



**Regular Meeting Agenda  
Thursday, February 10, 2022  
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/UEnxYqrXXGo>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3gEhMfW>, between noon the day prior to the meeting and noon the day of the meeting. Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on February 7, 2022, at 4:49 PM.

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

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
  - A. Pledge of Allegiance
  - B. Moment of Silence
- 3. RECOGNITION**
  - A. Spotlight on Learning: Rutledge Elementary
- 4. COMMUNICATIONS / ANNOUNCEMENTS**
  - A. Superintendent Remarks
  - B. Board Member Remarks
- 5. CITIZEN COMMENTS**

*(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
- 6. CONSENT AGENDA**
  - A. Consider Approval of Capital Renewal Delivery Method 3
  - B. Consider Approval of Ten-Year Capital Renewal Plan 4
- 7. SUPERINTENDENT'S REPORT 5**
  - A. COVID Update
  - B. Enrollment and Attendance Update
  - C. Vision/Learning
- 8. PUBLIC HEARING**

A. Texas Academic Performance Report (TAPR) and Public Hearing	34
<b>9. DISCUSSION / ACTION ITEMS</b>	
A. STUDENT EXPERIENCE	
1. Discuss House Bill 3 Proficiency Plans & Goals Update	44
2. Early Childhood Program Update	66
B. GOVERNANCE	
1. Consider Approval of Strategic Plan 2022-2026	80
2. Consider Approval of Texas Association of School Boards Initiated Localized Policy Update 117 with Additional District Changes to Policies CH(LOCAL), CHE(LOCAL) and CV(LOCAL).	115
3. Discuss Superintendent Evaluation Tool 2022	154
4. Consideration and Possible Action: Resolution to Grant the Superintendent the Authority to Continue Wages for Employees due to Emergency Closure of Schools	169
C. OPERATIONS	
1. Discuss Bond Oversight Committee Membership	172
<b>10. CLOSED SESSION</b>	
A. Texas Government Code 551.071: Consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: Personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
<b>11. ACTION PURSUANT TO CLOSED SESSION</b>	
A. Consider Approval of Teacher and Administrator Contracts	
<b>12. BOARD MEETING DEBRIEF</b>	
<b>13. ADJOURNMENT</b>	

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

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Consider Approval of Capital Renewal Delivery Method  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Action Requested (future meeting):** n/a  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** List Attachment(s) on separate lines

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## **Background Information:**

Capital Renewal Delivery Methods:

Per CV Local, prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the district. The following capital renewal projects are the only projects that are considered construction and exceed the \$50,000 threshold.

Capital Renewal Plan Year	Campus	Category	Description	Price	Delivery Method
2022	Steiner Ranch Elementary	Roofing	Inspection, Repairs, and Adjustments to the Roof Structure	\$165,300	Job Ordering Contract
2020	Leander High School	Roofing	Replace portion of Roof	\$458,325	Competitive Sealed Proposal

## **Administrative Recommendation:**

Administration recommends that the Board approve the job order contract delivery method for the Steiner Ranch Elementary roofing project and the Competitive Sealed proposal for the Leander High School roofing project.

## **Sample Motion:**

I move that the Board approve the job order contract delivery method for the Steiner Ranch Elementary roofing project and the Competitive Sealed proposal for the Leander High School roofing project.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Consider Approval of Ten-Year Capital Renewal Plan  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** N/A

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## **Background Information:**

The purpose of this presentation is to present the Ten-Year Capital Renewal Plan and ask for approval of the 2022 District Wide Renewal Projects. This provides the planned schedule for replacement/repair of building components, equipment, and site features to accomplish proper maintenance and to avoid untimely failure.

LISD has approximately 1,820 acres of grass and athletic fields, 148 acres of roofs and 7.4 million square feet of enclosed building area to maintain. This requires a tremendous effort on the part of many people in order to keep all assets properly maintained. The proposed plan submitted here for your review also consists of many significant projects to continue proper maintenance of our facilities. The year's plan includes the 2022 District Wide Renewal Projects, the 10-Year Annual Summary, and the 10-Year Details and Potential Bond Projects.

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

- Resurface the Track at Glenn High School and the Tennis Court at Vista Ridge High School.
- Replace Fire Alarms at Faubion Elementary, LEO and River Place Elementary.
- Restripe parking lots for safety and curbs as required by fire code at various locations.
- Replace the kiln and update the exhaust system at Canyon Ridge Middle School, Running Brushy Middle School and Whitestone Elementary School.

We have removed the kitchen equipment from this plan and from some future plans as this equipment will be funded by the Child Nutrition Services fund balance. The plan does include labor, bonds and engineering services to install CNS kitchen equipment.

Upon approval of the Ten-Year Capital Renewal Plan, certain projects will begin immediately so that as much activity as feasible can be completed before the summer. For 2021-2022, the Board approved funding projects with \$3,500,000 of savings from the 2017 bond projects. To fund the Ten-Year Capital Renewal Plan in future years, a \$5 million allocation of General Fund dollars is needed. In years 2024 and 2025, \$2 million of projects would need to be spread over the two-year period to "cash flow" the projects. In years 2026 and 2028, the allocation of General Fund dollars could be lowered to \$4 million.

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

## **Administrative Recommendation:**

Administration recommends that the Board approve the 2022 District Wide Renewal Projects, as presented, in the amount of \$3,016,433

## **Sample Motion:**

I move that the Board approve the 2022 District Wide Renewal Projects, as presented, in the amount of \$3,016,433, and authorize the District to proceed with the project work.

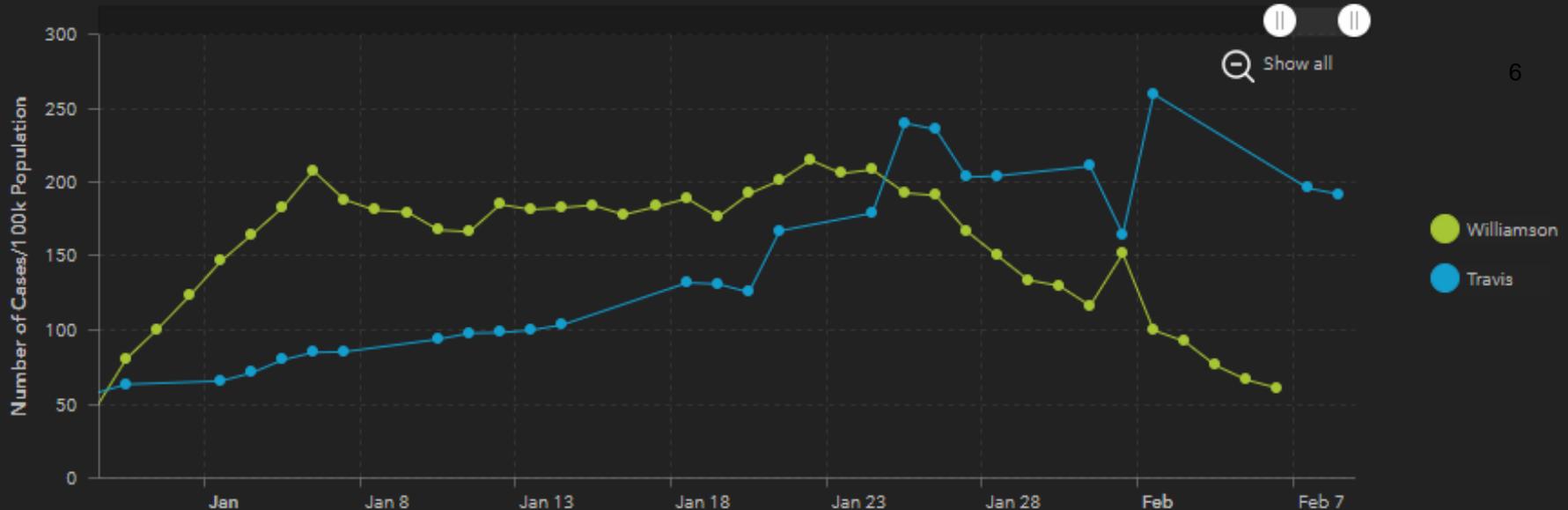


# COVID Update

YELLOW RESPONSE STAGE

## County Case Data

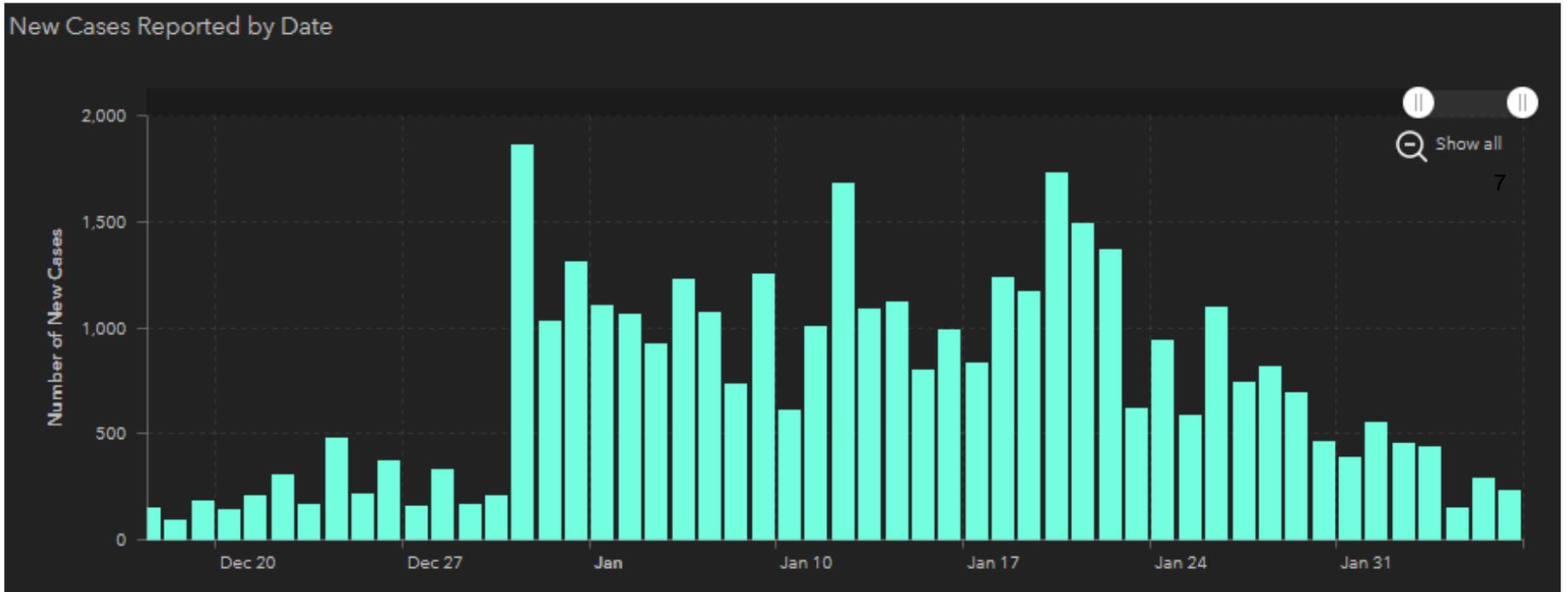
Williamson and Neighboring Counties Average Rate of New Infections per 100k Population



# COVID Update

YELLOW RESPONSE STAGE

## County Case Data



# COVID Update

YELLOW RESPONSE STAGE

## Testing

Opened a second Curative testing site at Running Brushy Middle School earlier this week

## Communication

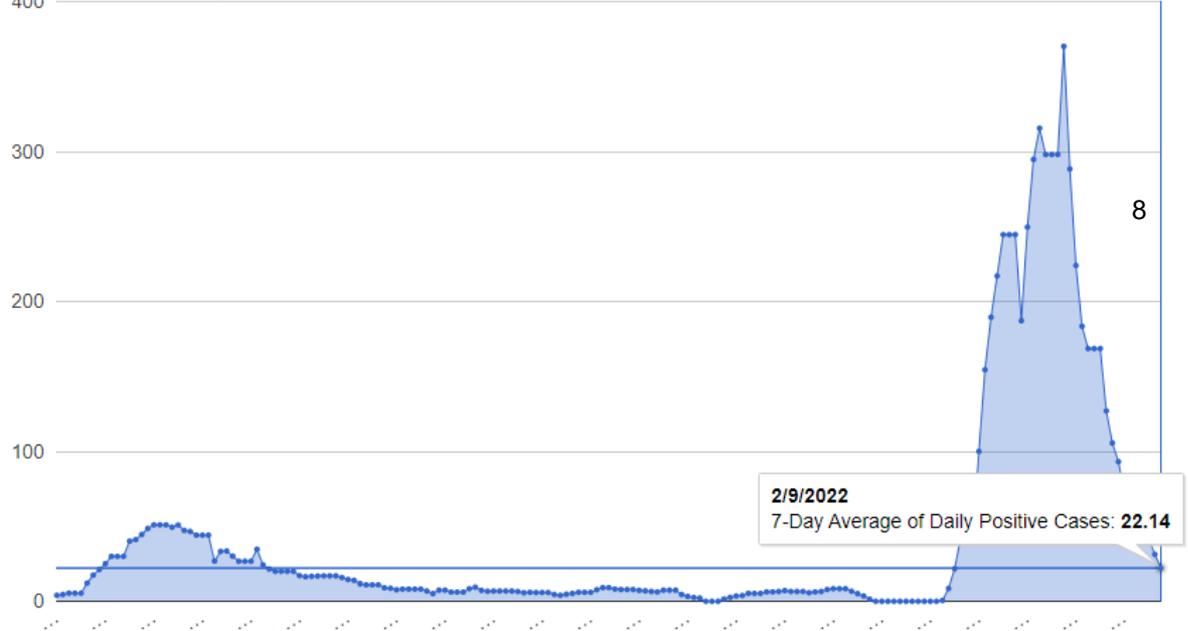
Updating the dashboard daily, contact the health department of positive cases, send notifications to impacted schools.



[www.leanderisd.org/covid19](http://www.leanderisd.org/covid19)

Leander ISD

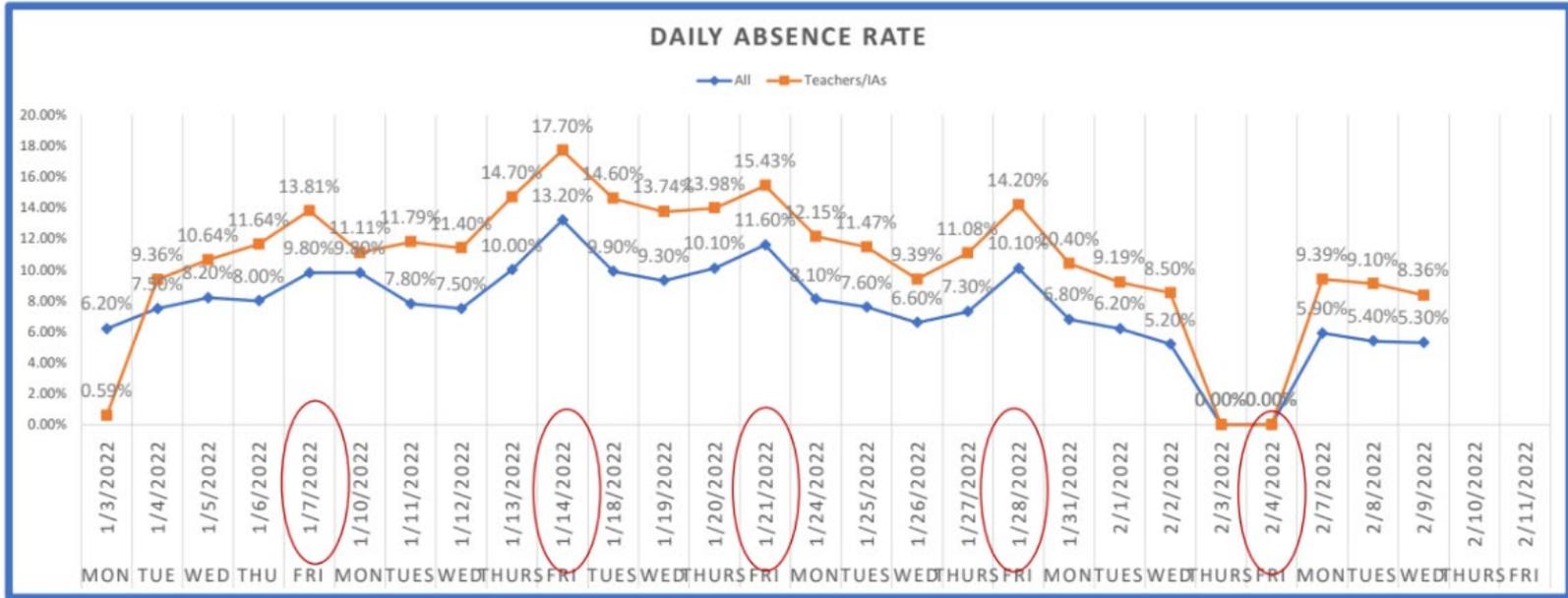
7-Day Average of Daily Positive Cases



# COVID Update

YELLOW RESPONSE STAGE

## Staffing Update



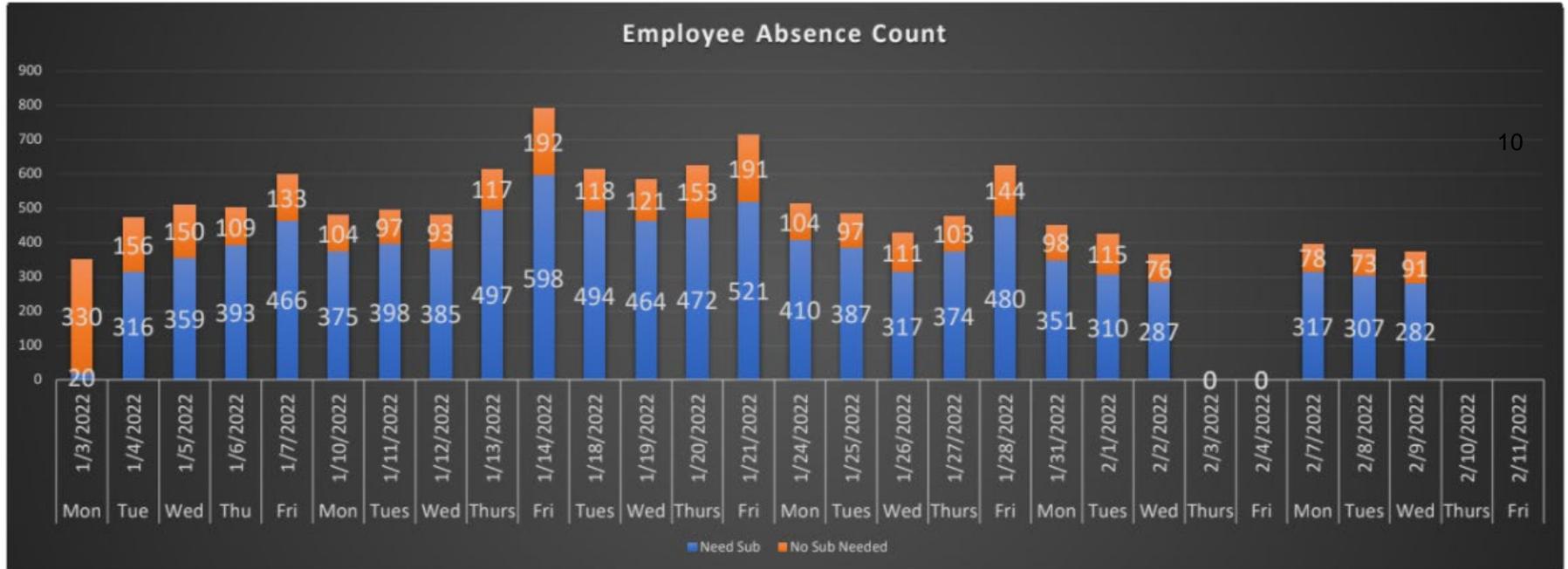
**Note:** The following days were not designated school days on our 2021-22 calendar: 1/3/2022, 1/17/2022. The district closed 2/3 - 2/4/2022 due to inclement weather.

# COVID Update

YELLOW RESPONSE STAGE

## Staffing Update

Note: The following days were not designated school days on our 2021-22 calendar: 1/3/2022, 1/17/2022.



# COVID Update

**YELLOW RESPONSE STAGE**

## Staffing Update

Note: The following days were not designated school days on our 2021-22 calendar: 1/3/2022, 1/17/2022.



# 2021-22 Enrollment

	2021-22			
Pre-K	1,065 (+26)			
Kindergarten	2,735 (+16)			
Remote Students	220 (-4)			
		<b>2020-21</b>	<b>Budget*</b>	<b>PASA</b>
District	42,084 (+18)	42,084/ 40,736 (103%)	41,936/ 41,749 (100%)	42,084 / 43,951 (95%)

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Green/Red numbers indicate the growth/decline of the data point since the last Superintendent’s Report on Jan.27, 2021. The percentages show how current enrollment compares to the corresponding data point.

Updated: Feb. 9, 2022

\*The budgeted number includes all remote learning students as if they qualify for full funding.

# 2021-22 Attendance

## Districtwide Attendance

Displaying a districtwide attendance percentage in this report.

## Impact to Funding

Every percentage point equals about \$3 million in lost funding. 2021-22 Budget was built on 96% attendance. 1st semester is averaging just under 94%.

<b>1st 6 weeks</b>	<b>93.45%</b>
<b>2nd 6 weeks</b>	94.59%
<b>3rd 6 weeks</b>	94.12%
<b>Avg ADA to date</b>	<b>94.07%</b>
<b>Budgeted ADA</b>	96%

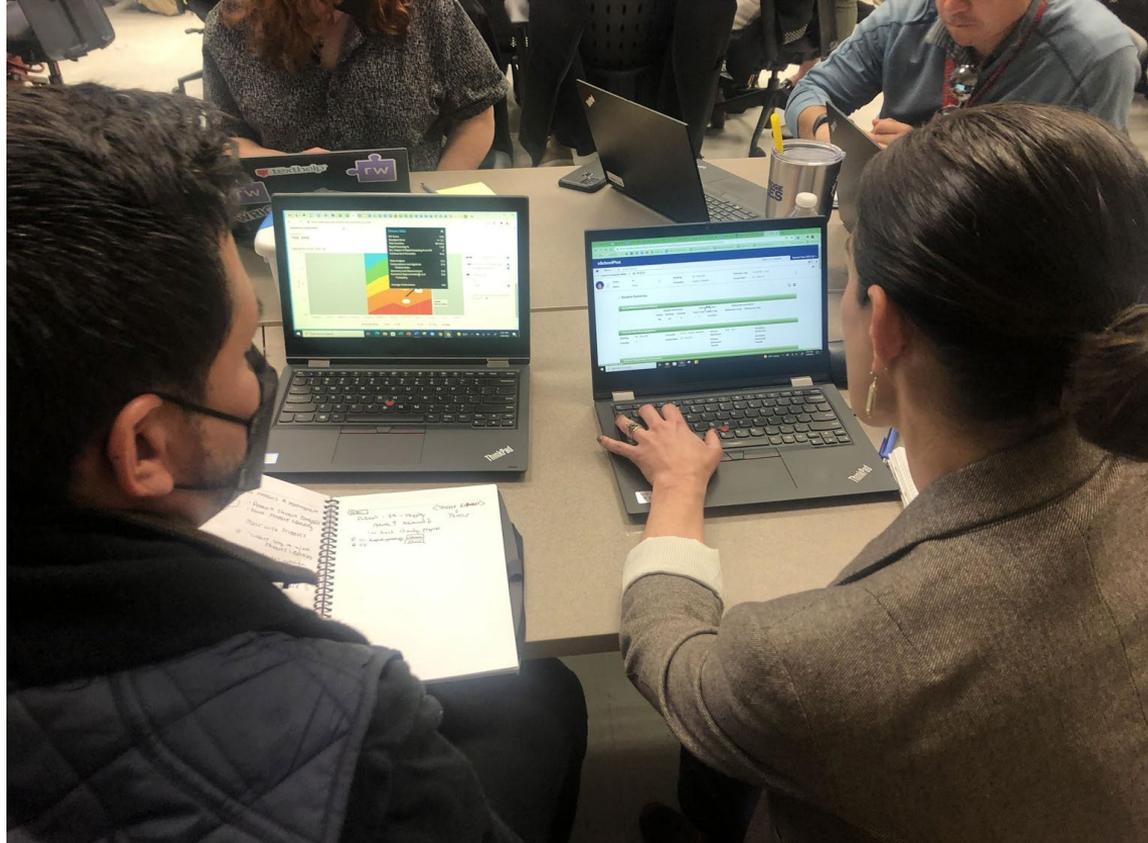
13

2022-01-27	2022-01-28	2022-01-31	2022-02-01	2022-02-02	2022-02-07	2022-02-08
Thu	Fri	Mon	Tues	Wed	Mon	Tue
90.40%	89.59%	90.86%	92.63%	92.73%	93.91%	94.89%



# Upcoming Events

	Date	Notes
<b>National School Counseling Week: Counselors</b>	February 7 - 11	National recognition and celebration of school counselors.
<b>Board of Trustees Meeting</b>	February 10	Regular meeting of our Board. 14
<b>Volunteer Appreciation Week</b>	February 14 - 18	Thank you to our thousands of volunteers!
<b>Staff Development Day</b>	February 21	Teacher work day, no school.
<b>Board of Trustees Meeting</b>	February 24	Regular meeting of our Board
<b>School-Day SAT</b>	March 2	High School juniors take the SAT during the school day.
<b>Board of Trustees Meeting</b>	March 10	Regular meeting of our Board



## Winter 2022 Family Report

**What is this report?** A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

**What is MAP Growth?** A test that adapts to your child's responses in real time to measure your child's skill level.

**Why is my child taking MAP Growth?** MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

### What do Achievement and Growth mean?

**Achievement**—How well your child has learned skills in a subject compared to similar students nationwide.\*

**Growth**—A measure of your child's personal progress over the year.

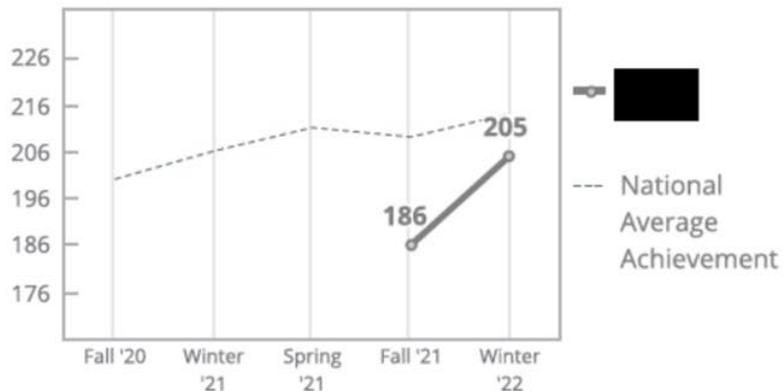
**What is a RIT score?** The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

\*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade



## Mathematics

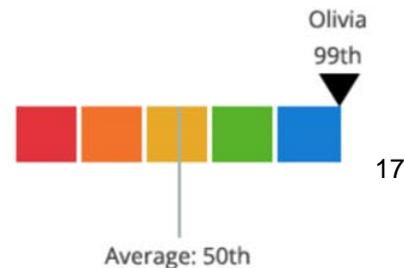
### Low Average Achievement 28th Percentile



██████████ overall score (RIT score) was a 205 on a range of 100-350. Your child is in the 28th percentile, which means they scored better than 28% of their peers.

### High Growth 99th Percentile

Your child's growth from Fall 2021 to Winter 2022 is in the 99th percentile, which means they made more progress than 99% of their peers.



██████████ is likely to be:

- *Approaches* on the State of Texas Assessments of Academic Readiness (if taken in Spring 2022)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2022)
- *Not On Track* on the SAT (if taken in Spring 2022)

**How can I use this information to help my child?** Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

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**Where can I get more information?** Check out <https://nwea.org/familytoolkit/> for more information on MAP Growth, how it works, what it measures, and FAQs.

