



**Regular Meeting with Public Hearing Agenda
Thursday, June 8, 2023
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM**

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

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

Members of the public may access this meeting via live stream at <https://live.myvrspot.com/st?cid=MmVIZD>. 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/3I2a5bC>, between noon the day prior to the meeting and noon the day of the meeting and be present at the meeting when their number is called.

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on June 2, 2023, at 4:29 PM.

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

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
3. **RECOGNITION**
 - A. UIL State Golf Medalists
 - B. Career and Technical Education (CTE) Achievements
 - C. Family, Career and Community Leaders of America (FCCLA)
 - D. Future Farmers of America (FFA)
 - E. Health Occupation Students of America (HOSA)
 - F. Texas Association of Future Educators (TAFE)
 - G. SkillsUSA
4. **CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
5. **PUBLIC HEARING**
 - A. End of Course Accelerated Instruction Public Hearing 4
6. **CITIZEN COMMENTS FOR END OF COURSE ACCELERATED INSTRUCTION PUBLIC HEARING**
7. **CONSENT AGENDA**
 - A. Consider Adoption of Memorandum of Understanding (MOU) with Williamson County JJAEP 16
 - B. Consider Adoption of Texas Association of School Boards (TASB) 31

Comprehensive Policy Review- LOCAL Policies EB, EHAD, EI, EIA, EIE, EL, FB, FBA, FD, FDA, FEB, FEE, FFG (EXHIBIT), FM, FMB, FMD, FMF, FMG, FNA, FNAB, FNCE, GBB, GF, GKA, GNC	
C. Consider Approval of Interlocal Agreement between Leander ISD and the City of Austin (Austin Public Health)	86
D. Consider Approval of the 2023-2024 Allotment and TEKs Certification	92
8. SUPERINTENDENT'S REPORT	
A. Student Interview	
9. DISCUSSION / ACTION ITEMS	
A. STUDENT EXPERIENCE	
1. Discussion of Leading Measures End of Year Data	113
B. GOVERNANCE	
1. Board Purpose Statement & Evaluation Discussion	161
2. Consider Approval of Texas Association of School Boards (TASB) 2023-2025 Advocacy Agenda Resolutions and Amendments	179
C. OPERATIONS	
1. Discussion of Leander High School Masterplan	183
2. Consider All Matters Incident and Related to the Issuance and Sale of "Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023", Including the Adoption of an Order Authorizing the Issuance of Such Bonds, Establishing Parameters for the Sale and Issuance of Such Bonds and Delegating Certain Matters to Authorized District Officials	221
3. Discussion and Consideration of Approval of All Matters Incident and Related to Declaring Expectation to Reimburse Expenditures with Proceeds of Future Debt Pursuant to the District's 2023 Bond Election Authorization, Including the Adoption of a Resolution Pertaining Thereto	284
4. Consider Approval to Transfer Projected Revenues Exceeding Projected Expenditures in the Amount of \$5 million from the General Fund to the Self-Insured Health Care Fund (\$3 million) and the Major Maintenance Fund (\$2 million)	286
5. Consider Approval of Secondary Schools Attendance Zoning Recommendations	287
10. CLOSED SESSION	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
D. Texas Government Code 551.074: Superintendent Quarterly Review Evaluation	
E. Texas Government Code 551.089: discussion of districtwide intruder detection audit report findings	
F. Texas Government Code 551.074: deliberation and consideration of employment of Assistant Superintendent of Curriculum & Instruction	
G. Texas Government Code 551.074: deliberation and consideration of employment of Tarvin Elementary School Principal	
H. Texas Government Code 551.074: deliberation and consideration of employment of Reagan Elementary School Principal	
11. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Employment of Assistant Superintendent of Curriculum & Instruction	

B. Consider Employment of Tarvin Elementary School Principal

C. Consider Employment of Reagan Elementary School Principal

12. **BOARD MEETING DEBRIEF**

13. **ADJOURNMENT**

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item: End of Course Accelerated Instruction Public Hearing
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Kimberly Waltmon
Attachments: End of Course Accelerated Instruction Public Hearing Pres

Background Information:

Accelerated Instruction Requirements: The House Bill 5 (HB 5) legislation in the 83rd Legislative Session, added Texas Education Code (TEC) §28.0217. This code requires each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. TEC §29.081 as amended by HB 5 requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and hold an annual public hearing to consider the results of the evaluation. We will be sharing data from our accelerated instruction from the 2021-2022 and 2022-2023 school years.

Administrative Recommendation:

N/A

Sample Motion:

N/A



End of Course Accelerated Instruction: Public Hearing

June 8, 2023

PURPOSE

The purpose of this presentation is to provide information and hold a public hearing regarding the effectiveness of LISD's Accelerated Instruction⁶ Program in accordance with TEC §29.081.

STATE REQUIREMENTS

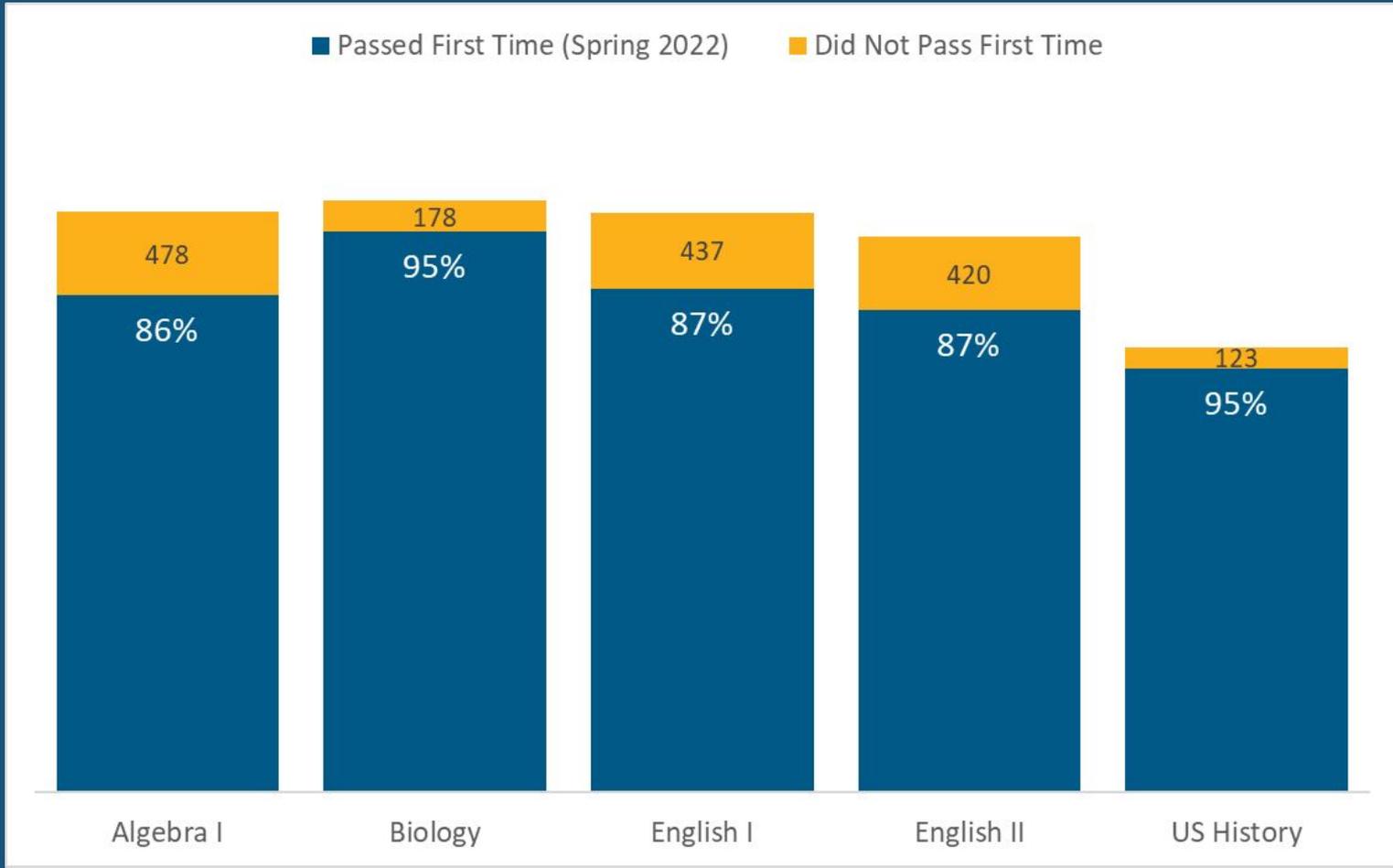
HB 5 requires students to fulfill the requirements of five content areas via STAAR EOC or a substitute assessment:

- English I
- English II
- Algebra I
- Biology
- US History

7

TEC §28.0217 Any student who does not perform satisfactorily on an EOC must receive intervention. The District must evaluate the effectiveness of these interventions in a public hearing. (TEC §29.081)

2022 EOC FIRST ATTEMPT SNAPSHOT



HB 4545 REQUIREMENTS

- Passed in June 2021 by the 87th Legislative Session
- Clarified prior accelerated instruction requirements

Options for Accelerated Instruction

Option 1

Assign student to a teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area

NOTE Parent or guardians are allowed to request a particular classroom teacher if more than one is available

Option 2

Students receive at least 30 hours of supplemental instruction (i.e., tutoring)



Accelerated learning is required for students who do not perform satisfactorily or did not test on...
STAAR grades 3rd – 8th or EOC assessments

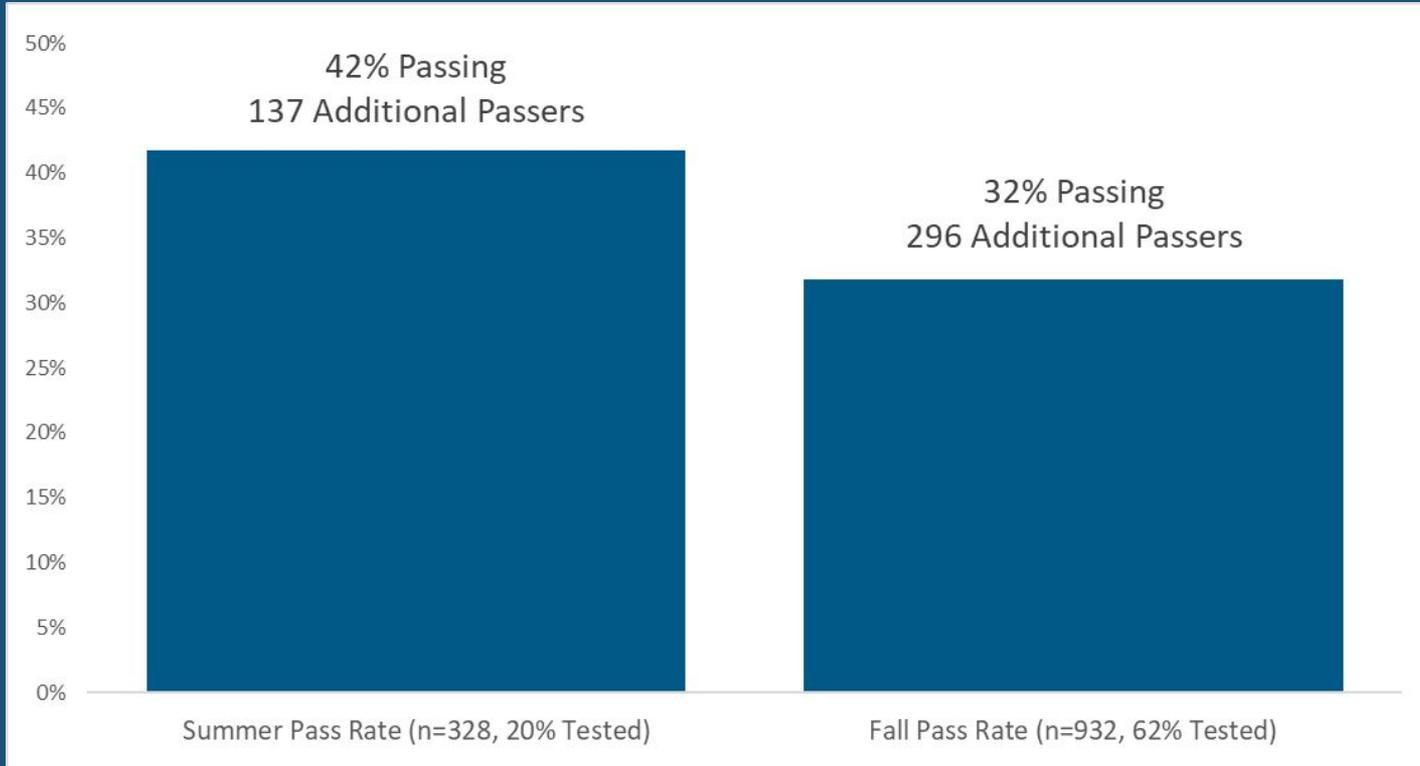
9

ACCELERATED INSTRUCTION INTERVENTION

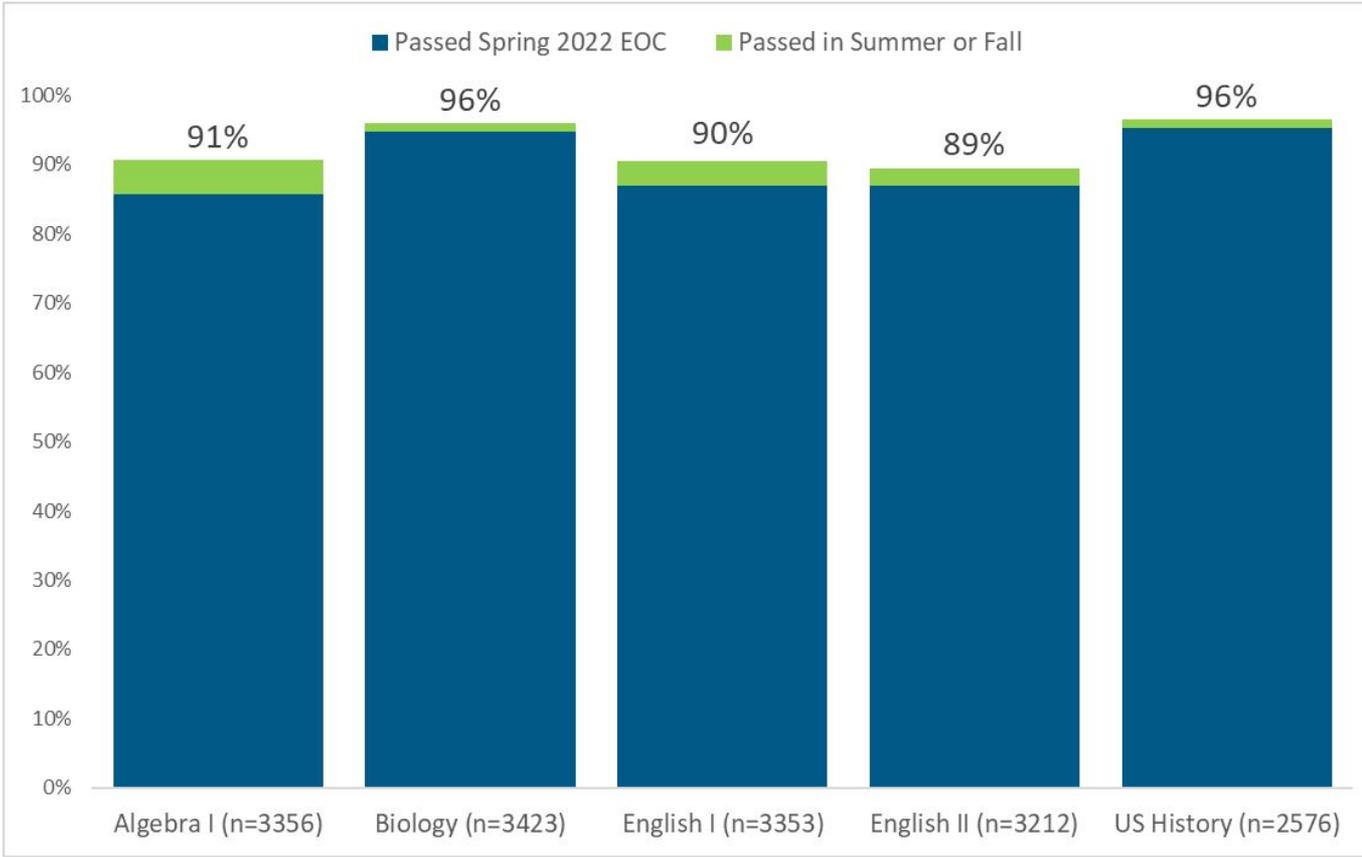
- Summer Intervention
- Before/After School
- Flex times
- Extensions
- Embedded times in curriculum for re-teach
- Double blocked school periods

10

PASS RATE AFTER ACCELERATED INSTRUCTION



CUMULATIVE PASS RATE



SB 149 SUMMARY

An Individual Graduation Committee (IGC) must evaluate a student candidate's completed project(s). In addition, the IGC must confirm the candidate meets the following:

- Met passing standard on minimum of 3 EOCs
- Attempted all offered EOC administrations
- Attended EOC interventions offered through LISD
- Meets LISD credit requirements

13

2023 IGC Graduates = 34

2020: 60; 2021: 52 ; 2022: 42



PUBLIC HEARING

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item: Consider Adoption of Williamson County JJAEP Memorandum of Understanding

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

Administrator Responsible: Bryan Miller

Attachments: Williamson County JJAEP Memorandum of Understanding 2023-2024 Atch.pdf

Background Information:

Attached is the 2023-2024 Memorandum of Understanding (MOU) with Williamson County Successful Transition Education Program (STEP) provided for students assigned to the Juvenile Justice Alternative Education Program (JJAEP), Connecting, Overcoming, Restoring, and Empowering (CORE), and Detention. During the 2022-2023 school year, a total of 1 student was served through JJAEP, 2 in CORE, and 13 in Detention. For the same period last school year, 0 students were served through JJAEP, 5 in CORE, and 21 in Detention, for a decrease of 10 students served from the 2021-2022 school year.

LISD pays a percentage of the total cost shared by participating districts based on the number of billable placement days used each year. LISD had a decrease from 580 days used in 2021-2022 to 560 days used in 2022-2023. The decrease in billable days reduced LISD's 2022-2023 contribution from \$159,634 to \$125,694.

Administrative Recommendation:

The Administration recommends that the Board of Trustees review and adopt the 2023-2024 Memorandum of Understanding with the Williamson County Juvenile Justice Alternative Education Program.

Sample Motion:

I move that the Board adopt the 2023-2024 Memorandum of Understanding between the Williamson County Juvenile Justice Alternative Education Program and Leander ISD.



SUCCESSFUL TRANSITION EDUCATION PROGRAM
WILLIAMSON COUNTY JUVENILE SERVICES
MEMORANDUM OF UNDERSTANDING 2023-2024



PURPOSE

As Williamson County, Texas, has a population greater than 125,000, the Williamson County Juvenile Board and the Williamson County Independent School Districts’ (ISDs’) Board of Trustees (hereinafter “Parties”) adopt this memorandum of understanding to operate a Juvenile Justice Alternative Education Program in compliance with the Texas Education Code (TEC Section 37.011). Successful Transition Education Program (S.T.E.P.) educates the Williamson County J.J.A.E.P., C.O.R.E., and Detention students from all ISDs in Williamson County and is for residents of Williamson County only.

S.T.E.P. J.J.A.E.P. is an alternative education campus which allows continued education for students who have committed expellable offenses, Mandatory or Discretionary, in accordance with Texas Education Code Chapter 37 (*Appendix A*). The Parties agree that S.T.E.P. (J.J.A.E.P., C.O.R.E., and Detention) is a cooperative effort between the educational community and Juvenile Services with the primary goals being education, progress toward grade-level performance, rehabilitation, personal accountability, and character development. Students are removed from their home campus and attend school in a facility where behavior is closely monitored, students engage in counseling sessions, and staff works to teach reintegration skills in addition to their academic endeavors.

PARTICIPATING PARTIES

Bartlett ISD	Granger ISD	Liberty Hill ISD
Coupland ISD	Hutto ISD	Round Rock ISD
Florence ISD	Jarrell ISD	Taylor ISD
Georgetown ISD	Leander ISD	Thrall ISD

ADMINISTRATION OF THE PROGRAM

In consideration of mutual covenants, the Parties agree as follows:

- I. The Williamson County J.J.A.E.P. will serve:
 - A. Juveniles as defined by Title 3 of the Family Code and
 - B. All students who qualify under State compulsory attendance law.
- II. S.T.E.P. will operate in a facility owned by Williamson County, Texas, and all costs for furniture, maintenance, and operation of the facility is at the sole cost and expense of the County as approved by the Juvenile Board and Commissioner’s Court.

- III. The development and daily administration of S.T.E.P. will be conducted by Georgetown ISD in compliance with the Texas Education Code and in cooperation with Williamson County Juvenile Services as it exists or may be amended.
- IV. Georgetown ISD will operate S.T.E.P. for the benefit of all participating Parties. A handling fee of \$25,000 shall be credited to Georgetown ISD as part of the budget for provision of the services listed below. All ancillary costs associated with administration of S.T.E.P. over and above the handling fee will be outlined in the budget and be the combined financial obligation of all districts other than Georgetown ISD. The handling fee covers:
 - A. All fiscal requirements.
 - B. Selection, training, supervision, and evaluation for all educational personnel.
 - C. Acquisition of educational materials and instructional technology in accordance with Georgetown ISD standards.
 - D. Instructional and administrative computers (laptop hardware, printers, and classroom projection in educational spaces) in accordance with Georgetown ISD technology standards.
 - i. Laptops are the property of Georgetown ISD and are managed in that inventory. Replacement of old hardware is in accordance with Georgetown ISD technology life-cycle timelines.
 - 1. Purchasing and warranty agreements are made by Georgetown ISD.
 - 2. Williamson County staff will image and support the hardware and software according to the standards required for operation on their network. Georgetown ISD will support the hardware only when the repairs qualify for warranty service.
 - ii. Printer services are subject to the contract agreements. Georgetown ISD has in place contracted service providers.
 - 1. Williamson County is responsible for purchase of print supplies.
 - 2. S.T.E.P. staff will schedule repairs and maintenance with the contracted service provider.
 - 3. Printers will be replaced in accordance with Georgetown ISD life-cycle timelines.
 - iii. Physical installment of classroom projection devices and other technology into the facility, including providing the necessary electrical or facility modifications, will be completed by Williamson County.
 - E. Supervision and assessment of S.T.E.P. to include plans to address Special Education, Section 504, and ELL services.
 - i. Each ISD shall retain the responsibility for their students served through Special Education, Section 504, and ESL with assistance from S.T.E.P. staff, including providing special services, in accordance with IDEA which guarantees the provision of a Free Appropriate Public Education (FAPE).
 - ii. S.T.E.P. will assist the home campus in developing, reviewing, and revising an individualized education plan (IEP) or individualized accommodation plan (IAP) for each student with a disability to ensure he/she receives all accommodations, modifications, and related services as designated by the IEP or IAP.

- iii. A S.T.E.P. representative will attend ARDs, MDRs, and Section 504 meetings in an advisory capacity to provide information but will not be considered deciding members regarding student placement.
 - iv. Special education services will be provided in the least restrictive environment appropriate to meet the student’s educational needs.
 - v. A continuum of placement options is available to meet the unique needs of each eligible student. The availability of S.T.E.P./ Williamson County staff, allowed student groupings, and court advisements will be taken into account when determining placement.
 - vi. Special Education instruction is provided by appropriately certified staff within an instructional day commensurate with that of students without disabilities.
 - F. Report cards at the conclusion of grading periods (2 per semester) to each student’s home campus and the parent/guardian. Grades will be calculated accordingly using all grades provided by the home campus, interim placement(s), and grades earned at S.T.E.P.
 - G. Attendance reporting to the student’s home campus.
 - i. Students who are absent 10 consecutive days will be considered inactive in the J.J.A.E.P. program. After 30 consecutive absences, the student will be withdrawn.
 - ii. The home campus is responsible for filing truancy charges for students in discretionary placements. S.T.E.P. and Williamson County will provide records to assist in this process. Williamson County will file truancy charges for students in mandatory placements.
- V. Williamson County Juvenile Services will provide:
 - A. Supervision in the form of Juvenile Supervision Officers at a rate no less than 1 officer per 8 students.
 - i. The ratio may temporarily increase to 1:12 for no more than 30 school days if the Juvenile Services Chief, S.T.E.P. Principal/Director of Education, and Facilities Director agree.
 - ii. Teachers may provide 1-to-1 education supervision at the discretion of the S.T.E.P. Principal and Facility Administrators if they are trained in CPI, given a facility radio, and are comfortable without a Juvenile Supervision Officer present. The ratio may temporarily increase to 1:4 if the Juvenile Services Chief, S.T.E.P. Principal/Director of Education, and Facilities Director agree.
 - B. The required school uniform consisting of two pair of pants, fitted undershirts, and S.T.E.P. polo-style shirts. The parent/guardian is responsible for providing undergarments, socks, and shoes.
- VI. As part of the consideration of this Agreement, and until modification of the Parties, the Parties agree to provide funding for the 2023-2024 school year per the budget as listed in the Agreement (*Appendix B & C*).
 - A. All funds paid to Georgetown ISD to be expended on S.T.E.P. counselor, support staff, nurse, case managers, and fringe benefits for these positions will be transferred to Williamson County for disbursement.
- VII. Application for all state and federal funding relating to education for delinquent youth (Title I, Part D, Subpart 2) will be the responsibility of Georgetown ISD. All funds received shall be expended on reasonable and applicable budget requests

outlined in the annual Campus Improvement Plan. A portion of Title I funds will be allocated to continue funding of:

- A. Two Case Managers (formerly referred to as Transition Specialists) serving all districts. Up to \$25,000 will be requested towards covering the cost of these services. In the event the Title I fund request is not approved at the federal level, or the funds awarded do not cover the cost for the Case Managers, the cost for the services may be included in the general budget to be shared by all Parties.
- B. Character Education Teacher during the school year and summer school (up to \$50,000).

EXPULSION CRITERIA

- I. Expellable Offenses
 - A. For a list of the most common mandatory and discretionary offenses, see *Appendix A*. The full regulations are outlined in TEC 37.007.
 - B. Students may be placed at the J.J.A.E.P. through order of the Court, conditions of release from a detention facility, or a Deferred Prosecution Agreement.
 - C. In the event that charges are not filed, the Juvenile Prosecutor declines to prosecute the case, the case is dismissed by the Court, or adjudication determines the charge to be "not true," the sending district shall be notified and they shall determine if the expulsion will be upheld or if the responsibility for educational services shall be returned to the sending district, relative to TEC Chapter 37. If the expulsion is upheld, the maximum expulsion length will be 30 days.
- II. Expulsion Length
 - A. A student who commits a mandatory offense, preferably verified by a report generated by local law enforcement, **MUST** be expelled to the J.J.A.E.P. for up to 1 school year at the sending district's discretion, consistent with their Student Code of Conduct.
 - B. A student who commits a Title 5 Felony offense off campus, preferably verified by a report generated by local law enforcement, **MAY** be expelled to the J.J.A.E.P. for up to 1 school year at the sending district's discretion, consistent with their Student Code of Conduct.
 - C. A student who commits an offense listed in TEC 37.007 other than a mandatory offense or a Title 5 Felony offense **MAY** be expelled to the J.J.A.E.P. for up to 120 school days at the sending district's discretion, consistent with their Student Code of Conduct.
 - D. If the district decides to include summer school in the expulsion, it must be stated in the Placement Order and the expulsion may not extend beyond the summer program of the current school year unless the student fails to complete the summer program as ordered.
 - E. Expelled students may earn an extension of up to 25 days (see chart in III.B.i) for unacceptable conduct in accordance with the J.J.A.E.P. Student Code of Conduct.
 - F. Expelled students may earn time off their expulsion up to 25 days (see chart in III.B.i) for outstanding conduct in accordance with the J.J.A.E.P. Student Code of Conduct.

- G. The length of placement for students Court-ordered to the J.J.A.E.P. is subject to judicial discretion. Students placed through Deferred Prosecution Agreements shall not exceed 6 months.
- III. Release from the J.J.A.E.P.
- A. Court-Ordered J.J.A.E.P. students must abide by the Court’s decision, but behavior and Observation Log reports shall be made available to the Court by request. These students shall not be released until designated by the Court.
 - B. Students expelled by their school district must meet the expected conduct criteria as outlined in the J.J.A.E.P. Student Code of Conduct to be released on time.
 - i. Students can reduce or extend their placement time based on expected conduct as outlined in the J.J.A.E.P. Student Code of Conduct. The maximum amount of earned early release or extended time corresponds to the original expulsion length.
 - 1. 30-day expulsion = max 5 days early release/extension
 - 2. 45-day expulsion = max 10 days early release/extension
 - 3. 60-day expulsion = max 15 days early release/extension
 - 4. 90 to 100-day expulsion = max 20 days early release/extension
 - 5. Expulsions 120 days plus = max 25 days early release/extension
 - ii. In the event a student is not successfully meeting conduct expectations on a consistent basis, a minimum of 10 days prior to the student’s scheduled return date (after completion of original number of expulsion days plus extension) the J.J.A.E.P. Transition Team will contact the sending district to determine if the expulsion should be extended further. If so, a due process hearing should be held and updated expulsion orders submitted.
 - iii. Students whose release date has been extended past the end of the school year may be provided the opportunity to earn days towards release in summer school.
 - iv. Students who reach their last day must attend the full day unless given specific permission by the J.J.A.E.P. Administration.
 - v. Home districts have discretion to waive extensions earned and allow a student to return to their home campus upon completion of the original expulsion days regardless of the student’s conduct at the J.J.A.E.P. The J.J.A.E.P. Transition Team will periodically update the home district of the student’s standing.
 - vi. If a student is scheduled to return to their home campus near the end of the semester but in a collaborative team approach the parent, home district, and J.J.A.E.P. Administration determine it is in the best interest of the student to finish the semester at the J.J.A.E.P., an extension will be allowed.
 - vii. Students with 10 or fewer days remaining on their expulsion at the end of the school year will be released to begin the new school year at their home campus.

ADMISSION PROCEDURES

- I. School District Responsibilities

Contact the J.J.A.E.P. Transition Team upon notification of the alleged expellable offense in order to schedule a date/time for an expulsion hearing (a Juvenile Services representative MUST be present at the hearing and have had the opportunity to review the expulsion paperwork prior to the scheduled hearing):

Rosa Hernandez	Case Manager	512-943-3311	rosa.hernandez.lora@wilco.org
John Rinn	Case Manager	512-943-3593	john.rinn@wilco.org
Tara Stewart	Principal/Director of Ed	512-943-3268	tara.stewart@wilco.org

- a. Provide required paperwork to the J.J.A.E.P. Transition Team at least 48 hours in advance of the hearing, to include:
 - i. Notice of Expulsion Letter
 - ii. Waiver or Rights Letter (if applicable)
 - iii. Birth Certificate
 - iv. Social Security card
 - v. Health/Immunization Records
 - vi. Disciplinary Record
 - vii. Attendance Record
 - viii. Cumulative Report Card (current year)
 - ix. Student Schedule with Withdrawal Grades
 - x. Transcript & Graduation Plan (if HS credits have been earned)
 - xi. STAAR/STAAR EOC Records
 - xii. Special Programs Records
 1. ESL/ELL/LEP – LPAC & TELPAS
 2. Section 504 – current IAP including BIP if applicable
 3. Special Education – current IEP including BIP, FIE, and/or psychological evaluation if applicable
- b. Invite the S.T.E.P. Special Programs Coordinator and Principal to participate in the Manifestation Determination Review (MDR) proceedings regarding the potential expulsion:

Elyse Tatum	Special Programs Coord.	512-943-3272	elyse.tatum@wilco.org
Tara Stewart	Principal/Director of Ed	512-943-3268	tara.stewart@wilco.org

- c. At the conclusion of the expulsion hearing, email a copy of the Expulsion Order to the J.J.A.E.P. Transition Team, who will schedule an intake with the family.
- d. If the parent waives the right to a hearing, send the waver with the expulsion paperwork. The J.J.A.E.P. Transition Team will review the paperwork and schedule an intake with the family within 48 hours.
- e. If attempts to contact the designated Juvenile Services/S.T.E.P. representative are unsuccessful, please contact one of the following:

Cameron Cooper	CM Supervisor	512-943-3255	cameron.cooper@wilco.org
Amy Jordan	Facilities Administrator	512-943-3227	ajordan@wilco.org
Tara Stewart	Director of Education	512-943-3268	tara.stewart@wilco.org
Allen Bijou	Director of Facilities	512-943-3273	allen.bijou@wilco.org

- II. Juvenile Services Responsibilities
 - a. Upon notification of an expulsion hearing, the Department will assign a representative to be present at the hearing.
 - b. If the student is expelled, the representative will inform the student and parent/guardian of action, if any, to be taken by the Department.
 - c. An intake meeting will be scheduled as soon as possible following the expulsion hearing, preferably immediately following the hearing or within 24 hours/the next school day. Intake includes a review of all J.J.A.E.P./S.T.E.P. requirements and expectations, a tour of open facilities, and an opportunity for questions to be answered.
 - d. If the student is already under court supervision, the Juvenile Court will decide whether to amend the conditions of probation to incorporate J.J.A.E.P. placement.
 - e. If the student is not under prior court supervision, the Court Officer may refer the case to the Juvenile Prosecutor who will give prompt notice of the deferred prosecution or file a petition alleging the student is in need of supervision or has engaged in delinquent conduct. If a petition is filed, the Juvenile Prosecutor may include J.J.A.E.P. placement in the disposition order.
 - f. If a student fails to complete their term of expulsion, his/her case may be referred to the Juvenile Prosecutor for court action.

