



**Agenda Review Meeting Agenda
Thursday, February 20, 2020
Support Services Complex
1900 Cougar Country Dr
Cedar Park, 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, February 27, 2020. The only action expected at this meeting is on noted items under the "Action Pursuant to Closed Session" section of the agenda. Agenda items do not have to be taken in the order shown.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on February 14, 2020 at 4:30 PM.

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

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY** *(to be held at the February 27 Regular Board meeting)*
 - A. Pledge of Allegiance
 - B. Moment of Silence
3. **RECOGNITION** *(to be held at the February 27 Regular Board meeting)*
 - A. TMEA All State Choir - Cedar Park HS, Leander HS, Rouse HS, Vandegrift HS, Vista Ridge HS
 - B. TMEA All State Band - Glenn HS, Cedar Park, HS, Leander HS, Rouse HS, Vandegrift HS, Vista Ridge HS
 - C. 2019 Sudler's Shield Award - Vandegrift HS Band
 - D. State Powerlifting - Leander Lazars
 - E. NJROTC State Champion Marksmanship Team
 - F. UIL State Spirit Competition Medalist - Vandegrift HS Cheer
 - G. TASBO Meritorious Budget Award - Finance Department
4. **CITIZEN COMMENTS** *(Approximately 6:20 PM)*

Individuals wishing to address the Board of Trustees must sign up in person, between 5:30 and 6:15 PM, prior to the start of the meeting.
5. **COMMUNICATIONS / ANNOUNCEMENTS**
 - A. Superintendent Remarks
 - B. Board Member Remarks
6. **PUBLIC HEARING** *(to be conducted at the Regular Board meeting on February 27)*
 - A. Texas Academic Performance Report (TAPR) and Public Hearing 4
7. **CONSENT AGENDA** *(Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on February 27.)*
 - A. Consider Approval of Board Meeting Minutes 16
 - B. Consider Approval of Class Size Waivers 25
8. **CLOSED SESSION**
 - A. Texas Government Code 551.071: consultation with attorney regarding, pending or 1

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:	
1. Assistant Superintendent Pathways and Innovation	
2. Executive Director of Special Programs and Services	
D. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
9. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Approval of Teacher Contracts (<i>for action on February 20 & 27</i>)	
B. Consider Approval of Administrator Contracts (<i>for action on February 20 & 27</i>)	
C. Consider Approval of Employment of: (for action at the Regular Board meeting on February 27)	
1. Assistant Superintendent Pathways and Innovation	
2. Executive Director of Special Programs and Services	
10. ACTION ITEMS (<i>Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on February 27.</i>)	
A. STUDENT EXPERIENCE	
1. Consider Approval of Middle School and High School Course Catalogs	26
B. GOVERNANCE	
1. Consider Approval of Section F Policy Review and Update	49
C. OPERATIONS	
1. Consider Approval of External Auditor	100
2. Consider Approval of Early Release of Critical Positions	112
3. Consider Approval of Ten-Year Capital Renewal Plan (Major Maintenance Plan) and First Year Expenditure	114
4. Consider Approval of Guaranteed Maximum Price (GMP) #1 for Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS	229
5. Consider Approval of Job Order Contract-Guaranteed Maximum Price (JOC-GMP) for Security Upgrades at Running Brushy MS, Stiles MS and Wiley MS	231
6. Consider Approval of Guaranteed Maximum Price (GMP) #1 for Security Upgrades at Glenn HS, Rouse HS, Leander Extended Opportunity (LEO) and New Hope High School	233
7. Consider Approval of Guaranteed Maximum Price (GMP) #1 for Steiner Ranch Elementary HVAC Update	235
8. Consider Approval of Attendance Zoning Charter for 2021-2022 Elementary Attendance Zone Changes	237
11. REPORTS AND DISCUSSION ITEMS	
A. STUDENT EXPERIENCE	
1. 2020-2021 Campus/Student Transfers	392
2. Teaching and Learning Department Report	393
3. Community Conversation Meetings Report	397
a. Feeder Pattern Meetings Update	
b. Equity Meetings Plan	
B. GOVERNANCE	
1. Internal Audit General Report	400
2. Legislative Priorities Discussion	409
3. 2020-2021 Board Training and Membership Plans	412

C. OPERATIONS	
1. Business and Finance Department	
a. Monthly Financial Report	414
b. Monthly Investment Report	418
c. Monthly Tax Collection Report	426
2. Facilities Department	
a. General Construction Update	435
12. ADJOURNMENT	

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

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Texas Academic Performance Report (TAPR) and Public Hearing
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Brenda Cruz
Attachments: Texas Academic Performance Report (TAPR) Presentation

Background Information:

The annual Texas Academic Performance Report (TAPR) presentation will be shared at the February 27th Board Meeting by Brenda Cruz, Director of State Assessment and Academic Measures. The presentation will be immediately followed by a public hearing as required by state policy.

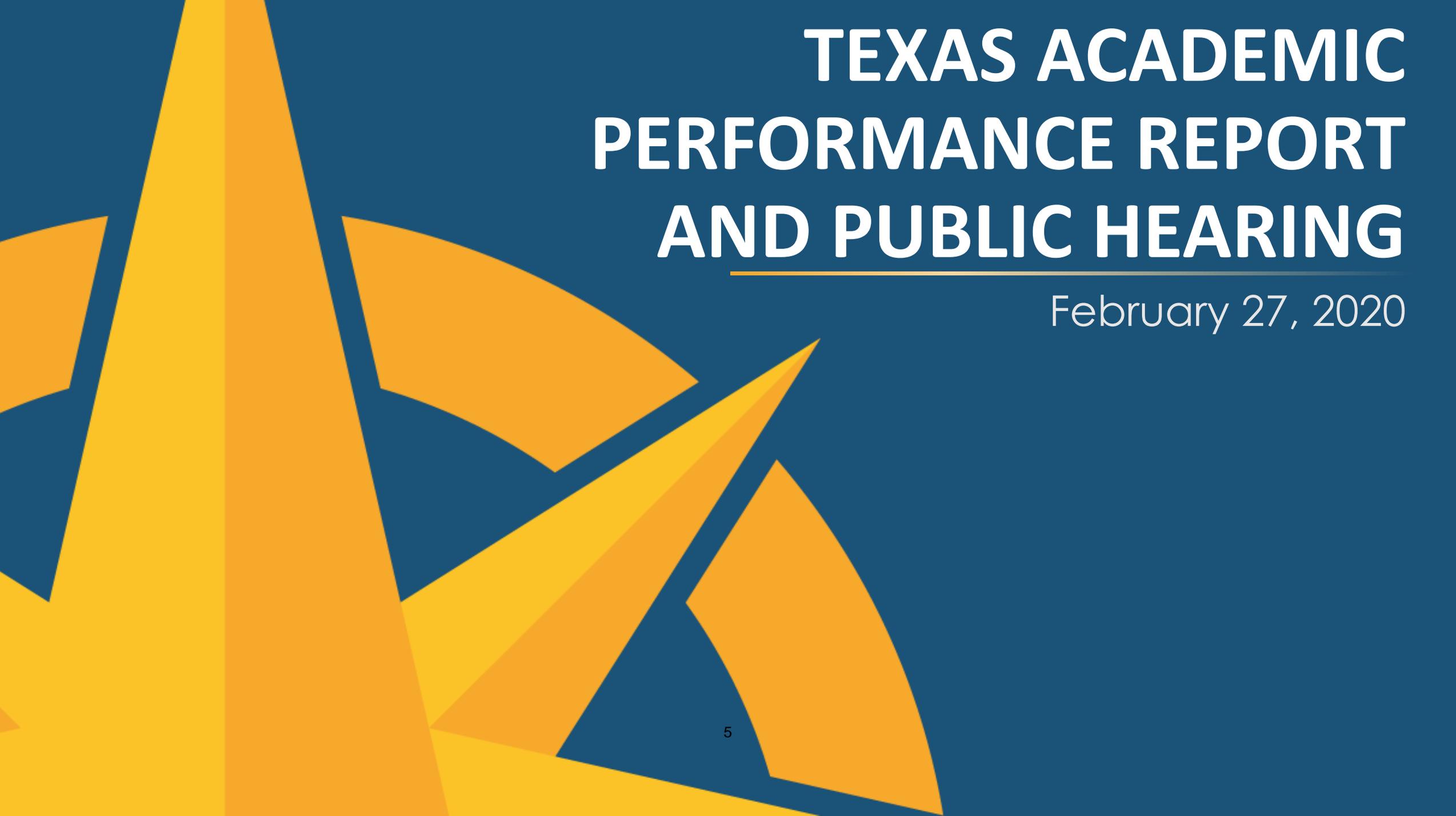
All resources on the TAPR can be found at this [link](#) on our website.

Administrative Recommendation:

N/A

Sample Motion:

N/A



TEXAS ACADEMIC PERFORMANCE REPORT AND PUBLIC HEARING

February 27, 2020

PURPOSE

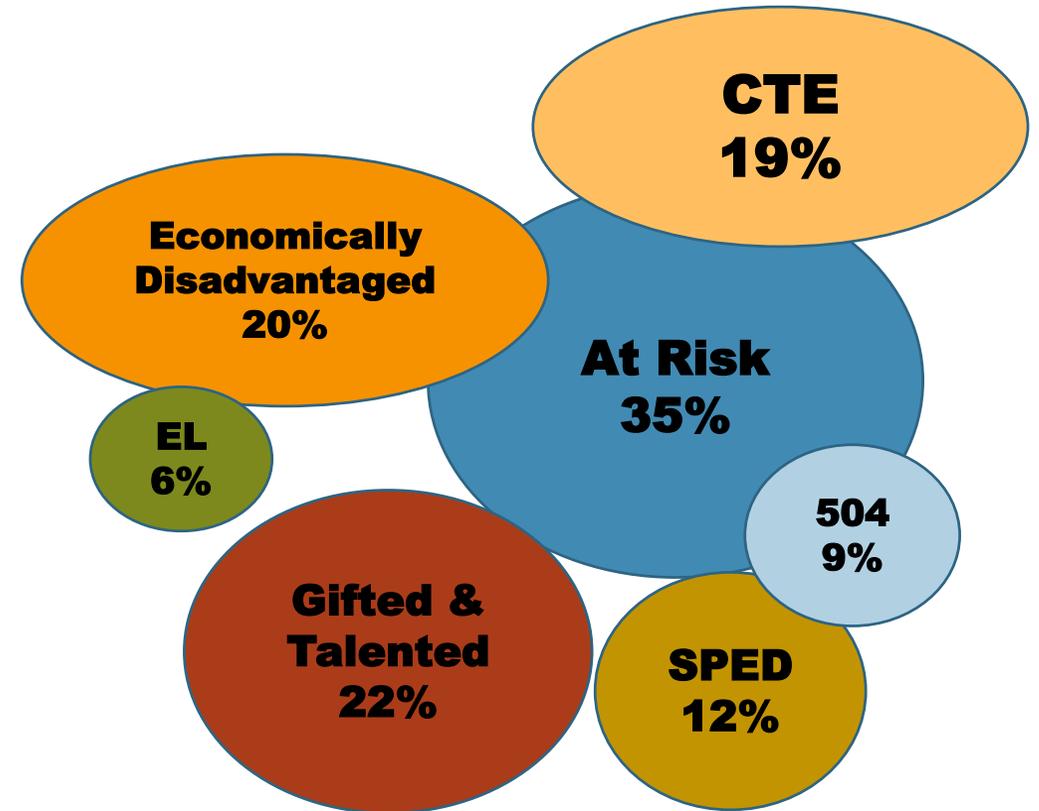
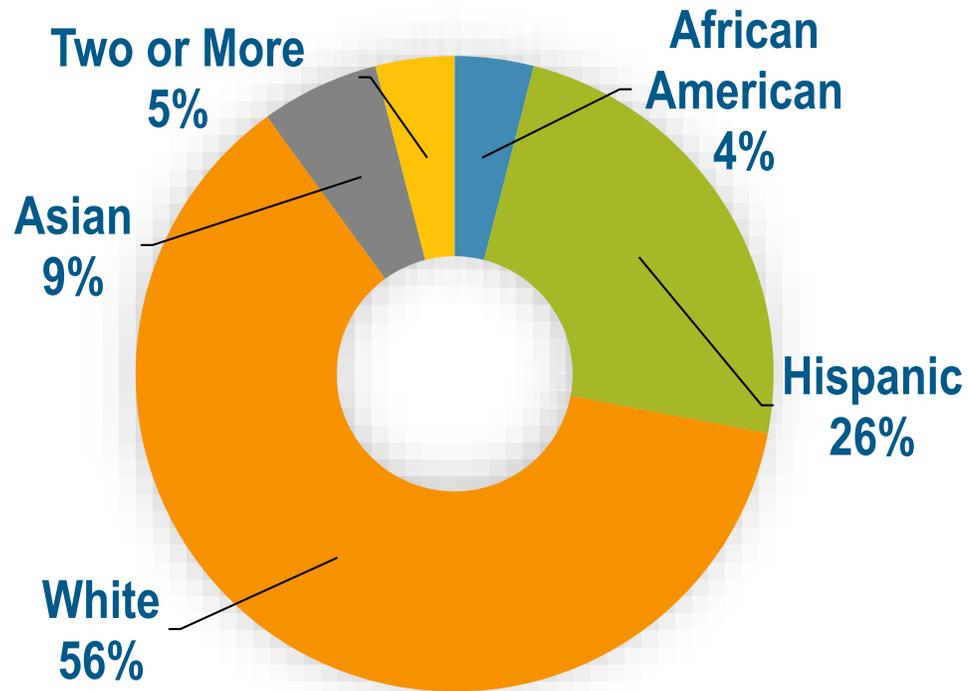
- Review and summarize the annual **2018-2019 Texas Academic Performance Report (TAPR)**
- Meet the requirements of TEC 39.306 which states:
 - the district's Board of Trustees must publish an annual report and
 - hold a public hearing

The annual report must include:

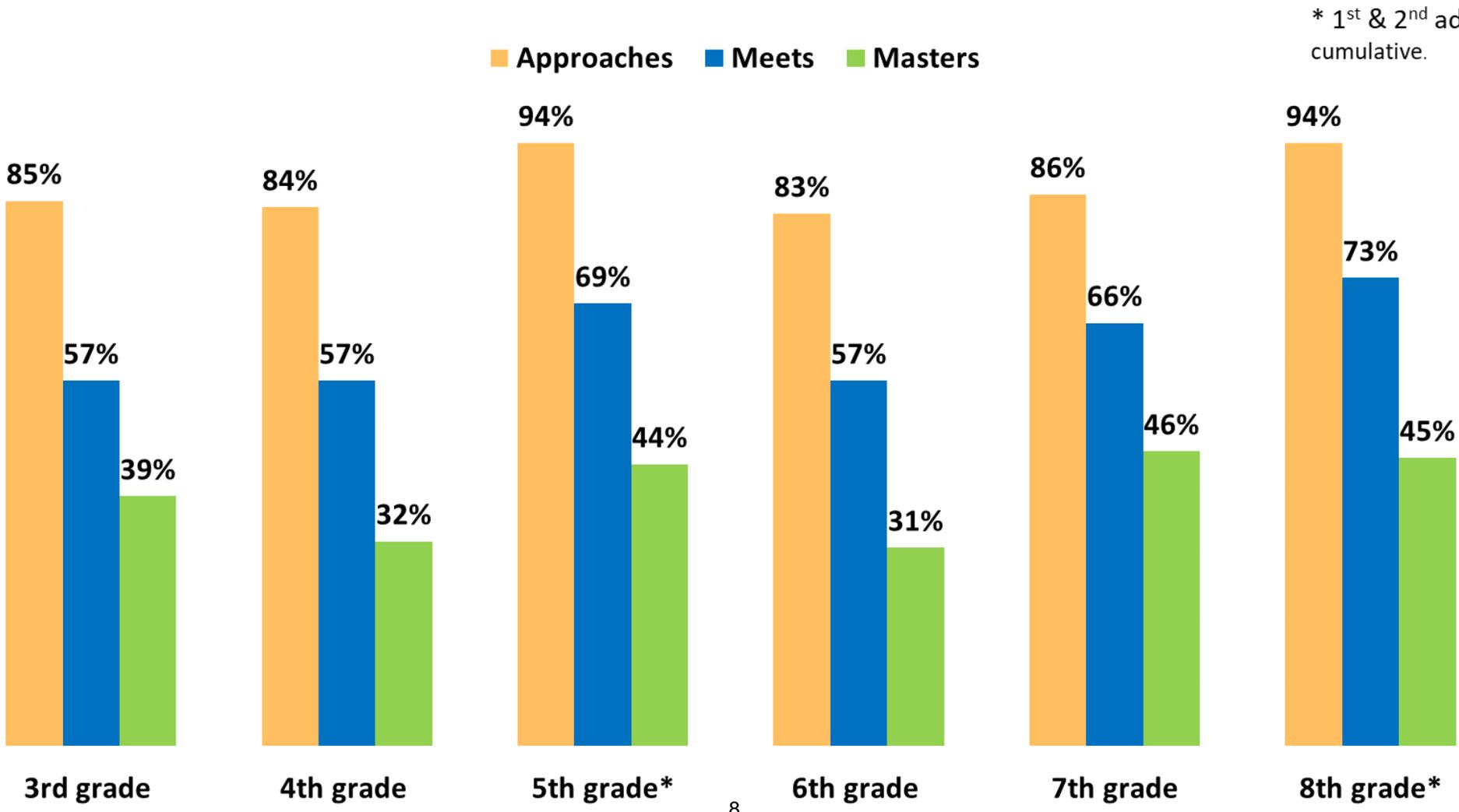
- Texas Academic Performance Report - [LISD report](#)
- District Accountability Rating - B
- Distinction Designation and Campus Ratings - [TXschools.gov](#)
- PEIMS Financial Standard Report - [2017-18 PEIMS Financial Report](#)
- District Current Special Education Compliance Status - Meets Requirements
- Campus and District Improvement Plans - [LISD Improvement Plans](#)
- Report of Violent or Criminal Incidents – available at the district administration office
- Report from the Texas Higher Education Coordinating Board (THECB) which reports student performance during the first year of enrollment in a postsecondary institution (TEC 51.403) - [THECB](#)

2018-2019 TAPR DISTRICT STUDENT PROFILE

Total Students: 39,939
(+1,003 students from 2017-18)



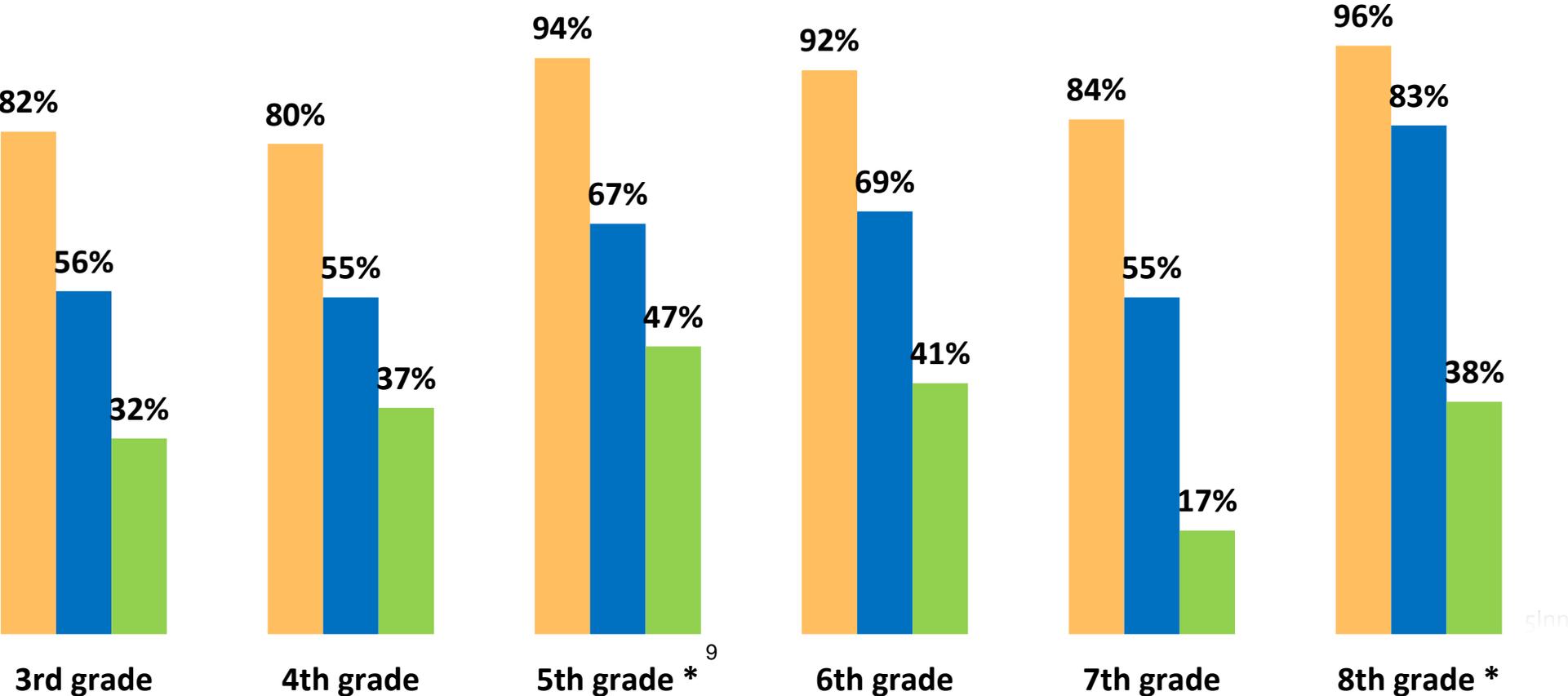
READING 2019 STAAR PERFORMANCE: ELEMENTARY AND MIDDLE SCHOOL



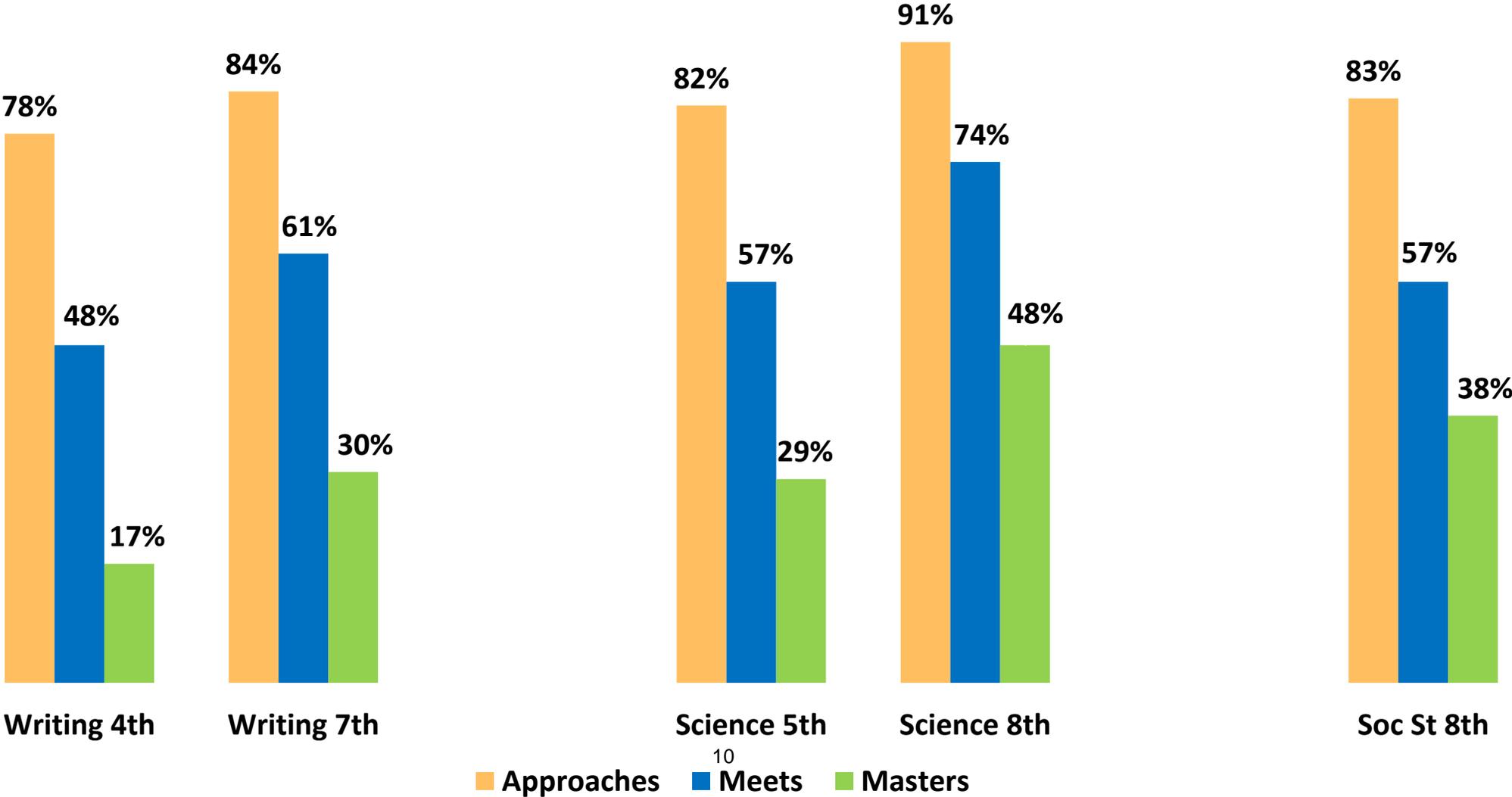
MATH 2019 STAAR PERFORMANCE: ELEMENTARY AND MIDDLE SCHOOL

Approaches Meets Masters

* 1st & 2nd admin. cumulative.



2019 STAAR PERFORMANCE



2019 STAAR PERFORMANCE: END OF COURSE

	Approaches	Meets	Masters
English I	85%	77%	4%
English II	82%	69%	16%
Algebra I	90%	76%	18%
Biology	95%	81%	48%
US History	97%	86%	59%

Any student who utilized a qualifying substitute assessment (PSAT, SAT, ACT) score, in place of the STAAR test, received acknowledgement at the Meets level by the state for 2018-2019.

GRADUATES



LISD		Graduation Class of 2018 Cohort 2014-2015 (4 yr.)	Cohort 2013-2014 (5 yr.)
Graduated	Received diploma in/by Aug. 2018	98.8%	98.7%
Received TxCHSE (Texas Certificate of High School Equivalency)	Received TxCHSE in/by Aug. 2018	0.4%	0.6%
Continued HS	Still enrolled in fall of 2018-2019	0.6%	0.2%
Dropped Out	Dropped out and did not return in fall 2018-2019	0.2%	0.5%

ACCESSING THE REPORT

The entire LISD Annual Report and the campus reports are available on the LISD website and on the Texas Education Agency website.

Additionally, a paper copy of each may be accessed at the district administration office or at the applicable campus.

Texas Academic Performance Report for LISD and each campus:

https://www.leanderisd.org/departments/assessment_and_accountability

Please contact the Assessment and Academic Measures office with any questions:

Brenda Cruz: Brenda.Cruz@leanderisd.org

Deb Jacobson: Deb.Jacobson@leanderisd.org

Emily Gray: Emily.Gray@leanderisd.org

PUBLIC HEARING

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Board Meeting Minutes
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Bruce Gearing
Attachments: 01-14-20 Team of 8 Meeting Minutes
01-16-20 Agenda Review Meeting Minutes
01-23-20 Regular Board Meeting Minutes

Background Information:

The January 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 Team of 8 Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Tuesday, January 14, 2020, beginning at 6:05 PM in the Support Services Complex, 1900 Cougar Country Drive, Cedar Park, TX 78613. The following members were present: Trish Bode, Aaron Johnson, Grace Barber-Jordan, Gloria Gonzales-Dholakia, Elexis Grimes and Pamela Waggoner. Jim MacKay was absent.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. CITIZEN COMMENTS

No one chose to address the Board.

3. DISCUSSION ITEMS

A. Superintendent Evaluation Process

B. Board Operating Procedures - Communication and Social Media

4. CLOSED SESSION

The Board did not go into closed session.

5. ADJOURNMENT

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

Time: 9:54 PM

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 Agenda Review Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, January 16, 2020, beginning at 6:20 PM in the Support Services Complex, 1900 Cougar Country Dr., Cedar Park, TX 78613. The following members were present: Trish Bode, Aaron Johnson, Grace Barber-Jordan, Gloria Gonzales-Dholakia, Elexis Grimes, Jim MacKay and Pamela Waggoner.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. OPENING CEREMONY

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

3. RECOGNITION *(to be held at the January 23 Regular Board meeting)*

- A. Lighthouse School of Academic Distinction - Rutledge Elementary

4. CITIZEN COMMENTS

No one chose to address the Board of Trustees.

5. COMMUNICATIONS / ANNOUNCEMENTS

- A. Superintendent Remarks
- B. Board Member Remarks

Mrs. Bode recognized Region 13 for leading the recent Team of 8 meeting and also mentioned the recent TASB Grassroot meeting for which she shared legislative information.

Mr. MacKay apologized for not attending the Tuesday, January 14, 2020 Team of 8 Meeting and acknowledged the effort of staff. Mr. MacKay also shared details about his military mobilization orders and made a public statement that it is his intent to see his term through to its completion.

Mrs. Grimes shared that she attended the School Safety Summit and would be sharing information with the Board.

6. REPORTS AND DISCUSSION ITEMS

A. STUDENT EXPERIENCE

- 1. Bell Schedule Committee and Triple Tier Bus System

B. GOVERNANCE

1. District Goals Discussion
2. Community Conversations Plan Discussion
3. Policy Review Plan
4. Board Meeting Setup
5. Legislative Priorities Discussion

C. OPERATIONS

1. Business and Finance Department
 - a. Monthly Financial Report
 - b. Monthly Tax Collection Report
2. School Community Relations Department Report
3. Facilities Department
 - a. Ten-Year Capital Renewal Plan Report (Major Maintenance Plan)
 - b. Food Service Annual Report
 - c. Attendance Zoning Planning
 - d. General Construction Update

7. **CONSENT AGENDA** (*Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on January 23.*)

- A. Consider Approval of Minutes of Regular and Called Meetings
- B. Consider Approval of First Quarterly Budget Amendment
- C. Consider Approval of Class Size Waivers
- D. Consider Approval of New Course Proposal
- E. Consider Approval of Architectural and Engineering Services Selection for the 2019 Building Program
- F. Consider Approval of Construction Manager at Risk Services Selection for the 2019 Building Program
- G. Consider Approval of Guaranteed Maximum Price (GMP) #2 for Vista Ridge HS Disaster Recovery Site

8. **ACTION ITEMS** (*Items for discussion only at the Agenda Review meeting and discussion/possible action at the Regular Board meeting on January 23.*)

A. STUDENT EXPERIENCE

- 1. Consider Approval of Full-Day Prekindergarten TEA Waiver for 2019-2020
- 2. Consider Approval of Full-Day Prekindergarten Plan for 2020-2021 Implementation

B. GOVERNANCE

- 1. Consider Approval of TASB Initiated Localized Board Policy Update 113 and 114 - Second Reading
- 2. Consider Approval of District Initiated Update to Policy DCB (Local) - Second Reading

C. OPERATIONS

- 1. Consider Approval of Comprehensive Annual Financial Report (CAFR)
- 2. Consider Approval of 2020-2021 Budget Assumptions-Parameters

9. CLOSED SESSION

The Board of Trustees went into closed session at 12:39 AM on January 17, 2020 after the president announced the right to do so under Texas Government Codes 551.071, 551.074, and 551.0821

The Board returned to open session at 12:49 AM.

10. ACTION PURSUANT TO CLOSED SESSION

Motion made by Mrs. Waggoner, 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 2019-20 school year. Motion passed unanimously.

Motion made by Mrs. Waggoner, 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 2019-20 school year. Motion passed unanimously.

11. ADJOURNMENT

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

Time: 12:50 PM

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

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, January 23, 2020, beginning at 6:18 PM in the LEO Conference Center, 300 S. West Drive, Leander, TX 78641. The following members were present: Trish Bode, Aaron Johnson, Grace Barber-Jordan, Gloria Gonzales-Dholakia, Elexis Grimes, Jim MacKay and Pamela Waggoner.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. OPENING CEREMONY

A. Pledge of Allegiance

Cadet Chief Petty Officer Michael Rodriguez of the *Lone Star Company* Navy Junior ROTC at Vista Ridge High School will lead the Pledge of Allegiance.

B. Moment of Silence

3. RECOGNITION

A. Lighthouse School of Academic Distinction - Rutledge Elementary

4. CITIZEN COMMENTS

Eight citizens chose to address the Board regarding Pre-K, PTA, CPHS track and field limitations, and listening to community voices.

5. COMMUNICATIONS / ANNOUNCEMENTS

A. Superintendent Remarks

B. Board Member Remarks

Mrs. Gonzales-Dholakia shared remarks about Martin Luther King, Jr. and representing our black and historically underserved community. She encouraged our fellow board members and community to ask how we are using our voice to spread his message.

Mr. MacKay acknowledged our Boy Scouts in the audience and thanked them for attending. He also announced the LHS Air Force JROTC chili fest and car show on March 1, 2020.

6. CONSENT AGENDA

A. Consider Approval of Minutes of Regular and Called Meetings

- B. Consider Approval of First Quarterly Budget Amendment
- C. Consider Approval of Class Size Waivers
- D. Consider Approval of New Course Proposal
- E. Consider Approval of Architectural and Engineering Services Selection for the 2019 Building Program
- F. Consider Approval of Construction Manager at Risk Services Selection for the 2019 Building Program
- G. Consider Approval of Guaranteed Maximum Price (GMP) #2 for Vista Ridge HS Disaster Recovery Site
- H. Consider Approval of Full-Day Prekindergarten TEA Waiver for 2019-2020

Motion by Mrs. Waggoner, seconded by Mr. MacKay, to accept the Consent Agenda as presented. Motion passed unanimously.

7. ACTION ITEMS

A. STUDENT EXPERIENCE

1. Consider Approval of Full-Day Prekindergarten Plan for 2020-2021 Implementation

Motion made by Mrs. Gonzales-Dholakia, seconded by Mrs. Grimes, to approve the administration to move forward with the Full-Day Prekindergarten plan for the 2020-2021 school year. Motion passed with five in favor, one opposed and one abstained.

B. GOVERNANCE

1. Consider Approval of TASB Initiated Localized Board Policy Update 113 and 114 - Second Reading

Motion made by Mr. Johnson, seconded by Mr. MacKay, to adopt local board policy updates 113 and 114 as presented. Motion passed unanimously.

2. Consider Approval of District Initiated Update to Policy DCB (Local) - Second Reading

Motion made by Mr. Johnson, seconded by Mr. MacKay, to adopt board policy DCB (Local) as presented. Motion passed unanimously.

3. Consider Approval of Superintendent Evaluation Instrument and Process

Motion made by Mr. MacKay, seconded by Mrs. Gonzales-Dholakia, to approve the Superintendent evaluation instrument and process as presented.

Motion made by Mrs. Waggoner, seconded by Mrs. Gonzales-Dholakia, to amend the motion on the table to align community accountability and the strategic plan in parts one and two and to add I&S, the debt management strategy, to discussions on budget. Motion passed unanimously.

Second motion to amend made by Mrs. Barber-Jordan, seconded by Mrs. Waggoner, to change wording under Culture/Vision/Strategic Plan to "Work with the board to establish a clear vision...". Motion passed five in favor, one opposed and one abstained.

The amended motion passed with six in favor and one opposed.

C. OPERATIONS

1. Consider Approval of Comprehensive Annual Financial Report (CAFR)

Motion made by Mr. Johnson, seconded by Mr. MacKay to approve the 2018-19 comprehensive annual financial report as presented. Motion passed unanimously.

2. Consider Approval of 2020-2021 Budget Assumptions-Parameters

Motion made by Mrs. Grimes, seconded by Mr. MacKay, to approve the budget parameters to be used in preparing the preliminary 2020-2021 budget as presented. Motion passed unanimously.

8. REPORTS AND DISCUSSION ITEMS

A. STUDENT EXPERIENCE

1. Bell Schedule Committee and Triple Tier Bus System

B. GOVERNANCE

1. District Goals Discussion
2. Community Conversations Plan Discussion
3. Policy Review Plan
4. Board Meeting Setup
5. Legislative Priorities Discussion

C. OPERATIONS

1. Business and Finance Department
 - a. Monthly Financial Report
 - b. Monthly Tax Collection Report
2. School Community Relations Department Report
3. Facilities Department
 - a. Ten-Year Capital Renewal Plan Report (Major Maintenance Plan)
 - b. Food Service Annual Report
 - c. Attendance Zoning Planning
 - d. General Construction Update

9. CLOSED SESSION

The Board of Trustees went into closed session at 10:30 PM after the President announced the right to do so under Texas Government Code 551.071, 551.074 and 551.0821.

The Board returned to open session at 11:39 PM.

10. ACTION PURSUANT TO CLOSED SESSION

Motion made by Mrs. Grimes, seconded by Mr. MacKay, to approve 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 2019-20 school year. Motion passed unanimously.

11. ADJOURNMENT

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

Time: 11:40 PM

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: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Class Size Waivers
Purpose: Action Requested This Month 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

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.

Information on classes exceeding the 22:1 ratio as of 2/17/20 in K-4 sections will be available for the February 27 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: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Middle School and High School Course Catalogs
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Matt Bentz
Attachments: Middle School Course Catalog

Background Information:

The administration has updated the middle school and high school course catalogs for the 2020-2021 school year. LISD has had a high school course catalog for students to reference as they make course selections for many years. Last year was the first year that a middle school course catalog was compiled for students entering grades 6, 7, and 8 to reference while making course selections. Both catalogs are being presented for your review and approval.

Click [HERE](#) to access the high school course catalog and the middle school course catalog is included as an attachment.

Administrative Recommendation:

The administration recommends that the Board approve the 2020-2021 Middle School and High School course catalogs as presented.

Sample Motion:

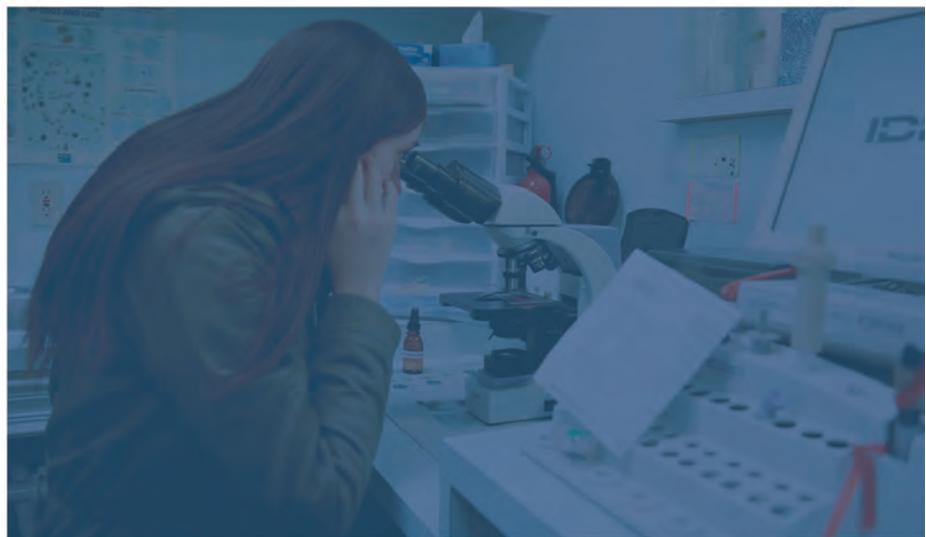
I move that the Board approve the 2020-2021 Middle School and High School course catalogs as presented.



LEANDER  **ISD**

MIDDLE SCHOOL COURSE CATALOG

Educational Planning Guide 2020-2021



GRADUATE PROFILE

Leander ISD students are well prepared to enrich our world and excel in a global society. Each student is challenged, encouraged, and supported to achieve the highest level of knowledge, skills and character.

IN ORDER TO ACCOMPLISH THIS VISION, WE MUST ENSURE:

- Students are academically prepared for college, career, and life and equipped to achieve their highest potential.
- Students understand the importance of positive interactions with others as a foundation for living successful lives.
- Students communicate and collaborate effectively.
- Students possess the aptitude, attitude, and skills necessary for the continuous pursuit of knowledge throughout life.
- Students apply their unique talents for personal growth and fulfillment.
- Students are active contributors in the community and prepared to participate in our global society.



Leander Middle School
410 S. West Drive, Leander, TX 78641
512-570-3200



Wiley Middle School
1526 Raider Way, Leander, TX 78641
512-570-3600



Cedar Park Middle School
2100 Sun Chase Blvd., Cedar Park, TX 78613
512-570-3100



Four Points Middle School
9700 McNeil Drive, Austin, TX 78750
512-570-3700



Running Brushy Middle School
2302 N. Lakeline Blvd., Cedar Park, TX 78613
512-570-3300



Stiles Middle School
3250 Barely Road, Leander, TX 78641
512-570-3800



Henry Middle School
100 N. Vista Ridge Blvd., Cedar Park, TX 78613
512-570-3400



Danielson Middle School
1061 Collaborative Way, Leander, TX 78641
512-570-3900



Canyon Ridge Middle School
12601 Country Trails, Austin, TX 78732
512-570-3500

WELCOME TO LEANDER ISD

Dear Parents and Students:

In Leander ISD, our goal is to empower students to reach their academic potential to create a globally competitive work force. Our district prides itself on providing an academically rigorous and challenging program for all students. Middle school is an excellent time to try new courses and develop new skills in preparation for your future.

This middle school course catalog is designed to help you make meaningful decisions regarding course selections for the coming school year. Included in this catalog are promotion requirements, course offerings, prerequisites, and course descriptions. Please use the information provided to guide you in your course selection and academic planning.

If you have additional questions, please contact your student's teachers or school counselor. Changes in course selections are best made in the late spring so that planning for the next school year can be accomplished efficiently as course selections determine how the master schedule is developed. The faculty and staff of Leander ISD look forward to the coming year of opportunities and remain committed to excellence for all students.

Sincerely,

Matt Bentz, Ed.D.
Chief Academic Officer
Leander Independent School District

It is the policy of Leander ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its career and technology education programs, services, or activities. Leander ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Es norma de Leander ISD de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales. Leander ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión o participación en todos los programas educativos y vocacionales.

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General Program Information

The information below is designed to provide students and parents with information about courses available to students in Leander ISD middle schools. The information contained in this guide is subject to change based on changes made by the Texas Legislature and/or Texas Education Administration rulings. The Texas Essential Knowledge and Skills (TEKS) identify what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the minimum curriculum for all Texas schools.

Advanced Academics

In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness for courses that are designated with “Pre-AP, QUEST, or PACE” in the course name at the middle school. For students at the middle school level taking high school credit courses, criteria reviewed for a particular course may include the analysis of previous course grades, analysis of district assessment, and student desire. Please contact the campus counseling office for information regarding criteria for specific courses.

PACE/Pre-AP Mathematics

Leander ISD’s middle school PACE (Programs for Advancement, Challenge and Enrichment) and Pre-AP (Preparation for Advanced Placement) Mathematics programs are designed to meet the needs of students who excel in mathematics. The purpose of the Leander ISD Middle School PACE/Pre-AP Mathematics program is to challenge students in the area of mathematics and to prepare them for success in upper level mathematics classes. For additional information, see the [Middle School PACE Math](#) page of the Leander ISD website.

Pre-AP English Language Arts

Leander ISD’s middle school Pre-AP (Preparation for Advanced Placement) English Language Arts program is designed to meet the needs of students who excel in language arts. The purpose of the program is to challenge students in the area of language arts and to prepare them for success in high school advanced courses. Students in Pre-AP English Language Arts receive instruction in the grade level curriculum that provides a greater depth and complexity, meeting these students’ need for academic challenge. Students are expected to have a higher commitment to the rigor of the enriched curriculum requirements.

Pre-AP Social Studies - 8th Grade

Leander ISD’s middle school Pre-AP (Preparation for Advanced Placement) Social Studies program is designed to meet the needs of students who excel in social studies. The purpose of the program is to challenge students in the area of social studies and to prepare them for success in high school advanced courses. Students in Pre-AP Social Studies receive instruction in the grade level curriculum that provides a greater depth and complexity, meeting these students’ need for academic challenge. Students are expected to have a higher commitment to the rigor of the enriched curriculum requirements.

QUEST - Gifted and Talented (GT)

QUEST is an acronym for Quality Utilization and Enrichment of Student Talents. Leander ISD’s QUEST-G/T program is designed to meet the needs of identified gifted students who have demonstrated above-average ability in the following area of giftedness as defined by the Texas State Plan for the Gifted: high general-intellectual ability at the 95th percentile. QUEST-G/T students have the opportunity to investigate topics of interest to them in greater depth and complexity through interdisciplinary, project-based units of study. QUEST-G/T services are available to Leander ISD students in the elementary through high school grades.

While students in grades K-12 may be nominated for QUEST-G/T services at any time by teachers, counselors, administrators, parents, self, or peers, QUEST-G/T testing is done during specific testing windows. Currently identified QUEST-G/T students do not need to be retested but are automatically placed into QUEST-G/T classes each year. Students who do not wish to continue with QUEST-G/T services, need to have their parents submit to the counseling office, for review by the district QUEST Placement Committee, a written request to “furlough” from QUEST-G/T services. Transfer students, previously enrolled in a G/T program, should submit G/T documentation and testing information to the school registrar for review by the district QUEST-G/T staff to determine appropriate placement. For additional information, see the [QUEST G/T](#) page of the Leander ISD website.

High School Courses Taken in Middle School

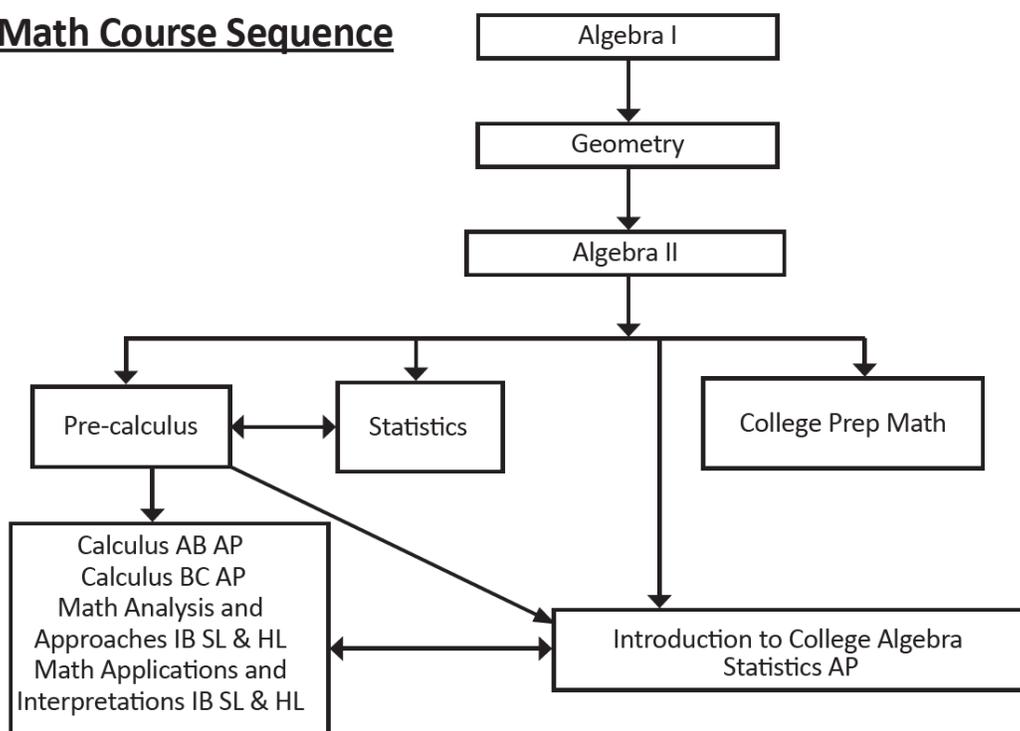
Leander ISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite Texas Essential Knowledge and Skills as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in middle school shall be reflected on the student’s academic achievement record (transcript), and the student will be awarded state graduation credit. Grades earned in high school courses taken in middle school will not be included in the student’s high school Grade Point Average (GPA).

Students who satisfactorily complete Algebra 1 and/or Geometry in middle school should plan to continue with higher-level mathematics courses in grades 9-12. (See Math Course Sequence chart below)

Some high school courses require a STAAR end of course (EOC) exam. If a student is enrolled in one of these courses, they will be required to take the exam. The following high school courses have a required EOC exam: English 1, English 2, Algebra 1, Biology and U.S. History. Students must pass all five EOC exams, or an approved substitute assessment, to be eligible for high school graduation.

Some middle school students seek opportunities to accelerate their math instruction. Each student and situation are unique; making the decision to accelerate at a young age may have implications beyond middle school. When deciding to accelerate, please consider the sequence of math courses available in high school. In Leander ISD, we believe all students should be enrolled in a math course during all four years of high school to be prepared for all options after graduation. Should a student complete Calculus BC and AP Statistics before grade 12, they may not have an available math course for their senior year. Please review the chart below for the recommended math course sequence and speak with your campus counselor when making these decisions.

Math Course Sequence



Credit by Examination for Acceleration

Examination for Acceleration (EA) allows students who, without prior instruction, have already mastered content and skills in a particular course, to receive credit for a course and advance to the next level. Students take a designated criterion-referenced test which covers the Texas Essential Knowledge and Skills and major learning for the course for which they wish credit. Leander ISD currently utilizes tests provided by The University of Texas UT High School.

EA registration forms are available through the campus counselor. The district provides four EA testing windows at no cost to students. Specific testing windows and registration deadlines for EA are posted on District and Campus websites. Parents and students may get additional information about EA from campus counselors.

Students must score 80 percent or higher on the Exam for Acceleration, although it is not used to determine grade point average (GPA). For courses with two semester tests, the student must score 80 percent on both semester exams and not an average of 80 percent. The campus will notify parents and students upon receiving results of the tests. Upon completion of an EA, students will be scheduled in the appropriate next level at the beginning of the following school year.

Off Campus Physical Education (PE)

To maintain compliance with the Texas Education Code (19 TAC Chapter 74) and provide training opportunities for Olympic quality athletes, Leander ISD offers students a waiver process for Off Campus PE programs. The waiver program is intended to provide the opportunity to protect the academic success of an elite Olympic or national caliber athlete and to avoid possible injury in a regular PE class that may compromise his/her continued participation in their off-campus program. OCPPE opportunities fall into two categories depending on the rigor and time required. See the category descriptions below. For additional information, including application deadlines, see the [Health and PE](#) page of the Leander ISD website or speak to your campus counselor.

Category 1

Private or commercially sponsored physical activity programs that lead to Olympic or national level participation and/or competition. These programs involve a minimum of fifteen (15) hours per week, not including competitions/performances, of highly intense, professionally supervised training. The training facility, instructors, and the activities involved in the program must be certified to be of exceptional quality by the superintendent or his/her designee. These hours must be Monday through Saturday. Students participating at this level may receive a maximum of one-half credit per semester. For students grades 9-12, a total of one credit may be earned toward state high school graduation requirements. Students qualifying and participating at this level may be dismissed from school one period per day for such participation per campus principal's approval. Students dismissed must not be permitted to miss any academic class (other than PE). Students should not be assigned another core or elective class to fill out a regular day in lieu of leaving campus for off-campus PE. Students may select the first or last period of the day, with approval from the campus counselor. Students who discontinue the off-campus Category 1 during a semester will be enrolled in a regular PE class for the remainder of the semester to complete the PE credit for that semester. It is anticipated that only a very limited number of students will qualify for this exceptional level of participation.

Category 2

Private or commercially sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well-supervised appropriately trained instructors, and must consist of a minimum of five (5) hours per school week (Monday through Saturday, not including competitions or performances). Students participating at this level may receive a maximum of one-half credit per semester. Students certified to participate at this level may not be dismissed from any part of the regular school day. They are not enrolled in a PE class, and must select an elective to replace that course. Students who discontinue the off-campus Category 2 during a semester will be enrolled in a regular PE class for the remainder of the year.

Requirements for Promotion to Next Grade

To meet the minimum requirements for promotion, a student must receive a yearly average of 70% or greater in three of the four required classes: language arts, math, science, and social studies. A student who receives a yearly average of 69% or less in two or more of these classes may be retained. Students who fail two or more core courses may be required to attend summer school to be promoted to the next grade level.

Each middle school student must take a full load of courses, which generally are composed of:

- language arts, math, science, and social studies
- one physical activity (required in grades 6 and 7)
- elective course(s)

Schedule Change Policy

It is very important that students and parents consider selecting appropriate courses. The choices students make during the course selection process determine the master schedule teacher assignments for each campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability.

Students and parents should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections. Schedule changes are the exception in Leander ISD and will only be considered for compelling educational circumstances. A schedule change may result in a student being moved to another academic team.

Core Academic Course Descriptions

English Language Arts

Grade 6 English Language Arts

Course 1601 or 1602 (Block)

Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Grade 6 English Language Arts Pre-AP

Course 1601PAP or 1602PAP (Block)

Grade 6 English Language Arts Pre-AP/QUEST

Course 1601PAQ or 1602PAQ (Block)

Sixth grade Pre-AP English Language Arts is an open enrollment course with no prerequisites. Pre-AP English Language Arts students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school Pre-AP/AP courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Grade 7 English Language Arts

Course 1701 or 1702 (Block)

Seventh grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Grade 7 English Language Arts Pre-AP

Course 1701PAP or 1702PAP (Block)

Grade 7 English Language Arts Pre-AP/QUEST

Course 1701PAQ or 1702PAQ (Block)

Seventh grade Pre-AP English Language Arts is an open enrollment course with no prerequisites. Pre-AP English Language Arts students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school Pre-AP/AP courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Grade 8 English Language Arts

Course 1801 or 1802 (Block)

Eighth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Grade 8 English Language Art Pre-AP**Course 1801PAP or 1802PAP (Block)****Grade 8 English Language Arts 8 Pre-AP/QUEST****Course 1801PAQ or 1802PAQ (Block)**

Eighth grade Pre-AP English Language Arts is an open enrollment course with no prerequisites. Pre-AP English Language Arts students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of high school Pre-AP/AP courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

Mathematics

Grade 6 Math**Course 2601 or 2602 (Block)**

The primary focal points of sixth grade math are all mathematical operations with integers, fractions, and decimals; rational number conversions; algebraic relationships and solving equations; proportional relationships in problem situations; constructing geometric formulas; statistics and graphical representations; and personal financial literacy. Students explore and apply these concepts through the use of problem solving models, tools and technology, multiple representation, communication and justification of ideas.

Grade 6 PACE Math Pre-AP**Course 2611 or 2612 (Block)**

Pre-requisite: All students successfully completing PACE math grade 5 or qualifying with the PACE Screener Test may enroll in this course.

The PACE/Pre-AP experience in grades 6 and 7 prepares students for Pre-AP Algebra in grade 8. The curriculum for the sixth grade PACE math class combines the content from both the 6th and 7th grade TEKS (Texas Essential Knowledge and Skills). Success in PACE/Pre-AP classes requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration in the area of mathematics.

Grade 7 Math**Course 2701 or 2702 (Block)**

The primary focal points of seventh grade math are all mathematical operations with positive and negative rational numbers; solving multi-step equations and inequalities; bridging two- and three- dimensional geometry; representation and application of proportionality; probability; statistical analysis; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas.

Grade 7 PACE Math Pre-AP**Course 2711 or 2712 (Block)**

Pre-requisite: All students successfully completing PACE math grade 6 or qualifying with the PACE Screener Test may enroll in this course.

The curriculum for the seventh grade PACE math class combines content from both the 7th and 8th grade TEKS (Texas Essential Knowledge and Skills), in preparation to take Pre-AP Algebra I in grade 8. Success in PACE/Pre-AP classes requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration in the area of mathematics.

Grade 8 Math

Course 2801 or 2802 (Block)

The primary focal points of eighth grade math are rational and irrational numbers; equations and inequalities with variables on both sides; applications of surface area and volume; attributes of linear relationships; transformational geometry; statistical procedures to describe data; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas.

Algebra 1 Pre-AP*

Course 2811 or 2812 (Block)

Prerequisite: Grade 8 math or equivalent

HS Credit

In Algebra I Pre-AP, students use symbols in a variety of ways to study relationships among quantities. Students use functions to represent and model problem situations and to analyze and interpret relationships. Equations arise as a way of asking and answering questions involving functional relationships. Students work in many situations to set up equations and use a variety of methods to solve these equations. Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology (including but not limited to handheld calculators with graphing capabilities), and model mathematical situations to solve meaningful problems. Curriculum also includes beginning strategies to prepare students to be successful in high school advanced placement classes. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.

Geometry Pre-AP*

Course 2821

Prerequisite: Algebra I or equivalent

HS Credit

Geometry Pre-AP consists of the study of shapes and figures and their attributes and properties, spatial reasoning, structure of mathematical systems, logical reasoning, congruence, similarity, and the use of geometric properties to solve problems.

Note: This course may not be offered on all middle school campuses. Transportation to a campus where the course is offered is not guaranteed and may need to be provided by parents.

*Students successfully completing Algebra I Pre-AP and Geometry Pre-AP at middle school will receive one high school mathematics credit for each course, but the course grades will not be averaged into the student's high school grade point average (GPA).

Science

Each interdisciplinary grade level in science has its own content focus, and all grade levels address the themes of matter and energy, force and motion, organisms and the environment, and earth and space science. Additionally, recurring science and engineering practices are embedded, including:

- asking questions and defining problems
- developing and using models
- planning and carrying out investigations
- analyzing and interpreting data
- using math and computational thinking
- constructing explanations and designing solutions
- engaging in an argument from evidence, and
- obtaining, evaluating and communicating information

Grade 6 Science**Course 3601**

This interdisciplinary science course has a primary focus on introductory physical science. Content includes the differences between elements and compounds, classifying matter physically, the relationship between force, motion, and energy and their relationships to potential and kinetic energy, Earth's energy, renewable and non-renewable resources, the Law of Conservation of Energy, Earth's structure, the rock cycle, plate tectonics, and the relationships between objects in our solar system.

Grade 7 Science**Course 3701**

This interdisciplinary science course has a primary focus on introductory life science. Content includes the interactions between matter and energy, the relationship among force, motion, and energy in living systems, classifying organisms into domains and kingdoms, the relationship between organisms and the environment, changes in populations and species over many generations, organization of living systems and their structures and functions, how living organisms maintain internal balance in response to external and internal stimuli, and the connection between reproduction and traits governed by genetic material.

Grade 8 Science**Course 3801**

This interdisciplinary science course has a primary focus on physical science. Content includes chemical and physical properties of matter, the effects of cyclical movements of the sun, earth, and moon, characteristics of the universe, natural events' impact on earth systems, climatic interactions among earth, ocean, and weather systems, and interdependence among living systems, the environment, and human activities.

Social Studies

Grade 6 Social Studies**Course 4601**

The focus of 6th grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions.

Grade 7 Social Studies**Course 4701**

The focus of 7th grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas.

Grade 8 Social Studies**Course 4801**

The focus of 8th grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of the United States.

Grade 8 Social Studies Pre-AP**Course 4801PAP**

Social Studies Grade 8 Pre-AP is an open enrollment course with no prerequisites. The curriculum is based on the Grade 8 Social Studies state standards, but emphasizes the critical thinking skills of analysis, evaluation and synthesis in preparation for Advanced Placement courses. Additional focus is placed on inquiry, interpretation of historical documents, analysis of data from written and visual sources, and the evaluation, application and presentation of information.

Elective Course Descriptions

Languages Other Than English

A proficiency exam is available for students who speak a language other than English (LOTE) and wish to receive credit for their language skills or advance to a higher-level language course. Spanish I is the only available LOTE class offered on middle school campuses.

Spanish I*

Course 5801

Grade 8

HS Credit

This class follows the same scope and sequence as all the Leander ISD high school Spanish I classes. Therefore, the rigor, pace, and expectations of this class will be consistent with those of high school. Spanish I introduces the four basic language skills: listening, reading, speaking, and writing. Students will learn vocabulary and grammatical structures through authentic sources necessary to communicate in everyday situations and will have the opportunity to apply the language through interpretive, interpersonal, and presentational activities. A variety of videos, student presentations, projects, and dramatizations will reinforce language skills and introduce various aspects of the Hispanic culture. Students are expected to take an active role in all communicative activities.

Spanish IV AP*

Course 5802

Grade 8

HS Credit

Prerequisite: Spanish III or test placement

Spanish IV AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication and engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course prepares the student for the AP Spanish Language and Culture Exam.

*Students successfully completing Spanish I and/or Spanish IV AP at middle school will receive one high school LOTE credit for each course, but the course grades will not be averaged into the student's high school grade point average (GPA).

