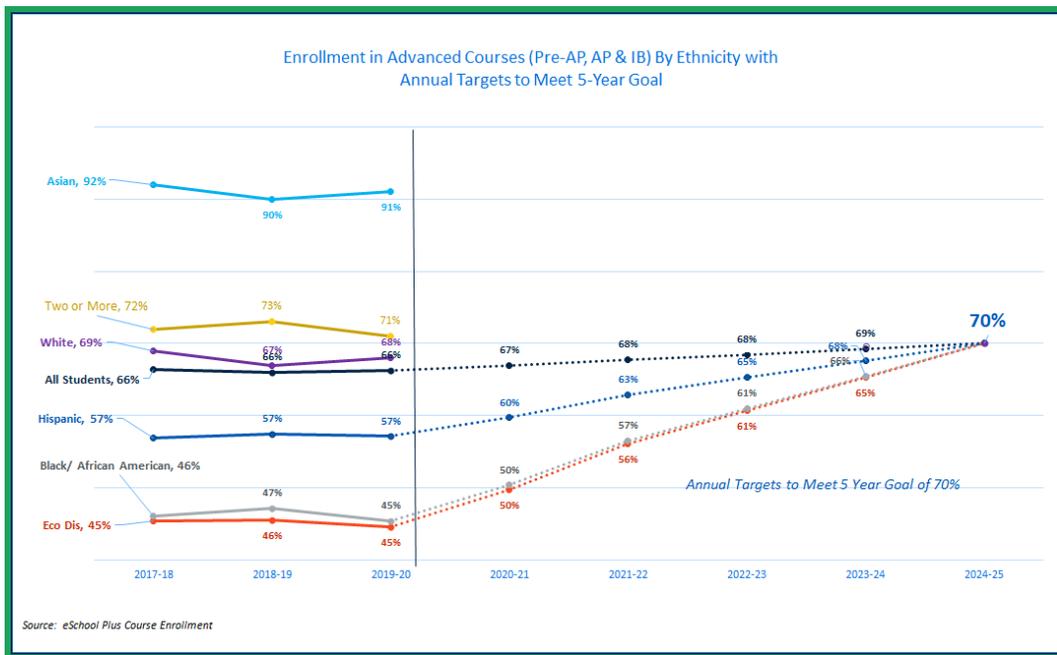
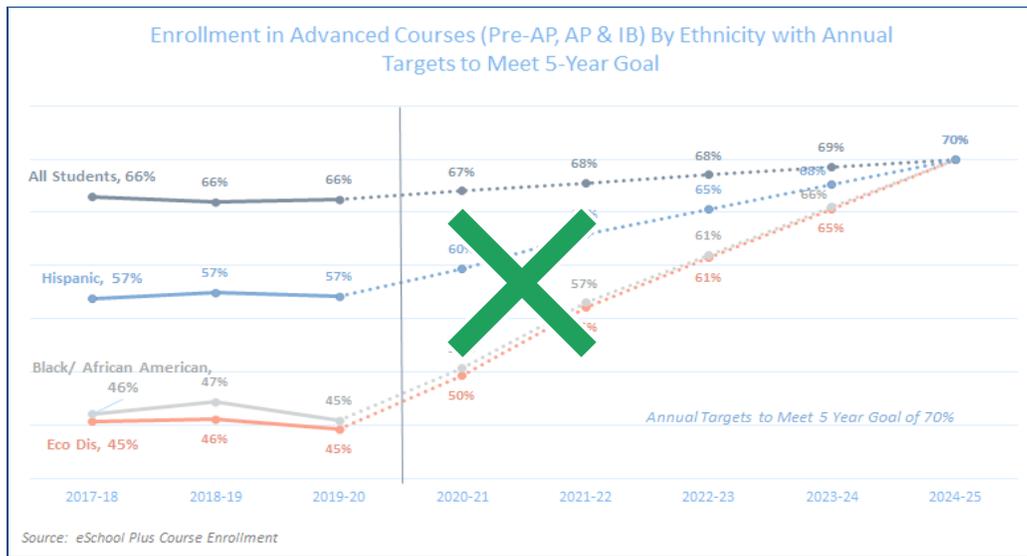
Link to: [Additional Evaluation Sources/ Criteria:](#)

- The percentage of students meeting TSI exemption criteria in both Reading and Math on ACT/SAT/TSIA will increase
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- The percentage of students reporting in their Senior Survey that they plan to enter an institution of higher education or a branch of the military will increase
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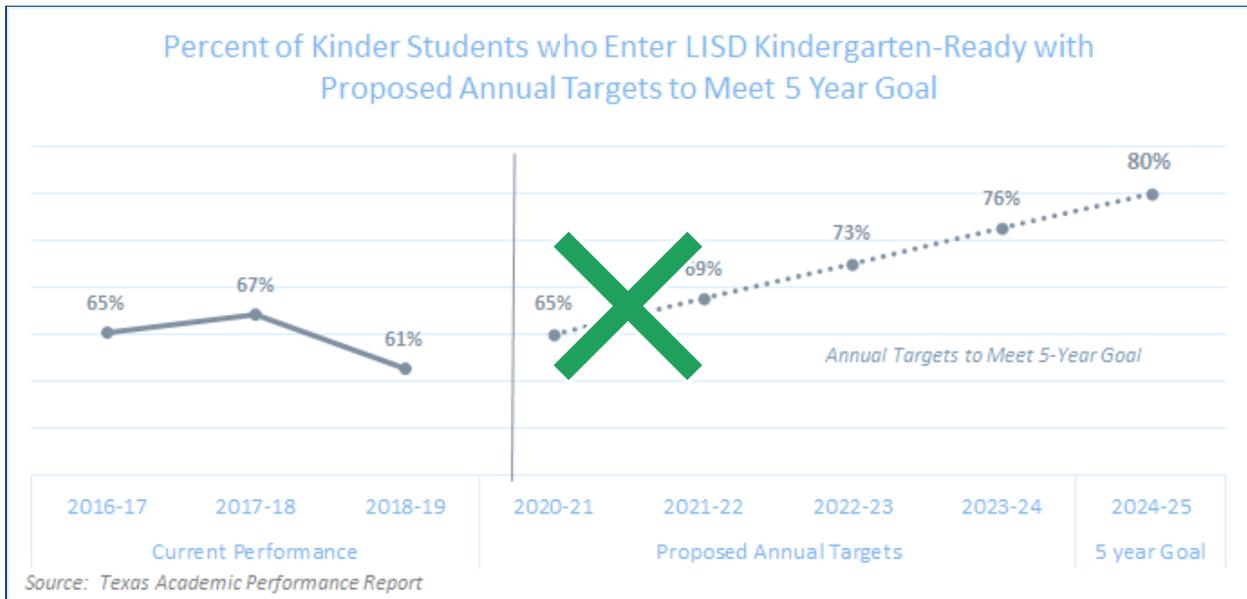
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*Evaluation Sources/ Criteria: Increase in enrollment from 2019-20 baseline: 45% for Black, 57% for Hispanic and 45% of Economically Disadvantaged. Data Source: eSchool Plus*



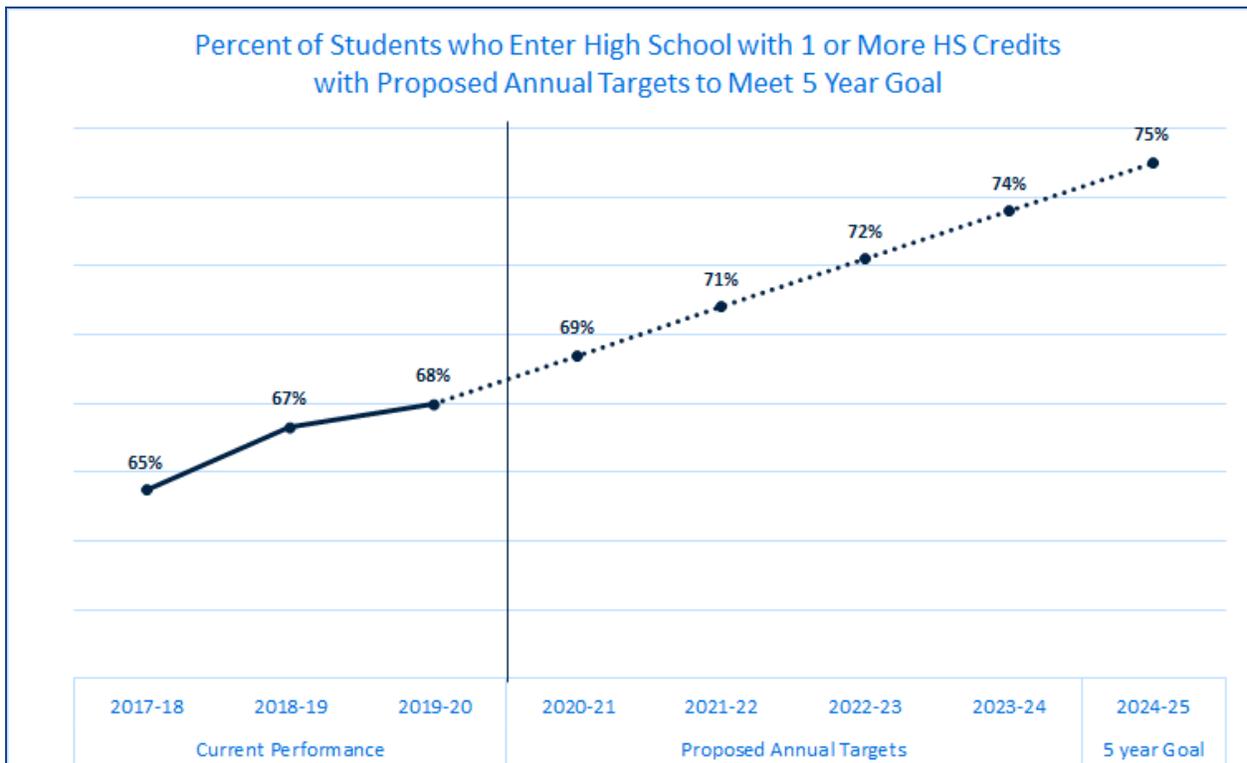
~~Performance Objective 3: Increase the percent of students who are entering kindergarten as kindergarten-ready as measured by the state accountability Kindergarten Readiness Indicator.~~

~~Evaluation Sources/ Criteria: [Texas Academic Performance Report \(TAPR\): Kindergarten Readiness Indicator Report](#)~~



**Performance Objective 4:** Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

*Evaluation Sources/ Criteria: Increase from a baseline for 2019-20 of 68% across 4 primary courses (HS Math, HS World Languages, Gateway to Technology, Art 1). Data Source: eSchool Plus*



### Goal 3: Inspire the whole child.

**Performance Objective 1:** Students in Leander ISD will self-report high levels of socio-emotional and physical wellness.

*Evaluation Sources/ Criteria: Student perceptions - Baseline to be collected on 2020-21 Survey; Fitnessgram as outlined by TEA*

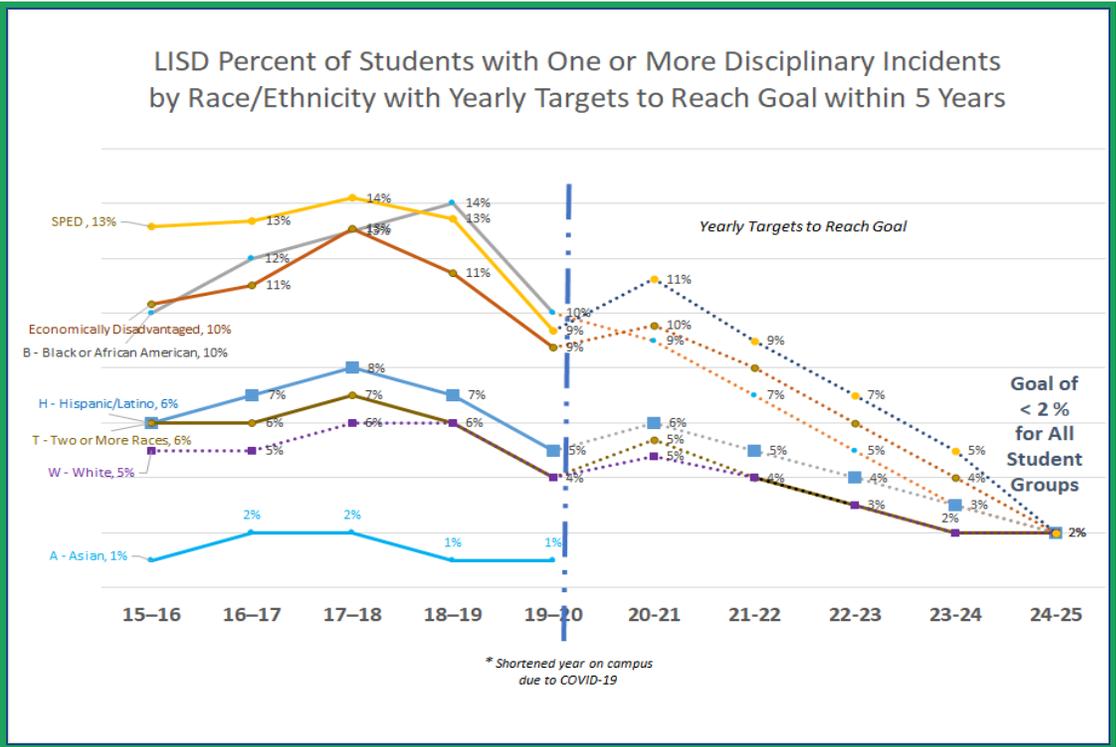
~~**Performance Objective 2:** LISD staff will recognize and celebrate the unique needs and aspirations of each child.~~

~~*Evaluation Sources/ Criteria: Staff and student perceptions - Baseline to be collected on the 2020-21 Survey*~~

~~**Performance Objective 3:** We will decrease the disproportionate ratio of black, economically disadvantaged students and identified special education with one or more discipline incidents.~~

All student groups will have less than two percent of students with one or more disciplinary incidents within five years.

*Evaluation Sources/ Criteria: Proportional reduction gap for each group from the 2018-19 levels in order to reach a 5-year goal of < 2% for all student groups.*



**Performance Objective 4:** LISD ~~staff, students, and parents~~ will identify a sense of belonging within their school.

*Evaluation Sources/ Criteria:*

- ~~Community, staff and~~ Student perceptions - Baseline to be collected on 2020-21 Survey
- Increase the percentage of students who are engaged in student-led or school-sponsored activities, extra- and co-curricular activities (moved from 4.2 based on board feedback)

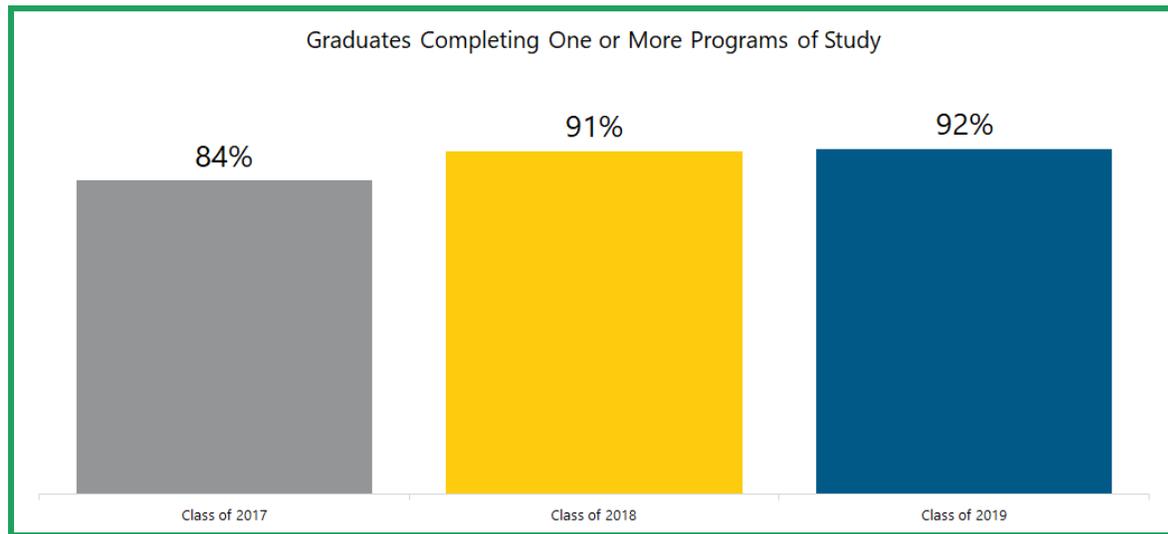
*Note: Sense of belonging for parents & Staff has been moved to Goal 7.*

## Goal 4: Engage every student in relevant learning.

**Performance Objective 1:** Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

*Evaluation Sources/ Criteria:*

- Baseline data collected through student, parent, and teacher surveys; Analysis of artifacts collected from Student Focus Groups and forums.
- Increase in ~~GTE courses~~ and/or with a Programs of Study



~~**Performance Objective 2:** Increase the percentage of students who are engaged in student-led or school-sponsored activities, extra-curricular, co-curricular, CTE, and/or programs of study.~~

~~*Evaluation Sources/ Criteria:* Student enrollment in designated courses at secondary level, and collection of student-level participation data at the elementary and secondary levels.~~

Note: This Performance Objective was combined with 3.4 and 4.1

~~**Performance Objective 3:** Promote the use of authentic learning tasks by expanding the use availability and quality of digital content and resources for all learners as measured by the Technology and Learning Survey.~~ Expand the effective use of digital content, resources and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

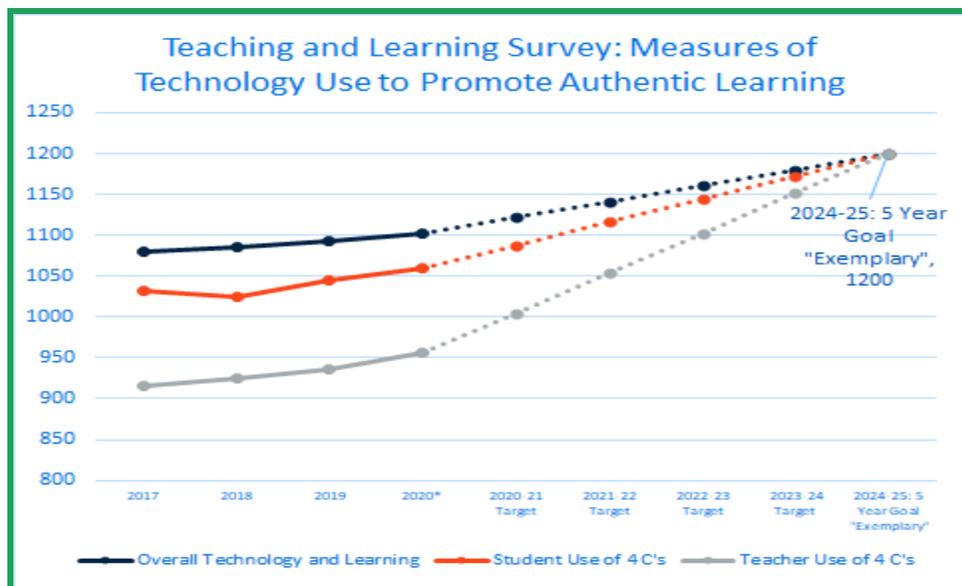
Evaluation Sources/ Criteria: 5 year goal to reach "Exemplary"

- Increase overall score on Technology and Learning Survey
- Increase teacher and students use of the 4 C's within their learning experiences (Communication, Collaboration, Critical Thinking, and Creativity) as measured by the Technology and Learning Survey

~~Evaluation Sources/ Criteria: Increase usage of LISD digital resources including Google Classroom, See-Saw, Google Sites, and the LISD Empowered Learning Knowledge Base~~

	<i>Overall Technology and Learning</i>	<i>Student Use of 4 C's</i>	<i>Teacher Use of 4 C's</i>
2017	1080	1032	915
2018	1085	1024	925
2019	1092	1045	936
2020*	1102	1060	956
2020-21 Target	<b>1122</b>	<b>1088</b>	<b>1005</b>
2021-22 Target	1141	1116	1054
2022-23 Target	1161	1144	1102
2023-24 Target	1180	1172	1151
2024-25: 5 Year Goal "Exemplary"	1200	1200	1200

## Technology and Learning Survey Results



## Goal 5: Ensure a world-class workforce focused on student achievement.

**Performance Objective 1:** Leander ISD will expand targeted professional learning programs to increase leadership capacity/effectiveness for employees.

*Evaluation Sources/ Criteria: Programs available expanded to include teacher leader programs, program participation rates, participant surveys*

*Current programs available: Concordia Program, P3, AAA, LISD PLC Leadership, New to Profession PLC and support (NTPLC), Leadership Development Committee*

**Performance Objective 2:** Enhance the LISD comprehensive professional learning framework and specifically, the role-based plans with a focus on culturally responsive practices.

*Evaluation Sources/ Criteria: Percent of role-based plans developed; Percent of role-based plans that include evidence-based culturally responsive practices*

**Performance Objective 3:** Implement and support high-functioning collaborative teams so that LISD functions as a Professional Learning Community at all levels of the organization.

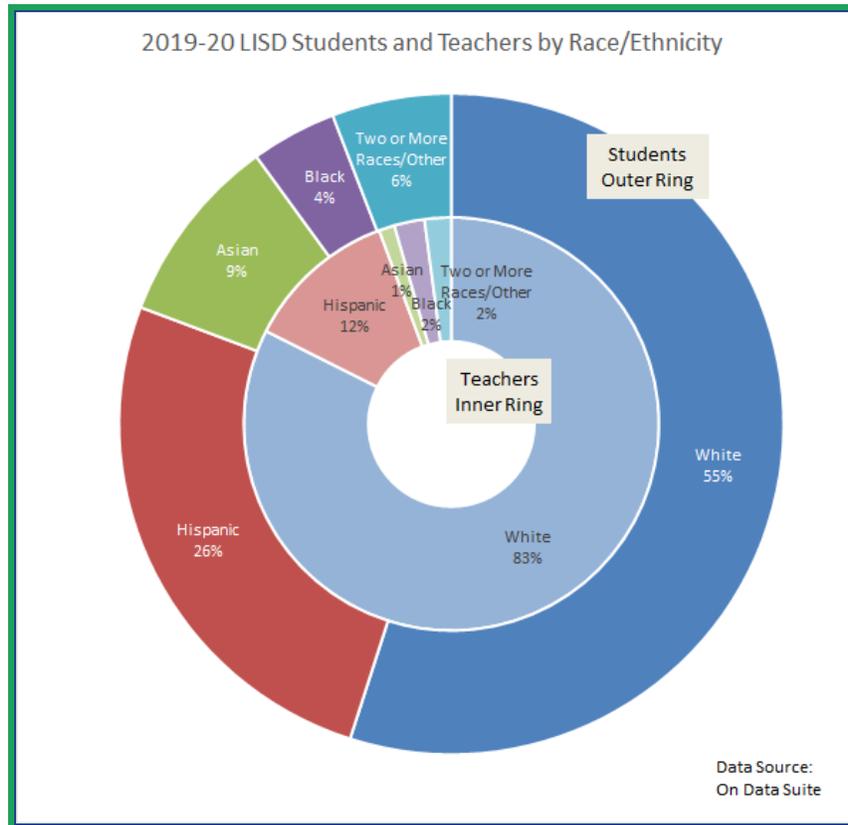
*Evaluation Sources/ Criteria: Increase in the overall scores on the Collaborative Team PLC Rubrics from BOY to EOY*

~~**Performance Objective 4:** In order to recruit and retain a world class workforce, Leander ISD salary scales will remain within 5% of local school districts, reported in the annual Total Compensation report. ¶~~

~~*Evaluation Sources/ Criteria: Compensation Report demonstrating salary scales within 5%. ¶*~~

**Performance Objective 5:** Review and enhance recruiting practices that will increase the diversity of the LISD teachers to more closely represent the make-up of the student population. ~~Increase the diversity of the LISD teachers to more closely represent the ethnic make-up of the student population.~~

*Evaluation Sources/ Criteria: Completed review of recruiting practices, District PEIMS data; Increase in under-represented racial/ethnic groups*



**Performance Objective 6:** Build capacity for all LISD staff to feel empowered to make decisions based on ~~district~~ ~~our shared~~ core values and vision.

*Evaluation Sources/ Criteria: Employee Engagement Survey - Increases in staff perceptions related to empowerment. Additional perceptual data collected through staff survey.*

Engagement Survey Questions	2016	2017	2018	2019	2020
In my work group, my opinions and ideas count.	4.14	4.15	4.11	4.12	4.17
I have a good understanding of our mission, vision, and strategic plan	4.22	4.19	4.12	4.16	4.16
I trust the people in my workplace	3.98	3.97	3.94	3.91	3.98
My work atmosphere encourages open and honest communication	3.78	3.78	3.67	3.69	3.79

## Goal 6: Manage district resources effectively.

**Performance Objective 1:** Leander ISD will develop a budget policy with the Board of Trustees to guide the development of the budget and provide a measurement for compliance.

*Evaluation Sources/ Criteria: Approved budget and policy*

**Performance Objective 2:** Leander ISD will ensure budgets align with educational priorities by developing a system guided by program evaluation.

*Evaluation Sources/ Criteria: System defined and implemented by Spring 2021*

~~**Performance Objective 3:** Leander ISD will maintain a AA bond rating from Standard & Peers.~~

~~*Evaluation Sources/ Criteria: Standard & Poor Rating of AA*~~

~~**Performance Objective 4:** Leander ISD will provide appropriate funding for all voter-approved bond programs scheduled for the 2020-2021 school year.~~

~~*Evaluation Sources/ Criteria: Bond spending report*~~

~~**Performance Objective 5:** Leander ISD will maintain a general fund balance of at least two months of operating funds in reserve, reported in the Comprehensive Annual Financial Report (CAFR) second quarter of 2020. Leander ISD will maintain at least 20% of the next fiscal year's requirement for debt services fund reserves, reported in the Comprehensive Annual Financial Report (CAFR)~~

~~**Performance Objective 3:** Leander ISD will maintain strong fiscal management by:~~

- ~~● Maintaining a minimum of three months of operating funds in reserve.~~
- ~~● Maintaining at least 20 percent of the next fiscal year's debt requirement.~~
- ~~● Achieve a reserve fund of 30 percent of the next fiscal year's debt requirement.~~

~~*Evaluation Sources/ Criteria: CAFR Report demonstrating two to three months of operating fund reserves and at least 20% for debt service fund reserves.*~~

## Goal 7: Communicate effectively with our community to build relationships.

**Performance Objective 1:** ~~Increase engagement across multiple platforms within our community.~~  
 Increase the percent of stakeholders who feel engaged with and connected to the schools, the district and the Board of Trustees.

We believe that community engagement is maximized when it occurs at every level of our district, led by the Board of Trustees. Measuring a variety of platforms that facilitate interactions among the Board of Trustees, district leaders, individual campuses, and the community will reflect the clearest picture of our connection strategies.

### Evaluation Sources/ Criteria:

- Collecting formative data from a series of “pulse” surveys of key stakeholders
- LISD Climate survey measuring the level of engagement of parents, staff, and students.
- Increase in Net Promoter Score from parents and community
- Percent of survey respondents with a positive sense of belonging
- Improvement in engagement across multiple platforms

### ~~Evaluation Sources/ Criteria:~~

- ~~1. Increase Facebook Engagements by 5% (from 475,000 to 499,000).~~
- ~~2. Increase YouTube Watch hours by 10% (from 6,130 hours to 6,743 hours).~~
- ~~3. Increase Knowledge Base scores by 3% (from 72% positive feedback to 75%).~~
- ~~4. Maintain Let's Talk Cx scores at 8.7.~~
- ~~5. Increase Remind app downloads by 23% (22% to 50%).~~
- ~~6. Increase Slack usage by 123% (269 weekly active users to 600).~~
- ~~7. Increase Climate Survey and Employee Engagement Survey responses concerning communications and community engagement by 3% (compared to 2019 data for School climate and 2020 for employee engagement).~~
- ~~8. Increase volunteer coordinator usage of Relatrix by 10% additional responses (5,197 to 5,716).~~

<del>7.0 Communicate effectively with our community to build relationships.</del>		
<del>7.1 Understand the status of our communications to enhance our relationship with our community.</del>	<del>2018-2019 Performance</del>	<del>2019-2020 Performance</del>
<del>Present baseline data on volunteer check-ins at all campuses at the end of fourth quarter.</del>	<del>New program in 2019-20</del>	<del>14,557 Volunteers</del>
<del>Increase climate survey responses concerning communications and community engagement by 3%.</del>	<del>77% in Employee Engagement Survey, 85% in Parent Engagement on School Climate Survey.</del>	<del>Delayed due to COVID-19 Pandemic.</del>
<del>Improve customer service scores in Let's Talk and the knowledge base by 3%.</del>	<del>Increased by 6% on Let's Talk</del>	<del>Increased by 2% on Let's Talk and 22% on Knowledge Base</del>

<del>Develop communication plans for four identified areas of need: special education, employee engagement, volunteers/community partners, and inclusion/multicultural engagement.*</del>	<del>These topics align with GEC input from March 2019 meeting.</del>	<del>Delayed due to COVID-19 Pandemic.</del>
<del>Perform in the top 25% of peer districts for Facebook engagement.</del>	<del>25%</del>	<del>Top District</del>
<del>Create opportunities for the Trustees to attend at least four public forums, separate from regular board meetings.</del>	<del>2 (Board Coffees)</del>	<del>8 (Student Experience, Equity and Diversity public forums)</del>
<del>Create opportunities for the Trustees to attend at least 1 meeting with governmental entities (cities of Austin, Cedar Park, and Leander, as well as Travis and Williamson counties) per year.</del>	<del>0</del>	<del>1 (city of Leander joint meeting)</del>

~~¶~~

~~¶~~

~~**Performance Objective 2:** Understand how we can be more inclusive and accessible for our community.~~

~~Evaluation Data Source(s): 1. NSPRA Communication Audit. 2. Diversity and Equity Audit 3. SiteImprove data~~

# District Improvement Plan

## Recommended Revised Performance Objectives w/ Targets

### Goal 1: Maximize academic growth for each student.

**Performance Objective 1:** The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

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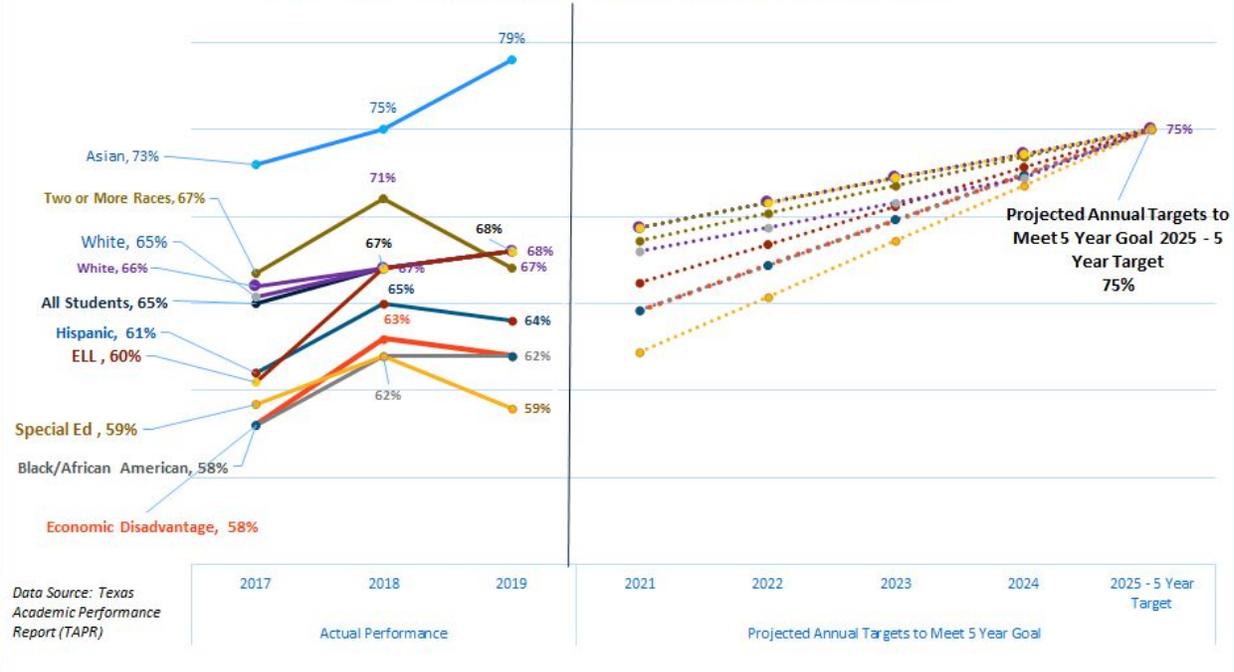
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Source: [Texas Academic Performance Report](#)

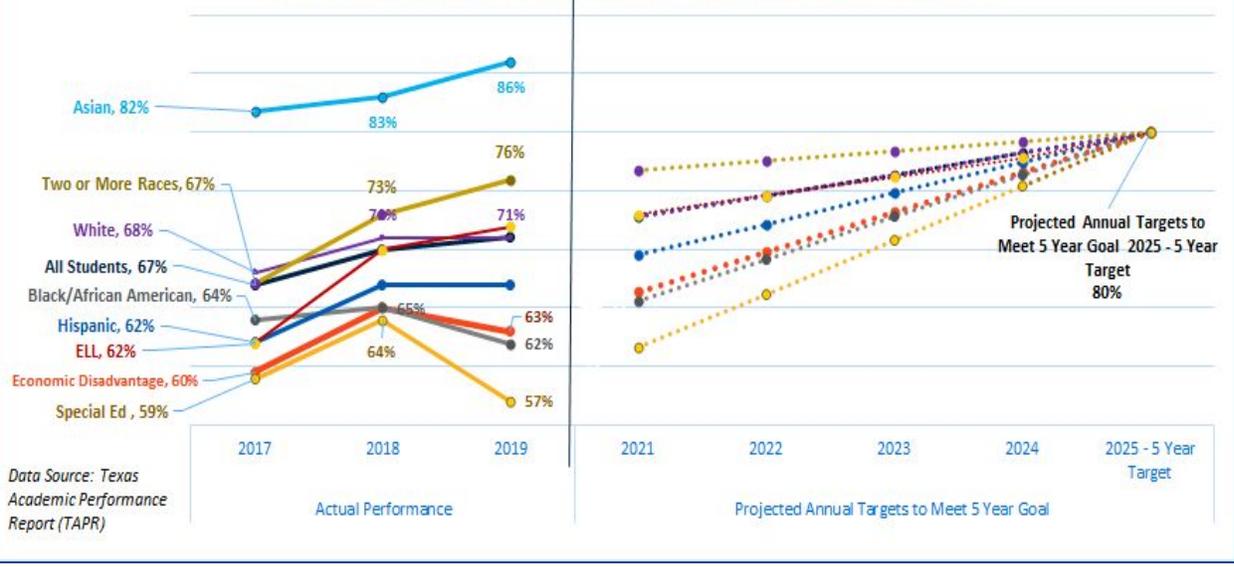
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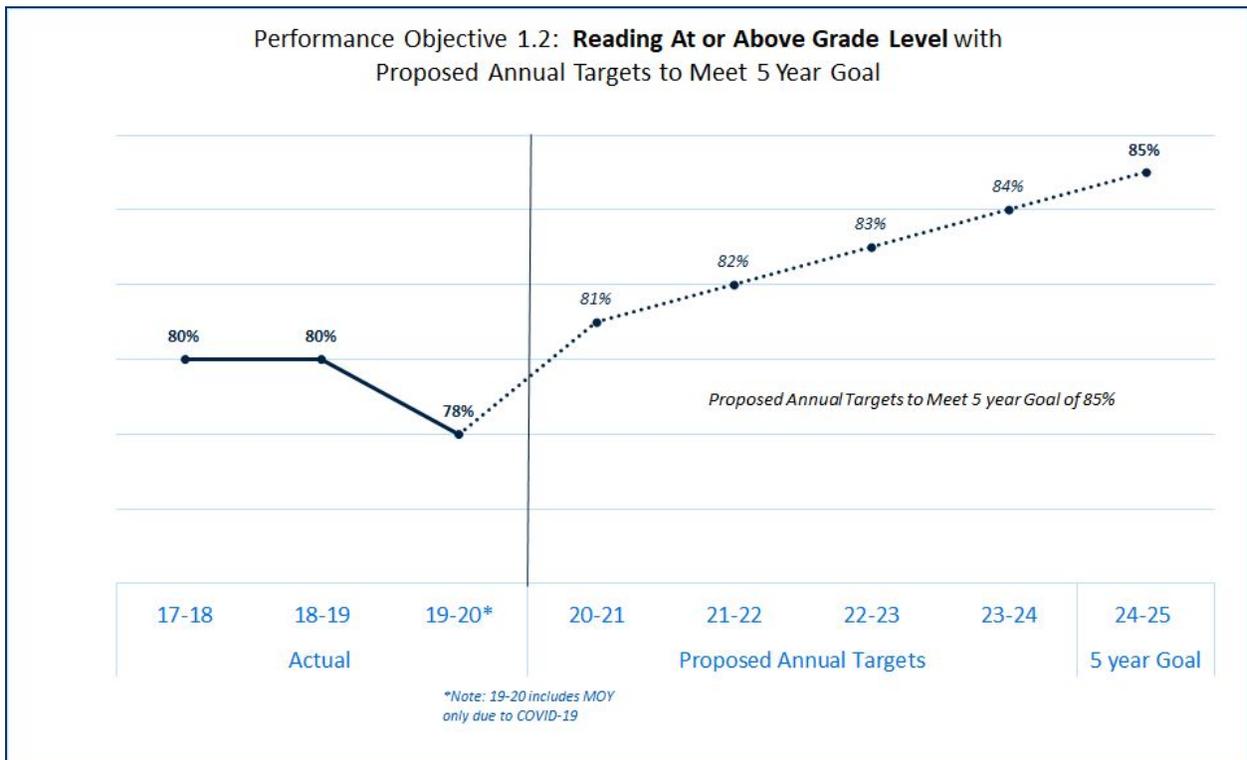


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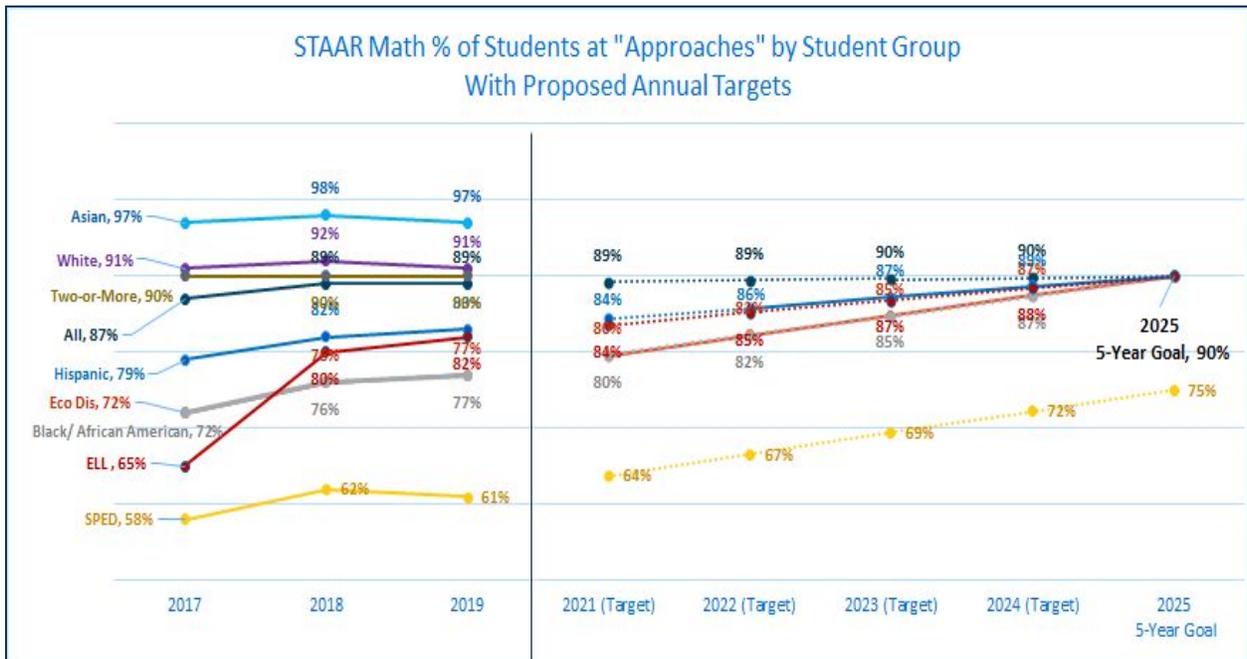
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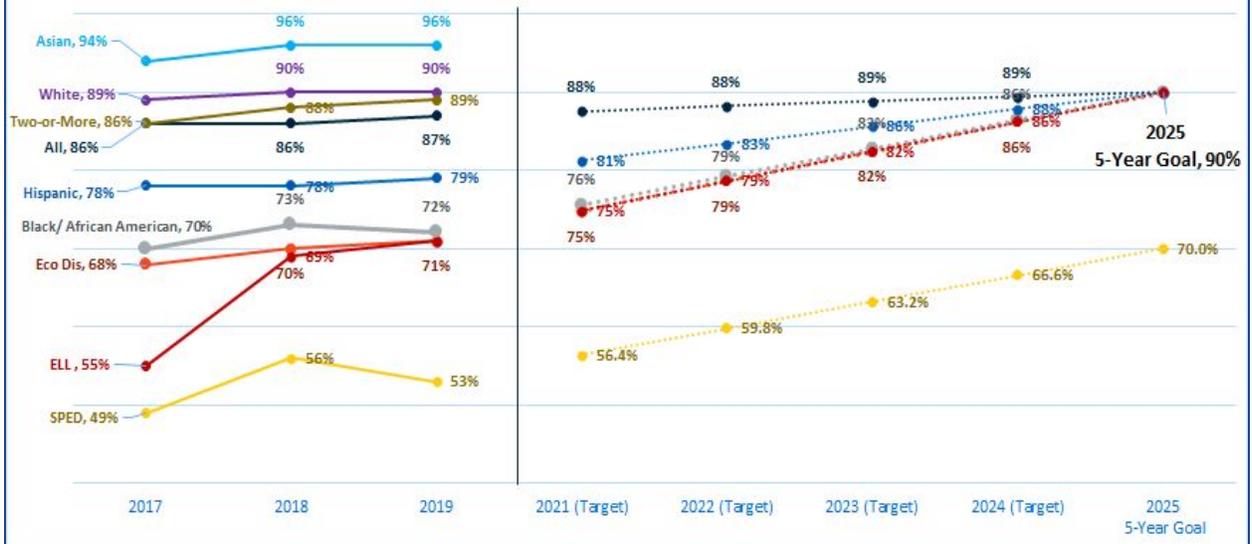


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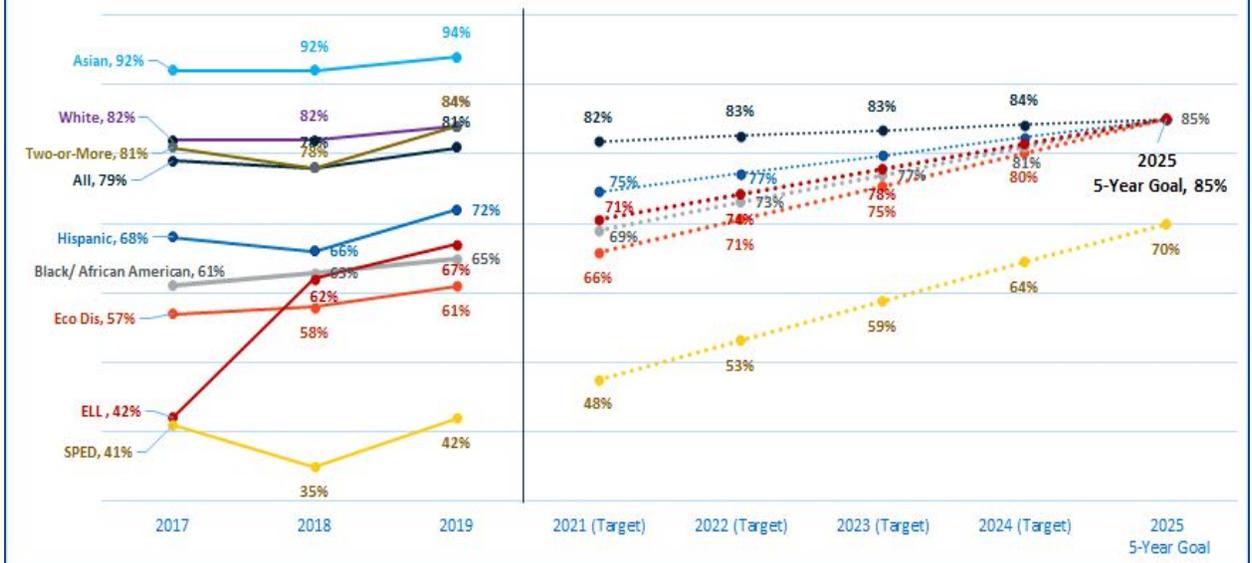
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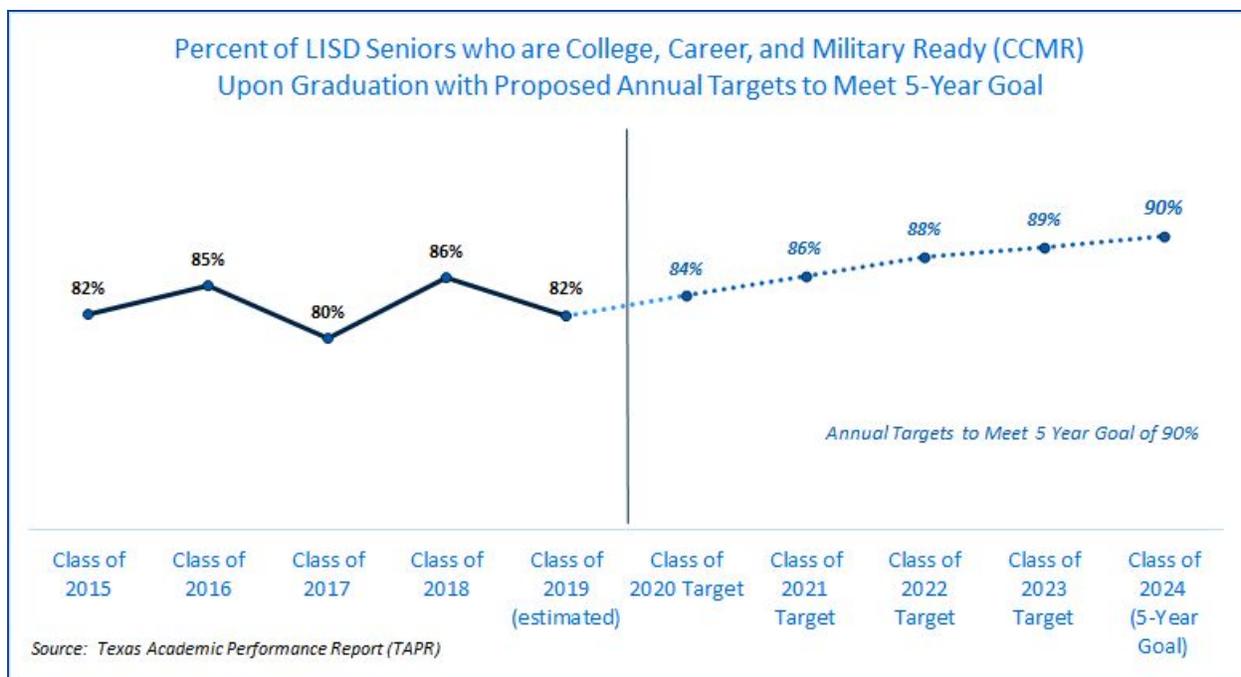
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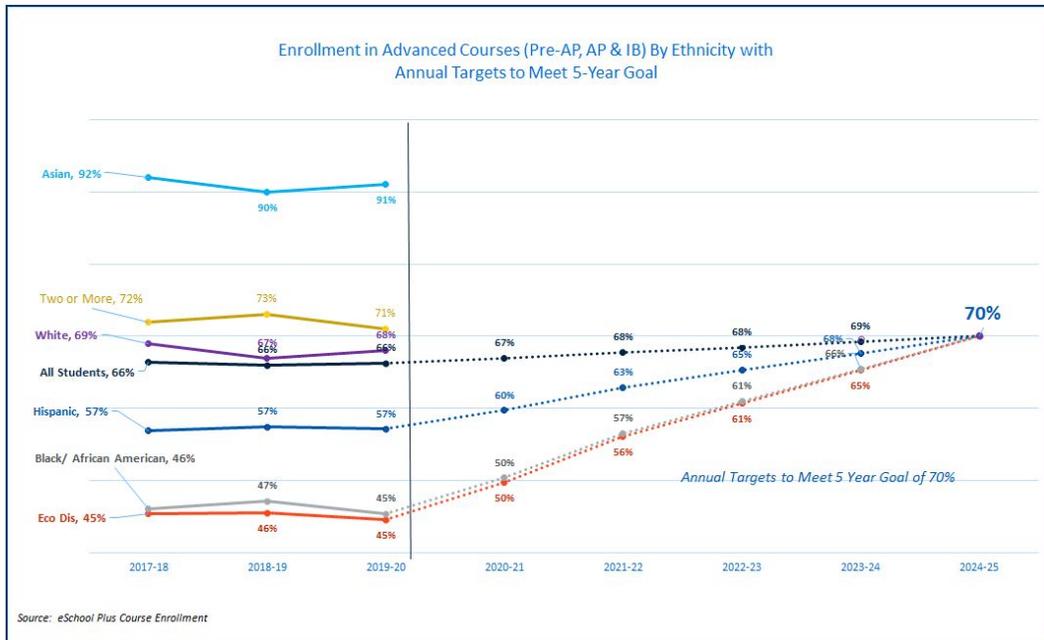
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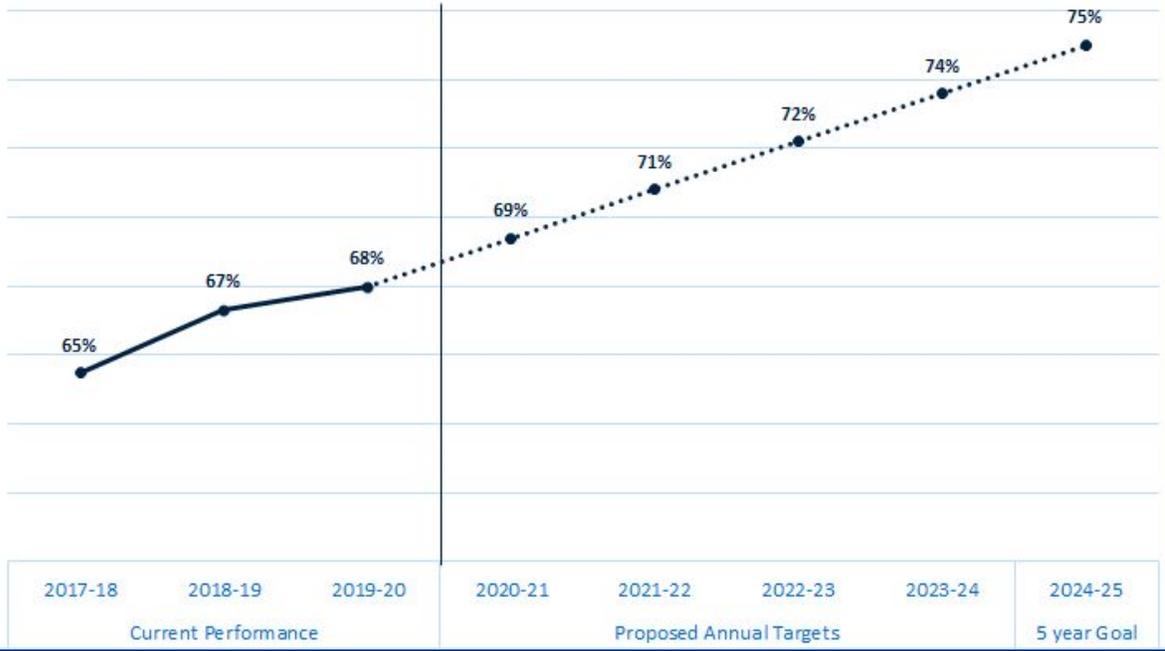
*Evaluation Sources/ Criteria: Increase in enrollment from 2019-20 baseline: 45% for Black, 57% for Hispanic and 45% of Economically Disadvantaged. Data Source: eSchool Plus*



**Performance Objective 3:** Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

*Evaluation Sources/ Criteria: Increase from a baseline for 2019-20 of 68% across 4 primary courses (HS Math, HS World Languages, Gateway to Technology, Art 1). Data Source: eSchool Plus*

Percent of Students who Enter High School with 1 or More HS Credits  
with Proposed Annual Targets to Meet 5 Year Goal



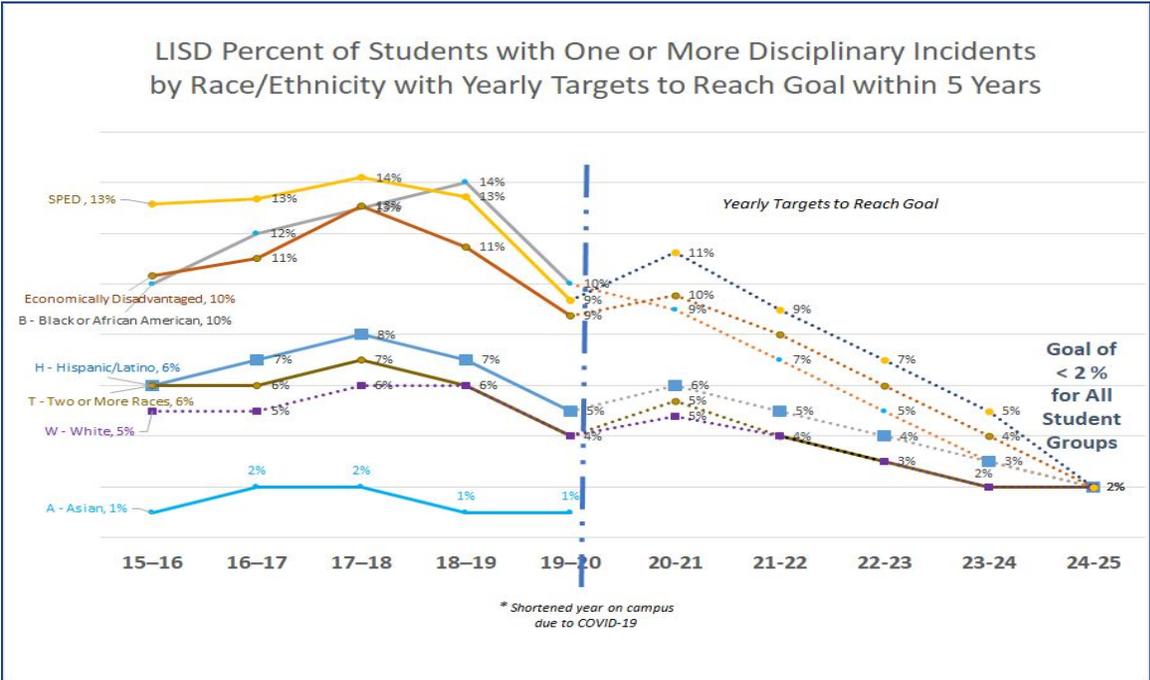
### Goal 3: Inspire the whole child.