ISIP™ Advanced Reading results for [REDACTED]  
125 Moss 0151-2, School Year 2021/2022 – 5th Grade

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**Program Overview**

**Current Reading Program Cycle :** Cycle 12  
**Last Date Used:** 2/1/2022

**Program Usage (hours):** 10.4  
**Lexile Student Measure:** 525L  
<https://hub.lexile.com/find-a-book/search>

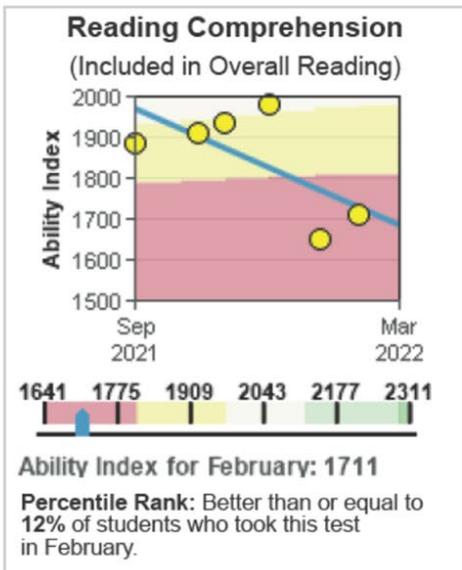
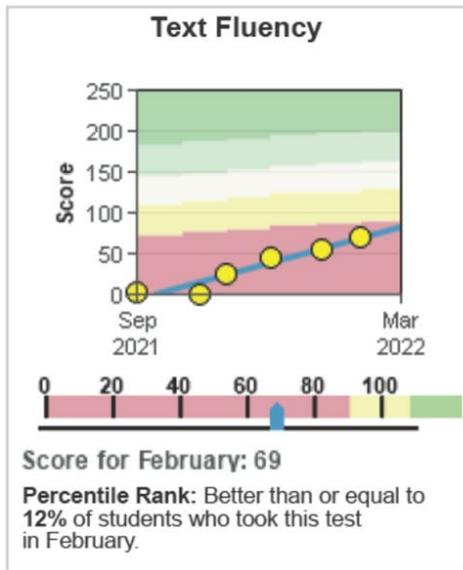
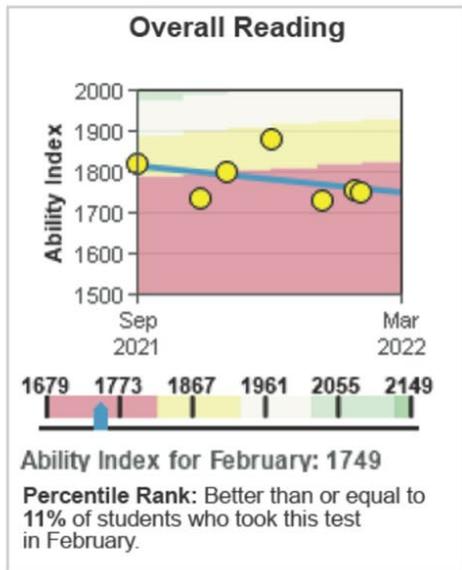
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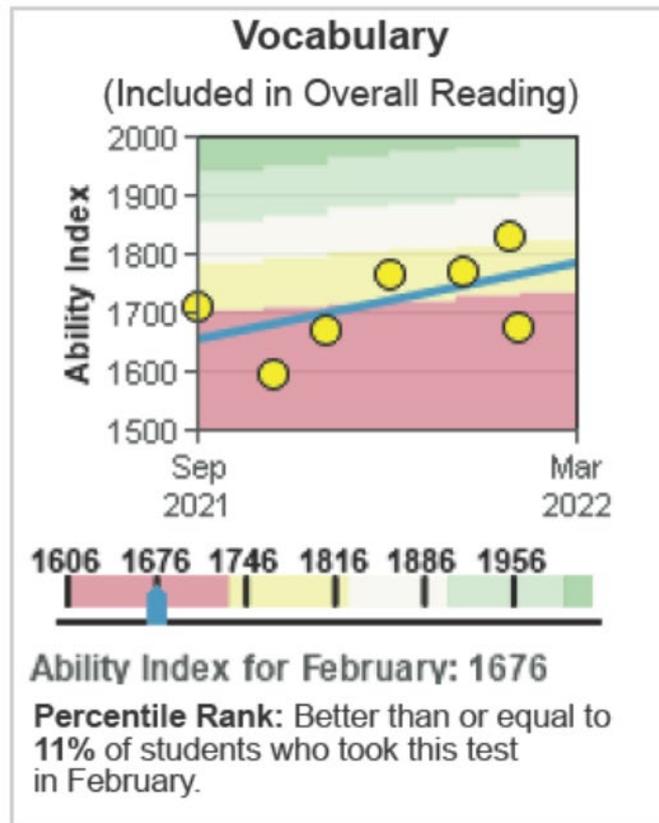
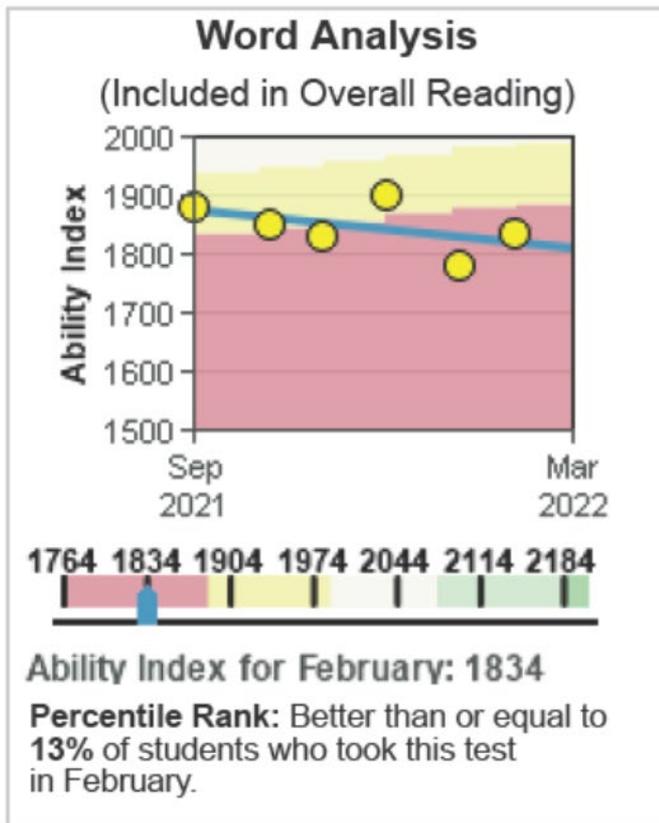
## Istation's Indicators of Progress (ISIP™)

**Results as of the most recent assessment taken (February 1st):** The Student Summary Handout Report shows how your student is performing in all the different skill areas on Istation's ISIP assessment. ISIP measures your student's ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: **Level 1:** At or below the 20th percentile rank

Text Fluency: **Level 1:** At or below the 20th percentile rank













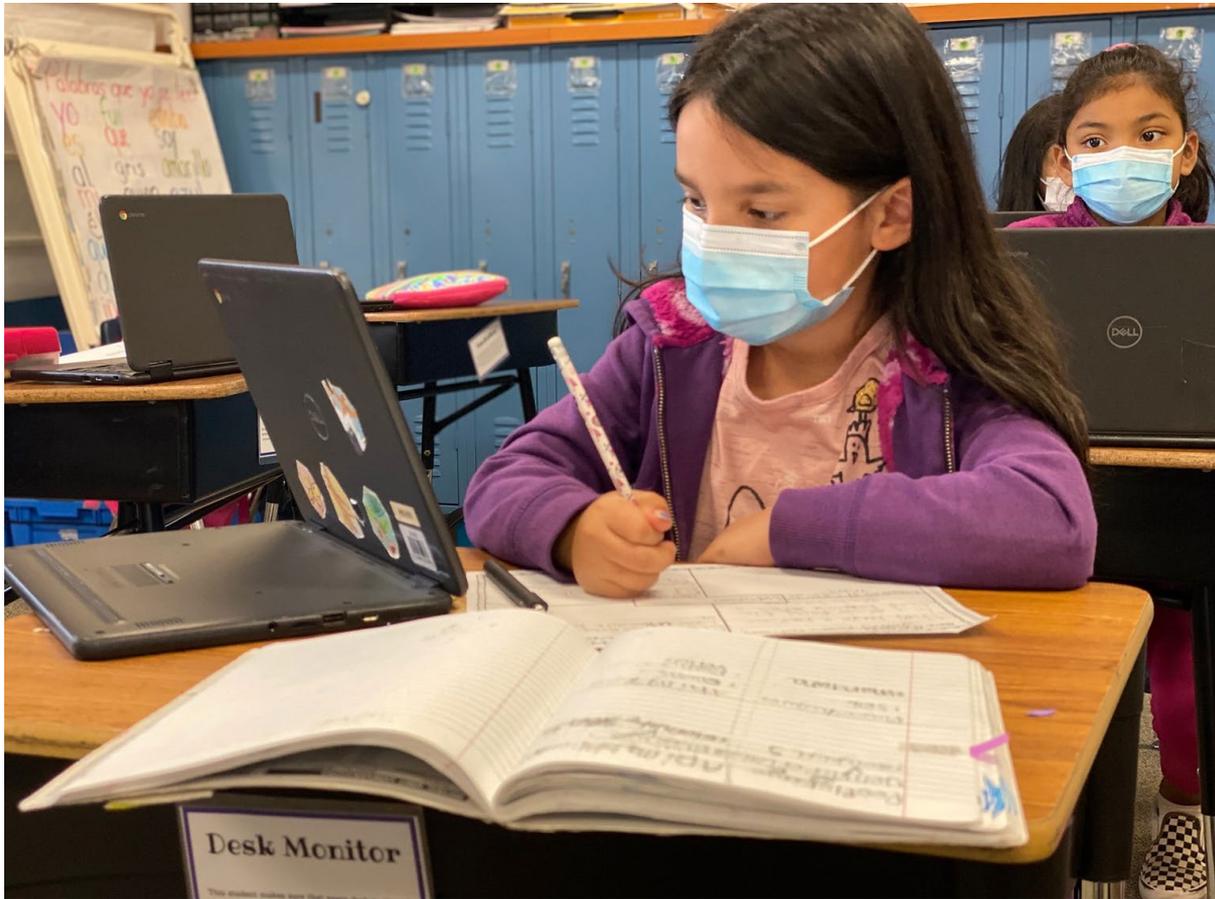




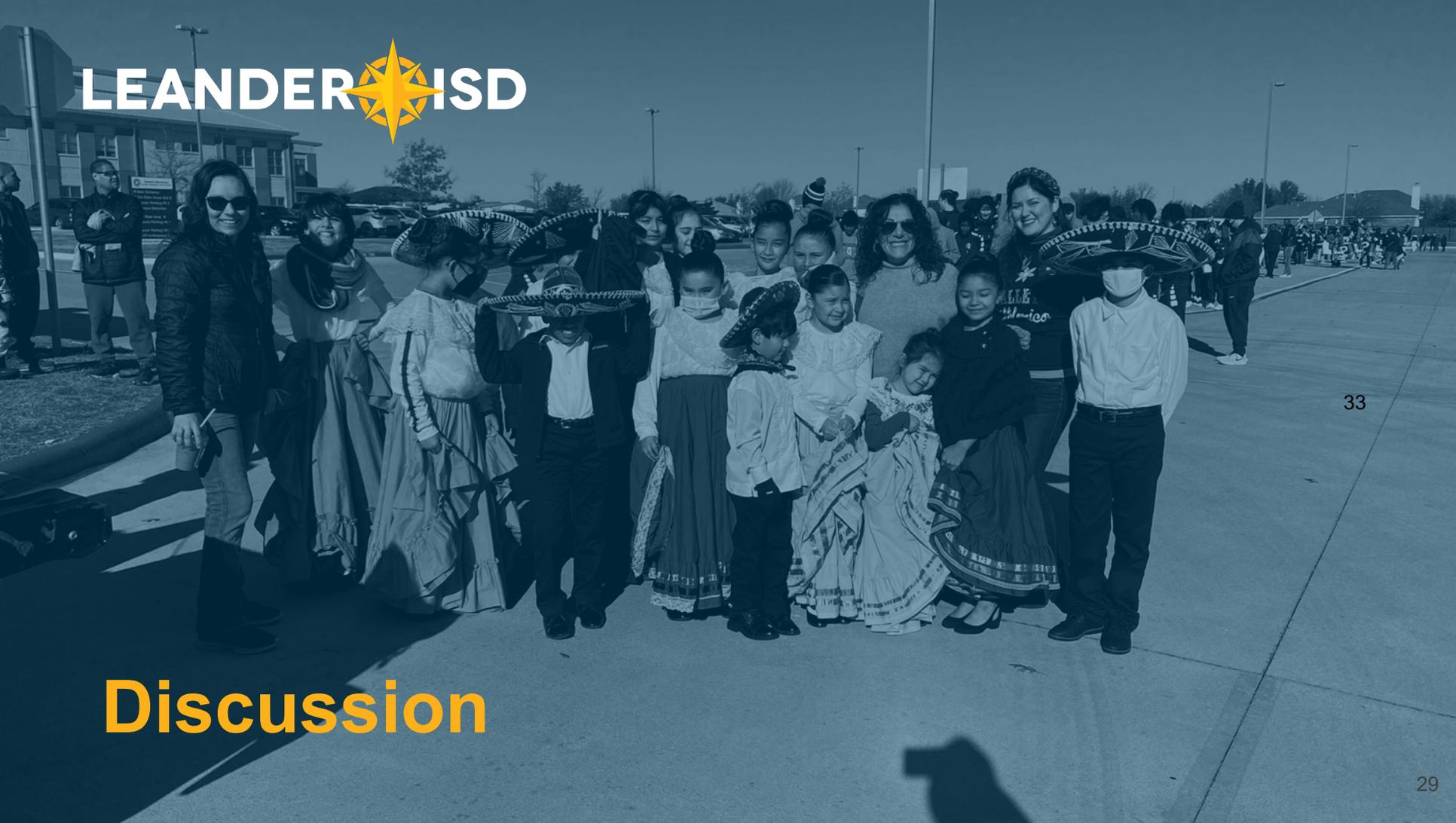












# Discussion

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

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

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## **Background Information:**

A summary of the 2020-2021 Texas Academic Performance Report (TAPR) will be presented by Brenda Cruz, Director of State Assessment and Academic Measures, and Emily Gray, Sr. Coordinator of K-12 Measures. The presentation will be immediately followed by a public hearing in compliance with state mandate. Resources referenced in the report may be found at this [link](#).

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# Texas Academic Performance Report (TAPR) and Public Hearing

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February 10, 2022

# PURPOSE

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## Review and summarize the annual 2020-2021 Texas Academic Performance Report (TAPR) including:

- Performance of students in the district
- Graduation and College, Career and Military data
- Information on student and staff demographics and programs

## Meet the requirements of TEC 39.306 which states the district's Board of Trustees must:

- publish an annual report and
- hold a public hearing

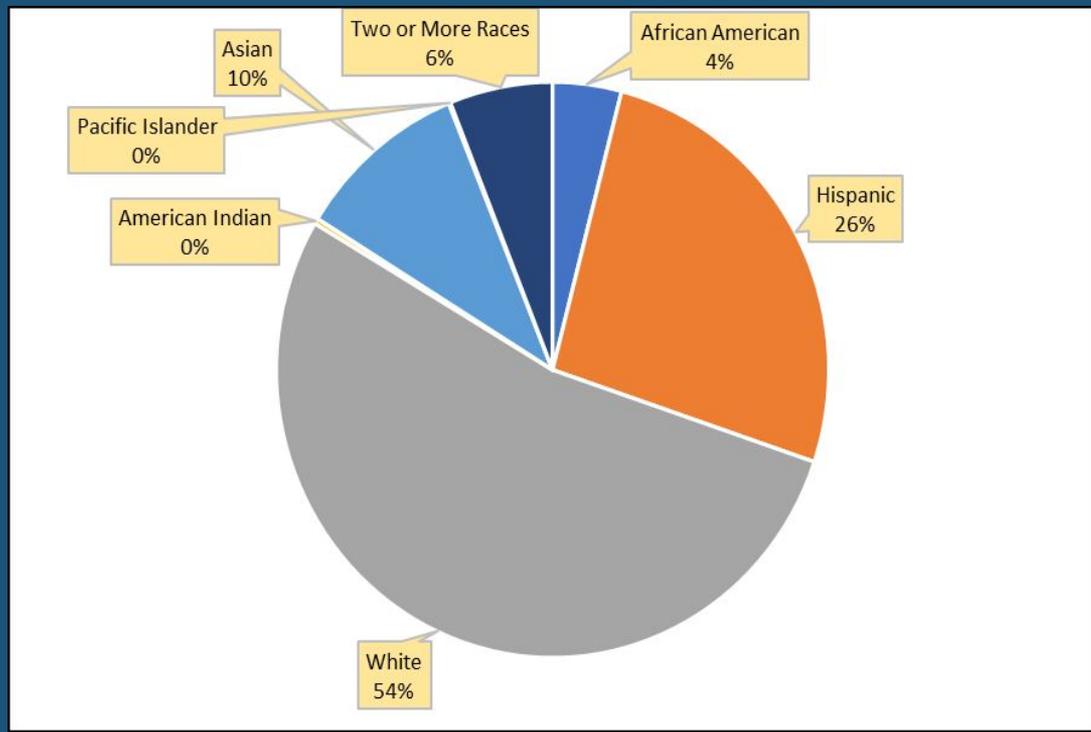
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## *The annual report includes:*

- [Texas Academic Performance Report](#)
- [Glossary to the TAPR](#)
- [District and Campus Accountability Rating](#) – *Given the impact of COVID-19, all districts and campuses received a label of Not Rated: Declared State of Disaster*
- [PEIMS Financial Standard Report](#)
- [District Current Special Education Compliance Status](#) - Meets Requirements
- [2021-2022 Campus and District Improvement Plans](#)
- [Report of Violent or Criminal Incidents](#) – available at the district administration office
- [Report from the Texas Higher Education Coordinating Board \(THECB\)](#) - reports showing students enrolled in Texas public colleges and universities

# 2020-2021 TAPR District Student Profile

Total Students Enrolled (Early Childhood-Grade 12): **40,355**  
 (decrease of 1,026 from 2019-2020) \*\*\* 2021-2022 PEIMS enrollment is 41,780



Student Groups	2020-2021	2019-2020
Economically Disadvantaged	18.0%	19.4% 37
Special Ed.	13.4%	13.0%
Section 504	9.5%	9.2%
Emergent Bilingual (EL)	8.1%	7.1%
At Risk	31.6%	32.7%
Gifted & Talented	20.5%	20.9%

# LISD STAAR 2021 Performance: Approaches Level or Above

\*\*\* 2021 results reflect only the performance of students who took a test (Remote learners were not required to come into the campus to test.)

STAAR Gr. 3-8	Reading	Math	Writing	Science	Soc St
3rd Gr.	81%	73%			
4th Gr.	71%	67%	65%		
5th Gr. (one administration only)	82%	79%		74%	
6th Gr.	77%	79%			
7th Gr.	79%	50%	71%		
8th Gr. (one administration only)	84%	79%		83%	74%

STAAR End of Course	Alg. I	Biology	Eng. I	Eng. II	US History
	80%	93%	68%	85%	95%

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\*\*\* The TAPR will show 2021 and 2019 performance results for the “All Grades” summary by subject. (No results for 2020 due to the cancellation of STAAR.) The performance is not a comparison as the percent of participation in 2021 was greatly decreased compared to 2019.

**Assessment participation for the district:**  
**2021 = 65% 2019 = 99%.**

**Example:**

All Grades ELA/Reading				
At Approaches Grade Level or Above	2021	68%	70%	79%
	2019	75%	77%	87%

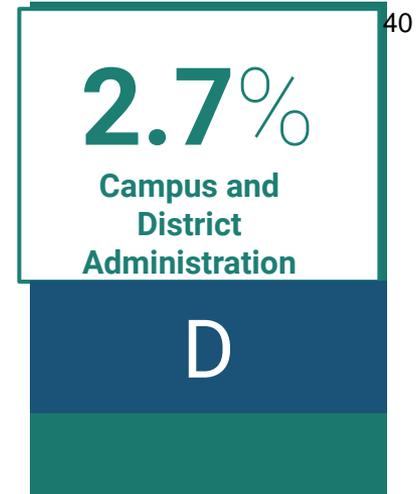
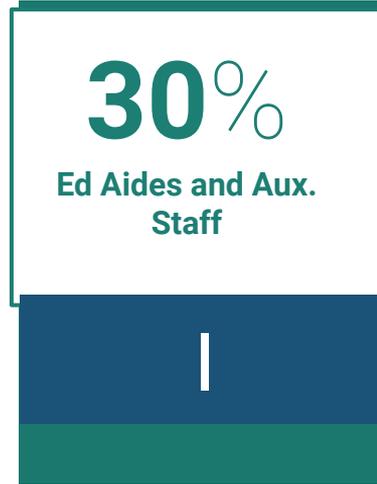
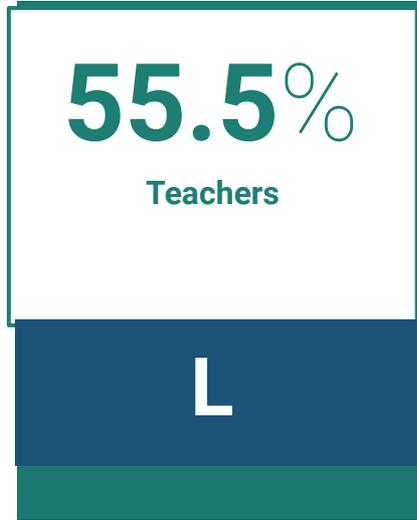
# Graduates

	Graduation Class 2020	Graduation Class 2019
<b>Graduated</b> (Received diploma in/by Aug 31, 2020)	<b>98.6%</b>	<b>98.9%</b>
<b>Received TxCHSE</b> (TX Certificate of HS Equivalency by Aug 31, 2020)	<b>0.1%</b>	<b>0.2%</b>
<b>Continued HS</b> (Still enrolled in Fall 2020-2021)	<b>0.8%</b>	<b>0.7%</b>
<b>Dropped Out</b> (Dropped out and did not return in Fall 2020-2021)	<b>0.4%</b>	<b>0.2%</b>
<b>Total Graduates, TxCHSE and Continuers</b>	<b>99.5%</b>	<b>99.8%</b>
<b>College Ready (Annual Graduates)</b>	<b>77.0%</b>	<b>77.4%</b>
— <i>TSI Graduates in Both ELA/Math</i>	<b>74.1%</b>	<b>73.7%</b>
— <i>AP/IB Met Criteria in any subject</i>	<b>45.2%</b>	<b>45.7%</b>
— <i>Dual Course Credit in any subject</i>	<b>28.3%</b>	<b>29.1%</b>
<b>Career/Military Ready (* Change in definition)</b>	<b>22.4%*</b>	<b>40.2%</b>
— <b>Approved Industry-Based Certification</b>	<b>16.3%</b>	<b>16.2%</b>
— <b>Graduates w/ completed IEP &amp; Workforce Readiness</b>	<b>3.7%</b>	<b>4.0%</b>
— <b>Graduates under an Advanced Diploma Plan for identified students served in Spec. Ed.</b>	<b>3.7%</b>	<b>3.1%</b>
<a href="#"><u>Comparison District Results</u></a>		

# LISD Staff Summary 2020-2021



**Total Staff: 5,262**



**Teachers by Ethnicity:**

African American	73.4	2.5%
Hispanic	356.9	12.2%
White	2,381.4	81.6%
American Indian	4.6	0.2%
Asian	45.5	1.6%
Pacific Islander	10.6	0.4%
Two or More Races	46.0	1.6%

[Comparison District Staff Summary](#)

# Accessing the 2020-2021 Report

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

*Texas Academic Performance Report for LISD and each campus*

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

Brenda Cruz: [Brenda.Cruz@leanderisd.org](mailto:Brenda.Cruz@leanderisd.org)

Emily Gray: [Emily.Gray@leanderisd.org](mailto:Emily.Gray@leanderisd.org)

# PUBLIC HEARING

The background features a dark blue field on the left and a large, abstract graphic on the right. This graphic is composed of several overlapping, angular shapes in shades of yellow and orange, creating a dynamic, sunburst-like effect.

# DISCUSSION

The background features a dark blue field on the left and a large, abstract graphic on the right. The graphic consists of several overlapping, angular shapes in shades of yellow and orange, creating a sense of depth and movement. The shapes are sharp and geometric, resembling stylized architectural elements or abstract forms.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** House Bill 3\_ Proficiency Plans and Goals Update  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Jennifer Collins and Matt Bentz  
**Attachments:** House Bill 3\_ Proficiency Plans and Goals Update Presentation

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## **Background Information:**

House Bill 3 requires the board of trustees of each school district to adopt and post on the district's website early childhood literacy and mathematics proficiency plans that set specific annual goals over the course of five school years to reach quantifiable goals for student performance in reading and mathematics at each campus. In addition, the board of trustees of each school district shall also adopt college, career, and military readiness plans that set specific annual goals over five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

The purpose of this presentation is to update the board on progress towards Leander ISD House Bill 3 Proficiency Plans and Goals - specifically middle of year data for early childhood reading, early childhood mathematics, and college, career, and military readiness.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# HOUSE BILL 3: PROFICIENCY PLANS AND GOALS UPDATE

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February 10, 2022

# PURPOSE

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The purpose of this presentation is to update the board on progress towards Leander ISD House Bill 3 Proficiency Plans and Goals specific to early childhood reading, mathematics, and college, career, and military readiness.