French I*

Course 5803

Grade 8

HS Credit

French I introduces the basic language skills of viewing, showing, listening, speaking, reading and writing. French I stresses oral communication while learning basic grammar structures to reduce the risk of miscommunication. Elementary creative writing projects reinforce language skills and students will be expected to take an active role in all oral and written activities.

*Students successfully completing French I at middle school will receive one high school LOTE credit for each course, but the course grades will not be averaged into the student's high school grade point average (GPA).

Physical Activity

Texas Education Code 28.002 (1) requires students enrolled in grades 6, 7, and 8 to participate in moderate or vigorous physical activity for at least thirty minutes daily for at least four semesters as part of the district's physical education curriculum. All courses listed in this section satisfy the requirement. Dance, Dance Team and Cheerleading courses also satisfy the physical activity requirement. Dance course descriptions are found in the Fine Arts section.

Physical Education (PE) - Off Campus PE Grades 6-8

**Category 1 Course 7607
Category 2 Course 7708**

Students in 6th, 7th and 8th grade can apply for Off Campus PE (OCPE) by obtaining a student application from the counseling office. See the OCPE section of this course catalog for more information.

Lifetime Fitness (PE) Grade 6-8

**Course 7601 (B) & 7602 (G) (FY)
Course 7603 (G) & 7604 (B) (Sem)
Course 7701 (B) & 7702 (G) (FY)
Course 7704 (B) & 7705 (G) (Sem)**

Lifetime Fitness is a course designed to teach students the values of a healthy lifestyle. The students are exposed to a variety of team and individual sports as well as different health topics. The students will be evaluated using a fitness assessment test to help them take ownership of their individual fitness levels. The class will help students learn goal setting and the importance of good sportsmanship. The students supply their own workout clothes and appropriate workout shoes.

Cheerleading Grade 7-8

Course 7711

The middle school cheerleading program is a "no-cut" program open to all 7th and 8th grade students. Cheerleaders perform at all home football, volleyball, and basketball games. They also perform at pep rallies and support all other athletic teams. The members are required to attend daily practices which may be held before or after-school. Students must adhere to all rules and policies in the organization's constitution and by-laws.

Color Guard

Course 7703

Students in this class will learn the basics of flag, rifle, and dance skills. The guard will have the opportunity to perform at various functions including pep rallies and competitions. Color Guard is not offered on all middle school campuses.

Pre-Athletics Grade 6

**Course 7605 (B) & 7606 (G) (FY)
Course 7609 (B) & 7610 (G) (Sem)**

Pre-Athletics is designed for 6th grade students who have a desire to participate in the athletic program in 7th grade. It meets all the requirements of a PE class, plus provides advanced curriculum and training directly linked to upcoming UIL sports (cross country, football, volleyball, basketball, soccer, track and field). Participation will help students determine if they want to participate in athletics beginning their 7th grade year.

Athletics

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and teaching desirable social behavior. Students wishing to tryout and participate for any University Interscholastic League (UIL) sport are required to have a completed athletic physical on file and complete the athletic paperwork requirements. Students must pass all classes each grading period to remain eligible for participation. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without coach approval.

Boys' Athletics**Course 7721, 7821****Grade 7-8**

Boys' Athletics is a year-long commitment that offers cross-country, football, basketball, track & field, and soccer. Students choosing Boys' Athletics as a physical activity are signing up to play football. Students, who choose not to play football, are enrolled in Lifetime Fitness (PE). He/she may try out for basketball, and if he/she makes the basketball team, his/her schedules may be changed to enter the athletic course. Students do not need to be in the athletic course to participate in cross-country, track & field, or soccer.

Girls' Athletics**Course 7722, 7822****Grade 7-8**

Girls' Athletics is a year-long commitment that offers cross-country, volleyball, basketball, track & field, and soccer. Students do not need to be in the athletic course to participate in cross-country, track & field, or soccer. Any girl who wishes to enroll in Girl's Athletics should meet with the coaching staff. All 7th grade students will need the approval of the coaching staff to continue in the athletics program as an 8th grade student.

Football (Coed)

Football is a no cut sport. Football athletes compete on 7th and 8th grade teams. 7th grade practices are held before school and during 1st period athletics, and 8th grade practices are held during last period athletics and after school. Games are usually played on Tuesday afternoons. (August– November)

Volleyball (Female)

Volleyball tryouts occur the 1st week of school. Volleyball athletes compete on 7th and 8th grade teams. 7th grade practices are held before school and during 1st period athletics, and 8th grade practices are held during last period athletics and after school. Games are usually played on Thursdays after school. The schedule includes Saturday tournaments. (September - October)

Cross-Country (Male & Female)

Cross Country is a no cut sport. Cross Country athletes compete on gender specific 7th and 8th grade teams. Practices are before and/or after school. Meets are held Wednesdays after school. Races are two miles long for both boys and girls. Athletes will learn to run between two and six miles a day. Enrollment in the athletic course is not required to participate in this sport. (September - October)

Basketball (Male & Female)

Basketball tryouts occur in November. Basketball athletes compete on gender specific 7th and 8th grade teams. Most games are played on Mondays or Thursdays; however, tournaments are scheduled for evenings and Saturdays. 7th grade practices are held before school and during 1st period athletics, and 8th grade practices are held during last period athletics and after school. (November – February)

Track and Field (Male & Female)

Track is a no cut sport. Track athletes compete on gender specific 7th and 8th grade teams. Practices are before and/or after school. Enrollment in the athletic course is not required to participate in this sport. (February – April)

Soccer (Male & Female)

Soccer tryouts occur in March. The soccer teams consist of separate gender specific teams, A and B, comprised of a combination of 7th and 8th grade students. Practice occurs before and/or after school. Enrollment in the athletic course is not required to participate in this sport. (March – May)

Fine Arts

Students in middle school are required to participate in one fine arts course in grades 6, 7 or 8. In Leander ISD, the middle school fine arts course requirement can be satisfied by taking art, band, choir, dance or theatre. The fine arts requirement can be met with either a semester or a yearlong course. All courses offered in this section meet the state fine arts requirement.

Art

Art MS 1

Course 6600 (Sem) or 6602 (FY)

Grade 6-8

Art MS 1 is an introductory course for students taking art for the first time in middle school, and no previous experience is necessary. This course meets daily and is available to any student interested in exploring art as an elective. Students will have the ability to develop their artistic skills by working in a variety of media.

Art MS 2

Course 6700 (Sem) or 6702 (FY)

Grade 7-8

Prerequisite: Art MS 1

Art MS 3

Course 6800 (Sem) or 6802 (FY)

Grade 8

Prerequisite: Art MS 2

These courses are for students in their second or third year in a middle school art class. Students will develop new skills and techniques through the use of a variety of art media while learning the elements and principles of art. Students will develop skills in perception, creative expression, and historical and cultural heritage.

Art MS 2 Advanced

Course 6703

Grade 7-8 *Prerequisite: Art MS 1*

Art MS 3 Advanced

Course 6803

Grade 8 *Prerequisite: Art MS 2/Art MS 2 Adv*

Students are admitted to these classes by teacher recommendation. Students must have completed Art MS 1, Art MS 2, or the equivalent in another district, to be considered (students at a Leander ISD MS with the 6th grade wheel may be considered as well). By enrolling in these courses, students are committing to a full year course. Students in advanced art will have the opportunity to develop advanced techniques and skills in a variety of media. Additionally, students will study art history, modern visual art media, and professional preparation of a portfolio for Art I Studio and/or Pre-AP Art in high school. The art teacher will select qualified advanced students based on their level of talent, creativity and the desire to further their art education in high school. Students may be required to show a portfolio or sampling of their previous work to be considered for advanced art.

Art I*

Course 6804

HS Credit

Students will work with a variety of drawing, painting and sculpting media while developing the elements and principles of art. Art I is not offered on all middle school campuses.

*Students successfully completing Art I for high school credit will receive a fine arts credit, but the course grade will not be averaged into the student's high school grade point average (GPA).

Band

Middle school band students participate in many exciting and rewarding activities. Band fosters creativity, self-esteem, and self-discipline; promotes teamwork; develops higher level thinking and leadership skills; nurtures strong bonds of friendship; and creates a family-like environment for all students. Additionally, students benefit from the setting and attainment of high-level individual and group goals.

Band MS 1

Course 6610, 6611, 6612

Grade 6-8

Band MS 1 is a full-year elective for students taking band for the first time in middle school, and no previous musical experience is necessary. The class meets daily and is available to any student interested in learning to play a band instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Leander ISD band directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

Band MS 2

Course 6710, 6711, 6712

Grade 7-8 Prerequisite: *Band MS 1*

Band MS 3

Course 6810, 6811, 6812

Grade 8 Prerequisite: *Band MS 2*

Band students in their second or third year in middle school band enroll in MS 2 or MS 3 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 2 and MS 3 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

Choir

Middle school choir students learn skills that develop their singing voice and music reading skills. Regardless of skill level, students learn musical vocabulary, sight-reading, and written notation. In addition to their choir class participation, students have opportunities for individual and small group performances.

Choir MS 1

Course 6620 (Boys), 6622 (Girls), 6624 (Mixed), 6625 (Select)

Grade 6-8

Choir MS 1 is a full-year elective for students taking choir for the first time in middle school, and no previous musical experience is necessary. Students focus on music making, exploring the fundamentals of various styles of singing, and learning the vocabulary and notation of written music. Choir MS 1 meets daily and is available to any student interested in learning to sing for the first time or for those who wish to build on their successful experiences in elementary choir. Participation in concerts is required.

Choir MS 2

Course 6720 (Boys), 6722 (Girls), 6724 (Mixed), 6725 (Select)

Grade 7-8 Prerequisite: *Choir MS 1*

Choir MS 3

Course 6820 (Boys), 6822 (Girls), 6824 (Mixed), 6825 (Select)

Grade 8 Prerequisite: *Choir MS 2*

Choir students in their second or third year in middle school choir enroll in MS 2 or MS 3. These courses focus on the continued development of the choral voice, with opportunities for work on the solo voice. Students in Choir MS 2 and MS 3 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Daily rehearsals include vocal production, sight reading and rhythm studies, and preparing choral literature for school performances. These courses require a full year commitment and participation in all concerts is required.

Dance

Dance MS 1

Course 6630 (Sem) or 6631 (FY)

Grade 6-8

Students in their first year of dance in middle school enroll in Dance MS 1. The purpose of this class is to introduce students to dance, as well as basic choreography. The history of selected dance forms will be explored, and students will spend the majority of class time experiencing these dance forms through movement and performance. Students may be required to take lifetime fitness opposite this course. This course is NOT a prerequisite for Dance Team.

Dance MS 2

Course 6730 (Sem) or 6731 (FY)

Grade 7-8 Prerequisite: Dance MS 1

Dance MS 3

Course 6830 (Sem) or 6831 (FY)

Grade 8 Prerequisite: Dance MS 2

Dance students in their second or third year in middle school dance enroll in MS 2 or MS 3. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. The classes will focus on the following: ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance and may have the opportunity to create and choreograph their own routines.

Dance Team MS 1

Course 6635

Grade 7-8 Prerequisite: Clinic Attendance and Director Recommendation

Dance Team MS 2

Course 6735

Grade 8 Prerequisite: Dance Team MS 1, Clinic Attendance and Director Recommendation

Middle School Dance Team is a full year course designed for 7th and 8th grade students and is an open enrollment activity. Dance team members participate in dance routines at school functions such as football games and pep rallies. The members are required to attend daily before or after-school practices. Students must adhere to all rules and guidelines in the organization's constitution and by-laws.

Theatre Arts

Theatre Arts encourages students to acquire knowledge of and participation in the art of theatre and its technical aspects. The program focuses on developing a sense of self and personal artistic vision, understanding theatre's role in culture and society throughout history, performing monologues and duets before classroom audiences, and performing a full-length play in front of a public audience.

Theatre MS 1

Course 6640 (Sem) or 6642 (FY)

Grade 6-8

Theatre MS 1 is an introductory course for students taking theatre for the first time in middle school, and no previous experience is necessary. Theatre MS 1 meets daily and is available to any student interested in exploring theatre as an elective. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to perform and prepare for performances. Students will have opportunities to develop their performance skills through a variety of in-class and outside of class performances, as well as improve their public speaking skills.

Theatre Arts MS 2**Course 6740 (Sem) or 6742 (FY)****Grade 7-8 Prerequisite:** *Theatre Arts MS 1***Theatre Arts MS 3****Course 6840 (Sem) or 6842 (FY)****Grade 8 Prerequisite:** *Theatre Arts MS 2*

Theatre students in their second or third year in middle school theatre enroll in MS 2 or MS 3. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school advanced theatre placement auditions.

Theatre Arts MS 2 Advanced**Course 6743****Grade 7-8 Prerequisite:** *Theatre Arts MS 1***Theatre Arts MS 3 Advanced****Course 6843****Grade 8 Prerequisite:** *Theatre Arts MS 2 Adv. or Theatre Arts MS 2*

Advanced students are admitted to these classes by application only. Students must have completed Theatre MS 1, Theatre MS 2, or the equivalent in another district in order to apply. By completing the application, students are committing to a full year course. Students in advanced theatre will study advanced acting techniques, production and technology skills, theatre history, modern theatrical media, and professional preparation for auditioning for professional theatre.

Additional Electives

Elective Wheel**Course 8621**

Some campuses may offer a course allowing students to explore elective offerings through a rotation of shortened courses over the course of a school year. Course offerings may vary by campus.

QUEST Studies**Course 8651, 8751, 8851****Grade 6-8**

Students must be identified as gifted and talented as determined by Leander ISD criteria.

QUEST students will be scheduled into a QUEST Studies class or the QUEST curriculum may be embedded in the English/Language Arts curriculum. QUEST Studies provides a challenging learning opportunity through an interdisciplinary curriculum that addresses themes from the core areas of reading, writing, math, science, and social sciences as well as key cognitive skills and academic behaviors of critical thinking, creative thinking, research skills, communication skills and independent study. QUEST students are encouraged to take Pre-AP English Language Arts.

Math & Language Arts Extension**Grade 6-8**

Placement is determined by campus.

This course is designed to provide students with the opportunity to build academic behaviors, key cognitive strategies and a deeper understanding and application of the key content knowledge.

Bridges to Academic Success**Course 8668****Grade 6**

Bridges to Academic Success is a semester course for 6th grade students that focuses on the necessary academic and personal skills needed to be successful in middle school and beyond. Students will explore time management strategies, personal and academic organizational skills, and participate in motivational and team building activities. This course gives students foundational strategies to help them transition from elementary to middle school and helps enhance their learning in all core content areas.

AVID**Course 8669, 8769, 8869****Grade 6-8**

Prerequisites: Student application, oral and written interview process

AVID (Advancement Via Individual Determination) is an academic support program that prepares students for university eligibility and success. AVID places identified students in a rigorous curriculum and gives them the support to succeed therein. The curriculum of the AVID elective focuses on writing, inquiry, collaboration, organization, and reading (WICOR) and includes specific strategies for note taking, test preparation and research, as well as tutorial support. The AVID elective class is also offered for all four years at the high school level.

Multimedia Communications**Course 1901****Grade 7-8**

Young writers will craft original pieces by participating in the writing process: planning, drafting, revising, editing, and ultimately publishing their work in a variety of genres to different audiences. Writers will publish via multiple formats, both electronic and paper, such as podcasts, blogs/vlogs, anthologies, public speaking opportunities, etc. Writers will delve into genre and author study as they hone their personal style and grow their technique.

Speech/Debate**Course 1902****Grade 6**

Students will be introduced to effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. Students will identify and practice skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. Students will also be exposed to skills to approach controversial issues by practicing argumentation and debate.

Speech/Debate**Course 1903****Grades 7-8**

Students will develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. Students will also acquire skills to approach controversial issues by practicing argumentation and debate.

Journalism**Course 8770****Grade 7-8**

Student application may be required for placement in Journalism.

Students will learn several software programs to publish the school yearbook, newspaper, and weekly news video broadcast. This publications class is generally limited to twenty-five students. Students must be responsible, self-motivated, reliable, and prompt. Note: Some campuses will allow sixth grade students to participate in yearbook.

Leadership**Course 8650****Grade 6**

Leadership is an introductory course that will develop leadership skills in an interactive atmosphere. Students will learn personal responsibility for their own actions, attitudes, and behaviors through role play, creative activities, and daily discussions. They will learn that leadership is about being your personal best and supporting others.

Leadership**Course 8850 (Sem) or 8849 (FY)****Grade 7-8**

Students will develop leadership skills in an interactive atmosphere. They will learn personal responsibility for their own actions, attitudes, and behaviors through role play, creative activities, and daily discussions. Students will also develop communication and public speaking skills, and they will be directly involved in community service projects. They will learn that leadership is about being your personal best and supporting others.

Teen Leadership***Course 8848****Grade 8****HS Credit**

Leadership provides students with an opportunity to study, practice and develop group leadership and organizational skills. These skills include, but are not limited to: decision making skills, problem solving techniques, communication skills, leadership roles, human relations skills, and understanding the need for social intelligence and civic responsibility.

*Students successfully completing Teen Leadership at middle school will receive .5 high school elective credit. The course grades will not be averaged into the student's high school grade point average (GPA).

Entrepreneurship**Course 8720****Grade 7-8**

Students will be empowered with the tools and mindset to explore what it takes to be an entrepreneur. Students will evaluate the world around them to identify a problem to solve, create a product concept or solution, sell/test the product or service in an e-commerce marketplace, evaluate the performance of their business idea, and iterate based on market learnings with the e-commerce selling experience.

Technology Applications**Course 8604****Grade 6**

Sixth grade Technology Applications is an exploratory course that introduces students to a variety of computer applications. Students will sample graphic design, desktop publishing, website development, photo editing, animation, video editing and coding. Students will learn digital citizenship, digital organization, vocabulary and keyboarding skills. Students will use Office 365, G Suite and other applications.

Technology Applications**Grade 7-8****Course 8704**

Seventh and eighth grade Technology Applications is a more in-depth study of computer applications emphasizing creativity and student success. In addition to building keyboarding skills, students will explore Adobe Creative Cloud and acquire tools for photo editing, animation and video editing. Students will also develop skills using Office 365 and G Suite. Desktop publishing, graphic design, coding and digital citizenship will be examined and refined. No prerequisite is required.

Exploring STEM**Course 8606****Grade 6**

Students will explore how science, technology, engineering, mathematics, and design are used together to help to address different issues faced by society. Students will develop solutions to real world problems using 21st century technologies in a problem-based learning environment.

Gateway to Technology***Course 8706 & 8707 (I) 8708 & 8709 (II) 8710 & 8711 (III)****Grade 7-8****HS Credit**

Project Lead the Way (PLTW) Gateway to Technology (GTT) offers a strong foundation for further STEM learning in high school and beyond. The program features a project-based curriculum designed to challenge and engage middle school students with emphasis on applying the design process to solve problems and understand the influence of creativity and innovation. Throughout this course, students acquire knowledge and skills in problem solving, teamwork and innovation, as well as explore STEM careers.

*Students successfully completing both years of Gateway to Technology will receive a high school credit, but the course grade will not be averaged into the student's high school grade point average (GPA).

Principles of Arts, A/V, and Communications***Course 8876****Grade 8****HS Credit**

Principles of Arts, Audio/Video Technology, and Communications allows students to explore and understand the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. Students will be introduced to topics such as audio/video production, graphic design and illustration, and animation.

*Students successfully completing Principles of Arts, A/V and Communications at middle school will receive one high school elective credit. The course grades will not be averaged into the student's high school grade point average (GPA).

Principles of Human Services***Course 8877****Grade 8****HS Credit**

Principles of Human Services uses knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, and manage multiple adult roles. This course introduces students to careers in counseling and mental health, child development, family and community, personal care services, social work, education, hospitality and food service, interior design, and fashion. Each student is expected to complete the knowledge and skills essential for success in high-skill, or high demand careers.

*Students successfully completing Principles of Human Services at middle school will receive one high school elective credit. The course grades will not be averaged into the student's high school grade point average (GPA).

Student Aide**Course 8760 (Sem) or 8771 (FY)**

This course is designed to offer students the experience of learning basic skills as they assist in the completion of various tasks as assigned. Enrollment criteria and placement is determined by the campus.

It is the intent of Leander ISD to offer all courses in this catalog unless otherwise stated. However, some courses may not be offered if sufficient student interest/enrollment is not evident. Instructor availability will also be a factor in course offerings.

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Section F Board Policy Review and Update
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Shawn Swisher
Attachments: Redlined Section F Board Policies

Background Information:

Attached are select Local “F” Series policies for consideration and possible approval. These local policies have been reviewed by Walsh Gallegos Treviño Russo & Kyle P.C. and the District’s Administration and have been updated and customized to address current and recommended practices. Other local policies in the “F” Series are not included in this packet as there is either no recommendation for revision or the policies were just approved last month as part of TASB Policy Updates 113 and 114. Oscar Trevino and Christine Badillo will be attending the Agenda Review Meeting to present and answer questions along with Shawn Swisher.

Local select policies – F Series

FB	Equal Educational Opportunity.
FB (Exhibit)	Equal Educational Opportunity.
FC	School Attendance Areas.
FD	Admissions.
FDB	Admissions - Intradistrict Transfers and Classroom Assignments.
FFAC	Wellness and Health Services - Medical Treatment.
FFAF	Wellness and Health Services - Care Plans.
FFH	Freedom from Discrimination, Harassment, and Retaliation
FL	Student Records.
FM	Student Activities.
FMH	Student Activities - Commencement.
FNA	Student Expression.
FNAA	Distribution of Non-school Literature.
FNAB	Facilities for Non-School Purposes.
FNCE	Personal Telecommunications/Electronic Devices.
FNE	Pregnant Students.
FNG	Student and Parent Grievances.
FO	Student Discipline.

Administrative Recommendation:

The Administration recommends that the Board adopt select policies “F” Series (Local) as presented.

Sample Motion:

I move that the updated select Board Policy select policies “F” Series (Local) be adopted as presented.

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 has designated a 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 has designated an 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 and/or designee deputy superintendent 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	Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records retention schedules. [See CPC] 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	Each campus shall form Section 504 committees as necessary. 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]

	<p>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.</p>
Referrals	<p>If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent. 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>
Parent Consents	<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. Ordinary observations in the classroom or other school setting shall not require prior parental consent.</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</p>

the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]

EQUAL EDUCATIONAL OPPORTUNITY

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: ~~Brandon Evans~~ Bryan Miller
Position: Senior Director of Student Support Services
Address: 204 West South Street, Leander, TX 78646-0218
Telephone: (512) 570-0000

The District designates the following person 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, for students:

Name: ~~Tara Stewart~~ Angela Patrick
Position: Section 504 Coordinator
Address: 204 West South Street, Leander, TX 78646-0218
Telephone: (512) 570-0000

Attendance Zones

The Board shall establish approve a charter setting forth principles and criteria to guide the Superintendent in the recommendation regarding attendance zones and shall determine the schools in which the students residing in those zones shall enroll.

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.

The Superintendent shall develop an appropriate procedure for screening hardship cases and approving exceptions to the attendance boundaries.

Emergency Provision

In emergency situations, as determined by the Board, deviations from policy and standard practices may be necessary and may be implemented by the Board upon Superintendent recommendation.

Persons Age 21 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	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.
Person Standing in Parental Relation	
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	<p>The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent's designee the required information on the grandparent's residency and describe the extent of after-school care to be provided by the grandparent.</p> <p>The Superintendent's designee shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.</p>
"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. [See EIE(Local)]
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 EI]

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.

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

A student shall be assigned to a school in the attendance area in which he or she resides.

Class Changes

The campus principal **and/or central office administrator** shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

Transfers Between Schools

The Superintendent's **designee** shall be authorized to investigate and approve transfers between schools.

Reasonable Basis

An intradistrict transfer request may be granted if a student or parent has a reasonable basis for making the request. The administrator may require evidence supporting the basis presented. Approval of the request will be subject to the discretion of the Superintendent's designee. In considering a transfer application, the Superintendent's designee will consider the availability of space and instructional staff and the student's disciplinary history records, academic records, and attendance records.

Revocation of Transfer

A student approved for an intradistrict transfer in accordance with this policy shall abide by all school rules and procedures.

A student transfer may be revoked when **it is established that a student:**

1. Has been truant;
2. Has failed to maintain satisfactory conduct;
3. Has failed to maintain passing grades; or
4. Upon the recommendation of the campus principal and subject to review and approval by the Superintendent's designee.

When a transfer is revoked, the student's campus of residence shall be notified.

Moving During the Year

After the beginning of the school year, a student who moves to a different zone within the District shall have the option of continued enrollment at the original school until the end of the semester in which the move occurred. District transportation shall not be provided. A student who wishes to continue in attendance at his or her original school may submit an application for an intradistrict transfer.

Administrative Transfer

The administration may reassign any student from one school facility or classroom to another school facility or classroom. Such a transfer shall be approved by the Superintendent's designee.

Note: For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the

transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.

Student Illness	Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.
Communication	District employees shall attempt to contact parents in case of medical emergencies. Students seeking counseling for health-related issues shall be encouraged to talk with their parents.
Students Leaving Campus	Minor students shall not leave campus to seek medical treatment without parental permission. [See FEB]
Accidents Involving Students	Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.
Emergency Treatment Forms	Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law, unless the parent(s) or guardian has specified otherwise.
Administering Medication	No employee shall give any student prescription medication, non-prescription medications, herbal substances, anabolic steroids, or dietary supplements of any type, except as provided below.
Exceptions	Employees authorized by the Superintendent or designee may administer to students:
<i>Provided by Parent</i>	<ol style="list-style-type: none">1. Prescription medication in accordance with legal requirements. The District requires a physician or other health-care provider's written request to administer prescription medication to a student. A physician or other health-care provider's signature is required for any dosage or medication change.2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.3. Herbal substances or dietary supplements provided by the parent and only if dispensation during school hours is documented in the individualized education program or Section 504 plan of a student with disabilities.
<i>Provided by District</i>	<ol style="list-style-type: none">4. Nonprescription medication provided on an emergency basis by the District and consistent with:<ol style="list-style-type: none">a. Protocols established by the District's medical advisor who must be licensed to practice medicine in the state of Texas; and

- b. Written parental consent given on the emergency treatment form.

Psychotropics

Except as permitted by Education Code 38.016, an employee shall not:

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

**Administration of
Medication to
Athletes**

Students participating in the District athletic program may require medication to prevent or treat illness or injury. Students and parents shall be informed in writing of this necessity and of the types of medication that may be administered to students. Written consent from the parent shall be required prior to the administration of medication to athletes. Medication shall be administered to athletes only by a ~~certified~~ licensed athletic trainer.

**Food Allergy
Management Plan**

The District shall develop and implement a student food allergy management plan that includes the components below.

General Procedures

Procedures to limit the risk posed to students with food allergies shall include:

1. Specialized training for employees responsible for the development, implementation, and monitoring of the District's food allergy management plan.
2. Awareness training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.
3. General strategies to reduce the risk of exposure to common food allergens.
4. Methods for requesting specific food allergy information from a parent of a student with a diagnosed food allergy. [See FD]
5. Annual review of the District's food allergy management plan.

Students at Risk for
Anaphylaxis

Procedures regarding the care of students with diagnosed food allergies who are at risk for anaphylaxis shall include:

1. Development and implementation of food allergy action plans, emergency action plans, individualized health-care plans, and Section 504 plans, as appropriate.
2. Training, as necessary, for employees and others to implement each student's care plan, including strategies to reduce the student's risk of exposure to the diagnosed allergen.
3. Review of individual care plans and procedures periodically and after an anaphylactic reaction at school or at a school-related activity.

Distribution

Information regarding this policy and the District's food allergy management plan shall be available on the District's website, ~~distributed annually in the student handbook and made available at each campus. A copy of the plan shall be provided at a campus~~ upon request.

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation 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.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, 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, disability, age, or on any other basis prohibited by law that adversely affects the student.

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, disability, age, or any other basis prohibited by law 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 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; 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.

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 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, communications, 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; 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-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, 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 promptly** 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 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

	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
<p><i>ADA / Section 504 Coordinator</i></p>	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>
<p><i>Superintendent</i></p>	<p>The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.</p>
<p>Alternative Reporting Procedures</p>	<p>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.</p> <p>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.</p>
<p>Timely Reporting</p>	<p>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.</p>
<p>Notice to Parents</p>	<p>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.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<p>Investigation of the Report</p>	<p>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.</p>
<p><i>Initial Assessment</i></p>	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if 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.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
<p><i>Interim Action</i></p>	<p>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</p>

	<p>conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>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.</p> <p>The District shall conduct an adequate, reliable, and impartial investigation. The investigation, which 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 facts that will assist in the investigation of the complaint. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>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.</p>
Concluding the Investigation	<p>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.</p> <p>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.</p>
<i>Notification of Outcome</i>	<p>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.</p>
District Action Prohibited Conduct	<p>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</p>

any discrimination and to correct its effects on the complainant and others as appropriate.

Corrective Action Examples of corrective action may include a training program for those involved in the complaint, 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.

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 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.

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 retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

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.

Comprehensive System

The Superintendent or designee shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal is custodian of all records for currently enrolled students. The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requestor's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

Records, including testing materials and testing protocol, subject to copyright laws may be reviewed by the parent or eligible student but shall not be photocopied.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks **when access to a student's records is necessary to carry out the parent's or student's role on the committee.**

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the time line provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), REQUIRED DOCUMENTATION] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education office.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and
2. Items for all other purposes.

A parent may likewise object to the release of a student's directory information to all parties and for all purposes, including school-related and school-sponsored purposes.

**School-Sponsored
Purposes**

For the following school-sponsored purposes—all school and District publications and announcements—directory information shall include student name, address, telephone listing, photograph, honors and awards, dates of attendance, grade level, most recent school attended/attending, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

All Other Purposes

For all other purposes, directory information shall include student name, address, telephone listing, photograph, honors and awards, dates of attendance, grade level, most recent school attended/attending, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

**Extracurricular
Activity Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed ten extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition.

Additional absences, to a maximum of five, shall be permitted when a student has a grade point average of at least 70 in the courses or subjects to be missed.

**Use of District
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

Commencement Exercises

~~To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]~~

To be eligible to participate in commencement activities and ceremonies, a student shall:

Meet all state and local graduation requirements, including all applicable state testing [see EI, EIF];

Meet all financial commitments to the school;

Comply with the grooming code for students as well as any additional dress requirements established by the principal for the graduation ceremony; and

Resolve any appeal related to loss of credit if that credit is required for graduation.

Comply with the Student Code of Conduct and be in good standing in that respect; participating in commencement exercises or in other related activities if a student has met all the criteria for graduation and is pending a DAEP placement or is in a DAEP at the end of the school year is subject to review and approval of the Superintendent or Superintendent's designee.

A senior student who has not met the District's requirements for graduation, including all applicable state testing, shall be given the opportunity, after both requirements have been met, to participate in the next scheduled graduation exercises.

A student with a disability who has not met individualized education program (IEP) requirements, but has completed four years of high school coursework, shall be allowed to participate in commencement exercises. The student may receive a certificate of attendance and, upon meeting IEP requirements and/or aging out, the student shall be granted the regular high school diploma. [See FMH(LEGAL)]

Rehearsals

All students planning to participate in graduation exercises, except those excused by the principal, shall be required to attend all rehearsals for the exercises.

Transportation

The District will provide transportation to the graduation exercises. All students are required to use District transportation to the event center.

Behavioral Expectations

Because graduation ceremonies are school-sponsored activities, all participants shall be expected to adhere to the District's Board-approved Student Code of Conduct. Any student who exhibits inap-

appropriate and/or disruptive behavior during any part of the graduation exercises may be removed from the ceremony and the facility and shall be disciplined in an appropriate manner.

Attire

Graduating seniors participating in the ceremonies shall be required to wear a graduation robe as approved by the principal.

Attire that detracts from the seriousness of the ceremony shall not be permitted.

Diplomas

Diplomas shall be delivered at the convenience of the schools and when Board requirements are met. Diploma covers shall be delivered at the graduation ceremony. Time of delivery shall be announced at the graduation practice and posted at an easily accessible location at each individual high school.

**Graduation
Addresses**

A student shall may not be allowed a speaking role of any kind or be eligible to deliver a speech during graduation ceremonies, including prohibitions on being declared valedictorian or salutatorian as indicated at EIC(LOCAL), if he or she has been disciplined for academic dishonesty under the Secondary Honor Code or other serious violation of the Student Code of Conduct ~~during the four semesters preceding graduation~~ as determined by the Superintendent's designee. The salutatory address shall be given at the beginning of the graduation ceremony, and the valedictory address shall be the main address at the graduation ceremony.

Recognition

The Board may recognize the top ten graduates at the graduation ceremony.

Early Graduates

Students who graduate at midterm or through an early college admission program shall be allowed to participate in graduation exercises at the end of the school year. The high school diplomas for these graduates shall be mailed.

**Board Member
Privilege**

Any current or former member of the Board may present the graduation diploma to his or her son or daughter at any District graduation ceremony.

**Student Speakers at
Commencement
Exercises**

Refer to policy FNA, Student Rights and Responsibilities: Student Expression.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

FNA
(LOCAL)

**Student Expression
of Religious
Viewpoints**

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

**Student Speakers at
Nongraduation
Events**

The District hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

For purposes of this policy, a "school event" is a school-sponsored event or activity that does not constitute part of the required instruction for a segment of the school's curriculum, regardless of whether the event takes place during or outside the school day.

For purposes of this policy, "to publicly speak" means to address an audience at a school event using the student's own words. A student is not using his or her own words when the student is reading or performing from an approved script, is delivering a message that has been approved in advance or otherwise supervised by school officials, or is making brief introductions or announcements.

**Introductory
Speakers**

Student speakers shall be given a limited public forum to introduce:

1. Varsity football games;
2. Student assemblies at which students are allowed to publicly speak;
3. Curriculum-related and extracurricular student assemblies and banquets; and
4. Honor assemblies at the secondary level.

The forum shall be limited in the manner provided by this section on nongraduation events.

*Eligibility and
Selection*

Students are eligible to use the limited public forum if they:

1. Are in the highest two grade levels of the school;
2. Volunteer to speak; and
3. Are not in a disciplinary placement or under suspension from any extracurricular activity at the time of the speaking event.

To be eligible to speak at a curriculum-related, extracurricular, or honor assemblies or banquet, a student must be a member of the organization for which the event is being held.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

FNA
(LOCAL)

Eligible students who wish to volunteer shall submit their names to the campus principal during the first three weeks of instruction each semester. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the first three weeks of instruction.

The names of the students who volunteer to speak shall be randomly drawn until all names have been selected; the names shall be listed in the order drawn.

*Assignment of
Introductory
Speakers*

Each selected student shall be matched chronologically to the single event for which the student shall give the introduction. The list of student speakers shall be chronologically repeated as needed, in the same order. If no students volunteer or if the selected speaker declines or becomes ineligible and there are no other eligible students, no student introduction will be made at the event.

The District shall repeat the selection process at the beginning of each semester. Any student who, subsequent to being listed as an eligible student under this policy, engages in any act of misconduct that results in a disciplinary placement or suspension from participation an extracurricular activity for a period of time in excess of three school days shall be removed from the list of eligible speakers for the remainder of the school year; and the list matching students to events to be introduced shall be adjusted accordingly.

*Content of
Student
Introductions*

The subject of the student introductions shall relate to the purpose of introducing the designated event. The student must stay on the subject. The student may not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes the illegal use of drugs, alcohol, or other controlled substances;
- Violates the intellectual property rights, privacy rights, or other rights of another person;
- Contains defamatory statements about others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject

and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

In order to make it clear that the District does not sponsor the speech of students who are permitted to publicly speak under this policy, and in order to comply with both the letter and the spirit of the state law mandating the creation of the limited public fora established by this policy, at each event at which a student shall deliver an introduction, the following or substantially similar disclaimer shall be stated in written or oral form, or both: "The student introducing this event was selected at random from those who volunteered, and everything she or he says is solely her or his private expression, and is not endorsed or sponsored by the District." When given orally, the disclaimer shall be delivered by a District employee attending the event, using the same speaking equipment to be used by the student introducing the event.

Use of the District's public announcement system or speaking system by students at events covered by this policy is not considered to be District sponsorship, but is incidental to the private speech of the student.

Other Student
Speakers

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, regardless of grade level, address school audiences in the normal course of their respective positions.

The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against a student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

**Student Speakers at
Graduation
Ceremonies**

Opening and
Closing Remarks

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

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The forum shall be limited in the manner provided by this section on student speakers at graduation.

Eligibility

Only students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to be selected to speak to begin and end graduation ceremonies as described above: senior class officers.

A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. Students who are eligible shall be notified and given an opportunity to volunteer. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the spring semester.

The names of the eligible students who volunteer shall be randomly drawn. The student whose name is drawn first shall give the opening, and the student whose name is drawn second shall give the closing.

*Content of
Opening and
Closing Remarks*

The topic of the opening and closing remarks shall be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. The students providing the opening and closing remarks shall not engage in prohibited speech as described below.

*Other Student
Speakers*

In addition to the students giving the opening and closing remarks, the valedictorian and salutatorian may have speaking roles at graduation ceremonies.

Refer to Policy FMH (Local). A student may not be allowed to have any speaking role during graduation ceremonies if he or she has been disciplined for academic dishonesty under the secondary honor code or other serious violation of the Student Code of Conduct.

For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses shall be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student shall stay on the subject, and the student shall not engage in speech that:

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STUDENT EXPRESSION

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- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes illegal use of illegal drugs, alcohol, or other controlled substances;
- Violates the intellectual property rights, privacy rights, or other rights of another person;
- Contains defamatory statements about others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Use of the District's public announcement system or speaking system by students at graduation is not considered to be District sponsorship, but is incidental to the private speech of the student.

Disclaimer

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected at random from those who volunteered, and everything she or he says is solely her or his private expression, and is not endorsed or sponsored by the District." The same disclaimer shall be delivered orally by a District employee at the beginning of the graduation ceremony, using the same speaking equipment to be used by the student introducing the event.

Use of the District's public announcement system or speaking system by students at graduation is not considered to be District sponsorship, but is incidental to the private speech of the student.

**Religious
Expression in Class
Assignments**

A student may express his or her beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. A student shall not be penalized or rewarded because of religious content. If a teacher's assignment involves writing a poem, the

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work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded because of its religious content.

**Freedom to Organize
Religious Groups
and Activities**

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. [See FNAB] Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities shall not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided the disclaimer is administered in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA
(LOCAL)

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District student, except in accordance with this policy.

The District shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed by students.

For purposes of this policy, "distribution" means the circulation of more than ten copies of material from a source other than the District.

The District's classrooms during the school day are provided for the limited purpose of delivering instruction to students in the courses and subjects in which they are enrolled. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control.

A Campus principal or designee may develop reasonable time, place, and manner restrictions regarding the distribution of materials.

Materials distributed under the supervision of instructional personnel as a part of instruction or other authorized classroom activities shall not be considered nonschool literature and shall not be governed by this policy.

[For distribution of nonschool literature by nonstudents, see GKDA]

**Limitations on
Content**

Nonschool literature shall not be distributed by students on District property if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The materials promote illegal use of drugs, alcohol, or other controlled substances.
4. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.

STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA
(LOCAL)

5. The materials contain defamatory statements about public figures or others.
6. The materials advocate imminent lawless or disruptive action, or violation of school rules, and are likely to incite or produce such action.
7. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence; and the materials would materially and substantially interfere with school activities or the rights of others.
8. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others.

Prior Review

All nonschool literature intended for distribution by students on school campuses or other District premises under this policy shall be submitted to the principal or designee for prior review in accordance with the following:

1. Materials shall include the name of the person or organization sponsoring the distribution.
2. Using the standards found in this policy **Limitations on Content** the principal or designee shall approve or reject submitted materials ~~within two school days of the time the materials were received.~~

Exceptions to Prior Review

Prior review shall not be required for distribution of nonschool literature by District students only in the following circumstances:

1. Distribution of materials by a student to other attendees during a meeting of a noncurriculum-related student group authorized to meet at school during noninstructional time in accordance with FNAB(LOCAL); or
2. Distribution of nonschool materials in circumstances for which exceptions to prior review are authorized at GKDA(LOCAL).

Even when prior review is not required, all other provisions of this policy shall apply.

Time, Place, and Manner Restrictions

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus.

STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA
(LOCAL)

The school/community relations department shall designate times, locations, and means for distribution of nonschool literature by students at District facilities other than school campuses, in accordance with this policy.

Violations of Policy

Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials, suspension of a noncurriculum-related student group's use of District facilities, and/or other disciplinary action in accordance with the Student Code of Conduct.

Appeals

Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).

**Establishment of
Limited Open Forum**

For purposes of the Equal Access Act, the District has established a limited open forum for secondary school students enrolled in the District. Each District secondary school campus shall offer an opportunity for noncurriculum-related student groups to meet on school premises during noninstructional time.

The District has not established a limited public forum for elementary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See GKD for community access]

Sponsorship

Noncurriculum-related student groups shall not be sponsored by the District and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, or other communications that identify the group shall contain a disclaimer of such sponsorship.

District personnel shall not promote, lead, or participate in the meetings of noncurriculum-related student groups.

[For student activities sponsored by the District and having subject matter and purposes directly related to the school's curriculum, see FM]

Requests

~~Students attending secondary schools who wish to meet on school premises shall file a written request with the campus principal. That request shall contain a brief statement of the group's purposes and goals, a list of the group's members, and a schedule of its proposed meeting times. Requests shall be approved by the principal and Superintendent or designee subject to availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings. Notices of meetings may be posted in a manner determined by the principal or designee. To receive permission to meet on school premises during noninstructional time, interested students shall file a written request with the principal or designee on a form provided by the District.~~

~~The students making the request shall indicate that they have read and understand the policies and rules governing nonsponsored, noncurriculum-related student groups and that the group will abide by those rules.~~

Approval

~~The principal and the Superintendent or designee shall approve or reject the request within seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings.~~

STUDENT EXPRESSION
USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

FNAB
(LOCAL)

~~Approval to meet as a nonsponsored, noncurriculum-related group shall be granted for one school year at a time, subject to the provisions of this policy.~~

Meetings

The principal or designee shall designate noninstructional time for meetings of nonsponsored, noncurriculum-related student groups and shall assign each approved group an appropriate location and time.

Employee Monitor

~~The principal or designee shall approve~~~~make a reasonable effort to assign~~ a District employee to attend and monitor each student group meeting. Monitors shall be present at meetings and activities in a non-participatory capacity to maintain order and protect school property. A student group may not meet until a monitor has been appointed and can attend.

~~No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.~~

~~Monitors shall be present at meetings and activities in a nonparticipatory capacity to maintain order and protect school property.~~

~~No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.~~

Announcements and Publicity

All nonsponsored, noncurriculum-related student groups shall be given access on the same basis for making announcements and publicizing their meetings and activities, in accordance with guidelines developed by the campus principal.

[For distribution of nonschool materials, see FNAA]

Violations

Failure of a student group to comply with applicable rules may result in loss of the right to meet on school premises.

In addition, students who violate applicable rules are subject to disciplinary action in accordance with the Student Code of Conduct.

Appeals

Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).

Note: For searches of personal telecommunications devices or other personal electronic devices, see FNF.

Personal Use

Telecommunications
Devices

An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.

A confiscated personal telecommunications device shall be returned to the student or parent at the end of the school day. Disciplinary consequences may be imposed for multiple violations of the campus rules regarding personal telecommunications devices.

If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.

Other Electronic
Devices

Guidelines regarding other electronic devices shall be addressed in the student handbook.

Instructional Use

A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]

Use in an Emergency

In the event of an emergency or evacuation process, the District prohibits a student from using a telecommunications device, including a device that records, transmits, or displays photographic images, unless authorized by a designated District employee.

STUDENT RIGHTS AND RESPONSIBILITIES
PREGNANT STUDENTS

FNE
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence with continued educational support provided through the District's homebound services. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. ~~The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.~~

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, gender, national origin, 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 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 deadline, as indicated by the date/time shown on the electronic

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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	<p>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 which shall be interpreted as between the time of 8:00 a.m. to 4:30 p.m. In calculating time-lines under this policy, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following day as "day one." If a deadline falls on a day on which District administrative offices are closed for business, then the deadline shall be extended to the first business day."</p> <p>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>

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 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 **or the hearing officer allows the introduction of the documents.**

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 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. **The Superintendent's designee, at his or her sole discretion, shall determine whether a grievance is advanced to the next level.**

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's ~~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's ~~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's ~~or~~ designee may set reasonable time limits for the conference.

The Superintendent's ~~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's ~~s-of~~ 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's ~~s-of~~ 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's ~~s-of~~ 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]

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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.

Student Code of Conduct

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

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

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

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

Revisions

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

Extracurricular Standards of Behavior

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

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

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

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

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

General Discipline Guidelines

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

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

Corporal Punishment

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

Physical Restraint

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

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

4. Control an irrational student.
5. Protect property from serious damage.

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

Video and Audio Monitoring

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

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

Use of Recordings

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

Access to Recordings

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

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item:	Consider Approval of External Auditor	
Purpose:	<input checked="" type="checkbox"/> Action Requested This Month	<input type="checkbox"/> Discussion Item/Report
Administrator Responsible:	Elaine Cogburn	
Attachments:	Consider Approval of External Auditor	

Background Information:

Each year the Board must select a firm to provide audit services for the school year. The selected audit firm would provide audit services for the 2019-2020 fiscal year, commencing on-site in May 2020. Throughout the year, the firm also provides technical assistance in an advisory capacity.

While a managing partner is assigned to the District account, the field audit staff generally rotates each year. This has provided continuity with a firm that understands the District, but provides for an arm's length viewpoint in the fieldwork.

The agreement with the audit firm is clear that it is engaged by and responsible to the School Board.

The current contract with Whitley Penn resulted from an RFP process in 2017. The contract allows for up to four annual renewable agreements (this would be the third annual renewal). Audit services include the independent audit, Federal single audit, as well as any additional audits imposed by state or federal regulation/legislation. According to the bid, the cost for 2019-20 is \$74,600.

Administrative Recommendation:

The administration recommends that Whitley Penn be engaged to provide annual audit services for the 2019-2020 fiscal year.

Sample Motion:

I move that Whitley Penn be engaged to provide annual audit services for the 2019-2020 fiscal year.

February 6, 2020

To the Board of Trustees and Management
Leander Independent School District
204 W. South Street
Leander, Texas 78646

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Leander Independent School District (the “District”), as of June 30, 2020 and for the ten months then ended, and the related notes to the financial statements, which collectively comprise the District’s basic financial statements as listed in the table of contents. In addition, we will audit the District’s compliance over major federal award programs for the period ended June 30, 2020. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the District’s major federal award programs.

Accounting principles generally accepted in the United States of America require that *the management’s discussion and analysis* be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by *Governmental Accounting Standards Board*, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management’s responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America:

- 1) Management’s Discussion and Analysis
- 2) Budgetary Information
- 3) Pension and OPEB System Information

Supplementary information other than RSI will accompany the District’s basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- 1) Combining and individual nonmajor fund financial statements and schedules
- 2) Texas Education Agency mandated Schedules

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Also, the document we submit to you will include the following other additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements:

- 1) Introductory Section
- 2) Statistical Section

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance (whether caused by errors, fraudulent financial reporting, misappropriation of assets, detected abuse, or violations of laws or governmental regulations) may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and in accordance with the Uniform Guidance. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

In making our risk assessments, we consider internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on the District's compliance with the Uniform Guidance as it related to each of the major federal awards upon completion of our audit.

Audit of Major Program Compliance

Our audit of the District's major federal program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the District has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major federal programs. The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major federal programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the District's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the District's major federal programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
3. For safeguarding assets;
4. For identifying, in its accounts, all federal awards expended during the period including federal awards and funding increments received prior to December 26, 2014, and those received in accordance with the Uniform Guidance generally received after December 26, 2014;
5. For maintaining records that adequately identify the source and application of funds for federally funded activities;
6. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
7. For the design, implementation, and maintenance of internal control over compliance;
8. For establishing and maintaining effective internal control over federal awards that provides reasonable assurance that the nonfederal entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
9. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
10. For identifying and ensuring that the District complies with laws, regulations, grants, and contracts applicable to its activities and its federal award programs and implementing systems designed to achieve compliance with applicable laws, regulations, grants, and contracts applicable to activities and its federal award programs;

11. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
12. For taking prompt action when instances of noncompliance are identified;
13. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
14. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
15. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
16. For submitting the reporting package and data collection form to the appropriate parties;
17. For making the auditor aware of any significant vendor / contractor relationships where the vendor / contractor is responsible for program compliance;
18. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.
19. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
20. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets; and
21. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
22. For the accuracy and completeness of all information provided;
23. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
24. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Fees and Timing

The timing of our audit will be scheduled for performance and completion as follows:

Document internal control and preliminary tests	April 2020
Perform year-end audit procedures	September 2020
Issue audit reports	November 2020

We anticipate meeting these deadlines barring any delays.

Celina Cereceres, CPA is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Whitley Penn, LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fee for the audit services will be based on the amount of time required and the difficulty of the work involved which we estimate to be \$74,600 and is based on the cost proposal submitted with RFQ #FINA17CK. The fee estimate for the audit is based on anticipated cooperation from the District's personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation and payment is due in Tarrant County. You agree to pay reasonable attorney fees and collection costs incurred relating to collection of fees for services performed under the terms of this engagement. In accordance with Whitley Penn, LLP policy, work may be suspended if your account becomes 30 days or more past due and will not resume until your account is paid in full. In addition, invoices not paid in full by the last day of the month after becoming 30 days or more past due will be assessed interest at a rate of one percent per month. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been complete even if we have not issued our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. Our final auditors' report will be released upon final payment of any outstanding invoices.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you concerning the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We would like to make the following comments regarding the fee estimates:

1. Our fee estimates have not considered the effects of any changes to auditing standards and accounting principles, which may be promulgated by the AICPA, Congress, or any other regulatory body in the future

and are unknown to us at this time. If significant additional time is necessary resulting in increased fees, we will endeavor to notify you of any such circumstances as they are assessed.

2. The Organization's personnel are responsible for the preparation of all items requested in the Prepared by Client ("PBC") listing and received by the date requested. Any delays caused by not preparing the items when requested may result in additional fees, as well as the possibility of postponing our fieldwork. The PBC listing will be provided to you during the planning process of the engagement.
3. Time incurred for audit adjustments identified during our audit and the related additional testing required has not been considered in our fee estimates. Prior to performing any additional testing, we will notify you of the exceptions and obtain approval for any additional fees which may be incurred.
4. Our fee estimates are based on all general ledger sub ledgers being reconciled to the general ledger balance and any adjustment necessary should be recorded to the general ledger prior to our fieldwork start date.

The ethics of our profession prohibit the rendering of professional services where the fee for such services is contingent, or has the appearance of being contingent, upon the results of such services. Accordingly, it is important that our bills be paid promptly when received. If a situation arises in which it may appear that our independence would be questioned because of significant unpaid bills, we may be prohibited from issuing our auditors' report.

Any and all claims relating to or arising out of this contract/agreement shall be governed by the laws of Texas and any dispute shall be finally resolved by the Texas courts in Tarrant County.

This letter replaces and supersedes any previous proposals, correspondence and understanding, whether written or oral. The agreements contained in this engagement letter shall survive the completion or termination of this engagement.

In the course of our services, our firm may transmit confidential information that you provided us to third parties in order to facilitate our services. As applicable, we require confidentiality agreements with all our service providers to maintain the confidentiality of your information and additionally the firm will take reasonable precautions to determine that our service providers have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain ultimately responsible for the work provided by any third-party service providers used under this agreement. By your signature below, you consent to having confidential information transmitted to entities outside the firm. Please feel free to inquire if you would like additional information regarding the transmission of confidential information to entities outside the firm.

The audit documentation for this engagement is the property of Whitley Penn, LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to various regulators pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision Whitley Penn, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the applicable regulator. The regulator may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

The District may wish to include our report on these financial statements in an exempt offering document. The District agrees that the aforementioned auditor's report, or reference to our Firm, will not be included in such offering document without prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement letter. For exempt offerings for which we are not involved, you will clearly indicate that we were not involved with the contents of such offering document and a disclosure as shown below will be included in the exempt offering:

“Whitley Penn, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. Whitley Penn also has not performed any procedures relating to this offering document.”

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

To ensure that Whitley Penn, LLP’s independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

Other Matters

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

The audit documentation for this engagement is the property of Whitley Penn, LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to your pass-through regulatory entity and federal agencies and the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision Whitley Penn, LLP’s personnel. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

With respect to any nonattest services we perform, the District’s management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities. Nonattest services include the preparation of the financial statements, full accrual entries and assistance with the preparation of the Federal Audit Clearinghouse Data Collection Form.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor’s report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to the Board of Trustees the following significant findings from the audit:

- Our view about the qualitative aspects of the District's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

Respectfully,



Austin, Texas

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Leander Independent School District by:

Name: _____

Title: _____

Date: _____



Report on the Firm's System of Quality Control

July 19, 2018

To the Partners of Whitley Penn LLP and
the National Peer Review Committee.

We have reviewed the system of quality control for the accounting and auditing practice of Whitley Penn LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended April 30, 2018. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, audits of employee benefit plans, audits performed under FDICIA, an audit of a broker-dealer, and examination of service organization (SOC 1 engagement).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Whitley Penn LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended April 30, 2018, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Whitley Penn LLP has received a peer review rating of *pass*.

Olsen Thielen & Co., Ltd.

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Early Release of Critical Positions
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Elaine Cogburn
Attachments: Consider Approval of Early Release of Critical Positions

Background Information:

As part of the budget process, the number of new positions required due to growth is calculated based on student enrollment projections and staffing formulas. Due to the large number of positions that will be needed and the timeline of the overall budget process, the Administration has traditionally requested early approval of the necessary positions prior to the adoption of the budget.

The administration is using the Moderate-Growth projections provided in the latest demographic study to project staffing needs. Based on the projected student numbers, the positions, as identified on the attachment, reflect additional positions needed calculated under staffing formulas/guidelines.

Once approval for the positions is granted, the Administration would post the openings and begin the hiring process in order to be fully staffed for the 2020-2021 school year.

Administrative Recommendation:

The Administration recommends that the Board approve 169.50 new positions for the 2020-2021 school year at an estimated cost of \$9,252,517.

Sample Motion:

I move that we approve the addition of 169.50 new positions for the 2020-2021 school year.

**LEANDER INDEPENDENT SCHOOL DISTRICT
2020-2021 BUDGET
CRITICAL POSITIONS PER FORMULA/STAFFING GUIDELINES**

Position	2020-2021 FTE	Cost
Teacher (PreK - 12)	87.50	\$ 5,455,537
Bilingual Teacher (PreK - 5)	12.00	\$ 797,400
Special Education Teacher	22.00	\$ 1,376,470
PreK Instructional Assistant (Gen Ed)	25.50	\$ 679,575
PreK Instructional Assistant (Bilingual)	5.00	\$ 146,775
Elementary Assistant Principal	3.00	\$ 220,503
Elementary Office Assistant	0.50	\$ 15,425
Elementary PE Instructional Assistant	3.00	\$ 79,950
Elementary Fine Arts Instructional Assistant	2.50	\$ 68,725
Elementary Library Instructional Assistant	3.00	\$ 79,950
High School Counselor (VHS)	1.00	\$ 74,056
High School Assistant Principal (VRHS)	1.00	\$ 84,112
Media Specialist (VRHS)	1.00	\$ 62,325
Administrative Assistant (VRHS)	0.50	\$ 23,571
Attendance Clerk (VRHS)	1.00	\$ 36,345
Registrar (VHS)	0.50	\$ 25,899
Registrar (VRHS)	0.50	\$ 25,899
Total:	169.50	\$ 9,252,517

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item:	Consider Approval of Ten-Year Capital Renewal Plan (Major Maintenance Plan) and First Year Expenditures	
Purpose:	<input checked="" type="checkbox"/> Action Requested This Month	<input type="checkbox"/> Discussion Item/Report
Administrator Responsible:	Jimmy Disler	
Attachments:	LISD Ten-Year Capital Renewal Plan	

Background Information:

The purpose of this presentation is to present the Ten-Year Capital Renewal Plan and ask for approval of the 2020 District Wide Renewal Projects. This provides the planned schedule for replacement/repair of building components, equipment and site features to accomplish proper maintenance and to avoid untimely failure. As noted in the 2019 Major Maintenance Project Update (included in the Ten-Year Capital Renewal Plan), many significant projects have been completed.

LISD has approximately 1,562 acres of grass and athletic fields, 140 acres of roofs and approximately 7.1 million square feet of enclosed building area to maintain. This requires a tremendous effort on the part of many people in order to keep all assets properly maintained. The proposed plan submitted here for your approval also consists of many significant projects to continue proper maintenance of our facilities. The year's plan includes the 2020 District Wide Renewal Projects for your approval, the 10-Year Annual Summary, and the 10-Year Details and Potential Bond Projects.

Some of the features of this year's projects include:

- Resurface the track at Leander MS
- Repaint corridors, MPR and cafeteria at River Place Elementary.
- Repaint corridors, gyms and cafeteria at Canyon Ridge Middle School.
- Replace portions of Leander HS roof.
- Restripe parking lots and curbs at various locations.

We have removed \$550,836 of kitchen equipment replacement from this plan. This will be funded by the Child Nutrition Services fund balance.

Upon approval of the Ten-Year Capital Renewal Plan, certain projects will begin immediately so that as much activity as feasible can be completed before the summer. As stated annually, due to severely restricted school funding, projects that can be postponed without immediate jeopardy to systems or effective operations are being deferred.

As shown on the graph and chart for funding, the economic model is predicated on a levy of 2 cents for the 2019-2020 school year and for future years. Our intent is to maintain this fund as long as possible, but our ability to levy for this purpose may be limited by continued financial constraints of the State's current funding formula and by the impact of any formula changes that may be forthcoming from future Legislative sessions.

The Ten-Year Capital Renewal Plan is a living database, which is continuously being updated with new information. This report does not include all of the District facilities, for example the smaller buildings, such as the "White House", Science Center, or portables. It does not include equipment such as the fiber network, vehicles, computer replacements, major HVAC replacements, major reroofing projects and Performing Arts Center (PAC) equipment. Due to costs, some of these items may be found in the Suggested Bond Projects report.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve the 2020 District Wide Renewal Projects, as presented, in the amount of \$1,774,461.

Sample Motion:

I move that the Board approve the 2020 District Wide Renewal Projects, as presented, in the amount of \$1,774,461.

2020

Ten Year Capital Renewal Plan

Submitted by:

Jimmy Disler, Chief Facilities Officer

Gerry Rapp, Director Facilities

Troy Coleman, Assistant Director Facilities



2020

District Wide Renewal Projects Summary of Plan Costs by Year

Summary of Plan - Cost by Year

	Cost	Running Total
2020	\$1,774,461	\$1,774,461
2021	\$7,779,648	\$9,554,109
2022	\$6,562,655	\$16,116,764
2023	\$7,292,284	\$23,409,048
2024	\$8,151,612	\$31,560,659
2025	\$4,779,514	\$36,340,173
2026	\$4,298,002	\$40,638,176
2027	\$3,481,641	\$44,119,817
2028	\$4,946,146	\$49,065,964
2029	\$6,494,835	\$55,560,798
	Grand Total:	\$55,560,798

Note - The Major Maintenance Plan is a living database, which is continuously being updated with new information. This report does not include all of the smaller Ancillary District Facilities, such as the "White House", Science Materials Center, or Portables.

Nor does it include equipment such as the fiber network, vehicles, computer replacements, major HVAC replacements, large roofing projects, and Performing Arts Center (PAC) equipment. Due to the cost, some of these items may be found in the Suggested Bond Projects.