TRANSPORTATION

- I. The sending school district is responsible for transportation to and from S.T.E.P. each day in regular session.
 - a. The S.T.E.P. school calendar is separate from the Georgetown ISD school calendar.
 - b. In the case of inclement weather or other emergency circumstances, S.T.E.P. will close only if Georgetown ISD or Williamson County close their facilities.
- II. If a student's behaviors are disruptive to the extent that his/her school district transportation is suspended, the parent/guardian will assume responsibility for transportation. Ineligibility will be coordinated through the designated Juvenile Services representative and the sending school district.
- III. If the sending school district includes the summer school session in the Expulsion Order, transportation arrangements shall be made according to the specific ISD policy.
- IV. Parents/guardians will be responsible for transportation for students whose release date has been extended past the end of the school year and are choosing to earn points/days towards release during summer school.
- V. Transportation should deliver and pick up students to S.T.E.P. per the decided school hours. Problems with transportation will be reported to the school district by S.T.E.P. staff.

TRANSITION FROM S.T.E.P.

- I. Every student assigned to the J.J.A.E.P. is assigned a Case Manager and a S.T.E.P. Teacher Advocate who will assist the student as they return to their home campus. A Field Juvenile Probation Officer may also be assigned to assist with the transition.

- II. The Case Manager and/or Juvenile Probation Officer and S.T.E.P. Registrar/PEIMS Clerk are responsible for notifying the home school district of the student's progress at the J.J.A.E.P. In anticipation of the student's return to their home campus, information will be forwarded including:
 - a. Attendance Record
 - b. Behavioral Reports
 - c. Grades (including current schedule & report card)
 - d. Special Programs Documentation (if applicable)
- III. All districts are encouraged to contact S.T.E.P. at 512-943-3255 to inquire about student progress while assigned to the J.J.A.E.P. To ensure a continuity of services and support, the Case Manager will coordinate a transition meeting with the home campus prior to the student's release.

INTER-AGENCY SHARING OF EDUCATIONAL RECORDS

- I. A school district superintendent or designee shall disclose information contained in a student's educational record to a juvenile service provider as required by section 58.0051 of the Texas Family Code. Educational Records include information related to the student's:
 - a. Identity
 - b. Special needs
 - c. Educational accommodations
 - d. Assessment or diagnostic test results
 - e. Attendance records
 - f. Disciplinary records
 - g. Medical records
 - h. Psychological diagnoses
- II. A juvenile service provider that receives confidential information under this section shall:
 - a. Certify in writing that the juvenile service provider receiving the confidential information has agreed not to disclose it to a third party, other than another juvenile service provider, and
 - b. Verify the identity of a student involved in the juvenile justice system, and
 - c. Provide delinquency prevention or treatment to the student.
- III. Per Section 58.106 of the Texas Family Code (HB 1106), information contained in the juvenile justice information system is confidential for the use of the department and may not be disseminated by the department except:
 - a. With the permission of the juvenile offender to military personnel of the state or the United States.
 - b. To a person or entity to which the department may grant access to adult criminal history records as provided by Section 411.083, Government Code.
 - c. To a juvenile justice agency.
 - d. To the Texas Juvenile Justice Department (T.J.J.D.) for analytical purposes.
 - e. To the office of the Independent Ombudsman of the T.J.J.D.
 - f. To a county justice or municipal court exercising jurisdiction over a juvenile.

TERMS OF THE AGREEMENT

- I. Each participating ISD will adopt a Student Code of Conduct in accordance with the Texas Education Code's definition of serious and what constitutes the same.
- II. The Parties agree that the prescribed order of agreement to participate in the J.J.A.E.P. shall be incorporated into each student's case prior to admission and no student shall be exempted from any requirement in those documents. The J.J.A.E.P. Student Handbook outlines staff expectations of students and proper disciplinary actions for violations.
- III. Each student placed at the J.J.A.E.P. must participate in the J.J.A.E.P. program for the full period ordered by the Juvenile Court or the Deferred Prosecution Agreement unless the student's home district agrees to accept the student before that date. Any request for continued placement at the J.J.A.E.P. following successful completion of a Juvenile Court Order or Deferred Prosecution Agreement shall be handled on an individual basis.
- IV. The J.J.A.E.P. will operate at least 7 hours per day and no less than 180 days per school year unless a waiver is obtained through TJJD to shorten the number of instructional days/hours.* The school personnel and students will adhere to the S.T.E.P. school calendar provided at intake. Students with disabilities will be provided a commensurate day with that of students without disabilities in Georgetown ISD. *NOTE: If HB 2946 passes, the J.J.A.E.P. will provide at least 43,200 instructional minutes per school year unless a waiver is obtained through TJJD to shorten the number of instructional minutes.
- V. Summer school will be provided for all C.O.R.E. residents. Summer school for J.J.A.E.P. students is contingent upon the availability of State funding. Summer school will operate in June for approximately 100 hours. Emphasis will be on reading and math instruction in addition to credit recovery.
- VI. The average daily attendance for Detention residents, C.O.R.E. residents, and J.J.A.E.P. students shall remain with the ISD in which the student is enrolled, excluding the mandatory expulsions which shall be retained by the County (*Appendix C*).
- VII. Students who have moved out of Williamson County since their offense and are brought to Detention or C.O.R.E. by law enforcement for that same offense will be attributed to the school of residence where the student was enrolled at the time of the offense. The average daily attendance for the resident will remain with that school.
- VIII. Georgetown ISD and Juvenile Services shall develop, adopt, and enforce written operation policies for the operation of the J.J.A.E.P. which will conform to T.J.J.D.'s standards for J.J.A.E.P.s.
- IX. This Agreement contains the entire agreement of the Parties with respect to the matters contained herein and may not be modified except by the mutual written agreement of the Parties hereto.
- X. This Agreement shall remain in effect for the duration of the 2023-2024 school year.
- XI. This Agreement will be reviewed and updated if necessary at the conclusion of the 2023 fall semester and 2024 spring semester.
- XII. The Parties agree to meet annually to discuss the progress of the program and revise this agreement to address any additional needs.

- XIII. This Agreement shall be construed in accordance with the laws of the State of Texas and all obligations created hereunder shall be performable in Williamson County, Texas.
- XIV. Any notice provided for under the terms of this Agreement by either Party to the other shall be in writing, may be by registered or certified mail, return receipt requested, properly addressed to the entity. Any Party may change the address to which notice may be sent to that Party by giving notice of such change to the other Parties in accordance with the provisions of this Agreement.
- XV. This Agreement shall refer to and be binding upon the herein listed entities and their successors and assigns. All participants in expulsion hearings are required to follow the guidelines established in this Agreement.
- XVI. The individuals executing the Agreement on behalf of the respective Parties represented to each other and to others that all appropriate and necessary action has been taken to authorize the individual executing the Agreement to do so on behalf of the Party for which his or her signature appears, that there are no other parties or entities required to execute this Agreement in order for the same to be an authorized and binding agreement on the Party, and that each individual affixing his or her signature hereto is authorized to do so and such authorization is valid and effective on the date hereof.
- XVII. This Agreement may be executed in a number of identical counterparts, each of which shall be deemed as original for all purposes.

CONFIRMATION OF AGREEMENT

Approved by the Williamson County Juvenile Board on the _____ day of _____, 2023.

_____ Chairperson, Juvenile Board

Approved by the _____ ISD Board of Trustees on the _____ day of _____, 2023.

_____ Chairperson, District Board of Trustees

TEXAS JJAEP EXPULSION OFFENSE LIST

as of 2022

OFFENSE	LOCATION	EXPULSION	TEC CODE	NOTES
Bullying encourages a student to commit or attempt suicide; incites violence against a student through group bullying; releases or threatens to release intimate visual material of a student	(Involving Students)	Discretionary	37.0057(b)	
False Emergency Alarm/Report	(Involving the School)	Discretionary	37.007(b)(1)	Reference: Penal Code 42.06
Serious Misbehavior While in DAEP deliberate violent behavior, extortion, coercion, public lewdness, indecent exposure, criminal mischief, personal hazing, or harassment of a student or district employee	On Campus	Discretionary	37.007(c)	Must have documented continued serious misbehavior despite documented behavioral interventions tried while at the DAEP.
Abusable Volatile Chemical	On Campus / Within 300 ft OR at School Activity	Discretionary	37.007(b)(2)(B)	
Alcohol, Marijuana, Controlled Substance, OR Dangerous Drug: Punishable as a MISDEMEANOR selling, giving, delivering, possessing, using, or being under the influence	On Campus / Within 300 ft OR at School Activity	Discretionary	37.007(b)(2)(A)	
Alcohol, Marijuana, Controlled Substance, OR Dangerous Drug: Punishable as a FELONY selling, giving, delivering, possessing, using, or being under the influence	On Campus OR at School Activity Within 300 ft OR at School Activity of another Texas ISD	Mandatory	37.007 (a)(3)	Documentation from law enforcement confirming felony amount of controlled substance required for JJAEP placement;
		Discretionary	37.007 (b)(3)(i)	does not have to be an official report (email is acceptable).
Breach of Computer Security equipment or system owned by or operated on behalf of a school district AND knowingly alters, damages, or deletes district property or information or commits a breach of any other computer, network, or system	(ISD System)	Discretionary	37.007(b)(5)	
Criminal Mischief: Punishable as a Felony	On Campus	Discretionary	37.007(f)	Reference: Penal Code 28.03
Possession of a Firearm	On Campus Within 300 ft	Mandatory	37.007(e)	1yr expulsion unless special circumstances
		Discretionary	37.007(b)(3)(B)	
Unlawfully Carrying a Weapon or offense relating to prohibited weapons	On Campus OR at School Activity	Mandatory	37.007(a)(1)	Reference: Penal Code 46.02/46.05.

VIOLENCE				
Aggravated Assault, Sexual Assault, Aggravated Sexual Assault, Arson, Murder, Capital Murder, Attempted Murder, Indecency with a Child, Aggravated Kidnapping, Aggravated Robbery, Manslaughter, Criminally Negligent Homicide, Continuous Sexual Abuse of a Young Child or Disabled Individual	On Campus OR at School Activity	Mandatory	37.007(a)(2)	
	Within 300 ft	Discretionary	37.007(b)(3)(A)	
Assault with Bodily Injury <i>Against a School District Employee or Volunteer</i>	On Campus / Within 300 ft OR at School Activity	Discretionary	37.007(b)(2)(C)	Reference Penal Code 22.01(a)(1) and 22.053
	On Campus / Within 300 ft OR at School Activity	Discretionary	37.007(b)(2)(D)	Recklessly places another in imminent danger of serious bodily injury. Reference Penal Code 22.05
Deadly Conduct	Off Campus	Discretionary	37.007(b)(4)	
	On or Off Campus	Discretionary	37.007(d)	Reference Penal Code 36.06
Retaliation Against a School Employee/Volunteer Assault with Bodily Injury	On or Off Campus	Discretionary		
Retaliation Against a School Employee/Volunteer Aggravated Assault, Sexual Assault, Aggravated Sexual Assault, Arson, Murder, Capital Murder, Attempted Murder, Aggravated Kidnapping, Aggravated Robbery, Manslaughter, Criminally Negligent Homicide	On or Off Campus	Mandatory	37.007(d)	
Terroristic Threat	Involving/Against the School	Discretionary	37.007(b)(1)	Reference: Penal Code 22.07

TEC 37.0081 DISCRETIONARY PLACEMENT: The school district Board of Trustees may expel a student for *involvement* * in a Title 5 offense or Aggravated Robbery, regardless of the date, location, or student enrollment status at the time of the offense, if the student's presence in the regular classroom threatens the safety of other students or teachers, will be detrimental to the educational process, or is not in the best interest of the district's students.

A student expelled by the Board of Trustees for these reasons shall be subject to that placement until the student graduates from high school, the charges are dismissed or reduced to a misdemeanor offense, or the student completes the term of the placement or is assigned to another program.

* *Involvement* includes arrested for or charged with, referred to a juvenile court for allegedly engaging in, received deferred prosecution for, found by a court of jury to have engaged in, has been convicted of, or received probation or deferred adjudication for the offense.

S.T.E.P. STAFF	\$1,179,434	NOTES
Principal / Director of Education (220)	\$111,381	(#contract days)
Administrative Assistant (215)	\$39,052	Education staff salaries include an approximate raise proposed by Georgetown ISD.
PEIMS Clerk (197)	\$52,461	Education Specialist salary covered by Title I funds
Instructional Asst / GED Coordinator (192)	\$30,364	WC Admin Asst Stipend = \$5,000
Art / ESL / Social Studies (187)*	\$63,003	Lead Teacher Stipend = \$3,000
Bilingual / ESL / Generalist / Math / Spanish (187)*	\$64,903	Special Programs Coordinator Stipend = \$3,000
Art / Electives (187)*	\$56,800	Testing Coordinator Stipend = \$1,000
ELA / ESL (187)*	\$63,078	Technology Coordinator Stipend = \$1,000
ELA / ESL / Social Studies / Tech Apps (187)* + Technology Coordinator	\$65,703	* indicates \$1,700 stipend for extra duties/training required in residential facilities
ELA / Generalist / Math / Special Education (187)*	\$63,503	
ELA / ESL / Generalist / Math / Special Education (187)* + Lead Teacher	\$64,678	
ESL / Math*	\$61,678	
Generalist / Science / Special Education (187)*	\$64,903	
Generalist / Social Studies / Special Education / Tech Apps (187)*	\$67,943	Budget increase due to proposed education salary raises plus the addition of 1.0 FTE.
Health / Science (187)* + Testing Coordinator	\$64,803	
Math (187)*	\$63,078	
Math / Special Education (187)* + Special Programs Coordinator	\$61,000	
PE / Service Learning (187)*	\$64,603	
PE / Special Education (187)*	\$56,500	
Education Specialist	\$0	
ADDITIONAL COSTS	\$364,600	
Case Managers (2)	\$101,000	
Fringe Benefits: Education Staff***	\$114,000	
J.J.A.E.P. Counselor	\$49,500	
J.J.A.E.P. LVN	\$42,500	
J.J.A.E.P. Receptionist	\$33,000	
Staff Training	\$1,800	
Sudden Link (T-1 Line / Students)	\$3,000	
Summer GED Coordinator Extra Duty	\$800	
Summer School (3 Teachers): 100 hours @ \$30/hr	\$9,000	
Supplies/Materials	\$10,000	
GEORGETOWN ISD HANDLING FEE	\$25,000	
TOTAL ESTIMATED BUDGET FOR 2023-2024:		\$1,569,034

WILLIAMSON COUNTY JUVENILE SERVICES PLACEMENTS APRIL 2022 - MARCH 2023

	J.J.A.E.P.										C.O.R.E.										DETENTION						
	Mandatory					Discretionary																					
	General	SPED	General	SPED	General	SPED	General	SPED	General	SPED	General	SPED	General	SPED	General	SPED	General	SPED	#	Days	#	Days	#	Days	#	Days	BILLABLE DAYS
BARTLETT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COUPLAND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FLORENCE	0	0	0	0	2	103	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	103	0
GEORGETOWN	65	1850	20	488	24	946	6	144	5	392	4	220	31	426	10	159	0	0	0	0	0	0	0	0	0	2287	0
GRANGER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HUTTO	2	43	1	13	3	84	2	31	0	0	1	38	8	62	6	138	0	0	0	0	0	0	0	0	0	353	0
JARRELL	2	65	1	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	0
LEANDER	0	0	0	0	1	13	1	13	0	0	2	119	13	170	13	245	0	0	0	0	0	0	0	0	0	560	0
LIBERTY HILL	15	419	7	128	0	0	4	105	2	107	1	42	8	89	4	128	0	0	0	0	0	0	0	0	0	471	0
ROUND ROCK	3	107	0	0	5	152	8	153	10	846	8	750	43	624	23	426	0	0	0	0	0	0	0	0	0	2951	0
TAYLOR	0	0	0	0	0	0	0	1	10	0	0	1	148	5	50	4	51	0	0	0	0	0	0	0	0	259	0
THRALL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	87	2484	29	660	35	1298	22	456	17	1345	17	1317	114	1481	60	1147	0	0	0	0	0	0	0	0	0	7044	0

FISCAL RESPONSIBILITY

	BILLABLE DAYS	% OF TOTAL PLACEMENT DAYS	SUBTOTAL (COST OF DAYS)	% OF INDIRECT COST	SUBTOTAL (HANDLING FEE)	TOTAL RESPONSIBILITY	
BARTLETT	0	0.00%	\$0	0.00%	\$0	\$0	\$0
COUPLAND	0	0.00%	\$0	0.00%	\$0	\$0	\$0
FLORENCE	103	1.46%	\$22,577	2.17%	\$541	\$23,119	\$23,119
GEORGETOWN	2287	32.47%	\$501,307	n/a	\$0	\$501,307	\$501,307
GRANGER	0	0.00%	\$0	0.00%	\$0	\$0	\$0
HUTTO	353	5.01%	\$77,377	7.42%	\$1,855	\$79,232	\$79,232
JARRELL	60	0.85%	\$13,152	1.26%	\$315	\$13,467	\$13,467
LEANDER	560	7.95%	\$122,751	11.77%	\$2,943	\$125,694	\$125,694
LIBERTY HILL	471	6.69%	\$103,242	9.90%	\$2,475	\$105,718	\$105,718
ROUND ROCK	2951	41.89%	\$646,855	62.03%	\$15,509	\$662,363	\$662,363
TAYLOR	259	3.68%	\$56,772	5.44%	\$1,361	\$58,134	\$58,134
THRALL	0	0.00%	\$0	0.00%	\$0	\$0	\$0
TOTALS	7044	100%	\$1,544,034	100%	\$25,000	\$1,569,034	\$1,569,034

% SUBTOTAL DAYS (excluding GISD days) X \$25,000 (GISD Handling Fee) +
 % TOTAL DAYS (including GISD days) X \$1,544,034 (remaining budget)
 = TOTAL RESPONSIBILITY

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Consider Adoption of Texas Association of School Boards (TASB) Comprehensive Policy Review- LOCAL Policies EB, EHAD, EI, EIA, EIE, EL, FB, FBA, FD, FDA, FEB, FEE, FFG (EXHIBIT), FM, FMB, FMD, FMF, FMG, FNAA, FNAB, FNCE, GBB, GF, GKA, GNC
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Action Requested (future meeting):	June 8, 2023
Administrator Responsible:	Shawn Swisher
Attachments:	06-08-23 Consider Adoption of TASB Comprehensive Policy Review EB, EHAD, EI, EIA, EIE, EL, FB, FBA, FD, FDA, FEB, FEE, FFG (EXHIBIT), FM, FMB, FMD, FMF, FMG, FNAA, FNAB, FNCE, GBB, GF, GKA, GNC Atch

Background Information:

As discussed in the continued comprehensive policy review on May 25, 2023, staff is recommending adopting the proposed revisions to Policy: EB(LOCAL), EHAD(LOCAL), EI(LOCAL), EIA(LOCAL), EIE(LOCAL), EL(LOCAL), FB(LOCAL), FBA(LOCAL), FD(LOCAL), FDA(LOCAL), FEB(LOCAL), FEE(LOCAL), FFG (EXHIBIT), FM(LOCAL), FMB(LOCAL), FMD(LOCAL), FMF(LOCAL), FMG(LOCAL), FNAA(LOCAL), FNAB(LOCAL), FNCE(LOCAL), GBB(LOCAL), GF(LOCAL), GKA(LOCAL), GNC(LOCAL). Annotations regarding the proposed revisions are as followed:

EB(LOCAL) – (REVISIONS) These revisions align the policy with the district’s innovation plan.

EHAD(LOCAL) – (DELETION) This outdated policy was issued in 1997. The district’s policy consultant recommends deletion. The language is unnecessary for the superintendent to have this authority.

EI(LOCAL) – (REVISION) The district’s policy advisor noted that the law gives districts the option to award partial credit or not. The provision on partial credit is included in the policy to document the option exercised by the district and it is not necessary to address in policy how a student earns full credit for a two-semester course. Additionally, these are better addressed in the student handbook, and a reference has been added to the proposed policy language.

EIA(LOCAL) – (REVISION) The proposed revisions clarify language and ensure alignment of policy with current district practice.

EIE(LOCAL) – (REVISION) The deletion of text in this policy is proposed as a result of elimination of grade placement provisions as part of HB 4545 int eh 2021 legislative session. The district’s policy consultant notes that accelerated instruction and the new accelerated learning committee can be found at Policies EHBC(LEGAL) and EHBC(LOCAL).

EL(EXHIBIT) – (DELETION) As part of a trend in policy recommendations from TASB, this form, like others, is recommended for deletion. The rationale is that forms are an administrative function and subject to updates, so long as they do not conflict with policy.

FB(LOCAL) – (REVISION) The revisions proposed by the district’s policy consultant are based on guidance from the Office of Civil Rights published in 2015.

FBA(REGULATION) – (DELETION) Oddly, this is a regulation, which properly should be in a regulation manual, and not in the board’s policy manual.

FD(LOCAL) – (REVISION) The proposed revision is intended to provide clarity on the requirement to use a district provided form and align with current district practice.

FDA(LOCAL) – (REVISION) The proposed revisions would bring the policy in line with the law and with current district practice.

FEB(LOCAL) – (REVISION) The revision eliminates the redundant “or designee” language.

FEE(LOCAL) – (DELETION) The district’s policy consultant advises that this is more appropriate for inclusion in the student handbook, rather than in policy. *See, for example, Student Handbook, pp. 32 and 50.*

FFG(EXHIBIT) – (DELETION) The district’s policy consultant notes that this exhibit was recommended for deletion in Update 115. The Board elected not to delete it at that time. Much of the information is now

incorporated into FFG(LOCAL) and the employee handbook. *See, for example, Employee Handbook at pp. 63-64.*

- FM(LOCAL) – (REVISION) This minor edit is recommended to change from grade “point” average to grade average since the requirement is a grade of 70.
- FMB(LOCAL) – (DELETION) The district’s policy consultant recommends deletion of this policy as it is information better suited for inclusion in a handbook.
- FMD(LOCAL) – (DELETION) The district’s policy consultant recommends deletion of this policy as it is information better suited for inclusion in a handbook.
- FMF(LOCAL) – (REVISION) The district’s policy consultant noted that this entire policy was recommended for deletion in Update 115, back in 2020. The Board opted not to do so at that time. Administration is recommending keeping the first paragraph, as noted. The rest of the language is better addressed as administrative regulations or in student handbooks or athletics participation handbooks.
- FMG(LOCAL) – (DELETION) The district’s policy consultant recommends deletion of this policy as it is information better suited for inclusion in an administrative regulation or a handbook.
- FNA(LOCAL) – (REVISION) The revision here creates a more reasonable standard for a district the size of Leander ISD, changing the definition of “distribution” from circulation of more than 10 copies to circulation of more than thirty copies of material from a source other than the district.
- FNAB(LOCAL) – (REVISION) The proposed revision would provide clarity on the role of monitors of non-school use of school facilities to ensure that it aligns with law.
- FNCE(LOCAL) – (REVISION) The district’s policy consultant recommends this revision to reference administrative regulations for the specifics of implementation.
- GBB(LOCAL) – (DELETION) The district’s policy consultant recommends deletion of this policy and states, that it is not necessary to address the specifics of the district’s communication program in board policy. He notes there is a district goal regarding effective communication, and that since this is the Board’s expectation it is the superintendent’s responsibility to develop the appropriate procedures or program to meet that goal.
- GF(LOCAL) – (REVISION) As noted for FNG(LOCAL), this proposed revision ensures that the timelines align with state law. Although there were some questions submitted to the policy committee regarding grievance policies, no other significant changes are recommended at this time. Administration has been reviewing grievance policies to determine whether any changes may be recommended to improve policy and procedures, but no recommendations are made at this time.
- GKA(LOCAL) – (REVISION) This proposed revision is recommended to align the text in Policy DH(LOCAL) and with current law.

Administrative Recommendation:

Administration recommends adoption of the proposed revisions to Policy: EB(LOCAL), EHAD(LOCAL), EI(LOCAL), EIA(LOCAL), EIE(LOCAL), EL(LOCAL), FB(LOCAL), FBA(LOCAL), FD(LOCAL), FDA(LOCAL), FEB(LOCAL), FEE(LOCAL), FFG (EXHIBIT), FM(LOCAL), FMB(LOCAL), FMD(LOCAL), FMF(LOCAL), FMG(LOCAL), FNA(LOCAL), FNAB(LOCAL), FNCE(LOCAL), GBB(LOCAL), GF(LOCAL), GKA(LOCAL), GNC(LOCAL) as presented.

Sample Motion:

I move that the Board adopt the proposed revisions to Policy: EB(LOCAL), EHAD(LOCAL), EI(LOCAL), EIA(LOCAL), EIE(LOCAL), EL(LOCAL), FB(LOCAL), FBA(LOCAL), FD(LOCAL), FDA(LOCAL), FEB(LOCAL), FEE(LOCAL), FFG (EXHIBIT), FM(LOCAL), FMB(LOCAL), FMD(LOCAL), FMF(LOCAL), FMG(LOCAL), FNA(LOCAL), FNAB(LOCAL), FNCE(LOCAL), GBB(LOCAL), GF(LOCAL), GKA(LOCAL), GNC(LOCAL) as presented.

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.¹

School Start Date

In accordance with the District's innovation plan, the District is exempt from the state law that generally prohibits instruction for students from beginning before the fourth Monday in August.

School Calendar

The Superintendent shall be authorized to approve variations from the Board-adopted school calendar, as necessary.

School Closure

The Board delegates to the Superintendent the authority to close schools for reasons of public health and safety.

¹ Innovation Plan: <https://www.leanderisd.org/districtofinnovation/>

DELETE POLICY

Pass / Fail Courses The Superintendent or designee may exercise discretion in designating pass/fail courses.

PROPOSED REVISIONS

**Certificate of
Coursework
Completion**

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

Full Credit

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

Partial Credit

When a student earns a passing grade in only half of a course and the ~~combined grade~~ average for both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

[For award of full credit, see the student handbook.]

PROPOSED REVISIONS

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent ~~or designee~~ shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every ~~six or~~ nine weeks for students in elementary grades 1-12, and for students in secondary grades, every ~~nine-six~~ weeks ~~in kindergarten,~~ on a form approved by the Superintendent ~~or designee~~. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all elementary students during the mid-point of each grading period and for all secondary students after the third week of each grading period ~~in accordance with law for a student who demonstrates consistent unsatisfactory performance.~~

Conferences

Teachers shall offer to parents the opportunity for a conference every grading period ~~in kindergarten-grade 12~~. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests. ~~Penalties may include loss of credit for the test, project, or the like, or for the entire course, and disciplinary penalties in accordance with the Student Code of Conduct.~~ Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized

communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

PROPOSED REVISIONS

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student’s admission, review, and dismissal (ARD) committee and documented in the student’s individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:0)
	<ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade for those courses with a numerical grading system. Mastery of the majority of the objectives is required for those grade levels utilizing standards-based grading.2. Mastery of the skills necessary for success at the next level shall be validated by a variety of assessments.
Kindergarten– Grade 3 and Grade 4–5 Pilot	In kindergarten–grade 3 and at campuses participating in the standards-based report card pilot, promotion to the next grade level shall be based on demonstrated proficiency on course-level, grade-level standards for all subject areas, as outlined on grade-level, standards-based report cards.
Grades 4 and 5	In grades 4 and 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: the average of reading and writing, mathematics, science, and social studies.
Grades 6–8	In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Accelerated Instruction

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.~~

Grade Advancement Testing

~~Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.~~

Definition of "Parent"

~~For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]~~

Alternate Assessment Instrument

~~The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.~~

~~Standards for
Promotion upon
Appeal~~

~~If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.~~

~~The student shall not be promoted unless:~~

- ~~1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and~~
- ~~2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.~~

~~Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.~~

~~Transfer Students~~

~~When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.~~

~~If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.~~

~~Assignment of
Retained Students~~

~~In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age appropriate campus, unless:~~

- ~~1. The student's parent requests that the student be assigned to the same or a similar campus setting; or~~
- ~~2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:~~

~~a.—Recommendations from the student's teachers.~~

~~b.—Observed social and emotional development of the student.~~

Reducing Student Retention

~~The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]~~

DELETE EXHIBIT

See the following pages for forms relating to applications for campus charters and campus program charters:

- Exhibit A: Application for a Campus Charter or Campus Program Charter — 5 pages
- Exhibit B: Parent Petition Supporting a Campus Charter or Campus Program Charter — 1 page
- Exhibit C: Teacher Petition Supporting a Campus Charter or Campus Program Charter — 1 page

EXHIBIT A

APPLICATION FOR A CAMPUS CHARTER OR CAMPUS PROGRAM CHARTER

APPLICANT INFORMATION

Provide the name of the applicant(s) and, if applicable, the name of any organization(s) with which they are affiliated for purposes of this application.

Provide the name, address, and phone number of a primary contact person for this application.

PURPOSE AND NEED

State the purpose for the proposed charter campus or charter program.

Describe what distinguishes the proposed program from the District's current program.

Indicate the geographical area of intended service.

MISSION AND GOALS

Provide a copy of the mission statement of the proposed charter campus or program that describes the alignment to the LISD Graduate Profile. State the proposed goals for the campus or program, including the number of students to be served and any applicable timelines.

CURRICULUM AND INSTRUCTIONAL PROGRAM

Provide a copy of the curriculum to be used in the proposed campus or program, if different from current District curriculum. List the objectives of the program and their correlation to state mandated assessments, locally developed assessments, and campus developed measures and the materials to be used. Outline the methods of instruction for each subject for each grade level to be served, and specify any educational services the proposed program intends the District to provide.

STUDENT ACHIEVEMENT

Describe the student performance objectives of the proposed campus or program, and include a plan for implementation of the state accountability system.

Present a description of the plan for evaluating student performance, including the forms of assessment that will be used to measure student progress toward achievement of the school's performance standards, time lines for achievement of such standards, and procedures for corrective action in the event that student performance falls below such standards. (Must include state mandated assessments, District- developed assessments, and campus-developed measures.)

GOVERNANCE AND DECISION-MAKING PLAN

Describe the composition of the governing body of the proposed program and the process for selecting its members. Specify its duties. Include a detailed explanation of the governance and management relationship between the proposed charter campus or program and the District.

List the Board policies which will apply to the proposed program.

List the Board policies for which waivers are requested. Include the reason for each request and describe the alternate policies, if any, under which the program will operate.

CAMPUS OR PROGRAM CHARTERS

EL
(EXHIBIT)

Describe the nature and extent of parental and community involvement in the operation of the proposed school. Address the following:

1. Any provisions for a campus or program accountability committee.
2. A process for development of an annual school improvement plan.
3. The relationship of the proposed program to the District-level planning and decision-making process and to the District's goals and objectives.

Describe the procedures by which the program's activities and progress will be communicated to the Board and to the community.

ENROLLMENT AND WITHDRAWAL PROCEDURES

Outline the enrollment procedures, including any eligibility and selection criteria.

Outline the withdrawal procedures, including a process for students and teachers already assigned to the affected campus who do not choose to participate in the proposed program. (Such procedures must prohibit discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability, in accordance with federal and state law.)

PEIMS REPORTING PLAN

Explain how PEIMS data will be collected, maintained, and reported to the District and to the Texas Education Agency.

DISCIPLINE PROGRAM AND PROCEDURES

Describe the proposed program's discipline plan and procedures, including the relationship, if any, to the District's adopted Student Code of Conduct and Alternative Education Program.

SAFETY AND SECURITY PLAN

Describe the safety and security plan, including any emergency procedures.

FACILITIES AND TRANSPORTATION PLAN

Indicate what facilities are to be used for the proposed program. Describe any modifications proposed for existing District facilities. If the facilities are not currently District property, explain how they are to be acquired.

