



**Regular Meeting Agenda
Thursday, November 4, 2021
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM**

During meetings of the Board of Trustees, we want to give our public access while providing a safe and secure environment. If you're planning to attend the meeting, please review the meeting protocols designed to help manage health, safety, decorum and citizen comments. The Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

Note, the district has instituted a clear bag policy for members of the public at all Board meetings (see the link above for details).

Doors will open to the public at 5:30 PM.

Members of the public may access this meeting via live stream at https://youtu.be/cWGH78RJI_c. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up between 4:30 and 6:00 PM on the day of the meeting. Individuals are encouraged to sign up online at <https://bit.ly/3GynK84>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on October 29, 2021, at 1:00 PM.

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

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
- 3. RECOGNITION**
 - A. Spotlight on Learning: Leander High School
 - B. No Place for Hate
 - C. National Merit Semifinalists
 - D. Texas Association of Secondary School Principals Honors
 - E. Superior FIRST Rating - LISD Business Office
- 4. COMMUNICATIONS / ANNOUNCEMENTS**
 - A. Superintendent Remarks
 - B. Board Member Remarks
 1. Committee Updates 3
- 5. CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
- 6. COVID-19 MITIGATION AND CONSIDERATIONS**
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A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
11. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Approval of Teacher and Administrator Contracts	
12. BOARD MEETING DEBRIEF	
13. ADJOURNMENT	

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

Board Member Representation on Administrative Committees & Other Boards

LISD Board Committees

- Board Operating Procedures Review Committee
 - Board Representatives: Trish Bode and Anna Smith
 - Estimated Time Commitment: As requested by Board members.
- Legislative Committee
 - Board Representatives: Trish Bode, Elexis Grimes, Anna Smith
 - Estimated Time Commitment: Frequent short calls leading up to and during legislative session.
- Policy Review Committee
 - Board Representatives: Sade Fashokun, Aaron Johnson, Gloria Gonzales-Dholakia
 - Estimated Time Commitment: 2 hours per TASB initiated numbered updates (usually 1-3 number updates a year), plus additional time for policy review and district initiated updates.

LISD Administrative Committees on which Board Members Serve

- Community Based Accountability Steering Committee:
 - Administrator Responsible: Sarah Martinez
 - Estimated Time Commitment: 4 meeting per year/2 hours each
 - Board Representatives: Aaron Johnson, Christine Mauer and Anna Smith
- Community Curriculum Advisory Committee (CCAC)
 - Administrator Responsible: Jennifer Collins
 - Estimated Time Commitment: 6 to 7 meeting per year/1.5 hours each
 - Board Representatives: Gloria Gonzales-Dholakia and Elexis Grimes
- Equity and Diversity Advisory Committee:
 - Administrator Responsible: Laurelyn Arterbury and Chrysta Carlin
(until Chief Diversity, Equity, & Inclusion is named)
 - Estimated Time Commitment: 4 to 6 meeting per year/2 hours per meeting
 - Board Representatives: Sade Fashokun, Gloria Gonzales-Dholakia and Christine Mauer
- School Health Advisory Committee (SHAC)
 - Administrator Responsible: Brandon Evans
 - Estimated Time Commitment: 4 meeting per year/1.5 hours each
 - ~~Board Representation Requirement: 1 Board member, per~~ [Board Policy BDF](#)
 - Board Representatives: Aaron Johnson
- School Safety and Security Committee
 - Administrator Responsible: John Graham
 - Estimated Time Commitment: 3 meeting per year/1.5 hours each
 - Board Representation Requirement: **Board President and** a member of the board other than the president, per [Board Policy CK](#)
 - Board Representatives: Board President Trish Bode and Elexis Grimes
- Strategic Planning Steering Committee (approximately a 6-month commitment)
 - Administrator Responsible: Sarah Grissom and Sarah Martinez
 - Estimated Time Commitment: 4 meetings/2 hours per meeting
 - Board Representatives: Aaron Johnson, Anna Smith
 - Strategic Planning Teams
 - Estimated Time Commitment for each planning team: 6 meetings/1.5 hours per meeting (possibly more if needed)
 - Access Team
 - Board Representative: Anna Smith
 - Student Learning Team
 - Life-Changers Team
 - Learning Environments Team
 - Family Engagement Team

Board Member Representation on Administrative Committees & Other Boards

Non-LISD committees/boards on which LISD Board members represent the District:

- City of Austin Regional Affordability Committee: Anna Smith
- City of Cedar Park Key 6: LISD Board President
- City of Leander Key 6: LISD Board President
- LEEF Board Ex-Officio Director: Anna Smith

Although not a committee, the Board's liaison to the Chief Audit Executive is Sade Fashokun and Anna Smith.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: COVID-19 Mitigation and Considerations
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Laurelyn Arterbury, Elaine Cogburn, Jimmy Disler, Karie Lynn McSpadden, John Graham
Attachments: 11-04-21 COVID Mitigation and Considerations Pres.ppt

Background Information:

During a discussion at the September 30, 2021 board meeting, trustees requested administration make recommendations regarding additional mitigation and resources to address ventilation and filtration systems, and workforce needs. This presentation is in response to that request.

Administrative Recommendation:

N/A

Sample Motion:

N/A



COVID-19 Mitigation and Considerations

Board of Trustees Meeting
November 4, 2021

Current Situation

- **YELLOW Stage**

- Moderate situation in LISD and the area, but improving and not worsening
- 7 Day Average of Daily Positive Cases in LISD below 10 from a high of 51

- **Mitigation Strategies**

- Masks recommended for all individuals while indoors
- 3 feet spacing if possible
- Large group gatherings outdoors if possible
- Testing - Gupton and Cedar Park High School
- Vaccine Clinics

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K-12 Air Cleaning Technologies

October 2021

ASHRAE & CDC Indoor Air Quality Recommendations



DILUTE Occupied Spaces

In LISD, ventilation air (outside air) is delivered to all building areas at, or above, minimum code levels. Per updated ASHRAE and CDC recommendations, LISD is purging classroom buildings with 100% outside air for 2-hrs pre-occupancy and 2-hours post-occupancy

LISD started doing this in August 2020.



EXHAUST Occupied Spaces

In LISD, occupied spaces are generally exhausted through building relief and/or general exhaust systems. ⁹



CONTAIN Indoor Humidity

In LISD, indoor humidity is maintained between 40% and 60% RH relative humidity to minimize growth of viruses, bacteria, and fungi.



CLEAN Building Air

In LISD, HVAC filters have already been upgraded to high efficiency MERV-13 or MERV-11 filters. Approximately \$1.1M Premium Cost Annually (ESSER Funded 21-22)

LISD started doing this in August 2020.

ASHRAE & CDC Indoor Air Quality Options

ADDITIONAL Building Air **CLEANING** Technologies Reviewed...

- **Option 1: Needlepoint Bipolar Ionization (NPBI)**
- **Option 2: Ultraviolet Germicidal Irradiation (UVGI)**
 - 2A - Upper Room UVGI
 - 2B - HVAC Airstream UVGI
- **Option 3: High Efficiency Particulate Air Filters (HEPA)**
- **Option 4: Photocatalytic Oxidation (PCO)**
- **Option 5: Vaporized Hydrogen Peroxide (VHP)**
- **Option 6: Dry Hydrogen Peroxide (DHP)**

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Air Cleaning Technology Recommendation

Maintain MERV 11 and 13 filters throughout the¹¹ district for the remainder of the 21-22 school year.

2021-2022 Staffing Challenges and Workforce Considerations

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Vacancy Status Creating High Need Positions

DEPT	Positions	JUNE VACANCIES	% VACANT	SEPT VACANCIES	% VACANT
CNS	210	124	59%	87	41%
Custodial	186	63	34%	70	38%
Plant Services	71	17	24%	18	25%
Transportation	221	99	45%	48	22%
TOTAL	688	303	44%	223	32%

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*Only high impact positions calculated for each area, not all positions in the department

Targeting areas with over 30% vacancy rates

Staffing Challenges - Mitigation Efforts

- Expand \$250 referral stipend to include high needs positions in Custodial, CNS, Instructional Aides (*currently offered for Transportation only*)
- Add \$250 sign-on stipend for new hires for high needs positions in Custodial, CNS, Transportation, Instructional Aides
- Implement Auxiliary market adjustments identified in Spring 2021 (*effective November 1, 2021*)

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Staffing Challenges - Mitigation Efforts

- Authorize one-time, lump-sum payment (retention stipend) to ALL employees (\$600 for all employees with additional \$400 to high need Custodial and CNS positions) to be paid in December 2021.
- Authorize one-time, lump-sum \$1,000 payment (recruiting/retention stipend) for high-need Custodial and CNS positions to be paid in last 2021-22 paycheck

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Recommended Estimates for Staffing Mitigations

Auxiliary Market Adjustments	\$ 600,000
Expanded Referral Stipend - High Need Positions \$250	5,000
New Hire Sign-on Stipend - High Need Positions \$250	108,500
December One-time Lump Sum Retention Stipend Payment - \$600 (All employees with an additional \$400 to high need positions in Custodial and CNS Departments)	3,673,400
One-time Lump Sum Recruitment/Retention Stipend Payment - End of Year High Need Positions Recruitment/Retention Stipend: <i>(High need positions in CNS/Custodial Departments) \$1,000</i>	449,000
TOTAL	\$ 4,835,900

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Recommended Funding for Staffing Mitigations

Estimate of One-time, lump sum Payment	\$ 4,122,400
Costs paid out of CNS Fund	(512,000)
Charge Indirect Costs to CNS Fund	(900,000)
Transfer of Excess Fund Balance - Workers' Comp	(2,500,000)
NET Cost of One-time, lump sum payment	\$ 210,400
Auxiliary Market Adjustments	600,000
Referral/Sign-on Stipends	113,500
NET Cost of Comp Plan Amendments	\$ 923,900

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Discussion

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item:	Consideration and Possible Action Regarding Approval of Amended Compensation Plan
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Laurelyn Arterbury, Elaine Cogburn and Karie Lynn McSpadden
Attachments:	Amended LISD 2021-22 Compensation Plan Workers Compensation Fund – Fund Balance History General Fund and Federal Stimulus Funds Overview

Background Information:

Several departments are being impacted by high vacancy and turnover rates in personnel. In an effort to help mitigate these challenges, we are recommending amendments to the 2021-2022 Compensation Plan with an emphasis on supporting staff retention and enhancing recruitment efforts. The amended plan provides for the following:

- Add a \$250 Sign-on stipend for specified high need positions
- Expand the \$250 Referral stipend for specified high need positions (expanded from Transportation only)
- Authorize a \$600 one-time, lump sum retention stipend paid in December 2021 for ALL employees (\$400 additional stipend for specified high need positions)
- Authorize an additional \$1,000 one-time, lump sum retention stipend paid in June/July 2021 for specified high need positions
- Implement auxiliary market salary scale adjustments as of November 1, 2021

These adjustments will be funded by a transfer of \$2.5 million from the workers compensation fund balance, the ability to charge indirect costs to the Child Nutrition fund, and from anticipated budget savings from the 2021-2022 budget.

Administrative Recommendation:

The administration recommends the Board of Trustees approve the amended LISD 2021-22 Compensation Plan to support the recruitment and retention of staff.

Sample Motion:

I move that the Board of Trustees approve the recommended amendments to the LISD 2021-22 Compensation Plan to support the recruitment and retention of staff.



2021-22

COMPENSATION PLAN

Amendment

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COMPENSATION PLAN AMENDMENT DETAILS

To support continued staff recruitment and retention efforts, LISD recommends amending the approved 2021-22 Compensation Plan as stated below. Once approved, the Board grants LISD administration the authority to make any administrative changes, including eligibility guidelines, needed to meet the intent of what was presented and in compliance with district policy.

SIGN ON BONUS FOR HIGH NEED POSITIONS

The District will grant a one-time, lump sum \$250 sign on bonus for specified hard-to-fill positions to be paid after the employee has fulfilled 30 duty days of their work calendar.

REFERRAL BONUS FOR HIGH NEED POSITIONS

The District will expand our current \$250 employee referral bonus program to include additional specified hard-to-fill positions which will be paid after the newly hired employee has completed 90 duty days of their work calendar.

ONE-TIME LUMP SUM RETENTION BONUS (MID-YEAR)

The District will grant a one-time, lump sum retention bonus to all eligible staff in December 2021. Certain specified Child Nutrition Services and Custodial Services positions will receive \$1,000 and all other employees will receive \$600.

ONE-TIME LUMP SUM RETENTION BONUS FOR SPECIFIC STAFF (YEAR END)

The District will grant an additional one-time, lump sum \$1,000 retention bonus to certain specified Child Nutrition Services and Custodial Services positions in June/July 2021.

AUXILIARY SALARY SCALES CHANGE

The revised Auxiliary scales reflecting market adjustments will be effective November 2021.

2021-22 AUXILIARY SALARY SCALE - DECEMBER 2021 ADJUSTMENT

Salary Grade	Minimum Rate	Midpoint Rate	Maximum Rate
ZZ1	\$11.58	\$12.74	\$13.90
ZZ2	\$12.75	\$14.02	\$15.29
ZZ3	\$14.40	\$15.84	\$17.28
ZZ4	\$16.20	\$17.82	\$19.44
ZZ5	\$18.20	\$20.02	\$21.84
ZZ5A	\$19.29	\$21.11	\$23.15
ZZ6	\$20.45	\$22.50	\$24.54
ZZ7	\$22.91	\$25.20	\$27.49
ZZ8	\$25.56	\$28.12	\$30.67
ZZ9	\$28.12	\$30.93	\$33.74

2021-22 TRANSPORTATION SALARY SCALE - DECEMBER 2021 ADJUSTMENT

Salary Grade	Minimum Rate	Midpoint Rate	Maximum Rate
TRANS1	\$11.58	\$12.74	\$13.90
TRANS2	\$12.95	\$14.25	\$15.55
TRANS3	\$13.64	\$15.00	\$16.36
TRANS4	\$19.09	\$21.00	\$22.91
TRANS5	\$20.05	\$22.05	\$24.05
TRANS6	\$21.45	\$23.59	\$25.74
TRANS7	\$23.59	\$25.95	\$28.31
TRANS8	\$28.12	\$30.93	\$33.74

**Leander Independent School District
Self Funded Workers' Compensation Program
Fund Balance History**

FY	Operating Results	Transfers Out	Ending Fund Balance	Proposed Transfer Out	Projected Adjusted Balance
2021-2022	\$ 980,000	\$ -	\$ 5,172,038	\$ 2,500,000	\$ 2,672,038
2020-2021	1,218,565		4,192,038		
2019-2020 *	972,241		2,973,473		
2018-2019 **	596,353	25,000	2,001,232		
2017-2018	226,166		1,429,879		
2016-2017 **	(297,274)	2,000,000	1,203,713		
2015-2016 **	52,442	1,000,000	3,500,987		
2014-2015	553,622		4,448,545		
2013-2014	182,768		3,894,923		
2012-2013	243,061		3,712,155		
2011-2012	752,006		3,469,094		
2010-2011 **	(139,366)	2,993,108	2,717,088		
2009-2010	1,385,382		5,849,562		
2008-2009 **	942,376	2,500,000	4,464,180		

* 10 month fiscal year

** 2018-19 *Transfer to Health Insurance Fund*

2016-17 *Transfer to Health Insurance Fund*

2015-16 *Transfer to General Fund*

2010-11 *\$1.4 mill Transfer to General Fund, \$1.5 mill Transfer to Health Insurance Fund*

2008-09 *Transfer to General Fund*

**Leander Independent School District
General Fund and Federal Stimulus Funds
Impact of One-Time, Lump-Sum Payments and Comp Plan Amendments**

	2021-2022				
	GENERAL FUND	ESSER I	ESSER II	ESSER III	ESSER SUPP
REVENUES:					
Budgeted	\$ 370,238,312	\$ 762,172	\$ 7,040,159	\$ 15,811,197	\$ 12,383,786
EXPENDITURES:					
Budgeted/Committed	(393,695,865)	(742,561)	(3,273,992)	(6,812,089)	(6,527,210)
TRANSERS IN/OUT:					
Other sources	20,000				
Transfer Out - Other	(50,000)				
Transfer Out - Healthcare Contribution	(6,300,000)				
Settlements	(192,700)				
Current Budget Deficit/Balances	\$ (29,980,253)	\$ 19,611	\$ 3,766,167	\$ 8,999,108	\$ 5,856,576
Planned ESSER Expds:					
ESSER I Relief to GF	19,611	(19,611)			
ESSER II Relief to GF	762,541		(762,541)		
ESSER III Relief to GF	1,279,246			(1,279,246)	
ESSER SUPP Relief to GF	688,096				(688,096)
Potential ESSER Expds:					
ESSER II Relief to GF	3,003,626		(3,003,626)		
ESSER SUPP Relief to GF	2,000,000				(2,000,000)
Projected Savings	12,000,000				
Potential Deficit/Balance	\$ (10,227,133)	\$ -	\$ -	\$ 7,719,862	\$ 3,168,480
Potential Indirect Costs to GF-CNS	900,000				
Transfer from Workers' Comp Fund	2,500,000				
Cost of 2021 Lump Sum Payment	(3,673,400)				
Auxillary Pay Scale Adjustments	(600,000)				
Referral/Sign-on Stipends	(113,500)				
End of Year High Need Stipend	(449,000)				
CNS Funded Pay Adjustments	512,000				
Potential Deficit/Carryover to 22-23	\$ (11,151,033)	\$ -	\$ -	\$ 7,719,862	\$ 3,168,480
ESSER Funds for Use in 2022-2023					\$ 8,447,726
ESSER Funds for Use in 2023-2024					\$ 2,440,616

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Consider Approval of Class Size Waivers
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Karie Lynn McSpadden
Attachments: TEA Waiver Request
Class Size Compliance Plan
Classroom Sections Report
Over Limit Report 10-25-21

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 pre-kindergarten (PK) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades PK-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request to TEA for a class size exception. The district's board of trustees must approve this request within 30 days after the class size was exceeded. Note: class size limits do not apply to physical education classes or fine arts classes.

As of 10/25/21, Leander ISD has exceeded the 22:1 ratio in the following PK-4 section:

- (104) Cypress Elementary 1 section (Average class size in K-4 is 18.5, ratio exceeded in grade 3)
- (117) Winkley Elementary 1 section (Average class size in K-4 is 18.7, ratio exceeded in grade 4)

It is recommended that a Class Size Waiver Request be submitted for the campus listed above. To meet the needs of both virtual and in person students, this request is being submitted for the following reasons:

- Teachers being moved to virtual has impacted class size for in person.
- Each campus average of grades K-4 remains at or below the 22:1 ratio.
- 718 PK-4 in person sections are under the 22:1 ratio, the remaining 31 sections are only slightly over the 22:1 ratio.
- 57 K-4 virtual sections are under the 22:1 ratio.
- The overall PK-4 district student to teacher in person ratio is 17.4

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.

Class Size Compliance Plan 2021-2022

The Leander Independent School District has made every effort to be in compliance with the class size limit of 22:1 in Pre-Kindergarten through Grade Four for the 2021-2022 school year. The district has monitored student enrollment on a daily basis since the school year began and will continue to monitor throughout the 2021-2022 school year.

The monitoring report indicates enrollment has exceeded the 22:1 ratio in the following PK-4 section:

- (104) Cypress Elementary 1 section (Average class size in K-4 is 18.5, ratio exceeded in grade 3)
- (117) Winkley Elementary 1 section (Average class size in K-4 is 18.7, ratio exceeded in grade 4)

Even though Leander ISD is submitting a class size waiver for the campuses mentioned above, the overall District student teacher ratio in grades PK-4 is 17.1 for in person students. The district's current compliance plan endorses the following actions:

- Leander ISD will monitor in person and virtual class size in order to identify when a virtual teacher needs to return to an in person instructional setting.
- Leander ISD will monitor daily enrollment of students in order to make staffing decisions.
- Leander ISD will review annual demographer reports to assess growth occurring in the school district for projecting student enrollments and teacher needs.
- Leander ISD will review approved student transfers to campuses that exceed the 22:1 ratio.
- Leander ISD will plan, budget, and hire an adequate number of teachers to enhance more flexibility for growth and/or shift in student enrollments at elementary campuses once the school year begins.
- Leander ISD will review and evaluate staffing guidelines on a yearly basis to meet enrollment needs.

Classroom Sections Report
as of 10/25/21

OVER LIMIT REPORT
10/25/21

Building Name	Course Name	Staff Name	Last Entry Dt	Stu Cnt	Notes
Cypress Elementary	Attendance 03	Harris, Meridith	10/14/2021	23	NEW WAIVER
					1
Cox Elementary	Attendance 04	Holmes, Rosanna	10/13/2021	25	SEPT WAIVERS (temp released to support)
Cox Elementary	Attendance 04	Marak, Angela	08/12/2021	25	
Cox Elementary	Attendance 04	Steitz, Rachel	10/06/2021	24	
Cox Elementary	Attendance 04	Thakkar, Mukti	08/23/2021	25	
Rutledge Elementary	Attendance 03	Froelich, Samantha	10/13/2021	23	OCT LETTER
Rutledge Elementary	Attendance 03	Thomas, Jessica	08/12/2021	23	SEPT WAIVER
					2
Winkley Elementary	Attendance 01	Bronstad, Holly	08/16/2021	23	SEPT WAIVER
Winkley Elementary	Attendance 01	Huling, Natalie	08/13/2021	23	
Winkley Elementary	Attendance 04	Palacios, Alexandra	10/26/2021	23	NEW WAIVER
					3
Grandview Hills Elementary	Attendance 03	Britt, Jamie	10/04/2021	24	SEPT WAIVER
Grandview Hills Elementary	Attendance 03	Meyer, Catherine	09/14/2021	23	
					2
Parkside Elementary	Attendance 01	Churchill, Ann Marie	08/12/2021	23	SEPT WAIVER
Parkside Elementary	Attendance 01	Rourke, Megan	10/13/2021	23	LETTER
Parkside Elementary	Attendance 01	Westbrook, Leigh	10/13/2021	23	OCT LETTER
Parkside Elementary	Attendance 02	Lafevers, Misty	08/13/2021	23	SEPT WAIVER
Parkside Elementary	Attendance 03	Daulton, Madeline	10/20/2021	23	LETTER
Parkside Elementary	Attendance 03	Janda, Shannon	10/13/2021	23	LETTER
Parkside Elementary	Attendance 03	Koester, Casey	10/13/2021	23	LETTER
					7
Camacho Elementary	Attendance 04	Adams, Christopher	09/20/2021	23	OCT WAIVER
					1
Akin Elementary	Attendance KG	Don Juan, Jessica	08/12/2021	23	SEPT WAIVER
Akin Elementary	Attendance KG	Nelson, Alissa	10/15/2021	23	LETTER
Akin Elementary	Attendance KG	Vanvelzen, Lauren	10/04/2021	23	OCT LETTER
Akin Elementary	Attendance 01	Davison, Suzette	10/04/2021	24	SEPT WAIVER (temps released to support)
Akin Elementary	Attendance 01	Hendrickson, Rachel	10/13/2021	24	
Akin Elementary	Attendance 01	Richmond, Lea	09/21/2021	23	
Akin Elementary	Attendance 01	Thomas, Jo-elle	10/13/2021	23	
Akin Elementary	Attendance 01	Torres, Marie	08/23/2021	23	
Akin Elementary	Attendance 01	Nicol, Kristin	08/23/2021	23	
Akin Elementary	Attendance 02	Nicol, Kristin	08/23/2021	23	
					9

OVER LIMIT REPORT
10/25/21

Nancy Tarvin Elementary	Attendance 01	De Los Santos, Angela	10/13/2021	23	SEPT WAIVER
Nancy Tarvin Elementary	Attendance 01	Roberts, Leigh	08/17/2021	23	
					2
TOTAL WAIVERS				31	

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Consider Approval of Additional 2021-2022 School Health Advisory Committee Membership Recommendations

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Brandon Evans

Attachments: 2021-2022 School Health Advisory Committee Membership Recommendations *(to be loaded to BoardBook prior to the meeting)*

Background Information:

The attached list includes additional recommendations for the 2021-2022 School Health Advisory Committee (SHAC). According to the SHAC Bylaws, a majority of the appointed members must be persons who are parents of students enrolled in the district and who are not employed by the district. SHAC will strive to reflect the geographic, ethnic, gender and economic diversity of the district. Our recommendations for SHAC membership meet these requirements as set forth in the Bylaws.

Administrative Recommendation:

The Administration recommends that the Board of Trustees approve the additional members for the 2021-2022 Student Health Advisory Committee appointed by Board Members Aaron Johnson and Sade Fashokun.

Sample Motion:

I move that the Board of Trustees approve the additional members for the 2021-2022 Student Health Advisory Committee appointed by Board Members Aaron Johnson and Sade Fashokun.

2021-22 SHAC Members

First Name	Last Name	Position	Campus Affiliation	Appointed By	Years of Service
Melinda	Allen	Parent	Steiner Ranch, Canyon Ridge		2
Mabinty	Aluko	Parent	Stiles MS	Sade Fashokun	Newly Added
Stephani	Bercu	Parent	Leander High School		3
Holly	Brown	Parent	Canyon Ridge MS		Newly Added
Eric	Brown	Parent	Canyon Ridge MS		Newly Added
Jessica	Cance	Comm. Member		Trish Bode	3
Lynn	Cromer	Comm. Member			Newly Added
Castle	Cuevas	Parent	Deer Creek Elementary	Elexis Grimes	Newly Added
Sarah	Dasher	Parent	Bagdad Elementary		Newly Added
Katy	Dori-Roberts	Parent	Block House Elementary, Wiley MS	Anna Smith	Newly Added
Tiffany	Esteban	Parent	Camacho Elementary	Anna Smith	Newly Added
Joanna	Fontaine	Parent	Parkside ES, Stiles MS, Rouse HS	Dr. Gloria Dholakia	Newly Added
Sherry	Fulmer	Parent	Cypress Elementary		Newly Added
Desaray	Granzow	Parent	Pleasant Hill Elementary	Anna Smith	2
Rebecca	Henninger	Parent	Steiner Ranch Elementary		Newly Added
Shannon	Hicks	Parent	Henry Middle School	Christine Mauer	Newly Added
Stephanie	Holdren	Comm. Member		Dr. Gloria Dholakia	Newly Added
Haley	Hughes	Parent	Cypress Elementary, Cedar Park MS	Elexis Grimes	Newly Added
Elizabeth	Hunter	Parent	Cedar Park HS	Aaron Johnson	Newly Added
Jennifer	Jackson	Parent	Grandview, Four Points, Vandegrift	Dr. Gloria Dholakia	Newly Added
Doug	James	Parent	Cedar Park HS	Aaron Johnson	Newly Added
Alice	Keller	Comm. Member			Newly Added
Shauna	Klaus	Parent	Cox Elementary	Jim Mackay	Newly Added
Kaya	Klotzek	Parent	Cox Elementary, Henry MS		Newly Added
Tripura	Kotamraju	Parent	Rutledge Elementary		Newly Added
Melissa	Kurup	Community Member	Deer Creek Elementary	Trish Bode	Newly Added
Jennifer	Kvinta	Parent	Cedar Park MS		Newly Added
Melissa	Leijon	Parent	Grandview Elementary, Four Points MS		2
Dr. Christine	Mann	Comm. Member		Dr. Gloria Dholakia	Newly Added
Morgan	Martin	Parent	Parkside Elementary		Newly Added
Christine	Muat	Parent	Westside Elementary, Cedar Park HS		Newly Added
Susan	Oberg	Parent	CPHS, CPMS, Naumann	Elexis Grimes	Newly Added
Aileen	Odom	Parent	Cypress Elementary		Newly Added
Karen	Orth	Parent	Four Points MS, Vandegrift HS		Newly Added
Cara	Owen	Parent	Mason Elementary		3
Genessa	Pagluica	Parent		Aaron Johnson	Newly Added
Kim	Parker	Parent	Akin Elementary		Newly Added
Rachel	Pereyra	Parent	Danielson MS		Newly Added
Lori	Post	Parent	Tarvin Elementary	Anna Smith	Newly Added
Gerald	Prater	Parent	Leander High School	Aaron Johnson	Newly Added
Sean	Reque	Parent	Cox Elementary, Henry MS		Newly Added
Blair	Rincones	Parent	Naumann Elementary	Elexis Grimes	Newly Added

First Name	Last Name	Position	Campus Affiliation	Appointed By	Years of Service
Francesca	Romans	Parent	Whitestone Elementary, Leander HS	Christine Mauer	Newly Added
Jennifer	Ross	Parent	Reed Elementary		Newly Added
Rachel	Sanches	Parent	Plain Elementary		Newly Added
Addiana	Sassman	Parent	Whitestone Elementary, Leander MS	Christine Mauer	Newly Added
Kathryn	Schaffer	Parent	Knowles Elementary	Christine Mauer	Newly Added
Dianna	Schisser	Parent	Glenn High School	Dr. Gloria Dholakia	Newly Added
Miki	Schmeisser	Comm. Member		Elexis Grimes	Newly Added
Molly	Segrets	Parent	Rouse High School	Christine Mauer	Newly Added
Niloo	Shafagh	Parent	Nauman Elementary & Cedar Park HS		Newly Added
Jina	Sorenson	Parent	Akin Elementary		Newly Added
Kara	Trissel	Parent	Deer Creek Elementary		Newly Added
Sally	Twellman	Parent	Westside Elementary	Sade Fashokun	Newly Added
Jamie	Welch	Parent	Block House Creek Elementary		Newly Added
Somer	Welch	Parent	Rouse High School	Aaron Johnson	Newly Added
Membership breakdown					
Parents=49					
Community=7					
Total = 56					
District Staff					
First Name	Last Name	Role/Title	Title		
Jennifer	Collins	District	Curriculum		
Bryan	Miller	District	Sr. Director of Student Support Services		
Brandon	Evans	District	SHAC Facilitator		
Steve	Clark	District	Director of Counseling		
Mary Ann	Kluga	District	SFST Coordinator		
Upenda	Sibley	District	Director of Child Nutrition		
KB	DeBord	District	Assistant Director of Athletics		
Cristin	Wicketts	District	District Nurse		
Tracie	Montanio	Campus	Larkspur Elementary Principal		
Shelley	Roberts	Campus	River Ridge Elementary Principal		
Steve	Crawford	Campus	Four Points Middle School Principal		
Jackie	O'Bryant	Campus	Running Brushy MS Teacher		
Rachelle	Thrash	Campus	Larkspur Elementary Teacher		
Clay	Currier	Campus	New Hope High School Principal		
Membership breakdown					
District= 8					
Campus=6					
Total = 14					

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Consider Approval of the 2021 Capital Area Regional Day School Program for the Deaf Shared Services Agreement

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Kimberly Waltmon

Attachments: 2021 Capital Area Regional Day School Program for the Deaf Shared Services Agreement

Background Information:

The Capital Area Regional Day School Program for the Deaf (CARDSPD) provides educational experiences, comprehensive services and expertise for students ages three to 21 who are deaf/hard of hearing. The program is located in Round Rock ISD and supports surrounding districts within the northern half of ESC Region 13.

Leander ISD's Special Education Dept. partners with CARDSPD to provide services to students who require the use of sign language to access instruction and/or demonstrate the need for intensive language interventions and daily services that only a certified Deaf Education Teacher can provide through an ARD committee determination. LISD currently has four students attending the cluster sites and have had as many as ten students in the past.

CARDSPD reviews the Shared Services Agreement (SSA) on an annual basis and updates only when there are changes needed. This is the first update to the SSA in eight years due to policy changes. Membership from LEAs is considered ongoing unless notified in writing prior to Jan. 1st of the fiscal year in which a district would like to withdraw membership (section 2.3). Board approval of the new SSA is requested at the November 4, 2021 meeting to continue services.

Administrative Recommendation:

I move to accept the 2021 Capital Area Regional Day School Program for the Deaf Shared Services Agreement as presented.

Sample Motion:

I move to accept the 2021 Capital Area Regional Day School Program for the Deaf Shared Services Agreement as presented.



Capital Area Regional Day School Program for the Deaf

Shared Services Arrangement
between
Round Rock Independent School District
and

Bartlett Independent School District, Coupland Independent School District,
Granger Independent School District, Taylor Independent School District,
Thrall Independent School District, Burnet Consolidated Independent School District,
Eanes Independent School District, Florence Independent School District,
Georgetown Independent School District, Hutto Independent School District,
Jarrell Independent School District, Lago Vista Independent School District,
Lake Travis Independent School District, Leander Independent School District,
Liberty Hill Independent School District, Manor Independent School District,
Marble Falls Independent School District, Pflugerville Independent School District,
and Llano Independent School District

WHEREAS, the Texas Legislature and Texas Education Agency have determined that school districts may enter into a Shared Service Arrangement (SSA) to jointly operate a specific education program; and

WHEREAS, Round Rock Independent School District, Bartlett Independent School District, Coupland Independent School District, Granger Independent School District, Taylor Independent School District, Thrall Independent School District, Burnet Consolidated Independent School District, Eanes Independent School District, Florence Independent School District, Georgetown Independent School District, Hutto Independent School District, Jarrell Independent School District, Lago Vista Independent School District, Lake Travis Independent School District, Leander Independent School District, Liberty Hill Independent School District, Manor Independent School District, Marble Falls Independent School District, Pflugerville Independent School District, and Llano Independent School District shall agree to enter into a Shared Service Arrangement to be known as the Capital Area Regional Day School Program for the Deaf (Capital Area RDSPD) and shall agree to cooperatively provide educational services to students from 0-22 years of age who meet the conditions for eligibility as Auditory Impaired or Deaf/Hard of Hearing and who are placed in the RDSPD by an ARD/IEP committee. The following shall be agreed upon:

TERMINOLOGY

Students who meet the state eligibility requirements for “Auditory Impaired” will be

referred to in this agreement as “Deaf/Hard of Hearing.” For purposes of this SSA, the term “Auditory Impaired” is synonymous with “Deaf/Hard of Hearing.”