2020

District Wide Renewal Projects

Projects by Facility

2020 Major Maintenance

Facility	Subsystem	Detail	Cost
A.C. Bible Stadium (2009)			
2020	Grounds	Restripe Parking Lots and Curbs	\$15,592.00
Summary for A.C. Bible Stadium			\$15,592.00
Admin Annex (1938)			
2020	Exterior System	Paint Exterior	\$3,638.00
	Grounds	Restripe Parking Lots and Curbs	\$3,061.00
	Plumbing	Electric Water Heaters	<i>Deferred to 2023</i> \$0.00
	Safety	Communications and Security	<i>Deferred to 2023</i> \$0.00
Summary for Admin Annex			\$6,699.00
Block House Creek EL			
2020	Kitchen	Freezer / Cooler Box Ancillary Replacement Fees	\$60,000.00
	Kitchen Equip	Serving Line Ancillary Replacement Fees	\$39,222.00
Summary for Block House Creek EL			\$99,222.00
Bush EL (2002)			
2020	HVAC	Reinsulate Exterior Duct	\$74,351.00
Summary for Bush EL			\$74,351.00
Camacho EL (2015)			
2020	Grounds	Restripe Parking Lot and Curbs	\$6,340.00
Summary for Camacho EL			\$6,340.00
Canyon Ridge MS (2004)			
2020	Interior Finish	Paint Corridors, Gyms and Cafeteria	\$262,500.00
	Exterior System	Clean and Seal	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Garbage Disposer #2	<i>Deferred to 2023</i> \$0.00
Summary for Canyon Ridge MS			\$262,500.00

Facility	Subsystem	Detail		Cost
Cedar Park HS (1998)				
2020	Grounds	Resurface Tennis Courts (8)	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven, Double	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven, Double	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven, Double	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Moisture Plus Oven	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove w/Griddle	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i>	\$0.00
Summary for Cedar Park HS				\$0.00
Cedar Park MS (1995)				
2020	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i>	\$0.00
Summary for Cedar Park MS				\$0.00
Cox EL (2001)				
2020	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove	<i>Deferred to 2023</i>	\$0.00
Summary for Cox EL				\$0.00
Cypress EL (1988)				
2020	Kitchen	Freezer/Cooler System	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Booster Heater	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer #2	<i>Deferred to 2023</i>	\$0.00
Summary for Cypress EL				\$0.00
Faubion EL (1974)				
2020	Kitchen Equip	Booster Heater	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
Summary for Faubion EL				\$0.00

Facility	Subsystem	Detail		Cost
Florence Stiles MS (2011)				
2020	Kitchen Equip	Drink Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Drink Cooler #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Drink Cooler #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Drink Cooler #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #3	<i>Deferred to 2023</i>	\$0.00
Summary for Florence Stiles MS				\$0.00
Four Points MS (2009)				
2020	Grounds	Athletic Field Main	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Ice Cream Box	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Microwave #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Microwave #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i>	\$0.00
Summary for Four Points MS				\$0.00
Giddens EL (1996)				
2020	Grounds	Restripe Parking Lots and Curbs		\$6,405.00
	Kitchen Equip	Booster Heater	<i>Deferred to 2023</i>	\$0.00
Summary for Giddens EL				\$6,405.00
Grandview Hills EL (2008)				
2020	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove #1	<i>Deferred to 2023</i>	\$0.00
Summary for Grandview Hills EL				\$0.00
Gupton Stadium (2010)				
2020	Grounds	Restripe Parking Lots and Curbs		\$17,759.00
	Plumbing	Gas Fired Water Heaters	<i>Deferred to 2023</i>	\$0.00
Summary for Gupton Stadium				\$17,759.00

Facility	Subsystem	Detail		Cost
Henry MS (2002)				
2020	Interior Finish	Cafeteria Stage Drapes	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal #2	<i>Deferred to 2023</i>	\$0.00
Summary for Henry MS				\$0.00
Knowles EL (2003)				
2020	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove #1	<i>Deferred to 2023</i>	\$0.00
Summary for Knowles EL				\$0.00
Leander HS (1982)				
2020	HVAC	Replace ROTC OAU HVAC Unit		\$85,680.00
	Kitchen	Serving Line Ancillary Replacement Fees		\$46,250.00
	Roof	Replace Portions of the Roof		\$458,325.00
	Kitchen Equip	Booster Heater #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Ice Maker	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #5	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #6	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #7	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Sm Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove w/Griddle	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i>	\$0.00
Summary for Leander HS				\$590,255.00

Facility	Subsystem	Detail		Cost
Leander MS (1974)				
2020	Grounds	Resurface MS Track		\$94,763.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i>	\$0.00
Summary for Leander MS				\$94,763.00
LEO (1955)				
2020	Grounds	Restripe Parking Lots and Curbs		\$7,875.00
	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach in Cooler #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach in Cooler #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach in Cooler #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach in Warmer #1	<i>Deferred to 2023</i>	\$0.00
Summary for LEO				\$7,875.00
Mason EL (1994)				
2020	Exterior System	Exterior Paint		\$19,060.00
	Grounds	Restripe Parking Lots and Curbs		\$7,455.00
	Kitchen	Freezer / Cooler Box Ancillary Replacement Fees		\$60,000.00
	Kitchen Equip	Sm Ice Maker	<i>Deferred to 2023</i>	\$0.00
Summary for Mason EL				\$86,515.00
Naumann EL (1998)				
2020	Interior Finish	Paint Corridors, MPR and Cafeteria	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Steamer, Double Stack	<i>Deferred to 2023</i>	\$0.00
	Plumbing	Gas Fired Water Heaters	<i>Deferred to 2023</i>	\$0.00
Summary for Naumann EL				\$0.00
New Hope HS				
2020	Plumbing	Electric Water Heater	<i>Deferred to 2023</i>	\$0.00
Summary for New Hope HS				\$0.00

Facility	Subsystem	Detail		Cost
Parkside EL (2008)				
2020	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Dishwasher	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove/Griddle	<i>Deferred to 2023</i>	\$0.00
Summary for Parkside EL				\$0.00
Plain EL (2006)				
2020	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Steamer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Steamer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove	<i>Deferred to 2023</i>	\$0.00
Summary for Plain EL				\$0.00
Pleasant Hill EL (2004)				
2020	Grounds	Restripe Parking Lots and Curbs		\$8,426.00
	Kitchen Equip	Booster Heater	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i>	\$0.00
Summary for Pleasant Hill EL				\$8,426.00
Reagan EL (2009)				
2020	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
Summary for Reagan EL				\$0.00

Facility	Subsystem	Detail	Cost
Reed EL (2011)			
2020	Kitchen Equip	Booster Heater	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Double Steamer #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Double Steamer #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Ice Cream Box	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Sm Ice Maker	<i>Deferred to 2023</i> \$0.00
Summary for Reed EL			\$0.00
River Place EL (2007)			
2020	Exterior System	Paint Exterior	\$74,550.00
	Interior Finish	Paint Corridors, MPR and Cafeteria	\$120,750.00
	Grounds	Restripe Parking Lots and Curbs	\$6,825.00
	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #3	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #4	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #5	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #6	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i> \$0.00
Summary for River Place EL			\$202,125.00
River Ridge EL (2009)			
2020	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i> \$0.00
Summary for River Ridge EL			\$0.00

Facility	Subsystem	Detail		Cost
Rouse HS (2008)				
2020	Interior Finish	PAC Auditorium Stage Drapes	<i>Deferred to 2023</i>	\$0.00
	Interior Finish	Cafeteria Stage Drapes	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #3	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #4	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #5	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #6	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #7	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Convection Oven #8	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Rack Oven	<i>Deferred to 2023</i>	\$0.00
	Plumbing	Gas Fired Water Heaters	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Dishwasher	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #2	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #1	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #2	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #3	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #4	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #5	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #6	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Reach In Warmer #7	<i>Deferred to 2024</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #2	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Reach In Cooler #1	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Reach In Cooler #2	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Reach In Cooler #3	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Reach In Warmer #7	<i>Deferred to 2025</i>	\$0.00
	Kitchen Equip	Stove w/Griddle	<i>Deferred to 2025</i>	\$0.00
Summary for Rouse HS				\$0.00

Facility	Subsystem	Detail	Cost
Running Brushy MS (2000)			
2020	Exterior System	Exterior Paint	\$33,970.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i> \$0.00
Summary for Running Brushy MS			\$33,970.00
Rutledge EL (2005)			
2020	Grounds	Restripe Parking Lots and Curbs	\$8,426.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Stove	<i>Deferred to 2023</i> \$0.00
Summary for Rutledge EL			\$8,426.00
Science Materials Center (2008)			
2020	HVAC	A/C Units	\$69,300.00
Summary for Science Materials Center			\$69,300.00
Steiner EL (1996)			
2020	Kitchen	Freezer/Cooler System	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Reach In Cooler #1	<i>Deferred to 2023</i> \$0.00
Summary for Steiner EL			\$0.00
Support Services (2000)			
2020	Grounds	Restripe Parking Lots and Curbs	\$9,862.00
	Grounds	Parking Lot Repair	\$29,925.00
	Exterior System	Exterior Paint	<i>Deferred to 2023</i> \$0.00
Summary for Support Services			\$39,787.00
Transportation (2000)			
2020	Grounds	Restripe Parking Lots and Curbs	\$13,455.00
	Grounds	Parking Lot Repair	\$70,443.00
	Exterior System	Exterior Paint	<i>Deferred to 2023</i> \$0.00
Summary for Transportation			\$83,898.00

Facility	Subsystem	Detail	Cost
Vandegrift HS (2010)			
2020	Grounds	Restripe Parking Lots and Curbs	\$18,789.00
	Interior Finish	Multi Purpose Gym Floor	<i>Deferred to 2023</i> \$0.00
	Interior Finish	Paint Corridors, Gyms and Cafeteria	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #1	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #3	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #4	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #5	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #6	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #7	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Convection Oven #8	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Dishwasher	<i>Deferred to 2023</i> \$0.00
	Kitchen Equip	Drink Cooler #1	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #10	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #2	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #3	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #4	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #5	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #6	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #7	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #8	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Drink Cooler #9	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Heat Lamp #7	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Ice Cream Box	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Lg Ice Maker	<i>Deferred to 2021</i> \$0.00
	Kitchen Equip	Toaster #1	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Toaster #2	<i>Deferred to 2024</i> \$0.00
	Kitchen Equip	Water Softener	<i>Deferred to 2023</i> \$0.00
	Plumbing	Gas Fired Water Heaters	<i>Deferred to 2023</i> \$0.00
	Safety	Fire Alarm	<i>Deferred to 2023</i> \$0.00
Summary for Vandegrift HS			\$18,789.00

Facility	Subsystem	Detail		Cost
Vista Ridge HS (2003)				
2020	Interior Finish	Cafeteria Stage Drapes	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Ice Maker #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Refrigerator #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove w/Griddle	<i>Deferred to 2023</i>	\$0.00
Summary for Vista Ridge HS				\$0.00
Westside EL (2008)				
2020	Kitchen Equip	Convection Oven #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Dishwasher	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Proofer	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove/Griddle	<i>Deferred to 2023</i>	\$0.00
Summary for Westside EL				\$0.00
Whitestone EL (1991)				
2020	Kitchen Equip	Serving Line Ancillary Replacement Fees		\$41,463.00
	Kitchen Equip	Garbage Disposal	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Milk Box #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove/Griddle	<i>Deferred to 2023</i>	\$0.00
Summary for Whitestone EL				\$41,463.00

Facility	Subsystem	Detail		Cost
Wiley MS (2006)				
2020	Interior Finish	Aux Gym Floor	<i>Deferred to 2023</i>	\$0.00
	Interior Finish	Paint Corridors, Gyms and Cafeteria	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Double Steamer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Garbage Disposal #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Kettle	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Reach In Warmer #2	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove w/Griddle #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove w/Griddle #2	<i>Deferred to 2023</i>	\$0.00
Summary for Wiley MS				\$0.00
Winkley EL (2006)				
2020	Kitchen Equip	Lg Tilting Skillet	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Cooler #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Pass Thru Warmer #1	<i>Deferred to 2023</i>	\$0.00
	Kitchen Equip	Stove	<i>Deferred to 2023</i>	\$0.00
Summary for Winkley EL				\$0.00

Grand Total	\$1,774,461
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2020

District Wide Renewal Projects

Ten Year Plan

Detail by Facility

2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
\$1,774,461	\$7,779,648	\$6,562,655	\$7,292,284	\$8,151,612	\$4,779,514	\$4,298,002	\$3,481,641	\$4,946,146	\$6,494,835

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

A.C. Bible Stadium (2009)

Exterior Paint										\$46,554
Interior Paint		\$43,260								\$0
Gas Fired Water Heater #1		\$16,436								\$0
Gas Fired Water Heater #2		\$16,436								\$0
Fire Alarm					\$34,594					\$0
Generator		\$82,688								\$0
Restripe Parking Lots and Curbs	\$15,593					\$19,900				\$0
Resurface Track HS						\$344,941				\$0
Replace Turf					\$213,929					\$0
Repaint Track										\$0
SubTotal	\$15,593	\$158,820			\$248,523	\$364,841				\$46,554

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Admin. Annex - Old WPA (1938)

Paint Exterior	\$3,638									\$0
Re-Roof		\$12,271								\$0
Plumbing Fixtures										\$0
Electric Water Heaters				\$3,442						\$0
Electrical Service/Distribution										\$0
Lighting and Branch Wiring										\$0
Fire Alarm							\$38,695			\$0
Restripe Parking Lots and Curbs	\$3,061					\$3,906				\$0
SubTotal	\$6,699	\$12,271		\$3,442		\$3,906	\$38,695			\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Admin. Bldg - NHHS (1975)

Exterior Paint						\$884				\$0
A/C Units										\$0
SubTotal							\$884			\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Administration Bldg New (2002)

Exterior Paint				\$13,978						\$0
Interior Paint		\$59,105								\$0
Electric Water Heaters										\$0
RTU's										\$0
Fire Alarm							\$28,142			\$0
Restripe Parking Lots and Curbs			\$6,990					\$8,921		\$0
Repair Parking Lot										\$0
SubTotal		\$59,105	\$6,990	\$13,978			\$28,142	\$8,921		\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Akin EL (2017)

Exterior Paint								\$53,261		\$0
Recaulk Expansion Joints						\$72,263				\$0
Paint Corridors, MPR and Cafeteria								\$147,746		\$0
Electric Water Heaters								\$41,630		\$0
Water Softener #1					\$3,828					\$0
Water Softener #2					\$3,828					\$0
Fire Alarm								\$36,936		\$0
Double Steamer #1				\$24,310						\$32,578
Double Steamer #2				\$24,310						\$32,578
Sm Ice Maker								\$10,342		\$0
Booster Heater						\$5,360				\$0
Milk Box #1						\$7,103				\$0
Milk Box #2						\$7,103				\$0
Ice Cream Box						\$10,721				\$0
Double Stack Oven #1								\$27,754		\$0
Proofer								\$5,353		\$0
Dish Washer								\$32,504		\$0
Garbage Disposer									\$6,578	\$0
Reach In Warmer #1										\$16,289
Reach In Warmer #2										\$16,289
Pass Thru Cooler #1										\$16,289
Pass Thru Cooler #2										\$16,289
Sm Tilting Skillet										\$29,320
Freezer/Cooler System										\$0
Double Steamer #3				\$24,310						\$32,578
Double Steamer #4				\$24,310						\$32,578
Restripe Parking Lot and Curbs			\$8,682					\$11,081		\$0
SubTotal			\$8,682	\$97,241	\$7,655	\$102,549		\$366,607	\$6,578	\$224,787

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Bagdad EL (1999)

Exterior Paint										\$62,291
Recaulk Expansion Joints									\$58,950	\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria										\$162,889
Gas Fired Water Heaters (2)										\$69,306
Water Softeners		\$6,285							\$8,844	\$0
Fire Alarm										\$40,722
Double Steamer #1						\$43,687				\$0
Sm Ice Maker						\$9,381				\$0
Booster Heater								\$6,058		\$0
Milk Box #1			\$6,135							\$0
Convection Oven, Double							\$25,328			\$0
Convection Oven, Double			\$20,837							\$0
Dishwasher										\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1			\$11,576							\$0
Pass Thru Warmer #1			\$14,741							\$0
Reach In Cooler #1										\$0
Pass Thru Cooler #1										\$0
Stove			\$11,576							\$0
Lg Tilting Skillet		\$33,184								\$0
Freezer/Cooler System										\$0
Convection Oven #3										\$0
Restripe Parking Lots and Curbs			\$8,682					\$11,081		\$0
SubTotal		\$39,470	\$78,457			\$53,068	\$25,328	\$17,138	\$67,795	\$335,209

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Block House Creek EL (1987)

Exterior Paint				\$20,445						\$0
Recaulk Expansion Joints		\$46,029								\$68,006
Reseal Exterior Walls						\$80,406				\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria					\$127,628					\$0
Gas Fired Water Heater			\$34,729							\$0
Water Softener							\$8,022			\$0
Fire Alarm		\$27,563								\$0
Steamer #1				\$18,233						\$0
Steamer #2				\$18,233						\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal			\$4,631							\$0
Proofer #2				\$4,510						\$0
Reach In Cooler #1			\$11,576							\$0
Pass Thru Cooler #1									\$23,132	\$0
Convection Oven #3			\$20,837							\$0
Stove										\$0
Lg Tilting Skillet			\$23,153							\$0
Freezer / Cooler Box Ancillary Fees	\$60,000									\$0
Serving Line Replacement Ancillary Fees	\$39,223									\$0
Restripe Parking Lots and Curbs		\$9,371					\$11,960			\$0
SubTotal	\$99,223	\$82,963	\$163,723	\$93,886	\$127,628	\$80,406	\$19,982		\$23,132	\$68,006

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Bush EL (2002)

Exterior Paint					\$25,416					\$0
Recaulk Expansion Joints					\$38,282					\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria								\$147,746		\$0
Gas Fired Water Heater (2) Kitchen						\$25,174				\$0
Water Softener		\$3,308							\$4,654	\$0
Reinsulate the Ext. HVAC Duct	\$74,351									\$0
Fire Alarm										\$0
Steamer, Double			\$23,153							\$0
Convection Oven #3									\$27,924	\$0
Convection Oven #4									\$27,924	\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Ice Cream Box										\$3,890
Convection Oven #1									\$27,924	\$0
Convection Oven #2									\$27,924	\$0
Dishwasher									\$34,129	\$0
Garbage Disposal				\$5,154						\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Stove w/Griddle			\$21,746							\$0
Lg Tilting Skillet			\$23,153							\$0
Freezer/Cooler System										\$0
Restripe Parking Lots and Curbs		\$5,507					\$7,028			\$0
SubTotal	\$74,351	\$8,814	\$118,327	\$5,154	\$63,698	\$25,174	\$7,028	\$147,746	\$150,479	\$3,890

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Camacho EL (2015)

Exterior Paint						\$48,321				\$0
Recaulk Expansion Joints				\$65,580						\$0
Paint Corridors, MPR and Cafeteria						\$134,010				\$0
Electric Water Heaters						\$37,760				\$0
Water Softener #1			\$3,472							\$4,885
Water Softener #2			\$3,472							\$4,885
Fire Alarm						\$33,502				\$0
Double Steamer #1		\$22,050						\$29,549		\$0
Double Steamer #2		\$22,050						\$29,549		\$0
Sm Ice Maker						\$9,381				\$0
Booster Heater				\$4,862						\$0
Milk Box #1				\$6,442						\$0
Milk Box #2				\$6,442						\$0
Ice Cream Box				\$9,724						\$0
Double Stack Oven #1						\$25,174				\$0
Proofer						\$4,855				\$0
Dish Washer						\$29,482				\$0
Garbage Disposer							\$5,966			\$0
Reach In Warmer #1								\$14,775		\$0
Reach In Warmer #2								\$14,775		\$0
Pass Thru Cooler #1								\$14,775		\$0
Pass Thru Cooler #2								\$14,775		\$0
Sm Tilting Skillet								\$26,594		\$0
Freezer/Cooler System										\$0
Double Steamer #3		\$22,050						\$29,549		\$0
Double Steamer #4		\$22,050						\$29,549		\$0
Restripe Parking Lot and Curbs	\$6,340					\$8,091				\$0
SubTotal	\$6,340	\$88,200	\$6,943	\$93,051		\$330,576	\$5,966	\$203,889		\$9,770

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Canyon Ridge MS (2004)

Exterior Paint				\$15,194						\$0
Recaulk Expansion Joints									\$162,889	\$0
Clean and Seal				\$170,171						\$0
Roofing Repairs										\$0
Cafeteria Stage Drapes		\$23,506								\$0
Comp Gym								\$20,510		\$0
Aux Gym								\$15,577		\$0
Paint Corridors, Gyms and Cafeteria	\$262,500									\$0
Gas Fired Water Heaters									\$58,640	\$0
Water Softener		\$6,285							\$8,844	\$0
Fire Alarm										\$0
Double Steamer #1				\$24,310						\$32,578
Md Ice Maker		\$7,968								\$0
Booster Heater #1							\$5,628			\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Toaster			\$2,330							\$0
Heat Lamp #1			\$4,341							\$0
Heat Lamp #2			\$4,341							\$0
Heat Lamp #3			\$4,341							\$0
Drink Cooler #1			\$9,261							\$0
Ice Cream Box			\$9,261							\$0
Convection Oven #1										\$27,691
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher									\$34,129	\$0
Garbage Disposal #1										\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Warmer #2			\$11,576							\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Canyon Ridge MS (2004)

Reach In Warmer #3			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Reach In Cooler #3			\$11,576							\$0
Reach In Cooler #4			\$11,576							\$0
Reach In Cooler #2			\$11,576							\$0
Sm Tilting Skillet			\$20,837							\$0
Lg Tilting Skillet			\$23,153							\$0
Stove #1			\$11,576							\$0
Freezer/Cooler System			\$23,153							\$0
Microwave #1			\$1,554							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Convection Oven #7			\$20,837							\$0
Convection Oven #8			\$20,837							\$0
Garbage Disposer #2				\$5,154						\$0
Restripe Parking Lots and Curbs		\$6,064					\$7,739			\$0
Renovate Game Field										\$0
Resurface Track MS		\$110,250						\$147,746		\$0
SubTotal	\$262,500	\$154,073	\$357,608	\$214,829			\$13,367	\$183,832	\$264,503	\$60,269

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cedar Park HS (1998)

Exterior Paint									\$116,028	\$0
Recaulk Expansion Joints					\$153,154					\$0
Replace Downspouts										\$0
Replace Storefront Doors + Add Canopies Building "A", East and West Side										\$0
Roofing Repairs		\$19,694								\$0
Main Gym Floor					\$17,230					\$0
Aux Gym Floor				\$22,393						\$0
Multi Purpose Gym Floor		\$15,532								\$22,948
Paint 2nd Floor Building "A" and Remove Vinyl Wall Covering in the Admin Areas										\$0
Cafeteria Stage Drapes					\$33,183					\$0
Gas Fired Water Heaters(2 @ Athletics)			\$57,881							\$0
Gas Fired Water Heaters (2 @ Kitchen/PE)										\$146,851
Water Softener				\$5,774						\$0
Fire Alarm (Main Panel Only)				\$91,163						\$0
Double Steamer #1		\$22,050						\$29,549		\$0
Double Steamer #2		\$22,050								\$32,578
Convection Oven									\$27,924	\$0
Lg Ice Maker						\$14,741				\$0
Booster Heater #1		\$6,428								\$0
Booster Heater #2		\$6,428								\$9,496
Microwave #1		\$1,480								\$0
Microwave #2		\$1,480								\$0
Drink Cooler #1		\$8,820								\$0
Drink Cooler #2		\$8,820								\$0
Drink Cooler #3		\$8,820								\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cedar Park HS (1998)

Drink Cooler #4		\$8,820								\$0
Drink Cooler #5		\$8,820								\$0
Drink Cooler #6		\$8,820								\$0
Convection Oven, Double				\$21,879						\$0
Convection Oven, Double				\$21,879						\$0
Moisture Plus Oven				\$29,357						\$0
Proofer		\$4,090								\$0
Convection Oven, Double				\$21,879						\$0
Dishwasher #1		\$25,358								\$0
Garbage Disposal #1			\$4,908							\$0
Reach In Warmer #1						\$13,401				\$0
Proofer #2			\$4,295							\$0
Dishwasher #2		\$25,358								\$0
Garbage Disposal #2			\$4,908							\$0
Pass Thru Warmer #1						\$13,401				\$0
Drink Cooler #7		\$7,166								\$0
Drink Cooler #8		\$7,166								\$0
Reach In Cooler #1										\$0
Reach In Cooler #2										\$0
Reach In Cooler #3		\$16,439								\$0
Pass Thru Cooler #1										\$0
Pass Thru Cooler #2										\$0
Sm Tilting Skillet				\$21,879						\$0
Lg Tilting Skillet				\$24,310						\$0
Stove w/Griddle				\$22,833						\$0
Freezer/Cooler System										\$0
Restripe Parking Lots and Curbs					\$31,750					\$40,522
Restripe Band Practice Field				\$17,362				\$21,104		\$0
Resurface Tennis Courts				\$48,928						\$65,568
Resurface Track HS + Replace Sub-Base						\$261,319				\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cedar Park HS (1998)

Replace Turf		\$245,858							\$345,946	\$0
SubTotal		\$479,495	\$71,993	\$349,637	\$235,317	\$302,862		\$50,653	\$489,899	\$317,963

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cedar Park MS (1995)

Exterior Paint						\$43,320				\$0
Recaulk Expansion Joints & Windows						\$67,340				\$0
Pressure Wash and Seal										\$0
Comp Gym							\$14,071			\$0
Aux Gym							\$14,071			\$0
Paint Cooridors, Gyms and Cafeteria									\$387,832	\$0
Cafeteria Stage Drapes		\$17,671								\$0
Gas Fired Water Heaters (2)									\$135,896	\$0
Water Softener				\$5,774						\$0
Fire Alarm				\$60,775						\$0
Double Steamer #1			\$23,153							\$0
Double Steamer #2			\$23,153							\$0
Md Ice Maker			\$15,966							\$0
Booster Heater #1									\$6,360	\$0
Milk Box #1					\$6,764					\$0
Milk Box #2					\$6,764					\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Proofer				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal				\$5,159						\$0
Reach In Warmer #1									\$11,081	\$0
Reach In Warmer #2									\$11,081	\$0
Pass Thru Warmer #3									\$15,809	\$0
Reach In Cooler #1									\$23,132	\$0
Pass Thru Cooler #1		\$23,345								\$0
Pass Thru Cooler #2		\$23,345			147					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cedar Park MS (1995)

Sm Tilting Skillet		\$19,845								\$0
Lg Tilting Skillet								\$29,549		\$0
Stove w/Griddle			\$21,746							\$0
Freezer/Cooler System						\$26,802				\$0
Freezer / Cooler Box										\$0
Restripe Parking Lots and Curbs					\$15,315					\$19,547
Renovate Football Field								\$258,555		\$0
Replace Sub-base + Resurface Track MS					\$301,202					\$0
<i>SubTotal</i>		\$84,207	\$167,366	\$104,174	\$330,046	\$137,462	\$28,142	\$326,074	\$553,221	\$19,547

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cox EL (2001)

Exterior Paint							\$42,213			\$0
Recaulk Expansion Joints				\$42,239						\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria										\$0
Gas Fired Water Heaters (2)				\$25,526						\$0
Water Softener					\$3,829					\$0
Sprinklers										\$0
Fire Alarm										\$0
Steamer #1						\$43,687				\$0
Steamer #2			\$37,739							\$0
Sm Ice Maker			\$6,439							\$0
Booster Heater			\$6,749							\$0
Milk Box #1								\$4,728		\$0
Milk Box #2				\$6,442						\$0
Convection Oven, Double		\$19,845								\$0
Convection Oven, Double				\$21,879						\$0
Dishwasher								\$53,382		\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1								\$11,081		\$0
Reach In Cooler #1								\$15,809		\$0
Stove				\$12,155						\$0
Lg Tilting Skillet				\$36,569						\$0
Freezer/Cooler System										\$0
Restripe Parking Lots and Curbs		\$5,507					\$7,028			\$0
SubTotal		\$25,352	\$55,835	\$144,809	\$3,829	\$43,687	\$49,241	\$84,999		\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Cypress EL (1988)

Exterior Paint				\$23,398						\$0
Recaulk Expansion Joints		\$38,312								\$56,604
Reseal Exterior Walls							\$84,426			\$0
Roofing Repairs		\$8,070								\$0
Paint Corridors, MPR and Cafeteria							\$140,710			\$0
Gas Fired Water Heaters										\$0
Water Softener				\$4,862						\$0
Fire Alarm						\$33,502				\$0
Double Steamer #1				\$23,702						\$31,763
Sm Ice Maker		\$7,718								\$0
Booster Heater				\$7,086						\$0
Milk Box #1								\$4,728		\$0
Milk Box #2								\$4,728		\$0
Milk Box #3								\$4,728		\$0
Convection Oven, Double		\$19,845								\$0
Proofer #1				\$4,510						\$0
Dishwasher									\$34,129	\$0
Garbage Disposal				\$5,154						\$0
Proofer #2				\$4,510						\$0
Reach In Cooler #1					\$12,763					\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet		\$22,050								\$0
Freezer/Cooler System				\$24,310						\$0
Microwave #1		\$1,480								\$2,186
Restripe Parking Lots and Curbs		\$4,404					\$5,621			\$0
Erosion Control at Various Locations		\$66,150								\$0
SubTotal		\$168,029	\$11,576	\$97,532	\$12,763	\$33,502	\$230,757	\$14,184	\$34,129	\$90,554

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Deer Creek EL (2004)

Exterior Paint					\$25,528					\$0
Recaulk Expansion Joints		\$38,588								\$0
Roofing Repairs		\$4,984								\$0
Paint Corridors, MPR and Cafeteria										\$0
Electric Water Heaters (2)									\$46,540	\$0
Water Softener		\$3,308							\$4,654	\$0
Fire Alarm										\$0
Double Steamer #1				\$23,702						\$31,763
Sm Ice Maker		\$6,132								\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher			\$26,625							\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet			\$23,153							\$0
Freezer/Cooler System			\$23,153							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Restripe Parking Lots and Curbs		\$6,064					\$7,739			\$0
SubTotal		\$59,075	\$260,906	\$23,702	\$25,528		\$7,739		\$51,194	\$31,763

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Don Tew PAC (1999)

Exterior Paint										\$17,485
Stage Drapes					\$72,609					\$0
Sound System										\$16,289
Lighting Control Panel						\$26,802				\$0
SubTotal					\$72,609	\$26,802				\$33,774

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Faubion EL (1974)

Exterior Paint					\$19,105					\$0
Recaulk Expansion Joints & Windows						\$42,256				\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria					\$127,628					\$0
Electric Water Heater (1)			\$40,517							\$0
Water Softener		\$6,285							\$8,844	\$0
Fire Alarm									\$37,232	\$0
Double Steamer #1			\$22,574						\$30,251	\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater				\$7,086						\$0
Milk Box #1			\$6,135							\$0
Milk Box #2				\$6,442						\$0
Oven #1										\$29,320
Oven #2										\$29,320
Proofer				\$4,510						\$0
Dishwasher			\$26,625							\$0
Garbage Disposal										\$0
Microwave #1			\$1,554							\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet		\$33,169								\$0
Restripe Parking Lots and Curbs					\$9,572					\$12,217
SubTotal		\$39,454	\$117,085	\$18,038	\$156,305	\$42,256			\$76,327	\$70,857

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Florence Stiles MS (2011)

Exterior Paint		\$43,552								\$0
Recaulk Expansion Joints		\$38,588								\$0
Roofing Repairs										\$0
Cafeteria Stage Drapes		\$16,538								\$0
Comp Gym Floor								\$20,381		\$0
Aux Gym Floor								\$15,479		\$0
Dance Gym				\$12,155						\$0
Paint Corridors, Gyms and Cafeteria		\$275,625								\$0
Gas Fired Water Heaters		\$66,150								\$0
Water Softener			\$4,098							\$0
Fire Alarm		\$55,125								\$0
Double, Steamer Large			\$23,153							\$0
Md Ice Maker			\$15,966							\$0
Booster Heater #1			\$6,749							\$0
Booster Heater #2			\$6,749							\$0
Milk Box #1				\$6,442						\$8,633
Milk Box #2				\$6,442						\$8,633
Milk Box #3				\$6,442						\$8,633
Toaster			\$2,330							\$0
Heat Lamp #1			\$8,682							\$0
Heat Lamp #2			\$8,682							\$0
Heat Lamp #3			\$8,682							\$0
Heat Lamp #4			\$8,682							\$0
Drink Cooler #1				\$9,724						\$0
Drink Cooler #2				\$9,724						\$0
Drink Cooler #3				\$9,724						\$0
Drink Cooler #4				\$9,724						\$0
Ice Cream Box		\$1,962								\$2,899
Convection Oven, Double #1			\$20,837							\$0
Convection Oven, Double #2			\$20,837							\$0
Convection Oven, Double #3			\$20,837							\$0
Convection Oven, Double #4			\$20,837							\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Florence Stiles MS (2011)

Proofer		\$4,090								\$0
Dishwasher		\$25,358								\$0
Garbage Disposal #1			\$4,908							\$0
Reach In Warmer #1				\$12,155						\$0
Reach In Warmer #2				\$12,155						\$0
Reach In Warmer #3				\$12,155						\$0
Reach In Warmer #4				\$12,155						\$0
Pass Thru Warmer #1				\$12,520						\$0
Pass Thru Warmer #2				\$12,520						\$0
Garbage Disposal #2				\$5,154						\$0
Reach In Cooler #1										\$0
Reach In Cooler #2				\$12,155						\$0
Pass Thru Cooler #1										\$16,289
Pass Thru Cooler #2										\$16,289
Garbage Disposal #3				\$5,154						\$0
Lg Tilting Skillet				\$24,310						\$0
Stove				\$12,155						\$0
Freezer/Cooler System							\$28,142			\$0
Microwave #1			\$1,554							\$0
Restripe Parking Lots and Curbs		\$13,892					\$17,729			\$0
Resurface Track MS					\$107,208					\$0
Athletic Field		\$110,250								\$0
SubTotal		\$651,129	\$183,584	\$202,965	\$107,208		\$45,871	\$35,861		\$61,377

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Four Points MS (2009)

Exterior Paint										\$59,416
Recaulk Expansion Joints		\$75,888								\$0
Roofing Repairs										\$0
Cafeteria Stage Drapes										\$0
Comp Gym Floor								\$20,510		\$0
Aux Gym Floor								\$15,577		\$0
Dance Gym		\$11,025								\$0
Paint Corridors, Gyms and Cafeteria			\$289,406							\$0
Gas Fired Water Heaters (4)		\$116,215								\$0
Water Softener				\$5,774						\$0
Fire Alarm										\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Md Ice Maker			\$15,966							\$0
Booster Heater #1								\$9,033		\$0
Milk Box #1						\$4,288				\$0
Milk Box #2						\$4,288				\$0
Milk Box #3						\$4,288				\$0
Drink Cooler #1			\$9,261							\$0
Drink Cooler #2			\$9,261							\$0
Drink Cooler #3			\$9,261							\$0
Drink Cooler #4			\$9,261							\$0
Ice Cream Box				\$9,724						\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher										\$58,854
Garbage Disposal				\$5,154						\$0
Reach In Warmer #1		\$11,025								\$0
Pass Thru Warmer #1		\$11,025			156					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Four Points MS (2009)

Pass Thru Warmer #2	\$11,025									\$0
Beverage Display Case									\$5,430	\$0
Reach In Cooler #1	\$11,025									\$0
Reach In Cooler #2	\$11,025									\$0
Beverage Display Case									\$5,430	\$0
Pass Thru Cooler #1	\$11,025									\$0
Pass Thru Cooler #2	\$11,025									\$0
Sm Tilting Skillet	\$19,845									\$0
Lg Tilting Skillet	\$22,050									\$0
Stove #1	\$11,025									\$0
Freezer/Cooler System					\$25,526					\$0
Microwave #1				\$1,631						\$0
Microwave #2				\$1,631						\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Convection Oven #7			\$20,837							\$0
Convection Oven #8			\$20,837							\$0
Stove #2	\$11,025									\$0
Restripe Parking Lots and Curbs					\$15,315					\$19,547
Resurface Track MS										\$154,745
Rebuild Upper Practice Field							\$140,710			\$0
Athletic Field Main					\$127,628					\$0
SubTotal	\$344,248	\$548,138	\$23,914	\$168,469	\$12,865	\$140,710	\$45,120	\$10,859	\$292,561	

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Giddens EL (1996)

Exterior Paint							\$35,170			\$0
Recaulk Expansion Joints					\$44,670					\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria										\$162,889
Gas Fired Water Heaters							\$59,098			\$0
Water Softener							\$8,022			\$0
Fire Alarm										\$40,722
Double Steamer #1						\$43,687				\$0
Sm Ice Maker										\$9,060
Booster Heater				\$7,086						\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven, Double							\$25,328			\$0
Convection Oven, Double							\$25,328			\$0
Dishwasher			\$26,625							\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1			\$11,576							\$0
Pass Thru Warmer #1									\$19,755	\$0
Reach In Cooler #1			\$11,576							\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet		\$33,169								\$0
Freezer/Cooler System						\$26,802				\$0
Restripe Parking Lots and Curbs	\$6,405					\$8,175				\$0
SubTotal	\$6,405	\$33,169	\$78,533	\$7,086	\$44,670	\$78,664	\$152,946		\$19,755	\$212,672

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Glenn HS (2016)

Exterior Paint										\$0
Recaulk Expansion Joints					\$301,515					\$0
Paint Corridors, Gyms and Cafeteria							\$562,840			\$0
Gas Fired Water Heaters							\$175,012			\$0
Water Softener				\$14,586						\$0
Fire Alarm							\$105,533			\$0
Double Steamer #1			\$24,310						\$32,578	\$0
Lg Ice Maker					\$27,399					\$0
Booster Heater #1					\$6,679					\$0
Drink Cooler #1					\$8,048					\$0
Drink Cooler #2					\$8,048					\$0
Double Stack Oven #1							\$26,432			\$0
Double Stack Oven #2							\$26,432			\$0
Proofer(6)							\$30,586			\$0
Double Stack Oven #3							\$26,432			\$0
Walk In Oven							\$55,580			\$0
Dishwasher							\$35,873			\$0
Reach In Warmer #1									\$17,840	\$0
Reach In Warmer #2									\$17,840	\$0
Pass Thru Warmer #1									\$29,142	\$0
Pass Thru Warmer #2									\$29,142	\$0
Reach In Cooler #1									\$60,365	\$0
Pass Thru Cooler #1									\$29,142	\$0
Pass Thru Cooler #2									\$29,142	\$0
Refrigerator #1									\$30,598	\$0
Freezer/Cooler System										\$0
Restripe Parking Lot and Curbs		\$40,991					\$52,316			\$0
Restripe Band Practice Field Concrete			\$7,814			\$9,046			\$10,471	\$0
Resurface Tennis Courts			\$60,775						\$81,445	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Glenn HS (2016)

Resurface Track HS			\$127,339						\$170,646	\$0
Replace Turf, Football					\$638,757					\$0
Replace Turf, Baseball					\$844,986					\$0
Replace Turf, Softball					\$319,379					\$0
Replace Turf, Practice Field #1					\$596,802					\$0
Replace Turf, Practice Field #2					\$596,802					\$0
SubTotal		\$40,991	\$220,238	\$14,586	\$3,348,417	\$9,046	\$1,097,037		\$538,351	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Grandview Hills EL (2008)

Exterior Paint										\$18,796
Recaulk Expansion Joints					\$89,333					\$0
Restain Ext. Walls MPR only		\$22,050								\$0
Paint Corridors, MPR and Cafeteria			\$173,644							\$0
Gas Fired Water Heaters									\$101,570	\$0
Water Softener							\$8,022			\$0
Fire Alarm									\$38,783	\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Steamer #3			\$17,364							\$0
Steamer #4			\$17,364							\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher			\$26,625							\$0
Garbage Disposal			\$4,908							\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Warmer #2				\$12,155						\$0
Pass Thru Cooler #1									\$23,132	\$0
Stove #1				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System				\$24,310						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #4				\$21,879						\$0
Restripe Parking Lots and Curbs		\$8,814					\$11,250			\$0
SubTotal		\$30,864	\$301,758	\$177,111	\$89,333		\$19,272		\$163,485	\$18,796

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Gupton Stadium (2010)

Gas Fired Water Heaters				\$21,370						\$0
Generator			\$86,822							\$0
Restripe Parking Lots and Curbs	\$17,759					\$22,665				\$0
Replace Turf							\$619,722			\$0
SubTotal	\$17,759		\$86,822	\$21,370		\$22,665	\$619,722			\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Henry MS (2002)

Exterior Paint				\$25,830						\$0
Recaulk Expansion Joints			\$48,206							\$0
Roofing Repairs										\$0
Cafeteria Stage Drapes				\$18,233						\$0
Comp Gym Floor								\$20,510		\$0
Aux Gym Floor								\$15,577		\$0
Paint Corridors, Gyms and Cafeteria										\$0
Gas Fired Water Heaters									\$29,320	\$0
Water Softener							\$8,022			\$0
HRU		\$1,971,204								\$0
Fire Alarm						\$67,005				\$0
Double Steamer #1			\$23,153							\$0
Md Ice Maker		\$7,968								\$0
Booster Heater #1			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Toaster			\$2,330							\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher Sm Special				\$17,929						\$0
Garbage Disposal #1				\$5,154						\$0
Reach In Warmer #1										\$0
Reach In Warmer #2										\$0
Reach In Warmer #3			\$11,576							\$0
Reach In Cooler #4			\$11,576							\$0
Reach In Cooler #2										\$0
Reach In Cooler #1										\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Henry MS (2002)

Reach In Cooler #3			\$11,576							\$0
Stove			\$11,576							\$0
Garbage Disposal #2				\$5,154						\$0
Lg Tilting Skillet			\$23,153							\$0
Stove w/Griddle			\$21,746							\$0
Freezer/Cooler System										\$0
Microwave #1			\$1,554							\$0
Microwave #2			\$1,554							\$0
Restripe Parking Lots and Curbs		\$6,609					\$8,436			\$0
Detention Pond Maintenance										\$0
Resurface Track MS						\$127,309				\$0
SubTotal		\$1,985,781	\$274,663	\$72,298		\$194,314	\$16,457	\$36,087	\$29,320	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Knowles EL (2003)

Exterior Paint				\$23,965						\$0
Recaulk Expansion Joints			\$40,517							\$0
Roofing Repairs										\$0
Kitchen Floor Epoxy										\$0
Paint Corridors, MPR and Cafeteria										\$0
Water Heaters							\$26,594			\$0
Water Softener		\$6,285							\$8,844	\$0
Fire Alarm									\$38,783	\$0
Double Steamer #1			\$23,153							\$0
Sm Ice Maker								\$8,218		\$0
Booster Heater			\$6,749							\$0
Milk Box #1						\$4,288				\$0
Milk Box #2						\$4,288				\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal					\$5,411					\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Stove #1				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #4						\$24,122				\$0
Restripe Parking Lots and Curbs			\$8,682					\$11,081		\$0
SubTotal		\$6,285	\$102,253	\$158,534	\$5,411	\$32,698	\$26,594	\$19,299	\$47,627	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Larkspur EL (2019)

Recaulk Expansion Joints								\$7,930		\$0
Interior Paint										\$162,889
Gas Fired Water Heaters										\$59,862
Fire Alarm										\$16,289
Double Steamer #1						\$44,952				\$0
Double Steamer #2						\$44,952				\$0
Sm Ice Maker								\$8,127		\$0
Booster Heater								\$8,127		\$0
Milk Box #1								\$7,930		\$0
Milk Box #2								\$7,930		\$0
Proofer										\$5,901
Pass Thru Warmer #1										\$0
Pass Thru Cooler #1										\$0
Restripe Parking Lot and Curbs					\$7,706					\$9,835
SubTotal					\$7,706	\$89,904		\$40,043		\$254,777

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Leander HS (1982)

Exterior Paint				\$85,779						\$0
Recaulk Expansion Joints & Windows						\$160,811				\$0
Reroof Sections	\$458,325									\$0
Roofing Repairs										\$0
VCT (1100 + Athletic)				\$455,815						\$0
Comp Gym Floor			\$24,176							\$0
Aux Gym Floor			\$16,309							\$0
MPR Floor								\$20,814		\$0
Paint Corridors, Gyms and Cafeteria					\$510,513					\$0
Stage Drapes					\$20,002					\$0
Gas Fired Water Heaters 3 * 199						\$26,972				\$0
Water Softener			\$5,499							\$7,737
ROTC - OAU	\$85,680									\$0
Fire Alarm System					\$95,721					\$0
Fire Alarm Robotics						\$11,391				\$0
Double Steamer #1				\$24,310						\$32,578
Double Steamer #2				\$24,310						\$32,578
Double Steamer #3				\$24,310						\$32,578
Double Steamer #4				\$24,310						\$32,578
Lg Ice Maker				\$24,310						\$0
Booster Heater #1				\$7,086						\$0
Microwave #1			\$1,554							\$0
Beverage Display Case							\$4,925			\$0
Drink Cooler #2				\$6,078						\$0
Drink Cooler #3				\$6,078						\$0
Drink Cooler #4				\$6,078						\$0
Drink Cooler #5				\$6,078						\$0
Drink Cooler #6				\$6,078						\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Leander HS (1982)

Proofer #3				\$4,510						\$0
Convection Oven #4				\$21,879						\$0
Convection Oven #3				\$21,879						\$0
Proofer #2				\$4,510						\$0
Proofer #1				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1				\$12,155						\$0
Reach In Warmer #2				\$12,155						\$0
Reach In Warmer #3				\$12,155						\$0
Reach In Warmer #4				\$12,155						\$0
Reach In Warmer #5				\$12,155						\$0
Reach In Warmer #6				\$12,155						\$0
Reach In Warmer #7				\$12,155						\$0
Reach In Cooler #1										\$0
Reach In Cooler #2			\$11,576							\$0
Reach In Cooler #3			\$11,576							\$0
Reach In Cooler #4			\$11,576							\$0
Reach In Cooler #5			\$11,576							\$0
Reach In Cooler #6			\$11,575							\$0
Pass Thru Cooler #1										\$0
Pass Thru Cooler #2										\$0
Sm Tilting Skillet				\$21,879						\$0
Lg Tilting Skillet				\$24,310						\$0
Stove w/Griddle				\$22,833						\$0
Freezer/Cooler System			\$69,458							\$0
Serving Line Ancillary Replacement Fees	\$46,250									\$0
Restripe Parking Lots and Curbs							\$25,328			\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Leander HS (1982)

Restripe Band Practice Field			\$17,625			\$20,403			\$23,619	\$0
Resurface Tennis Courts			\$48,928						\$65,568	\$0
Softball Infield Renovation					\$159,535					\$203,612
SubTotal	\$590,255		\$246,336	\$983,729	\$785,771	\$219,577	\$30,253	\$20,814	\$89,187	\$341,661

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Leander MS (1974)

Exterior Paint							\$28,142			\$0
Recaulk Expansion Joints					\$51,318					\$0
Roofing Repairs								\$23,789		\$0
Aux Gym Floor Repair							\$26,781			\$0
Comp Gym Floor							\$19,533			\$0
Paint Corridors, Gyms and Cafeteria										\$407,224
Stage Drapes					\$21,320					\$0
Electric Water Heaters (3)		\$52,093								\$0
Water Softener				\$6,930						\$0
Fire Alarm										\$81,445
Double Steamer #1		\$31,557						\$42,289		\$0
Double Steamer #2			\$23,153							\$0
Md Ice Maker			\$16,174							\$0
Booster Heater #1			\$6,749							\$0
Milk Box #1								\$6,527		\$0
Milk Box #2			\$6,135							\$0
Convection Oven, Double				\$21,879						\$0
Convection Oven, Double				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher			\$26,625							\$0
Garbage Disposal			\$5,231							\$0
Reach In Warmer #1						\$13,401				\$0
Reach In Warmer #2						\$13,401				\$0
Reach In Warmer #3						\$13,401				\$0
Reach In Cooler #1			\$11,576							\$0
Reach In Cooler #2			\$11,576							\$0
Reach In Cooler #3			\$11,576							\$0
Pass Thru Cooler #1									\$23,132	\$0
Pass Thru Cooler #2									\$23,132	\$0
Pass thru Cooler #3					170				\$23,132	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Leander MS (1974)

Lg Tilting Skillet			\$23,153							\$0
Stove #1			\$11,576							\$0
Freezer/Cooler System										\$0
Microwave #1		\$1,480								\$2,186
Stove #2			\$11,576							\$0
Ice Cream Box #2			\$9,261							\$0
Restripe Parking Lots and Curbs		\$4,404					\$5,621			\$0
Resurface Track MS	\$94,763						\$126,991			\$0
Athletic Field							\$133,675			\$0
SubTotal	\$94,763	\$89,534	\$174,363	\$55,197	\$72,638	\$40,203	\$340,743	\$72,605	\$69,396	\$490,854

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

LEO Center (1955)

Exterior Paint						\$13,074				\$0
Recaulk Expansion Joints		\$27,287								\$40,315
VCT/ Epoxy/ Carpet Flooring Renovation Phase II										\$0
VCT - Classroom										\$0
Water Softener		\$3,308							\$4,654	\$0
Fire Alarm			\$28,941							\$0
Sound System						\$53,604				\$0
Confer. Ballast/Lamps			\$28,941							\$0
Steamer		\$16,538						\$22,162		\$0
Sm. Ice Maker			\$8,103							\$0
Milk Box #1								\$4,728		\$0
Convection Oven #1				\$21,879						\$0
Lg Tilting Skillet				\$24,310						\$0
Reach in Warmer #1				\$12,155						\$0
Reach in Freezer										\$22,805
Reach in Cooler #1										\$21,176
Reach in Cooler #2				\$12,155						\$0
Reach in Cooler #3				\$12,155						\$0
Reach in Cooler #4				\$12,155						\$0
Restripe Parking Lots and Curbs	\$7,875					\$10,051				\$0
Parking Lots										\$0
SubTotal	\$7,875	\$47,132	\$65,985	\$94,809		\$76,729		\$26,890	\$4,654	\$84,295

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

LISD Misc. Equipment

Portables										\$0
New Aluminum Decks and Ramps										\$81,445
Portable Buildings, A/C Units									\$46,540	\$0
Kitchen Equipment at Various Locations										\$0
Spare/Emergency Equip.										\$0
SubTotal									\$46,540	\$81,445

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Mason EL (1994)

Exterior Paint	\$19,060									\$0
Recaulk Expansion Joints		\$30,870								\$45,609
Roofing Repairs		\$9,702								\$0
Paint Corridors, MPR and Cafeteria			\$115,763							\$0
Gas Fired Water Heaters									\$48,867	\$0
Water Softener							\$8,022			\$0
Replace MPR HP A/C Unit to DX										\$0
Fire Alarm		\$27,563								\$0
Double Steamer #1						\$43,687				\$0
Sm Ice Maker				\$8,509						\$0
Booster Heater								\$6,058		\$0
Milk Box #1									\$6,854	\$0
Milk Box #2									\$6,854	\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer		\$4,090								\$0
Dishwasher			\$26,625							\$0
Garbage Disposal				\$5,154						\$0
Pass Thru Cooler #1									\$23,132	\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet		\$33,169								\$0
Freezer/Cooler Box Ancillary Fees	\$60,000									\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Restripe Parking Lots and Curbs	\$7,455					\$9,515				\$0
SubTotal	\$86,515	\$105,393	\$237,313	\$13,662		\$53,202	\$8,022	\$6,058	\$85,706	\$45,609

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Monroe Stadium (2009)

Electric Water Heaters								\$54,296		\$0
Fire Alarm							\$35,178			\$0
Generator		\$82,688								\$0
Replace Turf					\$638,757					\$0
Resurface Track						\$402,029				\$0
SubTotal		\$82,688			\$638,757	\$402,029	\$35,178	\$54,296		\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Naumann EL (1998)

Exterior Paint										\$60,541
Recaulk Expansion Joints									\$62,045	\$0
Roofing Repairs										\$0
Carpet - Corridor & Classrooms										\$0
Paint Corridors, MPR and Cafeteria				\$121,551						\$0
Gas Fired Water Heaters				\$25,526						\$0
Water Softener		\$3,308							\$4,654	\$0
Fire Alarm						\$33,502				\$0
Steamer, Double Stack				\$24,310						\$32,578
Convection Oven #3										\$31,763
Convection Oven #4										\$31,763
Sm Ice Maker						\$4,690				\$0
Booster Heater								\$6,058		\$0
Milk Box #1								\$4,728		\$0
Milk Box #2								\$4,728		\$0
Convection Oven #1										\$31,763
Convection Oven #2										\$31,763
Proofer				\$4,510						\$0
Dishwasher										\$39,908
Garbage Disposal		\$4,675								\$0
Reach In Warmer #1		\$11,025								\$0
Pass Thru Warmer #1									\$19,755	\$0
Reach In Cooler #1		\$11,025								\$0
Pass Thru Cooler #1										\$26,062
Stove/Griddle		\$11,025								\$0
Lg Tilting Skillet									\$24,666	\$0
Freezer/Cooler System						\$26,802				\$0
Restripe Parking Lots and Curbs			\$8,682				\$8,682	\$11,081		\$0
Detention Pond										\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Naumann EL (1998)

SubTotal		\$41,057	\$8,682	\$175,896		\$64,995		\$26,594	\$111,120	\$286,143
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Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

New Hope HS (1994)

Exterior Paint						\$12,061				\$0
Electric Water Heater				\$1,276						\$0
Replace Parking Lot										\$0
Restripe Parking Lots and Curbs + Reseal				\$6,078					\$7,757	\$0
New ramps and Deck										\$0
SubTotal				\$7,354		\$12,061			\$7,757	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Parkside EL (2008)

Exterior Paint										\$7,868
Recaulk Expansion Joints		\$38,588								\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria		\$127,221								\$0
Electric Water Heaters									\$121,941	\$0
Water Softener							\$8,022			\$0
Fire Alarm										\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Steamer #3			\$17,364							\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal										\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Warmer #2				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Pass Thru Cooler #2				\$12,155						\$0
Stove/Griddle				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System				\$24,310						\$0
Microwave			\$1,554							\$0
Restripe Parking Lots and Curbs			\$10,419					\$13,297		\$0
SubTotal		\$165,808	\$91,188	\$185,620			\$8,022	\$13,297	\$121,941	\$7,868

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Plain EL (2006)

Exterior Paint			\$25,596							\$0
Recaulk Expansion Joints									\$73,688	\$0
Roofing Repairs		\$4,213								\$0
Kitchen Floor Epoxy										\$0
Paint Corridors, MPR and Cafeteria								\$147,746		\$0
Electric Water Heaters							\$44,324			\$0
Water Softener		\$6,285							\$8,844	\$0
Fire Alarm										\$0
Steamer #1				\$18,233						\$24,433
Steamer #2				\$18,233						\$24,433
Sm Ice Maker										\$9,060
Booster Heater										\$9,959
Milk Box #1							\$7,831			\$0
Milk Box #2							\$7,831			\$0
Proofer			\$4,295							\$0
Dishwasher										\$58,854
Garbage Disposal			\$4,908							\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Stove				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System		\$22,050								\$0
Lg Mixer										\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Restripe Parking Lots and Curbs			\$8,682					\$11,081		\$0
Lawns & Ground Cover					180					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Plain EL (2006)

SubTotal		\$32,548	\$168,505	\$97,241		\$59,985	\$158,826	\$82,532	\$126,739
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Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Pleasant Hill EL (2004)

Exterior Paint					\$25,528					\$0
Recaulk Expansion Joints							\$70,348			\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria										\$162,889
Electric Water Heaters (2)									\$48,867	\$0
Water Softener				\$4,862						\$0
Fire Alarm							\$35,178			\$0
Double Steamer #1				\$24,310						\$32,578
Sm Ice Maker										\$9,060
Booster Heater				\$7,086						\$0
Milk Box #1				\$6,442						\$0
Milk Box #2				\$6,442						\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher									\$34,129	\$0
Garbage Disposal				\$5,154						\$0
Pass Thru Warmer #1			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Stove			\$11,576							\$0
Lg Tilting Skillet			\$23,153							\$0
Freezer/Cooler System			\$23,153							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Restripe Parking Lots and Curbs	\$8,426					\$10,754				\$0
Lawns & Ground Cover										\$0
SubTotal	\$8,426		\$210,352	\$54,297	\$25,528	\$10,754	\$105,525		\$82,996	\$204,527

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Reagan EL (2009)

Exterior Paint										\$16,392
Recaulk Expansion Joints										\$104,036
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria		\$110,250								\$0
Electric Water Heaters										\$130,694
Water Softener		\$3,308							\$4,654	\$0
Fire Alarm										\$40,722
Steamer #1								\$42,269		\$0
Steamer #2		\$31,541								\$46,601
Steamer #3			\$17,364							\$0
Steamer #4			\$17,364							\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater					\$7,441					\$0
Milk Box #1					\$6,764					\$0
Milk Box #2					\$6,764					\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Dishwasher			\$26,625							\$0
Garbage Disposal				\$5,154						\$0
Reach In Warmer #1		\$11,025								\$0
Pass Thru Warmer #1		\$11,025								\$0
Pass Thru Warmer #2		\$11,025								\$0
Pass Thru Cooler #1		\$11,025								\$0
Pass Thru Cooler #2		\$11,025								\$0
Stove/Griddle		\$20,710								\$0
Lg Tilting Skillet		\$22,050								\$0
Restripe Parking Lots and Curbs					\$9,572					\$12,217
SubTotal		\$242,984	\$111,132	\$5,154	\$30,541			\$42,269	\$4,654	\$350,662

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Reed EL (2012)

Exterior Paint			\$46,305							\$0
Recaulk Exterior			\$40,517							\$0
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria			\$115,763							\$0
Electric Water Heaters			\$71,027							\$0
Water Softener							\$5,834			\$0
Fire Alarm			\$28,941							\$0
Double Steamer #1				\$24,310						\$32,578
Double Steamer #2				\$24,310						\$32,578
Sm Ice Maker				\$8,509						\$0
Booster Heater				\$7,086						\$0
Milk Box #1				\$6,442						\$0
Milk Box #2		\$5,843						\$7,831		\$0
Ice Cream Box		\$8,820						\$11,820		\$0
Double Stack Oven #1			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher			\$26,625							\$0
Garbage Disposal				\$5,154						\$0
Pass Thru Warmer #1					\$12,763					\$0
Pass Thru Warmer #2					\$1,276					\$0
Pass Thru Cooler #1					\$12,763					\$0
Pass Thru Cooler #2					\$12,763					\$0
Lg Tilting Skillet					\$25,526					\$0
Freezer/Cooler System								\$29,549		\$0
Sm Mixer										\$0
Restripe Parking Lots and Curbs				\$10,940					\$13,962	\$0
SubTotal		\$14,663	\$354,310	\$86,751	\$65,090		\$5,834	\$49,199	\$13,962	\$65,156

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

River Place EL (2007)

Exterior Paint - Stain	\$74,550									\$0
Recaulk Expansion Joints										\$93,544
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria	\$120,750									\$0
Electric Water Heaters								\$118,476		\$0
Water Softener		\$6,285							\$8,844	\$0
Fire Alarm									\$38,783	\$0
Steamer #1				\$23,702						\$31,763
Steamer #2			\$22,574							\$0
Sm Ice Maker								\$5,171		\$0
Booster Heater								\$6,058		\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Proofer				\$4,510						\$0
Dishwasher								\$36,198		\$0
Garbage Disposal				\$5,154						\$0
Pass Thru Warmer #1										\$0
Pass Thru Cooler #1			\$11,576							\$0
Stove			\$11,576							\$0
Lg Tilting Skillet			\$23,153							\$0
Freezer/Cooler System			\$23,153							\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #4				\$21,879						\$0
Convection Oven #5				\$21,879						\$0
Convection Oven #6				\$21,879						\$0
Restripe Parking Lots and Curbs	\$6,825					\$8,711				\$0
SubTotal	\$202,125	\$6,285	\$104,302	\$164,640		\$8,711		\$165,902	\$47,627	\$125,308

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

River Ridge EL (2009)

Exterior Paint										\$8,742
Recaulk Expansion Joints										\$103,816
Roofing Repairs										\$0
Paint Corridors, MPR and Cafeteria		\$132,546								\$0
Electric Water Heaters		\$91,564								\$0
Water Softener		\$3,308							\$4,654	\$0
Fire Alarm									\$38,783	\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Steamer #3			\$17,364							\$0
Steamer #4			\$17,364							\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater		\$6,741								\$9,959
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer			\$4,295							\$0
Dishwasher		\$39,834								\$0
Garbage Disposal				\$5,154						\$0
Reach In Warmer #1		\$11,025								\$0
Reach In Cooler #1		\$11,025								\$0
Pass Thru Cooler #1		\$11,025								\$0
Pass Thru Cooler #2		\$11,025								\$0
Lg Tilting Skillet		\$22,050								\$0
Freezer/Cooler System					\$25,526					\$0
Restripe Parking Lots and Curbs					\$9,572					\$12,217
SubTotal		\$340,142	\$135,801	\$5,154	\$35,098				\$43,437	\$134,734

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Rouse HS (2008)