Outline a plan for routine maintenance of the facilities for the proposed program. Indicate whether such services are to be provided by the District or by some other means.

Describe the plan for planning transportation of students to the proposed campus or program. Indicate whether such services are to be provided by the District, by a transportation company, or by some other means.

EMPLOYMENT PLAN

Describe the proposed employment practices of the campus or program, including a description of the qualifications and classifications of employees, a compensation schedule including any benefits to be granted, recruitment and selection procedures, hiring and dismissal procedures, and a process for handling employee complaints. (The plan must prohibit discrimination on the basis of national origin, ethnicity, race, religion, age, or disability in accordance with state and federal law.)

OPERATIONAL AND FINANCIAL PLAN

Describe the role of the chief operating officer responsible for personnel, the budget, purchasing, program funds, and any other areas of management.

CAMPUS OR PROGRAM CHARTERS

EL
(EXHIBIT)

Provide evidence that the proposal for the charter campus or program is economically sound for both the charter campus or program and the District, and will not to exceed the campus allocations for the applicable year.

Include a proposed budget for the term of the charter.

Describe the manner in which an annual audit of the financial and administrative operations of the campus or program will be conducted.

Detail the plan for fiscal accountability, including procedures for purchasing and bidding that comply with state law.

List and describe the business services the proposed program intends the District to provide.

INDICATION OF SUPPORT

(With the draft application) Provide a preliminary list of parents who support the application and who have made a commitment to enroll their children in the proposed program. Provide a preliminary list of classroom teachers at the campus and/or elsewhere in the District who support the proposal and who would apply to work in the proposed program.

(With the final application) Provide the completed petitions of parent and teacher signatures, as required by law. [See Exhibits B and C]

ADDITIONAL INFORMATION

Provide any additional information that might be helpful to the Board when considering this request for a campus charter or campus program charter.

PROPOSED REVISIONS

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Equal Access

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

Title IX Coordinator

~~Reports of discrimination based on sex/gender may be directed to the Title IX coordinator.~~ The District designates and authorizes the Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator

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

Superintendent

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

Complaints

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

~~Records Retention~~

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

Equal Educational Opportunity

General Education

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

Section 504

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of ~~the each~~ Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services ~~to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]~~ and supports to a student who has a disability that results in a substantial limitation of a major life activity.

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

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

~~A student may be referred by parents, teachers, counselors, administrators, or any other District employee for evaluation to determine if the student has disabilities and is in need of special instruction or services.~~

Notice and Consent
~~Parental Consent~~

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

~~The Section 504 coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.~~

~~Notice to Parents~~

~~Parents shall be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.~~

~~Preplacement~~
Evaluation and Placement

The results of ~~the~~an evaluation shall be considered before any action is taken to place a student with ~~disabilities~~a disability or make a significant change in placement in an instructional program. ~~The~~The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation ~~shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence~~data and social responsibility expected of~~when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.~~

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her ~~age and cultural group~~ child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial Hearing

~~Parents~~A parent shall be given written notice of ~~their~~the due process right to an impartial hearing if ~~they have~~the parent has a con-

cern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with ~~disabilities~~a disability. The impartial hearing shall be conducted by a person who is knowledgeable about ~~the issues involved in~~ Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

~~State-Mandated Assessments~~

~~Modifications in taking the state-mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]~~

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control schedules. [See CPC]

DELETE REGULATION (from the policy manual)

**Service / Assistance
Animals and
Miniature Horses**

A student with a qualifying disability may have the right to have a service animal, as defined at FBA(LEGAL), or a miniature horse accompany him or her on campus and other District facilities, including on District transportation. [See FB(LEGAL), Reasonable Modification]

Miniature Horses

A parent of a student with a qualifying disability may request that a miniature horse that has been individually trained to work or to perform tasks for the benefit of the student be permitted to accompany the student on campus or other District facilities. Consideration and approval for use of a miniature horse will be on a case-by-case basis and will be in accordance with the assessment factors prescribed in law. [See FBA(LEGAL)]

Requirements

A service animal or miniature horse on campus or in any District facility must remain within the control of the student/handler at all times and must be housebroken.

Removal of Service
Animal or Miniature
Horse

If a service animal or miniature horse is not housebroken, displays signs of being out of control at any time and the animal's handler does not take effective action to control it, or is a direct threat to the health or safety of others [see FB(LEGAL), Direct Threat], the animal will be removed from the building, and the student's parent will be contacted.

Parent Request

A parent considering the use of a service animal should consult with the student's campus principal, admission, review, and dismissal (ARD) committee, or 504 committee as early as possible to discuss the student's needs.

A parent must submit to the campus principal a written request for a service animal or a miniature horse to accompany a student at least ten District business days prior to bringing the animal on campus. If not readily apparent, the parent will confirm that the animal is required because of the student's disability and will provide information about the work or tasks that the animal has been trained to perform.

IEPs and 504 Plans

A student's ARD committee or 504 committee, as appropriate, will convene to determine if the service animal or miniature horse is necessary for the student to receive a free and appropriate education (FAPE) under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Vaccinations

A service animal's vaccinations must be kept current in accordance with state law, including rabies vaccinations. The student's parent will annually provide a copy of the vaccination record, which will be kept on file with the campus principal.

Liability

The owner of a service animal or a miniature horse is liable for any harm, injury, or damage caused by the animal to other students, District employees, visitors, and/or property.

Appeal

Complaints alleging discrimination or harassment based on disability may be appealed in accordance with FFH(LOCAL).

All other decisions regarding service animals or miniature horses may be appealed in accordance with FNG(LOCAL).

PROPOSED REVISIONS

Persons Age 21 and Over	The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.
Registration Forms	The student’s parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.
Proof of Residency	At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.
Minor Living Apart	A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.
Person Standing in Parental Relation	
Misconduct	A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.
Exceptions	Based on an individual student’s circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.
Extracurricular Activities	The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.
Nonresident Student in Grandparent’s After-School Care	The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent’s residency and describe complete a form provided by the District describing the extent of after-school care to be provided by the grandparent. The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.
“Accredited” Defined	For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an

accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

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

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include: 0)

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

Transfer of Credit

Accredited Texas Public Schools

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

Other Accredited or Nonaccredited Schools

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

Transition Assistance

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

[See EI]

Withdrawal

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

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

PROPOSED REVISIONS

No Interdistrict Transfers

A nonresident student shall not be permitted to attend District schools except as provided below.

~~Exceptions~~

Former Resident
Student

A resident student who becomes a nonresident during the course of a semester ~~shall~~ may ~~be permitted to continue in attendance for the remainder of the semester.~~ file an application to remain in attendance in the District for the remainder of the school year. The application shall be reviewed and evaluated in accordance with the provisions in this policy.

Nonresident
District Employee
Child

A nonresident District employee may request that his or her child be admitted into District schools by filing an application with the Superintendent ~~or designee and paying any applicable fee for processing the application.~~

Transfers shall be granted for one regular school year at a time, on a tuition-free basis. If the child is withdrawn from the District at any time, the student shall not be eligible for another transfer into the District.

Factors

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.

*Transfer
Agreements*

A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.

For a child of a nonresident District employee, the transfer agreement shall provide for the District to revoke the transfer of a child of an employee if the parent's employment with the District ends.

Appeals

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

PROPOSED REVISIONS

**Attendance
Accounting System**

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

Alternative
Attendance-Taking
Time

The Superintendent ~~or designee~~ is authorized to establish written procedures permitting a campus to record absences in an alternative hour from the District's official attendance-taking time or for a designated group of students at a campus. The alternative attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.

**Parental Consent to
Leave Campus**

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

DELETE POLICY

Leaving Campus

No student shall be permitted to leave campus during the school day except as approved by the principal or designee, on a case-by-case basis in response to a parent's request.

All Students

Students who leave campus during lunch or at any other time without administrative approval shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Delete Exhibit

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact the office of student support services, at (512) 570-1053, or counseling services, at (512) 570-0212.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

Are there any restrictions on reporting?

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

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

To whom do I make a report?

Reports may be made to any of the following:

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(EXHIBIT)

- A law enforcement agency: The Leander Police Department, at (512) 259-0613; the Cedar Park Police Department, at (512) 258-2800; the Travis County Sheriff's Office, at (512) 854-9697; the Williamson County Sheriff's Office, at (512) 943-1300; or the Austin Police Department, Child Abuse Unit, at (512) 974-6880;
- The CPS division of the Texas Department of Family and Protective Services at (800) 252-5400 or [Texas Abuse Hotline Website](#)¹; or
- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

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

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

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

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or

- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

PROPOSED REVISIONS

**Extracurricular
Activity Absences**

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

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

**Use of District
Facilities**

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

DELETE POLICY

Function	Student government organizations serve an essential function in the total educational program of the District, as well as in the general emotional, social, and intellectual development of students. Student government affords students the opportunity to participate in the formation of general school policies and to discuss matters of student concern, and it also provides students with experience in participating in the democratic process.
Scope	Student government organizations may make recommendations for the general operation of the school and for policy matters of the District; they shall not, however, actually prescribe regulations and rules for the operation of the schools.
Supervision	All such organizations shall be under the direct supervision of a faculty adviser and the principal.

DELETE POLICY

School activities shall conform to the purposes of the instructional program. Any social or other activity that is not part of the instructional program under the direction of District personnel shall be planned for, and limited to, nonschool hours.

District social activities shall be controlled by the following guidelines:

1. All activities shall have prior approval of the principal.
2. All school-sponsored social events shall have faculty supervision.
3. Rules of conduct applicable to regular school hours shall be applicable to all school-sponsored social activities.

0.Regulations concerning supervision, parental participation, refreshments, curfew, visitor participation, and other matters essential to the proper handling of such events shall be developed and implemented by principals, who shall work in conjunction with parents and student leaders in their formulation.

Dances

School-sponsored dances may be held on school property.

PROPOSED REVISIONS

UIL Activities

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

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

~~Athletic Program~~

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

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

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

~~Non-UIL Activities~~

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

~~Overnight Trips~~

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

DELETE POLICY

Transportation for Student Travel

A student who participates in a school-sponsored trip shall be required to use transportation provided by the school to and from the event.

An exception may be made if:0)

1. The student's parent makes a written request that the student be released to the parent or to another adult designated by the parent;
2. The student is traveling to or from an individual competition/performance; or
3. The student is traveling to or from activities within the boundaries of the District.

The District shall not be liable for any injuries that occur to a student using transportation that is not provided by the school.

Overnight Trips

The Superintendent and principal shall have authority to approve in-state overnight trips by student organizations and other student groups.

Out-of-State Trips

Any out-of-state trips by student organizations or other student groups shall require approval from the Superintendent and principal.

PROPOSED REVISIONS

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

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

For purposes of this policy, "distribution" means the circulation of more than ~~ten~~30 copies of material from a source other than the District.

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

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

Limitations on Content

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

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The materials promote illegal use of drugs, alcohol, or other controlled substances.
4. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
5. The materials contain defamatory statements about public figures or others.
6. The materials advocate imminent lawless or disruptive action, or violation of school rules, and are likely to incite or produce such action.
7. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain

STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA
(LOCAL)

content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.

8. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others.

Prior Review

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

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

Exceptions to Prior Review

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

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

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

Time, Place, and Manner Restrictions

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

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

Violations of Policy

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

Appeals

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

PROPOSED REVISIONS

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

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

Sponsorship

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

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

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

Requests

To receive permission to meet on school premises during noninstructional time, interested students shall file a written request with the principal or designee on a form provided by the District.

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

Approval

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

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

Meetings

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

STUDENT EXPRESSION
USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

FNAB
(LOCAL)

Employee Monitor Monitors shall be present at meetings and activities in a nonparticipatory capacity to maintain order and protect school property. [Monitors shall be assigned in accordance with administrative regulations. The assignment of an employee to a meeting or activity shall not constitute sponsorship of the meeting, activity, or group.](#)

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

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

[For distribution of nonschool materials, see FNAA]

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

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

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

PROPOSED REVISIONS

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

Personal Use

Telecommunications
Devices

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

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

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

Other Electronic
Devices

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

Instructional Use

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

DELETE POLICY

The Board, administration, and staff of the District shall actively pursue a communications program highlighting for the school community—and for the community at large—educational experiences in District schools and promoting effective community partnerships.

District officials shall ensure complete and accurate coverage of all Board meetings and shall provide access to meeting minutes.

Centralized Communication Functions

The District's communications program shall include:

1. A centralized public information/communications office to coordinate the District's communication efforts.
2. An effective communication system between the District and its various publics ensuring:
 - a. Dissemination of accurate, timely information about District policies, programs, procedures, achievements, decisions, and critical issues;
 - b. Clear interpretations of decisions and action;
 - c. Appropriate responses to rumors and misinformation;
 - d. An open climate encouraging employees and the community to present ideas, suggestions, and reactions regarding the District's programs and practices; and
 - e. An effective working relationship with the news media.
3. An organizational environment in which District staff members are aware that they share responsibility for communicating school policies, programs, and activities to parents and the community.

PROPOSED REVISIONS

Complaints

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

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:0)

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

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

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

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

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

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

Freedom from Retaliation

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

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

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

Response

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

Days

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

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

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

Consolidating Complaints

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

Untimely Filings

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

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:0.

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Frequent Appeals

If a member of the public has presented five Level Three appeals to the Board within a calendar year, the Board shall consider any subsequent Level Three appeal from the complainant during that calendar year only upon written submission, with no Level Three presentation made to the Board by the complainant or the administration. In such an event, the Board shall consider the written record and give notice of its decision in writing.

Upon a motion by any Board member, however, the presiding officer shall call for a vote to suspend this rule and allow an oral presentation of the Level Three appeal.

PROPOSED REVISIONS

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when: 0)

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is ~~secured and~~ not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

COMMUNITY RELATIONS
CONDUCT ON SCHOOL PREMISES

GKA
(LOCAL)

Video or Audio
Recording

The District prohibits video or audio recording of a District employee or volunteer without the knowledge and consent of the employee or volunteer. The District prohibits video or audio recording of a student except by the student's parent or in accordance with Education Code 26.009.

DELETE POLICY

Student Teachers

All student teachers must be interviewed personally by the principal. Placement of all student teachers shall be approved by the Superintendent or designee and the principal of the school to which the student teacher is to be assigned.

Student teachers who fail to abide by District policies, rules, and administrative regulations may be dismissed by the Superintendent at any time during the course of the teacher education program.

The person in charge of the teacher education program shall coordinate this program with institutions of higher learning and shall be responsible, in a joint effort with such institutions, for professional development programs for the student teachers. All contracts for such programs must be signed by the Superintendent.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Consider Approval of Interlocal Agreement between Leander ISD and the City of Austin (Austin Public Health)
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Kendra Winans, Matt Bentz
Attachments:	Interlocal Agreement between Leander Independent School District and the City of Austin (Austin Public Health) Atch

Background Information:

On September 28, 2017, the Austin City Council approved a resolution, which directed the compilation of information related to community data, equity gaps, and potential policies and resources that could provide opportunities to expand existing affordable, high-quality childcare services and access to Pre-Kindergarten (Pre-K). The resolution included providing funding options for the startup costs to expand Pre-K for programs located in Travis County. The purpose of this Agreement is to establish the terms and conditions under which the City and District will collaborate for the provision of startup costs for one new Early Childhood Special Education/Pre-Kindergarten classroom to expand affordable early care and education options for Austin/Travis County residents and satisfies a municipal and public purpose in accordance with Chapter 791 of the Texas Government Code.

On June 8, 2022, the Austin City Council will authorize the negotiation and execution of an interlocal agreement with Leander Independent School District for Grandview Hills Elementary to receive an amount not to exceed \$16,000. The PDF version of the agreement is attached as a reference for approval.

Administrative Recommendation:

Administration recommends the Board of Trustees approve the Interlocal Agreement between Leander Independent School District and the City of Austin (Austin Public Health) as presented.

Sample Motion:

I move that the Board of Trustees approve the Interlocal Agreement with the City of Austin (Austin Public Health) as presented.

**Interlocal Agreement
between
Leander Independent School District and
City of Austin**

This Interlocal Agreement ("Agreement") is agreed and entered into by and between the Austin Public Health Department of the City of Austin ("City") and the Leander Independent School District ("District"), and collectively referred to as the "Parties" or individually referred to as a "Party," and is effective on the date of final signature ("Effective Date").

WHEREAS, on September 28, 2017, Austin City Council approved Resolution No. 20170928-057 ("Resolution"), which directed the compilation of information related to community data, equity gaps, and potential policies and resources that could provide opportunities to expand existing affordable, high-quality child care services and access to Pre-Kindergarten (Pre-K);

WHEREAS, one of the twelve deliverables in the Resolution was to consider the availability of Pre-K programs and provide funding options for the startup costs to expand Pre-K programs in the District and surrounding school districts that enroll Austin children.

WHEREAS, on May 18, 2023, Austin City Council authorized the negotiation and execution of an interlocal agreement with Leander Independent School District for the provision of startup costs for one new Pre-K classroom for three-year-old children to expand affordable, high-quality early care and education options for Austin/Travis County residents, with a four-month term, in an amount not to exceed \$16,000.

NOW, THEREFORE, City and District agree as follows:

1. **Purpose:** The purpose of this Agreement is to establish the terms and conditions under which the City and District will collaborate for the provision of startup costs for one new Pre-Kindergarten classroom for three-year old children to expand affordable early care and education options for Austin/Travis County residents.
2. **Term:** This Agreement shall commence on June 1, 2023 and end on October 1, 2023.
3. **Ratification:** The Parties agree to ratify continuation of the Parties' rights and obligations under the Agreement from June 1, 2023, until execution by both Parties of this Agreement.
4. **Amendment:** Unless expressly provided otherwise in this Agreement, any change to the terms of this Agreement shall be in writing and signed by the Parties.

9. Compliance with Laws: City agrees to abide by all district policies, directives, and guidelines, local ordinances, and state and federal laws in the provision of its services, activities, or programs to the District, including but not limited to the Americans with Disabilities Act, 42 USC §12111, *et seq.*, 29 CFR §1630.1, *et seq.*, Section 504 of the 1973 Rehabilitation Act, 34 CFR §104.1, *et seq.*; the Family Educational Rights and Privacy Act, 20 USC §1232g, *et seq.*, 34 CFR §99.1, *et seq.*; and Title IX of the Education Amendments of 1972, 20 USC §1681 *et seq.*, 34 CFR §106.1 *et seq.*

10. Indemnification: The District and City agree to be solely responsible for their own acts and/or omissions for any claim, cost, liability, loss, damage or expense of any kind, including the legal defense thereof (collectively, the "Damages") that either Party may incur arising out of or related to this Agreement, including, but not limited to, the acts and/or omissions of their respective officers, employees, contractors or agents in the performance of their duties and obligations hereunder. Nothing contained herein shall be construed to require either Party to indemnify or otherwise assume liability for any Damages or the acts and/or omissions of the other Party, its affiliated entities, shareholders, officers, employees, contractors or agents.

11. Non-Appropriation: The execution or continuation of this Agreement is dependent upon the availability of funding. The payment obligation of either Party is payable only and solely from funds appropriated and available for this Agreement. The absence of appropriated or other lawfully available funds shall render the Agreement null and void to the extent funds are not appropriated or available. The Parties will each provide the other Party written notice of their failure to make an adequate appropriation for any fiscal year to pay the amounts due under the Agreement, or the reduction of any appropriation to an amount insufficient to permit a Party to pay its obligations under the Agreement. In the event of non-appropriation or inadequate appropriation of funds, there will be no penalty nor removal fees charged to the Party unable to meet its payment obligation.

12. Right to Audit: District agrees that the representatives of the Office of the City Auditor, or other authorized representatives of City, shall have access to, and the right to audit, examine, and copy any and all records of the District related to the performance under this Agreement during normal business hours (Monday- Friday, 8 am - 5 pm). In addition to any other rights of termination or suspension set forth herein, City shall have the right to immediately suspend the Agreement, upon written notice to District, if District fails to cooperate with this audit provision. District shall retain all such records for a period of five (5) years after the expiration or early termination of this Agreement or until all audit and litigation matters that City has brought to the attention of District are resolved, whichever is longer. District agrees to refund to City any overpayments disclosed by any such audit.

13. Monitoring and Evaluation: District agrees that the City or its designee may carry out monitoring and evaluation activities to ensure adherence by District to the provisions of this Agreement. District shall fully cooperate in any monitoring or review by the City and further agrees to designate a staff member to coordinate monitoring and evaluation activities. District shall provide the City with copies of all evaluation or monitoring reports received from other funding sources during the Agreement Term upon request following District's receipt of the final report. District shall keep on file copies of all notices of Board of Directors meetings, Subcommittee or Advisory Board meetings, and copies of approved minutes of those meetings.

[Signature Page Follows]

SIGNED this ____ day of _____, 2023.

**LEANDER INDEPENDENT SCHOOL
DISTRICT**

Bruce Gearing, Ed.D.
Superintendent of Schools

SIGNED this ____ day of _____, 2023.

**AUSTIN PUBLIC HEALTH DEPARTMENT
CITY OF AUSTIN**

Stephanie Hayden-Howard
Assistant City Manager

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item: Consider Approval of the 2023-2024 Allotment and TEKS Certification
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Matt Bentz, Alicia Westcot
Attachments: 2023-2024 Allotment & TEKS Certification Form PDF Atch

Background Information:

School districts in Texas are required to certify annually to the State Board of Education and the Commissioner of Education that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts must submit certifications to receive access for ordering 2023–24 instructional materials or to request disbursement of allotment funds through the EMAT system. The TEKS certification form is an online survey that is accessed through the TEA Instructional Materials website. The certification must be ratified by the district’s board of trustees in an open, public-noticed meeting. The PDF version of the completed Allotment and TEKS Certification form is attached as a reference for approval.

Administrative Recommendation:

Administration recommends the Board of Trustees approve the 2023-2024 Allotment & TEKS Certification form for submission.

Sample Motion:

I move that the Board of Trustees approve the 2023-2024 Allotment and TEKS Certification form for submission as presented.

TEKS Certification 2023-24 Form

TEKS Certification 2023-24 Form	1
Survey Pre-Work:	2
Instructions to Complete the TEKS Certification Process for 2023-24	3
Additional Supports	4
Review Terminology.....	4
About the Qualtrics Survey	4
TEKS Certification and Allotment Survey	4
Background Information	5
District Information.....	5
Reading Language Arts TEKS Certification	5
Scope and Sequence - All Grade Levels RLA	6
English Reading Language Arts K-5 TEKS Coverage Certification.....	6
English Reading Language Arts K-5 Instructional Materials.....	6
Spanish Reading Language Arts K-5 TEKS Coverage Certification	7
Spanish Reading Language Arts K-5 Instructional Materials.....	7
English Reading Language Arts 6-8 TEKS Coverage Certification.....	9
English Reading Language Arts 6-8 Instructional Materials.....	9
English Reading Language Arts 9-12 TEKS Coverage Certification.....	10
English Reading Language Arts 9-12 Instructional Materials.....	10
Mathematics TEKS Certification.....	11
Mathematics K-5 TEKS Coverage Certification	12
Mathematics K-5 Instructional Materials	12
Mathematics 6-8 TEKS Coverage Certification	12
Mathematics 6-8 Instructional Materials	12
Mathematics 9-12 TEKS Coverage Certification	12
Mathematics 9-12 Instructional Materials	12
Social Studies TEKS Certification	12
Social Studies K-5 TEKS Coverage Certification.....	12
Social Studies K-5 Instructional Materials.....	12
Social Studies 6-8 TEKS Coverage Certification.....	12
Social Studies 6-8 Instructional Materials.....	12
Social Studies 9-12 TEKS Coverage Certification.....	12
Social Studies 9-12 Instructional Materials.....	12
Science TEKS Certification.....	12
Science K-5 TEKS Coverage Certification.....	12
Science K-5 Instructional Materials.....	12
Science 6-8 TEKS Coverage Certification.....	12

Science 6-8 Instructional Materials.....	12
Science 9-12 TEKS Coverage Certification.....	12
Science 9-12 Instructional Materials.....	12
Phonics Informational Questions.....	12
Children’s Internet Protection	12
Additional Informational Questions (Optional)*	12
TEKS Certification and Allotment Survey Ratification [Printed and uploaded PDF]	12
Other Certified Subject Areas:	12

Survey Pre-Work:

TEKS Certification 2023–24 Form

In accordance with [Texas Education Code §31.004](#), local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C). The TEKS Certification 2023–24 Survey includes a section to allow LEAs to certify they meet this requirement.

In response to feedback from last year's process, the agency refined the TEKS Certification Process and will utilize the following tools:

TEKS Certification 2023-24 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

TEKS Certification 2023-24 Survey:

Web-based application where LEAs will submit their responses, collected on the TEKS Certification 2023-24 Form, and where LEAs will upload the signature page of the Form.

This year's TEKS Certification Process requires:

- The completion of the TEKS Certification 2023-24 Form,
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the TEKS Certification 2023-24 Survey and upload of the signature page of the ratified TEKS Certification 2023-24 Form.

TEA recommends that LEAs complete these steps by **May 1, 2023**. The TEKS Certification 2023-24 Survey can be accessed beginning on March 20, 2023, on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2023, and is scheduled to reopen on May 15, 2023. **Completion of the TEKS Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2023.**

TEKS Certification 2023–24 Survey submissions received after May 15, 2023, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the TEKS Certification Process for 2023-24

1. **Review the TEKS Certification 2023-24 Form.**
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete TEKS Certification 2023-24 Form:** Complete the TEKS Certification 2023–24 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **TEKS Certification 2023-24 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit TEKS Certification 2023-24 Survey:** Complete the online TEKS Certification 2023–24 Survey by answering the questions. Inside the survey you will upload the signature page of the signed Allotment and TEKS

Certification 2023–24 Form from Step 4. The survey will be open for submissions beginning Monday, March 20, 2023, and will be located on the [Instructional Materials website](#).

Additional Supports

- The TEA will be hosting a webinar to review the TEKS Certification 2023–24 Process on *Monday, March 20, at 2:00 p.m. CDT*. You can find the registration link [here](#).
- The TEA will host office hours on *Tuesday, March 28, at 11:00 a.m. CDT*. Registration link for office hours can be found [here](#).
- For questions about the TEKS Certification 2023–24 form, survey, or process, please submit a [Help Desk ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

About the Qualtrics Survey

Within the Qualtrics survey, you will be given a list of commonly known publishers and products. Should your district use a district-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

TEKS Certification 2023–24 Form

Background Information

QUESTION 1.0: Name of person completing this form

Alicia Westcot

QUESTION 1.1: Your email address

Alicia.westcot@leanderisd.org

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Material Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

13

QUESTION 2.1: District or Charter Name and County District Number

Leander ISD

QUESTION 2.2: Superintendent's Name

Dr. Bruce Gearing

QUESTION 2.3: Superintendent's email address

Bruce.gearing@leanderisd.org

QUESTION 2.4: School board president's or governing body's name

Trish Bode

QUESTION 2.5: School board president's or governing body's email address

Trish.bode@leanderisd.org

QUESTION 2.6: Date of the school board meeting at which the TEKS Certification Form was presented and approved

May 27, 2023

Reading Language Arts TEKS Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0: Do you manage the scope and sequence of your reading language arts content at a LEA (district or charter) level? Please indicate your LEA’s approach to managing the scope and sequence of the reading language arts content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
QUESTION 3.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K–5 English RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- Yes
 No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 English RLA full- subject publisher/ product used:
 District Created Materials

Grades 3–5 English RLA full- subject publisher/ product used:
 District Created Materials

QUESTION 5.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 English RLA supplemental publisher/ product used:
Heinemann / Fountas and Pinnell Classroom Systems SR, IR, IRA, Phonics Word Study, and Lucy Calkins UOS, Handwriting Without Tears / Letters and Numbers for Me, My Printing Book, and Cursive Kickoff.
Stenhouse Publishing / Patterns of Power

Grades 3–5 English RLA supplemental publisher/ product used:
Heinemann / Fountas and Pinnell Classroom Systems SR, IR, IRA, Phonics Word Study, and Lucy Calkins UOS, Handwriting Without Tears / Cursive Handwriting, and Stenhouse Publishing / Patterns of Power

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K-5 Spanish RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single select]

Yes

No

Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 Spanish RLA full- subject publisher/ product used:
District Created Materials

Grades 3–5 Spanish RLA full- subject publisher/ product used:
District Created Materials

QUESTION 7.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 Spanish RLA supplemental publisher/ product used:
Heinemann / Fountas and Pinnell Classroom Systems SR, IR, IRA, Phonics Word Study, and Lucy Calkins UOS, Spanish Classroom SR, IR, IRA libraries, and Stenhouse Publishing / Spanish Patterns of Power

Grades 3–5 Spanish RLA supplemental publisher/ product used:
Heinemann / Fountas and Pinnell Classroom Systems SR, IR, IRA, Phonics Word Study, and Lucy Calkins UOS, Spanish Classroom SR, IR, IRA libraries, and Stenhouse Publishing / Spanish Patterns of Power

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0: For school year 2023–24 will your LEA make materials available for use that cover 100% of the **English 6-8 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 English RLA full- subject publisher/ product used:
District Created Materials

QUESTION 9.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 English RLA supplemental publisher/ product used:
Heinemann / Lucy Calkins UOS, Book Clubs and Classroom Libraries, Houghton Mifflin Harcourt / Texas Literature, and Prentice Hall / Writing Coach.

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0 For school year 2023-24 will your LEA make materials available for use that cover 100% of the **English 9-12 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0 Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 English RLA full- subject publisher/ product used:
District Created Materials

QUESTION 11.1 Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 English RLA supplemental publisher/ product used:
Heinemann / Lucy Calkins UOS, Book Clubs and Classroom Libraries, Houghton Mifflin Harcourt / Texas Literature, American Literature, British Literature, Prentice Hall / Writing Coach, Bookhead Learning / StudySync, Bedford Freeman and Worth / The Language of Composition, Literature Composition, Everything's an Argument, and W.W. Norton / They Say I Say, Reading The World.

Mathematics TEKS Certification

QUESTION 12.0: Do you manage the scope and sequence of your mathematics content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the mathematics content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 12.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0: For school year 2023-24 will your LEA make materials available for use that cover 100% of the **K–5 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics K-5 Instructional Materials

QUESTION 14.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K–5 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–5 Mathematics full- subject publisher/ product used:
District Created Materials

QUESTION 14.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–5 Mathematics supplemental publisher/ product used:
The Math Learning Center / Bridges & Number Corner Teacher Sets

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0 For school year 2023-24 will your district make materials available for use that cover 100% of the **6-8 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6-8 Instructional Materials

QUESTION 16.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Mathematics full- subject publisher/ product used:
District Created Materials

QUESTION 16.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Mathematics supplemental publisher/ product used:
McGraw-Hill Education / Courses 1, 1, 3, Algebra 1, Algebra 2, and Geometry

Mathematics 9-12 TEKS Coverage Certification

QUESTION 17.0: For School Year 2023-24 will your LEA make materials available for use that cover 100% of the **9-12 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics 9-12 Instructional Materials

QUESTION 18.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9-12 Mathematics full- subject publisher/ product used:
District Created Materials

QUESTION 18.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 Mathematics supplemental publisher/ product used:
 McGraw-Hill Education / Geometry, Algebra 1, Algebra 2, and PreCalculus.
 Houghton Mifflin Harcourt / Calculus, Calculus of a Single Variable.
 Consenza & Assoc. / Algebraic Reasoning

Social Studies TEKS Certification

QUESTION 19.0: Do you manage the scope and sequence of your social studies content at a LEA (district or charter) level? Please indicate your LEA’s approach to managing the scope and sequence of the social studies content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 19.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0: For school year 2023-24 will your LEA make materials available that cover 100% of the Grades K–5 Social Studies TEKS? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
- No

Social Studies K-5 Instructional Materials

QUESTION 21.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Studies full- subject publisher/ product used:
 District Created Materials

QUESTION 21.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Social Studies supplemental publisher/ product used:
Studies Weekly / Social Studies Weekly

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Social Studies 6-8 Instructional Materials

QUESTION 23.0: Select **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Social Studies full- subject publisher/ product used:
District Created Materials

QUESTION 23.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Social Studies supplemental publisher/ product used:
Discovery Education / World Geography and Cultures
McGraw-Hill Education / Texas History, US History to 1877

Social Studies 9-12 TEKS Coverage Certification

QUESTION 24.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

No

Social Studies 9-12 Instructional Materials

QUESTION 25.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 Social Studies full- subject publisher/ product used:
District Created Materials

QUESTION 25.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band

Grades 9 - 12 Social Studies supplemental publisher/ product used:
McGraw-Hill Education / World Geography, World History, US History Since 1877, US Government, Economics, Sociology and You, AP Traditions & Encounters.
Bedford Freeman & Worth / Krugman's Economics for AP, Thinking About Psychology, Myer's Psychology for AP.
National Geographic / AP Human Geography: A Spatial Perspective

Science TEKS Certification

QUESTION 26.0: Do you manage the scope and sequence of your science content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the science content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 26.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.4:	9th – 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **K–5 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Science K-5 Instructional Materials

QUESTION 28.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Science full- subject publisher/ product used:
 District Created Materials

QUESTION 28.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Science supplemental publisher/ product used:
 District Created Materials - grade specific science kits

Science 6-8 TEKS Coverage Certification

QUESTION 29.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 6-8 Instructional Materials

QUESTION 30.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS.

[Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills \(TEKS\) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.](#)

Grades 6 - 8 Science full- subject publisher/ product used:
District Created Materials

QUESTION 30.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

[Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.](#)

Grades 6 - 8 Science supplemental publisher/ product used:
Accelerate Learning / StemScopes

Science 9-12 TEKS Coverage Certification

QUESTION 31.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Science TEKS**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 9-12 Instructional Materials

QUESTION 32.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS.

[Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills \(TEKS\) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.](#)

Grades 9 – 12 Science full- subject publisher/ product used:
District Created Materials

QUESTION 32.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS (do not

include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9 - 12 Science supplemental publisher/ product used:

Accelerate Learning / StemScopes

Savvas / Human Anatomy & Physiology, Campbell AP Biology, Earth Science

McGraw-Hill Education / Microbiology: A Human Perspective

Kendall Hunt / Global Science

Cengage Learning / AP Chemistry Zumdahl

Phonics Informational Questions

QUESTION 33.0 Share the full-**subject** publisher/ product that teachers in your district will use regularly (once a week or more, on average) for Grades **K-3 Phonics RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-3 Phonics RLA full- subject publisher/ product used:

District Created Materials with supplemental support from Heinemann / Fountas and Pinnell

Classroom Systems SR, IR, IRA, Phonics Word Study

Children's Internet Protection

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0 Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?*

Yes

No

QUESTION 35.1 If **"Yes"** is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- Math

QUESTION 36.0 **How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)***

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 37.0

Assessment Platform: Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

TEKS Certification and Allotment Survey Ratification [Printed and uploaded PDF]

In accordance with Texas Education Code [§31.04](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas:

Please select each subject in the required curriculum below for which your LEA provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6 -digit ID):

246913

District or Charter Name:

Leander ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Insert here

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, LEAs will submit this page of the TEKS Certification 2023-24 Form to the TEA through an electronic [TEKS Certification 2023-24 Survey](#). The survey is also available on the [TEA State Adopted Instructional Materials webpage](#).

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Discussion of Leading Measures End of Year Data
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Matt Bentz, Alicia Westcot
Attachments:	Discussion of Leading Measures Presentation Pres 2022-2023 Superintendent Evaluation – 3 rd Quarter Review Atch

Background Information:

The purpose of this presentation is to provide an update on the leading measures for the district improvement plan and the Superintendent’s Evaluation, which are aligned to the 5-year Strategic Plan. This presentation will cover Part 1 (Report on Student Performance) Part 2 (Key Performance Indicators) of the Superintendent's Evaluation was presented at the last board meeting on May 25. End of year data updates have been compiled for NWEA MAP (Math), ISIP (Reading), and data for College Readiness.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Leading Measures Update End of Year Data

June 8, 2023

Purpose

The purpose of this presentation is to provide an update on the leading measures for the district improvement plan and the Superintendent's Evaluation, which are aligned to the 5 year Strategic Plan.

115

*Note: This presentation will cover **Part 1 (Report on Student Performance)**. Part 2 (Key Performance Indicators) of the Superintendent's Evaluation was discussed at the May 25 meeting.*

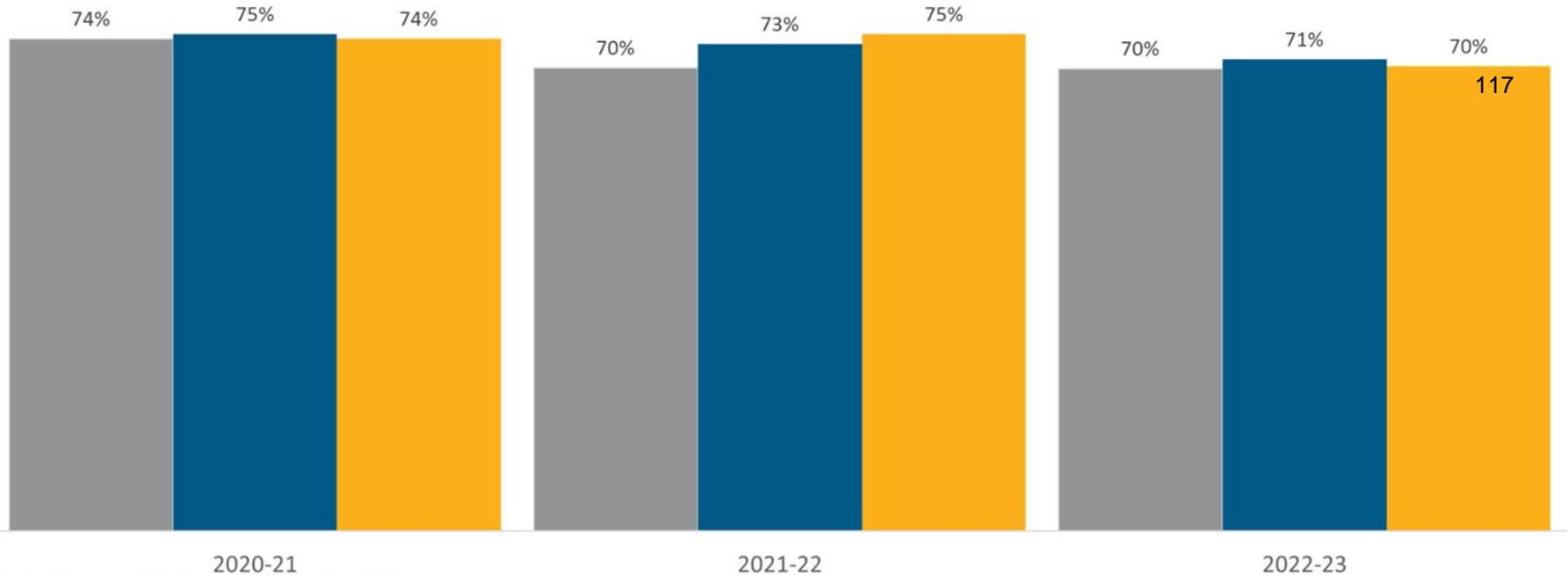


Reading

K-5 Reading Grade Level Readiness

% of Elem Students Demonstrating Grade Level Readiness in Reading (ISIP)

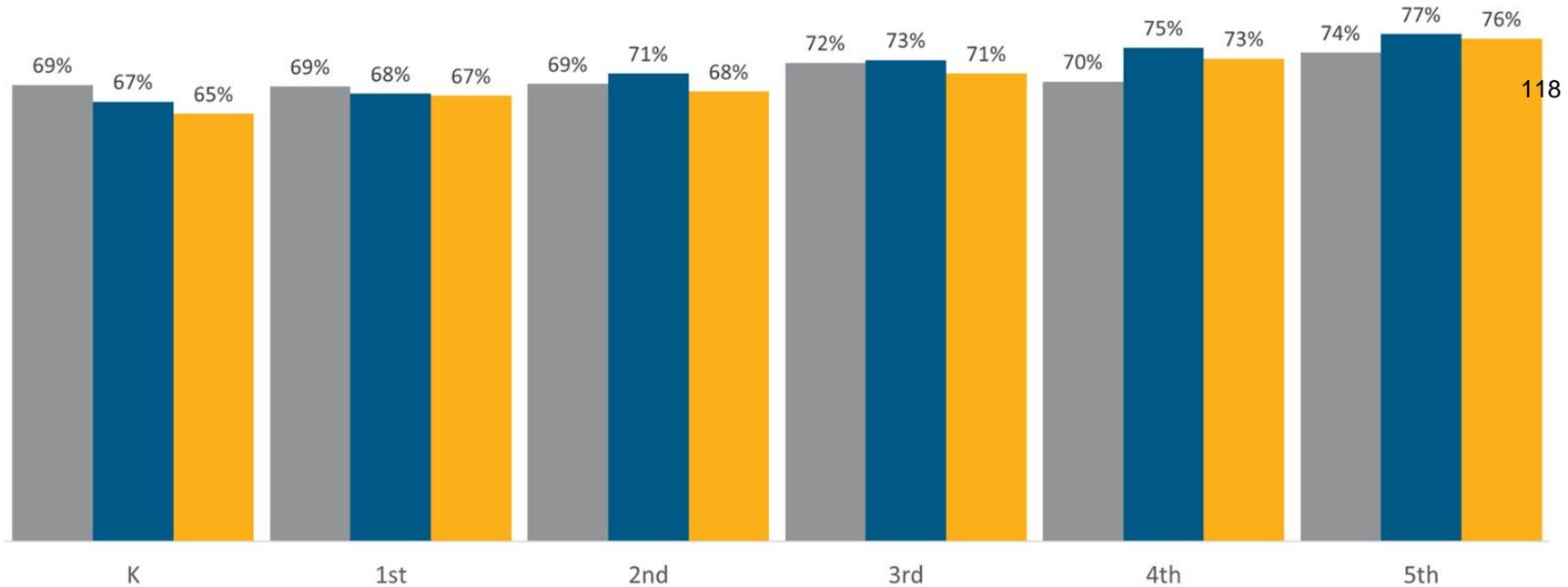
■ K-5 Combined BOY ■ K-5 Combined MOY ■ K-5 Combined EOY



K-5 Reading Grade Level Readiness

2022-23 % Demonstrating Grade Level Readiness in Reading (ISIP)

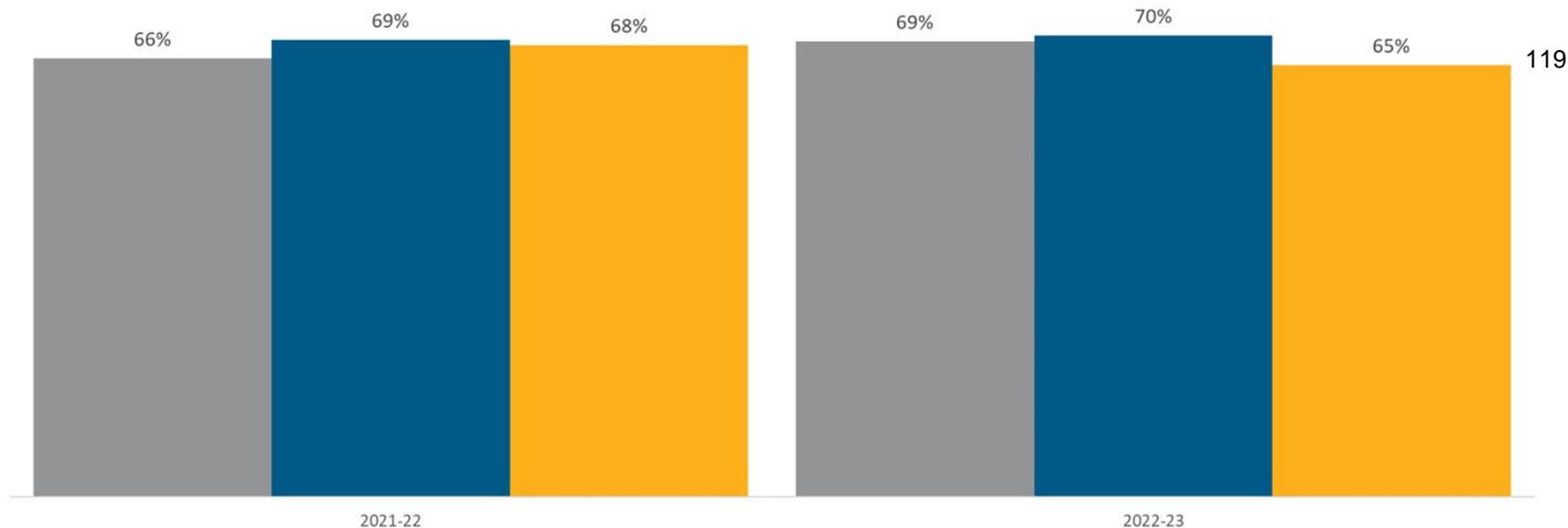
■ BOY ■ MOY ■ EOY



6-8 Reading Grade Level Readiness

% of MS Students Demonstrating Grade Level Readiness in Reading (ISIP)

■ 6-8 Combined BOY ■ 6-8 Combined MOY ■ 6-8 Combined EOY



Partnership in Language Arts

Curriculum and Intervention Team

K-1 Reading Intervention Redesign

- Reading specialists
- Co-teaching/planning
- Targeted small group instruction in classroom
- Explicit phonics instruction
- Professional Learning for all K-1 teachers

120



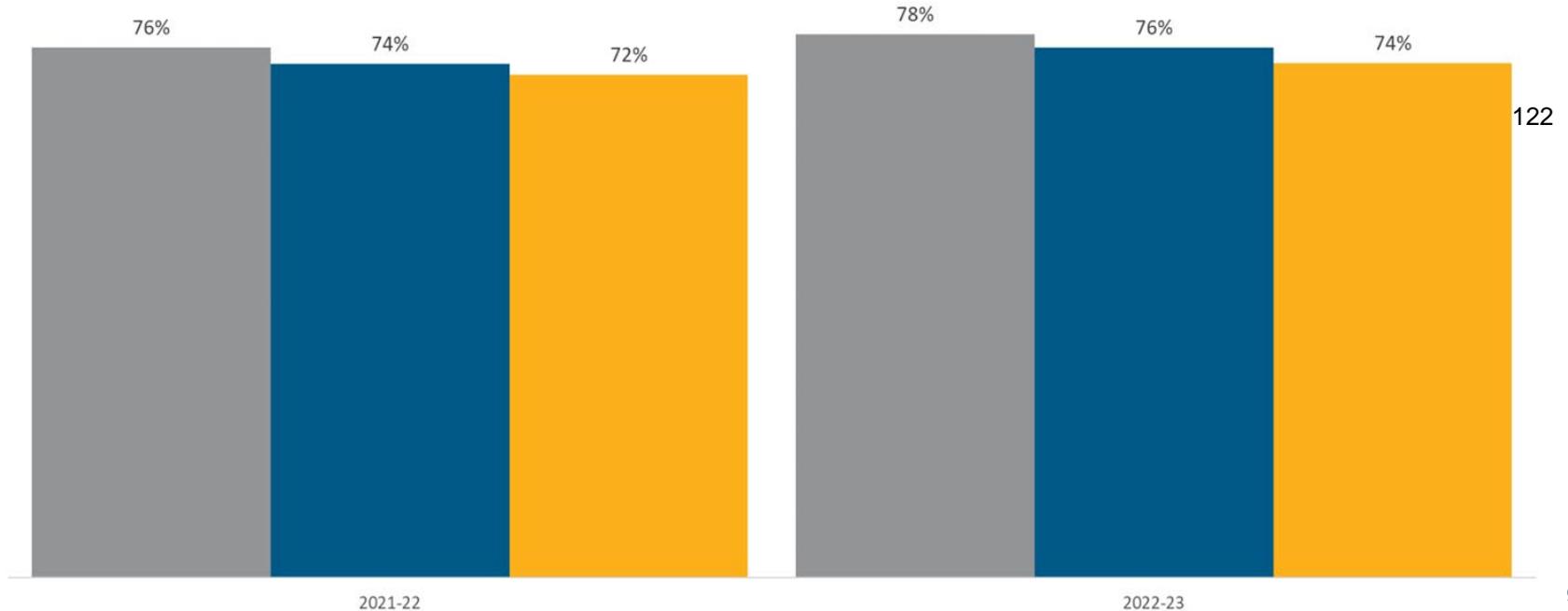
Mathematics

121

K-5 Math Grade Level Readiness

% of Elem Students Demonstrating Grade Level Readiness in Math (MAP)

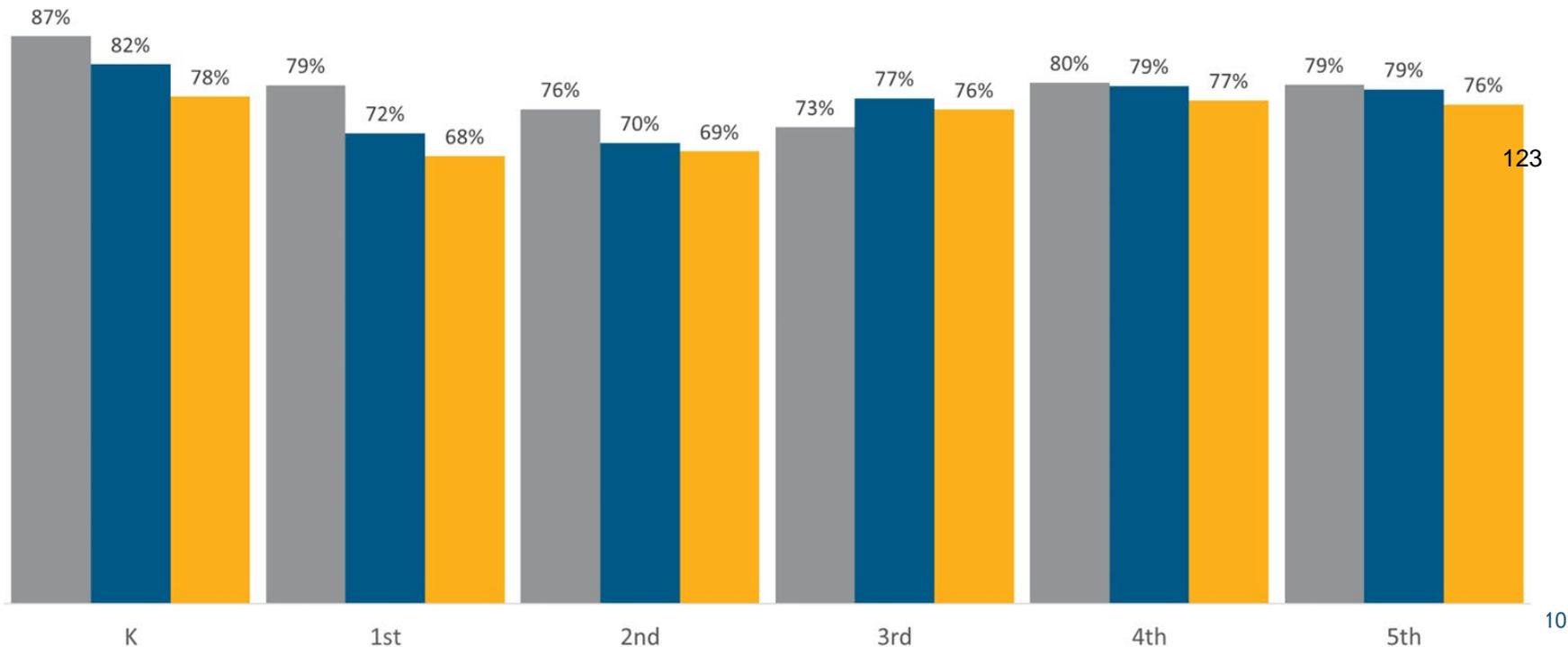
■ K-5 Combined BOY ■ K-5 Combined MOY ■ K-5 Combined EOY



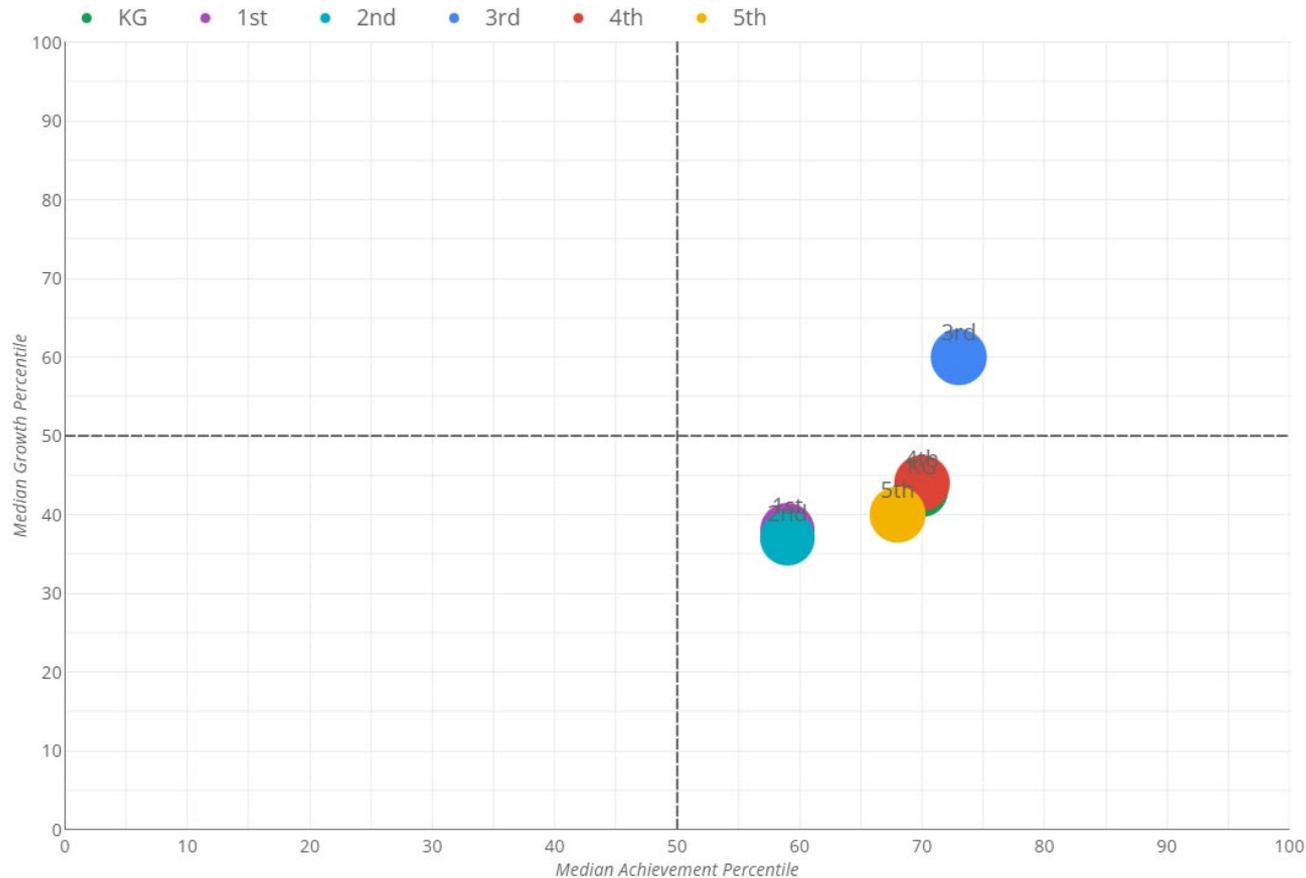
K-5 Math Grade Level Readiness

2022-23 % Demonstrating Grade Level Readiness in Math (MAP)

■ BOY ■ MOY ■ EOY



K-5 Math Achievement & Growth

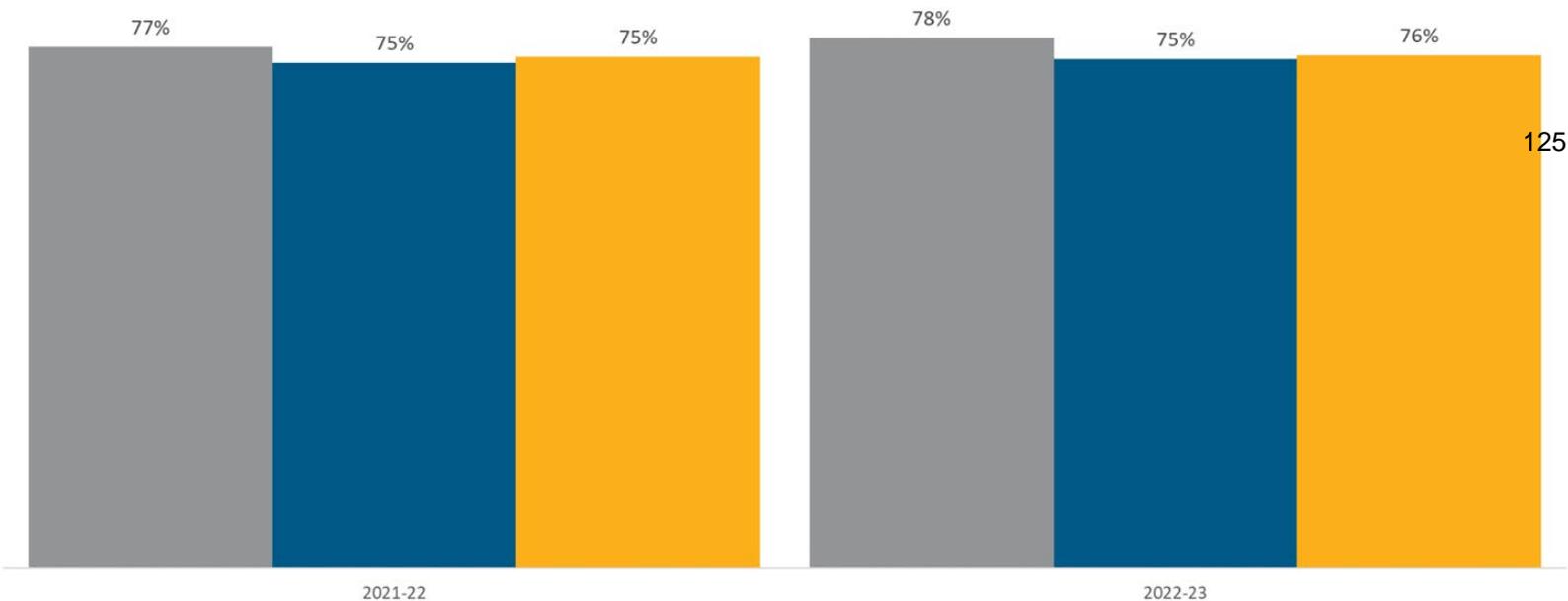


124

6-8 Math Grade Level Readiness

% of MS Students Demonstrating Grade Level Readiness in Math (MAP)

■ 6-8 Combined BOY ■ 6-8 Combined MOY ■ 6-8 Combined EOY



LISD Mathematics Initiative

Systemwide, foundational professional learning

- Elementary grades 2-5
- 6th grade
- Algebra 1

126

Differentiated campus support (tiered model)

- Embedded curriculum specialists
- Co-teachers
- PLC time



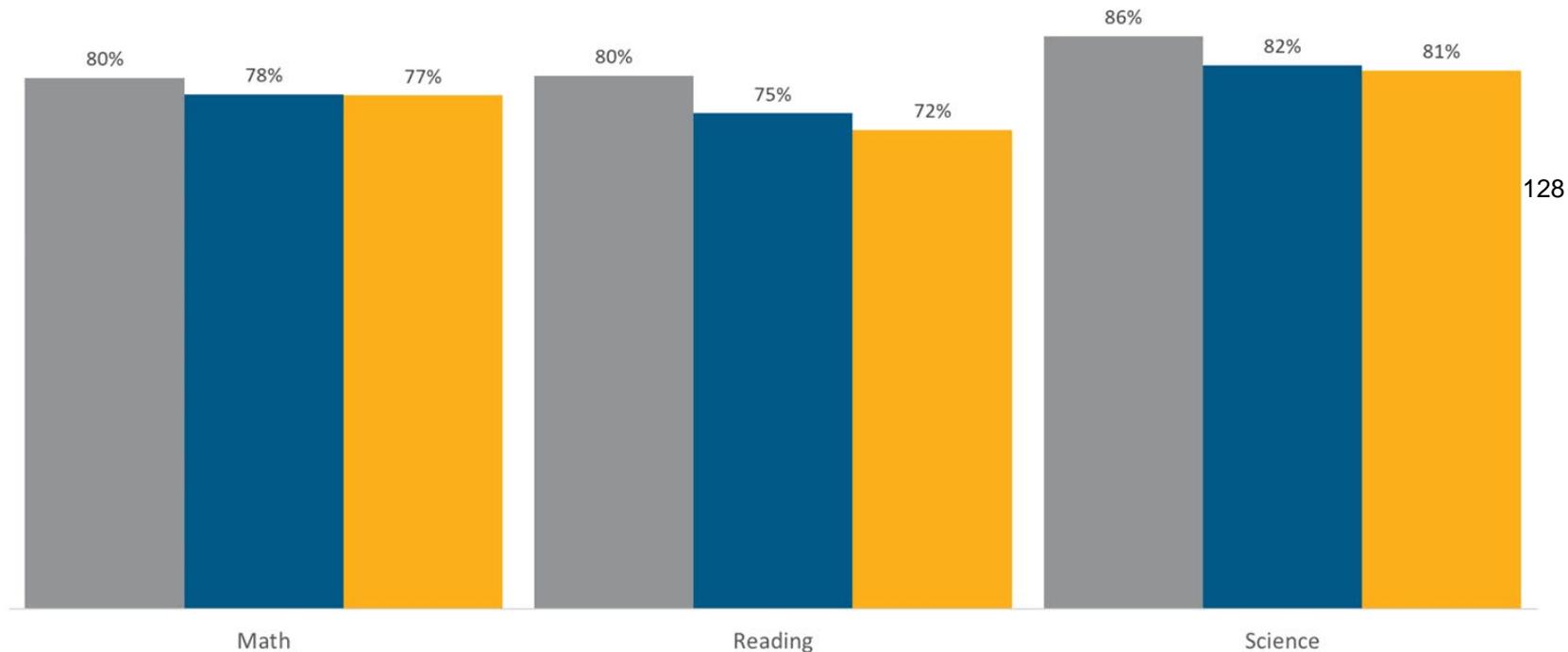
High School

127

9-10 Grade Level Readiness

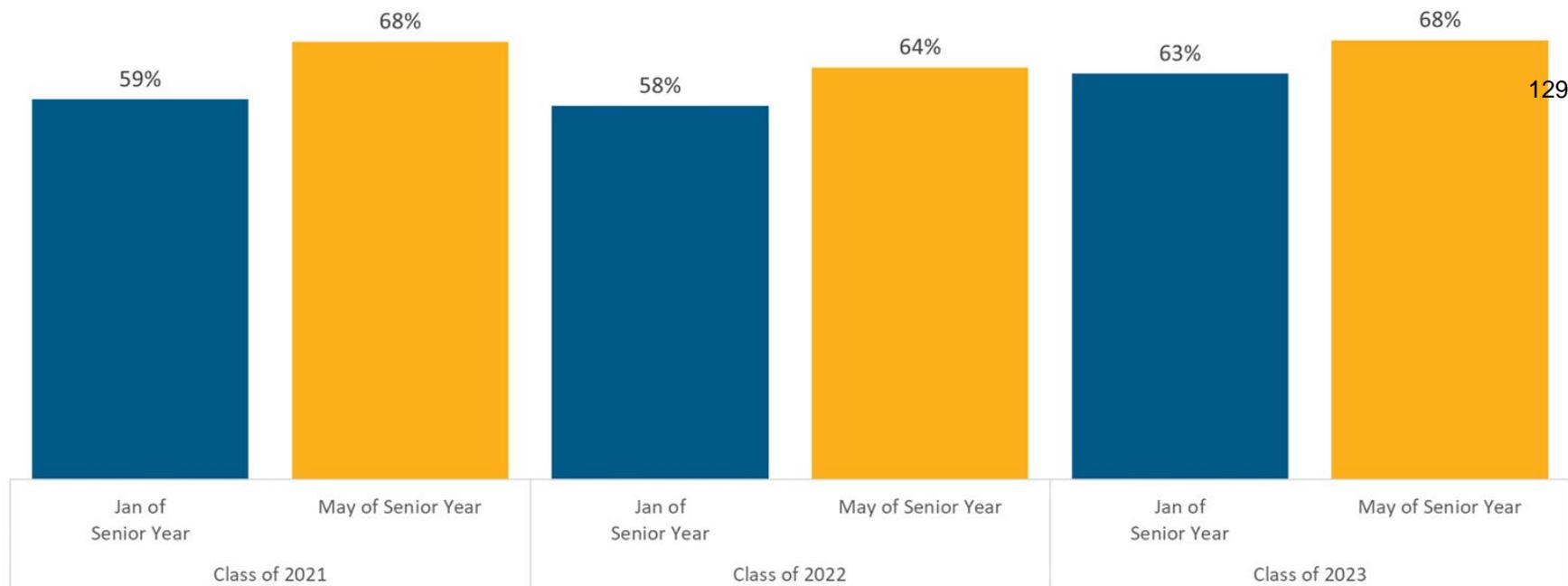
% of 9th & 10th Grade Students Demonstrating Grade Level Readiness in Reading, Math, and Science (MAP)