46

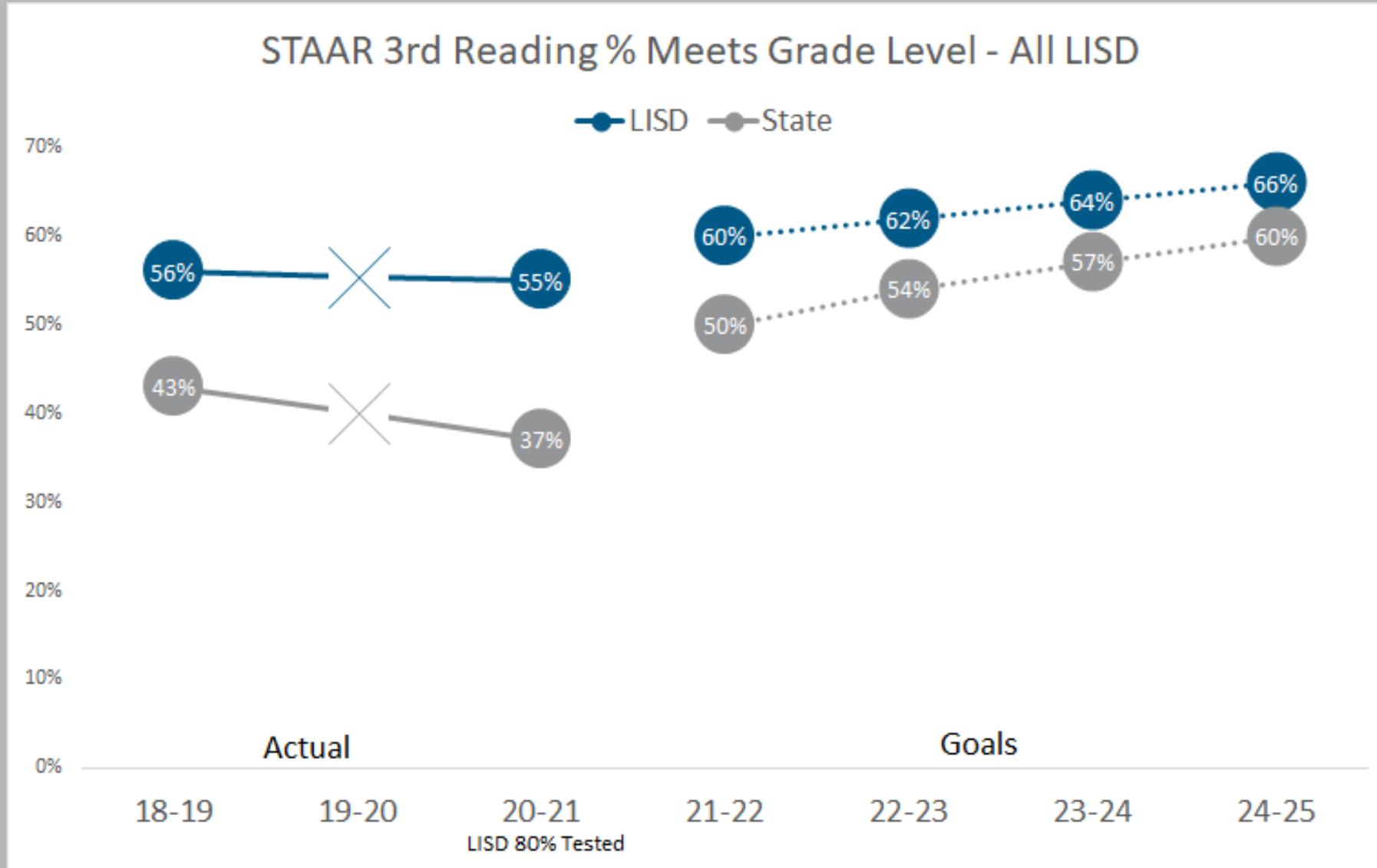
# PANDEMIC IMPACT ON DATA REVIEW

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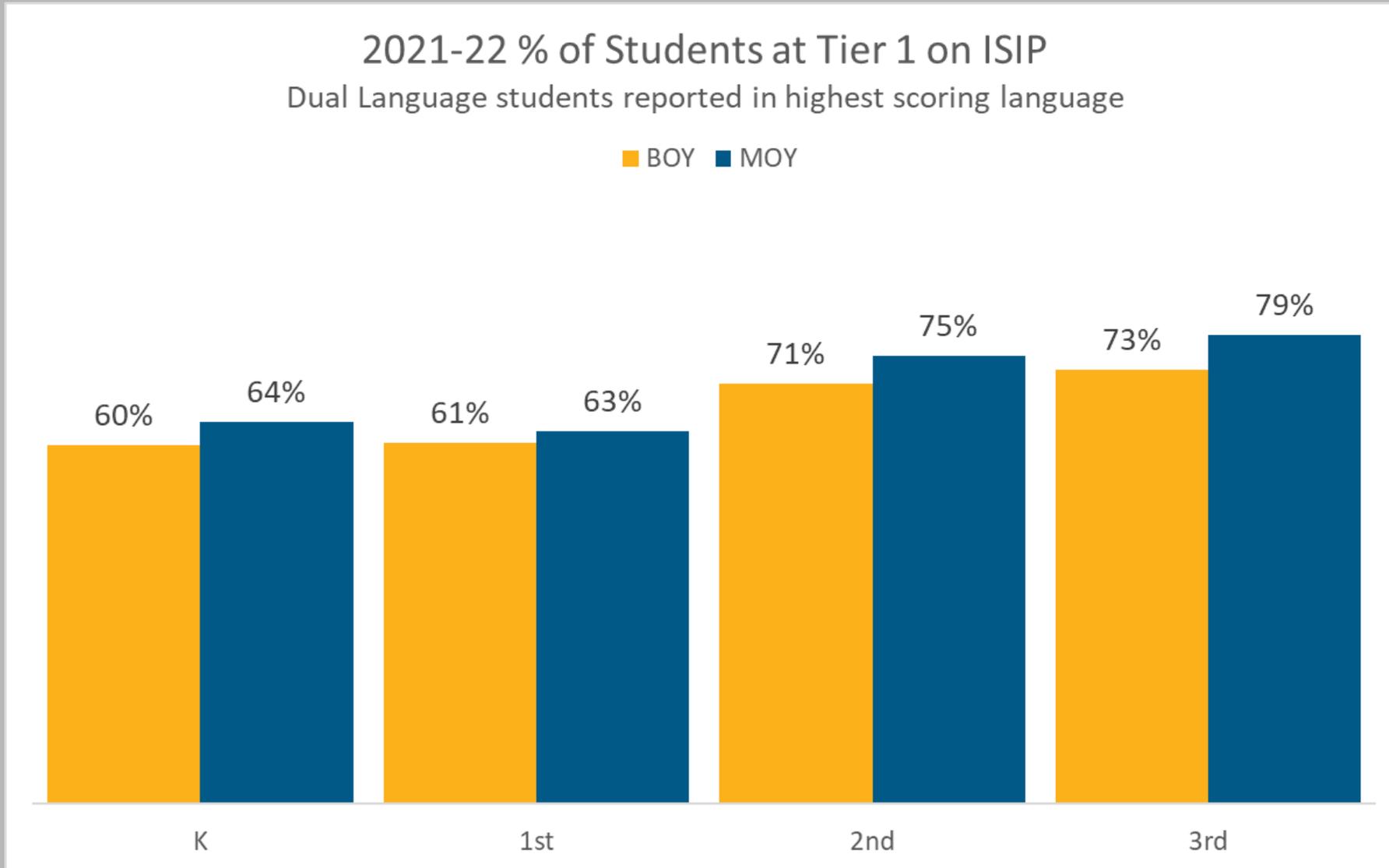
<b>Reporting Category</b>	<b>Intended Data</b>	<b>Pandemic Impact</b>
3rd Grade Reading	STAAR	Some students did not test
3rd Grade Math	STAAR	Some students did not test
College Career Military Readiness	PSAT/TSI	SAT opportunities were limited for class of 2022

47

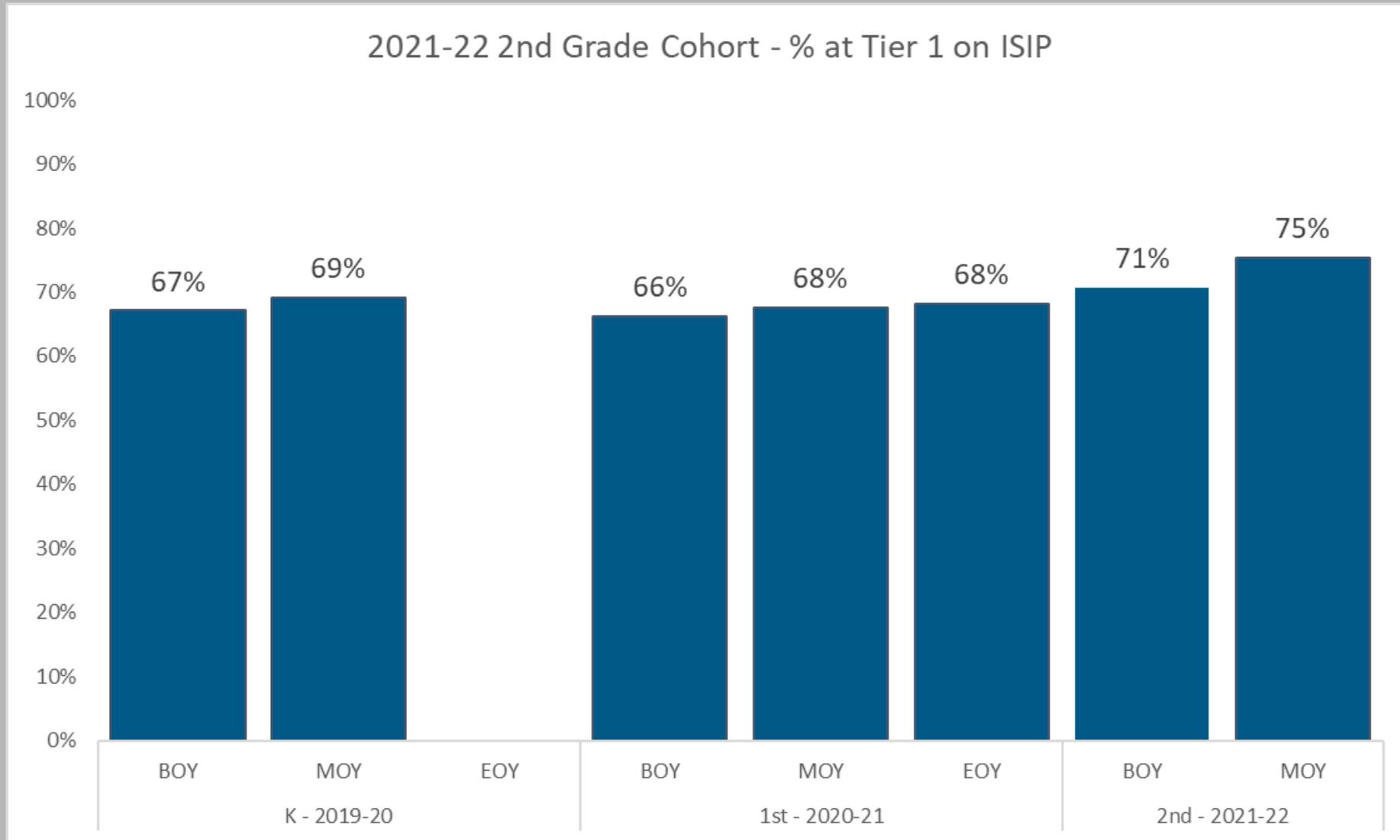
# EARLY CHILDHOOD READING



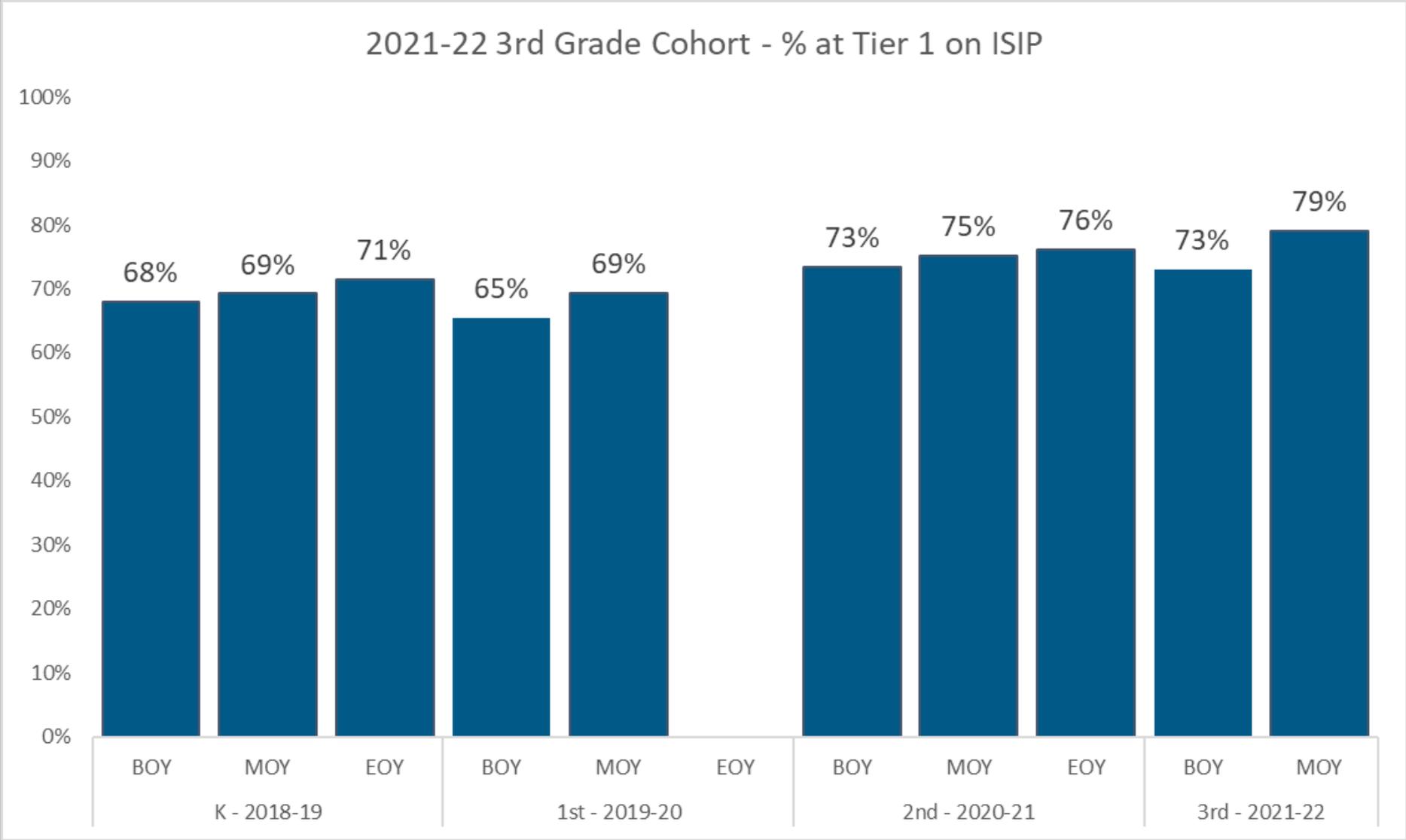
# EARLY CHILDHOOD READING



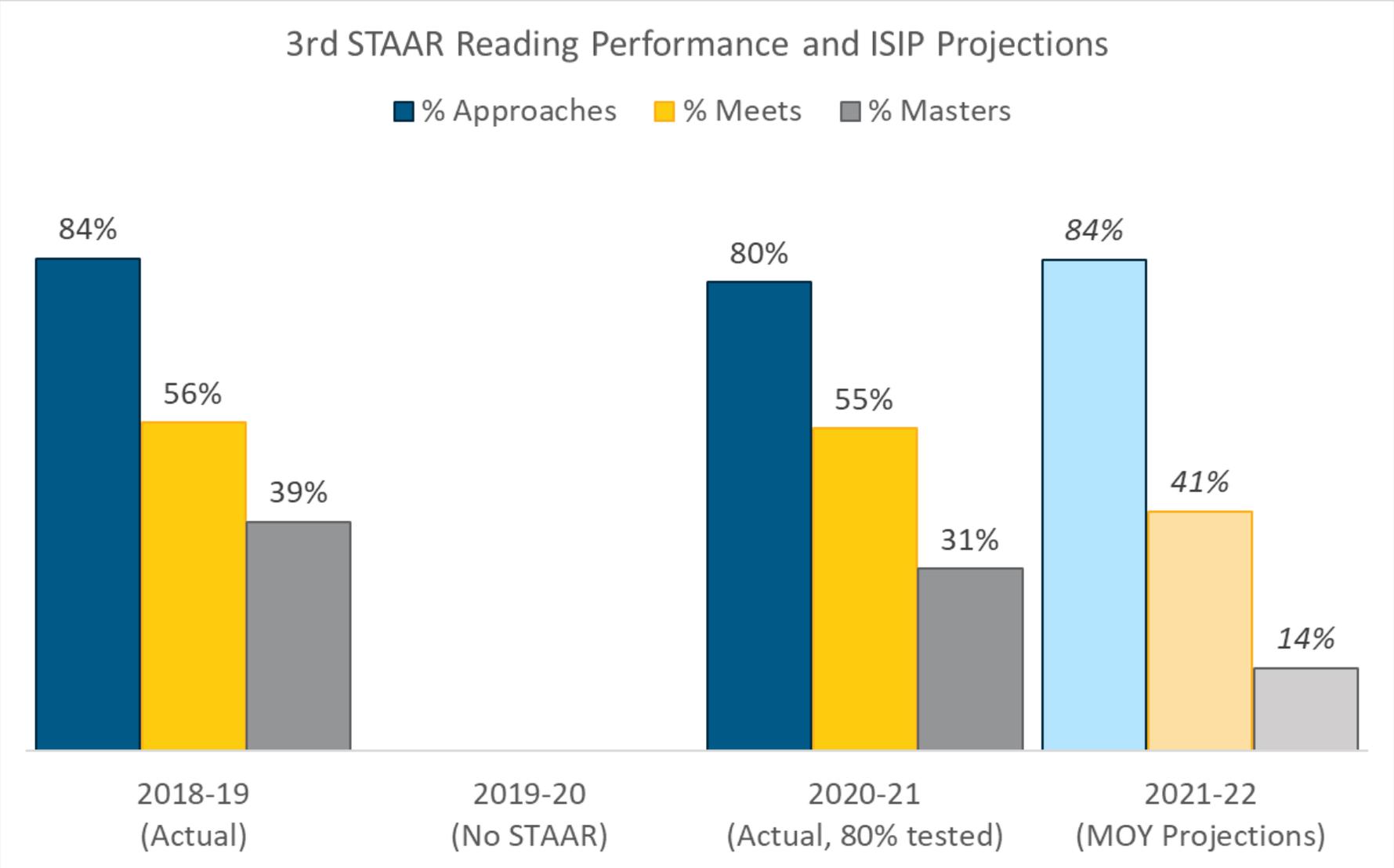
# EARLY CHILDHOOD READING



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# EARLY CHILDHOOD READING

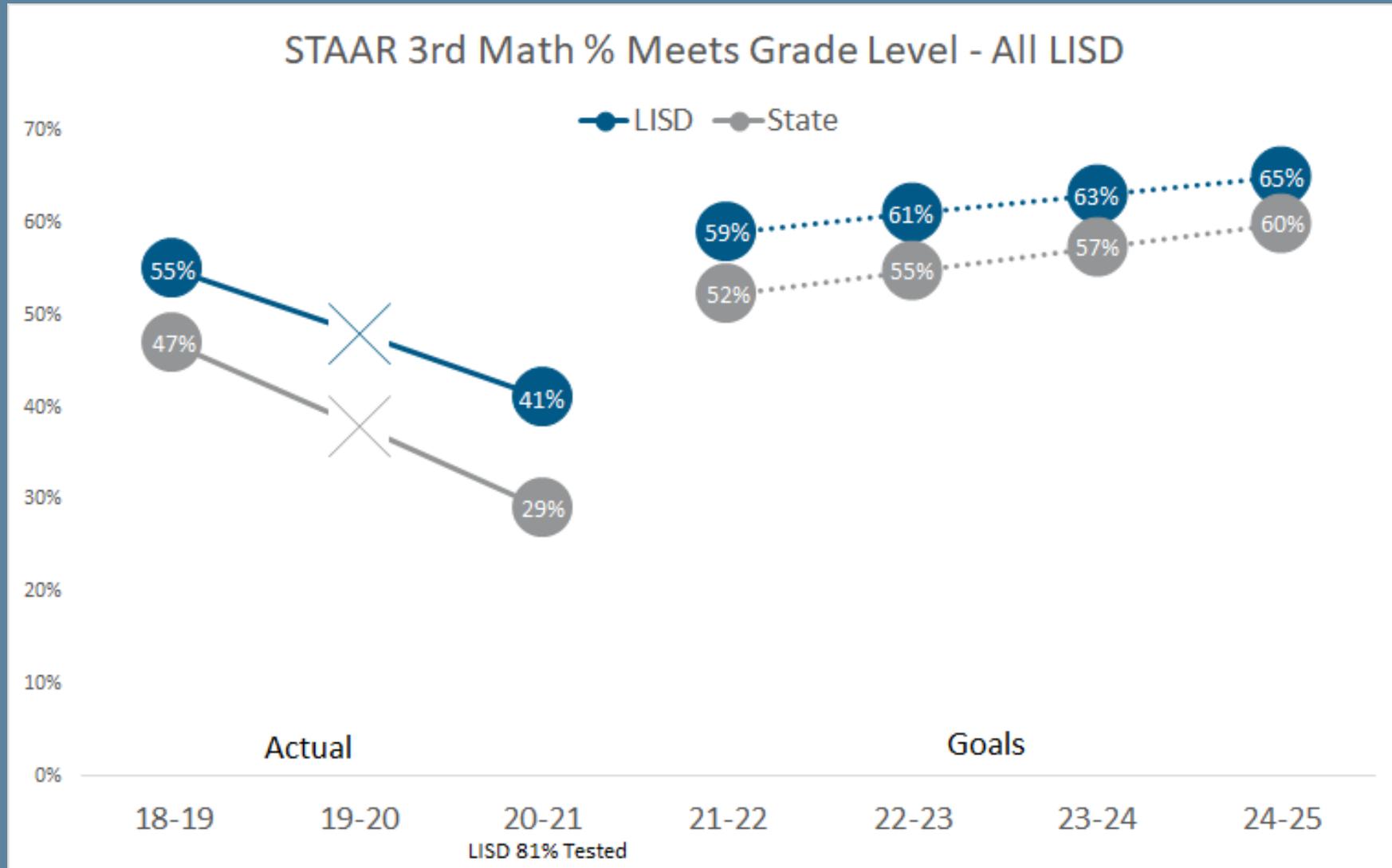


# NEXT STEPS FOR READING

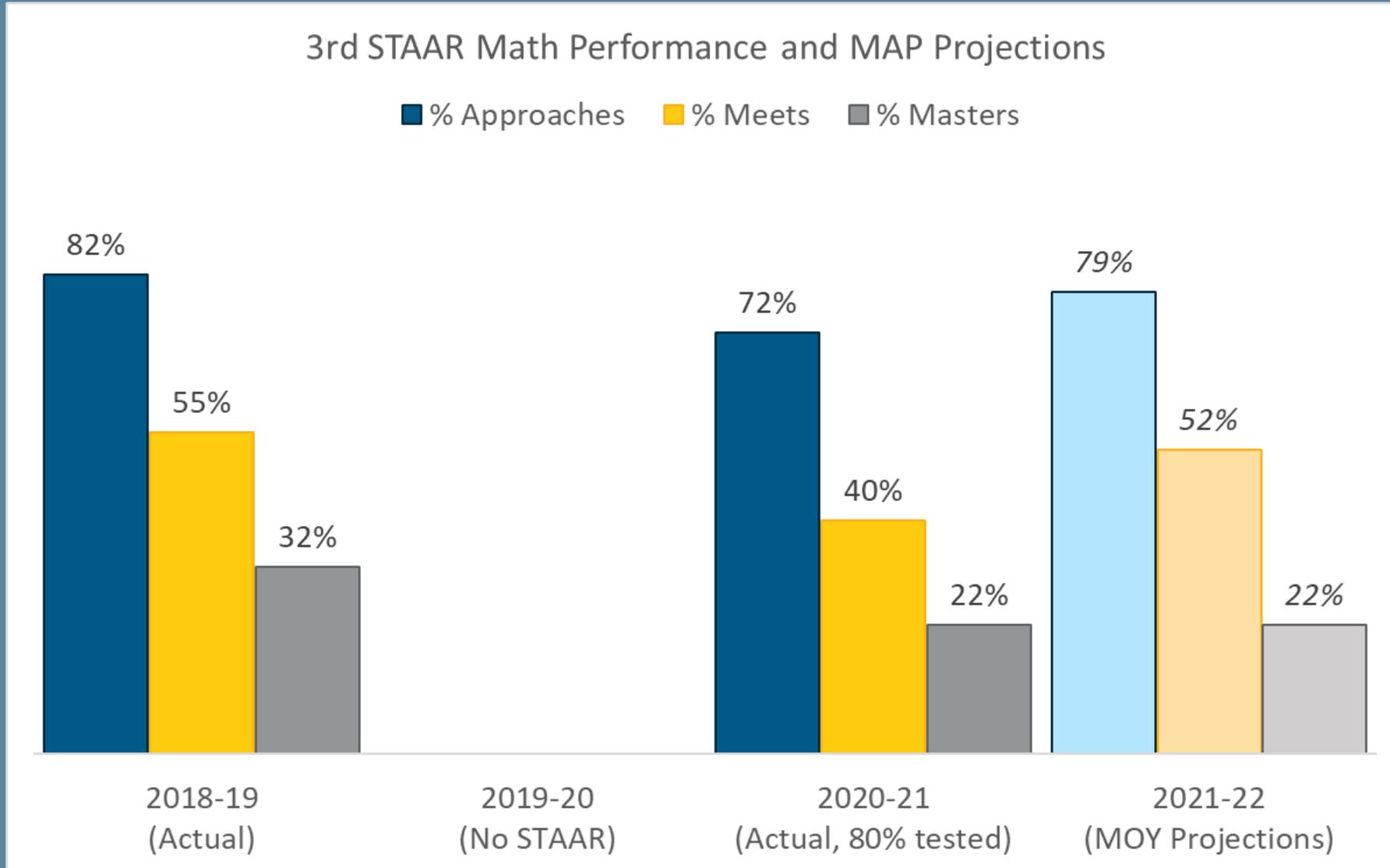
- Increase communication through family reports sent home for ISIP and district webpage on universal screeners
- Focus on early childhood curriculum, professional learning, and instructional practice
- Develop an action plan for supporting literacy instruction through the lens of the science of teaching reading from the TX-Reading Academy.