1.0 PURPOSE OF THE SHARED SERVICE ARRANGEMENT

The Capital Area SSA shall enable member districts to provide a quality educational program with the necessary supportive and supervisory services for students who meet the conditions for eligibility as Deaf/Hard of Hearing as defined by state and federal law. Educational alternatives available shall range from general education with supportive services to full-day specialized classes. Additional services shall include: inclusion support services, speech therapy, audiology services, counseling services, and educational diagnostic services and other services as determined by an Admission, Review, and Dismissal (ARD) Committee. Each student is placed in the least restrictive instructional arrangement best suited to meet the individual need, as determined by an ARD committee meeting. The Capital Area SSA shall follow the rules and regulations developed by the Texas Education Agency (TEA) regarding educational services for students 0-22 years of age who meet the conditions for eligibility as Deaf/Hard of Hearing.

2.0 MEMBERSHIP IN THE SHARED SERVICE ARRANGEMENT

The Capital Area SSA shall be composed of Round Rock Independent School District, Bartlett Independent School District, Coupland Independent School District, Granger Independent School District, Taylor Independent School District, Thrall Independent School District, Burnet Consolidated Independent School District, Eanes Independent School District, Florence Independent School District, Georgetown Independent School District, Hutto Independent School District, Jarrell Independent School District, Lago Vista Independent School District, Lake Travis Independent School District, Leander Independent School District, Liberty Hill Independent School District, Manor Independent School District, Marble Falls Independent School District, Pflugerville Independent School District, and Llano Independent School District.

2.1 Non-Member Participation in the Shared Service Arrangement

Non-member school districts having a student who meets the conditions for eligibility as Deaf/Hard of Hearing may request services from the Capital Area SSA, if desired. The request for placement consideration shall be made in writing to the Capital Area SSA Management Board chairperson or designee for the purpose of presenting and clarifying information regarding the specific needs of the student(s) being considered for Capital Area SSA services. Acceptance shall be contingent upon the availability of the Capital Area SSA to provide a free, appropriate education with the necessary support service(s) to the student. Acceptance shall also be contingent on the non-member entering into an Interlocal Agreement with Capital Area Regional Day School for the Deaf.

Non-member districts will be charged the same annual fee per student

(determined by the counts on the December 1st Snapshot and the 3rd Friday in January after Winter Break (PEIMS Fall Resubmission Date), as is required of member districts. Included in the rate calculations will be type of service needed, employment of additional staff, student transportation costs, staff travel costs, and any additional costs incurred.

The non-member district will also pay an additional 10% of the member districts' annual fee per student as an administrative fee, plus an amount equal to the Average Daily Attendance (ADA) generated by the student in the non-member home district.

Rates for non-member students and non-member administrative fees will be approved by the fiscal agent, and non-member districts will be informed of such rates prior to the beginning of any service. The fiscal agent will invoice the non-member for services. Payment shall be made to the fiscal agent.

The placement of non-member students shall be reviewed by the ARD committee at any time deemed appropriate and/or necessary. Continued delivery of services to students who are members of the RDSPD SSA will take precedence over non-member district students.

Non-member districts will be solely liable for any and all costs associated with their residentially placed students.

This agreement does not include the provision of interpreter services for a non-member student in any non-instructional program or any extracurricular activity.

2.2 New Members Participation in the Shared Service Arrangement

Any independent school district seeking membership in the Capital Area SSA shall make a written request for membership to the Management Board. Acceptance of membership will be contingent upon the Management Board approval by a majority vote and an agreement by the new member to the terms of this agreement. Written requests must be made no later than January 1 of the current school year.

2.3 Withdrawal from the Shared Service Arrangement

Member districts that want to withdraw from the Capital Area SSA shall inform the Management Board in writing of their intention by January 1st of the last fiscal year they intend to remain a member. A withdrawing district will not be entitled to any carryover funds.

2.4 Non-Member Charter School Participation in Shared Services Agreement

Charter Schools are not eligible for membership in the Shared Services Agreement. As a non-member, any Charter School who has a student who meets

the conditions for eligibility as Deaf/Hard of Hearing may request services from the Capital Area SSA, if desired. The request of placement consideration should be made in writing to the Management Board chairperson or designee for the purpose of presenting and clarifying information regarding the specific needs of the student(s) being considered for Capital Area SSA services. Acceptance shall be contingent upon the availability of the Capital Area SSA to provide a free, appropriate education with the necessary support service(s) to the student. Acceptance shall also be contingent on the non-member entering into an Interlocal Agreement with Capital Area Regional Day School for the Deaf.

Charter Schools will be charged in accordance with non-member rates with the exception of consultation fees, which will be charged at a slightly higher rate in accordance with the fee schedule approved by the fiscal agent for non-member students, non-member administrative fees and Charter Schools.

3.0 GOVERNANCE OF THE CAPITAL AREA REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF AND APPOINTMENT OF FISCAL AGENT

The Capital Area SSA shall be governed by the Management Board and directly administered by the fiscal agent district. The Management Board shall be comprised of the Special Education Directors of the member school districts. The policies and procedures shall be established, implemented, and approved by the Management Board. The Board of Trustees of each member district must approve the Capital Area SSA. Round Rock Independent School District (RRISD) shall serve as fiscal agent and program administrator of the Capital Area SSA. The fiscal agent district shall be accredited and provide services for students who meet the conditions for eligibility as Deaf/Hard of Hearing from infants through high school (0-22 years of age).

3.1 The Shared Service Arrangement Management Board Schedule of Meetings

The Management Board shall meet at least annually to review the SSA and to consider matters pertaining to local, state, and federal laws and rules and Capital Area SSA guidelines, programs, and procedures. The fiscal agent shall be responsible for implementation of Capital Area SSA procedures and the day-to-day management of the RDSPD.

3.2 Chairperson of the Management Board

The chairperson of the Management Board shall be the Director for Special Education of the fiscal agent district. The chairperson or designee shall preside over and call meetings upon the request of any board member. The RDSPD Supervisor shall be responsible for establishing a convenient meeting date, place, and time and shall notify all board members at least five (5) working days in advance. The Capital Area RDSPD Supervisor's administrative assistant shall serve as secretary of the Capital Area SSA Management Board meetings and will be responsible for the preparation of all minutes of the meetings. The Board shall establish committees, if needed. Emergency meetings may be held as necessary.

The chairperson or designee may conduct telephone polls if an urgent matter precludes members convening. A majority vote of the Directors of the member districts (or their designated representatives) in attendance at a meeting will constitute action by the Board.

4.0 ADMINISTRATIVE RESPONSIBILITIES OF THE CAPITAL AREA RDSPD

The fiscal agent district shall function as an agent for and on behalf of all member districts and shall:

- a. Administer the program on a day-to-day basis in accordance with the policies of the Capital Area SSA;
- b. Prepare the Standard Application/Budget system and disburse program funds;
- c. Be responsible for program personnel and instructional services;
- d. Maintain all Capital Area SSA records; and
- e. Perform any other such responsibilities normally associated with program administration

5.0 RESPONSIBILITIES OF THE LOCAL EDUCATION AGENCY

5.1 Provision of Space

The fiscal agent shall provide suitable and sufficient classroom space to accommodate the needs of students and staff. Office space for support personnel shall also be provided.

5.2 Referral Procedures

The Local Education Agency (LEA) refers to the member or non-member school district participating in the Capital Area SSA. Each LEA shall be responsible for following referral procedures as outlined in the State Board of Education (SBOE) rules. The LEA shall conduct ARD/IEP committee meetings considering the eligibility and educational needs of students from its district who meet the conditions for eligibility as Deaf/Hard of Hearing. A representative of the Capital Area SSA shall be represented at the ARD Committee meetings required by this paragraph.

5.3 Transportation

Each Capital Area SSA member district shall assume responsibility for transporting eligible participating students between the student's residence and the program site location.

6.0 FISCAL MANAGEMENT

6.1 Application for Funding

The fiscal agent district shall prepare the application for funding and program approval and submit it for review and approval in accordance with guidelines established by the Texas Education Agency. The Capital Area SSA program shall be funded with Regional Day School funds to the maximum extent possible. Applications shall be reviewed by the Management Board to establish priorities for expenditure of available funds and to facilitate active participation in the process to ensure efficient and effective programming for participating students who meet the conditions for eligibility as Deaf/Hard of Hearing. Application amendments shall be necessary from time to time as priorities for the Capital Area SSA program and students change. The Management Board shall approve amendments prior to submission to the Texas Education Agency. The fiscal agent will submit amendments as needed. Amendments will be presented at scheduled Management Board meetings. The program budget application shall be submitted to the Texas Education Agency for approval. The budget shall be prepared and administered in accordance with state law and TEA guidelines.

6.2 Tuition and Billing

Each LEA shall contribute a per-pupil tuition fee to offset expenditures that exceed all total state and federal allocations. The per-pupil tuition fee shall be calculated with consideration of the shortfall amount, overall operating budget, and the number of students enrolled in the Capital Area SSA as of a December 1st snapshot. Member LEAs will be invoiced prior to April 1st of each year with a set student tuition rate for each student (age 0-22) receiving direct services from Capital Area RDSPD, and a separate rate for each student receiving consult services (ages 3-22). Additionally, for students receiving services at a cluster site campus in RRISD, a small percentage will be added as an indirect fee to help offset support provided by RRISD staff and facilities usage incurred by the fiscal agent and cluster site host.

Member LEAs will have an opportunity to update and correct student data information that may impact student invoicing to a member district between December 1st and the end of the 3rd Friday in January after Winter Break (PEIMS Fall Resubmission Date). During this period, LEAs who have enrolled RDSPD students will have the opportunity to make corrections to the Capital Area RDSPD database, as well as their PEIMS submission. Member districts failing to update student data information by the date set forth herein will be required to submit payment as invoiced.

During this same time period from December 1st through the end of the 3rd Friday in January after Winter Break (PEIMS Fall Resubmission Date), invoicing may be modified based upon the following:

- If a Capital Area RDSPD SSA eligible student moves from one Capital Area RDSPD SSA LEA to another Capital Area RDSPD SSA LEA, then each district shall pay half of the tuition (i.e., both districts will be invoiced for half of the year each).
- If a Capital Area RDSPD SSA eligible student moves out of a Capital Area RDSPD SSA LEA, the LEA where the student was served for half the year shall pay half of the tuition for that year.
- If a Capital Area RDSPD SSA eligible student transfers into a Capital Area RDSPD SSA LEA from outside of a Capital Area RDSPD SSA LEA, the receiving district would be charged half of the tuition for the remainder of the school year.

This applies to infants, itinerant school-age, and cluster served students.

6.3 Shared Service Arrangement Budget Shortfall

In the event that uncontrollable costs are incurred by the Capital Area RDSPD, member districts will be notified in writing by April 1st of the fiscal year regarding the unexpected and unplanned costs to be charged back to member districts and the maximum total of their estimated shared costs.

6.4 Legal Responsibility

Each member and non-member school district shall negotiate and be solely responsible for legal fees due to complaints, grievances, or litigation concerning programming brought by resident students or parents who reside within member and non-member districts. The Capital Area SSA will work collaboratively with member and non-member LEAs toward resolution of any disagreement.

Expenditures incurred with relation to grievances, lawsuits, or any other legal action pertaining to the SSA filed by RDSPD employees shall be the responsibility of the fiscal agent.

6.5 LEA Responsibility for Outside Contracts

The LEAs' boards of education shall maintain ultimate responsibility for the education of students within their districts. Each member district shall negotiate and be solely responsible for payment of individual contracts with non-public schools, governmental agencies, residential placements, or other school districts for the provision of special education and related services to individual students

who meet the conditions for eligibility as Deaf/Hard of Hearing residing in the member district. If such contracts become necessary in order for a member district to provide its resident student with a free appropriate public education in accordance with applicable federal and state laws, costs resulting from litigation and/or residential placement shall be the responsibility of the local member district.

6.6 Budget for Personnel Salaries

The fiscal agent shall budget Capital Area SSA personnel salaries and fringe benefits in accordance with schedules and guidelines for other fiscal agent employees.

6.7 Budget for Materials, Supplies, and Contracted Services

The fiscal agent shall purchase all materials, supplies, and contract services through the established system in place for the district. All non-consumable supplies purchased with Capital Area SSA funds shall be identified as property of the Capital Area SSA. The non-consumable materials and supplies shall be distributed to Capital Area SSA personnel, students, and parents on a checkout basis. Furniture and equipment belonging to the Capital Area SSA will be tagged and inventoried as such in accordance with the current practices of the fiscal agent district. Damage to or loss of Capital Area SSA property shall be borne by all member districts collectively.

6.8 Budget for Evaluation Services for Students

The fiscal agent shall budget funds in accordance with the Texas Education Agency, Division of Services for the Deaf, and State Board Of Education rules. The budget shall provide for needed evaluation services to Capital Area SSA students. The Capital Area SSA may provide and/or contract for such services as appropriate. The ARD/ IEP committee shall determine the need for evaluation. For other requirements, refer to paragraph 9.4.

6.9 Travel

Itinerant personnel shall be reimbursed for travel in accordance with policies established by the fiscal agent district for other employees. Travel for inservice and training will be budgeted and made available by the fiscal agent as deemed appropriate and within the guidelines established by the Management Board.

6.10 Personnel Calendars

Program personnel and students adhere to the calendars of the fiscal agent district. Decisions regarding an itinerant teacher's calendar will be made by the RDSPD Supervisor. The decisions will be based on student need, teacher caseload, and the

LEA's calendar.

7.0 Maintenance of Financial Records

The fiscal agent shall maintain financial records in accordance with the fiscal agent and Texas Education Agency policies and procedures.

8.0 PERSONNEL MANAGEMENT

8.1 Employment

The Capital Area SSA fiscal agent shall receive applications for employment from potential employees. Applicants will be screened, employed, and, if necessary, terminated in accordance with fiscal agent district policies. Employment will be in accordance with TEA guidelines. Capital Area SSA personnel are employed by the fiscal agent and are subject to its policies.

8.2 Job Descriptions

Job descriptions for Capital Area SSA positions will designate requirements to qualify for the position and the duties to be performed by the individual serving in each respective position.

8.3 Program Supervisor

The RDSPD Supervisor for the Capital Area SSA program shall be selected and hired by the fiscal agent district. The Supervisor shall be responsible to the Director for Special Education of the fiscal agent district.

8.4 Staff Assignments

Capital Area SSA staff shall be assigned duties at sites deemed appropriate by the RDSPD Supervisor in coordination with the Director for Special Education of the fiscal agent district. Personnel assigned to campuses shall be an integral part of the campus faculty and shall be responsible to the campus principals for administrative matters within that building and shall perform those duties assigned as long as they do not interfere with the primary mission of the Capital Area SSA. Clarification of role assignments shall be made jointly by the campus principal, the fiscal agent, Director for Special Education, and the RDSPD Supervisor.

9.0 STUDENTS

9.1 Reporting of PEIMS

Students who attend a centralized program/cluster site will not be considered transfer students. The fiscal agent will report PEIMS data to TEA on all cluster site based students. Students who are receiving consult, itinerant, or infant (0-2) services in their local member district LEA will be reported by that member district. Each member district where the student resides shall be responsible for submitting a PEIMS 011 Record to TEA consistent with TEA requirements. Each member district where a student attends school will prepare all required PEIMS student data reports on the 163 Record for students receiving Capital Area SSA services. In the event a member district fails to submit accurate PEIMS student data on the 163 Record for a student who has been served by the Capital Area RDSPD SSA, it is agreed and understood that each such member district will contribute toward the financial deficit resulting from such failure and will pay the amount of lost funding that the non-reported students would have generated. The additional costs will be calculated by the Capital Area SSA and invoiced to the member district in the spring, in addition to the annual per-pupil tuition fee charges for the member district's student(s).

What services are students receiving?	Who is responsible for reporting PEIMS?
Daily RDSPD services at cluster site in RRISD	RDSPD Fiscal Agent
Weekly RDSPD itinerant services in home district	Member LEA
Consult DHH services in home district	Member LEA
Infant services (0 to 2 years of age)	Member LEA

Capital Area RDSPD will share updated student rosters with each LEA prior to the October PEIMS submission date to confirm enrollment and student services.

During the period between PEIMS October snapshot and the 3rd Friday in January after Winter Break, PEIMS corrections should be completed through the PEIMS Fall Resubmission process as outlined by TEA. Capital Area RDSPD will share updated student rosters with each member LEA prior to the PEIMS resubmission date in January to confirm enrollment and student services.

9.2 New Student Referral Process

If a student is new to the LEA and has received services in another SSA or LEA, the LEA representative shall contact the Capital Area SSA to attend an ARD/IEP Committee meeting to consider appropriate services and/or referral to the RDSPD. Data collected by the designated LEA representative for presentation during the referral process may include, but is not limited to:

- a. The student's current educational status (attendance records, grades, achievement data, and classroom observation);
- b. Previous educational efforts and strategies and the results of those efforts;
- c. Information reported or provided by parents;
- d. Eligibility reports to consider if the student meets the conditions for eligibility as Deaf/Hard of Hearing, including:
 1. An otological examination performed by an otologist, specifying the type and severity of the hearing loss;
 2. An audiological evaluation by a certified audiologist which includes a description of the hearing loss and the educational implications for the student's listening skills in a variety of circumstances with or without recommended amplification;
 3. A communication assessment that includes a description of the student's strengths and weaknesses in a variety of communication modes.

The LEA ARD committee shall review the collected data. The LEA shall be financially responsible for the assessments that must be obtained during the referral process. The LEA representative shall be responsible for the collection of data during the referral process and participation in ARD/IEP committee decisions. The LEA representative shall serve as the contact person between the LEA and the Capital Area SSA in regard to the student's educational program.

9.3 Referral of Students 0-2 Years of Age to The Cooperative

When the LEA is considering an infant, ages 0-2, a referral shall be made to the local ECI program(s). The LEA representative is responsible for working with the local ECI program(s) in the collection of data for the referral process, and participation in the Individual Family Service Plan (IFSP) committee meeting. If the ECI program(s) determine(s) that the child is Deaf/Hard of Hearing, the LEA will contact the fiscal agent RDSPD Supervisor to assist in determining services.

9.4 Student Appraisals

In accordance with guidelines established by the Texas Education Agency, all students of the Capital Area SSA Program shall be provided with pupil appraisal, diagnostic, and evaluation procedures for eligibility. The fiscal agent shall arrange for pupil appraisal services for the Capital Area SSA students in combination with services available from member districts and through contracted appraisal services with community agencies. Itinerant student appraisals will be performed

by the student's LEA with the exception of appraisals needed for Deaf/Hard of Hearing eligibility.

9.5 Contracted Services

The fiscal agent shall negotiate contractual agreements to provide:

- a. Pupil appraisal services not available within the Capital Area SSA;
- b. Inservice training to Capital Area SSA personnel; and
- c. Educational services not available within the Capital Area SSA.

The RDSPD Supervisor shall make recommendations of needed services to the Director of Special Education of the fiscal agent.

9.6 The Admission, Review, and Dismissal (ARD) Committee

The ARD/IEP committee shall follow procedures as outlined by the Texas Education Agency in the State Board of Education Rules for Special Education Services. When considering a student for placement in the Capital Area SSA, the membership of the committee shall include:

- a. The home district LEA representative for administration;
- b. The Capital Area SSA representative;
- c. The student's parent and/or the student, when appropriate; and
- d. The student's general education teacher.

The ARD/IEP committee membership shall include any other person(s) necessary to meet the requirements set forth in local, state, and federal rules and regulations governing special education. An ARD/IEP committee shall make all decisions regarding the individual education program of a student. The Capital Area SSA is responsible for contacting the ARD/IEP members, the LEA, and the parent if there is a necessity for an ARD. The admission, review, and dismissal of a student to or from the Capital Area SSA shall proceed according to an orderly process where, upon initial admission, the individual educational plan shall be reviewed. Placement shall be reviewed at least annually. The student's eligibility for services within the Capital Area SSA shall be reevaluated at least every three years until a student is no longer eligible for such services according to the SBOE rules.

The LEA shall maintain a state eligibility folder for each student placed in the Capital Area SSA according to the local, state, and federal rules and regulations

governing special education. The LEA and the Capital Area SSA shall assist each other in maintaining the state eligibility folders by sharing duplicates of any new records, assessment reports, or information concerning each student who meets the conditions for eligibility as Deaf/Hard of Hearing. The Capital Area SSA shall maintain a duplicate state eligibility folder for each student served.

9.7 Behavior and Disciplinary Procedures

Students are subject to the campus and district's student code of conduct unless otherwise stated in the student's ARD/IEP. Placement in a more restrictive environment is limited by local, state, and federal rules and regulations governing special education. The RDSPD Supervisor shall be notified by the campus administrator prior to any such action concerning a student who meets the conditions for eligibility as Deaf/Hard of Hearing and who participates in the Capital Area SSA.

10.0 INSTRUCTIONAL PROGRAM

10.1 Communication Philosophy

The Capital Area SSA recognizes the fundamental importance of the development of age-appropriate communication and language skills for a child's academic, social, cognitive, and linguistic development, as well as mental and physical well-being. The program provides students with communication assessment, communication access, and communication development for rich opportunities to exchange thoughts, opinions, and information. Communication strategies may include listening and spoken language, signed English language, speech reading, audition, reading, writing, fingerspelling, gesture, and body language. Students who utilize American Sign Language as a first language are instructed through simultaneous communication, utilizing signed English language for literacy development, with conceptual/ASL sign support to enhance comprehension.

10.2 Curricula

The basic curriculum adopted by the State of Texas requires all Texas schools to teach the same content developed for major subject areas to all students; the Texas Essential Knowledge and Skills. Students who are Deaf/Hard of Hearing may require a unique curriculum; however, the majority of students who are Deaf/Hard of Hearing should access the state-mandated curriculum (with accommodations and/or modifications as appropriate). Supplementary instruction is provided with focus on the areas of language, audition, and communication. The SSA parent-infant program primarily makes use of the "SKI*HI" curriculum for infants who are Deaf/Hard of Hearing and their parents. RDSPD teachers work collaboratively with local ECI programs to coordinate services to these

families.

Instruction for students ages 3-5 who are eligible for Early Childhood Special Education services will be based on individual needs in the areas of language development, auditory skills, pre-literacy, and/or pre-academic development.

10.3 Educational Services

The Capital Area SSA provides educational services to children who are Deaf/Hard of Hearing along a continuum, ranging from general education with support services to self-contained classes. Support services shall be provided on a needs basis, and shall include, but not be limited to:

- | | |
|---------------------------------|--------------------------------------|
| *Pupil Appraisal | *Special Transportation Arrangements |
| *Auditory Training | *Parent Education |
| *Speech and Language Assistance | *Public Awareness of Deafness |
| *Itinerant Teachers | *Program Evaluation |
| *Resource Facilities | *Staff Training |
| *Student Counseling | *Program Supervision |
| *Hearing Assistive Technology | *Consultative Services |
| *Interpreting Services | |

10.4 Related Services

Related Services shall be provided in accordance with local, state, and federal rules and regulations governing special education. The ARD committee shall determine student needs and appropriate related services.

11.0 PROGRAM REVIEW

The Capital Area SSA may be evaluated annually and program goals, strategies, and services shall be adjusted accordingly. An outside agency may be selected by the Capital Area SSA Management Board to perform a program evaluation on a contractual basis when deemed necessary.

The RDSPD Program Review is a multi-phase continuous improvement process designed to assist the growth of the RDSPD. It is conducted by the program and supported by a team of individuals who are familiar with the operations of an RDSPD. These individuals, called peer reviewers, provide support by analyzing data, reviewing procedures, and using that information to provide considerations for areas to target as the program develops its action plan for continuous improvement.

The Program Review assesses the program excellence indicators mandated by Texas Education Code Section 29.313, which are aligned with the essential principles for effective education of students who are deaf or hard of hearing. These principles are described in detail in *Optimizing Outcomes for Students who are Deaf or Hard of*

Hearing: Educational Service Guidelines (NASDSE, 2018).

The RDSPD Program Review process is conducted in multiple phases over four years, and feedback from completed reviews shall be used to support continued improvement of program operations.

12.0 EFFECTIVE DATE, RENEWAL, AMENDMENT, AND DISSOLUTION OF THE SHARED SERVICE ARRANGEMENT

12.1 Effective Date

This Capital Area Shared Service Arrangement shall be effective beginning with the 2021-22 school year.

12.2 Renewal

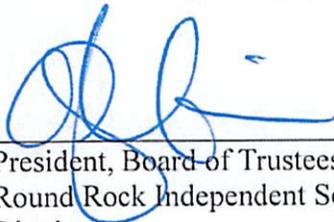
This Capital Area Shared Service Arrangement shall automatically renew annually and shall remain in effect until the parties agree to end it or modify it by amendment.

12.3 Amendment

This Capital Area Shared Service Arrangement shall be amended periodically as determined by the Management Board.

12.4 Dissolution

This Capital Area Shared Service Arrangement shall remain in effect until dissolved by the member districts. All assets remain the property of the fiscal agent regardless of members withdrawing their membership.



President, Board of Trustees
Round Rock Independent School
District

9/18/21

Date

President, Board of Trustees
Bartlett Independent School
District

Date

President, Board of Trustees
Coupland Independent School
District

Date

President, Board of Trustees
Granger Independent School
District

Date

President, Board of Trustees
Taylor Independent School
District

Date

President, Board of Trustees
Thrall Independent School
District

Date

President, Board of Trustees
Burnet Consolidated Independent School
District

Date

President, Board of Trustees
Eanes Independent School
District

Date

President, Board of Trustees
Florence Independent School
District

Date

President, Board of Trustees
Georgetown Independent School
District

Date

President, Board of Trustees
Hutto Independent School
District

Date

President, Board of Trustees
Jarrell Independent School
District

Date

President, Board of Trustees
Lago Vista Independent School
District

Date

President, Board of Trustees
Lake Travis Independent School
District

Date

President, Board of Trustees
Leander Independent School
District

Date

President, Board of Trustees
Liberty Hill Independent School
District

Date

President, Board of Trustees
Manor Independent School
District

Date

President, Board of Trustees
Marble Falls Independent School
District

Date

President, Board of Trustees
Pflugerville Independent School
District

Date

President, Board of Trustees
Llano Independent School
District

Date



Superintendent's Report

November 04, 2021

|

Board of Trustees Meeting

Congratulations

**CEDAR PARK, ROUSE, AND
LEANDER HIGH SCHOOL**



COVID Update

YELLOW RESPONSE STAGE

Austin Public Health

Dropped to Stage 3.

No Classes Remote

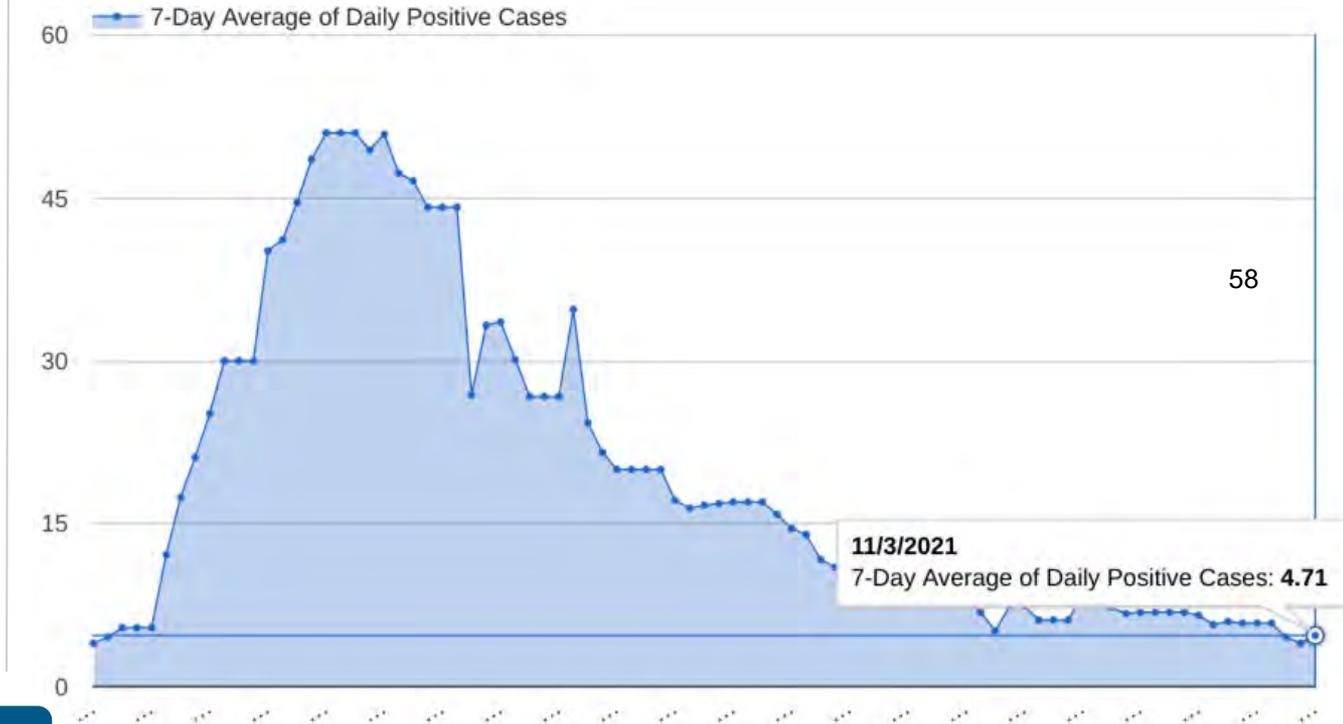
We have zero classrooms in remote conferencing. Last class returned on 10/5/21.

Vaccine Ages 5-12

Emergency use authorization for ages 5-12 vaccine approved this week.



www.leanderisd.org/covid19



2021-22 Enrollment

	2021-22			
Pre-K	997 (+18)			
Kindergarten	2,683 (+1)			
Remote Students	1,311 (-21)			
		2020-21	Budget*	PASA
District	41,847 (-4)	41,847 / 40,736 (103%)	41,744 / 41,749 (100%)	41,847 / 43,951 (95%)

59

Green/Red numbers indicate the growth/decline of the data point since the last Superintendent’s Report on Oct. 21, 2021. The percentages show how current enrollment compares to the corresponding data point.

Updated: Nov. 3 2021

*The budgeted number includes all remote learning students as if they qualify for full funding. Previous versions of this data point included students who do not qualify for funding but receive special services in our district.

2021-22 Attendance

Districtwide Attendance

Displaying a districtwide attendance percentage in this report.

Low Attendance Around Election Day

Please note the attendance rates for this week as we will be making calendar decisions soon and using Election Day as a non-instructional day is relatively new.

10/15	94.2%	10/26	93.8%
10/18	94.7%	10/27	95.2%
10/19	95.5%	10/28	95.8%
10/20	95.3%	10/29	94.5%
10/21	95.4%	11/1	91.8%
10/22	94.3%	11/3	90.2%
10/25	94.4%		



BOND ELECTION

2021 LEANDER ISD

For / Against	Proposition A	Proposition B	Proposition C	
Travis County	3,395 (47.8%) / 3,709 (52.2%)	3,573 (50.3%) / 3,526 (49.7%)	3,306 (46.7%) / 3,776 (53.3%)	61
Williamson County	6,476 (50.4%) / 6,377 (49.6%)	6,810 (53%) / 6,052 (47%)	6,276 (48.9%) / 6,571 (51.2%)	
Total	9,871 (49.5%) / 10,086 (50.5%)	10,383 (52.0%) / 9,578 (48%)	9,582 (48.1%) / 10,347 (51.9%)	

Upcoming Events

	Date	Notes
Maintenance Appreciation Week	November 1 - 5	Help us recognize our phenomenal maintenance crews.
Veterans Day	November 11	Schools celebrate our nation's Veterans, learn about their sacrifice. 62
Thanksgiving Break	November 22 - 26	All schools and offices closed.
SRO Appreciation Week	December 6 - 10	Help us recognize our School Resource Officers from Cedar Park and Leander police departments and the Travis County Sheriff's Department.
Winter Break	December 20 - January 3	Students have a half day on December 17. Staff return on January 2.

LEANDER ISD

Leader in Me
Lighthouse
School



Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item:	Counseling Services Update	
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Administrator Responsible:	Chrysta Carlin & Steve Clark	
Attachments:	Counseling Services Update Pres	

Background Information:

The Counseling Services Team consists of campus counselors as well as licensed clinical social workers and licensed professional counselors who are members of the Student and Family Support Team (SFST). The team is essential in supporting the whole child and creating a unique student experience.

The Counseling Services Team provides a comprehensive counseling program outlined by the Texas Model and the American School Counselor Association. In addition, the team members also assist with the implementation of the Second Step resources on the elementary campuses and work with our secondary students to discover pathways of interest.