■ BOY ■ MOY ■ EOY



High School TSI Readiness

LISD Seniors Meeting TSI in Reading and Math





Discussion



2022 - 2023

**Leander ISD Superintendent
Evaluation Instrument
Quarterly Review - 3rd Quarter**



Leander ISD Superintendent Evaluation Instrument

Formative Review - 3rd Quarter (May 2023)

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 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



Goal 1: Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

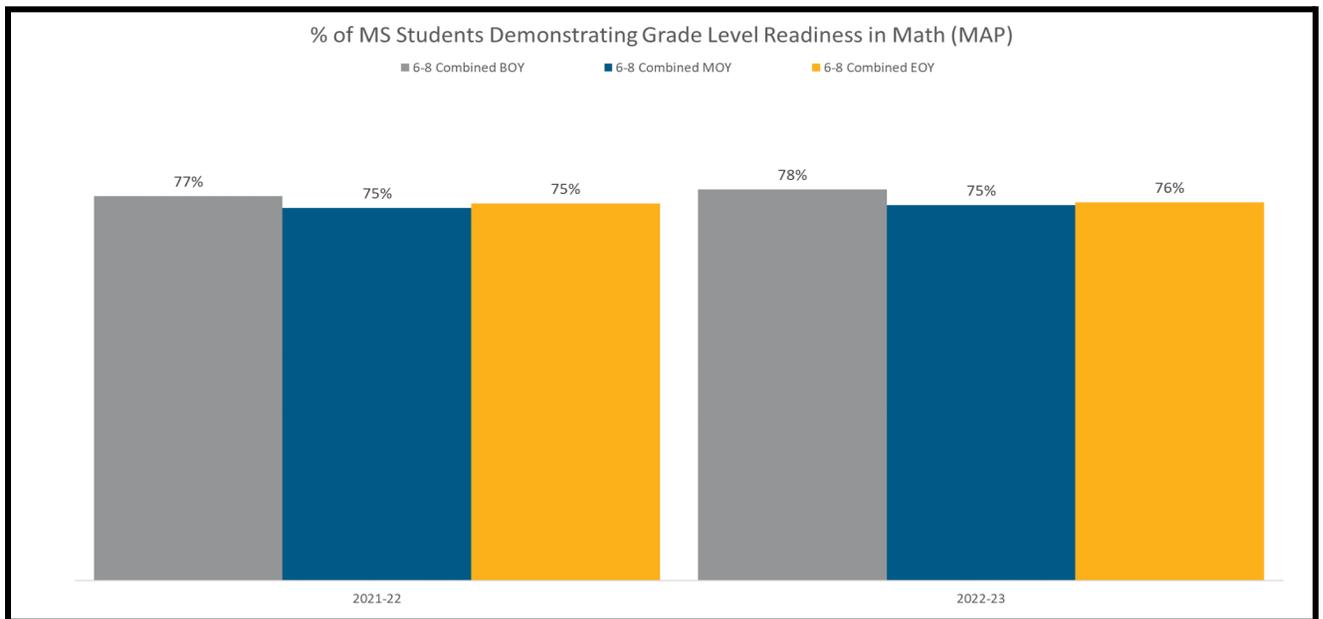
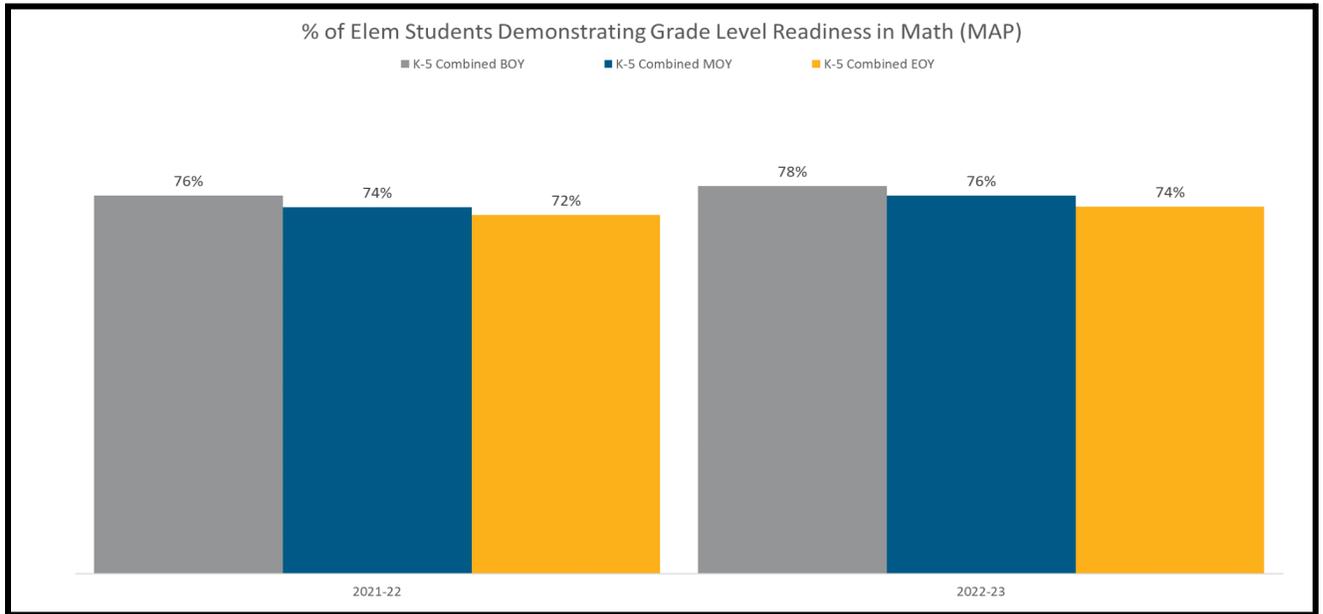
Key Question 1.2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

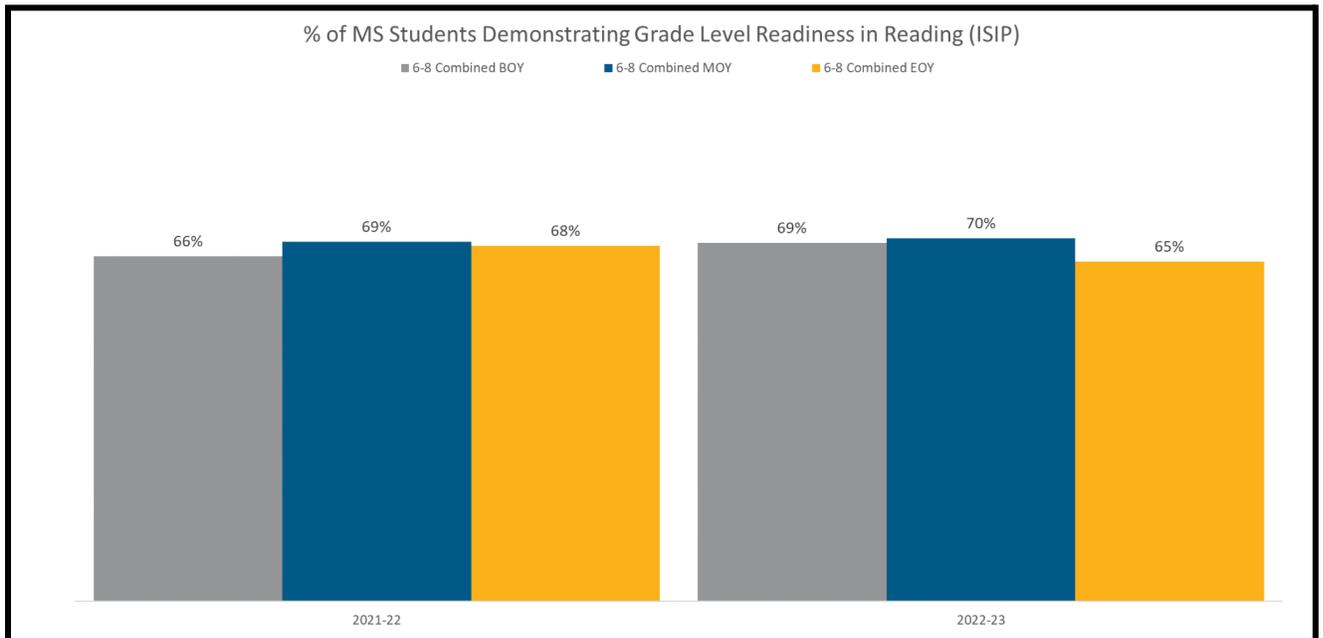
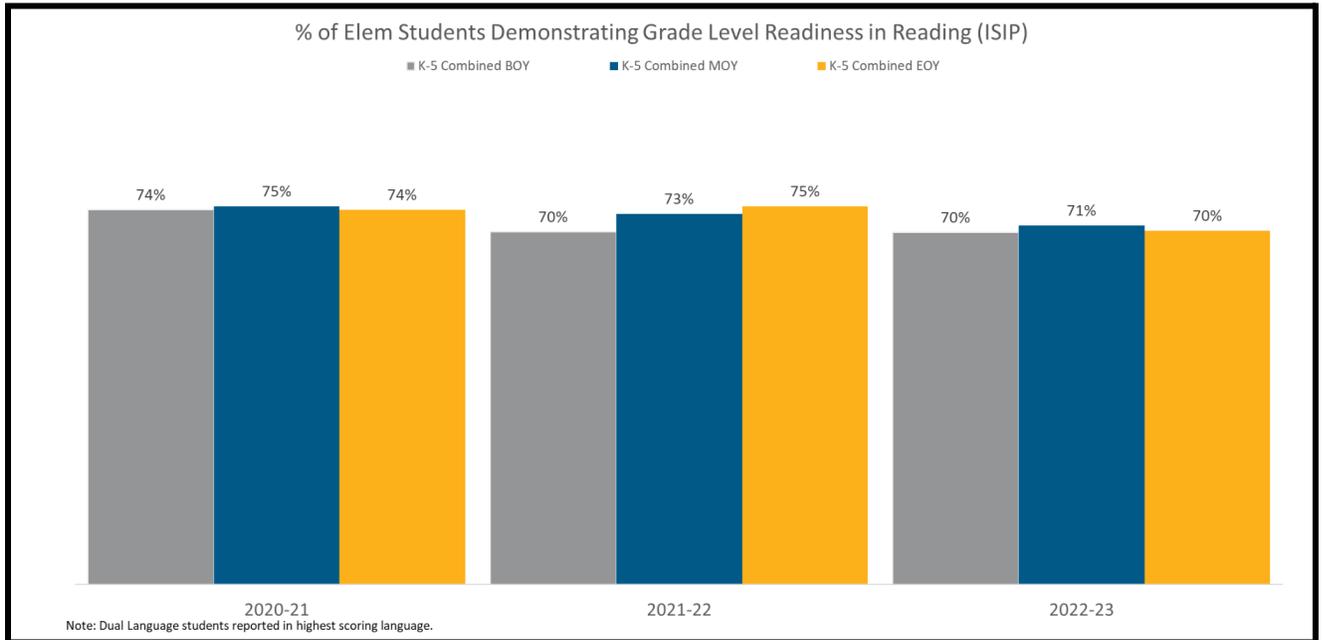
System Response: Promote student ownership of learning.

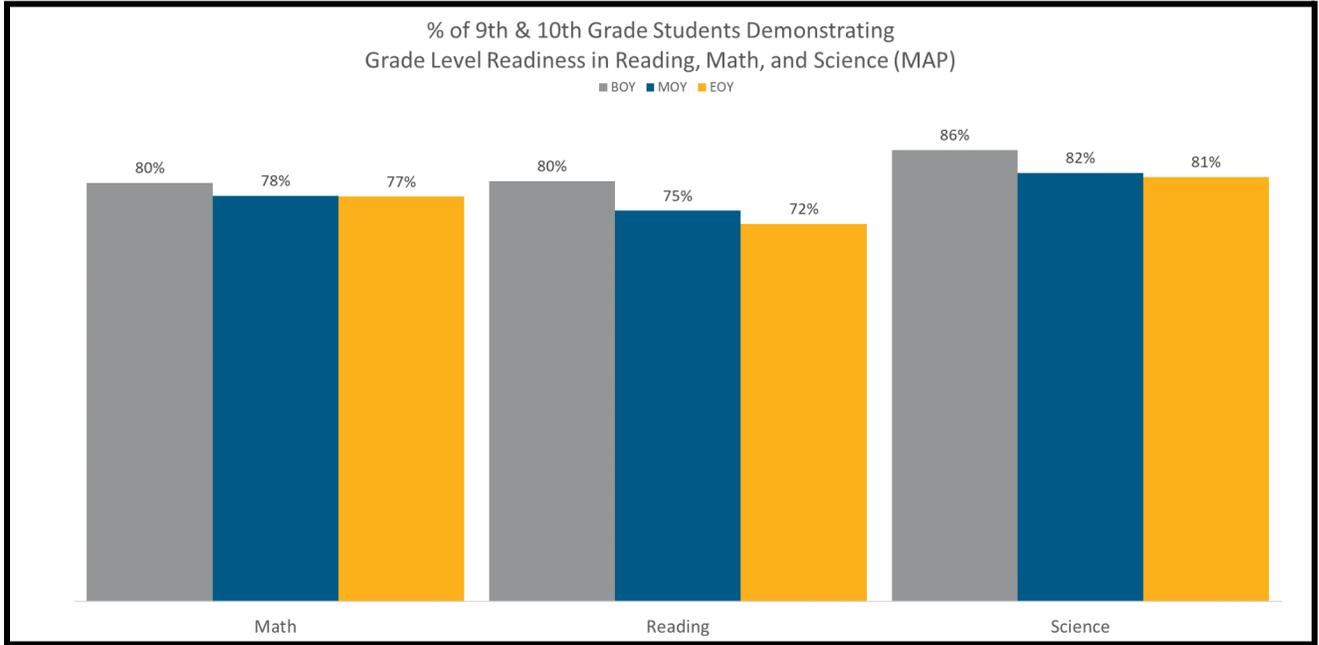
The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

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.

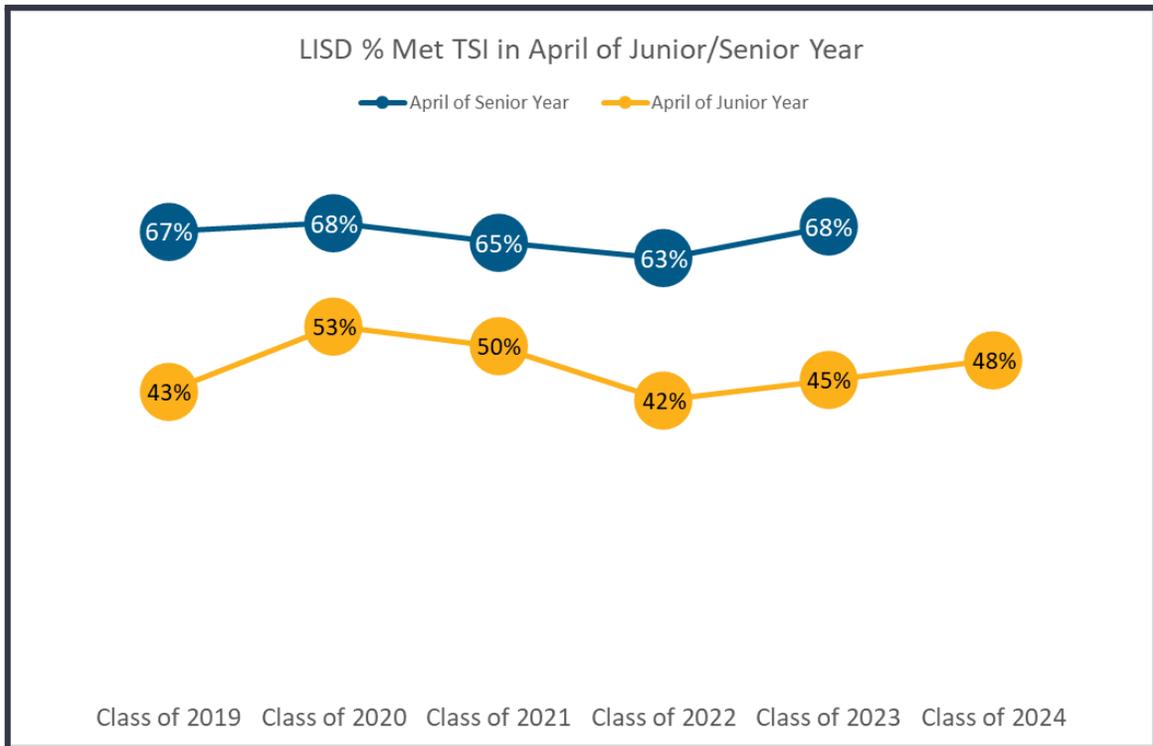
Leading Measures for HB3 Goals: Review of BOY, MOY, and EOY Reading and Math Assessments







Additional Measures:

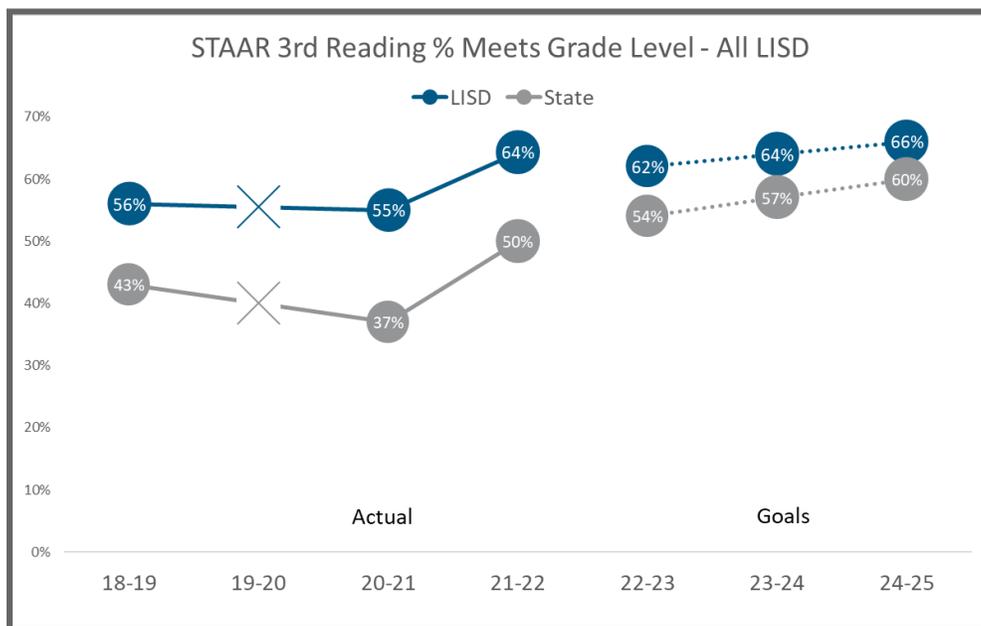


Texas Success Initiative (TSI)

- One method of demonstrating College Readiness for a student is through meeting the TSI exemption score on the SAT, ACT, or TSI-Assessment for both Reading and Math, meaning a student is eligible for credit-bearing college courses in any Texas public university.
- All LISD students take a school-day SAT in March of their junior year. The data above shows the percentage of students over time that have met the TSI exemption after that first junior year administration, as well as the percentage of students who have met the exemption one year later, given multiple retest opportunities.

HB 3 Literacy Goal:

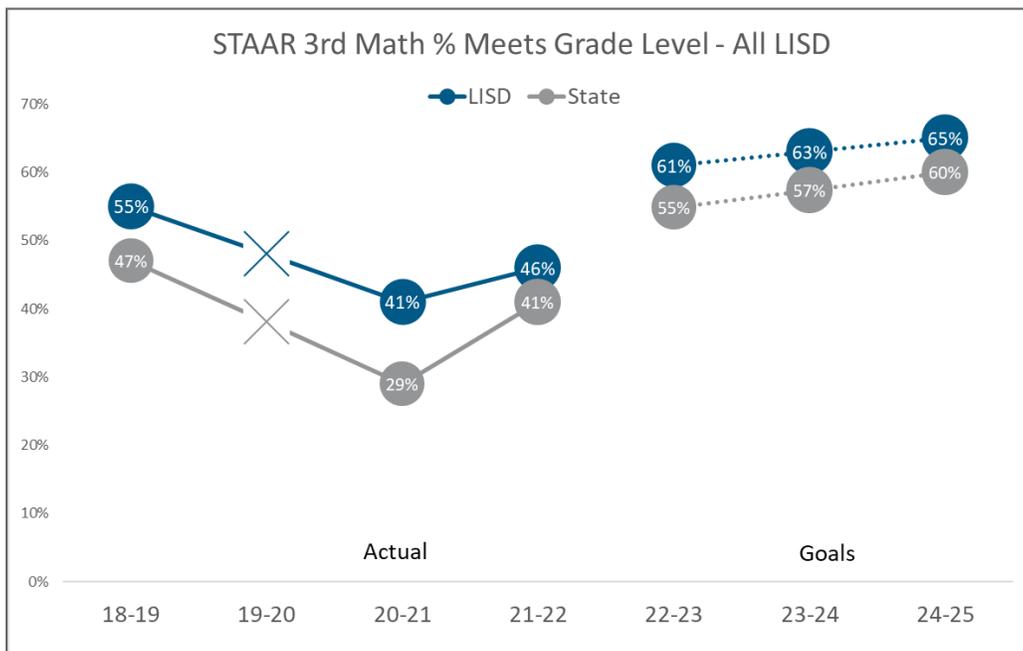
- % of students meeting standard on 3rd grade Reading STAAR (Chart denotes baseline and targets for 2021-2022 school year)



Note: Will be updated with Updated STAAR Scores in Summer of 2023

HB 3 Mathematics Goal

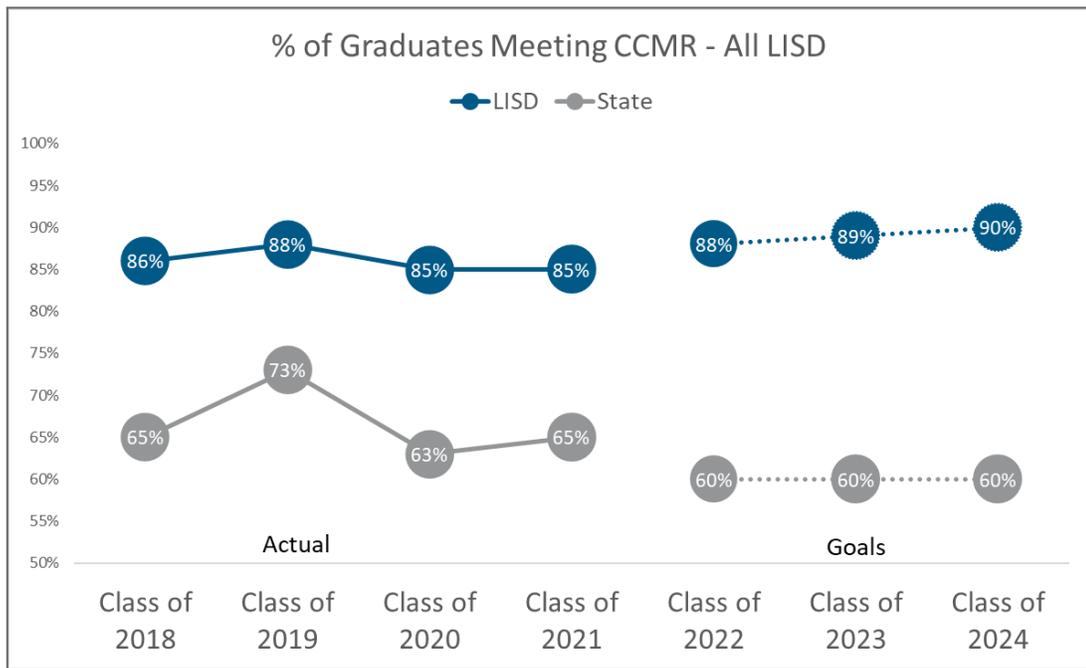
- % of students meeting standard on 3rd grade Math STAAR (Chart denotes baseline and targets for 2021-2022 school year)



Note: Will be updated with Updated STAAR Scores in Summer of 2023

HB 3 CCMR Goal

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



Note: Will be updated in Summer of 2023

Part Two: Key Performance Indicators



Goal 2: Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

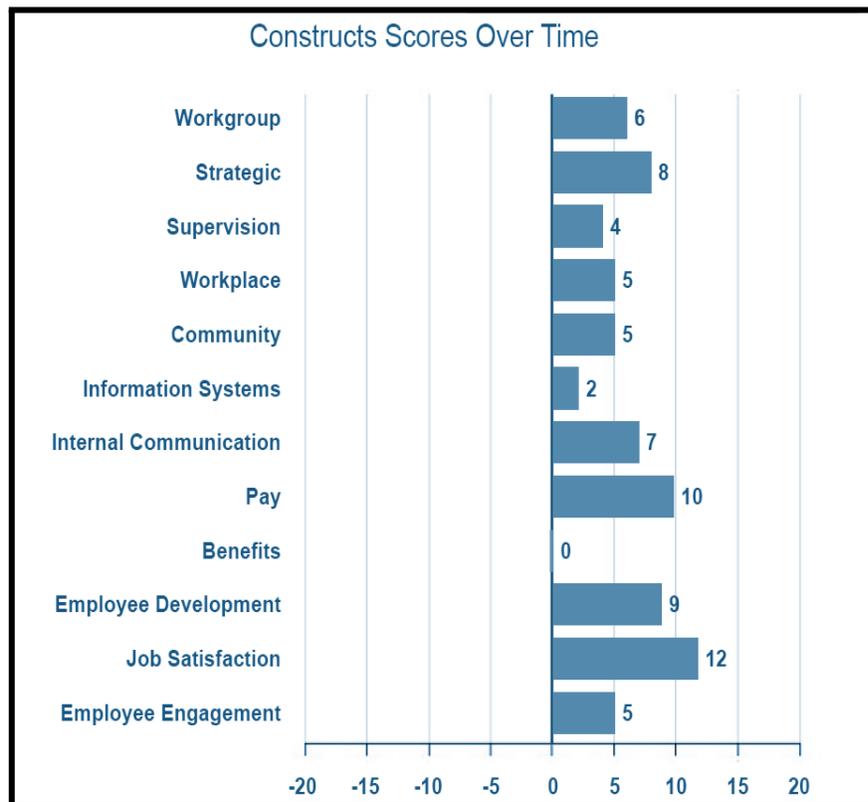
Key Question 2.2: To what degree do LISD staff feel valued and connected to their campus/department and the district?

System Response: Improve processes for recognizing and supporting LISD staff.

Key performance indicators:

- Improvement in Employee Engagement Survey Community Construct results
 - Increase or maintain the overall Community Construct of 400
 - *This key performance indicator was met. The Community Construct score for the 2023 Employee Engagement Survey increased by 5 points to 405.*
 - Increase the favorable responses for the following questions from the employee engagement survey:
 - *I feel that my contributions are valued at work*
 - *Spring '22 Baseline = 71%; Spring '23 = 71% (no change)*
 - *I feel a strong sense of belonging while at work*
 - *Spring '22 Baseline = 69%; Spring '23 = 73% (increase of 4%)*
 - *There is a strong collaborative culture where I work*
 - *Spring '22 Baseline = 73%; Spring '23 = 77% (increase of 4%)*

Community		Construct Score: 405	
The community construct captures employees' perceptions of the relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues. This construct measures the degree to which employees feel respected, cared for, and have established trust with their colleagues.		Score	Std. Dev.
19. The people I work with treat each other with respect.		4.14	0.90
20. The people I work with come from diverse backgrounds.		3.94	0.93
21. The people I work with care about my personal well-being.		4.14	0.88
22. I trust the people in my workplace.		3.97	0.95



- Increase in the overall staff retention rate
 - Overall turnover percentage for the period of **February through April** has decreased from 2.8% for the 21-22 SY to 1.9% in the 22-23 SY. Turnover is defined as those who have left employment from the district.

- The number of teachers who left between February and April dropped from 39 (1.2%) in the 21-22 SY to 20 (0.6%) in the 22-23 SY.
- Special Education Teachers had the following breakdown for those who left:
 - 1 leaving education
 - 1 leaving for self/family support
- Non-Special Education Teachers had the following breakdown for those who left:
 - 7 leaving for self/family support or staying home with child
 - 3 career advancement
 - 4 leaving education/dissatisfied with profession
 - 2 changing ISD - 1 in Central Texas/1 Outside Texas
 - 2 other

Teacher Turnover Jul through April	Exits			Turnover		
	20-21	21-22	22-23	20-21	21-22	22-23
0-5	24	75	34	0.8%	2.4%	1.1%
6-10	20	35	28	0.6%	1.1%	0.9%
11-15	15	17	19	0.5%	0.5%	0.6%
16-20	11	7	5	0.3%	0.2%	0.2%
21-25	6	8	3	0.2%	0.3%	0.1%
26-30	4	4	6	0.1%	0.1%	0.2%
31+	1	-	1	0.0%	0.0%	0.0%

- Exemplars and artifacts of efforts to recognize staff
 - [Summary of Staff Recognition Efforts](#) - Staff Spotlights
 - During the past three months, LISD celebrated Staff Empowerment and Impactful Family Engagement with appreciation weeks:
 - February 6-10: National School Counseling Week recognizing our school counselors
 - February 13-17: Volunteer Appreciation Week, recognizing our volunteers
 - March 6-10: Texas Educational Diagnosticians Week, recognizing our diagnosticians



- *April 24-28: Administrative Professionals Week, recognizing our administrative assistants, office receptionists, bookkeepers, registrars, offices aides and campus tech specialists*
- *April 24-28: National Library Week, recognizing our librarians.*

During appreciation weeks, SCR creates social posts, includes celebration in our district newsletter, and includes mention in Board recognition videos played during board meetings.

- [Examples of staff recognition efforts from February through May.](#)



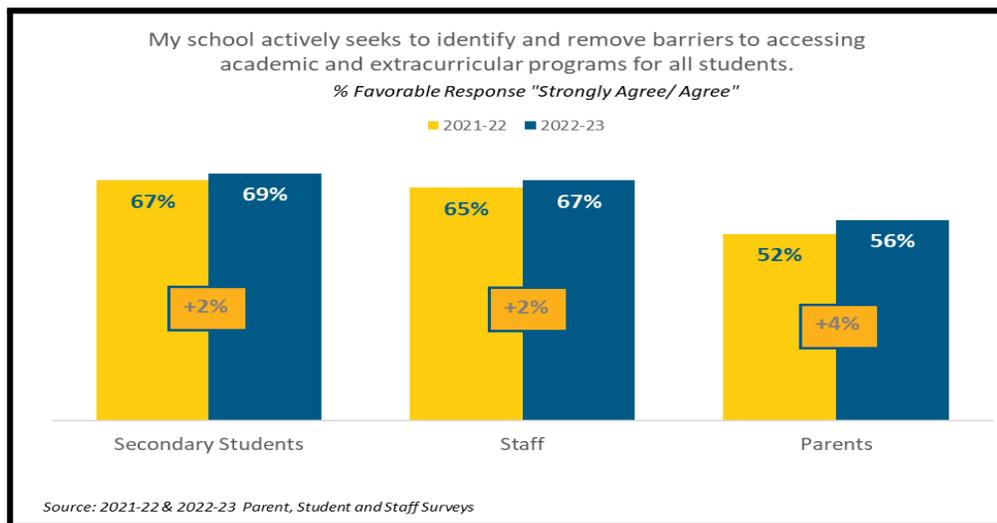
Goal 4: Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

Key Question 4.1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

System Response: Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.

Key Performance Indicators:

- Increase in favorable responses to “My school actively seeks to identify and remove barriers to access, academic, and extracurricular programs for diverse students.”
 - *This key performance indicator was met with increases in favorable responses among students, parents, and employees.*
 - *Employee Engagement Survey 2022 (baseline) @ 65%; 2023 Employee Engagement Survey @ 67%*
 - *Parent 2022 Climate Survey (baseline) @ 52%; 2023 Climate Survey @ 56%*
 - *Student 2022 Climate Survey (baseline) @67%; 2023 Climate Survey @69%*



- In addition, all questions included for the Equitable Access Dimension on student and parent surveys increased significantly from 2022 to 2023 as shown in the table below:

Equitable Access Dimension	Parent			Secondary Students		
	2021-22	2022-23	Diff	2021-22	2022-23	Diff
My school actively seeks to identify and remove barriers to accessing academic and extra curricular programs for diverse students.	52%	56%	4%	67%	69%	2%
My school makes sure ALL students have the opportunity to participate in extracurricular activities that they are interested in.	59%	65%	6%	77%	77%	0%
My school makes sure that ALL students that are interested have the opportunity to take advanced courses.	56%	61%	5%	81%	82%	1%
I know about the different programs that my school offers.	64%	68%	4%	76%	78%	2%
I am able to participate in any school program that I choose.	62%	67%	5%	77%	77%	0%

- Evidence of closing enrollment gaps in advanced, CTE, Fine Arts, and athletic programs by student groups
 - Feeder pattern teams continue to examine the [“Access” portion of the LISD Equity Inventory](#) that was updated based on the official PEIMS course and program enrollment data that became available in January.
- Summary of efforts to identify and eliminate barriers
 - During the 22-23 school year, the Office of DEI continued the goal of enhancing cultural competency throughout the system. This work took the form of article reflections and action learning tabletops during both Instructional and Operational leadership meetings. The article reflections and action learning scenarios were designed to provide leaders and campus staff with additional tools to meet the needs of a rapidly changing student population. In addition, the Office of DEI delivered workshops and campus specific interventions related to the enhancement of cultural competency.