**Performance Objective 1:** Students in Leander ISD will self-report high levels of socio-emotional and physical wellness.

*Evaluation Sources/ Criteria: Student perceptions - Baseline to be collected on 2020-21 Survey; Fitnessgram as outlined by TEA*

**Performance Objective 2:** All student groups will have less than two percent of students with one or more disciplinary incidents within five years.

*Evaluation Sources/ Criteria: Proportional reduction gap for each group from the 2018-19 levels in order to reach a 5-year goal of < 2% for all student groups.*



**Performance Objective 3:** LISD students will identify a sense of belonging within their school.

*Evaluation Sources/ Criteria:*

- Student perceptions - Baseline to be collected on 2020-21 Survey
- Increase the percentage of students who are engaged in student-led or school-sponsored activities, extra- and co-curricular activities (moved from 4.2 based on board feedback)

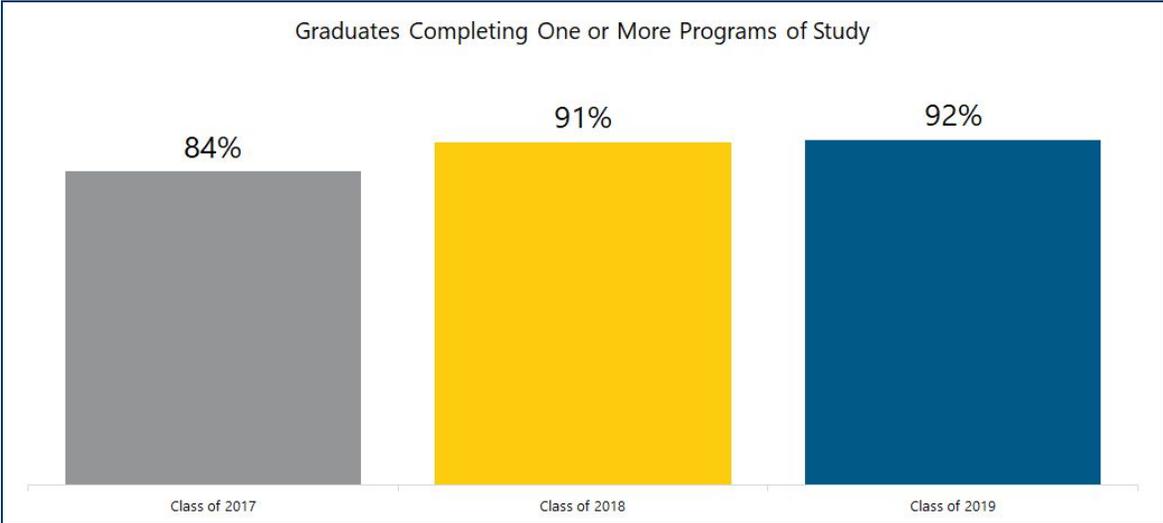
*Note: Sense of belonging for parents & Staff has been moved to Goal 7.*

# Goal 4: Engage every student in relevant learning.

**Performance Objective 1:** Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

*Evaluation Sources/ Criteria:*

- *Baseline data collected through student, parent, and teacher surveys; Analysis of artifacts collected from Student Focus Groups and forums.*
- *Increase in % of students who graduate with a Programs of Study*

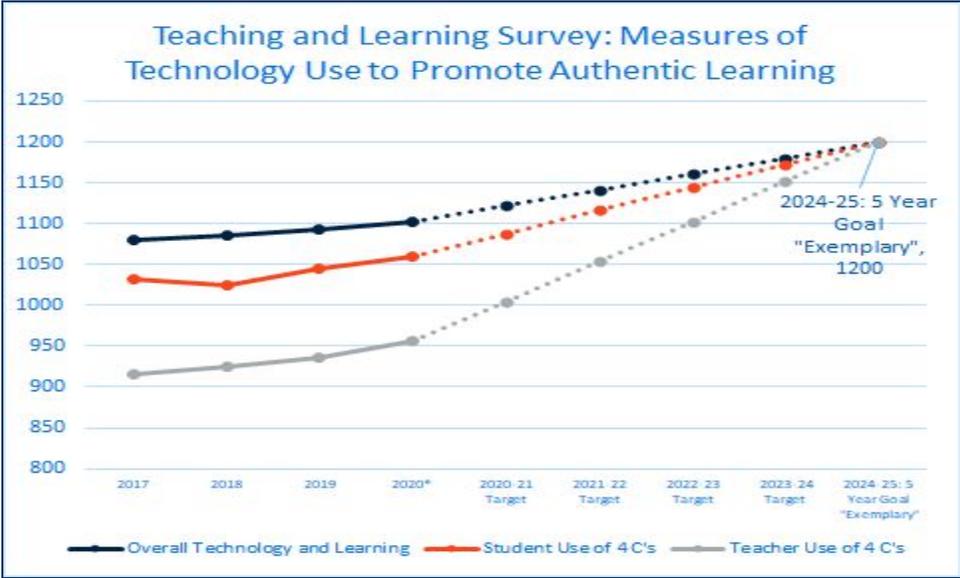


**Performance Objective 2:** Expand the effective use of digital content, resources and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

*Evaluation Sources/ Criteria: 5 year goal to reach "Exemplary"*

- Increase overall score on Technology and Learning Survey
- Increase teacher and students use of the 4 C's within their learning experiences (Communication, Collaboration, Critical Thinking, and Creativity) as measured by the Technology and Learning Survey

	<i>Overall Technology and Learning</i>	<i>Student Use of 4 C's</i>	<i>Teacher Use of 4 C's</i>
2017	1080	1032	915
2018	1085	1024	925
2019	1092	1045	936
2020*	1102	1060	956
2020-21 Target	<b>1122</b>	<b>1088</b>	<b>1005</b>
2021-22 Target	1141	1116	1054
2022-23 Target	1161	1144	1102
2023-24 Target	1180	1172	1151
2024-25: 5 Year Goal "Exemplary"	1200	1200	1200



## **Goal 5: Ensure a world-class workforce focused on student achievement.**

**Performance Objective 1:** Leander ISD will expand targeted professional learning programs to increase leadership capacity/effectiveness for employees.

*Evaluation Sources/ Criteria: Programs available expanded to include teacher leader programs, program participation rates, participant surveys*

*Current programs available: Concordia Program, P3, AAA, LISD PLC Leadership, New to Profession PLC and support (NTPLC), Leadership Development Committee*

**Performance Objective 2:** Enhance the LISD comprehensive professional learning framework and specifically, the role-based plans with a focus on culturally responsive practices.

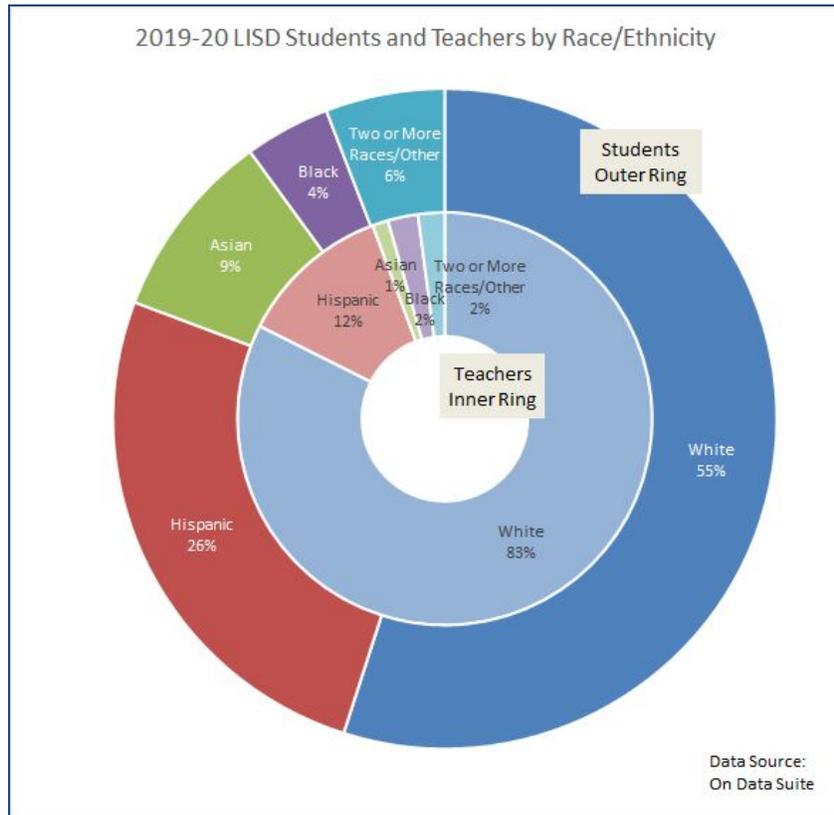
*Evaluation Sources/ Criteria: Percent of role-based plans developed; Percent of role-based plans that include evidence-based culturally responsive practices*

**Performance Objective 3:** Implement and support high-functioning collaborative teams so that LISD functions as a Professional Learning Community at all levels of the organization.

*Evaluation Sources/ Criteria: Increase in the overall scores on the Collaborative Team PLC Rubrics from BOY to EOY*

**Performance Objective 4:** Review and enhance recruiting practices that will increase the diversity of the LISD teachers to more closely represent the make-up of the student population.

*Evaluation Sources/ Criteria: Completed review of recruiting practices, District PEIMS data; Increase in under-represented racial/ethnic groups*



**Performance Objective 5:** Build capacity for all LISD staff to feel empowered to make decisions based on district core values and vision.

*Evaluation Sources/ Criteria: Employee Engagement Survey - Increases in staff perceptions related to empowerment. Additional perceptual data collected through staff survey.*

Engagement Survey Questions	2016	2017	2018	2019	2020
In my work group, my opinions and ideas count.	4.14	4.15	4.11	4.12	4.17
I have a good understanding of our mission, vision, and strategic plan	4.22	4.19	4.12	4.16	4.16
I trust the people in my workplace	3.98	3.97	3.94	3.91	3.98
My work atmosphere encourages open and honest communication	3.78	3.78	3.67	3.69	3.79

## **Goal 6: Manage district resources effectively.**

**Performance Objective 1:** Leander ISD will develop a budget policy with the Board of Trustees to guide the development of the budget and provide a measurement for compliance.

*Evaluation Sources/ Criteria: Approved budget and policy*

**Performance Objective 2:** Leander ISD will ensure budgets align with educational priorities by developing a system guided by program evaluation.

*Evaluation Sources/ Criteria: System defined and implemented by Spring 2021*

**Performance Objective 3:** Leander ISD will maintain strong fiscal management by:

- Maintaining a minimum of three months of operating funds in reserve.
- Maintaining at least 20 percent of the next fiscal year's debt requirement.
- Achieve a reserve fund of 30 percent of the next fiscal year's debt requirement.

*Evaluation Sources/ Criteria: CAFR Report demonstrating two to three months of operating fund reserves and at least 20% for debt service fund reserves.*

## **Goal 7: Communicate effectively with our community to build relationships.**

**Performance Objective 1:** Increase the percent of stakeholders who feel engaged with and connected to the schools, the district and the Board of Trustees.

*We believe that community engagement is maximized when it occurs at every level of our district, led by the Board of Trustees. Measuring a variety of platforms that facilitate interactions among the Board of Trustees, district leaders, individual campuses, and the community will reflect the clearest picture of our connection strategies.*

*Evaluation Sources/ Criteria:*

- *Collecting formative data from a series of “pulse” surveys of key stakeholders*
- *LISD Climate survey measuring the level of engagement of parents, staff, and students.*
- *Increase in Net Promoter Score from parents and community*
- *Percent of survey respondents with a positive sense of belonging*
- *Improvement in engagement across multiple platforms*

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Texas Association of School Boards Initiated Localize Policy Update 115 with Additional District Changes to Policies FEB(LOCAL), FFG(EXHIBIT), FNG(LOCAL) and GF(LOCAL)

**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report

**Administrator Responsible:** Shawn Swisher

**Attachments:** Policy Update 115 Comparison Packet, Explanatory Notes and Vantage Points District Changes to Policies FEB(LOCAL), FFG(XHIBIT), FNG(LOCAL) and GF(LOCAL)

## **Background Information:**

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education Office for Civil Rights website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

District suggested changes are indicated in red. District suggested changes were made by various stakeholders (Directors/Coordinators). Texas Association of School Boards (TASB) changes are indicated in pink and can be found within the following attachment: District Changes to Policies FEB(LOCAL), FFG(XHIBIT), FNG(LOCAL) and GF(LOCAL) Atch.pdf

<b>Board Policies with recommended changes</b>
<b>BDF(LOCAL):</b> Board Internal Organization - Citizen Advisory Committees
<b>BF(LOCAL):</b> Board Policies
<b>DIA(LOCAL):</b> Employee Welfare - Freedom from Discrimination, Harassment, and Retaliation
<b>DMD(LOCAL):</b> Professional Development - Professional Meetings and Visitations
<b>EI(LOCAL):</b> Academic Achievement
<b>FB(LOCAL):</b> Equal Educational Opportunity
<b>FD(LOCAL):</b> Admissions
<b>FEB(LOCAL):</b> Attendance - Attendance Accounting (TASB changes in pink/ District suggested changes in red)
<b>FFG(LOCAL):</b> Student Welfare - Child Abuse and Neglect (TASB changes in pink/District suggested changes in red)
<b>FFG(EXHIBIT):</b> Student Welfare - Child Abuse and Neglect (District suggested changes in red) ONLY District changes
<b>FFH(LOCAL):</b> Student Welfare - Freedom from Discrimination, Harassment, and Retaliation
<b>FMF(LOCAL):</b> Student Activities - Contests and Competition
<b>FNG(LOCAL):</b> Student Rights and Responsibilities - Student and Parent Complaints/Grievances (TASB changes in pink/District suggested changes in red)
<b>GF(LOCAL):</b> Public Complaints (TASB changes in pink/District suggested changes in red)

## **BDF(LOCAL): Board Internal Organization - Citizen Advisory Committees**

Policy Service recommends that the administrative details regarding committees be removed from the local policy manual, as board-adopted policy is not required.

### **BF(LOCAL): Board Policies**

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

### **DIA(LOCAL): Employee Welfare - Freedom from Discrimination, Harassment, and Retaliation**

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires any employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a preponderance of the evidence standard. If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district's policy consultant. The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated. Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

### **DMD(LOCAL): Professional Development - Professional Meetings and Visitations**

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

### **EI(LOCAL): Academic Achievement**

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester." To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used. Please note: The district's locally developed text at Full Credit is recommended for deletion. This provision would be more appropriately addressed in administrative regulations, such as the student handbook.

### **FB(LOCAL): Equal Educational Opportunity**

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text. Please note: We have retained unchanged your unique text at Impartial Hearing and throughout the remainder of the policy.

### **FD(LOCAL): Admissions**

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

### **FEB(LOCAL): Attendance - Attendance Accounting (District suggested changes in red)**

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

**The District suggests adding “or designee” to be consistent with other policies assigned solely to the Superintendent. (suggested by Bryan Miller)**

### **FFG(LOCAL): Student Welfare - Child Abuse and Neglect**

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules. Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 TASB Model Student Handbook has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

### **FFG(Exhibit): Student Welfare - Child Abuse and Neglect (District suggested changes in red)**

**The district suggests the following changes**

- **Replace Guidance and Counseling department with Counseling Services in first paragraph.**
- **Consider adding the Williamson County Sheriff’s Office to the list of law enforcement agencies as there are students outside of the Williamson County cities listed.**

**(suggested by Steve Clark)**

### **FFH(LOCAL): Student Welfare - Freedom from Discrimination, Harassment, and Retaliation**

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts’ current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district’s existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a preponderance of the evidence standard. If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy

consultant. The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

- Provisions on retaliation and false claims have been updated and moved to the end of the policy. Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

**FNG(LOCAL): Student Rights and Responsibilities - Student and Parent Complaints/Grievances (District suggested changes in red)**

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above. A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

The District suggests it is in the best interest to the District to leave the timeline as stated at 90 days, to mean 90 "business" days, as this will provide the District adequate time resolve issues before the need to go to the Board. (suggested by Sandy Slade)

**GF(LOCAL): Public Complaints (District suggested changes in red)**

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

The District suggests it is in the best interest to the District to leave the timeline as stated at 90 days, to mean 90 "business" days, as this will provide the District adequate time resolve issues before the need to go to the Board. (suggested by Sandy Slade)

**Administrative Recommendation:**

Administration recommends that the Board adopt local board policy update 115 with additional district changes to policies FEB(LOCAL), FFG(XHIBIT), FNG(LOCAL) and GF(LOCAL) as presented.

**Sample Motion:**

I move that we adopt local board policy update 115 with additional district changes to policies FEB(LOCAL), FFG(XHIBIT), FNG(LOCAL) and GF(LOCAL) as presented.



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

~~BOARD INTERNAL ORGANIZATION  
CITIZEN ADVISORY COMMITTEES~~

BDF  
(LOCAL)

~~Committees of citizens may be appointed by the Board in order to advise the Board or administration on areas the Board or its designee deems appropriate.~~

~~The Board shall approve all appointments to and have direct control over all use of citizen advisory committees when such committees are appointed.~~

~~The Board shall describe the proposed functions, size, term of service, membership, and relationship to District staff when such committees are formed.~~

~~The Board shall be kept informed of and shall have the right to approve or disapprove the findings and recommendations of such committees.~~

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

**Organization**

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

[Legally referenced policies are not adopted by the Board.](#)

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

**Terms**

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

**Harmony with Law**

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

**Policy Development**

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

**Official Policy Manual**

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

**Adoption and Amendment**

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF  
(LOCAL)

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized  
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

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**Note:** This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees. ~~For Title IX and other provisions regarding~~ ~~For~~ discrimination, harassment, and retaliation ~~against~~~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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**Definitions**

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, ~~sex~~, national origin, age, disability, armed forces service, genetic information, pregnancy, ~~sex~~, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy ~~and is prohibited~~.

**Discrimination**

Discrimination against an employee is defined as conduct directed at an employee by another employee or a third party under the District’s disciplinary authority on the basis of race, color, religion, ~~sex~~, national origin, age, disability, armed forces service, genetic information, pregnancy, ~~sex~~, or any other basis prohibited by law, that adversely affects the employee’s employment.

~~In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.~~

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

~~Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]~~

**Prohibited Harassment**

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, ~~sex~~, national origin, age, disability, armed forces service, genetic information, pregnancy, ~~sex~~, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or

3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other [negative](#) stereotypes; or other [kinds](#) ~~types~~ of aggressive conduct such as theft or damage to property.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment**

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communication, [including electronic communication](#) ~~or contact~~.

**Retaliation**

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, [serves as a witness, or otherwise participates in an investigation](#). The District shall investigate allegations of retaliation and take action against those found to have retaliated.~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. [Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.](#)~~

~~**Prohibited Conduct** In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting Procedures** AnyAn employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal. The employee may also submit an incident form available on the District’s internal website.

Alternatively, the employee may report the alleged acts to one of the District officials below.

**Definition of District Officials** For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscriminationantidiscrimination laws.

**Alternative Reporting Procedures** An employee shall not be required to report prohibited conduct to the person alleged to have committed the conductit. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**Timely Reporting** To ensure the District’s prompt investigation, reportsReports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District’s ability to investigate and address the prohibited conduct.

**Notice of Report** Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

	<p>Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.</p>
<p><b>Investigation of Reports Other Than Title IX <del>the Report</del></b></p>	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.</p>
	<p>The District may request, but shall not <del>require</del><b>insist upon</b>, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
<p>Initial Assessment</p>	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if <del>proved</del><b>proven</b>, would constitute prohibited conduct as defined by this policy. If so, the District <del>official</del> shall immediately authorize or undertake an adequate, reliable, and impartial investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p>
<p>Interim Action</p>	<p>If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.</p>
<p>District Investigation</p>	<p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the <del>campus</del> principal or supervisor shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The parties shall have the opportunity, as appropriate, to identify witnesses and evidence that will assist in the investigation. The investigation may also include analysis of other information or documents related to the allegations.</p>
<p>Concluding the Investigation</p>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the in-</p>

investigation. Written notice of the findings shall be given to the parties involved in the complaint investigated, as appropriate, and in accordance with confidentiality and privacy laws, including FERPA.

**District Action**

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. The District shall enforce its policies and regulations to prevent a recurrence of any discrimination and to correct its effects on those involved in the investigation. [See Retaliation, ~~below~~<sup>above</sup>]

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

**Response to Sexual Harassment—Title IX**

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

**General Response**

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

Title IX Formal  
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation. The District shall investigate allegations of retaliation and take action against those found to have retaliated.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this ~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be ~~posted on the District's website, to the extent practicable, and~~ readily available at each campus and the ~~District's District~~ administrative offices.

PROFESSIONAL DEVELOPMENT  
PROFESSIONAL MEETINGS AND VISITATIONS

DMD  
(LOCAL)

**Meetings,  
Conferences, and  
Workshops**

~~Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMG]~~

~~When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.~~

~~The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.~~

**Release Time**

~~Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.~~

ACADEMIC ACHIEVEMENT

EI  
(LOCAL)

**Certificate of Coursework Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

**Full Credit**

~~A student shall earn credit for both semesters of a two-semester course if the combined grade for the two semesters is 70 or above.~~

**Partial Credit**

When a student earns a passing grade in only ~~half~~<sup>one</sup> semester of a ~~two-semester~~ course and the combined grade for ~~both halves~~<sup>the two semesters</sup> is lower than 70, the District shall award the student credit for the ~~half~~<sup>semester</sup> with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

**Equal Access** The District shall ensure that all students have equal access to the District's programs, instructional materials, and resources, and that all children are given equal access to academic growth and development within the educational arena.

**Title IX Coordinator** Reports of discrimination based on sex/gender may be directed to the Title IX coordinator. The District ~~thehas designated a~~ **designates and authorizes** Title IX coordinator to coordinate its efforts to comply with Title IX of the Education Amendments of 1972. [See FB(EXHIBIT)]

**ADA / Section 504 Coordinator** Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District ~~thehas designated an~~ **designates and authorizes** ADA/Section 504 coordinator to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. [See FB(EXHIBIT)]

**Superintendent** The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

**Complaints** Allegations of unlawful discrimination, prohibited harassment, including sexual harassment, or retaliation shall be made according to FFH(LOCAL).

Records Retention Copies of reports alleging discrimination, prohibited harassment, including sexual harassment, and retaliation; investigation reports; and related records shall be maintained by the District for a period of at least three years. If the person alleged to have experienced discrimination, prohibited harassment, or retaliation was a minor, the records shall be maintained until the person reaches the age of 21.

**Section 504 Committee** The Section 504 coordinator and members of the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]

The Section 504 committee shall be composed of at least two persons, including persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

	<p>A student may be referred by parents, teachers, counselors, administrators, or any other District employee for evaluation to determine if the student has disabilities and is in need of special instruction or services.</p>
Parental Consent	<p>The Section 504 coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.</p>
Notice to Parents	<p>Parents shall be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.</p>
Preplacement Evaluation	<p>The results of the evaluation shall be considered before any action is taken to place a student with disabilities or make a significant change in placement in an instructional program. The evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group.</p>
Impartial Hearing	<p>Parents shall be given written notice of their due process right to an impartial hearing if they have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with disabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney.</p>
State-Mandated Assessments	<p>Modifications in taking the state-mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]</p>

**Persons Age 21  
and ~~And~~ Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

**Proof of Residency**

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

**Minor Living Apart**

**Person Standing in  
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

**Misconduct**

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

**Exceptions**

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular  
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student  
in Grandparent's  
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and describe the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

**"Accredited" Defined**

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See E]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See E]

**Withdrawal**

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

Leander ISD  
246913

ADMISSIONS

FD  
(LOCAL)

[For District withdrawal of students no longer in attendance, see  
FEA(LOCAL).]

**Attendance  
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative  
Attendance-  
Taking **Recording**  
Time

**The** ~~When appropriate, the~~ Superintendent is authorized to **shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus** or for a designated group of students at a campus. The alternative ~~time for recording~~ attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to  
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

**Training**

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~by any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~  
~~mediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. ~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

### Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>i</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

### Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>i</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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**Note:** This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student by an employee, other student, or a third party under the District's disciplinary authority on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or ~~on~~ any other basis prohibited by law, that adversely affects the student.

**Prohibited Conduct**

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law, ~~when the conduct that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by ~~law~~ and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at [Response to Sexual Harassment—Title IX](#) upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See [FFH\(LEGAL\)](#)]

**Sexual Harassment**  
By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or [other](#) inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See [DH](#)]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communications, [including electronic communication](#) ~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~Retaliation~~

~~In accordance with federal anti-discrimination laws, the District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or against any individual who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation. The District shall investigate allegations of retaliation and take action against those found to have retaliated.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~False Claim~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~Prohibited Conduct~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting  
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives **direct or indirect** notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Method of  
Reporting

Students, parents, and employees reporting prohibited conduct may make a verbal or written report. Reports may also be made using the District's incident form available on the District's website.

*Definition of  
District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment, ~~or~~ gender-based harassment, **or dating violence**, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /  
Section 504  
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

*Superintendent*

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative  
Reporting  
Procedures**

**An individual** ~~A student~~ shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**Timely Reporting**

**To ensure the District's prompt investigation, reports** ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.~~

**Notice to Parents**

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of  
Reports Other Than  
Title IX ~~the Report~~**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

**Initial Assessment**

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~ **proven**, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~ **proven**, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

**Interim Action**

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

**District Investigation**

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The District shall conduct an adequate, reliable, and impartial investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The parties may identify witnesses and evidence that will assist in the investigation of the complaint. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.  The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
<i>Notification of Outcome</i>	The District shall provide written notification of the outcome of the investigation to both parties, as appropriate, and in accordance with privacy and confidentiality laws, including FERPA.
<b>District Action</b> Prohibited Conduct	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District shall take steps to prevent recurrence of any discrimination and to correct its effects on the complainant and others as appropriate.
<i>Corrective Action</i>	Examples of corrective action may include a training program for those involved in the <del>report</del> <del>complaint</del> , a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
<b>Appeal</b>	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Sexual Harassment–Title IX</b>	For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant’s wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul> <p>The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p> <p>If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.</p>
Title IX Formal Complaint Process	To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for

responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

In accordance with federal anti-discriminations laws, the District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or against any individual who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The District shall investigate allegations of retaliation and take action against those found to have retaliated. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records ~~control~~ retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT ACTIVITIES  
CONTESTS AND COMPETITION

FMF  
(LOCAL)

**UIL Activities**

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

**Athletic Program**

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholastic competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intraschool sports activities for elementary students shall be maintained as part of the physical education program.~~

**Non-UIL Activities**

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

**Overnight Trips**

~~Students involved in UIL competition above the UIL district level that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability, ~~or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may consider the complaint and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and  
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following

the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

## **Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### **Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

#### Frequent Appeals

If a student, a parent, or a student's representative has presented five Level Three appeals to the Board within a calendar year, the Board shall consider any subsequent Level Three appeal from the complainant during that calendar year only upon written submission, with no Level Three presentation made to the Board by the complainant or the administration. In such an event, the Board shall consider the written record and give notice of its decision in writing.

Upon a motion by any Board member, however, the presiding officer shall call for a vote to suspend this rule and allow an oral presentation of the Level Three appeal.

**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Guiding Principles**

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may consider the complaint and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

**Level Two**

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Frequent Appeals

If a member of the public has presented five Level Three appeals to the Board within a calendar year, the Board shall consider any subsequent Level Three appeal from the complainant during that calendar year only upon written submission, with no Level Three presentation made to the Board by the complainant or the administration. In such an event, the Board shall consider the written record and give notice of its decision in writing.

Upon a motion by any Board member, however, the presiding officer shall call for a vote to suspend this rule and allow an oral presentation of the Level Three appeal.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### ATTN(NOTE)

#### GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB [Policy Service Resource Library](#). **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

#### AF(LEGAL)

#### INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

#### AIA(LEGAL)

#### ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

#### AIB(LEGAL)

#### ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

#### AIC(LEGAL)

#### ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### **BBA(LEGAL)**

#### **BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS**

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

#### **BBBB(LEGAL)**

#### **ELECTIONS: POST-ELECTION PROCEDURES**

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

#### **BBD(LEGAL)**

#### **BOARD MEMBERS: TRAINING AND ORIENTATION**

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the [training requirements](#).

#### **BDF(LEGAL)**

#### **BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES**

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

#### **BDF(LOCAL)**

#### **BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES**

Policy Service recommends that the administrative details regarding committees be removed from the local policy manual, as board-adopted policy is not required.

#### **BF(LOCAL)**

#### **BOARD POLICIES**

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **BQ(LEGAL)**

#### **PLANNING AND DECISION-MAKING PROCESS**

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### **Leander ISD**

#### **BQA(LLEGAL) PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL**

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

#### **BQB(LLEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL**

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

#### **CBB(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL**

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

#### **CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES**

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

#### **CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES**

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LLEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

#### **CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS**

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

#### **CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT**

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### **Leander ISD**

- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

### **CCH(LLEGAL)**

#### **LOCAL REVENUE SOURCES: APPRAISAL DISTRICT**

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

### **CFA(LLEGAL)**

#### **ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS**

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

### **CFC(LLEGAL)**

#### **ACCOUNTING: AUDITS**

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

### **CKA(LLEGAL)**

#### **SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS**

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

### **CKE(LLEGAL)**

#### **SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL**

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

### **CKEA(LLEGAL)**

#### **SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS**

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

### **CMD(LLEGAL)**

#### **EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING**

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

### **CO(LLEGAL)**

#### **FOOD AND NUTRITION MANAGEMENT**

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

### **CQ(LLEGAL)**

#### **TECHNOLOGY RESOURCES**

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### **CQA(LEGAL)**

#### **TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES**

Online posting provisions have been updated to:

- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

#### **CQB(LEGAL)**

#### **TECHNOLOGY RESOURCES: CYBERSECURITY**

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

#### **CRE(LEGAL)**

#### **INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION**

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

#### **CS(LEGAL)**

#### **FACILITY STANDARDS**

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

#### **CY(LEGAL)**

#### **INTELLECTUAL PROPERTY**

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

#### **D(LEGAL)**

#### **PERSONNEL**

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

#### **DAA(LEGAL)**

#### **EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY**

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### DBAA(LEGAL)

#### **EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS**

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

#### DC(LEGAL)

#### **EMPLOYMENT PRACTICES**

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

#### DED(LOCAL)

#### **COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS**

If your district offers paid vacation or holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language addressing board authorization and development of administrative procedures for consistent application.

TASB HR Services has a [framework](#) to help districts develop administrative procedures on these issues.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### DF(LEGAL)

#### **TERMINATION OF EMPLOYMENT**

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

#### DHC(LEGAL)

#### **EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY**

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

#### DHE(LEGAL)

#### **EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING**

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

#### DHE(EXHIBIT)

#### **EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING**

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### DIA(LEGAL)

#### EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

#### DIA(LOCAL)

#### EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **DIA(EXHIBIT)                      EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

**If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.**

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **DMA(LLEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEB addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

#### **DMD(LOCAL)                      PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS**

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **DP(LLEGAL)                      PERSONNEL POSITIONS**

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

#### **EEL(LLEGAL)                      INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES**

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### **Leander ISD**

#### **EHAA(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

#### **EHB(LLEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS**

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

#### **EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION**

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

#### **EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

#### **EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL**

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

#### **EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN**

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

#### **EHBJ(LLEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS**

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### **EHDD(LEGAL)**

#### **ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT**

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

#### **EI(LEGAL)**

#### **ACADEMIC ACHIEVEMENT**

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

#### **EI(LOCAL)**

#### **ACADEMIC ACHIEVEMENT**

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

**Please note:** The district's locally developed text at Full Credit is recommended for deletion. This provision would be more appropriately addressed in administrative regulations, such as the student handbook.

#### **EIF(LEGAL)**

#### **ACADEMIC ACHIEVEMENT: GRADUATION**

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### **EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT**

Changes to this legally referenced policy on assessments include:

- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

#### **EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT**

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

#### **ELA(LLEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS**

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

#### **F(LLEGAL) STUDENTS**

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

#### **FB(LLEGAL) EQUAL EDUCATIONAL OPPORTUNITY**

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

#### **FB(LOCAL) EQUAL EDUCATIONAL OPPORTUNITY**

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

**Please note:** We have retained unchanged your unique text at Impartial Hearing and throughout the remainder of the policy.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### FB(EXHIBIT)

#### EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

**If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.**

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### FD(LOCAL)

#### ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### FDB(LEGAL)

#### ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

#### FEA(LEGAL)

#### ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

#### FEB(LEGAL)

#### ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

#### FEB(LOCAL)

#### ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the [TASB Regulations Resource Manual](#).

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### **Leander ISD**

#### **FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT**

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFEB(LEGAL).

#### **FFAE(LEGAL) WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS**

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

#### **FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION**

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

#### **FFC(LEGAL) STUDENT WELFARE: STUDENT SUPPORT SERVICES**

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

#### **FFE(LEGAL) STUDENT WELFARE: COUNSELING AND MENTAL HEALTH**

Provisions on counseling have been moved to FFEA.

#### **FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING**

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

### **FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH**

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

### **FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

### **FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

### **FFG(EXHIBIT) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

As mentioned at FFG(LEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

### **FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Provisions on dating violence have been moved from BQ(LEGAL) to this code on discrimination, harassment, and retaliation.

### FFH(LOCAL)                      STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

### FFH(EXHIBIT)                      STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

**If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.**

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **FM(LEGAL)                      STUDENT ACTIVITIES**

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

#### **FMF(LOCAL)                      STUDENT ACTIVITIES: CONTESTS AND COMPETITION**

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

#### **FNG(LOCAL)                      STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES**

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** We have retained unchanged your unique text at Frequent Appeals.

#### **FNG(EXHIBIT)                      STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES**

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

#### **GBAA(EXHIBIT)                      INFORMATION ACCESS: REQUESTS FOR INFORMATION**

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the [TASB Regulations Resource Manual](#) for updated forms related to requests for information.

# Explanatory Notes

## TASB Localized Policy Manual Update 115

### Leander ISD

#### GF(LOCAL)

#### PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** We have retained unchanged your unique text at Frequent Appeals.

#### GF(EXHIBIT)

#### PUBLIC COMPLAINTS

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

#### GKA(LLEGAL)

#### COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.

# Vantage Points

## A Board Member's Guide to Update 115

**Please note:** *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

**The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.**

For questions, contact Policy Service at [policy.service@tasb.org](mailto:policy.service@tasb.org), call us at 800-580-7529, or visit our website at [policy.tasb.org](http://policy.tasb.org).

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

**We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

## **Section B—Local Governance**

### **Board Policy**

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

## **Section D—Personnel**

### **Compensation and Benefits**

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

### **Discrimination, Harassment, and Retaliation**

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—  
Instruction**

**Academic  
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts’ policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district’s consideration. **This is optional text; contact the district’s policy consultant if the district does not wish to include it.**

Some districts’ local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

## Section F— Students

### Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

### Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

### Child Abuse and Neglect

**FFG(LOCAL)** on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

### Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

**Student and Parent Complaints**

**FNG(LOCAL)** on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

**Section G—Community and Governmental Relations**

**Public Complaints**

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

**Miscellaneous Deletions**

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

*A message from TASB Governmental Relations*

### **TASB Advocates for Public Schools**

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, [your voice has weight with legislators](#).<sup>1</sup>
- By [engaging with TASB](#)<sup>2</sup> you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact [TASB Governmental Relations](#)<sup>3</sup> at 800-580-4885 or [Dax.Gonzalez@tasb.org](mailto:Dax.Gonzalez@tasb.org).

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<sup>1</sup> Working with Legislators: <https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx>

<sup>2</sup> Engage with TASB: <https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx>

<sup>3</sup> TASB Governmental Relations: <https://gr.tasb.org>

**Attendance  
Accounting System**

The Superintendent **or designee** shall be responsible for designating the official attendance-taking time during the campus's instructional day and maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative  
Attendance-  
TakingRecording  
Time

~~The~~ ~~When appropriate, the~~ Superintendent **or designee** is authorized to shall establish written procedures permitting a campus to record absences inspecify an alternative hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus or for a designated group of students at a campus. The alternative time for recording attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.

**Parental Consent to  
Leave Campus**

The Superintendent **or designee** shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

## Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

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### What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact the office of student support services, at (512) 570-0153, or ~~the office of guidance and counseling~~ [Counseling Services](#), at (512) 570-0212.

### What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

### Are there any restrictions on reporting?

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### To whom do I make a report?

Reports may be made to any of the following:

- A law enforcement agency: The Leander Police Department, at (512) 259-0613; the Cedar Park Police Department, at (512) 258-2800; the Travis County Sheriff's Office, at (512) 854-9697; [the Williamson County Sheriff's Office, at \(512\) 943-1300](#) or the Austin Police Department, Child Abuse Unit, at (512) 974-6880;

- The CPS division of the Texas Department of Family and Protective Services at (800) 252-5400 or [Texas Abuse Hotline Website](#)<sup>1</sup>; or
- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

#### **Will my report be kept confidential?**

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

#### **Will I be liable in any way for making a report?**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

#### **What will happen if I don't report suspected child abuse or neglect?**

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

#### **What are my responsibilities regarding investigations of abuse or neglect?**

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

Leander ISD  
246913

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(EXHIBIT)

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<sup>1</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, ~~religion, sex,~~ gender, national origin, ~~age, or disability, or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 ~~calendar~~ **business** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

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	<p>deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may consider the complaint and issue a decision in the student's or parent's absence.</p>
Response	<p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>"Days" shall mean District business days, <u>unless otherwise noted.</u> In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>
Representative	<p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten</p>

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days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and  
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following

the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

## Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### **Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

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presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Frequent Appeals

If a student, a parent, or a student's representative has presented five Level Three appeals to the Board within a calendar year, the Board shall consider any subsequent Level Three appeal from the complainant during that calendar year only upon written submission, with no Level Three presentation made to the Board by the complainant or the administration. In such an event, the Board shall consider the written record and give notice of its decision in writing.

Upon a motion by any Board member, however, the presiding officer shall call for a vote to suspend this rule and allow an oral presentation of the Level Three appeal.

**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar business days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Guiding Principles**

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

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Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may consider the complaint and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

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from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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Upon a motion by any Board member, however, the presiding officer shall call for a vote to suspend this rule and allow an oral presentation of the Level Three appeal.

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

<b>Agenda Item:</b>	Consider Approval of Budget Amendments	
<b>Purpose:</b>	<input checked="" type="checkbox"/> Action Requested September 24, 2020	<input type="checkbox"/> Discussion Item/Report
<b>Administrator Responsible:</b>	Elaine Cogburn	
<b>Attachments:</b>	Monthly Budget Amendments	

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## **Background Information:**

The Board of Trustees adopted the 2020-2021 budget on June 18, 2020. Budgets for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund 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.

Budget amendments are necessary throughout the year to realign funds. 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.

The attached documents summarize the effect of budget transfers and amendments and the details of the changes being proposed. Submitted for approval are the budget revisions/amendments requested by various campuses and departments through September 8, 2020.

The amendments presented this month for the **General Operating Fund** (Fund 199) are as follows:

- Net decrease of \$1,479,526 to the revenue budget to reflect the effect of the recently adopted tax rate and certified property values:
  - \$2,160,029 decrease in local revenue as the 5<sup>th</sup> golden penny was not adopted
  - \$680,503 increase in state aid due to decrease in local revenue
- Transfers among functions with no effect on the total operating deficit/surplus
  - Decrease in function 41 expenditures is offset by an increase in transfers out regarding legal settlements

The amendments to the General Fund increase the overall operating deficit by \$1.4 million resulting in a budget deficit of \$30,678,265.

The amendments presented this month for the **Debt Service Fund** (Fund 599) are as follows:

- Decrease of \$2,376,753 to the revenue budget to reflect the effect of the recently adopted tax rate and certified property values.
- Increase of \$1,024,714 to the expenditure budget to reflect the increase in debt service interest and principal costs as a result of the recent 2020 bond refunding and new money sale.

The amendments to the Debt Service Fund result in an over levy of \$15,182,583 available to use towards the early retirement of debt.

There are no amendments to the **Child Nutrition Fund**.

## **Administrative Recommendation:**

Administration recommends that the Board approve the amendments to the 2020-2021 budget reflecting: a decrease to General Fund revenues of \$1,479,526, a decrease to Debt Service Fund revenues of \$2,376,753 and an increase to Debt Service Fund expenditures of \$1,024,714.

**Sample Motion:**

I move that the Board approve the amendments to the 2020-2021 budget reflecting: a decrease to General Fund revenues of \$1,479,526, a decrease to Debt Service Fund revenues of \$2,376,753 and an increase to Debt Service Fund expenditures of \$1,024,714.