Exterior Paint		\$49,152								\$0
Recaulk Expansion Joints					\$287,157					\$0
Roofing Repairs		\$29,666								\$0
Cafeteria Stage Drapes				\$22,001						\$0
PAC Auditorium Stage Drapes				\$54,880						\$0
Comp Gym Floor							\$29,386			\$0
Aux Gym Floor							\$29,386			\$0
Multi Purpose Gym Floor								\$17,859		\$0
Paint Corridors, Gyms and Cafeteria		\$441,000								\$0
Gas Fired Water Heaters				\$162,878						\$0
Water Softener							\$8,022			\$0
Fire Alarm									\$116,350	\$0
Double Steamer #1			\$22,574						\$30,251	\$0
Double Steamer #2			\$22,574						\$30,251	\$0
Rack Oven				\$22,833						\$0
Lg Ice Maker			\$23,153							\$0
Garbage Disposal #2										\$0
Toaster			\$2,330							\$0
Drink Cooler #1			\$9,261							\$0
Drink Cooler #2			\$9,261							\$0
Drink Cooler #3			\$9,261							\$0
Drink Cooler #4			\$9,261							\$0
Drink Cooler #5			\$9,261							\$0
Drink Cooler #6			\$9,261							\$0
Ice Cream Box #1					\$10,210					\$0
Convection Oven #1				\$21,879						\$0
Convection Oven #2				\$21,879						\$0
Convection Oven #6				\$21,879						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #4				\$21,879						\$0
Convection Oven #5				\$21,879	187					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Rouse HS (2008)

Dishwasher					\$29,354					\$0
Garbage Disposal #1										\$0
Reach In Warmer #1					\$12,763					\$0
Reach In Warmer #2							\$14,071			\$0
Reach In Warmer #3					\$12,763					\$0
Reach In Warmer #4					\$12,763					\$0
Reach In Warmer #5					\$12,763					\$0
Reach In Warmer #6					\$12,763					\$0
Pass Thru Warmer #1					\$12,763					\$0
Pass Thru Warmer #2					\$12,763					\$0
Reach In Warmer #7						\$13,401				\$0
Reach In Cooler #1						\$20,982				\$0
Reach In Cooler #2						\$20,982				\$0
Reach In Cooler #3						\$20,982				\$0
Pass Thru Cooler #1						\$20,982				\$0
Pass Thru Cooler #2						\$20,982				\$0
Lg Tilting Skillet						\$26,802				\$0
Stove w/Griddle						\$25,174				\$0
Freezer/Cooler System				\$24,310						\$0
Drink Cooler #7			\$9,261							\$0
Drink Cooler #8			\$9,261							\$0
Reach In Warmer #7						\$13,401				\$0
Ice Cream Box #2					\$10,721					\$0
Convection Oven #7						\$24,122				\$0
Convection Oven #8						\$24,122				\$0
Restripe Parking Lots and Curbs				\$21,879					\$27,924	\$0
Restripe Band Practice Field			\$17,625			\$20,403			\$23,619	\$0
Resurface Tennis Courts							\$59,802			\$0
Resurface Track HS				\$151,938						\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Rouse HS (2008)

Replace Turf						\$670,682				\$0
SubTotal		\$519,818	\$162,343	\$591,994	\$426,782	\$923,015	\$140,666	\$17,859	\$228,394	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Running Brushy MS (2000)

Exterior Paint	\$33,970									\$0
Recaulk Expansion Joints							\$98,490			\$0
Clean and Seal										\$0
Roofing Repairs		\$13,058								\$0
Cafeteria Stage Drapes							\$24,624			\$0
Main Gym Floor						\$24,965				\$0
Aux Gym Floor						\$24,876				\$0
Paint Corridors, Gyms and Cafeteria										\$407,224
Gas Fired Water Heaters		\$123,194								\$0
Water Softener							\$8,022			\$0
Fire Alarm										\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Md Ice Maker		\$7,968								\$0
Booster Heater #1					\$5,105					\$0
Milk Box #1							\$7,831			\$0
Milk Box #2							\$7,831			\$0
Toaster		\$2,219								\$3,279
Convection Oven, Double #1		\$19,845								\$0
Convection Oven, Double #2		\$19,845								\$0
Convection Oven, Double #3				\$21,879						\$0
Convection Oven, Double #4				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher		\$25,358								\$0
Garbage Disposal				\$5,154						\$0
Reach In Warmer #1										\$0
Reach In Warmer #2			\$11,576							\$0
Reach In Warmer #3			\$11,576							\$0
Pass Thru Warmer #1										\$23,619
Pass Thru Warmer #2										\$23,619
Reach In Cooler #2					190					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Running Brushy MS (2000)

Reach In Cooler #3			\$15,049							\$0
Reach In Cooler #1			\$15,049							\$0
Pass Thru Cooler #1										\$26,062
Pass Thru Cooler #2										\$26,062
Lg Tilting Skillet				\$24,310						\$0
Stove #1			\$11,576							\$0
Freezer/Cooler System										\$0
Stove #2			\$11,576							\$0
Replace Parking Lots										\$0
Restripe Parking Lots and Curbs		\$7,712					\$9,843			\$0
Stadium Parking Restripe		\$1,158					\$1,477			\$0
Renovate Football Field										\$0
Resurface Track MS						\$129,989				\$0
SubTotal	\$33,970	\$220,357	\$111,132	\$77,732	\$5,105	\$179,830	\$158,117			\$509,865

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Rutledge EL (2005)

Exterior Paint						\$12,380				\$0
Recaulk Expansion Joints		\$29,768								\$43,980
Paint Corridors, MPR and Cafeteria				\$114,329						\$0
Electric Water Heaters (2)										\$121,051
Water Softener							\$8,022			\$0
Fire Alarm						\$33,502				\$0
Double Steamer #1			\$23,153							\$0
Sm Ice Maker								\$8,218		\$0
Booster Heater		\$6,428								\$9,496
Milk Box #1				\$6,442						\$0
Milk Box #2				\$6,442						\$0
Convection Oven #1			\$20,837							\$0
Convection Oven #2			\$20,837							\$0
Proofer				\$4,510						\$0
Dishwasher			\$26,625							\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Stove				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Replace Parking Lot										\$0
Restripe Parking Lots and Curbs	\$8,426					\$10,754				\$0
SubTotal	\$8,426	\$36,195	\$202,862	\$168,188		\$56,636	\$8,022	\$8,218		\$174,528

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Science Materials Center 2008

Clean and Seal										\$24,433
A/C Units	\$69,300									\$0
SubTotal	\$69,300									\$24,433

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

South PAC (2002)

Exterior Paint									\$11,635	\$0
Stage Drapes					\$72,609					\$0
Gas Fired Water Heaters										\$344,234
Lochinvar										
Electric Water Heaters - Commercial Systems- AO Smith/State 199000-BTU										\$14,932
SubTotal					\$72,609				\$11,635	\$359,166

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Steiner Ranch EL (1996)

Exterior Paint							\$45,020			\$0
Recaulk Expansion Joints		\$38,312								\$56,604
Roofing Repairs										\$0
Interior Paint										\$0
Paint Corridors, MPR and Cafeteria										\$162,889
Cabinet Door Replacement										\$0
Gas Fired Water Heaters							\$25,533			\$0
Water Softener							\$8,022			\$0
Fire Alarm		\$27,563								\$0
Double Steamer #1				\$26,741						\$35,836
Double Steamer #2				\$0						\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1				\$6,442						\$0
Milk Box #2				\$6,442						\$0
Convection Oven #1				\$31,076						\$0
Convection Oven #2				\$31,076						\$0
Dishwasher							\$32,363			\$0
Garbage Disposal					\$5,411					\$0
Reach In Warmer #1						\$13,401				\$0
Pass Thru Warmer #1									\$19,755	\$0
Reach In Cooler #1				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Stove #1			\$11,576							\$0
Lg Tilting Skillet		\$33,169								\$0
Freezer/Cooler System				\$24,310						\$0
Restripe Parking Lots and Curbs			\$8,682					\$11,081		\$0
SubTotal		\$99,043	\$35,111	\$150,397	\$5,411	\$13,401	\$110,939	\$11,081	\$19,755	\$255,329

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Support Services (2000)

Exterior Paint				\$48,928						\$0
Recalk Expansion Joints									\$189,262	\$0
Roofing Repairs		\$6,684								\$0
Gas Fired Water Heaters		\$30,224								\$0
Restripe Parking Lots and Curbs	\$9,862					\$12,586				\$0
Parking Lot Repair	\$29,925									\$0
SubTotal	\$39,787	\$36,908		\$48,928		\$12,586			\$189,262	\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Technology Center (2008)

Foundations										\$0
Exterior Paint										\$0
Recaulk Expansion Joints										\$0
RTU's									\$310,266	\$0
Reinsulate the Ext. HVAC Duct										\$0
HVAC CRAC SYSTEM (2008)		\$198,450								\$0
HVAC CRAC SYSTEM (2011)		\$198,450								\$0
Telephone & Public Address								\$28,929		\$0
Security								\$26,200		\$0
Fire Alarm					\$31,907					\$0
Sound System									\$62,053	\$0
Generator #1										\$0
Generator #2										\$0
Sm Ice Maker #1		\$7,718								\$11,402
Sm Ice Maker #2		\$7,718								\$11,402
Restripe Parking Lots and Curbs			\$5,788					\$7,387		\$0
Lawns & Ground Cover										\$0
SubTotal		\$412,335	\$5,788		\$31,907			\$62,516	\$372,319	\$22,805

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Transportation (2000)

Exterior Paint				\$57,018						\$0
Recaulk Expansion Joints									\$74,464	\$0
Roofing Repairs		\$5,578								\$0
Carpet Administration		\$11,094								\$0
Gas Fired Water Heaters										\$26,810
Fire Alarm							\$21,107			\$0
Restripe Parking Lots and Curbs	\$13,455					\$17,172				\$0
Parking Lot Repair	\$70,443					\$89,906				\$0
SubTotal	\$83,898	\$16,672		\$57,018		\$107,078	\$21,107		\$74,464	\$26,810

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Transportation (OBB) (1975)

Restripe Parking Lots and Curbs										\$0
Parking Lot Repair										\$0
SubTotal										\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Transportation North (2019)

VCT										\$0
Interior Paint										\$0
Gas Fired Water Heaters										\$0
Fire Alarm										\$0
Restripe Parking Lot and Curbs										\$0
SubTotal										\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vandegrift HS (2010)

Exterior Paint				\$98,444						\$0
Recaulk Expansion Joints		\$44,100								\$0
Cafeteria Stage Drapes			\$20,953							\$0
PAC Auditorium Stage Drapes			\$52,267							\$0
Comp Gym Floor				\$25,385						\$0
Aux Gym Floor				\$17,124						\$0
Multi Purpose Gym Floor				\$14,693						\$0
Paint Corridors, Gyms and Cafeteria				\$486,203						\$0
Gas Fired Water Heaters				\$171,249						\$0
Water Softener				\$5,774						\$0
Fire Alarm				\$91,163						\$0
Steamer #1		\$31,541								\$0
Steamer #2		\$31,541								\$0
Steamer #3		\$31,541								\$0
Steamer #4		\$31,541								\$0
Convection Oven #7				\$21,879						\$0
Convection Oven #8				\$21,879						\$0
Lg Ice Maker		\$22,050								\$32,578
Drink Cooler #7					\$10,210					\$0
Drink Cooler #8					\$10,210					\$0
Drink Cooler #9					\$10,210					\$0
Drink Cooler #10					\$10,210					\$0
Heat Lamp #7					\$4,786					\$0
Toaster #1					\$2,569					\$0
Toaster #2					\$2,569					\$0
Drink Cooler #1					\$10,210					\$0
Drink Cooler #2					\$10,210					\$0
Drink Cooler #3					\$10,210					\$0
Drink Cooler #4					\$10,210					\$0
Drink Cooler #5					\$10,210					\$0
Drink Cooler #6					\$10,210					\$0
Ice Cream Box					\$10,210					\$0
Convection Oven #1				\$21,879	201					\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vandegrift HS (2010)

Convection Oven #2				\$21,879						\$0
Convection Oven #4				\$21,879						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #6				\$21,879						\$0
Convection Oven #5				\$21,879						\$0
Dishwasher				\$27,957						\$0
Reach In Warmer #1			\$11,576							\$0
Reach In Warmer #2			\$11,576							\$0
Reach In Warmer #3			\$11,576							\$0
Reach In Warmer #4			\$11,576							\$0
Reach In Warmer #5			\$11,576							\$0
Reach In Warmer #6			\$11,576							\$0
Reach In Warmer #7			\$11,576							\$0
Reach In Warmer #8			\$11,576							\$0
Reach In Cooler #1			\$11,576							\$0
Reach In Cooler #2			\$11,576							\$0
Reach In Cooler #3			\$11,576							\$0
Reach In Cooler #4			\$11,576							\$0
Reach In Cooler #5			\$11,576							\$0
Reach In Cooler #6			\$11,576							\$0
Refrigerator #1			\$22,833							\$0
Refrigerator #2			\$22,833							\$0
Sm Tilting Skillet			\$20,837							\$0
Lg Tilting Skillet			\$23,153							\$0
Stove w/Griddle			\$21,746							\$0
Freezer/Cooler System						\$26,802				\$0
Beverage Display Case #1							\$4,925			\$0
Beverage Display Case #2							\$4,925			\$0
Restripe Parking Lots and Curbs	\$18,789					\$23,980				\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vandegrift HS (2010)

Restripe Band Practice Field - Concrete			\$7,814			\$9,046			\$10,471	\$0
Resurface Tennis Courts						\$53,943				\$0
Replace Turf					\$638,757					\$0
SubTotal	\$18,789	\$192,316	\$354,503	\$1,113,023	\$760,994	\$113,770	\$9,850		\$10,471	\$32,578

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vista Ridge HS (2003)

Exterior Paint				\$30,084						\$0
Recaulk Expansion Joints & Windows								\$189,114		\$0
Clean and Seal										\$0
Tilt-Up Concrete Panel										\$0
Roofing Repairs		\$20,666								\$0
Cafeteria Stage Drapes				\$22,001						\$0
PAC Auditorium Stage Drapes		\$49,778								\$0
Comp Gym Floor								\$30,855		\$0
Aux Gym Floor					\$12,763					\$0
Multi Purpose Gym Floor								\$20,814		\$0
Paint Corridors, Gyms and Cafeteria								\$809,882		\$0
Gas Fired Water Heaters										\$179,178
Water Softener							\$8,022			\$0
Fire Alarm						\$100,507				\$0
Steamer #1										\$0
Proofer #2				\$4,510						\$0
Proofer #3				\$4,510						\$0
Proofer #4				\$4,510						\$0
Proofer #5				\$4,510						\$0
Proofer #6				\$4,510						\$0
Proofer #7				\$4,510						\$0
Proofer #8				\$4,510						\$0
Proofer #9				\$4,510						\$0
Proofer #10				\$4,510						\$0
Lg Ice Maker #1				\$24,310						\$0
Booster Heater #1			\$6,749							\$0
Toaster		\$2,219								\$3,279
Beverage Display Case #1							\$4,925			\$0
Beverage Display Case #2							\$4,925			\$0
Rack Oven				\$46,432						\$0
Convection Oven #1				\$21,879						\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vista Ridge HS (2003)

Convection Oven #2				\$21,879						\$0
Convection Oven #4				\$21,879						\$0
Convection Oven #5				\$21,879						\$0
Convection Oven #3				\$21,879						\$0
Convection Oven #6				\$21,879						\$0
Proofer #1				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal			\$4,908							\$0
Reach In Warmer #1				\$12,155						\$0
Reach In Warmer #2				\$12,155						\$0
Garbage Disposer #2			\$4,908							\$0
Reach In Cooler #1			\$11,576							\$0
Reach In Cooler #2			\$11,576							\$0
Reach In Cooler #3			\$11,576							\$0
Reach In Cooler #4			\$11,576							\$0
Reach In Cooler #5			\$11,576							\$0
Reach In Cooler #6			\$11,576							\$0
Reach In Cooler #7			\$11,576							\$0
Refrigerator #1				\$23,975						\$0
Sm Tilting Skillet			\$20,837							\$0
Lg Tilting Skillet				\$24,310						\$0
Stove w/Griddle				\$22,833						\$0
Freezer/Cooler System										\$0
Replace Parking Lots										\$0
Restripe Parking Lots and Curbs		\$13,781					\$17,589			\$0
Lawns & Ground Cover										\$0
Detention pond maintenance										\$0
Restripe Band Practice Field			\$17,625			\$20,403			\$23,619	\$0
Resurface Tennis Courts						\$70,355				\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Vista Ridge HS (2003)

Resurface Track HS							\$154,781			\$0
Replace Turf		\$245,858							\$345,946	\$0
Expansion Joint Repair			\$28,941							\$0
Repaint Track						\$10,721				\$0
SubTotal		\$332,302	\$165,002	\$422,582	\$12,763	\$201,986	\$190,241	\$1,050,666	\$369,565	\$182,457

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Westside EL (2008)

Exterior Paint										\$17,485
Recaulk Expansion Joints				\$77,633						\$0
Paint Corridors, MPR and Cafeteria				\$121,551						\$0
Electric Water Heaters									\$122,690	\$0
Water Softener							\$8,022			\$0
Fire Alarm										\$0
Steamer #1			\$17,364							\$0
Steamer #2			\$17,364							\$0
Steamer #3			\$17,364							\$0
Sm Ice Maker			\$8,103							\$0
Booster Heater			\$6,749							\$0
Milk Box #1			\$6,135							\$0
Milk Box #2			\$6,135							\$0
Convection Oven #1					\$22,973					\$0
Convection Oven #2				\$21,879						\$0
Proofer				\$4,510						\$0
Dishwasher				\$27,957						\$0
Garbage Disposal								\$6,264		\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Warmer #2				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Pass Thru Cooler #2				\$12,155						\$0
Stove/Griddle				\$22,833						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System				\$24,310						\$0
Steamer #4			\$17,364							\$0
Replace Parking Lot										\$0
Restripe Parking Lots and Curbs		\$5,507					\$7,028			\$0
Lawns & Ground Cover										\$0
SubTotal		\$5,507	\$96,581	\$373,603	\$22,973		\$15,050	\$6,264	\$122,690	\$17,485

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Whitestone EL (1991)

Exterior Paint								\$23,297		\$0
Recaulk Expansion Joints & Windows				\$45,667						\$0
Reseal Exterior Walls									\$93,080	\$0
Roofing Repairs		\$8,841								\$0
Interior Paint										\$0
Gas Fired Water Heaters		\$27,563								\$0
Water Softener							\$8,022			\$0
Chiller System										\$0
Cooling Towers										\$0
Cooling Tower Component										\$0
Fire Alarm		\$27,563								\$0
Sm Ice Maker										\$9,060
Booster Heater										\$9,959
Milk Box #1				\$6,442						\$0
Milk Box #2				\$6,442						\$0
Double Steamer			\$23,153							\$0
Convection Oven #1							\$25,328			\$0
Convection Oven #2							\$25,328			\$0
Dishwasher			\$26,625							\$0
Garbage Disposal				\$5,154						\$0
Pass Thru Warmer #1							\$26,802			\$0
Reach In Cooler #1			\$17,364							\$0
Stove/Griddle				\$22,800						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System										\$0
Serving Line Replacement	\$41,463									\$0
Ancillaary Fees										
Replace Parking Lot										\$0
Restripe Parking Lots and Curbs		\$5,507					\$7,028			\$0
Lawns & Ground Cover		\$30,319								\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Whitestone EL (1991)

SubTotal	\$41,463	\$99,792	\$67,142	\$110,815	\$26,802	\$65,706	\$23,297	\$93,080	\$19,019
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Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Wiley MS (2006)

Exterior Paint							\$18,996			\$0
Recaulk Expansion Joints							\$98,490			\$0
Roofing Repairs										\$0
Cafeteria Stage Drapes		\$19,955								\$0
Comp Gym Floor				\$16,874						\$0
Aux Gym Floor				\$12,815						\$0
Paint Corridors, Gyms and Cafeteria						\$268,019				\$0
Water Heaters							\$70,918			\$0
Water Softener							\$8,022			\$0
Fire Alarm									\$77,566	\$0
Double Steamer #1				\$24,310						\$32,578
Double Steamer #2				\$24,310						\$32,578
Convection Oven #5			\$20,837							\$0
Convection Oven #6			\$20,837							\$0
Convection Oven #7			\$20,837							\$0
Convection Oven #8			\$20,837							\$0
Md Ice Maker			\$15,966							\$0
Booster Heater #1										\$9,959
Milk Box #1										\$7,196
Milk Box #2										\$7,196
Milk Box #3										\$7,196
Ice Cream Box			\$9,261							\$0
Convection Oven #1										\$41,644
Convection Oven #2										\$41,644
Convection Oven #3										\$41,644
Convection Oven #4										\$41,644
Proofer			\$4,295							\$0
Dishwasher										\$40,139
Garbage Disposal #1			\$4,631							\$0
Reach In Warmer #1				\$12,155						\$0

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Wiley MS (2006)

Reach In Warmer #2				\$12,155						\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Warmer #2				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Pass Thru Cooler #2				\$12,155						\$0
Garbage Disposal #2				\$4,862						\$0
Lg Tilting Skillet				\$24,310						\$0
Stove w/Griddle #1				\$22,833						\$0
Freezer/Cooler System		\$22,050								\$0
Kettle				\$24,310						\$0
Microwave #1			\$1,554							\$0
Stove w/Griddle #2				\$22,833						\$0
Restripe Parking Lots and Curbs		\$11,576					\$14,775			\$0
Resurface Track MS					\$104,527					\$0
SubTotal		\$53,582	\$119,055	\$250,388	\$104,527	\$268,019	\$211,200		\$77,566	\$303,421

Facility Renewal Summary Report

% Inflation	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029

Winkley EL (2006)

Exterior Paint							\$20,403			\$0
Recaulk Expansion Joints							\$70,348			\$0
Roofing Repairs										\$0
Paint Corridors, MPR, and Cafeteria										\$0
Electric Water Heaters							\$44,324			\$0
Water Softener							\$16,044			\$0
Fire Alarm									\$38,783	\$0
Steamer #1								\$42,269		\$0
Steamer #2								\$42,269		\$0
Sm Ice Maker		\$6,132								\$0
Booster Heater										\$9,959
Milk Box #1							\$7,831			\$0
Milk Box #2							\$7,831			\$0
Proofer			\$4,295							\$0
Dishwasher										\$58,854
Garbage Disposal			\$4,908							\$0
Pass Thru Warmer #1				\$12,155						\$0
Pass Thru Cooler #1				\$12,155						\$0
Stove				\$12,155						\$0
Lg Tilting Skillet				\$24,310						\$0
Freezer/Cooler System		\$22,050								\$0
Convection Oven #1							\$25,328			\$0
Convection Oven #2			\$20,837							\$0
Convection Oven #3			\$20,837							\$0
Convection Oven #4			\$20,837							\$0
Convection Oven #5			\$20,837							\$0
Convection Oven#6			\$20,837							\$0
Restripe Parking Lots and Curbs		\$6,609					\$8,436			\$0
SubTotal		\$34,792	\$113,389	\$60,775			\$200,543	\$84,537	\$38,783	\$68,813

Facility Renewal Summary Report

% Inflation

	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	\$1,774,461	\$7,779,648	\$6,562,655	\$7,292,284	\$8,151,612	\$4,779,514	\$4,298,002	\$3,481,641	\$4,946,146	\$6,494,835



2020

Potential Bond Projects

Major Maintenance - Potential Bond

2020 - 2029

Year	Facility	Subsystem	Detail	Cost
2020				
	Bagdad EL (1999)			
		HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$9,911,000
			Summary for Bagdad EL	\$9,911,000
	Cedar Park HS (1998)			
		HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System and Paint	\$27,825,000
		Roof	Replace Portions of the Roof	From 2019 \$41,340
		Roof	Replace Portions of the Roof	\$1,018,319
			Summary for Cedar Park HS	\$28,884,659
	Cedar Park MS (1995)			
		Roof	Replace Portions of the Roof	From 2019 \$870,853
		Roof	Replace Portions of the Roof	\$445,380
			Summary for Cedar Park MS	\$1,316,233
	Cox EL (2001)			
		HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$9,911,000
			Summary for Cox EL	\$9,911,000
	Cypress EL (1988)			
		Roof	Replace Portions of the Roof	\$187,885
			Summary for Cypress EL	\$187,885
	Don Tew PAC (1999)			
		HVAC	HVAC (Air Handling Units Only, Chiller Replaced in 2014), Ceiling, Lights, Carpet, Paint and Seats. Modernize Sound and Lighting System	Air Handling Units Only, Chiller Replace in 2014 \$3,339,000
			Summary for Don Tew PAC	\$3,339,000
	Faubion EL (1974)			
		Roof	Replace Portions of the Roof	\$397,500
		Roof	Replace Portions of the Roof	From 2019 \$17,124
			Summary for Faubion EL	\$414,624
	Leander HS (1982)			
		Roof	Replace Portions of the Roof	\$185,500
		Roof	Replace Portions of the Roof	From 2019 \$513,082
			Summary for Leander HS	\$698,582
	Naumann EL (1998)			
		HVAC	HVAC, Ceiling, Lights, Add Sprinkler System, Paint, (Playground Equipment	\$7,420,000

Year	Facility	Subsystem	Detail	Cost
Summary for Naumann EL				\$7,420,000
Running Brushy MS (2000)				
	HVAC		HVAC, Ceiling, Lights, Carpet and Paint	\$14,310,000
	Roof		Replace Portions of the Roof	\$452,885
Summary for Running Brushy MS				\$14,762,885
Whitestone EL (1991)				
	Roof		Replace Portions of the Roof	\$571,605
Summary for Whitestone EL				\$571,605
Summary for 2020				Total
				\$77,417,473.00
				% of Total
				18.70%
2021				
Bush EL (2002)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$10,441,000
Summary for Bush EL				\$10,441,000
Cedar Park HS (1998)				
	Roof		Replace Portions of the Roof	\$2,039,970
Summary for Cedar Park HS				\$2,039,970
Cox EL (2001)				
	Roof		Replace Portions of the Roof	\$26,235
Summary for Cox EL				\$26,235
Grandview Hills EL (2008)				
	Roof		Re-Roof Ancillary Buildings	\$530,000
Summary for Grandview Hills EL				\$530,000
Henry MS (2002)				
	HVAC		HVAC, Ceiling, Lights, Carpet and Paint	\$15,900,000
Summary for Henry MS				\$15,900,000
Leander HS (1982)				
	Roof		Replace Portions of the Roof	\$48,760
Summary for Leander HS				\$48,760
South PAC (2002)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint and Seats. Modernize Sound and Lighting System	\$4,685,200
Summary for South PAC				\$4,685,200
WPA Building (Old ISS Tech)				
	Roof		Replace Portions of the Roof	\$174,370
Summary for WPA Building (Old ISS Tech)				\$174,370
Summary for 2021				Total
				\$33,845,535.00
				% of Total
				8.17%

Year	Facility	Subsystem	Detail	Cost
2022				
Admin. Bldg (2002)				
	Interior Finis		Ceiling, Lights, Carpet and Paint	\$371,000
	Roof		Replace Portions of the Roof	\$201,665
Summary for Admin. Bldg				\$572,665
Blockhouse Creek EL (1986)				
	Roof		Replace Portions of the Roof	\$699,600
Summary for Blockhouse Creek EL				\$699,600
Bush EL (2002)				
	Roof		Replace Portions of the Roof	\$147,075
Summary for Bush EL				\$147,075
Cypress EL (1988)				
	Roof		Replace Portions of the Roof	\$496,610
Summary for Cypress EL				\$496,610
Henry MS (2002)				
	Roof		Replace Portions of the Roof	\$895,170
Summary for Henry MS				\$895,170
Knowles EL (2003)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$10,971,000
Summary for Knowles EL				\$10,971,000
LEO (1955)				
	HVAC		HVAC, Ceiling, Lights, Carpet and Paint	\$2,782,500
	Roof		Replace Portions of the Roof	\$320,915
Summary for LEO				\$3,103,415
Vista Ridge HS (2003)				
	HVAC		HVAC, Ceiling, Lights, Carpet and Paint	\$31,164,000
Summary for Vista Ridge HS				\$31,164,000
Whitestone EL (1991)				
	Roof		Replace Portions of the Roof	\$70,755
Summary for Whitestone EL				\$70,755
Summary for 2022				Total
				\$48,120,290.00
				% of Total
				11.62%

2023

Canyon Ridge MS (2004)				
	HVAC		HVAC, Ceiling, Lights, Carpet and Paint	\$17,755,000
Summary for Canyon Ridge MS				\$17,755,000
Deer Creek EL (2004)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$11,766,000

Year	Facility	Subsystem	Detail	Cost
			Summary for Deer Creek EL	\$11,766,000
Faubion EL (1974)	Roof	Replace Portions of the Roof		\$18,285
			Summary for Faubion EL	\$18,285
Knowles EL (2003)	Roof	Replace Portions of the Roof		\$26,765
			Summary for Knowles EL	\$26,765
Leander HS (1982)	Roof	Replace Portions of the Roof		\$143,392
			Summary for Leander HS	\$143,392
Pleasant Hill EL (2004)	HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)		\$11,766,000
			Summary for Pleasant Hill EL	\$11,766,000
Vista Ridge HS (2003)	Roof	Replace Portions of the Roof		\$2,507,192
			Summary for Vista Ridge HS	\$2,507,192
			Summary for 2023	Total
				\$43,982,634.00
				% of Total
				10.62%
2024				
Canyon Ridge MS (2004)	Roof	Replace Portions of the Roof		\$738,025
			Summary for Canyon Ridge MS	\$738,025
Cedar Park HS (1998)	Roof	Replace Portions of the Roof		\$58,830
			Summary for Cedar Park HS	\$58,830
Deer Creek EL (2004)	Roof	Replace Portions of the Roof		\$147,870
			Summary for Deer Creek EL	\$147,870
Faubion EL (1974)	Roof	Replace Portions of the Roof		\$44,520
			Summary for Faubion EL	\$44,520
Leander HS (1982)	Roof	Replace Portions of the Roof		\$113,950
			Summary for Leander HS	\$113,950
Mason EL (1994)	Roof	Replace Portions of the Roof		\$1,065,300
			Summary for Mason EL	\$1,065,300

Year	Facility	Subsystem	Detail	Cost
	Pleasant Hill EL (2004)	Roof	Replace Portions of the Roof	\$147,870
Summary for Pleasant Hill EL				\$147,870

Summary for 2024	Total % of Total	\$2,316,365.00 0.56%
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2025

	Cedar Park MS (1995)	Roof	Replace Portions of the Roof	\$196,365
Summary for Cedar Park MS				\$196,365

	Faubion EL (1974)	Roof	Replace Portions of the Roof	\$18,020
Summary for Faubion EL				\$18,020

	Leander HS (1982)	Roof	Replace Portions of the Roof	\$23,320
Summary for Leander HS				\$23,320

	Rutledge EL (2005)	HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$13,170,500
		Roof	Replace Portions of the Roof	\$171,455
Summary for Rutledge EL				\$13,341,955

	Wiley MS (2006)	HVAC	HVAC, Ceiling, Lights, Carpet and Paint	\$27,030,000
Summary for Wiley MS				\$27,030,000

Summary for 2025	Total % of Total	\$40,609,660.00 9.81%
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2026

	Blockhouse Creek EL (1986)	HVAC	HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$13,780,000
Summary for Blockhouse Creek EL				\$13,780,000

	Leander MS (1974)	Roof	Replace Portions of the Roof	\$1,336,130
Summary for Leander MS				\$1,336,130

	Mason EL (1994)	Roof	Replace Portions of the Roof	\$58,830
Summary for Mason EL				\$58,830

	Plain EL (2006)	HVAC	HVAC, Ceiling, Lights, Carpet and Paint	\$13,515,000
		Roof	Replace Portions of the Roof	\$180,465
Summary for Plain EL				\$13,695,465

Year	Facility	Subsystem	Detail	Cost
Wiley MS (2006)				
	Roof		Replace Portions of the Roof	\$758,960
				Summary for Wiley MS
				\$758,960
Winkley EL (2006)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$13,780,000
	Roof		Replace Portions of the Roof	\$180,465
				Summary for Winkley EL
				\$13,960,465

Summary for 2026	Total	\$43,589,850.00
	% of Total	10.53%

2027

River Place EL (2007)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Add Sprinkler System, Paint, (Playground Equipment 350K)	\$14,416,000
	Roof		Replace Portions of the Roof	\$189,475
				Summary for River Place EL
				\$14,605,475
Rouse HS (2008)				
	Roof		Replace Portions of the Roof	\$115,010
				Summary for Rouse HS
				\$115,010
Transportation (2000)				
	Roof		Replace Portions of the Roof	\$137,535
				Summary for Transportation
				\$137,535

Summary for 2027	Total	\$14,858,020.00
	% of Total	3.59%

2028

Cedar Park HS (1998)				
	Roof		Replace Portions of the Roof	\$1,913,168
				Summary for Cedar Park HS
				\$1,913,168
Cedar Park MS (1995)				
	Roof		Replace Portions of the Roof	\$308,990
				Summary for Cedar Park MS
				\$308,990
Grandview Hills EL (2008)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint, Playground Equipment, and Modernization of other Systems	\$14,946,000
	Roof		Replace Portions of the Roof	\$1,212,640
				Summary for Grandview Hills EL
				\$16,158,640
Naumann EL (1998)				
	Roof		Replace Portions of the Roof	\$1,211,845
				Summary for Naumann EL
				\$1,211,845

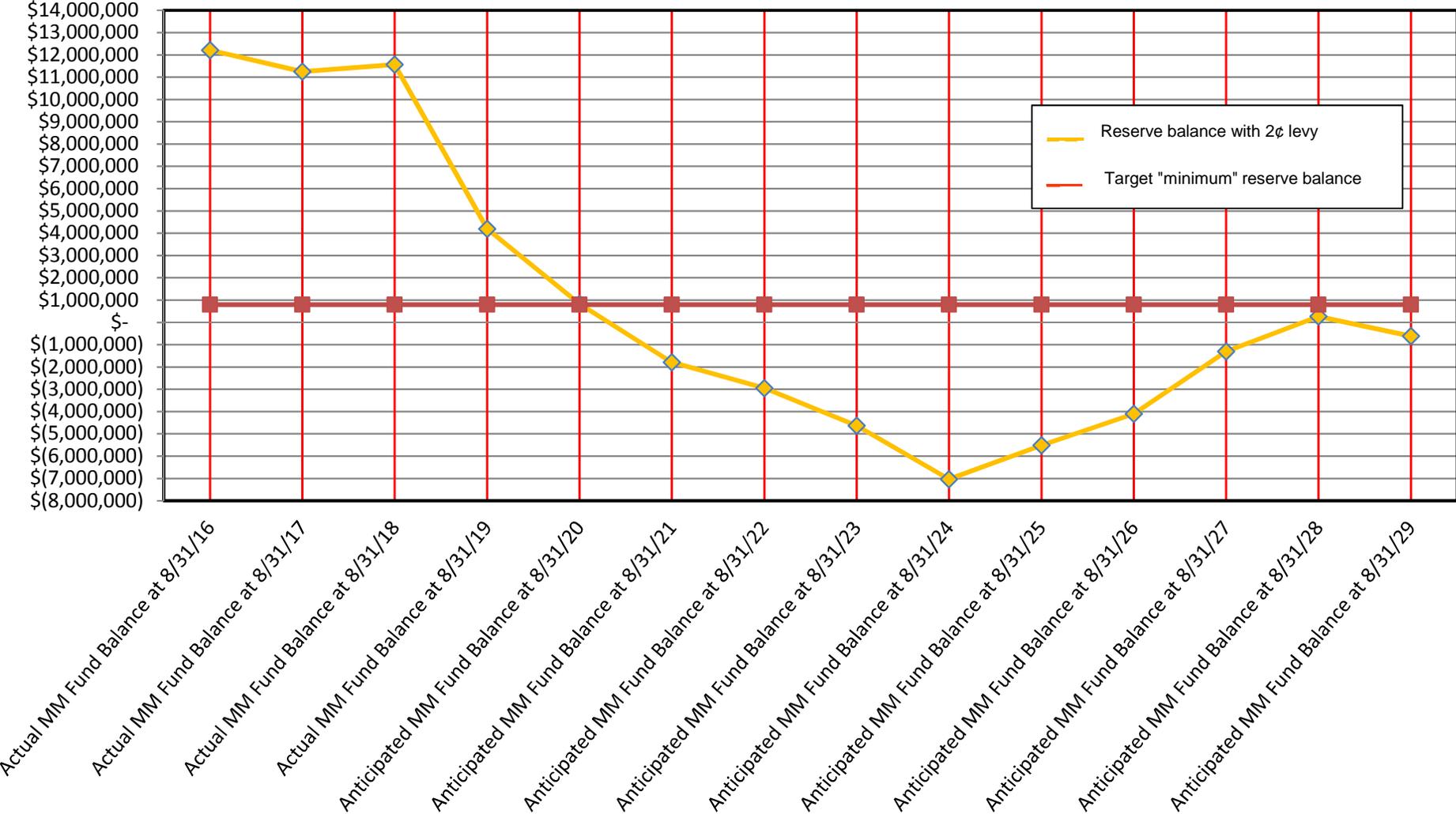
Year	Facility	Subsystem	Detail	Cost
Parkside EL (2008)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint, Playground Equipment, and Modernization of other Systems	\$14,946,000
	Roof		Replace Portions of the Roof	\$1,157,785
Summary for Parkside EL				\$16,103,785
River Ridge EL (2009)				
	Roof		Replace Portions of the Roof	\$1,157,785
Summary for River Ridge EL				\$1,157,785
Rouse HS (2008)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint and Modernization of other Systems	\$38,425,000
	Roof		Replace Portions of the Roof	\$2,026,190
Summary for Rouse HS				\$40,451,190
Rouse HS - Auto Tech (2008)				
	Roof		Replace Portions of the Roof	\$178,610
Summary for Rouse HS - Auto Tech				\$178,610
Technology (2008)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint and Modernization of other Systems	\$548,020
	Roof		Replace Portions of the Roof	\$67,045
Summary for Technology				\$615,065
Vista Ridge HS (2003)				
	Roof		Replace Portions of the Roof	\$239,825
Summary for Vista Ridge HS				\$239,825
Westside EL (2008)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint, Playground Equipment, and Modernization of other Systems	\$14,946,000
Summary for Westside EL				\$14,946,000
Summary for 2028				Total
				\$93,284,903.00
				% of Total
				22.53%
2029				
River Ridge EL (2009)				
	HVAC		HVAC, Ceiling, Lights, Carpet, Paint and Modernization of other Systems	\$16,006,000
Summary for River Ridge EL				\$16,006,000
Summary for 2029				Total
				\$16,006,000.00
				% of Total
				3.87%
Grand Total				\$414,030,730.00



2020

Major Maintenance Funding Plan

Proposed Major Maintenance Funding Plan Projected Scenarios assume 2¢ Levy through 2027/28





2019

Major Maintenance Plan Update

**2019 MAJOR MAINTENANCE PLAN UPDATE SUMMARY
as of 8/31/2019**

APPROVED 2019 MAJOR MAINTENANCE PLAN				
Category	Adopted Budget	Actual Expenditures at 8/31/19	Remaining Commitments at 8/31/19	Estimated Return to MM Reserves
Exteriors	\$1,621,241	\$640,206	\$337,320	\$643,715
Grounds	\$776,805	\$236,710	\$885,097	-\$345,002
HVAC	\$1,979,804	\$0	\$1,979,804	\$0
Interior Finish	\$5,677,685	\$5,162,769	\$114,346	\$400,570
Kitchen Equipment	\$490,892	\$286,287	\$95,370	\$109,235
Plumbing	\$283,040	\$215,664	\$0	\$67,376
Roofing	\$144,836	\$0	\$144,836	\$0
Safety	\$132,500	\$43,935	\$0	\$88,565
2019 MMP TOTAL	\$11,106,803	\$6,585,570	\$3,556,773	\$964,461
APPROVED 2019 PLAN AMENDMENTS				
Portables	\$1,385,000	\$885,192	\$278,672	\$221,136
Lockers	\$25,000	\$23,331	\$0	\$1,669
CPHS Additional (19/20)	\$3,951,150	\$1,374,982	\$2,576,168	\$0
2019 AMENDMENTS	\$5,361,150	\$2,283,505	\$2,854,840	\$222,805
2019 (AMENDED) MMP TOTAL	\$16,467,953	\$8,869,074	\$6,411,613	\$1,187,266
<i>Prior Year MM Plans: 8/31/19 Activity</i>		\$3,047,421	\$61,569	
TOTALS		\$11,916,496	\$6,473,181	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Exterior								
Exterior	A.C. Bible	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	30,295.00	17,731.48	-		12,563.52	
Exterior	Bagdad EL	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	40,535.00	26,472.32			14,062.68	
Exterior	Cedar Park HS (1998)	Replace Downspouts	63,600.00	54,349.00	-		9,251.00	
Exterior	Cedar Park HS (1998)	Replace Storefront Doors + Add Canopies Building "A", East and West Side	640,187.00	170,683.00	236,976.00	236,976.00	232,528.00	Winter 2020
Exterior	Don Tew PAC	Exterior Paint- Repaint Front Entry	11,378.00	11,129.41	-		248.59	
Exterior	Four Points MS	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	38,665.00	2,294.06	-		36,370.94	
Exterior	Grandview Hills EL (2008)	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	12,231.00	8,650.48	-		3,580.52	
Exterior	LISD Misc. Equipment	New Aluminum Decks and Ramps	53,000.00	-	-	53,000.00	-	Winter 2020
Exterior	Naumann EL	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	39,397.00	24,812.93	-		14,584.07	
Exterior	Parkside EL (2008)	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	5,120.00	3,054.69	-		2,065.31	
Exterior	Reagan EL	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	10,667.00	8,715.38	-		1,951.62	
Exterior	Reagan EL	Recaulk Expansion Joints	67,701.00	43,561.06	-		24,139.94	
Exterior	River Place EL (2007)	Recaulk Expansion Joints	60,874.00	31,268.77	-		29,605.23	
Exterior	River Ridge EL	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	5,689.00	3,054.69	-		2,634.31	
Exterior	River Ridge EL	Recaulk Expansion Joints	67,558.00	43,872.33	-		23,685.67	
Exterior	Running Brushy MS (2000)	Clean and Seal - Exterior Walls	296,355.00	122,440.00	-		173,915.00	
Exterior	Science Materials Center (2008)	Clean and Seal - Exterior Walls	15,900.00	8,299.00	-		7,601.00	
Exterior	Vista Ridge HS	Tilt-Up Concrete Panel - Repair Tilt-Wall Panels	150,711.00	50,437.00	47,344.00	47,344.00	52,930.00	Winter 2020
Exterior	Westside EL (2008)	Exterior Paint- Repaint All Hollow Metal Doors, Door & Window Frames	11,378.00	9,380.18	-		1,997.82	
		Total	1,621,241.00	640,205.78	284,320.00	337,320.00	643,715.22	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Grounds								
Grounds	Cedar Park HS (1998)	Remove and Resurface Track HS	206,700.00	78,536.00	557,270.00	557,270.00	(429,106.00)	Winter 2020
Grounds	Cedar Park HS (1998)	Restripe Band Practice Field- Asphalt Surface	15,141.00	-	8,437.00	8,437.00	6,704.00	
Grounds	Cedar Park HS (1998)	Restripe Parking Lots and Curbs	26,370.00	-	8,438.00	8,438.00	17,932.00	
Grounds	Cedar Park MS (1995)	Restripe Parking Lots and Curbs	12,720.00	-	2,826.00	2,826.00	9,894.00	
Grounds	Cypress EL	Erosion Control at Various Locations	63,600.00	-	-	63,600.00	-	Summer 2020
Grounds	Faubion EL (1974)	Restripe Parking Lots and Curbs	7,950.00	-	3,318.00	3,318.00	4,632.00	
Grounds	Four Points MS	Restripe Parking Lots and Curbs	12,720.00	-	5,226.00	5,226.00	7,494.00	
Grounds	Four Points MS	Resurface Track MS	100,700.00	63,150.00	-		37,550.00	
Grounds	Glenn HS	Restripe Band Practice Field Concrete	7,155.00	-	3,317.00	3,317.00	3,838.00	
Grounds	Henry MS	Resurface Track MS	100,700.00	95,023.50	-		5,676.50	
Grounds	Leander HS	Restripe Band Practice Field	16,138.00	-	11,211.00	11,211.00	4,927.00	
Grounds	Leander HS	Restripe Parking Lots and Curbs	19,080.00	-	16,926.00	27,530.00	(8,450.00)	
Grounds	Leander HS	Softball Infield Renovation	132,500.00	-	160,313.00	160,313.00	(27,813.00)	
Grounds	Reagan EL	Restripe Parking Lots and Curbs	7,950.00	-	2,987.00	2,987.00	4,963.00	
Grounds	River Ridge EL	Restripe Parking Lots and Curbs	7,950.00	-	5,982.00	5,982.00	1,968.00	
Grounds	Rouse HS	Restripe Band Practice Field -Asphalt Surface	16,138.00	-	3,364.00	11,278.00	4,860.00	
Grounds	Vandegrift HS	Restripe Band Practice Field - Concrete Surface	7,155.00	-	3,364.00	3,364.00	3,791.00	
Grounds	Vista Ridge HS	Restripe Band Practice Field- Asphalt Surface	16,138.00	-	10,000.00	10,000.00	6,138.00	
		Total	776,805.00	236,709.50	802,979.00	885,097.00	(345,001.50)	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
HVAC								
HVAC	Henry MS	HRU's (Heat Recovery Units) Design 2019 - Replacement 2020	1,895,216.00	-	57,000.00	1,895,216.00	-	Summer 2020
HVAC	LISD Misc. Equipment	Heat Recovery Wheel (3)	84,588.00	-	-	84,588.00	-	Summer 2020
		Total	1,979,804.00	-	57,000.00	1,979,804.00	-	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Interiors								
Interiors	Canyon Ridge MS	Aux Gym Floor - Resurface Floor	11,176.00	8,722.00			2,454.00	
Interiors	Canyon Ridge MS	Comp Gym Floor - Resurface Floor	14,715.00	8,722.00			5,993.00	
Interiors	Cedar Park HS (1998)	Athletic Additions, Modernizations & Renovations Phase II	3,958,570.00	3,958,570.00	-		-	In-Progress
Interiors	Cedar Park HS (1998)	Multi Purpose Gym Floor- Resurface Floor	14,933.00	-	-	14,933.00	-	Summer 2020
Interiors	Cedar Park HS (1998)	Paint 2nd Floor Building "A" and Remove Vinyl Wall Covering in the Admin Areas	102,820.00	-	85,282.00	85,282.00	17,538.00	Winter 2020
Interiors	Florence Stiles MS	Aux Gym Floor - Resurface Floor	11,106.00	8,785.00	-		2,321.00	
Interiors	Florence Stiles MS	Comp Gym Floor - Resurface Floor	14,623.00	8,786.00	-		5,837.00	
Interiors	Four Points MS	Aux Gym Floor - Resurface Floor	11,176.00	8,785.00	-		2,391.00	
Interiors	Four Points MS	Comp Gym Floor - Resurface Floor	14,715.00	8,786.00	-		5,929.00	
Interiors	Henry MS	Aux Gym Floor - Resurface Floor	11,176.00	8,816.00	-		2,360.00	
Interiors	Henry MS	Comp Gym Floor - Resurface Floor	14,715.00	8,816.00	-		5,899.00	
Interiors	Knowles EL	Kitchen Floor Epoxy - Replace Epoxy Floor	68,900.00	89,398.73	-		(20,498.73)	
Interiors	Leander HS	Multi Purpose Gym Floor- Resurface Floor	14,933.00	5,492.00	-		9,441.00	
Interiors	LEO	VCT/ Epoxy/ Carpet Flooring Renovation- Phase II Moisture Mitigation Process and Replace MPR Carpet	454,253.00	373,382.57	2,399.00	2,399.00	78,471.43	
Interiors	Naumann EL	Replace Carpet	705,000.00	464,272.35	11,731.50	11,731.50	228,996.15	
Interiors	Pleasant Hill EL	Paint Corridors, MPR and Cafeteria	106,000.00	78,277.30	-		27,722.70	
Interiors	Rouse HS	Multi Purpose Gym Floor - Resurface Floor	12,813.00	9,394.00	-		3,419.00	
Interiors	Vista Ridge HS	Comp Gym Floor - Resurface Floor	22,137.00	11,334.00	-		10,803.00	
Interiors	Vista Ridge HS	Multi Purpose Gym Floor - Resurface Floor	14,933.00	11,334.00	-		3,599.00	
Interiors	Winkley EL	Repaint Corridor Walls, Door Frames, Stairs Wells	98,991.00	91,096.29	-		7,894.71	
Total			5,677,685.00	5,162,769.24	99,412.50	114,345.50	400,570.26	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Kitchen								
Kitchen	Four Points MS	Replace Booster Heater #1	6,481.00	7,747.66	-		(1,266.66)	
Kitchen	Four Points MS	Replace Dishwasher	38,299.00	38,026.66	-		272.34	
Kitchen	LISD Misc. Equipment	Replace Spare/Emergency Equip.	265,000.00	60,922.00	95,370.02	95,370.02	108,707.98	
Kitchen	Reed EL	Replace Water Softener	4,395.00	8,188.00	-		(3,793.00)	
Kitchen	Rouse HS	Replace Garbage Disposal #1	4,790.00	6,724.66	-		(1,934.66)	
Kitchen	Rouse HS	Replace Garbage Disposal #2	4,790.00	6,724.66	-		(1,934.66)	
Kitchen	Rouse HS	Replace Water Softener	6,043.00	8,188.00	-		(2,145.00)	
Kitchen	Wiley MS	Replace Booster Heater #1	6,481.00	7,747.66	-		(1,266.66)	
Kitchen	Wiley MS	Replace Convection Oven #1	27,100.00	17,352.66	-		9,747.34	
Kitchen	Wiley MS	Replace Convection Oven #2	27,100.00	17,352.66	-		9,747.34	
Kitchen	Wiley MS	Replace Convection Oven #3	27,100.00	17,352.66	-		9,747.34	
Kitchen	Wiley MS	Replace Convection Oven #4	27,100.00	17,352.66	-		9,747.34	
Kitchen	Wiley MS	Replace Dishwasher	26,121.00	46,740.66	-		(20,619.66)	
Kitchen	Wiley MS	Replace Milk Box #1	4,683.00	5,892.66	-		(1,209.66)	
Kitchen	Wiley MS	Replace Milk Box #2	4,683.00	5,892.66	-		(1,209.66)	
Kitchen	Wiley MS	Replace Milk Box #3	4,683.00	5,892.66	-		(1,209.66)	
Kitchen	Wiley MS	Replace Water Softener	6,043.00	8,188.00	-		(2,145.00)	
Total			490,892.00	286,286.58	95,370.02	95,370.02	109,235.40	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Plumbing								
Plumbing	Bagdad EL	Replace Gas Fired Water Heaters (2)	45,101.00	30,200.00	-		14,901.00	
Plumbing	Cedar Park HS (1998)	Replace Gas Fired Water Heaters (2 @ Kitchen/PE)	95,563.00	67,191.00	-		28,372.00	
Plumbing	Cypress EL	Replace Gas Fired Water Heaters	57,327.00	41,858.80	-		15,468.20	
Plumbing	Reagan EL	Replace Electric Water Heaters	85,049.00	76,414.00	-		8,635.00	
Total			227,283,040.00	215,663.80	-	-	67,376.20	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Roofing								
Roofing	Admin Annex	Roofing Repairs	11,798.00	-	-	11,798.00	-	Summer 2020
Roofing	Cedar Park HS (1998)	Roofing Repairs	18,935.00	-	-	18,935.00	-	Summer 2020
Roofing	Cypress EL	Roofing Repairs	7,759.00	-	-	7,759.00	-	Summer 2020
Roofing	Deer Creek EL	Roofing Repairs	4,792.00	-	-	4,792.00	-	Summer 2020
Roofing	Knowles EL	Roofing Repairs	3,765.00	-	-	3,765.00	-	Summer 2020
Roofing	Mason EL	Roofing Repairs	9,328.00	-	-	9,328.00	-	Summer 2020
Roofing	Plain EL	Roofing Repairs	4,050.00	-	-	4,050.00	-	Summer 2020
Roofing	River Place EL	Roofing Repairs	3,172.00	-	-	3,172.00	-	Summer 2020
Roofing	Rouse HS	Roofing Repairs	28,522.00	-	-	28,522.00	-	Summer 2020
Roofing	Running Brushy MS	Roofing Repairs	12,555.00	-	-	12,555.00	-	Summer 2020
Roofing	Support Services	Roofing Repairs	6,427.00	-	-	6,427.00	-	Summer 2020
Roofing	Transportation	Roofing Repairs	5,363.00	-	-	5,363.00	-	Summer 2020
Roofing	Vista Ridge HS	Roofing Repairs	19,870.00	-	-	19,870.00	-	Summer 2020
Roofing	Whitestone EL	Roofing Repairs	8,500.00	-	-	8,500.00	-	Summer 2020
Total			144,836.00	-	-	144,836.00	-	

Category	Facility	Project	Adopted Budget	Actual Expense as of 8/31	Encumbrance as of 8/31	Remaining Commitments as of 8/31	Estimated Return to MM Reserves	Scheduled Completion
Safety								
Safety	Deer Creek EL	Replace Fire Alarm	26,500.00	8,708.75	-		17,791.25	
Safety	Parkside EL	Replace Fire Alarm	26,500.00	8,806.53	-		17,693.47	
Safety	Plain EL	Replace Fire Alarm	26,500.00	8,806.53	-		17,693.47	
Safety	Reagan EL	Replace Fire Alarm	26,500.00	8,806.53	-		17,693.47	
Safety	Westside EL	Replace Fire Alarm	26,500.00	8,806.53	-		17,693.47	
Total			132,500.00	43,934.87	-		88,565.13	

ORIGINAL PLAN \$11,106,803.00 \$6,585,569.77 \$1,339,081.52 \$3,556,772.52 \$964,460.71

APPROVED 2019 PLAN AMENDMENTS								
2019	Stiles MS	Lockers - from Fund Balance	25,000.00	23,330.58			1,669.42	
2019	Portables	Portables & Moves - from Fund Balance	1,385,000.00	885,192.37	243,272.24	278,672.00	221,135.63	
2020	Cedar Park HS	Renovations	3,951,150.00	1,374,981.75		2,576,168.25	-	
Total			\$16,467,953.00	\$8,869,074.47	\$1,582,353.76	\$6,411,612.77	\$1,187,265.76	

Prior Year MM Plans: 8/31/19 Activity								
2017	Giddens / LMS	HVAC Design - MEP		158,400.00	56,053.00	56,053.00		
2018	RHS/VHS	Tennis Courts		39,375.00				
2018	CPMS	Track		321,479.20	5,515.50	5,515.50		
2018	Monroe	Track		276,538.00				
2018	Whitestone	Freezer/Cooler		49,482.00				
2018	Knowles	Fire Alarm		1,424.00				
2018	Scoreboard	LED Scoreboards		254,623.00				
2018	CPHS	Phase 1 Athletics		1,946,100.00				
Total			\$16,467,953.00	\$11,916,495.67	\$1,643,922.26	\$6,473,181.27	\$1,187,265.76	

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Guaranteed Maximum Price (GMP) #1 for Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Jimmy Disler
Attachments: GMP #1 - Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS

Background Information:

At the January 23, 2020 meeting, the Board approved the selection of American Constructors as the Construction Manager at Risk for the security upgrades at Canyon Ridge MS, Four Points MS and Henry MS. This work will be completed during the summer of 2020.

GMP #1 will be for long lead procurement items and early project startup needs.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve GMP #1 in the amount of \$994,490 for Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS.

Sample Motion:

I move that the Board approve GMP #1 in the amount of \$994,490 for Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS.

American Constructors
 Security Upgrades - CRMS, FPMS, HMS
 GMP 1
 February 11, 2020

Div	Description	TOTAL
01	JOBSITE EXPENSES	150,000
02	EXISTING CONDITIONS	195,900
08	GLASS/GLAZING/STOREFRONTS	395,000
09	FLOORING-Materials Procurement	145,700
50	Project Supervision	20,000
	BONDS & INSURANCE	25,930
	FEE	41,960
	CONTINGENCY	20,000
	TOTAL	994,490

Summary

GMP-1 - February 2020	994,490
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Tenative Future GMP Schedule

GMP-2 - May/June, 2020

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Job Order Contract-Guaranteed Maximum Price (JOC-GMP) #1 for Security Upgrades at Running Brushy MS, Stiles MS and Wiley MS

Purpose: Action Requested This Month Discussion Item/Report

Administrator Responsible: Jimmy Disler

Attachments: JOC-GMP #1 - Security Upgrades at Canyon Ridge MS, Four Points MS and Henry MS

Background Information:

At the January 23, 2020 meeting, administration recommended utilizing Job Order Contracting for the security upgrades at Running Brushy MS, Stiles MS and Wiley MS. Given the very short window of time in which these projects must be completed, consistency between contractor and architect throughout this project is extremely important. Since American Constructors has been selected as the construction manager at risk for the security upgrades at Canyon Ridge MS, Four Points MS and Henry MS, administration has selected them as the contractor for the security upgrades at Running Brushy MS, Stiles MS and Wiley MS. This work will be completed during the summer of 2020.

GMP #1 will be for long lead procurement items and early project startup needs.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve Job Order Contract-Guaranteed Maximum Price (GMP) #1 in the amount of \$874,800 for Security Upgrades at Running Brushy MS, Stiles MS and Wiley MS

Sample Motion:

I move that the Board approve Job Order Contract-Guaranteed Maximum Price (GMP) #1 in the amount of \$874,800 for Security Upgrades at Running Brushy MS, Stiles MS and Wiley MS

American Constructors
Security Upgrades - RBMS, WMS, FSMS

JOC-GMP-1
February 11,2020

Div	Description	TOTAL
01	JOBSITE EXPENSES	75,000
02	EXISTING CONDITIONS	143,000
08	GLASS/GLAZING/STOREFRONTS	395,000
09	FLOORING-Materials Procurement	141,800
50	Project Supervision	20,000
	BONDS & INSURANCE	40,200
	FEE	39,800
	CONTINGENCY	20,000
	TOTAL	874,800

Summary

JOC-GMP-1 - February 2020	874,800
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Tenative Future GMP Schedule

JOC-GMP-2 - May/June, 2020

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item:	Consider Approval of Guaranteed Maximum Price (GMP) #1 for Security Upgrades at Glenn HS, Rouse HS, New Hope HS and Leander Extended Opportunity (LEO)	
Purpose:	<input checked="" type="checkbox"/> Action Requested This Month	<input type="checkbox"/> Discussion Item/Report
Administrator Responsible:	Jimmy Disler	
Attachments:	GMP #1 - Security Upgrades at Glenn HS, Rouse HS, New Hope HS and Leander Extended Opportunity (LEO)	

Background Information:

At the January 23, 2020 meeting, the Board approved the selection of Joeris General Contractors as the Construction Manager at Risk for the security upgrades at Glenn HS, Rouse HS, New Hope HS and Leander Extended Opportunity (LEO). This work will be completed during the summer of 2020.

GMP #1 will be for long lead procurement items and early project startup needs.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve GMP #1 in the amount of \$354,552 for Security Upgrades at Glenn HS, Rouse HS, New Hope HS and Leander Extended Opportunity (LEO).

Sample Motion:

I move that the Board approve GMP #1 in the amount of \$354,552 for Security Upgrades at Glenn HS, Rouse HS, New Hope HS and Leander Extended Opportunity (LEO).

JOERIS GENERAL CONTRACTORS, LTD
GLENN/ROUSE/NEW HOPE/LEO SECURED VESTIBULE/SECURITY ENHANCEMENTS
GMP 1
2/10/2020

DIV	ITEM DESCRIPTION		TOTAL
08	Doors & Windows	\$	310,000
52	Bonds/Insurance/Permits	\$	7,562
53	CMR Fee	\$	11,990
54	Contingency	\$	25,000
GMP 1 TOTAL		\$	354,552

GMP SCHEDULE

GMP 1 - February 2020

GMP 2 - April 2020

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Consider Approval of Guaranteed Maximum Price (GMP) #1 for Steiner Ranch ES HVAC Update

Purpose: Action Requested This Month Discussion Item/Report

Administrator Responsible: Jimmy Disler

Attachments: GMP #1 - Steiner Ranch ES HVAC Update

Background Information:

At the January 23, 2020 meeting, the Board approved the selection of Joeris General Contractors as the Construction Manager at Risk for the Steiner Ranch ES HVAC update. The first phase of this project will begin in the summer of 2020.

GMP #1 will be for long lead procurement items and early project startup needs.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve GMP #1 in the amount of \$1,634,800 for Steiner Ranch ES HVAC Update.

Sample Motion:

I move that the Board approve GMP #1 in the amount of \$1,634,800 for Steiner Ranch ES HVAC Update.