53

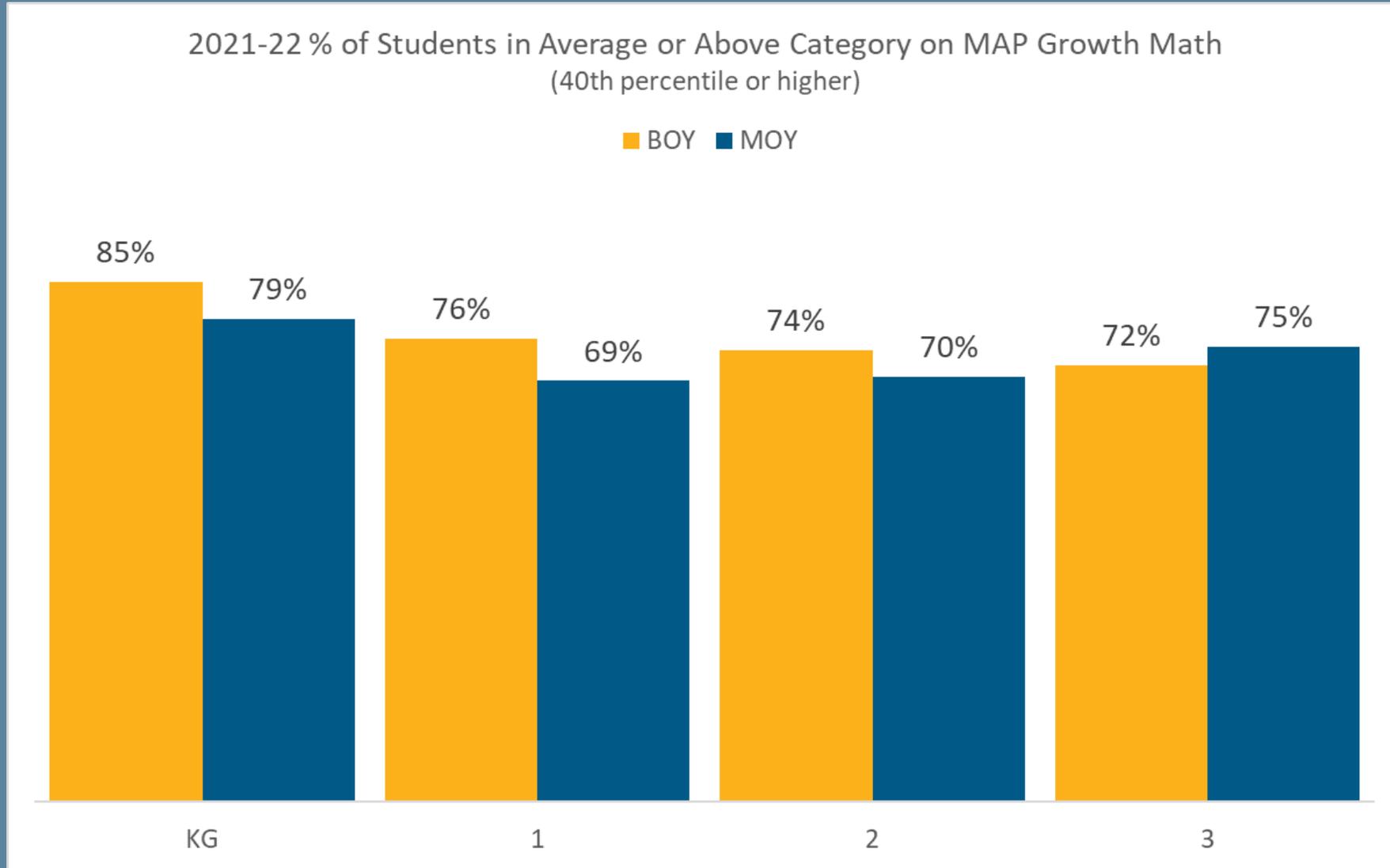
# EARLY CHILDHOOD MATHEMATICS



# EARLY CHILDHOOD MATHEMATICS



# EARLY CHILDHOOD MATHEMATICS

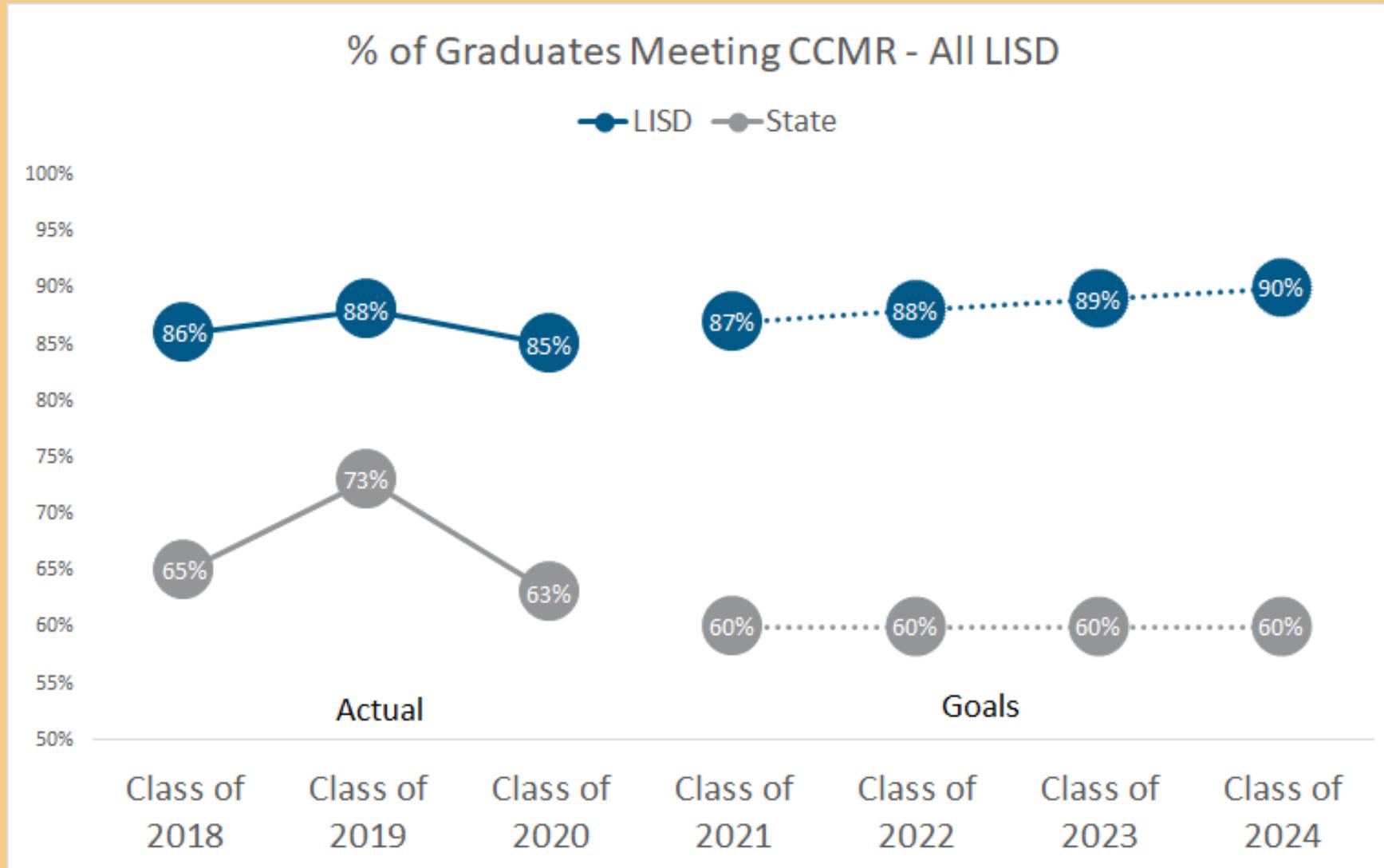


# NEXT STEPS FOR MATHEMATICS

- Increase communication through family reports sent home for MAP and district webpage for universal screeners
- Provide training for all K-3 instructional staff on interpreting MoY MAP Growth data and instructional implications
- Design and implement intentional learning, collaboration, and support with 3rd grade teachers targeted to elicit and use evidence of student thinking aligned to MAP projection data
- Focus on early childhood curriculum, professional learning, and instructional practice

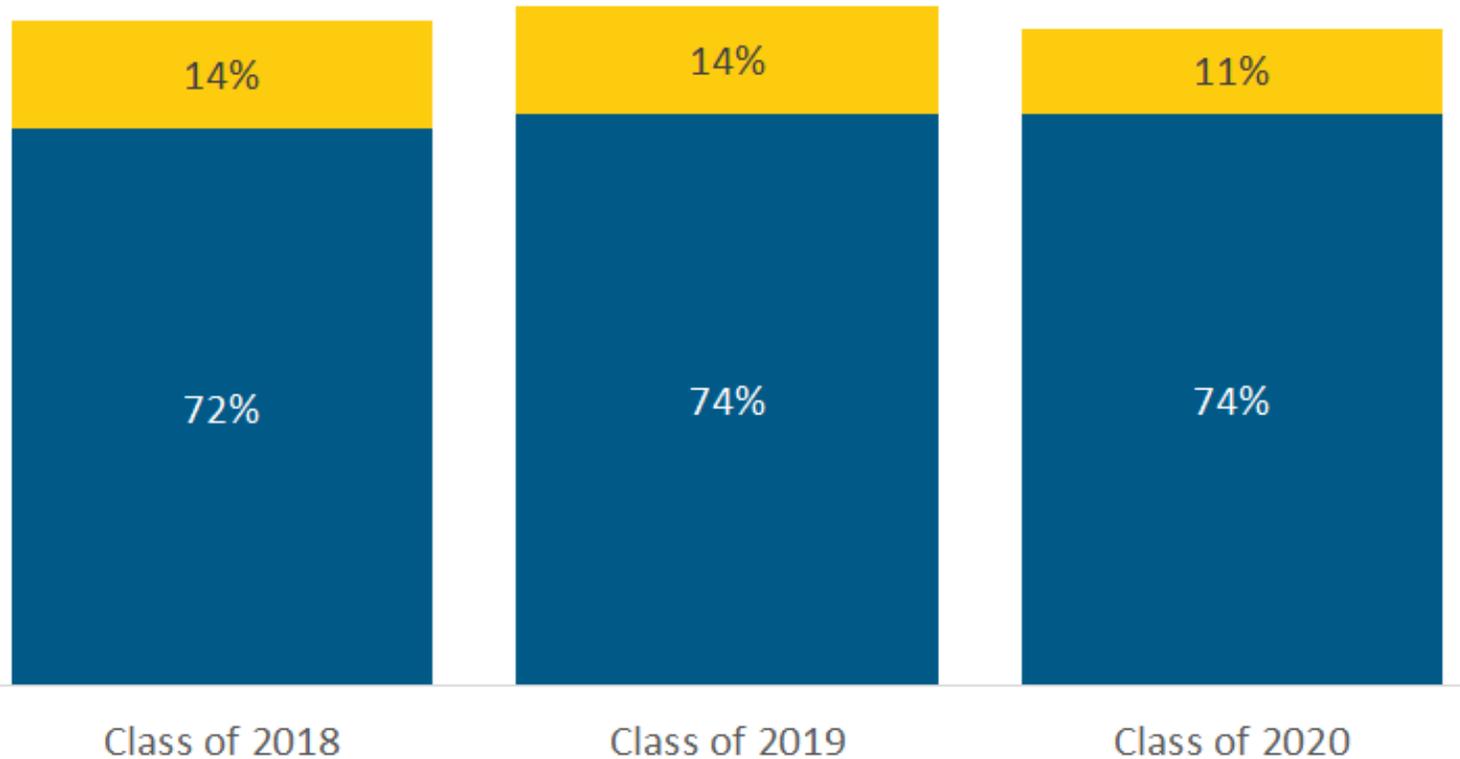
57

# COLLEGE, CAREER, AND MILITARY READINESS



# COLLEGE, CAREER, AND MILITARY READINESS

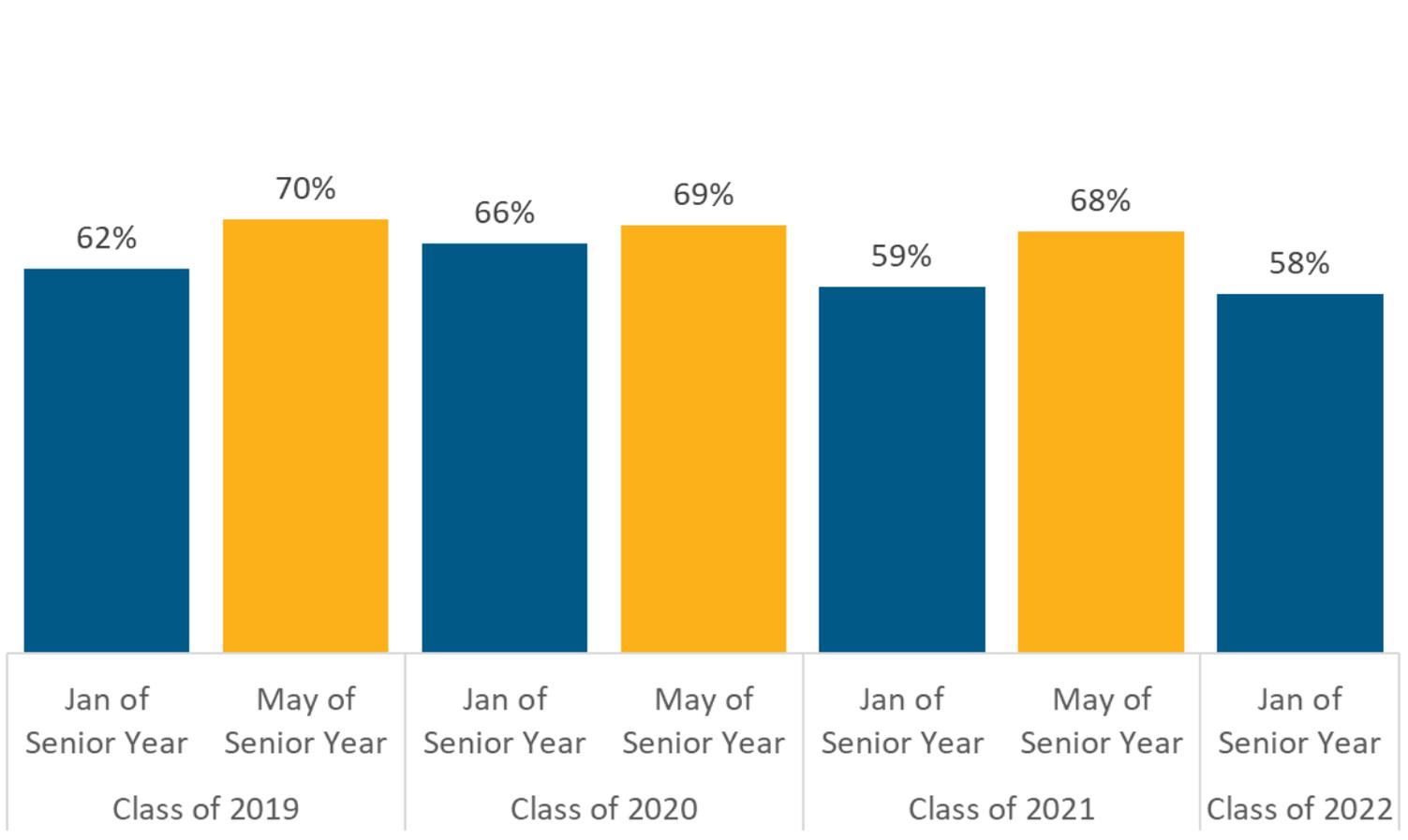
■ Met TSI in Both ELA and Math    ■ Achieved CCMR by Other Measure



- Meet Texas Success Initiative (TSI) Criteria in ELA and Math
- Earn Dual Course Credits
- Meet Criteria on AP/IB Exam
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

# COLLEGE, CAREER, AND MILITARY READINESS

LISD Seniors Meeting TSI in Reading and Math



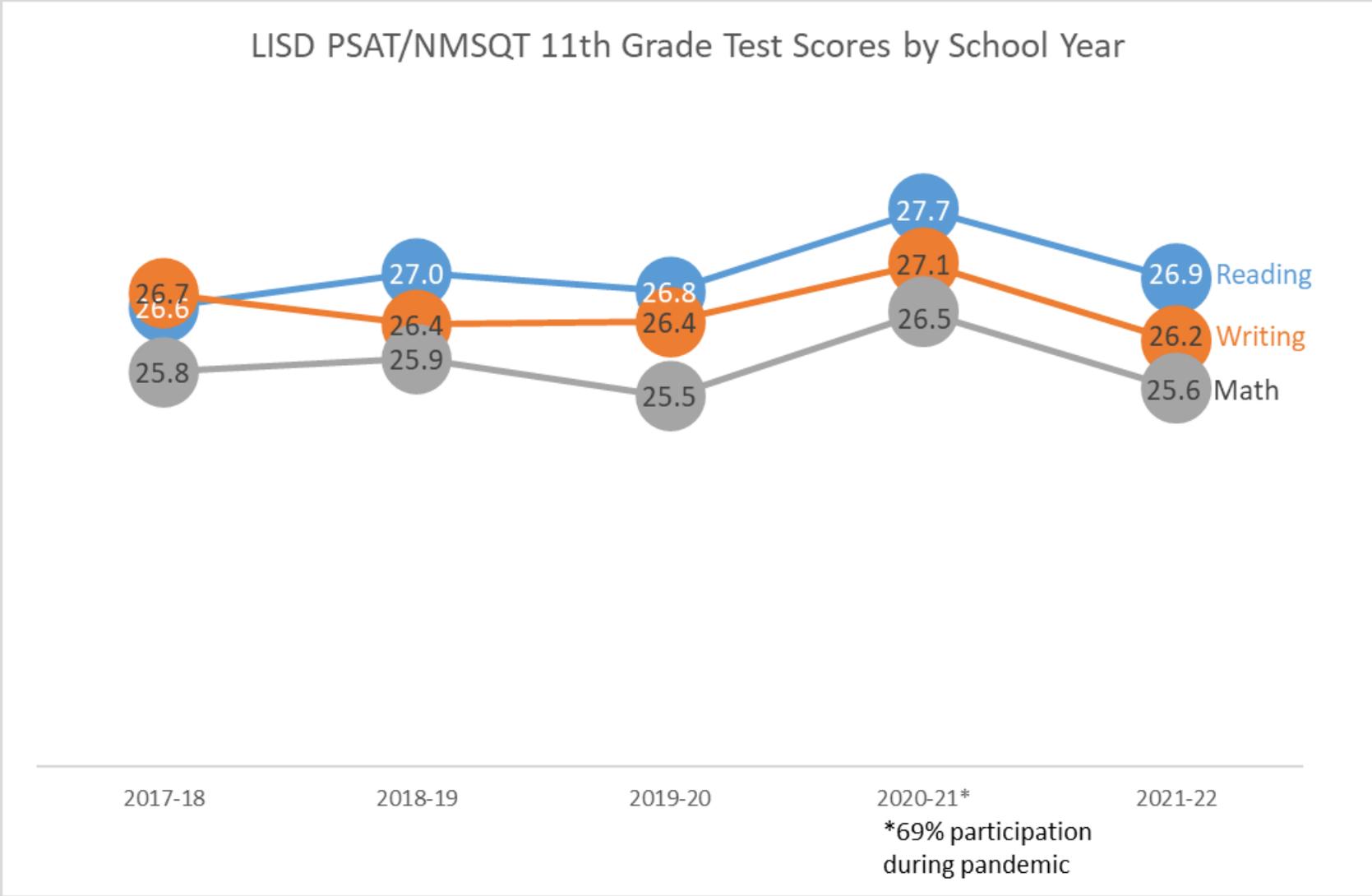
## Represented in this graph:

- Meet Texas Success Initiative (TSI) Criteria in ELA and Math

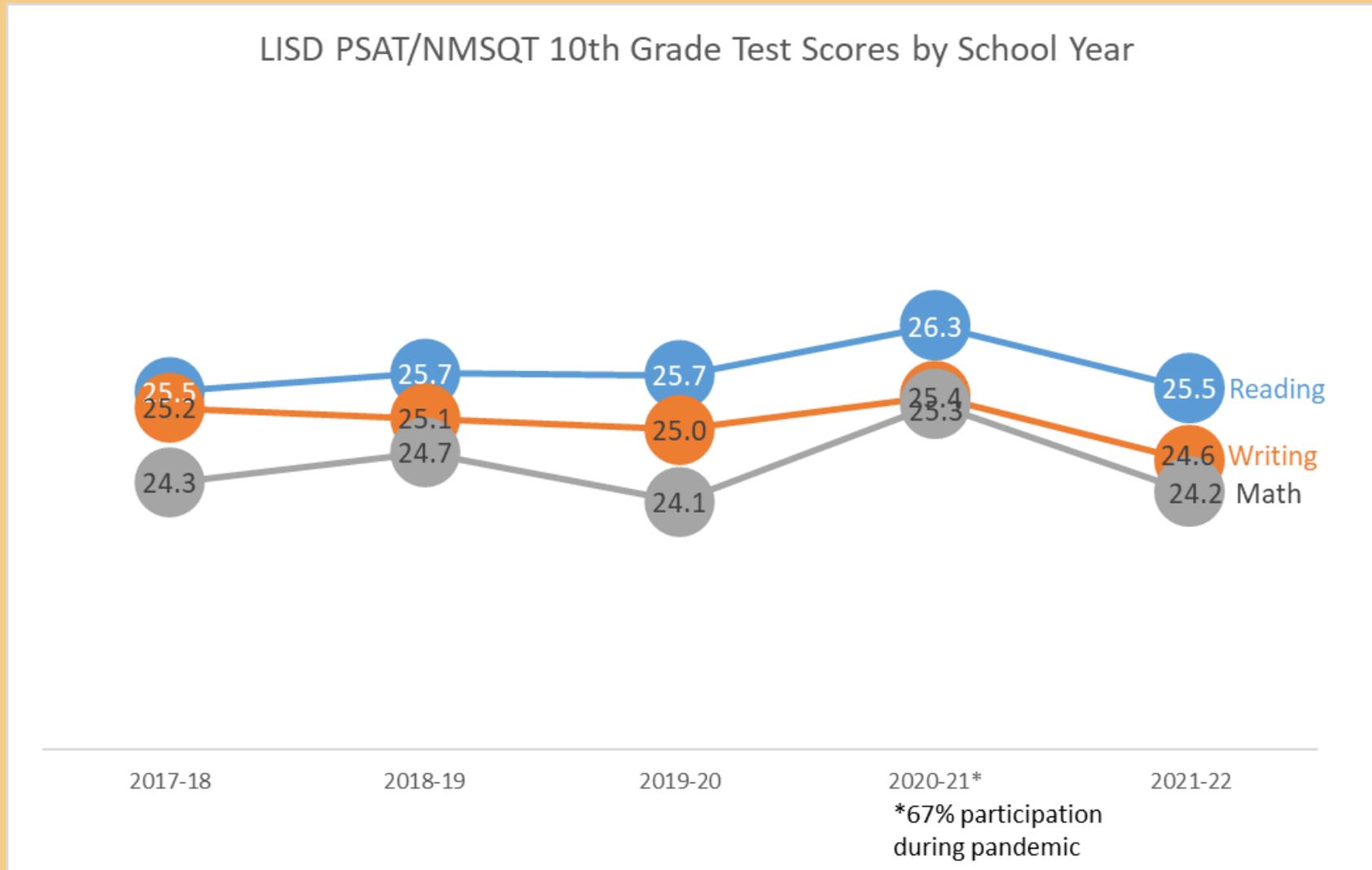
## Other methods for students to meet CCMR <sup>60</sup>

- Earn Dual Course Credits
- Meet Criteria on AP/IB Exam
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

# COLLEGE, CAREER, AND MILITARY READINESS



# COLLEGE, CAREER, AND MILITARY READINESS



# NEXT STEPS FOR CCMR

- Meet with campus leadership teams to identify areas of strength and areas of challenge
  - Earn an Industry-Based Certification
  - Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
  - Texas Success Initiative (TSI) Criteria
  - Earn Dual Course Credits
- Customize support for each campus to meet their individual needs

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# FINDINGS & NEXT STEPS

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## Findings

- Current projections and additional considerations indicate overall growth from BOY to MOY
- The pandemic and virtual students who may have not tested on SAT/ACT may have an impact on our future CCMR data

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## Next Steps

- Support principals with data analysis and plans towards their campus goals
- Continue to share growth over time data with families

# DISCUSSION

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Early Childhood Program Update  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Kendra Winans  
**Attachments:** Early Childhood Program Update Presentation

---

## **Background Information:**

The 2021-2022 school year has brought amazing opportunities for our youngest learners and their families. Guided by the LISD Early Childhood program vision, young children in LISD “develop, learn, and thrive in a play-based environment rich in language, positive social interactions, strong family access and opportunity.” Over the past two years, LISD has expanded Early Childhood Communities and created environments of true inclusion and collaboration. This year we expanded access for three year olds and provided full day four year old programming in compliance with HB3. In addition, forming valuable partnerships with our community while establishing resources to support students and families, the Early Childhood Department will share progress on goals, community partnerships and resources established to support students and families

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# Early Childhood Program Update

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February 10, 2022<sup>67</sup>

# PURPOSE

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**Provide an update to the Board of Trustees regarding Early Childhood (EC) programming.**

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# VISION FOR EARLY CHILDHOOD IN LISD

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*Young children develop, learn, and thrive in a play-based environment rich in language, positive social interactions, and strong family partnerships.*



**Focus on High  
Quality Programs**

**No “Wrong Door”  
Approach**

**Create Inclusive  
Environments for All**

70



**Increase  
Opportunity  
&  
Access**

**Connect Families with  
Resources**

**Access Early Learning  
Experiences**

**Utilize current  
campuses strategically**

**Relieve Overcrowded  
Schools**

# ACCESS & OPPORTUNITY

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Over 1,400 children and families are accessing one or more of our EC programs

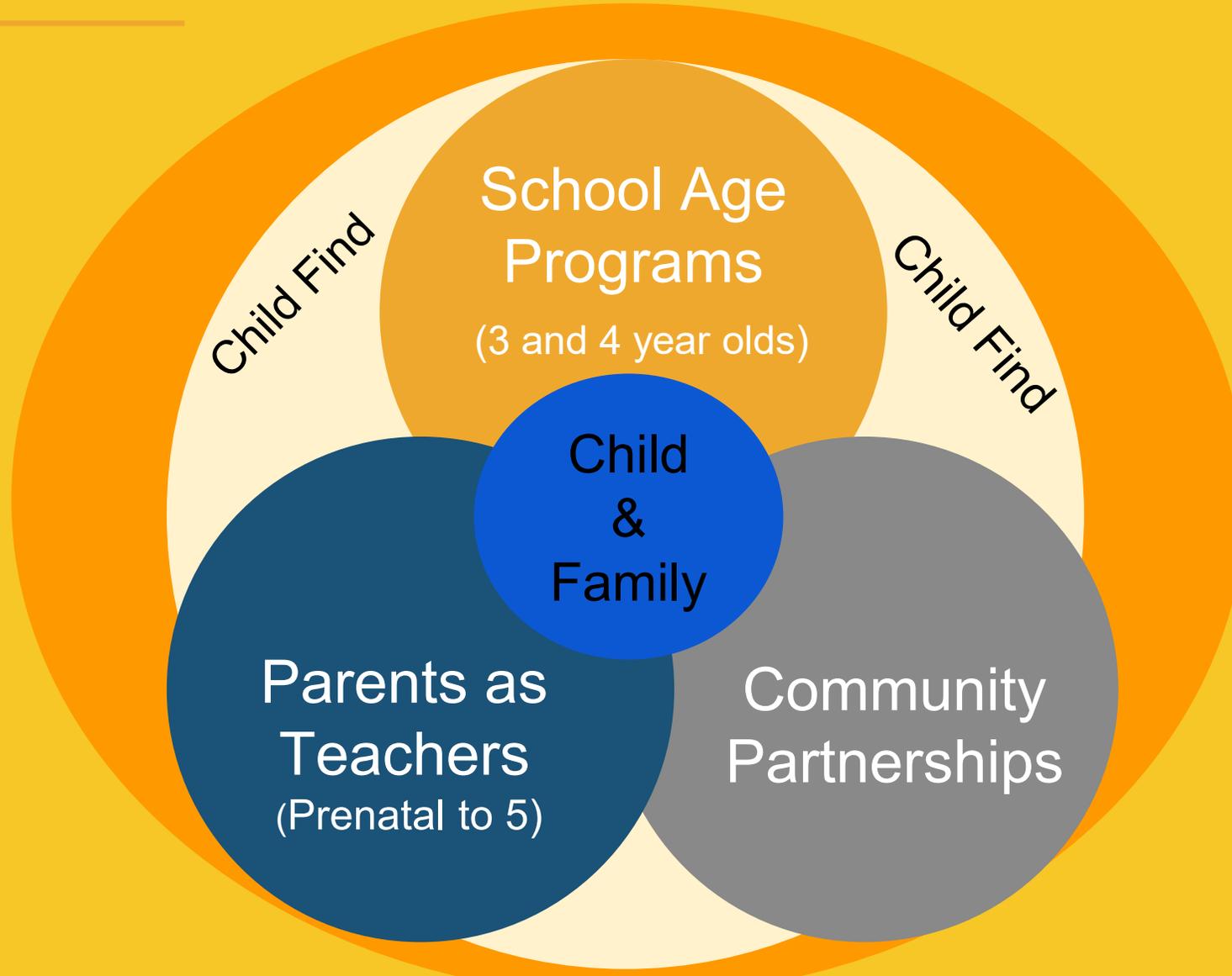
71

- 1,207 Three and Four Year old's
  - 300\* new three year olds met eligibility criteria 2021-22
  - 495\* new four year olds met eligibility criteria 2021-22
- 200+ families accessing PAT

\*Enrollment numbers change daily



# High Quality Early Childhood Education



# Early Childhood Services

## Parents as Teachers

- Prenatal to 5
- 200 + Families served



## School Based EC Programs

- PreK 3 & 4 Monolingual & Bilingual
- EC Special Education
  - ELE Monolingual & Bilingual
  - E-SLE
  - Preschool speech language program
  - Walk-in Speech Services
- Tuition Based Programs

## Child Find

\*8.6% increase in the number of evaluations so far this year



## HEAD START

**Young Parent Services**

# Community Partnerships

**Dually Enrolled  
4 year olds  
Early Head Start**

74

**Access and Wrap Around Services**



**Parents as Teachers Services at Cardinal Point**

**STEAM Professional Learning for EC Teachers at Knowles**

# Early Childhood Communities

---

## Expand:

- Moved to 15 communities
- Aligned PreK and special education class schedules

## Provide:

- Inclusion opportunities for ALL children
- PLCs for all EC teachers

## Create:

- Play-based learning environments geared toward 3 & 4 year olds



# Community Highlights

*“The ECC is EXTREMELY powerful. It makes each teacher want to contribute their expertise. The additional support from team members is so beneficial.”*