The SFST team partners with students and families to provide mental health and wellness support. This presentation will provide an overview of the counseling services including recommendations from the School Health Advisory Council.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Counseling Services Update

November 4, 2021

Purpose

The purpose of this presentation is to provide the Board an overview of counseling services including the 2021 School Health Advisory Council (SHAC) recommendations.

66

Counseling Services 5 Year Plan - Goals

Increase elementary counselor staffing with the intent to provide similar staffing ratios between elementary and secondary campuses.

67

Increase access to free/low-cost mental health support for students and families.

Increase proactive and preventative behavioral and emotional support services for early identified students.

2021 SHAC Subcommittee Recommendations

Increase elementary counselor staffing with the intent to provide similar staffing ratios between elementary and secondary campuses.

Increase access to free/low-cost mental health support for students and families.

Increase proactive and preventative behavioral and emotional support services for early identified students.

68

Increase efforts to engage students and community members around efforts to prevent youth suicide.

Increase frequency of staff training around warning signs and risk factors for youth suicide.

Provide opportunities for families and staff to prepare for the reopening of full time in person school.

Counseling Ratios

Level	Students	Counselors	Ratio
PK-12	41,657	100	416.57
Elementary	18,250	36.5	500
Middle School	9,867	24.25	406.89
High School	13,499	38.25	352.92

69

Enrollment as of September 29, 2021

Two additional elementary counselors shared between Plain/Larkspur and Akin/Whitestone added for the 2021-2022 school year and virtual counselor shared K-12

SB 179

Requires a school counselor to spend at least 80 percent of total work time on duties that are components of a counseling program developed under Section 33.005

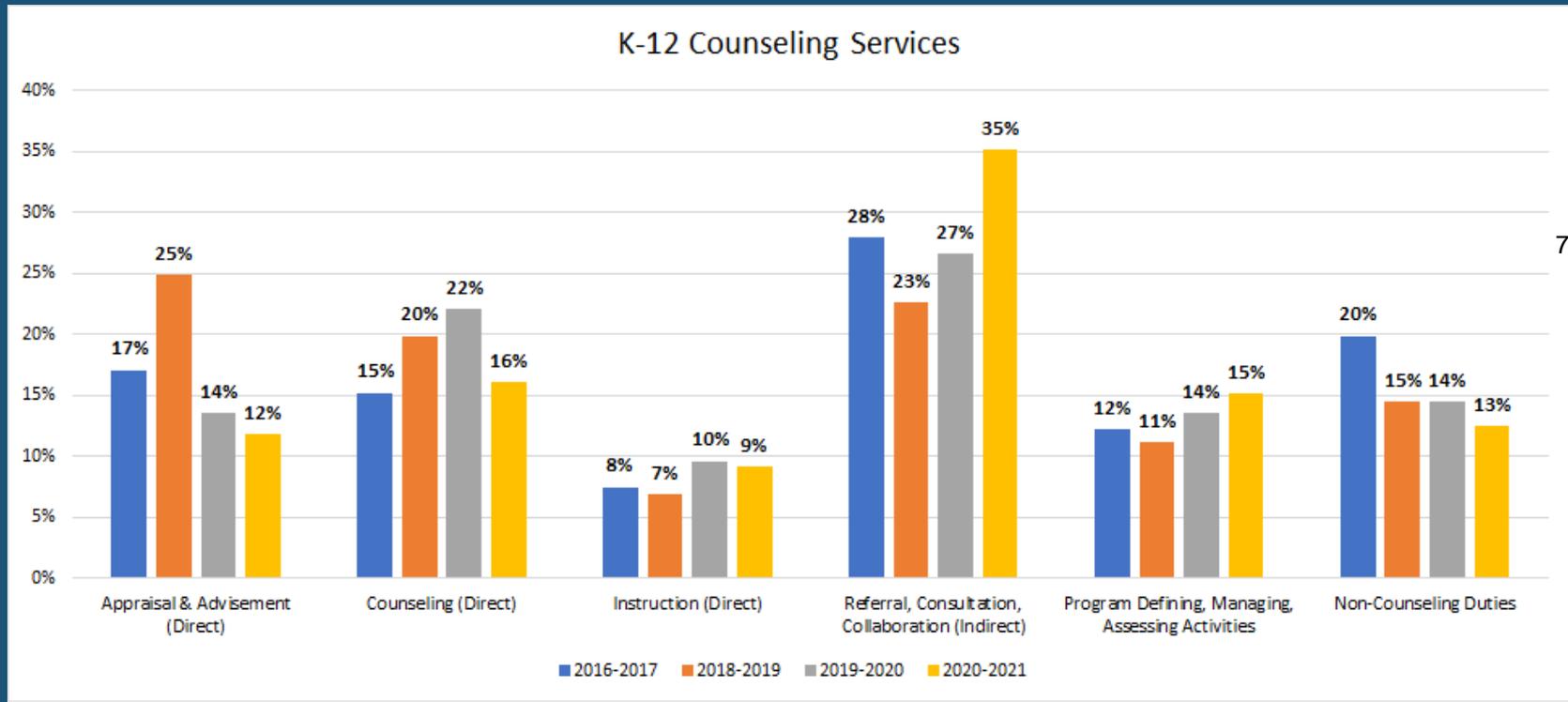
Effective September 1st, 2021

The board of trustees of each school district shall adopt policy.



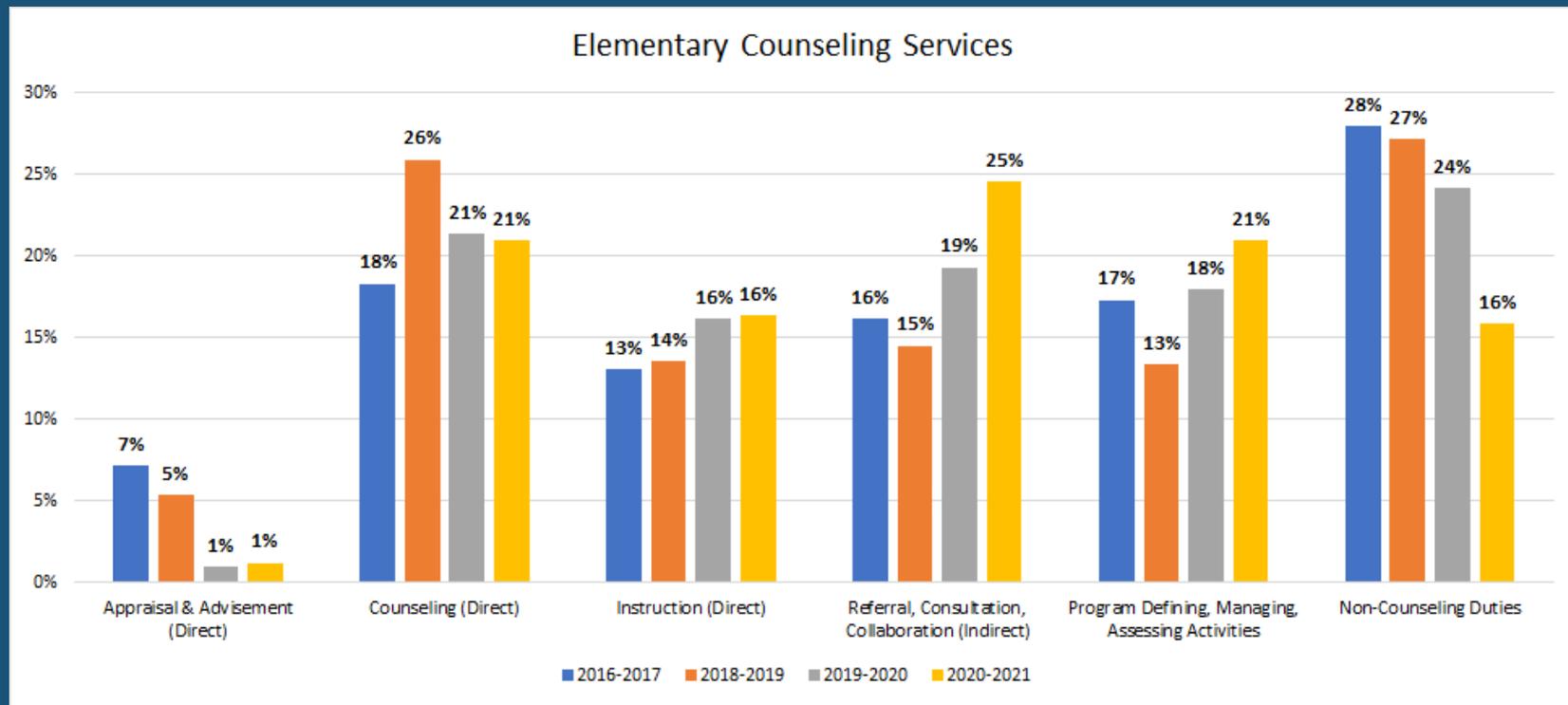
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K-12 Use of Time



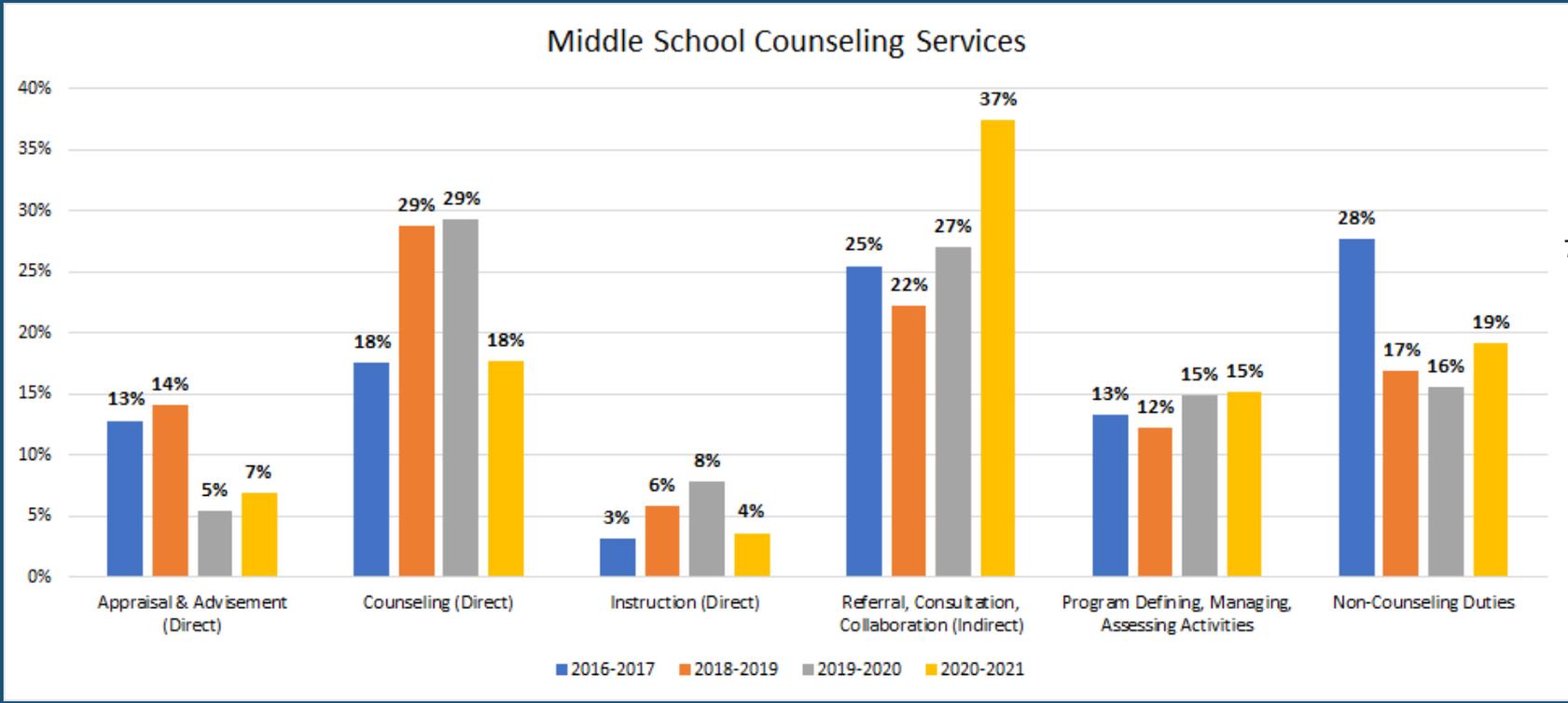
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Elementary Use of Time



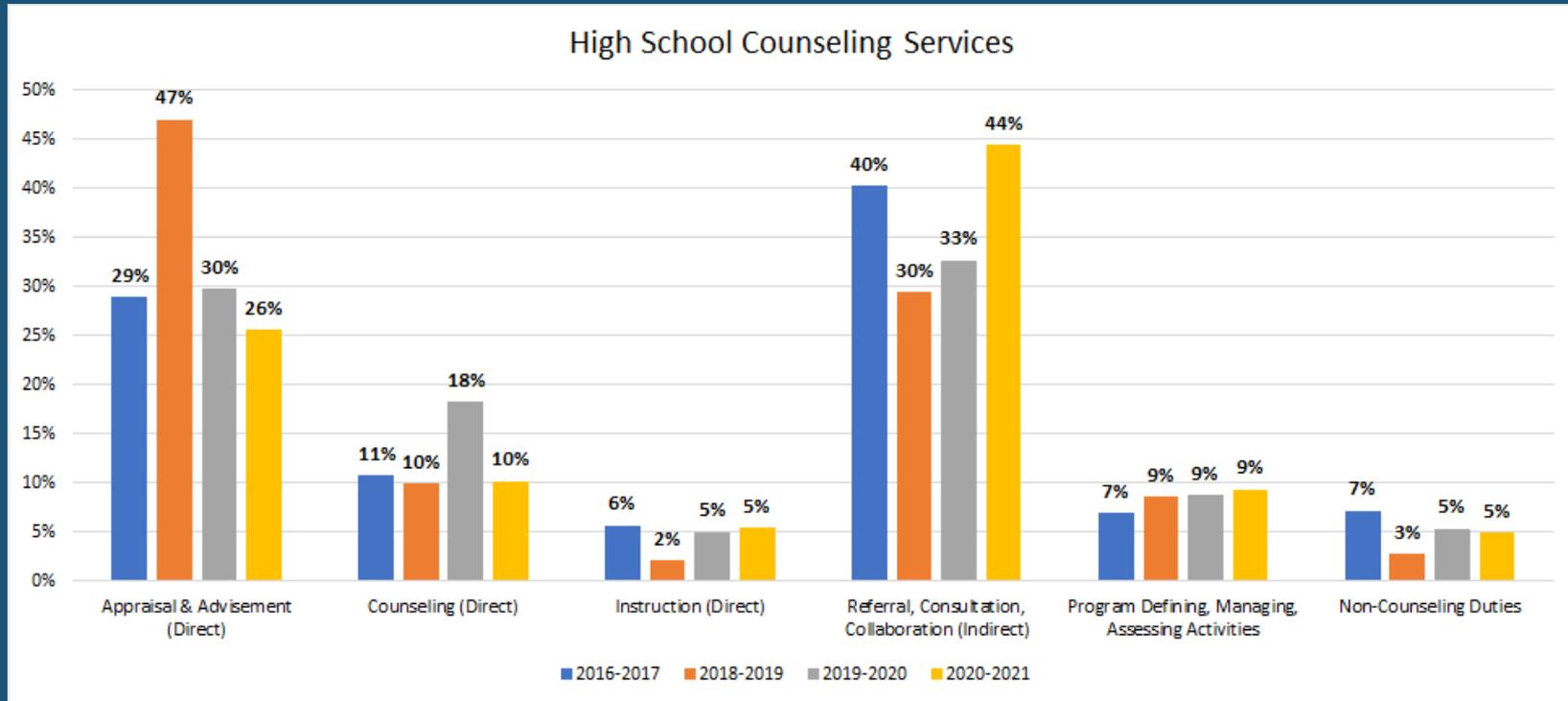
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Middle School Use of Time



73

High School Use of Time



Long Term Counseling Services Goals

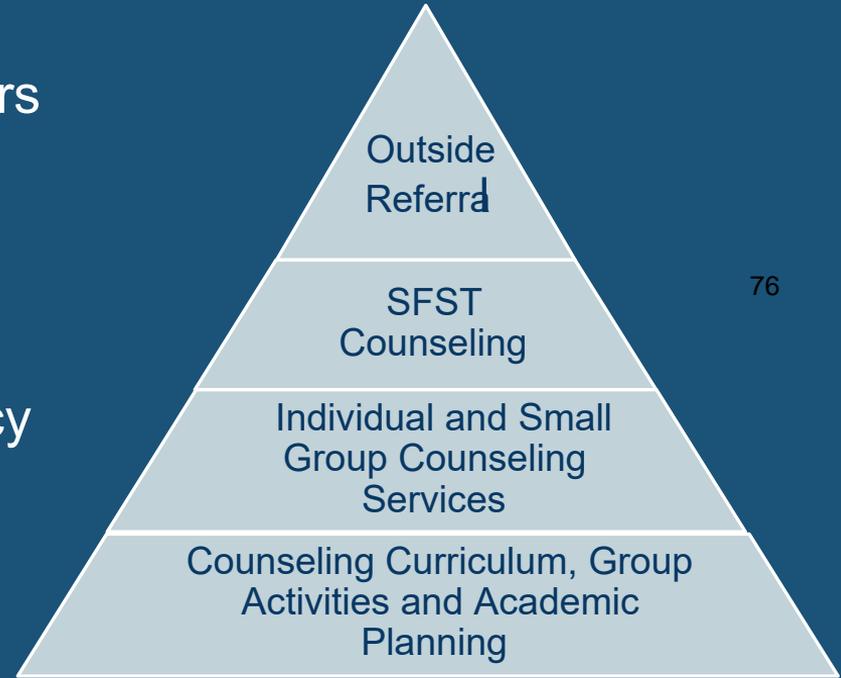
Increase access to free/low-cost mental health support for students and families.

75

Increase proactive and preventative behavioral and emotional support services for early identified students.

Student and Family Support Team

- 6 Licensed Clinical Social Workers
- 4 Licensed Professional Counselors
- 1 Licensed Marriage & Family Therapist
- 1 Licensed Chemical Dependency Counselor



2021-2022 Student and Family Support Team Referral Data

Level	Number of Referrals
Elementary	93
Middle	116
High	209
Total*	418

77

*As of October 26, 2021

Community Partners

Bluebonnet & Integral Care

MOT & MCOT

Texas Child Health Access
Through Telemedicine
(TCHATT)

Long Term Planning

Student and Family Support Center

Mental Health Coordinator

- LCSW-S
- LPC-S



SHAC Recommendations

Increase efforts to engage students and community members around efforts to prevent youth suicide.

80

Increase frequency of staff training around warning signs and risk factors for youth suicide.

Whole Child Initiatives

Second Step PK-5

Google site with resources for staff

Department and campus presentations

Strengthening the AP/Counselor relationship

Updated counseling year at a glance

Elementary 2020-2021

Secondary 2021-2022

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: District and Campus Improvement Plans Report
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): Thursday, November 18, 2021
Administrator Responsible: Laurelyn Arterbury, Sarah Grissom and Kendra Winans
Attachments: District and Campus Improvement Plans Presentation
District and Campus Goals and Objectives

Background Information:

Each year the administrative team provides the Board of Trustees a presentation on the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs).

In addition to the presentation, a document containing the district and campus goals and objectives is attached. The complete [Proposed District Improvement Plan and Campus Improvement Plans are available for viewing here.](#)

Administrative Recommendation:

The Administration recommends that the Board approve the district and campus goals and objectives as presented.

Sample Motion:

I move that the Board approve the district and campus goals and objectives as presented.



District and Campus Improvement Plans Report

November 4, 2021

PURPOSE

The purpose of this presentation is to provide an overview of the improvement process and the alignment of the district goals, key performance indicators, district improvement plan, and the campus improvement plans.

85

LISD DISTRICT IMPROVEMENT PLAN



Goal 1:
Maximize academic growth for each student



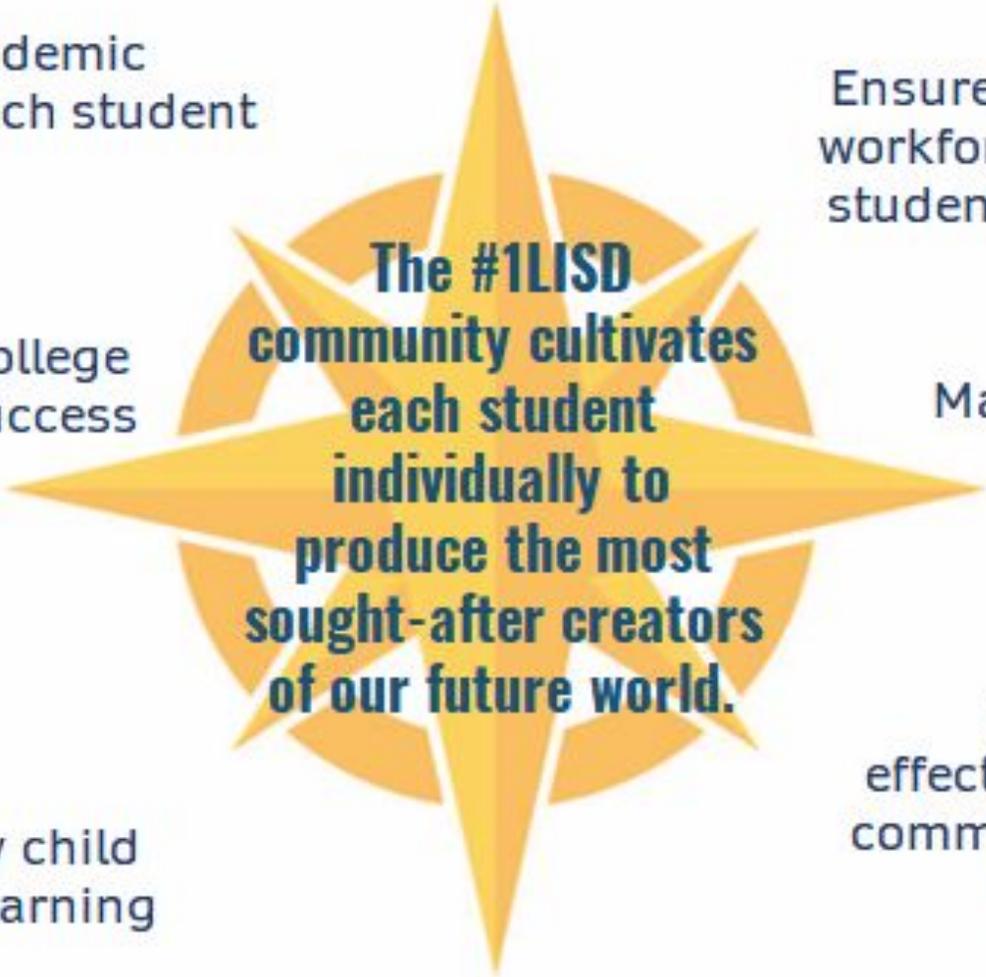
Goal 2:
Prepare each student for college and career success



Goal 3:
Inspire the whole child



Goal 4:
Engage every child in relevant learning



The #1 LISD community cultivates each student individually to produce the most sought-after creators of our future world.

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



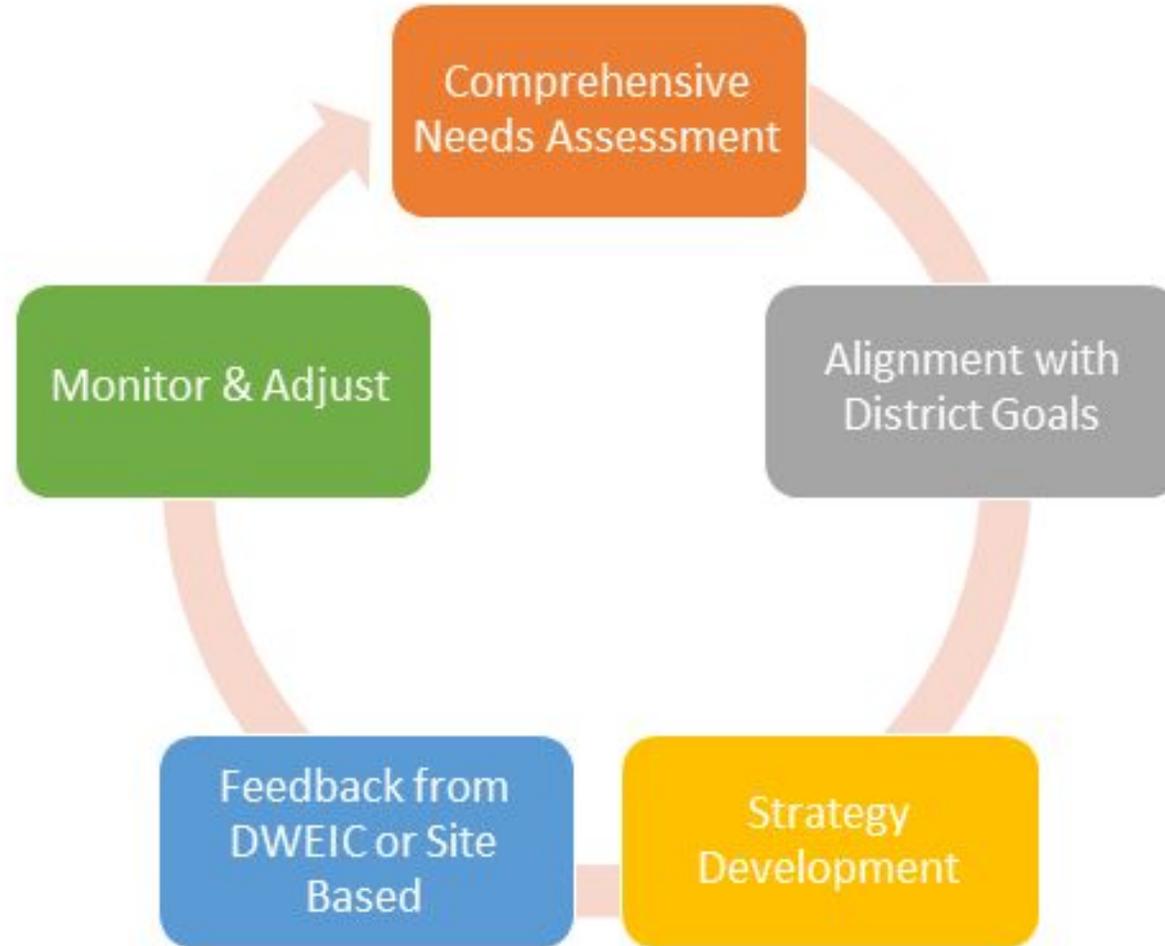
Goal 6
Manage district resources effectively



Goal 7
Communicate effectively with our community to build relationships



IMPROVEMENT PROCESS



DISTRICT AND CAMPUS IMPROVEMENT PLANS

- Goals
- Objectives
- Strategies
- Monitor
- Expected Result/Impact

Goal 1: Maximize academic growth for each student.

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

Evaluation Data Sources: Evaluation Sources/ Criteria:

Increase in % of students meeting or exceeding STAAR Progress measure (as available)

Increase in % of students demonstrating growth in reading as measured by K-8 ISIP reading assessment (as available)

Increase in % of students demonstrating growth in mathematics as measured by K-8 MAP math assessment (as available)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to utilize district curriculum documents to enhance core instruction in the classroom with a focus on research based methods for deeper learning and student experience.</p> <p>Strategy's Expected Result/Impact: Improved student processing of information and increased flexibility with how students demonstrate mastery leading to an increase in the percentage of students showing mastery of the TEKS.</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Leading Team</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional leadership capacity of campus leaders with a focus on research based methods for deeper learning and student experience.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Provide district professional learning opportunities for campus and district leaders to improve reading and mathematics instruction. 2. Instructional leaders will use data to inform instructional conversations and tiered levels of support 3. Elementary campus leaders will engage in learning with the TEA Reading Academies and use this knowledge to inform literacy conversations and improve practice. 4. Develop deeper partnerships between area superintendents, teaching and learning, and campus leaders. <p>Staff Responsible for Monitoring: Teaching, Learning, and Leading Team</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

DISCUSSION

Leander Independent School District
District Improvement Plan
2021-2022 Goals/Performance Objectives

90

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family

Vision

The #1LISD community cultivates each student individually to produce the most sought after creators of our future world.

91

Core Beliefs

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

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District Improvement Plan Goals 2021-2022

Goal 1: Maximize academic growth for each student.

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

Performance Objective 2: The percentage of students meeting or exceeding reading expectations in grades K through 8 will increase from BOY to EOY as measured by the district-approved reading instrument.

Performance Objective 3: Increase the performance of students identified as Economically Disadvantaged, Black, Hispanic, Emergent Bilingual, and students served in Special Education as measured by local, state, and national assessments.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students who are College, Career, or Military Ready (CCMR) upon graduation as measured by state and local accountability CCMR indicators.

HB3 Goal

Performance Objective 2: Ensure equitable access and participation to our advanced pathway courses (Advanced, AP, IB) by increasing the percentage of underrepresented, including Black, Hispanic and Economically Disadvantaged students participating in and successfully completing advanced courses in LISD through a strong system of support structures and recruitment efforts.

Performance Objective 3: Continue to provide increased elective choice offerings for students while expanding the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

Performance Objective 4: Increase the percent of 3rd-grade students who meet grade-level standards on the STAAR Reading by 2% to reach the 5-year goal of 66%.

HB3 Goal

Performance Objective 5: Provide curriculum revisions, resources, and support by implementing the district's HB 3 action plan in order to increase the percent of 3rd-grade students who meet the grade-level standards on the STAAR Math by 2% to reach the 5-year goal of 65%.

HB3 Goal

Goal 3: Inspire the whole child.

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

Performance Objective 2: All student groups will have less than two percent of students with one or more disciplinary incidents resulting in the use of an exclusionary discipline response within five years.

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

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by implementing systems that foster relevant, meaningful learning opportunities for all students.

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

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

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

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

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

Performance Objective 4: Review and enhance recruiting, hiring, and retaining practices for qualified and experienced staff who reflect the diversity of our American society to support a culturally responsive workforce at all organizational levels.

Performance Objective 5: Foster an environment where LISD staff at all levels feel valued and empowered to make decisions that reflect the district's core values, mission and vision.

Goal 6: Manage district resources effectively.

Performance Objective 1: Leander ISD will ensure budgets align with educational and operational priorities by developing a system guided by program evaluation.

Performance Objective 2: Leander ISD will maintain strong fiscal management.

Performance Objective 3: Evaluation of Planning Policies, Procedures and Staff Development: Every two years, the LEA must evaluate the effectiveness of the LEA's decision-making policies, procedures, and staff development activities related to the LEA and campus decision-making to ensure that they are effectively structured to positively impact student achievement.

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

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

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

Performance Objective 2: Execute Comprehensive Communication Plan for Bond 2021 election to include in-person, online, and print materials and engage all voters.

Performance Objective 3: Communicate with accessible and transparent tools to reach every family, staff, and student.

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Performance Objective 4: Support a robust crisis and COVID communication plan to support schools and inform families.

Akin Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students who score meet and/or masters on 3rd-5th grade Reading STAAR Performance by 1%. (Baseline from TEA Accountability Report: Reading 67%).

Performance Objective 2: Increase the percentage of students who score meet and/or master in 3rd-5th grade Math STAAR by 1%. (Baseline from TEA Accountability Report: Math 55%).

Goal 2: Prepare each student for College and Career Success.

Performance Objective 1: The percentage of students making a year's worth of growth will increase by 2% as measured by Istation from BOY to EOY.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase positive student recognition by 2% of students who are identified by earning positive campus-wide praise at each grade level (Earning your Wings).

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Expand and maintain the effective use of digital content, resources and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Trends Survey (2020 results-increase to the next level and/or maintain proficient, advanced and exemplary status).

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

Performance Objective 1: Implement and support high-functioning collaborative teams to support teacher and student learning at all levels.

Performance Objective 2: Build and maintain the capacity for staff to feel empowered to make decisions based on core values and vision.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase communications with our families to enhance our relationships within our community.

Performance Objective 2: Increase the percent of stakeholders who feel engaged with and connected to Akin Elementary.

Bagdad Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in math as measured by MAP Growth Assessment from Beginning of Year to End of Year (2021-2022).

HB3 Goal

Performance Objective 2: Increase the percent of students reading at or above grade level expectancy in K through 5th grade to 70% or above for each grade level.

HB3 Goal

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percent of STAAR tests performing at the Meets level or above (All Students) as evidenced on 2022 State accountability report. (Goal: $\geq 30\%$ - Math and $\geq 40\%$ - Reading)

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Following virtual learning, increase student overall emotional well-being through whole child instruction and measure through end of year student surveys.

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the percentage of students who report that they engage in relevant learning.

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

Performance Objective 1: 80% (76% in 2021) of staff will state that their work environments encourage open and honest communication. 85% (80% in 2021) of staff will state that the communications they receive are timely and informative.

Performance Objective 2: We will maintain a community construct score of 414 in the employee engagement survey. The community construct captures employees' perceptions of the relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues. This construct measures the degree to which employees feel respected, cared for, and have established trust with their colleagues.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of community members who feel encouraged to participate will increase from 83% to 90% on the LISD Parent Climate survey,

Block House Creek Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase student ownership of learning by developing systems to support students to set learning goals, track progress and reflect on their individual learning. Increase the percentage of students responding to true to the questions "I set learning goals and track my individual progress" on the student perception survey to 70%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: At least 83% of students K-5 will show at least a years growth from BOY to EOY reading levels as measured by running records.