JOERIS GENERAL CONTRACTORS, LTD
STEINER RANCH ELEMENTARY SCHOOL HVAC RENOVATIONS
GMP 1
2/10/2020

DIV	ITEM DESCRIPTION	TOTAL
09	Finishes	\$ 250,000
23	HVAC	\$ 873,580
26	Electrical	\$ 388,740
52	Bonds/Insurance/Permits	\$ 24,864
53	CMR Fee	\$ 47,616
54	Contingency	\$ 50,000
GMP 1 TOTAL		\$ 1,634,800

GMP SCHEDULE

GMP 1 - February 2020

GMP 2 - April 2020

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item:	Consider Approval of Attendance Zoning Charter for 2021-2022 Elementary Attendance Zone Changes	
Purpose:	<input checked="" type="checkbox"/> Action Requested This Month	<input type="checkbox"/> Discussion Item/Report
Administrator Responsible:	Jimmy Disler	
Attachments:	Attendance Zoning Charter Attendance Zoning Charter Development Presentation ThoughtExchange Report – Regular Attendance Zoning ThoughtExchange Report – Bilingual Attendance Zoning	

Background Information:

On January 28, 2020, staff released a ThoughtExchange survey to the community order to identify the community's priorities regarding attendance zoning changes. That survey closed on February 11, 2020 and 4,278 participants submitted 1,076 thoughts. Staff have carefully analyzed all of the submissions and have identified the following as the community's top four; School Size, Proximity, Minimize Change and Feeder Patterns. Additionally, during that same window, a ThoughtExchange survey was also sent to current qualifying bilingual families for their feedback related to bilingual feeder pattern changes. A total of 157 participants submitted 44 thoughts. The top four priorities from that survey were Proximity, Feeder Patterns, Minimize Change and School Size.

Utilizing this data, administration has developed an attendance zoning charter to be used during scenario development for Nancy Tarvin Elementary School. Administration is seeking approval of this charter from the Board of Trustees in order to move forward with developing attendance zoning scenarios for community feedback.

Administration intends to bring a recommended scenario to the Board of Trustees in May 2020. Please contact Jimmy Disler if you have any questions.

Administrative Recommendation:

Administration recommends the Board approve the Attendance Zoning Charter, as presented, which will be used to develop and recommend a detailed attendance zone plan for elementary schools beginning in 2021-2022 with the opening of Nancy Tarvin Elementary.

Sample Motion:

I move that the Board approve the Attendance Zoning Charter, as presented, which will be used to develop and recommend a detailed attendance zone plan for elementary schools beginning in 2021-2022 with the opening of Nancy Tarvin Elementary.



Attendance Zoning Charter Development

February 20, 2020

PRESENTED BY:

Corey Ryan, Chief Communications Officer
Jimmy Disler, Chief of Facilities and Operations

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- Present community feedback from the ThoughtExchange survey.
- Present zoning charter based on this feedback for board discussion and approval.

Purpose



“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)

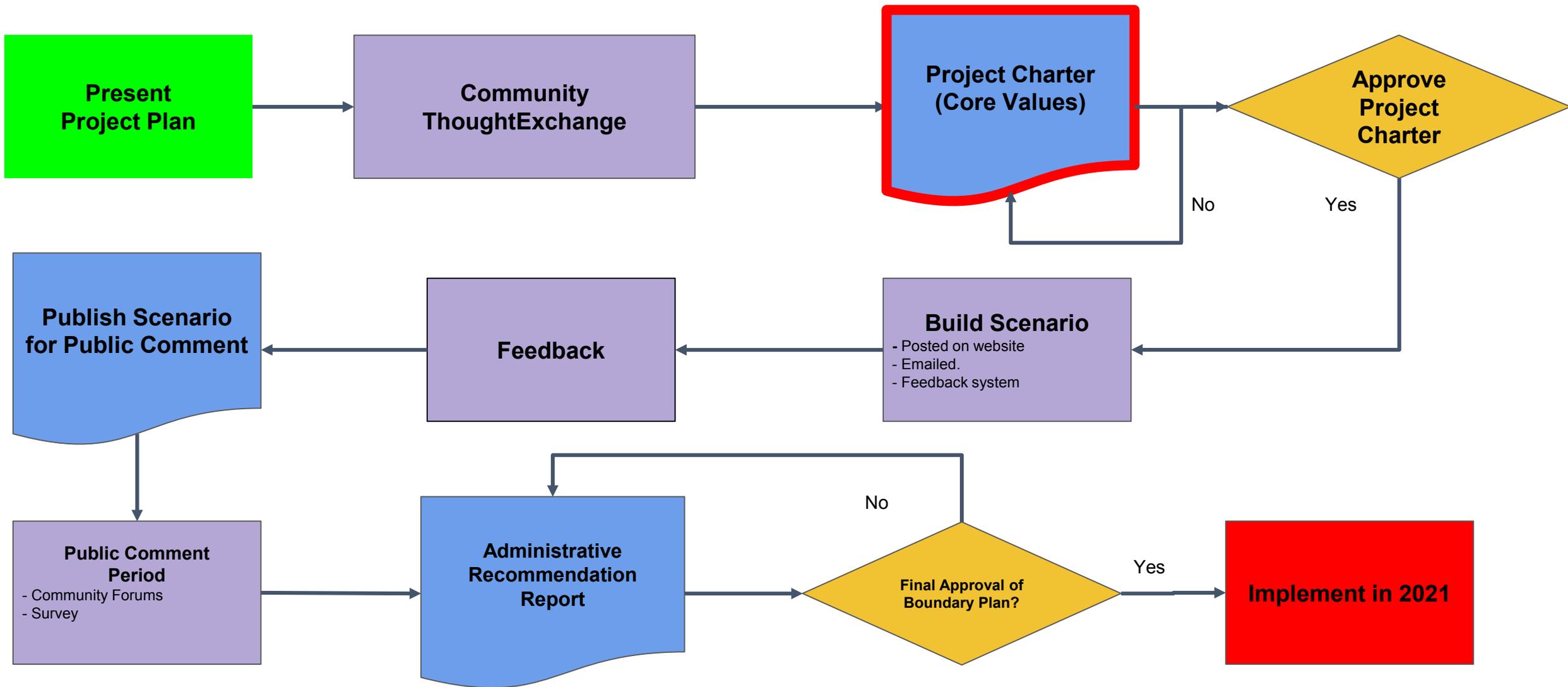


Schools	Practical Capacity	2020	2021	2022	2023	2024
Akin	800	975	1,027	1,072	1,159	1,235
Camacho	800	1,008	1,045	1,072	1,132	1,178
Larkspur	800	716	859	994	1,092	1,154
Mason	802	775	833	903	1,001	1,083
Parkside	871	1,025	1,057	1,106	1,164	1,232
Plain	848	824	967	1,115	1,251	1,400
Pleasant Hill	848	779	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

Elementary School Utilization Forecast

241

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).



Attendance Zoning Process

242

Jan 16 & 23, 2020	<ul style="list-style-type: none"> ● Present Process and Timeline
Jan 28 - Feb 11, 2020	<ul style="list-style-type: none"> ● Collect Community Input
Feb 20 & 27, 2020	<ul style="list-style-type: none"> ● Present Community Input on Charter to Board
March 12 - March 26, 2020	<ul style="list-style-type: none"> ● Creation and Collecting Community Input on Scenarios
March 27 - May 1, 2020	<ul style="list-style-type: none"> ● Host Minimum of 2 Public Forums ● Record Feedback
May 14 & 21, 2020	<ul style="list-style-type: none"> ● Present Administrative Recommendation Report ● Board Discussion and Action*

*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 Timeline

The Board charged administration with collecting community feedback on what characteristics it values in rezoning elementary schools in Leander ISD.

Community Feedback



THOUGHT EXCHANGE PROMPT

What are considerations important to you for Leander ISD to include in a charter used to create and adopt new elementary school attendance zones for the 2021-2022 school year?



1) Thoughts

1) Ratings

1) Transparency

ThoughtExchange Overview



Parkside	336
Akin	306
Rutledge	164
Reagan	129
Whitestone	126

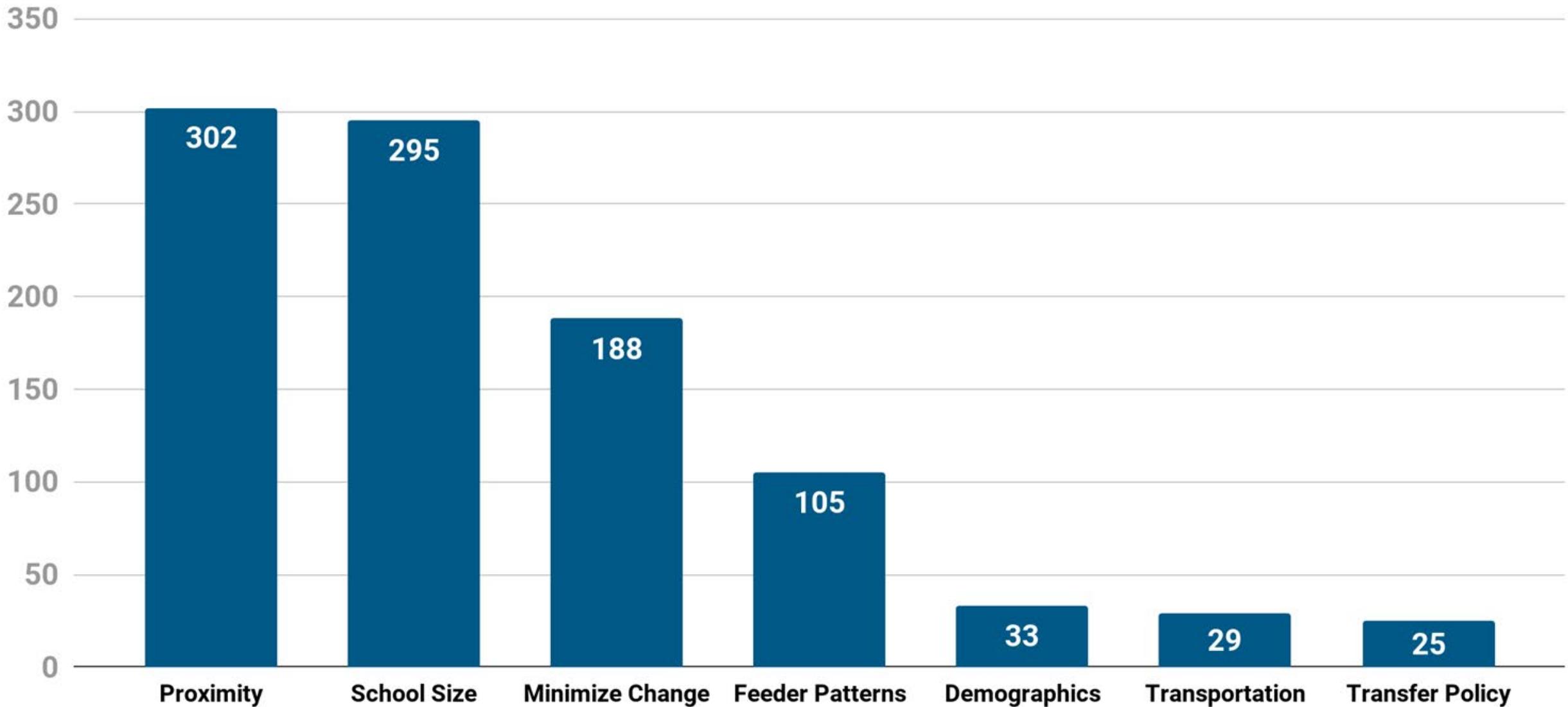
ThoughtExchange Participation by School*

246

“

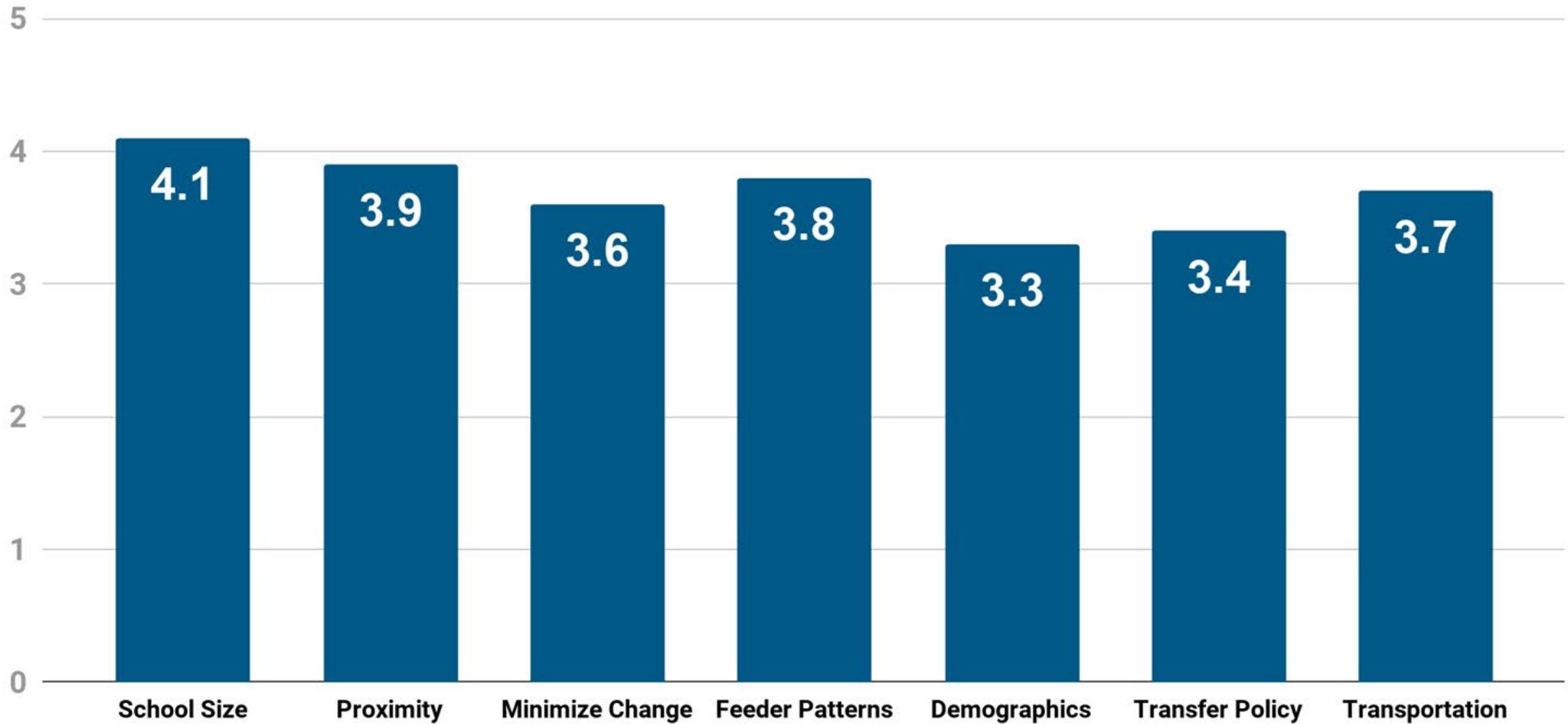
As we look to understand schools students will attend across their education, please select which elementary school you most closely identify with.

”



Themes - By Thoughts Submitted

247



248

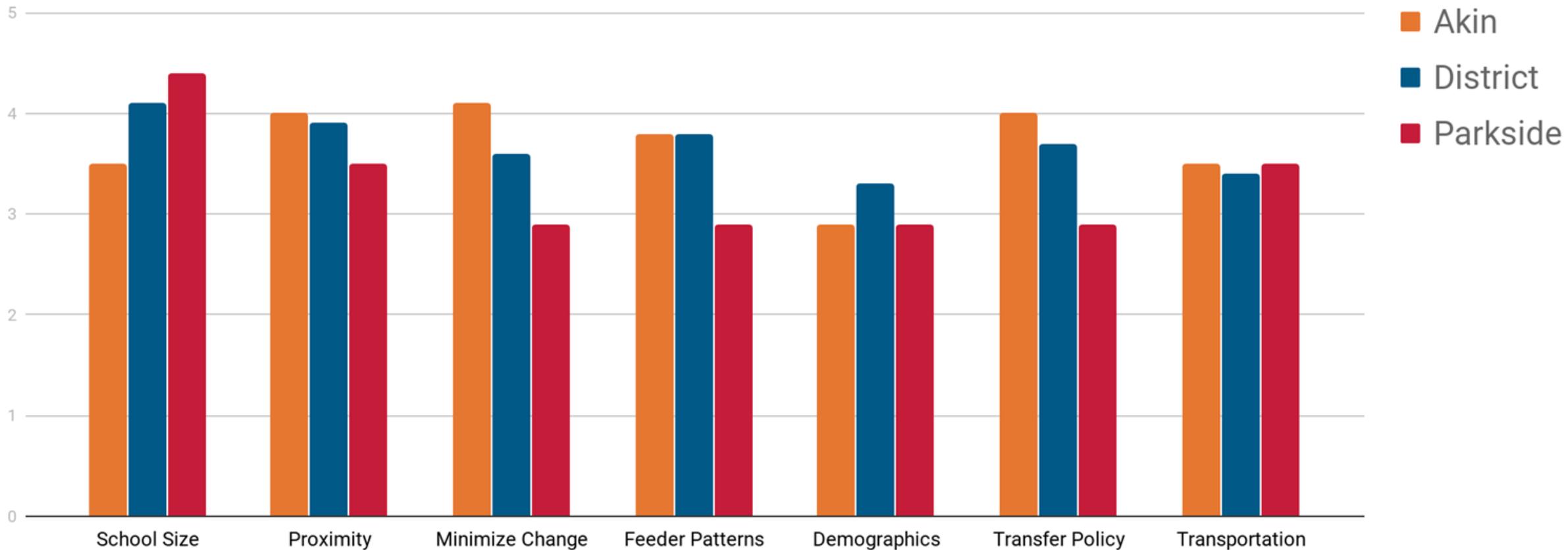
Themes - By Average Ratings

- 1) “Class Size: Avoid large class sizes”
THEME: School Size
- 2) Plan for future growth when you set the new boundaries: Plan better so kids don't have to change schools every couple of years
THEME: Minimize Change
- 3) The elementary attendance zones should make sense in terms of where you live and the distance to the school: It's important to have schools in your nearby neighborhood
THEME: Proximity

- 4) School sizes: When schools get too large, the students suffer. Class sizes, over crowded buildings, SPED support.
THEME: School Size
- 5) Fix overcrowding issues! My kids attend an elementary school with 11 portables! Overcrowding is a safety issue and education issue. Attending an overcrowded school is detrimental to children and staff.
THEME: School Size

ThoughtExchange - Top Thoughts (Top 5)

249



Themes - By Average Ratings (School Comparison)

250

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

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:

- 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.
- Scenario development criteria for regular zoning will take precedent over scenario development criteria for bilingual zoning.
- Administrative staff will use the enrollment projections and other pertinent data provided by the district as a basis for developing the attendance boundary plan.
- Administrative staff recommendation is not constrained by previous attendance zoning actions or guidelines.
- Administrative staff recommendation is not constrained by the current attendance zone boundary lines.

Sponsor:

Dr. Bruce Gearing

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Team Leader:

Jimmy Disler

Staff Resources:

Corey Ryan, Marty O'Neill, Kristen Floyd, Daniel Cernero

DISCUSSION

Details at: www.leanderisd.org/esaz



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

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

Leander Independent School District

What are considerations important to you for Leander ISD to include in a charter used to create and adopt new elementary school attendance zones for the 2021-2022 school year?

Q1 What are considerations important to you for Leander ISD to include in a charter used to create and adopt new elementary school attendance zones for the 2021-2022 school year?

Relieve overcrowding @ Parkside Elementary

The class sizes may be small, but the cafeteria, specials, bathrooms, etc. cannot keep up with current growth. 15 portable classrooms is ridiculous.

4.6  (20 )
Ranked #1 of 1000



Class size Avoid large class sizes

4.5  (34 )
Ranked #2 of 1000



Plan for future growth when you set the new boundaries. Plan better so kids don't have to change schools every couple of years.

4.5  (34 )
Ranked #3 of 1000



The elementary attendance zones should make sense in terms of where you live and the distance to the school. It's important to have schools in your nearby neighborhood.

4.5  (32 )
Ranked #4 of 1000



School sizes When schools get too large the students suffer. Class sizes, over crowded buildings, SPED support.

4.5  (30 )
Ranked #5 of 1000



Fix overcrowding issues! My kids attend an elementary school with 11 portables!
Overcrowding is a safety issue and education issue. Attending an overcrowded school is detrimental to children & staff.



Consider future growth before rezoning students Please don't rezone kids multiple times in a short period



Low student to teacher ratio. Less crowded. Academic and extra curricular development



Plan better to prevent massive overcrowding.
Kids do better with a lower teacher to student ratio.



Class size Less attention to students' needs when the class is over capacity.



students should be zoned to an elementary school, ms, & hs all right near each other- and close to home it would make it easier for parents and students driving siblings to school



As a parent and a teacher I would really like the overcrowded schools issue resolved This makes it so hard to build community on our campus. We are too large to even meet as a whole. Meanwhile some schools have empty classrooms.



Eliminating over crowding at schools Will help relieve the stresses over crowded schools can cause for administration, teachers, students and parents



Relieve overcrowding and smaller class sizes I feel like an larger class size is an extra stress on the teachers that they simply don't need. Smaller class size may help with distraction in kids

4.4  (30 
Ranked #14 of 1000



Student-teacher ratio Quality of education

4.4  (30 
Ranked #15 of 1000



Balance the schools populations. Why does my school have 200 more kids than it should when others are under? Provide adequate support for schools over capacity. Adding portables is not the answer.

4.4  (29 
Ranked #16 of 1000



Safety and security of our children

4.4  (29 
Ranked #17 of 1000



Kids should attend a school in their neighborhood and not be bused across town.

4.3  (35 
Ranked #18 of 1000



Overcrowding in schools Keep the ration of teacher to number of students low

4.3  (34 
Ranked #19 of 1000



Planning ahead so kids aren't rezoned multiple times It is difficult to change schools so this should be minimized

4.3  (33 
Ranked #20 of 1000



Proximity to school and safe transport (not crossing major roads) Safety should be the districts top priority!

4.3  (33 
Ranked #21 of 1000



Plan better to prevent overcrowding. It's not fair to the students.

4.3  (32 )
Ranked #22 of 1000



My child will be in 5th grade. I'd prefer he stay in his school for the final year.

4.3  (31 )
Ranked #23 of 1000



Proximity to students address Not splitting kids up from elementary to middle if possible

4.3  (31 )
Ranked #24 of 1000



School size Overcrowding is difficult for all involved, especially teachers and students

4.3  (31 )
Ranked #25 of 1000



The overcrowding is a problem. Teachers in areas or subjects that don't have class size restrictions often have classes that are huge. Overcrowding leads to having to focus on crowd control rather than instruction.

4.3  (31 )
Ranked #26 of 1000



Balancing student enrollment at each school should be a top concern. Elementary schools with close to 1000 students is excessive. The large number puts a serious strain on teachers and resources.

4.3  (30 )
Ranked #27 of 1000



Class size is very important for children to learn. The teachers have a hard time teaching over 20 students. It really shows when I see the impact on my students.

4.3  (30 )
Ranked #28 of 1000



Overcrowding There is no reason to have some schools under capacity while others are way over.

4.3  (30 )
Ranked #29 of 1000



Quality of education Academic excellence

4.3  (30 
Ranked #30 of 1000



Reduce over-crowding. Maintaining a good (low) teacher:student ratio.

4.3  (30 
Ranked #31 of 1000



Solve overcrowding Too many portables

4.3  (30 
Ranked #32 of 1000



Student body size relative to capacity Kids having safe spaces and classes that are not oversized

4.3  (30 
Ranked #33 of 1000



relieve overcrowding schools build new schools in the area of most growth

4.3  (30 
Ranked #34 of 1000



Avoid overcrowding across the schools in LISD Elementary students need attention and larger class sizes aren't helping our little ones. A number of schools are already over capacity

4.3  (29 
Ranked #35 of 1000



Relieving overcrowding at neighboring schools. Overcrowded schools are stressful for students and staff.

4.3  (29 
Ranked #36 of 1000



Proximity I'd love to be close enough to walk with the kids or ride bikes and/or be on bus routes

4.3  (28 
Ranked #37 of 1000



Relieve overcrowded schools

4.3  (28 )
Ranked #38 of 1000



Less children in each Elementary classroom and removal of portables Over crowding directly affects a child and their learning.

4.3  (27 )
Ranked #39 of 1000



Overcrowded classrooms and student numbers It deters from overall student experience and contributes heavily to staff stress

4.3  (27 )
Ranked #40 of 1000



Overcrowding Crowded classrooms limit 1:1 time teachers have with students and larger classes are more difficult to manage. I want kids learning.

4.3  (27 )
Ranked #41 of 1000



Geographic closeness to the neighborhood the school feeds from Convenience, sense of community, more involvement

4.3  (26 )
Ranked #42 of 1000



proximity to the school is my primary concern In the past, children have been zoned for schools that are farther away than a school in their neighborhood

4.3  (26 )
Ranked #43 of 1000



Over crowding in some schools Teacher to child ratio makes a difference in the quality of education each student receives

4.3  (25 )
Ranked #44 of 1000



Lower over crowding Schools should have similar numbers to nearby schools. Not one school with 200 more kids than a school 2 miles away

4.3  (19 )
Ranked #45 of 1000



Overcrowding Teacher/student ratios need to be managed and no portables should be used



Closeness to Campus. We should not have to drive past a school to go to one much farther away



Keeping zoning logical. Don't make people travel longer distances for no clear reason and keep neighborhoods together. We are a community developing friendships within the neighborhood but have to go to different schools



Go to elementary school that is closest to your home. It needs to be close enough for kids who walk and ride bikes.



Proximity to home Ease of drop off and pickup



Relieving over crowded schools Over crowding poses safety issues.



Smaller class sizes



Geographic proximity to home. Keeping a tight sense of community, neighbors.



Location Needs to be close and with your neighbors

4.2  (33 )
Ranked #54 of 1000



Over crowded schools make it harder on teachers to teach and students to learn.

4.2  (33 )
Ranked #55 of 1000



Proximity to home Going with familiar students

4.2  (33 )
Ranked #56 of 1000



Distance from home Convenience of multi school families.

4.2  (32 )
Ranked #57 of 1000



Driving distance Close neighborhoods going to the same school

4.2  (32 )
Ranked #58 of 1000



Ease of access to school from home Inclusion of neighboring kids and community

4.2  (32 )
Ranked #59 of 1000



How close to home the school is So there isnt a long commute and kids are in school within their community

4.2  (32 )
Ranked #60 of 1000



Keep students in feeder schools together The transition from elementary to middle school or from middle school to high school can be difficult for some kids and keeping friends is important

4.2  (32 )
Ranked #61 of 1000



Proximity You need to be close to the school



Student : Teacher ratio Enrollment Numbers



Student teacher ratio, It provides more focused education to students



Grandfather students who have 1 year left at the same school My kids have attended different schools almost every year because of this rezoning nonsense.



Minimizing distance from home to school should be a priority. This reduces student commute, increases parent engagement and solves bussing shortages.



Relieve overcrowding Convenience - nearest campus



I think it's important to relieve overcrowding. Lower student-teacher ratios in classrooms is important for helping children learn.



Kids previously zoned should be included into the new year even with zone changes Won't force kids to start over every time zones change



Reduce overcrowding Smaller classrooms mean better learning opportunities for all students.

4.2 ★★★★★ (29)
 Ranked #70 of 1000



Campus near home Creates a sense of community

4.2 ★★★★★ (28)
 Ranked #71 of 1000



Study all schools. Why are some school dramatically underpopulated, while others are bursting at the seams?

4.2 ★★★★★ (28)
 Ranked #72 of 1000



When changing school attendance zones, I would like LISD to consider the distance from the school and home residence as well as the child's tenure. Distance is important for transportation. Tenure is important, because it's hard to change schools when you only have 1-2 years remaining.

4.2 ★★★★★ (28)
 Ranked #73 of 1000



Distance to school Proper classrooms, not portable containers.

4.2 ★★★★★ (27)
 Ranked #74 of 1000



Student population numbers that fits the original design of the school. Smaller class sizes will provide a better learning environment. When schools are overcrowded, all resources are pushed to the extreme and frequently the staff is lacking the support they need

4.2 ★★★★★ (27)
 Ranked #75 of 1000



Overcrowding, current and anticipated It affects the quality of learning for the students and the teachers ability to teach. And creates safety issues.

4.2 ★★★★★ (26)
 Ranked #76 of 1000



Relieving overcrowded schools and classes to create equal learning environments for all.

4.2  (25 
Ranked #77 of 1000



Reduce over crowding Makes for a better school environment

4.2  (23 
Ranked #78 of 1000



Control overcrowding One of the main reasons we chose to move here was the small and controlled class sizes. Came from CA where avg was 34 and it's detrimental to learning

4.2  (22 
Ranked #79 of 1000



Overcrowding by far is most important Impacts teachers ability to spend time with students, attention each child gets

4.2  (22 
Ranked #80 of 1000



Overcrowding issues

4.2  (21 
Ranked #81 of 1000



Keep them close to home

4.2  (20 
Ranked #82 of 1000



Overcrowding/capacity Our kids attend Parkside and its at and probably past capacity given there are 7 or so portables. This is the top priority!

4.2  (20 
Ranked #83 of 1000



Overcrowding is a huge problem at Parkside and Stiles Middle Schools. It's important to reduce numbers to ensure a better learning environment for students. Teachers are able to spend more time with individual students.

4.2  (19 
Ranked #84 of 1000



Distance from school or bus availability



Consistently Stability in education and peers



Look long term so kids won't have to change more than once. Try to keep kids at the physically closest campus so they can walk or bike.



Some schools are under capacity. How do we rezone to bring these back up to capacity. We need to balance out the schools that have too many students.



Consistency. I have been living in my current home for 4 years. The rezoning has changed 3 times. Peace of mind that both my kids are going to be at The same school. They are familiar with their teachers.



Distance as many children walk or bike to schools Safety of younger kids



Ensuring that zoning is geographically appropriate—students attending a school should live close to the school Zones that are based only on population rather than geographic proximity can create challenges for transportation for families.



Little to no disruption of current student enrollment location Want my children to stay in the same school where they started



Proximity School capacity

4.1 ★★★★★ (33) 
Ranked #93 of 1000



Proximity to home

4.1 ★★★★★ (33) 
Ranked #94 of 1000



Proximity to our home.

4.1 ★★★★★ (33) 
Ranked #95 of 1000



Proximity to school I believe in the neighborhood school. We came from Dallas where schools were in neighborhood promoting community and use of fewer buses because walk.

4.1 ★★★★★ (33) 
Ranked #96 of 1000



Relieve overcrowding Keep kids close to school and home

4.1 ★★★★★ (33) 
Ranked #97 of 1000



Relieving traffic congestion & overcrowded schools Overcrowding strains both the district's resources and a student's learning opportunities.

4.1 ★★★★★ (33) 
Ranked #98 of 1000



Travel time for students/safety of students
Educational needs of students

4.1 ★★★★★ (33) 
Ranked #99 of 1000



Better student to teacher ratios As a parent and volunteer, I see a lot of challenged students negatively affecting the classroom flow because the teachers can't divide the time.

4.1 ★★★★★ (32) 
Ranked #100 of 1000



Geographic proximity Physical Proximity plays an integral part in accommodating positive impact on daily parental practices and all that this entails

4.1 ★★★★★ (32) 
Ranked #101 of 1000



Get the schools who have portables down in size Get kids out of old and outdated portables and back in the school. It adds so many problems to a school that has to deal with kids in portables.

4.1 ★★★★★ (32) 
Ranked #102 of 1000



Keeping neighborhoods together in one school, short bus routes

4.1 ★★★★★ (32) 
Ranked #103 of 1000



Location School student attend should be the school they live the closest to. Keep neighborhoods at same location vs splitting up.

4.1 ★★★★★ (32) 
Ranked #104 of 1000



Location proximity Easy to pick up and drop off student and/or shorter bus ride

4.1 ★★★★★ (32) 
Ranked #105 of 1000



Most important to allow students who already attend an elementary, middle, or high school to be allowed to finish at that school through the top grade Avoid disruptions

4.1 ★★★★★ (32) 
Ranked #106 of 1000



Over population

4.1 ★★★★★ (32) 
Ranked #107 of 1000



Overcrowding Overcrowded

4.1 ★★★★★ (32) 
Ranked #108 of 1000



Proximity In elementary especially, it's important to me that the kids on our street go to the same school to build friendships

4.1 ★★★★★ (32)
 Ranked #109 of 1000



Proximity to home and quality of education.
Self explanatory

4.1 ★★★★★ (32)
 Ranked #110 of 1000



Relieving the burden on overcrowded schools
There are several elementary schools already that are significantly over capacity. This is detrimental to learning for kids, among other reasons.

4.1 ★★★★★ (32)
 Ranked #111 of 1000



Size of campus. Relief of the size of other campuses.

4.1 ★★★★★ (32)
 Ranked #112 of 1000



Student/teacher ratio

4.1 ★★★★★ (32)
 Ranked #113 of 1000



The amount of kids in current schools For overcrowding reasons

4.1 ★★★★★ (32)
 Ranked #114 of 1000



Campus size compared to student body size
When you exceed student body size you lose the ability to assist students and parents. You lose the ability to hold functions due to size

4.1 ★★★★★ (31)
 Ranked #115 of 1000



Class sizes - Elementary schools shouldn't have 1000 students. Proximity. Neighbors should be going to school together.

4.1 ★★★★★ (31)
 Ranked #116 of 1000



Decrease transportation time Keep communities together



Improve the education of the students The should be the core value of the district



It is important to think long term and set boundaries that will allow for future growth without continually moving students to new campuses. The fewest changes each year the better. Families need to build relationships with the campus and feel confident that they won't be moved frequently.



Keep the neighborhood school mentality



Lack of disruption to students, maintain quality of schools through transition. Stability to students, friends group and support networks are key to support the extension of learning. Also people are invested their homes school.



No overcrowding, no portables Students and teachers need appropriate space to learn and move throughout the school.



Number of student to teacher ratio, distance residence is from school, bus availability. To have a lower class size for better learning atmosphere, cut down on the distance traveling, To get bus routes where needed or cut route distances.



Overcrowding Hoping to give teachers a smaller student ratio so that they may give more individual attention

4.1  (31 
Ranked #124 of 1000



Proximity to campus For morning commute ease

4.1  (31 
Ranked #125 of 1000



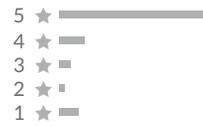
Proximity to home Easy access

4.1  (31 
Ranked #126 of 1000



Quality Close location

4.1  (31 
Ranked #127 of 1000



Small school communities Research shows small schools or learning communities (slcs) within schools is effective at increasing engagement achievement and social emotional well

4.1  (31 
Ranked #128 of 1000



Class size Too many kids means less individual attention for students.

4.1  (30 
Ranked #129 of 1000



Equal sizes across all schools at each level
Maintain small, consistent class sizes

4.1  (30 
Ranked #130 of 1000



Keeping kids in fourth and fifth grade in the same school Continuity and consistency

4.1  (30 
Ranked #131 of 1000



Not crowded Students can receive more individualized attention.

4.1 ★★★★★ (30) 
Ranked #132 of 1000



Relieving over crowding in schools My children's school is seeing a huge increase in student population. That impacts ever aspect of their education.

4.1 ★★★★★ (30) 
Ranked #133 of 1000



Relieving schools that are overcrowded

4.1 ★★★★★ (30) 
Ranked #134 of 1000



School enrollments that are appropriate for the designated campus. Avoid overcrowding. Direct feeder patterns from elementary through the high school

4.1 ★★★★★ (30) 
Ranked #135 of 1000



All schools should have the "luxury" of utilizing classrooms and not be so big that portables are needed. Having kids walk outside in potential weather, Not being able to have the safety measures in the main building, culture, truly seeing each kid.

4.1 ★★★★★ (29) 
Ranked #136 of 1000



Consistency Childrens involvements and relationships ship

4.1 ★★★★★ (29) 
Ranked #137 of 1000



Geographic proximity - elementary schools serve nearest residents Entire elementary school feeds into middle school for kids continuity

4.1 ★★★★★ (29) 
Ranked #138 of 1000



Keep neighborhoods together It is important for families and children to build and maintain relationships where they live.

4.1 ★★★★★ (29) 
Ranked #139 of 1000



Keeping students together in the same feeder pattern.

4.1  (29 
Ranked #140 of 1000



Location to school Zoning needs to make sense, the school you are closest too is where a child should attend, within reason. Keeping neighborhoods together too

4.1  (29 
Ranked #141 of 1000



Minimizing the number of times a given neighborhood is rezoned. Even with new schools being built, neighborhoods shouldn't be moved constantly. Homeowners should be able to rely on zoning.

4.1  (29 
Ranked #142 of 1000



Overcrowding The overcrowding at several elementary schools and now Stiles is getting out of control. Portable classrooms should not be a long-term solution.

4.1  (29 
Ranked #143 of 1000



Reduce overcrowding & pods. LISD needs to revert to hx projections which would have prevented exceeding state limits/classroom!!! LISD kept getting "exception" approval to EXCEED the state max students/class. Unacceptable & reduces quality. It could have been prevented. :<

4.1  (29 
Ranked #144 of 1000



Trying to keep the kids in a direct feeder pattern or at least close to a 50-50 split. I think it's important that the kids develop bonds and friendships with their peers. Changing a school can be difficult if you're the only one.

4.1  (29 
Ranked #145 of 1000



alleviating overcrowding Huge schools limit children's ability to receive the attention and services they require. Special Education services are spread too thin.

4.1  (29 
Ranked #146 of 1000



Balance school capacity and anticipated growth Minimize expenses, maximize learning

4.1  (28 
Ranked #147 of 1000



Class sizes Safety

4.1  (28 
Ranked #148 of 1000



Create equal quality learning environments for all students.

4.1  (28 
Ranked #149 of 1000



Going to the same school as the other kids in our neighborhood It builds community

4.1  (28 
Ranked #150 of 1000



Minimizing change for the kids and close proximity of the house and the school

4.1  (28 
Ranked #151 of 1000



Proximity to home Unnecessary travel - stay with kids from your school the whole way through school

4.1  (28 
Ranked #152 of 1000



We are tired of being rezoned every 5 minutes We have gone from Parkside to P Hill Elem to Parkside to Akin back To P Hill in 5 years time; how is this good for my kids?

4.1  (28 
Ranked #153 of 1000



Overcrowding of schools Our current elementary school is already overcrowded with 8 portables. With this many kids the teachers can not effectively teach.

4.1  (27 
Ranked #154 of 1000



Thinking about long term patterns of growth to minimize future changes as much as possible. Stability in school attendance zones helps create a sense of community and will encourage families to stay in neighborhoods longer

4.1 ★★★★★ (27)
 Ranked #155 of 1000



Feeder patterns first, followed by equal distribution of students. Avoiding overcrowding in one school and underutilization of others. Keep kids together throughout as much as possible but better distribution across schools.

4.1 ★★★★★ (26)
 Ranked #156 of 1000



Future Growth I do not want students being zoned to different campuses each year as we open new schools for growth. We need to look ahead!

4.1 ★★★★★ (26)
 Ranked #157 of 1000



Relieve overcrowding Support staff and admin are stretched to thin on overcrowded campuses.

4.1 ★★★★★ (26)
 Ranked #158 of 1000



We need to even out the enrollment numbers between neighborhood schools. It stresses every area of a school, population and faculty when it is so overcrowded.

4.1 ★★★★★ (26)
 Ranked #159 of 1000



Closest to home Best for family

4.1 ★★★★★ (25)
 Ranked #160 of 1000



Overcrowded schools It's important to keep quality education for our children and less burden on the teachers.

4.1 ★★★★★ (25)
 Ranked #161 of 1000



Time to travel to and from school each day If there's too many kids then the buses are packed, which leads to longer travel time and kids getting up earlier and getting home later.

4.1 ★★★★★ (25)
 Ranked #162 of 1000



Class sizes Teacher to student ratio should be as low as possible for student focus and attention

4.1  (23 
Ranked #163 of 1000



Maintain consistent zones for long term Changing school too often can be a negative experience for kids and schools/feeder patterns

4.1  (23 
Ranked #164 of 1000



Relieve overcrowded schools Student to teacher ratios must be maintained and housing students in portables present other issues of safety.

4.1  (23 
Ranked #165 of 1000



Because of overcrowding, drop off/pick up, school functions, and general traffic is awful and completely unsafe. It's a safety issue when you don't have the design, ie parking lots, drop off areas to accommodate 400+ students that aren't supposed to be there.

4.1  (22 
Ranked #166 of 1000



Over crowding

4.1  (22 
Ranked #167 of 1000



Overcrowded schools need to be reduced To have a better student to teacher ratio, get rid of portables,

4.1  (22 
Ranked #168 of 1000



over crowding too many kids to just 1 teacher doesn't allow for the best learning environment

4.1  (22 
Ranked #169 of 1000



Relieve overcrowding of schools (Esp. Parkside Elem) The board's growth estimations are way off- Parkside has already reached what the board projected for the end of 2021. It's too many kids at one school

4.1  (21 
Ranked #170 of 1000



Overcrowding issues. Too many portables/not enough parking From class sizes, to parking issues, scheduling issues, overcrowding of family events, too many kids in portables, etc.

4.1 ★★★★★ (20)
 Ranked #171 of 1000



Reduce overcrowding, 10 portables at any school is way too many Get Rutledge out of Stiles. Middle school kids face enough without losing their friends in high school due to feeder patterns that don't make sense

4.1 ★★★★★ (20)
 Ranked #172 of 1000



We need to effectively plan for growth and limit overcrowding.

4.1 ★★★★★ (20)
 Ranked #173 of 1000



Avoid overcrowding schools School building and staff over-extended

4.1 ★★★★★ (19)
 Ranked #174 of 1000



Keep neighborhoods together at the same elementary schools It creates a wonderful sense of community

4.1 ★★★★★ (19)
 Ranked #175 of 1000



Overcrowding Students don't receive individualized instruction with overcrowding.

4.1 ★★★★★ (19)
 Ranked #176 of 1000



Overcrowding Parkside elementary school is ridiculously overcrowded. I do not appreciate the fact that portables have been added to the school and do not want more

4.1 ★★★★★ (18)
 Ranked #177 of 1000



Proximity to home address Neighborhood school attendance benefits kids and families, encourages a sense of community, and is cost effective.

4.1 ★★★★★ (16)
 Ranked #178 of 1000



distance ppl including myself bought a house close to the schools I want my kids to attend.

4.1  (15 
Ranked #179 of 1000



Overcrowding at elementary High student-teacher ratio and portable environments

4.1  (14 
Ranked #180 of 1000



The Hazlewood community has had to change elementary schools 3 times in the last few years. Please stop re-zoning our kids Children need structure and stability. Being pulled away from friends, teachers and a familiar school is not fair on such young children.

4.1  (14 
Ranked #181 of 1000



keeping kids in the neighborhood at the same school It creates a better community.

4.1  (9 
Ranked #182 of 1000



How close the school is to my house. Class sizes and offerings

4.0  (34 
Ranked #183 of 1000



Keeping neighborhoods together My children are close to neighborhood friends and have long relationships with them.

4.0  (34 
Ranked #184 of 1000



Proximity to school Maintaining stability and not rezoning children

4.0  (34 
Ranked #185 of 1000



Whole school feeds to same middle school Kids do not want to be split up

4.0  (34 
Ranked #186 of 1000



Class size Students learn better in smaller classes and in classes where they are challenged vs. held back in learning waiting for others to catch up.



Having zones that do not change often
Stability of teachers and friends for students



Keeping children together that were previously zoned together Friendships are important. Makes transitions through life easier. Elementary to middle. Middle to HS.



Limited changes for already attended students Big changes, like changing school, can for children be very hard, individually different for each child, and affect their studies and social life.



Middle and high school feeder patterns I want my kids to have friends from elementary to middle school



Proximity of school to the communities that it supports is one of the most important factors of equality that LISD owes to tax payers. Redistribution of school lines based on money, socioeconomics or political influence on the board or community cannot influence new zoning.



Proximity to home Feeds into good schools as kids grow.

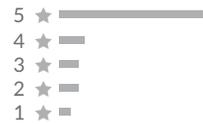


Proximity to the home and accessibility I need my child to attend a school that is close to home



The least disruptive transition for students.

Children need stability and familiar, same environments to develop.



Balancing enrollments district wide There are underutilized schools and schools bursting at the seams



Best in class education Quality instruction for students



Close to home Kids keeps friends



Keeping kids together as they move through the school system. School is hard enough without peers.



Kids in neighborhood schools



Our children should be able to stay in their own neighborhood for elementary school
Community is very important



Proximity between school and homes in zone



Proximity to home and safe walking and bus routes The least amount of travel for any student and parent is ideal.



1) Quality of School. 2) Proximity of school to home. 3) Not switching students to different schools, losing friends. All are pretty self explanatory reasons. Quality is most important. Being close to home offers options. Children stress when acclimating to new school



Align feeder schools with geography Feeder



Attending schools closest to my home, having my child's classmates continue to the same middle and high school as he. So that friendships are maintained.



Diversity in both ethnicity and ses Allowing all schools to have students of like diversity provides an equal opportunity for students and teachers



It is important for my child to attend the school nearest to our home in terms of distance. We bought a home close to the school with that intention. We are less than .5 miles from the school and can see it from our home. We chose our home based on the schools we wanted our daughter to attend.



Keep feeder patterns similar Consistency is key



Keep students in singular feeder path Try to place students at school geographically closest to home



Keeping kids together that feed into middle and high school Try not to take a small # of kids and place them with large groups that have been together for all of Elementary. Middle school is hard enough!



Location to home Keeping elementary friends together



Minimize over crowding Equitable educational opportunities across the district



Overcrowding Overpopulation and lack of infrastructure



Proximity Convenience, safety



Relief to overcrowded schools such as Parkside Elementary. Limitations on programs and school structure are greatly limited due to overcrowding.



Zoning needs to be based off of distance from students' homes and ease of access to their respective schools. It is important so students can easily be apart of extracurricular activities and the community can easily identify with their schools and beinvolved.



Available transportation & busing Need safe routes and access for transportation to and from schools



Balanced student populations across middle and high schools Minimize changes for students



Close proximity to school Convenience and distance from friends



Distance Class sizes



Distance to school- walking vs drop off vs busing Budgeting for buses, environmental for cars, ease of access for walkers



Ensure new site is adequately populated so it both relieves overcrowding at other schools, while allowing for population growth rates. Having children who've attended overcrowded schools and smaller in LISD, their performance is markedly better in the latter.



Feeder pattern consistency Lesson transitions and keeping neighborhoods together



Having a school close to home



Maximizing space at elementary campuses to balance enrollment numbers at all campuses to best serve students & teachers. Why have 2 schools a few miles apart with such diff. enrollment? 1 campus has space for an eng. lab & at the other teachers must share rooms.

4.0  (30 )
Ranked #226 of 1000



Minimal changes for students and maintaining current feeder patterns. So a child can keep their current group of friends together with minimal social changes.

4.0  (30 )
Ranked #227 of 1000



Overcrowded schools

4.0  (30 )
Ranked #228 of 1000



Overcrowding. Multiple portables for an entire grade with multiple added classes throughout the school year. The kids deserve to have all the kids in be in the school together. Moving kids around classes should be unusual mid year, not done multiple times.

4.0  (30 )
Ranked #229 of 1000



Proximity to school Less travel time is best for safety reasons, as well as it sets the tone for the day and affects the the overall quality of the school experience.

4.0  (30 )
Ranked #230 of 1000



Proximity to students to facilitate walking or biking to school Giving as many students as possible the opportunity to walk or bike to school gives students the opportunity to be more physically active.

4.0  (30 )
Ranked #231 of 1000



I would like to see consistency in elementary, to middle school, to high school zoning. My kids are currently zoned to Reagan and then Stiles while most of Reagan will go to Henry. I worry about the social impact this will have on my kids

4.0  (29 )
Ranked #232 of 1000



Relief for the size of Parkside. Teachers are not able to utilize the building to its maximum abilities when there are over 1000-1200 students as projected by 2022



Switching children around school to school every 2-3 years and the negative impacts on them because of it. Children need stability. They do not get that from changing schools or being “rezoned” every 2-3 years. It’s not fair to them.



The availability of Middle school and High school in the immediate area Have enough feeder MS and HS for transitioning into their upper grades without overwhelming current MS or HS in the area



The most important things for me are: quality of education and travel time to school.



feeding into same middle and highschool maintain relationship with friends



Enrollment equality Staff retention



Overcrowding



safety I don't want kids having to walk across dangerous roads



they should stay at capacity not over to avoid overcrowding , provide safe learning environment

4.0 ★★★★★ (28)
 Ranked #241 of 1000



Consistency in location of education. I have 6 kids and the attendance zones have been changed 3 times which makes my kids all go to different middle and high schools.

4.0 ★★★★★ (27)
 Ranked #242 of 1000



Limit the use of portables Portables can provide extra classroom space but do not expand the other academic spaces (larger gym, libraries, other specials rooms) kids require.

4.0 ★★★★★ (27)
 Ranked #243 of 1000



Yes,it is needed to provide a better education service The current elementary schools are overloaded.

4.0 ★★★★★ (27)
 Ranked #244 of 1000



If you're within walking distance to a school, you should probably be in that zone. I would like to make the short walk with my kids to reagan from forest oaks, not load up a car and drive them to a school 5x further away

4.0 ★★★★★ (24)
 Ranked #245 of 1000



Releive overcrowded school Learning quality and time is hindered if over crowded

4.0 ★★★★★ (24)
 Ranked #246 of 1000



Student commutes need to be reasonable. Students should attend schools that are relatively close by, so they can develop a sense of community.

4.0 ★★★★★ (24)
 Ranked #247 of 1000



student to teacher ratio traffic patterns

4.0 ★★★★★ (24)
 Ranked #248 of 1000



Accessibility It is important that students don't have to travel too far to get to school. The farther the distance the more traffic & safety become an issue.



Plan ahead with the city to account for the amount of building going on to try to forecast ahead of the increase of population. I feel that you are putting your staff and the administration at the school in constant reaction mode.



Proximity of student to campus Elementary schools should be close to the student's homes as much as possible to reduce travel time and increase ride alternatives(bike, walk, car...)



Remove portable plz My third grader says ..it's really difficult just to go for restroom in school .as they don't have facility in portable.



School location / distance from home



To relieve overcrowding at Parkside Elementary We are already 1 student away from your projected numbers for next year. Hallways, specials, and lunch are TOO crowded and it is unfair to the kids.



Relieving overcrowding at elementary schools and lowering class sizes Students are safer when they are in the main building than in portables. Lower class sizes lead to better learning outcomes for students.



Maintaining the same feeder patterns The children build strong bonds throughout elementary school so for them to be able to keep some consistency as they move on to new schools is crucial

4.0 ★★★★★ (18)
 Ranked #256 of 1000



Reduce overcrowding and use of portables
Reduce amount of rezoning (flip flopping)

4.0 ★★★★★ (18)
 Ranked #257 of 1000



Relief of overcrowding

4.0 ★★★★★ (18)
 Ranked #258 of 1000



Keeping my daughter in the school she started in and not uprooting her Having siblings together in the same school

4.0 ★★★★★ (17)
 Ranked #259 of 1000



No portables for in classes They are disconnected from the school and their are safety, weather issues. children walking the cold is awful. safety of my child is also a question

4.0 ★★★★★ (17)
 Ranked #260 of 1000



Over crowding in schools More teacher/student interaction the better. Too many children in one classroom lead to problems being overlooked.

4.0 ★★★★★ (17)
 Ranked #261 of 1000



Over crowding should be the top priority. Our school is adding more portables every year. All students should be safe inside a building. I think portables are a safety issue. They are not locked in the safety of the school and have to come and go just to use the restroom, etc.

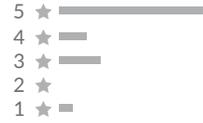
4.0 ★★★★★ (17)
 Ranked #262 of 1000



Fix the overcrowding of Parkside and Stiles. Both schools have been way over capacity and it has affected students and staff negatively. Avery Ranch shouldn't be zoned/bussed into Stiles MS. Parkside should be figured at capacity without the use of portables- they're not safe or secure.



Keeping kids out of portables. There are many negative health, safety, and psychological factors to consider when moving children outside of their school and into trailers.



Overcrowding- Parkside is currently over capacity and enrollment is projected to continue to grow for the foreseeable future. Overcrowding puts students in more physical danger (portable buildings that are less secure) & limits accessibility for students with disabilities



Please consider relief for Parkside Elementary and change zoning to reduce the need for so many portables at this school and reduce over population. The school is overcrowded and too small for this flow and the portables are not fenced in or secured as safe as the kids are inside the buildings.



What is the current school attendance in relation to the physical school size. NOT COUNTING PORTABLES. Your latest chart has Parkside at 120% capacity until 2022-23. Derived the # including portables. But kids shouldn't be outcast in portables.



Relieve overcrowded school Quality education/safety



Student population size School building is over capacity



Think long term on patterns and placements Constant rezoning does not show that a true long term plan is in place. We need to stop planning for the next 2-3 yrs and plan for 5-10 yrs



To relieve Parkside Elementary School Overcrowding and portables



Minimizing changes for current students



Not changing schools multiple times Many kids have hard times establishing true friendships and the longer they have consistency the better it is for them



Maintaining consistency for students



Minimize disruption for students attending existing schools limit change and disruption for children



Before you rezone a neighborhood, please look to see how many times the neighborhood has been rezoned. Stop rezoning the same neighborhoods over and over.



Maintain close proximity to school Keep children close to home and in school with fellow neighbors.

3.9  (33 
Ranked #277 of 1000



Minimizing changes for students I would like my children to finish in the school in which they started to have less disruption to their learning.

3.9  (33 
Ranked #278 of 1000



Overcrowding in schools must be addressed. Also, the number of special needs students needs to be balanced among schools. If we are to play students first, and education needs to happen, and school culture is valued, then schools can't be dealing with crowd control.

3.9  (33 
Ranked #279 of 1000



Retaining my current feeder pattern that is assigned with in my neighborhood

3.9  (33 
Ranked #280 of 1000



School to home proximity Bus routes

3.9  (33 
Ranked #281 of 1000



feeder schools keep my son with his friends/familiar students

3.9  (33 
Ranked #282 of 1000



Allowing my child to graduate from the high school she started in. Improved student:teacher ratio

3.9  (32 
Ranked #283 of 1000



Continuity for children The same neighborhoods keep getting rezoned. Demographic projections need to be combined with logical observation to minimize the disruption to kids.

3.9  (32 
Ranked #284 of 1000



Keep my child at the school where his/her elementary career will start. Do not make students rezone once they have begun attending school. Students build friendships and establish connections. Offer students the opportunity to stay and/or guarantee transfer once they have started a school

3.9  (32 )
Ranked #285 of 1000



Keeping kids close to home should be a top priority. Comfort to kids and ease for parents.

3.9  (32 )
Ranked #286 of 1000



Kids shouldn't be bounced around multiple times in their elementary years

3.9  (32 )
Ranked #287 of 1000



Look at areas of new construction with the most population growth Alleviate overcrowding with as little change in zoning as possible (pull from 1-3 elementary schools, not more)

3.9  (32 )
Ranked #288 of 1000



Maintains Feeder Patterns with Minimal Changes to Existing Students Keeping the feeder patterns maintains consistency for the kids by allowing them to continue their education with the peers they grew up with.

3.9  (32 )
Ranked #289 of 1000



Parent input should be heard but not the basis for decision. Parents' job is to look out for what they want most for their own child. The district needs to look at overall school needs even if unpopular.

3.9  (32 )
Ranked #290 of 1000



Proximity important for schools to be zoned for neighborhoods nearby. Often there will be schools built nearby but the old zoning plans are further school

3.9  (32 )
Ranked #291 of 1000



Proximity to home Feeder pattern

3.9 (32)
Ranked #292 of 1000



Proximity to home Minimize commute times for children

3.9 (32)
Ranked #293 of 1000



Stability You cant keep bouncing kids around you should limit rezoning every year. Get ahead of it and predict

3.9 (32)
Ranked #294 of 1000



Staying in feeder pattern Good for social and emotional growth

3.9 (32)
Ranked #295 of 1000



Students should not be in portables with no covered walkways which ostracizes them from the rest of the school. They deserve a the same atmosphere. Portables have no restrooms, students have to leave portables to go into the school for specials, lunch, to see the nurse, ECT in all weather .

3.9 (32)
Ranked #296 of 1000



Where is the neighborhood in conjunction with the school in question. Does it make sense to be zoned for 1 middle school when another middle school is Directly across the street from the neighborhood

3.9 (32)
Ranked #297 of 1000



Alleviating the schools that are overcrowded They need relief.

3.9 (31)
Ranked #298 of 1000



Balance of campus populations Overcrowded campuses creates a myriad of logistical issues for a school & its students & often could be avoided w zoning tweaks (ie Cox & Reagan).

3.9 (31)
Ranked #299 of 1000



Children attending school with strong academics Children need to be challenged and successful

3.9  (31 
Ranked #300 of 1000



Distance from home Travel time and association to other friends in neighborhood

3.9  (31 
Ranked #301 of 1000



Ideally students would travel from ELE to MS to HS together. That wasn't our experience. It's very difficult for students to split from friend groups & be the newbie.

3.9  (31 
Ranked #302 of 1000



It is important for elementary school students to stay with their cohort as they move to high school. Record numbers of families are moving to Leander ISD and school construction needs to keep pace with home construction.

3.9  (31 
Ranked #303 of 1000



Keeping 4th and 5th graders in the same school/class; Keeping families together, reducing overcrowding Keeping 4th and 5th graders in the same school as they move to middle school. This is a critical time in their lives and disruption can be detrimental

3.9  (31 
Ranked #304 of 1000



Maintain neighborhoods together It creates a sense of community

3.9  (31 
Ranked #305 of 1000



Please consider equality of buildings and materials. Older schools are left to waste and have fewer students while new buildings are over crowded Update and refresh older buildings so the population can be spread more evenly

3.9  (31 
Ranked #306 of 1000



Proximity to home We have 4 kids across 2 elementaries and 1 middle school and it's chaos.

3.9  (31 
Ranked #307 of 1000



Proximity to home. Small class size.

3.9  (31 
Ranked #308 of 1000



That the zoning makes sense and the students go to the closest school to their home . I dint like a longer than needed commute to school .

3.9  (31 
Ranked #309 of 1000



not allowing schools to be over crowded, or the use of portables

3.9  (31 
Ranked #310 of 1000



Being zoned for an elementary school that is within walking distance of our house I would love for the kids to be able to walk to and from school

3.9  (30 
Ranked #311 of 1000



Distance from school We live right across a main street from our ele school and they are trying to switch us to a school that will take an extra 15 min to get to :(

3.9  (30 
Ranked #312 of 1000



Keeping elementary community together Friends made in elementary school should persist through high school.

3.9  (30 
Ranked #313 of 1000



Maintaining feeder patterns Kids stay with a similar group of kids throughout their schooling

3.9  (30 
Ranked #314 of 1000



Neighborhood schools

3.9 (30)
Ranked #315 of 1000



Overcrowding and Balance Understanding that we need to leave room in the northern schools for growth, we need to maximize our utilization of schools.

3.9 (30)
Ranked #316 of 1000



Proximity Logistics

3.9 (30)
Ranked #317 of 1000



Proximity, keeping kids from elementary together through high school, not splitting neighborhoods unless necessary, increasing dual language programs- Less traffic, less need for busing, keeping cohorts intact

3.9 (30)
Ranked #318 of 1000



Relieve overcrowding Our primary focus should be relieve crowded schools and to balance enrollments.

3.9 (30)
Ranked #319 of 1000



The overall school size is a HUGE issue. Everyone wants someone ELSE to have to change but the schools need to have similar enrollment. When some schools have so many more students than others it is a huge strain on those campuses. It isn't what is best for kids or staff.

3.9 (30)
Ranked #320 of 1000



At Rutledge we are past capacity currently at 1000 students. The staff and students are overwhelmed and crammed to the point learning is being adverse ly affected.

3.9 (29)
Ranked #321 of 1000



Balance enrollments by capacity percentage across the district. Keep neighborhoods together

3.9 (29)
Ranked #322 of 1000



Distance to and from school for new drivers.
Class size(student:teacher) Safety & quality of education

3.9  (29 )
Ranked #323 of 1000



Location Depends on where it is

3.9  (29 )
Ranked #324 of 1000



Please keep into consideration current school zones so neighborhood kids are kept together. Most elementary school kids do not walk to school so remember 4 land roads are not hard to cross, like crystal falls.