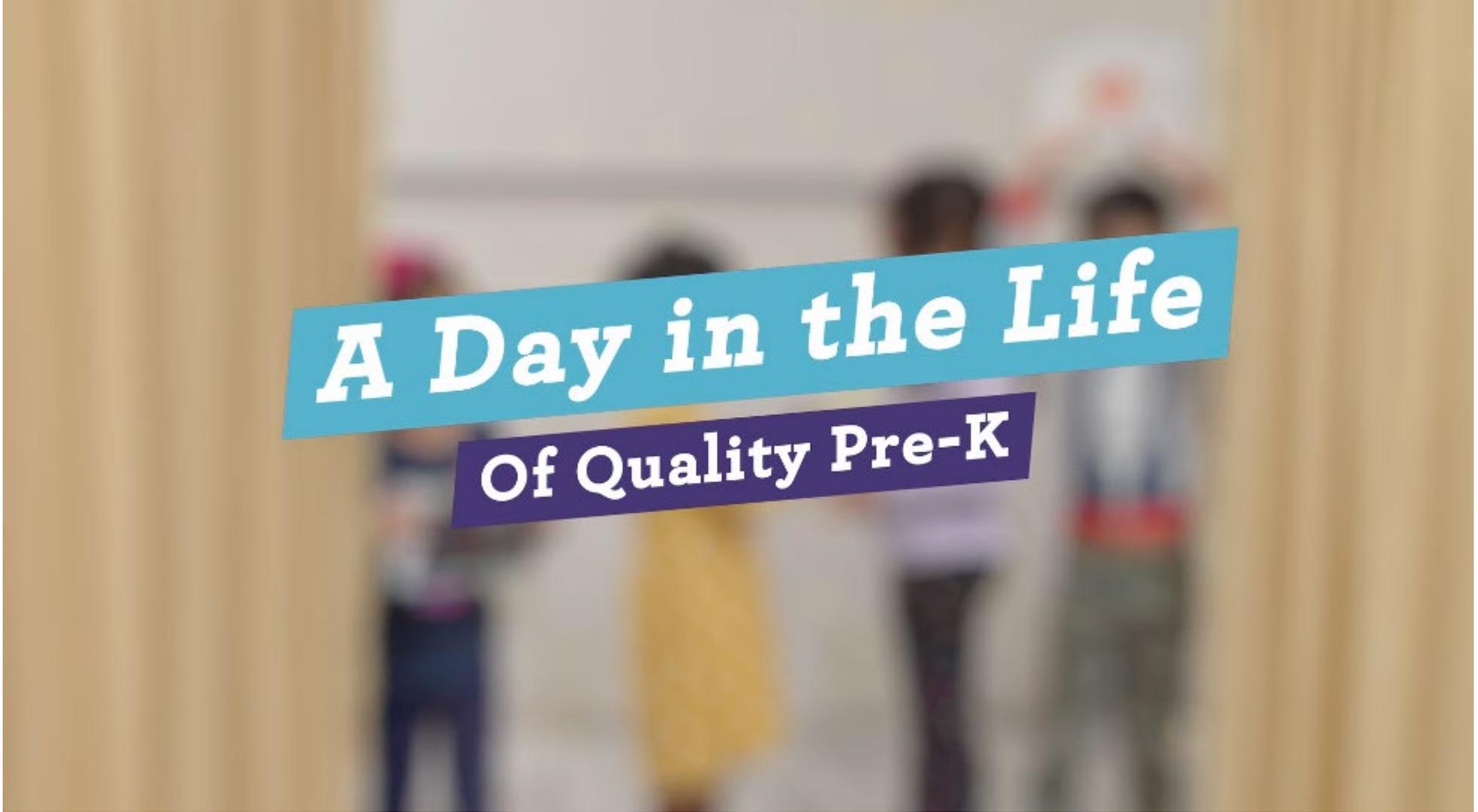
76

*“Everyone takes care of everyone. All the teachers know all the children and can support every student.”*

*“EC Teachers are able to learn from one another because they now have a team to plan with. The EC community has truly helped us develop an ALL means ALL environment.”*

*“We have a common mindset and we are able to share experiences and insights while building a cohesive team together.”*





**A Day in the Life**  
**Of Quality Pre-K**

# Next Steps

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- **Early Childhood Task Force**
- **Child & Family Engagement**
  - Intentional beginning of year outreach & continued supports
- **Seamless early and urgent intervention**
  - Meet student needs collaboratively
- **High Quality Programs**
  - Play based learning
  - Outdoor Learning Experiences
- **EC transitions back to home campuses**
  - District wide plans
  - Specific student plans for ECSE

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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

<b>Agenda Item:</b>	Consider Approval of the Strategic Plan	
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Sarah Grissom and Sarah Martinez	
<b>Attachments:</b>	Strategic Plan Presentation Strategic Plan Report Link to access the plan: <a href="https://cdn.filestackcontent.com/HEedljAQDW63hR2ZqiBq">https://cdn.filestackcontent.com/HEedljAQDW63hR2ZqiBq</a> Strategic Plan Proposed Action Steps Strategic Plan One Pager	

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## **Background Information:**

During Fall 2021, Leander ISD engaged in a long-range strategic planning process that is grounded in the district's core beliefs, vision, mission, and graduate profile. In this long-range plan, we have not only cast a bold vision for the ideal that we want to create for our students, staff, and community, but we also have a clear path to achieve that vision. Through a highly iterative and collaborative process, with hundreds of stakeholders, Leander ISD has developed a plan that has codified the most important aspirations for our students into a clear plan that reflects our diverse community. Tonight, Administration will seek approval of the Strategic Plan.

## **Administrative Recommendation:**

The Administration recommends that the Board approve the Strategic Plan as presented.

## **Sample Motion:**

I move that the Board approve the Strategic Plan as presented.

<https://cdn.filestackcontent.com/HEedljAQDW63hR2ZqiBq>



# Leander ISD Strategic Plan

81

*January 27, 2022*

# Purpose

The purpose of this presentation is to share the long-range strategic plan with the Board of Trustees.

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# Strategic Planning Framework



## Our Foundation

- Who are we?
- Why do we exist?
- What do we value?
- What do we want to become?



## Critical Lenses

- What are our priorities?
- How will we align our work?



## Key Processes

- What are the key processes that will help us realize our vision?
- How will we align our work?



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## Priority Goal Areas

- How will we reach our vision?



## Strategic Improvement Planning

- How will we reach our goals?
- How will we gauge our degree of success?



## Annual Improvement Planning (DIP and CIPs)

- How will we make progress on our goals this year?
- How will we gauge our degree of success?



# 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.

# Vision & Mission



## Vision

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



## Mission

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

# GRADUATE PROFILE

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.



### Critical & Creative Thinkers

who seek and solve problems through curiosity, flexibility, and innovation.



### Skilled Communicators & Collaborators

who listen to understand, express ideas with empathy, and work collectively toward shared outcomes.



### Compassionate Community Contributors

who value diverse perspectives and share their unique gifts with the world.



### Adaptable & Reflective Individuals

who confidently embrace their strengths and challenges while pursuing their interests and passions.

# Our Development Process

## Priority Focus/ Goal Areas

After finalizing the Core Beliefs, Vision, and Mission, the **Board of Trustees** identifies the priority goal areas needed.

## Goal Statement

**Steering Committee** takes Board & Community input to draft goal statements and develops a goal statement for each goal area.

**Planning Teams** incorporate feedback, iterates, and refines goal statements and operationally defines their goal area by developing a Call to Action.

**Board of Trustees** approve Goal Statements.

## Impact Statements

**Planning Teams** draft impact statements to answer the question: "What do we anticipate the impact if we focus our time, resources, and efforts on this goal?"

**Steering Committee** incorporates feedback from DWEIC, Board, and others to refine/finalize Goal and Impact Statements.

## Key Questions & Measures

**Planning Teams** explore critical elements within each goal area and develop key questions to drive strategy and accountability development.

**Steering Committee** reviews and refines key questions and determines key measures to drive the Community Based Accountability System.

## High Leverage Strategies

**Planning Teams** develop drafts of high leverage strategies for goal area.

**Steering Committee** incorporates feedback from DWEIC, Board, and others to refine/finalize High Level Strategies.

**Board of Trustees** provide feedback and approve final plan.

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# Team Structures for the Development Process



**Steering Committee** - provide oversight of process by coordinating efforts of planning teams to ensure a cohesive strategic plan.

**Planning Teams** - guide and drive development of the strategic plan by developing impact statements, and identify high leverage strategies for each goal area.

**Advisory Teams** - provide ongoing input and feedback on the plan throughout the process *(Includes the Board of Trustees, DWEIC, Campus & District Leadership, Cabinet, and others)*

# Steering Committee

**Aaron Johnson  
Anna Smith  
Anya Bhandari  
Aruna Lakshmanan  
Becky Calzada  
Brenda Cruz  
Brianna Kline  
Cara Owens  
Cheyenna Singleton  
Claudia Wilburn  
Cynthia Diaz deLeon  
David Barnes**

**Davina Stringer  
Delaney Vannoy  
Eric Boyce  
Federico Collazo  
Greg Malone  
Jason Antwi-Appah  
Jennifer Evrard  
Jessica Frankenberg  
Jim Rose  
Jody Hormann  
Kali Aman Carrier  
Kimberly Payne**

**Kristen Huguley  
Kristen Sterling  
Marcia Fields  
Maudie Edwards  
Melissa Shaw  
Michelle Lux  
Rebecca Azard  
Sarah McGill  
Shelley Copple  
Stephani Bercu  
Tiffany Elliott**

# Planning Team: Empowered Student Learning

**Team Leads: Jennifer Collins & Carie Spannagel**

**Alicia Westcot**

**Alison Picard**

**April Martinez**

**Brandi Sharrock**

**Breanna Smith**

**Brian Currier**

**Catherine Ullrich**

**Christine Dahle**

**Christine Hasanawat**

**Darby Tobolka**

**Ebony Parks**

**Emily Ulatoski**

**Isabell Brantley**

**Jeff Freels**

**Joann Tanzer**

**Jodi Beasley**

**Kevin Owens**

**Kyla Mills**

**Laurel Dunn**

**Layla Blackmon**

**Madeline Daulton**

**Mara Johnson- Petronic**

**Marc Grace**

**Mark Koller**

**Monica Lasky**

**Niki Prindle**

**Paige Erickson**

**Raiyan Shaik**

**Ramya Nambala**

**Reagan Habermacher**

**Saira Rojas**

**Sarah Fitz**

**Straton Brown**

**Tony Bonazzi**

# Planning Team: Empowered Staff

**Team Leads: Dr. Matt Bentz & April Chauvette**

**Alan Bean  
Anaka Cantrell  
Anel Ellsworth  
Angela Hodges  
Annette Land  
Anthony Garcia  
Beth Lee  
Brianna Goodly  
Cade Riggs  
Chessire Foster  
Christopher Langevin**

**Darla Smith  
Denise Geiger  
Dianna Griffith  
Emma Frith  
Jennifer Dunn  
Kelly Ford  
Kelly Mantay  
Kiley Sanderson  
Kristen Alex  
Lisa Gibbs  
Maria Garcia-Vasocanova**

**Marjorie Jacobson  
Nicole Sundquist  
Paige Collier  
Sanjay Vu  
Sarah Thompson  
Sharon Foley  
Shelley Roberts  
Stacie Lake  
Yisbeth Puckett  
Yvette Venegas**

# Planning Team: Impactful Family Engagement

**Team Leads: Kimberly Waltmon & Corey Ryan**

**Ashley Anderson  
Beth Mohler  
Britteny Clifford  
Carolyn Bryant  
Cindy Sendejo  
Erin Garner  
Gerald Prater  
Holly Clark  
Jessica Bohne  
Josh Morton**

**Katharine McCormick  
Katy Martinez  
Kelly Fitzgerald  
Kelly Mantay  
Lexey Krause  
Liz E Gutierrez  
Lori Traynham  
Magdalena Jistel  
Maura Martin  
Melani Bartley**

**Mima Nazarene  
Monica Heyden  
Nicole Torres  
Paula Martinez  
Phyllis Hahn  
Rebecca Tang  
Savannah Lee  
Shauna Allen  
Shelly Corbin  
Steve Clark**

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# Planning Team: Equitable Access

**Team Leads: Chrysta Carlin & Jennifer Freeman**

**Alison Pennington  
Angela Pie  
Becky Azard  
Callie Chenault  
Carey Wilson  
Chris Simpson  
Christine Westfall  
Cookie Benson  
Deanna Perkins  
Dee Nelson  
Emily Pechal**

**Erica Baker  
Heather Hill  
Jonathan Lamb  
Karen Nabors  
Keli Williams  
Laura Monroe  
Lauren Houser  
Marianne Norman  
Megan Liles  
Nancy Reed**

**Paloma Tsihlas  
Paul Johnson  
Phineas Tack  
Rosie Palazzolo  
Sam Rodriguez  
Shanelle Douglas  
Terri McClain  
Traci Adams Mobley  
Wendell Mills  
Zandra Lopez**

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# Planning Team: Safe & Innovative Learning Environments

**Team Leads: Kendra Winans & Camille Clay**

**Alfredo Lopez  
Amanda Lillard  
Amy Berndlmaier  
Bethany Burnham  
Bethany McPhail  
Bryan Miller  
Carter Frith  
Cassandra Holmes  
Chelsea Murphy  
Christy Peczeniuk  
Debbie Camos**

**Emily Zimmerman  
Erica Ellner  
Erin Greenlee  
Gauri Mishra  
Gina Mitschke  
Heather Robbins  
Jennifer Rickert  
John Manning  
Kai Goerner  
Kristi Akler  
Lauren Meeks**

**Marguerite Swilling  
Mary Alice Smith  
Mei Xu  
Melody Maples  
Reece Robbins  
Shannon Hallett  
Staci Cordell  
Sydney Graham  
Tim Cornett  
Tina Strauss  
Tracy Edwards**

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# Advisory Teams

**Board of Trustees**  
**District-wide Educational Improvement Council**  
**Superintendent's Student Advisory Council**  
**Campus Leaders**  
**District Leaders**  
**Teaching & Learning Teams**  
**Instructional Coaches**  
**Cabinet**

# Member Quotes

Being a valued member of something that will provide change and growth for our district in the most amazing way.

I loved the collaboration among the team members. We had rich conversation and bringing multiple perspectives to the table was valuable.

As someone who works in Finance, it was inspiring to connect with people who work directly with the students, community members and in one case an amazing young student. It's easy in Finance to get lost in the numbers and ensuring that they're accurately reported and rules are followed, but this experience helped me see how that connects with and impacts the students.

Sharing my Student Voice!

Everyone I worked with cared deeply about what we were doing and everyone made an effort to listen to everyone's ideas and concerns.

# LEANDER ISD

## Strategic Plan 2022-2026

### GUIDING DOCUMENTS



### CRITICAL LENSES

Diversity, Equity & Inclusion

Deeper Learning

Student Experience & Empowerment

### KEY PROCESSES

Culture of Continuous Improvement

Leadership Development

High Functioning PLCs

High-Quality Teaching and Learning

#### EMPOWERED STAFF

**Goal:** Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

**High Leverage Strategies:**

- Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.
- Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.
- Improve processes for recognizing and supporting LISD staff.

#### IMPACTFUL FAMILY ENGAGEMENT

**Goal:** Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.

**High Leverage Strategies:**

- Improve trust, mutual respect, and shared responsibility within LISD.
- Strengthen partnership opportunities with community organizations to benefit students.
- Improve processes for communication at all levels and to all audiences.

#### EMPOWERED STUDENT LEARNING

**Goal:** Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

**High Leverage Strategies:**

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

#### EQUITABLE ACCESS

**Goal:** Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Impact:** Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.

**High Leverage Strategies:**

- Develop and promote a shared understanding of equitable access.
- Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.
- Promote equity in access to resources including technology tools and digital resources.

#### SAFE AND INNOVATIVE LEARNING ENVIRONMENTS

**Goal:** Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Impact:** Students and staff will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

**High Leverage Strategies:**

- Update the long-range facilities plan to meet the changing needs of LISD's growing population for safe, inclusive, and innovative learning environments.
- Elevate student voice in decision-making and challenge all learners to own their unique pathways for success.
- Support inclusive and safe spaces for all learners to own their learning and pursue their interests and passions.
- Implement flexible structures and strategies that focus on student engagement in meaningful learning.

**LEANDER ISD**  
**Strategic Plan 2022-2026**

**GUIDING DOCUMENTS**



**CRITICAL LENSES**

Diversity, Equity & Inclusion

Deeper Learning

Student Experience & Empowerment

**KEY PROCESSES**

Culture of Continuous Improvement

Leadership Development

High Functioning PLCs

High-Quality Teaching and Learning

**EMPOWERED STAFF**

**Goal:** Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

**High Leverage Strategies:**

- Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.
- Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.
- Improve processes for recognizing and supporting LISD staff.

**IMPACTFUL FAMILY ENGAGEMENT**

**Goal:** Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.

**High Leverage Strategies:**

- Improve trust, mutual respect, and shared responsibility within LISD.
- Strengthen partnership opportunities with community organizations to benefit students.
- Improve processes for communication at all levels and to all audiences.

**EMPOWERED STUDENT LEARNING**

**Goal:** Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

**High Leverage Strategies:**

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

**EQUITABLE ACCESS**

**Goal:** Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Impact:** Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.

**High Leverage Strategies:**

- Develop and promote a shared understanding of equitable access.
- Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.
- Promote equity in access to resources including technology tools and digital resources.

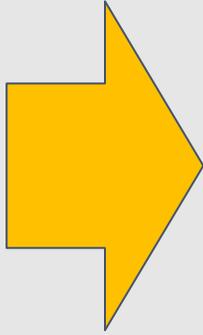
**SAFE AND INNOVATIVE LEARNING ENVIRONMENTS**

**Goal:** Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Impact:** Students and staff will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

**High Leverage Strategies:**

- Update the long-range facilities plan to meet the changing needs of LISD's growing population for safe, inclusive, and innovative learning environments.
- Elevate student voice in decision-making and challenge all learners to own their unique pathways for success.
- Support inclusive and safe spaces for all learners to own their learning and pursue their interests and passions.
- Implement flexible structures and strategies that focus on student engagement in meaningful learning.



**EMPOWERED STAFF**

**Goal:** Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

**High Leverage Strategies:**

- Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.
- Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.
- Improve processes for recognizing and supporting LISD staff.

**IMPACTFUL FAMILY ENGAGEMENT**

**Goal:** Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.

**High Leverage Strategies:**

- Improve trust, mutual respect, and shared responsibility within LISD.
- Strengthen partnership opportunities with community organizations to benefit students.
- Improve processes for communication at all levels and to all audiences.

**EMPOWERED STUDENT LEARNING**

**Goal:** Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

**High Leverage Strategies:**

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

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**SAFE AND INNOVATIVE LEARNING ENVIRONMENTS**

**Goal:** Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Impact:** Students and staff will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

**High Leverage Strategies:**

- Update the long-range facilities plan to meet the changing needs of LISD's growing population for safe, inclusive, and innovative learning environments.
- Elevate student voice in decision-making and challenge all learners to own their unique pathways for success.
- Support inclusive and safe spaces for all learners to own their learning and pursue their interests and passions.
- Implement flexible structures and strategies that focus on student engagement in meaningful learning.



## EMPOWERED STUDENT LEARNING



**Goal:** Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.



**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.



### **High Leverage Strategies:**

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

## Goal 1: EMPOWERED STUDENT LEARNING



**Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.**

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Level Strategy	Proposed Action Items
1.1 Promote Deeper Learning	1.1.1 Identify and promote research-based practices across all content to ensure alignment of opportunities and support for deeper learning approaches, responsive teaching and ownership of learning, and the development of student agency.
High Leverage Strategy: Create and support a culture of deeper learning for all students and staff.	1.1.2 Audit existing courses, curriculum, and deeper learning attributes. 1.1.3 Continue to study and expand student and other mastery learning approaches in mindset among students and the community. 1.1.4 Provide professional learning to support opportunities for student voice and ownership of learning, culture and experience into in classroom experiences. 1.1.5 Embed Empowered Student Learning professional learning opportunities, instruction and processes at all levels. 1.1.6 Provide support and guidance to students and staff on curriculum resource use, impact expectations designed to provide a variety of learning and mastery.

## Goal 1: EMPOWERED STUDENT LEARNING



**Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.**

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Level Strategy	Proposed Action Items
1.2 Expand Student Ownership of Learning	1.2.1 Align systems for supporting students in ownership of their learning and expand opportunities for students to demonstrate, share, and reflect on learning, growth, and mastery. 1.2.2 Design a district-wide system for students to set and track progress toward goals that includes analysis of strengths, weaknesses, interests, aptitude and academic growth. It should also inform the student, teacher and parent about student achievement and help set learning goals. 1.2.3 Create processes to increase opportunities for students to engage in goal-setting, self-reflection, tracking progress as a meaningful process that is transferable to all areas of their lives. 1.2.4 Develop and implement digital system Management, Learner Profile, Personal Learning Portfolio systems that engages ALL LISD learners to reflect on their strengths, aptitudes and passions and use this information to develop pathways for success. 1.2.5 Develop systems for student-led conferences and learning exhibitions designed to support reflecting on their learning and developing personal learning journey. 1.2.6 Create an integrated, technology-based system to efficiently manage and utilize to understand their learning needs and goal mastery learning, and own their learning path. 1.2.7 Increase awareness of a wide variety of learning and mastery learning, and own their learning path.
High Leverage Strategy: Refine existing and develop new systems to promote student ownership of learning.	

## Goal 1: EMPOWERED STUDENT LEARNING



**Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.**

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Leverage Strategy	Proposed Action Items
1.3 Implement the LISD Graduate Profile	1.3.1 Highlight bright spots and innovative ways that teachers and campuses are bringing the graduate profile to life. 1.3.2 Create resources to support student, parent and staff reflection on the acquisition of Graduate Profile attributes. 1.3.3 Promote the importance of the LISD Graduate profile by creating opportunities to educate, discuss, and to provide feedback from the students, staff, and community about the Graduate Profile.
High Leverage Strategy: Align processes to support students and staff in the acquisition of the LISD Graduate Profile.	

# Discussion

# LISD Strategic Plan Goals, High Leverage Strategies and Proposed Action Items

The following table includes proposed action items to support each of the high leverage strategies identified on the Leander ISD 2022-2026 Strategic Plan. These action items were developed and refined by cross-functional teams that included teachers, parents, students, and district/ campus staff. While these action items represent our best thinking at the time of the development of the strategic plan, they should be viewed as flexible and may need to be adjusted throughout the implementation of the strategic plan over the next five years.

Goal 1: EMPOWERED STUDENT LEARNING	
	<p><b>Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.</b></p> <p><b>Impact:</b> Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.</p>
High Level Strategy	<i>Proposed Action Items</i>
<p><b>1.1 Promote Deeper Learning</b></p> <p>High Leverage Strategy: Create and support a culture of deeper learning for all students and staff.</p>	<p><i>1.1.1 Identify and promote research-based instructional frameworks across all content to ensure alignment of professional learning opportunities and support for deeper learning such as student-centered learning approaches, responsive teaching practices, increased choice and ownership of learning, and the developing positive relationships.</i></p>
	<p><i>1.1.2 Audit existing courses, curriculum, and student experiences around deeper learning attributes.</i></p>
	<p><i>1.1.3 Continue to study and expand standards-based grading practices and other mastery learning approaches in EC-12 to encourage a growth mindset among students and the community.</i></p>
	<p><i>1.1.4 Provide professional learning to support teachers to create opportunities for student voice and ownership by integrating students' knowledge, culture and experience into instructional planning and classroom experiences.</i></p>
	<p><i>1.1.5 Embed an empowered student learning lens within the curriculum, professional learning opportunities, instructional frameworks, resources and processes at all levels.</i></p>
	<p><i>1.1.6 Provide support and guidance to campus level leadership, teachers and staff on curriculum resource use, implementation purposes, and expectations designed to provide a variety of flexible pathways to student learning and mastery.</i></p>

## Goal 1: EMPOWERED STUDENT LEARNING



**Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.**

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Level Strategy	<i>Proposed Action Items</i>
<p><b>1.2 Expand Student Ownership of Learning</b></p> <p>High Leverage Strategy: Refine existing and develop new systems to promote student ownership of learning.</p>	<p>1.2.1 Align systems for supporting students in ownership of their learning and expand opportunities for students to demonstrate, share, and reflect on learning, growth, and mastery.</p>
	<p>1.2.2 Design a district-wide system for students to set and track progress toward goals that includes analysis of strengths, weaknesses, interests, aptitude, and academic growth. It should also inform the student, teacher and parent about student achievement and help set learning goals.</p>
	<p>1.2.3 Create processes to increase opportunities for students to engage in goal setting, self-reflection, tracking progress as a meaningful process that is transferable to all areas of their lives.</p>
	<p>1.2.4 Develop and implement digital systems and processes for Learning Management, Learner Profile, Personal Learning Plans, and Student Portfolio systems that engages LISD learners from EC - 12 to curate their learning, reflect on their strengths, aptitudes, weaknesses, interests, and passions and use this information to develop their personal learning pathways for success.</p>
	<p>1.2.5 Develop systems for student-led conferences, student portfolios, and learning exhibitions designed to support students in curating and reflecting on their learning and developing pathways for their individual learning journey.</p>
	<p>1.2.6 Create an integrated, technology-based ecosystem that enables students to efficiently manage and utilize tools that support them in understanding their learning needs and goals, movement towards mastery learning, and own their learning pathways.</p>
	<p>1.2.7 Increase awareness of a wide variety of career pathways to help promote student agency in creating meaningful learning experiences at all levels.</p>

## Goal 1: EMPOWERED STUDENT LEARNING



**Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.**

**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Level Strategy	<i>Proposed Action Items</i>
<p><b>1.3 Implement the LISD Graduate Profile</b></p> <p>High Leverage Strategy: Align processes to support students and staff in the acquisition of the LISD Graduate Profile.</p>	<p><i>1.3.1 Highlight bright spots and innovative ways that teachers and campuses are bringing the graduate profile to life.</i></p>
	<p><i>1.3.2 Create resources to support student, parent, and staff reflection on the acquisition of Graduate Profile attributes.</i></p>
	<p><i>1.3.3 Promote the importance of the LISD Graduate profile by creating opportunities to educate, discuss, and to provide feedback from the students, staff, and community about the Graduate Profile.</i></p>

## Goal 2 - EMPOWERED STAFF



**Attract, grow, and retain a collaborative community of world-class employees who are empowered to meet the needs of each and every student.**

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

High Level Strategy	Proposed Action Items
<p><b>2.1 Expand and enrich recruitment and retention efforts</b></p> <p>High Leverage Strategy: Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.</p>	<p><i>2.1.1 Increase the diversity of the LISD staff to ensure that the demographic, culture, and life experience of staff are more responsive to all the students we serve.</i></p> <p><i>2.1.2 Support campuses in finding best fit candidates in a timely manner so that the best candidates can be recruited and hired to fill our most challenging positions.</i></p> <p><i>2.1.3 Maintain market competitiveness that supports the recruitment and retention of high-quality staff.</i></p> <p><i>2.1.4 Examine, refine, and continually improve the process by which staffing decisions are made based on projections to support staff cohesion including examining current practices of staffing allocations including cutting positions in the spring and then hiring back for the same position in September.</i></p> <p><i>2.1.5 Explore supports and programs to encourage ‘masterful teachers’ to stay in the classroom.</i></p> <p><i>2.1.5 Consider increasing incentives to participate in professional learning opportunities (e.g., financial incentives like paying hourly rate for PL beyond contracted time, expanding opportunities for specialized teachers to receive needed training funded by the district).</i></p>
<p><b>2.2 Improve professional learning opportunities</b></p> <p>High Leverage Strategy: Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.</p>	<p><i>2.2.1 Ensure access to focused professional learning opportunities that allow for differentiation, autonomy, and collaboration and promotes ownership of learning at all levels of the organization.</i></p> <p><i>2.2.2 Consider the need to refine PLC structures and processes through our critical lenses and structures for specialized PLCs for “singleton” teachers at the secondary level.</i></p> <p><i>2.2.3 Refine, implement, and evaluate Leander ISD’s professional learning plan (including role-based professional learning guides) to ensure alignment to the district’s mission, vision, core beliefs, and Graduate Profile.</i></p>

## Goal 2 - EMPOWERED STAFF



**Attract, grow, and retain a collaborative community of world-class employees who are empowered to meet the needs of each and every student.**

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

High Level Strategy	Proposed Action Items
	<p><i>2.2.4 Provide LISD staff with high-quality professional learning on: culturally responsive practices to build capacity within the faculty and staff to work effectively with students from all backgrounds. fostering positive, impactful relationships and student experiences. innovative instructional practices that inspire curiosity, interest, and passion within each and every learner.</i></p>
	<p><i>2.2.5 Increase job-embedded, peer-to-peer professional learning opportunities, such as instructional rounds and observation of exemplary teachers and practices for both new and experienced teachers.</i></p>
<p><b>2.3 Improve recognition and support for LISD staff</b></p> <p>High Leverage Strategy: Improve processes for recognizing and supporting LISD staff.</p>	<p><i>2.3.1 Develop and improve processes to recognize and honor staff who support the learning and growth of our students, including exploring alternative ways to recognize staff (e.g., personalize affirmations to meet needs of all staff members without compromising the collaborative culture in LISD).</i></p> <p><i>2.3.2 Expand feedback opportunities through improved opportunities for open and honest dialog/communication structures including student and teacher advisory committees.</i></p> <p><i>2.3.3 Develop a comprehensive plan to address our staff's mental health and well-being and implement strategies to lift &amp; encourage staff who are in a slump or slipping.</i></p>

## Goal 3- IMPACTFUL FAMILY ENGAGEMENT



**Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.**

**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.

High Level Strategy	Proposed Action Items
<p><b>3.1 Refine systems to improve trust within LISD</b></p> <p>High Leverage Strategy: Improve trust, mutual respect, and shared responsibility within LISD.</p>	<p><i>3.1.1 Create a system for gathering on-going feedback from students, parents, and community members about the efforts to improve trust, mutual respect, and shared responsibility.</i></p> <p><i>3.1.2 Identify best practices for reciprocal communication and collaboration.</i></p> <p><i>3.1.3 Engage the LISD community in creating a Family Engagement Rubric and Assessment Tool and operational definitions of communication, engagement, involvement with our community.</i></p> <p><i>3.1.4 Conduct ongoing assessment through a district/community developed Family Engagement Rubric, including Engagement, Reciprocal Communication, Strengthening Relationship &amp; Capacity (Trust), Shared Decision Making, Collaborating with Community, and Participation.</i></p> <p><i>3.1.5 Develop and evaluate systems for responsive, two-way communication that are consistent, timely, and reciprocal and that provide students and families the opportunities to provide honest and consistent feedback.</i></p> <p><i>3.1.6 Use ongoing feedback to implement and evaluate strategies to improve reciprocal communication and improve strategies for feedback loops to communicate the actions that resulted from the feedback.</i></p>
<p><b>3.2 Strengthen partnership opportunities</b></p> <p>High Leverage Strategy: Strengthen partnership opportunities with community organizations to benefit students.</p>	<p><i>3.2.1 Highlight and expand partnership opportunities with community organizations to strengthen school/community relationships, build lasting relationships, and provide opportunities for community and staff to engage outside of the school building (e.g., HOAs, Parks &amp; Recreation, churches/ temples/faith community, mentor, and internship programs, etc.).</i></p> <p><i>3.2.2 Provide specific training/ collaboration opportunities for staff about the diverse cultures of the children and families that they serve.</i></p> <p><i>3.2.3 Leverage opportunities for deeper learning about different cultures and customs including expanding community-wide cultural events and</i></p>

## Goal 3- IMPACTFUL FAMILY ENGAGEMENT



**Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.**

**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.

High Level Strategy	<i>Proposed Action Items</i>
	<i>expanding meaningful and authentic opportunities for the diverse LISD family interested to learn about diverse cultures from each other.</i>
<b>3.3 Improve reciprocal communication</b>  High Leverage Strategy: Improve processes for communication at all levels and to all audiences.	3.3.1 Create a one-stop parent resource or Parent Hub for resources.
	3.3.2 Review/ refine parent website to provide a clearer pathway to access needed information.
	3.3.3 Create opportunities for mutual learning for parents and staff, parent-to-parent learning, and community building.
	3.3.4 Expand information and support for parents about how to track their child's progress and to utilize resources provided by the school or district.
	3.3.5 Refine and communicate consistent processes for communication across LISD including clear expectations for teacher communication with families that promote reciprocal communication and are responsive to family needs.