- *As part of the feeder pattern discussions regarding the equity access data, each feeder pattern shared how they are addressing structural barriers concerning access to pathways for students. For example, some campuses are tutoring students from groups that have been historically marginalized to support early access and information about pathways that could engage their passions and interests. Once all of the feeder patterns discussions have taken place, the Office of DEI will send out a good practices audit to capture best practices for possible scale up system-wide during the 23-24 school year.*
-

Goal 5: Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

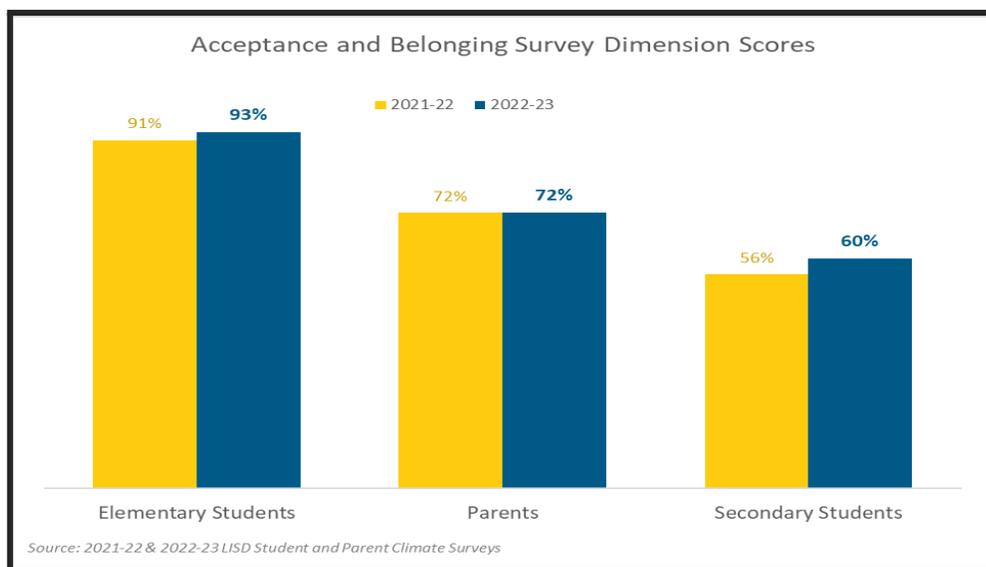


Key Question 5.1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

System Response: Support inclusive and safe spaces for all students to own their learning and pursue their interests and passions.

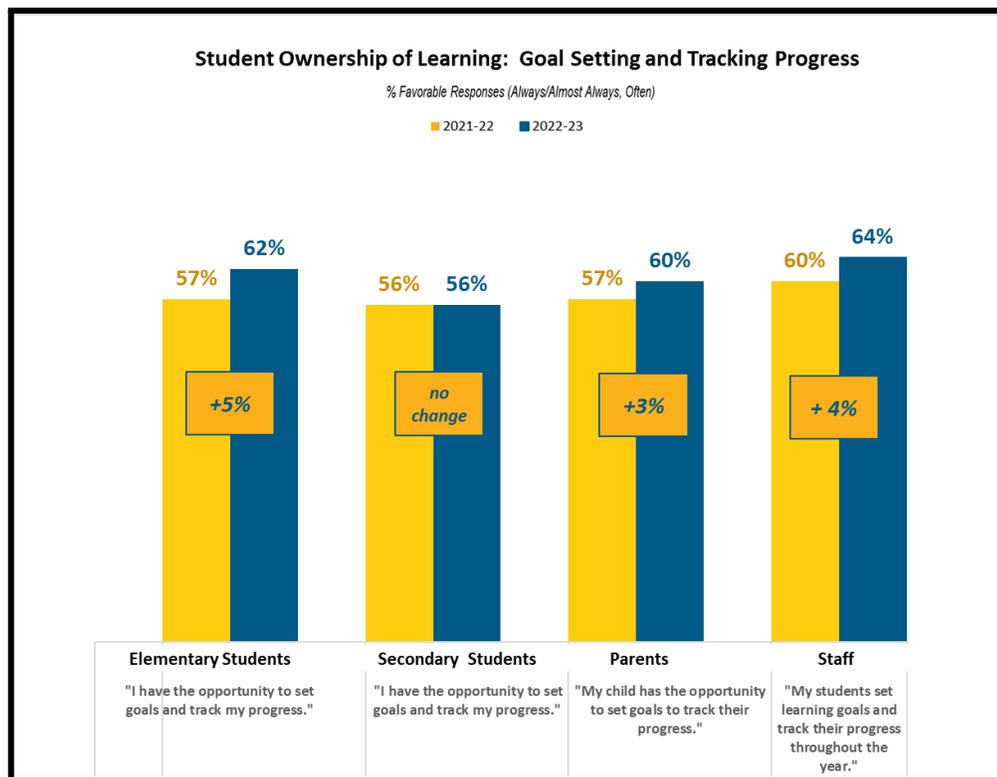
Key Performance Indicators:

- Increase in the acceptance and belonging dimension score from students and parents.
 - *This key performance indicator was met with an increase of favorable responses for students, while parents’ favorable response rates remained constant.*
 - *Elementary Students: 91% (baseline) to 93% (increase of 2%)*
 - *Secondary Students: 56% (baseline) to 60% (increase of 4%)*
 - *Parents: 72% (baseline) remained @72%*



- Growth in staff cultural competency from beginning to end of the year as measured by the Cultural Competency Survey (Increase in average rating from January to May)
 - *Staff Cultural Competency Survey was administered as a pilot at Akin Elementary School in March of 2023. As this is a pilot involving only one campus, the goal is to evaluate how to best roll out the instrument districtwide in the fall of 2023 to move staff along the continuum of cultural competence. The Office of DEI will use the data collected to design professional development opportunities for staff with this goal in mind.*
 - *The Chief of DEI shared the data from the pilot cultural competency survey with the Akin staff and leadership on April 10, 2023. The results were discussed with Akin leadership prior to the staff meeting to determine trends and areas of future focus. One area which stood out from the data was the need to enhance the cultural competency of first year teachers. This will be a focal point for the Office of DEI as it plans for staff development in the fall of 2023. Improving the data for this group can have system-wide implications for all students. The Akin pilot data was also shared with the Superintendent and Chief of Staff in April of 2023.*
 - *The Office of DEI provided 8 hours of professional development related to cultural competency to Akin staff during the 22/23 school year concluding on April 10th. During these engagements, the Office of DEI field tested several micro-workshops, strategies, and approaches to enhance cultural competency for educators which will be rolled out to the larger staff this summer and fall.*
 - *Starting in the fall of 2023, all instructional staff will be asked to take a pre and a post cultural competency survey. The data collected from the pre survey will be used to drive DEI programming for LISD. The data collected from the post survey, will be used to evaluate both the programming and dosing of campus activities.*
- Update on progress towards implementing student portfolios and learner profiles
 - [Summary of campus initiatives related to Student Portfolios and Learner Profiles](#)
 - *Both elementary and secondary students were asked about their opportunities to set goals and track their progress in school. We have seen an increase in the percentage of elementary students and parents who report that they Always/ Almost Always or*

Often have the opportunity to set goals and track their progress. There was no change for secondary students. The Spring 2023 Climate/Student Experience survey results indicate that efforts to increase student ownership of their learning through goal setting and progress monitoring are more consistently implemented at the elementary level and that more work is needed to improve at the secondary level.





Key Question 5.2: To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

System Response: Update the long-range facilities plan to meet the changing needs of the LISD’s growing population for safe, inclusive, and innovative learning environments.

Key Performance Indicators:

- Development of Long Range Facility Plan
 - [Link to July 21, 2022 LRFP Board Presentation](#)
 - [Link to November 15, 2022 LRFP Updated Presentation](#)
 - [Link to January 12, 2023 Discuss Citizens' Facility Advisory Committee Update Presentation](#)
 - [Link to January 26, 2023 Citizens' Facility Advisory Committee Recommendations](#)
 - [Link to February 7, 2023 Discussion of CFAC and LRPC Recommendations and Other Items Related to Possible Future Bond Election Presentation](#)
 - [Link to February 9, 2023 Discussion of CFAC and LRPC Recommendation and Other Items Related to Possible Future Bond Election Presentation](#)
 - [Link to February 16, 2023 Discussion of CFAC and LRPC Recommendations and Other Items Related to Possible Future Bond Election](#)
 - [Link to March 23, 2023 10-Year Long-Range Plan Review Presentation](#)
 - [Link to April 4, 2023 Special Board Meeting to discuss repurposing of schools](#)
 - [Link to April 27, 2023 Update on Long Range Planning Committee](#)

- Summary of communication and feedback loops in the plan development
 - *After the CFAC presented their recommendations on January 26th, the Board of Trustees requested another update from the Long Range Planning Committee to determine which components of the Long Range Plan were included in the CFAC recommendations and which items were excluded from their presentation. A special*

board meeting was called on February 2nd to discuss the board's request for additional information.

- *A special board meeting was held on February 7th to examine the alignment of the Long Range Plan with the recommendations from the Citizen's Facility Advisory Committee (CFAC).*
- *In early 2023, the Long Range Planning Committee (LRPC) added two trustees in January to replace members who were no longer serving on the board of trustees and also added district and campus administrators to the LRPC. The LRPC continued to review the 10 year plan and feedback collected from community members, specifically regarding repurposing, once the bond election was called in February 2023. Input from community members indicated that there was a need to define "repurposing" and what this might look like in Leander ISD as the 10 year plan continues to be implemented. Community members requested that the format of the 10 year plan be modified in an effort to provide clarity on components of the plan.*
- *In March 2023 an update and overview of the Long Range Plan was presented to the Board of Trustees in an effort to provide a historical review of the committee's work since the failed bond election in November 2021.*
- *In April 2023 the LRPC drafted a charter that is being refined and will be approved once new committee members have been given an opportunity to provide their input. At the request of the Board of Trustees, the LRPC was expanded to include community members, parents, and students. The LRPC application was posted on the district website in April and May, and through a blind review process, LRPC members reviewed applications and selected new members for the LRPC. A link was also added to the 10 year plan on the district website so community members can provide feedback, comments and questions regarding the 10 year plan.*

- Summary of the Citizens' Facility Advisory Committee process
 - *After months of work evaluating the district's facilities, equipment, renovations, technology and security needs, the Citizens' Facility Advisory Committee (CFAC) put forth recommendations of a May 2023 bond. CFAC, a group made up of more than 100 community members when totaling members on the steering committee and the six subcommittees, was tasked with developing a three-to five-year facility plan to meet the needs of our growing school district in conjunction with the work conducted to create the district's Long-Range Plan. The recommendations are focused on:*
 - *Renovations and repairs*
 - *Growth*
 - *Safety*
- Summary of the [May Bond Election](#) resulting from the work of the Citizens' Facility Advisory Committee and Long-Range Planning Committee
 - ***Proposition A:** The issuance of \$698,330,000 of bonds by the leander independent school district for school facilities, the purchase of necessary sites for school facilities, buses and vehicles and the imposition of a tax sufficient to pay the principal of and interest on the bonds and the cost of any credit agreements. this is a property tax increase. **Passed with 62% voting "For"***
 - ***Proposition B:** The issuance of \$50,820,000 of bonds by the leander independent school district for technology equipment and technology infrastructure and the imposition of a tax sufficient to pay the principal of and interest on the bonds and the cost of any credit agreements. this is a property tax increase. **Passed with 64% voting "For"***
 - ***Proposition C:** The issuance of \$13,670,000 of bonds by the leander independent school district for renovations to don tew performing arts center and south performing arts center and the imposition of a tax sufficient to pay the principal of and interest on the bonds and the cost of any credit agreements. this is a property tax increase. **Passed with 60% voting "For"***

- Evidence of feedback from the community around Schools/Programs of Choice:
 - [Link to May 11 ,2023 Board Presentation on Programs of Choice & Community Feedback](#)
 - [Link to February 16, 2023 Schools of Choice Survey Results Presentation](#)

- Evidence of feedback from community related to secondary school attendance zoning
 - [Link to *May 11, 2023 Board Presentation on Secondary Rezoning Process*](#)
 - [Link to *March 23, 2023 Update on Secondary Zoning Process*](#)
 - *The Long Range Plan indicated the need for a district wide secondary school rezoning process to better balance enrollments at middle and high school campuses. This rezoning is expected to remain in place until the district opens High School 7 and Middle School 10. This zoning process began in January 2023 when the district released scenario one for community input. After hosting five Community Forums, the district adjusted the zoning map and released scenario two for feedback and conducted two more Community Forums. Scenario two was chosen as the final scenario and presented to the Board of Trustees in May for review and June for approval. Based on community feedback, the district also released information regarding transfer exceptions, sibling transfers, and the impact of rezoning on UIL eligibility.*



Part Three: Assessment of Ongoing Responsibilities

District Management

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

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 before developing the budget.](#) *(January 12, 2023)*
 - Each year the Board of Trustees reviews and adopts the budget assumptions for the upcoming fiscal year. These assumptions may be adjusted by the board of trustees throughout the budget process.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
 - District has accumulated a healthy fund balance to help address any anticipated changes in district financial circumstances in future years.
- Recommended budget in line with established assumptions and strict priorities.
 - [Monthly financial reports showing implementation compared to the adopted budget.](#)
- End-of-year results that are generally consistent with the adopted budget.
 - [Monthly financial reports along with summary of revenues and expenditures monthly reports beginning in January - June of each fiscal year.](#)
- Administrative procedures instituted to reduce the risk of fraud.
 - [April 27, 2023 Board Discussion: Internal Audit Update](#)



Board and Community Relations

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

- *In February, the district hosted a series of community forums to educate and receive feedback on secondary rezoning.*
- *In March, the district held a community forum regarding the Long-Range Plan for families and staff in the southern part of the district, to educate, inform and receive feedback regarding repurposing. Based on that feedback as well as Let's Talk messages and emails, the Board of Trustees called a special meeting, where Dr. Gearing and the Board agreed to focus on reciprocal communication and keep the concept of neighborhood schools intact for communities who show continued support of keeping them open.*
- *Throughout the month of March and April, Dr. Gearing spoke at 35 bond presentations. Out of the 93 total presentations, he presented at 38% of them. He also led the bond town halls, 4 held across the district and 1 virtual town hall.*

Board relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

There is always room for improvement and I value your feedback both here and in an ongoing form during our regular interactions.

- *Evidence that the board was kept informed of significant issues as they arose during the prior evaluation year.*
 - *Since feedback from the Q1 review which outlined a need to improve both the quantity/frequency and quality of information provided to the board when incidents happen in the district, I have made a concerted effort to increase and improve on what gets communicated in the board Google Chat channel. I have received several pieces of feedback that indicate this has been well received. Examples include but are not limited to the communication over the winter storms in December and late January, as well as several 911 situations.*

- I informally reached out to several board members to see if they were still comfortable with the level of communication around significant issues. The general response is that communication is still timely and frequent enough. There have been a couple of times when either personal children or social media have beaten us to communication, but we were close behind.
- 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.
 - The following was added to the weekly board memo to support board members: *“In order to keep up with the many invitations you receive, I am keeping a running list of all current events that have been shared in previous Board Memos here.”*
 - *We have been working hard as the Superintendent Office to provide earlier and more complete board agenda packets for Board Officer review prior to posting for board meetings. These review opportunities have been more productive because all of the materials are available in time. The administrative team has been more responsive to board requests for information during and between board meetings. As relationships are developing between board members and the administrative team, better 1-1 communications are leading to more productive conversations and hence results.*
 - Weekly phone calls with board members often result in questions that need follow up. While I have tried to be consistent with responses to any questions or requests for information, this is an area that I will continue to work on.
- Recommendations and appropriate supporting materials on matters for a board decision.
 - *The administrative team has also been providing more dense information to the board in Friday Memo to ensure a clear understanding of the issues coming to the board for future decision. For example, we have been intentional about providing background information, especially for the two new board members*

on complex issues such as school finance through our Smart Money website and updates from the CFO.

- This work has continued this quarter with both bond materials and budget development materials. The alignment of monthly formative reviews, quarterly leading measures updates, and the superintendent evaluation are keeping us on track with implementation of the first year of the strategic plan. The focus on clear objectives and associated measurements has led to significant improvements across the district clearly captured by the data.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
 - *I have made it a point to listen carefully to opinions expressed by board members and community members on key issues. These often arise with board members fluidly during our weekly conversations which I have been diligently practicing. I feel that I have been appropriately responsive to what I hear, acting when necessary but also expressing caution when I do not agree or have a different perspective. A current example is the UIL water polo issue which is ongoing but being handled at the administrative level in conjunction with the parents.*
 - This quarter we encountered significant opposition from the Steiner Ranch Community over the closing and repurposing of schools. We listened carefully and pivoted our plan and messaging appropriately. We successfully passed all three propositions on the May bond election. We still have much work to do with the community to navigate how we are going to understand and manage the uneven growth in the district. We have added principals, campus staff, community members, and students to the Long Range Planning Committee to continue this work.
 - We conducted staff listening sessions in the late spring to collect feedback on the proposed compensation plan. We provided that feedback to the board during the compensation plan agenda item on May 25. The board listened and



modified the proposed raises from 3% plus a longevity bonus to a straight 4% based on the feedback.

- We conducted principal listening sessions in December and January. We have taken the feedback provided to cabinet and made several changes and commitments in response. We also determined that we should hold listening sessions with the central office to gather further feedback on the issue of the disconnect between the central office and campuses. We are in the process of collating all the data together to determine next steps.

(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.)*

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item: Board Purpose Statement & Evaluation Discussion
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom & Sarah Martinez
Attachments: Board Purpose Statement & Evaluation Discussion Pres (Uploaded 6-8-23)

Background Information:

During the board meeting on January 17, Trustees engaged in a collaborative process to refine the Board Purpose Statement and identify specific actions related to the optimization of the Board, that would drive and support the work of the superintendent and strategic plan. During this evening's discussion, the purpose statement and identified actions will be reviewed and further defined for the board evaluation.

Administrative Recommendation:

N/A

Sample Motion:

N/A

A large, stylized yellow starburst graphic composed of several overlapping triangular and curved shapes, positioned on the left side of the slide.

Board Purpose Statement & Evaluation Discussion

162

June 8, 2023

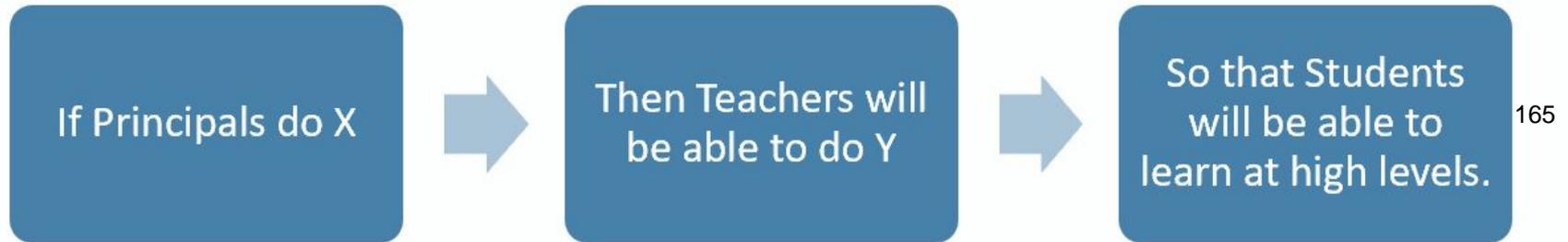
Purpose of Discussion

The purpose of this discussion is to review the Board of Trustees purpose statement and identified actions in order to inform a board evaluation tool.

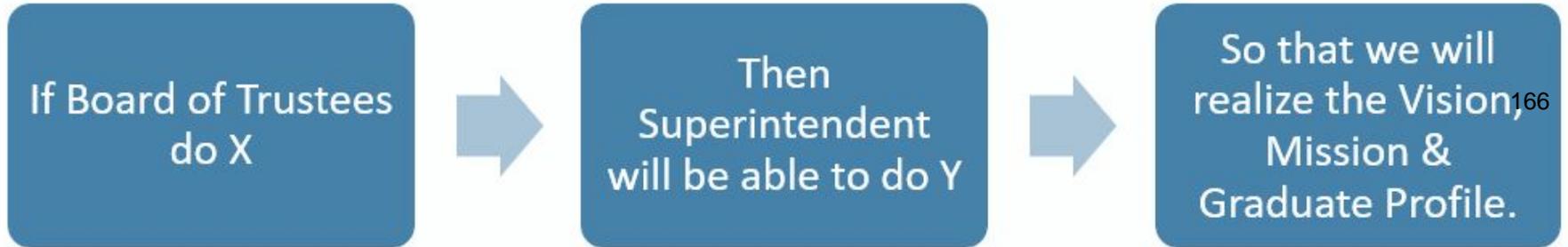
Board Purpose

The purpose of the LISD Board of Trustees is to unleash the potential of each and every learner in our system by listening to and engaging with the community in order to advocate for every student's needs while continuously improving, enhancing, and optimizing the system ***for student success.***

Theory Of Action



Theory Of Action



Theory Of Action

So that we will realize
the Vision, Mission, &
Graduate Profile.



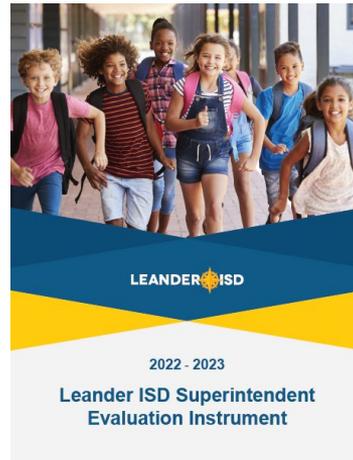
Theory Of Action

Then
Superintendent will
be able to do Y



So that we will
realize the Vision,
Mission, &
Graduate Profile.

168



Theory Of Action

If Board of Trustees
do X



Then
Superintendent
will be able to do Y

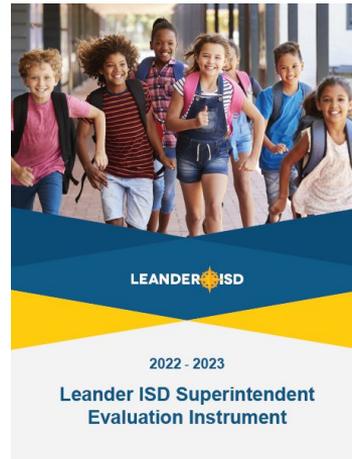


So that we will
realize the Vision,
Mission &
Graduate Profile.

169

Board Purpose,
Goals &
Evaluation

Board Meeting
Agendas



Theory of Action - Board

What are the most important board actions and behaviors that will support and drive these efforts?

170

SUPPORTING LIFE CHANGERS

Conduct Effective Board Meetings	Listen to Stakeholders	Revise Policy to Support the Work	Advocate	Management Oversight
Focusing on the right work in board meetings	Family engagement	Creating policy that empowers our staff	Advocacy for local control & adequate resources	Adopt goals Align with vision
Be engaged!	Trust educators & admin (work collaboratively)	Policies that protect all students & staff	Advocating for students	Good governance
Do your homework	Build relationships broadly	Policy review & adopt	Supporting and advocating for student voice in their learning	Good governance
Have good intentions	Trust the process	Safety & security	Advocacy for public ed	Stay out of the weeds
Exhibit cohesiveness	Listening to our community		State advocacy & education	Think outside the box
Speak your truth	Listening & responding to all stakeholders to build trust		Advocacy at state level (TX)	Stay in your lane
Be clear & kind	Listening to staff		Advocacy at local and city	Management oversight of major business systems
Be respectful	Listening to students		Advocating for policy supporting traditional public education @ Capitol	Oversight of system
Agreed Accountability Measures Discussions	Listen			Audit
Learn from others, i.e., don't reinvent the wheel	Communication Engagement(?) with #1LISD family			Set budget (Financial Responsibility)
Open dialogue with board members	Focus on educators			Approve budget that illustrates board vision & mission & strategic plan
Keep an open mind	Stay focused on Core Beliefs "Guiding docs"			Hold the Supt. accountable
Be open to ideas	Focus on students			Evaluate Superintendent
Be the opposite of dysfunction				Keep and support the Supt.

STUDENTS

Board Goals

- Conduct Effective Board Meetings
- Listen to Stakeholders
- Revise Policy to Support the Work
- Advocate
- Management Oversight

SUPPORTING LIFE CHANGERS				
Conduct Effective Board Meetings	Listen to Stakeholders	Revise Policy to Support the Work	Advocate	Management Oversight
Focus on the right work in board meetings	Family engagement	Creating policy that empowers our staff	Advocacy for local control & adequate resources	Adopt goals Align with vision
Be engaged!	Trust educators & admin (work collaboratively)	Policies that protect all students & staff	Advocating for students	Good governance
Do your homework	Built relationships broadly	Policy review & adopt	Supporting and advocating for student voice in their learning	Good governance
Have good intentions	Trust the process	Safety & security	Advocacy for public ed	Stay out of the weeds
Exhibit cohesiveness	Listening to our community		State advocacy & education	Think outside the box
Speak your truth	Listening & responding to all stakeholders to build trust		Advocacy at state level (TX)	Stay in your lane
Be clear & kind	Listening to staff		Advocacy at local and city	Management oversight of major business systems
Be respectful	Listening to students		Advocating for policy supporting traditional public education @ Capitol	Oversight of system
Agreed Accountability Measures Discussions	Listen			Audit
Learn from others, i.e., don't reinvent the wheel	Communication Engagement(?) with #11.ISD family			Set budget (Financial Responsibility)
Open dialogue with board members	Focus on educators			Approve budget that illustrates board vision & mission & strategic plan
Keep an open mind	Stay focused on Core Beliefs "Guiding docs"			Hold the Supt. accountable
Be open to ideas	Focus on students			Evaluate Superintendent
Be the opposite of dysfunction				Keep and support the Supt.
STUDENTS				

Goal 1

Goal 1: Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches

The board will...

Enhance meeting effectiveness through focus, engagement, and preparation. *(Meeting Efficiency and Preparedness)*

Foster a cohesive, respectful, and open-minded team environment. *(Communication and Collaboration)*

Cultivate a culture of open-mindedness and continuous learning from others and embrace change for continuous improvement. *(Continuous Improvement/ Openness to Ideas and Learning)*

Foster an environment of trust, transparency, and ethical conduct. *(Ethical Behavior)*

173

Goal 2

Goal 2: Foster Stakeholder Engagement through Active Listening and Collaboration

The board will...

Foster meaningful engagement with families and the community to ensure their voices are heard and valued. *(Family and Community Engagement)*

Build trust and establish a collaborative relationship with educators and administrators, recognizing their expertise and working together towards shared goals. *(Trust and Collaboration with Educators and Administrators)*

Create a culture of active listening and responsiveness by seeking input and feedback from all stakeholders, including staff, students, and the community. *(Active Listening)*

Keep a strong focus on the needs and aspirations of students in all decision-making processes and initiatives. *(Student-Centered Focus)*

174

Goal 3

Goal 3: Revise Policies to Support Organizational Excellence

The board will....

Develop policies that empower and support staff in their roles and responsibilities, fostering a positive work environment and professional growth. *(Empowering Staff)*

Establish policies that prioritize the safety and security of all students and staff, creating a conducive learning and working environment. *(Safety and Security)*

Implement a systematic process for regular policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and aligned with the organization's goals and objectives. *(Policy Review and Adoption)*

175

Goal 4

Goal 4: Promote Advocacy for Public Education at Various Levels

The board will....

Advocate for policies that support public education through local control and securing adequate resources for educational institutions. *(Policy Advocacy)*

Advocate for students' rights and interests, ensuring their voices are heard and valued in their learning journey. *(Student Advocacy)*

Advocate for the value and importance of public education within the community. *(Community-Level Advocacy)*

Engage in local-level advocacy efforts to promote policies and practices that enhance the quality of education at the local and state levels. *(Community-Level Advocacy)*

176

Goal 5

Goal 5: Enhance Management Oversight for Organizational Excellence

The board will....

Ensure effective governance by adopting clear goals, aligning vision, and practicing good governance principles. *(Governance and Strategic Alignment)*

Foster innovative thinking while staying within the board's role and responsibilities *(Governance and Strategic Alignment)*

Provide robust management oversight of major business systems, including regular audits, to ensure financial transparency and accountability. *(Financial Oversight and Accountability)*

Evaluate, retain, and support the superintendent in their role by providing appropriate guidance, structures, and resources. *(Superintendent Evaluation and Support)*

177



Discussion 178

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item: Consider Approval of Texas Association of School Boards (TASB) 2023-2025 Advocacy Agenda Resolutions and Amendments

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

Administrator Responsible: Bruce Gearing, Ed.D.

Attachments: 2023-2025 TASB Advocacy Resolutions being submitted by Leander ISD

Background Information:

The Texas Association of School Boards (TASB) annually calls upon school boards to submit Advocacy Resolutions that will help form TASB's response to issues before the Legislature and other governmental entities during the legislative session. Board members discussed the proposed resolutions and amendment recommendations at the May 25, 2023 regular board meeting.

Administrative Recommendation:

N/A

Sample Motion:

I move that the Board of Trustees approve the TASB 2023-2025 Advocacy Resolutions and Amendments as presented.

Advocacy Resolution

Please note:

- TASB member boards may propose a new resolution or amend a resolution adopted by the previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own member rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position your board wishes TASB to take regarding a matter of interest to your school board.
- Use copies of this form if submitting more than one resolution.
- Express **in paragraph form** your board’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the board for approval by a board representative.
- Similar submissions will be combined. Each board will then appear as a cosponsor of the combined proposal.

Proposed resolution: TASB advocates for opposition to any efforts by the Texas Education Agency to escalate from a monitor or conservator to a state takeover by establishing a Board of Managers that does not clearly set goals and a path to return local governance back to the community as quickly as possible. TASB urges the Texas Legislature and/or the Governor to require the Commissioner of Education to add transparency to these state measures, hold the agency accountable to the students, parents, and local community, and add language that returns governance to a locally elected Board of Trustees, accountable to voters and the community, as quickly as possible.

Statement of reason: The state takeover of a District replaces the duly appointed Superintendent of Schools with a state selected and appointed chief executive officer for the District and temporarily removes the elected Board of Trustees replacing them with state selected and apportioned managers, despite if an election was held, effectively silencing voters while the Board of Managers is in place. The Texas Education Agency’s authority to establish a monitor, conservator or board of managers should be approached with the utmost clarity, transparency, and defined goals for improvement. The challenges facing public school districts are best addressed by adhering to the state’s long tradition of local governance, with school board trustees who are elected and accountable to the voters in their communities. There is no research to support that a TEA Board of Managers, TEA Monitor or TEA Conservator have improved academic outcomes or improved any learning goals established by the community.

I hereby certify that the above proposed resolution was approved by our board on_____.

Board president's signature: _____

Name of school district: Leander Independent School District

Contact name and number within the district for TASB staff working on this resolution:

Contact Name: Bruce Gearing, Ed.D., Superintendent

Contact Phone Number: 512-570-0005

Please e-mail your board's proposed resolution(s) by June 15, 2023, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

Advocacy Resolution

Please note:

- TASB member boards may propose a new resolution or amend a resolution adopted by the previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own member rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position your board wishes TASB to take regarding a matter of interest to your school board.
- Use copies of this form if submitting more than one resolution.
- Express **in paragraph form** your board’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the board for approval by a board representative.
- Similar submissions will be combined. Each board will then appear as a cosponsor of the combined proposal.

Proposed resolution: Reimplement Cost of Education Index (CEI) into school funding formulas.

Statement of reason: HB3 took out the CEI in school funding formulas in 2019. This index attempted to adjust for geographical competition and cost of living differences. While it needed to be updated it was instead removed. It should be returned and updated to reflect geographical differences in competition and cost of living across the state.