3.9  (29 )
Ranked #325 of 1000



Rutledge is so crowded we are running out of room and teachers are leaving due to too many kids per class and no room to function effectively We love our kids and parents and it's not fair to them or to our staff to push them to their limits and waste so much instructional time with crowding

3.9  (29 )
Ranked #326 of 1000



The overcrowding is beyond ridiculous It's not safe, it doesn't provide sufficient staffing for students, class sizes are too large, portables are Unsafe at Parkside

3.9  (29 )
Ranked #327 of 1000



Balancing classroom sizes For teachers to be able

3.9  (28 )
Ranked #328 of 1000



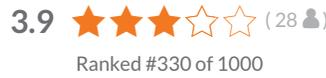
Neighborhood distance from school Feeder pattern

3.9  (28 )
Ranked #329 of 1000



helping to prevent over capacity in schools

Students dont get the instruction needed because there are so many to try to meet the needs and teachers are stretched and cant meet needs of everyone



Distance students travel to school The longer a student has to walk to school the less safe they are.



If rezoning past a closer school, provide public transportation to the one that is farther away, especially if they would have to cross busy streets. Don't lay the burden on working parents to drive kids to schools outside their neighborhoods, or you may lower parent participation across the board.



Overcrowded school Smaller class sizes, traffic issues



Proximity to the School It will create a positive experience by reducing transit times and improving traffic while reducing pollution



Relieve overcrowding It's hard to manage student behaviors when schools are overcrowded.



balancing enrollment numbers



Location I like to live close to the schools my kids attend



Proximity to my home. Feeder patter

3.9 (25)
Ranked #338 of 1000



small class sizes more focused learning per individual student

3.9 (25)
Ranked #339 of 1000



Maintaining feeder patterns to Middle and High School Proximity to Home

3.9 (24)
Ranked #340 of 1000



I want my child to attend the school closest to home I don't want my children bused on a major highway to a school further away from home just to level out attendance. Closer to home, easier for everyon

3.9 (23)
Ranked #341 of 1000



Keep students in feeder pattern that keeps them with their classmates from elementary to middle school. Important to relieve overcrowding, while also minimizing travel/physical distance to the school for safety reasons.

3.9 (23)
Ranked #342 of 1000



We live in the RBC and our neighborhood kids are sent to Stiles when Henry is just down the street. This zoning does not make sense. It is important for our children to be close to their elementary peers and sending them further away is not beneficial to maintain those relationships

3.9 (23)
Ranked #343 of 1000



Need relief at Parkside Overcrowding school and roads

3.9 (22)
Ranked #344 of 1000



Relieve overcrowding at parkside and remove portables

3.9 (22)
Ranked #345 of 1000



No overcrowding

3.9 (21)
Ranked #346 of 1000



Over crowding and the use of protables
Safety of the students in portables

3.9 (20)
Ranked #347 of 1000



Overcrowding Safety and convenience for kids. The overcrowding is hard while navigating halls and cafeterias, etc

3.9 (20)
Ranked #348 of 1000



Overcrowding of classes Kids donot recieve required attention

3.9 (20)
Ranked #349 of 1000



Parkside is way over crowded. The kids and teachers suffer. We need to relive the crowding there and stiles middle school

3.9 (20)
Ranked #350 of 1000



Balancing enrollment to relieve overcrowding while maintaining diversity Our students are packed into schools that were not built for the enrollment numbers while neighboring schools have empty classrooms.

3.9 (18)
Ranked #351 of 1000



Overcrowding 10+ portable buildings for Parkside while other school remain with low numbers isn't fair to the kids, teachers or faculty and increases safety risks

3.9 (18)
Ranked #352 of 1000



Relieve crowding at Stiles MS (if possible...)

over crowding at stiles was virtually ignored with Danielson. Go walk the halls during a passing period. Visit the cafeteria during 6th or (continue..



Over populated schools Overpopulated schools drain the school resources



Proximity to school Safety, fairness, consistency



Allow for elementary neighborhood schools It builds community and reduces traffic



Overcrowding Parkside has been over capacity for several years now and my son is zoned for Stiles M.S. which is overcrowded as well.



Safety Our student and faculty safety is a top priority. The use of portables due to overcrowding is a major safety issue. This should be taken seriously.



Close proximity to home distance to travel to school and community impact.



Minimal changes for students is very important when considering school rezoning Kids (especially in elementary) get very anxious with changes since they are getting away from what they consider to be their safe environment.



Class size.! Too many classroom waivers are being approved in LISD. Teacher and student stress; Educational quality.

3.9  (9 )
Ranked #361 of 1000



Keeping neighborhood kids together It helps parents with carpooling too

3.8  (34 )
Ranked #362 of 1000



More recess time Which means bigger playgrounds, and more nature learning, give break every two hrs for higher grades and more recess for younger kids.

3.8  (34 )
Ranked #363 of 1000



Nearness to home Less time commuting

3.8  (34 )
Ranked #364 of 1000



Students are zone to the school that is closest to there address. Maintaining the peer relationships made through elementary and on.

3.8  (34 )
Ranked #365 of 1000



Distance Kids attending with children that they can play with more regularly.

3.8  (33 )
Ranked #366 of 1000



Distance from home Travel time can be a source of anxiety and distress

3.8  (33 )
Ranked #367 of 1000



How close to my home. Quality of staff. Size of classroom

3.8  (33 )
Ranked #368 of 1000



I want to see schools move up to the next level together. No splitting an elementary up to go to multiple middles. Try your best to keep them together For familiarity, cohesion, well-being amongst the student populations.

3.8  (33 
Ranked #369 of 1000



Location I don't want a long commute.

3.8  (33 
Ranked #370 of 1000



Opportunity to stay in current school. Moved to our neighborhood for schools.

3.8  (33 
Ranked #371 of 1000



Proximity to middle and high school/neighborhood Want children to go through school with friends in neighborhood. Do not want to commute to a school far from neighborhood.

3.8  (33 
Ranked #372 of 1000



A balance needs to be struck between stabilizing feeder patterns and alleviating overpopulated schools. Allowing schools to remain on an overpopulated trajectory will only create more problems long term.

3.8  (32 
Ranked #373 of 1000



Continuity Reducing disruption for students who are already enrolled

3.8  (32 
Ranked #374 of 1000



Continuity of current school Friends, neighborhood

3.8  (32 
Ranked #375 of 1000



Decreasing the number of times individual kids must change schools It is hard for some kids to handle this change, make new friends, etc... also impacts learning as new schools take a while for things to come together

3.8  (32 
Ranked #376 of 1000



Distance How close to home

3.8 (32)
Ranked #377 of 1000



I don't want my child's school switched AGAIN How can our children make friends or relationships if they are constantly being tossed around

3.8 (32)
Ranked #378 of 1000



I think it's great if it helps alleviate overcrowding in schools!

3.8 (32)
Ranked #379 of 1000



It is important to keep children in their community, kids should go to school in their own neighborhood. Class size should be controlled Self explanatory

3.8 (32)
Ranked #380 of 1000



Keep neighborhoods together.

3.8 (32)
Ranked #381 of 1000



Keeping the location close to home Commutes for busy families. Closer you live the more likely to be involved.

3.8 (32)
Ranked #382 of 1000



Location / Proximity Commute / Timeliness / familiarity with area for child

3.8 (32)
Ranked #383 of 1000



Location and drive time/traffic Children spend enough time driving to/from as it is. Depending on location, traffic is crazy

3.8 (32)
Ranked #384 of 1000



Proximity to home Community of friends and parents are more local

3.8  (32 )
Ranked #385 of 1000



Proximity to school keeping feeder patterns, not splitting up half of the neighborhood and therefore half of elementary school

3.8  (32 )
Ranked #386 of 1000



Relieving Parkside They have over 1,000 students. Their specials classes are very large and staff are spread thin. They have 1 counselor while Nauman has a fraction.

3.8  (32 )
Ranked #387 of 1000



Sending my kid to the school that's closest to our house

3.8  (32 )
Ranked #388 of 1000



Students need to maintain continuity with friendships and expectations from previous schools.

3.8  (32 )
Ranked #389 of 1000



how close the school is to the students going to it balance number of students across all elementary schools

3.8  (32 )
Ranked #390 of 1000



Adapting to growth is understandable but to continuously target the same neighborhoods and treat those children as chess pieces is unacceptable Historic analysis should be done on certain neighborhoods before implementing change for children who have been shuffled back and forth multiple times

3.8  (31 )
Ranked #391 of 1000



Close Proximity

3.8  (31 )
Ranked #392 of 1000



Diversity, student opportunities, and quality education. Understanding, acceptance, and mutual respect for all people. District wide equality. No child left behind.



It is important to provide equitable services to all students at each campus. Overcrowded schools limit this possibility. Our student is at a small campus and while we love it, I know she benefits from it and others do not.



Keeping kids together It makes transitions easier with familiar faces



Minimizing changes for the kids Especially those kids that are in a higher grade level (4th & 5th) would have a much harder time switching schools so late in their elementary career.



Overcrowding and allowing kids to remain with their friends. Safety. Kids will also do better if they are with people they know.



Proximity of school to house. Overcrowding of schools



Stability for my children, especially my middle schooler. Middle school is such a difficult transitional time as it is. To have a zoning change force you into changing schools and losing connections is a tremendously trying experience.



Distance from home to school should be the number one criterion in creating new attendance zones. I don't see any other considerations besides the distance.



Even out the numbers of students at schools, not have one school over crowded and another school unable to even have enough to make a team or club Be able to give each student the ability to participate in whatever they choose.

3.8  (30 
Ranked #401 of 1000



I just neighborhood additions I think it's important for students to go to school with children from their neighborhood, to develop community and culture

3.8  (30 
Ranked #402 of 1000



Kids should be able to stay with their cohort from Elementary through HS. Splitting an Elementary School between different Middle Schools negatively impacts kids

3.8  (30 
Ranked #403 of 1000



My biggest concern is the overcrowding of school. Parkside Elementary currently has 3rd and 4th graders in the portable buildings!

3.8  (30 
Ranked #404 of 1000



Proximity to neighborhoods Economic diversity

3.8  (30 
Ranked #405 of 1000



Stay at current zoning area so kids don't get spectated Once a child is attending a school they can stay in the current feeder pattern

3.8  (30 
Ranked #406 of 1000



Students should stay together in zoning from elementary through Highschool. Breaking up elementary school and creating schisms between two groups that have already shared one identity - this does a lot of harm

3.8  (30 
Ranked #407 of 1000



Zoning for new charter to have new boundaries Cohesiveness of students going from elementary through high school together

3.8  (30 
Ranked #408 of 1000



Commute times to and from school Traffic implications of zoning

3.8  (29 
Ranked #409 of 1000



Consider residence zoned codes within proximity to zoned school. Some residences are closer to one or more schools but zoned to school further away. Due to over crowding in schools, zoning codes for specific areas are assigned to schools further away w/major roadways unsafe for Elem-aged walkers.

3.8  (29 
Ranked #410 of 1000



Consideration for students in special needs programs. Moving a student in a special needs program can be detrimental to the students progress.

3.8  (29 
Ranked #411 of 1000



Create truer feeder patterns Will create closer knit smaller communities within our huge district

3.8  (29 
Ranked #412 of 1000



Direct feeder patterns Important for kids to have the continuity with their peers.

3.8  (29 
Ranked #413 of 1000



Geography It makes sense

3.8  (29 
Ranked #414 of 1000



Keep feeder schools the same We purchased our home based on the schools

3.8  (29 
Ranked #415 of 1000



Please make sure students are in small groups and also near their homes. If possible, students benefit from keeping their friends and schools community for as long as possible

3.8  (29 
Ranked #416 of 1000



Proximity Kids should be zoned for schools close/closest to them

3.8  (29 )
Ranked #417 of 1000



proximity ability to get to the school, easy for child as they get older to get themselves to and from school

3.8  (29 )
Ranked #418 of 1000



Area growth and how that will impact enrollment It seems that the new schools are completely full when they open while houses are still being built. Some schools are half-empty

3.8  (28 )
Ranked #419 of 1000



Class size is my most important followed closely by school overcrowding My 2 points are interlocked. By overcrowding the school you jeopardize the class size and the overall school experience for each student.

3.8  (28 )
Ranked #420 of 1000



Keeping neighborhoods together Going to the closest school to our home

3.8  (28 )
Ranked #421 of 1000



Lower #s to give more focus on the kids. sampler classes and school size allows for less kids sharing resources like cafeteria, playground, gym and specials teachers.

3.8  (28 )
Ranked #422 of 1000



Making a plan that doesn't involved students having to change elementary campuses more than once if can be avoided.

3.8  (28 )
Ranked #423 of 1000



That the charter allows the option for parents to keep kids in their current school. To grandfather those in. New enrollments subject to new zones. To allow kids to keep their network of friends, stability, and understanding of the building, culture, and leadership.

3.8  (28 
Ranked #424 of 1000



knowledge of the teachers and families build trust and relationships

3.8  (28 
Ranked #425 of 1000



proximity to school - ease of walking there and traffic patterns

3.8  (28 
Ranked #426 of 1000



Balance of enrollment It's more difficult to manage/oversee large numbers of students, students have fewer options, strain on facilities

3.8  (27 
Ranked #427 of 1000



Closest school to them Children need to go to whatever school is the closest to them

3.8  (27 
Ranked #428 of 1000



Community Want to be active part of school community as well as neighborhoods

3.8  (27 
Ranked #429 of 1000



Getting rid of the portables, for my children to stay with friends I'm concerned with the safety issues surrounding portables and 2 of my children are special needs and staying with peers, familiar routines is Essenti

3.8  (27 
Ranked #430 of 1000



Keep students from an elementary school together when they move to middle and high school. Maintaining relationships is important, especially during transition years.

3.8  (27 
Ranked #431 of 1000



Overcrowding, traffic patterns I do not wish for my child to be in an uncomfortable, anxiety inducing environment. Traffic problems are very bad now and affect everyone.

3.8  (27 
Ranked #432 of 1000



Physical Proximity Close to home with minimal travel time

3.8  (27 
Ranked #433 of 1000



Please address overcrowding. The portable situation is out of control. Kids adapt if schools change or feeder patterns change. Use logic instead of being pressured by wealthy groups

3.8  (27 
Ranked #434 of 1000



Programs Need my child to get the most of the programs and education available

3.8  (27 
Ranked #435 of 1000



Zoning that is logical To help the high school feeder patterns

3.8  (27 
Ranked #436 of 1000



keep us going to a school where all our neighbors go and is close to us maintain the neighborhood school feel

3.8  (27 
Ranked #437 of 1000



Distance to schools Bus routes, traffic etc

3.8  (26 
Ranked #438 of 1000



Feeder schools It's important that enough kids feed into middle and high school that kids do not feel alone

3.8  (26 
Ranked #439 of 1000



Keeping students in a feeder pattern. It builds community.

3.8  (26 
Ranked #440 of 1000



Limit student enrollment Smaller class sizes is most important to me

3.8  (26 
Ranked #441 of 1000



Relief of overcrowded schools Too many kids leads to poor quality education.

3.8  (26 
Ranked #442 of 1000



Consistency in school setting My daughter is in 1st grade and I'd like to see her stay in the same school through 5th grade

3.8  (25 
Ranked #443 of 1000



Parkside elementary is way too crowded Students need more attention from teachers. This can be achieved by reducing the classroom sizes.

3.8  (25 
Ranked #444 of 1000



Proximity from home to school safety for bike riders and walkers

3.8  (25 
Ranked #445 of 1000



Traffic into and out of the school Location from zoned neighborhood to the actual school

3.8  (25 
Ranked #446 of 1000



When possible, I think it is important to keep kids w/in the same feeder patters (especially HS).

3.8  (25 
Ranked #447 of 1000



Not dividing neighborhoods and distance btwn home and school Dividing neighborhoods divides friends; and it's much more difficult to transport a child to and from school if the distance to the school is further

3.8  (24 )
Ranked #448 of 1000



Prevent over crowding Re-align boundaries as necessary to keep schools at or below 100% capacity.

3.8  (24 )
Ranked #449 of 1000



Reduce overcrowding It is a burden on teachers and students when classrooms are maxed and schools are crowded. Reducing this burden improves both teaching and learning.

3.8  (24 )
Ranked #450 of 1000



Relieve overcrowding Overcrowded schools are not conducive to a quality learning environment

3.8  (24 )
Ranked #451 of 1000



academic performance of schools

3.8  (24 )
Ranked #452 of 1000



crowded title I schools minimize the effectiveness of teaching and other related matters for the students attending those schools it's very important to consider spreading students, not crowding them in a concentrated school

3.8  (24 )
Ranked #453 of 1000



distance to home. I would not want to be zoned for another school if there's a school closer to me. keeping feeder schools together so that kids can continue to develop strong friends. Also, don't force a kid to rezone if they have one more year

3.8  (24 )
Ranked #454 of 1000



overcrowding too many portables, which affect the day to day learning/education time.

3.8  (23 )
Ranked #455 of 1000



Location closet to homes. Many people have kids at multiple schools and having them closest as possible to one another is important to many families.

3.8  (22 )
Ranked #456 of 1000



Relieve crowding Teacher: student ratios are higher than recommended at current elementary

3.8  (22 )
Ranked #457 of 1000



Keeping neighborhoods together Community support & relationships

3.8  (21 )
Ranked #458 of 1000



Neighborhood Growth In large neighborhoods, it's more convenient to have a school close in proximity to our house.

3.8  (21 )
Ranked #459 of 1000



Overcrowding This puts stress on teachers and the learning environment along with the safety of kids placed in portables. Not the ideal learning environment.

3.8  (21 )
Ranked #460 of 1000



Proximity to home fewest changes for students

3.8  (21 )
Ranked #461 of 1000



Maintaining current population Consistency in relationships is why we haven't moved out of the area for our daughter. Building and maintaining friendships/community is a priority

3.8  (20 )
Ranked #462 of 1000



Overcrowding The schools my kids are going to are way more overcrowded than others. Not fair that a neighborhood passes another middle

3.8  (20 )
Ranked #463 of 1000



Continuity for students to stay in school they are attending Changing school for children who are already attending a school is very disruptive to the child's stability and academics.

3.8  (19 )
Ranked #464 of 1000



Over crowding at Parkside Elementary is a concern. Too many children are now in portables which is also a safety concern (school shootings/not enclosed in brick & mortar).

3.8  (19 )
Ranked #465 of 1000



Overcrowding at existing schools Reduced student experience and atmosphere

3.8  (18 )
Ranked #466 of 1000



Overcrowding needs to stop. Get rid of portables. Staffing ratios off and children can't partake of the building school building we have. Those ugly portables keep

3.8  (18 )
Ranked #467 of 1000



Reduce class size. The teacher to student ratio is much higher than it is supposed to be. Both my kids have more than 18 students in their class Teachers need less students so they can focus on teaching effectively and so they can give more tik

3.8  (17 )
Ranked #468 of 1000



Relieve overcrowding at Parkside

3.8  (17 )
Ranked #469 of 1000



how overcrowded my elementary is learning

3.8  (17 )
Ranked #470 of 1000



Overcrowding of Schools, Parkside
Elementary is overcrowded with portables and the other elementary school that just opened down the road already has many portables as well.

3.8 ★★★★★ (15 👤)
Ranked #471 of 1000



Proximity to home. Shorter distance means safer commute.

3.8 ★★★★★ (15 👤)
Ranked #472 of 1000



Distance from home I am an only parent and if my child is close to schools then it's easier for both our commutes.

3.8 ★★★★★ (14 👤)
Ranked #473 of 1000



avoid making kids go to a school that includes a difficult or dangerous walking and bicycling route if you don't more parents will drive the kids to school increasing traffic congestion and furthermore, there could be tragic accidents

3.8 ★★★★★ (14 👤)
Ranked #474 of 1000



All kids should move to same middle So that friends can stay together

3.8 ★★★★★ (13 👤)
Ranked #475 of 1000



More to the students that need it Parkside is so new and already has so many portables

3.8 ★★★★★ (13 👤)
Ranked #476 of 1000



do not disrupt children who have been continually rezoned

3.8 ★★★★★ (13 👤)
Ranked #477 of 1000



Location should be convenient Kids shouldn't spend too long on busses reaching schools that are farther away if there's a closer one to them

3.8 ★★★★★ (12 👤)
Ranked #478 of 1000



Stop constant rezoning Hazlewood has seen too much rezoning and it impacts the relationships and learning for our children



Proximity to neighborhoods As our city is growing, i think keeping our children's commute time is very important.



I hope the district will focus on distributing students more evenly and taking pressure off overcrowded schools. There is too much pressure on resources in overcrowded schools. The portables need to be eliminated.



Closeness



Distance Transportation



Keep Neighborhoods together.



Consistency is essential in building & maintaining trust with students & trust is vital in promoting learning in early education.
Growth is Inevitable When another change happens this will be the 5th rezoning my children will experience over 7 years. How can we expect them to flourish or learn?



Distance from the school and bus options. As a busy family with both working parents, we shouldn't have to stress about how we're going to get our children to school



Feeder patterns to keep elementary friends together in middle school. Sense of community and lasting friendships.

3.7  (33 
Ranked #487 of 1000



IB program Small class numbers and the staff engagement

3.7  (33 
Ranked #488 of 1000



Keep neighborhoods together like Avery Ranch Avery Ranch, specifically Brookside, is already split between Leander and RR ISD. I'd hate to see it split more and degrade the sense of community

3.7  (33 
Ranked #489 of 1000



Keeping feeder patterns the same Students need consistency and security in knowing where they will be attending school and that they will have friends

3.7  (33 
Ranked #490 of 1000



Keeping large cohorts of students within defined geographic areas together. Friendship ties are stronger within neighborhoods.

3.7  (33 
Ranked #491 of 1000



Let's make sure that we do not segregate schools by socio-economic status. If we segregate along income levels, poorer students tend to suffer in quality of education and all students suffer socially due to lack of diversity.

3.7  (33 
Ranked #492 of 1000



Proximity to school Existing zoning

3.7  (33 
Ranked #493 of 1000



Safety and Convenience Age and ability for students to walk to school

3.7  (33 
Ranked #494 of 1000



Stop moving the same neighborhoods Kids need stability and 3-4 changes is unreasonable



Students at elementary feed with the same students to middle school Currently our subdivision is zoned to cc mason and cpms.. only a few students follow this pattern. Keeping students with friends is socially important



The distance from the home to school Our children are outside of bus area so it's important they can walk/bike



Work to ensure schools are integrated. Racial and income segregation via neighborhoods doesn't have to mean segregation in our schools Diversity, inclusion, and cultural exposure



Equalize populations across the district. Some schools are bursting and some are only half full.



In the neighborhood



Leave it the same Kids have already bonded with friends and teachers at their current school



Minimize over crowding No portables should be allowed, if so, you've grown too big!



Minimizing changes for students Current elementary, middle, and high schools were a key part of where I chose to live

3.7  (32 )
Ranked #503 of 1000



Overcrowding Parkside already has a dozen or so portables. Would e nice to not have to use them anymore.

3.7  (32 )
Ranked #504 of 1000



Proximity Kids shouldn't waste time commuting

3.7  (32 )
Ranked #505 of 1000



Ease of transportation feeders Having cars lined up for a mile or more to pick up their child is ridiculous.

3.7  (31 )
Ranked #506 of 1000



Existing feeder patterns Minimizing change for currently enrolled students

3.7  (31 )
Ranked #507 of 1000



I have a child who has not dealt well with transitioning into a new school. He has sensory issues and anxiety, change is rough for him. I'd like to ensure he stays at the same elementary through 5th.

3.7  (31 )
Ranked #508 of 1000



Maintaining sensible feeding pattern

3.7  (31 )
Ranked #509 of 1000



Over crowing is something heavy talked about in my social circles. Class size of over 20 students and 6-8 kindergarten classes is too large. The kids are having a hard time focusing and the teachers are not able to spend much one on one time for instruction.

3.7  (31 )
Ranked #510 of 1000



Proximity to home

3.7 (31)
Ranked #511 of 1000



The elementary school is over crowded in 3 years. The population went from 525 to 800+
Over crowded schools can cause lack of student attend. Brings attention to bad students who are transferred to the over crowded school.

3.7 (31)
Ranked #512 of 1000



Time kids spend getting to their school and that they are kept in the community they found as they move from elementary to middle to high school
The day is long already and with activities to spend another hour each way getting to school takes time away from homework, family, sleep and friends.

3.7 (31)
Ranked #513 of 1000



Adding another school will help keep student to teacher ratio down in classrooms.

3.7 (30)
Ranked #514 of 1000



Continuity

3.7 (30)
Ranked #515 of 1000



Distance from school Puts a hardship on single parents

3.7 (30)
Ranked #516 of 1000



Distance to school Do students have to cross major roads

3.7 (30)
Ranked #517 of 1000



Don't split neighborhoods So our kids potentially keep same friends, parents keep same support structures with neighboring parents

3.7  (30 
Ranked #518 of 1000



Equity Making sure all students have equitable opportunities (not difference between equity and equal access to)

3.7  (30 
Ranked #519 of 1000



Feeder patterns that make sense, don't split kids up in Middle school just to get back together in High school.

3.7  (30 
Ranked #520 of 1000



How many changes students have previously undergone Students who have previously had to change school may feel more stress when facing another major change

3.7  (30 
Ranked #521 of 1000



Keep neighborhood kids together with their neighbors Because I want my kids to know the kids they play with on the weekends

3.7  (30 
Ranked #522 of 1000



Keep students together that meet in elementary and middle school

3.7  (30 
Ranked #523 of 1000



Kids should feed with the same students from elementary school, to middle school and the high school (when possible). It forms strong social bonds and long-term friendships.

3.7  (30 
Ranked #524 of 1000



Maintain feeder paths, geographical areas It provides stability for kids and families to know where they will go next, it helps kids to keep some familiar classmates with them as they move on.

3.7  (30 
Ranked #525 of 1000



Minimal impact to the students.

3.7  (30 )
Ranked #526 of 1000



Proximity to home Traveling farther to go to a similarly ranked or lower ranked school would seem unfair.

3.7  (30 )
Ranked #527 of 1000



Consider Communities Rezoning HISTORY I live in Cold Springs and we have been rezoned from Parkside to Pleasant Hill to Akin (Elementary) and from Stiles to Willey (Middle) - Consistence

3.7  (29 )
Ranked #528 of 1000



Keeping same schools for our home Continuity

3.7  (29 )
Ranked #529 of 1000



Kids not having to keep changing schools and proximity to home. Comfort and maintenance of a routine and of course drive time and traffic for proximity.

3.7  (29 )
Ranked #530 of 1000



Maintaining feeder patterns The continuity in my children's friends and the building of that community is important to me.

3.7  (29 )
Ranked #531 of 1000



Minimizing changes to cohorts of students throughout their careers in LISD Planning carefully so the same group of children are not faced with multiple moves during their K-12 Education in LISD

3.7  (29 )
Ranked #532 of 1000



Reduce overcrowding at Parkside, Akin and Stiles These schools are so crowded that kids are getting lost

3.7  (29 )
Ranked #533 of 1000



Allowing kids to remain in their current schools if they are close to completing their education, for example do not move someone the last year Change can be difficult for some kids, friendships are important, routines are important

3.7 ★★★★★ (28)
 Ranked #534 of 1000



If you are within walking distance to a school, zoning should stay the same. Many chose an elementary school within walking distance for the experience, including myself.

3.7 ★★★★★ (28)
 Ranked #535 of 1000



More spacious classrooms Kinder and first grades love to walk around and learn. Never force the student to be a robot in a chair and desk to learn. Free learning, happy kid more focused learning

3.7 ★★★★★ (28)
 Ranked #536 of 1000



Overcrowding

3.7 ★★★★★ (28)
 Ranked #537 of 1000



Safety, anti bullying, advanced education, character building

3.7 ★★★★★ (28)
 Ranked #538 of 1000



proximity Purposely selected a house within walking distance of all 3 schools (elementary, middle and high school)

3.7 ★★★★★ (28)
 Ranked #539 of 1000



Distance from school to house should not be more than 5 miles . Travel time

3.7 ★★★★★ (27)
 Ranked #540 of 1000



It's important that students stay with at least some kids from a previous school when moving up a level. going to a different high school years ago than all of my middle school friends was really hard for me. I don't think anyone should have to do that.

3.7  (27 
Ranked #541 of 1000



Maintaining existing relationships between children as they move on from elementary to middle school and high school. Don't separate current friends. Minimizing the physical distance from home to school. Keep any bus route times as low as possible.

3.7  (27 
Ranked #542 of 1000



Students should be zoned to attend schools close in proximity to home. Reduces traffic and commute times and/or allows for walking or biking to school.

3.7  (27 
Ranked #543 of 1000



overcrowding quality of teachers

3.7  (27 
Ranked #544 of 1000



Feeder restrictions of attendance to Rutledge The school is already over crowded. They have multiple years in portables, and are having to split up school wide gatherings and communal events

3.7  (26 
Ranked #545 of 1000



Proximity to school A gated community is zoned to a certain school even though they are in closer proximity to another school. Appears zoning preference to higher income

3.7  (26 
Ranked #546 of 1000



Using the new school to its fullest potential. We can't afford wasted space or manpower.

3.7  (26 
Ranked #547 of 1000



keep kids together as much as possible from the same neighborhoods to help with a smooth transition changing schools is difficult and a familiar face will help ease the transition

3.7  (26 
Ranked #548 of 1000



Evaluate the reasons why some schools are doing good and include it in charter You get a good baseline to start with

3.7  (25 
Ranked #549 of 1000



Please don't rezone students who were recently rezoned. Students need consistency. My kids were rezoned to Larkspur this year. Please don't rezone them again as they just went through a big school change.

3.7  (25 
Ranked #550 of 1000



Safe routes to school. Sustainability for students.

3.7  (25 
Ranked #551 of 1000



Staggering numbers at schools Safety issues, educational experience for the kids, classroom ratios, students aren't driven to meet new people...ALL their friends are right there

3.7  (25 
Ranked #552 of 1000



Try to keep things consistent for our kids. Existing neighborhoods should remain unaffected. There is a lot of growth/new homes. Start sending those areas to the new school.

3.7  (25 
Ranked #553 of 1000



minimizing changes for students It takes time for children to get comfortable with their environment so I feel it is very important not to upset them by having to switch schools

3.7  (25 
Ranked #554 of 1000



proximity of school to physical address transportation to and from school is most likely going to be by parent at this age. If by bus, my student should not have to walk far.

3.7  (25 
Ranked #555 of 1000



Keep neighborhood schools while allowing transfers if space permits. This helps maintain continuity in a neighborhood and allows parents choices.

3.7  (24 
Ranked #556 of 1000



Closeness to our home Our kids in elementary and middle need to get to and from school on their own a lot.

3.7  (23 
Ranked #557 of 1000



Keeping the classroom size to a manageable size is a concern. Our neighborhood, Travisso, is growing exponentially every year. My daughter having one on one time with her teacher each day is important to me.

3.7  (23 
Ranked #558 of 1000



Balancing overcrowding issues in schools

3.7  (22 
Ranked #559 of 1000



Busing for students near the schools

Inclement weather impacts the students health and is dangerous for walking conditions

3.7  (22 
Ranked #560 of 1000



Closeness Makes life less stressful

3.7  (22 
Ranked #561 of 1000



proximity to home maintaining consistency with peers

3.7  (21 
Ranked #562 of 1000



Kids should go to the nearest school

3.7  (20 
Ranked #563 of 1000



Overcrowded schoola

3.7 (20)
Ranked #564 of 1000



Overcrowding at the elementary school The number of portables is outrageous and safety is a major concern of those portables

3.7 (20)
Ranked #565 of 1000



Walkability Safety

3.7 (20)
Ranked #566 of 1000



Alleviate Overcrowding Too many children in portables

3.7 (19)
Ranked #567 of 1000



Neighborhood should be zoned similarly Kids will be friends with their neighbors and should be able to attend the same school as one another

3.7 (19)
Ranked #568 of 1000



students attend with neighbors to build those peer relationships

3.7 (19)
Ranked #569 of 1000



Parkside has too many students. 3rd graders have to deal with bathroom and safety issues daily. It is important to make sure ever student has a good learning environment and setting so that they have less anxiety dealing with school work.

3.7 (18)
Ranked #570 of 1000



Overcrowding at Parkside Portables are not safe, and the growing number of them is outrageous.

3.7 (16)
Ranked #571 of 1000



Keeping entire neighborhoods together

3.7 (15)
Ranked #572 of 1000



For students who live nearest to go there

3.7 (13)
Ranked #573 of 1000



I work at Rutledge and we have been experiencing overcrowding ever since I started working there. We are an amazing school that was not built for the Amount of students that now attend and it is affecting student learning and well being, as well as teacher well being

3.7 (12)
Ranked #574 of 1000



Send students to the schools closest to home
So the commute is shorter and they make friends ner home

3.7 (12)
Ranked #575 of 1000



Please stop using portable buildings for more than 2 years at a school, especially Parkside ES. Build faster! I have 4 kids, 11-3. Portables not secure for bathroom, stress teachers, and overcrowd the cafeteria. Office staff get secure glass, my kids in open.

3.7 (10)
Ranked #576 of 1000



Redoing the attendance zoning lines Parkside is INCREDIBLY overcrowded! An entire grade is in the portables, citing safety concerns. Class sizes MUST be reduced please.

3.7 (10)
Ranked #577 of 1000



Reduce student:teacher ratio & overcrowding. Overcrowding promotes migration toward the mean which underserves individual student growth (challenged or gifted). It strains teachers also.

3.7 (10)
Ranked #578 of 1000



The distance to a particular school from the residence. Saves time and travel to go to closest school.

3.7  (8 
Ranked #579 of 1000



You cannot have Tarvin feed into 3 separate middle schools. And as it looks you will split amongst Wiley, Stiles and Danielson for at least 4 years. Too many split feeder patterns and a 4th elementary into Stiles, which is overcrowded.

3.7  (5 
Ranked #580 of 1000



Accessibility Facilitate efficient entry and exit to schools
translated by Google

3.6  (34 
Ranked #581 of 1000



Keeping students together from school to school. Maintain relationships with friends.

3.6  (34 
Ranked #582 of 1000



Large roadways such as 1431, 183, Ronald Regan, and others should be used as attendance zone lines to avoid crossing of such highways where possible. Safety

3.6  (34 
Ranked #583 of 1000



Recently moved here, would not want to move my kids again. Would be very difficult on my kindergarteners and middle schooler to have the move schools again.

3.6  (34 
Ranked #584 of 1000



Change Only Large Groups of Kids Avoid taking a neighborhood with a small number of kids in a school and changing their feeder pattern. Changing large groups helps with the transition

3.6  (33 
Ranked #585 of 1000



Distance and feeder schools Travel for child to and from school as well as after school care location to school.

3.6  (33 
Ranked #586 of 1000



Ensure equitable distribution of resources across the board Avoid establishing good/bad zones simply due to zoning of schools

3.6  (33 
Ranked #587 of 1000



I dont want to be moved

3.6  (33 
Ranked #588 of 1000



Keep my daughters at her current school
Consistency

3.6  (33 
Ranked #589 of 1000



Neighborhood schools Proximity

3.6  (33 
Ranked #590 of 1000



There should be minimal disruption to existing elementary school zones. It's so hard for kids to change schools and leave their friends.

3.6  (33 
Ranked #591 of 1000



proximity time is valuable

3.6  (33 
Ranked #592 of 1000



Continuity and convenience

3.6  (32 
Ranked #593 of 1000



Distance the child has to travel Makes it easier to get the kid to school on time consistently

3.6  (32 
Ranked #594 of 1000



I worry about my daughter losing really good friends to any future changes. This is important to me because she is a very unique child, and has a hard time maintaining friendships.

3.6  (32 
Ranked #595 of 1000



Keep communities together Align feeder patterns so that students who attend elementary school together attend middle and high school together

3.6  (32 
Ranked #596 of 1000



Keep kids in school they are familiarized and which grades/quality are higher I bought my house 1 year ago because of the elementary and middle schools in which I am allocated . It would very disappointing to have changes in the

3.6  (32 
Ranked #597 of 1000



Maintaining high standards, and keeping kids emotionally well adjusted So that children will be exposed to the same educational expectations and children feel loved and accepted

3.6  (32 
Ranked #598 of 1000



Proximity Same school

3.6  (32 
Ranked #599 of 1000



Shortest drive time.

3.6  (32 
Ranked #600 of 1000



That parents be allowed to choose whether to move a currently attending student Some students are doing well in their current assigned schools and moving them to a new school may disrupt their learning

3.6  (32 
Ranked #601 of 1000



Avoid disrupting current zones Keep the kids/families at the school they are use to

3.6  (31 
Ranked #602 of 1000



Close to home or bus Parents work and cannot pick up at 2:45 most days- esp single mothers

3.6  (31 
Ranked #603 of 1000



I believe school zones should be by neighborhood and considering where they are to major roads.

3.6  (31 
Ranked #604 of 1000



Keep zoning intact Neighborhood chosen for school district.

3.6  (31 
Ranked #605 of 1000



Location Friends nearby. Easy transport to/from

3.6  (31 
Ranked #606 of 1000



Our neighborhood has been rezoned in e last five years I don't want to have to switch schools again, our neighborhood was rezoned in the last five years. It's not fair to the kids.

3.6  (31 
Ranked #607 of 1000



Staying with out feeder pattern Our children's friends are important

3.6  (31 
Ranked #608 of 1000



Students need to be with their neighborhood friends to develop emotional intelligence as they play & work together. Feeder should reflect this. Students develop caring for their community and develop good friendship in and out of school.

3.6  (31 
Ranked #609 of 1000



Traffic Safety and time for children

3.6  (31 )
Ranked #610 of 1000



it is important to have diversity within schools, both socioeconomically and racially

3.6  (31 )
Ranked #611 of 1000



Attend the schools that are closest to home. So the children can make friends in their neighborhood.

3.6  (30 )
Ranked #612 of 1000



Ease of transportation Keeping kids together

3.6  (30 )
Ranked #613 of 1000



I hope he gets to stay with siblings. They are rezoning in middle of ms year at stiles. Makes it very hard for them to start over, in a number areas.

3.6  (30 )
Ranked #614 of 1000



It good to maintain school capacity and education quality by

3.6  (30 )
Ranked #615 of 1000



Location Feeders

3.6  (30 )
Ranked #616 of 1000



Programs and Community My daughter loves the band program at HMS and she has a great, solid group of friends - two incredibly crucial parts of her emotional development

3.6  (30 )
Ranked #617 of 1000



Proximity to homr

3.6 (30)
Ranked #618 of 1000



Impact of home prices People buy in good school districts to send their kids to great schools

3.6 (29)
Ranked #619 of 1000



Overcrowding Limit change

3.6 (29)
Ranked #620 of 1000



Schools should only be built when we have filled all the schools we currently have Some are at 50% capacity or less

3.6 (29)
Ranked #621 of 1000



Overpopulation9
translated by Google

3.6 (29)
Ranked #622 of 1000



To either change the school or leave it Every year changing schools is a lot

3.6 (29)
Ranked #623 of 1000



Diversity I want kids to experience different culture

3.6 (28)
Ranked #624 of 1000



Minimize transfers Minimize disruption to children at a young age

3.6 (28)
Ranked #625 of 1000



Proximity Due to drop offs at different schools and work

3.6  (28 )
Ranked #626 of 1000



Not being rezoned again We have kids in our neighborhood that have attended 3 elementary schools in the same house. Enough is enough.

3.6  (27 )
Ranked #627 of 1000



Not putting students into containers.

3.6  (27 )
Ranked #628 of 1000



Proximity to my home Travel time for my child

3.6  (27 )
Ranked #629 of 1000



We are happy with the feeder pattern given. It would be nice to alleviate Parkside again- however I have noticed Akin added portables (2yrs) 'We bought our home on based upon the feeder pattern. It seems unjust to change that.

3.6  (27 )
Ranked #630 of 1000



keeping kids with friends lasting friendships

3.6  (27 )
Ranked #631 of 1000



I want to stay my current elementary It's very close and relationships are already developed there. We live in the Block House Neighborhood, so should stay zoned for BHCE.

3.6  (26 )
Ranked #632 of 1000



Overcrowding in classrooms

3.6  (26 )
Ranked #633 of 1000



Students attend the school that is closest to home Time spent traveling back and forth to school

3.6  (26 )
Ranked #634 of 1000



Continuation of feeder patterns So students from the same ES for

3.6  (25 )
Ranked #635 of 1000



Portables If you need to use them, there are too many kids at that school! Elect NEW State Board of ED director to get state funding back to previous levels.

3.6  (25 )
Ranked #636 of 1000



School should be close All of the students at the elementary should attend the same middle svjol

3.6  (25 )
Ranked #637 of 1000



Those with addresses closest to the school take priority for transportation and zoning Because those kids are the ones who will be filling the school

3.6  (24 )
Ranked #638 of 1000



Vicinity Making walking a priority and sense of community

3.6  (24 )
Ranked #639 of 1000



I would participate more in a school that is located in our neighborhood, not in one that is 20 minutes away or more. Think community/involvement. Do you want whole families involved? Larger PTA's? More money coming to your school? Keep it in your neighborhood.

3.6  (23 )
Ranked #640 of 1000



Keep neighborhoods together. Regardless of natural yet arbitrary boundaries such as highways or creeks etc. Please keep neighbors together. Community is important to the well being of a child. If they are on swim team and boy scouts with other kids in their community, please: same school

3.6  (23 
Ranked #641 of 1000



Class Size Overcrowding

3.6  (22 
Ranked #642 of 1000



Consistency is important. Our family recently moved from a different state and my son loves attending Parkside Elementary. At the same time we know there are students studying in the portables and our dropoff/pickup line grew longer.

3.6  (20 
Ranked #643 of 1000



Minimal disruption to current patterns is critical. The numerous changes over the past few years has been very disruptive to students.

3.6  (20 
Ranked #644 of 1000



Students currently enrolled at an elementary school should remain at that elementary school. Minimizing/avoiding changes mitigates disruption of a child's development and relationships with teachers and students and thus their learning ability

3.6  (16 
Ranked #645 of 1000



maintain same group of neighborhood children potential neighborhood friends should stay together through all grades

3.6  (15 
Ranked #646 of 1000



Parkside school is crowded. So many portables in Parkside, which demonstrates that the school is over capacity.

3.6  (14 
Ranked #647 of 1000



Special needs classes should be at schools that can accommodate them-capacity wise. Entire grades shouldn't be in portables because classrooms are being used for 5-10 kids in special classes. Move the specialty classes to open campus

3.6  (14 )
Ranked #648 of 1000



Academic inclusiveness Academics are important and so are inclusiveness initiatives as they are both critical human topics

3.6  (12 )
Ranked #649 of 1000



Overcrowding at Parkside Elementary is really bad

3.6  (12 )
Ranked #650 of 1000



Parkside elementary is overcrowded. Hard to build quality relationships and have individualized instruction time with so many students. Teacher burnout increases with overcrowding.

3.6  (12 )
Ranked #651 of 1000



Bus zoning from Cold Springs/Hazlewood to Rouse/Wiley Students should not have to walk from these neighborhoods to Rouse/Wiley. Not a safe walk and no sidewalk on Raider Way

3.6  (11 )
Ranked #652 of 1000



Hazlewood has been in 3 elementary schools in 7 years. Rezoning us, again, would put us in 4 schools, being in PHE twice, and our longest stint at a e

3.6  (10 )
Ranked #653 of 1000

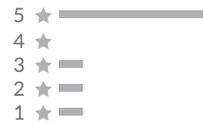


Please stop rezoning Hazlewood so much Transitions can be hard for ES kids. Please stop rezoning Hazlewood so much and keep them with their friends.

3.6  (10 )
Ranked #654 of 1000



Please don't rezone Hazelwood (1680) to some other school. We would like to continue to attend Akin elementary. Hazlewood has already been in 3 elementary schools -Staying with friends/families in the same area. Akin is the nearest school to the community.



Zones should be based on proximity to school



Subdivisions that are closer to a school should have priority for attendance A sense of community, safety ,and convenience.



Able to walk or bike to all 3. Staying with friends.



I think it's important to keep the kids with the group they've been in since Kindergarten.. It builds relationships and trust within peers. I think the kids who should be zoned are the new to the school kids or ones beginning kindergarten.



I think kids who are enrolled into a school should continue going to the same school even if gets into a different zone To have continuity for kids



Minimum changes



Proximity Don't want to drive far from elementary to middle school



our feeder pattern is not unified in this part of the district. my kids have been rezoned twice and the Akin/Stiles feeder system is completely fractured. highly different than the treatment the Steiner crew gets

3.5  (34 )
Ranked #663 of 1000



ALL the kids from a school moving together to the next school Proximity to the school

3.5  (33 )
Ranked #664 of 1000



Closest distance Mileage

3.5  (33 )
Ranked #665 of 1000



Keep classmates together as much as possible
Build friendships, familiarity

3.5  (33 )
Ranked #666 of 1000



Limit drive time and keep neighborhoods together

3.5  (33 )
Ranked #667 of 1000



Proximity to my house Driving time to and from school.

3.5  (33 )
Ranked #668 of 1000



least changes possible to existing neighborhoods kids don't lose friends

3.5  (33 )
Ranked #669 of 1000



Do not mess with the kids in Cold Springs and Hazlewood neighborhoods. We switch schools every other year. Please leave the kids alone. Stability

3.5  (32 )
Ranked #670 of 1000



Equity of programs Equal opportunity

3.5 (32)
Ranked #671 of 1000



Keep a solid progression from K-12. Don't split an elementary between 2 different middle schools. Don't split middle between 2 different high school Relationships are key for dealing with stress and change. These transitions are hard enough without having to fit in with a new group of people.

3.5 (32)
Ranked #672 of 1000



Keeping kids together through schools Lasting friendships make kids feel safer and discourage bullying

3.5 (32)
Ranked #673 of 1000



Keeping kids together through their entire schooling It's hard to make friends and then have them moved to a new school when you move up, especially since that's a transitional time that can be worrisome

3.5 (32)
Ranked #674 of 1000



Rezoning is emotionally draining and should not be for kids who have already spent their years in the school. It's important because our children have developed a strong sense of belonging towards the school and they feel lost once rezoned.

3.5 (32)
Ranked #675 of 1000



Continuity amongstthe curriculum If the feeder school is below par, itaets the child behind in the secondary and high school level.

3.5 (31)
Ranked #676 of 1000



Distance to the school Ease of transportation

3.5 (31)
Ranked #677 of 1000



Have kids use closest school Easier for kids and parents

3.5  (31 )
Ranked #678 of 1000



No elementary students should have to have their homeroom classes in a portable There is limited or supervision for kids to go into main building to access water and bathrooms.

3.5  (31 )
Ranked #679 of 1000



Special needs requirements and accommodation Our child has special needs, and a good school fit for him would include a school that is well resourced to meet those requirements

3.5  (31 )
Ranked #680 of 1000



Distance and transportaion to school Quality of education

3.5  (30 )
Ranked #681 of 1000



Entire elementary feeds into same middle school Keeping our feeder pattern intact

3.5  (30 )
Ranked #682 of 1000



I don't think it's ok to move existing students who don't want to change schools. My children feel safe where they are. Their teachers and school staff, their peers are their second family. Parents depend on the support of THEIRschool

3.5  (30 )
Ranked #683 of 1000



I would like all students from a given elementary school to go to the same middle School It's nice for friends to stay together from elementary to middle school

3.5  (30 )
Ranked #684 of 1000



Maintain current long standing peer groups. Keep children together that have been tigers for educational career Confidence, strong relationships that support students feeling a sense of belonging and community. Abrupt changes leave kids feeling isolated desperate



School rankings Sending kids to lower performing schools would be a disappointment for those who carefully chose established neighborhoods based on school performance



Stability for kids There have been a lot of rezonings and it largely effects same neighborhoods repeatedly.



We do not want to change elementary schools.



Zoning stay the same Proximity and kids staying together to better school experience



Class size Diversity



Diversity The best schools include diverse populations of cultures, languages of origin, and socioeconomic statuses. This helps every student.



Keep my sons on their schools until middle school. We are done with rezoning every 2 years! STOP REZONING COLD SPRINGS



Create an atmosphere where neurodiversity is embraced as a gift Schools are systematically pressing the spirited child down to self loathing. Mental health issues are only rising.

3.5  (28 )
Ranked #693 of 1000



Feeder pattern Keeping kids together throughout school, especially middle and high schools.

3.5  (28 )
Ranked #694 of 1000



Caring teachers, plenty of outside time, would love to see standardized tests taken away or very very little time and thought given to them. These are things that help kids learn in an interesting environment where they can thrive!

3.5  (27 )
Ranked #695 of 1000



Class ratio 10:1 teacher will help students focus and learn during PreK and Kinder levels. 15:1 teacher ratio during first and second grade, 20:1 teacherfor3-5grades It is very important to keep teachers happy and motivated. Classroom need not be decorated with things, smart learning methods can be followed. Leave thewalls clean

3.5  (27 )
Ranked #696 of 1000



Close commute

3.5  (27 )
Ranked #697 of 1000



Distance from home to school With LISD providing so few buses and starting school so late in the day, we need a safe, close route for kids to walk

3.5  (27 )
Ranked #698 of 1000



Equal zoning for each school. The disproportionate number of incoming 6th graders for the 2020-2021 school year is disconcerting. The school is already overcrowded and not splitting students more equally will only make it worse.

3.5  (27 )
Ranked #699 of 1000



Keep feeder pattern

3.5 (27)
Ranked #700 of 1000



Keeping children together with their peers
Continuity

3.5 (27)
Ranked #701 of 1000



Minimizing disruption

3.5 (27)
Ranked #702 of 1000



My school has too many kids and it is very crowded. Safety, crowding, portables, fire codes

3.5 (27)
Ranked #703 of 1000



My son has started Akin elementary kindergarten this year and I absolutely do not want him to be re-zoned to a new school. As a kindergartener and 1st grader he will now have any of his friends and will have to make new friends. Also Akin is right across the street for us.

3.5 (27)
Ranked #704 of 1000



Safe routes to school Reducing and minimizing complexity in transportation routes whether walk, bus or driving keeps students safer.

3.5 (27)
Ranked #705 of 1000



District Educating parents on State funding shortages so they know how to lobby their government. This alone could dramatically change our district for the better, make rezoning easier and less frequent, improving curriculum, & retaining teachers

3.5 (26)
Ranked #706 of 1000



Existing neighborhoods should remain unaffected. There is a lot of growth/new homes. Start sending those areas to the new school. Ensure students attending the schools actually live within the school boundary. This check should be done on a yearly basis.

3.5  (26 
Ranked #707 of 1000



Maintain student's cohort through entire elementary grade career Allow students to go to school with the same group of friends throughout elementary years fosters a strong, solid foundation with continuity.

3.5  (26 
Ranked #708 of 1000



That students be allowed to complete their current feeder pathways, and to integrate changes as new students enter the system Displacement from long-standing or newly-forming social relationships can be stressful, and should be avoided if not absolutely necessary.

3.5  (26 
Ranked #709 of 1000



To keep siblings in same school patterns Preferably proximity to school should be the primary concern.

3.5  (26 
Ranked #710 of 1000



proximity to school for transportation, there are always extracurricular activities that lead students to be taken to schools
translated by Google

3.5  (26 
Ranked #711 of 1000



Ensure students attending the schools actually live within the school boundary. This check should be done every year, not first time entering LISD. Some parents are gaming the system. Some addresses are double-dipped with multiple fams. This throws off the counts and causes overcrowding.

3.5  (25 
Ranked #712 of 1000



I would like my children to attend the same schools as the children in our neighborhood. I believe this helps to maintain friendships and community throughout my children's education.

3.5  (25 
Ranked #713 of 1000



Keep neighborhoods together Define neighborhood. I would assume those that belong to the same HOA, would attend the same school.

3.5  (25 )
Ranked #714 of 1000



Minimizing student disruption One of my daughters has special needs and the community at Cox have built a great support network at the school for her. I'd hate to lose that.

3.5  (25 )
Ranked #715 of 1000



avoid going to a school that is not the closest one it just makes sense to reduce commute

3.5  (25 )
Ranked #716 of 1000



Reagan Elementary is overcrowded High # of students in each classroom

3.5  (23 )
Ranked #717 of 1000



Maintaining current schools and close proximity to school

3.5  (22 )
Ranked #718 of 1000



Minimizing change for students Relieving over crowding

3.5  (21 )
Ranked #719 of 1000



Put Park Place back with Cox Elementary It is ridiculous to drive past a school to go to another one further away.

3.5  (21 )
Ranked #720 of 1000



Reduce overcrowding Keep schools together through feeders

3.5  (21 )
Ranked #721 of 1000



Don't transfer my child to a school farther away and not provide busing Safety is important to us and the use of common sense. Transferring from Stiles to Wiley results in my child having to walk 2 miles & cross C.F.

3.5  (19 )
Ranked #722 of 1000



Proximity and quality of school standards Moved here based on some great expectations from current schools

3.5  (19 )
Ranked #723 of 1000



We need consistency!!! Please keep kids from Cold Springs neighborhood going to Akin, Stiles and Rouse! We are tired of being moved every other year!!

3.5  (18 )
Ranked #724 of 1000



Buy house When we bought our house, our priority was schools: akin, stiles and rouse. We do not want to be changed from akin.
translated by Google

3.5  (17 )
Ranked #725 of 1000



Both children are comfortable with schools and want to remain amongst the people they have been with Beneficial to learning and staying close to their comfort area and peers

3.5  (16 )
Ranked #726 of 1000



All students from the same elementary school should go to the same middle school and high school Ease in transition to next level. Help maintain car pools. Retain study groups and sports teams. Build lasting friendships.

3.5  (15 )
Ranked #727 of 1000



Distance from student home to school should determine whether or not student attends that school. This is simply fair for families living in communities immediately near the school.

3.5  (15 )
Ranked #728 of 1000



The number one issue that needs to be addressed is the overcrowded schools! Increases discipline issues, increases unnecessary noise levels, less individualized focus, lack of personal connection, raises teacher stress!!!!

3.5  (15 )
Ranked #729 of 1000



Smaller student teacher ratio Too many students per class if overwhelming for the students and teacher. Not enough individual time spent with each student.

3.5  (14 )
Ranked #730 of 1000



relieving over crowded schools seems absurd that some schools' student numbers are tiny while others are very much passed max capacity.

3.5  (14 )
Ranked #731 of 1000



Consistency of keeping kids together with their friends school can be challenging enough without disrupting social groups kids have made

3.5  (10 )
Ranked #732 of 1000



Consistency within neighborhoods and families is important Kids being constantly moved between schools is bad for the children academically and socially. There are too many kids being forced to change.

3.5  (9 )
Ranked #733 of 1000



Cultural diversity, artistic diversity With the pressure to perform academically, social understanding and developing skills related to self expression not given enough value.

3.5  (9 )
Ranked #734 of 1000



closest school to home demoralizing to know another school is closer

3.5  (9 )
Ranked #735 of 1000



Elementary school is right next to Stiles and closest to our neighborhood. Our children should go to stiles. Keeping kids from skin together for middle school because of our prior rezonings

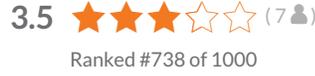
3.5  (8 )
Ranked #736 of 1000



Lifelong) friends are formed. It's important to keep them



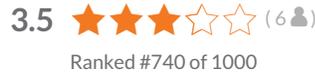
I hope movement of kids to different schools can be minimized.



Class sizes



Keep elementary schools together This is where first (and.



Location We bought our house because of the proximity to Akin and now are getting rezoned to a far school that will take an extra 30 min round trip w/traffic



We have been under constant change and akin elementary is the closest in terms of proximity to those living in Hazlewood The school is in view the moment we exit in the mornings for our jobs - we have onky



Children enrolled in Stiles Kiddle



Kids who started 6th grade at Stiles should be allowed to finish 8th grade at : Children enrolled in Akin be allowed /given priority to attend Stiles Middle due to proximity of schools and history of parents with the teachers.



Walkable to home

3.4 ★★★★★ (35)
 Ranked #745 of 1000



Balance - Changing schools is just as challenging for families as overcrowding. Overcrowded schools have more voices. Some (smaller) neighborhoods have been re-zoned 4 times in 6 years.

3.4 ★★★★★ (33)
 Ranked #746 of 1000



Distance Bus route availability

3.4 ★★★★★ (33)
 Ranked #747 of 1000



Keep the student population diverse. More diversity is a good thing.

3.4 ★★★★★ (33)
 Ranked #748 of 1000



Location Drop off and pick up efficiencies for families. It would be a large burden for my family as our home is purchased for location to elementary school.

3.4 ★★★★★ (33)
 Ranked #749 of 1000



Proximity Continue current feeding pattern

3.4 ★★★★★ (33)
 Ranked #750 of 1000



Travel distance Enable eco-friendly transport; minimize busing miles

3.4 ★★★★★ (33)
 Ranked #751 of 1000



Keep kids close to home so they can walk home from school Important as there are a lot working parents that cannot get out at 2:00 to pick up kids.

3.4 ★★★★★ (32)
 Ranked #752 of 1000



Logistics Balanced demographics

3.4 (32)
Ranked #753 of 1000



Rutledge is a neighborhood school in a still growing neighborhood. Neighborhoods outside AR should be sent to nearby underattended schools like Cox This will keep the neighborhood together while offering ALL children a better education by relieving over crowding.

3.4 (32)
Ranked #754 of 1000



Traffic Because traffic

3.4 (32)
Ranked #755 of 1000



Curriculum My student excels already.

3.4 (31)
Ranked #756 of 1000



Keeping them in the school they have been attending

3.4 (31)
Ranked #757 of 1000



Property value contributions towards LISD
We bought a house with a highest tax rate in the district to ensure that our children have access to the best teachers and facilities.

3.4 (31)
Ranked #758 of 1000



Trying to create clear feeder patterns And eliminate small cohorts as much as possible

3.4 (31)
Ranked #759 of 1000



Balance % of students with educational disadvantage across neighboring schools Do not concentrate high needs students onto one campus.

3.4 (30)
Ranked #760 of 1000



Bus availability Ease of getting kids to/from school

3.4  (30 )
Ranked #761 of 1000



Location and bussing Community, neighborhoods, traffic patterns

3.4  (30 )
Ranked #762 of 1000



Keep some for new school out of existing zones To maintain cohesiveness of students within same neighborhood

3.4  (29 )
Ranked #763 of 1000



Keeping students with their peers Cherry hollow should be rezoned to an elementary that will keep them with their peers. Right now it does not

3.4  (29 )
Ranked #764 of 1000



Maintain stability for all children.

3.4  (29 )
Ranked #765 of 1000



Proximity to school Feeder pattern

3.4  (29 )
Ranked #766 of 1000



Building capacity Parkside is busting at the seams and having technology issues because of it.

3.4  (28 )
Ranked #767 of 1000



Continuity

3.4  (28 )
Ranked #768 of 1000



Maintaining feeder patterns Reducing travel time and keeping schools in the neighborhood



STEM learning and curriculum Science and technology are interesting topics for my kids



location in reference to neighborhood would prefer entire neighborhood attend same schools, if possible. South half of our neighborhood, I believe, attends a different highschool.



Glad about going to CPMS Consistency



Keep Hazlewood and Coldsprings students at Akin. We live across the road from the school and purchased our homes here knowing a school was across the way. Logically it makes sense to keep them there.



Location



Maintaining neighborhoods As our kids establish and grow friendships within our neighborhoods, it's vital to ensure that we try to keep those friendships intact.



Student attendance zones should not change for students that exist in the school system. Keeping students with the peers they have grown with.



Temporary buildings and shipping in students from outside the immediate neighborhoods
Its the ideal of neighbors learning together and building a stronger community.

3.4  (27 )
Ranked #777 of 1000



That my children stay in the same school.
They are close with their Quest teachers and we would like to keep them with these educators.

3.4  (27 )
Ranked #778 of 1000



We would like our children to stay with the same children as they progress to Middle school and High school. Reagan's overlook isn't a big community so our children have developed connections with Parkside and Stiles students and we would like to continue.

3.4  (27 )
Ranked #779 of 1000



Distance, bus route, diversity, over crowding in classrooms. Because I have a 2 year old that will start school in a few years. I would like her to attend the same schools her older sisters have.

3.4  (26 )
Ranked #780 of 1000



I think it's important for the zones to be more balanced and the population sizes in each of the 3 elementary schools in Steiner Ranch to be similar. With additional building happening in SRE and RRE zones those populations are set to grow, while LWBE only declines. RRE zoning straddles LWBE zone.

3.4  (26 )
Ranked #781 of 1000



We back up to regan Henry vista makes sense to stay zoned here

3.4  (26 )
Ranked #782 of 1000



Bus system access We live two miles away and it's too far for a six yo to walk

3.4  (25 )
Ranked #783 of 1000



Distance I work and Parmer is incredibly congested in the mornings and there are very limited options to get to the high school and middle school

3.4  (25 
Ranked #784 of 1000



Keep kids in the same neighborhood going to the same school even if that means moving all of them to a new school to maintain a sense of community. We need a sense of community for our parents, students and families.

3.4  (24 
Ranked #785 of 1000



attend schools closest to home Reduce student commute times

3.4  (24 
Ranked #786 of 1000



Proximity to home A child should go to the closest school bc it saves on gas, travel time, etc. Our current feeder pattern has our Elementary and high school not the

3.4  (23 
Ranked #787 of 1000



Chidu Closer the better

3.4  (22 
Ranked #788 of 1000



Creating equal opportunities for all students, including school enrollment appropriate for the campus.