## Goal 4: EQUITABLE ACCESS



**Ensure equitable access to opportunities by eliminating barriers for each and every student.**

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

High Level Strategy	Proposed Action Items
<p><b>4.1 Promote shared understanding.</b></p> <p>High Leverage Strategy: Develop and promote a shared understanding of equitable access.</p>	<p>4.1.1 Establish the LISD Diversity, Equity, and Inclusion (DEI) office to support and coordinate efforts and provide clear vision, communication, cohesion and opportunities for collaboration and shared learning around access issues.</p>
	<p>4.1.2 Develop and implement a comprehensive coordinated plan for professional learning opportunities for all staff on supporting diversity, inclusion, and equity including culturally responsive teaching strategies, student-centered learning strategies, and topics related to equitable access for all students.</p>
	<p>4.1.3 Identify, examine, and celebrate “bright spots” within the schools across the district.</p>
	<p>4.1.4 Provide equitable opportunities for our community to access information in a variety of formats, languages, and methods</p>
	<p>4.1.5 Promote and facilitate community-based conversations, events, and resources around diversity, equity and inclusivity within our district.</p>
	<p>4.1.6 Intentionally seek out underrepresented voices to promote meaningful discourse within the community - not just events.</p>
	<p>4.1.7 Improve marketing and communication to students and parents to increase awareness of opportunities and programs within LISD.</p>
	<p>4.1.8 Revamp course selection process to support matching student interests to course schedule and provide clear communication about available opportunities (including CTE programs, sub-campus activities, etc.).</p>

## Goal 4: EQUITABLE ACCESS



**Ensure equitable access to opportunities by eliminating barriers for each and every student.**

**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

High Level Strategy	<i>Proposed Action Items</i>
<p><b>4.2 Promote equitable access.</b></p> <p>High Leverage Strategy: Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.</p>	<p>4.2.1 <i>Conduct analyses of barriers to equitable access to high quality programs in LISD including advanced programs, CTE programs of study and courses, extra-curricular opportunities (Fine Arts, Athletics, and Academic), and Enrichment opportunities.</i></p> <p>4.2.2 <i>Continue to collect, track, and analyze program participation trends including advanced programs, CTE programs of study and courses, extra-curricular opportunities (Fine Arts, Athletics, and Academic), and enrichment opportunities.</i></p> <p>4.2.3 <i>Focus analysis on root causes of disproportionality and how we can change the system to improve the student experience.</i></p> <p>4.2.4 <i>Provide a variety of ways for students to communicate barriers to access and advocate for their concerns as an active part of the community.</i></p>
<p><b>4.3 Promote equity in access to resources.</b></p> <p>High Leverage Strategy: Promote equity in access to resources including technology tools and digital</p>	<p>4.3.1 <i>Continue to collect and analyze data related to student's access to technology to ensure that all LISD students have access to the technology and high-speed internet.</i></p> <p>4.3.2 <i>Examine/ update mLISD fee schedules and scholarship programs to reduce barriers to access to technology resources</i></p> <p>4.3.3 <i>Explore partnerships with private and governmental organizations/agencies to ensure that all LISD students have access to high-speed internet.</i></p> <p>4.3.3 <i>Continue to evaluate and update digital products and services to streamline access and promote equitable access for all students and teachers.</i></p>

## Goal 5 - SAFE AND INNOVATIVE LEARNING ENVIRONMENTS



**Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.**

**Impact:** Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

High Level Strategy	Proposed Action Items
<p><b>5.1 Refine Long-range Facilities planning</b></p> <p>High Leverage Strategy: Update the long-range facilities plan to meet the changing needs of LISD's growing population for safe, inclusive, and innovative learning environments.</p>	<p>5.1.1. Continue to refine the long-range facilities plan to include the addition of new schools and other fiscally responsible options to maximize the utilization of LISD facilities and prioritize student and family needs.</p>
	<p>5.1.2 Refine Long Range Facilities Plan to fund capital improvements for existing facilities and ensure efforts to continually maintain and update existing facilities.</p>
	<p>5.1.3 Continue to evaluate and update technology hardware and software to meet the needs of LISD staff and students (with a focus on balancing student-friendly and safe platforms, innovation, and consistency &amp; ease of use for teacher platforms), responding to the latest safety guidelines.</p>
<p><b>5.2 Elevate student voice.</b></p> <p>High Leverage Strategy: Elevate student voice in decision-making and challenge all learners to own their unique pathways for success.</p>	<p>5.2.1 Examine and refine systems to ensure that we are elevating and acting on student voice to drive resource allocation and program development/revisions (e.g., staffing allocations, master scheduling, program development &amp; resources, design of new school buildings etc.).</p>
	<p>5.2.2 Develop campus and district-level processes and practices that leverage diverse student voices in classroom, campus, and district-level decision-making including student advisory groups.</p>
	<p>5.2.3 Implement a system for gathering ongoing feedback from students and parents to determine the extent that an individual feels included, accepted, and safe to be their individual self in our classrooms and schools.</p>
	<p>5.2.4 Review and revise the discrimination reporting process to create a representative system to help victims navigate the reporting processes in accordance with the AEA policy, and to ensure that the reporting process for discrimination is understood at every level.</p>

## Goal 5 - SAFE AND INNOVATIVE LEARNING ENVIRONMENTS



*Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.*

**Impact:** Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

High Level Strategy	Proposed Action Items
<p><b>5.3 Implement flexible structures and strategies that promote deeper learning</b></p> <p>High Leverage Strategy: Support inclusive and safe spaces for all learners to own their learning and pursue their interests and passions.</p>	<p><i>5.3.1 Provide professional learning for educators related to student-centered strategies that increase opportunities for students to pursue their interests and passions.</i></p> <p><i>5.3.2 Review/ Refine existing policies, curriculum documents, resources, and campus-level processes to promote deeper learning.</i></p> <p><i>5.3.3 Provide ongoing opportunities for parent engagement and new learning on the benefits of shifting the emphasis towards deeper learning.</i></p> <p><i>5.3.4 Continue to study and expand standards-based grading practices and other mastery learning approaches in EC-12 to encourage a growth mindset among students and the community.</i></p> <p><i>5.3.5 Investigate/develop a process to help students and teachers navigate an environment of focus on learning in a grade dependent environment, reflecting a level of mastery where they are encouraged to grow their level of mastery and growth (ownership of their mastery of learning).</i></p> <p><i>5.3.6 Develop a plan to review campus needs for specific courses to prioritize equitable learning environments across campuses to ensure optimal learning experience can occur.</i></p>
<p><b>5.4 Support inclusive and safe spaces for all students</b></p> <p>High Leverage Strategy: Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p>	<p><i>5.4.1 Utilize district training, resources, and parent engagement to support classroom teachers in creating optimal learning environments for each student and empower teachers to develop learning plans that meet the needs and interests of their students.</i></p> <p><i>5.4.2 Provide professional learning on building student-centered classroom cultures and learning.</i></p> <p><i>5.4.3 Provide clear expectations, professional learning, and direct support to school staff to implement effective strategies for two-way communication regarding each student's academic and social-emotional progress and reinforce a culture of continuous improvement.</i></p>

## Goal 5 - SAFE AND INNOVATIVE LEARNING ENVIRONMENTS



*Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.*

**Impact:** Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.

High Level Strategy	Proposed Action Items
	<p><i>5.4.4 Review and revise learning materials to support the whole child, including social-emotional learning resources at all grade levels. These resources should support students and staff in attaining knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, feel, and show empathy for others, make responsible decisions, and maintain positive relationships.</i></p>
	<p><i>5.4.5 Continue to provide direct support to promote good digital citizenship among our staff and students and enhance the infrastructure to provide a safe digital environment for student learning.</i></p>
	<p><i>5.4.6 Continue to evaluate and streamline the most impactful resources to promote student engagement and learning.</i></p>

- ▶ 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.

**Vision**

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

**Mission**

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

**Critical & Creative Thinkers**

who seek and solve problems through curiosity, flexibility, and innovation.

**Skilled Communicators & Collaborators**

who listen to understand, express ideas with empathy, and work collectively toward shared outcomes.

Because Our Learners are **EMPOWERED** to be:

**Compassionate Community Contributors**

who value diverse perspectives and share their unique gifts with the world.

**Adaptable & Reflective Individuals**

who confidently embrace their strengths and challenges while pursuing their interests and passions.

## CRITICAL LENSES

Diversity, Equity & Inclusion

Deeper Learning

Student Experience & Empowerment

## KEY PROCESSES

Culture of Continuous Improvement

Leadership Development

High Functioning PLCs

High-Quality Teaching and Learning

## STRATEGIC INITIATIVES



### EMPOWERED STAFF



**Goal:** Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.



**Impact:** Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.



**High Leverage Strategies:**

- Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.
- Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.
- Improve processes for recognizing and supporting LISD staff.



### IMPACTFUL FAMILY ENGAGEMENT



**Goal:** Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.



**Impact:** Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.



**High Leverage Strategies:**

- Improve trust, mutual respect, and shared responsibility within LISD.
- Strengthen partnership opportunities with community organizations to benefit students.
- Improve processes for communication at all levels and to all audiences.



### EMPOWERED STUDENT LEARNING



**Goal:** Empower students through meaningful learning experiences to optimize growth and embody the LISD Graduate Profile.



**Impact:** Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.



**High Leverage Strategies:**

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.



### SAFE AND INNOVATIVE LEARNING ENVIRONMENTS

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Consider Approval of Texas Association of School Boards Initiated Localized Policy Update 117 with Additional District Changes to Policies CH(LOCAL), CHE(LOCAL) and CV(LOCAL)

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

**Administrator Responsible:** Shawn Swisher

**Attachments:** TASB Initiated Localized Policy Update 117 – Comparison Packet and Explanatory Notes and TASB Initiated Localized Policy Update 117 District Initiated Changes to CH(LOCAL), CHE(LOCAL) and CV(LOCAL)

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## **Background Information:**

Texas Association of School Boards (TASB) Initiated Localized Policy Update 117 contains recommended changes to local policies on topics including: emergency contracting, visits by vendors and administrative leave. TASB initiated changes are indicated in blue/blue strikethrough and District initiated changes are indicated in green/green strikethrough.

Board Policies with recommended changes
<b>CH(LOCAL) PURCHASING AND ACQUISITION (with additional District changes)</b>
<b>CHE(LOCAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS (with additional District changes)</b>
<b>CV(LOCAL) FACILITIES CONSTRUCTION (with additional District changes)</b>
<b>DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND BALANCES (accepted all TASB changes)</b>

## **CH(LOCAL) PURCHASING AND ACQUISITION**

The major winter storms earlier this year caused extensive damage to many district facilities. Based on district requests for additional flexibility in such emergency circumstances, we recommend a new provision delegating authority to the superintendent to contract for the replacement, construction, or repair of equipment or facilities in the event of a catastrophe, emergency, or natural disaster affecting the district if emergency replacement, construction, or repair is necessary for the health and safety of district students and staff. The superintendent must report to the board any contracts made under the delegated authority at the next regular meeting. The recommended text also clarifies that the delegation does not permit the superintendent to act under Education Code 44.031(h) to make purchases without following normal competitive purchasing requirements; the board must take action to waive any Chapter 44 provisions in accordance with law.

## **CHE(LOCAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS**

Policy Service recommends that the administrative details regarding visits by vendors be removed from the local policy manual, as board-adopted policy is not required. This topic is typically addressed in a district's visitor procedures. The District recommends retaining this policy with additions regarding bid protest.

## **DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

The events of the past year have highlighted the need for additional flexibility regarding administration of leave. TASB Policy, Legal, and HR Services collaborated on the recommended revisions to this policy, which remove administrative details not required to be in board policy and that may be more appropriately addressed elsewhere, such as in the employee handbook.

To support the removal of these administrative details, a new paragraph directs the superintendent to develop administrative regulations to implement the policy. [Remember that BJA(LOCAL) permits the superintendent to delegate this responsibility as appropriate.] In addition, TASB HR Services has:

- Created a corresponding Framework for Developing Leaves and Absences Procedures, with prompts and placeholders for administrative decisions; and
- Revised the 2021–22 Model Employee Handbook to address administrative provisions removed from the policy.

Other changes include:

- Adding a definition of school year that aligns with terminology in the TASB sample contracts and that provides context for references to the term elsewhere in the policy.
- Relocating provisions on concurrent use of leave and compensatory time to the sections addressing temporary disability leave and family and medical leave.
- Streamlining of family and medical leave provisions to eliminate information not necessary in board-adopted policy. • Adding a clear statement to reflect that the district does not permit paid leave offset in conjunction with workers' compensation benefits.
- Removing the provision permitting exceptions to the duration limit. While state law permits a district to establish policy on the use of leave, it does not permit the district to take the reason for the use into consideration.
- Removing details on the implementation of the district’s catastrophic event benefit program, which are more appropriate for inclusion in administrative regulations. TASB HR Services has a Framework for Developing Sick Leave Bank Procedures available to assist.

New recommended provisions on state personal leave clarify that:

- Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.
- In approving or denying requests for the discretionary use of leave, the district will also consider how the duration of the requested absence affects the educational program and district operations.

Please note: The policy continues to reflect that the superintendent has authority to grant additional local temporary disability leave on a case-by-case basis instead of including specific extension criteria. For clarity and consistency with policy style, the district’s locally developed text throughout the policy has been lightly edited and reorganized. As noted, some of the district’s unique text that is administrative in nature is recommended for deletion. Other revisions to your unique text include:

- Updating the district’s unique definition of catastrophic illness or injury from 1993 to ensure that the district’s catastrophic event benefit program meets IRS requirements.
- Revising provisions at Court Appearances to more closely align with the district’s employee handbook.

**Administrative Recommendation:**

Administration recommends that the Board adopt localized policy update 117 with additional district changes to policies CH(LOCAL), CHE(LOCAL) and CV(LOCAL) as presented.

**Sample Motion:**

I move the Board adopt localized policy update 117 with additional district changes to policies CH(LOCAL), CHE(LOCAL) and CV(LOCAL) as presented.

PURCHASING AND ACQUISITION

CH  
(LOCAL)

**Purchasing Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services, unless state law requires the Board to make or approve a specific purchase. **All contracts shall be signed by the Superintendent or designee.**

Purchasing Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. **The District may reject any and all bids or proposals in accordance with state, federal law, district policies or requirements as applicable.** [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate. **Commitment to purchase on the basis of low bid or proposal alone shall not be inferred, but contracts shall be awarded on the basis of best value to the District.**

Exception for Emergency Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

~~Competitive Bidding~~

~~If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.~~

~~The Superintendent shall have authority to accept or reject any bid in accordance with state or federal law, as applicable.~~

<del>Competitive Sealed Proposals</del>	<del>If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.</del>
Competitive Procurement Requirements	<del>The Superintendent shall have authority to accept or reject any proposal in accordance with state or federal law, as applicable.</del>
Lease-Purchase Contracts	District contracts must be submitted to a competitive procurement process when the aggregate purchase will total \$50,000 or more for each 12-month period. The Superintendent or designee shall prepare the request for bids or proposals and the bid or proposal specifications. All bids or proposals shall be submitted by the designated purchasing method, either through the District's electronic procurement system or in sealed envelopes, plainly marked with the name of the bidder or proposer, the date, the time of opening, and the bid or proposal number. The Superintendent shall accept the bid or proposal deemed to be in the best value for the District as identified in CH(LEGAL).
Bids, Quotes, and Other Purchases under\$50,000	The competitive procurement process, as set up in this policy, shall be applied to all lease-purchase contracts for personal property.
	The purchasing department shall establish guidelines that may require bids, quotations, or proposals to be obtained prior to approving a purchase when it appears that best value and substantial savings can be realized by the District.
Electronic Bids or Proposals	Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.
Electronic Bid Procedures	To ensure the security and confidentiality of electronic bids or proposals, the following procedures shall be followed by District staff: <ol style="list-style-type: none"><li>1. Both District users and vendors are required to access the system through a unique user account and password.</li></ol>

2. Individual user passwords shall be stored in a manner that cannot be accessed by any other user, and the District system administrator shall only have the ability to reset the password through a system-generated program based on a user request to reset a password.
3. All data transmitted between the District and vendors shall be encrypted using standard security technology.
4. The system shall limit inactivity by expiring a session based on a preset period of time.
5. All actions within the system can be audited for actions taken by any user.
6. All formal solicitations shall be electronically sealed in an electronic lockbox and not accessible to any user other than the initiating vendor.
7. The solicitation document includes, at a minimum, the date and time the bid was received by the system.
8. The system shall not allow for any late bids after the closing date and time.
9. The system shall only allow for bids to be electronically unsealed by authorized District staff. And
10. The system shall retain electronic copies of the vendors' responses for the minimum period of time required by the state of Texas records retention schedule or for an extended period time if required by the District.

**Electronic  
Vendors List**

For the purpose of obtaining bids or proposals on supplies, materials, equipment, and services, an electronic vendors list shall be maintained within the school administrative offices. Any and all bidders and proposers who fail to deliver or to comply with any of the terms, specifications, or contract requirements may be deleted from the vendors list for a period not to exceed two years from the time the infraction occurred and the vendor was notified in writing of removal from the list.

**Interlocal  
Agreements**

The Board authorizes the Superintendent on the Board's behalf to enter into cooperative interlocal agreements in accordance with Government Code Chapter 791 when:

1. The District determines that the interlocal agreement will increase efficiency and effectiveness of the District.

2. The interlocal agreement permits the District to enter into a purchasing contract offered through a cooperative purchasing program authorized by Local Government Code Chapter 271 Subchapter F. The interlocal agreement may result in a purchase contract providing the best value to the District; or
3. Other local governments, including other school districts, desire the District to provide services to the local government because of the District's equipment, knowledge, or expertise when:
  - a. By providing this service to the local government, the District is fairly compensated,
  - b. The District benefits by performing the service, and
  - c. Expenditures by the District are included within the current District budget.

Cooperative Interlocal agreements entered into by the Superintendent shall be presented to the Board as necessary for ratification and approval.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent or designee in accordance with administrative procedures, including the District's purchasing procedures.

All purchase commitments shall be made by the Superintendent on a properly drawn and issued purchase order or by electronic transaction by use of a District-authorized and -issued procurement card, in accordance with administrative procedures. All purchase commitments are to follow general accounting principles which include not committing to a purchase without ensuring funds are available and issuance of a District purchase order, unless such purchases are made authorized for purchase using a procurement card. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Employee Conflict of Interest**

The purchase of goods or services from a business owned in whole or in part by a District employee shall not be permitted. This provision includes any individual actively receiving compensation

as a substitute or with any other temporary employee status. The purchase of goods or services from a business owned in whole or in part by a person related to a District employee by blood (consanguinity) or by marriage (affinity) that results in the District employee receiving compensation directly or indirectly shall be permitted only when:

1. The District employee does not exercise discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions related to the services or equipment supplied by the business, in which case the business shall not be permitted to sell services or equipment to the District employee's department and department affiliates or campus and campus feeder pattern, as applicable, for as long as the employee continues in the department or campus position;
2. The business transaction has been approved by the Superintendent; and
3. The purchase of services or equipment has been contracted through a documented competitive process.

**Permissive Bids and Proposals**

Purchases of goods and services for which bidding and/or proposing is neither required nor prohibited by law may be based on any procurement method that the Superintendent determines provides the best value for the District.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office **except through contracts specifically designated as employee purchase agreements**

PURCHASING AND ACQUISITION  
VENDOR RELATIONS

CHE  
(LOCAL)

~~Vendor Interactions  
with Students and  
Employees~~

~~Solicitors, vendors, collectors, or salespersons shall not be permitted to confer with students or employees during school hours without the prior approval of the Superintendent or designee.~~

~~Under no circumstances shall such persons be permitted to interrupt classes or conduct personal business with employees.~~

**Vendor Interactions  
with Students and  
Employees**

Solicitors, vendors, collectors, or salespersons shall not be permitted to confer with students or employees during school hours without the prior approval of the Superintendent or designee.

Under no circumstances shall such persons be permitted to interrupt classes or conduct personal business with employees.

**Right to Protest:  
Level I**

Any bidder/proposer who believes he or she is aggrieved in connection with a procurement may protest to the director of purchasing. The Level I protest shall be submitted in writing within five District business days after the facts or occurrences giving rise thereto.

Procurement After  
Protest

In the event of a timely protest, the purchasing department shall not proceed further with the procurement unless the chief financial officer makes a determination that the award of the contract is necessary to protect the substantial interest of the District or that the protest would not affect the outcome of the award.

**Protest  
Determination**

Within ten District business days after receipt of a written protest, the director of purchasing shall:

1. Inform the protestor in writing of the action taken and the reason for it; and
2. Provide the protester a copy of this protest procedure.

**Determination  
Appeal: Level II**

If the protestor did not receive the requested remedy at Level I, the protestor may submit a Level II appeal to the chief financial officer in writing within two District business days after notification of the determination made by the director of purchasing. The chief financial officer or designee shall have the authority to take any action reasonably necessary to resolve a protest. The chief financial officer shall:

1. Respond in writing within ten District business days, stating the reasons for the action taken; and
2. Inform the protesting party of the right to a Level III appeal of the determination of the chief financial officer.

**Determination  
Appeal: Level III**

If the protestor did not receive the requested remedy at Level II, the protestor may submit a Level III appeal in writing to the Board

within ten District business days after notification of the determination made by the chief financial officer. The District shall determine whether the protest will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BEC] Provisions for placement of items on a Board meeting agenda, as provided in BE(LOCAL), shall not apply to protests. The Superintendent or designee shall inform the protester of the date, time, and place of the Board meeting at which the protest will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level II protest. The protester may request a copy of the Level II record. The record shall include:

1. The Level I record;
2. The written response issued at Level II and any attachments; and
3. All other documents relied upon by the administration in reaching the Level II decision.

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

Once the Board communicates its decision, the matter shall be concluded.

**Notice of  
Determination**

When final action has been taken, a copy of the determination issued shall be mailed within two District business days to the protester and other bidders or proposers involved in the procurement.

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$10,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

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**Change Orders**

Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.

For purposes of this policy, all change orders shall be classified as one of the following two types.

Type One

Type One change orders are changes resulting from one or a combination of factors such as: design problems that prevent the facility from functioning as designed, a specific issue that was not clearly addressed in the plans and specifications, or noncompliance with codes due to new interpretations of existing codes or new code provisions with which the District must comply. Approval of Type One change orders usually must be made quickly to maintain the integrity/functionality of and to avoid delaying the project or in the worst case, stopping the work.

To facilitate Type One change orders, an amount equal to the amount listed below with the corresponding type of project, delivery method of the project, and cost of the project, shall be set aside at the beginning of the project. The Superintendent may approve these change orders. If the requests for Type One change orders exceed the amount set aside prior to completion of the project, the Board may approve an additional allowance for Type One change

FACILITIES CONSTRUCTION

CV  
(LOCAL)

orders. Any additional requirements shall be approved in advance by the Board.

*New Construction Projects*

Construction Management at Risk, Design Build Delivery Method

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$25,000,000	\$200,000
\$25,000,000	\$100,000,000	\$300,000
\$100,000,000	\$200,000,000	\$400,000

Competitive Seal Proposals, Competitive Bidding

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$10,000,000	\$300,000
\$10,000,000	\$25,000,000	\$375,000
\$25,000,000	\$100,000,000	\$450,000
\$100,000,000	\$200,000,000	\$600,000

*Additions and Renovation Projects*

All Delivery Methods

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$10,000,000	\$400,000
\$10,000,000	\$25,000,000	\$500,000
\$25,000,000	\$50,000,000	\$600,000
\$50,000,000	\$100,000,000	\$700,000
\$100,000,000	\$200,000,000	\$800,000

Type Two

Type Two change orders modify the design of the project either to improve function or to accommodate a specified program need overlooked or not known at the initial design stage. Change orders valued above \$40,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

Reports to Board

The Superintendent or designee shall maintain a log of all change orders approved by the Superintendent and shall report the changes to the Board on a monthly basis. Reports shall include the type of change, a brief description of the change, the reason for the change, and the cost of the change. The Superintendent or de-

signee shall require due diligence from the appropriate professional design team members regarding the cost calculations and any credits due for change orders submitted by the contractor.