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(Kinder 51%, First 80%, Second 87%, Third 64%, Fourth 92% Fifth 91%==average 79% of students made at least a year's growth in reading May 2021)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Implement measures around campus to help students feel safe while at school

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Three out of four nine weeks, students will be afforded with opportunities to explore learning of their choice.

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

Performance Objective 1: Increase the leadership capacity/effectiveness of classroom teachers by participating in PLC collaborative structures focused on student achievement. (baseline 2021)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Align campus wide and grade level communications to enhance our relationships within our community.

Camacho Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of students at Levels 3-5 (at or above 41st percentile) in each grade level (K - 5th) from September (Beginning of Year) to May (End of Year) as measured by ISIP (reading). Minimum target to achieve by end of year is $\geq 60\%$ for any grade level below this target at beginning of year.

Performance Objective 2: Increase (or maintain if above 80% at BOY) the percent of students at average, high average, or high levels (at or above 41st percentile) in each grade level (K - 5th) from September (Beginning of Year) to May (End of Year) as measured by NWEA MAP (math). Minimum target to achieve by end of year is $\geq 60\%$ for any grade level below this target at beginning of the year.

Performance Objective 3: Increase the percentage of students achieving the passing standard (Approaches level) in reading, math, and science as measured by STAAR Performance in the State Accountability Reports (Domain 1). ¹⁰¹

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of tests achieving the Meets level on STAAR in Reading and Math to meet or exceed the TEA established targets in all student groups as measured by State Accountability Closing the Gaps (Domain 3).

Performance Objective 2: Increase the percentage of students performing at Masters level in reading, math, and science as measured by STAAR performance in the State Accountability report (Domain 1).

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Continue to focus on positive behavior for students through continued training, collaboration and support for staff (PBIS, Restorative Practices, etc) increasing the number of Cosmos Kudos given to students, and student leadership opportunities on campus (safety patrol, morning announcements, culture of kindness club, etc).

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Teachers will use the Learning Evaluation and Development System(LEADS) Rubric to demonstrate proficient or higher by engaging students in meaningful and relevant learning in classroom visits at 80% measured by D-1.1 and D 3.3.

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

Performance Objective 1: Increase the level PLC implementation for each collaborative team by at least one level from Fall baseline to Spring as measured by the LISD Collaborative PLC Rubric.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents that feel the campus makes them feel informed, included and welcomed from 79% to 85%

Canyon Ridge Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by district-wide screener assessments (ISIP and MAP).

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Provide increased lessons and activities targeted at college awareness, career interests and future educational pathways.

Goal 3: Inspire the whole child.

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Performance Objective 1: During the 2021-2022 school year, CRMS will continue to implement a coordinated approach to school health that creates a healthy school environment and promotes physical activity, health, and wellness, as well as the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment for all students so that all CRMS students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: On the student survey, students will respond with "agree" or "strongly agree" to the statement "My teachers show me how lessons relate to life outside the classroom."

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

Performance Objective 1: At least 90% of CRMS teachers will feel that they receive targeted feedback regarding their performance and that their supervisor evaluates their performance fairly.

Performance Objective 2: Increase the effectiveness of campus-based Professional Learning Communities and support high-functioning collaborative teams.

Performance Objective 3: Collaborate with all stakeholders to examine the effectiveness of the campus vision and mission statement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will enhance positive communication with our community during the 2021-2022 school year to increase the percent of stakeholders who feel engaged with and connected to the school.

Cedar Park High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: We will improve the overall performance of all students on AP exams to increase the percentage of students earning college credit to 75%.

Baselines - All students = 66%

Target = 75%

Performance Objective 2: 80% of students who did not meet EOC standards in 20-21 will meet standard by May 2022.

Performance Objective 3: Narrow the achievement gap in overall ELA course passing rates between African American students compared to "All Students" by 5% while maintaining high expectations for all students.

2021 (2nd semester) passing rates - All Students = 85%; African American = 72% Gap = 13%

Target = Gap = 8% or less.

Performance Objective 4: Narrow the achievement gap in course passing rates between students who are economically disadvantaged and students who are non-economically disadvantaged students by 5%.

On-Level Semester 2 Passing % Gap

ELA - 20% , Math -26%, Science - 21%, Social Studies - 15%, LOTE - 22%,

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Students in all grade levels will develop and be able to articulate a post secondary plan.

Performance Objective 2: We will increase the percentage of students who have met requirements for TSI college readiness indicator.

Goal 3: Inspire the whole child.

Performance Objective 1: Students will feel that CPHS is an equitable and safe place for all students.

Goal = 65% or more of survey respondents will agree or strongly agree to the prompts stating:

"I believe students at Cedar Park HS are valued and respected by other students regardless of the students race, gender, sexuality, socio-economic status, disability or religion.

Baseline = 57% Agree or Strongly Agree

Goal 4: Engage every student in relevant learning.

Performance Objective 1: A minimum of 50% of students will feel that they understand how lessons in their classes are related to life outside of school.

Performance Objective 2: Increase the number of students participating in CTE certification exams and earning business/ industry certifications.
2021 Baseline - 471 Tested; 444 Passed
2022 Goal - 15% Increase = 500 certifications earned

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

Performance Objective 1: Improve student learning experiences through implementation of student centered instructional strategies.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Create and implement transparent, two-way communication with all campus faculty and staff.

Performance Objective 2: Create communication pathways to ensure that parents feel our campus faculty and staff are listening and responding to their concerns.

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Cedar Park Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the number of students across all student groups who demonstrate academic growth in both reading and math as measured by local assessments (MAP and Istation) by 5 percent.

Performance Objective 2: Decrease the performance gaps between students who are economically disadvantaged, Black, Hispanic, 2 or more races, English Language Learners, and Special Education, and the "all" student group on STAAR by 5 percent while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Increase the number of students taking CTE and AVID courses.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment so that all CPMS students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of students that feel their teachers relate lessons to real world applications by 5 percent.

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

Performance Objective 1: PLC teams will reestablish norms and objectives and review PLC commitments.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Maintain positive and effective communication with our community as shown on Climate Survey data.

Cox Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase overall performance levels in Reading: Approaches from 72% to 92%, Meets from 43% to 67%, and Masters from 24% to 40%.

Increase overall performance levels in Math: Approaches from 73% to 80%, Meets from 39% to 70%, and Masters from 18% to 51 %.

Increase overall performance levels in Science: Approaches from 74% to 85%, Meets 38% to 72%, and Masters 11% to 47%. The goals appear lofty; however, it is possible since these scores are not reflective of our student performance. Many of our students did not test last year.

Performance Objective 2: Increase overall Approaches and Meets percentages in economically disadvantaged students on Reading and Math STAAR by 2% points. Reading: Approaches from 68% to 82%, Meets from 36% to 52%. Math: Approaches from 57% to 88%, Meets from 33% to 63%. The goals appear lofty; however, it is possible since these scores are not reflective of our student performance. Many of our students did not test last year.

Performance Objective 3: Increase the percentage of all special education students reaching Approaches on STAAR or Satisfactory on STAAR ALT2 in all subjects by 2%. 3rd Grade Math from 75% to 77%, 3rd Grade Reading from 38% to 40%, 4th Grade Math from 12% to 13%, 4th Grade Reading from 11% to 13%. 5th Grade Science from 57% to 59%.

Performance Objective 4: Increase the percentage of students in Tier 1 from 83% to 86%, as measured by the 2021 End- of- Year data.

Performance Objective 5: Increase academic achievement and growth for all student groups while closely monitoring specific groups for gains and/or decreases addressing the additional targets Asian at the Meets level. We need to ensure that we increase scores on ELA/Reading at the Meets level from 49% to the state target of 75% for this student group.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students scoring at the Approaches, Meets, and Masters grade-level standard on STAAR (all subject/all tests combined measure) from 73% to 93% approaches, and 42% 78% meets and 18% to 45% masters

Performance Objective 2: Increase overall Masters level performance in Reading from 43% to 45%.

Increase overall Masters level performance in Math from 50% to 52%.

Increase performance in Science from 40% to 43%.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment that promotes physical activity, health, wellness, and the success of the whole child. Ensure to have many synchronous and asynchronous lessons with the Counselor especially now due to COVID and what our students are facing.

Performance Objective 2: Implement the Second Step program to support the social-emotional skills for all students.

Performance Objective 3: Students at Cox will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase from 86% to 88%, the percentage of students who strongly agree or agree on the student survey responses regarding feeling actively engaged in class learning activities on a regular basis.

Performance Objective 2: Increase from 81% to 84% the percentage of students who strongly agree or agree on the student survey responses regarding students feeling challenged in their classroom.

Performance Objective 3: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Performance Objective 4: Expand the effective use of digital content, resources, and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the digital survey.

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

Performance Objective 1: We will increase the overall level of implementation of the Leander I.S.D. professional learning community collective team by at least one level from Fall 2021 baseline, as measured by the Leander I.S.D. collaborative team professional learning community rubric.

Performance Objective 2: Provide targeted staff development focused on student achievement based on the needs of each collaborative team.

Performance Objective 3: Continue with high functional Professional Learning Communities where we discuss Project Based Learning, along with student choice.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community. Increase climate survey responses concerning communications and community engagement by 3%. (Climate Survey Data)

Performance Objective 2: Continue to utilize Remind to communicate with families

Performance Objective 3: Continue to utilize a weekly SMORE to communicate with families.

Cypress Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Cypress will maintain or increase the % at each proficiency level (Approaches, Meets, Masters) on STAAR, in reading and math for grades 3-5, to achieve or surpass the state goals of 90% at Approaches; 60% at Meets; and 30% at Masters.

Baseline 2021 STAAR

Approaches-Meets-Masters

3rd grade: Math: 70%-41%-15% Reading: 85%-62%-33%

4th grade: Writing: 82% -56%- 27% Math: 73%- 44%-27% Reading: 80%-63%-41%

5th grade: Math: 82%-59%-40%, Reading: 82%- 56%- 48%, Science: 77%- 45%- 20%

HB3 Goal

Performance Objective 2: Increase the percentage of students in the economically disadvantaged student group achieving the Approaches level by 5% or greater in all content areas. (2021 Acct. Domain 1: Reading: 64% Math: 43% Science: 50% Writing: 60%)

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of all Cypress students K-5 will make a year's growth in reading by the end of the 21-22 school year. (Baseline BOY 21-22 to EOY)

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Cypress students will identify a sense of belonging within their school. Baseline- 90% of students 3rd-5th feel like a part of a community at their school.

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in

relevant, meaningful learning opportunities for students.

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

Performance Objective 1: Increase the teacher knowledge and understanding of collaborative structures focused on student expectations.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Danielson Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Assessment Practices: The percentage of students across all student groups who were administered STAAR in 2020-2021 will demonstrate academic growth and increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other campus growth measures.

(6th Math Approaches 58%, Meets 27%, Masters 7%,)

(6th Reading Approaches 59%, Meets 32%, Master 12%)

(7th Math Approaches 39%, Meets 8%, Masters 1%)

(7th Reading Approaches 71%, Meets 43%, Masters 27%)

(8th Math Approaches 62%, Meets 35%, Masters 8%)

(8th Reading Approaches 71%, Meets 39%, Masters 20%)

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Performance Objective 2: The percentage of students reading on or above grade level in grades 6 through 8 will increase as measured by iStation inventories from BOY to EOY.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Instructional Practices: Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

(2020-2021 513 students accessed HS credit courses - 51%)

(2021-2022 613 students are accessing HS credit courses - 51%)

Performance Objective 2: Assessment Practices: The percentage of students scoring masters on the Algebra 1 EOC will be at or/above 90%.

(Algebra I Approaches 85% Meets 45% Masters 27%)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti-Defamation League to become a certified 2021-2022 No Place For Hate campus by the end of the 2021-2022 school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Danielson Middle school will provide dedicated curriculum collaboration in grade level Professional Learning Community meetings at least twice a week.

Performance Objective 2: Each core teacher in 6th grade and 7th grade will adopt, adapt, or design a curriculum based on the PBL/PrBL models in the New Tech Network Curriculum Frameworks. Each PLC will meet monthly to review projects and provide feedback based on the NTN Learner-Centered Rubrics.

Performance Objective 3: Each Dual Language teacher or team of teachers in 6th grade and 7th grade will adopt, adapt, or design a curriculum, based on the Gomez and Gomez Dual Language model for secondary education and meet monthly with teachers at Henry Middle School to compare classroom achievement data, classroom culture practices, and curriculum-based common assessments.

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

Performance Objective 1: 95% of Danielson Middle School teachers will demonstrate growth in their professional LEADS goals. (DMS baseline¹¹² will be established MOY and EOY of 2020-2021 school year)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 90% of our Danielson Middle School parents surveyed will answer "agree" or "strongly agree" when asked if, "The campus provides me with adequate and timely communication," according to the 2020-2021 Campus Climate Survey. (88% 2020-2021)

Deer Creek Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: All 3rd grade students will collectively score 70% meets expectations on the Reading STAAR and Math STAAR.
Baseline: 62% reading; 43% Math

Performance Objective 2: We will achieve or surpass our percentage of students reading at or above grade level to 75% at each grade level as measured by Istation

Istation EOY 2020-2021

Kinder--61%

1st Grade--69%

2nd Grade--72%

3rd Grade--89%

4th Grade--62%

5th Grade--86%

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: We will increase campus teacher collective understanding of digital citizenship from "proficient" to "advanced"

Performance Objective 2: 80% of staff will respond either "strongly agree" or "agree" that they feel confident they understand the Universal Design for Learning (UDL) guidelines and 80% of surveyed students will respond either "strongly agree" or "agree" that they have choice in their learning.

Performance Objective 3: 80% of students will write across the curriculum with expected year's growth as defined on the LEADS Campus SLO single point rubric.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 75% of students will record "true" in response to each of the following School Quality Survey Questions: "Teachers ask me what I want to learn about."

Baseline:

Teachers ask me what I want to learn about (32%)

I can talk to an adult if I have a personal problem (73%)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: As teachers plan and implement intentional standards based instructional activities, we will move toward "implementing" in Dimension 1.4 of the LISD PLC Survey ("We provide enrichment and challenge during the regular school day") by May 2022. Baseline: 2.1 in 2020-2021 LISD PLC Survey

Performance Objective 2: Teachers will increase integration of instructional technology into their lessons, resulting in learning experiences with increased student engagement and an "Advanced" rating on BrightBytes survey. (Baseline: Proficient)

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

Performance Objective 1: We will achieve a 94% or higher response on the following questions from the staff survey (questions 7 and 9)
Baseline:

Question 7: We develop services to meet the needs of those we serve (84% agreement)

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Question 9: We have a good understanding of our mission, vision, and strategic plan (92% agreement)

Performance Objective 2: We will acquire a 75% or higher response on the following questions from the Survey of Employment Engagement (questions 12, 22 and 37)

Baseline:

Question 12: I am given the opportunity to do my best work (68%)

Question 22: I trust the people in my workplace (58%)

Question 37: Learning opportunities/staff development is made available to me so that I can do my job better (65%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will achieve 88% or higher of agree/strongly agree in response to the question: The campus encourages parent and community involvement. (Baseline: 86%)

Faubion Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Continually increase the percentage of students who are making expected growth in math.

HB3 Goal

Performance Objective 2: Continually increase the percentage of students who are making expected growth in reading.

HB3 Goal

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Increase the percentage of students reading on or above grade expectancy from beginning of the year to end of the year in kindergarten through 5th grade by June 2022.

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child as measured by improvement in Spring 2022 Fitness Gram results.

Performance Objective 2: Improve student engagement and student's perception of liking school from 82% to at least 85% on the student survey

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who report their school work is challenging from 62% to at least 70%.

Performance Objective 2: Collaborate with our Early Childhood staff to create and sustain a learning experience to support our 3 and 4 year olds.

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

Performance Objective 1: Faubion teachers and staff will report higher levels of trust and improved communication as shown on the Employee Engagement Survey.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase employee and parent satisfaction with campus communication efforts as shown on Employee and Parent Surveys

Four Points Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase academic performance of Mastery by 3 percent in reading and math for 6th, 7th, and 8th grade as measured by STAAR 21-22. Baseline 2019-20 STAAR: 6R:40%, 6M:34%, 7R:49%, 7M:15% , 8R:51%, 8M:35%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue w/ better more accurate STAAR data

Performance Objective 2: Increase the Approaches level of Special Education performance in Math and Reading STAAR by 6% in 6th, 7th, and 8th grade as measured by STAAR 21-22. STAAR 2019 Baseline: 6R:24%, 6M:62%, 7R:41%, 7M:38%, 8R:40%, 8M:43%

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Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue w/ better more accurate STAAR data

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the Approaches, Meets, and Masters grade level percentage on the reading, non-algebra math, writing, science, and social studies STAAR by 2% using the 2019 STAAR data as a baseline(reading and math averaged across all three grade levels). STAAR 2019 baseline - Reading - 89, Non-Algebra Math - 91, Writing - 81, Science - 96, Social Studies - 86.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue w/ better more accurate STAAR data

Goal 3: Inspire the whole child.

Performance Objective 1: Address the social-emotional needs of all students and create a thriving culture of inclusiveness and sense of belonging for all through formation of an Advisory period at the beginning of each day. This period includes the mindful minute for wellness as well as class meetings, and space to give students voice in there school experience. This happens with a collective calendar in which items are suggested and added to address student needs.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Evaluate, continue and expand Advisory and Student Collaborative Groups with Student Council

Performance Objective 2: Creating teacher groups involved in 'Classroom Tours" focused on our instructional approach.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Evaluate learning and implementation of Instructional Approach along with modifying walk through form

Performance Objective 3: Aligning LEADS to support the instructional approach.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to align LEADS to instructional approach

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of students who are engaged in and find relevance in their learning. Goals:

1) Roughly 70% Agree or Strongly Agree (My teachers show me how our lessons relate to life outside of school.)

2) Just below 90% Agree or Strongly Agree (Classroom activities keep me actively engaged in my learning.)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Compare 2021 to 2022 UT Engagement Survey to evaluate progress on relevance/engagement

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

Performance Objective 1: Increase the effectiveness of teacher instruction by focusing on inclusiveness and student ownership of learning through our campus-wide instructional approach. We will measure effectiveness through walk through assessments, number of PLC focuses on instructional approach strategies, and a summative evaluation at the end of the cycle observation through reflection utilizing the LEADS evaluation document.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Consider aligning instructional approach to Deeper Learning w/ visits Danielson Middle School to learn from their experience

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Refine Communication into 3 distinct formats: Falcon Flyer, FPMS One-pager, and Grade Level Newsletter.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Giddens Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Each grade level cohort will increase the percentage of students on Level 3 or higher on Istation by 5% by the end of the 2021-22 school year. Beginning of year (Fall 2021) baseline:

Kinder= 65%

First= 34%

Second= 49%

Third= 60%

Fourth= 55%

Fifth= 62%

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HB3 Goal

Performance Objective 2: Each grade level cohort will increase the percentage of students achieving at the Average, High Average, and High levels from BOY to EOY on MAP Math assessment.

Kinder = 83%

First = 57%

Second = 46%

Third = 47%

Fourth = 46%

Fifth = 49%

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of fourth and fifth grade students who report they are able to set their own academic goals and deadlines and are also capable of tracking their own progress and identifying steps they need to take to reach those goals from a score of 50 on the Leader in Me Measurable Results Assessment to 75.

Performance Objective 2: Increase the % of students who are demonstrating kindergarten readiness by focusing on early intervention through our PK and early childhood services.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: During the 2021-2022 school year, 80% of Giddens students will be able to identify different feelings and use two

strategies for self-regulation.

Performance Objective 3: During the 2021-2022 school year, 75% of Giddens students will be able to explain 2 out of the 8 Leader in Me habits that help manage their emotions.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

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

Performance Objective 1: Teachers will utilize the Strategies Implementation Guide to measure their progress and improve components of the PLC rubric. 119

Performance Objective 2: Teachers, by grade level PLC and vertical teams, will establish quality research based "look fors" regarding small group instruction to address student mastery of content.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Glenn High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: English I will achieve a 5% increase in students who "Approaches" the academic readiness standards on the English I EOC
English I will achieve a 5% increase in students who score an 8/16 on the written composition portion on the English I EOC

Performance Objective 2: English II will achieve a 10% increase of students scoring "Approaches" or higher on the English II EOC

Performance Objective 3: Algebra I will achieve an increase of 15% of students scoring "Approaches" or higher on the Algebra I EOC.

Performance Objective 4: Biology will achieve an increase of 5% of students scoring "Approaches" or higher on the Biology EOC

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Performance Objective 5: US History will achieve a 5% increase of students scoring "Approaches" or higher on US History EOC.

Performance Objective 6: Special Education will achieve a 10% increase in students scoring "Approaches" or higher in English I, English II, and Algebra I STAAR EOC.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Set a 5-10 increase in approaches in E1, E2, and Algebra 1

Performance Objective 7: Increase percent of English Learners (Current and Monitored) reaching "Approaches" Grade Level standard on English I and English II STAAR EOCs from 37% to 42%, based on Accountability Closing the Gaps Domain.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify the goal to focus on approaches- 5-10 increase in approaches in E1 and E2

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 53% of current 12th grade students will be TSI complete in Math by the end of the year.

70% of current 12th grade students will be TSI complete in English by the end of the year.

51% of current 12th grade students will be TSI complete in all by the end of the year.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify focus to include 3 checkpoints throughout the year

Performance Objective 2: Increase the percentage of students scoring a 3, 4, or 5 on AP exams from 37% to 47%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: More focused instructional strategies, timely and specific feedback to teachers, student conferencing, utilizing mock AP exams

Performance Objective 3: Increase the percentage of students passing Industry Based Certifications.

Summative Evaluation: Significant progress made toward meeting Objective

Performance Objective 4: Prepare students for a diverse and changing work environment.

Goal 3: Inspire the whole child.

Performance Objective 1: Each student will be connected to the Glenn HS community.

Performance Objective 2: Increase overall attendance rate from 94.9% to 97.0%.

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Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify strategies

Performance Objective 3: 10% decrease in discipline infractions across all student groups.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify focus to address specific student groups.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Each teacher will be rated "Proficient" or higher on dimension 2.4-Differentiation on the LEADS rubric.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify

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

Performance Objective 1: All staff will utilize Fundamental Five strategies with fidelity to improve instructional practices and student engagement..

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify focus of walkthroughs

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of positive climate survey responses concerning communications and community engagement.

95% of parents will indicate GHS encourages parent and community involvement.

90% of parents will indicate GHS provides them with adequate and timely communication.

90% of parents will indicate GHS keeps them informed about their child's academic progress.

90% of parents will indicate GHS teachers and staff makes them feel informed, included, and welcome to participate in campus parent teacher groups.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify

Grandview Hills Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Reading - We will increase by 10% the percentage of our K-5 students who are reading on Tier 1 (Level 3-5) on ISIP by End of Year.

HB3 Goal

Performance Objective 2: Math - We will increase by 10% the percentage of our K-5 students who are "On Track and Potentially On-Track" on DreamBox by End of Year.

Performance Objective 3: Students, who are represented in the Eco-Dis student group within Domain 3 of State Accountability, will meet or exceed the established target in math and reading.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: The Learner Profile will be integrated into IB Units of Inquiry and into daily processes and procedures within every classroom at Grandview Hills.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Students at GHE will report high levels of socio-emotional wellness. (Baseline established 20-21)

Performance Objective 3: Students at GHE will identify a sense of belonging within Grandview Hills. (Baseline established 20-21)

Goal 4: Engage every student in relevant learning.

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

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

Performance Objective 1: Implement and support high-functioning collaborative teams with PD a part of that time and learning

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will increase communication about GHE with parents and community with the intent to increase knowledge about IB

Henry Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Climate Survey to the question, "How would you rate your overall engagement in school" by 5% (2021 student response was 70%).

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Students will need to develop systematically the following "essential skills" to be successful in the 21st century: Character, Critical Thinking, Creativity, Communication, & Collaboration (the 5Cs)

Goal 3: Inspire the whole child.

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Performance Objective 1: Increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Climate Survey to the question, "How would you rate your emotional well-being" by 5%. (2021 student response was 60%).

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Climate Survey to the question, "How would you rate your overall engagement in school" by 5% (2021 student response was 70%).

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

Performance Objective 1: Increase the effectiveness of campus-based Professional Learning Communities (PLC)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Henry Middle School will score above the district middle school average on the percentage of parents who respond strongly agree or agree to the question, "The campus provides me with adequate and timely communication." In 2021, HMS scored 2% below the district middle school average.

Knowles Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 70% of students in 4th and 5th grade will show expected or accelerated growth on the math and reading STAAR tests. (We do not have current growth data due to the Covid Pandemic.)

Performance Objective 2: Increase meets percentage and masters percentage on STAAR in each content area by 5%.

2021 STAAR Data Based on Accountability Data Tables:

Reading: Meets 32%; Masters 16%

Math: Meets 22%; Masters 10%

Science: Meets 13%; Masters 2%

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percent of students reading at levels 3-5 on ISIP from beginning of the year to end of the year.

September Data:

Kindergarten: English 56%; Spanish 67%

First Grade: English 67%; Spanish 33%

Second Grade: English 44%; Spanish 42%

Third Grade: English 59%; Spanish 27%

Fourth Grade: English 50%; Spanish 35%

Fifth Grade: English 58%; Spanish 57%

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase the percent of students selecting happy or very happy on "How do you feel about your emotional well-being?" to at least 70%.

Spring 2021: 53% at Happy or Very Happy

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Decrease the gap between special education students and non-special education students by 10% in each content area.

Spring 2021 Data:

Reading: Gap 29% (SPED 38%; NON 67%)

Math: Gap 23% (SPED 31%; NON 58%)

Science: Gap 27% (SPED 30%; NON 57%)

Performance Objective 2: Decrease the gap between English language learners and non-English language learners by 7% in each content area.

Spring 2021 Data:

Reading: Gap 17% (EL 49%; NON 66%)

Math: Gap 14% (EL 43%; NON 57%)

Science: Gap 46% (EL 23%; NON 69%)

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

Performance Objective 1: Teams will utilize the Collaborative Team Rubric to measure their progress and improve components of the PLC work.

Goal 6: Communicate effectively with our community to build relationships.

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Performance Objective 1: Increase the percentage of respondents on the Community Engagement survey that mark agree or strongly agree to the following question by 8%: The campus keeps me informed about my child's academic progress.

Spring 2021 Data: 72% agree or strongly agree

Larkspur Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: All 3rd grade students will collectively score 80% Approaches on the Reading and Math STAAR. Baseline (75% Reading; 74% Math).

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: We will increase our percentage of students reading at or above grade level to 70% as measured by Istation and/or by End of Year Running Records. 128

Baseline: 58 % (20-21)

Kinder: 68%

1st: 58%

2nd: 64%

3rd: 70%

4th: 70%

5th: 79%

Goal 3: Inspire the whole child.

Performance Objective 1: We will score a minimum of "accomplished" on our EPIC rubric (rubric created to monitor campus vision) on 7 out of the 9 statements).

Baseline: Basic

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child (CATCH) through the completion of our strategies.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: As teachers plan and implement intentional intervention and challenge to meet each student's needs, we will move toward "implementing" as measured by our LISD PLC Survey by May 2022.

Baseline: "sustaining"

Performance Objective 2: We will maintain a 95% or higher response on the following questions from the staff survey (questions 7 & 8)

#7: We develop services to meet the needs of those we serve. (98% agreement)

#8: I have a good understanding of our mission, vision, and strategic plan. (96% agreement)

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

Performance Objective 1: We will acquire or maintain a 90% or higher response on the following questions from the staff survey (questions 1, 2 & 4)

#1: My work group cooperates to get the job done. (94% agreement)

#2: In my work group, my opinions and ideas count. (88% agreement)

#4: In my work group, there is a real feeling of teamwork. (82% agreement).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will have 25% of our community enroll in a PTA membership (Based off 900 student enrollment - 225 memberships).
(Baseline: 20% = 117 memberships)

Performance Objective 2:

We will acquire or maintain 90% agreement in responses through the first three sections of our parent survey (Overall well-being; Academic Preparation; Student Support -all 15 statements).

Baseline: (Statements below 90% on 20-21 LISD Parent survey):

-Child's overall engagement = 89%

-Classroom activities keep my child interested in learning = 89%

-My child has the opportunity to engage in learning that is relevant to his/her interests, passions, or goals = 87%

-The campus provides opportunities that extend my student's interests and talents = 72%

-There are pictures of diverse communities reflected throughout my child's schools = 81%

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Laura Welch Bush Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 75% of all 3rd grade students will receive "Meets Grade Level" or better on the 2021-2022 Reading STAAR.

Performance Objective 2: 65% of all 3rd grade students will receive "Meets Grade Level" or better on the 2021-2022 Math STAAR.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of all students in grades K-5 will make at least one year's growth in reading.

Performance Objective 2: 100% of K-3 teachers will become familiar with the LISD Graduate Profile Indicators and "I Can" statements for their¹³⁰ grade levels.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: We will increase the percentage of parents who Strongly Agree or Agree that threatening and bullying is not a problem from 86% to 90% as measured by the Campus Climate Survey.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the percentage of students who feel challenged by their school work by 5% as measured by the Campus Climate Survey.

Performance Objective 2: 100% of fifth grade students will learn about entrepreneurship by participating in the Fresh Inc. program.

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

Performance Objective 1: As we increase our staff's ownership in PLCs , each grade-level team will move towards "Sustaining" (Level 7) for 3.5 (Use reflective practice to promote continuous improvement in every classroom) under the LISD Collaborative Team PLC Reflection Tool Continuum (Baseline: September BOY Data. Our EOY 2021 Data is as follows (Kinder- Level 5; 1st-Level 7; 2nd- Level 5; 3rd- Level 1; 4th- Level 6; 5th-Level 6).

Performance Objective 2: We will increase teacher proficiency using technology with students in a variety of ways (feedback loops, collecting and analyzing data, creating learning products with technology).

Performance Objective 3: 100% of staff will engage in relevant professional learning.

Performance Objective 4: 90% of the staff will respond positively to the prompt "In my work group, there is a real feeling of teamwork" on the district Climate survey.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who Strongly Agree or Agree that the campus keeps me informed about my child's academic progress by 5%.

Leander Extended Opportunity Center (LEO) Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 85% of students who enter LEO with a core subject grade below a 75 will exit LEO successfully on track for graduation through improving all core grades during their LEO assignment.

Performance Objective 2: 100% of all eligible students will exit LEO with knowledge and access to start/continue progress on credit recovery and/or concept or cycle repair.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Decrease recidivism by 3%

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Goal 3: Inspire the whole child.

Performance Objective 1: LEO staff provide SEL instruction to 100% of students who are assigned to LEO.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 100% of high school students assigned to LEO will exit LEO with an understanding of viable pathways to graduation and relevance of coursework.

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

Performance Objective 1: 100% of LEO teachers will participate in staff development and Professional Learning Communities focused on student achievement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Leander High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: For First Time Tested students, narrow the achievement gap between students who qualify as Economically Disadvantaged and students who qualify as Non-Economically Disadvantaged students at the Meets level by an average of 4% as measured by STAAR tested subjects. (2021: English 1 - 28%, English 2 - 33%, Biology - 29%, Algebra 1 - 11%, US History - 15%)

Performance Objective 2: For First Time Tested students, narrow the achievement gap between students who receive special education services and students who do not receive special education services at the Meets level by an average of 4% as measured by STAAR tested subjects. (2021: English 1 - 38%, English 2 - 63%, Biology - 53%, Algebra 1 - 16%, US History - 36%)

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of students graduating with industry-based certification by 5% to 282 (269 in 2021).

Performance Objective 2: Increase the percentage of students entering a 2- or 4-year institution by 1.5%. (62% in 2020, 59% in 2019 - we doubled our goal increase).

Performance Objective 3: Improve performance on AP exams (3+) and IB exams (4+) by 2%. (2021: AP - 60%, IB - 98%; 2020: AP - 69%, IB - 93%)

Performance Objective 4: Increase the percentage of student retention in AP by 1%. (2021: 94%; 2020: 95.3% from end of 1st grading cycle to end of the year)

Goal 3: Inspire the whole child.

Performance Objective 1: Increase the school's overall attendance rate to 95.8% (20-21 Goal: 95.5%).

Performance Objective 2: Student safety perceptions will increase from 90% to 92% of students feeling safe on campus according to the student climate survey results.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase student completion of an LISD program of study to earn an endorsement in the area of interest selected by the student to 92.1% (18-19 92%, 19-20 91.4%, 20-21 91.1%)

HB3 Goal

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

Performance Objective 1: Implement and support high-functioning collaborative teams so that LHS functions as a Professional Learning Community at all levels of the organization as indicated in our 2-year plan.

Performance Objective 2: LHS staff will ensure that students gain and apply critical 21st-century digital knowledge and skills.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Leander Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase percentage of 7th grade students who are Hispanic scoring approaches on reading STAAR by 2% (2019 65%)

Performance Objective 2: Decrease the gap between those receiving SPED supports and all students in STAAR reading for all grade levels by an average of 5%. (2019 49% gap)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of high school credit class sections with at least 2 more sections offered in 2021-22 (18 sections offered in 2020-21) 135

Goal 3: Inspire the whole child.

Performance Objective 1: Leander Middle School will accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti Defamation League to become a certified 2021-2022 No Place For Hate campus by the end of the 2021-2022 school year.