I hereby certify that the above proposed resolution was approved by our board on _____.

Board president’s signature: _____

Name of school district: Leander Independent School District

Contact name and number within the district for TASB staff working on this resolution:

Contact Name: Bruce Gearing, Ed.D., Superintendent

Contact Phone Number: 512-570-0005

Please e-mail your board’s proposed resolution(s) by June 15, 2023, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Discussion of Leander High School Masterplan
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler, Chris Simpson - Leander High School Principal, Joshua Sawyer - Pfluger Architects, Jessica Molter - Pfluger Architects, Leander High School Students
Attachments:	Discussion of Leander High School Masterplan Pres (<i>Uploaded 06-08-23</i>)

Background Information:

At the December 8, 2022 Board Meeting, District Administration, Chris Simpson, Principal of Leander High School, Jessica Molter, and Pfluger Architects presented the Leander High School Masterplan process. LISD asked community members consisting of students, parents, staff and administration to provide feedback. The group, 79 members, met a total of four times throughout the spring semester- February 6, 2023, March 8, 2023, April 3, 2023, and May 2, 2023. We will be presenting the findings and recommendations from the group and the Masterplan. In addition, we will be including the 2023 Bond for Leander High School - Phase 1 and how it aligns with the Masterplan.

The next steps for Leander High School is to hire an Architect and Construction Manager to work together to provide the design and cost estimates of the Masterplan. Administration anticipates bringing a recommendation for the Architect and Construction Manager to the Board at the August 10, 2023, Board Meeting.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander High School

Masterplan

184

inspire people
to create a more
meaningful
human experience

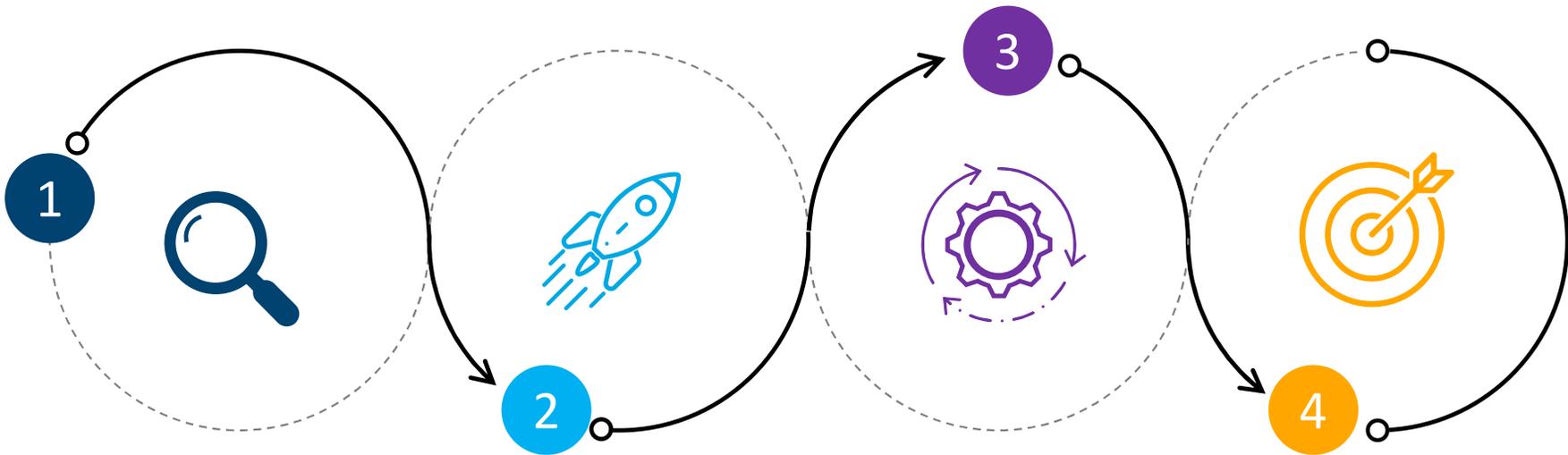


Leander High School

Masterplan

Agenda

- Introduction
- Discovery Workshop
- Ideation Workshop
- Concept Design
- 2023 Bond – Phase 1
- Next Steps
- Q&A

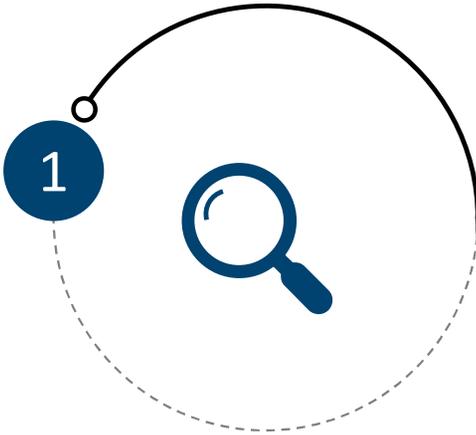


Data Collection
 Project Definition
 Engagement

Shape the Design
 Direction
 Explore Possibilities
 Narrow Project
 Direction

Concept Development
 Looking Ahead

Kick-off Project Fall 2023
 Full Design Begins



DISCOVERY

Establishing the Vision

Activity 1

Students Today

Understanding the current and future generations of students that will serve this building and how they learn to inform how the building responds to their learning styles.

Activity 2

Survey Says!

Review the data from the surveys that were deployed.

Activity 3

What is Your Why?

Discuss the direction the campus can go through a dialogue about WHAT makes the campus successful and WHY it serves such an important role within the community. This will develop the project Guiding Principles.

Activity 4

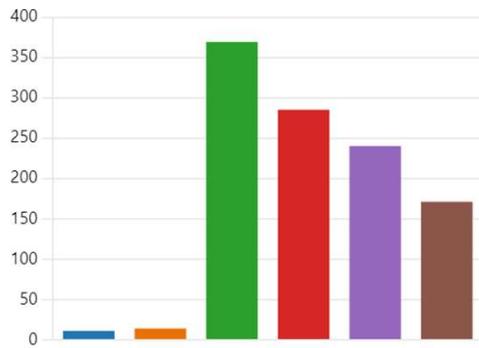
Context and Conditions

Look at the site context and building analysis that will help inform the next stage of developing site strategy concepts.

Student Survey

1090 Responses

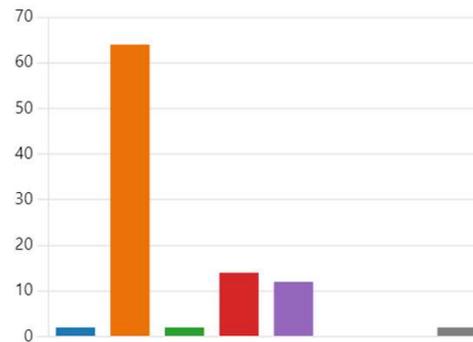
● Elementary School	11
● Middle School	14
● High School Freshman	369
● High School Sophomore	285
● High School Junior	240
● High School Senior	171



Staff Survey

96 Responses

● Administrator	2
● Faculty	64
● Teaching Assistants / Teaching S...	2
● Staff	14
● Coach	12
● Technology (IT)	0
● Facility Manager	0
● Other	2



Parent and Community Survey

444 Responses

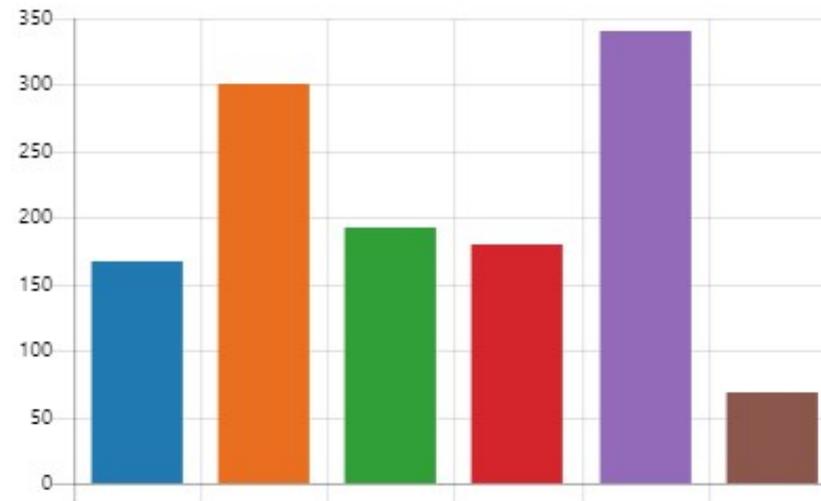
● Parent	370
● Community Member	57
● Other	17



188

5. Where does the appearance of your school evoke pride? (check all that apply)

● Exterior Design	167
● Interior environments	301
● Outdoor environments	193
● All of the above	180
● None of the above	341
● Other	69

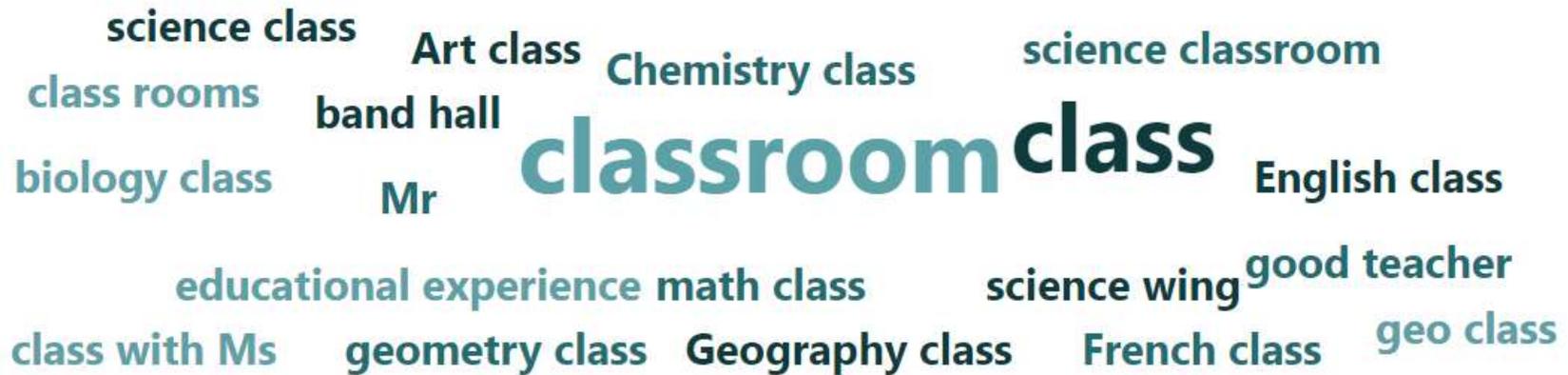


OTHER:

- Bible Stadium and PAC area
- Band Hall
- Varsity locker room
- The lion statue in the Science wing
- Skywalk
- Competition Gym

If you recall the best educational experience you've had, where in school did this happen?

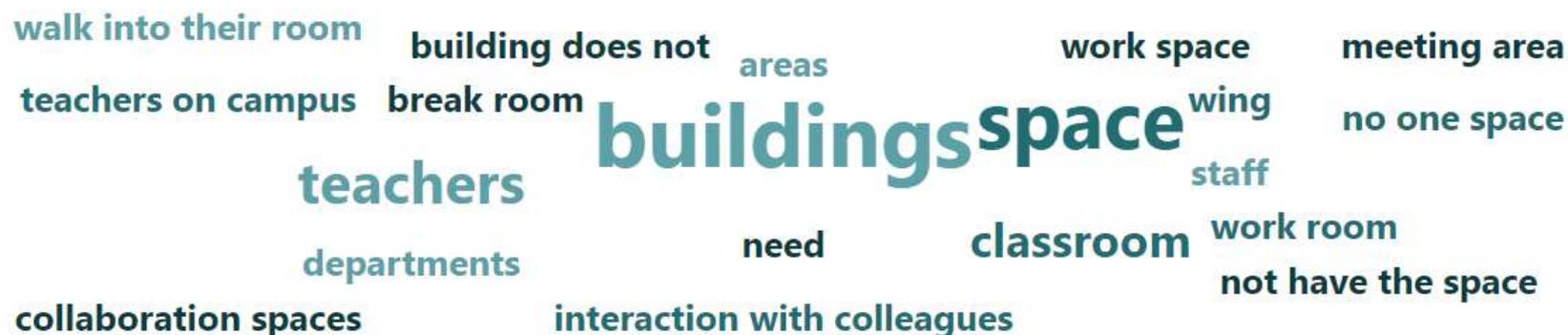
179 respondents (19%) answered **classroom** for this question.



- | Dropping egg parachutes
- | When I participated in Amelie
- | Courtyard
- | Specialty Classes – Fine Arts, CTE, Athletics

In what ways does the building promote or discourage you from being able to interact with your colleagues?

22 respondents (31%) answered **buildings** for this question.



- | It is not welcoming; it is treated as a pass-through space
- | Collaboration within departments is promoted by collocation within the buildings. Interaction and collaboration between departments is discouraged by the design of the buildings--multiple buildings and floors.
- | We need more meeting rooms, at least one per wing and several in the athletics wing
- | It's too far to get to places. A lot of wasted space.
- | I only know a few of my colleagues

In your opinion, are there areas of the building that do not support your student's success, including any activities they are involved in? Please explain what issues exist that prevent this success.

...

192

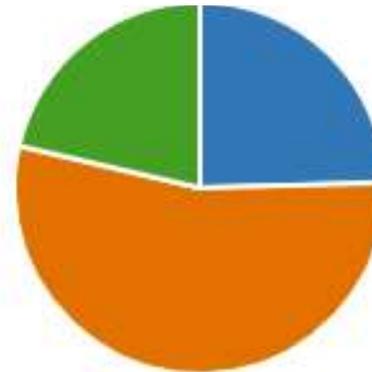
109 respondents (34%) answered **school** for this question.



- | Practice marching pad - in the same parking lot as drivers - completely unsafe
- | Athletic facilities are outdated and have not grown in size to accommodate the growth in student body
- | More cafeteria lines so students can eat in time allotted
- | Layout is confusing
- | No RR by tennis courts
- | LHS is living the life of the have nots
- | The fact that our freshman and JV teams are displaced for HOME games is WRONG.

Is the appearance of the campus a source of pride within the community?

● Yes	100
● No	220
● Not sure	87



193

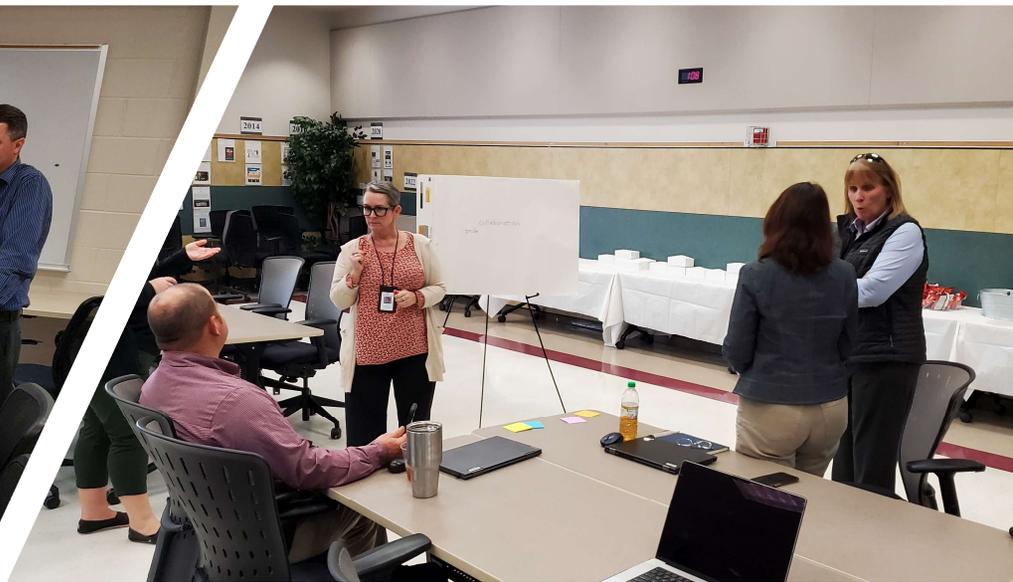
If no or unsure, why?

- | It has been left behind while other newer school has been the focus
- | All the tax \$\$ has gone to newer buildings (look at how beautiful the Glenn campus is) and LHS has been neglected
- | It's ugly, outdated, unfriendly, terrible parking, unsure of where the front doors are
- | Pride? The opposite of that, it's embarrassing!

If no or unsure, why?

- | Demo the entire thing and start fresh. No mold, no stains, no broken things.
- | The athletic areas
- | Cleanliness
- | Updated restrooms
- | Make Drop off/Pickup routes better
- | The convoluted layout
- | Add natural light in classrooms.
- | Cheer, signage, baseball, cafeteria

10





when you approach the **campus** for the first time,
describe how you hope to **react** to what you see.

identify the **characteristics** of the campus that are
creating those **feelings**.

When you approach the campus for the first time, describe how you hope to react to what you see.

49 answers

196

I want to invite my family to this campus to watch me play/dance/sing, etc – I want to show off my building

Inspiration, unity, represents a clear vision

Inviting

Intuitive to navigate, know you're at the right school with signage, name, colors

I want people to realize they are approaching a high school students can take pride in. A less prison-like visual than what we see today.

Crying and thrilled. Our voices were finally heard

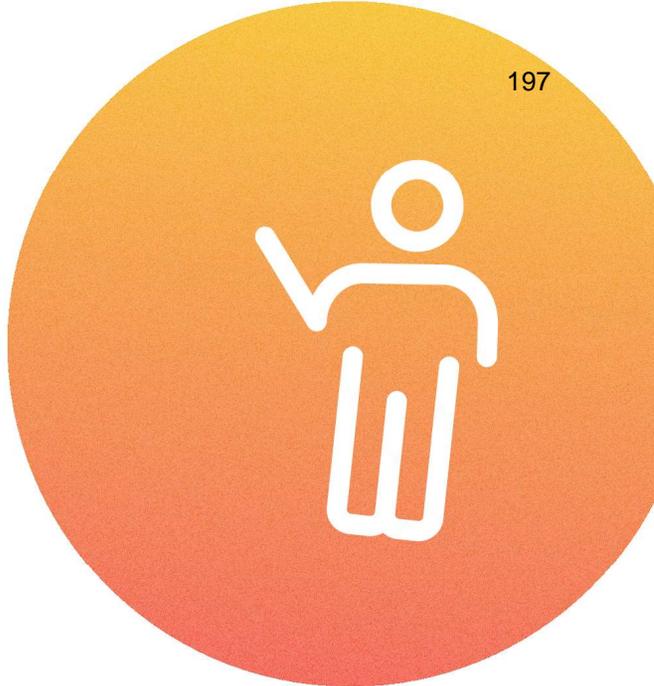
Impressed, excited, not lost, proud, safe

Inviting, warm, desire to learn and building community

I'm proud to call this my school

I would love to feel pride

when you think about your own school experiences, what part of the building did you like the most and why?



When you think about your own school experiences, what part of the building did you like the most and why?

37 answers

198

Library – busy hub to support all learning types, gathering spaces for clubs, rooms to reserve, books, Makerspace w/ materials for all to use

CTE, It is hands on and has a great community

Gathering spots with my friends

Classrooms with my favorite teachers, where I felt safe, cozy, comfortable, loved

Cafeteria (had chandeliers and a fireplace), gorgeous library, the theatre and its velvet seats, the bell tower and lots of outdoor spaces

I went to Vista Ridge – the Mall area was the hub and buzz!

The outdoor learning spaces which allowed for an alternative to the classroom

A large common branded area which allows for great photo ops and a central campus hub – we had random events happen there throughout schools – choir singing, quartets playing, job postings

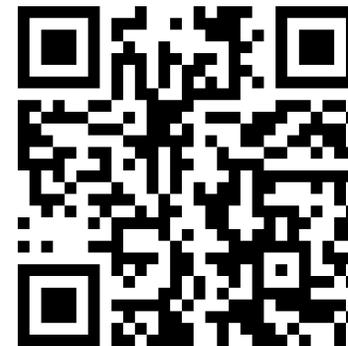
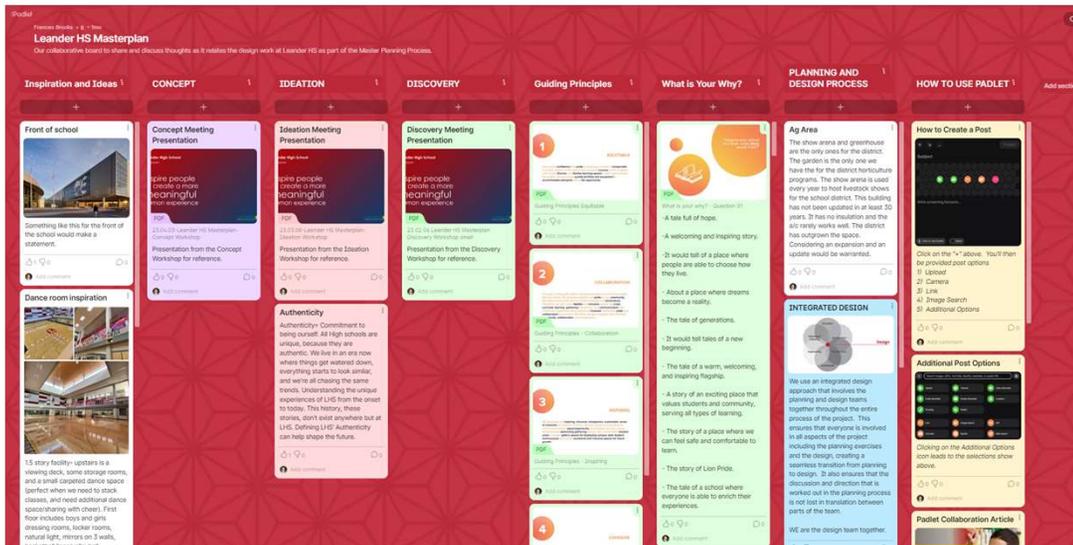
Open areas where students could gather and interact

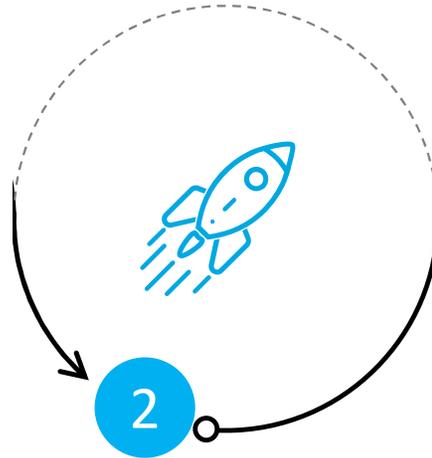
Padlet

We used Padlet throughout the project to share and collaborate in the design process. Committee Members used it to share ideas, comment and share between themselves and the design team.

199

<https://padlet.com/frances188/3xbxvyvphr3bzu1s>





IDEATION

Shaping the Building

Activity 1

Shape the Design Direction

We will share an initial design story for the project that will serve as the basis of the design concept. We will seek feedback and adjustments.

Activity 2

Program Verification

We will go through the verified building program, highlighting areas of change for the new building.

Activity 3

Ideation Exercises

We will workshop on any educational organizational concepts that may be need some thought and direction from the group.

Activity 4

Site Strategies

We will share high level, overarching site strategy concepts and narrow down to a single concept to move forward into shaping the building.

1

EQUITABLE

Having the **confidence** and **pride** to know your school is **comparable** to similar schools in the area is key to overall **success** of the students and faculty. **Diverse** and **flexible learning spaces** create opportunities for growth. We will create **quality facilities** and provide for the **equipment** to **accommodate everyone** and give a **fair opportunity**.

| Program of Spaces

- | **INCREASE** classroom sizes
- | **ADD** collaboration space and teacher houses to provide flexibility
- | **RIGHT SIZE** Fine Arts, CTE and Athletics space 201
- | **INCREASE** size of Cafeteria and Media Center
- | **RE-ORGANIZE** and **INTEGRATE** Special Education and CTE into Learning Communities

| Shared Use District spaces

- | **DEVELOPMENT** of better protocols for usage of district PAC and Stadium by campus
- | **ADD** assembly space as part of the expanded cafeteria to provide flexibility of use for Auditorium use
- | **SCHEDULED CONVERSION** of outdoor sports to artificial turf to enhance scheduling opportunities

2 COLLABORATION

Through working with others, we develop higher-level thinking skills. We learn faster. We develop empathy and **pride** for our **community**. We develop social skills and school culture through our **connections**. Therefore, we will create **flexible** and **inclusive** spaces for **cross-curricular learning**, **gathering**, promote friendships, and foster **communication**. Our school will support **inclusive** interaction, **pride** and promote **collaboration**.

| Integration of Programs

- | **ADD** collaboration space and teacher houses to provide flexibility
- | **RE-ORGANIZE** and **INTEGRATE** Special Education and CTE into Learning Communities 202
- | **DISPLAY** programs throughout the campus by locating them in pathways for student curiosity
- | **OUTDOOR** access provided to programs that can use if for collaboration and sharing of projects
- | **INTEGRATE** out building CTE programs back into the building for better collaboration and visibility

3 INSPIRING

We will create an [inspiring, inclusive, transparent, sustainable](#) space that provides a [sense of character](#) for learners to thrive. We will create a caring physical environment where [equal opportunity](#) and freedom are key values. By generating [welcoming gathering](#) spaces, like a centralized [student union](#), multiple [gallery spaces for displaying campus wide student work/success](#) and larger [vocational and inclusive spaces for future growth](#).

| Enhanced Vision of the Campus

- | [NEW](#) entries and additions at the most visible parts of the campus
- | [UPGRADED](#) design of campus through renovations of existing spaces 203
- | [CENTRALIZATION](#) of common spaces for student use including the relationships between the cafeteria
- | [MODERNIZATION](#) of spaces for CTE, Athletics and Fine Arts that reflex current and future educational needs

4 COHESIVE

An Educational facility requires [cohesion](#) between individual spaces and the entirety of the departments to function efficiently. We will create an [easy to navigate](#) plan by [consolidating offices](#), [assigning pods by department](#) and creating campus [wayfinding](#) signage.

| Clear Navigation

| [ADJUSTED](#) circulation patterns that help the campus flow better

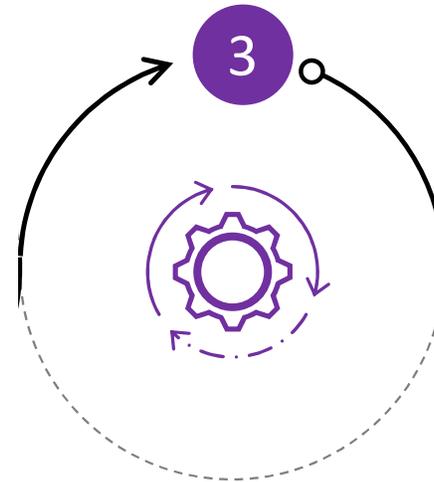
| Consolidation of Staff Spaces

204

| [BETTER ARRANGEMENT](#) of staff spaces including administrative functions and teacher work areas that promote collaboration between staff and students.

| Safety and Security

| [CONSOLIDATION OF CAMPUS](#) by bringing CTE programs into the fold of the main building
| [REDUCTION](#) of campus doors



CONCEPT

Sculpting the Environment

Activity 1

Verify Guiding Principles

Verify scope of work is meeting the guiding principles

Activity 2

Concept Workshop

Breakout Groups to discuss concepts and provide feedback for consideration/ ideation