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

~~The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.~~

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Superintendent or designee has accepted the work.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, ~~using~~<sup>use</sup>, or recording ~~of~~ leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition~~an injury~~ or combination of conditions affecting the mental or physical health~~ill-~~~~ness~~ of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner~~spouse, child, stepchild, or any other child~~ for a prolonged period of time and that forces~~whom~~ the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization ~~is~~ the legal guardian, that meets the required threshold, which is defined as a medical diagnosis or recovery~~surgery~~ in the current Federal Register list of Diagnosis Related Groups [DRG's] that rates an Outlier Threshold of 30 or are expected to result in disability or

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

~~State Earning Local Leave~~

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

~~Deductions~~

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave Proration~~

~~Employed for Less Than Full Year~~

If an employee separates from employment with the District before his or her last duty day of the school year, or begins employment after the first duty day of the school year, state personal leave ~~and local leave~~ shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.:

- ~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~
- ~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~Employed for Full Year~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

**Recording**

Leave shall be recorded as follows:

- ~~1. For positions for which a substitute is normally required, leave shall be recorded in half-day increments, even if a substitute is not employed.~~
- ~~2. For positions for which a substitute is not normally required, leave shall be recorded in half-hour increments.~~

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

<p><b>Order of Use</b></p>	<p><del>3. If the employee is taking intermittent FMLA leave, leave shall be recorded in half-hour increments.</del></p> <p><del>Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]</del></p> <p><del>Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:</del></p> <ol style="list-style-type: none"><li><del>1. Local leave.</del></li><li><del>2. State sick leave accumulated before the 1995-96 school year.</del></li><li><del>3. State personal leave.</del></li></ol>
<p><b>Concurrent Use of Leave</b></p>	<p><del>When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.</del></p> <p><del>The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.</del></p> <p><del>An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.</del></p>
<p><b>Medical Certification</b></p>	<p>An employee shall submit medical certification of the need for leave if:</p> <ol style="list-style-type: none"><li>1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;</li><li>2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; <u>or</u></li><li><del>3.</del> <u>3.</u> The employee requests FMLA leave for the employee's serious health condition; <u>a serious health condition</u> <del>or that of the employee's</del> spouse, parent, or child; or</li><li><del>4.3.</del> <u>4.3.</u> <del>The employee requests FMLA leave</del> for military caregiver <u>leave purposes.</u></li></ol> <p>In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]</p> <hr/> <p><b>Note:</b> <del>For District contribution to employee insurance during leave, see CRD(LOCAL).</del></p>

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

<b>State Personal Leave</b>	The Board requires employees to differentiate the manner in which state personal leave is used. <del>;</del>
<del>Nondiscretionary/Non-Discretionary</del> Use	<del>1.4. Nondiscretionary/Non-discretionary</del> use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]
	<u>Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.</u>
Discretionary Use	<del>2.5.</del> Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.
<del>Limitations</del> Request for Leave	<del>In deciding whether to approve or deny a</del> The employee shall submit a written request for discretionary use of state personal leave <del>to the immediate supervisor or designee at least 48 hours in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee</del> shall not seek or consider the reasons for which an employee requests to use leave. The supervisor <del>or designee</del> shall, however, consider the <u>duration of the requested absence in conjunction with the</u> effect of the employee's absence on the educational program <del>and/or</del> District operations, as well as the availability of substitutes.
<del>Duration of Leave</del>	Discretionary use of state personal leave shall <del>normally</del> not exceed five consecutive workdays. <del>The immediate supervisor may, however, specifically approve additional consecutive workdays for discretionary use of state personal leave.</del>
<b>Local Leave</b>	<del>Each employee</del> All employees in <u>a position</u> positions normally requiring ten, 11, <del>or</del> and 12 months of service per year shall earn five, six, <del>or</del> and seven paid local leave days, respectively, per school year in accordance with administrative regulations.  Local leave shall accumulate to a maximum of 30 leave days.  Local leave shall be used according to the terms and conditions of state personal leave. [See <u>State Personal Leave</u> STATE PERSONAL LEAVE, above]
<b>Catastrophic Event Benefit</b>	The District shall establish a catastrophic event benefit (CEB) that <del>employees any employee who earns leave</del> may join through contribution of local leave or state personal leave <del>during the open enrollment period each school year.</del>  Leave contributed to the CEB shall be solely for the use of participating employees. <u>An employee who is a member of the</u>

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	<p><del>The CEB may request leave from the CEB if the employee or a member of the employee's immediate family experiences provides salary replacement for a catastrophic injury or illness or injury and the employee, as defined in this policy. Salary replacement shall be granted only after a member has exhausted all paid leave and any applicable accumulated compensatory time, all available state and local leave, and all available vacation days, as applicable.</del></p> <p><del>Salary replacement shall be granted in increments of 15 leave days, renewable up to three times in a school year. The cumulative amount of salary replacement granted to any one employee in any one school year shall not exceed the equivalent of 60 leave days of salary, as leave day is defined in this policy.</del></p> <p>The Superintendent <del>or designee</del> shall develop regulations for the operation of the CEB that address the following:</p> <ol style="list-style-type: none"><li>1. Membership in the CEB, including the number of <del>leave</del> days an employee must contribute to become a member;</li><li>2. Procedures to request <del>leavesalary replacement</del> from the CEB;</li><li>1. <u>The maximum number of days per school year a member employee may receive from the CEB;</u></li><li>3. <u>The committee or administrator authorized to consider requests for leave from the CEB and criteria</u><del>Criteria</del> for granting requests; and</li><li>4. Other procedures deemed necessary for the operation of the CEB.</li></ol>
Appeal	<p><del>An employee may appeal a decisionAll decisions</del> regarding the CEB <del>may be appealed</del> in accordance with DGBA(LOCAL), beginning with the Superintendent or <u>appropriate administrator</u><del>designee</del>.</p>
Family and Medical Leave	<p><u>FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.</u></p> <hr/> <p><u><b>Note:</b> See DECA(LEGAL) for provisions addressing FMLA.</u></p> <hr/>
Twelve-Month Period	<p>For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.</p>
Combined Leave for Spouses	<p><u>When</u><del>If</del> both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined</p>

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		total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. <del>[See DECA(LEGAL)]</del>
Intermittent or Reduced Schedule Leave		The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. <del>[See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]</del>
Certification of Leave		<del>When</del> If an employee requests leave, the employee shall provide certification, <del>in accordance with as required by</del> FMLA regulations, of the need for leave. <del>[See DECA(LEGAL)]</del>
Fitness-for-Duty Certification		<del>In accordance with administrative regulations, when</del> If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. <del>If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.</del>
<del>Leave at the End of Semester Leave</del>	<del>End of Semester</del>	<del>When</del> If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. <del>[See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]</del>
<del>Failure to Return</del>		<del>If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]</del>
<b>Temporary Disability Leave</b>		Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]
Under State Authority		An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent <del>or designee</del> as a request for temporary disability leave.
		<u>The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.</u>
Under Local Authority		Any employee who is not covered by the state temporary disability leave program, but who is eligible for District health insurance benefits, shall be eligible for local temporary disability leave for the

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same reasons as in the state temporary disability leave program. An employee who takes local temporary disability leave shall be subject to the same conditions as under the state temporary disability leave program; however, an employee returning from local temporary disability leave shall not be guaranteed a position with the District.

The maximum length of local temporary disability leave shall be 90 calendar days. The Superintendent shall have the authority to grant additional leave on a case-by-case basis.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

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No Paid Leave  
Offset

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

~~The District shall not permit the option. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

~~An employee eligible for paid leave offset in conjunction with workers' compensation income benefits, [See CRE], and not on assault leave, may elect in writing to use paid leave.~~

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

~~The Superintendent or designee shall grant leave for short periods without loss of pay for an employee to answer a court summons, jury summons, or other mandatory governmental summons. Prior approval of such leave shall be required.~~

Absences for court appearances related to an employee's personal business shall be deducted from the employee's available paid leave balance. When available paid leave is exhausted, such absences shall be taken as leave without pay.



## (LOCAL) Policy Comparison Packet

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

In this packet, you will find:

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

Annotations are shown as follows.

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

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

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

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

**Purchasing  
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services, unless state law requires the Board to make or approve a specific purchase.

Exception for  
Emergency  
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing  
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The Superintendent shall have authority to accept or reject any bid in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time

PURCHASING AND ACQUISITION

CH  
(LOCAL)

of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The Superintendent shall have authority to accept or reject any proposal in accordance with state or federal law, as applicable.

**Electronic Bids or Proposals**

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.

~~PURCHASING AND ACQUISITION  
VENDOR RELATIONS~~

CHE  
(LOCAL)

~~Solicitors, vendors, collectors, or salespersons shall not be permitted to confer with students or employees during school hours without the prior approval of the Superintendent or designee.~~

~~Under no circumstances shall such persons be permitted to interrupt classes or conduct personal business with employees.~~

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$10,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

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**Change Orders**

Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.

For purposes of this policy, all change orders shall be classified as one of the following two types.

Type One

Type One change orders are changes resulting from one or a combination of factors such as: design problems that prevent the facility from functioning as designed, a specific issue that was not clearly addressed in the plans and specifications, or noncompliance with codes due to new interpretations of existing codes or new code provisions with which the District must comply. Approval of Type One change orders usually must be made quickly to maintain the integrity/functionality of and to avoid delaying the project or in the worst case, stopping the work.

To facilitate Type One change orders, an amount equal to the amount listed below with the corresponding type of project, delivery method of the project, and cost of the project, shall be set aside at the beginning of the project. The Superintendent may approve these change orders. If the requests for Type One change orders exceed the amount set aside prior to completion of the project, the Board may approve an additional allowance for Type One change

FACILITIES CONSTRUCTION

CV  
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orders. Any additional requirements shall be approved in advance by the Board.

*New Construction Projects*

Construction Management at Risk, Design Build Delivery Method

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$25,000,000	\$200,000
\$25,000,000	\$100,000,000	\$300,000
\$100,000,000	\$200,000,000	\$400,000

Competitive Seal Proposals, Competitive Bidding

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$10,000,000	\$300,000
\$10,000,000	\$25,000,000	\$375,000
\$25,000,000	\$100,000,000	\$450,000
\$100,000,000	\$200,000,000	\$600,000

*Additions and Renovation Projects*

All Delivery Methods

<b>Greater Than</b>	<b>Less Than or Equal To</b>	<b>Amount</b>
\$0	\$10,000,000	\$400,000
\$10,000,000	\$25,000,000	\$500,000
\$25,000,000	\$50,000,000	\$600,000
\$50,000,000	\$100,000,000	\$700,000
\$100,000,000	\$200,000,000	\$800,000

Type Two

Type Two change orders modify the design of the project either to improve function or to accommodate a specified program need overlooked or not known at the initial design stage. Change orders valued above \$40,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

Reports to Board

The Superintendent or designee shall maintain a log of all change orders approved by the Superintendent and shall report the changes to the Board on a monthly basis. Reports shall include the type of change, a brief description of the change, the reason for the change, and the cost of the change. The Superintendent or de-

signee shall require due diligence from the appropriate professional design team members regarding the cost calculations and any credits due for change orders submitted by the contractor.

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

**Leave Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term “immediate family” is defined as:

**Immediate Family**

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

**Family Emergency**

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

**Leave Day**

A “leave day” for purposes of earning, ~~using~~**use**, or recording ~~of~~ leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

**School Year**

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

**Catastrophic Illness or Injury**

A catastrophic illness or injury is a ~~severe condition~~**an injury** or combination of conditions affecting the mental or physical health ~~ill-~~**ness** of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner ~~spouse, child, stepchild, or any other child~~ for a prolonged period of time and that forces ~~whom~~ the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization ~~is the legal guardian, that meets the required threshold, which is defined as a medical diagnosis or recovery~~**surgery in the current Federal Register list of Diagnosis Related Groups [DRG’s] that rates an Outlier Threshold of 30** or are expected to result in disability or

death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph~~greater~~.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Earning Local Leave**

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

**Deductions**

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave Proration~~

~~Employed for Less Than Full Year~~

If an employee separates from employment with the District before his or her last duty day of the school year, or begins employment after the first duty day of the school year, state personal leave ~~and local leave~~ shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.:

- ~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~
- ~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~Employed for Full Year~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

**Recording**

Leave shall be recorded as follows:

- ~~1. For positions for which a substitute is normally required, leave shall be recorded in half-day increments, even if a substitute is not employed.~~
- ~~2. For positions for which a substitute is not normally required, leave shall be recorded in half-hour increments.~~

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~~3. If the employee is taking intermittent FMLA leave, leave shall be recorded in half-hour increments.~~

**Order of Use**

~~Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]~~

~~Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:~~

~~1. Local leave.~~

~~2. State sick leave accumulated before the 1995-96 school year.~~

~~3. State personal leave.~~

**Concurrent Use of Leave**

~~When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.~~

~~The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.~~

~~An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

**Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; **or**
- ~~3.~~ **3.** The employee requests FMLA leave for the employee's serious health condition; **a serious health condition** ~~or that of the employee's~~ a spouse, parent, or child; **or**
- ~~4.3.~~ **4.3.** ~~The employee requests FMLA leave~~ **for military caregiver leave purposes.**

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

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**Note:** ~~For District contribution to employee insurance during leave, see CRD(LOCAL).~~

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<b>State Personal Leave</b>	The Board requires employees to differentiate the manner in which state personal leave is used. ÷
<b>Nondiscretionary/Non-Discretionary Use</b>	<p><del>1.4.</del> <b>Nondiscretionary/Non-discretionary</b> use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]</p> <p><b>Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.</b></p>
<b>Discretionary Use</b>	<p><del>2.5.</del> Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.</p> <p><b>In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and/or District operations, as well as the availability of substitutes.</b></p>
<b>Limitations</b> Request for Leave	
<b>Duration of Leave</b>	<p>Discretionary use of state personal leave shall normally not exceed five consecutive workdays. <del>The immediate supervisor may, however, specifically approve additional consecutive workdays for discretionary use of state personal leave.</del></p>
<b>Local Leave</b>	<p><del>Each employee</del><b>All employees</b> in a <del>position</del><b>positions</b> normally requiring ten, 11, <del>or</del><b>and</b> 12 months of service per year shall earn five, six, <del>or</del><b>and</b> seven paid local leave days, respectively, per school year in accordance with administrative regulations.</p> <p>Local leave shall accumulate to a maximum of 30 leave days.</p> <p>Local leave shall be used according to the terms and conditions of state personal leave. [See <b>State Personal Leave</b><del>STATE PERSONAL LEAVE</del>, above]</p>
<b>Catastrophic Event Benefit</b>	<p>The District shall establish a catastrophic event benefit (CEB) that <del>employees</del><b>any employee who earns leave</b> may join through contribution of local leave or state personal leave <del>during the open enrollment period each school year.</del></p> <p>Leave contributed to the CEB shall be solely for the use of participating employees. <b>An employee who is a member of the</b></p>

~~The CEB may request leave from the CEB if the employee or a member of the employee's immediate family experiences provides salary replacement for a catastrophic injury or illness or injury and the employee, as defined in this policy. Salary replacement shall be granted only after a member has exhausted all paid leave and any applicable accumulated compensatory time, all available state and local leave, and all available vacation days, as applicable.~~

~~Salary replacement shall be granted in increments of 15 leave days, renewable up to three times in a school year. The cumulative amount of salary replacement granted to any one employee in any one school year shall not exceed the equivalent of 60 leave days of salary, as leave day is defined in this policy.~~

The Superintendent ~~or designee~~ shall develop regulations for the operation of the CEB that address the following:

1. Membership in the CEB, including the number of ~~leave~~ days an employee must contribute to become a member;
2. Procedures to request ~~leave salary replacement~~ from the CEB;
  1. The maximum number of days per school year a member employee may receive from the CEB;
3. The committee or administrator authorized to consider requests for leave from the CEB and ~~criteria~~ **Criteria** for granting requests; and
4. Other procedures deemed necessary for the operation of the CEB.

Appeal

An employee may appeal a decision ~~All decisions~~ regarding the CEB ~~may be appealed~~ in accordance with DGBA(LOCAL), beginning with the Superintendent or ~~appropriate administrator~~ **designee**.

**Family and Medical Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for Spouses

~~When~~ **If** both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined

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	total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. <del>{See DECA(LEGAL)}</del>
Intermittent or Reduced Schedule Leave	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. <del>{See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.}</del>
Certification of Leave	<del>When</del> If an employee requests leave, the employee shall provide certification, <del>in accordance with</del> as required by FMLA regulations, of the need for leave. <del>{See DECA(LEGAL)}</del>
Fitness-for-Duty Certification	<del>In accordance with administrative regulations,</del> <del>when</del> If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. <del>If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.</del>
Leave at the End of Semester <del>Leave</del>	<del>When</del> If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. <del>{See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER}</del>
<del>Failure to Return</del>	<del>If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. {See DECA(LEGAL), RECOVERY OF BENEFIT COST}</del>
<b>Temporary Disability Leave</b>	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]
Under State Authority	An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent <del>or designee</del> as a request for temporary disability leave.  The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.
Under Local Authority	Any employee who is not covered by the state temporary disability leave program, but who is eligible for District health insurance benefits, shall be eligible for local temporary disability leave for the

same reasons as in the state temporary disability leave program. An employee who takes local temporary disability leave shall be subject to the same conditions as under the state temporary disability leave program; however, an employee returning from local temporary disability leave shall not be guaranteed a position with the District.

The maximum length of local temporary disability leave shall be 90 calendar days. The Superintendent shall have the authority to grant additional leave on a case-by-case basis.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

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An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave  
Offset

The District shall not permit the option ~~An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

~~An employee eligible~~ for paid leave offset in conjunction with workers' compensation income benefits. [See CRE], ~~and not on assault leave, may elect in writing to use paid leave.~~

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

~~The Superintendent or designee shall grant leave for short periods without loss of pay for an employee to answer a court summons, jury summons, or other mandatory governmental summons. Prior approval of such leave shall be required.~~

Absences for court appearances related to an employee's personal business shall be deducted from the employee's available paid leave balance. When available paid leave is exhausted, such absences shall be taken as leave without pay.

# Explanatory Notes

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#### **AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS**

Administrative Code provisions amended effective January 5, 2021, address program performance regarding certain special student populations. The rules address supervision and monitoring reviews and require the commissioner to assign districts an annual determination level based on performance of the special student populations.

#### **BBC(LEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE**

We have streamlined the reference to CH(LEGAL) regarding board member removal for purchasing violations.

#### **BBD(EXHIBIT) BOARD MEMBERS: TRAINING AND ORIENTATION**

As approved by the State Board of Education in November 2020, the Framework for School Board Development has been extensively revised.

#### **BJCE(LEGAL) SUPERINTENDENT: SUSPENSION/TERMINATION DURING CONTRACT**

Changes to this legally referenced policy on suspension of the superintendent without pay and termination during the contract term were prompted by Administrative Code revisions effective January 11, 2021.

#### **C(LEGAL) BUSINESS AND SUPPORT SERVICES**

The C Section table of contents has been revised to rename CHE to Vendor Disclosures and Contracts.

#### **CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL**

The federal Department of Education issued correcting amendments to the Uniform Guidance for Grants and Agreements, effective February 22, 2021, resulting in a change to the provisions on cooperative purchasing in this legally referenced policy. Citations have also been updated.

#### **CH(LEGAL) PURCHASING AND ACQUISITION**

Update 117 includes a reorganization of the purchasing and facilities construction legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material;
- Added existing provisions on site-based purchasing;
- Reordered and adjusted provisions for clarity and to better match statutory wording;
- Moved to CHE(LEGAL) provisions on required vendor disclosures and contract provisions and lobbying restrictions; and
- Moved detailed provisions on competitive bidding to CVA(LEGAL).

Provisions on purchasing recycled products were added from new Administrative Code rules, effective July 2, 2020.

#### **CH(LOCAL) PURCHASING AND ACQUISITION**

The major winter storms earlier this year caused extensive damage to many district facilities. Based on district requests for additional flexibility in such emergency circumstances, we recommend a new provision delegating authority to the superintendent to contract for the replacement, construction, or repair of equipment or facilities in the event of a catastrophe, emergency, or natural disaster affecting the district if

# Explanatory Notes

## TASB Localized Policy Manual Update 117

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emergency replacement, construction, or repair is necessary for the health and safety of district students and staff. The superintendent must report to the board any contracts made under the delegated authority at the next regular meeting.

The recommended text also clarifies that the delegation *does not* permit the superintendent to act under Education Code 44.031(h) to make purchases without following normal competitive purchasing requirements; the board must take action to waive any Chapter 44 provisions in accordance with law.

**The recommended delegation provision is optional. Please carefully review the new text to ensure it aligns with the district's practices and contact the district's policy consultant if your district does not wish to add this provision or has other revisions.**

TASB Legal Services' eSource article [Emergency Management for Texas Public Schools](#) provides additional information on purchasing in emergency situations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** The policy continues to reflect that the district has rejected recommended language stating that purchases for goods or services valued at or above a certain amount require board approval.

### **CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS**

This legally referenced policy has been reorganized to focus on required vendor disclosures and contract provisions. This material has been moved from CH(LEGAL).

In addition, we have:

- Included references to other pertinent codes and deleted material duplicated at other policy codes; and
- Reordered and adjusted provisions for clarity and to better match statutory wording.

### **CHE(LOCAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS**

Policy Service recommends that the administrative details regarding visits by vendors be removed from the local policy manual, as board-adopted policy is not required. This topic is typically addressed in a district's visitor procedures.

### **CL(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT**

New Administrative Code rules, effective July 2, 2020, prompted revisions to provisions on recycling programs.

Provisions on pool sanitation and safety standards have been streamlined to refer to the relevant legal guidance.

### **CV(LEGAL) FACILITIES CONSTRUCTION**

Update 117 includes a reorganization of the purchasing- and construction-related legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material; and
- Reordered and adjusted provisions for flow and to better match statutory wording.

# Explanatory Notes

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#### CV(LOCAL)

#### FACILITIES CONSTRUCTION

For ease of reference and to align with recommended changes at CH(LOCAL) on delegation to the superintendent for emergency contracting, Policy Service recommends adding a Note referring to CH(LOCAL) for those provisions.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### CVA(LEGAL)

#### FACILITIES CONSTRUCTION: COMPETITIVE BIDDING

Provisions on identical, competitive bids have been moved from CH(LEGAL). In addition, a provision on making bid evaluations public has been moved to this policy from CV(LEGAL). Other revisions are to delete material duplicated at other policy codes and adjust language for clarity and to better match statutory wording.

#### CVB(LEGAL)

#### FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS

A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

#### CVC(LEGAL)

#### FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AGENT

Additional detail has been added regarding the construction manager-agent method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

#### CVD(LEGAL)

#### FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AT-RISK

Additional detail has been added regarding the construction manager-at-risk method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

#### CVE(LEGAL)

#### FACILITIES CONSTRUCTION: DESIGN-BUILD

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

#### CVF(LEGAL)

#### FACILITIES CONSTRUCTION: JOB ORDER CONTRACTS

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

#### DEC(LOCAL)

#### COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

The events of the past year have highlighted the need for additional flexibility regarding administration of leave. TASB Policy, Legal, and HR Services collaborated on the recommended revisions to this policy, which remove administrative details not required to be in board policy and that may be more appropriately addressed elsewhere, such as in the employee handbook.

To support the removal of these administrative details, a new paragraph directs the superintendent to develop administrative regulations to implement the policy. [Remember that BJA(LOCAL) permits the superintendent to delegate this responsibility as appropriate.] In addition, TASB HR Services has:

# Explanatory Notes

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- Created a corresponding [Framework for Developing Leaves and Absences Procedures](#), with prompts and placeholders for administrative decisions; and
- Revised the 2021–22 *Model Employee Handbook* to address administrative provisions removed from the policy.

Other changes include:

- Adding a definition of *school year* that aligns with terminology in the TASB sample contracts and that provides context for references to the term elsewhere in the policy.
- Relocating provisions on concurrent use of leave and compensatory time to the sections addressing temporary disability leave and family and medical leave.
- Streamlining of family and medical leave provisions to eliminate information not necessary in board-adopted policy.
- Adding a clear statement to reflect that the district does not permit paid leave offset in conjunction with workers' compensation benefits.
- Removing the provision permitting exceptions to the duration limit. While state law permits a district to establish policy on the use of leave, it does not permit the district to take the reason for the use into consideration.
- Removing details on the implementation of the district's catastrophic event benefit program, which are more appropriate for inclusion in administrative regulations. TASB HR Services has a [Framework for Developing Sick Leave Bank Procedures](#) available to assist.

New recommended provisions on state personal leave clarify that:

- Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.
- In approving or denying requests for the discretionary use of leave, the district will also consider how the duration of the requested absence affects the educational program and district operations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** The policy continues to reflect that the superintendent has authority to grant additional local temporary disability leave on a case-by-case basis instead of including specific extension criteria.

For clarity and consistency with policy style, the district's locally developed text throughout the policy has been lightly edited and reorganized. As noted, some of the district's unique text that is administrative in nature is recommended for deletion. Other revisions to your unique text include:

- Updating the district's unique definition of *catastrophic illness or injury* from 1993 to ensure that the district's catastrophic event benefit program meets IRS requirements.
- Revising provisions at Court Appearances to more closely align with the district's employee handbook.

### EHAA(LEGAL)

### BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New Administrative Code rules address the requirement for districts to provide instruction in positive character traits, which can be met through a stand-alone course or by integrating the TEKS into other courses. The rules address the frequency of instruction by grade bands and are effective for the 2021–22 school year.

# Explanatory Notes

## TASB Localized Policy Manual Update 117

### Leander ISD

#### **EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION**

Revised Administrative Code rules, effective March 14, 2021, address various special education provisions and:

- Provide more detail on instructional arrangements;
- Include a definition of *regular school day* for the purpose of determining the instructional arrangement; and
- Update citations to funding statutes.

#### **EHBAA(LLEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

Provisions on a district's obligation to refer for evaluation and the definition of a *child with a disability* have been updated based on revised Administrative Code rules, effective March 14, 2021. Other changes are to better reflect statute.

#### **EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

As a result of revised Administrative Code rules effective March 14, 2021, we have updated text regarding establishment of the admission, review, and dismissal (ARD) committee and added a provision addressing a district's overall responsibility for all of the functions of the IEP team and ARD committee. Citations have also been updated.

#### **EHBAC(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

From revised Administrative Code rules effective March 14, 2021, we have added a provision requiring the district to notify TEA within 30 calendar days of an ARD committee's decision to place a student in a residential education program.

#### **EHBAD(LLEGAL) SPECIAL EDUCATION: TRANSITION SERVICES**

Revised Administrative Code rules, effective March 14, 2021, prompted a revision to the graduation provisions and updates to cites throughout this legally referenced policy.

#### **EHBC(LLEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

Revisions regarding approval of an optional flexible school day program are from revised Administrative Code rules, effective December 6, 2020.

#### **EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION**

Details have been added on the graduation of students receiving special education services who entered grade nine after the 2014–15 school year. The changes come from revised Administrative Code rules effective March 14, 2021.

In addition, we have replaced detailed provisions on graduation of students receiving special education services who entered grade nine before the 2014–15 school year with a reference to the relevant Administrative Code provision. Citations have been updated throughout.

#### **EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT**

In accordance with House Bill 3906 (86th Legislative Session) and effective September 1, 2021, the reference to the separate writing assessment in grades 4 and 7 has been removed.

# Explanatory Notes

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### Leander ISD

#### EL(LLEGAL)

#### CAMPUS OR PROGRAM CHARTERS

We have added provisions that a district is entitled to additional state aid if the district was under contract during the 2017–18 school year or is under renewal of such a contract to jointly operate a campus or campus program under Education Code 11.157 (Contracts for Educational Services). Details may be found in revised Administrative Code rules, effective March 30, 2021.

#### FFAC(LLEGAL)

#### WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

New Administrative Code rules, effective February 18, 2021, address maintenance and administration of unassigned asthma medication for districts that choose to implement such a program. Contact your policy consultant if your district has a program but lacks local policy provisions.

See FFAC in the [TASB Regulations Resource Manual](#).

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Discuss Superintendent Evaluation Tool  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Action Requested (future meeting):** February 24, 2022  
**Administrator Responsible:** Sarah Grissom and Sarah Martinez  
**Attachments:** Superintendent Evaluation Tool Atch

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## **Background Information:**

At the December retreat, the Board provided feedback on the Superintendent evaluation tool in the form of a plus/delta exercise. The Board requested that administration prepare a proposed tool for discussion. Administration has identified potential measures for each goal and indicator. This instrument is being presented tonight for discussion as the superintendent evaluation tool for the current cycle. This interim tool starts the alignment process with the strategic plan. Further work after this evaluation cycle will complete alignment work with the strategic plan.