**Leander Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of September 8, 2020**

	2020-2021 Original Budget	Previously Amended Budget	Proposed Amendments 09/08/20	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 267,490,482	\$ 267,490,482	\$ (2,160,029)	\$ 265,330,453
State Sources	97,071,746	97,385,346	680,503	98,065,849
Federal Sources	4,165,000	4,165,000	-	4,165,000
<b>TOTAL REVENUES</b>	<b>\$ 368,727,228</b>	<b>\$ 369,040,828</b>	<b>\$ (1,479,526)</b>	<b>\$ 367,561,302</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 235,351,716	\$ 238,443,065	\$ (5,998)	\$ 238,437,067
Function 12 - Instructional Resources & Media	4,216,617	4,238,657	-	4,238,657
Function 13 - Staff Development	7,915,776	7,931,976	3,610	7,935,586
Function 21 - Instructional Administration	4,380,727	4,373,286	1,000	4,374,286
Function 23 - School Administration	21,647,945	21,663,506	3,216	21,666,722
Function 31 - Guidance & Counseling	19,356,455	19,372,337	-	19,372,337
Function 32 - Social Services	1,488,308	1,488,308	-	1,488,308
Function 33 - Health Services	3,496,032	3,496,032	-	3,496,032
Function 34 - Student Transportation	13,853,851	15,682,060	-	15,682,060
Function 35 - Food Services	6,309	83,306	-	83,306
Function 36 - Co-Curricular Activities	11,799,318	12,563,284	(1,828)	12,561,456
Function 41 - General Administration	8,216,672	7,937,246	(65,790)	7,871,456
Function 51 - Plant Maintenance & Operations	31,250,398	34,023,214	5,986	34,029,200
Function 52 - Security	3,418,835	2,723,488	(5,200)	2,718,288
Function 53 - Data Processing	8,704,810	9,611,168	(460)	9,610,708
Function 61 - Community Services	2,145,340	2,149,698	(786)	2,148,912
Function 71 - Debt Service	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	345,050	345,050	-	345,050
Function 99 - Other Intergovernmental Charges	2,250,920	2,250,920	-	2,250,920
<b>TOTAL ALL EXPENDITURES</b>	<b>\$ 379,845,079</b>	<b>\$ 388,376,601</b>	<b>\$ (66,250)</b>	<b>\$ 388,310,351</b>
<b>Excess/(Deficiency) of Revenues vs. Expenditures</b>	<b>\$ (11,117,851)</b>	<b>\$ (19,335,773)</b>	<b>\$ (1,413,276)</b>	<b>\$ (20,749,049)</b>
<b>Other Financing Sources/Uses</b>				
Sale of Assets	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
Transfer Out - Other	(50,000)	(50,000)	-	(50,000)
Transfer Out - Healthcare	(5,300,000)	(5,300,000)	-	(5,300,000)
Transfer Out - Healthcare Additional Contribution	(1,000,000)	(1,000,000)	-	(1,000,000)
Transfer Out - 2 cents to Major Maintenance	(3,377,966)	(3,377,966)	-	(3,377,966)
Other Uses - Settlements	(155,000)	(155,000)	(66,250)	(221,250)
<b>Total Other Financing Sources/Uses</b>	<b>\$ (9,862,966)</b>	<b>\$ (9,862,966)</b>	<b>\$ (66,250)</b>	<b>\$ (9,929,216)</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ (20,980,817)</b>	<b>\$ (29,198,739)</b>	<b>\$ (1,479,526)</b>	<b>\$ (30,678,265)</b>
Beginning Fund Balance for Fund 195 (moving to Fund 695)	4,199,742	4,199,742		4,199,742
Beginning Fund Balance for Fund 196	2,363,008	2,363,008		2,363,008
Beginning Fund Balance for Fund 197	(22,111,834)	(22,111,834)		(22,111,834)
Beginning Fund Balance for Fund 199	166,088,993	166,088,993		166,088,993
<b>Consolidated Beginning Fund Balance of Fund 19X (As of July 1, 2020)</b>	<b>\$ 150,539,909</b>	<b>\$ 150,539,909</b>		<b>\$ 150,539,909</b>
<b>Net Operating Results - All General Fund 19X</b>	<b>(20,980,817)</b>	<b>(29,198,739)</b>		<b>(30,678,265)</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 129,559,092</b>	<b>\$ 121,341,170</b>		<b>\$ 119,861,644</b>

\*Unaudited; subject to change based on 19-20 operations

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**REVENUES:**

Ref #	Offset Function	Organization	Amount	#	Description
57XX			(2,160,029)		Decrease due to adopted tax rate
58XX			680,503		Increase in state aid due to decrease in local revenue
59XX			-		
<b>TOTAL REVENUES</b>			<b>\$ (1,479,526)</b>		

**Other Resources**

Ref #	Offset Function	Organization	Amount	Description
<b>TOTAL TRANSFERS IN</b>			<b>\$ -</b>	

**EXPENDITURES:**

**Function 11 - Instruction**

Ref #	Offset Function	Organization	Amount	Description
	23	110	(1,316)	Campus/Department request to move funds
	13	105	(765)	Campus/Department request to move funds
	13	120	(27)	Campus/Department request to move funds
	23	118	(1,900)	Campus/Department request to move funds
	13	101	(990)	Campus/Department request to move funds
	21	917	(1,000)	Campus/Department request to move funds
<b>TOTAL FUNCTION 11</b>			<b>\$ (5,998)</b>	

**Function 12 - Instructional Resources & Media**

Ref #	Offset Function	Organization	Amount	Description
<b>TOTAL FUNCTION 12</b>			<b>\$ -</b>	

**Function 13 - Staff Development**

Ref #	Offset Function	Organization	Amount	Description
	36	006	1,828	Campus/Department request to move funds
	11	105	765	Campus/Department request to move funds
	11	120	27	Campus/Department request to move funds
	11	101	990	Campus/Department request to move funds
<b>TOTAL FUNCTION 13</b>			<b>229 \$ 3,610</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**Function 21 - Instructional Administration**

Ref #	Offset Function	Organization	Amount	Description
	11	917	1,000	Campus/Department request to move funds
			-	
<b>TOTAL FUNCTION 21</b>			<b>\$ 1,000</b>	

**Function 23 - School Administration**

Ref #	Offset Function	Organization	Amount	Description
	23	110	1,316	Campus/Department request to move funds
	11	118	1,900	Campus/Department request to move funds
<b>TOTAL FUNCTION 23</b>			<b>\$ 3,216</b>	

**Function 31 - Guidance & Counseling**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 31</b>			<b>\$ -</b>	

**Function 32 - Social Services**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 32</b>			<b>\$ -</b>	

**Function 33 - Health Services**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 33</b>			<b>\$ -</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**Function 34 - Student Transportation**

<u>Ref #</u>	<u>Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 34</b>			<b>\$ -</b>	

**Function 35 - Food Services**

<u>Ref #</u>	<u>Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 35</b>			<b>\$ -</b>	

**Function 36 - Co-Curricular Activities**

<u>Ref #</u>	<u>Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
	13	006	(1,828)	Campus/Department request to move funds
			-	
<b>TOTAL FUNCTION 36</b>			<b>\$ (1,828)</b>	

**Function 41 - General Administration**

<u>Ref #</u>	<u>Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
GJ-008010	51	744	1,200	Campus/Department request to move funds
	53	743	(700)	Campus/Department request to move funds
	53	743	(40)	Campus/Department request to move funds
	00	701	(66,250)	Campus/Department request to move funds
<b>TOTAL FUNCTION 41</b>			<b>\$ (65,790)</b>	

**Function 51 - Plant Maintenance & Operations**

<u>Ref #</u>	<u>Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
GJ-008064	52	911	5,200	Campus/Department request to move funds
GJ-009002	61	938	786	Campus/Department request to move funds
<b>TOTAL FUNCTION 51</b>			<b>\$ 5,986</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**Function 52 - Security**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
GJ-008064	51	911	(5,200)	Campus/Department request to move funds
			-	
<b>TOTAL FUNCTION 52</b>			<b>\$ (5,200)</b>	

**Function 53 - Data Processing**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
GJ-008010	51	744	(1,200)	Campus/Department request to move funds
	41	743	700	Campus/Department request to move funds
	53	743	40	Campus/Department request to move funds
<b>TOTAL FUNCTION 53</b>			<b>\$ (460)</b>	

**Function 61 - Community Services**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
GJ-009002	51	938	(786)	Campus/Department request to move funds
			-	
<b>TOTAL FUNCTION 61</b>			<b>\$ (786)</b>	

**Function 71 - Debt Service**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 71</b>			<b>\$ -</b>	

**Function 81 - Capital Outlay**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 81</b>			<b>\$ -</b>	

**Function 91 - Contracted Instruction Services**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 91</b>			<b>232</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**Function 95 - Contracted Instruction Services**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 95</b>			-	

**Function 99 - JJAEP**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
			-	
			-	
<b>TOTAL FUNCTION 99</b>			\$ -	

**Transfers Out/Other Uses**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
	00	701	66,250	Campus/Department request to move funds
			-	
<b>TOTAL TRANSFERS OUT</b>			\$ 66,250	

<b>TOTAL EXPENDITURES</b>	\$ -
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<b>INCREASE/(DECREASE) TO FUND BALANCE</b>	\$ (1,413,276)
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**Leander Independent School District**  
**Debt Service - Fund 599**  
**Budget Amendments/Transfers as of September 8, 2020**

	2020-2021 Original Budget	Previously Amended Budget	Proposed Amendments 09/08/20	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 129,718,426	\$ 129,718,426	\$ (2,376,753)	\$ 127,341,673
State Sources	1,683,954	1,683,954	-	1,683,954
Federal Sources	-	-	-	-
<b>TOTAL REVENUES</b>	<b><u>\$ 131,402,380</u></b>	<b><u>\$ 131,402,380</u></b>	<b><u>\$ (2,376,753)</u></b>	<b><u>\$ 129,025,627</u></b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ -	\$ -	\$ -	\$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 35 - Food Service	-	-	-	-
Function 36 - Co-Curricular Activities	-	-	-	-
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	-	-	-	-
Function 52 - Security	-	-	-	-
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 71 - Debt Service	112,818,330	112,818,330	1,024,714	113,843,044
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
<b>TOTAL ALL EXPENDITURES</b>	<b><u>\$ 112,818,330</u></b>	<b><u>\$ 112,818,330</u></b>	<b><u>\$ 1,024,714</u></b>	<b><u>\$ 113,843,044</u></b>
<b>Excess/(Deficiency) of</b>				
Revenues vs. Expenditures	<b><u>\$ 18,584,050</u></b>	<b><u>\$ 18,584,050</u></b>	<b><u>\$ (3,401,467)</u></b>	<b><u>\$ 15,182,583</u></b>
<b>Other Resources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Uses</b>	<b>-</b>	<b>(18,584,050)</b>	<b>3,401,467</b>	<b>(15,182,583)</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b><u>\$ 18,584,050</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>
<b>Beginning Fund Balance (As of July 1, 2020)</b>	<b>\$ 33,287,053</b>	<b>\$ 33,287,053</b>		<b>\$ 33,287,053</b>
<b>Projected Ending Fund Balance</b>	<b><u>\$ 51,871,103</u></b>	<b><u>\$ 33,287,053</u></b>		<b><u>\$ 33,287,053</u></b>

\*Unaudited; subject to change

**Leander Independent School District**  
**Debt Service - Fund 599**  
**Summary of Budget Transfers/Amendments**  
**As of September 8, 2020**

**REVENUES:**

Ref #	Function	Organization	Amount	Description
57XX			\$ (2,376,753)	Decrease tax collections based on adopted tax rate & certified values
58XX				
59XX				
<b>TOTAL REVENUES</b>			<b>\$ (2,376,753)</b>	

**EXPENDITURES:**

**Function 71 - Debt Service**

Ref #	Function	Organization	Amount	Description
	71	999	1,024,714	Increase budget for debt service due to 2020 sale of 2017 authorization

<b>TOTAL FUNCTION 71</b>	<b>\$ 1,024,714</b>
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<b>TOTAL EXPENDITURES</b>	<b>\$ 1,024,714</b>
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<b>INCREASE/(DECREASE) TO FUND BALANCE</b>	<b>\$ (3,401,467)</b>
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# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Use of Remaining 2007 Bond Funds  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** N/A

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## **Background Information:**

In an effort to prevent the spread of the COVID-19 germ, water fountains at all district locations have been covered up and taken out of service. For campuses this presents a challenge in providing students with a source of drinking water. After thoroughly researching various options, the Facilities Department has determined that the best long-term solution is to install water bottle filling stations at campuses that do not already have such equipment.

At minimum, each elementary will have 2 bottle filling stations, each middle school will have 4, and each high school will have 8. An estimate of \$314,087 has been received to purchase and install the equipment throughout the district. The administration has identified remaining bond funds from the 2007 authorization from project savings that can be used towards this project.

This cost will be tracked for potential CARES Act reimbursement; however, based on current grant allotments, insufficient funds exist to cover this purchase. Should additional funding develop that would cover this cost, reimbursement will be sought from that source.

## **Administrative Recommendation:**

The recommendation is for the Board of Trustees to approve the use of \$314,087 of remaining 2007 bond proceeds as identified from project savings to cover the cost of water bottle filling stations to be installed across the district in response to COVID-19.

## **Sample Motion:**

I move that the Board of Trustees approve the use of \$314,087 of remaining 2007 bond proceeds as identified from project savings to cover the cost of water bottle filling stations to be installed across the district in response to COVID-19.

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of Tax Resale Deed Resolution  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Travis County Tax Resale Deed

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## **Background Information:**

Travis County has reached a settlement on a property with back taxes owed to the district. Funds have been received by the County and distribution of the funds to each taxing entity is pending approval of a resolution and order of each governing body. The subject property is a lot in the Arrowhead Point Subdivision and the district's share of the back taxes owed is \$2,664.48. Acceptance of the payment of back taxes owed will release liens on said property. In order to receive the funds, the Board must approve submit the resolution.

## **Administrative Recommendation:**

The recommendation is for the Board of Trustees to approve the Tax Resale Deed Resolution releasing tax liens on said property as described in the Resolution and accepting receipt of back taxes owed the district.

## **Sample Motion:**

I move that the Board of Trustees approve the Tax Resale Deed Resolution releasing tax liens on said property as described in the Resolution and accepting receipt of back taxes owed the district.

**DAVID A. ESCAMILLA**  
COUNTY ATTORNEY

DAN HAMRE  
FIRST ASSISTANT

SHERINE E. THOMAS †  
EXECUTIVE ASSISTANT

314 W. 11<sup>TH</sup>, STREET  
GRANGER BLDG., 3<sup>RD</sup> FL.  
AUSTIN, TEXAS 78701

P. O. BOX 1748  
AUSTIN, TEXAS 78767

(512) 854-9513  
FAX: (512) 854-4808



**COLLECTIONS DIVISION**

J. ELLIOTT BECK, DIRECTOR

KARON Y. WRIGHT †

KAY D. BROCK †††

JAVIER B. GUTIERREZ

† MEMBER OF THE COLLEGE  
OF THE STATE BAR OF TEXAS

††† BOARD CERTIFIED, BUSINESS  
BANKRUPTCY LAW, TEXAS BOARD OF  
LEGAL SPECIALIZATION

September 3, 2020

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Leander Independent School District  
Business & Operations Dept.  
Attn: Ellen Skoviera  
P.O. Box 218  
Leander, Tx 78646

LEANDER ISD

SEP 08 2020

Mr. Mark Evert  
Travis County Emergency Services District No. 1  
P.O. Box 5278  
Jonestown, Texas 78645

FINANCIAL SERVICES

Mr. Michael Geeslin  
President and CEO  
Travis County Healthcare District d/b/a Central Health  
1111 E. Cesar Chavez, Ste. B  
Austin, Tx 78702

Chairman of Board of Trustees  
Austin Community College  
Attn: Esther Sonen  
5930 Middle Fiskville Rd.  
Austin, Texas 78752

City of Jonestown  
c/o Rachel Austin  
P.O. Box 5023  
Jonestown, Tx 78645

Re: Leander Independent School District Tax Resale Deed

Dear Sir or Madam:

Enclosed please find a Tax Resale Deed for Leander ISD property that has been sold pursuant to Texas Tax Code § 34.05. Please sign the deed and have your signature notarized. Once completed please return to this office in the enclosed envelope.

If you have any further questions please feel free to contact me at 512-854-4150.

Sincerely,

Erin Richardson  
Paralegal

TAX RESALE DEED

STATE OF TEXAS                   §  
  §       **KNOW ALL MEN BY THESE PRESENTS**  
COUNTY OF TRAVIS               §

That Travis County, Travis County Healthcare District d/b/a Central Health, Leander Independent School District, Austin Community College and Travis County Emergency Services District No. 14, each acting through the presiding officer, president and CEO, or Administrator of its governing body, hereunto duly authorized by resolution and order of each respective governing body and duly recorded in their official Minutes, hereinafter called grantors, for and in consideration of the sum of \$5,909.00 cash in hand paid by

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Mr. Paul Heard  
Mrs. Nicola J. Heard  
7407 Navajo Pass  
Leander, TX 78641-9129

hereinafter called grantee(s), the receipt of which is acknowledged and confessed, hereby grant, sale and convey and by these presents do grant, sale and convey unto said grantee(s) all of the right, title and interest of the grantors, they being all of the taxing units interested in the tax foreclosure judgment against the property herein described, acquired by tax foreclosure sale heretofore held under Cause No.D-1-GN-17-002813, in the district court of said county, said property being located in Travis County, Texas, and described as follows:

0.0981 of an acre tract, being a portion of an unnumbered tract out Arrowhead Point Subdivision No. 2, Plat No. 4/334, being a portion as described in Volume 8264, Page 526 (said 0.0981 acre tract being described by metes and bounds in that Save and Except tract in Volume 12948, Page 1913) of the Deed Records of Travis County, Texas

**TO HAVE AND TO HOLD** the said premises, together with all and singular the rights, privileges, and appurtenances thereto in any manner belonging unto the said grantee(s), their heirs and assigns forever, so that neither the grantors, nor any other taxing unit interested in said tax foreclosure judgment, nor any person claiming under it and them, shall at any time hereafter have, claim or demand any right or title to the aforesaid premises or appurtenances, or any part thereof.

Taxes for the present year are to be paid by grantee(s) herein. The liens foreclosed by the judgment are discharged and extinguished by virtue of this conveyance.

This deed is given expressly subject to recorded restrictive covenants running with the land, and valid easements of record as of the date of this sale, if such covenants or easements were recorded prior to January 1 of the year the tax lien(s) arose.





# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors

**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report

**Administrator Responsible:** Elaine Cogburn

**Attachments:** Resolution Nominating an Individual to the Travis Central Appraisal District Board of Directors

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## **Background Information:**

The Travis Central Appraisal District (TCAD) has advised us of our voting entitlement for this year's biennial elections for member of the TCAD Board of Directors. Any nominations for the TCAD Board must be made by resolution and submitted to the Chief Appraiser, Marya Crigler, prior to October 15, 2020. If the Board wishes to submit any nominations for the TCAD, a Board resolution needs to be adopted by the September 24<sup>th</sup> meeting, in order to meet the October 15, 2020 nomination deadline.

To be eligible to serve on the Board of Directors for TCAD, an individual must be a resident of Travis County and must have resided in the District for at least two years immediately preceding the date he or she takes office. The current TCAD Board of Directors member representing Leander ISD is Tom Buckle. The administration is unaware of any other interested citizens in serving on the TCAD Board of Directors.

Once the District submits its nomination to the Chief Appraiser, a ballot will be prepared from all the nominations submitted and returned to the District prior to November 2, 2020. The Board will need to cast the District's votes by resolution at the November 19, 2020 Board meeting (based on the current Board calendar) in order to meet the December 2, 2020 deadline for submission of votes to the Chief Appraiser.

## **Administrative Recommendation:**

The recommendation is that the Board of Trustees nominate \_\_\_\_\_ (to be determined) to the Travis Central Appraisal District Board through adoption of the attached resolution formally making that nomination.

## **Sample Motion:**

I move that the Board approve the Resolution to nominate \_\_\_\_\_ (to be determined) to the Travis Central Appraisal District Board.

RESOLUTION NO. \_\_\_\_\_

WHEREAS, Section 6.03 (g) of the Property Tax Code provides for the governing body of taxing units to nominate individuals for each position to be filled on the Travis Central Appraisal District Board of Directors, and

WHEREAS, the Leander Independent School District wishes to nominate the following individual(s):

\_\_\_\_\_

NOW THEREFORE BE IT RESOLVED BY Leander Independent School District Board of Trustees that Leander Independent School District hereby nominates the individual(s) listed above for the Travis Central Appraisal District Board of Directors.

RESOLVED this 24<sup>th</sup> day of September 2020.

Signed: \_\_\_\_\_  
Presiding Officer

Attest: \_\_\_\_\_  
Secretary

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Consider Approval of School Health Advisory Committee Membership Recommendations  
**Purpose:**  Action Requested September 24, 2020  Discussion Item/Report  
**Administrator Responsible:** Brandon Evans  
**Attachments:** 2020-2021 School Health Advisory Committee Membership Recommendation List

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## **Background Information:**

The attached list is the final recommendation for the 2020-2021 School Health Advisory Committee (SHAC).

## **Administrative Recommendation:**

The Administration recommends that the Board of Trustees approve the recommended members for the 2020-2021 Student Health Advisory Committee with the addition of Board member \_\_\_\_\_.

## **Sample Motion:**

I move that the Board of Trustees approve the recommended members for the 2020-2021 Student Health Advisory Committee with the addition of Board member \_\_\_\_\_.

## 2020-2021 School Health Advisory Committee Membership Applicants

<b>First Name</b>	<b>Last Name</b>	<b>Role</b>	<b>Children at Campus or Organization/Dept Represented</b>
Melinda	Allen	Parent	Steiner Ranch/Canyon Ridge
Kristin	Andrews	District	Nutrition Coordinator II
Melina	Berduo	Parent	Vista Ridge
Steve	Crawford	District	Principal at Four Points Middle School
Steve	Clark	District	Director of Counseling Services
Jennifer	Collins	District	Assistant Superintendent Instruction
Jessica	Cooper	District	Teacher at Running Brushy
Staci	Cote	District	Canyon Ridge Counselor
KB	DeBoard	District	Assistant Athletic Director
Grant	Easdon	District	Teacher at Leander Middle School
Brandon	Evans	District	Executive Director Support Services
Lucas	Janda	Parent	Parkside/Stiles
Melissa	Leijon	Parent	Grandview Hills/Four Points
Bryan	Miller	District	Senior Director of Student Support Services
Robin	Plett	District	Supervisor of Child Nutrition Services
Stephanie	Reyes Rand	Parent	Plain EM
Shelley	Roberts	District	Principal at River Ridge EM
Amber	Russell	Parent	River Place/Four Points
Sarah	Smith	District	Assistant Director of Child Nutrition Services
Cristin	Wicketts	District	District Nurse

## 2020-2021 School Health Advisory Committee Membership Applicants

First Name	Last Name	Role	Children at Campus or Organization/Dept Represented
Denise	Abele	Parent	River Ridge EM, Canyon Ridge MS, & Vandegrift HS
Melinda	Allen	Parent	Steiner Ranch/Canyon Ridge
Kristin	Andrews	District	Nutrition Coordinator II
Melina	Berduo	Parent	Vista Ridge
Timothy	Broad	Community Member	Owner of Sports World, Inc.
Amie	Campbell	Parent	Knowles EM
Steve	Crawford	District	Principal at Four Points Middle School
Steve	Clark	District	Director of Counseling Services
Jennifer	Collins	District	Assistant Superintendent Instruction
Jessica	Cooper	District	Teacher at Running Brushy
Staci	Cote	District	Canyon Ridge Counselor
KB	DeBoard	District	Assistant Athletic Director
Anne	Duffy	Parent	Henry MS & Cedar Park HS
Grant	Easdon	District	Teacher at Leander Middle School
Dianne	Erwin	Parent	River Place EM & Four Points MS
Brandon	Evans	District	Executive Director Support Services
Sade	Fashokun	Parent	Westside EM
Dena	Gifford	District	Teacher at Vista Ridge HS
Jessica	Grate	Parent	Glenn HS
Alexandru	Harangus	Parent	Henry MS
Lucas	Janda	Parent	Parkside/Stiles
Melissa	Leijon	Parent	Grandview Hills/Four Points
Don	Massey	Parent	Westside EM
Bryan	Miller	District	Senior Director of Student Support Services
Tara	Mills	Health Professional	Obstetrician/Gynecologist
Cara	Owen	Parent	Mason EM
Robin	Plett	District	Supervisor of Child Nutrition Services
Stephanie	Reyes Rand	Parent	Plain EM
Shelley	Roberts	District	Principal at River Ridge EM
Amber	Russell	Parent	River Place/Four Points

Melissa	Sanchez	Parent	Westside EM
Kathleen	Schoening	Parent	Rouse HS
Sarah	Smith	District	Assistant Director of Child Nutrition Services
Cristin	Wicketts	District	District Nurse

## 2020-2021 School Health Advisory Committee Membership Applicants

First Name	Last Name	Role	Children at Campus or Organization/Dept Represented
Denise	Abele	Parent	River Ridge EM, Canyon Ridge MS, & Vandegrift HS
Melinda	Allen	Parent	Steiner Ranch/Canyon Ridge
Kristin	Andrews	District	Nutrition Coordinator II
Melina	Berduo	Parent	Vista Ridge
Timothy	Broad	Community Member	Owner of Sports World, Inc.
Amie	Campbell	Parent	Knowles EM
Steve	Crawford	District	Principal at Four Points Middle School
Steve	Clark	District	Director of Counseling Services
Jennifer	Collins	District	Assistant Superintendent Instruction
Jessica	Cooper	District	Teacher at Running Brushy
Staci	Cote	District	Canyon Ridge Counselor
KB	DeBoard	District	Assistant Athletic Director
Anne	Duffy	Parent	Henry MS & Cedar Park HS
Grant	Easdon	District	Teacher at Leander Middle School
Dianne	Erwin	Parent	River Place EM & Four Points MS
Brandon	Evans	District	Executive Director Support Services
Sade	Fashokun	Parent	Westside EM
Dena	Gifford	District	Teacher at Vista Ridge HS
Jessica	Grate	Parent	Glenn HS
Alexandru	Harangus	Parent	Henry MS
Lucas	Janda	Parent	Parkside/Stiles
Melissa	Leijon	Parent	Grandview Hills/Four Points
Don	Massey	Parent	Westside EM
Bryan	Miller	District	Senior Director of Student Support Services
Tara	Mills	Health Professional	Obstetrician/Gynecologist
Cara	Owen	Parent	Mason EM
Robin	Plett	District	Supervisor of Child Nutrition Services
Stephanie	Reyes Rand	Parent	Plain EM
Shelley	Roberts	District	Principal at River Ridge EM
Amber	Russell	Parent	River Place/Four Points

Melissa	Sanchez	Parent	Westside EM
Kathleen	Schoening	Parent	Rouse HS
Tracie	Schwab	Parent	Leander MS, Leander HS
Sarah	Smith	District	Assistant Director of Child Nutrition Services
Cristin	Wicketts	District	District Nurse

Summary of Membership:

18	Parents
2	Community Members <ul style="list-style-type: none"> <li>● Owner of Sports World</li> <li>● Obstetrician/Gynecologist</li> </ul>
15	District Staff <ul style="list-style-type: none"> <li>● Mental Health (1)</li> <li>● Nutrition (3)</li> <li>● Nurse (1)</li> <li>● Counselor (1)</li> <li>● Principal (2)</li> <li>● Athletics (1)</li> <li>● Central Office (3)</li> <li>● Teacher (3)</li> </ul>

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Legislative Update  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Colby Nichols (with Underwood)  
**Attachments:** N/A

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## **Background Information:**

Colby Nichols with Underwood will be present at the September 17 Agenda Review meeting to discuss legislative updates.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Special Board Meeting Dates and Topics  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** N/A

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## **Background Information:**

In order to help facilitate the planning for several Special Board meetings, Board members are asked to bring their calendars to the September meetings.

Special meetings are being considered for the following:

- Level III Grievance Hearing
- Bond Fund
- Equity and Diversity Meeting
- Board Retreat

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Core Beliefs and Commitments  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Sarah Grissom, Bruce Gearing  
**Attachments:** N/A

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## **Background Information:**

This item is on the agenda to provide an opportunity for the Board of Trustees to establish core beliefs and commitments.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Discussion Regarding How to Handle Resolutions of Support  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** N/A

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## **Background Information:**

The district occasionally receives requests for the Board of Trustees to adopt a resolution of support for an organization or issue. Historically, the Board has not entertained resolutions of this kind. Administration would like to enter into a discussion with the Board of Trustees to determine how to handle resolutions of support going forward.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Monthly Financial Report  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Monthly Financial Report – August 2020

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## **Background Information:**

The monthly financial report represents the status of revenue and expenditures for the month. This month, we are submitting reports for the months of August 2020. These are unaudited figures, as the annual independent audit will be done following the closing of the books at the end of the fiscal year. All supporting documentation relative to the receipt and expenditure of funds are available in the Financial Services Office for inspection and review.

The monthly financials provide a revenue and expenditure summary and compare current budget performance to the prior year through the same time period through August for both years.

A supplemental report is also included detailing Technology and Instructional Materials Allotment (TIMA) disbursement and requisition requests.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**Leander Independent School District**  
**GENERAL FUND 194-199**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2020**

	CURRENT YEAR 2020-2021				PRIOR YEAR AUGUST 2019			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	267,490,482	267,490,482	2,117,052	0.79%	263,004,977	267,415,413	267,522,242	100.04%
State Program Revenues	97,071,746	97,385,346	29,212	0.03%	62,873,471	69,978,888	70,338,121	100.51%
Federal Program Revenues	4,165,000	4,165,000	42,496	1.02%	4,900,000	7,997,110	7,985,644	99.86%
Other Financing Sources	20,000	1,683,163	1,663,163	98.81%	20,000	29,000	28,651	98.80%
<b>Total Revenues</b>	<b>368,747,228</b>	<b>370,723,991</b>	<b>3,851,922</b>	<b>1.04%</b>	<b>330,798,448</b>	<b>345,420,411</b>	<b>345,874,658</b>	<b>100.13%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional	235,351,716	238,443,065	6,721,415	2.82%	202,748,987	197,000,000	195,909,856	99.45%
12 - Instructional Resources and Media Services	4,216,617	4,238,657	136,363	3.22%	3,663,128	3,630,000	3,624,741	99.86%
13 - Curriculum and Instructional Staff Development	7,915,776	7,931,976	891,853	11.24%	7,894,645	7,799,686	7,564,366	96.98%
21 - Instructional Leadership	4,380,727	4,373,286	515,646	11.79%	3,639,982	3,900,000	3,862,524	99.04%
23 - School Leadership	21,647,945	21,663,506	1,977,301	9.13%	19,143,515	19,000,000	18,912,689	99.54%
31 - Guidance, Counseling and Evaluation	19,356,455	19,372,337	1,197,196	6.18%	16,716,305	16,570,000	16,698,145	100.77%
32 - Social Work Services	1,488,308	1,488,308	266,571	17.91%	1,290,394	1,215,000	1,196,305	98.46%
33 - Health Services	3,496,032	3,496,032	77,973	2.23%	3,167,344	3,060,000	3,030,205	99.03%
34 - Student (Pupil) Transportation	13,853,851	15,682,060	2,272,659	14.49%	10,448,446	11,325,000	11,152,825	98.48%
35 - Food Services	6,309	83,306	68,147	81.80%	5,995	496,127	387,899	78.19%
36 - Cocurricular/Extra Curricular Activities	11,799,318	12,563,284	1,123,257	8.94%	10,689,465	11,020,000	10,708,275	97.17%
41 - General Administration	8,216,672	7,937,746	1,219,314	15.36%	7,670,078	7,200,000	6,986,554	97.04%
51 - Plant Maintenance and Facility Services	31,250,398	34,028,414	2,938,757	8.64%	43,409,399	41,000,000	39,423,963	96.16%
52 - Security and Monitoring Services	3,418,835	2,718,288	47,439	1.75%	1,630,617	1,910,030	1,899,916	99.47%
53 - Data Processing Services	8,704,810	9,610,668	1,086,584	11.31%	8,469,239	7,557,262	7,383,921	97.71%
61 - Community Services	2,145,340	2,149,698	154,879	7.20%	1,875,476	2,355,000	2,394,994	101.70%
71 - Debt Administration - Principal	-	-	-	0.00%	-	-	-	0.00%
81 - Facilities and Acquisition & Construction	-	-	-	0.00%	-	255,023	254,623	99.84%
91- Recapture Payments	-	-	-	0.00%	-	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	345,050	345,050	-	0.00%	300,625	285,333	285,333	100.00%
99 - Other intergovernmental Charges	2,250,920	2,250,920	-	0.00%	2,041,650	1,957,405	1,957,405	100.00%
Other Financing Uses	9,882,966	16,724,659	7,841,124	46.88%	110,000	5,880,000	6,101,436	103.77%
<b>Total Expenditures</b>	<b>389,728,045</b>	<b>405,101,260</b>	<b>28,536,478</b>	<b>7.04%</b>	<b>344,915,290</b>	<b>343,415,866</b>	<b>339,735,977</b>	<b>98.93%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	335,979,759	335,964,319	14,613,324	4.35%	290,092,027	281,012,073	281,756,785	100.27%
62XX - Professional and Contracted Services	21,428,865	23,402,877	1,496,067	6.39%	34,909,216	25,722,794	23,511,327	91.40%
63XX - Supplies and Materials	17,840,578	21,239,098	2,637,765	12.42%	15,139,827	15,608,048	13,841,089	88.68%
64XX - Other Operating Expenses	4,439,430	4,457,920	115,008	2.58%	4,249,482	4,364,988	3,988,048	91.36%
65XX - Debt Administration	-	-	-	0.00%	-	-	-	0.00%
66XX - Capital Outlay Expenses	156,447	3,312,387	1,833,189	55.34%	414,738	10,827,963	10,537,291	97.32%
89XX - Other Uses	9,882,966	16,724,659	7,841,124	46.88%	110,000	5,880,000	6,101,436	103.77%
<b>Total Expenditures</b>	<b>389,728,045</b>	<b>405,101,260</b>	<b>28,536,478</b>	<b>7.04%</b>	<b>344,915,290</b>	<b>343,415,866</b>	<b>339,735,977</b>	<b>98.93%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(20,980,817)</b>	<b>(34,377,269)</b>	<b>(24,684,555.58)</b>		<b>(14,116,842)</b>	<b>2,004,545</b>	<b>116,655,137</b>	
<b>Fund Balance, July 1, beginning</b>			<b>191,291,489.83</b>					
<b>Estimated Fund Balance, August 31, ending</b>			<b>166,606,934.25</b>					

**Leander Independent School District**  
**CHILD NUTRITION FUND 240**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2020**

	CURRENT YEAR 2020-2021				PRIOR YEAR AUGUST 2019			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	9,386,075	9,386,075	1,466	0.02%	8,806,576	8,938,811	8,873,377	99.27%
State Program Revenues	69,199	69,199	-	0.00%	69,199	70,428	70,428	100.00%
Federal Program Revenues	5,656,298	5,656,298	-	0.00%	5,296,181	5,424,181	5,720,498	105.46%
Other Financing Sources	-	-	-	0.00%	-	10,000	370,935	0.00%
<b>Total Revenues</b>	<b>15,111,572</b>	<b>15,111,572</b>	<b>1,466</b>	<b>0.01%</b>	<b>14,171,956</b>	<b>14,443,420</b>	<b>15,035,239</b>	<b>104.10%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional				-				-
12 - Instructional Resources and Media Services				-				-
13 - Curriculum and Instructional Staff Development				-				-
21 - Instructional Leadership				-				-
23 - School Leadership				-				-
31 - Guidance, Counseling and Evaluation				-				-
32 - Social Work Services				-				-
33 - Health Services				-				-
34 - Student (Pupil) Transportation				-				-
35 - Food Services	14,839,083	14,839,083	297,282	2.00%	13,927,226	14,722,567	13,628,662	92.57%
36 - Cocurricular/Extra Curricular Activities				-				-
41 - General Administration				-				-
51 - Plant Maintenance and Facility Services				-				-
52 - Security and Monitoring Services				-				-
53 - Data Processing Services				-				-
61 - Community Services				-				-
71 - Debt Administration - Principal				-				-
81 - Facilities and Acquisition & Construction				-				-
91 - Recapture Payments				-				-
95 - Payments to Juvenile Justice Alternative Program				-				-
99 - Other intergovernmental Charges				-				-
Other Financing Uses				-				-
<b>Total Expenditures</b>	<b>14,839,083</b>	<b>14,839,083</b>	<b>297,282</b>	<b>2.00%</b>	<b>13,927,226</b>	<b>14,722,567</b>	<b>13,628,662</b>	<b>92.57%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	6,461,169	6,461,169	94,872	1.47%	6,009,203	6,009,203	5,406,666	89.97%
62XX - Professional and Contracted Services	6,362,331	6,362,331	168,862	2.65%	6,854,024	6,890,724	6,356,249	92.24%
63XX - Supplies and Materials	1,149,583	1,149,583	33,425	2.91%	1,027,999	1,207,856	1,412,767	116.96%
64XX - Other Operating Expenses	36,000	36,000	123	0.34%	36,000	31,690	33,959	107.16%
65XX - Debt Administration	-	-	-	-	-	-	-	-
66XX - Capital Outlay Expenses	830,000	830,000	-	0.00%	-	583,094	419,021	0.00%
89XX - Other Uses	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>14,839,083</b>	<b>14,839,083</b>	<b>297,282</b>	<b>2.00%</b>	<b>13,927,226</b>	<b>14,722,567</b>	<b>13,628,662</b>	<b>92.57%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>272,489</b>	<b>272,489</b>	<b>(295,817)</b>		<b>244,730</b>	<b>(279,147)</b>	<b>1,406,577</b>	
<b>Fund Balance, July 1, beginning</b>			<b>2,544,157</b>					
<b>Estimated Fund Balance, August 31, ending</b>			<b>2,248,341</b>					

**Leander Independent School District**  
**DEBT SERVICE FUND 599**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2020**

	CURRENT YEAR 2020-2021				PRIOR YEAR AUGUST 2019			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	129,718,426	129,718,426	622,789	0.48%	116,703,167	117,861,835	117,837,231	99.98%
State Program Revenues	1,683,954	1,683,954	-	0.00%	1,515,384	1,176,364	1,176,364	100.00%
Federal Program Revenues	-	-	-	0.00%	-	-	-	-
Other Financing Sources	-	-	-	0.00%	-	15,522,244	15,522,242	100.00%
<b>Total Revenues</b>	<b>131,402,380</b>	<b>131,402,380</b>	<b>622,789</b>	<b>0.47%</b>	<b>118,218,551</b>	<b>134,560,443</b>	<b>134,535,838</b>	<b>99.98%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional				-				-
12 - Instructional Resources and Media Services				-				-
13 - Curriculum and Instructional Staff Development				-				-
21 - Instructional Leadership				-				-
23 - School Leadership				-				-
31 - Guidance, Counseling and Evaluation				-				-
32 - Social Work Services				-				-
33 - Health Services				-				-
34 - Student (Pupil) Transportation				-				-
35 - Food Services				-				-
36 - Cocurricular/Extra Curricular Activities				-				-
41 - General Administration				-				-
51 - Plant Maintenance and Facility Services				-				-
52 - Security and Monitoring Services				-				-
53 - Data Processing Services				-				-
61 - Community Services				-				-
71 - Debt Administration - Principal	112,818,330	112,818,330	90,145,634	79.90%	118,218,551	132,864,091	132,721,272	99.89%
81 - Facilities and Acquisition & Construction				-				-
91- Recapture Payments				-				-
95 - Payments to Juvenile Justice Alternative Program				-				-
99 - Other intergovernmental Charges				-				-
Other Financing Uses	18,584,050	18,584,050	-	-		27,289,064	27,289,064	-
<b>Total Expenditures</b>	<b>131,402,380</b>	<b>131,402,380</b>	<b>90,145,634</b>	<b>68.60%</b>	<b>118,218,551</b>	<b>160,153,155</b>	<b>160,010,335</b>	<b>99.91%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	-	-	-	-		-	-	-
62XX - Professional and Contracted Services	-	-	-	-		-	-	-
63XX - Supplies and Materials	-	-	-	-		-	-	-
64XX - Other Operating Expenses	-	-	-	-		-	-	-
65XX - Debt Administration	112,818,330	112,818,330	90,145,634	79.90%	118,218,551	132,864,091	132,721,272	99.89%
66XX - Capital Outlay Expenses	-	-	-	-		-	-	-
89XX - Other Uses	18,584,050	18,584,050	-	-		27,289,064	27,289,064	-
<b>Total Expenditures</b>	<b>131,402,380</b>	<b>131,402,380</b>	<b>90,145,634</b>	<b>68.60%</b>	<b>118,218,551</b>	<b>160,153,155</b>	<b>160,010,335</b>	<b>99.91%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>-</b>	<b>(89,522,845)</b>		<b>-</b>	<b>(25,592,712)</b>	<b>(25,474,498)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>138,765,571</b>					
<b>Estimated Fund Balance, August 31, ending</b>			<b>49,242,726</b>					



# Allotment Report

## LEANDER ISD

Current Biennium includes SY 2019-2020 & SY 2020-2021

District / Charter: 246913  
School Year : 2020-2021

Transaction Type	Date	Transaction ID	Description	Amount
Adjustment	05/06/2020	0000183424	2018-19 High Enrollment Growth	\$42,574.12
Allotment	05/06/2020	0000183922	Current Biennial Allotment	\$7,508,637.58
Carryover Funds	05/06/2020	0000185243	Prior Biennial Carryover	\$3,497,618.87
Prior Expenditure	05/06/2020	0000185312	School Year 2019-2020 Expenditure	(\$8,716,021.19)
Adjustment	06/08/2020	0000189684	Special Allotment	\$836.15
<b>Total Allotment</b>				<b>\$2,333,645.53</b>
Allotment Disbursement	06/01/2020	D000187490	Instructional Materials	(\$263,359.50)
Allotment Disbursement	06/02/2020	D000187619	Instructional Materials	(\$137,000.00)
Allotment Disbursement	06/03/2020	D000187499	Instructional Materials	(\$4,320.00)
Allotment Disbursement	06/03/2020	D000187497	Instructional Materials	(\$7,080.00)
Allotment Disbursement	06/03/2020	D000187494	Instructional Materials	(\$1,289.00)
Allotment Disbursement	06/03/2020	D000187475	Instructional Materials	(\$1,126,258.99)
<b>Total Allotment Disbursements</b>				<b>(\$1,539,307.49)</b>
	07/14/2020	D000192240	Instructional Materials	(\$49.43)
	07/14/2020	D000192237	Technology Services	(\$117,916.89)
	07/14/2020	D000192241	Instructional Materials	(\$1,438.56)
	07/14/2020	D000192259	Technology Services	(\$75,000.00)
	07/14/2020	D000192258	Instructional Materials	(\$7,162.50)
	07/14/2020	D000192257	Instructional Materials	(\$5,250.00)
	07/14/2020	D000192254	Instructional Materials	(\$31,727.50)
	07/14/2020	D000192243	Instructional Materials	(\$2,471.36)
	07/14/2020	D000192245	Instructional Materials	(\$69,951.50)

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## Requisition Summary

07/14/2020	D000192249	Instructional Materials	(\$827.59)
07/14/2020	D000192252	Instructional Materials	(\$9,730.50)
08/04/2020	D000193460	Instructional Materials	(\$350.00)
08/04/2020	D000193457	Instructional Materials	(\$13,545.00)
08/04/2020	D000193451	Instructional Materials	(\$7,599.41)
08/04/2020	D000193441	Instructional Materials	(\$137,000.00)
08/04/2020	D000193462	Instructional Materials	(\$245.00)
<b><u>Total Pending Disbursements</u></b>			<b><u>(\$480,265.24)</u></b>

### **Remaining Allotment**

**\$314,072.80**

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# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Monthly Investment Report  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Monthly Investment Report – July 2020

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## **Background Information:**

The monthly investment report reflects the District's investment activities and balances for all fund types. The report presents a picture of each fund's cash and investments, categorized as individually acquired securities and pooled investments. A comparison to market value is also presented. This month the report of the District's investments as of July 31, 2020, is presented.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



**Monthly Investment Report**  
July 31, 2020

Description	Acquisition Date	Broker/Dealer	CUSIP	Rating Agency	Rating	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 07/01/20	Ending Book 07/31/20	Beginning Market 07/01/20	Additions & Changes to Market Value	Ending Market 07/31/20
<b>General Operating</b>																
<b>Individually Acquired Securities</b>																
General Operating	1/16/2020	Wells Fargo	64971QWH2	S&P	AAA	New York City NY Transitional	5,000,000	2.360%	8/1/2020	0	1.700%	5,002,792	5,000,000	5,007,950	(7,950)	5,000,000
General Operating	3/16/2020	Wells Fargo	882724PY7	Fitch	F1	Texas St - Trans	5,000,000	4.000%	8/27/2020	26	1.350%	5,020,405	5,009,307	5,029,300	(16,500)	5,012,800
<b>Subtotal - Municipal Bonds</b>							<b>10,000,000</b>					<b>10,023,196</b>	<b>10,009,307</b>	<b>10,037,250</b>	<b>(24,450)</b>	<b>10,012,800</b>
General Operating	1/16/2020	Wells Fargo	13639CGD1	S&P	A1	Canadian Natl Railway	-	0.000%	7/13/2020	-	1.714%	4,996,913	-	4,999,750	(4,999,750)	-
General Operating	1/10/2020	Mutual Securities	53943RGD5	S&P	A1	Lloyds Bank PLC	-	0.000%	7/13/2020	-	1.776%	9,993,610	-	9,999,560	(9,999,560)	-
General Operating	3/27/2020	Wells Fargo	30229AGG8	S&P	A1	Exxon Mobil Corp	-	0.000%	7/16/2020	-	2.043%	2,997,463	-	2,999,850	(2,999,850)	-
General Operating	1/30/2020	Wells Fargo	07274LH67	Fitch	F1	Bayerische Landesbk Giro	10,000,000	0.000%	8/6/2020	5	1.614%	9,983,468	9,997,319	9,997,900	1,900	9,999,800
General Operating	2/12/2020	Mutual Securities	5006E0HBS	S&P	A1	Korea Dev BK NY	10,000,000	0.000%	8/11/2020	10	1.643%	9,980,878	9,994,992	9,998,000	1,690	9,999,690
General Operating	2/6/2020	Mutual Securities	2254EAJ87	S&P	A1	Credit Suisse New York	10,000,000	0.000%	9/8/2020	38	1.687%	9,967,223	9,981,738	9,996,500	2,090	9,998,590
General Operating	1/13/2020	Mutual Securities	80265PK68	S&P	A1	Santander UK PLC	10,000,000	0.000%	10/6/2020	66	1.845%	9,950,269	9,966,000	9,994,800	2,400	9,997,200
General Operating	2/11/2020	FHN Financial	07274LK71	Fitch	F1	Bayerische Landesbk Giro	10,000,000	0.000%	10/7/2020	67	1.641%	9,955,445	9,969,539	9,990,300	3,200	9,993,500
General Operating	1/10/2020	Wells Fargo	56108JKF7	S&P	A1	Malayan Banking BHD/NY	10,000,000	0.000%	10/15/2020	75	1.846%	9,946,024	9,961,810	9,989,600	5,500	9,995,100
General Operating	5/20/2020	FHN Financial	5006E0LGS	S&P	A1	Korea Development BK NY	5,000,000	0.000%	11/16/2020	107	0.313%	4,993,957	4,995,305	4,994,300	1,700	4,996,000
General Operating	7/9/2020	Raymond James	63873JQ86	S&P	A1	Natixis NY	5,000,000	0.000%	3/8/2021	219	0.321%	-	4,990,222	-	4,990,000	4,990,000
General Operating	6/25/2020	Wells Fargo	53948AQC8	S&P	A1	Lloyds Bank Corp NY	5,000,000	0.000%	3/12/2021	223	0.401%	4,985,888	4,987,603	4,986,500	1,650	4,988,200
<b>Subtotal-Commercial Paper</b>							<b>75,000,000</b>					<b>87,751,138</b>	<b>74,844,529</b>	<b>87,947,110</b>	<b>(12,989,030)</b>	<b>74,958,080</b>
General Operating	1/14/2020	Raymond James	912828J8	-	-	US Treasury	-	1.500%	7/15/2020	-	1.531%	4,999,936	-	5,002,344	(5,002,344)	-
General Operating	1/14/2020	Raymond James	912828Q2	-	-	US Treasury	5,000,000	1.500%	8/15/2020	14	1.553%	4,999,668	4,999,897	5,007,813	(6,250)	5,001,563
General Operating	1/14/2020	Raymond James	912828L5	-	-	US Treasury	5,000,000	1.375%	9/30/2020	60	1.529%	4,998,057	4,998,712	5,014,844	(5,469)	5,009,375
General Operating	1/14/2020	Raymond James	912828L9	-	-	US Treasury	5,000,000	1.375%	10/31/2020	91	1.573%	4,996,686	4,997,522	5,020,313	(5,468)	5,014,844
<b>Subtotal - Agencies</b>							<b>15,000,000</b>					<b>19,994,348</b>	<b>14,996,130</b>	<b>20,045,313</b>	<b>(5,019,532)</b>	<b>15,025,782</b>
<b>Total Individually Acquired S</b>							<b>100,000,000</b>					<b>117,768,682</b>	<b>99,849,967</b>	<b>118,029,673</b>	<b>(18,033,012)</b>	<b>99,996,662</b>
<b>Pooled Investments</b>																
General Operating		LOGIC				Pool	10,057,746		8/1/2020	1	0.420%	22,977,775	10,057,746	22,977,775	(12,920,029)	10,057,746
General Operating		TexPool				Pool	17,436		8/1/2020	1	0.208%	5,006,437	17,436	5,006,437	(4,989,001)	17,436
General Operating		TexStar				Pool	12,962		8/1/2020	1	0.200%	12,960	12,962	12,960	2	12,962
General Operating		Texas Class				Pool	5,016,057		8/1/2020	1	0.450%	5,014,126	5,016,057	5,014,126	1,931	5,016,057
General Operating		Texas DAILY				Pool	20,320,576		8/1/2020	1	0.220%	10,239,826	20,320,576	10,239,826	10,080,750	20,320,576
General Operating	1/30/2020	Texas Term				Fixed Rate-Term			7/28/2020	-	1.600%	10,000,000		10,000,000	(10,000,000)	
General Operating	3/12/2020	Texas Term				Fixed Rate-Term	10,000,000		9/14/2020	44	0.940%	10,000,000	10,000,000	10,000,000	-	10,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		9/30/2020	60	0.970%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		11/27/2020	118	0.940%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		12/31/2020	152	0.900%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		1/29/2021	181	0.890%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating		LoneStar				Pool	5,157,523		8/1/2020	1	0.370%	5,155,911	5,157,523	5,155,911	1,612	5,157,523
<b>Total Pooled Investments:</b>							<b>70,582,299</b>					<b>88,407,034</b>	<b>70,582,299</b>	<b>88,407,034</b>	<b>(17,824,735)</b>	<b>70,582,299</b>
<b>Total General Operating</b>							<b>170,582,299</b>					<b>206,175,717</b>	<b>170,432,266</b>	<b>206,436,707</b>	<b>(35,857,747)</b>	<b>170,578,961</b>
<b>Debt Service</b>																
<b>Individually Acquired Securities</b>																
Debt Service	7/31/2019	Wells Fargo	040654VB8	S&P	AA+	Arizona St Transprtn	-	2.179%	7/1/2020	-	2.120%	10,000,000	-	10,000,000	(10,000,000)	-
Debt Service	8/28/2019	Wells Fargo	34074GDH4	S&P	AA	Florida St. Hurricane Catastrophe Fun	-	2.995%	7/1/2020	-	1.900%	12,000,000	-	12,000,000	(12,000,000)	-
<b>Subtotal - Municipal Bonds</b>							<b>-</b>					<b>22,000,000</b>	<b>-</b>	<b>22,000,000</b>	<b>(22,000,000)</b>	<b>-</b>
Debt Service	1/16/2020	Wells Fargo	13639CGD1	S&P	A1	Canadian Natl Railway	-	0.000%	7/13/2020	-	1.714%	4,996,913	-	4,999,750	(4,999,750)	-
Debt Service	3/27/2020	Wells Fargo	30229AGM5	S&P	A1	Exxon Mobil Corp	-	0.000%	7/12/2020	-	2.043%	3,995,489	-	3,999,640	(3,999,640)	-
Debt Service	1/24/2020	Raymond James	2254EAGP2	S&P	A1	Credit Suisse New York	-	0.000%	7/23/2020	-	1.755%	4,994,411	-	4,999,000	(4,999,000)	-
<b>Subtotal-Commercial Paper</b>							<b>-</b>					<b>13,986,813</b>	<b>-</b>	<b>13,998,390</b>	<b>(13,998,390)</b>	<b>-</b>
Debt Service	1/14/2020	Raymond James	912828J8	-	-	US Treasury	-	1.500%	7/15/2020	-	1.531%	9,999,871	-	10,004,688	(10,004,688)	-
<b>Subtotal - Agencies</b>							<b>-</b>					<b>9,999,871</b>	<b>-</b>	<b>10,004,688</b>	<b>(10,004,688)</b>	<b>-</b>
<b>Total Individually Acquired S</b>							<b>-</b>					<b>45,986,684</b>	<b>-</b>	<b>46,003,078</b>	<b>(46,003,078)</b>	<b>-</b>
<b>Pooled Investments</b>																
Debt Service		LOGIC				Pool	65,270,947		8/1/2020	1	0.420%	18,752,889	65,270,947	18,752,889	46,518,058	65,270,947
Debt Service		TexPool				Pool	20,094,596		8/1/2020	1	0.208%	20,091,044	20,094,596	20,091,044	3,552	20,094,596