Performance Objective 2: Create a more inclusive and equitable learning environment for all students demonstrated by increasing the percentage of parents responding that campus faculty and staff are responsive to the needs of my child by 2%. (80%)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase implementation of small group instruction in order to differentiate and meet the needs of each and every student. Measured by classroom walkthroughs. Baseline established through 21-22 school year.

Performance Objective 2: All PLCs will focus on designing high-quality lessons using the workshop model and AVID strategies (WICOR) as measured by classroom and PLC walkthroughs. Baseline to be established 21-22 school year.

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

Performance Objective 1: 95% of Leander Middle School teachers will demonstrate growth in their professional LEADS goals.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Leander Middle School will increase the percentage of parents answering "agree" or "strongly agree" when asked if, "The campus keeps me informed about my child's academic progress" by 2%.
20-21- 74%

Mason Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the academic performance of all student groups in math and reading to meet or exceed the state target . (Domain 3 of state accountability)

Performance Objective 2: Increase the % of students, in grades K-5, reading on or above grade level as measured on Istation (BOY to EOY).
***Addresses the Targeted Support: Academic Achievement in Reading and Domain 1 STAAR Component.

Performance Objective 3: Establish baseline BOY to be compared to EOY using MAP data. Increase the % of students, in grades K-5, performing on or above grade level as measured on MAP.

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase writing at all grade levels, within each subject area, to promote writing fluency and proficiency for all students.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase the % of students who strongly agree/agree that threatening or bullying is not a problem at our school from 50% to 60%.

Performance Objective 3: Increase the attendance rate for all students to achieve the goal of quartile 3 or below in the Distinction Designation data within state accountability.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the % of teachers in agreement that their students set learning goals and track their progress throughout the year from 63% to 70% as measured on the UT Employment Engagement Survey. ***Addresses the Target Support: Academic Achievement in Reading and Math and Domain 1 STAAR Component.

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

Performance Objective 1: Increase the rating for PLC Commitment 3.3 (We purposely identify and support students who need enrichment.) from 1.5 (Initiating/Implementing) to 3.0 (Implementing) as measured by the Leander ISD Collaborative Team PLC Reflection Tool.

Performance Objective 2: Increase the administrative presence, visibility, and engagement in walkthroughs, PLCs, RTI, staffings, scheduling, etc., to

measure opportunities to succeed.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Naumann Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase by 2% the overall percentage of students who receive special education services scoring Approaches or above in STAAR Reading and Math.

Performance Objective 2: 80% of students will scores at levels 3, 4, or 5 as measured by ISIP in May 2022.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 67% of third grade students will meet grade level or above on the May 2022 Reading STAAR.

HB3 Goal

Performance Objective 2: 51% of third grade students will meet grade level or above on the May 2022 Math STAAR.

HB3 Goal

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Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Students will feel a sense of belonging at Naumann.

Performance Objective 3: Students will indicate that they feel challenged in school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase from 86% to 90% the number of students responding "True" to the climate survey question, "My teachers give real-life examples in class."

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

Performance Objective 1: Increase knowledge and understanding of collaborative structures focused on student expectations.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents on the parent climate survey that mark agree or strong agree to the following question by 2%:

"The campus provides me with adequate and timely communication."

New Hope High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Score a Student Achievement score of at least 90, on the alternative education accountability scale, of tested students passing the required state STAAR performance, college, career, and military readiness, and graduation rates with no appreciable difference in accountability student groups by July 2022.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: A minimum of two percent growth to 60% of four-year cohort seniors will be Texas Success Initiative, TSI, eligible in at least one area by any applicable measure, as well as, 50% of four-year cohort seniors will meet college, career and military readiness state standards by July 2022.

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Student safety perceptions will be 90% or greater of students feeling safe on campus according to the student climate survey results by June 2022.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Align online curriculum to LISD course curriculum guides to provide blended learning opportunities for NHHS in-person and virtual classroom facilitation within courses by June 2022.

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

Performance Objective 1: Teachers will commit to ensuring the successful Implementation of HB 4545 by June 2022.

Goal 6: Manage district resources effectively.

Performance Objective 1: Manage budget within allocation to ensure students have all resources to learn effectively and to prepare and supply staff to deliver high quality learning in a safe and secure environment, providing physical and emotional safety, as measured by perceptive survey data and balance sheet by June 2022.

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

Performance Objective 1: Understand the perception of needed services for at-risk secondary students in the district through a comprehensive survey by February 2022.

Parkside Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students ending the year reading on grade level as measure by Istation and running record data. (EOY 2021 82%)

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase or maintain the percentage of students scoring at the Masters level on STAAR, across all grades and content tested. (2019 44%)

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Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Inspire the whole child.

Performance Objective 1: Increase the percentage of parents responding "Agree/Strongly Agree" to the question, "The campus provides opportunities that extend my student's interests and talents (mentoring, enrichment opportunities, career exploration, etc.)". (2021 84%)

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of Parkside students who respond "Agree/Strongly Agree" to the question, "My teachers ask me what I want to learn about". (2021 29%)

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

Performance Objective 1: Increase the percentage of Parkside teachers who respond "agree/strongly agree" to the question, "Learning opportunities/staff development is made available to me so that I can do my job better." (2021 80%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: As measured by the Parent Climate Survey, we will increase the percentage of parents responding "agree/strongly agree" to the question, "The campus provides me with adequate and timely communication". (2021 93%)

Plain Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Meets" proficiency level of STAAR in Reading from 43% to 45%.

HB3 Goal

Performance Objective 2: Increase the percent of tests for all student groups that reach the "Meets" proficiency level of STAAR in Math from 38% to 46%.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: 70% of students will read at grade level expectancy as measured by the ISIP assessment.

2019-2020 ISIP Campus Data Scores

Kinder: 184.12

1st: 214.06

2nd: 237.06

3rd: 256.86

4th: 2294.9

5th: 2120.5

Performance Objective 2: 70% of students will show one year's worth of growth on the MAP math assessment.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase the percentage of students reporting positive emotional well-being from 64% in 2021 at 70% in 2022 as measured by the student climate survey.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of parents rating their child's overall engagement in school as excellent or good by 2%.

2020-2021 School Quality Survey Data:

41% indicated overall engagement was good.
29% indicated overall engagement was excellent.

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

Performance Objective 1: Follow PLC commitments and structured PLC format on weekly basis to promote student growth.

Performance Objective 2: JPE will build staff capacity and professional learning focused on Inquiry to promote innovative teaching and learning opportunities.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 91% of parents will respond with "Agree" or "Strongly Agree" to the statement "the campus provides me with adequate and timely communication".

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2020-2021 School Quality Survey Data: 88%

2019-2020 School Quality Survey Data: 91%

Pleasant Hill Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase, or maintain if above 80% at BOY, the percent of students at Levels 3-5 (at or above 41st percentile) in each grade level, K - 5th, from September (Beginning of Year) to May (End of Year) as measured by ISIP (reading). Minimum target to achieve by end of year is $\geq 60\%$ for any grade level below this target at beginning of year.

Performance Objective 2: Increase, or maintain if above 80% at BOY, the percent of students at average, high average, or high levels (at or above 41st percentile) in each grade level, K - 5th, from September (Beginning of Year) to May (End of Year) as measured by NWEA MAP (math). Minimum target to achieve by end of year is $\geq 60\%$ for any grade level below this target at beginning of the year. 144

Performance Objective 3: Increase the percentage of students achieving the passing standard (Approaches level) in reading, math, and science as measured by STAAR Performance in the State Accountability Reports (Domain 1).

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of tests achieving the Meets level on STAAR in Reading and Math to meet or exceed the TEA established targets in all student groups as measured by State Accountability Closing the Gaps (Domain 3).

Performance Objective 2: Increase the percentage of students performing at Masters level in reading, math, and science as measured by STAAR performance in the State Accountability report (Domain 1).

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity, while also being mindful of Covid-19 safety protocols and restrictions.

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

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

Performance Objective 2: We will continue with vertical committees involving all teams and staff with 100% participation.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Continue to utilize effective communication measures; such as, daily Remind messages with timely information and updates, Monthly Memo from the Principal to the community using S'more, weekly updates from teachers to families, and News from the Hill sent weekly to keep families up-to-date on what is happening on campus.

Reagan Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 80% of our third grade students will meet grade level or better on the 2021-2022 Reading STAAR (determined by the HB 3 proposed annual goal).

67% of all third grade students received "Meets Grade Level" or better on the 2020-2021 Reading STAAR.

Performance Objective 2: 70% of our third grade students will meet grade level or better on the 2021-2022 Math STAAR (determined by the HB 3 proposed annual goal).

57% of all third grade students received "Meets Grade Level" or better on the 2020-2021 Math STAAR.

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HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of all students in grades K-5 will make at least one year's growth in reading. The baseline of 86% was established in 2020-2021 school year.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 75% of students will answer "Happy" or "Very Happy" to the question "How do you feel about your overall emotional well-being?" on the School Quality Survey for Students.

The baseline of 68% was established during the 2020-2021 school year

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Decrease the gap between All students and ELL students performing at Approaches or higher on STAAR Reading from 8% (2021) to 6%.

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

Performance Objective 1: At least 95% of grade level teachers participate in virtual instructional rounds/learning walks , with a focus on LEADS Domain 2 (Instruction).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 94% of parents will answer Agree and Strongly Agree to the statement "The campus provides me with adequate and timely communication." From 2020-2021 School Quality Survey for Parents: 90% of parents responded that "the campus provides me with adequate and timely communication."

Reed Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase from 51% to 70% of students reading on or above grade level on ISIP.

HB3 Goal

Performance Objective 2: Increase the percentage of tests meeting or exceeding approaches-level standards as measured by TEA for STAAR Accountability in all subject areas.

Reading: 79% to 85%

Math: 78% to 85%

Science: 72% to 82%

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Performance Objective 3: Increase the percentage of tests scoring "Masters" as measured by TEA for STAAR Accountability in Reading and Math.

Reading: 25% to 30%

Math: 30% to 35%

Performance Objective 4: Increase from 38% to 46% of 3rd grade students who Meet or better on STAAR Reading.

HB3 Goal

Performance Objective 5: Increase from 34% to 44% of 3rd grade students who Meet or better on STAAR Math.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 100% of Reed students will show growth in reading each month through May 2022.

HB3 Goal

Performance Objective 2: 100% of Reed students will show growth in math each month through May 2022.

Goal 3: Inspire the whole child.

Performance Objective 1: Empower our students to own their learning and leadership.

Performance Objective 2: Implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase from 34% to 50% or more of students that Agree/Strongly agree that "My Teachers ask me what I want to learn about."

Performance Objective 2: Increase from 51% to 61% of students that Agree/Strongly agree that "My schoolwork is challenging most of the time."

Performance Objective 3: Increase from 66% to 76% of staff that Agree/Strongly agree that "Our students seek additional challenge to learn as much as they can."

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

Performance Objective 1: 100% of staff will engage in relevant professional learning.

HB3 Goal

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Performance Objective 2: 100% of teachers will rate proficient or higher on LEADS Dimension 1.3- Knowledge of Students.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase from 79% to 85% or more of parents that Agree/Strongly agree that "The campus keeps me informed about my child's academic progress."

River Place Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students ending the year reading on grade level as measured by Istation and running record data.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students scoring at the Masters level on STAAR, across all grades and content tested (2021 - 29%)

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Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Double the percentage of students who respond positively to the statement "My teachers ask me what I want to learn about." (2021- 23%)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase teachers' ability to target instruction through unpacking TEKS and monitoring student progress during weekly PLC meetings as measured by achieving a "sustaining" rating on commitment 3.2 on the 2020-2021 PLC survey (purposefully identify and support students who require intervention to master essential outcomes). Baseline data from the 2019-2020 survey showed PLCs to be in the "implementing" range for commitment 3.2.

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

Performance Objective 1: Our campus will provide opportunities for embedded learning and leadership opportunities for all staff. Employee Engagement Survey will reflect this in responses to question 37 (Learning opportunities/staff development is made available to me so that I can do my job better.) showing an increase in positive responses from a baseline of 44% to our goal of 90%.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Maximize efforts to help strengthen parent-school relationships within the RPE community. Increase Campus Climate Parent Survey response to 90% for agrees/strongly agrees (baseline 88%) to the question regarding whether the campus encourages parent and community involvement.

River Ridge Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 80% of third grade students will meet grade level or better on the 2021-2022 Reading STAAR (as determined by the HB-3 proposed annual goal).

84% of third grade students received "Meets Grade Level" or better on the 2020-2021 Reading STAAR.

HB3 Goal

Performance Objective 2: 86% of third grade students will meet grade level or better on the 2021-2022 Math STAAR (determined by the HB-3 proposed annual goal).

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76% of third grade students received "Meets Grade Level" or better on the 2020-2021 Math STAAR.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of all students in grades K-5 will make at least one year's growth in reading.

The baseline of 89% was established during the 2020-2021 school year.

Goal 3: Inspire the whole child.

Performance Objective 1: Students will answer "Great" or "Good" to the question, "How is your school year going?" on the survey administered by the school counselor.

Baseline to be determined by data gathered in the 2021-22 end-of-year school survey.

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 100 % of fifth grade students will participate in the FreshINCedu program during library rotations.

Performance Objective 2: 25% of students surveyed will answer "True" to the statement "My teachers ask me what I want to learn about" and 80% of parents surveyed will agree or strongly agree that "The campus provides opportunities that extend my student's interests and talents."

From 2020- 2021 surveys: 12% of students answered true to the question above, and 76% of parents agreed or strongly agreed to the question above.

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

Performance Objective 1: All teachers will rate "proficient" or higher on the school-wide LEADS focus Dimension 1.2 and/or 1.3 (based on LEADS professional goal choice).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 96% of parents will respond with "Agree" or "Strongly Agree" to the statement "The campus provides me with adequate and timely communication."

From 2020-2021 School Quality Survey for Parents: 94% of parents responded that "The campus provides me with adequate and timely communication."

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Rouse High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

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

Performance Objective 2: Raise the STAAR "Approaches" percentage of students who receive special education services by 2% in Reading.

Performance Objective 3: Raise the STAAR "Approaches" percentage of students who receive special education services by 2% in mathematics.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Improve percentage of students that meet TSI from 66% in 2020-2021 to 72% in 2021-2022.

Performance Objective 2: Continue to increase the percentage of students scoring a 3, 4, or 5 on College Board AP exams by 3%. RHS was at 62% for 2021 testing.

Performance Objective 3: Increase participation in advanced courses for Black, Economically Disadvantaged, and Hispanic underrepresented student groups.

Goal 3: Inspire the whole child.

Performance Objective 1: 100% of all students in Grades 9-12 will have a post-secondary plan.

Performance Objective 2: Connect at least 80% of our students to various UIL or club activities offered at Rouse.

Goal 4: Engage every student in relevant learning as observed by an overall increase in common assessment data.

Performance Objective 1: Design learning activities that reach the cognitive demand of the targeted standard through the use of student-to-student collaboration strategies.

Performance Objective 2: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

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

Performance Objective 1: Increase percentage of teachers who score "Proficient" or above on LEADS 3.3 from 95% to 98%.

Performance Objective 2: Review and enhance recruiting practices that will increase the diversity of the RHS teachers to more closely represent the

make-up of the student population with consideration of teaching experience, content knowledge, campus fit.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Performance Objective 2: Through the newly formed Equity and Diversity Student/Staff Committee, partner with PTSA to promote family connections.

Performance Objective 3: Increase opportunities for students to participate in campus decision making

Running Brushy Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Running Brushy will increase the Academic Growth Score as reported on the 2021 Accountability Tables from 70 to 73 in ELA/Reading and Math combined.

Evaluation Data Source(s) :STAAR Academic Growth Measure (Domain II A- School Progress/Academic Growth)

Performance Objective 2: Running Brushy will increase the percentage of all STAAR tests to increase by 3% (from 83% to 86% @ Approaches; from 58% to 61% @ Meets; and from 27% to 30% @ Masters) as reported by the STAAR Accountability Data Tables.

Goal 2: Prepare each student for college and career success.

155

Performance Objective 1: Increase the access to advanced courses to all underrepresented student groups on campus.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase opportunities for parental involvement on campus to foster a healthy, safe, and engaged school environment.

Performance Objective 3: Restorative practices implemented throughout campus classrooms to a decrease in student discipline infractions by 15% annually.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Continue to align the cognitive demand of student activities according to expectations in TEKS.

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

Performance Objective 1: 95% of RBMS teachers will demonstrate growth in their professional LEADS goals

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Rutledge Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Performance Objective 1: The percentage of students across all student groups who meet grade level expectations on STAAR in reading and math will increase.

Reading Grade 3 - from 72% in 2021 to 73% in 2022

Math Grade 3 - from 45% in 2021 to 50% in 2022

All disaggregated populations will show 1% or 5% respective growth as well.

HB3 Goal

Performance Objective 2: The percentage of students reading on or above grade level (levels 3-5) in grades K through 5 will increase as measured by ISIP.

	May 2021	May 2022
K	70	75
1	85	88
2	93	96
3	90	93
4	89	92
5	84	87

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Decrease by 2% points the performance gaps in meeting grade level standards between students who are economically disadvantaged, or LEP and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, and math.

Current Performance 2021 STAAR data:

	Reading	Math
Gr 3	All 72, ED 50, LEP 47	All 45, ED 25, LEP 30
Gr 4	All 65, ED 50, LEP 43	All 75, ED 43, LEP 75
Gr 5	All 64, ED 58, LEP 50	All 63, ED 50, LEP 64

Performance Objective 2: Increase the number of fourth and fifth grade students who report they are able to set their own academic goals and deadlines and are also capable of tracking their own progress and identifying steps they need to take to reach those goals from a score of 56 on the Leader in Me Measurable Results Assessment to 60.

Performance Objective 3: Through a focus on Technology Applications TEKS, we will increase student use of technology to plan and manage a process for solving real-world problems that considers advantages and risks will increase/decrease:

	2021	2022
Weekly	37	42
Monthly	40	45
Never	23	13

Goal 3: Inspire the whole child.

Performance Objective 1: Students at Rutledge Elementary will self-report high levels of social-emotional and physical wellness.

Performance Objective 2: Maintain attendance at 97% or higher in both virtual and in person environments while also maintaining health and safety protocols.

Performance Objective 3: Increase staff understanding of the wide diversity of the Rutledge Elementary community and awareness of culturally and academically relevant practices. 157

Performance Objective 4: Provide ongoing professional learning opportunities for staff to meet social-emotional and diverse needs of learners.

Performance Objective 5: Counselors will meet twice a month with assistant principals to create action plans to address concerns with students whose social emotional challenges are impacting learning in significant ways.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of fourth and fifth grade students who report they feel excited to learn as much as they can in class and actively work toward their goals (Learning Engagement) from 69 to 76 and increase the percentage of students who are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions (Student Empowerment) from 62 to 65 based on the annual Leader in Me Measurable Results Assessment.

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

Performance Objective 1: Teachers will report high levels of teacher efficacy as measured by the Leader in Me Measurable Results Assessment on Teacher Efficacy. (Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets.) Current baseline is 76% to increase to 81%.

Performance Objective 2: Review and enhance recruiting practices that will increase the diversity of the Rutledge teachers to more closely represent the make-up of the student population.

Performance Objective 3: All teachers in grades 4 and 5 will participate in Deep Learning opportunities over the course of the year.

Performance Objective 4: All teachers who teach students in grades K-3 (including support positions) will complete the Science of Teaching Reading Academy.

Performance Objective 5: 100% of teachers at Rutledge will be ESL certified.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: All teachers, grade levels and overall campus will have a clearly articulated system for communicating with families and receiving input from them.

Performance Objective 2: Provide 5 distinct types of learning opportunities to expand family knowledge and understanding of the core paradigms of the Leader in Me.

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Steiner Ranch Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the number of students reading on grade level to 80% of student showing expected Rate of Improvement on ISIP and other measures.

Baseline: 77% of students in grades K-5 reading on grade level.

HB3 Goal

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Increase student ownership of learning by developing systems to support students to set learning goals, track progress and reflect on their individual learning. Increase the percentage of students responding to true to the questions "I set learning goals and track my individual progress" on the student perception survey to 70%.

Baseline: 57% of student believe they set learning goals and track their individual progress.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: By the conclusion of the 2021-2022 school year, we will increase the average annual attendance percentage for in-person learners from 95.7% to 96.8% with a specific focus on increasing the attendance of economically disadvantaged students from 92.9% to 93.5%.

Performance Objective 3: Embedded instructional and preventative measures to ensure each and every student's emotional well being. Increase the percentage of students who feel they can talk to an adult about personal problems to 78%.

Baseline: 15% of parents think bullying is happening in school and only 3% of students think bullying is happening.

Baseline: 26% of students do not think they can talk to an adult about a personal problem and only 6% feel like they cannot talk to an adult about a school problem.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students answering "True" to 50% or more on the 2021-2022 Student Perceptual Survey statement "My teachers ask me what I want to learn about."

Baseline: 25% of students feel they are asked what they want to learn.

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

Performance Objective 1: Provide "Just-in-Time" campus staff development for teachers staff aligned to the current needs and patterns evident in 2020-2021 student performance data. Embed teacher choice in their learning to increase the percentage of staff who agree learning opportunities/staff development is provided for personal growth and development from 79% to 82%

Baseline: 79% of staff agree learning opportunities/staff development is provided for personal growth and development
83% agree that professional learning opportunities are provided

Performance Objective 2: Continued professional development around the three commitments of PLCs. Aligning best-practices, strategies, and innovations to ensure that classroom instruction has the maximum positive effect on student achievement and a teacher's own professional growth. Increase the percentage of teachers following commitment one to from 74% to 77% as noted on the PLC Survey.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationships and communicate student progress.

Performance Objective 2: Communicate and partner with local business and community members to enhance the student learning experience.

Stiles Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

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

Performance Objective 2: Decrease the performance gaps between students who are economically disadvantaged, Black, Hispanic, and students receiving special education services and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by State and local assessments.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Increase the percentage of students enrolling in Advanced courses or enrolling in high school credit courses. (baseline determined in March 2022)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment for all students so that all Stiles MS students will identify a sense of belonging within their school.

Performance Objective 3: At least 90% of students will respond strongly agree/agree to the student survey question, "There are adults on campus who will listen to me and respond to my needs and concerns."

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students reporting that they either "Agree or Strongly Agree" on the 2022 Student Survey that they are engaged in and find relevance in their learning by 3%. (2021- 41%)

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

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

Performance Objective 1: Based on the UT Staff Engagement survey, 75% of teachers will "agree" or "strongly agree" that learning opportunities/staff development is made made available for personal growth and development (2021 - 68%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Provide timely and adequate communication to our community to increase the percent of stakeholders who feel engaged with and connected to the school.

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Tarvin Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students meeting or exceeding reading expectations in grades K through 5 will increase by 5% from BOY to EOY as measured by the district-approved reading instrument.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 50% of Tarvin 3rd-5th grade students will receive "Meets Grade Level" or better on the 2021-2022 Reading STAAR.

HB3 Goal

Performance Objective 2: 45% of Tarvin third grade students will "Meets Grade Level" or better on the 2021-2022 Math STAAR (determined by the HB 3 proposed annual goal). 163

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment that promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 90% of 3rd-5th graders will be able to assess their strengths and areas of growth by the end of the 4th nine weeks.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by implementing systems that foster relevant, meaningful learning opportunities for all students.

Performance Objective 2: 95% of our students will be curious learners by asking meaningful questions to drive their learning.

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

Performance Objective 1: Support and maintain high-functioning collaborative teams so that Tarvin functions as a Professional Learning Community at all grade levels and teams.

Performance Objective 2: Build and maintain the capacity for staff to feel empowered to make decisions based on core values, vision and learner profile.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 90% of parents will respond with "Agree" or "Strongly Agree" to the statement "The campus provides me with adequate and timely communication."

Vandegrift High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Maximize opportunities for students in need of intervention to access supports needed in order to be successful on EOC.

Performance Objective 2: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading, Writing, and Math as measured by the EOC , district growth measures, and national (ACT, PSAT, SAT, TSI...) growth measures.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of students who are economically disadvantaged, taking AP and / or dual - credit classes by 2%. 165

Performance Objective 2: Improve performance of our students in AP/IB courses and dual-credit courses.

Performance Objective 3: Increase to 85% the percentage of students meeting College Readiness Standards (TSI).

Performance Objective 4: Increase the total number of CTE certifications earned by 5%.

Performance Objective 5: Maintain 98% or increase the percentage of student pursuing post-secondary education (4 year college, 2 year college, technical school, military, etc.) as evidenced by Senior Student Survey and Clearing House.

Goal 3: Inspire the whole child.

Performance Objective 1: By the end of the 2021-22 school year, average daily attendance for at-risk students will increase 3% to 92.15%.

Performance Objective 2: By the end of the 2021-22 school year student engagement in the campus community will increase through connections to a club/organization, athletic team, and/or mentor.

Performance Objective 3: The school counseling team will engage more regularly with their alpha-specific students by delivering specific grade-level objectives which address academic pathways, career and college options, and social emotional development.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Renew campus focus on deeper learning and WICOR strategies.

Performance Objective 2: Enhance a sense of community within the IB program

Performance Objective 3: Increase opportunities for staff to learn and implement SEL and relational practices strategies.

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

Performance Objective 1: Enhance campus structures in place that support the purpose and conversations in PLC's to provide teachers opportunities to engage in authentic collaboration focused on student success.

Performance Objective 2: Teachers will engage in differentiated professional learning that provides high-quality opportunities for continued professional growth.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Maximize current communication method effectiveness and fill existing communication gaps.

Performance Objective 2: Develop innovative methods of effectively communicating with students, staff and parents.

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Vista Ridge High School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase English 1 Reporting Category 4 (Composition) average by 3% to 57%.

Performance Objective 2: Increase Algebra I Reporting Category 3 (Writing and Solving Linear Functions, Equations, and Inequalities) average by 3% to 50%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of upperclassmen who meet standard in English and Math on the ACT, SAT, and/or TSI to pre-COVID passage rates: 75% for seniors and 55% for end-of-year juniors. 167

Performance Objective 2: Increase the percent of African American students enrolled in an AP course and taking an AP exam by 4%, from 44% to 48% . Increase the percent of African American students who pass (3-5 on exam) an AP exam from 24% to 28%.

Goal 3: Inspire the whole child.

Performance Objective 1: Implement proven Culturally Relevant Teaching strategies in classrooms that will maintain attendance rate to 96% and lower discipline referrals for African American/Black students by 5 % , from 22% during 19-20 school year and Hispanic students by 5% from 33% during 19-20 school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Continue to offer all available certification tests and maintain a passing rate of 83%.

Performance Objective 2: At least two times per six weeks, promote CTE courses through deliberate communication and recognition.

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

Performance Objective 1: At least once per six weeks, teachers purposefully integrating technology into learning by:

- Students creating real-world products or performance assessments;
- and/or students having the opportunity to initiate, be self-directed or go beyond the given perimeters of the learning task;
- and/or using learning activities and assessments that allow students to engage in deep, critical thinking, and analysis;
- and/or using technology that adds value so that students can do their work in better or different ways than possible without the technology.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: On our parent survey, increase the % of "agreed" from 88% to 90% on the statement: the campus provides me with

adequate and timely communication.

Westside Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: We will increase 3rd-5th grade student growth in writing by 2% in the "Development" section of the Narrative Writing Checklist, 20/21: 79%.

Performance Objective 2: We will increase our overall Master's performance score by 1% on STAAR Assessments, across all grades and content tested, 2020: 26%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Maintain at least 87% of students Kindergarten-5th grade will show at least a year's growth from BOY to EOY Reading Levels as measured by a running record, 20/21: 87%.

HB3 Goal

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: As students utilize strategies to increase social skills and leadership skills, we will maintain an overall "mature" status and increase growth in Student Led Learning to move toward "mature," as measured by the Lighthouse Rubric, 20/21: Mature.

Performance Objective 3: We will increase the number of students involved in a campus sponsored club/extracurricular activity or hold a leadership role on campus by 1%, 20/21: 69%.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: As staff design learning environments and learning experiences to meet each student's needs, we will maintain a "Developing" status as measured by Commitment 1 in the LISD Collaborative Team PLC Reflection Tool, Fall 2020: Implementing 3.25 to Spring 2021: Developing 4.6.

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

Performance Objective 1: As we implement a targeted training program to increase leadership capacity, we will maintain a "Developing" status on the LISD Collaborative Team PLC Reflection Tool Continuum, Fall 2020: Implementing 4.0 to Spring 2021: Developing 4.8.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Maintain positive communication with our families by providing adequate and timely communication, 20/21: 95%.

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Whitestone Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students reading on or above grade level in each grade level cohort from May 2021 by 5% by May 2022.

HB3 Goal

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students achieving at the "Meets" level on reading and math STAAR to 60% by June 2022.

HB3 Goal

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Goal 3: Inspire the whole child.

Performance Objective 1: 100% of students will receive two positive referrals for modeling behaviors that represent the Whitestone Elementary vision and mission.

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Through cooperative learning structures, all students will have opportunities to participate equally to further their learning and discoveries.

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

Performance Objective 1: 100% of staff will participate in relevant professional learning

HB3 Goal

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents to 80% on the Community Engagement survey that mark agree or strongly agree to the following question.

"The campus keeps me informed of my students academic progress"

Wiley Middle School Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Wiley Middle School will establish any gaps that may exist in student groups due to the pandemic and decrease performance gaps between the monitored groups and the "all" group by the end of the school year.

Performance Objective 2: Wiley Middle School will ensure high quality supports for students who receive additional support through special programs on our campus (intervention, 504, Special education).

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Wiley Middle School will ensure equitable access and participation to our advanced pathway courses (Pre-AP, AP and¹⁷² High School Credit courses) by increasing the percentage of underrepresented students participating in and successfully completing advanced courses in LISD through a strong system of support structures and recruitment efforts.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: LISD students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the overall average of indicators related to academic support from 89% to 91% in the Climate Survey/Students.

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

Performance Objective 1: Re-establish best practices rooted in data and discussion, following the 4 questions of the PLC structure.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will enhance positive communication with our community during 2021-22 school year through newsletters, parental engagement and community forums.

Performance Objective 2: Continue to increase opportunities for parental involvement on campus to foster a healthy, safe, and engaged school environment. (Baseline 18-19 PTA 215 members, 30 parents for literacy and math nights)

Winkley Elementary Goals 2021-2022

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 75% or more of our 3rd Grade Students will read on or above grade level, by EOY, per the ISip, for a 3%+ increase from BOY iSip of 72%.

HB3 Goal

Performance Objective 2: 75% or more of our 3rd Grade Students will be at or above Grade-Level Mean RIT (Rasch Unit) by EOY, per the NWEA Map Growth, for a 4%+ increase from BOY NWEAMap Growth of 71%.

HB3 Goal

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of students in grades K-5 will make at least one year's growth in reading and the remaining 10% will have supports in place to strengthen areas of need.

Goal 3: Inspire the whole child.

Performance Objective 1: The percentage of students' responses to the survey question, "How much choice have you had in your learning?" will increase from 37% to 39%.
(Quite a lot and complete choice)

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment that promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the percent of students who strongly agree or agree in the Student Climate Survey to the following question:
My teachers show me how lessons relate to life outside of school. (90% to 92%)

Performance Objective 2: Increase the percentage of student responses to the question, "My teachers ask me about what I want to learn about" from 31% to 33%.
(True)

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

Performance Objective 1: Winkley will expand targeted professional learning opportunities to increase leadership capacity/effectiveness/cultural

responsiveness for Winkley staff.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Academic Calendar Planning Discussion
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Matt Bentz
Attachments: Academic Calendar Planning Presentation

Background Information:

The Academic Calendar Planning presentation provides the Board of Trustees with information about the process for gathering input from stakeholders. Based on Board discussion, the preferred academic calendar draft for the 2022-2023 school year will be presented for consideration at the January 13, 2022, Board meeting and approval at the January 27, 2022, Board meeting

Administrative Recommendation:

N/A

Sample Motion:

N/A



Academic Calendar Planning

November 4, 2021

- **Provide the Board of Trustees information about the planning of the 2022 -2023 Academic Calendar**
- **Give Trustees opportunity to discuss & provide input**

- **Requires teachers to work a minimum of 187 days**
(Texas Education Code – § 21.40)
- **Requires school districts to provide at least 75,600 minutes of instruction**
(Texas Education Code - § 25.08)
- **Allows districts to create a plan for flexibility with school start date**
(Texas Education Code - § 12A.003)
- **No School on Memorial Day**
(House Bill 441)

Administration will seek input/feedback from:

- Community members
- Parents
- Trustees
- District staff
- Teachers
- Principals/APs
- District Administrators

OCTOBER: Preliminary input gathering

- DWEIC
- Cabinet
- Campus leaders

NOVEMBER: Surveys and Discussions

- Board Presentation: Process, guidelines, timeline
- Discussion with Principals
- Community & Staff Feedback Surveys

DECEMBER: Listening sessions

- Community
- Staff

JANUARY: Final recommendation

- Board Presentation: Recommendation
- Board Presentation: Approval

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2021-2022 Academic Calendar



Calendar Key

- Holiday
- Staff Development
- New to District
- First/Last Day of School
- Remote Learning: First Day of School
- Bad Weather Makeup Day*
- Early Release Days
- Proposed Testing Days
- HD** Half-Day for All
- End of Grading Period
- } Elem (9 wks)
- | MS & HS (6 wks)

Important Dates

- First Day of School.....Aug. 12
- Remote Learning: First Day of School....Aug. 19
- Labor Day.....Sept. 6
- Veterans Day.....Nov. 11
- Thanksgiving Break.....Nov. 22-26
- Winter Break.....Dec. 20-31
- MLK Day.....Jan. 17
- Presidents Day.....Feb. 21
- Spring Break.....Mar. 14-18
- Student/Teacher Holiday.....Apr. 15
- Bad Weather Day.....Apr. 18
- Last Day of School.....May 26

*The Bad Weather Makeup Day is a holiday unless the assigned day is needed due to bad weather, which will be communicated in advance.