## **Administrative Recommendation:**

Administration recommends the Board approve the Superintendent evaluation tool as presented.

## **Sample Motion:**

I move the Board approve the Superintendent evaluation tool as presented.

# Leander ISD Superintendent Evaluation Instrument

## General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

**Part One: Report on student performance** features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

**Part Two: Key performance indicators** are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the board.

The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

**Part Three: Other management responsibilities** are designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting, when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

**Rating Scale:**

- |                     |   |
|---------------------|---|
| E Exceptional       | Progress exceeds expectations and criteria noted in the instrument.           |
| P Proficient        | Progress meets the expectation and criteria noted in the instrument.          |
| N Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument. |

Comments may be added to any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

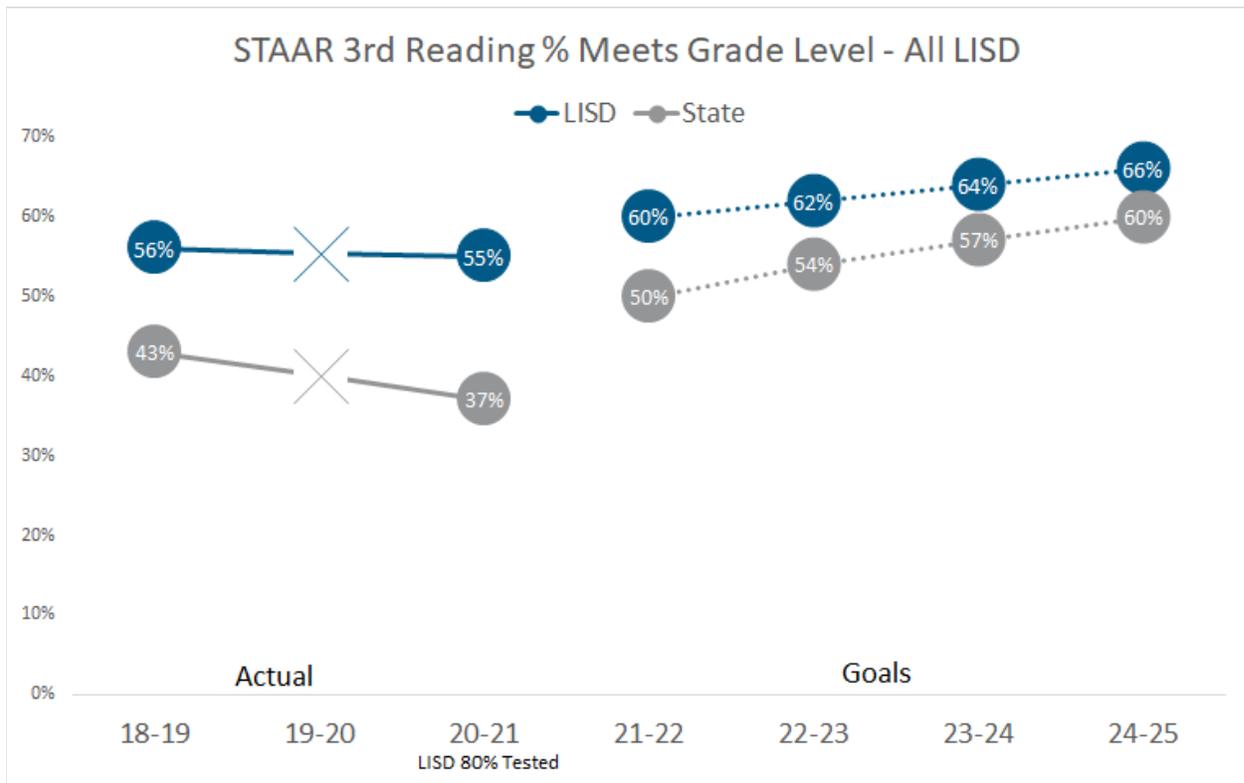
## Part One: Report on student performance

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

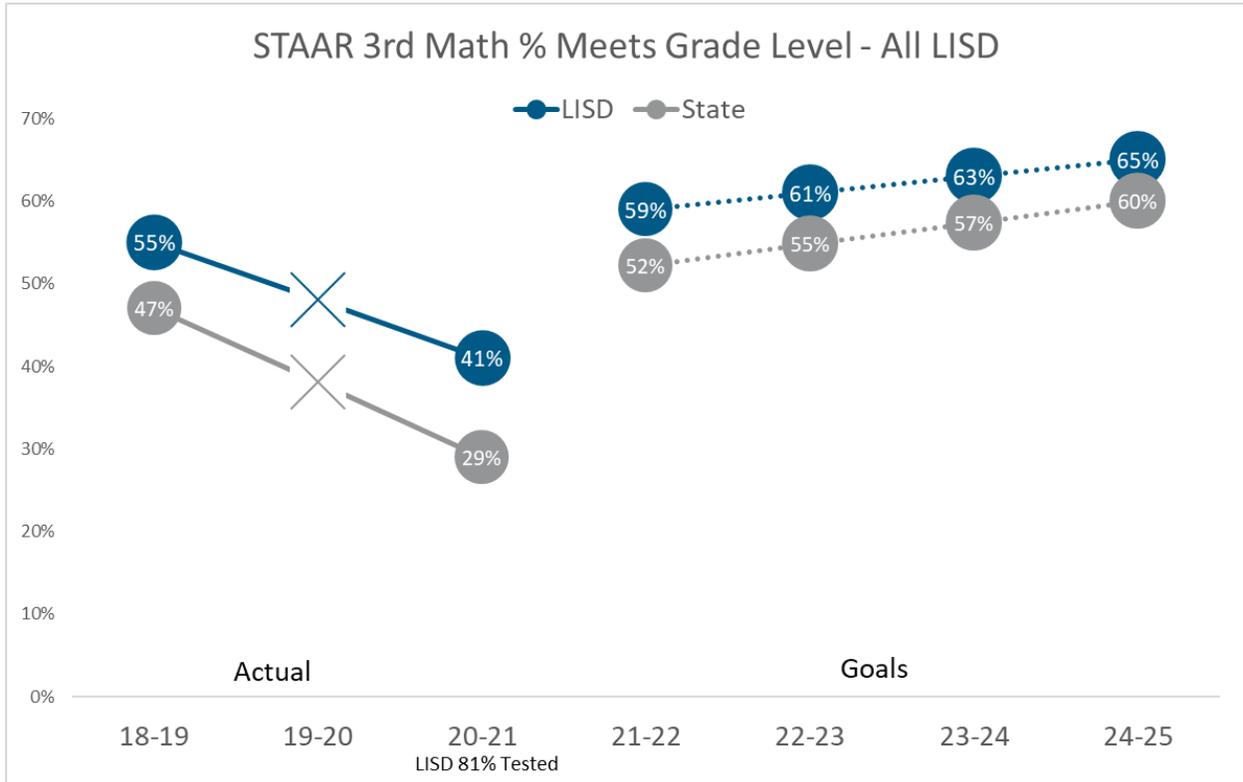
### HB 3 Literacy Goal:

- % of students meeting standard on 3rd grade Reading STAAR (Chart denotes baseline and targets for 2021-2022 school year)



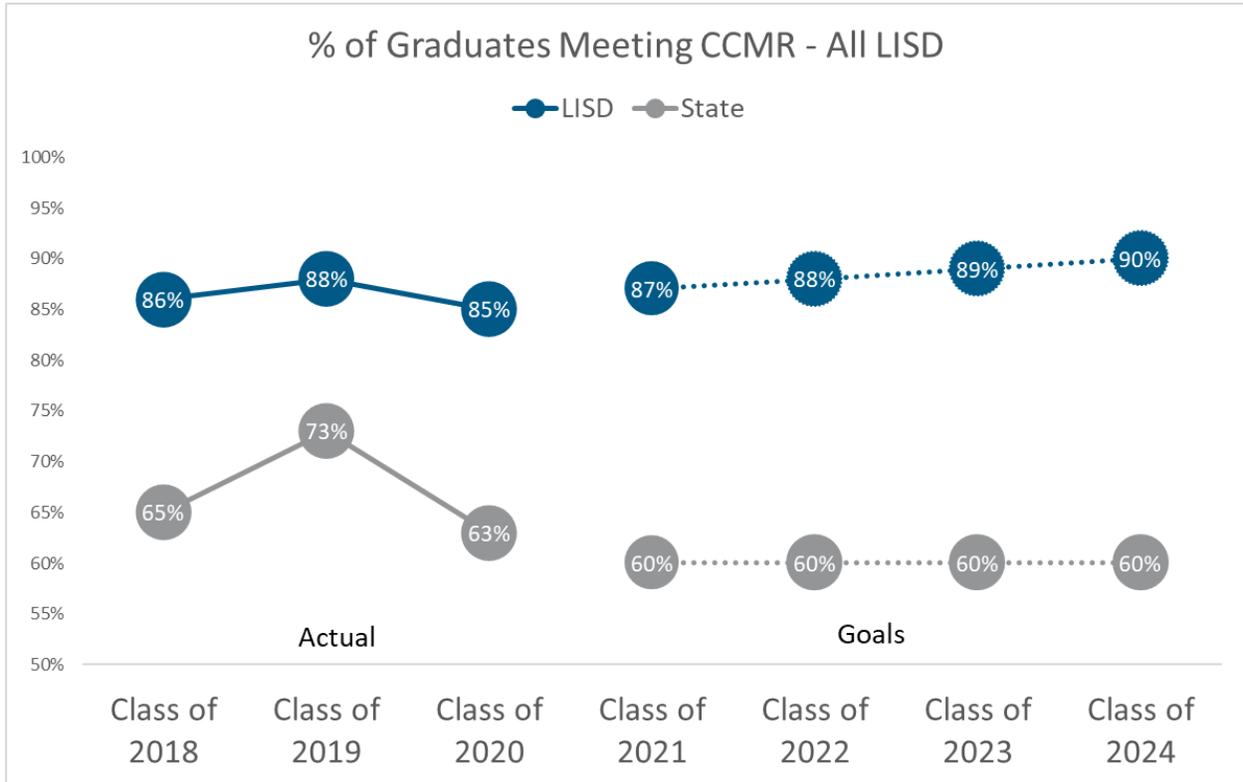
### HB 3 Mathematics Goal

- % of students meeting standard on 3rd grade Math STAAR (Chart denotes baseline and targets for 2021-2022 school year)



HB 3 CCMR Goal

- % of students meeting College, Career & Military Readiness Accountability Data (Chart denotes baseline and targets for 2021-2022 school year)



Additional Student Performance Measures

- ISIP Reading at Grade Expectancy and Growth Data
- MAP Growth Data

## Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

### District Goal

**We are a school district that values parent voice and works to create transparent collaboration, meaningful engagement, and trusted relationships.**

*Consider changing to the Impactful Family Engagement goal from Strategic Plan: Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.*

### Key performance indicators

#### Parent Survey Results

- *Parent Engagement score is based on the annual Climate Survey agreeability responses to six areas tied to engagement, relationships, and communication for the Family Involvement Dimension.*

	<i>2018-19</i>	<i>2020-21</i>	<i>2021-22</i>
<i>Family Involvement Dimension in Climate Survey</i>	<i>85%</i>	<i>81%</i>	
<i>Parents with a positive sense of belonging</i>	<i>87%</i>	<i>87%</i>	
<i>Net Promoter Score</i>	<i>39</i>	<i>39</i>	

#### Narrative Summary of Engagement Opportunities for Community Voice and Input

- Strategic Planning Process
- Community Curriculum Advisory Committee
- Listening Sessions
- Response to failed Bond

#### Narrative Summary of Examples of Valuing Parent Voice

- Expanding remote learning opportunities Fall 2021
- Special Education PTA
- Academic Calendar Adjustments

- Individual Parent Experiences

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

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**District Goal**

**Our learning environments foster student passions for learning and prepares them to meet our graduate profile.**

*Consider changing to the Empowered Student Learning goal from Strategic Plan: Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.*

**Key performance indicators**

Superintendent’s Student Advisory Group Feedback to drive improvement

Professional Learning Opportunities to Support Deeper Learning (narrative)

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

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

**Student Survey Results related to Engagement in Meaningful Learning**

- *Percent of survey respondents reporting engagement in meaningful learning opportunities and ability to pursue interests, passions, and aptitudes.*

<i>Survey Questions</i>	<i>2021</i>	<i>2022</i>
<i>I have the opportunity to engage in learning that is relevant to my interests, passions, or goals</i>	<i>MS= 68% HS = 64%</i>	
<i>Overall Engagement in School (Secondary question only)</i>	<i>63%</i>	
<i>My teachers ask me what I want to learn about.</i>	<i>24% elementary students 28% secondary students</i>	
<i>I set learning and personal goals and track my progress</i>	<i>63% secondary students 64% elementary students</i>	
<i>Level of inspiration to be curious, pursue interests and passions (baseline 2022)</i>	<i>n/a</i>	
<i>I have the opportunity to show my learning in a variety of ways (baseline 2022)</i>	<i>n/a</i>	

- *Percent of survey respondents with a positive sense of how learning connects to life outside of school.*

<b><i>Level</i></b>	<b><i>2018</i></b>	<b><i>2019</i></b>	<b><i>2021</i></b>
<i>Elementary</i>	<i>71%</i>	<i>66%</i>	<i>88% *</i>
<i>Middle</i>	<i>51%</i>	<i>52%</i>	<i>56%</i>
<i>High</i>	<i>43%</i>	<i>44%</i>	<i>38%</i>
<i>District Average</i>	<i>55%</i>	<i>54%</i>	<i>60%</i>

*\*Elementary question changed to “My teacher gives real-life examples in class.”*

Increase the percentage of students who are engaged in student-led or school-sponsored activities, extra- and co-curricular activities.

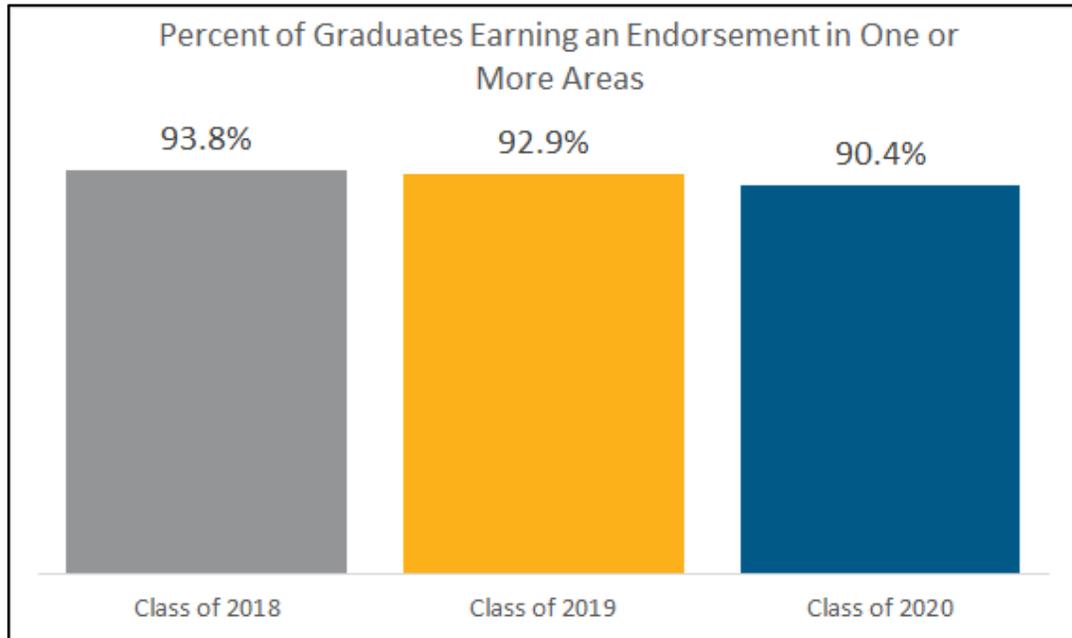
- o Course enrollment data: Comparison to 2020-21, course enrollment information indicates that:

Course Enrollment	2020-21	2021-22
Enrollment in CTE Courses	46% in MS 60% of HS	
Participation in Athletics <i>(secondary students)</i>	34%	
Participation in Fine Arts <i>(Secondary students participated in Fine Arts beyond the "Intro" level courses)</i>	40%	

- o Student Survey Results: Participation in Extra and Co-Curricular Activities

Survey Responses	2020-21	2021-22
Participation in Extra- or Co-Curricular Activities	72%	
The most frequently cited activities	Athletics (45%) Band/Color Guard (26%) Choir (17%) Clubs and organizations (16%) "Other" (15%)	

Increase in % of students who graduate with an Endorsement



\*Class of 2021 will be reported in Summer 2022

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

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**District Goal**

**We have learning spaces that are appropriate to meet the needs of our growing and changing population.**

*Consider changing to the Safe and Innovative Learning Environment goal from the Strategic Plan: Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.*

**Key performance indicators**

Response to failed Bond Election

Board Long Range Planning Committee

Research and Development around Schools of Choice to maximize learning opportunities while optimizing learning spaces

Establishment of Office of Diversity, Equity, & Inclusion

Technology Accessibility

Student and Parent Survey Questions:

- The overall score for “sense of belonging” and “feeling included, accepted, and safe to be individual self at the classroom and school levels.”
- Overall score levels of feeling emotionally and physically safe in class and school.
- Level of satisfaction with LISD facilities.
- Access to technology and tools that support learning experiences and foster innovation.

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**Comments:** [Click or tap here to enter text.](#)

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## Part Three: Assessment of ongoing responsibilities

### Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

- A. Instructional Management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
  - A trend of ongoing improvement as reflected in longitudinal data on student scores.

**Rating:**

**Comments:**

- B. Student services management:** The superintendent oversees a program of student services tied to defined goals and objectives. The board may want to see:
- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students' discipline.
  - Semi-annual monitoring reports for student services programs related to goals and targets.
  - Annual report on mental health supports and access data.

**Rating:**

**Comments:**

- C. Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
  - Summary of early release day usage and outcome.

**Rating:**

**Comments:**

## **District Management**

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

- A. Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:
- Budget assumptions and priorities prior to the development of the budget.
  - Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
  - Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to the adopted budget.
  - End-of-year results that are generally consistent with the adopted budget.
  - Administrative procedures instituted to reduce the risk of fraud.
  - Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** [Click or tap here to enter text.](#)

**Comments:** [Click or tap here to enter text.](#)

- B. Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support) tied to defined goals and targets developed by the administration for board review. The board may want to see:
- An annual list of goals, targets, or benchmarks for human resource services related to one or more of the major functions listed above.
  - An annual report of district success toward meeting the year's goals, targets, or benchmarks.
  - Report on the progress of recruiting practices to increase the diversity of staff members that more closely represent the student population.

**Rating:** [Click or tap here to enter text.](#)

**Comments:** [Click or tap here to enter text.](#)

## **Board and Community Relations**

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

- A. Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:
- Evidence that the board was kept informed of significant issues as they arose during the prior evaluation year.
  - Evidence that during the prior evaluation year, the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
  - Recommendations and appropriate supporting materials on matters for a board decision.
  - Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.

*(The Board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among board members about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)*

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

**Rating:**

**Comments:**

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

<b>Agenda Item:</b>	Consideration and Possible Action: Resolution to Grant the Superintendent the Authority to Continue Wages for Employees due to Emergency Closure of Schools	
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Elaine Cogburn	
<b>Attachments:</b>	Resolution to Grant the Superintendent the Authority to continue wages for employees due to Emergency Closure of Schools due to inclement weather	

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## **Background Information:**

We wanted to make you aware of the plan and rationale for compensating employees in spite of the inclement weather closings/delays/remote learning.

We believe that it is in the best interests of the District, consistent with Board policy, including Board Policy DEA (Local), and that it further benefits and serves a public purpose for the District to compensate its employees who otherwise would not be paid for their regular duty schedule due to the District's emergency closures on February 4 due to inclement weather and facility issues. The public purposes that are furthered include ensuring that the safety interests in closing District operations for an emergency are not compromised by the need for nonexempt employees to maintain a regular paycheck, to ensure the safety of all employees during these emergency periods, and to promote employee retention and consistency in treatment. We request that you authorize the Administration to take whatever steps are necessary in compensating those employees that are deemed eligible for the pay that would have been accrued but for the District's need to close its schools on an emergency basis which was out of its control.

## **Administrative Recommendation:**

The administration recommends that the Board adopt the resolution to resolve that it is in the best interests of the District, consistent with Board policy, including Board Policy DEA (Local), and that it further benefits and serves a public purpose for the District to compensate its nonexempt employees who otherwise would not be paid for their regular duty schedule due to the District's emergency closure on February 4, due to inclement weather and facility issues. The public purposes that are furthered include ensuring that the safety interests in closing District operations for an emergency are not compromised by the need for nonexempt employees to maintain a regular paycheck, to ensure the safety of all employees during these emergency periods, and to promote employee retention and consistency in treatment. I further move that we authorize the Administration to take whatever steps are necessary in compensating those employees that are deemed eligible for the pay that would have been accrued but for the District's need to close its schools on an emergency basis which was out of its control.

## **Sample Motion:**

I move that the Board adopt the resolution to resolve that it is in the best interests of the District, consistent with Board policy, including Board Policy DEA (Local), and that it further benefits and serves a public purpose for the District to compensate its nonexempt employees who otherwise would not be paid for their regular duty schedule due to the District's emergency closure on February 4, due to inclement weather and facility issues. The public purposes that are furthered include ensuring that the safety interests in closing District operations for an emergency are not compromised by the need for nonexempt employees to maintain a regular paycheck, to ensure the safety of all employees during these emergency periods, and to promote employee retention and consistency in treatment. I further move that we authorize the Administration to take whatever steps are necessary in compensating those employees that are deemed eligible for the pay that would have been accrued but for the District's need to close its schools on an emergency basis which was out of its control.

**LEANDER INDEPENDENT SCHOOL DISTRICT**

Board of Trustees  
February 10, 2022

EMERGENCY WEATHER SCHOOL CLOSING RESOLUTION

WHEREAS, the recent inclement weather caused by ice and snow resulted in the physical closure of all schools and facilities in the Leander Independent School District (“Leander ISD”), on February 4, 2022 due to concern about the safety of students and staff and the community as a whole with traveling under the weather conditions; and

WHEREAS the Board acknowledges that during an emergency closing, some District employees, through circumstances completely beyond their control, were instructed not to report for work. The Board concludes that a need exists to address wage payments for employees who were idled;

WHEREAS employees who were instructed not to report to work may suffer a loss of pay unless the workdays and hours are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and noncontractual, salaried and non-salaried during the emergency closing caused by the inclement weather serves the public purposes of maintaining morale, community safety, reducing turnover, and ensuring continuity of District staffing.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Leander Independent School District authorizes continued wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who were instructed not to report to work during the emergency closing.

BE IT FURTHER RESOLVED that the Board determines that the missed days and hours due to the weather related closure will not be made up and hereby authorizes the Superintendent of Leander ISD to excuse the day of absence of Leander ISD employees and pay all employees full compensation for those days and for non-exempt employees, hours, for those employees instructed not to report to work.

The authority granted by this resolution to continue wage payments to idled employees is effective for the closure of February 4, 2022 unless the Board takes action to authorize payment for a longer duration.

Adopted this \_\_\_\_\_ (date) day of \_\_\_\_\_ (month), 2022, by the  
Board of Trustees.

\_\_\_\_\_  
Presiding Officer

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Secretary

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 10, 2022

**Agenda Item:** Discuss Bond Oversight Committee Membership  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** Bond Oversight Committee Charter 1-28-21

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## **Background Information:**

The purpose of the Bond Oversight Committee (BOC) is to review the status of capital projects, bond expenditures, project schedules and the timelines of bond projects. The committee also evaluates any proposed changes to the scheduled project scope of work to the voter-approved bond program and communicates with the Board of Trustees as necessary. The BOC committee continues to monitor any bond monies that have been approved by the community, regardless of which bond election (past or future) the proceeds originate from.

Each Leander ISD Board of Trustee shall select a maximum of two members at any one time to serve on the BOC. The Administration shall select the remaining 11 members to provide a geographical representation across Leander ISD. Each committee member shall be a resident of Leander ISD or an elected official representing Leander ISD. Each committee member shall serve staggered two-year terms ending December 31st of each year.

At this time the following board members are needing to select members to serve on the BOC:

- Trish Bode - 2 committee members needed  
(1 member completed 2-year term, 1 member elected to Board of Trustees)
- Aaron Johnson - 2 committee members needed
- Gloria Gonzales-Dholakia - 2 committee members needed
- Sade Fashokun - 2 committee members needed
- Elexis Grimes - 1 committee member needed

Any new committee members will serve through December 31, 2023. The number of meetings vary from 3 to 6 meetings per year.

Please contact Jimmy Disler if you have any questions.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



## Bond Oversight Committee

### **Committee Charter**

*January 28, 2021*

#### **Mission**

The purpose of the Bond Oversight Committee (BOC) shall be to review the status of capital projects, bond expenditures, project schedules and the timelines of bond projects.

The committee shall also evaluate any proposed changes to the scheduled project scope of work to the voter-approved bond program and communicate with the Board of Trustees as necessary.

#### **Organization**

The BOC shall be composed of twenty-four (24) members and a committee chairperson. The committee chairperson shall be elected by a majority vote of the entire committee.

The Committee Chair and other Committee members shall serve staggered two-year terms ending December 31st of each year.

Members of this committee should have expertise in the areas of finance, architecture, construction project management, or be active members of the PTA, PTO, booster clubs, foundations, LISD Districtwide Educational Improvement Council (DWEIC) or a site-based committee. The committee shall function as an administrative committee.

Citizen members of the committee shall not be employed or currently under contract with the district. In the event that an individual does become employed or under contract with the district during the term of their office, they shall automatically be removed from the committee. If a member has a conflict with a particular topic addressed by the committee, they can recuse themselves from that discussion rather than resign. The BOC shall meet at a minimum on a quarterly basis to review the progress of capital projects.

#### **Replacing Members**

Each Leander ISD Board of Trustee shall select two members to serve on the BOC. The Administration shall select the remaining 11 members to provide a geographical representation across Leander ISD. Each member shall be a resident of Leander ISD or an elected official representing Leander ISD.

If a Trustee's selection cannot serve any longer, then that Trustee will have the opportunity to name a replacement. The Trustee selecting a replacement will work with the Administration to determine what feeder pattern is needing representation prior to selecting a replacement member.

If a Trustee's selections are up for replacement, then that Trustee will name the replacements. The Trustee selecting the replacements will work with the Administration to

determine what feeder pattern is needing representation prior to selecting the replacement members.

If a new Trustee is elected and the outgoing Trustee's selections are not up for replacement, then the new Trustee shall name selections for two of the Administration's members up for replacement. When the outgoing Trustee's selections are up for replacement, then the Administration shall select replacements for those two members.

### **Duties & Responsibilities**

The duties and responsibilities of the BOC shall include the following, in addition to other duties and responsibilities as may be delegated to the Committee from time to time by the Superintendent of Schools.

1. Review the financial status of voter-approved bond programs through periodic financial reports.
2. Review the progress of voter-approved capital projects.
3. Review the expenditure of bond proceeds to determine the proceeds are being expended for the approved purpose.
4. Review and consider the use of unspent bond funds. If the BOC recommends the use of unspent bond funds, then the Chairperson shall make the recommendation to the Board of Trustees for consideration. The Leander ISD Administration will add the agenda item to an upcoming board meeting for the board to consider their recommendation. The Board of Trustees will have the final decision.
5. Review the Bond Oversight Committee Charter annually.
6. Meeting Agendas shall be posted formally and minutes from each meeting maintained. The agendas and minutes shall be posted to the Districts website under the Bond Information Page.
7. Report to the Board of Trustees annually.

### **Attendance**

Regular attendance at the committee meetings is expected for all committee members. If two (2) meetings are missed in any twelve (12) month period, a replacement member may be assigned to that committee position.