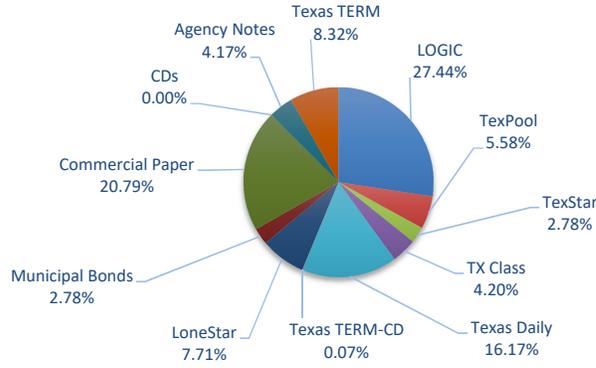


**Monthly Investment Report**  
July 31, 2020

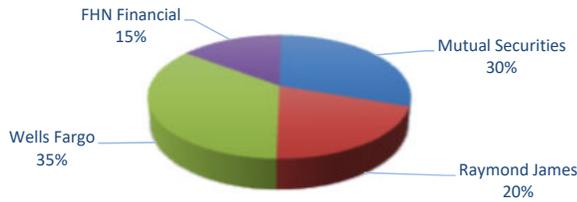
Description	Acquisition Date	Broker/Dealer	CUSIP	Rating Agency	Rating	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 07/01/20	Ending Book 07/31/20	Beginning Market 07/01/20	Additions & Changes to Market Value	Ending Market 07/31/20
Debt Service		TexStar				Pool	10,012,742		8/1/2020	1	0.200%	10,011,039	10,012,742	10,011,039	1,703	10,012,742
Debt Service		Texas Class				Pool	10,119,977		8/1/2020	1	0.450%	10,116,081	10,119,977	10,116,081	3,896	10,119,977
Debt Service		Texas DAILY				Pool	13,185,788		8/1/2020	1	0.220%	3,106,338	13,185,788	3,106,338	10,079,450	13,185,788
Debt Service	1/30/2020	Texas Term				Fixed Rate-Term	-		7/28/2020	-	1.600%	10,000,000	-	10,000,000	(10,000,000)	-
Debt Service		LoneStar				Pool	20,142,988		8/1/2020	1	0.370%	20,136,693	20,142,988	20,136,693	6,295	20,142,988
<b>Total Pooled Investments:</b>							<b>138,827,038</b>					<b>92,214,084</b>	<b>138,827,038</b>	<b>92,214,084</b>	<b>46,612,955</b>	<b>138,827,038</b>
<b>Total Debt Service</b>							<b>138,827,038</b>					<b>138,200,768</b>	<b>138,827,038</b>	<b>138,217,162</b>	<b>609,877</b>	<b>138,827,038</b>
<b>Capital Project '05-06</b>																
<b>Pooled Investments</b>																
Cap Proj. '05-06		LOGIC				Pool	29,679		8/1/2020	1	0.420%	29,668	29,679	29,668	11	29,679
Cap Proj. '05-06		TexPool				Pool	2,967		8/1/2020	1	0.208%	2,966	2,967	2,966	1	2,967
Cap Proj. '05-06		TexStar				Pool	2,327		8/1/2020	1	0.200%	2,327	2,327	2,327	0	2,327
<b>Total Capital Project '05-06</b>							<b>34,973</b>					<b>34,961</b>	<b>34,973</b>	<b>34,961</b>	<b>12</b>	<b>34,973</b>
<b>Capital Project '06-07</b>																
<b>Pooled Investments</b>																
Cap Proj. '06-07		LOGIC				Pool	5,244		8/1/2020	1	0.420%	5,243	5,244	5,243	2	5,244
Cap Proj. '06-07		TexPool				Pool	6,144		8/1/2020	1	0.208%	6,143	6,144	6,143	1	6,144
Cap Proj. '06-07		TexStar				Pool	1,408		8/1/2020	1	0.200%	1,408	1,408	1,408	0	1,408
Cap Proj. '06-07		LoneStar				Pool	100,772		8/1/2020	1	0.370%	100,741	100,772	100,741	31	100,772
<b>Total Capital Project '06-07</b>							<b>113,569</b>					<b>113,535</b>	<b>113,569</b>	<b>113,535</b>	<b>35</b>	<b>113,569</b>
<b>Capital Project 630</b>																
<b>Pooled Investments</b>																
Cap Proj. 630		LOGIC				Pool	541		8/1/2020	1	0.420%	540	541	540	0	541
Cap Proj. 630		LoneStar				Pool	2,735		8/1/2020	1	0.370%	2,734	2,735	2,734	1	2,735
<b>Total Capital Project 630</b>							<b>3,275</b>					<b>3,274</b>	<b>3,275</b>	<b>3,274</b>	<b>1</b>	<b>3,275</b>
<b>Capital Project 631</b>																
<b>Pooled Investments</b>																
Cap Proj. 631		LOGIC				Pool	708,070		8/1/2020	1	0.420%	707,817	708,070	707,817	253	708,070
Cap Proj. 631		LoneStar				Pool	397,354		8/1/2020	1	0.370%	397,230	397,354	397,230	124	397,354
<b>Total Capital Project 631</b>							<b>1,105,424</b>					<b>1,105,047</b>	<b>1,105,424</b>	<b>1,105,047</b>	<b>377</b>	<b>1,105,424</b>
<b>Capital Project 632</b>																
<b>Pooled Investments</b>																
Cap Proj. 632		LOGIC				Pool	2,035,686		8/1/2020	1	0.420%	2,034,960	2,035,686	2,034,960	726	2,035,686
<b>Total Capital Project 632</b>							<b>2,035,686</b>					<b>2,034,960</b>	<b>2,035,686</b>	<b>2,034,960</b>	<b>726</b>	<b>2,035,686</b>
<b>Capital Project 633</b>																
<b>Pooled Investments</b>																
Cap Proj. 633		LOGIC				Pool	737,541		8/1/2020	1	0.420%	737,278	737,541	737,278	263	737,541
Cap Proj. 633		LoneStar				Pool	19,467		8/1/2020	1	0.370%	19,461	19,467	19,461	6	19,467
<b>Total Capital Project 633</b>							<b>757,008</b>					<b>756,739</b>	<b>757,008</b>	<b>756,739</b>	<b>269</b>	<b>757,008</b>
<b>Capital Project 634</b>																
<b>Pooled Investments</b>																
Capital Proj 634		Texas DAILY				Pool	9,731,007		8/1/2020	1	0.220%	10,079,200	9,731,007	10,079,200	(348,193)	9,731,007
Cap Proj. 634		LoneStar				Pool	975,011		8/1/2020	1	0.370%	974,706	975,011	974,706	305	975,011
<b>Total Capital Project 634</b>							<b>10,706,018</b>					<b>11,053,907</b>	<b>10,706,018</b>	<b>11,053,907</b>	<b>(347,888)</b>	<b>10,706,018</b>
<b>Capital Project 635</b>																
<b>Pooled Investments</b>																
Cap Proj. 635		LoneStar				Pool	196		8/1/2020	1	0.370%	196	196	196	0	196
<b>Total Capital Project 635</b>							<b>196</b>					<b>196</b>	<b>196</b>	<b>196</b>	<b>0</b>	<b>196</b>
<b>Capital Project 636</b>																
<b>Pooled Investments</b>																
Cap Proj. 636		LoneStar				Pool	151,463		8/1/2020	1	0.370%	151,416	151,463	151,416	47	151,463
<b>Total Capital Project 636</b>							<b>151,463</b>					<b>151,416</b>	<b>151,463</b>	<b>151,416</b>	<b>47</b>	<b>151,463</b>
<b>Capital Project 637</b>																
<b>Pooled Investments</b>																
Cap Proj. 637		LoneStar				Pool	839,090		8/1/2020	1	0.370%	838,827	839,090	838,827	262	839,090
<b>Total Capital Project 637</b>							<b>839,090</b>					<b>838,827</b>	<b>839,090</b>	<b>838,827</b>	<b>262</b>	<b>839,090</b>



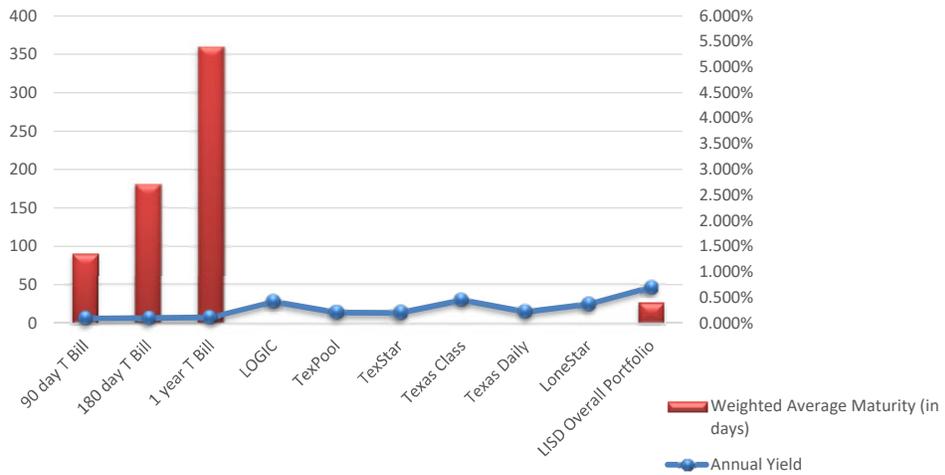
### Investment Diversification



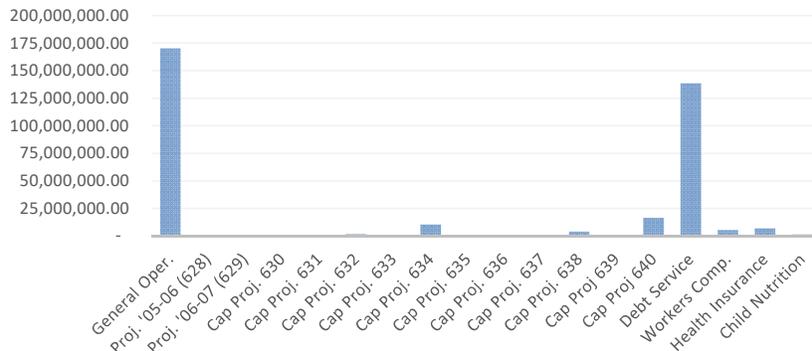
### Broker Dealer Allocation



### Yield and Maturity Comparison



### Investments by Fund



# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Monthly Tax Collection Report  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Monthly Tax Collection Report  
WCAD List of Lawsuits Currently Pending – August 31, 2020  
TCAD List of Lawsuits Currently Pending – August 10, 2020

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## **Background Information:**

The tax collection report for July shows the actual collection of current and delinquent taxes at 99.35% of the 2019 supplemented current tax levy.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



## Monthly Tax Collection Report July 2020

Tax Year	Current Tax Levy Net of Adjustments	Current Tax Collections		Delinquent Tax Collections		Total Collections		Outstanding Balance @ FYE
		Amount	%	Amount	%	Amount	%	
2015	273,848,686	272,585,392	99.54%	2,428,160 *	0.89%	275,013,551	100.43%	4,111,843
2016	305,591,127	304,440,270	99.62%	2,658,255 *	0.87%	307,098,525	100.49%	3,193,231
2017	336,487,181	335,446,557	99.69%	1,430,955	0.43%	336,877,513	100.12%	3,534,745
2018	370,356,031	368,736,378	99.56%	1,382,879	0.37%	370,119,256	99.94%	3,898,884
2019	383,142,773	380,444,718	99.30%	193,047 **	0.05%	380,637,765	99.35%	6,303,447

**Trends:**

Current year tax collections consistently exceed 99%.

\* Delinquent tax collections included more than \$1 million in rollback tax collections (imposed when land changes purpose/use and no longer qualifies for ag-use, open space or restricted use appraisal. Rollback taxes are assessed for (up to) the preceeding 3 to 5 years depending on the land category.

\*\* Delinquent tax collections were offset by refunds resulting from an atypical volume of lawsuits settled in 19-20.

Prior to change of FYE to 6/30, the outstanding tax balance remained consistent in proportion to supplemented levy at year end.

**Notes:**

New fiscal year end for 2019-2020 was June 30, 2020.



## Monthly Tax Collection Report July 2020

### 2019 Tax Year (FY September 1, 2019 to June 30, 2020)

Tax Collections	September	October	November	December	January	February	March	April	May	June	July	August	Total
Current	\$ -	\$ 4,996,661	\$ 15,365,390	\$ 208,405,529	\$ 118,038,446	\$ 26,750,027	\$ 3,031,131	\$ 928,488	\$ 1,575,273	\$ 708,691	\$ 645,083		380,444,718
Delinquent	213,031	291,092	(418,935)	(86,778)	427,825	(16,667)	108,323	(371,203)	(17,363)	7,822	55,900		193,047
<b>Total</b>	<b>\$ 213,031</b>	<b>\$ 5,287,753</b>	<b>\$ 14,946,455</b>	<b>\$ 208,318,751</b>	<b>\$ 118,466,271</b>	<b>\$ 26,733,360</b>	<b>\$ 3,139,453</b>	<b>\$ 557,285</b>	<b>\$ 1,557,910</b>	<b>\$ 716,513</b>	<b>\$ 700,983</b>	<b>\$ -</b>	<b>380,637,765</b>
% of Current Levy Collected	0.06%	1.44%	5.34%	59.71%	90.63%	97.60%	98.42%	98.57%	98.98%	99.16%	99.35%		

### 2018 Tax Year (FY September 1, 2018 to August 31, 2019)

Tax Collections	September	October	November	December	January	February	March	April	May	June	July	August	Total
Current	\$ -	\$ 4,889,207	\$ 15,949,954	\$ 191,714,942	\$ 123,950,495	\$ 25,739,331	\$ 2,613,424	\$ 1,094,725	\$ 1,188,957	\$ 487,888	\$ 755,556	\$ 351,897	368,736,378
Delinquent	141,616	149,532	150,405	(74,137)	265,270	483,963	19,312	122,495	81,931	17,183	6,722	18,586	1,382,879
<b>Total</b>	<b>\$ 141,616</b>	<b>\$ 5,038,740</b>	<b>\$ 16,100,360</b>	<b>\$ 191,640,804</b>	<b>\$ 124,215,765</b>	<b>\$ 26,223,294</b>	<b>\$ 2,632,736</b>	<b>\$ 1,217,221</b>	<b>\$ 1,270,888</b>	<b>\$ 505,071</b>	<b>\$ 762,278</b>	<b>\$ 370,483</b>	<b>370,119,256</b>
% of Current Levy Collected	0.04%	1.40%	5.75%	57.49%	91.03%	98.11%	98.82%	99.15%	99.49%	99.63%	99.84%	99.94%	

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### 2017 Tax Year (FY September 1, 2017 to August 31, 2018)

Tax Collections	September	October	November	December	January	February	March	April	May	June	July	August	Total
Current	\$ -	\$ 5,410,595	\$ 15,842,082	\$ 182,506,362	\$ 102,242,329	\$ 23,441,054	\$ 2,084,108	\$ 1,096,281	\$ 1,084,623	\$ 794,902	\$ 635,086	\$ 309,136	\$ 335,446,557
Delinquent	143,329	286,367	78,293	198,573	340,934	103,660	109,459	43,239	74,985	20,962	46,890	(15,735)	1,430,955
<b>Total</b>	<b>\$ 143,329</b>	<b>\$ 5,696,962</b>	<b>\$ 15,920,375</b>	<b>\$ 182,704,935</b>	<b>\$ 102,583,263</b>	<b>\$ 23,544,714</b>	<b>\$ 2,193,566</b>	<b>\$ 1,139,520</b>	<b>\$ 1,159,608</b>	<b>\$ 815,864</b>	<b>\$ 681,976</b>	<b>\$ 293,401</b>	<b>\$ 336,877,513</b>
% of Current Levy Collected	0.04%	1.74%	6.47%	60.76%	91.25%	98.25%	98.90%	99.24%	99.58%	99.83%	100.03%	100.12%	

### 2016 Tax Year (FY September 1, 2016 to August 31, 2017)

Tax Collections	September	October	November	December	January	February	March	April	May	June	July	August	Total
Current	\$ -	\$ 5,184,156	\$ 13,613,682	\$ 158,770,317	\$ 95,120,496	\$ 26,502,699	\$ 2,130,376	\$ 961,305	\$ 969,642	\$ 425,477	\$ 479,937	\$ 282,182	\$ 304,440,270
Delinquent	438,303	405,426	(76,784)	49,213	702,742	388,578	118,919	97,998	200,674	128,795	176,200	28,192	2,658,255
<b>Total</b>	<b>\$ 438,303</b>	<b>\$ 5,589,582</b>	<b>\$ 13,536,897</b>	<b>\$ 158,819,530</b>	<b>\$ 95,823,237</b>	<b>\$ 26,891,277</b>	<b>\$ 2,249,295</b>	<b>\$ 1,059,304</b>	<b>\$ 1,170,316</b>	<b>\$ 554,271</b>	<b>\$ 656,137</b>	<b>\$ 310,374</b>	<b>\$ 307,098,525</b>
% of Current Levy Collected	0.14%	1.97%	6.40%	58.37%	89.73%	98.53%	99.27%	99.61%	100.00%	100.18%	100.39%	100.49%	

### 2015 Tax Year (FY September 1, 2015 to August 31, 2016)

Tax Collections	September	October	November	December	January	February	March	April	May	June	July	August	Total
Current	\$ -	\$ 2,802,682	\$ 6,439,367	\$ 144,586,913	\$ 87,006,967	\$ 26,463,699	\$ 2,219,226	\$ 1,060,768	\$ 646,907	\$ 538,181	\$ 526,836	\$ 293,846	\$ 272,585,392
Delinquent	89,504	156,300	409,331	105,844	659,093	247,828	24,840	138,255	130,053	140,122	49,259	277,730	2,428,160
<b>Total</b>	<b>\$ 89,504</b>	<b>\$ 2,958,982</b>	<b>\$ 6,848,698</b>	<b>\$ 144,692,757</b>	<b>\$ 87,666,060</b>	<b>\$ 26,711,528</b>	<b>\$ 2,244,067</b>	<b>\$ 1,199,023</b>	<b>\$ 776,960</b>	<b>\$ 678,302</b>	<b>\$ 576,095</b>	<b>\$ 571,576</b>	<b>\$ 275,013,552</b>
% of Current Levy Collected	0.03%	1.11%	3.61%	56.45%	88.46%	98.22%	99.04%	99.47%	99.76%	100.01%	100.22%	100.43%	

TRAVIS COUNTY TAX OFFICE

OVERALL COLL/DIST REPORT

DATE 08/03/2020

PAGE 47

TXDIST1A

RECEIVABLE BALANCE 'R' REPORT

FROM 07/01/2020 TO 07/31/2020

YEAR FROM 0000 TO 2019

ALL OTHERS

ILE	-----											
	-- LEANDER ISD											
YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	NET BASE TAX REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
0000	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1982	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1983	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1984	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1985	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1986	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1987	64.15	.00	.00	.00	.00	.00 %	64.15	.00	.00	.00	.00	.00
1988	112.56	.00	.00	.00	.00	.00 %	112.56	.00	.00	.00	.00	.00
1989	117.50	.00	.00	.00	.00	.00 %	117.50	.00	.00	.00	.00	.00
1990	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1991	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1992	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1993	83.37	.00	.00	.00	.00	.00 %	83.37	.00	.00	.00	.00	.00
1994	185.89	.00	.00	.00	.00	.00 %	185.89	.00	.00	.00	.00	.00
1995	287.14	.00	.00	.00	.00	.00 %	287.14	.00	.00	.00	.00	.00
1996	986.03	.00	.00	.00	.00	.00 %	986.03	.00	.00	.00	.00	.00
1997	1213.74	.00	.00	.00	.00	.00 %	1213.74	.00	.00	.00	.00	.00
1998	2143.57	.00	.00	.00	.00	.00 %	2143.57	.00	.00	.00	.00	.00
1999	7187.71	.00	.00	.00	.00	.00 %	7187.71	.00	.00	.00	.00	.00
2000	6453.65	.00	.00	.00	.00	.00 %	6453.65	.00	.00	.00	.00	.00
2001	12256.78	.00	.00	.00	.00	.00 %	12256.78	.00	.00	.00	.00	.00
2002	16798.48	.00	.00	.00	.00	.00 %	16798.48	.00	.00	.00	.00	.00
2003	11778.15	.00	.00	.00	.00	.00 %	11778.15	.00	.00	.00	.00	.00
2004	12755.61	.00	.00	.00	.00	.00 %	12755.61	.00	.00	.00	.00	.00
2005	15758.16	.00	.00	.00	.00	.00 %	15758.16	.00	.00	.00	.00	.00
2006	27735.79	.00	.00	.00	.00	.00 %	27735.79	.00	.00	.00	.00	.00
2007	29115.30	.00	.00	.00	.00	.00 %	29115.30	.00	.00	.00	.00	.00
2008	40559.79	.00	.00	.00	.00	.00 %	40559.79	.00	.00	.00	.00	.00
2009	48393.91	.00	90.30	.00	90.30	.19 %	48303.61	124.61	.00	20.42	.00	235.33
2010	56376.36	.00	.00	.00	.00	.00 %	56376.36	.00	.00	.00	.00	.00
2011	55500.37	.00	.00	.00	.00	.00 %	55500.37	.00	.00	.00	.00	.00
2012	75741.52	.00	.00	.00	.00	.00 %	75741.52	.00	.00	.00	.00	.00
2013	76111.46	.00	2306.98	.00	2306.98	3.03 %	73804.48	1674.48	.00	.00	.00	3981.46
2014	92696.08	.00	2306.98	.00	2306.98	2.49 %	90389.10	1489.92	.00	.00	.00	3796.90
2015	97938.59	.00	4279.99	.00	4279.99	4.37 %	93658.60	1277.43	.00	.00	.00	5557.42
2016	125822.76	.00	2266.65	.00	2266.65	1.80 %	123556.11	1107.22	.00	16.22	.00	3390.09
2017	210054.27	.00	3154.26	.00	3154.26	1.50 %	206900.01	554.90	.00	.00	.00	3709.16
2018	439608.32	55220.34-	31494.39	54842.84	23348.45-	6.07-%	407736.43	8165.80	249.15-	.00	.00	15431.80-
TOTL	1463837.01	55220.34-	45899.55	54842.84	8943.29-	.63-%	1417559.96	14394.36	249.15-	36.64	.00	5238.56
2019	1761616.62	240694.18-	271143.13	240547.08	30596.05	2.01 %	1498326.39	21506.10	97.03-	431.70	.00	52436.82
ENTITY	-----											
TOTL	3225453.63	295914.52-	317042.68	295389.92	21652.76	.74 %	2907886.35	35900.46	346.18-	468.34	.00	57675.38

# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Transaction Date Range: 07/01/2020 to 07/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

## Property Tax

SLE (Leander ISD)  
IS

2019 Fiscal Year: 10/01/2019 - 09/30/2020

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2019	75,775,669.00	506,378.67	-8,187.22	498,191.45	199,344.91	10,970.75	0.00	10,481.44	1.19	298,847.73	75,461,084.68
2018	68,954,540.92	62,621.29	-1,917.43	60,703.86	4,035.54	1,545.16	0.00	994.45	0.15	56,668.47	-142,625.27
2017	62,290,320.36	41,193.11	-35.39	41,157.72	285.65	56.88	0.00	19.85	0.45	40,872.52	-54,182.32
2016	55,603,656.23	31,226.85	-35.39	31,191.46	180.88	36.63	0.00	0.00	0.00	31,010.58	-57,075.39
2015	49,093,370.76	26,063.46	0.00	26,063.46	191.31	57.99	0.00	2.60	0.00	25,872.15	3,832.29
2014	44,412,322.78	23,227.67	0.00	23,227.67	228.07	82.68	0.00	0.00	0.00	22,999.60	3,535.36
2013	38,869,330.27	24,760.61	0.00	24,760.61	228.07	100.92	0.00	0.00	0.00	24,532.54	2,298.18
2012	36,200,605.63	19,953.07	0.00	19,953.07	228.07	119.17	0.00	0.00	0.00	19,725.00	3,049.54
2011	34,042,595.83	15,603.47	0.00	15,603.47	224.01	134.97	0.00	0.00	0.00	15,379.46	2,421.10
2010	30,041,634.03	11,991.84	0.00	11,991.84	208.35	142.20	0.00	0.00	0.00	11,783.49	2,105.65
2009	27,944,427.52	7,688.25	0.00	7,688.25	196.43	149.78	0.00	0.00	0.00	7,491.82	1,203.67
2008	24,003,652.64	4,034.30	0.00	4,034.30	179.73	151.42	0.00	0.00	0.00	3,854.57	2,842.32
2007	0.00	3,245.46	0.00	3,245.46	179.53	165.62	0.00	0.00	0.00	3,065.93	201.08
2006	0.00	2,946.67	0.00	2,946.67	186.11	186.58	0.00	0.00	0.00	2,760.56	208.45
2005	0.00	1,535.32	0.00	1,535.32	164.95	178.56	0.00	0.00	0.00	1,370.37	184.75
2004	0.00	1,564.99	0.00	1,564.99	176.27	204.91	0.00	0.00	0.00	1,388.72	197.43
2003	0.00	507.30	0.00	507.30	0.00	0.00	0.00	0.00	0.00	507.30	22.02
2002	0.00	475.28	0.00	475.28	0.00	0.00	0.00	0.00	0.00	475.28	19.25
2001	0.00	97.43	0.00	97.43	0.00	0.00	0.00	0.00	0.00	97.43	17.58
2000 & prior	0.00	204.07	0.00	204.07	0.00	0.00	0.00	0.00	0.00	204.07	0.00
<b>Summary</b>											
<b>Total Current</b>	75,775,669.00	506,378.67	-8,187.22	498,191.45	199,344.91	10,970.75	0.00	10,481.44	1.19	298,847.73	75,461,084.68
<b>Total Delinquent</b>	471,456,456.97	278,940.44	-1,988.21	276,952.23	6,892.97	3,313.47	0.00	1,016.90	0.60	270,059.86	-231,744.60
<b>Rollbacks</b>		181,757.16	34,817.79	216,574.95	12,955.09	0.00	0.00	0.00	0.00	203,619.86	127,606.72
<b>Fee Type Total</b>	547,232,125.97	967,076.27	24,642.36	991,718.63	219,192.97	14,284.22	0.00	11,498.34	1.79	772,527.45	75,356,946.80

Combined Collections (Collections + P&I Collected) -- 233,477.19

# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Transaction Date Range: 07/01/2020 to 07/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2019 Fiscal Year: 10/01/2019 - 09/30/2020

MO

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2019	157,224,379.73	1,050,666.83	-16,987.33	1,033,679.50	413,612.74	22,762.88	0.00	21,747.39	2.39	620,069.15	156,571,659.18
2018	152,580,256.06	138,566.15	-4,242.81	134,323.34	8,929.72	3,419.18	0.00	2,200.51	0.34	125,393.96	-315,596.27
2017	137,287,673.22	90,789.23	-78.00	90,711.23	629.57	125.39	0.00	43.78	0.98	90,082.64	-119,417.74
2016	122,550,282.37	68,823.51	-78.00	68,745.51	398.66	80.73	0.00	0.00	0.00	68,346.85	-125,794.03
2015	108,201,646.02	57,443.60	0.00	57,443.60	421.65	127.80	0.00	5.72	0.00	57,021.95	8,446.37
2014	97,884,620.94	51,193.54	0.00	51,193.54	502.66	182.21	0.00	0.00	0.00	50,690.88	7,791.90
2013	85,667,878.57	54,572.15	0.00	54,572.15	502.66	222.43	0.00	0.00	0.00	54,069.49	5,065.18
2012	79,786,018.87	43,976.36	0.00	43,976.36	502.66	262.64	0.00	0.00	0.00	43,473.70	6,721.17
2011	77,006,044.05	35,295.74	0.00	35,295.74	506.72	305.30	0.00	0.00	0.00	34,789.02	5,476.63
2010	75,321,364.08	30,066.22	0.00	30,066.22	522.38	356.52	0.00	0.00	0.00	29,543.84	5,279.35
2009	76,011,409.77	20,912.61	0.00	20,912.61	534.30	407.40	0.00	0.00	0.00	20,378.31	3,274.08
2008	73,587,435.47	12,367.70	0.00	12,367.70	551.00	464.22	0.00	0.00	0.00	11,816.70	8,713.64
2007	0.00	9,964.37	0.00	9,964.37	551.20	508.48	0.00	0.00	0.00	9,413.17	617.36
2006	0.00	12,237.38	0.00	12,237.38	772.92	774.85	0.00	0.00	0.00	11,464.46	865.70
2005	0.00	7,391.11	0.00	7,391.11	794.08	859.59	0.00	0.00	0.00	6,597.03	889.40
2004	0.00	6,949.62	0.00	6,949.62	782.76	909.96	0.00	0.00	0.00	6,166.86	876.72
2003	0.00	2,145.15	0.00	2,145.15	0.00	0.00	0.00	0.00	0.00	2,145.15	93.10
2002	0.00	2,366.49	0.00	2,366.49	0.00	0.00	0.00	0.00	0.00	2,366.49	95.87
2001	0.00	540.54	0.00	540.54	0.00	0.00	0.00	0.00	0.00	540.54	97.54
2000 & prior	0.00	995.77	0.00	995.77	0.00	0.00	0.00	0.00	0.00	995.77	0.00
<b>Summary</b>											
<b>Total Current</b>	157,224,379.73	1,050,666.83	-16,987.33	1,033,679.50	413,612.74	22,762.88	0.00	21,747.39	2.39	620,069.15	156,571,659.18
<b>Total Delinquent</b>	1,085,884,629.42	646,597.24	-4,398.81	642,198.43	16,902.94	9,006.70	0.00	2,250.01	1.32	625,296.81	-506,504.72
<b>Rollbacks</b>		396,580.75	77,485.29	474,066.04	28,061.90	0.00	0.00	0.00	0.00	446,004.14	280,876.50
<b>Fee Type Total</b>	1,243,109,009.15	2,093,844.82	56,099.15	2,149,943.97	458,577.58	31,769.58	0.00	23,997.40	3.71	1,691,370.10	156,346,030.96

# Recap & Standings Report

WTAXSaaS

Cycles: **All**      Taxing Units: **Leander ISD...**      Transaction Date Range: **07/01/2020 to 07/31/2020**      Sorted By: **By Year, Descending**      Options: **Separate Rollbacks, Include**

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## Property Tax

Combined Collections (Collections + P&I Collected) -- 490,347.16
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# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Transaction Date Range: 07/01/2020 to 07/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2019 Fiscal Year: 10/01/2019 - 09/30/2020

SA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2019	69,012.56	5,772.31	-180.52	5,591.79	1,529.16	252.80	0.00	267.32	0.00	4,062.63	63,057.02
2018	83,414.82	2,047.71	-6.43	2,041.28	25.06	7.52	0.00	4.89	-0.06	2,016.16	1,887.273
2017	56,346.24	647.64	0.00	647.64	4.61	1.88	0.00	0.95	0.14	643.17	93.30
2016	55,049.70	969.56	0.00	969.56	0.00	0.00	0.00	0.00	0.00	969.56	64.22
2015	48,897.66	890.52	0.00	890.52	0.96	0.64	0.00	0.24	0.00	889.56	23.59
2014	50,500.66	568.91	0.00	568.91	0.00	0.00	0.00	0.00	0.00	568.91	0.00
2013	48,069.44	2,263.44	0.00	2,263.44	0.00	0.00	0.00	0.00	0.00	2,263.44	0.00
2012	44,655.51	892.42	0.00	892.42	0.00	0.00	0.00	0.00	0.00	892.42	226.68
2011	31,924.14	912.76	0.00	912.76	0.00	0.00	0.00	0.00	0.00	912.76	51.20
2010	36,721.71	1,523.82	0.00	1,523.82	0.00	0.00	0.00	0.00	0.00	1,523.82	61.39
2009	36,058.37	583.30	0.00	583.30	0.00	0.00	0.00	0.00	0.00	583.30	0.00
2008	31,809.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	592.16
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2005	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2004	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2003	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2002	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2001	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2000 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Summary</b>											
<b>Total Current</b>	69,012.56	5,772.31	-180.52	5,591.79	1,529.16	252.80	0.00	267.32	0.00	4,062.63	63,057.02
<b>Total Delinquent</b>	523,448.16	11,300.08	-6.43	11,293.65	30.63	10.04	0.00	6.08	0.08	11,263.10	3,000.51
<b>Rollbacks</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Fee Type Total</b>	592,460.72	17,072.39	-186.95	16,885.44	1,559.79	262.84	0.00	273.40	0.08	15,325.73	66,057.53

Combined Collections (Collections + P&I Collected) -- 1,822.63

# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Transaction Date Range: 07/01/2020 to 07/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2019 Fiscal Year: 10/01/2019 - 09/30/2020

Taxing Unit Totals (IS,MO,SA)

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2019	233,069,061.29	1,562,817.81	-25,355.07	1,537,462.74	614,486.81	33,986.43	0.00	32,496.15	3.58	922,979.51	232,095,800.88
2018	221,618,211.80	203,235.15	-6,166.67	197,068.48	12,990.32	4,971.86	0.00	3,199.85	0.43	184,078.59	-456,334.274
2017	199,634,339.82	132,629.98	-113.39	132,516.59	919.83	184.15	0.00	64.58	1.57	131,598.33	-173,506.76
2016	178,208,988.30	101,019.92	-113.39	100,906.53	579.54	117.36	0.00	0.00	0.00	100,326.99	-182,805.20
2015	157,343,914.44	84,397.58	0.00	84,397.58	613.92	186.43	0.00	8.56	0.00	83,783.66	12,302.25
2014	142,347,444.38	74,990.12	0.00	74,990.12	730.73	264.89	0.00	0.00	0.00	74,259.39	11,327.26
2013	124,585,278.28	81,596.20	0.00	81,596.20	730.73	323.35	0.00	0.00	0.00	80,865.47	7,363.36
2012	116,031,280.01	64,821.85	0.00	64,821.85	730.73	381.81	0.00	0.00	0.00	64,091.12	9,997.39
2011	111,080,564.02	51,811.97	0.00	51,811.97	730.73	440.27	0.00	0.00	0.00	51,081.24	7,948.93
2010	105,399,719.82	43,581.88	0.00	43,581.88	730.73	498.72	0.00	0.00	0.00	42,851.15	7,446.39
2009	103,991,895.66	29,184.16	0.00	29,184.16	730.73	557.18	0.00	0.00	0.00	28,453.43	4,477.75
2008	97,622,898.02	16,402.00	0.00	16,402.00	730.73	615.64	0.00	0.00	0.00	15,671.27	12,148.12
2007	0.00	13,209.83	0.00	13,209.83	730.73	674.10	0.00	0.00	0.00	12,479.10	818.44
2006	0.00	15,184.05	0.00	15,184.05	959.03	961.43	0.00	0.00	0.00	14,225.02	1,074.15
2005	0.00	8,926.43	0.00	8,926.43	959.03	1,038.15	0.00	0.00	0.00	7,967.40	1,074.15
2004	0.00	8,514.61	0.00	8,514.61	959.03	1,114.87	0.00	0.00	0.00	7,555.58	1,074.15
2003	0.00	2,652.45	0.00	2,652.45	0.00	0.00	0.00	0.00	0.00	2,652.45	115.12
2002	0.00	2,841.77	0.00	2,841.77	0.00	0.00	0.00	0.00	0.00	2,841.77	115.12
2001	0.00	637.97	0.00	637.97	0.00	0.00	0.00	0.00	0.00	637.97	115.12
2000 & prior	0.00	1,199.84	0.00	1,199.84	0.00	0.00	0.00	0.00	0.00	1,199.84	0.00

Summary

<b>Total Current</b>	233,069,061.29	1,562,817.81	-25,355.07	1,537,462.74	614,486.81	33,986.43	0.00	32,496.15	3.58	922,979.51	232,095,800.88
<b>Total Delinquent</b>	1,557,864,534.55	936,837.76	-6,393.45	930,444.31	23,826.54	12,330.21	0.00	3,272.99	2.00	906,619.77	-735,248.81
<b>Rollbacks</b>		578,337.91	112,303.08	690,640.99	41,016.99	0.00	0.00	0.00	0.00	649,624.00	408,483.22
<b>Taxing Unit Total</b>	1,790,933,595.84	3,077,993.48	80,554.56	3,158,548.04	679,330.34	46,316.64	0.00	35,769.14	5.58	2,479,223.28	231,769,035.29

Percentages

% of Roll Collected - 2019 - 99.60%	Adjusted Original Roll -- \$233,018,780.39	Current YTD Collected -- \$232,095,800.88
Tax Collections Compared to Current Taxes Billed 39.32% Collected		
All Collections Compared to Current Taxes Billed 41.49% Collected		
Combined Collections (Collections + P&I Collected) -- 725,646.98		

**Williamson County Active Lawsuits  
Pending Litigation Report for LISD  
As of August 31, 2020**

PROP ID	LAWSUIT NAME	CAUSE NUMBER	DATE FILED	TAX YEAR	TAXING UNITS	MKT AMOUNT INVOLVED	DPMT	Comments
R524375	A-L-L 136 Crystal Falls Pkwy-Lakeline Blvd LP	19-1317-C425	8/28/19	2019	GWI RFM SLE CLE J01 W09	3,655,215	C	
R538842	ATX Family LLC	19-1448-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	3,220,357	C	
R538842	ATX Family LLC	19-1448-C395	8/5/20	2020	GWI RFM SLE CCP J01 W09	3,056,365	C	
P384096	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	8/21/19	2019	GWI RFM SLE CCP J01 W09	490,397	P	
P453549	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	8/21/19	2019	GWI RFM SLE CLE J01 W09	482,213	P	
P489973	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	10/10/19	2019	GWI RFM SLE CCP J01 W09	616,667	P	275
R532144	Beacon Funeral Partners Texas LLC	20-1089-C26	7/27/20	2020	GWI RFM SLE CCP J01 W09	2,767,192	C	
R577387	BRE RC 1890 Ranch TX LP	19-1323-C395	8/29/19	2019	GWI RFM SLE CCP J01 W09	102,000,000	C	
R369883	Cedar Inn Inc	20-1016-C368	7/15/20	2020	GWI RFM SLE CCP J01 W09	1,500,000	C	
R565328	Cedar Park Town Center, LP	19-1142-C26	8/7/19	2019	GWI RFM SLE CCP J01 W09	6,596,000	C	
R487570	CFT NV Developments LLC	18-1206-C395	9/21/18	2018	GWI RFM SLE CCP J01 W09	4,786,551	C	
R487570	CFT NV Developments LLC	19-1383-C395	9/6/19	2019	GWI RFM SLE CCP J01 W09	4,904,682	C	
R487570	CFT NV Developments LLC	20-0997-C368	7/10/20	2020	GWI RFM SLE CCP J01 W09	6,063,081	C	
R481888	Chick-Fil-A Inc., As Owner and Lessee	19-1441-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	1,757,946	C	
R528449	Costco Wholesale Corporation	20-1224-C26	8/17/20	2020	GWI RFM SLE CCP J01 W09	15,012,881	C	
R558026	ES Austin Propco LLC	19-1266-C368	8/23/19	2019	GWI RFM SLE CCP J01 W09	2,642,890	C	
P462853	HEB Grocery Company LP	19-1398-C368	9/9/19	2019	GWI RFM SLE CLE J01 W09	6,378,071	P	
R347609	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CCP J01 W09	13,642,672	C	
R496073	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CCP J01 W09	1,501,850	C	
R586909	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CLE T05 J01 W09	40,302,586	C	
R543269	Inland American Round Rock University Oaks LP and IVT Parke Cedar Park LLC	20-1257-C368	8/20/20	2020	GWI RFM SLE CCP J01 W09	110,779,943	C	
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/1/18	2018	GWI RFM SLE CCP J01 W09	2,900,000	C	
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/19/19	2019	GWI RFM SLE CCP J01 W09	2,900,000	C	
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/5/20	2020	GWI RFM SLE CCP J01 W09	2,915,067	C	
R489763	Lowe's Home Centers Inc. and Lowe's Home Centers LLC	20-1255-C26	8/19/20	2020	GWI RFM SLE CLE J01 W09	9,666,440	C	
R577679	Memtex Dev. #1 LLC & Justventures Inc., SCMR Austin Ltd., WSP Dev. #3 Ltd and WSP Dev. #6 Ltd, et al	19-1269-C26	8/23/19	2019	GWI RFM SLE SRR CAU R02 J01 W09	17,817,433	C	
R577679	Memtex Dev. #1 LLC & Justventures Inc., WSP Dev. #3 Ltd and WSP Dev. #6 Ltd, et al. SCMR Austin Ltd.,	20-1196-C26	8/11/20	2020	GWI RFM SLE SRR CAU R02 J01 W09	22,324,379	C	
R399014	MMRMSM LLC	20-1019-C395	7/15/20	2020	GWI RFM SLE CCP J01 W09	1,189,671	C	
R392201	Mouser Properties LLC	18-1211-C425	9/21/18	2018	GWI RFM SLE F09 J01 W09	1,131,871	C	

PROP ID	LAWSUIT NAME	CAUSE NUMBER	DATE FILED	TAX YEAR	TAXING UNITS	MKT AMOUNT INVOLVED	DPMT	Comments
R417138	Northland Lakeline II LLC	19-1231-C395	8/20/19	2019	GWI RFM SLE CCP J01 W09	44,982,571	C	
R566063	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	1,336,449	L	
R566064	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	1,052,019	L	
R566065	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	738,778	L	
R566066	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	1,033,550	L	
R566067	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	684,639	L	
R566069	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWI RFM SLE CCP J01 W09	3,210,843	L	
R566063	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	1,386,881	L	
R566064	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	1,091,718	L	
R566065	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	766,656	L	
R566066	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	1,072,552	L	276
R566067	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	710,474	L	
R566069	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	3,332,007	L	
R404499	Round Rock SCC LLC, Sagebrook SCC LLC, and PM Management Cedar Park NC LLC (Senior Care Centers)	17-1177-C395	9/21/17	2017	GWI RFM SLE CCP J01 W09	6,000,000	C	Settled AJ in progress
R511400	Round Rock SCC LLC, Sagebrook SCC LLC, and PM Management Cedar Park NC LLC (Senior Care Centers)	17-1177-C395	9/21/17	2017	GWI RFM SLE CCP J01 W09	6,000,000	C	Settled AJ in progress
R404499	Round Rock SCC LLC, Sagebrook SCC LLC, and PM Management Cedar Park NC LLC (Senior Care Centers)	17-1177-C395	9/18/18	2018	GWI RFM SLE CCP J01 W09	6,600,000	C	Settled AJ in progress
R511400	Round Rock SCC LLC, Sagebrook SCC LLC, and PM Management Cedar Park NC LLC (Senior Care Centers)	17-1177-C395	9/18/18	2018	GWI RFM SLE CCP J01 W09	8,000,000	C	Settled AJ in progress
R577495	RPAI Cedar Park Town Center LLC	19-1253-C368	8/22/19	2019	GWI RFM SLE CCP J01 W09	31,094,449	C	
R518497	S-K Cedar Park Opportunity II LLC	19-1429-C425	9/11/19	2019	GWI RFM SLE CCP M17 J01 W09	24,500,000	C	
R495097	SCMR Austin LTD, WSP Dev #3, WSP Dev #6, Smith Family Ventures III, LLC and Herman Family Ventures III, LLC	18-0853-C395	7/18/18	2018	GWI RFM SLE CAU J01 R02 W09	8,967,237	C	
R539127	SCMR Austin LTD, WSP Dev #3, WSP Dev #6, Smith Family Ventures III, LLC and Herman Family Ventures III, LLC	18-0853-C395	7/18/18	2018	GWI RFM SLE CAU J01 R02 W09	3,980,111	C	
R525547	Shops At Crystal Falls LLC	20-1023-C425	7/15/20	2020	GWI RFM SLE CLE J01 W09	6,995,677	C	
R481885	Target Corporation Formerly Known as Dayton Hudson Corporation (Target Stores#1066, #1797, #1982 and #2342)	19-1233-C26	8/21/19	2019	GWI RFM SLE CCP J01 W09	16,142,637	C	Settled AJ in progress
R472068	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	10/3/18	2018	GWI RFM SLE CCP J01 W09	7,098,693	C	
R472069	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	10/3/18	2018	GWI RFM SLE CCP J01 W09	4,142,752	C	
R472068	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	9/5/19	2019	GWI RFM SLE CCP J01 W09	7,931,831	C	
R472069	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	9/5/19	2019	GWI RFM SLE CCP J01 W09	4,605,585	C	
						<b>596,460,529</b>		



## Travis County Active Lawsuits by Year

Year	Cause Number	Plaintiff Name	Entity Code	Entity Name	Cause Value	Number of Properties Involved
2017	D-1-GN-17-004104	SOVRAN ACQUISITION LIMITED PARTNERSHIP, ET AL	69	LEANDER ISD	\$9,714,200	1
2017	D-1-GN-17-004153	WHITESTONE QUINLAN CROSSING, LLC	69	LEANDER ISD	\$38,676,881	10
2017	D-1-GN-17-004170	CUBESMART, LP AND CENTERPORT STORAGE LP	69	LEANDER ISD	\$11,419,233	1
2017	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,223,169	1
2017	D-1-GN-17-004596	SIR STEINER RANCH APARTMENTS, LLC	69	LEANDER ISD	\$76,000,000	1
2017	D-1-GN-17-004843	TARGET CORPORATION AS OWNER AND LESSEE AND DAYTON HUDSON CORPORATION	69	LEANDER ISD	\$15,936,122	1
2017	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$4,859,000	1
2017	D-1-GN-17-006774	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,752,165	3
2018	D-1-GN-17-004170	CUBESMART, LP AND CENTERPORT STORAGE LP	69	LEANDER ISD	\$12,000,000	1
2018	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,253,889	1
2018	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$5,626,800	1
2018	D-1-GN-17-006774	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$3,786,410	2
2018	D-1-GN-18-003843	WHITESTONE QUINLAN CROSSING LLC	69	LEANDER ISD	\$36,076,361	10
2018	D-1-GN-18-003976	RANDY COHEN	69	LEANDER ISD	\$1,977,500	1
2018	D-1-GN-18-004036	HEB GROCERY COMPANY LP S OWNER AND LESSEE, ET AL	69	LEANDER ISD	\$20,120,617	2
2018	D-1-GN-18-004103	THE BASSHAM TRUST; DEBORAH E. PARKER AND LODGE AT STONE OAK RANCH, LLC	69	LEANDER ISD	\$132,420,000	2
2018	D-1-GN-18-004636	BRUCE STUCKMAN MANAGEMENT TRUST	69	LEANDER ISD	\$1,417,750	1
2018	D-1-GN-18-004648	RANDALL'S FOOD & DRUG, L.P. AS OWNER AND LESSEE	69	LEANDER ISD	\$13,185,000	1
2018	D-1-GN-18-004658	RICHARD L HILTON & MARY L PARR	69	LEANDER ISD	\$1,494,156	1
2018	D-1-GN-18-004662	TODD A & LYNN A NALODKA	69	LEANDER ISD	\$1,190,741	1
2018	D-1-GN-18-004946	TARGET CORPORATION AS OWNER AND LESSEE AND DAYTON HUDSON CORPORATION	69	LEANDER ISD	\$10,342,000	1
2018	D-1-GN-18-005250	WALGREENS CO. AS OWNER AND LESSEE	69	LEANDER ISD	\$6,062,625	1
2018	D-1-GN-18-005288	RUTH REAL ESTATE HOLDINGS INC	69	LEANDER ISD	\$654,809	1
2018	D-1-GN-18-005362	MOSLEY, GARY	69	LEANDER ISD	\$972,386	6
2018	D-1-GN-18-005651	MARK MILLER AND PAULA MILLER	69	LEANDER ISD	\$575,765	1
2018	D-1-GN-18-005687	JEAN BELLE VAN HOUTEN LIVING TRUST	69	LEANDER ISD	\$904,656	2
2018	D-1-GN-18-005861	MERILEE ABBOUD AND DAVID ABBOUD	69	LEANDER ISD	\$858,868	1
2019	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,453,400	1
2019	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$5,871,000	1
2019	D-1-GN-18-004103	THE BASSHAM TRUST; DEBORAH E. PARKER AND LODGE AT STONE OAK RANCH, LLC	69	LEANDER ISD	\$138,100,000	2
2019	D-1-GN-18-005362	MOSLEY, GARY	69	LEANDER ISD	\$735,551	3
2019	D-1-GN-19-003013	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,092	1
2019	D-1-GN-19-004353	SUBRAMANIAN LTD	69	LEANDER ISD	\$715,116	1
2019	D-1-GN-19-004560	NR TACARA AT STEINER RANCH LLC	69	LEANDER ISD	\$47,900,000	1
2019	D-1-GN-19-004879	KRG-USCRF PLAZA VOLENTE LLC	69	LEANDER ISD	\$19,418,834	4
2019	D-1-GN-19-004893	WHITESTONE QUIHNLAN CROSSING, LLC	69	LEANDER ISD	\$37,328,263	10
2019	D-1-GN-19-005292	CANYON CREEK TEXAS LLC	69	LEANDER ISD	\$57,120,000	1
2019	D-1-GN-19-005341	WALGREENS CO., WALGREENS CO., AS LESSEE AND WALTRUST PROPERTIES, INC.	69	LEANDER ISD	\$6,698,000	1
2019	D-1-GN-19-005431	SHOPS AT RIVERPLACE, LLC	69	LEANDER ISD	\$11,184,000	1
2019	D-1-GN-19-005443	STUCKMAN BRUCE MANAGEMENT TRUST	69	LEANDER ISD	\$1,567,900	1
2019	D-1-GN-19-005516	HEB GROCERY COMPANY LP AS OWNER AND LESSEE	69	LEANDER ISD	\$19,625,548	1
2019	D-1-GN-19-005533	HEB GROCERY COMPANY LP AS OWNER AND LESSEE AND BUTT HE STORE PROPERTY	69	LEANDER ISD	\$577,099	1
2019	D-1-GN-19-005766	BREIT STEADFAST MF STEINER TX LP	69	LEANDER ISD	\$81,480,000	1
2019	D-1-GN-19-005804	AUSTIN 9311 FM LLC	69	LEANDER ISD	\$23,369,004	1
2019	D-1-GN-19-005880	SIGNATURE LODGING LLC	69	LEANDER ISD	\$8,100,000	1
2019	D-1-GN-19-006000	DAYTON HUDSON CORPORATION AND TARGET CORPORATION AS OWNER AND LESSEE	69	LEANDER ISD	\$10,342,000	1
2019	D-1-GN-19-006552	ALLTEX RENTALS LP	69	LEANDER ISD	\$1,585,000	1
2019	D-1-GN-19-006574	REGIONS BANK AS OWNER AND LESSEE AND TEXAS HERITAGE BANK	69	LEANDER ISD	\$2,493,800	2
2019	D-1-GN-19-006676	ADVANCED DRYWALL SYSTEMS INC	69	LEANDER ISD	\$1,620,000	2
2019	D-1-GN-19-006691	CUBESMART LP (CUBESMART 707 AND 914)	69	LEANDER ISD	\$25,372,897	2
2019	D-1-GN-19-006836	RANDALL'S FOOD & DRUGS, LP	69	LEANDER ISD	\$3,679,825	1
2019	D-1-GN-19-006872	BELL FUND V FOUR POINTS LLC	69	LEANDER ISD	\$54,670,000	1
2019	D-1-GN-19-006927	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,752,265	4
2019	D-1-GN-19-007110	RUTH REAL ESTATE HOLDINGS INC	69	LEANDER ISD	\$850,465	1
2019	D-1-GN-19-007435	HEB GROERY COMPANY LP	69	LEANDER ISD	\$3,882,088	1
2019	D-1-GN-19-007579	3400 W WHITESTONE, LLC	69	LEANDER ISD	\$310,147	1
2019	D-1-GN-19-008135	LINDEMAN LANE TRUST	69	LEANDER ISD	\$210,000	1
2019	D-1-GN-19-008165	RYBICKI MATHEW A LIVING TRUST	69	LEANDER ISD	\$768,647	1
2019	D-1-GN-20-000049	ANTHONY SESSA, AND 137 PROPERTY OWNER/CLIENTS OF FIVE STONE TAX	69	LEANDER ISD	\$8,349,401	17
2019	D-1-GN-20-000564	JEAN BELLE VAN HOUTEN LIVING TRUST	69	LEANDER ISD	\$760,213	2

<b>TCAD ACTIVE LAWSUITS</b>	Year	Number of Lawsuits	Total Cause Value	# of Props
	2017	8	\$163,580,770	19
	2018	19	\$250,920,333	37
	2019	33	\$581,895,555	71
	2020	0	\$0	0
<b>TOTALS</b>	<b>60</b>	<b>\$996,396,658</b>	<b>127</b>	

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Focus on Finance Report  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Focus on Finance, Issue 1

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## **Background Information:**

This document is the first in a series of reports being created to provide more in-depth information on various aspects of the district's finances. This first report provides very high-level comparisons of Leander ISD's information to a local peer group of school districts and a statewide group of school districts that most closely mirror LISD's student enrollment and demographics. This information has been obtained from ForeCast 5 Analytics and TAPR reports. Each of these sources obtain data from the Texas Education Agency which is submitted by every Texas school district through annual PEIMS submissions.