School Start & End Times

- Elem: 7:40 a.m.–2:55 p.m.
- MS: 8:10 a.m.–3:25 p.m.
- HS: 8:40 a.m.–4:00 p.m.

Early Release Times (90-minute)

- Elem: 7:40 a.m.–1:25 p.m.
- MS: 8:10 a.m.–1:55 p.m.
- HS: 8:40 a.m.–2:30 p.m.

• JULY •

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- Start date in 2nd week of August (12th)
- Short first week (Thursday start)
- Full week - Thanksgiving break
- 2 weeks – Winter Break
- Half-day at end of each semester
- Last day of school before Memorial Day weekend
- 176 student days
- 187 teacher days
- 26 Early releases built into schedule
- Spring break aligned with UT

- 2nd week of August was too early to start
- Liked short first week
- Liked getting out before Memorial Day
- Positive feedback on formatting of breaks
- Positive feedback re: staff development and teacher planning time
- Mixed reviews about early release days

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- Start a week later
- Less early releases
- Add more full-days for professional development and instructional planning in place of early release ¹⁸⁴
- Additional breaks in fall
- Less days of school, more minutes per day
- Align calendar with neighboring districts

NOV 8-29

Survey to
Community
and Staff



NOV 9

Principal
Discussions



NOV 29 - DEC 2

Listening
Sessions



JAN 13

Recommendation
to the Board of
Trustees



JAN 27

Board
Approval ¹⁸⁵



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Review of Innovative Course Proposals
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): November 18, 2021
Administrator Responsible: Chrysta Carlin
Attachments: Innovated Course Proposals Course Descriptions

Background Information:

The Texas Education Agency (TEA) is using the innovative course process to add Career and Technical Education Courses in areas of need identified in a recent Programs of Study review. With the approval of the local board of trustees, school districts may offer any state-approved innovative course for state elective credit only. A district does not need to apply to TEA in order to offer an approved innovative course. Innovative courses are approved to meet certain endorsement requirements on the Foundation High School Program.

For the 2022-2023 school year administration is recommending Kinesiology II and Practicum in Entrepreneurship for approval. As TEA continues to develop courses, we anticipate the need to bring additional courses to the board over the next couple of years to fully finalize individual Programs of Study. It is important to note that fully developed Programs of Study are critical for TEA accountability.

Administrative Recommendation:

The administration recommends that the Board approve the proposed list of innovative courses for the 2022-2023 school year.

Sample Motion:

I move that the Board approve the proposed list of innovative courses for the 2022-2023 school year.

Innovative Course Proposals for 2022-2023

Kinesiology II

PEIMS Code: N1302115

Grade level(s): 11-12

Award of Credit: 1

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

Practicum in Entrepreneurship

PEIMS Code: N1303425

Grade level(s): 12

Award of Credit: 2

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in the career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Discuss District Administrative Committees
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Bruce Gearing and other District Administrators
Attachments: 2021-2022 Board and District Administrative Committees

Background Information:

At the October 21 meeting, the Board expressed a need to have a more thorough discussion regarding district administrative committees. To help facilitate the discussion, the attached list shows details about the various Board and district administrative committees.

Administrative Recommendation:

N/A

Sample Motion:

N/A

2021/2022 Board and District Administrative Committees

Committee Name	Type	Admin. Responsible	Board Member Representation (# and specific requirement (if applicable))	Board Member Representatives	Can Board Members Appoint Members? (If so, provided details...how many, process, when.)	Is formal Board Action Required to Approve Committee Members?	Purpose	Does the Committee Have Bylaws or a Charter
Board Operating Procedures Review Committee	Board Committee	Holly Wardell (Eichelbaum, Wardell, Hansen, Powell & Mehl)	3 maximum	Trish Bode Anna Smith	N/A	N/A	Consider changes to the Board Operating Procedures and make recommendations to the full board.	N/A
Legislative Priorities Committee	Board Committee	Colby Nichols (Ancira Strategic Partners, LLP)	3 maximum	Trish Bode Elexis Grimes Anna Smith	N/A	N/A	Development of proposed legislative priorities and make recommendations to the full board.	N/A
Policy Review Committee	Board Committee	Shawn Swisher	3 maximum	Sade Fashokun Gloria Gonzales-Dohlakia Aaron Johnson	N/A	N/A	Work with administration to consider changes to policy and make recommendations to full board.	N/A
Bond Oversight Committee (BOC) (formerly Bond Advisory Committee (BAC))	Citizen Advisory Committee (w/o Board Representation)	Jimmy Disler	N/A	N/A	In the Jan.-Mar. 2021 timeframe, each Board member was asked to appoint 2 members.	No	See details at: https://www.leanderisd.org/committees/	Charter
Citizens' Facility Advisory Committee (CFAC) Steering Committee	Citizen Advisory Committee (w/o Board Representation)	Jimmy Disler	N/A	N/A	In Dec. 2020, each Board member was asked to appoint 1 to 2 members. The timing of appointments to this committee is driven by Bond election dates.	No	See details at: https://www.leanderisd.org/committees/	Charter
Community Based Accountability Committee	Citizen Advisory Committee (with Board Representation)	Brenda Cruz/ Sarah Martinez	3 requested	Aaron Johnson Christine Mauer Anna Smith	Not currently Requested.	No		No
Community Curriculum Advisory Committee (CCAC)	Citizen Advisory Committee (with Board Representation)	Jennifer Collins	2 requested	Gloria Gonzales-Dholakia Elexis Grimes	In August 2021, each Board member was asked to appoint up to 3 members.	No	See details at: https://www.leanderisd.org/committees/	No - sub committee will work to write bylaws this year
Districtwide Educational Improvement Council (DWEIC)	Citizen Advisory Committee (w/o Board Representation)	Sarah Grissom	N/A	N/A	Not without change to Policy BQA(LOCAL)	No	See details at: https://www.leanderisd.org/committees/	No
Equity and Diversity Advisory Committee	Citizen Advisory Committee (with Board Representation)	Chief of Diversity, Equity & Inclusion (currently run by Laurelyn Arterbury and Chrysta Carlin)	3 maximum	Sade Fashokun Gloria Gonzales-Dholakia Christine Mauer	Not currently requested.	No	See details at: https://www.leanderisd.org/committees/	No
School Health Advisory Committee (SHAC)	Citizen Advisory Committee (with Board Representation)	Brandon Evans	1 requested	Aaron Johnson	In August, each Board member was asked to appoint up to 5 members.	Action required, per Policy BDF (LOCAL)	See details at: https://www.leanderisd.org/committees/	SHAC Bylaws
School Safety and Security Committee	Citizen Advisory Committee (with Board Representation)	John Graham	2 required per Board Policy CK (Board President and 1 additional board member)	Trish Bode (Board Pres.) Elexis Grimes	No. Committee membership specified in Policy CK (LEGAL)	No	See details at: https://www.leanderisd.org/committees/	No

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2021/2022 Board and District Administrative Committees

Committee Name	Type	Admin. Responsible	Board Member Representation (# and specific requirement (if applicable))	Board Member Representatives	Can Board Members Appoint Members? (If so, provided details...how many, process, when.)	Is formal Board Action Required to Approve Committee Members?	Purpose	Does the Committee Have Bylaws or a Charter
Strategic Planning Steering Committee (approximately a 6-month commitment)	Citizen Advisory Committee (with Board Representation)	Sarah Grissom & Sarah Martinez	3 maximum	Aaron Johnson Anna Smith	At the end of Aug. 2021, Board members were asked to submit their recommendations and/or volunteer for these committees/teams	No	The role of the Steering Committee is to monitor process for cohesion and alignment to District Vision, Mission, Core Beliefs, and Graduate Profile; Ensure that stakeholder voices are included; Provide feedback and support to Planning Teams who will be developing impact statements, and identify high leverage strategies for each goal area.	No

XIX. Internal Board Committees

- A. The Board has created committees to facilitate the efficient operation of the Board. Those committees are reviewed annually and consist of up to three members and work with a staff liaison in an advisory capacity. These committees serve purely in an advisory function, with no power to supervise or control district business.
- B.** The committee members will typically be ~~voted on~~agreed to annually by the Board, along with the designation of a chair of that committee. The chair will work with the staff liaison to determine when meetings are needed.
- C. Committees shall provide updates to the Board, report their findings to the Board, and shall be dissolved ~~upon completion of the assigned task or votes~~ at the direction of the Board.

XX. District Citizen Advisory Committees

- A. ~~Board member~~ Appointments to certain district administrative committees, created by board policy or established through administration, ~~will~~may be conducted annually or as specified by administration. as specified in the board adopted Annual Planning Calendar. Beginning with appointments for the 2022-2023 school-year, The~~the~~ Board shall instruct the district to ~~maintain a page that lists committees that include~~include on the committee webpage each~~the~~ Board appointee's name and the name of the Board Member who nominated them~~—, as well as details regarding the time frame during which appointments shall be made.~~
- B. The Board shall consider each committee requirement composition when submitting appointees including but not limited to parents with students in the district, the feeder pattern, as well as a commitment of attendance. The Board will only approve committee member appointments/nominations if required by policy or statute. If board approval of the entire committee is required by policy or statute, appointments shall be reviewed and voted on by the Board at the same time of approval as the entire committee membership.
- C. The function of the committees, unless otherwise stated in statute, shall be fact-finding, deliberative, and advisory. The district shall consider the board appointments when determining the remaining composition of the committee so that selection of the remaining members provide for an adequate representation of the community's diversity and geography.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Monday, October 4, 2021

Agenda Item: Consider Approval of the Board of Trustees Operating Procedures
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Trish Bode, Anna Smith, Holly Wardell (Eichelbaum Wardell Hansen Powell & Muñoz, P.C.)
Attachments: Revised Draft Board of Trustees Operating Procedures

Background Information:

The Board of Trustees Operating Procedures manual was last updated on February 25, 2021. The Board discussed possible revisions at the September 9, October 7, and October 21, 2021 Regular Board meetings. Based on those discussions, the latest draft is attached. The revised draft includes redlined changes since the October 21st draft.

As discussed at the October 21 Board meeting, the section on board and administrative committees has been removed and the Board will have an opportunity for a more detailed discussion regarding committees at the November 4 meeting.

Administrative Recommendation:

N/A

Sample Motion:

Option 1: I move the Board approve the revised Board of Trustees Operating Procedures as presented.

Option 2: I move the Board approve the following sections: _____.



Board of Trustees Operating Procedures

2021

Draft for 11-4-21 meeting

Leander Independent School District Board Operating Procedures

The Board Operating Procedures serve as standard operating procedures that supplement the local policies of the school district and provide guidance to the Board of Trustees, as a body corporate, as they: ensure creation of a shared vision that promotes enhanced student achievement; provide guidance and direction for accomplishing the vision; measure and communicate how well the vision is being accomplished; promote the vision; works with the Superintendent to lead the District toward the vision as specified and further detailed in Board Policy ([BBD – EXHIBIT](#)).

I. Effective Governance

The Board will rely on its adopted core beliefs, vision, and mission as they deliberate. Deliberations will also be conducted with a system of communications and interaction that builds upon mutual respect and trust between Board Members and between Board Members and the Superintendent. Accordingly, they will:

1. Exercise courteous honesty in all written and interpersonal interaction, avoid misleading information;
2. Demonstrate respect for the opinions and comments of each other;
3. Focus on issues rather than on personalities;
4. Maintain focus on common goals;
5. Communicate with each other in a timely manner to avoid surprises;
6. Criticize privately, praise publicly;
7. Maintain appropriate confidentiality;
8. Openly share concerns, information, knowledge, and agendas;
9. Make every reasonable effort to protect the integrity and promote the positive image of the district and each other;
10. Respond in a timely manner to requests and inquiries from each other.

II. Election of Board Members

- A. The Board is composed of seven members, all of whom are elected at large. Board elections are held in alignment with November uniform election dates, in even numbered years, as established by the legislature.
- B. A meeting will be held not earlier than the 8th day and not later than the 11th day after the election to canvass returns and for new members to file the Statement of an Elected Officer. See Board PolicyBBBB (LEGAL).
- C. The new Board will meet at the next regularly scheduled meeting after the results are canvassed to review the selection of the following Board officers: President, Vice-president, and Secretary. See Board Policy BDAA(LEGAL). The LISD Board typically reorganizes in June following November elections.
 1. Board Officers shall serve for a term of one year or until the next called officer election. Officers may succeed themselves in office.
 2. Any Board Member who seeks to be elected to an office will make his/her intentions known to the Board in closed meeting prior to the first board meeting in June. A Board

Leander Independent School District Board Operating Procedures

Member may choose to withdraw his/her name from consideration for an office by notifying the Board Secretary, who will then notify all Board Members, at any time up until the election is conducted.

3. At any meeting at which the Board will take action on Board Officers, the agenda shall include a provision for a closed session deliberation to discuss reconstituting the officers of the Board. During the closed meeting, the Board will deliberate the duties and qualifications of public officers. The current Board President will ask for nominations.
 4. When reconvened in open meeting, in compliance with the Texas Open Meetings Act, the current Board President will preside over the election of the Board Officers. The current Board President will entertain nominations. Board members will not self-nominate from the dais. A nomination requires a second. If additional nominations are made, then each office will be voted on separately by the Board according to Robert's Rules of Order. The Board will vote for each office in turn, beginning with the Board President. If there is more than one nominee for a position, candidates will be voted on in the order of their nomination.
 5. Newly elected officers will assume responsibility for their office immediately upon election to the Board Office.
 6. In the event of a vacancy in an Officer's position, the Board may by a majority action of the Board at any duly called meeting fill the vacancy.
 7. The immediate past President and the newly elected President shall meet with the Superintendent within one week of election of officers to review all matters pending, to ensure the newly elected President has all the information required of the office, and to be sure all operating procedures are completed in a timely manner.
- D. The Board will offer orientation and training to new members in the Board's governance process.
1. New Board Members will have a meeting with staff for their name badge and other generic, logistical information before their first board meeting.
 2. As a supplement to the information provided in relation to his/her candidacy, a district orientation for a new Board Member will be scheduled by the first board meeting a new Board Member takes the Oath of Office.
 3. At a minimum, the Superintendent and Board President will participate in the orientation. Additional administrative staff also may be included to provide specific information about the district.
 4. The orientation should include, but will not be limited to the following:
 - a. Board Operating Procedures and Board Policies
 - b. Superintendent's overview of district administrative organization
 - c. Training to access district electronic communications
 - d. District budget overview
 - e. District goals overview
 - f. Board annual calendar and briefing of upcoming events

Leander Independent School District Board Operating Procedures

E. For specific policies related to Board Member Elections, see Board Policy BBB.

III. Roles and Official Duties of the Board Officers

- A. The **President of the Board** ensures the integrity of the Board's processes and serves as the Board's official spokesperson. Accordingly, the President has the following authority and duties:
1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legally imposed upon it from outside the organization.
 - a. Conduct and monitor Board meeting deliberations to ensure that only Board issues are discussed;
 - b. Ensure that the Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly, and to the point;
 - c. Chair Board meetings with all the commonly accepted power of that position as described in Robert's Rules of Order, and with voting rights;
 - d. Conduct periodic self-assessments to ensure process improvement.
 - e. Facilitate communication between Board members;
 - f. Facilitate agenda planning (including consent agenda items), development, and ordering of agenda items during meetings;
 - g. Act as the Board's spokesperson to the media.
 2. Compile and facilitate the summative evaluation of the Superintendent.
 3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations with the areas assigned to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
 4. Sign contracts, resolutions, and legal documents authorized by the Board.
- B. **Board Vice President:**
1. Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President.
 2. Become President only upon being elected to the position by the Board.
- C. **Board Secretary:**
1. Ensure that accurate records of Board meetings are kept.
 2. Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President and Vice President.
 3. Sign contracts, resolutions, and legal documents authorized by the Board.
- D. For specific policies related to Duties and Requirements of Board Officers, see Board Policy BDAA.

Leander Independent School District Board Operating Procedures

IV. Developing Board Meeting Agendas

- A. To accomplish its stated objectives, the Board develops and follows an Annual Agenda Planning Calendar that includes a schedule for significant aspects of the Board's upcoming work, including monitoring of District performance, matters related to the District budget, bond and facility work, contracts, policies, personnel, evaluation of the Superintendent, and other items pertaining to major business of the Board.
- B. Not later than June 30 of each year, the Board President, in cooperation and consultation with the Superintendent, will develop a draft of the Board's Annual Planning Calendar of Board Meetings. The Annual Planning Calendar will serve as a template for agenda and activity planning purposes. The Board's Annual Planning Calendar provides a general planning guideline and can, at a minimum, include the following items:
 1. Items legally required annually but not at specific times;
 2. Items required by Board Policy;
 3. Desired Board Reports;
 4. Student Performance Reports;
 5. Program Evaluation;
 6. Instructional Programs and District Initiatives to review in the upcoming year;
 7. Activities not related to Board Meetings, to include District activities/events, major campus events, meetings of district-related organizations/committees, Board training opportunities/workshops/conventions, business meetings of local governmental entities, and advisory group meetings.
- C. Board Member Remarks: Board Member Remarks is a standing item on the agenda and notice of regular Board Meetings. This item allows Board members to highlight: announcements of or attendance at school and community events; visits to campuses; recognitions of outstanding performance by district staff and students; and recognition of new programs and special activities; and committee updates. This agenda item is not an opportunity for trustees to make statement, general or otherwise, about their positions on issues or conditions in the district/community or to provide commentary on a topic.
- D. Placing Items on the Agenda
 - ~~1. To accomplish its stated objectives, the Board develops and follows an Annual Agenda Planning Calendar that includes a schedule for significant aspects of the Board's upcoming work, including monitoring of District performance, matters related to the District budget, bond and facility work, contracts, policies, personnel evaluation of the Superintendent, and other items pertaining to major business of the Board.~~
 - ~~2. Items on the agenda shall be added in the format of identifying the District goal that is addressed. An item is not in order to be placed on the agenda again if it has already been added and discussed in the current quarter and is not on the upcoming calendar for discussion.~~
 - 3.1. The Board President and Superintendent shall prepare the agenda for each Board meeting in accordance with the Annual Agenda Planning Calendar. Agenda items may

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be added by the Superintendent through appropriate consultation with the Board President.

- ~~4.2.~~ Any Board member may propose a subject for consideration by the Board. Ideally, such requests ~~shall~~ be made before the Board at a Board meeting or proposed in writing to the Board President no later than **7 calendar days** before the meeting is posted. If two Board members (the Board President may be one of the two members) agree to have an item placed on the agenda, the Board President shall place the item on the agenda of the next regular board meeting or a subsequent meeting. Notwithstanding, the Board President may refuse to place an item on the agenda if it is not time to discuss the subject per the Board's Annual Planning Calendar and the item has already been discussed on two or more agendas within the preceding quarter. In accordance with the Texas Open Meetings Act, no member can place an item on the agenda less than 72 hours in advance of a meeting, except in an emergency as per Texas law.
- ~~5.3.~~ Board agendas will be electronically delivered to board members **6 calendar days** prior to the regular Board meeting.
- ~~6.4.~~ The Superintendent's office is responsible for the posting of the agenda, no later than **72 hours** before the meeting in accordance with Chapter 551 (Open Meetings Act) of the Texas Government Code.
- ~~7.5.~~ The order in which posted agenda items are taken may be changed by the presiding officer at any meeting.
- ~~8.6.~~ Should a member wish to remove an item from the consent agenda, that item will be discussed as a separate action item. See Board Policy BE(LOCAL).
- ~~9.7.~~ Board members are encouraged to advise the Board President, Superintendent, or Superintendent's designee of questions or concerns on agenda items before the Board meeting.
- ~~10.8.~~ For more information about agenda preparation, see Board Policy BE(LOCAL).

V. Board Meetings

- A. The Leander ISD Board of Trustees typically will meet on the second and fourth Thursdays of each month with meetings normally beginning at 6:15 p.m., but times may vary. The Board President may call a special or emergency meeting at the request of two or more Board members and/or by the Superintendent as provided in Chapter 551 (Open Meetings Act) of the Texas Government Code.
- B. Four members present constitute a quorum for a meeting.
- C. The Board will hold itself accountable for governing with excellence. This self-discipline of excellence applies to attendance, beginning meetings on time, preparation for meetings, adherence to policymaking principles, respect of roles, active participation in the monitoring process, and ensuring effective governance capability into the future.
- D. The Board solemnizes its proceedings by beginning regular monthly board meetings with a recitation of the pledge of allegiance to the United States, the pledge of allegiance to the

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state flag, and a moment of silence.

- E. Board Members shall refrain from electioneering and political advertising from the dais. See BBBB(LEGAL).
- F. The Board shall observe the parliamentary procedures as outlined in *Robert's Rules of Order Newly Revised*, except as otherwise provided in Board procedural rules or by law.
 - 1. All discussion shall be directed solely to the business currently under deliberation.
 - 2. The presiding officer has the responsibility to keep the discussion to the motion at hand and shall halt discussion that is not germane to the business before the Board.
 - 3. The presiding officer shall recognize a Board member wishing to comment. Board Members shall be respectful of time to allow other trustees an opportunity to ask questions or make comments.
 - 4. Questions and comments must be germane to the current agenda item.
 - 5. Encourage board members to be thoughtful in questioning and allow others to engage and participate – not monopolize the discussion
 - 6. Only Board Members who are counted as present may participate in discussion, debate, or voting.
 - 7. All Board Members are expected to conduct themselves with professionalism, respect, and integrity.
 - 8. The Board President may vote on all action items.
 - 9. In case of a tie vote, a motion fails.
 - 10. Dissenting and abstaining votes shall be recorded in the minutes of the Board Meeting.
 - 11. ~~Once a majority decision has been reached, individual Board Members will publicly support the vote.~~ Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
- G. For the most updated information on meetings, visit the [LISD Board of Trustees website](#) and click on the Board Meetings & Live Stream drop down box.
- H. For specific policies related to Board Meetings, see Board Policy BE.
- I. Citizen Comments/Public Participation
 - 1. The Board encourages citizens to make their comments, concerns and ideas known to the Board during the Citizen Comments segment of the meeting. Persons may address the Board on agenda or non-agenda items at regular board meetings. At specially called meetings, the public may comment only on items on the agenda.
 - 2. Citizen Comments will normally be held after the call to order, Pledge of Allegiance, and recognitions. A person wishing to address the Board shall sign up prior to the beginning of the meeting. For meetings that start at the usual time of 6:15 PM, on the day of the meeting, the sign-up sheets for Citizen Comments will be available at the LISD Administration Building meeting and online from 8:00 a.m. — 12:00 p.m. 12:00 p.m. the day before through 12:00 p.m. the day of the meeting. The deadline for signing up to speak will be 12:00 p.m. preceding the Board Meeting. **For meetings**

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with a different start time, the sign-up window will be specified at the top of the meeting agenda. Each citizen should sign up ~~personally for themselves~~. Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent during regular business hours. The LISD Board seeks to conduct its meetings in a polite, professional manner, and would appreciate Citizen Comments being shared in a similar fashion. The LISD Board's standard expectation will be that the Board Book will be complete prior to the deadline for Citizen Comment sign-up to ensure that citizens have an awareness of the items the Board will be considering.

3. ~~E~~Each speaker will be given up to 23 minutes. The presiding officer may modify this time at his/her discretion based on the number of citizens who signed up to speak. For example, if more than thirty (30) speakers sign up, the presiding officer may reduce the time allotted for each speaker to one and a half (1 1/2) minutes, unless additional time is needed for translation in accordance with BED(LEGAL). Speakers may not "donate" their time to other speakers.
- ~~3.4.~~ After the sign-up deadline, speakers will be notified via email of their speaking order and amount of time they will have to address the Board. Current LISD students will be placed at the top of the speaking order during Citizen Comments.
- ~~4.5.~~ The Board does not allow the use of video, slide, or other electronic presentations. Speakers must address the Board from a speakers' podium/table. No speaker may approach the dais without permission of the presiding officer.
- ~~5.6.~~ If citizens bring a written statement or support materials, they should provide enough copies for the seven Board members and the Superintendent.
- ~~6.7.~~ Specific complaints about individual district personnel shall be processed through the District's grievance policies DGBA (Employee), FNG (Parent/Student), and GF (Public) (LOCAL). See Leander ISD Complaint Form (FNG Exhibit) for sample parent/student grievance form.
- ~~7.8.~~ The Board requests that citizens not refer to individual students or employees by name during Citizen Comments.
- ~~8.9.~~ The Board will not engage in dialogue with the speaker during the Board meeting. However, the Board or Superintendent may provide specific factual information or recite existing policy to clarify some inquiries or issues.
- ~~9.10.~~ The Board shall not deliberate or make decisions regarding any subject that is not on the posted agenda. The presiding officer shall recognize Board members prior to any member asking clarifying questions or making statements to the Board. Board members may direct the Superintendent to investigate item(s) and report back to the Board as appropriate.
- ~~10.11.~~ The Board President shall maintain decorum, so that the Board may conduct the business of the District. Outbursts and demonstrations that disrupt with a Board Meeting are prohibited. The Board shall not tolerate disruption of the Board meeting by members of the public. If, after one warning from the presiding officer, any person continues to disrupt the meeting by words or actions, the person shall be removed from the meeting. All individuals attending meetings are expected to comply with applicable guidelines from the District regarding emergency procedures and/or in accordance with

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executive orders issued by duly authorized local, state, and/or federal authorities. A single outburst or incident may be so disruptive that an individual may be removed without an initial warning.

~~11.~~12. Signs or placards brought to a Board meeting shall not block the vision of those attending the meeting.

~~12.~~13. For specific legal policies related to public participation at Board meetings, see Board Policy BED.

VI. Closed Meetings

- A. The Board must convene in open session with proper posting prior to the presiding officer announcing a recess into closed meeting. The reason/exception for a closed session must be read aloud indicating the items to be discussed in closed session under Chapter 551 (Open Meetings) of the Texas Government Code. During a closed meeting, the Board can deliberate properly posted items but may not take any actions related to those items. All Board actions, including voting, must occur in open session.
- B. Discussions and information shared during closed session shall remain confidential. Board Members must always be mindful of their fiduciary duty to the District and protect information provided to them in trust during closed meeting. Trustees who reveal matters discussed in close meeting are subject to censure in accordance with these procedures. If a Board Member has questions about the confidentiality of information shared in closed meeting, they are encouraged to confer with the Board's Counsel.
- C. The Board shall keep a certified agenda of the proceedings of each closed session. Only members of the Board (whether present at the closed session or not) can review the minutes of a closed session without a court order. A Board member wishing to review the certified agenda of a closed session should contact the Superintendent's office. A copy may not be made. Certified agendas are to be sealed, kept confidential, and stored in a locked place in accordance with retention schedules and Board policy.
- D. For more information on closed meetings, see Board Policy BEC.

VII. Voting

- A. No item shall be acted upon by the Board unless the item is posted in the public notice for the meeting.
- B. When an item for action on the agenda is reached, the following procedure will apply:
 - 1. The Presiding officer shall announce the item for action.
 - 2. The Superintendent or appropriate staff member may make a comment, statement, recommendation, or presentation regarding the item.
 - 3. The Board may discuss the item and raise questions.
 - 4. Action is taken by means of a motion and a second, followed by a hand vote of Board members present. The Board also has the option of not taking action on an item.
- C. For more information about voting, see Board Policies BDAA(LOCAL) and BE(LOCAL).

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VIII. Evaluation of the Superintendent

- A. The Superintendent evaluation will be conducted on an annual basis.
- B. The evaluation will be conducted in closed meeting.
- C. The individual Board member evaluation of the Superintendent and the final Board evaluation of the Superintendent will be presented to the Superintendent by the Board in closed meeting.
- D. For more information on superintendent evaluations, see Board Policy BJCD(LOCAL).

IX. Evaluation of the Board

- A. The Board shall perform a self-review or evaluation in closed meeting.
- B. The Board review shall take place annually.
- C. The Board Operating Procedures and Board Member Code of Ethics shall be included in the review or evaluation. For information about Board Member ethics, see BBF(LOCAL).
- D. For more information about board self-evaluations, see Board Policy BG(LEGAL).

X. Communications

- A. Board/Superintendent Communication: In order to build and maintain productive and effective relationships between the Board and the Superintendent, both the Board and the Superintendent will maintain a system of communication and interaction that builds upon mutual respect and trust.
- B. With respect to providing information and counsel to the Board, the Superintendent shall not fail to give the Board as much information as necessary to allow Board members to be adequately informed.
- C. The Superintendent will communicate information in a timely fashion to all Board members through:
 - 1. Board meetings and executive sessions;
 - 2. Board correspondence;
 - 3. Telephone calls;
 - 4. One-on-one meetings.
- D. Board members will keep the Superintendent informed via telephone calls, voice mails, e-mails, personal visits, dialogue meetings, and requests for executive session or open meeting discussions.
- E. Correspondence related to formal complaints or grievances, as described in Board Policies DGBA, FNG, and GF (LEGAL and LOCAL) will not be forwarded to Board members in order that they may maintain their objectivity pertaining to matters that may require Board

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action in the future. The sender will be notified with an explanation of the decision not to forward the communication.

F. Board Response to Contacts/Correspondence

1. Individual Board members may communicate with members of the community as they deem appropriate. However, Board Members should not try to solve complaints or grievances individually or outside established procedures for complaints or grievances. While Board members strive to be responsive to stakeholders, it is not possible for them to respond to every inquiry due to the volume of correspondence. When responding to members of the community via email or letter, Board Members are encouraged to cc the Board President or Vice President.
2. Letters and faxes addressed to individual Board Members and received in the Superintendent's office are delivered to that Board Member at the next Board meeting. If an item is urgent or time sensitive, the Board Member is contacted by email or telephone before the meeting.
3. Citizens may contact the Board of Trustees by email at: governance.team@leanderisd.org. The Superintendent's office will acknowledge receipt of the email and inform the sender that the message has been forwarded to individual Board members and to the appropriate administrator(s). The administration will ensure that an appropriate response is provided on behalf of the Board of Trustees.
4. If a Board member responds to an inquiry in writing, he or she will copy the Superintendent's office who will determine whether information needs to be added to the Superintendent's weekly memo to the Board.
5. The Board of Trustees encourages input, and the confidentiality of reports will be maintained when possible and requested. Anonymous calls or letters will not receive a response and will not result in directives to the administration.

G. Administration Response to Contacts/Correspondence

1. All correspondence addressed to the Superintendent or administration will be routed to the appropriate staff members.
2. The appropriate staff members will investigate the issues raised in the correspondence and will respond in a reasonable and appropriate manner. It is the goal of the administration to respond to correspondence within ten working days.
3. The LISD administration encourages input. Anonymous calls or letters, however, will not receive a reply from the administration. If requested, confidentiality of the person writing the correspondence will be maintained when possible.

H. Board Communication

- I. Board members are encouraged to share information about noteworthy meetings and events with other Board members at properly posted Board meetings. Board members should notify the Superintendent's office to allow for calendar additions and postings as needed.

J. Social Media

1. The Board recognizes that social media can be a positive tool for fostering community

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engagement with the school district; however, Board Members must operate within appropriate guidelines when they are communicating online about school district business.

2. In using social media to communicate about school district business, the Board Member shall:
 - a. Clarify that he/she is communicating as an individual member of the Board and not as an official district spokesperson;
 - b. Avoid deliberating school district business with a quorum of the Board;
 - c. Direct complaints or concerns presented online to the appropriate administrator;
 - d. Avoid posting content that indicates that the Board Member has already formed an opinion on pending matters or matters that may come before the Board;
 - e. Not solicit input from the community by polling or surveying friends or connections and not allow social media to direct decisions as a trustee;
 - f. Post only content that the District has already released to the public;
 - g. When attempting to restate what happened at a Board Meeting, clarify that the posting is not an official record of the Board Meeting and share information only from the open portions of the meeting;
 - h. Conduct oneself online in a manner that reflects well on the District; avoid posting information that has not been verified and made public by the District; and never post anonymously about school business or repeat rumors;
 - i. Immediately report suspected illegal activities and harassing or defamatory communications that involve school officials, staff, students, or District business to the Superintendent;
 - j. Realize that by using a personal account to conduct official school district business the account may become a public forum under the First Amendment;
 - k. Retain electronic records—including the Board Member’s posts and content others post to the account—when required to do so by the District’s records retention schedule; and
 - l. Comply with the District’s acceptable use policy when using district-issued devices or technology resources and immediately report to the District any potential security breach if control or possession of confidential District records are lost.
 - m. Understand that a Board Member’s failure to comply with these communication requirements will be addressed in the manner described below in Addressing Board Member Violations.

XI. Individual Board Member Requests for Information or Reports

- A. An individual Board member, acting in his or her official capacity, has the right to seek information pertaining to District fiscal affairs, business transactions, governance, school operations, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. Written responses to information requests from the Board will be distributed to all Board members in a timely manner.