3.4  (22 
Ranked #789 of 1000



Don't want to disrupt existing relationships with school, educators, and classmates by moving kids from one school to another. Kids grow attached to their school environment and a sudden change has a strong impact.

3.4  (22 
Ranked #790 of 1000



Established feed patterns have stability As new schools open, older school boundaries should not fluctuate with significant changes.

3.4  (22 
Ranked #791 of 1000



Relieve overcrowding at Parkside Elementary

Parkside has been at or over capacity for 4 years.

3.4 (22)
Ranked #792 of 1000



Distance to school is priority Keep feeder patterns strictly

3.4 (21)
Ranked #793 of 1000



How far is it to drive ? Traffic patterns

3.4 (21)
Ranked #794 of 1000



Retain Akin ElementarySchool we bought this house closer to Akin Stiles where MS already changed to Wiley rezoning, we don't want a change for Elementary ease of travel across road

3.4 (21)
Ranked #795 of 1000



proximity traffic patterns to/around school

3.4 (20)
Ranked #796 of 1000



Will it affect me as my children are in MS and HS Listen to Parent concerns with respect to meeting their children's need

3.4 (17)
Ranked #797 of 1000



allowing students to stay enrolled in current school Changing schools can create stress and anxiety for kids.

3.4 (17)
Ranked #798 of 1000



The overcrowding is a huge issue! Parkside Elementary has way too many portables

3.4 (16)
Ranked #799 of 1000



Pleasant Hill is too far for our neighborhood kids We would like them to be closer to the neighborhood.

3.4  (14 )
Ranked #800 of 1000



Feeder patterns shouldn't be based on the high schools. Many zoning conversations (Akins) have come down to how the feed pattern will affect the HS. Think about the younger grades. You're cramming them all in, just to shuffle them around again & squeeze them somewhere else. Think early grades 1st

3.4  (13 )
Ranked #801 of 1000



Campuses should be as culturally and economically diverse as possible. Students should have equal access to resources and support. Also, students should have opportunities to develop empathy and understanding.

3.4  (12 )
Ranked #802 of 1000



Think about the students already attending their zoned school from last 3 years. They are attached with their friends and teachers like a family. Rezoning will create an emotional imbalance in their minds.

3.4  (12 )
Ranked #803 of 1000



Reduce or eliminate need for portable buildings. Safety of students and staff.

3.4  (11 )
Ranked #804 of 1000



I'd like my children to stay within the same feeder school pattern if possible.

3.4  (10 )
Ranked #805 of 1000



How far we have to travel to get there
Socioeconomics

3.4  (8 )
Ranked #806 of 1000



We live directly across Ronald Reagan from both Akin & Stiles in Hazlewood - we are apart of this tight knit community & want to remain apart of it. It's important for the children of our community to remain in a steady environment & not constantly be switching schools. This will diminish confidence



Dual language program in middle school So my children will continue to learn two languages



Class size Transportation



Another, concern besides the lack of bus transportation on busy roads on Crystal Falls to Wiley MS is the safety of the kiddos walking across but to school and home. As parents go to work way before school starts for middle school many kiddos are left at home alone and then to walk to school with



Overcrowding at some schools while other schools are under capacity Overcrowding lessens the quality of education and disrupts the community of a campus when the school has to be split for functions bc there are 2 many



I don't want my kids moved from their schools Because they are military kids and we finally have stability



Changes for students Change can be difficult for some



Economic disparities between schools School PTA budgets reflect economic disparities in our schools. Student populations of higher and lower economic status should be better intermingled



Minimizing changes for students They need to stay with many of their friends so that they feel comfortable.



Relieving overcrowding at Akin Elementary Akin is severely impacted by overcrowding, after only being open for 3 years. All of third grade had to be moved out to portables.



Nearness to home Bus facility



diversity in the student population proximity to residence



A charter school is not important to me. I believe LISD already has outstanding schools and a charter is unnecessary. Zoning is what it is. Leander is growing. Change is part of that. My kids will adapt as long as we (as parents and teachers) remain positive.



Comment

Thanks for the comment. To clarify, the charter is a planning document to guide the direction of proposals for a new elementary attendance zone. There is not plan to add a charter school.

Closeness traffic



Currently my kids go Faubion but are zoned for Henry then Vista Ridge. Their friends 3 blocks or so away will be going to CPMS and HS. Keeping kids with their friends they live close to would be helpful and beneficial.

3.3  (31 )
Ranked #821 of 1000



Diversity Ease of access. Sidewalk. Trail. Etc..

3.3  (31 )
Ranked #822 of 1000



Make sure attendance is balanced out first
Rezone first before building new schools

3.3  (31 )
Ranked #823 of 1000



Minimum disturbance to the kids Kids hate

3.3  (31 )
Ranked #824 of 1000



My two oldest kids have gone through Rutledge and Stiles. My youngest is in Rutledge. I'd like the zones to stay the same
My youngest is in kindergarten and I'd like him to go through the same schools as his older siblings. It's a kind of stability that I had always hoped

3.3  (31 )
Ranked #825 of 1000



Robust curriculum with gt designated level instruction Keeps students engaged and advance them further than they would have in public school

3.3  (31 )
Ranked #826 of 1000



Traffic

3.3  (31 )
Ranked #827 of 1000



Don't rezone Cold Springs. Stop rezoning these kids. Every 2 years is ridiculous!

3.3  (30 )
Ranked #828 of 1000



Location and traffic

3.3 (30)
Ranked #829 of 1000



School ratings I do not want my children to fall behind. Schools with lower rating have struggling students. Teachers have to spend more and resources on them.

3.3 (30)
Ranked #830 of 1000



Special consideration for older boundaries If an established school boundary needs to be updated, treat it separately rather than lumping it with opening a new school.

3.3 (30)
Ranked #831 of 1000



Students maintaining peer relationships. My child will go to a middle school with only 6 kids from her elementary school. Not cool

3.3 (30)
Ranked #832 of 1000



I don't want to have to move my child due to zoning Moving my child in the middle of elementary years is disruptive.

3.3 (29)
Ranked #833 of 1000



I think it will be good idea since the schools are over crowded

3.3 (29)
Ranked #834 of 1000



Keep Hazlewood and Cold Springs zones to Akin. The campus is .3 miles from the entrance of the neighborhood. If putting children first there is NO reason to rezone to a further school.

3.3 (29)
Ranked #835 of 1000



No overcrowding Strict feeder patterns

3.3 (29)
Ranked #836 of 1000



As growth continues. Give current students the option to stay in the same school vs moving them to a new built school Keep their friends, teachers and same school

3.3  (28 
Ranked #837 of 1000



Keep up the great work I wouldn't want anything to change.

3.3  (28 
Ranked #838 of 1000



Stop changing zones If zones change, my child will have attended 3 different elementary schools in her elementary years.

3.3  (28 
Ranked #839 of 1000



Close proximity The neighborhoods 1675 and 1680 are in extremely close proximity to Akin, and would like to stay Zthere, rather than crossing under a toll road.

3.3  (27 
Ranked #840 of 1000



Constant rezoning for our child is not good! I want a stable assignment free from so much back and forth. We love Akin! We were not fans of Pleasant Hill at all. My child is in third grade now, so I'm hopeful we'll have the option to keep him there.

3.3  (27 
Ranked #841 of 1000



Do not rezone the Cold Springs neighborhood. This neighborhood has been rezoned every time a new school has opened. These kids have had to move to a new school every 3 years. It's not right.

3.3  (27 
Ranked #842 of 1000



Distance should be the most important I live in cold springs neighborhood and most close to akin elementary and Stiles middle school. I hope the zoning stays that way.

3.3  (26 
Ranked #843 of 1000



Traffic Don't want a school zone to add to an already congested area

3.3  (26 
Ranked #844 of 1000



Whitestone is getting insanely over crowded - impacts learning with so many children in classrooms- impacts safety with so many kids
Shouldn't have to go to portables outside to try and compensate for over crowding

3.3  (26 
Ranked #845 of 1000



Minimizing change for students Consistency is a key element in a child's educational achievement. An area that has already been rezoned recently should be avoided in a new rezoning.

3.3  (24 
Ranked #846 of 1000



That we dont have to drive a different school to get to the one we are zoned to. Its hard to build a culture when kids feel like they have to go further away

3.3  (23 
Ranked #847 of 1000



Blend of socioeconomic statuses and cultures
Because, that is how life is! Differences are beautiful, and we need to offer a realistic view and opportunity for allour students.

3.3  (22 
Ranked #848 of 1000



Equality Some elementary schools are not as good as others.

3.3  (22 
Ranked #849 of 1000



Keeping students together as they progress through school Some lifelong friendships are forged in Elementary School. Keeping those students together, feeding entire ESs into MSs, then into HSs, is valuable.

3.3  (22 
Ranked #850 of 1000



re-zoned multiple times Please keep the neighborhoods 1675 and 1680 in their current elem zone (Akin). They have been rezoned multiple times for elem and middle school.

3.3  (21 
Ranked #851 of 1000



All students should progress into the same Middle and High School. Dont split friendships developed in Elementary school.

3.3  (20 
Ranked #852 of 1000



Would love for Cold Springs to stay zoned for Akin Too much change over the years

3.3  (20 )
Ranked #853 of 1000



Expansion of the dual language program It is important for kids to be expose to secondary language .

3.3  (19 )
Ranked #854 of 1000



diversity children need to learn from each other about other cultures to build empathy and understanding

3.3  (19 )
Ranked #855 of 1000



All students attend class inside the building instead of portable classrooms outside. Class in the portables is not the same quality of education as in the building. Portables provide less safety.

3.3  (14 )
Ranked #856 of 1000



Closeness to home High quality teaching

3.3  (14 )
Ranked #857 of 1000



Don't move tiny kids they be scared about move kids can get tramazited easily especially by a move and especially a move in school.

3.3  (14 )
Ranked #858 of 1000



Rezoning needs to stop. And kids need buses The reason Leander is growing is for the raising of children in this town. Kids need stability, they need buses.

3.3  (13 )
Ranked #859 of 1000



Please leave Hazelwood kids alone. They have been through enough rezonings.

3.3  (12 )
Ranked #860 of 1000



Hazlewood is tired of constant rezoning i.e. 3 times ES and 2 times MS. Kids going to Akin ES since last 3 years which is the longest in current hist We don't want rezoning of ES from Akin to PHE



Keep Hazlewood at Akin Hazlewood keeps getting rezoned and it is not fair for the children. It is less than a mile from Akin and should be able to stay there.



Consistency. Proximity. Our neighborhood has already been re-zoned for 3 different elementary schools.



Location Hazlewood is only 0.6 miles from Akin and 3.2 miles from Pleasant Hill. The bad traffic on Crystal Falls will add about 30 min round trip each day.



Zoning is most effective when it's intention is to create diversity. Vandergrift needs diversity to make it the powerhouse of experience the staff want.



Bus So kids have options



What is the family preference For consistency



Keeping Avery Ranch together Avery Ranch residents zoned to LISD are one community, a strong network of that works together to support one another.



We would like to keep our schools same as they are now. We like the school our kids attend, the quality of education they get and their convenient locations.

3.2  (31 
Ranked #869 of 1000



Consistency is essential in building & maintaining trust with students & trust is vital in promoting learning in early education. Growth is Inevitable Years. Inevitable

3.2  (30 
Ranked #870 of 1000



Consistency year over year. Cold springs neighborhood has been rezoned 3 times since I moved here 5 years ago.

3.2  (30 
Ranked #871 of 1000



Keep younger kids together. If they started at an elementary school, don't make them move. In the early years, kids need the security of the friendships they foster in school. Making them start over before 3rd grade has a negative impact.

3.2  (30 
Ranked #872 of 1000



Limiting the number of changes impacting kids, Feeder patterns, Cost Incongruous feeder patterns are very hard for middle schoolers, it's hard for kids to go to different schools than their older siblings did

3.2  (30 
Ranked #873 of 1000



Please put kids in Steiner schools and Cox Elementary and reduce size of other campuses

3.2  (30 
Ranked #874 of 1000



Bus Pick/drop off time Knowing what hours I can work in order to rely on bus pickup/drop off times.

3.2  (29 
Ranked #875 of 1000



Bus availability Not enough bus routes

3.2  (29 
Ranked #876 of 1000



Proximity to school, late elementary starts and aftercare programs Early starts for young toddlers is tough to mabage

3.2  (29 )
Ranked #877 of 1000



Staying at Stiles middle school Going to middle school with classmates from Parkside

3.2  (29 )
Ranked #878 of 1000



That my child will be able to transfer to Sandy Danielson He's been attending Larkspur this year on the transfer and would like to be able to go to the middle school where the rest of that school is going

3.2  (28 )
Ranked #879 of 1000



Maintain feeder patterns

3.2  (27 )
Ranked #880 of 1000



Mitigate disruptions to the student.

3.2  (27 )
Ranked #881 of 1000



Multiple re-zoning in a short period of time Please consider how many times the neighborhoods 1675 and 1680 have been rezoned in the past few years. Keep these students at Akin.

3.2  (27 )
Ranked #882 of 1000



Spread/share the title 1 needs with neighboring campuses. Attendance zones were moved and my school has several low income housing areas that feed into our school. It has created more behavior challenges.

3.2  (27 )
Ranked #883 of 1000



Handicap accessibility, iep, school culture

3.2  (26 )
Ranked #884 of 1000



Please do not move existing students around.
Its important at their age to understand and believe in reinforcing friends who may end up to be lifelong friends and constant changes disrupts

3.2  (26 
Ranked #885 of 1000



Vicinity and not crossing 183 183 is a major divider and I think it should be used for schools as well where pertinent. I think the general vicinity is self explanatory.

3.2  (26 
Ranked #886 of 1000



Diverse economic backgrounds Putting all low economic students in one school puts that school and students at risk.

3.2  (25 
Ranked #887 of 1000



Keep kids close to school and away from big streets Keeping kids close fosters community. If I child has to cross big streets, it becomes a safety issue.

3.2  (25 
Ranked #888 of 1000



Good rating

3.2  (24 
Ranked #889 of 1000



We live in Hazelwood. We have been rezoned several times and there are rumors we will be rezoned again for elementary. Please stop moving us. Our kids deserve better. LISD have made several changes to our neighborhood in regards to school zones. Move another neighborhood. 3 times in 3 years!

3.2  (24 
Ranked #890 of 1000



If the neighborhood has already been rezoned once, it should not be made to rezone a second or third time We are looking for a routine as a parent

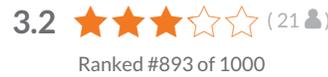
3.2  (23 
Ranked #891 of 1000



Our feeder pattern has us going to an elementary and HS that is not the closest to us. School assignment should balance proximity and divide neighborhoods up in case by case basis if a kid is getting bussed to a farther school.



We would like to stay at Akin Elementary We like the school and how close it is to our house. Our child can get to and from safely to it being close.



(cont...) Stiles 7th grade lunch. Meanwhile, Wiley and Henry have plenty of space... it makes no sense. Just like it doesn't make sense that Pleasant Hill is under cap.



Bus routes



Consider Hazlewood going to stiles so close and not Willy For me it is important that my thread goes to the secondary school but it will not be that way because of the changes that they made only that it is much closer
translated by Google



I Live in Hazlewood and I want my child to go to Atkin We researched the school and it's why we moved to this neighborhood



Hazlewood needs to be zoned to Akin. Please stop zoning Hazlewood to Pleasant hill. Akin elementary is walking distance from Hazlewood.



Please stop rezoning our kids This is the 3rd rezoning for ES I'm several years. We should not be rezoned to Pleasant Hill just to be rezoned back to Akin in a couple years.



Rutledge is over capacity All the good things about Rutledge are not so good anymore bc there are too many students. Silverado and Wilson Place need to be rezoned to Cox ASAP

3.2  (6 
Ranked #900 of 1000



As a Realtor, folks like our community and the current school zones.

3.2  (5 
Ranked #901 of 1000



going to Stiles Middle School, but now there's an expectation that she does not need bus transportation to get her to school and that she should be easily able to make a 35 minute walk (twice per day) in any kind of weather conditions AND should be able to successfully navigate her way across

3.2  (5 
Ranked #902 of 1000



Diversity Making sure our student populations are diverse and balanced

3.1  (32 
Ranked #903 of 1000



Keep zoning the way it is Consistency of the classroom and keeping friends together.

3.1  (32 
Ranked #904 of 1000



Hoping a new High school will be open close to stiles middle school

3.1  (30 
Ranked #905 of 1000



I don't want my children's school to be refined, at all. They've formed a community with their peers. Our school's zone is very small to begin with, splitting the zone apart will isolate kids.

3.1  (30 
Ranked #906 of 1000



If inmates get 3 square meals a day then surely our kids can as well A kids full stomach is more important than an inmates

3.1  (30 
Ranked #907 of 1000



The buses Transportation is important to me because sometimes it can't take my children
translated by Google

3.1  (30 
Ranked #908 of 1000



Doesn't make since to cross 183 to go to Vista Ridge CPHS has the space, it is closer and the safer option.

3.1  (29 
Ranked #909 of 1000



Want to ensure the school is and feels small to this community

3.1  (28 
Ranked #910 of 1000



Don't put all the poor kids together Creates uneven education and experience

3.1  (27 
Ranked #911 of 1000



Keeping classmates together It's important for kids to remain with what is familiar

3.1  (27 
Ranked #912 of 1000



Feel any larkspur kids need to stay there instead of changing schools again

3.1  (25 
Ranked #913 of 1000



Move Whitestone oaks to cPMS and CPHS Smaller neighborhood could move to help numbers. Higher academic achievement

3.1  (25 
Ranked #914 of 1000



Zones should be drawn using a radius method. It it the only fair way to do it. Using streets is unfair and frankly inconvient.

3.1  (25 
Ranked #915 of 1000



close to home i take and pick up my kids to keep them from getting bullied on the bus

3.1  (25 )
Ranked #916 of 1000



maintaining feeder patterns

3.1  (25 )
Ranked #917 of 1000



Keep the students that are currently enrolled at the same school move the newcomers. It would avoid adaptation issue that frequently happens when moving from school. So after the rezoning just the newcomers would go to the new school

3.1  (24 )
Ranked #918 of 1000



Our school changing almost every 2 years please do not rezone hazlewood and cold spring community .

3.1  (24 )
Ranked #919 of 1000



Stop moving our kids around

3.1  (24 )
Ranked #920 of 1000



Please do not put the elementary school near/next to a high school Vandegrift has no parking as well as the worst traffic, having an elementary school next to a highschool is ridiculous.

3.1  (23 )
Ranked #921 of 1000



The large percentage of Low Socioeconomic students at Knowles (60%) in comparison to the district as a whole (20%) creates many challenges for student s. Please consider rezoning in a way that would be more equitable.

3.1  (23 )
Ranked #922 of 1000



Building the school where it would cause the least traffic possible. Traffic is already pretty heavy in the mornings

3.1  (22 
Ranked #923 of 1000



Not disrupting students already in a particular feeder pattern. I think the consistency is important.

3.1  (22 
Ranked #924 of 1000



Education is important to me. I want nothing but the best for my Giddens elementary school student. My daughter is in 4th grade and she is tremendousl Behind grade level. I vote a new elementary school for her. Bullying is also allowed and not taken seriously

3.1  (10 
Ranked #925 of 1000



Hazlewood flip flopping so much. This neighborhood is small, not as much of a squeaky wheel like larger neighborhoods might be. Should not be moved elementary schools... AGAIN

3.1  (9 
Ranked #926 of 1000



Hazlewood (#1680) is directly across the street from Akin Elementary. It is ridiculous for 1680 to be rezoned to another elementary school.

3.1  (7 
Ranked #927 of 1000



HS populations should be balanced, all should compete in same Jill athletic district Reduce UIL cost, great inter-LISD rivalries and tradition

3.1  (6 
Ranked #928 of 1000



Proximity to school We walk to school

3.1  (6 
Ranked #929 of 1000



less bus riding safety and easier for the kids to be involved in school activities

3.1  (6 
Ranked #930 of 1000



something should happen. We need to think beyond just having additional buses but the whole safety of ALL or kiddos/students. Please consider to run buses in our neighborhood we have already been so many zone changes in our area and now this bus issue. Think safety first and not \$\$.

3.1  (5 
Ranked #931 of 1000



Crossing of major highways.

3.0  (32 
Ranked #932 of 1000



Include more butterfly gardens, nature learning emphasis Like Montessori School or unschools free form learning without burning teachers and students. Report cards etc are more admin work for teachers at kinderthrusecondgrade

3.0  (31 
Ranked #933 of 1000



That it serve lower income students/families. Because many lower income area schools are already overcrowded.

3.0  (31 
Ranked #934 of 1000



Proximity, quality, class size. We experienced North Carolina's Wake County ISD, where they solved overcrowding by making some schools year round. There were 4 tracks, so students were on 9 weeks, off 3. When off, another track went in. You could choose charter, year round or traditional.

3.0  (30 
Ranked #935 of 1000



least impact to school staff and teachers

3.0  (30 
Ranked #936 of 1000



Alternative enrollment options Has the District investigated other solutions for overcrowding? Open enrollment? Campuses as primary, elementary, intermediate, secondary? Creativity!

3.0  (29 
Ranked #937 of 1000



I think it's important that you realize I bought my house because it was zoned for VR and now it's not because you changed it. Please consider your decisions because that has caused problems with other houses.

3.0  (28 )
Ranked #938 of 1000



availability of activities at each school

3.0  (28 )
Ranked #939 of 1000



The time children spend on buses - currently zoned for Henry/vista ridge but the amount of times kids are on bus is much longer than to cedar park

3.0  (27 )
Ranked #940 of 1000



Traffic

3.0  (27 )
Ranked #941 of 1000



I would like my children to be able to still attend Parkside Elementary It is in my neighborhood of Trail of Shady Oaks and I don't want them crossing a main road to walk to school. The staff is also amazing.

3.0  (26 )
Ranked #942 of 1000



Having my child stay at Akin Due to where his parents live in Cold Springs community and not moving

3.0  (25 )
Ranked #943 of 1000



I'm mostly concerned that my child would be in her last two years of school at the elementary when this happens. We are new to the community this last year and it was already a tough change, more concerned of her having to change schools again.

3.0  (25 )
Ranked #944 of 1000



Neighborhood Cold Springs should not be re-zoned. The location of the Akin elementary and Stiles middle school are very convenient for cold springs.

3.0  (25 )
Ranked #945 of 1000



Do not follow the money for the different school zones; the richest colonies are NOT entitled to the less rich. They did that for the Middle School
translated by Google

3.0  (22 )
Ranked #946 of 1000



Bus routes 2050 I wouldn't like my child walking home down Lakeline. We must have bus service.

3.0  (21 )
Ranked #947 of 1000



Close proximity The neighborhoods of 1675 and 1680 are closer to Akin than any other elem campus. Please consider not re-zoning these neighborhoods.

3.0  (21 )
Ranked #948 of 1000



ALL students regardless of proximity to the school should have access to ride a school bus. Safety of students and less traffic near schools. This should be highly encouraged as Austin area traffic continues to increase.

3.0  (17 )
Ranked #949 of 1000



Accessibility of special programs from those outside the zones. Both daughters are transfer students into Whitestone for Dual Language. We'd love to see it extended into middle school and would transfer if needed

3.0  (16 )
Ranked #950 of 1000



Love the idea!! Allows for bringing in new concepts of teaching and giving parents other options!

3.0  (10 )
Ranked #951 of 1000



New to Austin and purchased home in a neighborhood (1600) that was slated for Stiles. Neighborhood 1600 is now going to be slated for Winley in 2020 and not Stiles.

3.0  (7 )
Ranked #952 of 1000



Pls pls don't donut with us again and again

3.0  (6 )
Ranked #953 of 1000



Parkside elementary school is getting overcrowded. It should only be zoned to Parkside at Mayfield Ranch community resident children. Strengthen gifted and talented children program to become more competitive with Round Rock ISD.



I would like my child to stay in their current school rather than move to even out attendance numbers. Most of the schools are over full at this point Changing schools in the middle of their elementary career is difficult. I would rather they change at three mice to middle school.



To continue where we are at Kids do better when they are in inviting and familiar settings. Disrupting that can have lasting side effects



I would try to keep Avery Ranch together on both sides of Parmer all going to same schools. It keeps kids who go the neighborhood events all knowing each other and helps the communitiy



Camacho student population The Camacho student population needs to be looked at more closely and maybe split up. Too many issues at that school. It is a barely passing school.



Teaching quality and traffic flow Because we shouldn't have to wait 30 minutes in line to pick up our child from school, such an inconvenience.



Cater to Kids needs and skills My kids is a fast paced learner, she is at the level of Q2 1st grade syllabus,. We would prefer a school who can look at this type of special cases



Reed Elementary is overcrowded. It also has a large economically disadvantaged community. The monolingual classroom are stacked with challenges. Students are not getting the best education.

2.9 ★★☆☆☆ (25 👤)
Ranked #961 of 1000



SpecEducation

2.9 ★★☆☆☆ (25 👤)
Ranked #962 of 1000



Economically disadvantaged and zoning
Spread out economically disadvantaged students so they aren't concentrated in a few schools. It benefits everyone! EX. Knowles/Winkley, Giddens/Blockh

2.9 ★★☆☆☆ (23 👤)
Ranked #963 of 1000



Rezone to include kids in Highlands at Mayfield. This would benefit kids and parents for those kids to attend Parkside and Stiles. As of now these kids are shipped away to schools 20-25 minutes away.

2.9 ★★☆☆☆ (22 👤)
Ranked #964 of 1000



My daughter is in 1st grade. This is her 1st year at Akin. I don't want her to attend a 3rd school in 3 years.

2.9 ★★☆☆☆ (21 👤)
Ranked #965 of 1000



Staying in the same school Don't want my kids to change schools

2.9 ★★☆☆☆ (20 👤)
Ranked #966 of 1000



Each student should be zoned to the school which they think will be the most reasonable place. I was zoned for Glen, but Rouse was the designated place for blind people.

2.9 ★★☆☆☆ (19 👤)
Ranked #967 of 1000



keep avery ranch neighborhood together
Elementary students within avery ranch be kept together- this provides a sense of community!

2.9 ★★☆☆☆ (19 👤)
Ranked #968 of 1000



relieve over crowding but limit the about of students you bus into school.



Amount of kids added There is traffic flow in and around the school to consider. Winkley and CF especially



Diversity We need a mix of socioeconomic populations



school choice



We live in Trails of Shady Oak & bought here so our kids could go to Parkside. We hope changes do not impact our neighborhood going to Parkside Our kids love the school, teachers and administration. They have a strong sense of community tied to Parkside.



Maintaining feeder patterns for established neighborhoods (and by maintaining I mean the initial feeder pattern, the neighborhood schools) Rezoning Rutledge from Henry to Stiles ruins the continuity of "community." Stiles is 2 far 2 feel like "our" school. Rutledge->HENRY->VR makes sense



Need better upper management School heading in wrong direction. Need better management



Stop rezoning the Cold Springs. Neighborhood. This neighborhood gets rezoned every other year. Stop please.

2.8  (32 
Ranked #976 of 1000



Access to public transport It is not always possible for parents to take / pick up students.
translated by Google

2.8  (31 
Ranked #977 of 1000



Zone the schools so fewer have to be built. More portables, fewer buildings. The I&S costs are killing taxpayers. Every additional school inflates the debt burden and the state is never going to fund schools adequately again.

2.8  (30 
Ranked #978 of 1000



I would like to see less of a gap between start/end times between elementary/middle/HS. Having an hour difference in start times means making multiple trips to schools/home several times a day. Make the times closer together!

2.8  (29 
Ranked #979 of 1000



Keep my son in Faubion He just came here in third grade and made friends. At transition in 5th grade would be very detrimental. He has endured enough change already

2.8  (29 
Ranked #980 of 1000



Keeping Things The Same For Consistency

2.8  (29 
Ranked #981 of 1000



Overly try to make a school diverse Focus on the strong performers of the school

2.8  (29 
Ranked #982 of 1000



Good More opportunities

2.8  (26 
Ranked #983 of 1000



Wileys pick up and drop off are ridiculous. Great teacher, but I'm willing to move her to Danielson just because of the traffic! Road rage is a thing, she is late partially due to drop off lines. My lunch break to pick her up extends an hour due to lines. It's absurd!

2.8  (26 
Ranked #984 of 1000



Do more events with parents You can do events after 5pm so that parents have more participation with the children. These events can be dances, movies etc.

translated by Google

2.8  (25 
Ranked #985 of 1000



Rezoning students from the Silverado at Brushy Creek Apartments (11300 W Parmer Ln) from Rutledge to Cox I know this changes the middle school feeder pattern, but they all go to Vista. This small change could make a huge difference for the numbers at RUT.

2.8  (24 
Ranked #986 of 1000



Stiles is overcrowded Henry is u fee capacity

2.8  (24 
Ranked #987 of 1000



Dont want middle and high school to change again We live in tiny neighborhood that gets shuffled every 2 yrs from one elem to another & now Stiles going to Wiley. I just dont want our high school too

2.8  (23 
Ranked #988 of 1000



I don't want my child bussed on a major highway If my child gets injured in an accident in a bus, when he could go to a school closer to home, I would SUE everyone in LISD. Why risk our children's

2.8  (23 
Ranked #989 of 1000



Equal representation of racial and socio-economic status of families on each campus. To have a diverse population grows shift skills and working with others that have different view points than what you were raised in.

2.8  (13 
Ranked #990 of 1000



Teaching philosophy My decision to switch my child to a charter school would be based on whether or not the learning environment would be a good fit.

2.8 ★★☆☆☆ (12 👤)
Ranked #991 of 1000



Hazlewood and Cold Springs are different neighborhoods They are different neighborhoods and do not necessarily need to be rezoned together. Hazlewood is fairly small and should be able to stay at Akin.

2.8 ★★☆☆☆ (7 👤)
Ranked #992 of 1000



Please don't rezone Cold Springs. We get rezoned all of the time. Please stop.

2.8 ★★☆☆☆ (6 👤)
Ranked #993 of 1000



There should be no change to the current zoning. Changing zones will negatively impact existing families with children in both elementary and middle schools. New families will continue to feed them.

2.7 ★★☆☆☆ (34 👤)
Ranked #994 of 1000



Are the zoning issues related to lack of diversity at campuses? And are you trying to fill schools that are mainly minority populated schools? It would explain the lack of cooperation and willingness to rezone.

2.7 ★★☆☆☆ (29 👤)
Ranked #995 of 1000



Highlands at Mayfield Kids in the neighborhood are being sent to Georgetown schools that are 22-25 minutes away, because LISD said "NO" and drew a line.

2.7 ★★☆☆☆ (28 👤)
Ranked #996 of 1000



Quit rezoning Cold Springs! This neighborhood gets rezoned whenever the wind changes. Please stop.

2.7 ★★☆☆☆ (28 👤)
Ranked #997 of 1000



Canyon Creek families should all attend same school. Students will all attend same middle and high school

2.7 ★★☆☆☆ (26 👤)
Ranked #998 of 1000



Wanting to stay within zoning for a Plain ELE program

2.7 ★★☆☆☆ (26 👤)
Ranked #999 of 1000



Keep current Mason students at Mason I don't want my kid to have to change schools

2.7 ★★☆☆☆ (23 👤)
Ranked #1000 of 1000



Leander Independent School District

What are considerations important to you for Leander ISD to include in a charter used to create and adopt new dual language elementary feeder patterns for the 2021–2022 school year?

Q1 What are considerations important to you for Leander ISD to include in a charter used to create and adopt new dual language elementary feeder patterns for the 2021–2022 school year?

I would like to see the dual program in middle school and high school Because it would be very sad to see the effort of oadres and children heard in these 6 years

translated by Google

4.5  (20 )
Ranked #1 of 39



I would like to see the program to extend through high school Only elementary is not enough if you would like a student to master the language.

4.5  (19 )
Ranked #2 of 39



Preference to enter the same school The qua have siblings in That way it is easier for the parents instead of being divided into 2 primary schools

translated by Google

4.5  (19 )
Ranked #3 of 39

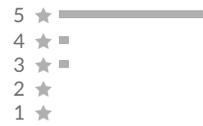


My kids are in the dual language program and are in two different elementary schools. Your survey does not account for this and can therefore be wrong My situation should be avoided and my kids should not be split into two different elementary schools.

4.4  (19 )
Ranked #4 of 39



Ways to keep the majority of kids in dual language together It helps support their continued learning and language proficiency being with familiar peers



We are zoned Reagan but identify with Reed because of the DLE program. I am from Guatemala and have been committed to have my kids know Spanish. Kids who come from an immersion school to have same chance as zoned kids in the DLE program. These kids and parents already show commitment.



Transportation for dual language
Continuance of dual language in MS



Central locations to allow all students, both native Spanish speakers AND native English speakers, access to the program



Balanced with English speakers Planning for middle school programs



The children of the dual program must stay together in middle school They should open it on a campus that is close to the elementary schools and that covers the majority of the population concerned

translated by 



One central middle school should begin to offer courses that continue dual language learning, look to Lively MS in AISD as an example. Offering dual language for PK-12 rather than just PK-5 will increase student achievement, and give them more opportunities after graduation.



Teaching languages correctly so they can speak, read and write in the appropriate way I think it has been considered learning Spanish to "survive" but not really taking advantage of the breadth of the language and the advantages of this
translated by Google

4.0  (21 
Ranked #12 of 39



Teach the language correctly. Not the dialect but the written form or castellano, so they can understand and it appropriately Provide for conversation classes so kids can internalize the language fully and be able to converse comfortably.

4.0  (20 
Ranked #13 of 39



Extend the two-way DL program to middle school and high school for current two-way DM elementary students. Choose a central middle/high school location to all current two-way DM elementary schools.

4.0  (7 
Ranked #14 of 39



Locations Thoughtful locations that make sense for everyone

3.9  (20 
Ranked #15 of 39



Apart from the dual program we would like AP classes to be offered in the middle school and international program camp Diversification is important and speaking more than 2 languages greatly enriches our children.
translated by Google

3.9  (19 
Ranked #16 of 39



More practice in the bilingual language that works
translated by Google

3.9  (16 
Ranked #17 of 39



Students should continue to attend their current bilingual campus. Consistency is very important to students at the elementary age. Families and parents have an established school community.

3.9  (10 
Ranked #18 of 39



Provide more information about the dual program. To be well informed about the program

translated by Google

3.8  (19 
Ranked #19 of 39



Reed DL students must feed DL in Henry and then DL in Vista Ridge. DL kids should stay together. Families should not have to decide between continue in the DL program or let the kids go to school with their friends from elementary.

3.8  (19 
Ranked #20 of 39



Our 3 sons are currently in the program at Reed and expect our 4th son to also be in Reed's Dual Language program during the 2021-2022 school year. We love the teachers at Reed and our kids love them! For logistical purposes it doesn't make sense to send our kids to different elementary schools.

3.8  (8 
Ranked #21 of 39



Reed students must continue their dual language education with their classmates from elementary both dual and no dual language. To help to relieve the pressure of changing schools

3.7  (20 
Ranked #22 of 39



A diverse campus Knowles is a very diverse campus and I think that adds to my children's education.

3.7  (19 
Ranked #23 of 39



As a Spanish speaker I see a lot of grammar errors from staff. Needs improvement Just like in an English class you don't want yo teach incorrect Spanish. We need teachers that are fluent

3.7  (17 
Ranked #24 of 39



We should have more languages available each of our heritage is crucially important to every child, when you loose your language you loose your identity, history shows its the 1st thing loos

3.7  (6 
Ranked #25 of 39



I would like the new middle school to offer the Dial program It is close to Baghdad and whitestone
translated by Google

3.6  (17 
Ranked #26 of 39



DL available in all schools I would love my daughter to have that program in her current school and without the need to attend a farther location.

3.5  (12 
Ranked #27 of 39



Reagan be a DLE program Have a middle school and high school with DLE program. My daughter is entering middle school and no program is offered.

3.4  (17 
Ranked #28 of 39



Take into account if parents speak Spanish as their first language in the family Potatoes can help their children in academics and children don't lose their first language
translated by Google

3.3  (19 
Ranked #29 of 39



I would love that Glenn offered orograms, AP and international program I would greatly help the community and the future of these children
translated by Google

3.3  (18 
Ranked #30 of 39



First of all that the Dual program is respected. In other words, from the beginning since 2006 that children had to speak more Spanish Because its name says Dual Two Languages
translated by Google

3.2  (20 
Ranked #31 of 39



Don't add this program to overcapacity schools. There are schools across the district that have small enrollments. They have the room and most of these students are already bussed.

3.2  (12 
Ranked #32 of 39



Being closer to the school we're zoned to We drive by 4 other schools including Nauman, Reed, Faubion, Mason to take our daughter to Knowles which is the closest school we got a spot in DL

3.1  (12 
Ranked #33 of 39



Consider the overcrowding at some elementary schools, while other elementary schools still have many empty rooms available to use. Balance and use of resources

3.1  (9 
Ranked #34 of 39



I would love that lander middle school had the dual program Because I would ask to be a midpoint for schools
translated by Google

3.0  (18 
Ranked #35 of 39



That all primary schools provide information in English and Spanish. That in the first years children be taught only Spanish
translated by Google

2.9  (18 
Ranked #36 of 39



zones previously created for those schools

2.9  (15 
Ranked #37 of 39



As a Spanish speaker I see a lot of grammar errors from

2.7  (17 
Ranked #38 of 39



Would love to have Reagan.

2.1  (18 
Ranked #39 of 39



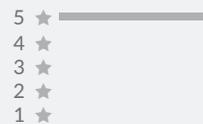
Dual language probably more important for elementary only

2.6  (4 
Not enough ratings to rank



If more schools added, there will be more importance to being bilingual, less separation between the students. A school environment that is more inclusive and culturally diverse.

3.6  (2 
Not enough ratings to rank



I would like to see the bilingual program in middle school and in ICAP There are many children with different abilities who need a bilingual program and sometimes they have to go to farther schools
translated by Google

3.0  (2 )
Not enough ratings to rank



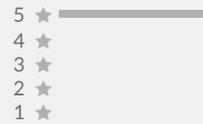
Need to keep Dual Language program kids together in a centrally located MS & HS so that they can continue DL studies through graduation. It will sustain student friendships & a strong DL community AND ensure sufficient #s of DL students to offer a variety of classes in Spanish in MS + HS.

0.0  (0 )
Not enough ratings to rank



Schools within reasonable distance of where the students live, and that most of these kids will continue to go to other schools together. A lot of time is lost in transit to and from schools. By staying together may help with transition process from one school to another.

3.6  (2 )
Not enough ratings to rank



Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: 2020-2021 Campus/Student Transfers
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Laurelyn Arterbury
Attachments: N/A

Background Information:

To better serve students and families, streamline campus projections, and create a more efficient process, we are updating our student transfer process for the 2020-2021 school year.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Teaching and Learning Department Update
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Matt Bentz
Attachments: Teaching and Learning Department Update

Background Information:

Attached is the Teaching and Learning Department Update for the month of February. Matt Bentz will provide an overview and answer questions.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Teaching & Learning Department

FEBRUARY 2020 UPDATE

TEACHING & LEARNING

As a community of leaders and learners passionate about growth for our system, our purpose is to align, support, and promote high-quality teaching and learning to achieve our District Vision.

CULTURE & VISION

Purpose: Deepen knowledge and implementation of LISD Guiding Documents and District Vision

Evidence of Progress & Current Work:

- Parents as Teachers hosted their annual winter family engagement event. Over 170 people participated in literacy and fine motor activities together, while visiting with a bilingual Santa and reading books with members of the Vista Ridge football team.
- K-12 Curriculum kicked off 2020 with a collaborative retreat focused around department goals - celebrating successes and next steps for moving forward.
- Everyone has a "Language Story" to honor. The entire DL staff met in December to share their personal language journeys with each other. This reflection strengthens our capacity to meet the goals of biliteracy and socio-cultural competence for all students.
- The 7th Annual Spanish Poetry Festival was held at Reed Elementary. Students from PK-12 participated in this community event. Additional highlights from the poetry festival included an original poem performed by LISD bus driver, Mr. Terry Williams (Bus 351) and his students; and Dr. Matt Bentz recited an original poem in Spanish to over 200 parents and community members.
- The Special Education Department hosted Parent's Night Out on December 12th. More than 88 children attended with 50 teachers and IAs helping to plan, set-up, and support students.
- Two Special Education Parent Symposiums were held in December and January to gather parent and community input on our Special Ed services to guide improvement efforts.
- The Continuous Improvement Steering Committee convened to envision how we might build a professional learning plan and internal capacity for learning around the Continuous Improvement philosophy and tools.
- High school counselors continue to meet one-on-one with assigned students and their parents for post secondary planning and course selections.

HIGH QUALITY TEACHING & LEARNING

Purpose: Design, develop, and deliver a guaranteed and viable curriculum that is aligned from school-to-school and from classroom-to-classroom to meet the needs of Leander ISD's diverse student population.

Evidence of Progress & Current Work:

- The Learning Unleashed monthly staff newsletter focused on Formative and Summative Assessments and Learning Plans in the December and January edition.
- Teaching & Learning Executive Directors and curriculum team members attended a Region 13 workshop on the Effective Schools Framework.
- Principals and Assistant Principals calibrated LEADS teacher evaluation data and shared strategies and ideas for building instructional capacity.
- Elementary Curriculum Team began an improvement process on the K-3 report cards, utilizing continuous improvement tools to move the work forward.
- Elementary Curriculum Team is partnering with Camacho Elementary, working toward becoming STEM certified through the National Institute for STEM Education (NISE), participating in numerous campus/classroom visits and learning modules.
- Elementary ELA and Math continue to work on Early Literacy and Math goals and strategies as outlined by HB3.
- The Teaching & Learning staff continues to partner with campuses to do learning walks and collaborative meetings.
- Technology and Instructional Materials adoption (TIMA) process had a successful launch of high school ELA, ESL, and ELA electives, with the public viewing period beginning at the January 9, DWEIC meeting. Materials are available for public viewing and feedback until February 28 in the libraries of Rouse High School and Vandegrift High School.
- Argument-Driven Inquiry (ADI) is happening in science classes at CPMS and LHS. Running Brushy Middle School supported by the secondary science team participated in ADI training during the January professional learning day.
- Secondary Math is sponsoring an IXL mathematics intervention pilot opportunity at each of the secondary campuses.
- On December 5, the Vision, Orientation and Mobility Department held their annual student holiday event. The holiday event focuses on the Expanded Core Curriculum. The Expanded Core Curriculum (ECC) is used to define concepts and skills that often require specialized instruction with students who are blind or visually impaired in order to compensate for decreased opportunities to learn incidentally by observing others. The students participated in shopping for all the supplies needed for the event with their O&M instructors beforehand. Activities the students participated in at the event include: cooking, cleaning up, games, crafts and socialization.

- IB students around the district were celebrated in December and January at the Mason Elementary PYP Exhibition, Leander High School Class of 2019 IB Diploma Recognition, and Grandview Hills hosted the Central Texas PYP Roundtable.
 - QUEST-G/T Shark Tanks were held at multiple elementary campuses across the District.
-

LEADERSHIP DEVELOPMENT

Purpose: Grow Leaders in Leander ISD, at all levels of the organization.

Evidence of Progress & Current Work:

- Instructional Coaches continue to build leadership capacity through shared learning, collaboration, and partnering with our curriculum team on best instructional practices.
 - Cross district teams of Principals and Instructional Coaches met to celebrate successes, share best practices and discuss next steps with their goals and action plans.
 - Campus and department leaders attended *Beyond Diversity* in December. A second cohort will attend later this Spring.
 - Instruction & Professional Learning continues to provide mentor training to those supporting our new-to-profession teachers, with two more sessions in February.
 - Instruction & Professional Learning, Human Resources, Student Services, and Area Superintendents collaborated to provide LISD New Administrator Training.
-

PROFESSIONAL LEARNING COMMUNITIES

Purpose: Leander ISD will function as a Professional Learning Community, at all levels of the organization, through highly effective collaborative teams that center all work on improving student learning.

Evidence of Progress & Current Work:

- The mLISD Empowered Learning Campus Teams participate in monthly virtual meetings using Zoom. This month's topics allowed PK-12 campus leadership representatives to brainstorm ways to highlight [National Digital Learning Day](#) on February 27th and the great things students are doing around digital learning.
- Following the first semester curriculum-based assessments, elementary language arts and math hosted collaborative data conversations/analysis with ELL, SPED, and Intervention.
- Elementary math facilitated ½ day data analysis and action planning time with all 27 campuses 2nd, 3rd, 4th, and 5th - one teacher from each grade level with the expectation it would be shared with campus PLC.
- Curriculum and Assessment Leadership Team meeting focused on challenging our own bias and developing a deeper understanding of Cultural Responsiveness.

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Community Conversation Meetings Report
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Corey Ryan and Chrysta Carlin
Attachments: Community Conversations

Background Information:

During previous meetings of the Board of Trustees, the administration has discussed the need to engage the community in a discussion regarding the student experience in Leander ISD. This presentation reviews, the plan for engaging the community in these conversations throughout the next two months, as well as to how the student experience initiative connects to a great push for community engagement. Feedback from the community conversations can be used by the Superintendent and the Board of Trustees in discussing goals and improvement efforts.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Community Conversation Meetings Report

February 20, 2020

Overview

Currently, this includes:



Leander ISD
CONVERSATIONS

- **Attendance Zoning** - the creation of a charter for creating zoning scenarios in the 2021-22 school year;
- **Bell Schedule** - the exploration of possible changes to school start time and extending the school day;
- **Equity and Diversity** - community meetings to engage in shared learning and to collaborate on issues of equity and diversity in LISD.;
- **Parent and Student School Climate Surveys** - the annual survey distributed to all students in grades 3 - 12 and all parents; and
- **Student Experience** - feeder-pattern, community meetings and digital, open-ended feedback to collect the hopes and dreams for our schools.

All of the aforementioned initiatives include community engagement either through a committee or a community meeting/town hall, as well as a digital feedback submission process. We have all the details at www.leanderisd.org/conversations/.

Goals

1. To collect feedback on the hopes and dreams of our community for our students through a process that is accessible, inclusive, and transparent.
2. To engage with as many people as possible across a variety of roles, including students, teachers, administrators, parents, and community members.

Community Conversation Meetings Report

February 20, 2020

Timeline

Initiative	Description	Opened	Closed	Reported
Attendance Zoning Charter	Core values to create a zoning project charter for the 2021-2022 school year.	January 27	February 11	February 20
Vista Ridge Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	February 3	February 17	February 26
Bell Schedule	ThoughtExchange to collect feedback regarding the impact of changing school start/end times and adding time to the school day.	February 6	February 20	March 12
Leander Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	February 10	February 24	March 4
Vandegrift Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	February 17	March 2	March 10
Cedar Park Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	February 18	March 3	March 11
Rouse Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	February 24	March 9	March 17
Glenn Student Experience	Community meeting and ThoughtExchange forum for collecting hopes and dreams.	March 2	March 16	March 24
Equity and Diversity	Two community meetings to engage in shared learning with parents, students, teachers, and staff, and to collaborate on issues of equity and diversity in LISD.	March 3	March 16	March 25
School Climate Surveys	Annual survey to students grades 3-12 and all parents.	Early April	Early May	Early June
State of the District - Community Presentation				June 10

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Internal Audit General Report
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Hélène O’Neal
Attachments: Internal Audit General Report
Audit Observation Status Report

Background Information:

Enclosed is the Internal Audit General Report that documents audit work performed during this school year, any audit observations identified during the audits, current listing of audits in progress, and audits deferred to the following year due to time constraints (if applicable).

Administrative Recommendation:

N/A

Sample Motion:

N/A



To: LISD Board of Trustees
From: Hélène O’Neal, Director, Internal Audit 
Subject: Internal Audit General Report – January 2020
Date: February 20, 2020

AUDITS/PROJECTS CLOSED

N/A

AUDITS/PROJECTS COMPLETED

Disaster Recovery/ Business Continuity Process Security Audit (16A001) – issued January 16, 2020

WORK IN PROGRESS

PLANNING PHASE:

- Attendance audit (19A003)
- School Community Relations audit (20A001)
- Budget Management audit (20A003)

FIELDWORK PHASE:

- Fine Arts audit (19A001)
- Bond Management audit (19A004)

REPORT PHASE:

- Procurement Purchasing Process audit (17A002)
- Construction QAR audit (17A006)
- mLISD Process audit (18A003)
- Document Production/Copy Center audit (18A004)
- Travel & Expense Process audit (18A001)
- Facility Rentals audit (18A002)

LeanderISD.org

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

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

14A003	VRHS	Audit Report Issued 6/12/2014
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
3	Laurelyn Arterbury John Graham Elaine Cogburn Jenny Wells Jimmy Disler Matt Smith		Cash security practices and student information sharing regulations need to be followed more consistently.		
		3.1	Principal meets with Fine Arts Dept Heads to go over VRHS guidelines for the safe, petty cash, booster money and CHARMS issues.	Complete	10/31/2014/
		3.2	Tardy check in form visibility issue will be discussed over the summer with the admin team to determine a new process for the 2014/15 school year.	Complete	9/30/2014/
		3.3	Research CHARMS components to determine if FERPA information is contained.	Complete	10/1/2014/
		3.4	If FERPA information is found to be contained within CHARMS, develop a process by which parents can grant permission for information to be released.	Complete	10/1/2014/ 9/1/2015
		3.5	Current safe and lockbox guidelines will be evaluated. A procedure addressing any deficiency in the current process will be drafted, implemented and communicated throughout the district.	Risk Accepted	12/31/2014/ 1/31/2020
		3.6	Remove any unauthorized petty cash and lockboxes/safes from campus.	Risk Accepted	9/1/2014/ 1/31/2020

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

15A003	CPMS campus audit	Audit Report Issued 10/28/2015
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
3	Sarah Grissom Matt Smith Elaine Cogburn		Improve compliance with BOG – Payroll Procedures - Employee Timekeeping		
		3.1	Meet with admin assistant to create a plan/form to document any necessary corrective action w/employees. Train instructional assistants and paraprofessionals.	Complete	/
		3.2	Develop procedures to help ensure timely and accurate timekeeping. Create forms to document employee accountability for inaccurate and untimely timekeeping. Conduct training with instructional assistants and paraprofessionals on the procedures and use of new forms. Create a log to track untimely/inaccurate employee timekeeping for monthly review by principal.	Complete	/
		3.3	Principal will review monthly records and document the review to ensure records are retained in accordance with the district's records retention schedule.	Complete	10/31/2015/
		3.4	Business Services shall evaluate the Enterprise Resource Planning (ERP) system during implementation to ascertain if it can provide a better method for timesheet corrections. If the ERP does not enhance this function, Business Services shall work with Information Technology Services on other solutions.	In Process	8/31/2016/ 8/31/2020
		3.5	Business Services shall provide BOG training specific to records retention requirements.	Complete	8/31/2016/
		3.6	Business Services shall provide BOG training specific to training campus staff on comparing correction reports to KRONOS.	Complete	8/31/2016/

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

15A003	CPMS campus audit	Audit Report Issued 10/28/2015
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised	
4	Sarah Grissom Elaine Cogburn	Improve compliance with BOG – Purchasing Supplies, Materials, Equipment and Services				
		4.1	Bi-monthly meeting with principal, admin assistant, and bookkeeper to discuss enhanced procedures. Train staff at the following meetings: Principal’s Corner, Staff Development, and Faculty meetings.	Complete	/	
		4.2	Bi-monthly meeting with principal, admin assistant and bookkeeper. Principal will review a report of sponsor transactions on a monthly basis.	Complete	10/31/2015/	
		4.3	Business Services shall evaluate the ERP during implementation to ascertain if it can provide a better method for reducing redundancy and inefficiency in the purchase order process.	In Process	8/31/2016/ 8/31/2020	
		4.4	Business Services shall update the “Pay Request Form” to include the appropriate language regarding reimbursements for personal use only	Complete	10/31/2015/	
		4.5	Business Services shall run a semi-annual report listing the highest users of payment requests and monitor this usage versus BOG guidance.	Complete	12/31/2016/	

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

16A001	Elementary Campus Audits (Group A)	Audit Report Issued 11/30/2016
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
1	Elaine Cogburn Laurelyn Arterbury John Graham Sarah Grissom	Improve Compliance with Business Operating Guidelines (BOG)			
		1.1	At least annually, the district shall provide comprehensive BOG training for campus management and require signed BOG compliance statements. Interim Principal hires will be trained within 90 days of starting assignment.	Complete	12/1/2017/ 6/30/2018
		1.2	The district shall develop, in conjunction with any changes impacted by the new ERP and the potential of an online venue for fundraising and receipting of funds, and an Administrative BOG with key topics related to internal controls and potential areas of deficiencies.	In Process	12/1/2017/ 12/1/2020
		1.3	The district shall define and develop, a tool to measure and monitor systematic processes which may be deficient. The frequency of the reviews and reporting will take place in an Executive meeting 1-2 times per year.	Complete	7/1/2017/

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

16A004	Secondary School Campus audit (Group A & B)	Audit Report Issued 4/24/2018
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
1	Elaine Cogburn John Graham Laurelyn Arterbury Sarah Grissom KarieLynn McSpadden		District evaluate current business processes to identify and make improvements in areas where internal controls are weak or are being circumvented. The evaluation should include responsibility and accountability. See audit report for expanded version.		
		1,1	Finance, Human Resources, and Area Superintendents will review the Business Operating Guidelines and job responsibilities for each person required to handle monies, approve/disapprove fundraisers, and manage budgets to determine the correct placement of responsibility and accountability within the district and campus administration and staff.	Complete	2/1/2019/
		1,2	Review and refine the training of campus and district staff. Responsible staff will properly document the communication with all persons who are currently part of the business processes.	Affirmed	2/1/2019/

- In Process:** District/Campus implemented/resolution in process; Internal Audit follow-up later.
- Not On Track:** Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
- Affirmed:** Management declares task resolved; Internal Audit will verify during follow-up.
- Complete:** Task is fully resolved and closed at this time.
- Risk Accepted:** District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

16A004	Secondary School Campus audit (Group A & B)	Audit Report Issued 4/24/2018
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
2	Elaine Cogburn John Graham Laurelyn Arterbury Sarah Grissom		District evaluate the feasibility and implementation of a district requirement to use an online system for fundraisers and receipt of funds. Campus administration should be included in this evaluation process. See audit report for expanded version.		
		2.1	Finance will create a group consisting of representative from ITS, Athletics, and campus staff to determine the feasibility of an online system for fundraisers and receipts. After the study, the committee will make a recommendation to the CFO to move or not move forward with the online system. Documentation of the process will be provided to determine if the use of the new software.	Complete	2/1/2019/
		2.2	After implementation of the new online fundraiser software, finance shall work with key stakeholders to train staff on the mandatory use of the software and work toward moving cash out of the classroom unless exception approved in writing by the CFO.	In Process	2/1/2019/ 12/31/2020
		2.3	A process and procedures manual will be created for staff, and one of the written processes will require the campuses and district to have processes to follow and document the accountability/monitoring of the online process and each campus will designate an administrator to monitor and document the process.	In Process	2/1/2019/ 12/31/2020

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of January 31, 2020

EXHIBIT II

16A004	Secondary School Campus audit (Group A & B)	Audit Report Issued 4/24/2018
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Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
3	Elaine Cogburn John Graham Laurelyn Arterbury Sarah Grissom	District collaborate with campus administration to develop, document, and implement a consistent Procedures Manual regarding the receipt and expenditure of activity and budgeted funds. Also, a process for timely updates and communication of the manual.			
		3.1	District staff will partner with campus bookkeepers and administrative assistants to develop, document, and implement a procedures manual regarding the receipt and expenditures of activity and budgeted funds.	In Process	2/1/2019/ 12/31/2020
		3.2	A section of the manual will include processes for ensuring that timely updates are made and communicated.	In Process	2/1/2019/ 12/31/2020
4	Elaine Cogburn John Graham Laurelyn Arterbury Sarah Grissom KarieLynn McSpadden	District partner with campus administration to evaluate and improve the workload distribution of admin assist and bookkeepers. Include the current methodology the District uses for determining the # of bookkeepers on campus. Evaluate continued turnover.			
		4.1	Area Superintendents, Human Resources, Finance, and campus administration will partner together to review and refine job responsibilities for campus bookkeepers and administrative assistants responsible for financial work. Input will be gathered from all persons who job responsibilities are being reviewed to received input prior to refining job responsibilities.	Complete	2/1/2019/
		4.2	Area Superintendents and Human Resources are currently in the process of reviewing staffing allocations at the elementary and secondary level, and Finance will provide input on the staffing allocation for bookkeepers at the campus level. After the review is completed, documentation will be provided of the methodology used for determining staffing allocations.	In Process	2/1/2019/ 8/31/2020

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Legislative Priorities Discussion
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Colby Nichols (with Underwood)
Attachments: Draft Legislative Priorities
Legislative Items for Discussion

Background Information:

Colby Nichols with Underwood will be present at the February 20 Agenda Review meeting to continue the conversation regarding developing legislative priorities. Attached is the latest draft of the legislative priorities as well as legislative items for continued discussion. Mr. Nichols hopes to have the final version of the priorities approved by the Board in March.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Legislative Priorities

Immediate Goals

Leander ISD advocates for legislation that:	Leander ISD supports:
<p>Student Data Privacy</p> <ul style="list-style-type: none"> Requires the Texas Education Agency and technology vendors doing work with schools in Texas to de-identify students by masking all student data. 	<p>Mental Health</p> <ul style="list-style-type: none"> Increased funding for staff and professional development necessary to provide mental health-related services
<p>Special Education</p> <ul style="list-style-type: none"> Supports protecting students and parents by ensuring special education advocates and hearing officers adhere to ethical standards and possess qualifications in Texas law and special education prescribed by an applicable state agency. 	<p>Fast Growth School District Issues</p> <ul style="list-style-type: none"> Altering the current fast growth allotment as established by House Bill 3 to meet the original intent to ensure districts with a high rate of growth based on numerous factors are the beneficiaries of the allotment. Increased funding for facilities in high growth areas such as LISD.

Longstanding Goals

Focus for Session	Ongoing
<p>Accountability</p> <ul style="list-style-type: none"> Support allowing flexible options via a more holistic and comprehensive accountability system for students to ensure their education fits their current and future needs. 	<p>Funding</p> <ul style="list-style-type: none"> Support the legislature’s continued support of public education through additional dollars to assist in funding programs to include, but not limited to: <ul style="list-style-type: none"> Early Childhood Initiatives: specifically, full and adequate funding for full-day prekindergarten; Special Education; Adjustments for changing demographics and student populations; Employee benefits and additional support to recruit and retain highly qualified employees.
<p>Local Control</p> <ul style="list-style-type: none"> Support local control and ensuring local decision-making remains intact and all options within reason are available for local policy makers to represent their constituents, as those who are closer to their specific communities have the best ability to react to their needs. 	



Legislative Items for Discussion

Special Education

- Supporting the original intent of special education cameras as a deterrent to child abuse and rejecting any attempts which may negate that intent and/or violate student privacy.

Elections

- Allowing LISD the flexibility to alter Trustee elections from November to May.

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: 2020-2021 Board Training and Membership Plans
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Bruce Gearing
Attachments: Board Member Training Information

Background Information:

To assist administration in the 2020-2021 budget planning process, it will be helpful to discuss which conferences/conventions Board members are interested in attending between July 2020 and June 2021, and any new association memberships that the Board would like to consider.

To help facilitate this conversation, the attached document contains information regarding Board Member training requirements and major conference/convention training opportunities.

A membership to the Mexican American School Boards Association (MASBA) is also for consideration in the 2020-2021 Board budget. The MASBA membership for districts of 10,000+ students is \$1,500. This fee includes attendance for the superintendent and trustees at all MASBA events, as well as \$750 coming back to the district in scholarships for graduating seniors.

Administrative Recommendation:

N/A

Sample Motion:

N/A

2020-2021 Board Training Information

Type of Continuing Education	First Year Board Members	Experienced Board Members	Provider
Local District Orientation	3 hours within first 120 days	Not required	Local District
Orientation to the Texas Education Code	3 hours within first 120 days	Not required	Education Service Center
Update to the Texas Education Code	Not required	Of sufficient length to address major changes	Any registered provider
Evaluating & Improving Student Outcomes	3 hours	Every 2 years	Any authorized provider, including LSG Coaches
Team-building Session and Assessment of Continuing Education Needs of the Board-Superintendent Team	3 hours	3 hours annually	Any registered provider
Additional Continuing Education, based on assessed need and Framework for School Board Development	10 hours	5 hours annually	Any registered provider
Open Meetings Training	1 hour within first 90 days		Attorney General's Office or other approved provider

Major Conferences/Conventions

- [TASA/TASB Convention](#)
 - October 2-4, 2020, Dallas, TX - \$425 Registration Fee + Travel
- [TASB Governance Camp](#) (*link is to 2020 event; no link to 2021 event available*)
 - February 2021 (date not available), Galveston, \$395 Registration Fee (estimated) + Travel
- [NSBA Annual Conference](#) (*link is to 2020 event; no link to 2021 event available*)
 - April 2021 (date/location not available), \$985 Registration Fee (estimated) + Travel
- [TASB Summer Leadership Institute](#) (*link is to 2020 event; no link to 2021 event available*)
 - June 16-19, 2021, San Antonio, \$395 Registration Fee (estimated) + Travel
 - June 23-26, 2021, Fort Worth, \$395 Registration Fee (estimated) + Travel

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Monthly Financial Report
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Elaine Cogburn
Attachments: Monthly Financial Report

Background Information:

The monthly financial report represents the status of revenue and expenditures at the closing of the books for the month of December 2019. 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 financial report includes a revenue summary and an expenditure summary. This report compares current budget performance to the prior year.