As additional reports are developed, more detailed information on the areas touched upon in this initial report will be provided and explained. The goal of these reports is to provide the Board with a broader base of knowledge about the district to support future discussions on fund balance, budgets, and staffing.

Board members are encouraged to reach out to Elaine Cogburn for questions regarding the information in this report or requests for more information in certain areas.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# FOCUS ON FINANCE

Issue 1, September 2020

**Making Sense of the Dollars and Cents**  
*A series of publications focusing on various areas of the school district's financial history and trends.*

## Focus on Finance: *Making Sense of the Dollars and Cents*

This is the first report in a series of publications regarding Leander Independent School District’s financial story. In this series of publications, information regarding student enrollment, staffing, fund balance, and expenditures will be examined. Some of this information will be presented for the district alone and some of the information will be presented as compared to “peer” districts. These publications are presented in order to inform and educate the reader about the District. *The information in this first report is presented at a very high level with more a detailed analysis to be provided in subsequent reports on specific areas.*

Leander ISD is located northwest of Austin, Texas, in the southwestern portion of Williamson County, with a portion of its boundaries extending into Travis County to the South. The District covers nearly 200 square miles and includes all or part of nine municipalities (Austin, Cedar Park, Georgetown, Jonestown, Lago Vista, Leander, Liberty Hill, Round Rock, and Volente). The District has forty-four instructional campuses – six high schools, nine middle schools, twenty-seven elementary schools and two alternative learning centers.

In this series two peer groups will be used in presenting comparison data. The first group consists of central Texas school districts that vary in size and demographic makeup. This peer group consists of:

- |                  |                |
|------------------|----------------|
| Leander ISD      | Eanes ISD      |
| Lake Travis ISD  | Georgetown ISD |
| Pflugerville ISD | Round Rock ISD |
| Austin ISD       |                |

	LOCAL PEERS		
	Enrollment	Low Income %	ELL%
<b>Leander ISD</b>	39,939	20.3	6.2
<b>Eanes ISD</b>	8,105	3.2	2.2
<b>Lake Travis ISD</b>	10,695	12.3	6.1
<b>Georgetown ISD</b>	11,732	42.5	13.9
<b>Pflugerville ISD</b>	25,361	51.0	22.3
<b>Round Rock ISD</b>	50,204	27.9	10.2
<b>Austin ISD</b>	79,787	53.5	27.2

Figure 1.1: 2018-2019 Enrollment Data of Local Peer districts

The second peer group includes school districts across the state that are most similar in enrollment size, low-income students and English Language Learner (ELL) students. While no single district mirrors Leander ISD in demographics and size, this peer group most resembles the District in these three areas. This second peer group consists of:



Leander ISD  
 Humble ISD  
 Lewisville ISD  
 Frisco ISD

Clear Creek ISD  
 Round Rock ISD  
 Plano ISD

	DEMOGRAPHIC PEERS		
	Enrollment	Low Income %	ELL%
<b>Leander ISD</b>	39,939	20.3	6.2
<b>Clear Creek ISD</b>	42,042	28.7	12.1
<b>Humble ISD</b>	43,441	38.0	9.4
<b>Round Rock ISD</b>	50,204	27.9	10.2
<b>Lewisville ISD</b>	52,104	34.8	17.5
<b>Plano ISD</b>	52,810	31.9	16.3
<b>Frisco ISD</b>	60,028	12.5	6.1

Figure 1.2: 2018-2019 Enrollment of Demographic Peer districts

This first report will compare Leander ISD to the Local Peer and Demographic Peer groups at a high level. While this information may create more questions than answers, it is intended to provide a basic overview of financial data. More detailed information will be presented in additional reports over the next several months. The goal of these reports is to provide the Board with more in-depth information regarding the district’s finances to assist in decision making. If any Board member would like additional information on any item covered in this document, please let us know and we will include that additional information in the appropriate series

**Data Sources**

Most of the data for this report is derived from ForeCast 5 Analytics. ForeCast 5 obtains their data from information submitted to the Texas Education Agency by every school district in Texas via PEIMS (Public Education Information Management System). Due to the timing of available data, most of the financial data in this report is from the 2018-2019 school year which was reported to the State in January 2020. Data for the 2019-2020 school year will not be submitted until January 2021. An analysis based on 2019-2020 data may be skewed due to the district operating on a 10-month year, as well as various budget impacts of COVID-19 experienced by all school districts at differing levels.

Student data is based on the last PEIMS snapshot date available which is from October 2019 and/or TAPR reports. Current year student data will be submitted in December of 2020. Due to the timing of PEIMS submissions, available data will always be at least a year behind. This and future publications in this series should be used in conjunction with other district publications (TAPR, CAFR, Official Budget) in forming conclusions about district operations.

## STUDENT DATA

### Demographic Peers

As shown by the chart in Figure 2.1, LISD has a larger White population than its Demographic Peers of similar size. The Hispanic student population is relatively comparable mirroring Plano ISD most closely. The district's Asian population compares most closely to Clear Creek ISD. The district's percentage of students from two or more races is higher than all Demographic Peers.

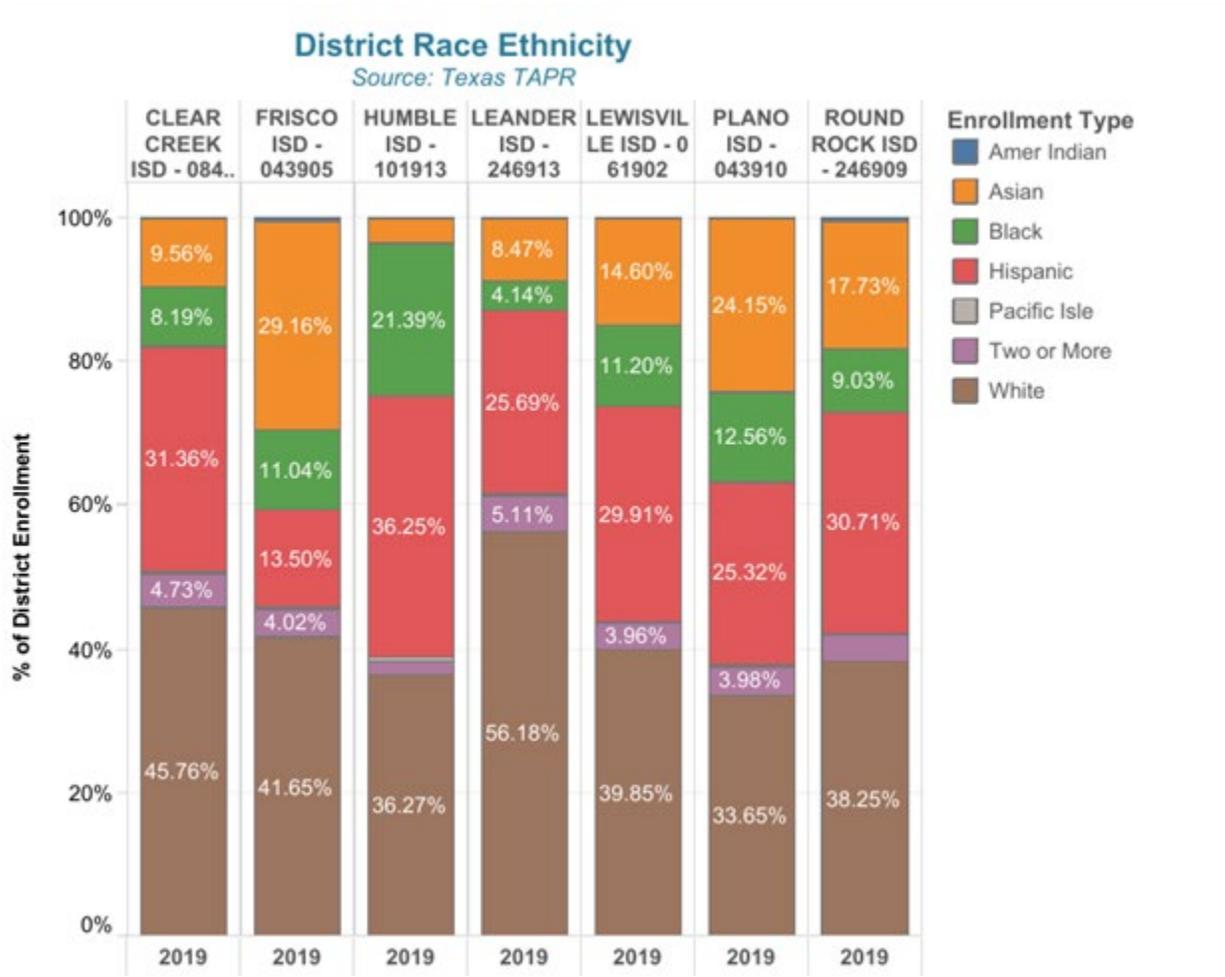


Figure 2.1: 2019 District Race Ethnicity Enrollment Percentages - Demographic Peers

### Local Peers

In comparison to local school districts, LISD has the third highest percentage of White students and the third lowest percentage of Black students. Locally, the district's Hispanic population most

closely matches RRISD. The district’s percentage of students from two or more races is higher than all Local Peers.

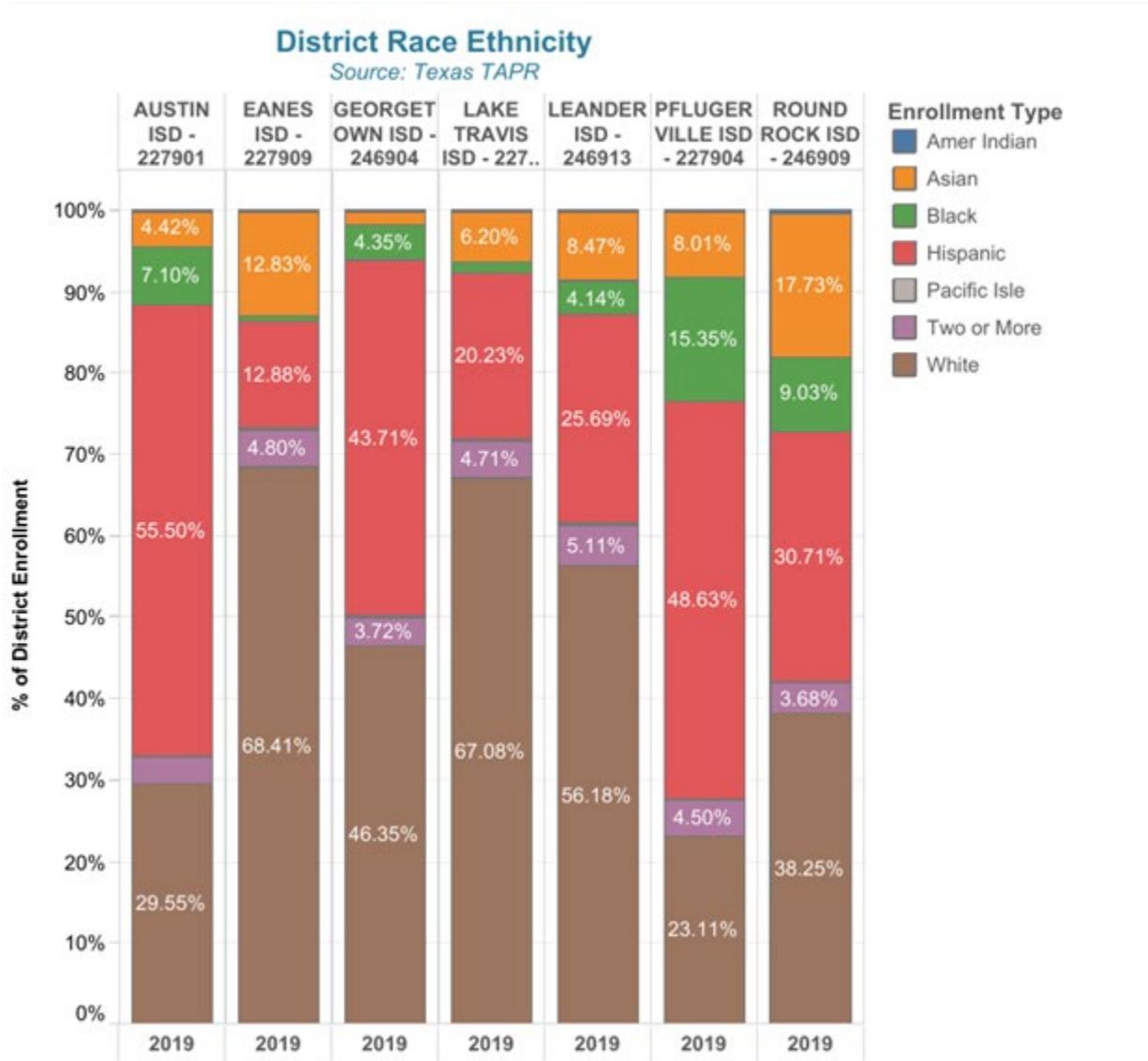


Figure 2.2: 2019 District Race Ethnicity Enrollment Percentages – Local Peers

What this data tells us is that we often like to compare ourselves to our neighbors but when it comes to the demographic make-up of our students, LISD’s student population is quite different which means our needs are different. In developing a list of peer districts from across the state, the grouping presented is most similar in size and student demographics, but again student differences

and geographical differences lead to differences in available funding and the instructional needs of a district.

## REVENUES

### Local Peers

The revenue numbers in this comparison are for the General Fund only. The division of revenues between state and local provides a good indication of a district’s property value wealth as the greater the local revenue the less financial support received from the State.

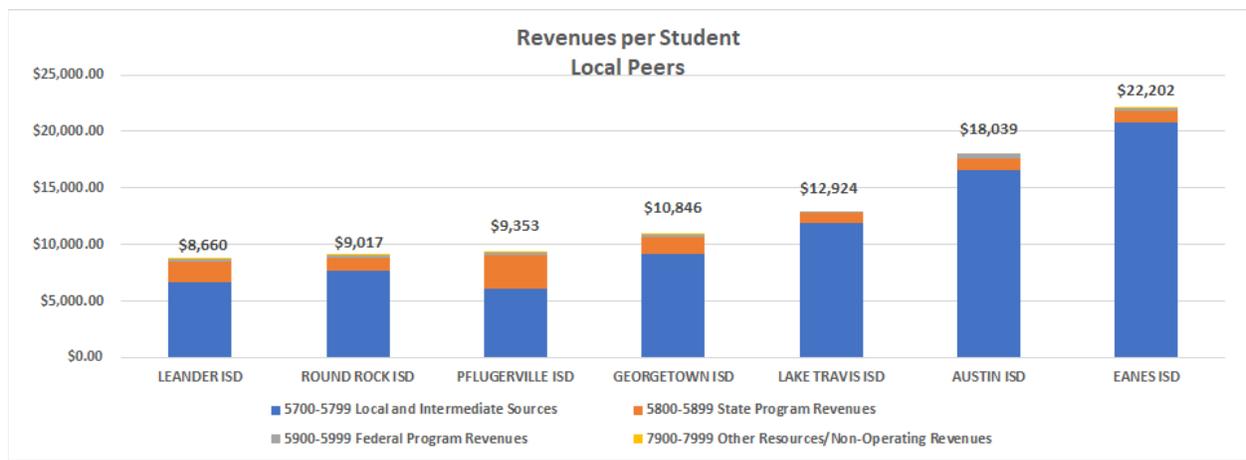


Figure 3.1: Revenues per Student - Local Peers 2018-2019

Compared to the Local Peer Group, LISD generated \$8,660 per student in funding for operations, which was below every other Local Peer district. LISD closely mirrored revenue per student for Round Rock ISD at \$9,017 per student, however, RRISD generated more in local funding. Austin, Lake Travis and Eanes ISDs are property wealthy districts as reflected by the level of local revenues. These revenues are offset through recapture which is not reflected in the numbers shown.

### Demographic Peers

Compared to the Demographic Peer Group, LISD’s \$8,660 per student in funding for operations was below every other peer district except Clear Creek ISD. Humble ISD received the most revenue from state aid which would indicate the lowest property value wealth of the comparison districts. The variations between revenues per student are also a reflection of the district’s tax base and tax rate. Plano ISD is a very property wealthy district and for the year reflected had an M&O tax rate of \$1.17 compared to LISD’s tax rate for that period of \$1.04. Plano ISD’s increased level of funding is also offset by recapture not reflected in the chart.

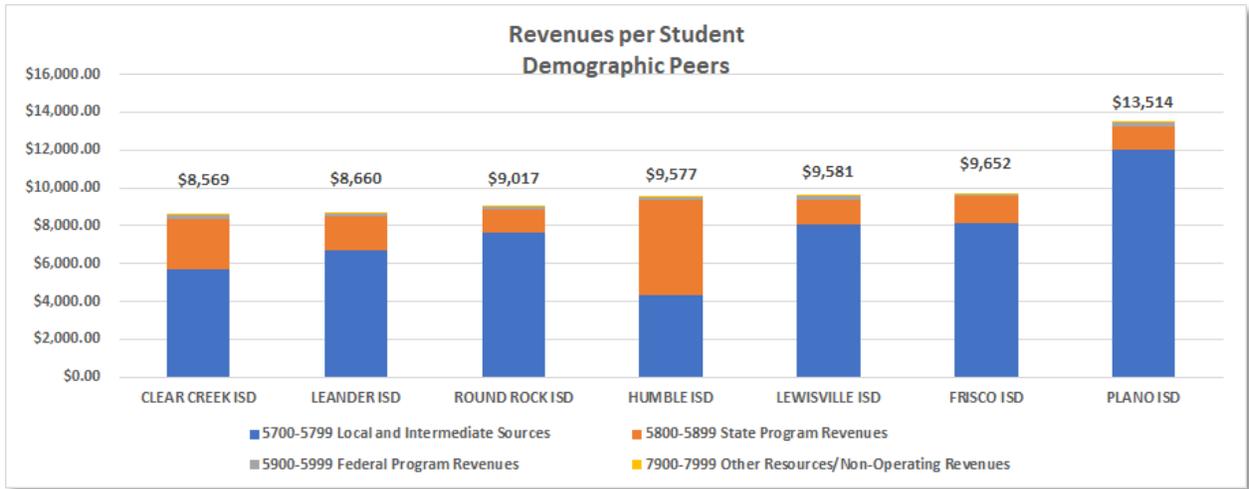


Figure 3.2: Revenues per Student - Demographic Peers 2018-2019

## TAX COLLECTIONS

As shown in the prior comparison, Plano ISD generated more revenue from M&O tax collections than the other peer districts. Again, this is a function of property wealth and the M&O tax rate. For the 2019 tax year, Plano taxed at the highest M&O rate allowed of \$1.17. You can also see how property value levels affect tax collections by comparing tax rates and collections per student on the I&S side. Plano, Lewisville and Leander ISDs collected over \$2,500/student in I&S tax collections however Plano ISD generated that level of funding on an I&S rate of \$.2690 vs. Lewisville’s rate of \$.3675 and Leander’s rate of \$.47. The tax collections per student and total tax rates for each district for the 2018-2019 year are shown below.

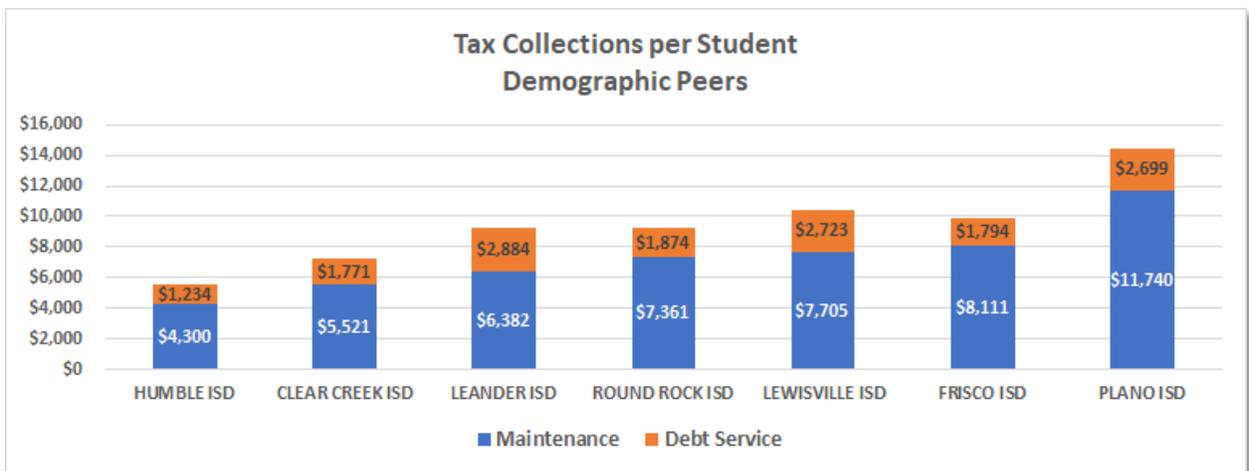


Figure 4.1: Tax Collections per Student - Demographic Peers 2018-2019

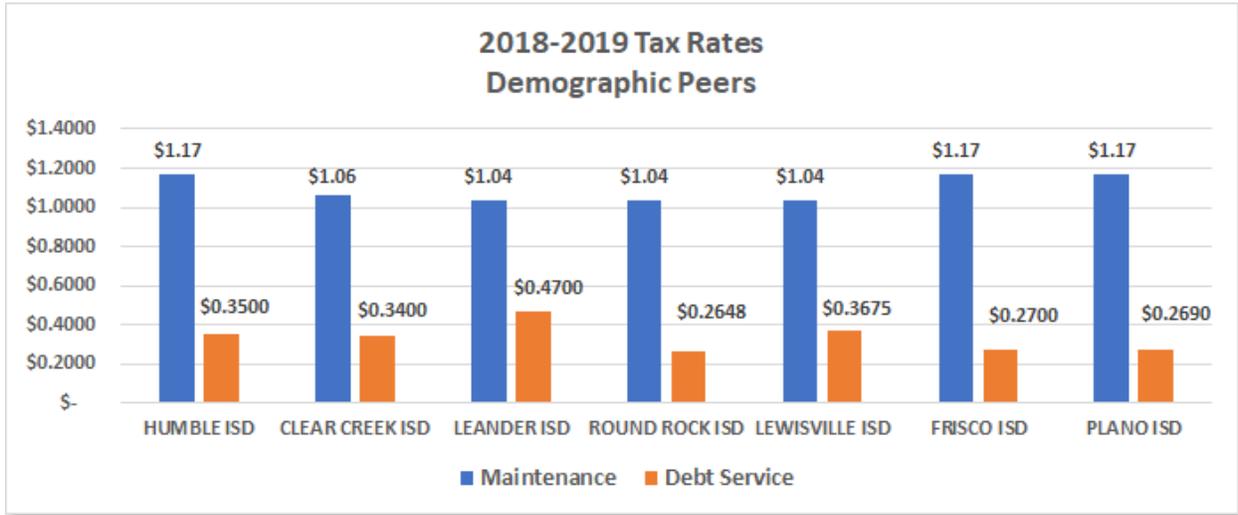


Figure 4.2: Tax Rates - Maintenance and Debt Service - Demographic Peers 2018-2019

In comparison to the Local Peer group, M&O tax rates were more comparable. While three of the Demographic Peer districts had successfully passed a Tax Ratification Election prior to HB3 tax compression, as shown by M&O rates of \$1.17, none of the local peers taxed at that rate for tax year 2018. Local tax collections for the property wealthy districts is higher than the other Local Peers which is in line with the total local revenue trends shown above.

The same trend seen in comparison to the Demographic Peers is reflected in the Local Peers on the I&S tax rate. Lake Travis ISD, another fast growth district, raised the most revenue for debt service but at a rate lower than Pflugerville and Leander ISDs.

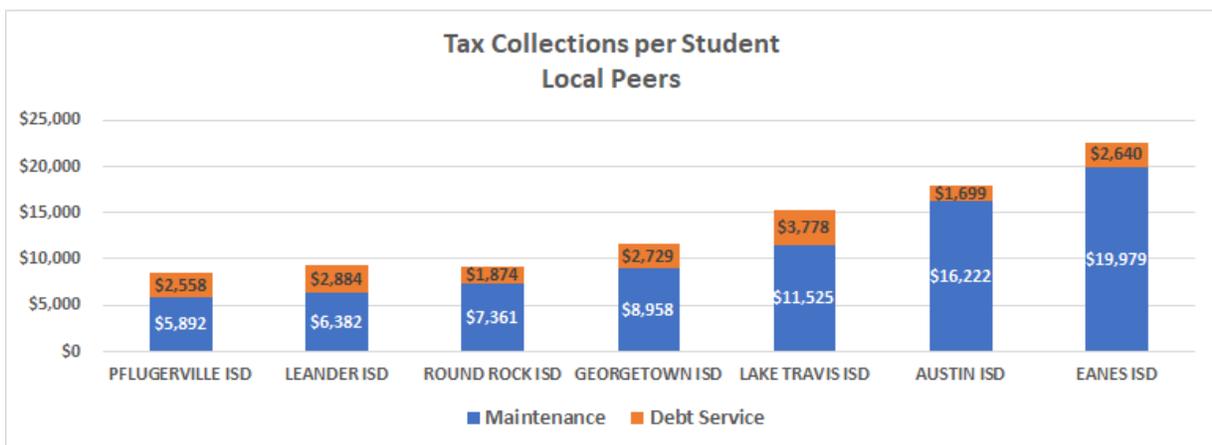


Figure 4.3: Tax Collections per Student - Local Peers 2018-2019

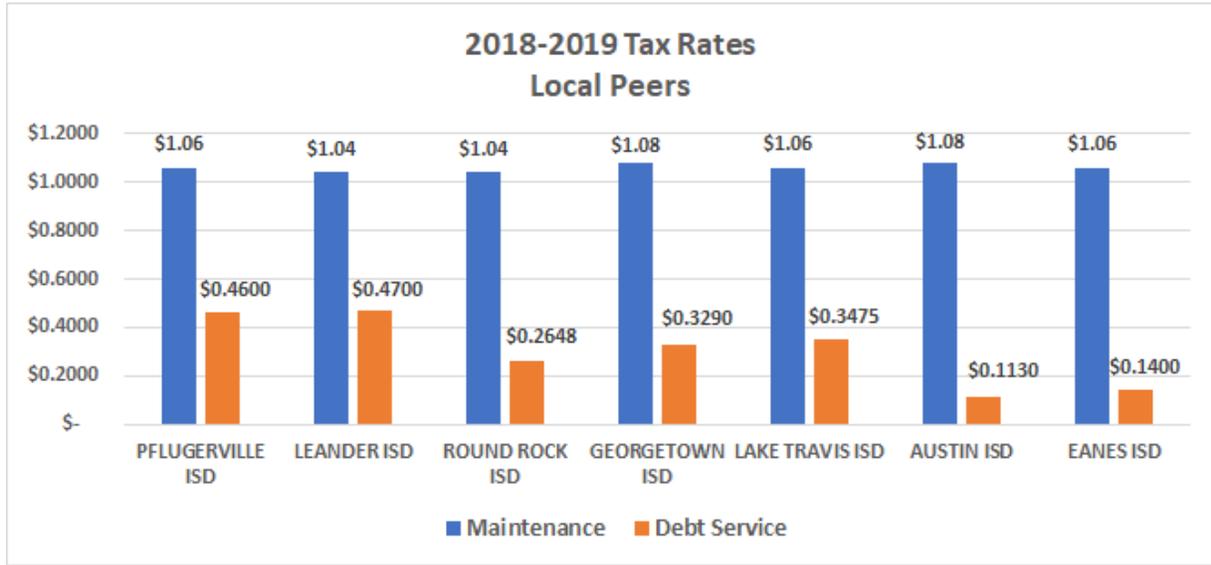


Figure 4.4: Tax Rates - Maintenance and Debt Service - Local Peers 2018-2019

## EXPENDITURES

As one would expect, the more revenues per student, the more expenditures per student. Plano ISD generated the most funding per student and likewise spent the most per student at \$9,274. Payroll costs among peer districts range from a low of \$7,029/student (Clear Creek ISD) to a high of \$7,793/student (Plano ISD). While LISD generated less per student in revenue than every other peer district other than Clear Creek ISD, LISD spent more overall per student than Clear Creek, Round Rock and Frisco ISDs. Part of this increase can be attributed to the \$264/student in Capital Outlay whereas the next highest spend was at \$53/student at Humble ISD. LISD also spent more than any other Demographic Peer in the category of Supplies and Materials. The publication focusing expenditures will provide more information on each of the categories with an explanation of the variances.

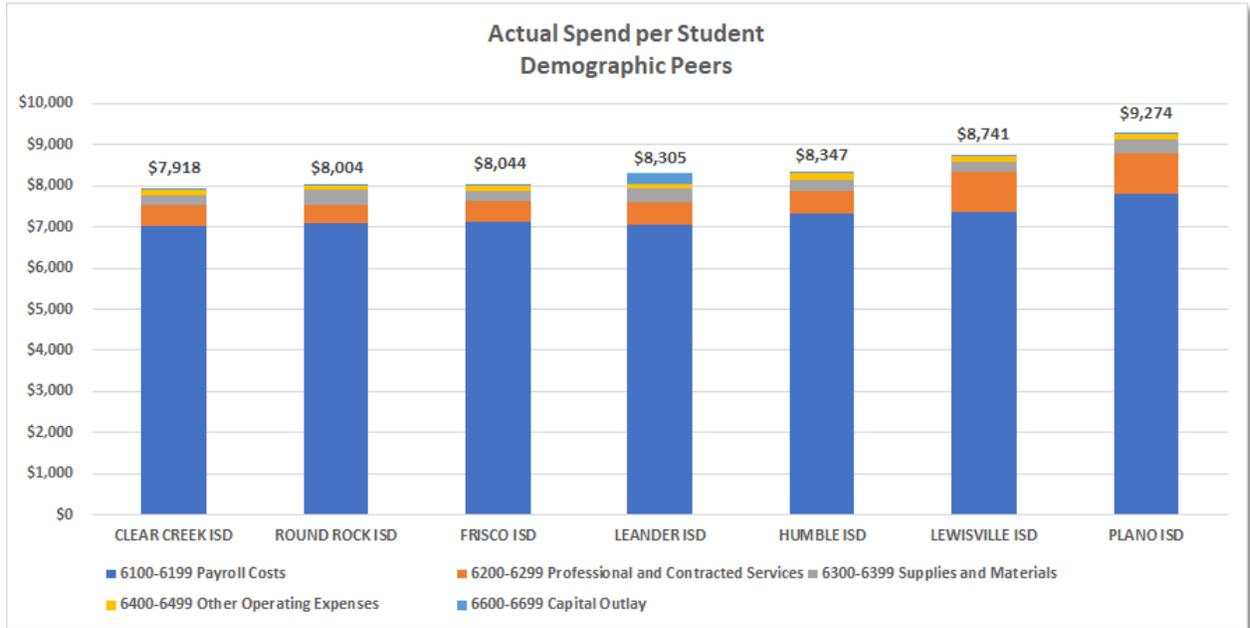


Figure 5.1: Actual Spend per Student - Demographic Peers 2018-2019

Compared to its Local Peers, LISD spent less per student than any other district except Round Rock ISD. Payroll costs among peer districts range from a low of \$6,302/student (Lake Travis ISD) to a high of \$8,209/student (Austin ISD). At \$347/student spent on Supplies and Materials, LISD is right at the average spend for the area of \$340. As seen in comparison to the Demographic Peers, LISD’s spend of \$264/student in Capital Outlay outpaced area districts where the next highest level of Capital Outlay was at \$47/student in Georgetown ISD.

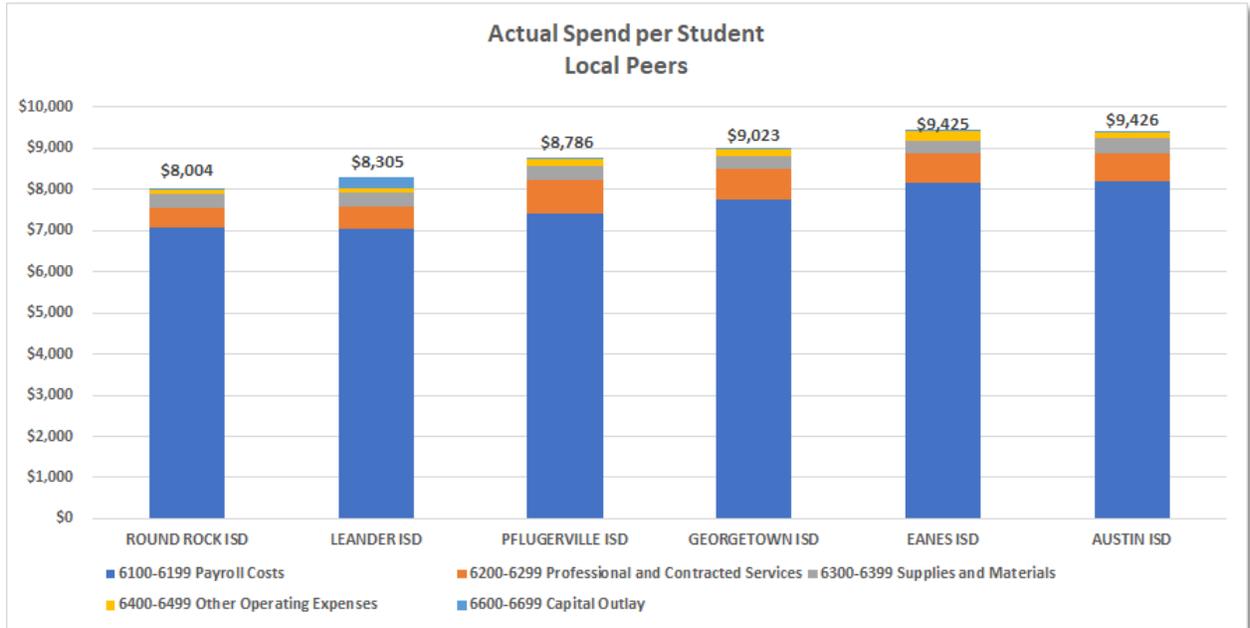


Figure 5.1: Actual Spend per Student - Local Peers 2018-2019

## FUND BALANCE

Fund balance levels are examined in relation to revenues and expenditures. The first chart below shows fund balance levels for each of the peer districts. LISD had the second lowest fund balance for the year ending August 31, 2019 at \$150.5 million. Five of the seven peer districts had a higher fund balance level than LISD in terms of total dollars. However, when comparing the level of fund balance to the percentage of total revenues (as shown by the Blue Dot), LISD has the third highest level of fund balance.

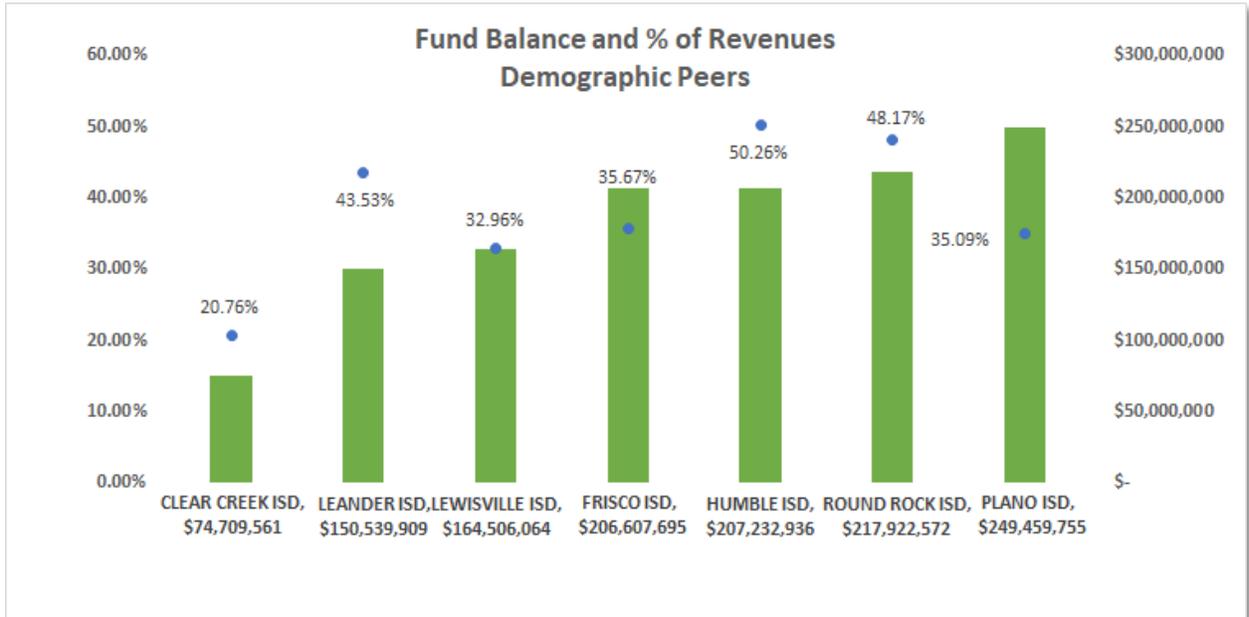


Figure 6.1: Fund Balance and Percentage of Revenues - Demographic Peers 2018-2019

LISD also ranked third in highest percentage of fund balance in comparison to total expenditures. While LISD collected less in revenues per student for the comparison year and spent more per student, the district maintained a high level of fund balance as a percentage of both revenues and expenditures.

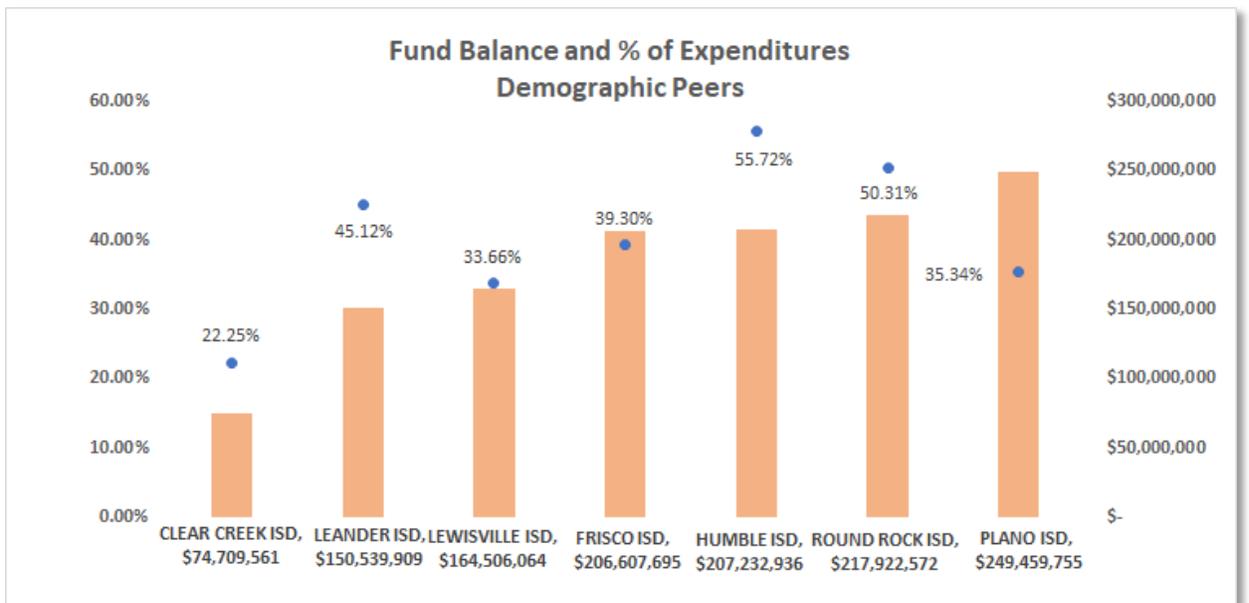


Figure 6.2: Fund Balance and Percentage of Expenditures - Demographic Peers 2018-2019

When compared to the Local Peer group, LISD had the third highest level of actual fund balance and the second highest level as a percentage of total revenues.

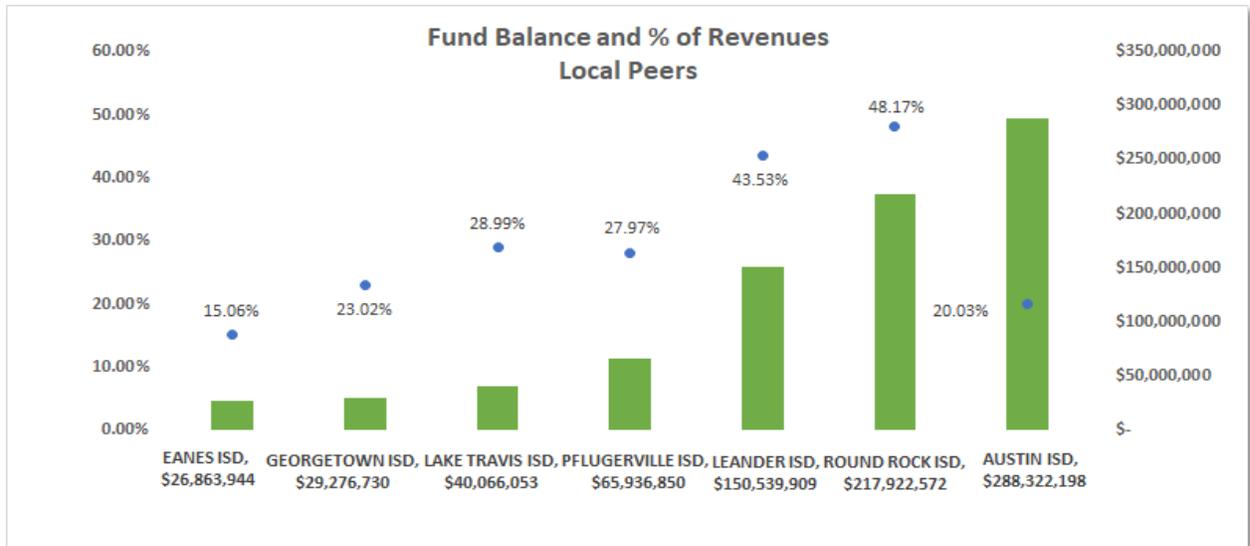


Figure 6.3: Fund Balance and Percentage of Revenues - Local Peers 2018-2019

Fund balance as a percentage of total expenditures trends in the same way as LISD had the second highest level of fund balance on this measurement.

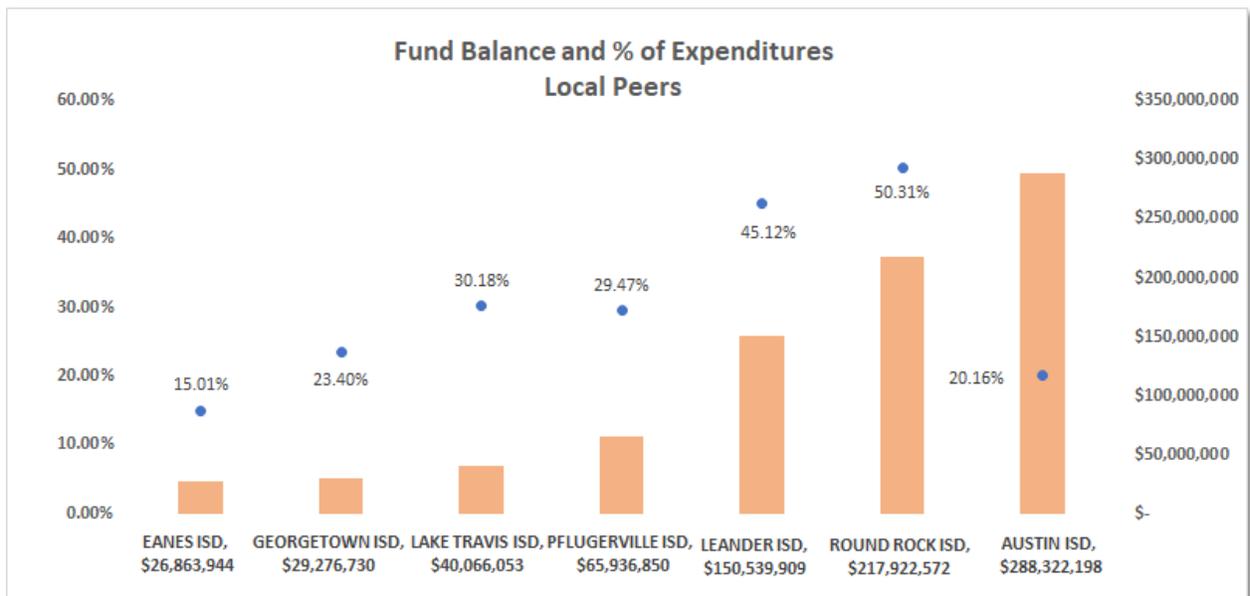


Figure 6.4: Fund Balance and Percentage of Expenditures - Demographic Peers 2018-2019

## STAFFING

In looking at staffing numbers, the most recent data available is from the October 2019 PEIMS snapshot date for the 2019-2020 school year. The information in this section will be presented for this time period. Each school district and charter school is required to submit information on every employee in the Fall PEIMS submission. This information includes all demographic data, years of experience, and salary. Types of positions are also reported through the Role ID. Many Role IDs are easily allocated to specific employee types for reporting purposes. However, several Role IDs can be interpreted differently by reporting districts which can result in variations in the data. For example, one district may report a position as a Teacher Supervisor where another district may report a similar position as a Teacher Facilitator.