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- B. Individual members shall not have access to confidential student records unless the member is acting in his or her official capacity and has a legitimate educational interest in the records. In such cases, individual members shall seek access to the records from the Superintendent. At the time access to the records is provided, the Board member shall be advised of his or her responsibility to comply with confidentiality requirements.
- C. Individual Board members shall not issue formal written or oral requests for information directly to campus principals or other administrators not designated as Board contacts. Board members may e- mail or call the Superintendent to ask questions or request information.
- D. For more information about Board members' access to information, see Board Policy BBE(LEGAL).

XII. Citizen or Employee Request/Complaint to Individual Board Member

- A. If parents, students, or other members of the public bring concerns or complaints to an individual Trustee, the Board member should listen to the complaint to better understand the critical issues, unless it relates to a formal complaint or grievance already filed under Board Policies DGBA, FNG, or GF and upon which the Board may be requested to take action. The Board member should take the following steps:
 - 1. Refer the parent, student, employee, citizen to the administrator who is in the best position to assist in addressing the concern or complaint.
 - 2. Make the citizen aware of the District policies and procedures in place to address citizen concerns or complaints and remind them that Board members must remain impartial in case the matter requires Board action in the future.
 - 3. Notify the Superintendent's office if the situation warrants.
- B. For more information about access to the LISD's grievance procedures, see Board Policies DGBA(Employee), FNG (Parent/Student), and GF (Public).

XIII. Media Inquiries to the Board

- A. The Board President generally serves as the official spokesperson for the Board. However, under special circumstances, the Board may elect to appoint a different spokesperson for the Board.
- B. A Board member who receives calls from the media should notify the Superintendent and the Chief Communications Officer.
- C. Individual Board members who are asked for individual comments or opinions by the media are to qualify those statements as being the opinion of the individual Board member and not representative of the Board as a whole or the school district. Board Members must be mindful that comments to the media or on social media in their individual capacity may be perceived as statements on behalf of the District. See BBF(LOCAL). [
- D. For more information about LISD's Centralized Communication Functions, see Board Policy GBB(LOCAL).

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XIV. Board Member Visits to a School Campus

- A. Board members may be invited to attend public events, receptions, groundbreakings, dedications, ribbon cuttings, and other campus events. In such cases, notifying the Superintendent is not necessary; however, Board members must be cognizant of whether a quorum attends the event and Open Meeting Act requirements.
- B. Board members who wish to visit a campus to view a program or activity in their official capacity shall notify the Superintendent and coordinate the visit with the principal. At no time will Board members visit campuses or other school programs in an attempt to evaluate personnel.
- C. These guidelines do not pertain to visits as a parent or as a spectator to school events. Board members with children enrolled in the school district are entitled to the same rights, privileges, and courtesies as all other parents or guardians. However, when engaging in conferences or interactions with school personnel as a parent, a Board member shall not let his/her official position interfere or dictate decisions that should be fair and impartial.
- D. Board members who wish to visit a campus in any capacity other than their official capacity shall do so in accordance with Board Policy GKC (LOCAL).

XV. Board Training Requirements

- A. The Board Members must meet minimum annual requirements for training from November to November of the following year. Based on our November Trustee election cycle, Leander ISD is required to announce at the last Board meeting in October, each Board member who has completed, exceeded or is deficient in meeting the required continuing education hours. However, the requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment, or two-year anniversary of his or her previous training, as applicable.
- B. At the last regular October board meeting, the Board President must announce the name of each board member who has completed/exceeded/or is deficient in the required continuing education as required by 19 Tex. Admin Code 61.1 (j).
- C. All Board members may attend the annual state TASA/TASB Convention, and the Board's TASB representative(s) may attend appropriate TASB meetings in accordance with LISD's representation on the TASB board of directors.
- D. Pending any necessary budget considerations, all Board members may attend NSBA Convention.
- E. The Board's representative(s) are encouraged to attend the Central Texas School Board Association meetings (Region XIII).
- F. All Board members may attend the Region XIII Education Service Center Board training sessions and/or meetings.
- G. The Board's representative(s) may attend the legislative sessions and/or meetings of the State Board of Education as appropriate.
- H. Additional training or educational seminars may be requested by individual Board

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members and approved by a majority of the Board through Board action.

- I. Board members may attend regional or state UIL activities representing the District, with a maximum of one over-night lodging expense per event.
- J. Board members may attend local breakfast, lunch, or dinner meetings that are education-related or related to Board and/or District business.
- K. Exceptions to the above must be approved by a majority of the Board members.
- L. For specific legal policies related to Board Member training, see Board Policy BBD (LEGAL).

XVI. Travel Reimbursement

- A. Reimbursement to Board members for reasonable travel expenses* for attendance at regional, state, or national conventions, conferences, and workshops shall be made by the District when attendance is authorized and deemed by the Board to be necessary to conducting the business of schools.
- B. Recognizing that Board members serve the Leander Independent School District without compensation for their service as trustees while also maintaining separate employment, Board members are permitted to engage in limited work on private or personal matters while travelling on school business, so long as the work or personal/private matter does not interfere with the Board member's ability to attend to the business of LISD.
- C. The District may not pay the travel expenses of spouses and other persons who have no responsibilities or duties to perform for the Board when they accompany a Board member to Board-related activities.
- D. For specific policies related to Board Member Travel Reimbursement, see Board Policy BBG. <http://pol.tasb.org/Policy/Code/1248?filter=BBG>

* **Reasonable expenses** are defined to mean:

- 1. **Hotel:** Not to exceed the standard negotiated rate available through the conference sponsor. If no standard negotiated rate has been established, the reimbursement rate shall not exceed the rate for key officials as stated by the Texas Comptroller for the current fiscal year.
- 2. **Meals:** Without receipts, for overnight travel, Board members may claim per diem in the same manner and at the same rates as specified for employees in the Leander ISD Business Operating Guidelines. With receipts, meals for overnight and non-overnight travel may be reimbursed up to the rate for key officials as stated by the Texas Comptroller for the current fiscal year.
- 3. **Parking:** Hotel self-parking is highly recommended in the hotel in which the Board member is a guest, unless no self-parking is available or if it is not safe.
- 4. **Mileage:** Not to exceed the allowable IRS rates (or the district approved rate if lower) for use of a personal car or the actual cost of the lowest fare for commercial transportation plus parking.

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No reimbursement will be made for:

1. Non-district facsimiles or phone calls
2. Entertainment or in-room movies
3. Alcohol
4. Souvenirs
5. Spouse/family expenses

Cancellation of conference registration, hotel, travel accommodations, etc. must be completed within the allowable “cancellation” timeline established by the vendor or sponsoring entity. Every attempt must be made by the Board Member to notify the Superintendent’s Administrative Assistant of such cancellation plans as soon as plans need to be changed. For cancellations not completed within the designated timeline, the loss of reimbursement eligibility and/or monetary commitment of the District shall be borne by the individual Board Member responsible for the cancellation, unless the cancellation is the result of personal illness or a family emergency or natural disaster.

Accounting records shall accurately reflect that no state or federal funds were used to reimburse travel expenses beyond those authorized for state employees.

A statement shall be submitted for all authorized expenses incurred, including receipts to the extent feasible, documenting actual expenses and in accordance with procedures applicable to employee expense reimbursement.

XVII. Conflicts of Interest

- A. Board Members are expected to avoid conflicts of interest involving any matter pending before the Board. A conflict of interest is deemed to exist when a member is confronted with an issue in which the member has a personal or pecuniary interest or an issue or circumstances that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Accordingly:
 1. If a Board Member has a substantial personal or private interest in any matter pending before the Board, the member shall disclose such interest to the Board and shall not vote on the matter.
 2. A member of the Board shall not also be an employee of the district, nor shall a member receive any compensation for services rendered to the district. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
 3. The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest unless one or more of the following conditions apply:
 - a. The contract is awarded to the lowest responsible bidder based upon established competitive bidding procedures; or
 - b. The Board Member is the highest bidder for merchandise sold at a public auction.
 4. A Board Member is expected to avoid conflict of interest in the exercise of the member’s fiduciary responsibility. Accordingly, a Board member may not:

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- a. Disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's immediate family;
 - b. Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
 - c. Engage in a substantial financial transaction for private business purposes with a person whom the Board member directly or indirectly supervises;
 - d. Perform an official act, which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.
- B. Board Members are encouraged to file an affidavit disclosing a substantial interest in a business entity or real property to identify potential conflicts of interest to the public and vendors. See Board Policy BBFA (EXHIBIT).
- C. For specific policies related to Board Member Ethics and Conflicts of Interest, see Board Policies BBFA (LEGAL and LOCAL).

XVIII. Addressing Board Member Violations

- A. The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies and these procedures. In the event of a member's willful violation of policy, the Board will seek remedy by the following sequential process:
1. Private conversation between the offending member and the Board president or other Trustee;
 2. Discussion in executive session between the offending member and the full Board; and
 3. Upon an affirmative vote of a simple majority, public censure of the offending member of the Board.
- B. For specific policies related to Board Member Removal from Office see BBC (LEGAL).

~~**XIX.I. Reviewing the Board Operating Procedures**~~

~~Board of Trustees Governance Policies and Operating Procedures will be reviewed and updated each year and will be part of Board training.~~

XIX. Reviewing the Board Operating Procedures

Board of Trustees Governance Policies and Operating Procedures will be reviewed and updated each year and will be part of Board training.

XIX. Internal Board Committees

- A. The Board has created committees to facilitate the efficient operation of the Board. Those committees are reviewed annually and consist of up to three members and work with a staff liaison in an advisory capacity. These committees serve purely in an advisory function, with no power to supervise or control district business.
- B.** The committee members will typically be ~~voted on~~agreed to annually by the Board, along with the designation of a chair of that committee. The chair will work with the staff liaison to determine when meetings are needed.
- C. Committees shall provide updates to the Board, report their findings to the Board, and shall be dissolved ~~upon completion of the assigned task or votes~~ at the direction of the Board.

XX. District Citizen Advisory Committees

- A. ~~Board member~~ Appointments to certain district administrative committees, created by board policy or established through administration, will may be conducted annually or as specified by administration. as specified in the board adopted Annual Planning Calendar. Beginning with appointments for the 2022-2023 school-year, The-the Board shall instruct the district to ~~maintain a page that lists committees that include~~include on the committee webpage each the Board appointee's name and the name of the Board Member who nominated them~~—, as well as details regarding the time frame during which appointments shall be made.~~
- B. The Board shall consider each committee requirement composition when submitting appointees including but not limited to parents with students in the district, the feeder pattern, as well as a commitment of attendance. The Board will only approve committee member appointments/nominations if required by policy or statute. If board approval of the entire committee is required by policy or statute, appointments shall be reviewed and voted on by the Board at the same time of approval as the entire committee membership.
- C. The function of the committees, unless otherwise stated in statute, shall be fact-finding, deliberative, and advisory. The district shall consider the board appointments when determining the remaining composition of the committee so that selection of the remaining members provide for an adequate representation of the community's diversity and geography.



REVISED TO REFLECT CHANGES SPECIFIED IN THE MOTION AND ADOPTED AT THE NOVEMBER 4, 2021, BOARD MEETING.

Board of Trustees Operating Procedures

2021

Draft for 11-4-21 meeting

Leander Independent School District Board Operating Procedures

The Board Operating Procedures serve as standard operating procedures that supplement the local policies of the school district and provide guidance to the Board of Trustees, as a body corporate, as they: ensure creation of a shared vision that promotes enhanced student achievement; provide guidance and direction for accomplishing the vision; measure and communicate how well the vision is being accomplished; promote the vision; works with the Superintendent to lead the District toward the vision as specified and further detailed in Board Policy ([BBD – EXHIBIT](#)).

I. Effective Governance

The Board will rely on its adopted core beliefs, vision, and mission as they deliberate. Deliberations will also be conducted with a system of communications and interaction that builds upon mutual respect and trust between Board Members and between Board Members and the Superintendent. Accordingly, they will:

1. Exercise courteous honesty in all written and interpersonal interaction, avoid misleading information;
2. Demonstrate respect for the opinions and comments of each other;
3. Focus on issues rather than on personalities;
4. Maintain focus on common goals;
5. Communicate with each other in a timely manner to avoid surprises;
6. Criticize privately, praise publicly;
7. Maintain appropriate confidentiality;
8. Openly share concerns, information, knowledge, and agendas;
9. Make every reasonable effort to protect the integrity and promote the positive image of the district and each other;
10. Respond in a timely manner to requests and inquiries from each other.

II. Election of Board Members

- A. The Board is composed of seven members, all of whom are elected at large. Board elections are held in alignment with November uniform election dates, in even numbered years, as established by the legislature.
- B. A meeting will be held not earlier than the 8th day and not later than the 11th day after the election to canvass returns and for new members to file the Statement of an Elected Officer. See Board PolicyBBBB (LEGAL).
- C. The new Board will meet at the next regularly scheduled meeting after the results are canvassed to review the selection of the following Board officers: President, Vice-president, and Secretary. See Board Policy BDAA(LEGAL). The LISD Board typically reorganizes in June following November elections.
 1. Board Officers shall serve for a term of one year or until the next called officer election. Officers may succeed themselves in office.
 2. At any meeting at which the Board will take action on Board Officers, the agenda shall include a provision for a closed session deliberation to discuss reconstituting the officers

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of the Board. During the closed meeting, the Board will deliberate the duties and qualifications of public officers. The current Board President will ask for nominations.

3. When reconvened in open meeting, in compliance with the Texas Open Meetings Act, the current Board President will preside over the election of the Board Officers. The current Board President will entertain nominations. Board members will not self-nominate from the dais. A nomination requires a second. If additional nominations are made, then each office will be voted on separately by the Board according to Robert's Rules of Order. The Board will vote for each office in turn, beginning with the Board President. If there is more than one nominee for a position, candidates will be voted on in the order of their nomination.
 4. Newly elected officers will assume responsibility for their office immediately upon election to the Board Office.
 5. In the event of a vacancy in an Officer's position, the Board may by a majority action of the Board at any duly called meeting fill the vacancy.
 6. The immediate past President and the newly elected President shall meet with the Superintendent within one week of election of officers to review all matters pending, to ensure the newly elected President has all the information required of the office, and to be sure all operating procedures are completed in a timely manner.
- D. The Board will offer orientation and training to new members in the Board's governance process.
1. New Board Members will have a meeting with staff for their name badge and other generic, logistical information before their first board meeting.
 2. As a supplement to the information provided in relation to his/her candidacy, a district orientation for a new Board Member will be scheduled, **if possible**, by the first board meeting a new Board Member takes the Oath of Office.
 3. At a minimum, the Superintendent and Board President will participate in the orientation. Additional administrative staff also may be included to provide specific information about the district.
 4. The orientation should include, but will not be limited to the following:
 - a. Board Operating Procedures and Board Policies
 - b. Superintendent's overview of district administrative organization
 - c. Training to access district electronic communications
 - d. District budget overview
 - e. District goals overview
 - f. Board annual calendar and briefing of upcoming events
- E. For specific policies related to Board Member Elections, see Board Policy BBB.

III. Roles and Official Duties of the Board Officers

- A. The **President of the Board** ensures the integrity of the Board's processes and serves as the

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Board's official spokesperson. Accordingly, the President has the following authority and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legally imposed upon it from outside the organization.
 - a. Conduct and monitor Board meeting deliberations to ensure that only Board issues are discussed;
 - b. Ensure that the Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly, and to the point;
 - c. Chair Board meetings with all the commonly accepted power of that position as described in Robert's Rules of Order, and with voting rights;
 - d. Conduct periodic self-assessments to ensure process improvement.
 - e. Facilitate communication between Board members;
 - f. Facilitate agenda planning (including consent agenda items), development, and ordering of agenda items during meetings;
 - g. Act as the Board's spokesperson to the media.
2. Compile and facilitate the summative evaluation of the Superintendent.
3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations with the areas assigned to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
4. Sign contracts, resolutions, and legal documents authorized by the Board.

B. Board Vice President:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President.
2. Become President only upon being elected to the position by the Board.

C. Board Secretary:

1. Ensure that accurate records of Board meetings are kept.
2. Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President and Vice President.
3. Sign contracts, resolutions, and legal documents authorized by the Board.

- D. For specific policies related to Duties and Requirements of Board Officers, see Board Policy BDAA.

IV. Developing Board Meeting Agendas

- A. To accomplish its stated objectives, the Board develops and follows an Annual Agenda Planning Calendar that includes a schedule for significant aspects of the Board's upcoming

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work, including monitoring of District performance, matters related to the District budget, bond and facility work, contracts, policies, personnel, evaluation of the Superintendent, and other items pertaining to major business of the Board.

- B. Not later than June 30 of each year, the Board President, in cooperation and consultation with the Superintendent, will develop a draft of the Board's Annual Planning Calendar of Board Meetings. The Annual Planning Calendar will serve as a template for agenda and activity planning purposes. The Board's Annual Planning Calendar provides a general planning guideline and can, at a minimum, include the following items:
1. Items legally required annually but not at specific times;
 2. Items required by Board Policy;
 3. Desired Board Reports;
 4. Student Performance Reports;
 5. Program Evaluation;
 6. Instructional Programs and District Initiatives to review in the upcoming year;
 7. Activities not related to Board Meetings, to include District activities/events, major campus events, meetings of district-related organizations/committees, Board training opportunities/workshops/conventions, business meetings of local governmental entities, and advisory group meetings.
- C. Board Member Remarks: Board Member Remarks is a standing item on the agenda and notice of regular Board Meetings. This item allows Board members to highlight: announcements of or attendance at school and community events; visits to campuses; recognitions of outstanding performance by district staff and students; and recognition of new programs and special activities; and committee updates. This agenda item is not an opportunity for trustees to make statement, general or otherwise, about their positions on issues or conditions in the district/community or to provide commentary on a topic.
- D. Placing Items on the Agenda
1. The Board President and Superintendent shall prepare the agenda for each Board meeting in accordance with the Annual Agenda Planning Calendar. Agenda items may

be added by the Superintendent through appropriate consultation with the Board President.
 2. Any Board member may propose a subject for consideration by the Board. Ideally, such requests ~~and~~ be made before the Board at a Board meeting or proposed in writing to the Board President no later than **7 calendar days** before the meeting is posted. If two Board members (the Board President may be one of the two members) agree to have an item placed on the agenda, the Board President shall place the item on the agenda of the next regular board meeting or a subsequent meeting. Notwithstanding, the Board President may refuse to place an item on the agenda if it is not time to discuss the subject per the Board's Annual Planning Calendar and the item has already been discussed on two or more agendas within the preceding quarter. In accordance with the Texas Open Meetings Act, no member can place an item on the agenda less than 72

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hours in advance of a meeting, except in an emergency as per Texas law.

3. Board agendas will be electronically delivered to board members **6 calendar days** prior to the regular Board meeting.
4. The Superintendent's office is responsible for the posting of the agenda, no later than **72 hours** before the meeting in accordance with Chapter 551 (Open Meetings Act) of the Texas Government Code.
5. The order in which posted agenda items are taken may be changed by the presiding officer at any meeting.
6. Should a member wish to remove an item from the consent agenda, that item will be discussed as a separate action item. See Board Policy BE(LOCAL).
7. Board members are encouraged to advise the Board President, Superintendent, or Superintendent's designee of questions or concerns on agenda items before the Board meeting.
8. For more information about agenda preparation, see Board Policy BE(LOCAL).

V. Board Meetings

- A. The Leander ISD Board of Trustees typically will meet on the second and fourth Thursdays of each month with meetings normally beginning at 6:15 p.m., but times may vary. The Board President may call a special or emergency meeting at the request of two or more Board members and/or by the Superintendent as provided in Chapter 551 (Open Meetings Act) of the Texas Government Code.
- B. Four members present constitute a quorum for a meeting.
- C. The Board will hold itself accountable for governing with excellence. This self-discipline of excellence applies to attendance, beginning meetings on time, preparation for meetings, adherence to policymaking principles, respect of roles, active participation in the monitoring process, and ensuring effective governance capability into the future.
- D. The Board solemnizes its proceedings by beginning regular monthly board meetings with a recitation of the pledge of allegiance to the United States, the pledge of allegiance to the state flag, and a moment of silence.
- E. Board Members shall refrain from electioneering and political advertising from the dais. See BBBD(LEGAL).
- F. The Board shall observe the parliamentary procedures as outlined in *Robert's Rules of Order Newly Revised*, except as otherwise provided in Board procedural rules or by law.
 1. All discussion shall be directed solely to the business currently under deliberation.
 2. The presiding officer has the responsibility to keep the discussion to the motion at hand and shall halt discussion that is not germane to the business before the Board.
 3. The presiding officer shall recognize a Board member wishing to comment. Board Members shall be respectful of time to allow other trustees an opportunity to ask questions or make comments.

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4. Questions and comments must be germane to the current agenda item.
 5. Encourage board members to be thoughtful in questioning and allow others to engage and participate – not monopolize the discussion
 6. Only Board Members who are counted as present may participate in discussion, debate, or voting.
 7. All Board Members are expected to conduct themselves with professionalism, respect, and integrity.
 8. The Board President may vote on all action items.
 9. In case of a tie vote, a motion fails.
 10. Dissenting and abstaining votes shall be recorded in the minutes of the Board Meeting.
 11. Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
- G. For the most updated information on meetings, visit the [LISD Board of Trustees website](#) and click on the Board Meetings & Live Stream drop down box.
- H. For specific policies related to Board Meetings, see Board Policy BE.
- I. Citizen Comments/Public Participation
1. The Board encourages citizens to make their comments, concerns and ideas known to the Board during the Citizen Comments segment of the meeting. Persons may address the Board on agenda or non-agenda items at regular board meetings. At specially called meetings, the public may comment only on items on the agenda.
 2. Citizen Comments will normally be held after the call to order, Pledge of Allegiance, and recognitions. A person wishing to address the Board shall sign up prior to the beginning of the meeting. **For meetings that start at the usual time of 6:15 PM**, on the day of the meeting, the sign-up sheets for Citizen Comments will be available online from 12:00 p.m. the day before through 12:00 p.m. the day of the meeting. The deadline for signing up to speak will be 12:00 p.m. preceding the Board Meeting. **For meetings with a different start time, the sign-up window will be specified at the top of the meeting agenda.** Each citizen should sign up for themselves. Citizens who need special accommodations or assistance with sign-up should contact the **office of the Superintendent** during regular business hours. The LISD Board seeks to conduct its meetings in a polite, professional manner, and would appreciate Citizen Comments being shared in a similar fashion. The LISD Board's standard expectation will be that the Board Book will be complete prior to the deadline for Citizen Comment sign-up to ensure that citizens have an awareness of the items the Board will be considering.
 3. Each speaker will be **given up to 3 minutes**. The presiding officer may modify this time at his/her discretion based on the number of citizens who signed up to speak. For example, if more than **thirty (30)** speakers sign up, the presiding officer may reduce the time allotted for each speaker to one **and a half (1 1/2)** minutes, unless additional time is needed for translation in accordance with BED(LEGAL). **If the Board calls a Special Meeting that does not include Board action, the Board may limit Citizen Comments one and a half (1 1/2) minutes.** Speakers may not "donate" their time to other speakers.

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4. After the sign-up deadline, speakers will be notified via email of their speaking order and amount of time they will have to address the Board. Current LISD students will be placed at the top of the speaking order during Citizen Comments.
5. The Board does not allow the use of video, slide, or other electronic presentations. Speakers must address the Board from a speakers' podium/table. No speaker may approach the dais without permission of the presiding officer.
6. If citizens bring a written statement or support materials, they should provide enough copies for the seven Board members and the Superintendent.
7. Specific complaints about individual district personnel shall be processed through the District's grievance policies DGBA (Employee), FNG (Parent/Student), and GF (Public) (LOCAL). See [Leander ISD Complaint Form \(FNG Exhibit\)](#) for sample parent/student grievance form.
8. The Board requests that citizens not refer to individual students or employees by name during Citizen Comments.
9. The Board will not engage in dialogue with the speaker during the Board meeting. However, the Board or Superintendent may provide specific factual information or recite existing policy to clarify some inquiries or issues.
10. The Board shall not deliberate or make decisions regarding any subject that is not on the posted agenda. The presiding officer shall recognize Board members prior to any member asking clarifying questions or making statements to the Board. Board members may direct the Superintendent to investigate item(s) and report back to the Board as appropriate.
11. The Board President shall maintain decorum, so that the Board may conduct the business of the District. Outbursts and demonstrations that disrupt with a Board Meeting are prohibited. The Board shall not tolerate disruption of the Board meeting by members of the public. If, after one warning from the presiding officer, any person continues to disrupt the meeting by words or actions, the person shall be removed from the meeting. All individuals attending meetings are expected to comply with applicable guidelines from the District regarding emergency procedures and/or in accordance with executive orders issued by duly authorized local, state, and/or federal authorities. A single outburst or incident may be so disruptive that an individual may be removed without an initial warning.
12. Signs or placards brought to a Board meeting shall not block the vision of those attending the meeting.
13. For specific legal policies related to public participation at Board meetings, see Board Policy BED.

VI. Closed Meetings

- A. The Board must convene in open session with proper posting prior to the presiding officer announcing a recess into closed meeting. The reason/exception for a closed session must be read aloud indicating the items to be discussed in closed session under Chapter 551 (Open Meetings) of the Texas Government Code. During a closed meeting, the Board can

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deliberate properly posted items but may not take any actions related to those items. All Board actions, including voting, must occur in open session.

- B. Discussions and information shared during closed session shall remain confidential. Board Members must always be mindful of their fiduciary duty to the District and protect information provided to them in trust during closed meeting. Trustees who reveal matters discussed in close meeting are subject to censure in accordance with these procedures. If a Board Member has questions about the confidentiality of information shared in closed meeting, they are encouraged to confer with the Board's Counsel.
- C. The Board shall keep a certified agenda of the proceedings of each closed session. Only members of the Board (whether present at the closed session or not) can review the minutes of a closed session without a court order. A Board member wishing to review the certified agenda of a closed session should contact the Superintendent's office. A copy may not be made. Certified agendas are to be sealed, kept confidential, and stored in a locked place in accordance with retention schedules and Board policy.
- D. For more information on closed meetings, see Board Policy BEC.

VII. Voting

- A. No item shall be acted upon by the Board unless the item is posted in the public notice for the meeting.
- B. When an item for action on the agenda is reached, the following procedure will apply:
 - 1. The Presiding officer shall announce the item for action.
 - 2. The Superintendent or appropriate staff member may make a comment, statement, recommendation, or presentation regarding the item.
 - 3. The Board may discuss the item and raise questions.
 - 4. Action is taken by means of a motion and a second, followed by a hand vote of Board members present. The Board also has the option of not taking action on an item.
- C. For more information about voting, see Board Policies BDAA(LOCAL) and BE(LOCAL).

VIII. Evaluation of the Superintendent

- A. The Superintendent evaluation will be conducted on an annual basis.
- B. The evaluation will be conducted in closed meeting.
- C. The individual Board member evaluation of the Superintendent and the final Board evaluation of the Superintendent will be presented to the Superintendent by the Board in closed meeting.
- D. For more information on superintendent evaluations, see Board Policy BJCD(LOCAL).

IX. Evaluation of the Board

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- A. The Board shall perform a self-review or evaluation in closed meeting.
- B. The Board review shall take place annually.
- C. The Board Operating Procedures and Board Member Code of Ethics shall be included in the review or evaluation. For information about Board Member ethics, see BBF(LOCAL).
- D. For more information about board self-evaluations, see Board Policy BG(LEGAL).

X. Communications

- A. Board/Superintendent Communication: In order to build and maintain productive and effective relationships between the Board and the Superintendent, both the Board and the Superintendent will maintain a system of communication and interaction that builds upon mutual respect and trust.
- B. With respect to providing information and counsel to the Board, the Superintendent shall not fail to give the Board as much information as necessary to allow Board members to be adequately informed.
- C. The Superintendent will communicate information in a timely fashion to all Board members through:
 - 1. Board meetings and executive sessions;
 - 2. Board correspondence;
 - 3. Telephone calls;
 - 4. One-on-one meetings.
- D. Board members will keep the Superintendent informed via telephone calls, voice mails, e-mails, personal visits, dialogue meetings, and requests for executive session or open meeting discussions.
- E. Correspondence related to formal complaints or grievances, as described in Board Policies DGBA, FNG, and GF (LEGAL and LOCAL) will not be forwarded to Board members in order that they may maintain their objectivity pertaining to matters that may require Board action in the future. The sender will be notified with an explanation of the decision not to forward the communication.
- F. Board Response to Contacts/Correspondence
 - 1. Individual Board members may communicate with members of the community as they deem appropriate. However, Board Members should not try to solve complaints or grievances individually or outside established procedures for complaints or grievances. While Board members strive to be responsive to stakeholders, it is not possible for them to respond to every inquiry due to the volume of correspondence. When responding to members of the community via email or letter, Board Members are encouraged to cc the Board President or Vice President.
 - 2. Letters and faxes addressed to individual Board Members and received in the Superintendent's office are delivered to that Board Member at the next Board meeting. If an item is urgent or time sensitive, the Board Member is contacted by email or telephone before the meeting.

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3. Citizens may contact the Board of Trustees by email at: governance.team@leanderisd.org. The Superintendent's office will acknowledge receipt of the email and inform the sender that the message has been forwarded to individual Board members and to the appropriate administrator(s). The administration will ensure that an appropriate response is provided on behalf of the Board of Trustees.
4. If a Board member responds to an inquiry in writing, he or she will copy the Superintendent's office who will determine whether information needs to be added to the Superintendent's weekly memo to the Board.
5. The Board of Trustees encourages input, and the confidentiality of reports will be maintained when possible and requested. Anonymous calls or letters will not receive a response and will not result in directives to the administration.

G. Administration Response to Contacts/Correspondence

1. All correspondence addressed to the Superintendent or administration will be routed to the appropriate staff members.
2. The appropriate staff members will investigate the issues raised in the correspondence and will respond in a reasonable and appropriate manner. It is the goal of the administration to respond to correspondence within ten working days.
3. The LISD administration encourages input. Anonymous calls or letters, however, will not receive a reply from the administration. If requested, confidentiality of the person writing the correspondence will be maintained when possible.

H. Board Communication

- I. Board members are encouraged to share information about noteworthy meetings and events with other Board members at properly posted Board meetings. Board members should notify the Superintendent's office to allow for calendar additions and postings as needed.

J. Social Media

1. The Board recognizes that social media can be a positive tool for fostering community engagement with the school district; however, Board Members must operate within appropriate guidelines when they are communicating online about school district business.
2. In using social media to communicate about school district business, the Board Member shall:
 - a. Clarify that he/she is communicating as an individual member of the Board and not as an official district spokesperson;
 - b. Avoid deliberating school district business with a quorum of the Board;
 - c. Direct complaints or concerns presented online to the appropriate administrator;
 - d. Avoid posting content that indicates that the Board Member has already formed an opinion on pending matters or matters that may come before the Board;
 - e. Not solicit input from the community by polling or surveying friends or connections and not allow social media to direct decisions as a trustee;
 - f. Post only content that the District has already released to the public;

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- g. When attempting to restate what happened at a Board Meeting, clarify that the posting is not an official record of the Board Meeting and share information only from the open portions of the meeting;
- h. Conduct oneself online in a manner that reflects well on the District; avoid posting information that has not been verified and made public by the District; and never post anonymously about school business or repeat rumors;
- i. Immediately report suspected illegal activities and harassing or defamatory communications that involve school officials, staff, students, or District business to the Superintendent;
- j. Realize that by using a personal account to conduct official school district business the account may become a public forum under the First Amendment;
- k. Retain electronic records—including the Board Member’s posts and content others post to the account—when required to do so by the District’s records retention schedule; and
- l. Comply with the District’s acceptable use policy when using district-issued devices or technology resources and immediately report to the District any potential security breach if control or possession of confidential District records are lost.
- m. Understand that a Board Member’s failure to comply with these communication requirements will be addressed in the manner described below in Addressing Board Member Violations.

XI. Individual Board Member Requests for Information or Reports

- A. An individual Board member, acting in his or her official capacity, has the right to seek information pertaining to District fiscal affairs, business transactions, governance, school operations, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. Written responses to information requests from the Board will be distributed to all Board members in a timely manner.
- B. Individual members shall not have access to confidential student records unless the member is acting in his or her official capacity and has a legitimate educational interest in the records. In such cases, individual members shall seek access to the records from the Superintendent. At the time access to the records is provided, the Board member shall be advised of his or her responsibility to comply with confidentiality requirements.
- C. Individual Board members shall not issue formal written or oral requests for information directly to campus principals or other administrators not designated as Board contacts. Board members may e- mail or call the Superintendent to ask questions or request information.
- D. For more information about Board members’ access to information, see Board Policy BBE(LEGAL).

XII. Citizen or Employee Request/Complaint to Individual Board Member

- A. If parents, students, or other members of the public bring concerns or complaints to an

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individual Trustee, the Board member should listen to the complaint to better understand the critical issues, unless it relates to a formal complaint or grievance already filed under Board Policies DGBA, FNG, or GF and upon which the Board may be requested to take action. The Board member should take the following steps:

1. Refer the parent, student, employee, citizen to the administrator who is in the best position to assist in addressing the concern or complaint.
 2. Make the citizen aware of the District policies and procedures in place to address citizen concerns or complaints and remind them that Board members must remain impartial in case the matter requires Board action in the future.
 3. Notify the Superintendent's office if the situation warrants.
- B. For more information about access to the LISD's grievance procedures, see Board Policies DGBA(Employee), FNG (Parent/Student), and GF (Public).