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 ISD
Monthly Financial Statement (Unaudited)
Other Projects within the General Fund
For Year Ended June 30, 2020

194-LED Scoreboards

	September	October	November	December	January	February	March	April	May	June	Project Total
194-Revenues:											
Local	9,958	25,833	60,798	12,215	-	-	-	-	-	-	108,804
Total Revenues	9,958	25,833	60,798	12,215	-	-	-	-	-	-	108,804
Expenditures:											
36 Co-Curricular	3,370	14,051	7,271	4,191	-	-	-	-	-	-	28,882
81 Construction	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	3,370	14,051	7,271	4,191	-	-	-	-	-	-	28,882
Net Operating Change	6,588	11,782	53,527	8,025	-	-	-	-	-	-	79,922
Beginning Fund Balance	(1,772,287)	(1,765,699)	(1,753,917)	(1,700,390)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	
Ending Fund Balance	(1,765,699)	(1,753,917)	(1,700,390)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	(1,692,365)	

195-Major Maintenance

	September	October	November	December	January	February	March	April	May	June	Project Total
195-Revenues:											
Local	-	-	4,840,856	-	-	-	-	-	-	-	4,840,856
Total Revenues	-	-	4,840,856	-	-	-	-	-	-	-	4,840,856
Expenditures:											
11 Instruction	-	19,140	-	-	-	-	-	-	-	-	19,140
35 Food Services	-	95,370	-	-	-	-	-	-	-	-	95,370
51 Plant Services	-	174,839	630,621	-	-	-	-	-	-	-	805,460
81 Construction	-	45,124	889,202	1,074,772	-	-	-	-	-	-	2,009,098
Total Expenditures	-	334,473	1,519,823	1,074,772	-	-	-	-	-	-	2,929,068
Net Operating Change	-	(334,473)	3,321,033	(1,074,772)	-	-	-	-	-	-	1,911,788
Beginning Fund Balance	4,199,742	4,199,742	3,865,269	7,186,302	6,111,530	6,111,530	6,111,530	6,111,530	6,111,530	6,111,530	
Ending Fund Balance	4,199,742	3,865,269	7,186,302	6,111,530	6,111,530	6,111,530	6,111,530	6,111,530	6,111,530	6,111,530	

Leander ISD
Monthly Financial Statement (Unaudited)
Other Projects within the General Fund
For Year Ended June 30, 2020

196 - mLISD

	September	October	November	December	January	February	March	April	May	June	Project Total
196 Revenues:											
Local	25,796	13,518	5,930	3,742	-	-	-	-	-	-	48,986
Total Revenues	25,796	13,518	5,930	3,742	-	-	-	-	-	-	48,986
Expenditures:											
11 Instruction	-	7,711	15,307	19,201	-	-	-	-	-	-	42,219
53 Data Processing	4,627	9,305	9,305	9,305	-	-	-	-	-	-	32,542
Total Expenditures	4,627	17,016	24,612	28,506	-	-	-	-	-	-	74,761
Net Operating Change	21,169	(3,497)	(18,683)	(24,764)	-	-	-	-	-	-	(25,775)
Beginning Fund Balance	2,363,008	2,384,177	2,380,679	2,361,997	2,337,233	2,337,233	2,337,233	2,337,233	2,337,233	2,337,233	
Ending Fund Balance	2,384,177	2,380,679	2,361,997	2,337,233	2,337,233	2,337,233	2,337,233	2,337,233	2,337,233	2,337,233	

197 - Athletics

	September	October	November	December	January	February	March	April	May	June	Project Total
197 Revenues:											
Local	258,140	230,939	108,507	30,558	-	-	-	-	-	-	628,143
Total Revenues	258,140	230,939	108,507	30,558	-	-	-	-	-	-	628,143
Expenditures:											
13 Staff Development	-	2,420	-	2,394	-	-	-	-	-	-	4,814
21 Instructional Leadership	-	-	-	-	-	-	-	-	-	-	-
36 Co-Curricular	585,915	761,792	619,407	571,455	-	-	-	-	-	-	2,538,568
52 Security	5,805	10,013	25,698	2,085	-	-	-	-	-	-	43,600
61 Community Services	-	5,741	1,059	450	-	-	-	-	-	-	7,250
Other uses	1,360	1,360	1,360	1,360	-	-	-	-	-	-	5,440
Total Expenditures	593,080	781,325	647,524	577,744	-	-	-	-	-	-	2,599,673
Net Operating Change	(334,940)	(550,386)	(539,018)	(547,186)	-	-	-	-	-	-	(1,971,530)
Beginning Fund Balance	(22,111,834)	(22,446,773)	(22,997,160)	(23,536,177)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	
Ending Fund Balance	(22,446,773)	(22,997,160)	(23,536,177)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	(24,083,363)	

Leander ISD
Monthly Financial Statement: General Operating Fund
High Level Summary
For Year Ended June 30, 2020

199-General Operating Fund

	September	October	November	December	January	February	March	April	May	June	Unaudited Total	Amended Budget	% of Budget 12/31/2019	% of Budget 12/31/2018
Revenues:														
Local	774,877	4,185,046	5,677,175	141,441,480	-	-	-	-	-	-	152,078,578	259,751,435	58.55%	56.49%
State	27,426,176	22,878,883	595,221	1,160,280	-	-	-	-	-	-	52,060,560	88,489,878	58.83%	45.36%
Federal	82,982	86,426	75,278	105,022	-	-	-	-	-	-	349,708	4,370,000	8.00%	75.05%
Other Resources / Transfers In	-	1,447	19,255	-	-	-	-	-	-	-	20,702	20,000	103.51%	5.88%
Total Revenues	28,284,035	27,151,802	6,366,929	142,706,782	-	-	-	-	-	-	204,509,549	352,631,313	58.00%	54.57%
Expenditures:														
11 Instruction	5,764,615	17,207,002	16,935,131	16,610,668	-	-	-	-	-	-	56,517,416	219,490,589	25.75%	26.07%
12 Library	349,226	396,874	319,691	298,949	-	-	-	-	-	-	1,364,740	3,926,899	34.75%	34.19%
13 Staff Development	500,769	565,088	567,635	575,076	-	-	-	-	-	-	2,208,568	8,077,625	27.34%	27.73%
21 Instructional Leadership	256,841	274,649	277,660	265,957	-	-	-	-	-	-	1,075,107	3,845,388	27.96%	33.78%
23 Campus Administration	1,530,180	1,602,199	1,542,606	1,533,160	-	-	-	-	-	-	6,208,144	20,281,938	30.61%	31.43%
31 Counseling	1,295,942	1,413,426	1,405,064	1,357,792	-	-	-	-	-	-	5,472,224	18,062,829	30.30%	29.82%
32 Social Work / Truancy	245,797	90,167	89,419	88,327	-	-	-	-	-	-	513,709	1,316,078	39.03%	38.80%
33 Health Services	56,995	266,451	268,172	256,669	-	-	-	-	-	-	848,287	3,436,142	24.69%	24.90%
34 Student Transportation	577,836	1,256,303	1,461,512	963,066	-	-	-	-	-	-	4,258,717	11,614,354	36.67%	37.21%
35 Food Services	-	4,018	-	-	-	-	-	-	-	-	4,018	4,018	99.99%	100.00%
36 Co-Curricular	351,857	340,166	316,997	290,687	-	-	-	-	-	-	1,299,707	4,519,893	28.76%	30.69%
41 General Administration	550,335	558,366	682,423	524,719	-	-	-	-	-	-	2,315,843	7,749,487	29.88%	28.23%
51 Plant Maintenance	1,842,272	3,375,772	2,402,039	1,518,459	-	-	-	-	-	-	9,138,542	32,199,083	28.38%	27.04%
52 Security	67,541	159,579	107,884	169,490	-	-	-	-	-	-	504,494	4,660,261	10.83%	27.25%
53 Data Processing	692,016	724,497	699,539	445,053	-	-	-	-	-	-	2,561,106	7,629,636	33.57%	34.14%
61 Community Services	226,141	208,021	132,804	168,785	-	-	-	-	-	-	735,751	1,908,208	38.56%	46.27%
81 Construction	-	-	-	-	-	-	-	-	-	-	-	-	0.00%	0.00%
91 Recapture Payments	-	-	-	-	-	-	-	-	-	-	-	-	0.00%	0.00%
95 JJAEP	332,700	-	-	-	-	-	-	-	-	-	332,700	332,700	100.00%	94.91%
99 Tax Appraisal Costs	494,507	-	-	508,031	-	-	-	-	-	-	1,002,539	2,143,733	46.77%	47.43%
00 Other Uses / Transfers Out	991,007	497,057	470,134	476,758	-	-	-	-	-	-	2,434,955	5,596,862	43.51%	32.56%
Total Expenditures	16,126,576	28,939,635	27,678,709	26,051,645	-	-	-	-	-	-	98,796,566	356,795,723	27.69%	28.00%
Net Operating Change	12,157,459	(1,787,833)	(21,311,780)	116,655,137	-	-	-	-	-	-	105,712,983	(4,164,410)		
Beginning Fund Balance	167,861,284	180,018,743	178,230,910	156,919,130	273,574,267	273,574,267	273,574,267	273,574,267	273,574,267	273,574,267				
Ending Fund Balance	180,018,743	178,230,910	156,919,130	273,574,267	273,574,267	273,574,267	273,574,267	273,574,267	273,574,267	273,574,267				
Net Operating Change - All 19x	11,850,277	(2,664,407)	(18,494,920)	115,016,439	-	-	-	-	-	-				
Beginning Fund Balance - All 19x	150,539,913	162,390,189	159,725,782	141,230,862	141,230,862	141,230,862	141,230,862	141,230,862	141,230,862	141,230,862				
Ending Fund Balance - All 19x	162,390,189	159,725,782	141,230,862	256,247,301	141,230,862	141,230,862	141,230,862	141,230,862	141,230,862	141,230,862				

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Monthly Investment Report
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Elaine Cogburn
Attachments: Monthly Investment Report

Background Information:

The monthly investment report reflects the District's investment activities and balances for all fund types. The report presents a picture of cash and investments by grouping into the categories of 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 December 31, 2019, is presented.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Monthly Investment Report
December 31, 2019

Description	Acquisition Date	Broker/Dealer	CUSIP	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 12/01/19	Ending Book 12/31/19	Beginning Market 12/01/19	Additions & Changes to Market Value	Ending Market 12/31/19
<u>Individually Acquired Securities:</u>														
<u>General Operating</u>														
General Operating	9/25/2019	Wells Fargo	836895EW8	Carolina St Assn of Govtl Organizations Cops	12,070,000	2.500%	3/2/2020	61	2.000%	12,085,085	12,080,002	12,092,933	(7,242.00)	12,085,691
				Subtotal - Municipal Bonds	12,070,000					12,085,085	12,080,002	12,092,933	(7,242)	12,085,691
General Operating	12/20/2019	Raymond James	5006E0AM8	Korea Development BK NY	2,500,000	0.000%	1/21/2020	20	1.983%	-	2,497,113	-	2,499,100	2,499,100
General Operating	10/28/2019	Wells Fargo	56108JAP6	Malayan Banking BHD/NY	10,000,000	0.000%	1/23/2020	22	1.909%	9,972,028	9,988,389	9,971,000	16,000	9,987,000
General Operating	9/30/2019	FTN Financial	05971RAW4	Banco Santander SA/NY	5,180,000	0.000%	1/30/2020	29	2.020%	5,162,428	5,171,358	5,168,086	7,770	5,175,856
General Operating	12/20/2019	Raymond James	87030JBA6	Swedish Export Credit	10,000,000	0.000%	2/10/2020	40	1.935%	-	9,978,019	-	9,987,170	9,987,170
General Operating	12/20/2019	Raymond James	22533TBB1	Credit Agricole CIB NY	10,000,000	0.000%	2/11/2020	41	1.915%	-	9,977,717	-	9,986,950	9,986,950
General Operating	10/4/2019	FTN Financial	19424HCC2	Collat Comm Paper V CO	12,500,000	0.000%	3/12/2020	71	2.001%	12,429,769	12,451,114	12,437,500	25,000	12,462,500
General Operating	12/20/2019	Wells Fargo	05971RCP7	Banco Santander SA/NY	10,000,000	0.000%	3/23/2020	82	1.889%	-	9,956,656	-	9,955,000	9,955,000
General Operating	10/28/2019	Raymond James	62479LD10	Mufg Bank LTD/NY	10,000,000	0.000%	4/1/2020	91	1.916%	9,935,497	9,951,754	9,934,667	25,393	9,960,060
General Operating	10/18/2019	Raymond James	05971RDE1	Banco Santander SA/NY	10,000,000	0.000%	4/14/2020	104	1.938%	9,927,618	9,944,239	9,926,480	25,480	9,951,960
General Operating	10/22/2019	FTN Financial	53943RDM8	Lloyds Bank PLC	10,000,000	0.000%	4/21/2020	111	1.900%	9,925,766	9,941,972	9,939,000	17,000	9,956,000
General Operating	12/20/2019	Raymond James	2254EABE5	Credit Suisse New York	10,000,000	0.000%	5/11/2020	131	1.884%	-	9,931,433	-	9,940,500	9,940,500
General Operating	11/7/2019	Mutual Securities	63873JF47	Natixis NY Branch	10,000,000	0.000%	6/4/2020	155	1.850%	9,905,508	9,921,342	9,903,390	19,040	9,922,430
General Operating	12/20/2019	Wells Fargo	63873JFH8	Natixis NY Branch	10,000,000	0.000%	6/17/2020	168	1.877%	-	9,912,715	-	9,911,000	9,911,000
				Subtotal-Commercial Paper	120,180,000					67,258,613	119,623,820	67,280,123	52,415,403	119,695,526
General Operating	9/24/2019	Raymond James	3135G0A78	Fannie Mae	2,778,000	1.625%	1/21/2020	20	1.830%	2,777,190	2,777,683	2,777,847	(2,347)	2,775,500
General Operating	9/24/2019	Raymond James	3130ADN32	Federal Home Loan Bank	4,035,000	2.125%	2/11/2020	41	1.800%	4,037,528	4,036,454	4,038,458	(1,884)	4,036,574
General Operating	9/24/2019	Raymond James	313383HU8	Federal Home Loan Bank	1,885,000	1.750%	6/12/2020	163	1.809%	1,884,401	1,884,497	1,886,014	(1,372)	1,884,642
General Operating	9/24/2019	Raymond James	3135G0D75	Fannie Mae	2,620,000	1.500%	6/22/2020	173	1.810%	2,615,506	2,616,192	2,617,873	(1,095)	2,616,777
				Subtotal - Agencies	11,318,000					11,314,624	11,314,826	11,320,192	(6,699)	11,313,493
				Subtotal - Certificate of Deposit	-					-	-	-	-	-
				Total General Operating	143,568,000					90,658,323	143,018,648	90,693,248	52,401,462	143,094,710
<u>Debt Service</u>														
Debt Service	7/31/2019	Wells Fargo	040654VB8	Arizona St Transprtn	10,000,000	2.179%	7/1/2020	182	2.120%	10,003,306	10,002,825	10,018,000	(1,000)	10,017,000
Debt Service	8/28/2019	Wells Fargo	34074GDH4	Florida St. Hurricane Catastrophe Fund	12,000,000	2.995%	7/1/2020	182	1.900%	12,075,598	12,064,595	12,081,600	(4,800)	12,076,800
				Subtotal - Municipal Bonds	22,000,000					22,078,904	22,067,420	22,099,600	(5,800)	22,093,800
Debt Service	4/26/2019	Mutual Securities	27873JAM7	Ebury Finance LLC	10,000,000	0.000%	1/21/2020	20	2.610%	9,963,599	9,985,725	9,975,270	15,280	9,990,550
				Subtotal-Commercial Paper	10,000,000					9,963,599	9,985,725	9,975,270	15,280	9,990,550
				Subtotal - Agencies	-					-	-	-	-	-
				Subtotal - Certificate of Deposit	-					-	-	-	-	-
				Total Debt Service	32,000,000					32,042,502	32,053,145	32,074,870	9,480	32,084,350
<u>Capital Projects</u>														
					-					-	-	-	-	-



Monthly Investment Report
December 31, 2019

Description	Acquisition Date	Broker/Dealer	CUSIP	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 12/01/19	Ending Book 12/31/19	Beginning Market 12/01/19	Additions & Changes to Market Value	Ending Market 12/31/19
Subtotal - Municipal Bonds					-					-	-	-	-	-
Subtotal-Commercial Paper					-					-	-	-	-	-
Subtotal - Agencies					-					-	-	-	-	-
Subtotal - Certificate of Deposit					-					-	-	-	-	-
Total Capital Projects					-					-	-	-	-	-
Total Individually Acquired Securities:					175,568,000					122,700,826	175,071,793	122,768,118	52,410,942	175,179,060
Accrued Interest:					458,206					384,514	458,206	384,514	73,692	458,206
<u>Pooled Investments:</u>									Average					
<u>LOGIC</u>									Yield					
General Oper.		LOGIC		Pool	121,088,744		1/1/2020	1	1.817%	46,047,893	121,088,744	46,047,893	75,040,850	121,088,744
Cap Proj. '05-06		LOGIC		Pool	29,485		1/1/2020	1	1.817%	29,439	29,485	29,439	45	29,485
Cap Proj. '06-07		LOGIC		Pool	25,154		1/1/2020	1	1.817%	55,099	25,154	55,099	(29,945)	25,154
Cap Proj. 630		LOGIC		Pool	537		1/1/2020	1	1.817%	536	537	536	1	537
Cap Proj. 631		LOGIC		Pool	753,350		1/1/2020	1	1.817%	827,118	753,350	827,118	(73,768)	753,350
Cap Proj. 632		LOGIC		Pool	2,022,370		1/1/2020	1	1.817%	2,019,254	2,022,370	2,019,254	3,117	2,022,370
Cap Proj. 633		LOGIC		Pool	812,307		1/1/2020	1	1.817%	811,055	812,307	811,055	1,252	812,307
Cap Proj. 638		LOGIC		Pool	4,760		1/1/2020	1	1.817%	4,753	4,760	4,753	7	4,760
Cap Proj. 640		LOGIC		Pool	17,593,244		1/1/2020	1	1.817%	21,562,701	17,593,244	21,562,701	(3,969,458)	17,593,244
Debt Service		LOGIC		Pool	39,164,226		1/1/2020	1	1.817%	5,248,698	39,164,226	5,248,698	33,915,528	39,164,226
Workers Comp.		LOGIC		Pool	3,906,595		1/1/2020	1	1.817%	3,971,561	3,906,595	3,971,561	(64,966)	3,906,595
Health Insurance		LOGIC		Pool	6,254,694		1/1/2020	1	1.817%	5,372,332	6,254,694	5,372,332	882,362	6,254,694
Child Nutrition		LOGIC		Pool	2,728,330		1/1/2020	1	1.817%	2,371,839	2,728,330	2,371,839	356,491	2,728,330
Total LOGIC - Class A:					194,383,796				1.817%	88,322,280	194,383,796	88,322,280	106,061,516	194,383,796
<u>TexPool</u>														
General Oper.		TexPool		Pool	583		1/1/2020	1	1.623%	582	583	582	1	583
Debt Service		TexPool		Pool	67,352		1/1/2020	1	1.623%	67,260	67,352	67,260	93	67,352
Cap Proj. '05-06		TexPool		Pool	2,953		1/1/2020	1	1.623%	2,949	2,953	2,949	4	2,953
Cap Proj. '06-07		TexPool		Pool	6,117		1/1/2020	1	1.623%	6,108	6,117	6,108	8	6,117
Total TexPool					77,005				1.623%	76,899	77,005	76,899	106	77,005
<u>TexStar</u>														
General Oper.		TexStar		Pool	751		1/1/2020	1	1.564%	750	751	750	1	751
Cap Proj. '05-06		TexStar		Pool	2,317		1/1/2020	1	1.564%	2,314	2,317	2,314	3	2,317
Cap Proj. '06-07		TexStar		Pool	1,402		1/1/2020	1	1.564%	1,400	1,402	1,400	2	1,402
Total TexStar					4,471				1.564%	4,465	4,471	4,465	6	4,471
<u>Texas Class</u>														
General Oper.		Texas Class		Pool	463		1/1/2020	1	1.880%	462	463	462	1	463
Debt Service		Texas Class		Pool	1,138		1/1/2020	1	1.880%	1,136	1,138	1,136	2	1,138
Total Texas Class					1,600				1.880%	1,598	1,600	1,598	3	1,600
<u>Texas TERM</u>														
General Operating		TexasDAILY		Pool	2,191,136		1/1/2020	1	1.660%	2,188,044	2,191,136	2,188,044	3,092	2,191,136



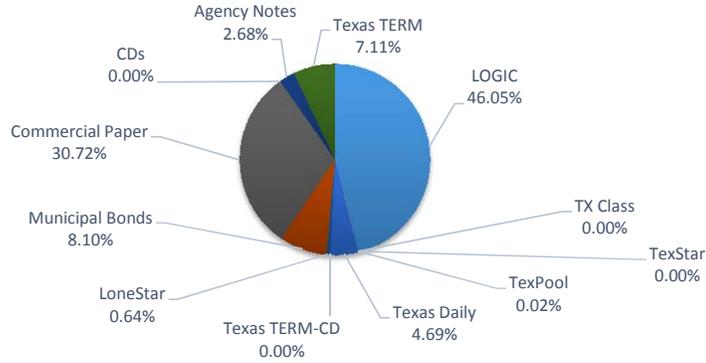
Monthly Investment Report
December 31, 2019

Description	Acquisition Date	Broker/Dealer	CUSIP	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 12/01/19	Ending Book 12/31/19	Beginning Market 12/01/19	Additions & Changes to Market Value	Ending Market 12/31/19
Debt Service		TexasDAILY		Pool	87,057		1/1/2020	1	1.660%	86,934	87,057	86,934	123	87,057
Debt Service	12/19/2019	Texas Term		Fixed Rate-Term	3,000,000		3/19/2020	78	1.900%	-	3,000,000	-	3,000,000	3,000,000
Capital Proj 634		TexasDAILY		Pool	4,746,738		1/1/2020	1	1.660%	9,811,032	4,746,738	9,811,032	(5,064,295)	4,746,738
Capital Proj 634	9/23/2019	Texas Term		Fixed Rate-Term	2,000,000		1/21/2020	20	2.050%	2,000,000	2,000,000	2,000,000	-	2,000,000
Capital Proj 634	12/18/2019	Texas Term		Fixed Rate-Term	5,000,000		3/18/2020	77	1.900%	-	5,000,000	-	5,000,000	5,000,000
Capital Proj 638		Texas DAILY		Pool	3,151,815		1/1/2020	1	1.660%	6,744,623	3,151,815	6,744,623	(3,592,808)	3,151,815
Capital Proj 638	12/18/2019	Texas Term		Fixed Rate-Term	3,000,000		3/18/2020	77	1.900%	-	3,000,000	-	3,000,000	3,000,000
Capital Proj 639		Texas DAILY		Pool	51,601		1/1/2020	1	1.660%	51,529	51,601	51,529	73	51,601
Capital Proj 640		Texas DAILY		Pool	9,551,296		1/1/2020	1	1.660%	21,528,350	9,551,296	21,528,350	(11,977,055)	9,551,296
Capital Proj 640	9/23/2019	Texas Term		Fixed Rate-Term	5,000,000		1/21/2020	20	2.050%	5,000,000	5,000,000	5,000,000	-	5,000,000
Capital Proj 640	12/18/2019	Texas Term		Fixed Rate-Term	12,000,000		3/18/2020	77	1.900%	-	12,000,000	-	12,000,000	12,000,000
Total Texas TERM					49,779,643					47,410,513	49,779,643	47,410,513	2,369,130	49,779,643
LoneStar														
General Oper.		LoneStar		Pool	141,200		1/1/2020	1	1.810%	65,646	141,200	65,646	75,554	141,200
Debt Service		LoneStar		Pool	80,839		1/1/2020	1	1.810%	80,715	80,839	80,715	124	80,839
Cap Proj. '06-07		LoneStar		Pool	100,122		1/1/2020	1	1.810%	99,968	100,122	99,968	154	100,122
Cap Proj. 630		LoneStar		Pool	2,717		1/1/2020	1	1.810%	2,713	2,717	2,713	4	2,717
Cap Proj. 631		LoneStar		Pool	394,789		1/1/2020	1	1.810%	394,183	394,789	394,183	607	394,789
Cap Proj. 633		LoneStar		Pool	19,341		1/1/2020	1	1.810%	19,311	19,341	19,311	30	19,341
Cap Proj. 634		LoneStar		Pool	968,718		1/1/2020	1	1.810%	967,229	968,718	967,229	1,489	968,718
Cap Proj. 635		LoneStar		Pool	195		1/1/2020	1	1.810%	194	195	194	0	195
Cap Proj. 636		LoneStar		Pool	150,486		1/1/2020	1	1.810%	150,254	150,486	150,254	231	150,486
Cap Proj. 637		LoneStar		Pool	833,674		1/1/2020	1	1.810%	832,393	833,674	832,393	1,281	833,674
Total LoneStar					2,692,081				1.810%	2,612,607	2,692,081	2,612,607	79,474	2,692,081
Total Pooled Investments:					246,938,596					138,428,361	246,938,596	138,428,361	108,510,235	246,938,596
GRAND TOTAL					422,964,802					261,513,701	422,468,595	261,580,994	160,994,868	422,575,862
Weighted Average Maturity/Yield							44 days / 1.879%							

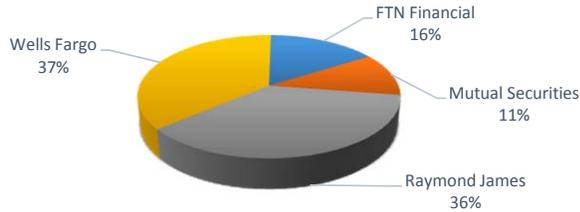
This report is in compliance with the strategies as approved in Board policy and relevant provisions of the Public Funds Investment Act (Texas Gov't Code 2256).

Investment Officer _____

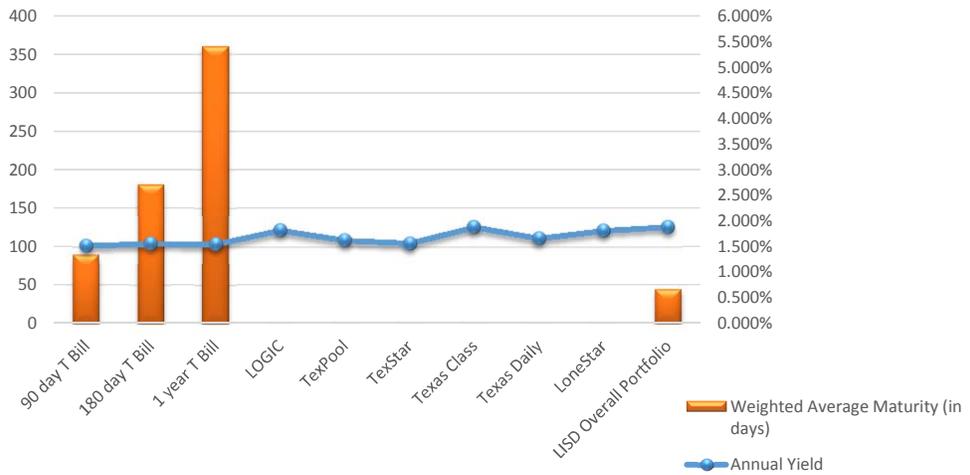
Investment Diversification



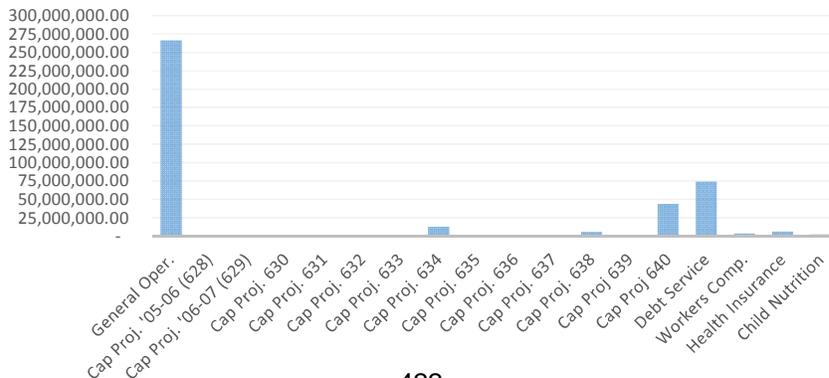
Broker Dealer Allocation



Yield and Maturity Comparison



Investments by Fund





Allotment Report LEANDER ISD

Current Biennium includes SY 2019-2020 & SY 2020-2021

District / Charter: 246913
School Year : 2019-2020

Transaction Type	Date	Transaction ID	Description	Amount
Adjustment	05/03/2019	0000164843	2018-19 High Enrollment Growth	\$42,574.12
Carryover Funds	05/03/2019	0000164082	Prior Year Remaining Balance	\$3,497,618.87
Allotment	08/02/2019	0000169804	School Year 2019-2020 Allotment	\$7,508,637.58
<u>Total Allotment</u>				<u>\$11,048,830.57</u>
Allotment Disbursement	05/31/2019	D000165797	Instructional Materials	(\$645,020.17)
Allotment Disbursement	06/07/2019	D000166451	Instructional Materials	(\$4,721.95)
Allotment Disbursement	06/07/2019	D000166452	Instructional Materials	(\$1,575.55)
Allotment Disbursement	06/14/2019	D000166454	Instructional Materials	(\$42,480.00)
Allotment Disbursement	07/16/2019	D000168109	Instructional Materials	(\$7,088.40)
Allotment Disbursement	07/16/2019	D000168104	Instructional Materials	(\$18,529.56)
Allotment Disbursement	07/16/2019	D000168101	Instructional Materials	(\$331.23)
Allotment Disbursement	07/16/2019	D000168088	Instructional Materials	(\$7,023.65)
Allotment Disbursement	07/16/2019	D000168086	Instructional Materials	(\$4,497.50)
Allotment Disbursement	07/18/2019	D000168087	Technology Services	(\$100,000.00)
Allotment Disbursement	07/19/2019	D000168514	Instructional Materials	(\$20,934.53)
Allotment Disbursement	07/22/2019	D000168594	Instructional Materials	(\$8,295.00)
Allotment Disbursement	07/22/2019	D000168581	Instructional Materials	(\$115,430.40)
Allotment Disbursement	07/22/2019	D000168579	Instructional Materials	(\$153,647.55)
Allotment Disbursement	07/22/2019	D000168567	Instructional Materials	(\$34,364.92)
Allotment Disbursement	07/22/2019	D000168550	Instructional Materials	(\$79,101.94)
Allotment Disbursement	07/22/2019	D000168542	Instructional Materials	(\$327,214.92)
Allotment Disbursement	07/23/2019	D000168536	Instructional Materials	(\$15,464.90)
Allotment Disbursement	07/23/2019	D000168571	Instructional Materials	(\$44,885.52)

Requisition Summary

Allotment Disbursement	07/23/2019	D000168580	Instructional Materials	(\$900,000.00)
Allotment Disbursement	07/23/2019	D000168500	Instructional Materials	(\$29,061.84)
Allotment Disbursement	08/13/2019	D000170763	Instructional Materials	(\$2,612.45)
Allotment Disbursement	08/13/2019	D000170765	Instructional Materials	(\$20,072.50)
Allotment Disbursement	08/13/2019	D000170770	Instructional Materials	(\$10,399.91)
Allotment Disbursement	09/03/2019	D000170774	Instructional Materials	(\$3,209,675.05)
Allotment Disbursement	09/05/2019	D000172402	Technology Services	(\$170,288.85)
Allotment Disbursement	09/09/2019	D000172443	Instructional Materials	(\$329,536.00)
Allotment Disbursement	09/09/2019	D000172434	Instructional Materials	(\$137,000.15)
Allotment Disbursement	09/09/2019	D000172427	Instructional Materials	(\$41,775.00)
Allotment Disbursement	09/09/2019	D000172455	Instructional Materials	(\$2,761.04)
Allotment Disbursement	09/09/2019	D000172457	Instructional Materials	(\$5,049.00)
Allotment Disbursement	09/09/2019	D000172462	Instructional Materials	(\$124,535.75)
Allotment Disbursement	09/09/2019	D000172419	Instructional Materials	(\$13,777.00)
Allotment Disbursement	09/18/2019	D000173502	Instructional Materials	(\$588.09)
Allotment Disbursement	09/18/2019	D000173492	Instructional Materials	(\$1,567.50)
Allotment Disbursement	09/18/2019	D000173484	Instructional Materials	(\$559.50)
Allotment Disbursement	09/18/2019	D000173460	Instructional Materials	(\$18,270.00)
Allotment Disbursement	09/24/2019	D000174113	Instructional Materials	(\$715.20)
Allotment Disbursement	09/24/2019	D000174118	Instructional Materials	(\$942.56)
Allotment Disbursement	09/24/2019	D000174000	Instructional Materials	(\$792.00)
Allotment Disbursement	09/25/2019	D000174109	Instructional Materials	(\$979.00)
Allotment Disbursement	10/10/2019	D000175684	Instructional Materials	(\$7,170.00)
Allotment Disbursement	10/10/2019	D000175675	Instructional Materials	(\$14,975.00)
Allotment Disbursement	10/10/2019	D000175689	Instructional Materials	(\$20,513.40)
Allotment Disbursement	10/10/2019	D000175690	Instructional Materials	(\$3,388.40)
Allotment Disbursement	10/10/2019	D000175679	Instructional Materials	(\$10,808.37)
Allotment Disbursement	10/23/2019	D000176803	Instructional Materials	(\$8,400.00)
Allotment Disbursement	10/23/2019	D000176663	Instructional Materials	(\$23,800.00)
Allotment Disbursement	10/23/2019	D000176754	Instructional Materials	(\$37,750.00)
Allotment Disbursement	10/25/2019	D000176665	Instructional Materials	(\$11,378.82)
<u>Total Allotment Disbursements</u>				<u>(\$6,789,750.07)</u>
Allotment Requisition	08/19/2019	0000161244	Allotment-Program Requisition	(\$152,638.20)
Allotment Requisition	09/10/2019	0000162433	Allotment-Program Requisition	(\$7,110.00)
<u>Total Allotment Requisitions</u>				<u>(\$159,748.20)</u>

Requisition Summary

	01/21/2020	D000180549	Technology Services	(\$88,056.87)
<u>Total Pending Disbursements</u>				<u>(\$88,056.87)</u>
<u>Remaining Allotment</u>				<u>\$4,011,275.43</u>



Monthly Tax Collection Report December 2019

Tax Year	Current Tax Levy	Current Tax Collections		Delinquent Tax Collections		Total Collections		Outstanding Balance @ FYE
	Net of Adjustments	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	383,956,495	228,767,580	59.58%	(1,590)	0.00%	228,765,990	59.58%	in process
2019-20 Budget						2019-20 YTD Collections		
	Supplement Levy	Current	Delinquent	Total	% of Supplement Levy	Current	Delinquent	Total
	\$ 383,956,495	\$ 380,348,923	\$ 1,741,037	\$ 382,089,960	99.51%	\$ 228,767,580	\$ (1,590)	\$ 228,765,990
						% of Budget Collected YTD		
						60.15%	-0.09%	59.87%

Trends:

Current year tax collections consistently exceed 99%.

Combined current and delinquent tax collections exceed 100% of *original* tax levy.

* Delinquent tax collections include 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.

Outstanding tax balance for the last 3 fiscal years remains consistent in proportion to supplemented levy at year end.

Notes:

New fiscal year end for 2019-2020 will be June 30, 2020.

Combined budget for current and delinquent collections target 99.75% of supplement levy.



Monthly Tax Collection Report December 2019

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									228,767,580
Delinquent	213,031	291,092	(418,935)	(86,778)									(1,590)
Total	\$ 213,031	\$ 5,287,753	\$ 14,946,455	\$ 208,318,751	\$ -	228,765,990							
% of Current Levy Collected	0.06%	1.43%	5.33%	59.58%									

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	368,736,377.54
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	1,382,878.70
Total	\$ 141,616	\$ 5,038,740	\$ 16,100,360	\$ 191,640,804	\$ 124,215,765	\$ 26,223,294	\$ 2,632,736	\$ 1,217,221	\$ 1,270,888	\$ 505,071	\$ 762,278	\$ 370,483	370,119,256.24
% 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%	

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
Total	\$ 143,329	\$ 5,696,962	\$ 15,920,375	\$ 182,704,935	\$ 102,583,263	\$ 23,544,714	\$ 2,193,566	\$ 1,139,520	\$ 1,159,608	\$ 815,864	\$ 681,976	\$ 293,401	\$ 336,877,513
% 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
Total	\$ 438,303	\$ 5,589,582	\$ 13,536,897	\$ 158,819,530	\$ 95,823,237	\$ 26,891,277	\$ 2,249,295	\$ 1,059,304	\$ 1,170,316	\$ 554,271	\$ 656,137	\$ 310,374	\$ 307,098,525
% 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
Total	\$ 89,504	\$ 2,958,982	\$ 6,848,698	\$ 144,692,757	\$ 87,666,060	\$ 26,711,528	\$ 2,244,067	\$ 1,199,023	\$ 776,960	\$ 678,302	\$ 576,095	\$ 571,576	\$ 275,013,552
% 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 01/02/2020 PAGE 47

TXDIST1A
RECEIVABLE BALANCE 'R' REPORT

FROM 12/01/2019 TO 12/31/2019 YEAR FROM 0000 TO 2019
ALL OTHERS

ILE	-----											
	-- LEANDER ISD											
	BEGINNING	TAX	BASE TAX	NET BASE TAX	PERCENT	ENDING	P & I	P & I	LRP	OTHER	PENALTY	TOTAL
YEAR	TAX BALANCE	ADJ	COLLECTED	REVERSALS	COLLECTED	COLLECTED	TAX BALANCE	COLLECTED	REVERSALS	COLLECTED	COLLECTED	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	17128.53	.00	1370.37	.00	1370.37	8.00 %	15758.16	1533.68	.00	.00	.00	2904.05
2006	29106.16	.00	1370.37	.00	1370.37	4.71 %	27735.79	1424.05	.00	.00	.00	2794.42
2007	30159.44	.00	1044.14	.00	1044.14	3.46 %	29115.30	1001.50	.00	.00	.00	2045.64
2008	45439.13	.00	1044.14	.00	1044.14	2.30 %	44394.99	917.97	.00	.00	.00	1962.11
2009	56248.12	.00	6555.58	.00	6555.58	11.65 %	49692.54	5225.22	.00	.00	.00	11780.80
2010	64542.16	.00	6623.94	.00	6623.94	10.26 %	57918.22	4433.08	.00	.00	.00	11057.02
2011	64029.42	.00	6584.09	.00	6584.09	10.28 %	57445.33	3844.03	.00	.00	.00	10428.12
2012	90111.50	.00	6810.35	.00	6810.35	7.56 %	83301.15	3530.26	.00	.00	.00	10340.61
2013	91081.76	.00	7065.91	.00	7065.91	7.76 %	84015.85	2989.72	.00	.00	.00	10055.63
2014	112482.87	.00	13063.63	.00	13063.63	11.61 %	99419.24	4475.64	.00	.00	.00	17539.27
2015	115302.68	.00	11277.46	.00	11277.46	9.78 %	104025.22	3094.51	.00	26.35	.00	14398.32
2016	148500.70	.00	18915.60	.00	18915.60	12.74 %	129585.10	4062.74	.00	.00	.00	22978.34
2017	254086.78	1785.75-	23207.99	1785.75	21422.24	8.49 %	230878.79	3603.80	10.58-	.00	.00	25015.46
2018	721895.54	61592.99-	59566.70	61592.99	2026.29-	.31-%	662328.84	9434.41	49.08-	97.96	.00	7457.00
TOTL	1912539.12	63378.74-	164500.27	63378.74	101121.53	5.47 %	1748038.85	49570.61	59.66-	124.31	.00	150756.79
2019	143605200.97	92065.26-	74631602.57	3878.36	74627724.21	52.00 %	68885411.50	.00	.00	5557.97	.00	74633282.18

ENTITY												
TOTL	145517740.09	155444.00-	74796102.84	67257.10	74728845.74	51.41 %	70633450.35	49570.61	59.66-	5682.28	.00	74784038.97

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 12/01/2019 to 12/31/2019 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	71,576,920.18	-23,467.47	71,553,452.71	43,502,499.03	0.00	1,300.40	0.00	-0.41	28,049,652.87	47,898,335.18
2018	68,954,540.92	125,751.79	-22,839.60	102,912.19	-1,229.64	4,837.56	1,747.65	3,838.56	0.76	102,394.94	-45,279.06
2017	62,290,320.36	50,256.61	-27,875.82	22,380.79	-23,238.47	1,795.32	0.00	1,045.99	0.00	45,619.26	-38,489.74
2016	55,603,656.23	33,967.47	-36,338.31	-2,370.84	-36,329.57	1.99	0.00	1.93	0.00	33,958.73	-57,595.81
2015	49,093,370.76	29,499.76	0.00	29,499.76	24.97	6.32	0.00	0.00	0.00	29,474.79	239.84
2014	44,412,322.78	26,323.09	0.00	26,323.09	0.00	0.00	0.00	0.00	0.00	26,323.09	211.87
2013	38,869,330.27	26,618.85	0.00	26,618.85	0.00	0.00	0.00	0.00	0.00	26,618.85	211.87
2012	36,200,605.63	21,814.82	0.00	21,814.82	527.59	260.28	0.00	0.00	0.00	21,287.23	1,487.31
2011	34,042,595.83	17,427.25	0.00	17,427.25	883.21	506.37	0.00	0.00	0.00	16,544.04	1,256.52
2010	30,041,634.03	13,511.34	0.00	13,511.34	644.68	421.19	0.00	0.00	0.00	12,866.66	1,022.48
2009	27,944,427.52	8,513.01	0.00	8,513.01	0.00	0.00	0.00	0.00	0.00	8,513.01	182.48
2008	24,003,652.64	6,696.89	0.00	6,696.89	0.00	0.00	0.00	0.00	0.00	6,696.89	0.00
2007	0.00	3,267.01	0.00	3,267.01	0.00	0.00	0.00	0.00	0.00	3,267.01	0.00
2006	0.00	2,969.01	0.00	2,969.01	0.00	0.00	0.00	0.00	0.00	2,969.01	0.00
2005	0.00	1,555.12	0.00	1,555.12	0.00	0.00	0.00	0.00	0.00	1,555.12	0.00
2004	0.00	1,586.15	0.00	1,586.15	0.00	0.00	0.00	0.00	0.00	1,586.15	0.00
2003	0.00	529.32	0.00	529.32	0.00	0.00	0.00	0.00	0.00	529.32	0.00
2002	0.00	494.53	0.00	494.53	0.00	0.00	0.00	0.00	0.00	494.53	0.00
2001	0.00	115.01	0.00	115.01	0.00	0.00	0.00	0.00	0.00	115.01	0.00
2000 & prior	0.00	204.07	0.00	204.07	0.00	0.00	0.00	0.00	0.00	204.07	0.00
Summary											
Total Current	75,775,669.00	71,576,920.18	-23,467.47	71,553,452.71	43,502,499.03	0.00	1,300.40	0.00	-0.41	28,049,652.87	47,898,335.18
Total Delinquent	471,456,456.97	371,101.10	-87,053.73	284,047.37	-58,717.23	7,829.03	1,747.65	4,886.48	0.76	341,017.71	-136,752.24
Rollbacks		118,542.70	64,873.48	183,416.18	0.00	0.00	0.00	0.00	0.00	183,416.18	0.00
Fee Type Total	547,232,125.97	72,066,563.98	-45,647.72	72,020,916.26	43,443,781.80	7,829.03	3,048.05	4,886.48	0.35	28,574,086.76	47,761,582.94

Combined Collections (Collections + P&I Collected) -- 43,451,610.83

Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 12/01/2019 to 12/31/2019 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
MO

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	157,224,379.73	148,512,537.18	-48,691.75	148,463,845.43	90,261,867.64	0.00	2,698.15	0.00	-0.77	58,199,278.87	99,382,639.79
2018	152,580,256.06	278,259.22	-50,538.70	227,720.52	-2,721.04	10,704.27	3,867.15	8,493.79	1.68	226,576.09	-100,192.05
2017	137,287,673.22	110,765.13	-61,438.23	49,326.90	-51,217.51	3,956.88	0.00	2,305.38	0.00	100,544.41	-84,831.36
2016	122,550,282.37	74,863.82	-80,089.55	-5,225.73	-80,070.29	4.37	0.00	4.25	0.00	74,844.56	-126,941.01
2015	108,201,646.02	65,017.19	0.00	65,017.19	55.03	13.94	0.00	0.00	0.00	64,962.16	528.61
2014	97,884,620.94	58,015.81	0.00	58,015.81	0.00	0.00	0.00	0.00	0.00	58,015.81	466.97
2013	85,667,878.57	58,667.70	0.00	58,667.70	0.00	0.00	0.00	0.00	0.00	58,667.70	466.97
2012	79,786,018.87	48,079.65	0.00	48,079.65	1,162.80	573.65	0.00	0.00	0.00	46,916.85	3,278.02
2011	77,006,044.05	39,421.21	0.00	39,421.21	1,997.86	1,145.44	0.00	0.00	0.00	37,423.35	2,842.30
2010	75,321,364.08	33,875.93	0.00	33,875.93	1,616.35	1,056.02	0.00	0.00	0.00	32,259.58	2,563.61
2009	76,011,409.77	23,156.03	0.00	23,156.03	0.00	0.00	0.00	0.00	0.00	23,156.03	496.36
2008	73,587,435.47	20,530.34	0.00	20,530.34	0.00	0.00	0.00	0.00	0.00	20,530.34	0.00
2007	0.00	10,030.53	0.00	10,030.53	0.00	0.00	0.00	0.00	0.00	10,030.53	0.00
2006	0.00	12,330.16	0.00	12,330.16	0.00	0.00	0.00	0.00	0.00	12,330.16	0.00
2005	0.00	7,486.43	0.00	7,486.43	0.00	0.00	0.00	0.00	0.00	7,486.43	0.00
2004	0.00	7,043.58	0.00	7,043.58	0.00	0.00	0.00	0.00	0.00	7,043.58	0.00
2003	0.00	2,238.25	0.00	2,238.25	0.00	0.00	0.00	0.00	0.00	2,238.25	0.00
2002	0.00	2,462.36	0.00	2,462.36	0.00	0.00	0.00	0.00	0.00	2,462.36	0.00
2001	0.00	638.08	0.00	638.08	0.00	0.00	0.00	0.00	0.00	638.08	0.00
2000 & prior	0.00	995.77	0.00	995.77	0.00	0.00	0.00	0.00	0.00	995.77	0.00
Summary											
Total Current	157,224,379.73	148,512,537.18	-48,691.75	148,463,845.43	90,261,867.64	0.00	2,698.15	0.00	-0.77	58,199,278.87	99,382,639.79
Total Delinquent	1,085,884,629.42	853,877.19	-192,066.48	661,810.71	-129,176.80	17,454.57	3,867.15	10,803.42	1.68	787,122.04	-301,321.58
Rollbacks		261,389.70	143,080.65	404,470.35	0.00	0.00	0.00	0.00	0.00	404,470.35	0.00
Fee Type Total	1,243,109,009.15	149,627,804.07	-97,677.58	149,530,126.49	90,132,690.84	17,454.57	6,565.30	10,803.42	0.91	59,390,871.26	99,081,318.21

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **12/01/2019 to 12/31/2019** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

Combined Collections (Collections + P&I Collected) -- 90,150,145.41

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 12/01/2019 to 12/31/2019 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
SA

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	69,012.56	64,801.11	-791.73	64,009.38	13,437.81	0.00	379.87	0.00	0.00	50,191.70	17,554.78
2018	83,414.82	3,921.09	-767.10	3,153.99	-5.45	6.96	533.41	5.37	0.00	2,626.03	1,492.34
2017	56,346.24	713.64	0.00	713.64	0.00	0.00	0.00	0.00	0.00	713.64	25.41
2016	55,049.70	1,034.90	0.00	1,034.90	0.00	0.00	0.00	0.00	0.00	1,034.90	1.70
2015	48,897.66	916.25	0.00	916.25	0.00	0.00	0.00	0.00	0.00	916.25	0.00
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	592.16	0.00	592.16	0.00	0.00	0.00	0.00	0.00	592.16	0.00
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
Summary											
Total Current	69,012.56	64,801.11	-791.73	64,009.38	13,437.81	0.00	379.87	0.00	0.00	50,191.70	17,554.78
Total Delinquent	523,448.16	13,922.69	-767.10	13,155.59	-5.45	6.96	533.41	5.37	0.00	12,627.63	1,858.72
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	592,460.72	78,723.80	-1,558.83	77,164.97	13,432.36	6.96	913.28	5.37	0.00	62,819.33	19,413.50

Combined Collections (Collections + P&I Collected) -- 13,439.32

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 12/01/2019 to 12/31/2019 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	220,154,258.47	-72,950.95	220,081,307.52	133,777,804.48	0.00	4,378.42	0.00	-1.18	86,299,123.44	147,298,529.75
2018	221,618,211.80	407,932.10	-74,145.40	333,786.70	-3,956.13	15,548.79	6,148.21	12,337.72	2.44	331,597.06	-143,978.77
2017	199,634,339.82	161,735.38	-89,314.05	72,421.33	-74,455.98	5,752.20	0.00	3,351.37	0.00	146,877.31	-123,295.69
2016	178,208,988.30	109,866.19	-116,427.86	-6,561.67	-116,399.86	6.36	0.00	6.18	0.00	109,838.19	-184,535.12
2015	157,343,914.44	95,433.20	0.00	95,433.20	80.00	20.26	0.00	0.00	0.00	95,353.20	768.45
2014	142,347,444.38	84,907.81	0.00	84,907.81	0.00	0.00	0.00	0.00	0.00	84,907.81	678.84
2013	124,585,278.28	87,549.99	0.00	87,549.99	0.00	0.00	0.00	0.00	0.00	87,549.99	678.84
2012	116,031,280.01	70,786.89	0.00	70,786.89	1,690.39	833.93	0.00	0.00	0.00	69,096.50	4,992.01
2011	111,080,564.02	57,761.22	0.00	57,761.22	2,881.07	1,651.81	0.00	0.00	0.00	54,880.15	4,150.02
2010	105,399,719.82	48,911.09	0.00	48,911.09	2,261.03	1,477.21	0.00	0.00	0.00	46,650.06	3,647.48
2009	103,991,895.66	32,252.34	0.00	32,252.34	0.00	0.00	0.00	0.00	0.00	32,252.34	678.84
2008	97,622,898.02	27,819.39	0.00	27,819.39	0.00	0.00	0.00	0.00	0.00	27,819.39	0.00
2007	0.00	13,297.54	0.00	13,297.54	0.00	0.00	0.00	0.00	0.00	13,297.54	0.00
2006	0.00	15,299.17	0.00	15,299.17	0.00	0.00	0.00	0.00	0.00	15,299.17	0.00
2005	0.00	9,041.55	0.00	9,041.55	0.00	0.00	0.00	0.00	0.00	9,041.55	0.00
2004	0.00	8,629.73	0.00	8,629.73	0.00	0.00	0.00	0.00	0.00	8,629.73	0.00
2003	0.00	2,767.57	0.00	2,767.57	0.00	0.00	0.00	0.00	0.00	2,767.57	0.00
2002	0.00	2,956.89	0.00	2,956.89	0.00	0.00	0.00	0.00	0.00	2,956.89	0.00
2001	0.00	753.09	0.00	753.09	0.00	0.00	0.00	0.00	0.00	753.09	0.00
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

Total Current	233,069,061.29	220,154,258.47	-72,950.95	220,081,307.52	133,777,804.48	0.00	4,378.42	0.00	-1.18	86,299,123.44	147,298,529.75
Total Delinquent	1,557,864,534.55	1,238,900.98	-279,887.31	959,013.67	-187,899.48	25,290.56	6,148.21	15,695.27	2.44	1,140,767.38	-436,215.10
Rollbacks		379,932.40	207,954.13	587,886.53	0.00	0.00	0.00	0.00	0.00	587,886.53	0.00
Taxing Unit Total	1,790,933,595.84	221,773,091.85	-144,884.13	221,628,207.72	133,589,905.00	25,290.56	10,526.63	15,695.27	1.26	88,027,777.35	146,862,314.65

Percentages

% of Roll Collected - 2019 - 63.06%	Adjusted Original Roll -- \$233,597,653.19	Current YTD Collected -- \$147,298,529.75
Tax Collections Compared to Current Taxes Billed 60.77% Collected		
All Collections Compared to Current Taxes Billed 60.77% Collected		
Combined Collections (Collections + P&I Collected) -- 133,615,195.56		

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: Monthly Tax Collection Report
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Elaine Cogburn
Attachments: Monthly Tax Collection Report

Background Information:

The tax collection report for December shows the actual collection of current and delinquent taxes at 59.58% of the 2019 supplemented current tax levy.

Administrative Recommendation:

N/A

Sample Motion:

N/A

STATUS OF 2017 BOND PROJECTS

February 2020

CAMPUS	PROJECT DESCRIPTION	TOTAL APPROVED BOND BUDGET	FUNDING: 2017 BOND AUTH SALE(S)	OTHER FUNDING SOURCE(S)	Total Expenses Paid to Date	STATUS (Legend on Pg. 2)	SCHEDULED PROJECT YEAR OPENING
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	\$ 11,150,507	\$ 7,725,947	\$ 9,855,820	\$ 17,076,149	In Progress	18/19 - 19/20
Cedar Park MS	HVAC Update	\$ 15,240,743	\$ 5,359,614		\$ 7,221,650	In Progress	19/20 - 21/22
Larkspur ES (ES 27)	New construction	\$ 37,779,628	\$ 13,650,191	\$ 18,600,000	\$ 31,213,857	Complete	19/20
Giddens ES	HVAC Update and District Standard Traffic Gates	\$ 9,005,975	\$ 7,763,499		\$ 7,071,018	Complete	18/19 - 19/20
Glenn HS	Ag Facility	\$ 3,163,960	\$ 2,679,758		\$ 2,653,985	Complete	19/20
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ 4,947,836	\$ 4,598,068		\$ 4,552,313	Complete	18/19 - 20/21
Leander MS	HVAC Update, Classroom Addition	\$ 21,516,101	\$ 15,068,750	\$ 883,680	\$ 15,283,527	In Progress	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	\$ 47,361,500		\$ 36,245,884	In Progress	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	\$ 2,918,760		\$ 323,428	In Design	20/21
Vandegrift HS	Classroom Additions, Incubator Renovation	\$ 31,245,385	\$ 17,596,052		\$ 7,395,842	In Progress	18/19 - 20/21
Vandegrift HS	Secondary Access Road	\$ 3,000,000	\$ 500,000		\$ 94,567	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	\$ 2,665,503	\$ 2,665,503		\$ 2,176,767	Complete	19/20
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ 893,000	\$ 560,346		\$ 249,346	In Progress	Ongoing
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	\$ 38,730,000	\$ 21,829,452		\$ 14,398,404	In Progress	Ongoing
Transportation	88 Replacement Buses; A/C Retrofit	\$ 10,200,000	\$ 8,855,000	\$ 35,080	\$ 8,723,197	In Progress	Ongoing
Transportation	North Satellite Transportation Center	\$ 17,800,000	\$ 17,594,629		\$ 15,434,011	Complete	19/20
SUBTOTALS		\$ 277,124,353	\$ 179,334,613	\$ 29,374,580	\$ 172,457,447		

STATUS OF 2017 BOND PROJECTS

February 2020

CAMPUS	PROJECT DESCRIPTION	TOTAL APPROVED BOND BUDGET	FUNDING: 2017 BOND AUTH SALE(S)	OTHER FUNDING SOURCE(S)	Total Expenses Paid to Date	STATUS (Legend on Pg. 2)	SCHEDULED PROJECT YEAR OPENING
Tarvin ES (ES 28)	New construction	\$ 40,862,445	2,016,487		\$ 59,953	In Design	21/22
ES 29	New construction	\$ 42,496,943				Not Available	23/24
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	\$ 8,857,137	125,000		\$ 292,600	In Design	21/22 - 22/23
Various	Campus Security Upgrades*	\$ 10,875,060	943,900			In Design	20/21
Land	Future ES (34, 35, 36, 37, 38, 39, 40), Future MS (11), Future HS (8)	\$ 61,934,386				Not Available	Ongoing
SUBTOTALS		\$ 177,280,648	3,085,387	-	352,553		

TOTALS		\$ 454,405,000	182,420,000	29,374,580	172,809,999		
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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.*

Leander ISD Board Meeting Agenda Item Information

Agenda Review Meeting Date: February 20, 2020

Regular Meeting Date: February 27, 2020

Agenda Item: General Construction Update
Purpose: Action Requested This Month Discussion Item/Report
Administrator Responsible: Jimmy Disler
Attachments: General Construction Update Presentation
Status of 2017 Bond Projects – February 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

February 23, 2020

Danielson Middle School (MS 9)

New Construction

Work happening in February:

- Complete installation of epoxy floor, ceramic tile, and various special equipment or item in Athletics, Fine Arts, Kitchen and Admin area.
- Continue ceiling grid installation, trim out of special systems, in-wall mechanical, electrical and plumbing rough-in progressing in various areas
- Continue metal stud framing beginning in appropriate areas along with overhead mechanical, electrical and plumbing rough-in and window installation
- Concrete paving and sidewall installation

Work happening in March

- Begin polished concrete flooring in appropriate areas
- Continue casework, plumbing fixtures, ceramic tile, epoxy flooring in appropriate areas
- Continue in-wall mechanical, electrical and plumbing rough-in in appropriate areas
- Continue overhead mechanical, electrical and plumbing rough-in in appropriate areas
- Continue concrete paving and sidewall installation

Construction Cost Summary

Construction Budget: \$52,859,213

Approved GMP(s): \$52,446,174

Paid to Date: \$31,297,984

439

2



Cedar Park HS Additions

Additions and Renovations, Athletic Additions and Renovations, Security Upgrades, and Softball Complex Safety Improvements

Work happening in February:

- Field House Addition:
 - Complete interior calls and begin concrete masonry unit walls
 - Complete overhead mechanical, electrical and plumbing rough-in for addition
 - Begin fire sprinkler work in appropriate areas

Work happening in March:

- Field House Addition:
 - Complete foundation for field house riser room
 - Complete permanent power
 - Begin ceiling framing and bathroom wall tile
 - Begin epoxy flooring

Construction Cost Summary

Construction Budget: \$9,922,074

Major Maintenance: \$9,855,820

Approved GMP(s): \$19,159,170

Paid to Date: \$14,985,163

440



Cedar Park MS

HVAC Update (HVAC, lights, paint, carpet) and Security Upgrades

Work happening in the future:

- Begin Phase 2 in Summer 2020

Construction Cost Summary

Construction Budget: \$13,954,188

Approved GMP(s): \$11,462,917

Paid to Date: \$6,354,539

441



Leander MS

*HVAC Update – HVAC, lights, paint, carpet
Security Update and Classroom Addition*

Work happening in the future:

- Begin Phase 3 (final phase) Summer 2020

Construction Cost Summary

Construction Budget: \$21,239,119

Approved GMP(s): \$18,639,678

Paid to Date: \$14,430,426

442



Vandegrift HS

Classroom Additions, Incubator Renovation and Security Upgrades

Work happening in February:

- Classroom Addition:
 - Pour 2nd and 3rd floor slab
 - Begin 1st floor above ceiling mechanical, electrical and plumbing rough-in
 - Begin exterior and interior wall framing

Work happening in March:

- Classroom Addition:
 - Continue 1st floor above ceiling mechanical, electrical and plumbing rough-in
 - Begin 2nd floor above ceiling mechanical, electrical and plumbing rough-in
 - Begin drywall in appropriate areas
 - Begin tape/float/paint in appropriate areas

Construction Cost Summary

Construction Budget: \$28,120,000

Approved GMP(s): \$18,841,634

Paid to Date: \$5,786,680

443



Discussion