The first measurement examined is the ratio between total students and ALL staff. For the 2019-2020 year, the District had a ratio of 8.2 students per staff member. The lowest ratio of students to staff occurred in the 2010-2011 school year at a ratio of 7.7. Since then the trend has fluctuated between 8.0 to 8.3. The table below in Figure 7.2 also shows the total number of FTEs and student enrollment for the period.

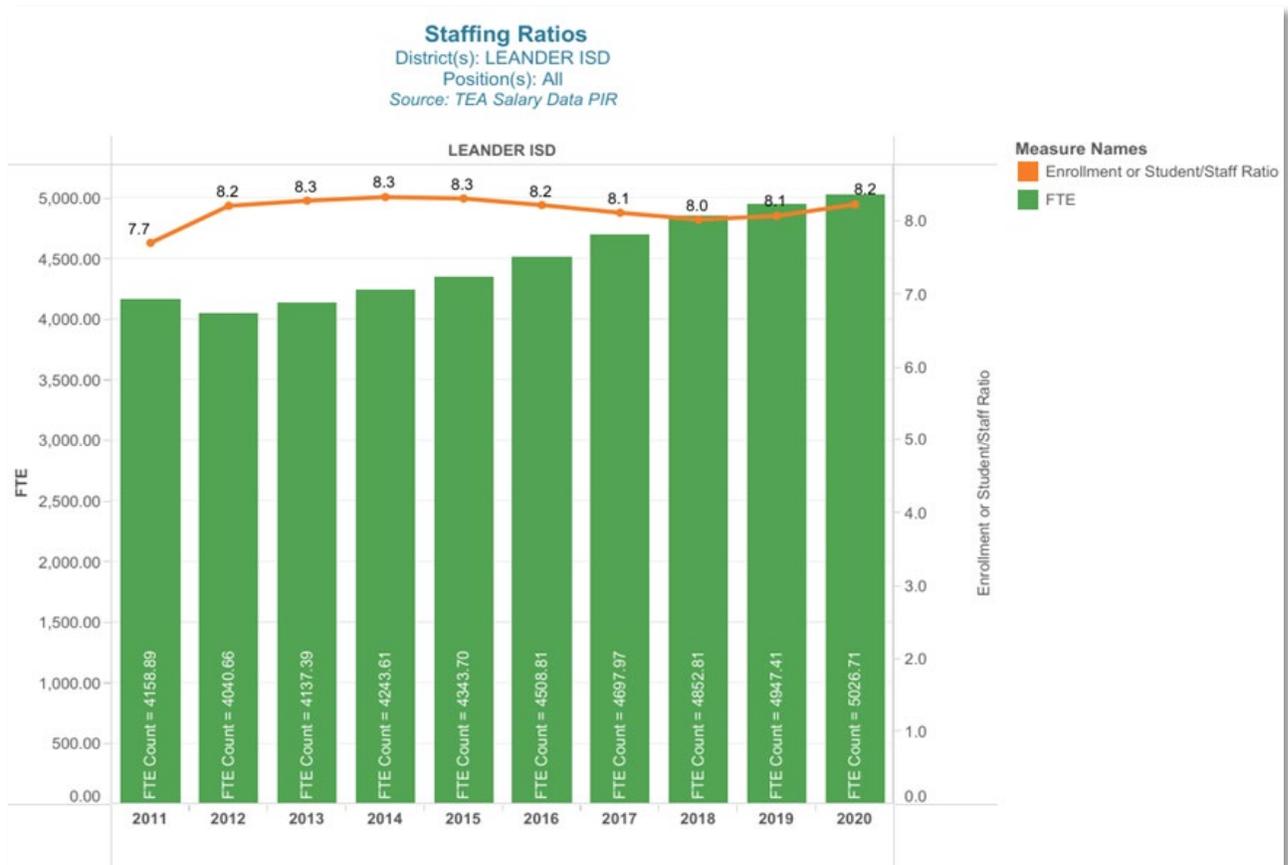


Figure 7.1: Enrollment and Staffing Ratios from 2011-2020

	2011	2012	2013	2014	2015	2016	2017	2018	2019
Enrollment	32,034	33,179	34,265	35,355	36,105	37,068	38,130	39,939	41,370
FTEs	4,159	4,041	4,137	4,244	4,344	4,509	4,698	4,947	5,027

Figure 7.2: Quick Glance of Enrollment and Number of FTEs from 2011-2020

Compared to Local Peers, LISD had the second highest student/staff ratio at 8.2. Lake Travis ISD had the highest at 9.3. All other peers are below these ratios with Georgetown ISD being the lowest at 6.9.

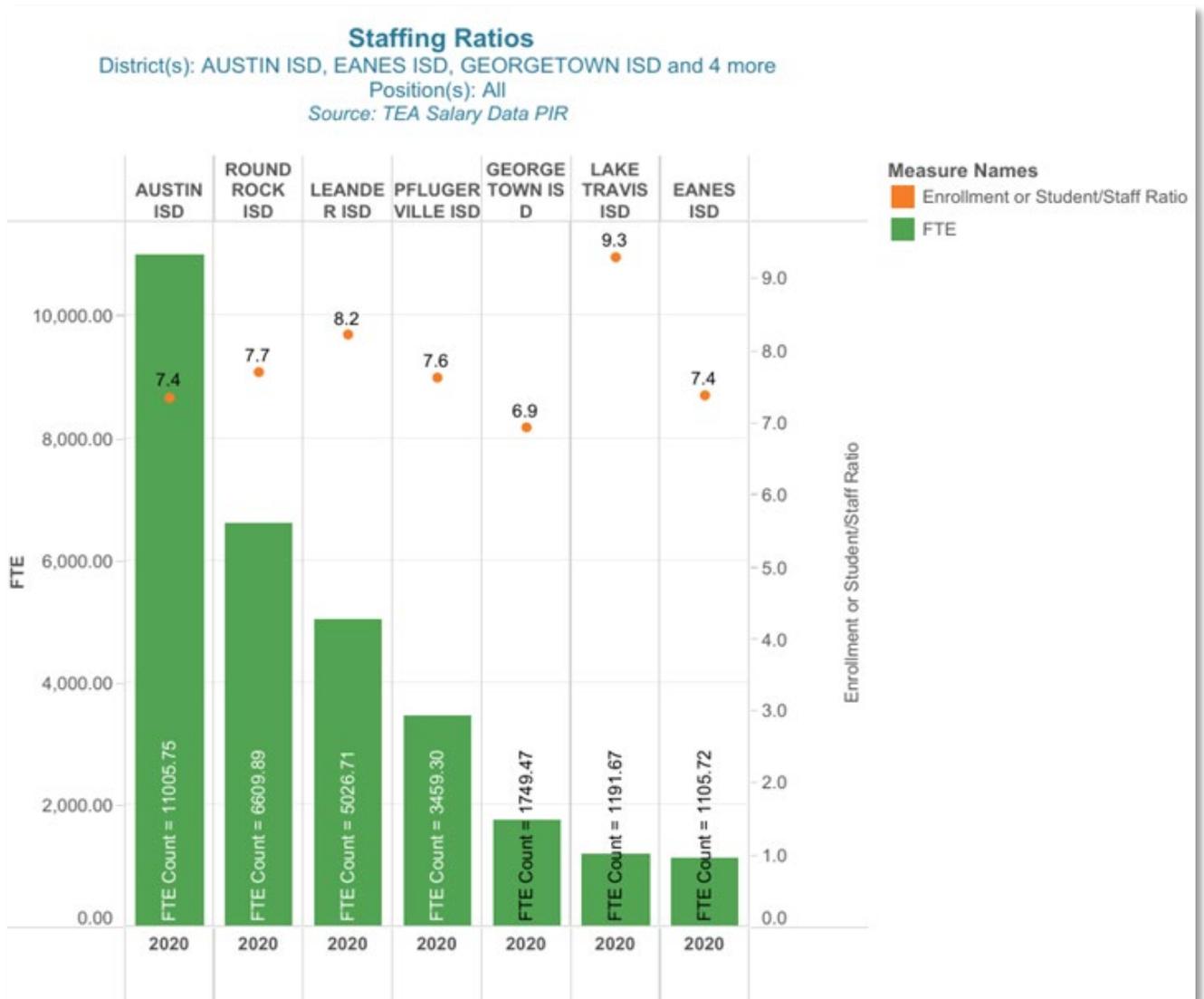


Figure 7.3: Enrollment of Student/Staff Ratio 2020 - Local Peers

The comparison between Demographic Peers reveals more consistent trends with LISD’s ratio of 8.2 trending closely to Clear Creek and Lewisville ISDs.



Figure 7.4: Enrollment of Student/Staff Ratio 2020 - Demographic Peers

The next measurement examined is the ratio between total students and Teachers. For the 2019-2020 year, the District had a ratio of 15.0 students per Teacher. This is a districtwide ratio and should not be confused with actual class sizes. The lowest ratio of students to staff occurred in the 2010-2011 school year at a ratio of 7.7. Since then the trend has been fairly stable between 15.1 and 15.4.

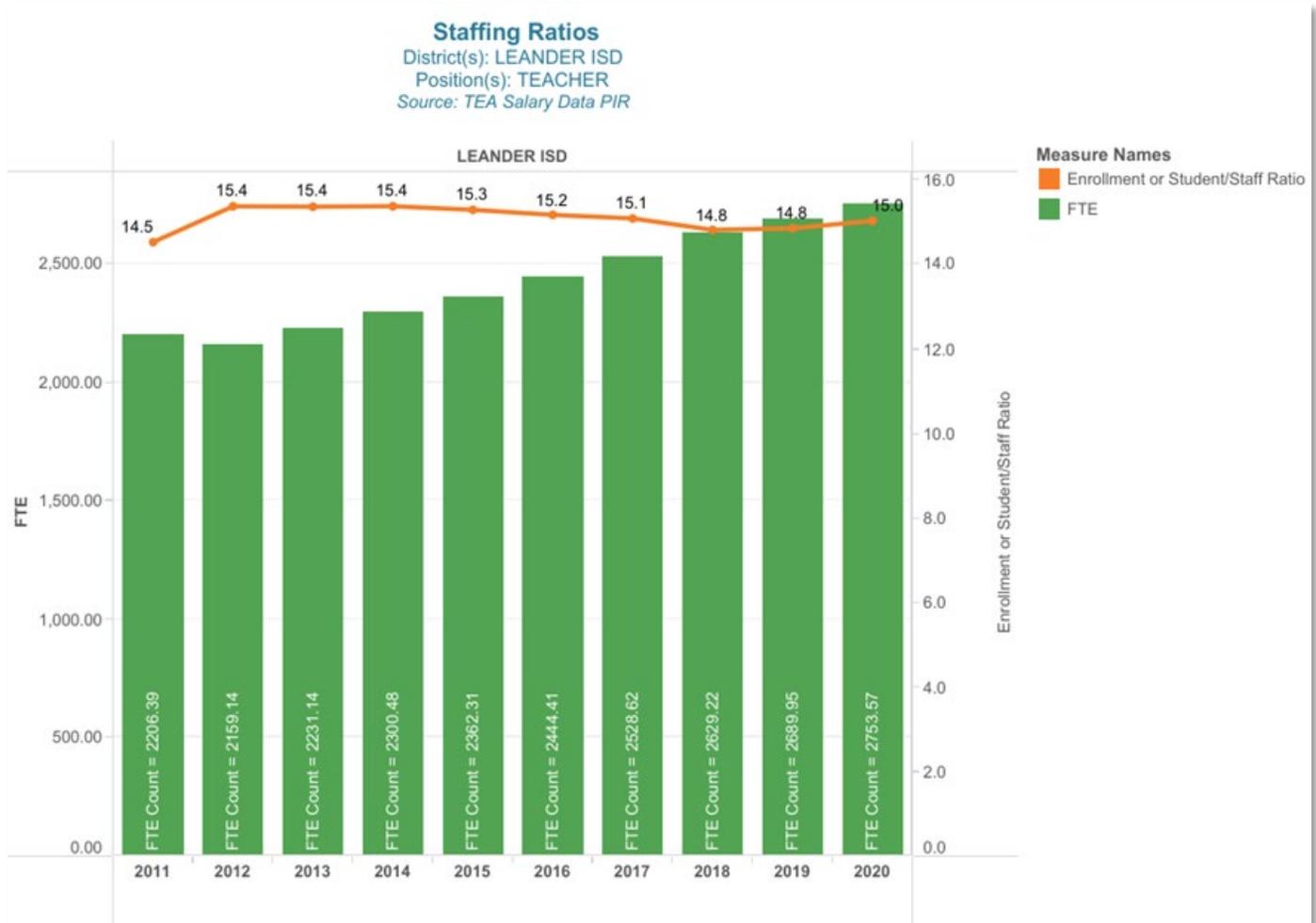


Figure 7.5: Leander ISD Student to Teacher Ratios 2011-2020

Compared to Local Peers, LISD has the second highest student/Teacher ratio at 15.0. Lake Travis ISD has the highest at 17.6. All other peers are close to LISD’s ratio ranging from 13.4 to 14.8.

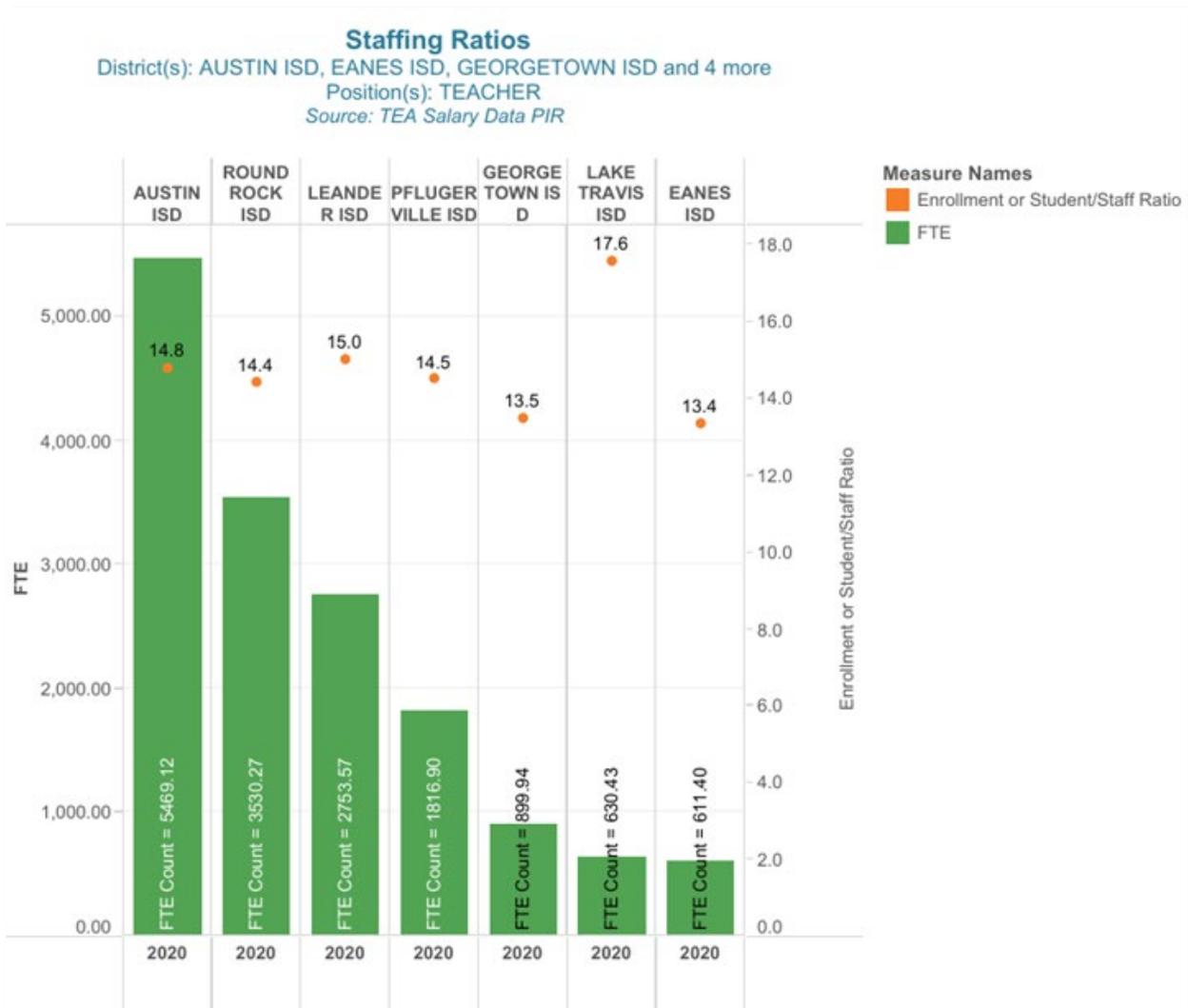


Figure 7.6: Student to Teacher Ratios 2020 - Local Peers

The comparison of students/Teachers between Demographic Peers reveals more consistent trends with LISD’s ratio of 15.0 trending closely to Humble, Lewisville, Round Rock and Frisco ISDs in the 14-15 range.



Figure 7.7: Student to Teacher Ratios 2020 - Demographic Peers

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** Bond Proceeds - Construction Funds – Independent Review  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Elaine Cogburn  
**Attachments:** Review of Construction Funds – TASBO Report

**Background Information:**

The administration hired the Texas Association of School Business Officials (TASBO) to complete a review of the various funds used to track bond proceeds and construction/project costs. The scope of the review was to verify remaining bond fund balances, review current accounting practices and provide recommendations for a streamlined accounting and reporting system.

The final report with recommendations is included in this packet. In summary, the findings and recommendations of the review are as follows:

FINDING	RECOMMENDATION
1. Separate accounting funds have been used which does not easily accommodate project reporting.	1. Use a single fund for each bond authorization. <i>A single Fund will be used for future authorizations. Consolidation of the funds used for the 2017 authorization will occur as feasible.</i>
2. Separate bank accounts have been used for each sale leading to approximately 13 bank accounts to track and reconcile.	2. One bank account should be used instead of individual accounts. <i>As funds are depleted, excess bank accounts will be closed. Proceeds from the 2020 sale are being deposited into an existing account.</i>
3. There has not been a single point person over accounting codes leading to the use of various codes across projects.	3. One person should be assigned oversight of codes to provide consistency in coding. <i>The Construction/Fixed Assets Accountant is now overseeing the creation of all bond related codes.</i>
4. Project management costs are funded with interest income proceeds but are not capitalized and recorded as a cost of the overall project.	4. Create a process for capitalizing overhead costs which will improve the district’s net asset position. <i>A system for capitalizing overhead costs is being developed.</i>
5. A cash balance of \$169,761 still exists for bond proceeds sold before FY 2008.	5. Use these funds as soon as possible to close out funds 628, 629, and 630. <i>The Board will be brought options for expending these remaining funds.</i>
6. Approximately \$14.3 million of cash remains for the seven bond funds from the 2007 authorization. The last bond sale for this authorization occurred in October 2014. (Actual balance is \$18.5 million at June 30.	6. The district should develop a plan to expend these funds by the end of the fiscal year by moving costs between the 2007 and 2017 authorizations if allowable by law. <i>The Board will be brought options for expending these remaining funds.</i>
7. The MUNIS system will not provide a comprehensive project reporting system to meet all of the districts project reporting needs.	7. The district should adopt a project reporting system that analyzes all sources and uses of bond proceeds, tracks project budgets and amendments, and allows for the reporting of

	project costs that have yet to enter the accounting system as an expenditure or encumbrance. <i>A new bond status report is included in the September Board packet to address these issues.</i>
8. Interest earnings exceed project management costs by \$1.6 million but there does not appear to be a fund by fund matching of costs and interest earnings.	8. The district should evaluate its project management cost annually to the respective interest earnings to ensure that sufficient funds are available to cover the costs. <i>Project management costs and interest earnings are being tracked via the new bond status report.</i>

The administration has reviewed the report and is implementing changes to address all recommendations as indicated in [Blue](#) above. As a result of these recommendations, the administration will be bringing forward discussions on how to use remaining bond funds and providing new monthly reports tracking bond project budgets and balances.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

**TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS**

**LEANDER INDEPENDENT SCHOOL DISTRICT**

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**REVIEW OF CONSTRUCTION FUNDS**

**AUGUST 20, 2020**



**T | A | S | B | O**



August 20, 2020

Ms. Elaine Cogburn  
Chief Financial Officer  
Leander ISD  
PO Box 218  
Leander, Texas

Dear Ms. Cogburn:

At your request, a review of your district's construction funds was conducted by the Texas Association of School Business Officials (TASBO). for the purpose establishing a project report system, identifying revisions to the construction fund accounting, and offering recommendations on accounting for future bond authorizations.

The consultant who worked on the study has extensive experience in the operational and financial management of school districts in addition construction fund accounting and reporting.

The district provided the essential requested information that is the basis for this report. Numerous on-line meetings and phone conversations were conducted to gather the necessary data used for this project.

The executive summary of this report states the objectives of the evaluation, the tasks that were accomplished, summarizes our findings, and provides the recommendations we believe are appropriate for your consideration. More detailed findings and recommendations are included in a separate section of the report, as well as appendices that include a background analysis and exhibits to our recommendations.

We appreciate the opportunity to work with the district on this project.

Sincerely,



Tracy Ginsburg, Ed.D., RTSBA  
Executive Director

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## EXECUTIVE SUMMARY

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### OBJECTIVES

#### BACKGROUND

The Texas Association of School Business Officials (TASBO) has been tasked with reviewing the construction funds of Leander ISD and their project budgeting, accounting and reporting processes. The district's Chief Financial Officer has expressed concerns that she is unable to precisely report bond project activities with total confidence.

Leander ISD has historically accounted for each separate bond sale in unique construction funds. The finance department worked in conjunction with the construction team to determine the annual project working capital to determine the amount of each bond sale. Each amount sold would then be reported in a unique accounting fund. The funds would then be appropriated to meet the expected budget needs for project spending for the respective fiscal period.

While the use of unique accounting funds for each bond sale aided with the arbitrage calculations, the many funds used to account for single multi-year projects convoluted project reporting needs. The spreading of project funding over multiple years and accounting funds added extra work to the accounting, budgeting and project management functions without providing a regular, concise picture of where each project stood.

The district uses interest earnings as a means to pay for its in-house project management team. It is not uncommon for construction funds to be used for this purpose. However, the district does not currently capitalize its project management costs.

The district had major bond propositions that were approved by the voters in 2007 and 2017 for \$559,000,000 and \$454,405,000, respectively. A small unspent balance of funds still exists from bond sales occurring prior to the 2007 authorization. Though the last 2007 authorization bond sale occurred in 2014, a sizable portion of this authorization remains unspent.

Funds sold from the pre-2007 and 2007 authorizations were used to support several of the 2017 authorization projects. This has benefited the drawn down of these older outstanding authorizations.

For major maintenance requirements, the district sets aside a couple of pennies of taxes from its Maintenance and Operations tax rate.

#### TASKS ACCOMPLISHED

The district established clear tasks for this project. The tasks were:

1. set up a project budgeting process

2. create a construction fund reporting system to meet the needs of various stakeholders
3. determine the remainder of uncommitted funds
4. provide guidance with capitalization rules for project costs

#### KEY COMMENDATIONS

Without the help of the district staff, this project could not have been completed. Much of the work performed depended on multiple downloads of decades old accounting information.

The commendations are:

1. the district has already created a project accounting system to merge into the MUNIS software system.
2. the support of staff, particularly Leslie Alger, was critical to the success of this project.
3. the district's construction fund accounting records were downloaded in consistent formatting.
4. the background account code information assisted with the matching of construction fund accounts to the proper project.
5. the annual distribution of two pennies of its tax rate to a major maintenance fund.
6. The district uses interest earning from construction fund cash balances to fund their operations or project management team.

#### KEY FINDINGS AND RECOMMENDATIONS

**FINDING 1.** The construction fund accounting system has historically focused on cash management and arbitrage related issues. For each bond sale, a separate accounting fund has been used. However, this accounting approach does not easily accommodate project reporting.

**RECOMMENDATION 1.** Construction funds should be managed in a single fund for each voter approved bond authorizations. Each bond sale and related project costs from an authorization should be posted to this fund.

**FINDING 2.** Separate banks accounts are currently used for each bond fund. There approximately 13 separate bank accounts in use for that purpose.

**RECOMMENDATION 2.** One bank account for all construction funds should be used instead of individual bank accounts.

**FINDING 3.** The district has currently assigned one person as the gatekeeper for the MUNIS project management codes. However, there has not been a gatekeeper to provide oversight for the accounting codes used to record project expenditures.

**RECOMMENDATION 3.** The district should assign the person responsible for maintaining the project identification system as

the person responsible to provide consistent oversight of the account codes that will be used to record transactions for construction projects.

**FINDING 4.** The district charges the cost of its project management team to construction funds. The funding source to support these costs comes from bond proceeds interest earnings. However, the district does not currently capitalize the project management cost which are directly related to the construction projects.

**RECOMMENDATION 4.** The district should create a process by which to capitalize these direct costs on a prorata basis each fiscal year. The process should be reviewed by the district's independent auditor.

**FINDING 5.** A cash balance of \$169,761 still exists for bond proceeds sold before FY 2008.

**RECOMMENDATION 5.** The district should draw down these cash balances by applying them to existing projects in order to close out funds 628, 629 and 630 as soon as practical.

**FINDING 6.** Approximately \$14.3 million of cash remains for the seven bond funds from the 2007 authorization. The last bond sale for this authorization occurred in October 2014.

**RECOMMENDATION 6.** The district's leadership should develop a plan to draw down these funds by the end of the current fiscal year. These funds could be applied to existing projects with the 2017 authorization as long as allowed by the original bond order regarding the use of the proceeds.

**FINDING 7.** The most recent bond authorization from 2017 is currently being set up for tracking within the MUNIS project accounting system. The system will track bond projects spanning multiple years and multiple funding sources. Given that the district does not sell all of the bonds at one time to cover project costs, the MUNIS system will not provide a comprehensive project reporting system to meet all of the districts project reporting needs.

**RECOMMENDATION 7.** The district should adopt a project reporting system similar to the one presented in this review. This system analyzes all sources and uses of bond proceeds, tracks project budgets and amendments, and allows for the

reporting of project costs that have yet to enter the accounting system as an expenditure or encumbrance.

**FINDING 8.** The district's total construction fund interest earnings exceed the total project management cost by over \$1.6 million. However, there does not appear that a fund by fund matching occurs between costs and interest earnings.

**RECOMMENDATION 8.** The district should evaluate its project management cost annually to the respective interest earnings to ensure that sufficient funds are available to cover the costs.

## SUMMARY

Due to its enrollment growth over the past ten to fifteen years, Leander ISD has asked the voters in 2007 and 2017 to approve over a billion dollars in bond indebtedness. The district's staff has appropriately accounted for all bond transactions with an emphasis on selling just enough bonds to match the annual outlay for project costs.

For each bond sale, a separate construction fund and unique bank account have been set up to account for the project costs associated with each bond sale. This accounting process has allowed the district to effectively manage its debt and meet IRS arbitrage calculations. As a result of this process, individual project costs were spread out over multiple funds and over multiple years.

The segmentation of individual construction projects into multiple funds creates a challenge from a comprehensive, project reporting basis. Determining individual project status as to total budget and actual costs is difficult to ascertain.

The district is currently in the process of implementing a new project accounting system, but whether or not this system will produce a comprehensive project reporting tool that includes all resources and uses is uncertain. Project management costs, interest earnings, and other resources involved in construction fund management are left out of this system.

Thus, the purpose of this review is to recommend processes that provide the district's administration and board of trustees with up-to-date project reports. This review also recommends changes in the way in which construction funds are accounted for with the emphasis on project reporting.

## MANAGEMENT REVIEW TEAM

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### Project Consultant

Steve West  
Retired, CFO  
TASBO Life Member

## SECTION 1: CONSTRUCTION FUND ACCOUNTING AND BUDGETING METHODS

### DETAILED FINDINGS AND RECOMMENDATIONS

**FINDING 1.** One of the major findings in this project pertained to the method by which construction funds are accounted for. In and of itself, the current method is not incorrect from an accounting standpoint. The current system functions well from a cash management and an arbitrage basis. Since interest expense are incurred as bonds are sold, the district tries to not sell the bonds to soon so as to limit the interest costs. However, this system of construction fund accounting complicates the project reporting process.

When bonds are currently sold, the bond proceeds and related bond costs are recorded into a unique construction fund and unique bank account. These bond funds are appropriated into budget line items for their respective share of project costs expected to occur during the fiscal period.

Since a considerable number of construction projects span multiple fiscal years, the accounting for a given bond sale and construction fund only represents a portion of the total project costs. Additional bond sales and their respective construction accounting funds will be used to account for a continuation of a given project.

As an example, a project to build a new middle school may take four to five years from the design phase to when last piece of equipment is purchased. Over this period of time, the district may sell bonds as many as four different times to meet the cash flow needs of the project. Each time bonds are sold a new construction fund is created and a new set of accounting codes are used to track the respective inflow of funds and project costs.

**RECOMMENDATION 1.** The district should consider a different construction fund accounting method that focuses on budgeting, accounting and managing cash within a single fund for a voter approved bond authorization. This will allow for projects that are funded by an authorization to be accounted for within the same fund.

The new construction fund accounting process would create only one fund for any given voter approved authorization. Project budgets could initially be created based on the prorated portion for each bond sale and adjusted in each new fiscal period based upon the remaining unspent balances.

This system would not preclude effective cash management practices. Bond sales could still be scheduled to meet the cash draw needs for projects. Each bond sale amount could easily

be invested in investment pools or any other legal investment instruments to maintain the uniqueness of each bond sale for arbitrage purposes.

Diagrams of both the current method and the recommended method can be found in [Appendix 1](#) of this report.

**FINDING 2.** The district uses a separate and unique bank account for each bond sale.

**RECOMMENDATION 2.** All bond proceeds for construction fund should be deposited into the same bank account. Having separate bank accounts for each bond sale requires staff to spend time reconciling each bank account. By depositing all bond proceeds into one bank account, the reconciliation process is simplified. The district may use a single construction fund bank account, or it may deposit bond proceeds into its general concentration bank account.

**FINDING 3.** The MUNIS accounting software system has a project management module that the district plans to use to track its construction projects. The district has assigned one person as a gatekeeper to this system. Project coding, which is instrumental in tracking project costs, is the responsibility of this person.

However, the oversight of accounting code creation tied to specific projects does not seem to be as clear cut. Over the course of time, accounting codes for projects have not only proliferated, but specific account code sections have had different uses and meaning.

**RECOMMENDATION 3.** The person responsible for the MUNIS system project numbers should also provide oversight for the accounting codes associated with each project. Providing oversight can build consistency into the account coding structure that should occur at the onset of project management.

**FINDING 4.** The district has an in-house team that manages all of the construction projects. They are called the “operations” team or the project management team. They are funded each year from interest earnings from the bond proceeds. Over a twelve-year period beginning in 2008, the cost for the project management team has been adequately covered by the interest earnings during the same period.

The cost of the team is directly related to the projects which they manage. However, the district does not currently capitalize these costs into the projects.

**RECOMMENDATION 4.** The district should consider capitalizing the project management that are directly related to the construction of facilities for Leander ISD. The annual project management costs should be prorated into each project's cost within the same year based upon the amount that each project annual cost represents of the all project costs. However, the district should confirm the practice of capitalizing

project management costs with its independent prior to implementing this action.

Assuming the confirmation of this practice by the district's independent auditors, board policy should be modified accordingly.

## SECTION 2: CONSTRUCTION FUND REPORTING

### OVERVIEW

Accounting data covering construction funds 620 to 641 spanning thirteen fiscal periods was downloaded and evaluated for this report. Individual funds were divided into three separate categories. The following table defines the three authorization categories:

Figure 1 Bond Authorization Categories

Bond Authorization Category	Funds
Pre-2007 Authorizations	620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630
2007 Authorization	631, 632, 633, 634, 635, 636, 637
2017 Authorization	638, 639, 640, 641 <sup>1</sup>

Audited data was used in this review for each year except for FY2020. For FY2020, the unaudited account balances through May 31, 2020 were used. For each of the funds listed in Figure 1, transactional data occurred in at least one fiscal period from FY2008 to FY2020.

To determine the total of project costs for the 2007 authorization, the reviewer assigned a project number to each expenditure balance for each fund and fiscal period. The resulting project costs were based upon campus location and/or

### DETAILED FINDINGS AND RECOMMENDATIONS

**FINDING 5.** As of May 31, 2020, there were three funds in the pre-2007 authorization category that had remaining unspent cash balances totaling \$169,761.

Table 2 provides a recap of the May 31, 2020 trial balance for these funds.

Figure 2 Pre-2007 Authorization Trial Balance 5-31-20

Account Type	Fund 628	Fund 629	Fund 630	Total
<b>Assets</b>				
Cash/Investments	46,281	114,116	9,365	169,761
<b>Total Assets</b>	<b>46,281</b>	<b>114,116</b>	<b>9,365</b>	<b>169,761</b>
<b>Liabilities/Fund Balance</b>				
Beginning Fund Balance	45,864	167,351	9,325	222,540
<b>Revenues</b>				
FY2020	417	1,765	40	2,221
<b>Expenditures</b>				
FY2020	0	55,000	0	55,000
<b>Ending Fund Balance</b>	<b>46,281</b>	<b>114,116</b>	<b>9,365</b>	<b>169,761</b>

**RECOMMENDATION 5.** The remaining balances for these three funds should be closed out during fiscal year 2021. The district

project description lists provided for this review. As such, the project costs for the 2007 authorization represent the reviewer's best estimation of the actual costs of each project.

To align with 2017 authorization project data already prepared by district staff, the reviewer used MUNIS project numbers. These project numbers were assigned in a similar manner to each expenditure balance for the respective funds listed in Table 1. Projects costs in this review were aligned to a district-prepared project cost spreadsheet.

Since balances for pre-2007 authorization funds were very small, no project review is included in this report. The reviewer did, however, note the cash balances still available for the three funds.

could reclassify expenses from existing projects to deplete the remaining assets in these funds.

**FINDING 6.** Bonds for the 2007 authorization of \$559,000,000 were sold from 2008 to 2014. A total of seven funds were established to account for the project expenditures associated with this authorization. The interest earnings from the bond proceeds were used to pay for the "operations" or in-house project management costs for both the 2007 and 2017 authorizations.

Over \$21 million of the 2007 authorization was used to support projects authorized under the 2017 bond proposition. Based upon a review of all project expenditures and outstanding encumbrances as of May 31, 2020, there were approximately \$14.3 million<sup>2</sup> of remaining funds. This remaining balance does not reflect any potential unposted commitments.

An overview of the 2007 authorization is located in [Appendix 2](#). The total remaining project balance on page one of the overview totals \$14,329,709. The project summary total on the final page depicts a balance remaining of \$11,300,784. A reconciliation between these two amounts is shown below.

authorization for a total of \$3,100,000. That action increased the total remaining funds for the 2007 authorization to \$17.4 million.

<sup>1</sup> Since the bond sale for fund 641 will not occur until early in FY2021, the Board of Trustees approved a reimbursement resolution for the project costs occurring prior to the receipt of bond proceeds.

<sup>2</sup> Subsequent to May 31, 2020, the renovation cost for Cedar Park Middle School was reimbursed from the 2017

**Figure 3 Reconciliation between Summary Page and Project Balance on Final Page**

Description	Amount
<b>Remaining Project Balance on Final Project</b>	<b>\$11,300,784</b>
<b>Less: Other Uses not reflected in project list</b>	<b>15,239</b>
<b>Add: Amount of total resources shown on summary page one less amount of the total project budgets (final page)</b>	<b>3,044,164</b>
<b>Total Estimated Uncommitted Resources (page 1)</b>	<b>\$14,329,709</b>

The total May 31, 2020 asset balance was \$16,995,182. This amount can be reconciled to the uncommitted resources in Figure 4 as follows:

**Figure 4 Reconciliation of Assets to Estimated Uncommitted Resources as of 5-31-20**

Description	Amount
<b>Assets</b>	<b>\$16,995,182</b>
<b>Less: Accounts Payable</b>	<b>58,990</b>
<b>Less: Outstanding Encumbrances</b>	<b>2,606,573</b>
<b>Total Estimated Uncommitted Resources</b>	<b>\$14,329,709</b>

A [trial balance as of May 31, 2020](#) by fund is found under Appendix 2. The cash/investments portion of the trial balance is shown in Table.

**Figure 5 Cash/Investments as of May 31, 2020**

Fund	Cash/Investments
631	\$1,105,319
632	2,074,485
633	816,951
634	11,988,039
635	273
636	164,711
637	843,065

**Figure 6 Summary of 2007 Authorization Projects**

Proj #	Loc	Loc Description	Proj Budget	Enc Bal 5-31-20	Exp Bal 5-31-20	Bal 5-31-20
CTE-004	004	Rouse HS	\$ 14,252		\$ 14,251	\$ 1
HVAC-EL	105	Mason ES	\$ 4,896,560		\$ 4,891,015	\$ 5,545
HVC-001	001	Leander HS	\$ 4,178,912		\$ 4,178,911	\$ 1
HVC-042	042	Leander MS	\$ 10,767,439	\$ 369,744	\$ 1,503,190	\$ 8,894,505
HVC-107	107	Steiner Ranch ES	\$ 6,200,000			\$ 6,200,000
LAN-DIS			\$ 35,404,625	\$ 27,359	\$ 35,507,107	\$ (129,840)
NC-005	005	Vandergrift HS	\$ 104,903,604		\$ 103,950,064	\$ 953,540
NC-006	006	Glenn HS	\$ 126,859,824	\$ 480,282	\$ 120,119,398	\$ 6,260,144
NC-048	048	Stiles MS	\$ 34,123,464		\$ 34,168,300	\$ (44,836)
NC-049	049	Danielson MS	\$ 2,001,523	\$ 50,037	\$ 1,574,812	\$ 376,674
NC-123	123	River Ridge ES	\$ 23,431,210		\$ 23,310,693	\$ 120,517
NC-124	124	Reed ES	\$ 20,750,902		\$ 20,986,584	\$ (235,682)
NC-125	125	Camacho ES	\$ 31,166,166		\$ 31,820,146	\$ (653,980)
NC-126	126	Akin ES	\$ 29,404,017	\$ 664,876	\$ 24,384,894	\$ 4,354,247
NC-127	127	Larkspur ES		\$ -	\$ 18,506,460	\$ (18,506,460)
NC-128	128	Tarvin ES			\$ 8,547	\$ (8,547)
NC-129	129	Elem School #29	\$ -	\$ -	\$ -	\$ -
NC-905	905	Transportation	\$ 3,100,000		\$ 6,800	\$ 3,093,200
POR-RPL	999	Districtwide	\$ 1,020,000		\$ 1,019,999	\$ 1
PRJMG			\$ 6,933,544		\$ 7,385,167	\$ (451,623)
RD-122	122	Reagan ES	\$ 2,385,612		\$ 2,385,611	\$ 1
REN-041	041	Cedar Park MS		\$ 1,014,275	\$ 2,085,725	\$ (3,100,000)
REN-108	108	Naumann ES			\$ 97,523	\$ (97,523)
REN-119	119	Grandview Hills ES	\$ 1,249,000		\$ 1,137,893	\$ 111,107
REN-WHS	999	Districtwide	\$ 2,706,373		\$ 2,691,375	\$ 14,998
REN-WPA	999	Districtwide	\$ 952,327		\$ 952,026	\$ 301
SCI-001	001	Leander HS	\$ 12,802,199		\$ 12,796,773	\$ 5,426
SCI-002	002	Cedar Park HS	\$ 2,704,593		\$ 195,773	\$ 2,508,820
SCI-003	003	Vista Ridge HS	\$ 3,266,271		\$ 3,135,661	\$ 130,610
SEC-DST			\$ 8,263,508		\$ 7,801,047	\$ 459,461
STA-001	001	Leander HS	\$ 14,653,359		\$ 14,653,333	\$ 26
STAD	998	Stadium	\$ 22,979,601		\$ 22,972,463	\$ 7,138
TECH-DAT			\$ 1,915,627		\$ 1,135,528	\$ 780,099
TECH-INF			\$ 2,074,094		\$ 2,074,094	\$ 0
TECH-NET			\$ 218,257		\$ 123,157	\$ 95,100
TECH-NEW			\$ 10,664,485		\$ 10,737,247	\$ (72,762)
TECH-OOO			\$ 3,322,820		\$ 3,238,807	\$ 84,013
TECH-PHN			\$ 1,090,590		\$ 1,060,092	\$ 30,498
TECH-RPL			\$ 22,754,369		\$ 22,548,706	\$ 205,663
TECH-TPL	915	Technology Dept.			\$ 30,295	\$ (30,295)
TRAN-BUS	905	Transportation	\$ 2,038,362		\$ 2,039,575	\$ (1,213)
REN-004	004	Rouse HS			\$ 5,106	\$ (5,106)
RD-005	005	Vandergrift HS	\$ 264,247		\$ 275,718	\$ (11,471)
HVC-101	101	Whitestone ES	\$ 2,971,840		\$ 3,013,318	\$ (41,478)
PNT-STD	999	Districtwide	\$ 3,489		\$ 3,489	\$ 0
RD-PRK	999	Districtwide	\$ 1,095,996		\$ 1,096,031	\$ (35)
<b>Grand Total</b>			<b>\$ 565,530,061</b>	<b>\$ 2,606,573</b>	<b>\$ 551,622,704</b>	<b>\$ 11,300,784</b>

Greater detail of each project can be found in Figure 14.

**RECOMMENDATION 6.** The Chief Financial Officer and the Chief Facilities and Operations Officer should confer regarding the balance of uncommitted funds from the 2007 authorization. The remaining balance of \$14,329,709 should be the starting point on how to draw down the remaining construction funds. The project list under Table 14 would be a helpful tool as a basis for this conversation.

First, there should be a list created of any unencumbered, uncommitted project needs that are not reflected in this report. It is the understanding of the reviewer that an example of unencumbered commitments of the 2007 authorization could possibly include deferred purchases of additional furniture, equipment or technology related to the original project budget. These unencumbered items should represent additional project costs not reflected in Appendix 2. However, it is recommended that a deadline be established for use of these additional project needs.

Secondly<sup>3</sup>, following the inclusion of legitimate unencumbered costs, the remaining uncommitted balance should be appropriated and drawn down in a timely manner. Generally, when bonds are sold, the expected draw down period should be for three to five years. The recommendation is that this action be taken prior to the end of FY2021.

One means of drawing down the remaining balance would be to reclassify expenditures from the 2017 authorization to the 2007 authorization funds in a similar manner as in expensing of costs for the construction of Larkspur Elementary. In the case of Larkspur, multiple funds in the 2007 authorization were charged for a portion of the construction costs.

Regardless of the means, it is important for the district to utilize the remaining funds in a timely manner. To avoid arbitrage risks, bond proceeds should be spent within the IRS guidelines. According to IRS regulations, the district may use reasonable accounting methods for construction fund spending which includes:

1. **Specific tracing** – bond proceeds are allocated to the specific expenditures actually paid with the proceeds.
2. **Gross proceeds spent first** – bond proceeds are allocated to the earliest expenditures.
3. **First-in, first-out** – the source allocated to the expenditure is based on the order in which each source becomes available.
4. **Ratable allocation** – funds from each source are allocated to each of the expenditures ratably.

**FINDING 7.** The most recent bond authorization occurred in 2017 totaling \$454,405,000. There has been a total of two bond sales from this authorization and a third that will be completed by September 2020. Funds from the district’s major maintenance fund, the 2007 authorization and the pre-2007 authorization totaling \$31,130,481 were used to support projects at Cedar Park High School, Cedar Park Middle School, Leander Middle School, Larkspur Elementary School, and Transportation.

An overview of the 2017 authorization is located Figure 16. The total remaining project balance on page one of the overview totals \$204,412,529. The project summary total on the final page reflects a balance remaining of \$206,915,429. A reconciliation between these two amounts is shown in Figure 7.

**Figure 7 Reconciliation between Summary Page and Project Balance on Final Page**

Description	Amount
<b>Remaining Project Balance on Final Page</b>	\$ 204,412,529
<b>Add: Interest and other resources</b>	2,502,900
<b>Estimated Uncommitted Project Resources (Page 1)</b>	<b>\$206,915,429</b>

The total May 31, 2020 cash/investment balance was \$26,001,818. This amount can be reconciled to the uncommitted resources in Table 8 as follows:

**Figure 8 Reconciliation between Cash/Investment and Estimated Project Balance**

Description	Amount
<b>Cash/Investments</b>	<b>\$26,001,818</b>
<b>Less: Accounts Payable</b>	2,922,844
<b>Less: Outstanding Encumbrances</b>	88,148,545
<b>Add: Unsold bond proceeds</b>	271,985,000
<b>Total Estimated Uncommitted Project Balance</b>	<b>\$206,915,429</b>

A trial balance as of May 31, 2020 by fund is found under Appendix 3. The cash/investments portion of the trial balance is shown in Table 9.

**Figure 9 Cash/Investments as May 31, 2020**

Fund	Cash/Investments
<b>638</b>	\$5,084,435
<b>639</b>	1,665
<b>640</b>	22,204,859
<b>641</b>	(1,289,140)
<b>Total</b>	<b>\$26,001,818</b>

Table 10 provides for a summary of the 2017 authorization projects.

<sup>3</sup> The wording of the original 2007 bond order should be verified prior reclassifying any project costs to the 2007 authorization. to ensure that it is legally possible. A

confirmation with the district’s bond counsel is also recommended prior to any reclassifications.