XIII. Media Inquiries to the Board

- A. The Board President generally serves as the official spokesperson for the Board. However, under special circumstances, the Board may elect to appoint a different spokesperson for the Board.
- B. A Board member who receives calls from the media should notify the Superintendent and the Chief Communications Officer.
- C. Individual Board members who are asked for individual comments or opinions by the media are to qualify those statements as being the opinion of the individual Board member and not representative of the Board as a whole or the school district. Board Members must be mindful that comments to the media or on social media in their individual capacity may be perceived as statements on behalf of the District. See BBF(LOCAL). [
- D. For more information about LISD's Centralized Communication Functions, see Board Policy GBB(LOCAL).

XIV. Board Member Visits to a School Campus

- A. Board members may be invited to attend public events, receptions, groundbreakings, dedications, ribbon cuttings, and other campus events. In such cases, notifying the Superintendent is not necessary; however, Board members must be cognizant of whether a quorum attends the event and Open Meeting Act requirements.
- B. Board members who wish to visit a campus to view a program or activity in their official capacity shall notify the Superintendent and coordinate the visit with the principal. At no time will Board members visit campuses or other school programs in an attempt to evaluate personnel.
- C. These guidelines do not pertain to visits as a parent or as a spectator to school events. Board members with children enrolled in the school district are entitled to the same rights, privileges, and courtesies as all other parents or guardians. However, when engaging in conferences or interactions with school personnel as a parent, a Board member shall not let his/her official position interfere or dictate decisions that should be fair and impartial.

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- D. Board members who wish to visit a campus in any capacity other than their official capacity shall do so in accordance with Board Policy GKC (LOCAL).

XV. Board Training Requirements

- A. Board Members must meet minimum annual requirements for training. Based on our November Trustee election cycle, Leander ISD is required to announce at the last Board meeting in October, each Board member who has completed, exceeded or is deficient in meeting the required continuing education hours. However, the requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment, or two-year anniversary of his or her previous training, as applicable.
- B. At the last regular October board meeting, the Board President must announce the name of each board member who has completed/exceeded/or is deficient in the required continuing education as required by 19 Tex. Admin Code 61.1 (j).
- C. All Board members may attend the annual state TASA/TASB Convention, and the Board's TASB representative(s) may attend appropriate TASB meetings in accordance with LISD's representation on the TASB board of directors.
- D. Pending any necessary budget considerations, all Board members may attend NSBA Convention.
- E. The Board's representative(s) are encouraged to attend the Central Texas School Board Association meetings (Region XIII).
- F. All Board members may attend the Region XIII Education Service Center Board training sessions and/or meetings.
- G. The Board's representative(s) may attend the legislative sessions and/or meetings of the State Board of Education as appropriate.
- H. Additional training or educational seminars may be requested by individual Board members and approved by a majority of the Board through Board action.
- I. Board members may attend regional or state UIL activities representing the District, with a maximum of one over-night lodging expense per event.
- J. Board members may attend local breakfast, lunch, or dinner meetings that are education-related or related to Board and/or District business.
- K. Exceptions to the above must be approved by a majority of the Board members.
- L. For specific legal policies related to Board Member training, see Board Policy BBD (LEGAL).

XVI. Travel Reimbursement

- A. Reimbursement to Board members for reasonable travel expenses* for attendance at regional, state, or national conventions, conferences, and workshops shall be made by the District when attendance is authorized and deemed by the Board to be necessary to conducting the business of schools.

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- B. Recognizing that Board members serve the Leander Independent School District without compensation for their service as trustees while also maintaining separate employment, Board members are permitted to engage in limited work on private or personal matters while travelling on school business, so long as the work or personal/private matter does not interfere with the Board member's ability to attend to the business of LISD.
- C. The District may not pay the travel expenses of spouses and other persons who have no responsibilities or duties to perform for the Board when they accompany a Board member to Board-related activities.
- D. For specific policies related to Board Member Travel Reimbursement, see Board Policy BBG. <http://pol.tasb.org/Policy/Code/1248?filter=BBG>

* **Reasonable expenses** are defined to mean:

- 1. **Hotel:** Not to exceed the standard negotiated rate available through the conference sponsor. If no standard negotiated rate has been established, the reimbursement rate shall not exceed the rate for key officials as stated by the Texas Comptroller for the current fiscal year.
- 2. **Meals:** Without receipts, for overnight travel, Board members may claim per diem in the same manner and at the same rates as specified for employees in the Leander ISD Business Operating Guidelines. With receipts, meals for overnight and non-overnight travel may be reimbursed up to the rate for key officials as stated by the Texas Comptroller for the current fiscal year.
- 3. **Parking:** Hotel self-parking is highly recommended in the hotel in which the Board member is a guest, unless no self-parking is available or if it is not safe.
- 4. **Mileage:** Not to exceed the allowable IRS rates (or the district approved rate if lower) for use of a personal car or the actual cost of the lowest fare for commercial transportation plus parking.

No reimbursement will be made for:

- 1. Non-district facsimiles or phone calls
- 2. Entertainment or in-room movies
- 3. Alcohol
- 4. Souvenirs
- 5. Spouse/family expenses

Cancellation of conference registration, hotel, travel accommodations, etc. must be completed within the allowable "cancellation" timeline established by the vendor or sponsoring entity. Every attempt must be made by the Board Member to notify the Superintendent's Administrative Assistant of such cancellation plans as soon as plans need to be changed. For cancellations not completed within the designated timeline, the loss of reimbursement eligibility and/or monetary commitment of the District shall be borne by the individual Board Member responsible for the cancellation, unless the cancellation is the result of personal illness or a family emergency or natural disaster.

Accounting records shall accurately reflect that no state or federal funds were used to reimburse

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travel expenses beyond those authorized for state employees.

A statement shall be submitted for all authorized expenses incurred, including receipts to the extent feasible, documenting actual expenses and in accordance with procedures applicable to employee expense reimbursement.

XVII. Conflicts of Interest

- A. Board Members are expected to avoid conflicts of interest involving any matter pending before the Board. A conflict of interest is deemed to exist when a member is confronted with an issue in which the member has a personal or pecuniary interest or an issue or circumstances that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Accordingly:
1. If a Board Member has a substantial personal or private interest in any matter pending before the Board, the member shall disclose such interest to the Board and shall not vote on the matter.
 2. A member of the Board shall not also be an employee of the district, nor shall a member receive any compensation for services rendered to the district. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
 3. The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest unless one or more of the following conditions apply:
 - a. The contract is awarded to the lowest responsible bidder based upon established competitive bidding procedures; or
 - b. The Board Member is the highest bidder for merchandise sold at a public auction.
 4. A Board Member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
 - a. Disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's immediate family;
 - b. Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
 - c. Engage in a substantial financial transaction for private business purposes with a person whom the Board member directly or indirectly supervises;
 - d. Perform an official act, which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.
- B. Board Members are encouraged to file an affidavit disclosing a substantial interest in a business entity or real property to identify potential conflicts of interest to the public and vendors. See Board Policy BBFA (EXHIBIT).

Leander Independent School District Board Operating Procedures

- C. For specific policies related to Board Member Ethics and Conflicts of Interest, see Board Policies BBFA(LEGAL and LOCAL).

XVIII. Addressing Board Member Violations

- A. The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies and these procedures. In the event of a member's willful violation of policy, the Board will seek remedy by the following sequential process:
1. Private conversation between the offending member and the Board president or other Trustee;
 2. Discussion in executive session between the offending member and the full Board; and
 3. Upon an affirmative vote of a simple majority, public censure of the offending member of the Board.
- B. For specific policies related to Board Member Removal from Office see BBC(LEGAL).

XIX. Internal Board Committees

- A. The Board has created committees to facilitate the efficient operation of the Board. Those committees are reviewed annually and consist of up to three members and work with a staff liaison in an advisory capacity. These committees serve purely in an advisory function, with no power to supervise or control district business.
- B. The committee members will typically be agreed to annually by the Board, along with the designation of a chair of that committee. The chair will work with the staff liaison to determine when meetings are needed.
- C. Committees shall provide updates to the Board, report their findings to the Board, and shall be dissolved at the direction of the Board.

XX. District Citizen Advisory Committees

- A. Board member appointments to certain district administrative committees, created by board policy or established through administration, may be conducted annually or as specified by administration. Beginning with appointments for the 2022-2023 school-year, the Board shall instruct the district to include on the committee webpage each Board appointee's name and the name of the Board Member who nominated them, as well as details regarding the time frame during which appointments shall be made. **Beginning with appointments for the 2022-2023 school-year, community members must be residents of Leander ISD.**
- B. The Board shall consider each committee requirement composition when submitting appointees including but not limited to parents with students in the district, the feeder pattern, as well as a commitment of attendance. The Board will only approve committee member appointments/nominations if required by policy or statute. If board approval of the entire committee is required by policy or statute, appointments shall be reviewed and voted on by the Board at the same time of approval as the entire committee membership.
- C. The function of the committees, unless otherwise stated in statute, shall be fact-finding,

Leander Independent School District Board Operating Procedures

deliberative, and advisory. The district shall consider the board appointments when determining the remaining composition of the committee so that selection of the remaining members provide for an adequate representation of the community's diversity and geography.

XXI. Reviewing the Board Operating Procedures

Board of Trustees Governance Policies and Operating Procedures will be reviewed and updated each year and will be part of Board training.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Consider Appointment of Board Member to the City of Austin Regional Affordability Committee

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Bruce Gearing

Attachments: Ordinance

Background Information:

The City of Austin adopted the attached ordinance in January 2015. The ordinance approved the appointment of representatives from participating governmental entities to serve as members of the Regional Affordability Committee. Per the ordinance, LISD is represented by one appointee. For information about the background and scope of the committee, see the attached ordinance and the committee's website at <http://www.austintexas.gov/department/regional-affordability-committee>.

Anna Smith has most recently served as the Board's appointee. At the October 21 meeting, there was discussion regarding Sade Fashokun possibly replacing Anna on this committee. After reviewing information regarding the committee, Sade has confirmed her willingness to serve on this committee.

Administrative Recommendation:

The administration recommends that the Board name an appointee to the City of Austin Regional Affordability Committee.

Sample Motion:

I move that Sade Fashokun be named as the Leander ISD appointee to the City of Austin Regional Affordability Committee.

ORDINANCE NO. 20150129-022

AN ORDINANCE AUTHORIZING AND APPROVING THE CREATION OF THE REGIONAL AFFORDABILITY COMMITTEE, AN INTERGOVERNMENTAL ENTITY, AND APPROVING THE APPOINTMENT OF CITY REPRESENTATIVES TO SERVE AS MEMBERS ON THE REGIONAL AFFORDABILITY COMMITTEE.

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

PART 1. Findings.

The City Council finds that:

- (A) The City of Austin and the Central Texas region are experiencing an affordability crisis which impacts the ability of many to afford basic needs including food, housing, transportation, and health care, which significantly impacts quality of life for many residents.
- (B) Almost 23% of Austin residents are cost burdened, dedicating more than 30% of their net income to housing costs and almost 9% of Austin residents are severely cost burdened, dedicating more than 50% of their net income to housing costs.
- (C) A report published by the City of Austin in June 2013 titled *Market Trends and Issues for Affordable Housing in Austin* states that, "since 2001, nominal median household incomes in the Austin area have increased by only about 25 percent in while general inflation (represented by Consumer Price Index) has increased by roughly 35 percent. During that same period, median home prices have increased by 40 percent, and median rents have increased by 50 percent."
- (D) With new leadership at every level of local government, an unprecedented opportunity exists to improve communication and collaboration between governmental jurisdictions.
- (E) Currently there is limited coordination between taxing entities regarding proposals for bond measures, and providing a public meeting with representation from all local taxing jurisdictions would provide the public a convenient place to comment on all bond packages at once, and would facilitate a community wide conversation about what community values should be prioritized and the viability of bond measures prior to placement on the ballot.
- (F) Formal collaboration between every level of local government could identify opportunities to strengthen partnerships for improved service

delivery and identify existing duplication in services between agencies that could be streamlined for potential cost savings.

- (G) Affordability encompasses many factors including but not limited to housing, food, health care, education, child care, transportation, and utilities, and a collaborative body that represents every level of local government could define parameters for what factors have a significant impact on cost of living, study best practices of other cities, counties, and school districts, and develop policy recommendations for all represented governmental entities to improve affordability in Austin and the Central Texas region.
- (H) Creating a Regional Affordability Committee (Committee) would provide expanded opportunity for transparency, public input, and collaboration between taxing jurisdictions and local leaders to improve how we serve to the community.

PART 2. To ensure effective representation from throughout the Central Texas region, the Committee shall maintain positions for appointments by the participating governmental entities as follows:

- (A) Austin City Council will be represented by three appointees.
- (B) Austin Independent School District Board of Trustees may be represented by two appointees.
- (C) Travis County Commissioners Court may be represented by two appointees.
- (D) Austin Community College Board of Trustees may be represented by one appointee.
- (E) Capital Metropolitan Board of Directors may be represented by one appointee.
- (F) Central Health Board of Directors may be represented by one appointee.
- (G) Del Valle Independent School District Board of Trustees may be represented by one appointee.
- (H) Pflugerville Independent School District Board of Trustees may be represented by one appointee.
- (I) Williamson County Commissioners Court may be represented by one appointee.

- (J) Round Rock Independent School District Board of Trustees may be represented by one appointee.
- (K) Leander Independent School District Board of Trustees may be represented by one appointee.

PART 3. Each entity represented on the Committee may select appointees by formal action of the respective bodies.

PART 4. The following persons are hereby appointed by the City Council to represent the City of Austin on the Committee: Council Member Delia Garza, Council Member Ann Kitchen, and Council Member Ellen Troxclair.

PART 5. The Committee may hold public meetings and may also take action to form working groups to address specific issues as needed.

PART 6. At its meetings, the Committee may solicit public feedback on and discuss: potential bond measures that may affect affordability in the Central Texas Region; opportunities to strengthen partnerships for improved service delivery; eliminating duplication in services between agencies for potential cost savings; parameters for assessing factors have a significant impact on cost of living; best practices of other cities, counties, and school districts; and any other relevant topics useful for maintaining and promoting affordability.

PART 7. The Committee may develop policy recommendations for all represented governmental entities to improve affordability in Austin and the Central Texas region and may take formal action to make recommendations to the governmental bodies represented on the Committee.

PART 8. The City Manager shall provide staff resources for the Committee as necessary and coordinate with staff from the other governmental jurisdictions represented on the Committee to obtain pertinent information on related items posted for discussion or action on Committee agendas.

PART 9. The activities and meetings of the Committee will be subject to applicable provisions of the Open Meetings Act.

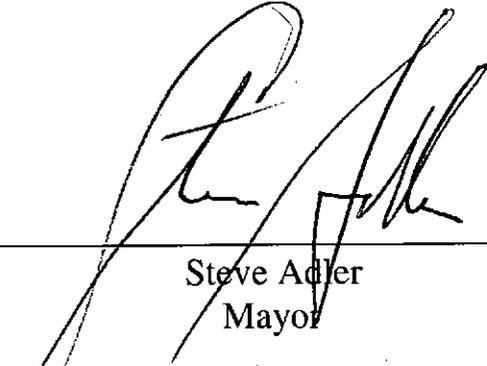
PART 10. The Committee shall adopt bylaws at their first publicly posted meeting.

PART 11. This ordinance takes effect on February 9, 2015.

PASSED AND APPROVED

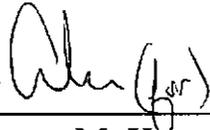
January 29, 2015

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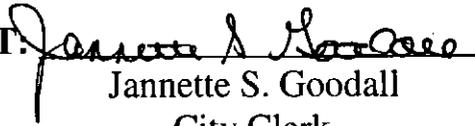
Steve Adler
Mayor

APPROVED:



Karen M. Kennard
City Attorney

ATTEST:



Jannette S. Goodall
City Clerk

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: Discuss a Resolution Casting Votes for an Individual(s) to the Williamson Central Appraisal District (WCAD) Board of Directors

Purpose (this meeting): Discussion Item/Report Only Action Requested

Action Requested (future meeting): Thursday, November 18, 2021

Administrator Responsible: Elaine Cogburn

Attachments: WCAD Board of Directors Resolution
WCAD Board of Directors Election Ballot Letter
WCAD Board of Directors Nominee Bios
WCAD Board of Directors 2021 Election Votes

Background Information:

The Williamson Central Appraisal District (WCAD) advised the district of its voting entitlement for this year's biennial elections for members of the WCAD Board of Directors in September. The district then submitted its nomination for the WCAD Board to the Chief Appraiser, Alvin Langford, prior to the October 15, 2021 deadline. On October 22, 2021, WCAD issued the official ballot to taxing units.

Per Section 6.03 (k-1) of the Texas Property Tax Code, the governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot to the presiding officer of the governing body. The governing body must submit its vote to the chief appraiser not later than the third day following the date the resolution is adopted.

ACTION:	DUE DATE:
Chief Appraiser calculates number of votes for each taxing unit (LISD = 785 votes)	Received September 2021
Taxing units nominate by Resolution one candidate for each position to be filled (up to 5)	Adopted and submitted prior to October 15
Chief Appraiser prepares a ballot from candidates submitted	Received October 22
Taxing units determine vote by Resolution and submit to Chief Appraiser	LISD: No later than November 18

The district is allocated 785 votes and may distribute these votes amongst the listed candidates as desired.

Administrative Recommendation:

The administration recommends the Board of Trustees approve the Resolution Casting its 785 to an Individual(s) to serve as on the Williamson Central Appraisal District (WCAD) Board of Directors.

Sample Motion:

I move the Board of Trustees approve the Resolution Casting its 785 to an Individual(s) to serve as on the Williamson Central Appraisal District (WCAD) Board of Directors.

RESOLUTION NO. _____

WHEREAS, Section 6.03 (k) of the Property Tax Code provides for the governing body of each taxing units to cast votes for individuals nominated for the Williamson Central Appraisal District Board of Directors, and

WHEREAS, the _____ is
(Entity)

entitled to _____ votes which may be cast for individuals nominated for the Board of
(number)

Directors, and

WHEREAS the _____ wishes to cast its _____
(Entity) (number)

votes as set forth below;

NOW THEREFORE BE IT RESOLVED BY _____
(Governing Body)

that the _____ hereby cast its votes
(Entity)

as follows:

1. _____ Votes
2. _____ Votes
3. _____ Votes
4. _____ Votes
5. _____ Votes
6. _____ Votes

RESOLVED this _____ day of _____, 2021.

Signed _____
Presiding Officer

Attest: _____
Secretary



"We will provide quality service with the highest standards of professionalism, integrity and respect. We will uphold these standards while providing an accurate, fair and cost-effective appraisal roll in compliance with the laws of the State of Texas."

October 22, 2021

Trish Bode, President
Leander ISD
P.O. Box 218
Leander, TX 78646-0218

Dear Ms. Bode:

Attached is the official ballot listing the nominees submitted for the Board of Directors for the Williamson Central Appraisal District in accordance with Section 6.03 of the Texas Property Tax Code.

The ballot lists the total number of votes available for your unit to cast. Please note, you may distribute these votes amongst the listed candidates at your discretion.

According to Section 6.03 of the Texas Property Tax Code each taxing unit must determine their vote by resolution and submit it to the Chief Appraiser **before December 15, 2021.**

Please note new legislation from HB988 affecting Georgetown ISD, Leander ISD, Round Rock ISD and Williamson County.

Section 6.03 (k-1) of the Texas Property Tax Code:

*The governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the **first or second open meeting** of the governing body that is held **after the date the chief appraiser delivers the ballot** to the presiding officer of the governing body. The governing body **must submit its vote to the chief appraiser not later than the third day following the date the resolution is adopted.***

If you have any questions, please feel free to call.

With Kindest Regards,

Alvin Lankford
Chief Appraiser

<u>Board of Directors</u>	Charles Chadwell, Chairman Harry Gibbs, Vice-Chairman Donald L. Hisle, Secretary Jon Lux Lora Weber Larry Gaddes	<u>Chief Appraiser</u>	Alvin Lankford alvinl@wcad.org
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625 F.M. 1460, Georgetown, Texas 78626
(512) 930-3787 www.wcad.org

Williamson Central Appraisal District

Board of Directors Nominees

Official Ballot 2021

INSTRUCTION NOTE:

Indicate your vote for the candidate or candidates of your choice by placing the number of votes in the blank beside the candidate or candidates name.

ENTITY Leander ISD NUMBER OF VOTES 785

ATKINSON, JOSHUA	_____
GIBBS, HARRY	_____
HISLE-PIPER, HOPE	_____
LUX, JON	_____
MOSES, MASON	_____
WEBER, LORA	_____

ATTEST:

Signature

Date

Atkinson

Joshua (JT) Atkinson has lived in Florence his entire life. In Florence his family goes back generations. He is currently the third generation of the Atkinson Family to serve on the Florence ISD Board of Trustees, now in his second term. He is also very involved in the Florence United Methodist Church serving on many different committees most recently as the finance chairman.

Joshua previously worked in the pharmacy retail industry for 13 years leaving only to begin his own landscaping business in the greater Florence/Georgetown area. He holds a BS in Landscape Design and Management from Tarleton State University.

Joshua enjoys being a husband, father of two girls in grade school and serving his community.

Gibbs

Harry Gibbs has vast real estate experience. Licensed as a Texas Real Estate Broker since 1980, Harry has represented owner/landlords, buyers, and sellers in numerous large commercial real estate transactions in Williamson County as well as nine other Texas counties. Harry continues to stay active in commercial real estate.

Harry has served the Texas Association of REALTORS as Commercial Liaison to Leadership in 2018, Chairman of the Commercial Committee in 2016, and Public Policy Committee Chairman in 2013. He has also served on the Land Use Committee, Commercial Forms Committee, and Nominating Committee. He is a TRLP Instructor and a Spokesperson Training Instructor. Harry is a broker with Keller Williams Realty Georgetown, KW Commercial.

Harry is a CCIM – Certified Commercial Investment Member since 1996, and a CIPS – Certified International Property Specialist. He is a 2007 graduate of TRLP – Texas REALTOR Leadership Program. Harry graduated from The University of Texas, Austin in 1982. He has a BBA in Real Estate and Urban Land Development as well as a BBA in Finance.

Harry is a two-time president of the Georgetown Sunrise Rotary Club, former member and Chairman of the Georgetown Planning and Zoning Commission, and currently serves on the Board of Directors for the Williamson Central Appraisal District. Harry was named as the 2020 Board Member of the Year by the Texas Association of Appraisal Districts.

Harry has a wonderful wife who is also in real estate, two great stepchildren, four absolutely wonderful grandchildren, and a really cool frisbee catching Blue Heeler named Grace.

Hisle-Piper

Hope Hisle-Piper was born and raised in Cedar Park/Leander, Hope Piper has been in the Mortgage/Real Estate business for over 25 years before founding her own firm, Turn Key Property Group in 2020 and successfully growing her business over 65 million in volume in just one year. Piper has served on various LISD boards. Hope and her husband, Ron, have five children who graduated from Leander ISD schools.

Lux

Jon Lux is a proud U.S. Navy veteran with 21 years of service. After enlistment, he was awarded a Naval ROTC scholarship to the University of New Mexico, where, upon completion of his B.A. in Economics, he was commissioned as an Ensign in the U.S. Navy. He served as a Surface Warfare Officer on multiple sea tours and ashore he served on the staffs of Commander Mine War Command and Commander Mine Countermeasures Squadron Three, and served as Executive Officer Naval Station in Ingleside, TX. Jon attended the United States Navy Postgraduate School in Monterey, California, where he graduated with a Master of Science in Management. Jon was awarded numerous medals and awards during his distinguished service. After retirement from the U.S. Navy, Jon has worked in the private sector as a Division Manager, Division Chief, and Program Manager for information technology providers. After traveling the world in his role with the Navy, Jon selected Cedar Park and Williamson County as the place of choice to live, work, play, thrive and call home for his family. He is married to Michelle and has two adult children. Upon arrival in Cedar Park, Jon immediately jumped into serving the community. He served on the Cedar Park Tourism Advisory Board, Cedar Park Planning and Zoning Commission and served four years on Cedar Park City Council.

Moses

Mason Moses serves as the Vice President for Executive Compensation with Trusted Capital Group (TCG), a HUB International Company. He specializes in serving the financial planning and wealth management needs of his clients and consulting organizational leaders and Boards on executive compensation that enhances the goals of both the executive and the organization. Mason regularly presents nationally on both these topics. He received his bachelor's degree from Texas Tech University and his master's degree from Texas A&M University from the President George H.W. Bush School of Government. Prior to joining TCG Advisors, Mason worked in the Texas Senate and was the Chief Communications Officer for the Texas System of Regional Educational Service Centers. Mason is a strong believer in community service as he has served as a member of the Round Rock ISD School Board of Trustees, the Round Rock ISD Partners in Education Board of Directors, the CHASCO YMCA of Greater Round Rock, and other community organizations.

Weber

Lora Weber is a longtime public-sector executive, small business owner, and community leader. Lora enjoyed a long career with several state agencies encompassing everything from public utility regulation to business licensing to higher education. She is the successful leader of organizations with diverse, complex mandates and multi-state operations. Lora has served on national boards including the Verizon Consumer Advisory Board and the National Consumers League. Locally, she has served as chair of the Round Rock Chamber of Commerce and of the Round Rock Economic Development Advisory Committee. She currently serves on the Economic Development District for the Capital Area Council of Governments. Lora holds a Bachelor of Arts degree in English and political science. She and her husband, Jay, love living in Round Rock, but try to spend as much time as possible scuba-diving all over the world.

**2021
Board Election Votes**

Taxing Jurisdiction	Number of Votes
City of Austin	150
City of Bartlett	0
City of Cedar Park	135
City of Coupland	0
City of Florence	0
City of Georgetown	115
City of Granger	0
City of Hutto	45
City of Jarrell	5
City of Leander	95
City of Liberty Hill	5
City of Pflugerville	0
City of Round Rock	210
City of Taylor	35
City of Thorndale	0
City of Thrall	0
City of Weir	0
Bartlett ISD	5
Burnet ISD	0
Coupland ISD	5
Florence ISD	15
Georgetown ISD	485
Granger ISD	5
Hutto ISD	190
Jarrell ISD	75
Leander ISD	785
Lexington ISD	0
Liberty Hill ISD	150
Pflugerville ISD	0
Round Rock ISD	1175
Taylor ISD	60
Thorndale ISD	0
Thrall ISD	10
Williamson Co. & FM/RD	1080
Austin Community College	160
EWC Higher Ed Center	5
Total	5000

Taxing Jurisdiction	Required Computations per Tax Code Section 6.03(d)				
	2020 Levy	Quotient	x 1,000	Rounded	x 5
City of Austin	\$ 46,589,266.65	2.98%	29.79	30	150
City of Bartlett	\$ 183,501.73	0.01%	0.12	0	0
City of Cedar Park	\$ 41,614,139.13	2.66%	26.60	27	135
City of Coupland	\$ 60,522.87	0.00%	0.04	0	0
City of Florence	\$ 404,632.67	0.03%	0.26	0	0
City of Georgetown	\$ 36,388,758.78	2.33%	23.26	23	115
City of Granger	\$ 493,834.16	0.03%	0.32	0	0
City of Hutto	\$ 13,209,908.98	0.84%	8.45	9	45
City of Jarrell	\$ 990,121.88	0.06%	0.63	1	5
City of Leander	\$ 29,287,718.14	1.87%	18.72	19	95
City of Liberty Hill	\$ 1,971,057.95	0.13%	1.26	1	5
City of Pflugerville	\$ 110,024.74	0.01%	0.07	0	0
City of Round Rock	\$ 65,663,655.90	4.20%	41.98	42	210
City of Taylor	\$ 10,450,741.25	0.67%	6.68	7	35
City of Thorndale	\$ 436.04	0.00%	0.00	0	0
City of Thrall	\$ 292,211.48	0.02%	0.19	0	0
City of Weir	\$ 81,298.18	0.01%	0.05	0	0
Bartlett ISD	\$ 621,616.42	0.04%	0.40	1	5
Burnet ISD	\$ 234,490.03	0.01%	0.15	0	0
Coupland ISD	\$ 1,179,254.80	0.08%	0.75	1	5
Florence ISD	\$ 5,094,439.86	0.33%	3.26	3	15
Georgetown ISD	\$ 151,664,085.58	9.70%	96.96	97	485
Granger ISD	\$ 1,718,489.94	0.11%	1.10	1	5
Hutto ISD	\$ 59,566,265.73	3.81%	38.08	38	190
Jarrell ISD	\$ 23,578,606.91	1.51%	15.07	15	75
Leander ISD	\$ 245,935,756.54	15.72%	157.23	157	785
Lexington ISD	\$ 23,693.85	0.00%	0.02	0	0
Liberty Hill ISD	\$ 46,523,844.48	2.97%	29.74	30	150
Pflugerville ISD	\$ 195,992.95	0.01%	0.13	0	0
Round Rock ISD	\$ 367,806,925.69	23.51%	235.15	235	1175
Taylor ISD	\$ 18,456,277.72	1.18%	11.80	12	60
Thorndale ISD	\$ 179,517.83	0.01%	0.11	0	0
Thrall ISD	\$ 3,661,160.26	0.23%	2.34	2	10
Williamson Co. & FM/RD	\$ 337,382,292.10	21.57%	215.69	216	1080
Austin Community College	\$ 50,425,119.23	3.22%	32.24	32	160
EWC Higher Ed Center	\$ 2,124,103.73	0.14%	1.36	1	5
Total	\$ 1,564,163,764.18	100.00%	1000.00	1000	5000

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 4, 2021

Agenda Item: General Construction Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Jimmy Disler
Attachments: General Construction Update Presentation

Background Information:

Jimmy Disler will present information regarding the status of current or ongoing construction projects.

Administrative Recommendation:

N/A

Sample Motion:

N/A



General Construction Update

November 4, 2021

Elementary School #29

New Construction

Work happening in November

Site:

- Complete loopwell fields
- Begin site paving
- Pour remaining driveways/approaches
- Build stone retaining walls

Building:

- Complete slab on grade
- Pour tiltwall
- Erect tiltwall – Area “A/B”
(Admin/Library/MPR/Cafeteria)

GMP Summary

	<u>Approval Date</u>	<u>Amount</u>
GMP 1	April 22, 2021	\$10,146,000
GMP 2	June 17, 2021	\$24,311,981
GMP 3	October 21, 2021	\$500,000
	GMP Total	\$34,957,981



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STATUS OF 2017 BOND PROJECTS

November 2021

CAMPUS	PROJECT DESCRIPTION	TOTAL APPROVED BOND BUDGET	PROJECT & GMP STATUS (Legend Below)	SCHEDULED PROJECT YEAR OPENING
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	\$ 11,150,507	Complete	18/19 - 19/20
Cedar Park MS	HVAC Update	\$ 15,240,743	Complete	19/20 - 21/22
Larkspur ES (ES 27)	New construction	\$ 37,779,628	Complete	19/20
Giddens ES	HVAC Update and District Standard Traffic Gates	\$ 9,005,975	Complete	18/19 - 19/20
Glenn HS	Ag Facility	\$ 3,163,960	Complete	19/20
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ 4,947,836	Complete	18/19 - 20/21
Leander MS	HVAC Update, Classroom Addition	\$ 21,516,101	Complete	18/19 - 20/21
Mason ES	Play Area Renovation and District Standard Traffic Gates	\$ 603,560	Complete	18/19
Danielson MS (MS 9)	New construction	\$ 63,410,011	Complete	20/21
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	\$ 1,758,284	Complete	18/19
Vandegrift HS	Ag Facility	\$ 3,768,160	Complete	20/21
Vandegrift HS	Classroom Additions, Incubator Renovation	\$ 31,245,385	Complete	18/19 - 20/21
Vandegrift HS	Secondary Access Road	\$ 3,000,000	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	Complete	18/19
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations, Disaster Recovery Site	\$ 2,665,503	In Progress GMP 1 - 4/18/19 GMP 2 - 1/23/20	19/20
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ 893,000	In Progress	Ongoing
Technology	Device, Hardware and Infrastructure Replacement	\$ 38,730,000	In Progress	Ongoing
Transportation	88 Replacement Buses; A/C Retrofit	\$ 10,200,000	In Progress	Ongoing
Transportation	North Satellite Transportation Center	\$ 17,800,000	Complete	19/20
Tarvin ES (ES 28)	New construction	\$ 40,862,445	Complete	21/22
ES 29	New construction	\$ 42,496,943	In Progress GMP 1 - 4/22/21 GMP 2 - 6/17/21 GMP 3 - 10/21/21	22/23
ES 30	New construction (Design Only)	\$ 2,181,032	Not Available	23/24
HS 7	New construction (Design Only)	\$ 10,073,645	Not Available	21/22
Steiner ES	HVAC Update	\$ 8,857,136	Complete	20/21 - 21/22
Secondary	Campus Security Upgrades	\$ 10,875,060	Complete	20/21
Land	Future ES (34, 35, 36, 37, 38, 39, 40), Future MS (11), Future HS (8)	\$ 61,934,386	Not Available	Ongoing
TOTALS		\$ 454,405,000		

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.

Discussion

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