**Figure 10 Summary of 2017 Authorization Projects**

Loc	Loc Description	Proj #	Project Description	Total Project Budget	Outstanding Encumbrance	Cumulative Expenditures	Remaining Balance
001	Leander HS	BO-17888LH	High School Template	\$ -	\$ 3,261	\$ 218,157	(\$ 221,418)
		BO-17LHSAD	High School Addition CTE, Black Box, Other	\$ 4,947,836	\$ 34,863	\$ 4,508,121	\$ 404,851
					\$ 102,066		(\$ 102,066)
	<b>Leander HS Total</b>			<b>\$ 4,947,836</b>	<b>\$ 140,191</b>	<b>\$ 4,726,278</b>	<b>\$ 81,367</b>
002	Cedar Park HS	BO-17888CP	High School Template	\$ 177,800	\$ 12,750	\$ 171,688	(\$ 6,638)
		BO-17CPHAD	High School Addition	\$ 10,972,707	\$ 1,555,373	\$ 9,007,038	\$ 410,296
	<b>Cedar Park HS Total</b>			<b>\$ 11,150,507</b>	<b>\$ 1,568,123</b>	<b>\$ 9,178,725</b>	<b>\$ 403,658</b>
003	Vista Ridge HS	BO-17888VR	High School Template	\$ 66,228	\$ -	\$ 49,669	\$ 16,559
		BO-VRHAD	High School Addition	\$ 2,599,275	\$ 137,550	\$ 2,052,716	\$ 409,009
	<b>Vista Ridge HS Total</b>			<b>\$ 2,665,503</b>	<b>\$ 137,550</b>	<b>\$ 2,102,384</b>	<b>\$ 425,569</b>
004	Rouse HS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Rouse HS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
005	Vandergriff HS	BO-17888VH	High School Template	\$ -	\$ 464,482	\$ 63,084	(\$ 527,566)
		BO-17VHSAD	High School Addition	\$ 31,245,385	\$ 8,732,783	\$ 12,049,343	\$ 10,463,260
		BO-17VHSAG	High School Ag Facility	\$ 3,768,160	\$ 2,129,659	\$ 1,264,293	\$ 374,208
		BO-17VHSRD	Land Improvement - Access Road	\$ 3,000,000	\$ 138,162	\$ 111,838	\$ 2,750,000
	<b>Vandergriff HS Total</b>			<b>\$ 38,013,545</b>	<b>\$ 11,465,085</b>	<b>\$ 13,488,558</b>	<b>\$ 13,059,922</b>
006	Glenn HS	BO-17888GH	High School Template	\$ -	\$ 3,828	\$ 114,395	(\$ 118,222)
		BO-17GHSAG	High School Ag Facility	\$ 3,163,960	\$ 193,731	\$ 2,539,591	\$ 430,639
		BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Glenn HS Total</b>			<b>\$ 3,258,350</b>	<b>\$ 197,558</b>	<b>\$ 2,653,985</b>	<b>\$ 406,806</b>
007	High School #7	BO-17HS7	High School New Construction	\$ 10,073,645	\$ -	\$ -	\$ 10,073,645
	<b>High School #7 Total</b>			<b>\$ 10,073,645</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,073,645</b>
011	New Hope HS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>New Hope HS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
014	Leander Extended Oppor	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Leander Extended Oppor Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
041	Cedar Park MS	BO-17888CM	Middle School Template	\$ -	\$ -	\$ 13,381	(\$ 13,381)
		BO-17CPMAD	Middle School Addition HVAC System	\$ 15,240,743	\$ 211,266	\$ 5,123,198	\$ 9,906,279
			Middle School Construction	\$ -	\$ 4,023,063	\$ -	(\$ 4,023,063)
				\$ -	\$ 9,149	\$ -	(\$ 9,149)
	<b>Cedar Park MS Total</b>			<b>\$ 15,240,743</b>	<b>\$ 4,243,478</b>	<b>\$ 5,136,580</b>	<b>\$ 5,860,686</b>
042	Leander MS	BO-17888LM	Middle School Template	\$ -	\$ -	\$ 111,489	(\$ 111,489)
		BO-17LMSAD	Middle School Addition HVAC and Classroom additions	\$ 21,516,101	\$ 110,145	\$ 14,844,425	\$ 6,561,531
				\$ -	\$ 3,860,739	\$ -	(\$ 3,860,739)
	<b>Leander MS Total</b>			<b>\$ 21,516,101</b>	<b>\$ 3,970,884</b>	<b>\$ 14,955,914</b>	<b>\$ 2,589,303</b>
043	Running Brushy MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Running Brushy MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
044	Henry MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Henry MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
045	Canyon Ridge MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Canyon Ridge MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
046	Wiley MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Wiley MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
047	Four Points MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Four Points MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
048	Stiles MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ -	\$ 94,390
	<b>Stiles MS Total</b>			<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>
049	Danielson MS	BO-17888DM	Middle School Template	\$ -	\$ 2,600,293	\$ 379,140	(\$ 2,979,433)
		BO-17MS9	Middle School New Construction	\$ 63,410,011	\$ 10,380,224	\$ 46,081,024	\$ 6,948,763
	<b>Danielson MS Total</b>			<b>\$ 63,410,011</b>	<b>\$ 12,980,517</b>	<b>\$ 46,460,164</b>	<b>\$ 3,969,329</b>
101	Whitestone ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 61
	<b>Whitestone ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 61</b>
102	Faulstich ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 61
	<b>Faulstich ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 61</b>
103	Black House Creek ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 61
	<b>Black House Creek ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 61</b>
104	Cypress ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 61
	<b>Cypress ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 61</b>
105	Mason ES	BO-17MASON	Elementary Land Improvements	\$ 603,560	\$ 53,500	\$ 440,317	\$ 109,742
	<b>Mason ES Total</b>			<b>\$ 603,560</b>	<b>\$ 53,500</b>	<b>\$ 440,317</b>	<b>\$ 109,742</b>
106	Giddens ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 62
		BO-17GIDDM	Elementary HVAC	\$ 9,006,975	\$ 607,789	\$ 7,183,770	\$ 1,214,416
	<b>Giddens ES Total</b>			<b>\$ 9,033,275</b>	<b>\$ 607,789</b>	<b>\$ 7,211,008</b>	<b>\$ 1,214,478</b>
107	Steiner Ranch ES	BO-17SREMM	Elementary Major Maintenance	\$ 8,857,136	\$ 1,841,869	\$ 453,948	\$ 6,561,320
	<b>Steiner Ranch ES Total</b>			<b>\$ 8,857,136</b>	<b>\$ 1,841,869</b>	<b>\$ 453,948</b>	<b>\$ 6,561,320</b>
108	Naumann ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 62
	<b>Naumann ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 62</b>
109	Bagdad ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 62
	<b>Bagdad ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 62</b>
110	Cox ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 62
	<b>Cox ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 62</b>
112	Knowles ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,239	\$ 62
	<b>Knowles ES Total</b>			<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 62</b>
127	Larkspur ES	BO-17888LK	Elementary School Template	\$ -	\$ 15,572	\$ 1,893,687	(\$ 1,909,259)
		BO-17EL27	Elementary School New Construction	\$ 37,779,628	\$ 438,502	\$ 10,727,361	\$ 26,613,765
	<b>Larkspur ES Total</b>			<b>\$ 37,779,628</b>	<b>\$ 454,074</b>	<b>\$ 12,621,048</b>	<b>\$ 24,704,506</b>
128	Tarvin ES	BO-17EL28	Elementary School New Construction	\$ 40,862,445	\$ 32,041,862	\$ 1,183,483	\$ 7,637,100
	<b>Tarvin ES Total</b>			<b>\$ 40,862,445</b>	<b>\$ 32,041,862</b>	<b>\$ 1,183,483</b>	<b>\$ 7,637,100</b>
129	Elem School #29	BO-17EL29	Elementary School New Construction	\$ 42,496,943	\$ -	\$ -	\$ 42,496,943
	<b>Elem School #29 Total</b>			<b>\$ 42,496,943</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 42,496,943</b>
130	Elem School #30	BO-17EL30	Elementary School New Construction	\$ 2,181,032	\$ -	\$ -	\$ 2,181,032
	<b>Elem School #30 Total</b>			<b>\$ 2,181,032</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,181,032</b>
904	Plant Services	BO-17904WF	Vehicles - White Fleet	\$ 893,000	\$ -	\$ 248,766	\$ 644,234
	<b>Plant Services Total</b>			<b>\$ 893,000</b>	<b>\$ -</b>	<b>\$ 248,766</b>	<b>\$ 644,234</b>
905	Transportation	BO-17888NT	Transportation - Template	\$ -	\$ 978	\$ 572,890	(\$ 573,868)
		BO-17905BU	Vehicles - Buses	\$ 10,200,000	\$ 818,918	\$ 8,688,117	\$ 692,965
		BO-17NTRAN	Transportation - New Facility	\$ 17,800,000	\$ 595,912	\$ 14,869,549	\$ 2,334,539
	<b>Transportation Total</b>			<b>\$ 28,000,000</b>	<b>\$ 1,415,808</b>	<b>\$ 24,130,555</b>	<b>\$ 2,453,637</b>
915	Technology Dept.	BO-17915NW	Technology	\$ 38,730,000	\$ 6,958,211	\$ 14,805,643	\$ 16,966,145
	<b>Technology Dept. Total</b>			<b>\$ 38,730,000</b>	<b>\$ 6,958,211</b>	<b>\$ 14,805,643</b>	<b>\$ 16,966,145</b>
998	Stadium	BO-17STADM	Stadium Upgrades	\$ 1,758,284	\$ 14,016	\$ 1,658,037	\$ 86,231
	<b>Stadium Total</b>			<b>\$ 1,758,284</b>	<b>\$ 14,016</b>	<b>\$ 1,658,037</b>	<b>\$ 86,231</b>
999	Districtwide	BO-17SECUR	Secondary Campus Security	\$ 9,931,160	\$ 10,058,027	\$ 170,625	(\$ 287,492)
		Land	School Sites	\$ 61,934,386	\$ -	\$ -	\$ 61,934,386
	<b>Districtwide Total</b>			<b>\$ 71,865,546</b>	<b>\$ 10,058,027</b>	<b>\$ 170,625</b>	<b>\$ 61,636,894</b>
<b>Grand Total</b>				<b>\$ 454,406,000</b>	<b>\$ 88,148,543</b>	<b>\$ 161,843,928</b>	<b>\$ 204,412,529</b>

**RECOMMENDATION 7.** With the exception of the land budget, elementary #30, high school #7 and project management costs, the district's staff has already created a system to track specific projects through the MUNIS project management system. This system is expected to go live in the fall of 2020. However, the district lacks a comprehensive project reporting system to track all project budget resources and project commitments and expenditures. A report similar to the example under Figure 16 would allow the Chief Financial Officer and the Chief Facilities and Operations Officer to comprehensively review all projects to determine if any surpluses exist or where any budget adjustments are needed.

Given that project budgets are best estimates of the ultimate cost of projects occurring over multiple accounting periods, the final cost may be less or greater than the original estimate. Therefore, it is necessary to have a project budget system that tracks the increases or decreases over a multi-year period.

Project budgeting should be for reporting purposes only and, as such, is not posted to general ledger. The customary fund-level budgeting process that focuses on the transactional activity for each fiscal period remains necessary from a budgetary accounting perspective.

Project budgeting is useful to assist the district's leadership decisions on how to best allocate uncommitted bond proceeds. All other resources such as interest income or rebates are factored into the available funds to be spent within construction funds.

The following example shows how project budgets and budgetary accounting are linked but differ in focus. In the example, Project A is expected to cost \$50 million and take four years to complete. In year three, an additional \$5 million was added to the project. The actual project cost ended up being \$53 million.

**Figure 11 Example of Project Focus Versus GL Budgetary Focus**

	PROJECT BUDGET FOR REPORTING PURPOSES ONLY				CONSTRUCTION FUND BUDGETING FOR GENERAL LEDGER		
	(IN MILLIONS)				(IN MILLIONS)		
	PROJECT BUDGET	ANNUAL EXP/ENC	CUM EXP	PROJ BAL	FUND ACCOUNTING BUDGET	ANNUAL EXP/ENC	BAL
<b>YR 1</b>	\$50	\$5	\$5	\$45	\$50	\$5	\$45
<b>YR 2</b>	\$50	\$25	\$30	\$20	\$45	\$25	\$20
<b>YR 3</b>	\$55	\$18	\$48	\$7	\$25	\$18	\$7
<b>YR 4</b>	\$55	\$5	\$53	\$2	\$7	\$5	\$2
<b>FINAL</b>	<b>\$55</b>	<b>\$53</b>		<b>\$2</b>		<b>\$53</b>	<b>\$2</b>

By using project budgeting, the district's leadership can anticipate overages or underages from a project perspective and adjust the project budget accordingly.

Uncommitted funds can be routed to projects where cost have exceeded budget estimates or may be used for new projects. In Figure 11 above, the total project budget was increased in year

three to accommodate a new level of expected cost. However, after the project was completed, \$2 million was still remaining which could be directed to other construction needs.

The following practices should be implemented to address the need for a project reporting system. In the absence of another means, the district can utilize an Excel worksheet to establish the data for the project report. A sample report can be found in [Appendix 3](#).

1. Accounting for all construction fund resources
  - a. Bond proceeds net of bond fees are the major source for construction funds but are not the only source.
  - b. Interest income, rebates and other miscellaneous revenues become a part of the total resources available for project spending needs.
2. Project reporting
  - a. Begin with the publicized projects which were approved at the school board level and presented to the public.
  - b. Since not all authorized bonds may be sold at one time for a given project, the budget column should at least equal the sum of all current bond proceeds for that project.
  - c. Establishing the starting point for each project budget based upon published estimates maintains transparency and creates confidence in how the funds are used.
  - d. The project report should also track project increases or decreases resulting in adjusted projects column.
  - e. As projects are completed, project savings can be rerouted to serve other construction needs.
3. Project commitments
  - a. Cumulative project expenditures and outstanding encumbrance balances should be aligned with their respective project budget amounts.
  - b. A column reflecting the difference between the adjusted project budget and the expenditures and encumbrances should equal the uncommitted balance remaining.
4. Unposted project commitments
  - a. For a number of valid reasons, not all project commitments are entered as purchase orders at the same time.
  - b. Yet, it is most valuable for these known commitments to reflect in the total of uncommitted project balances.
  - c. A column on the report should reflect the anticipated, but unposted project commitments and backed up by a separate list explaining these amounts.
5. Uncommitted balance by project
  - a. The adjusted project budget **less** known commitments and actual spending **less** any

known but unposted amounts should reflect the actual balance of any given project.

Since the general ledger accounting system is not typically designed to accommodate cumulative project budgets or unposted transactions, a separate data base (Excel spreadsheet) may be useful in preparing the monthly project reports. The spreadsheet data can be kept current by downloading monthly transactions or account expenditure/encumbrance balances. Each downloaded amount should be assigned a project code that is associated with each unique project. With the use of pivot tables, downloaded information can be assimilated into updated project reports.

**FINDING 8.** The district is currently using interest earnings from its 2007 authorization to cover the cost of its in-house project management team. Since FY 2008, most of the project management costs have been charged to fund 631. The following table shows the funds and fiscal years that project management costs have been incurred.

**Figure 12 Distribution of Project Management Costs**

Bond Authorization	2007	Management Expenses					
Project Description	Proj.						
Sum of Year End Account Balance	FUND					Grand Total	
Acct Type	FY	631	633	634	636		
08	\$ 45,571					\$ 45,571	
09	\$ 687,497					\$ 687,497	
10	\$ 703,623					\$ 703,623	
11	\$ 642,350					\$ 642,350	
12	\$ 502,048					\$ 502,048	
13	\$ 520,656					\$ 520,656	
14	\$ 705,073	\$ 868			\$ 19,189	\$ 725,130	
15	\$ 626,678	\$ 1,060				\$ 627,738	
16	\$ 673,471	\$ 910				\$ 674,381	
17	\$ 657,610	\$ 1,162				\$ 658,772	
18	\$ 573,495	\$ 798		\$ 1,299		\$ 575,593	
19	\$ 570,369	\$ 885				\$ 571,254	
20	\$ 271,500	\$ 573	\$ 178,482			\$ 450,555	
<b>Grand Total</b>		<b>\$ 7,179,941</b>	<b>\$ 6,256</b>	<b>\$ 179,781</b>	<b>\$ 19,189</b>	<b>\$ 7,385,167</b>	

As shown in Figure 13 the total project management costs are \$1.6 million less than total interest earnings. However, on a fund by fund basis, the total project management costs are, in some cases, greater than the interest earnings for a given fund.

**Figure 13 2007 Authorization - Interest Earnings & Project Management Costs**

FY	Funds							Grand Total
	631	632	633	634	635	636	637	
08	1,545,518	-	-	-	-	-	-	1,545,518
09	2,805,201	14,604	-	-	-	-	-	2,819,805
10	237,930	65,767	86,061	-	-	-	-	389,758
11	152,036	71,431	148,082	-	-	-	-	371,549
12	111,618	63,306	80,312	-	-	-	-	255,236
13	95,597	43,963	42,549	-	-	-	-	182,110
14	40,192	25,592	14,872	154,542	551	11,795	-	247,544
15	20,095	25,161	11,090	274,267	860	17,284	47,419	396,176
16	52,510	18,256	10,266	285,142	269	4,217	118,521	489,181
17	91,525	43,752	15,212	299,310	339	1,293	143,760	595,191
18	108,616	45,783	17,822	443,017	546	2,447	64,909	683,139
19	74,743	53,621	23,525	569,651	329	3,628	58,277	783,774
20	15,179	24,940	10,207	173,042	2	1,856	10,279	235,504
<b>2007 Total</b>	<b>5,350,760</b>	<b>496,174</b>	<b>460,000</b>	<b>2,198,971</b>	<b>2,896</b>	<b>42,519</b>	<b>443,164</b>	<b>8,994,486</b>
<b>Proj Mgmt</b>	<b>7,179,941</b>	<b>-</b>	<b>6,256</b>	<b>179,781</b>	<b>-</b>	<b>19,189</b>	<b>-</b>	<b>7,385,167</b>
<b>Variance</b>	<b>(1,829,181)</b>	<b>496,174</b>	<b>453,744</b>	<b>2,019,190</b>	<b>2,896</b>	<b>23,330</b>	<b>443,164</b>	<b>1,609,319</b>

**RECOMMENDATION 8.** Annually, the district should evaluate each fund in which project management costs are charged to determine whether the annual costs exceed the total interest

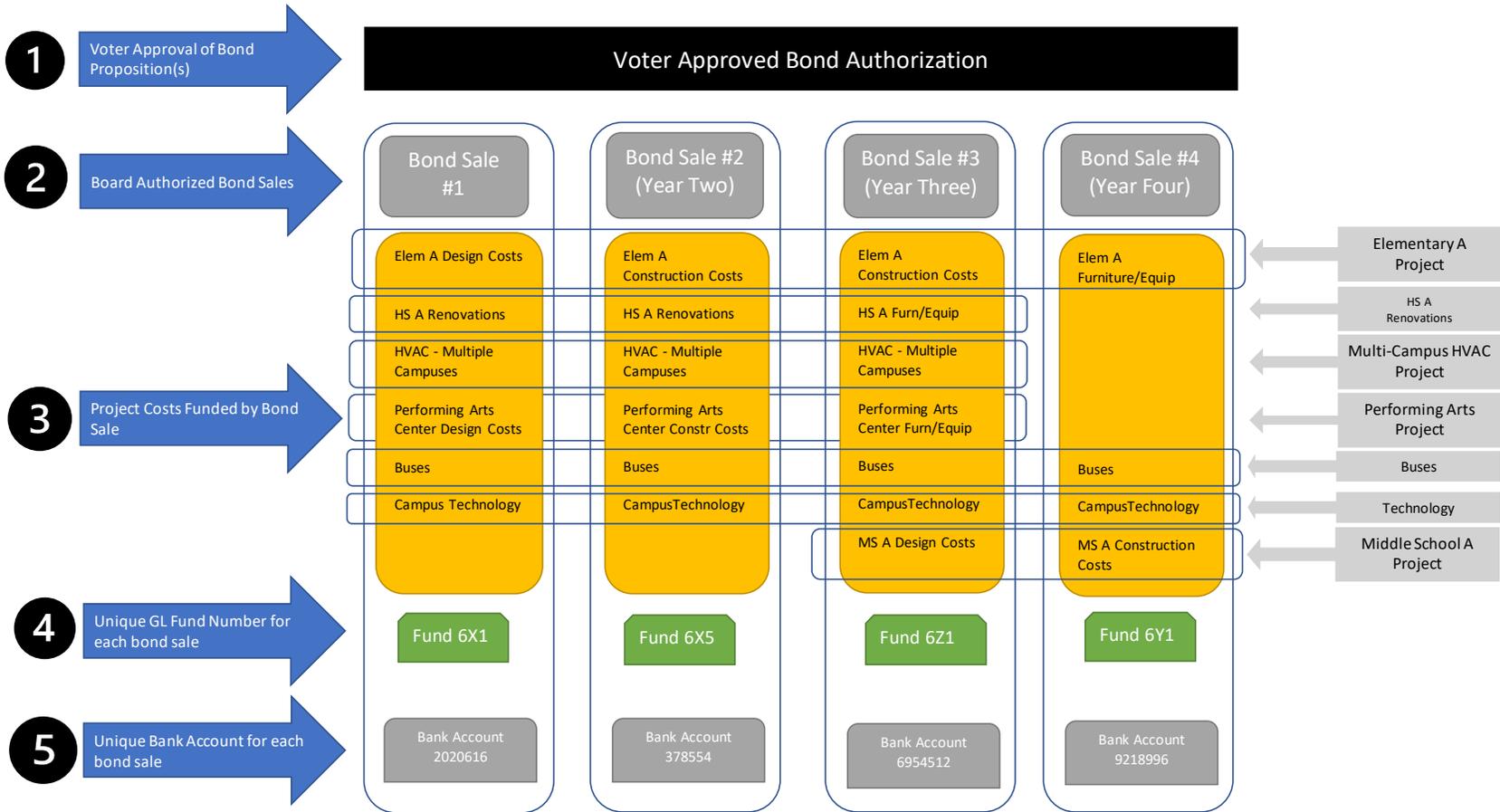
earnings. This would avoid the misalignment of revenues and expenditures that is currently taking place.

As another solution, the district could setup a unique fund to charge project management costs. At the end of each year, these costs could be offset by transferring amounts from construction funds which earned interest. Transfer in and transfer out accounts could be used to account for the flow of monies between funds. By following the previous recommendation to establish one construction fund bank account, the project management fund would not experience cash flow issues.

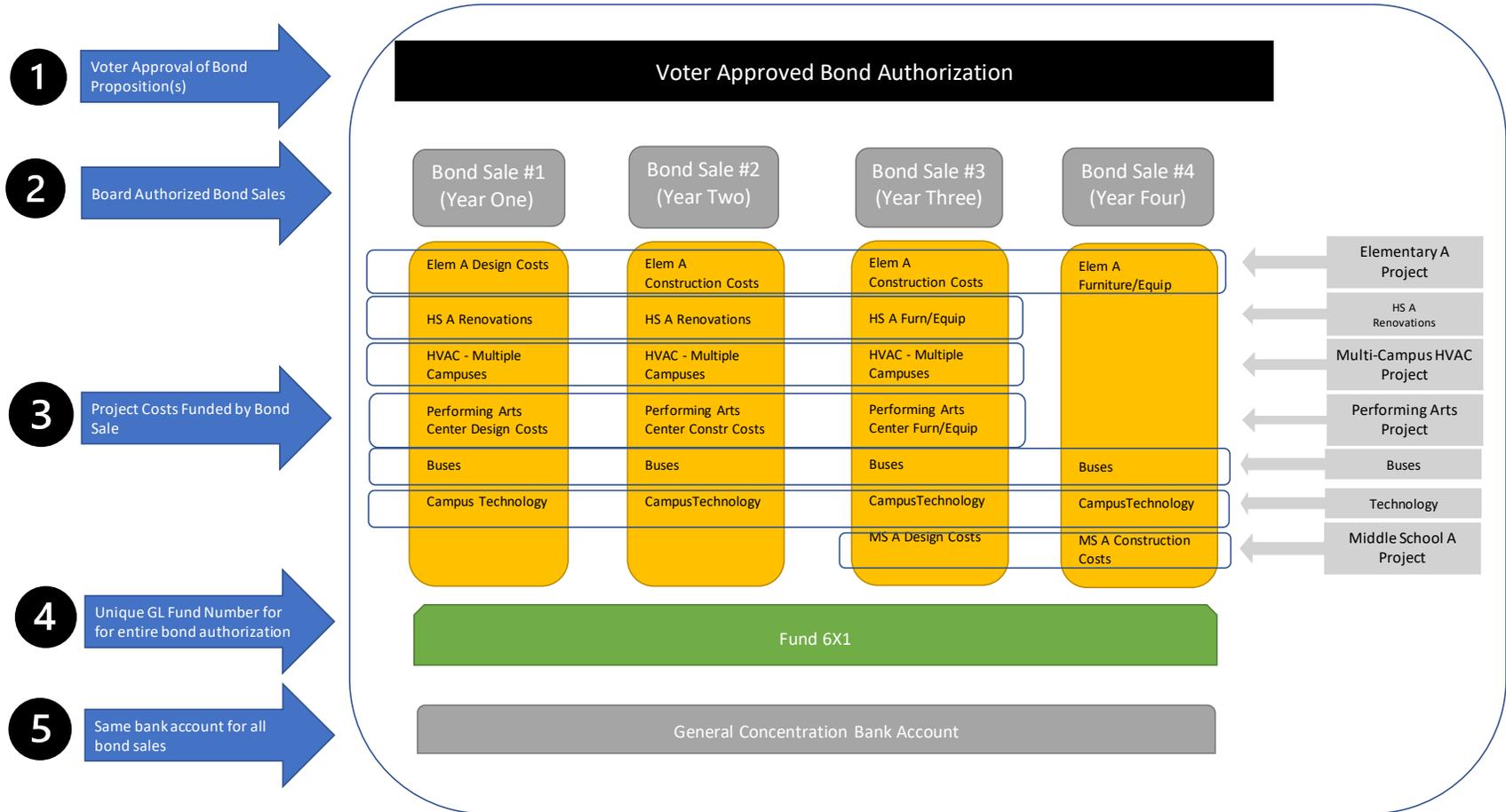
As a part of this recommendation, the district should also consider how it should use any excess interest earnings above current and future project management costs. These excess amounts could be appropriately used for direct support of construction projects.

**APPENDIX 1: DIAGRAMS OF CURRENT AND RECOMMENDED ACCOUNTING FOR CONSTRUCTION FUNDS**

Leander ISD  
Current Accounting Method for Bond Authorizations



## Leander ISD Recommended Accounting Method for Bond Authorizations



## APPENDIX 2: 2007 AUTHORIZATION

Figure 14 Overview of 2007 Authorization Resources and Uses

Leander ISD  
Overview of 2007 Bond Authorization - \$559,000,000  
As of May 31, 2020

Bond Project Sales				
Bond Sales	Sale Year	Fund	Actual Bond Proceeds Net Bond Fees	Totals
Sale of Bonds*	2008	631	\$ 232,385,000	
Sale of Bonds	2009	632	\$ 27,575,000	
Sale of Bonds	2010	633	\$ 70,045,000	
Sale of Bonds (Series c)	2014	634	\$ 187,535,000	
Sale of Bonds (Series b)	2014	635	\$ 890,000	
Sale of Bonds (Series a)	2014	636	\$ 17,770,000	
Sale of Bonds (Series e)	2014	637	\$ 22,800,000	
				<b>\$ 559,000,000</b>

\* Actual posting of bond sale was \$1,220 less than the amount shown

2007 Bond Project Summary	
<b>Project Sources</b>	
Bond Proceeds net bond	\$ 558,998,780
Net Interest Earnings	\$ 8,994,486
Gifts	\$ 845
TRS On-Behalf	\$ 211,462
Misc Rebates and Other Sources	\$ 368,652
Total Sources	<b>\$ 568,574,225</b>
<b>Project Uses</b>	
Bond Project Expenditures	\$ 544,237,537
Bond Project Encumbrances	\$ 2,606,573
Project Management Cost	\$ 7,385,167
Other Uses	\$ 15,239
Total Uses	<b>\$ 554,244,516</b>
<b>Estimated Uncommitted Resources</b>	<b>\$ 14,329,709</b>

2007 Bond Sources Applied to 2017 Projects				
Campus	Fund Source	MUNIS #	Other Sources	
Cedar Park MS	2007 Authorization	BO-17CPMAD	\$ 2,085,725	
Leander MS	2007 Authorization	BO-17LMSAD	\$ 513,936	
Larkspur EL	2007 Authorization	BO-17EL27	\$ 18,506,460	
Transportation	2007 Authorization	BO-17905BU	\$ 35,080	
<b>Total</b>			<b>\$ 21,141,201</b>	

Bond Authorizati 2007  
 Acct Type 6  
 FUND (All)

Proj #	Loc	Loc Description	Project Description	Proj Budget	Enc Bal 5-31-20	Exp Bal 5-31-20	Bal 5-31-20
CTE-004	004	Rouse HS	Ag Center & Auto Tech	\$ 14,252		\$ 14,251	\$ 1
<b>CTE-004 Total</b>				<b>\$ 14,252</b>		<b>\$ 14,251</b>	<b>\$ 1</b>
HVAC-EL	105	Mason ES	HVAC System	\$ 4,896,560		\$ 4,891,015	\$ 5,545
<b>HVAC-EL Total</b>				<b>\$ 4,896,560</b>		<b>\$ 4,891,015</b>	<b>\$ 5,545</b>
HVC-001	001	Leander HS	HVAC System Science Labs	\$ 4,178,912		\$ 4,035,353	\$ 143,559
<b>HVC-001 Total</b>				<b>\$ 4,178,912</b>		<b>\$ 4,178,911</b>	<b>\$ 1</b>
HVC-042	042	Leander MS	HVAC System	\$ 10,767,439	\$ 369,744	\$ 1,503,190	\$ 8,894,505
<b>HVC-042 Total</b>				<b>\$ 10,767,439</b>	<b>\$ 369,744</b>	<b>\$ 1,503,190</b>	<b>\$ 8,894,505</b>
HVC-107	107	Steiner Ranch ES	HVAC System	\$ 6,200,000			\$ 6,200,000
<b>HVC-107 Total</b>				<b>\$ 6,200,000</b>			<b>\$ 6,200,000</b>
LAN-DIS	007	High School #7	Land & Land Imprvt			\$ 7,016,227	\$ (7,016,227)
	125	Camacho ES	Land & Land Imprvt			\$ 3,976,951	\$ (3,976,951)
	126	Akin ES	Land & Land Imprvt			\$ 1,646,238	\$ (1,646,238)
			New Elementary Construction	\$ 402,022		\$ 400,000	\$ 2,022
	130	Elem School #30	Land & Land Imprvt			\$ 3,847,425	\$ (3,847,425)
	131	ES131	Land & Land Imprvt		\$ 1	\$ 140,361	\$ (140,362)
	132	ES132	Land & Land Imprvt			\$ 50,000	\$ (50,000)
	999	Districtwide	Carriage Hills Elem Science	\$ 574,092		\$ 574,092	\$ (0)
			Land & Land Imprvt	\$ 20,603,198	\$ 13,079	\$ 7,443,484	\$ 13,146,635
			Engineer Fees			\$ 960	\$ (960)
		DDR Land	Land & Land Imprvt			\$ 2,173,092	\$ (2,173,092)
		Caughfield Tract	Land & Land Imprvt	\$ 9,830,684		\$ 1,288,498	\$ 8,542,186
		Palmera Tract	Land & Land Imprvt		\$ 14,279	\$ 2,955,149	\$ (2,969,428)
	051	Middle School 11	Land & Land Imprvt	\$ 3,994,629		\$ 3,994,629	\$ -
<b>LAN-DIS Total</b>				<b>\$ 35,404,625</b>	<b>\$ 27,359</b>	<b>\$ 35,507,107</b>	<b>\$ (129,840)</b>
NC-005	005	Vandergrift HS	New High School Campus	\$ 104,903,604		\$ 103,950,064	\$ 953,540
<b>NC-005 Total</b>				<b>\$ 104,903,604</b>		<b>\$ 103,950,064</b>	<b>\$ 953,540</b>
NC-006	006	Glenn HS	HS Design HS Template New High School Campus	\$ 578,819 \$ 2,320,399 \$ 123,960,606	\$ 71,605 \$ 408,677	\$ 216,519 \$ 8,152,832 \$ 111,750,047	\$ 362,300 \$ (5,904,038) \$ 11,801,882
<b>NC-006 Total</b>				<b>\$ 126,859,824</b>	<b>\$ 480,282</b>	<b>\$ 120,119,398</b>	<b>\$ 6,260,144</b>
NC-048	048	Stiles MS	Access Road New Middle School Construction	\$ 296,801 \$ 33,826,663		\$ 47,236 \$ 34,121,063	\$ 249,565 \$ (294,400)
<b>NC-048 Total</b>				<b>\$ 34,123,464</b>		<b>\$ 34,168,300</b>	<b>\$ (44,836)</b>
NC-049	049	Danielson MS	Middle School Template New Middle School Construction	\$ 2,001,523	\$ 50,037	\$ - \$ 1,574,812	\$ (50,037) \$ 426,711
<b>NC-049 Total</b>				<b>\$ 2,001,523</b>	<b>\$ 50,037</b>	<b>\$ 1,574,812</b>	<b>\$ 376,674</b>
NC-123	123	River Ridge ES	New Elementary Construction	\$ 23,431,210		\$ 23,310,693	\$ 120,517
<b>NC-123 Total</b>				<b>\$ 23,431,210</b>		<b>\$ 23,310,693</b>	<b>\$ 120,517</b>
NC-124	124	Reed ES	New Elementary Construction	\$ 20,750,902		\$ 20,986,584	\$ (235,682)
<b>NC-124 Total</b>				<b>\$ 20,750,902</b>		<b>\$ 20,986,584</b>	<b>\$ (235,682)</b>
NC-125	125	Camacho ES	New Elementary Construction	\$ 31,166,166		\$ 31,820,146	\$ (653,980)
<b>NC-125 Total</b>				<b>\$ 31,166,166</b>		<b>\$ 31,820,146</b>	<b>\$ (653,980)</b>
NC-126	126	Akin ES	New Elementary Construction	\$ 29,404,017	\$ 664,876	\$ 24,384,894	\$ 4,354,247
<b>NC-126 Total</b>				<b>\$ 29,404,017</b>	<b>\$ 664,876</b>	<b>\$ 24,384,894</b>	<b>\$ 4,354,247</b>
NC-127	127	Larkspur ES	New Elementary Construction			\$ 18,506,460	\$ (18,506,460)
<b>NC-127 Total</b>						<b>\$ 18,506,460</b>	<b>\$ (18,506,460)</b>
NC-128	128	Tarvin ES	New Elementary Construction			\$ 8,547	\$ (8,547)
<b>NC-128 Total</b>						<b>\$ 8,547</b>	<b>\$ (8,547)</b>
NC-129	129	Elem School #29	New Elementary Construction	\$ -	\$ -	\$ -	\$ -
<b>NC-129 Total</b>				<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
NC-905	905	Transportation	New Facility Construction	\$ 3,100,000		\$ 6,800	\$ 3,093,200
<b>NC-905 Total</b>				<b>\$ 3,100,000</b>		<b>\$ 6,800</b>	<b>\$ 3,093,200</b>
POR-RPL	999	Districtwide	Portables	\$ 1,020,000		\$ 1,019,999	\$ 1
<b>POR-RPL Total</b>				<b>\$ 1,020,000</b>		<b>\$ 1,019,999</b>	<b>\$ 1</b>
PRJMGT	005	Vandergrift HS	Project Management Expenses			\$ 3,188	\$ (3,188)
	743	Finance	Project Management Expenses			\$ 56,327	\$ (56,327)
	907	Construction	Project Management Expenses	\$ 6,933,544		\$ 7,325,653	\$ (392,109)
<b>PRJMGT Total</b>				<b>\$ 6,933,544</b>		<b>\$ 7,385,167</b>	<b>\$ (451,623)</b>
RD-122	122	Reagan ES	Access Road	\$ 2,385,612		\$ 2,385,611	\$ 1
<b>RD-122 Total</b>				<b>\$ 2,385,612</b>		<b>\$ 2,385,611</b>	<b>\$ 1</b>
REN-041	041	Cedar Park MS	Campus Renovations		\$ 1,014,275	\$ 2,085,725	\$ (3,100,000)
<b>REN-041 Total</b>					<b>\$ 1,014,275</b>	<b>\$ 2,085,725</b>	<b>\$ (3,100,000)</b>
REN-108	108	Naumann ES	Campus Renovations			\$ 97,523	\$ (97,523)
<b>REN-108 Total</b>						<b>\$ 97,523</b>	<b>\$ (97,523)</b>
REN-119	119	Grandview Hills ES	Campus Renovations Land & Land Imprvt	\$ 1,249,000		\$ 1,111,240	\$ 137,760
<b>REN-119 Total</b>				<b>\$ 1,249,000</b>		<b>\$ 1,137,893</b>	<b>\$ 111,107</b>

REN-WHS	999	Districtwide	Support Service Building	\$ 2,706,373	\$ 2,691,375	\$ 14,998
<b>REN-WHS Total</b>				<b>\$ 2,706,373</b>	<b>\$ 2,691,375</b>	<b>\$ 14,998</b>
REN-WPA	999	Districtwide	WPA and Fieldhouse	\$ 952,327	\$ 952,026	\$ 301
<b>REN-WPA Total</b>				<b>\$ 952,327</b>	<b>\$ 952,026</b>	<b>\$ 301</b>
SCI-001	001	Leander HS	Science Labs	\$ 12,802,199	\$ 12,796,773	\$ 5,426
<b>SCI-001 Total</b>				<b>\$ 12,802,199</b>	<b>\$ 12,796,773</b>	<b>\$ 5,426</b>
SCI-002	002	Cedar Park HS	Science Labs	\$ 2,704,593	\$ 195,773	\$ 2,508,820
<b>SCI-002 Total</b>				<b>\$ 2,704,593</b>	<b>\$ 195,773</b>	<b>\$ 2,508,820</b>
SCI-003	003	Vista Ridge HS	Science Labs	\$ 3,266,271	\$ 3,135,661	\$ 130,610
<b>SCI-003 Total</b>				<b>\$ 3,266,271</b>	<b>\$ 3,135,661</b>	<b>\$ 130,610</b>
SEC-DST	001	Leander HS	Campus Security		\$ 46,143	\$ (46,143)
	002	Cedar Park HS	Campus Security		\$ 28,500	\$ (28,500)
	003	Vista Ridge HS	Campus Security		\$ 26,821	\$ (26,821)
	004	Rouse HS	Campus Security		\$ 31,000	\$ (31,000)
	005	Vandergrift HS	Campus Security		\$ 33,500	\$ (33,500)
	011	New Hope HS	Campus Security		\$ 6,100	\$ (6,100)
	041	Cedar Park MS	Campus Security		\$ 30,200	\$ (30,200)
	042	Leander MS	Campus Security		\$ 19,500	\$ (19,500)
	043	Running Brushy MS	Campus Security		\$ 25,800	\$ (25,800)
	044	Henry MS	Campus Security		\$ 24,000	\$ (24,000)
	045	Canyon Ridge MS	Campus Security		\$ 24,000	\$ (24,000)
	046	Wiley MS	Campus Security		\$ 22,000	\$ (22,000)
	047	Four Points MS	Campus Security		\$ 19,000	\$ (19,000)
	048	Stiles MS	Campus Security		\$ 25,500	\$ (25,500)
	101	Whitestone ES	Campus Security		\$ 252,977	\$ (252,977)
	102	Faubion ES	Campus Security		\$ 187,833	\$ (187,833)
	103	Block House Creek ES	Campus Security		\$ 194,322	\$ (194,322)
	104	Cypress ES	Campus Security		\$ 217,370	\$ (217,370)
	105	Mason ES	Campus Security		\$ 227,612	\$ (227,612)
	106	Giddens ES	Campus Security		\$ 200,217	\$ (200,217)
	107	Steiner Ranch ES	Campus Security		\$ 305,685	\$ (305,685)
	108	Naumann ES	Campus Security		\$ 204,272	\$ (204,272)
	109	Bagdad ES	Campus Security		\$ 203,332	\$ (203,332)
	110	Cox ES	Campus Security		\$ 208,982	\$ (208,982)
	111	Bush ES	Campus Security		\$ 205,362	\$ (205,362)
	112	Knowles ES	Campus Security		\$ 215,122	\$ (215,122)
	113	Deer Creek ES	Campus Security		\$ 211,172	\$ (211,172)
	114	Pleasant Hill ES	Campus Security		\$ 210,002	\$ (210,002)
	115	Rutledge ES	Campus Security		\$ 208,822	\$ (208,822)
	116	Plain ES	Campus Security		\$ 252,700	\$ (252,700)
	117	Winkley ES	Campus Security		\$ 252,651	\$ (252,651)
	118	Riverplace ES	Campus Security		\$ 251,050	\$ (251,050)
	119	Grandview Hills ES	Campus Security	\$ -	\$ 243,000	\$ (243,000)
	120	Parkside ES	Campus Security		\$ 187,550	\$ (187,550)
	121	Westside ES	Campus Security		\$ 141,980	\$ (141,980)
	122	Reagan ES	Campus Security		\$ 144,120	\$ (144,120)
	123	River Ridge ES	Campus Security		\$ 184,110	\$ (184,110)
	124	Reed ES	Campus Security	\$ -	\$ 157,140	\$ (157,140)
	199	Leander Extended Oppor	Campus Security		\$ 21,500	\$ (21,500)
	901	Central Admin	Campus Security		\$ 18,100	\$ (18,100)
	915	Technology Dept.	Campus Security		\$ 12,000	\$ (12,000)
	936	Athletics	Campus Security		\$ 3,010	\$ (3,010)
	937	Fine Arts	Campus Security		\$ 3,690	\$ (3,690)
	998	Stadium	Campus Security		\$ 14,500	\$ (14,500)
	999	Districtwide	Campus Security	\$ 8,260,508	\$ 2,298,801	\$ 5,961,707
<b>SEC-DST Total</b>				<b>\$ 8,260,508</b>	<b>\$ 7,801,047</b>	<b>\$ 459,461</b>
STA-001	001	Leander HS	Bible Stadium Renovations	\$ 14,653,359	\$ 14,653,333	\$ 26
<b>STA-001 Total</b>				<b>\$ 14,653,359</b>	<b>\$ 14,653,333</b>	<b>\$ 26</b>
STAD	998	Stadium	Regional Stadium	\$ 22,979,601	\$ 22,972,463	\$ 7,138
<b>STAD Total</b>				<b>\$ 22,979,601</b>	<b>\$ 22,972,463</b>	<b>\$ 7,138</b>

TECH-DAT	915	Technology Dept.	Technology	\$	1,915,627	\$	1,135,528	\$	780,099
<b>TECH-DAT Total</b>				<b>\$</b>	<b>1,915,627</b>	<b>\$</b>	<b>1,135,528</b>	<b>\$</b>	<b>780,099</b>
TECH-INF	001	Leander HS	Technology			\$	65,741	\$	(65,741)
	004	Rouse HS	Technology			\$	39,337	\$	(39,337)
	041	Cedar Park MS	Technology	\$	1,946,023	\$	108,574	\$	1,837,449
	042	Leander MS	Technology			\$	163,870	\$	(163,870)
	043	Running Brushy MS	Technology			\$	22,268	\$	(22,268)
	045	Canyon Ridge MS	Technology			\$	10,075	\$	(10,075)
	046	Wiley MS	Technology			\$	7,548	\$	(7,548)
	102	Faubion ES	Technology			\$	10,200	\$	(10,200)
	103	Block House Creek ES	Technology			\$	-	\$	-
	104	Cypress ES	Technology			\$	206,462	\$	(206,462)
	105	Mason ES	Technology			\$	28,441	\$	(28,441)
	106	Giddens ES	Technology			\$	74,495	\$	(74,495)
	107	Steiner Ranch ES	Technology			\$	10,000	\$	(10,000)
	108	Naumann ES	Technology			\$	1,606	\$	(1,606)
	109	Bagdad ES	Technology			\$	1,682	\$	(1,682)
	110	Cox ES	Technology			\$	56,288	\$	(56,288)
	111	Bush ES	Technology			\$	10,817	\$	(10,817)
	113	Deer Creek ES	Technology			\$	139,916	\$	(139,916)
	114	Pleasant Hill ES	Technology			\$	105,999	\$	(105,999)
	115	Rutledge ES	Technology			\$	171,525	\$	(171,525)
	116	Plain ES	Technology			\$	168,843	\$	(168,843)
	117	Winkley ES	Technology			\$	168,688	\$	(168,688)
	118	Riverplace ES	Technology			\$	178,228	\$	(178,228)
	119	Grandview Hills ES	Technology			\$	113,463	\$	(113,463)
	120	Parkside ES	Technology			\$	17,106	\$	(17,106)
	121	Westside ES	Technology			\$	17,106	\$	(17,106)
	915	Technology Dept.	Technology	\$	128,071	\$	162,509	\$	(34,438)
	999	Districtwide	Technology			\$	13,307	\$	(13,307)
<b>TECH-INF Total</b>				<b>\$</b>	<b>2,074,094</b>	<b>\$</b>	<b>2,074,094</b>	<b>\$</b>	<b>0</b>
TECH-NET	001	Leander HS	Technology			\$	2,490	\$	(2,490)
	101	Whitestone ES	Technology			\$	451	\$	(451)
	102	Faubion ES	Technology			\$	3,695	\$	(3,695)
	103	Block House Creek ES	Technology	\$	189,037	\$	4,615	\$	184,422
	104	Cypress ES	Technology			\$	5,183	\$	(5,183)
	105	Mason ES	Technology			\$	5,253	\$	(5,253)
	106	Giddens ES	Technology			\$	5,746	\$	(5,746)
	107	Steiner Ranch ES	Technology			\$	3,170	\$	(3,170)
	108	Naumann ES	Technology			\$	3,553	\$	(3,553)
	109	Bagdad ES	Technology			\$	2,937	\$	(2,937)
	110	Cox ES	Technology			\$	3,057	\$	(3,057)
	111	Bush ES	Technology			\$	3,205	\$	(3,205)
	112	Knowles ES	Technology			\$	5,746	\$	(5,746)
	113	Deer Creek ES	Technology			\$	4,423	\$	(4,423)
	114	Pleasant Hill ES	Technology			\$	747	\$	(747)
	115	Rutledge ES	Technology			\$	2,564	\$	(2,564)
	116	Plain ES	Technology			\$	2,489	\$	(2,489)
	117	Winkley ES	Technology			\$	2,116	\$	(2,116)
	118	Riverplace ES	Technology			\$	3,981	\$	(3,981)
	119	Grandview Hills ES	Technology			\$	3,084	\$	(3,084)
	120	Parkside ES	Technology			\$	4,055	\$	(4,055)
	121	Westside ES	Technology			\$	4,363	\$	(4,363)
	122	Reagan ES	Technology			\$	5,030	\$	(5,030)
	915	Technology Dept.	Technology	\$	29,220	\$	24,800	\$	4,420
	999	Districtwide	Technology			\$	16,403	\$	(16,403)
<b>TECH-NET Total</b>				<b>\$</b>	<b>218,257</b>	<b>\$</b>	<b>123,157</b>	<b>\$</b>	<b>95,100</b>
TECH-NEW	001	Leander HS	Technology			\$	575,331	\$	(575,331)
	002	Cedar Park HS	Technology			\$	488,141	\$	(488,141)
	003	Vista Ridge HS	Technology			\$	658,592	\$	(658,592)
	004	Rouse HS	Technology			\$	409,746	\$	(409,746)
	011	New Hope HS	Technology			\$	2,648	\$	(2,648)
	041	Cedar Park MS	Technology			\$	288,515	\$	(288,515)
	042	Leander MS	Technology			\$	227,689	\$	(227,689)
	043	Running Brushy MS	Technology			\$	312,172	\$	(312,172)
	044	Henry MS	Technology			\$	258,156	\$	(258,156)
	045	Canyon Ridge MS	Technology			\$	470,763	\$	(470,763)
	046	Wiley MS	Technology			\$	265,809	\$	(265,809)
	047	Four Points MS	Technology			\$	286,641	\$	(286,641)
	101	Whitestone ES	Technology			\$	24,200	\$	(24,200)
	102	Faubion ES	Technology			\$	43,493	\$	(43,493)
	103	Block House Creek ES	Technology			\$	39,872	\$	(39,872)
	104	Cypress ES	Technology			\$	40,828	\$	(40,828)
	105	Mason ES	Technology			\$	35,813	\$	(35,813)

106	Giddens ES	Technology		\$	29,522	\$	(29,522)		
107	Steiner Ranch ES	Technology		\$	37,661	\$	(37,661)		
108	Naumann ES	Technology		\$	42,103	\$	(42,103)		
109	Bagdad ES	Technology		\$	26,415	\$	(26,415)		
110	Cox ES	Technology		\$	55,920	\$	(55,920)		
111	Bush ES	Technology		\$	43,940	\$	(43,940)		
112	Knowles ES	Technology		\$	20,741	\$	(20,741)		
113	Deer Creek ES	Technology		\$	42,100	\$	(42,100)		
114	Pleasant Hill ES	Technology		\$	48,370	\$	(48,370)		
115	Rutledge ES	Technology		\$	41,459	\$	(41,459)		
116	Plain ES	Technology		\$	30,478	\$	(30,478)		
117	Winkley ES	Technology		\$	23,243	\$	(23,243)		
118	Riverplace ES	Technology		\$	13,179	\$	(13,179)		
119	Grandview Hills ES	Technology		\$	11,351	\$	(11,351)		
120	Parkside ES	Technology		\$	18,255	\$	(18,255)		
121	Westside ES	Technology		\$	16,365	\$	(16,365)		
122	Reagan ES	Technology		\$	33,077	\$	(33,077)		
199	Leander Extended Oppor	Technology		\$	5,291	\$	(5,291)		
915	Technology Dept.	Technology		\$	476,521	\$	(476,521)		
999	Districtwide	Technology		\$	10,664,485	\$	5,292,844	\$	5,371,641
<b>TECH-NEW Total</b>				<b>\$</b>	<b>10,664,485</b>	<b>\$</b>	<b>10,737,247</b>	<b>\$</b>	<b>(72,762)</b>
<b>TECH-OOO</b>									
001	Leander HS	Technology		\$	104,865	\$	(104,865)		
002	Cedar Park HS	Technology		\$	112,068	\$	(112,068)		
003	Vista Ridge HS	Technology		\$	176,291	\$	(176,291)		
004	Rouse HS	Technology		\$	119,202	\$	(119,202)		
011	New Hope HS	Technology		\$	17,355	\$	(17,355)		
041	Cedar Park MS	Technology		\$	67,198	\$	(67,198)		
042	Leander MS	Technology		\$	77,530	\$	(77,530)		
043	Running Brushy MS	Technology		\$	69,734	\$	(69,734)		
044	Henry MS	Technology		\$	70,958	\$	(70,958)		
045	Canyon Ridge MS	Technology		\$	69,373	\$	(69,373)		
046	Wiley MS	Technology		\$	71,534	\$	(71,534)		
047	Four Points MS	Technology		\$	103,883	\$	(103,883)		
118	Riverplace ES	Technology		\$	948	\$	(948)		
199	Leander Extended Oppor	Technology		\$	1,718	\$	(1,718)		
907	Construction	Technology		\$	10,653	\$	(10,653)		
915	Technology Dept.	Technology		\$	1,180,659	\$	236,870		
999	Districtwide	Technology		\$	1,905,291	\$	984,838	\$	920,453
<b>TECH-OOO Total</b>				<b>\$</b>	<b>3,322,820</b>	<b>\$</b>	<b>3,238,807</b>	<b>\$</b>	<b>84,013</b>
<b>TECH-PHN</b>									
002	Cedar Park HS	Technology		\$	56,923	\$	(56,923)		
107	Steiner Ranch ES	Technology		\$	27,921	\$	(27,921)		
110	Cox ES	Technology		\$	11,101	\$	(11,101)		
915	Technology Dept.	Technology		\$	7,291	\$	(7,291)		
999	Districtwide	Technology		\$	1,090,590	\$	956,856	\$	133,734
<b>TECH-PHN Total</b>				<b>\$</b>	<b>1,090,590</b>	<b>\$</b>	<b>1,060,092</b>	<b>\$</b>	<b>30,498</b>
<b>TECH-RPL</b>									
001	Leander HS	Technology		\$	1,509,166	\$	(1,509,166)		
002	Cedar Park HS	Technology		\$	1,168,338	\$	(1,168,338)		
003	Vista Ridge HS	Technology		\$	987,279	\$	(987,279)		
004	Rouse HS	Technology		\$	1,317,547	\$	(1,317,547)		
005	Vandergrift HS	Technology		\$	1,275,268	\$	(1,275,268)		
011	New Hope HS	Technology		\$	8,091	\$	(8,091)		
041	Cedar Park MS	Technology		\$	888,251	\$	(888,251)		
042	Leander MS	Technology		\$	719,618	\$	(719,618)		
043	Running Brushy MS	Technology		\$	812,073	\$	(812,073)		
044	Henry MS	Technology		\$	1,143,265	\$	(1,143,265)		
045	Canyon Ridge MS	Technology		\$	933,580	\$	(933,580)		
046	Wiley MS	Technology		\$	750,889	\$	(750,889)		
047	Four Points MS	Technology		\$	610,348	\$	(610,348)		
048	Stiles MS	Technology		\$	829,414	\$	(829,414)		
101	Whitestone ES	Technology		\$	110,324	\$	(110,324)		
102	Faubion ES	Technology		\$	56,771	\$	(56,771)		
103	Block House Creek ES	Technology		\$	79,747	\$	(79,747)		
104	Cypress ES	Technology		\$	71,116	\$	(71,116)		
105	Mason ES	Technology		\$	88,091	\$	(88,091)		
106	Giddens ES	Technology		\$	94,197	\$	(94,197)		
107	Steiner Ranch ES	Technology		\$	45,273	\$	(45,273)		
108	Naumann ES	Technology		\$	80,016	\$	(80,016)		
109	Bagdad ES	Technology		\$	83,222	\$	(83,222)		
110	Cox ES	Technology		\$	87,881	\$	(87,881)		
111	Bush ES	Technology		\$	90,363	\$	(90,363)		
112	Knowles ES	Technology		\$	74,537	\$	(74,537)		
113	Deer Creek ES	Technology		\$	81,790	\$	(81,790)		

114	Pleasant Hill ES	Technology		\$ 75,433	\$ (75,433)	
115	Rutledge ES	Technology		\$ 107,924	\$ (107,924)	
116	Plain ES	Technology		\$ 123,464	\$ (123,464)	
117	Winkley ES	Technology		\$ 93,338	\$ (93,338)	
118	Riverplace ES	Technology		\$ 84,480	\$ (84,480)	
119	Grandview Hills ES	Technology		\$ 62,069	\$ (62,069)	
120	Parkside ES	Technology		\$ 92,413	\$ (92,413)	
121	Westside ES	Technology		\$ 71,439	\$ (71,439)	
122	Reagan ES	Technology		\$ 96,233	\$ (96,233)	
123	River Ridge ES	Technology		\$ 81,010	\$ (81,010)	
199	Leander Extended Oppor	Technology		\$ 39,968	\$ (39,968)	
745	Material Management	Technology		\$ 1,362	\$ (1,362)	
871	Teaching and Learning	Technology		\$ 23,621	\$ (23,621)	
901	Central Admin	Technology		\$ 64,197	\$ (64,197)	
904	Plant Services	Technology		\$ 4,085	\$ (4,085)	
905	Transportation	Technology		\$ 286	\$ (286)	
915	Technology Dept.	Technology	\$ 17,646,004	\$ 1,989,457	\$ 15,656,547	
916	Custodial Services	Technology		\$ 1,839	\$ (1,839)	
999	Districtwide	Technology	\$ 5,108,365	\$ 5,539,635	\$ (431,270)	
<b>TECH-RPL Total</b>			<b>\$ 22,754,369</b>	<b>\$ 22,548,706</b>	<b>\$ 205,663</b>	
TECH-TPL	915	Technology Dept.	Technology	\$ 30,295	\$ (30,295)	
<b>TECH-TPL Total</b>				<b>\$ 30,295</b>	<b>\$ (30,295)</b>	
TRAN-BUS	905	Transportation	Buses	\$ 2,038,362	\$ 2,039,575	\$ (1,213)
<b>TRAN-BUS Total</b>			<b>\$ 2,038,362</b>	<b>\$ 2,039,575</b>	<b>\$ (1,213)</b>	
REN-004	004	Rouse HS	Renovations High School	\$ 5,106	\$ (5,106)	
<b>REN-004 Total</b>				<b>\$ 5,106</b>	<b>\$ (5,106)</b>	
RD-005	005	Vandergrift HS	Access Road	\$ 264,247	\$ 275,718	\$ (11,471)
<b>RD-005 Total</b>			<b>\$ 264,247</b>	<b>\$ 275,718</b>	<b>\$ (11,471)</b>	
HVC-101	101	Whitestone ES	HVAC System	\$ 2,971,840	\$ 3,013,318	\$ (41,478)
<b>HVC-101 Total</b>			<b>\$ 2,971,840</b>	<b>\$ 3,013,318</b>	<b>\$ (41,478)</b>	
PNT-STD	999	Districtwide	Paint Study	\$ 3,489	\$ 3,489	\$ 0
<b>PNT-STD Total</b>			<b>\$ 3,489</b>	<b>\$ 3,489</b>	<b>\$ 0</b>	
RD-PRK	999	Districtwide	Land & Land Imprvt	\$ 1,095,996	\$ 1,096,031	\$ (35)
<b>RD-PRK Total</b>			<b>\$ 1,095,996</b>	<b>\$ 1,096,031</b>	<b>\$ (35)</b>	
<b>Grand Total</b>			<b>\$ 565,530,061</b>	<b>\$ 2,606,573</b>	<b>\$ 551,622,704</b>	
					<b>\$ 11,300,784</b>	

Figure 15 Trial Balance of 2007 Authorization Funds as of May 31, 2020

Bond AuthorizationG+A2 2007		Trial Balance for Funds of the 2007 Authorization								
FY 20		As of May 31, 2020								
Amounts by Type		FUND								
Acct Type	OBJ	631	632	633	634	635	636	637	Grand Total	
<b>Assets</b>	1104				\$ 11,052,099				\$ 11,052,099	
	1107	\$ 397,047		\$ 19,452	\$ 974,259	\$ 196	\$ 151,346	\$ 838,442	\$ 2,380,742	
	1108	\$ 707,453	\$ 2,033,913	\$ 791,872					\$ 3,533,239	
	1111	\$ 818	\$ 40,571	\$ 5,627	\$ (38,318)	\$ 77	\$ 13,365	\$ 4,623	\$ 26,764	
	1267				\$ 27				\$ 27	
	1299				\$ 2,312				\$ 2,312	
<b>Assets Total</b>		<b>\$ 1,105,319</b>	<b>\$ 2,074,485</b>	<b>\$ 816,951</b>	<b>\$ 11,990,378</b>	<b>\$ 273</b>	<b>\$ 164,711</b>	<b>\$ 843,065</b>	<b>\$ 16,995,182</b>	
<b>Liabilities</b>	2111				\$ (58,990)				\$ (58,990)	
<b>Liabilities Total</b>					<b>\$ (58,990)</b>				<b>\$ (58,990)</b>	
<b>Fund Balance</b>	3471	\$ (1,419,061)	\$ (2,051,251)	\$ (840,849)	\$ (13,274,580)	\$ (270)	\$ (162,856)	\$ (832,786)	\$ (18,581,653)	
<b>Fund Balance Total</b>		<b>\$ (1,419,061)</b>	<b>\$ (2,051,251)</b>	<b>\$ (840,849)</b>	<b>\$ (13,274,580)</b>	<b>\$ (270)</b>	<b>\$ (162,856)</b>	<b>\$ (832,786)</b>	<b>\$ (18,581,653)</b>	
<b>Revenues</b>	5742	\$ (15,179)	\$ (24,940)	\$ (10,207)	\$ (173,042)	\$ (2)	\$ (1,856)	\$ (10,279)	\$ (235,504)	
<b>Revenues Total</b>		<b>\$ (15,179)</b>	<b>\$ (24,940)</b>	<b>\$ (10,207)</b>	<b>\$ (173,042)</b>	<b>\$ (2)</b>	<b>\$ (1,856)</b>	<b>\$ (10,279)</b>	<b>\$ (235,504)</b>	
<b>Expenditures</b>	6119	\$ 188,027			\$ 150,421				\$ 338,448	
	6141	\$ 1,762			\$ 1,408				\$ 3,170	
	6142	\$ 6,235			\$ 5,126				\$ 11,360	
	6143	\$ 1,412			\$ 1,130				\$ 2,542	
	6146	\$ 6,247			\$ 4,985				\$ 11,232	
	6149	\$ 903			\$ 722				\$ 1,625	
	6211	\$ 12,590							\$ 12,590	
	6219	\$ 70,040			\$ 14,690				\$ 84,730	
	6269			\$ 573					\$ 573	
	6299	\$ 15,093			\$ -				\$ 15,093	
	6329			\$ 32					\$ 32	
	6398	\$ 9,620							\$ 9,620	
	6399	\$ 11,119		\$ -	\$ 14,497				\$ 25,616	
	6411	\$ 5,874							\$ 5,874	
	6619		\$ 1,706		\$ 4,892				\$ 6,598	
	6629				\$ 1,318,363			\$ -	\$ 1,318,363	
	6631			\$ 33,500					\$ 33,500	
<b>Expenditures Total</b>		<b>\$ 328,920</b>	<b>\$ 1,706</b>	<b>\$ 34,105</b>	<b>\$ 1,516,234</b>			<b>\$ -</b>	<b>\$ 1,880,965</b>	
<b>Grand Total</b>		<b>\$ 0</b>	<b>\$ (0)</b>	<b>\$ (0)</b>	<b>\$ (0)</b>	<b>\$ 0</b>	<b>\$ (0)</b>	<b>\$ 0</b>	<b>\$ (0)</b>	

## APPENDIX 3: 2017 AUTHORIZATION

Figure 16 Overview of 2017 Authorization Resources and Uses

Leander ISD  
Overview of 2017 Bond Authorization - \$454,405,000  
As of May 31, 2020

Bond Project Sales				
Bond Sales	Sale Year	Fund	Actual Bond Proceeds Net Bond Fees	Totals
Sale of Bonds	2018	638	\$ 83,000,000	
Sale of Bonds	2019	640	\$ 99,420,000	
Sale of Bonds*	2020	641	\$ 104,398,925	
Remaining bonds to be sold			\$ 167,586,075	
Total Bond Proceeds Net Bond Fees				<b>\$454,405,000</b>

\* Estimated proceeds from upcoming sale

Voter Authorized Bonds				Amount
Initial Bond Authorization				\$ 454,405,000
2018 Sale				\$ (83,000,000)
2019 Sale				\$ (99,420,000)
2020 Sale				\$ (104,398,925)
Remaining to be sold				<b>\$ 167,586,075</b>

2017 Bond Project Summary	
Project Budgets	\$ 454,405,000
Cumulative Project Expenditures	\$ (161,843,928)
Encumbered Funds	\$ (88,148,543)
Other Sources	\$ 50,000
Remaining Uncommitted Balance	<b>\$204,462,529</b>
<b>Other Resources</b>	
Interest Earnings	\$ 2,440,900
Misc Sources	\$ 12,000
Total Other Sources	<b>\$ 2,452,900</b>
<b>Remaining Uncommitted Resources</b>	<b>\$206,915,429</b>

Other Project Sources Applied to 2017 Projects***			
Campus	Fund Source	MUNIS #	Other Sources
Cedar Park HS	Fund 195 Major Maint.	BO-17CPHAD	\$ 9,855,820
Cedar Park MS	2007 Authorization	BO-17CPMAD	\$ 2,085,725
Leander MS	2007 Authorization	BO-17LMSAD	\$ 513,936
Larkspur EL	2007 Authorization	BO-17EL27	\$ 18,506,460
Larkspur EL	Pre-2007 Authorization	BO-17EL27	\$ 133,460
Transportation	2007 Authorization	BO-17905BU	\$ 35,080
<b>Total</b>			<b>\$ 31,130,481</b>

\*\*\* Additional Project Funds expended in their respective source expenditure codes

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Project Details by Location and Project #											
Loc	Loc Description	Proj #	Project Description	Project Budgets	Project Increase (Decrease)	Revised Project Budgets	Outstanding Encumbrances	Cumulative Expenditures	Remaining Balance	Additional Unencumbered Project Commitment	Balance
001	Leander HS	BO-1788LH	High School Template	\$ -	\$ 237,058	\$ 237,058	\$ 3,261	\$ 218,157	\$ 15,640	\$ -	\$ 15,640
		BO-17LHSAD	High School Addition	\$ 4,947,836	\$ (237,058)	\$ 4,710,778	\$ 34,863	\$ 4,508,121	\$ 167,793	\$ -	\$ 167,793
			CTE, Black Box, Other	\$ -	\$ -	\$ -	\$ 102,066	\$ -	\$ (102,066)	\$ -	\$ (102,066)
			<b>Leander HS Total</b>	<b>\$ 4,947,836</b>	<b>\$ -</b>	<b>\$ 4,947,836</b>	<b>\$ 140,191</b>	<b>\$ 4,726,278</b>	<b>\$ 81,367</b>	<b>\$ -</b>	<b>\$ 81,367</b>
002	Cedar Park HS	BO-1788CP	High School Template	\$ 177,800	\$ -	\$ 177,800	\$ 12,750	\$ 171,688	\$ (6,638)	\$ -	\$ (6,638)
		BO-17CPHAD	High School Addition	\$ 10,972,707	\$ -	\$ 10,972,707	\$ 1,555,373	\$ 9,007,038	\$ 410,296	\$ -	\$ 410,296
			<b>Cedar Park HS Total</b>	<b>\$ 11,150,507</b>	<b>\$ -</b>	<b>\$ 11,150,507</b>	<b>\$ 1,568,123</b>	<b>\$ 9,178,725</b>	<b>\$ 403,658</b>	<b>\$ -</b>	<b>\$ 403,658</b>
003	Vista Ridge HS	BO-1788VR	High School Template	\$ 66,228	\$ (12,902)	\$ 53,326	\$ -	\$ 49,669	\$ 3,657	\$ -	\$ 3,657
		BO-VRHAD	High School Addition	\$ 2,599,275	\$ -	\$ 2,599,275	\$ 137,550	\$ 2,052,716	\$ 409,009	\$ -	\$ 409,009
			<b>Vista Ridge HS Total</b>	<b>\$ 2,665,503</b>	<b>\$ (12,902)</b>	<b>\$ 2,652,601</b>	<b>\$ 137,550</b>	<b>\$ 2,102,384</b>	<b>\$ 412,667</b>	<b>\$ -</b>	<b>\$ 412,667</b>
004	Rouse HS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Rouse HS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
005	Vandergrift HS	BO-1788VH	High School Template	\$ -	\$ 1,650,000	\$ 1,650,000	\$ 464,482	\$ 63,084	\$ 1,122,434	\$ -	\$ 1,122,434
		BO-17VHSAD	High School Addition	\$ 31,245,385	\$ (1,488,000)	\$ 29,757,385	\$ 8,732,783	\$ 12,049,343	\$ 8,975,260	\$ -	\$ 8,975,260
		BO-17VHSAG	High School Ag Facility	\$ 3,768,160	\$ (150,000)	\$ 3,618,160	\$ 2,129,659	\$ 1,264,293	\$ 224,208	\$ -	\$ 224,208
		BO-17VHSRD	Land Improvement - Access Road	\$ 3,000,000	\$ (12,000)	\$ 2,988,000	\$ 138,162	\$ 111,838	\$ 2,738,000	\$ -	\$ 2,738,000
			<b>Vandergrift HS Total</b>	<b>\$ 38,013,545</b>	<b>\$ -</b>	<b>\$ 38,013,545</b>	<b>\$ 11,465,085</b>	<b>\$ 13,488,558</b>	<b>\$ 13,059,902</b>	<b>\$ -</b>	<b>\$ 13,059,902</b>
006	Glenn HS	BO-1788GH	High School Template	\$ -	\$ 150,000	\$ 150,000	\$ 3,828	\$ 114,395	\$ 31,778	\$ -	\$ 31,778
		BO-17GHSAG	High School Ag Facility	\$ 3,163,960	\$ (150,000)	\$ 3,013,960	\$ 193,731	\$ 2,539,591	\$ 280,639	\$ -	\$ 280,639
		BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Glenn HS Total</b>	<b>\$ 3,258,350</b>	<b>\$ -</b>	<b>\$ 3,258,350</b>	<b>\$ 197,558</b>	<b>\$ 2,653,985</b>	<b>\$ 406,806</b>	<b>\$ -</b>	<b>\$ 406,806</b>
007	High School #7	BO-17HS7	High School New Construction	\$ 10,073,645	\$ -	\$ 10,073,645	\$ -	\$ -	\$ 10,073,645	\$ -	\$ 10,073,645
			<b>High School #7 Total</b>	<b>\$ 10,073,645</b>	<b>\$ -</b>	<b>\$ 10,073,645</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,073,645</b>	<b>\$ -</b>	<b>\$ 10,073,645</b>
011	New Hope HS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>New Hope HS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
014	Leander Extended Oppor	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Leander Extended Oppor Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
041	Cedar Park MS	BO-1788CM	Middle School Template	\$ -	\$ 16,000	\$ 16,000	\$ -	\$ 13,381	\$ 2,619	\$ -	\$ 2,619
		BO-17CPMAD	Middle School Addition	\$ 15,240,743	\$ (16,000)	\$ 15,224,743	\$ 211,266	\$ 5,123,198	\$ 9,890,279	\$ -	\$ 9,890,279
			HVAC System	\$ -	\$ -	\$ -	\$ 4,023,063	\$ -	\$ (4,023,063)	\$ -	\$ (4,023,063)
			Middle School Construction	\$ -	\$ -	\$ -	\$ 9,149	\$ -	\$ (9,149)	\$ -	\$ (9,149)
			<b>Cedar Park MS Total</b>	<b>\$ 15,240,743</b>	<b>\$ -</b>	<b>\$ 15,240,743</b>	<b>\$ 4,243,478</b>	<b>\$ 5,136,580</b>	<b>\$ 5,860,686</b>	<b>\$ -</b>	<b>\$ 5,860,686</b>
042	Leander MS	BO-1788LM	Middle School Template	\$ -	\$ 219,585	\$ 219,585	\$ -	\$ 111,489	\$ 108,096	\$ -	\$ 108,096
		BO-17LMSAD	Middle School Addition	\$ 21,516,101	\$ (219,585)	\$ 21,296,516	\$ 110,145	\$ 14,844,425	\$ 6,341,946	\$ -	\$ 6,341,946
			HVAC and Classroom additions	\$ -	\$ -	\$ -	\$ 3,860,739	\$ -	\$ (3,860,739)	\$ -	\$ (3,860,739)
			<b>Leander MS Total</b>	<b>\$ 21,516,101</b>	<b>\$ -</b>	<b>\$ 21,516,101</b>	<b>\$ 3,970,884</b>	<b>\$ 14,955,914</b>	<b>\$ 2,589,303</b>	<b>\$ -</b>	<b>\$ 2,589,303</b>
043	Running Brushy MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Running Brushy MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
044	Henry MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Henry MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
045	Canyon Ridge MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Canyon Ridge MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
046	Wiley MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Wiley MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
047	Four Points MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Four Points MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
048	Stiles MS	BO-17SECUR	Secondary Campus Security	\$ 94,390	\$ -	\$ 94,390	\$ -	\$ -	\$ 94,390	\$ -	\$ 94,390
			<b>Stiles MS Total</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,390</b>	<b>\$ -</b>	<b>\$ 94,390</b>
049	Danielson MS	BO-178849	Middle School Template	\$ -	\$ 5,944,038	\$ 5,944,038	\$ 2,600,293	\$ 379,140	\$ 2,964,605	\$ -	\$ 2,964,605
		BO-17MS9	Middle School New Construction	\$ 63,410,011	\$ (3,640,783)	\$ 59,769,228	\$ 10,380,224	\$ 46,081,024	\$ 3,307,980	\$ -	\$ 3,307,980
			<b>Danielson MS Total</b>	<b>\$ 63,410,011</b>	<b>\$ 2,303,255</b>	<b>\$ 65,713,266</b>	<b>\$ 12,980,518</b>	<b>\$ 46,460,164</b>	<b>\$ 6,272,584</b>	<b>\$ -</b>	<b>\$ 6,272,584</b>
101	Whitestone ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
			<b>Whitestone ES Total</b>	<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,300</b>	<b>\$ -</b>	<b>\$ 27,239</b>	<b>\$ 61</b>	<b>\$ -</b>	<b>\$ 61</b>

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Note: See page 30 for details of Project Increase (Decrease) column.

Project Details by Location and Project #											
Loc	Loc Description	Proj #	Project Description	Project Budgets	Project Increase (Decrease)	Revised Project Budgets	Outstanding Encumbrances	Cumulative Expenditures	Remaining Balance	Additional Unencumbered Project Commitment	Balance
102	Faubion ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
	<b>Faubion ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
103	Block House Creek ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
	<b>Block House Creek ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
104	Cypress ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
	<b>Cypress ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 61	\$ -	\$ 61
105	Mason ES	BO-17MASON	Elementary Land Improvements	\$ 603,560		\$ 603,560	\$ 53,500	\$ 440,317	\$ 109,742	\$ -	\$ 109,742
	<b>Mason ES Total</b>			\$ 603,560	\$ -	\$ 603,560	\$ 53,500	\$ 440,317	\$ 109,742	\$ -	\$ 109,742
106	Giddens ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
		BO-17GIDMM	Elementary HVAC	\$ 9,005,975		\$ 9,005,975	\$ 607,789	\$ 7,183,770	\$ 1,214,416	\$ -	\$ 1,214,416
	<b>Giddens ES Total</b>			\$ 9,033,275	\$ -	\$ 9,033,275	\$ 607,789	\$ 7,211,008	\$ 1,214,478	\$ -	\$ 1,214,478
107	Steiner Ranch ES	BO-17SREMM	Elementary Major Maintenance	\$ 8,857,136	\$ 80,830	\$ 8,937,966	\$ 1,841,869	\$ 453,948	\$ 6,642,150	\$ -	\$ 6,642,150
	<b>Steiner Ranch ES Total</b>			\$ 8,857,136	\$ 80,830	\$ 8,937,966	\$ 1,841,869	\$ 453,948	\$ 6,642,150	\$ -	\$ 6,642,150
108	Naumann ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
	<b>Naumann ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
109	Bagdad ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
	<b>Bagdad ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
110	Cox ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
	<b>Cox ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,239	\$ 62	\$ -	\$ 62
112	Knowles ES	BO-17GATES	Elementary Traffic Gates	\$ 27,300		\$ 27,300	\$ -	\$ 27,238	\$ 62	\$ -	\$ 62
	<b>Knowles ES Total</b>			\$ 27,300	\$ -	\$ 27,300	\$ -	\$ 27,238	\$ 62	\$ -	\$ 62
127	Larkspur ES	BO-17888LK	Elementary School Template	\$ -	\$ 2,059,147	\$ 2,059,147	\$ 15,572	\$ 1,893,687	\$ 149,888	\$ -	\$ 149,888
		BO-17EL27	Elementary School New Construction	\$ 37,779,628	\$ (2,963,103)	\$ 34,816,525	\$ 438,502	\$ 10,727,361	\$ 23,650,662	\$ -	\$ 23,650,662
	<b>Larkspur ES Total</b>			\$ 37,779,628	\$ (903,956)	\$ 36,875,672	\$ 454,074	\$ 12,621,048	\$ 23,800,550	\$ -	\$ 23,800,550
128	Tarvin ES	BO-17EL28	Elementary School New Construction	\$ 40,862,445		\$ 40,862,445	\$ 32,041,862	\$ 1,183,483	\$ 7,637,100	\$ -	\$ 7,637,100
	<b>Tarvin ES Total</b>			\$ 40,862,445	\$ -	\$ 40,862,445	\$ 32,041,862	\$ 1,183,483	\$ 7,637,100	\$ -	\$ 7,637,100
129	Elem School #29	BO-17EL29	Elementary School New Construction	\$ 42,496,943		\$ 42,496,943	\$ -	\$ -	\$ 42,496,943	\$ -	\$ 42,496,943
	<b>Elem School #29 Total</b>			\$ 42,496,943	\$ -	\$ 42,496,943	\$ -	\$ -	\$ 42,496,943	\$ -	\$ 42,496,943
130	Elem School #30	BO-17EL30	Elementary School New Construction	\$ 2,181,032		\$ 2,181,032	\$ -	\$ -	\$ 2,181,032	\$ -	\$ 2,181,032
	<b>Elem School #30 Total</b>			\$ 2,181,032	\$ -	\$ 2,181,032	\$ -	\$ -	\$ 2,181,032	\$ -	\$ 2,181,032
904	Plant Services	BO-17904WF	Vehicles - White Fleet	\$ 893,000		\$ 893,000	\$ -	\$ 248,766	\$ 644,234	\$ -	\$ 644,234
	<b>Plant Services Total</b>			\$ 893,000	\$ -	\$ 893,000	\$ -	\$ 248,766	\$ 644,234	\$ -	\$ 644,234
905	Transportation	BO-17888NT	Transportation - Template	\$ -	\$ 613,603	\$ 613,603	\$ 978	\$ 572,890	\$ 39,735	\$ -	\$ 39,735
		BO-17905BU	Vehicles - Buses	\$ 10,200,000		\$ 10,200,000	\$ 818,918	\$ 8,688,117	\$ 692,965	\$ -	\$ 692,965
		BO-17NTRAN	Transportation - New Facility	\$ 17,800,000	\$ (2,000,000)	\$ 15,800,000	\$ 595,912	\$ 14,869,549	\$ 334,539	\$ -	\$ 334,539
	<b>Transportation Total</b>			\$ 28,000,000	\$ (1,386,397)	\$ 26,613,603	\$ 1,415,808	\$ 24,130,555	\$ 1,067,240	\$ -	\$ 1,067,240
915	Technology Dept.	BO-17915NW	Technology	\$ 38,730,000		\$ 38,730,000	\$ 6,958,211	\$ 14,805,643	\$ 16,966,145	\$ -	\$ 16,966,145
	<b>Technology Dept. Total</b>			\$ 38,730,000	\$ -	\$ 38,730,000	\$ 6,958,211	\$ 14,805,643	\$ 16,966,145	\$ -	\$ 16,966,145
998	Stadium	BO-17STADM	Stadium Upgrades	\$ 1,758,284	\$ (80,830)	\$ 1,677,454	\$ 14,016	\$ 1,658,037	\$ 5,401	\$ -	\$ 5,401
	<b>Stadium Total</b>			\$ 1,758,284	\$ (80,830)	\$ 1,677,454	\$ 14,016	\$ 1,658,037	\$ 5,401	\$ -	\$ 5,401
999	Districtwide	BO-17SECUR	Secondary Campus Security	\$ 9,931,160		\$ 9,931,160	\$ 10,058,027	\$ 170,625	\$ (297,492)	\$ -	\$ (297,492)
		Land	School Sites	\$ 61,934,386		\$ 61,934,386	\$ -	\$ -	\$ 61,934,386	\$ -	\$ 61,934,386
	<b>Districtwide Total</b>			\$ 71,865,546	\$ -	\$ 71,865,546	\$ 10,058,027	\$ 170,625	\$ 61,636,894	\$ -	\$ 61,636,894
			<b>Grand Total</b>	\$ 454,405,000	\$ -	\$ 454,405,000	\$ 88,148,543	\$ 161,843,928	\$ 204,412,529	\$ -	\$ 204,412,529

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Figure 17 Trial Balance of 2017 Authorization as of May 31, 2020

Bond Authorization FY	2017 (Multiple Items)	Trial Balance for Funds of the 2017 Authorization As of May 31, 2020						
Amounts by Type Acct Type	OBJ	FUND	638	639	640	641	Grand Total	
Assets	1104	\$	5,202,678	\$	1,665	\$	17,046,242	\$ 22,250,586
	1108	\$	2,281			\$	5,490,961	\$ 5,493,242
	1111	\$	(120,524)			\$	(332,345)	\$ (1,742,009)
<b>Assets Total</b>		\$	<b>5,084,435</b>	\$	<b>1,665</b>	\$	<b>22,204,859</b>	\$ <b>(1,289,140)</b>
Liabilities	2111	\$	(657,979)			\$	(2,264,865)	\$ (2,922,844)
<b>Liabilities Total</b>		\$	<b>(657,979)</b>			\$	<b>(2,264,865)</b>	\$ <b>(2,922,844)</b>
Fund Balance	3471	\$	(7,047,707)	\$	(1,277)	\$	(57,149,599)	\$ (64,198,583)
<b>Fund Balance Total</b>		\$	<b>(7,047,707)</b>	\$	<b>(1,277)</b>	\$	<b>(57,149,599)</b>	\$ <b>(64,198,583)</b>
Revenues	5742	\$	(157,382)	\$	(388)	\$	(544,796)	\$ (702,566)
<b>Revenues Total</b>		\$	<b>(157,382)</b>	\$	<b>(388)</b>	\$	<b>(544,796)</b>	\$ <b>(702,566)</b>
Expenditures	6249	\$	11,908			\$	39,045	\$ 50,953
	6299	\$	8,912			\$	10,274	\$ 19,186
	6319					\$	33,685	\$ 33,685
	6329					\$	60,433	\$ 60,433
	6397					\$	21,040	\$ 21,040
	6398	\$	94,022			\$	549,600	\$ 643,622
	6399	\$	28,368			\$	638,637	\$ 667,004
	6619	\$	46,934			\$	-	\$ 46,934
	6629	\$	2,369,783	\$	50,001	\$	36,110,129	\$ 39,819,053
	6631	\$	148,630			\$	63,017	\$ 211,647
	6639	\$	70,076			\$	228,542	\$ 298,618
<b>Expenditures Total</b>		\$	<b>2,778,633</b>	\$	<b>50,001</b>	\$	<b>37,754,401</b>	\$ <b>1,289,140</b>
Other Sources	7949			\$	(50,001)			\$ (50,001)
<b>Other Sources Total</b>				\$	<b>(50,001)</b>			\$ <b>(50,001)</b>
<b>Grand Total</b>		\$	<b>(0)</b>	\$	<b>-</b>	\$	<b>0</b>	\$ <b>-</b>

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Project Increases (Decreases)				
Location	Project Number		From	To
003	BO-17888VR	Move template funds from Vandergrift to Danielson	\$ 12,902	
049	BO-1788849			\$ 12,902
005	BO-18VHSRD	Move to VHS addition	\$ 12,000	
005	BO-17VHSAD			\$ 12,000
005	BO-17VHSAG	Template allocation	\$ 150,000	
005	BO-17888VH			\$ 150,000
005	BO-17VHSAD	Template allocation	\$ 1,500,000	
005	BO-17888VH			\$ 1,500,000
006	BO-17GHSAG	Template allocation	\$ 150,000	
006	BO-17888GH			\$ 150,000
041	BO-17CPMAD	Template allocation	\$ 16,000	
041	BO-17888CM			\$ 16,000
042	BO-17LMSAD	Template allocation	\$ 219,585	
042	BO-17888LM			\$ 219,585
049	BO-17MS9	Template allocation	\$ 3,640,783	
049	BO-1788849			\$ 1,400,000
049	BO-1788849			\$ 2,240,783
127	BO-17EL27	Template allocation	\$ 2,946,986	
127	BO-17888LK			\$ 2,946,986
127	BO-17EL27	Template allocation	\$ 16,117	
127	BO-17888LK			\$ 16,117
049	BO-1788849	Move Larkspur template fund to Danielson MS		\$ 903,956
127	BO-17888LK		\$ 903,956	
905	BO-17NTRAN	Template allocation	\$ 2,000,000	
905	BO-17888NT			\$ 2,000,000
905	BO-17888NT	Allocate template funds to Danielson template	\$ 1,386,397	
049	BO-1788849			\$ 1,386,397
998	BO-17STADM	Move funds to Steiner HVAC	\$ 80,830	
107	BO-17SREMM			\$ 80,830
001	BO-17LHSAD	Template allocation	\$ 237,058	
001	BO-17888LH			\$ 237,058
Total			\$ 13,272,614	\$ 13,272,614

# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** 2021-2022 Elementary Attendance Zone Changes  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** Presentation

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## **Background Information:**

In February 2020, the Board of Trustees approved the Attendance Zoning Charter to be used for the development of proposed elementary attendance zones in preparation for the opening of Tarvin Elementary School in 2021-2022. In March, staff published its first scenario to the community and opened a ThoughtExchange survey for feedback. The survey was set to close at the end of Spring Break and staff would prepare to publish its next scenario. Due to the COVID-19 shutdown, this process was placed on hold in order for the district to focus on remote learning for our students. With the end of the 2019-2020 school year, the district began to prepare for the challenges it would face with the beginning of the 2020-2021 school year and continued to hold on the elementary attendance zoning process.

In order to give potentially affected families time to prepare for elementary zone changes, we intend to start the process again in October after receiving the 2020 demographic update from Population and Survey Analysts. Jimmy Disler and Corey Ryan will present information regarding this process.

Please contact Jimmy Disler with any questions.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



## 2021-2022 Elementary Attendance Zone Changes

September 17, 2020

### PRESENTED BY:

Corey Ryan, Chief Communications Officer  
Jimmy Disler, Chief Facilities Officer



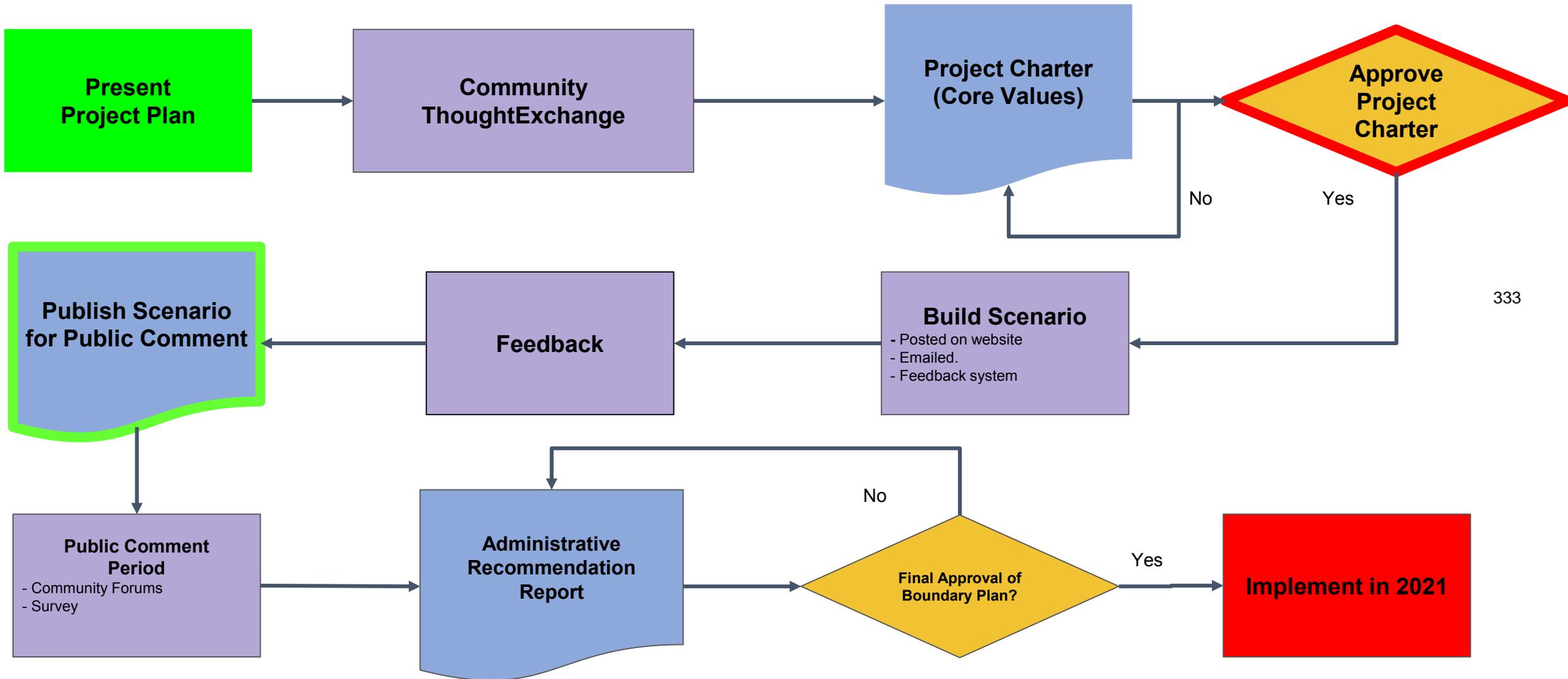
Schools	Practical Capacity	2020	2021	2022	2023	2024
Akin	800	975	1,027	1,072	1,159	1,235
Camacho	800	1,008	1,045	1,072	1,132	1,178
Larkspur	800	716	859	994	1,092	1,154
Mason	802	775	833	903	1,001	1,083
Parkside	871	1,025	1,057	1,106	1,164	1,232
Plain	848	824	967	1,115	1,251	1,400
Pleasant Hill	848	779	863	970	1,095	1,208
Rutledge	848	1,008	1,065	1,087	1,110	1,110
Whitestone	729	807	841	883	900	915

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\* This data will be updated once new projections are received following the 2020 demographic update

# Elementary School Utilization Forecast

**SOURCE:** 2019 Demographic Update from PASA, does not include transfers  
 List only includes campuses projected to exceed 120% of practical capacity in the next 5 years.  
 Indicates school at 120% utilization or higher (enrollment/capacity).



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# Attendance Zoning Process

# Charter and Community Feedback

- January - March 2020 Board meetings, presentations, and Thoughtexchange survey.
- Top themes: school size, minimize change, proximity



## Purpose

**General Description:**

Recommend attendance zone boundaries for elementary schools beginning with the 2021-2022 school year with the opening of Nancy Tarvin Elementary School, (Elementary 28).

**Expected Results:**

Develop and recommend a detailed attendance zone plan for elementary schools beginning in 2021-2022.

**Scenario Development Criteria for Regular Zoning: (in order of priority from community feedback)**

Theme	Description
1. School Size	relieve overcrowding; reduce class size; reduce student to teacher ratio
1. Proximity	geography; closeness to school; keeping neighborhoods together
3. Minimize Change	want students to remain at the school they're currently at; don't want to be rezoned multiple times; happy with the way things are, difficulty on students to change
4. Feeder Patterns	keep students together as they transition to the next level, not splitting an elementary school when going to middle school

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**Scenario Development Criteria for Bilingual Zoning: (in order of priority from community feedback)**

Theme	Description
1. Proximity	geography; closeness to school; keeping neighborhoods together
2. Feeder Patterns	keep students together as they transition to the next level, not splitting an elementary school when going to middle school
3. Minimize Change	want students to remain at the school they're currently at; don't want to be rezoned multiple times; happy with the way things are, difficulty on students to change
4. School Size	relieve overcrowding; reduce class size; reduce student to teacher ratio

**Operating Guidelines:**

1. Administrative staff will try to honor the priority criteria as close as possible, however there may be situations where criteria could conflict with another criteria's priority.
2. Scenario development criteria for regular zoning will take precedent over scenario development criteria for bilingual zoning.
3. Administrative staff will use the enrollment projections and other pertinent data provided by the district as a basis for developing the attendance boundary plan.
4. Administrative staff recommendation is not constrained by previous attendance zoning actions or guidelines.
5. Administrative staff recommendation is not constrained by the current attendance zone boundary lines.

**Sponsor:** Dr. Bruce Gearing

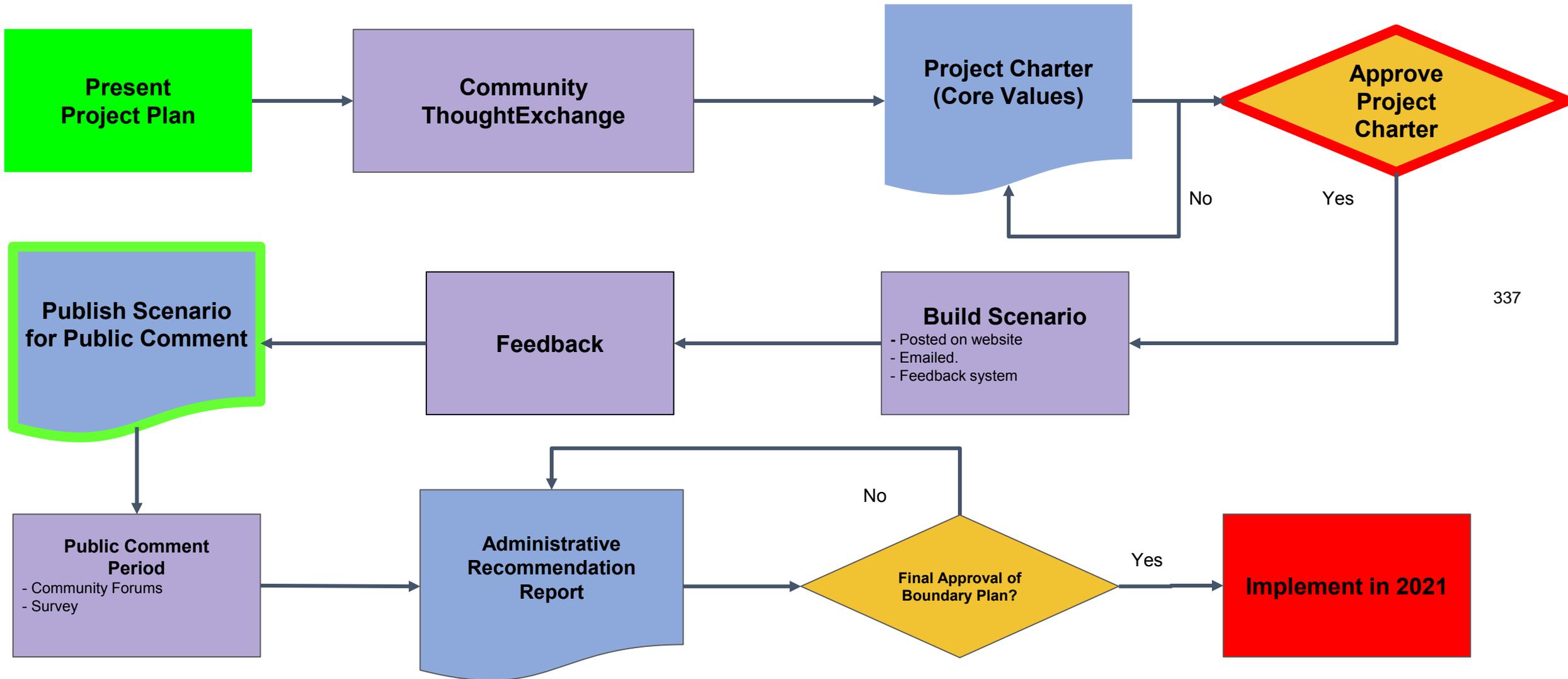
**Team Leader:** Jimmy Disler

**Staff Resources:** Corey Ryan, Marty O'Neill, Kristen Floyd, Daniel Cernero; Shannon Lombardo

- Present community feedback from the ThoughtExchange survey.
- Present zoning charter based on this feedback for board discussion and approval.



## Purpose



# Attendance Zoning Process

- Board Approved 2/20/2020
- Start process with public

<b>Sept 17 &amp; Sept 24, 2020</b>	<ul style="list-style-type: none"> <li>● Present Process and Timeline</li> </ul>
<b>Oct 15 - Nov 5, 2020</b>	<ul style="list-style-type: none"> <li>● Creation and Collecting Community Input on Scenarios</li> </ul>
<b>Nov 9 - Dec 18, 2020</b>	<ul style="list-style-type: none"> <li>● Host Minimum of 2 Public/Virtual Forums</li> <li>● Record Feedback</li> </ul>
<b>Jan 14 &amp; 28, 2020</b>	<ul style="list-style-type: none"> <li>● Present Administrative Recommendation Report</li> <li>● Board Discussion and Action*</li> </ul>

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\*If the Board makes a significant and sizeable change to the administrative recommendation, then the administration will re-open a public comment period on the new scenario.

# Proposed Fall 2020 Timeline

“Upon recommendation from the Superintendent, the Board shall adopt changes in the attendance zones when such changes are necessary. Every attempt shall be made to authorize and publicize such changes so that parents and students have time to prepare.”

## Policy: FC (Local)



# DISCUSSION

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Details at: [www.leanderisd.org/esaz](http://www.leanderisd.org/esaz)



# Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: September 17, 2020

Regular Meeting Date: September 24, 2020

**Agenda Item:** General Construction Update  
**Purpose:**  Action Requested  Discussion Item/Report  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** General Construction Update Presentation  
Construction Projects Status Update – September 2020

---

## **Background Information:**

Jimmy Disler will present information regarding current construction projects. Included in your packet is a status report for the 2017 Bond Projects that will also be uploaded to the district's website following the Board meeting.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# General Construction Update

September 17, 2020

# Tarvin Elementary School (ES 28)

*New Construction*

## ***Work happening in October***

- Continue concrete tilt-wall panel forming and pouring
- Continue raising tilt-wall panels
- Continue structural steel erection in appropriate areas

## **Construction Cost Summary**

Construction Budget: \$33,608,110

Approved GMP(s): \$31,642,088

Paid to Date: \$ 5,339,810



# Cedar Park MS

*HVAC Update – HVAC, lights, paint, carpet and Security Upgrades*

## ***Work happening in October***

- Phase 3 (final phase) expected to begin Summer 2021

## **Construction Cost Summary**

Construction Budget: \$13,954,188

Approved GMP(s): \$11,462,917

Paid to Date: \$8,808,111

# Steiner Ranch ES

*HVAC Update – HVAC, lights, paint, carpet and Security Upgrades*

## **Work happening in October**

- Phase 2 (final phase) expected to begin Summer 2021

## **Construction Cost Summary**

Construction Budget: \$8,200,000

Approved GMP(s): \$8,094,989

Paid to Date: \$3,741,387

# Discussion

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# STATUS OF 2017 BOND PROJECTS

## September 2020

CAMPUS	PROJECT DESCRIPTION	TOTAL APPROVED BOND BUDGET	2017 BOND AUTH SALE(S)	OTHER FUNDING SOURCE(S)	TOTAL EXPENSES PAID THROUGH 8/31/20	PROJECT & GMP STATUS (Legend Below)	SCHEDULED PROJECT YEAR OPENING
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	\$ 11,150,507	\$ 11,150,507	\$ 9,855,820	\$ 19,793,562	Complete	18/19 - 19/20
Cedar Park MS	HVAC Update	\$ 15,240,743	\$ 12,459,701		\$ 9,558,175	In Progress GMP 1 - 2/21/19	19/20 - 21/22
Larkspur ES (ES 27)	New construction	\$ 37,779,628	\$ 13,650,191	\$ 18,639,925	\$ 31,475,359	Complete	19/20
Giddens ES	HVAC Update and District Standard Traffic Gates	\$ 9,005,975	\$ 7,791,558		\$ 7,183,769	Complete	18/19 - 19/20
Glenn HS	Ag Facility	\$ 3,163,960	\$ 2,851,544		\$ 2,657,813	Complete	19/20
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ 4,947,836	\$ 4,919,335		\$ 4,734,289	Complete	18/19 - 20/21
Leander MS	HVAC Update, Classroom Addition	\$ 21,516,101	\$ 19,771,138	\$ 883,680	\$ 17,379,548	Complete	18/19 - 20/21
Mason ES	Play Area Renovation and District Standard Traffic Gates	\$ 603,560	\$ 603,560		\$ 440,317	Complete	18/19
Danielson MS (MS 9)	New construction	\$ 63,410,011	\$ 63,410,011		\$ 54,702,196	Complete	20/21
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	\$ 1,758,284	\$ 1,758,284		\$ 1,658,037	Complete	18/19
Vandegrift HS	Ag Facility	\$ 3,768,160	\$ 3,768,160		\$ 2,585,365	Complete	20/21
Vandegrift HS	Classroom Additions, Incubator Renovation	\$ 31,245,385	\$ 22,435,334		\$ 17,336,860	Complete	18/19 - 20/21
Vandegrift HS	Secondary Access Road	\$ 3,000,000	\$ 700,000		\$ 112,078	Pre-Design/Evaluating	Ongoing
Various	District Standard Traffic Gates - Bagdad ES, Block House ES, Cox ES, Cypress ES, Faubion ES, Knowles ES, Naumann ES and Whitestone ES	\$ 245,700	\$ 245,700		\$ 245,146	Complete	18/19
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations, Disaster Recovery Site	\$ 2,665,503	\$ 2,665,503		\$ 2,104,368	In Progress GMP 1 - 4/18/19 GMP 2 - 1/23/20	19/20
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ 893,000	\$ 560,346		\$ 248,766	In Progress	Ongoing
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	\$ 38,730,000	\$ 31,373,774		\$ 19,175,673	In Progress	Ongoing
Transportation	88 Replacement Buses; A/C Retrofit	\$ 10,200,000	\$ 10,200,000	\$ 35,080	\$ 9,542,115	In Progress	Ongoing
Transportation	North Satellite Transportation Center	\$ 17,800,000	\$ 17,594,629		\$ 15,442,438	Complete	19/20
Tarvin ES (ES 28)	New construction	\$ 40,862,445	\$ 40,862,445		\$ 7,062,041	In Progress GMP 1 - 4/23/20 GMP 2 - 5/21/20	21/22
ES 29	New construction	\$ 42,496,943	\$ 2,097,146			Not Available	22/23
ES 30	New construction (Design Only)	\$ 2,181,032				Not Available	23/24
HS 7	New construction (Design Only)	\$ 10,073,645				Not Available	21/22
Steiner ES	HVAC Update	\$ 8,857,136	\$ 5,125,000		\$ 4,438,277	In Progress GMP 1 - 2/27/20 GMP 2 - 4/23/20	20/21 - 21/22
Various	Campus Security Upgrades*	\$ 10,875,060	\$ 10,875,060		\$ 5,229,553	Complete	20/21
Land	Future ES (34, 35, 36, 37, 38, 39, 40), Future MS (11), Future HS (8)	\$ 61,934,386				Not Available	Ongoing
<b>TOTALS</b>		<b>\$ 454,405,000</b>	<b>\$ 286,868,926</b>	<b>\$ 29,414,505</b>	<b>\$ 233,105,747</b>		

**Not Available** - Project or construction has not yet started (not in pre-design/evaluating phase or land not under contract).  
**Pre-Design/Evaluating** - Internal planning with key stakeholders. Architectural/Engineering design has not yet begun and actual construction has not started.  
**In Design** - Architectural/Engineering design has begun or is ongoing, actual construction has not started.  
**In Progress** - Project or construction has begun or is ongoing.  
**Complete** - Project or construction has reached 100% completion.

*\*For safety and security items, specific project details and campus names are omitted from this report.*