Activity 3

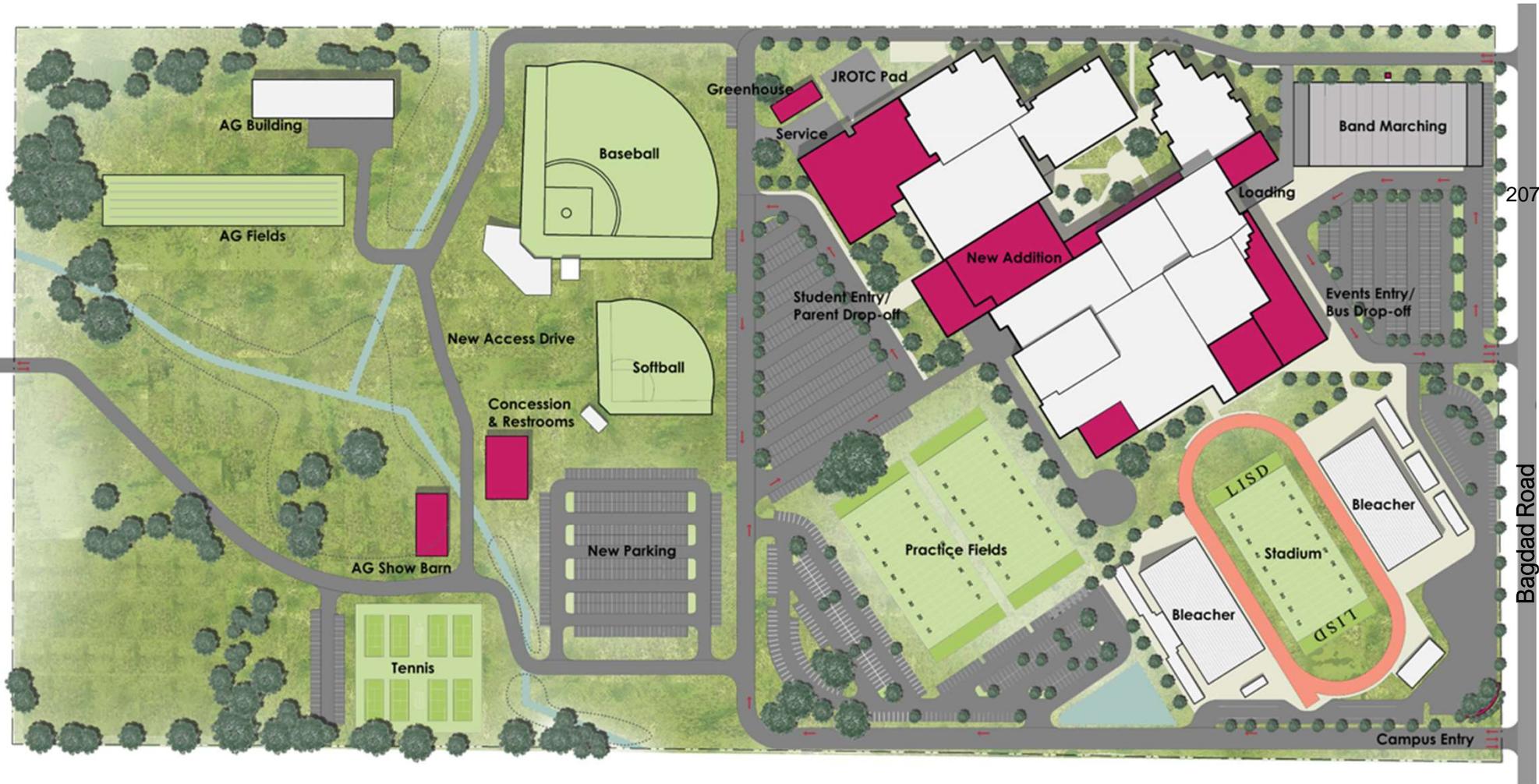
Consensus

Open discussion to build consensus on direction forward



206

23



207

Bagdad Road



208

Campus Signage for Traffic Control

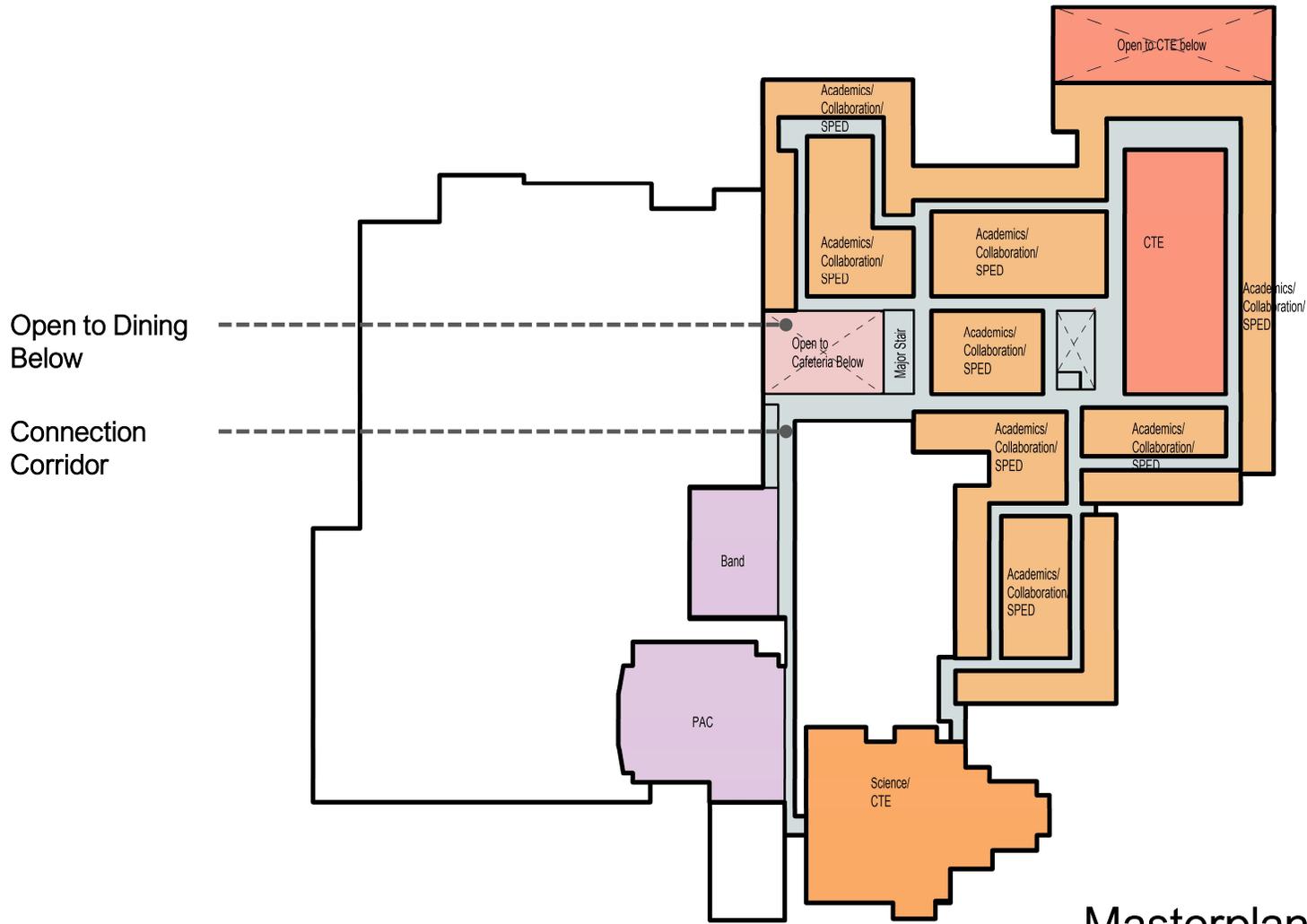
Masterplan Axonometric



25



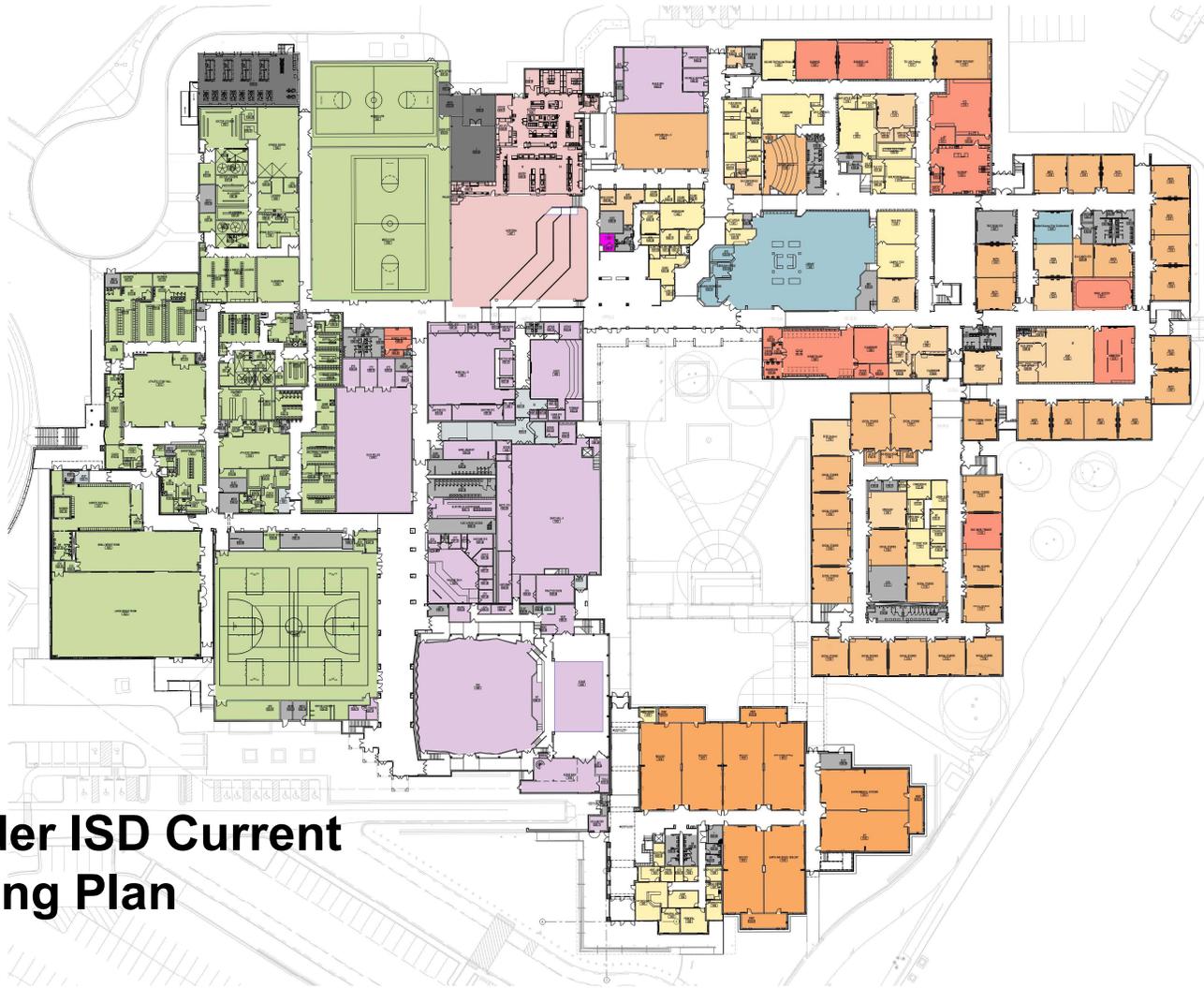
Masterplan Diagram Level 1





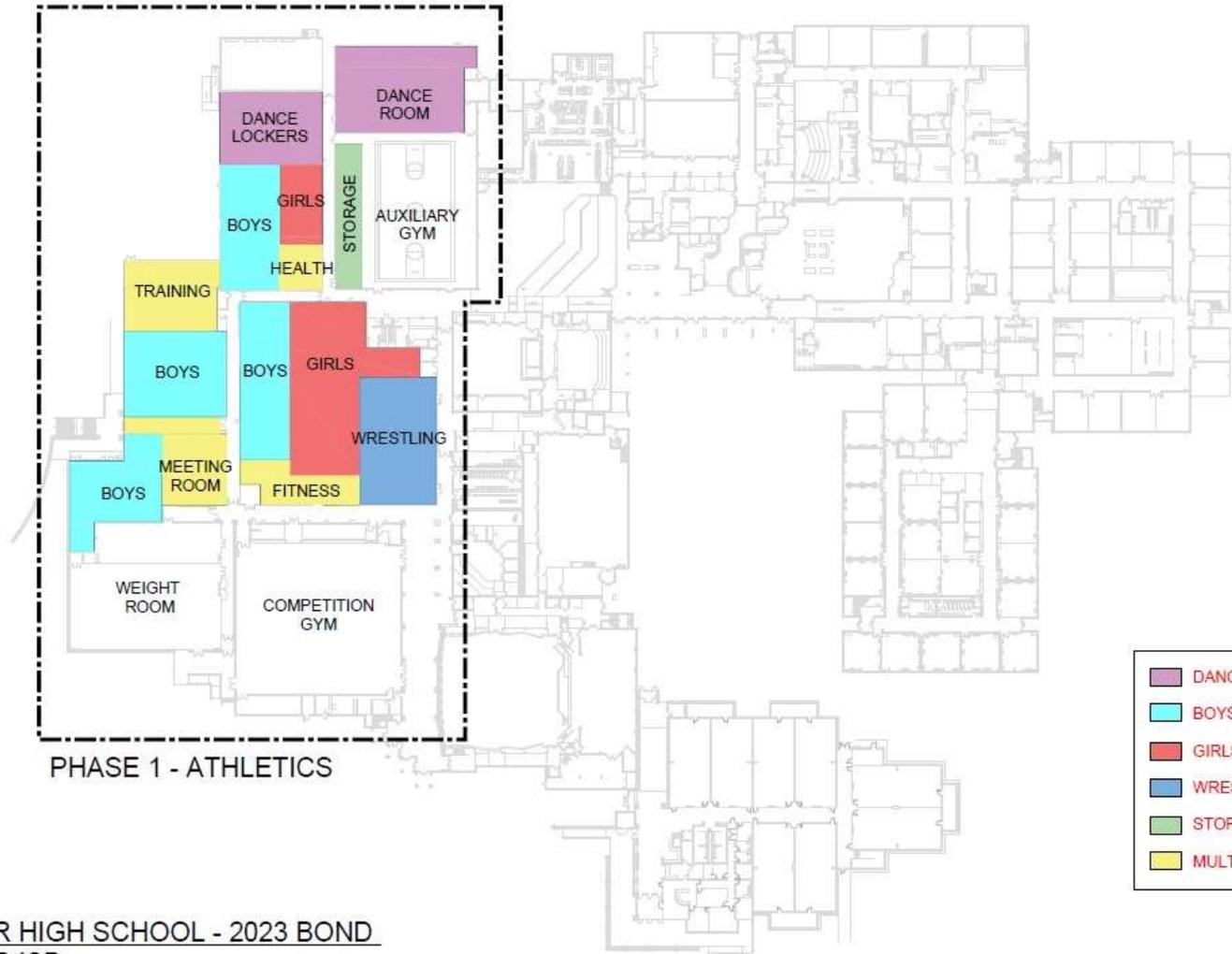


Leander ISD Current Building Plan



Department Legend

- ADMINISTRATION
- CAREER AND TECHNICAL EDUCATION (CTE)
- CIRCULATION
- FINE / PERFORMING ARTS
- FLEXIBLE LEARNING SPACES / MEDIA CENTER
- FOOD SERVICE
- GENERAL CLASSROOM
- PHYSICAL EDUCATION & ATHLETICS
- PLANT SERVICES
- SCIENCE / LABORATORY
- SPECIAL EDUCATION
- SUPPORT

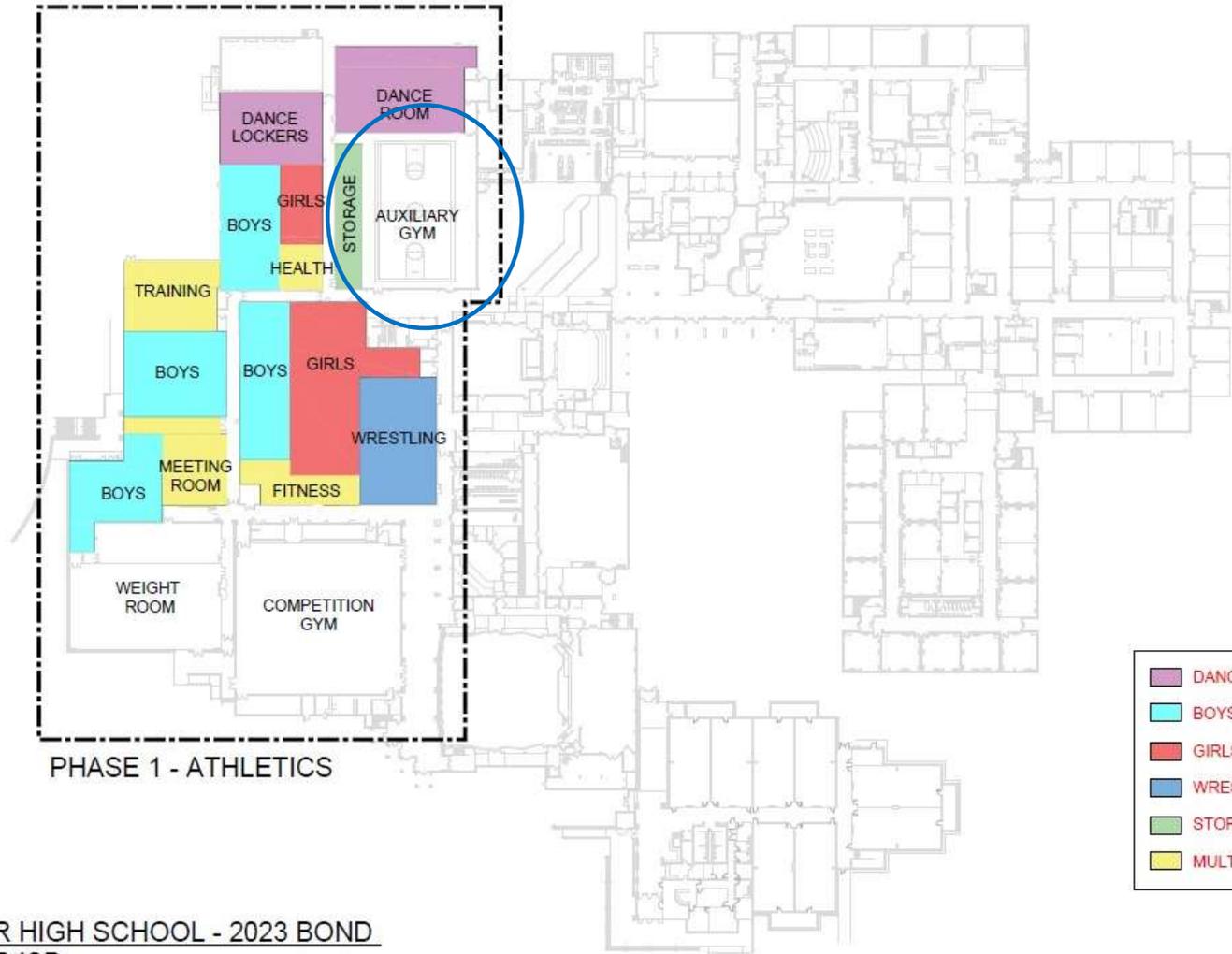


PHASE 1 - ATHLETICS

- DANCE
- BOYS PE/ATHLETICS
- GIRLS PE/ATHLETICS
- WRESTLING
- STORAGE
- MULTI USE

LEANDER HIGH SCHOOL - 2023 BOND
LEANDER ISD





LEANDER HIGH SCHOOL - 2023 BOND
LEANDER ISD

Leander High School

Masterplan

Next Steps

- August 10, 2023
 - Name Architect
 - Name Construction Manager
- See how the Bond Scope aligns with Masterplan
- Update at future Board Meeting

Q & A

THANK YOU!

Leander ISD Board Meeting Agenda Item Information

Meeting Date: June 8, 2023

Agenda Item:	Consider All Matters Incident and Related to the Issuance and Sale of "Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023", Including the Adoption of an Order Authorizing the Issuance of Such Bonds, Establishing Parameters for the Sale and Issuance of Such Bonds and Delegating Certain Matters to Authorized District Officials.
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Pete D. Pape and Blake Roberts, Director PFM Financial Advisors LLC
Attachments:	Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023 Pres The Parameter of Bond Order

Background Information:

Chapter 1371 of the Texas Government Code provides for the use of a delegation order in the issuance and refunding of bonded debt. A delegation order gives the named Authorized Officials authority to sell the bonds under parameters set by the order. A delegation order gives the District flexibility on when to enter the financial market and eliminates the need for called Board meetings to approve the sale.

The Ordinance submitted includes the following parameters:

- Names the Authorized Official(s) to approve the sale to be the President, Vice-President, or Secretary of the Board of Trustees, Superintendent, or Chief Financial Officer.
- Establishes a not-to-exceed true interest cost of 6.5%.
- Establishes a not-to-exceed final maturity of August 15, 2053 (30 years).
- Authorizes a not-to-exceed amount of \$300,000,000 for new money purposes to be issued from the unissued 2017 authorization, 2021 authorization, and 2023 authorization.
- Authorizes a not-to-exceed amount of \$155,609,440.85 for refunding of certain outstanding taxable bonds, via a tender purchase, for debt service savings.
- Establishes minimum net present value savings threshold of 2.50% for any refunding bonds.

Under the delegation order, the Authorized Officials may approve the sale of bonds under the 2023 authorization only if the above parameters are met. The timing of the sale will be dependent on market conditions and completion of all the necessary documents to perform a sale. Once the sale has been completed, a report of the results will be delivered to the Board.

Delegating the sale of the bonds provides the district with greater flexibility as it relates to the timing of the bond sale. This flexibility is especially beneficial in the current market. If not delegated, the final pricing and sale of the bonds would be subject to Board approval at a regular or special Board meeting. Thus, through delegation, pricing is based on current market conditions without having to coordinate the timing around a Board meeting. The missing elements within the documents are completed upon the closing of the sale.

Information regarding the details around the amounts to be sold and the structure of the new bonds will be presented at the meeting.

Administrative Recommendation:

Administration recommends the Board Adopt an Order Authorizing the Issuance of Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023.

Sample Motion:

I move that the Board Adopt an Order Authorizing the Issuance of Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023.



Leander ISD

Series 2023 Bond Issuance

222

Prepared by PFM Financial Advisors LLC

June 8, 2023

pfm.com

Blake Roberts
P: 512-614-5324
E: robertsb@pfm.com

111 Congress Ave
Suite 2150
Austin, TX 78701



Plan of finance for the Series 2023 Bonds

- ◆ Bonds being authorized to fund:
 - \$300 million of projects from voter-approved bond elections
 - Up to \$155.6 million to refund via bond tender a certain taxable bonds for debt service savings
- ◆ LISD has approximately \$827.8 million of voter-approved bond authority from 2017, 2021 and 2023 bond elections
- ◆ Bond Ordinance will delegate authority to the Superintendent and Chief Financial Officer to oversee the sale of the Bonds with LISD financing team
- ◆ District financing team consists of
 - PFM Financial Advisors LLC (Financial Advisor)
 - Norton Rose Fulbright US LLP (Bond Counsel)
 - Haynes & Boone LLP (Disclosure Counsel)

223



Plan of finance for the Series 2023 Bonds (continued...)

- ◆ Bonds to be sold via negotiated bond sale by an underwriting syndicate to be selected from LISD's approved underwriting pool
- ◆ Price bonds in late July (lock-in interest rates)
- ◆ Bond closing in August
- ◆ Current bond ratings are "AA" from S&P and "AA" from Fitch Rating
- ◆ Expect "AAA" rating from Texas PSF guarantee – PSF capacity is no longer a concern
- ◆ The Bonds will be secured by and repaid from the District's I&S tax rate – currently 33-cents
- ◆ Bonds will be structured to match assets – short-term repayment for technology and long-term repayment for schools and facility improvements the

224



Schedule anticipates pricing in July, close in August...

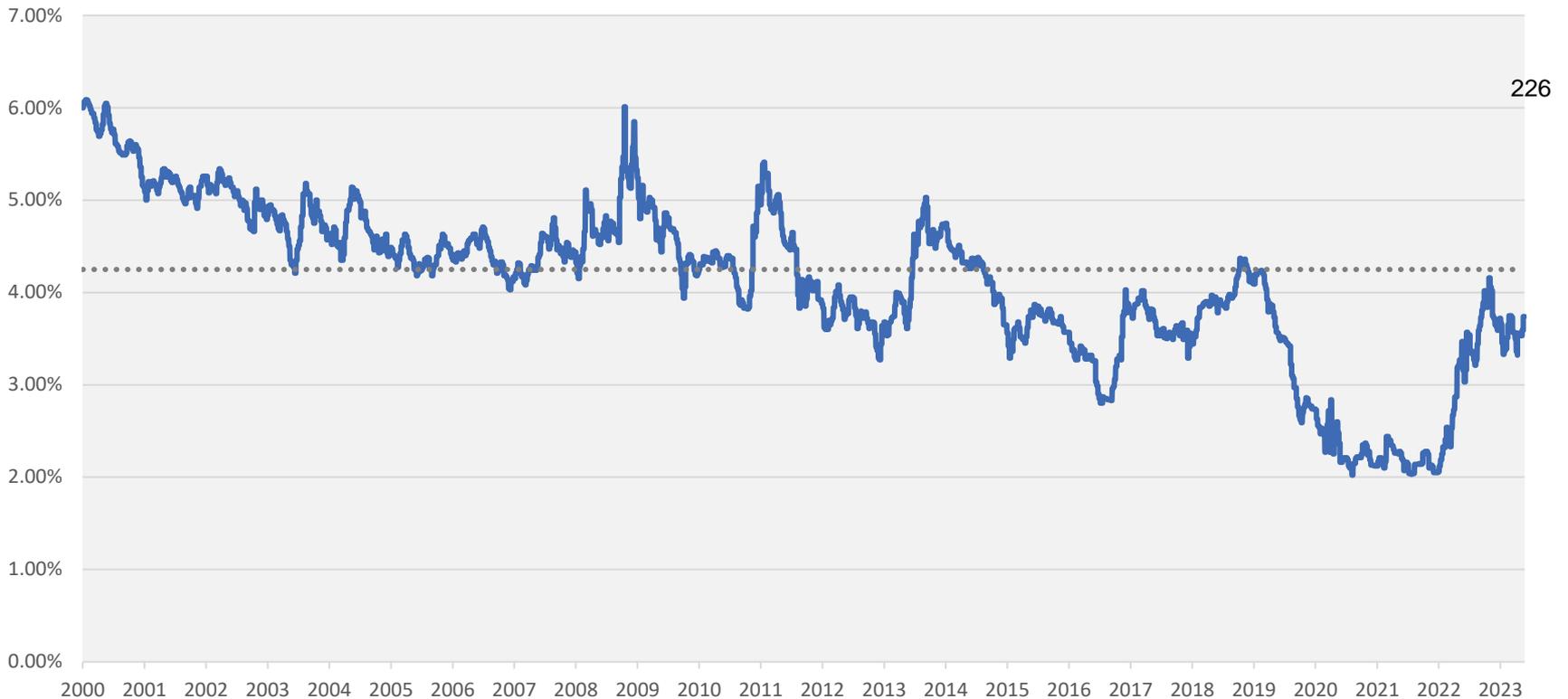
Month	Actions
June	<ul style="list-style-type: none">• Board approve paramaters ordinance authorizing the issuance of bonds• Receive preliminary PSF approval letter• Draft bond offering documents• Meet with rating agencies
July	<ul style="list-style-type: none">• Receive bond ratings• Post bond offering document (“Preliminary Official Statement”) for investors to review• Bond pricing and lock-in interest rates
August	<ul style="list-style-type: none">• Bond closing (Texas Attorney General approves validity of bonds prior to closing)• LISD receives funds for projects (and refunds bonds if market is supportive)

225



Interest rates have increased since 2022 but remain low from an historical perspective

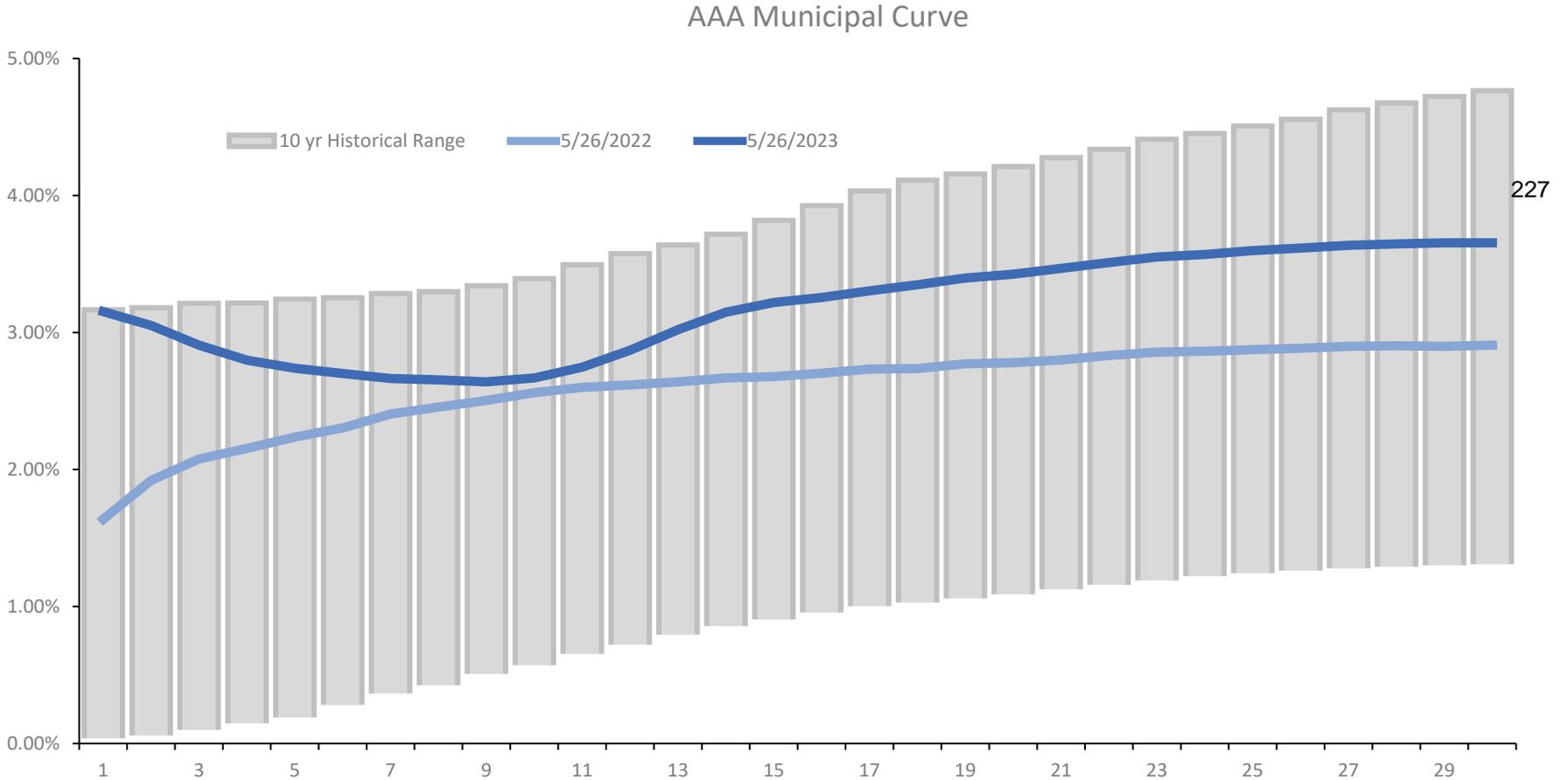
Historical Tax-Exempt Interest Rates - 2000 to Present
Bond Buyer - 20 GO Bond Index



Source: *The Bond Buyer*.



Tax-exempt yield curve has inverted, flattened...



Source: Bloomberg, US Treasury, PFM Pricing Group.



LISD boasts strong strong “AA” bond ratings...

- Most recent bond ratings from S&P and Fitch

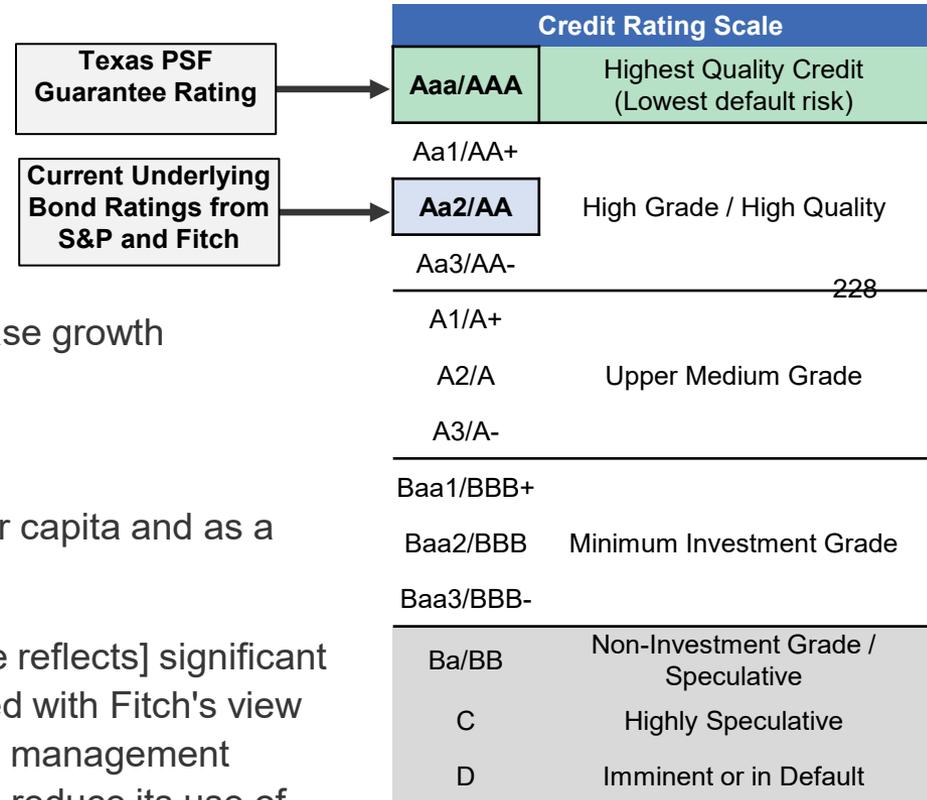
- S&P – “AA” / Stable
- Fitch – “AA” / Stable (upgraded in 2021)

- Summary of Key Rating Factors

- Very strong economic metrics, including tax base growth
- Favorable location near the Austin metro area
- Maintenance of very strong reserves
- Slow amortization and high overall net debt per capita and as a percent of market value

- From Fitch’s 2021 rating upgrade – “[the upgrade reflects] significant decline in the district's long-term liability combined with Fitch's view that there has been marked improvement in debt management practices. Fitch expects the district to continue to reduce its use of capital appreciation bonds (CABs) to defer increases in annual debt service.”

- PSF approval anticipated in September will enhance ratings to “AAA”





Debt overview as of May 31, 2023

- S&P Rating: "AA" / Stable
- Fitch Rating: "AA" / Stable

Principal Outstanding	Principal Issued	Principal Outstanding	Final Maturity	Earliest Call Date	Earliest Call Date
U/L Tax Sch Bldg Bds Ser 2022	\$127,235,000.00	\$127,235,000.00	8/15/2052	2024 to 2052	08/15/2031
U/L Tax Ref Bds Ser 2021B (Taxable)	109,107,081.00	109,102,196.65	8/15/2034	2023 to 2034	08/15/2031
U/L Tax Ref Bds Ser 2021A	22,790,000.00	22,790,000.00	8/15/2034	2034	08/15/2031
U/L Tax Sch Bldg Bds Ser 2020A	86,595,000.00	86,595,000.00	8/15/2050	2026 to 2050	08/15/2030
U/L Tax Ref Bds Ser 2020B	34,407,437.00	34,407,437.50	8/15/2045	2026 to 2045	08/15/2030
U/L Tax Ref Bds Ser 2020C (Taxable)	46,507,244.00	46,507,244.20	8/15/2044	2024 to 2044	08/15/2030
U/L Tax Ref Bds Ser 2019A	9,165,000.00	5,485,000.00	8/15/2040	2023 to 2040	08/15/2029
U/L Tax Ref Bds Taxable Ser 2019B	4,945,000.00	4,945,000.00	8/15/2040	2040	08/15/2029
U/L Tax Sch Bldg Bds Ser 2019C	85,360,000.00	70,970,000.00	8/15/2041	2023 to 2041	08/15/2024
U/L Tax Sch Bldg Bds Ser 2018A	73,270,000.00	57,840,000.00	8/15/2048	2023 to 2048	08/15/2027
U/L Tax Ref Bds Ser 2017A	53,725,000.00	24,625,000.00	8/15/2045	2023 to 2045	08/15/2026
U/L Tax Ref Bds Ser 2016A	190,508,363.00	160,460,633.50	8/15/2049	2023 to 2049	08/15/2017
U/L Tax Ref Bds Ser 2016	88,534,239.00	64,956,187.65	8/15/2036	2023 to 2036	02/15/2026
U/L Tax Ref Bds Ser 2015A	252,802,885.00	242,693,071.90	8/15/2042	2023 to 2042	08/15/2025
U/L Tax Ref Bds Ser 2015B	39,799,201.00	39,182,244.05	8/15/2034	2023 to 2034	08/15/2025
U/L Tax Ref Bds Ser 2014D	129,389,999.00	29,959,689.35	8/15/2032	2023 to 2032	08/15/2027
U/L Tax Ref Bds Ser 2013B	45,379,854.00	21,480,000.00	8/15/2024	2023 to 2024	08/15/2023
Total	\$1,399,521,303.00	\$1,149,233,704.80			

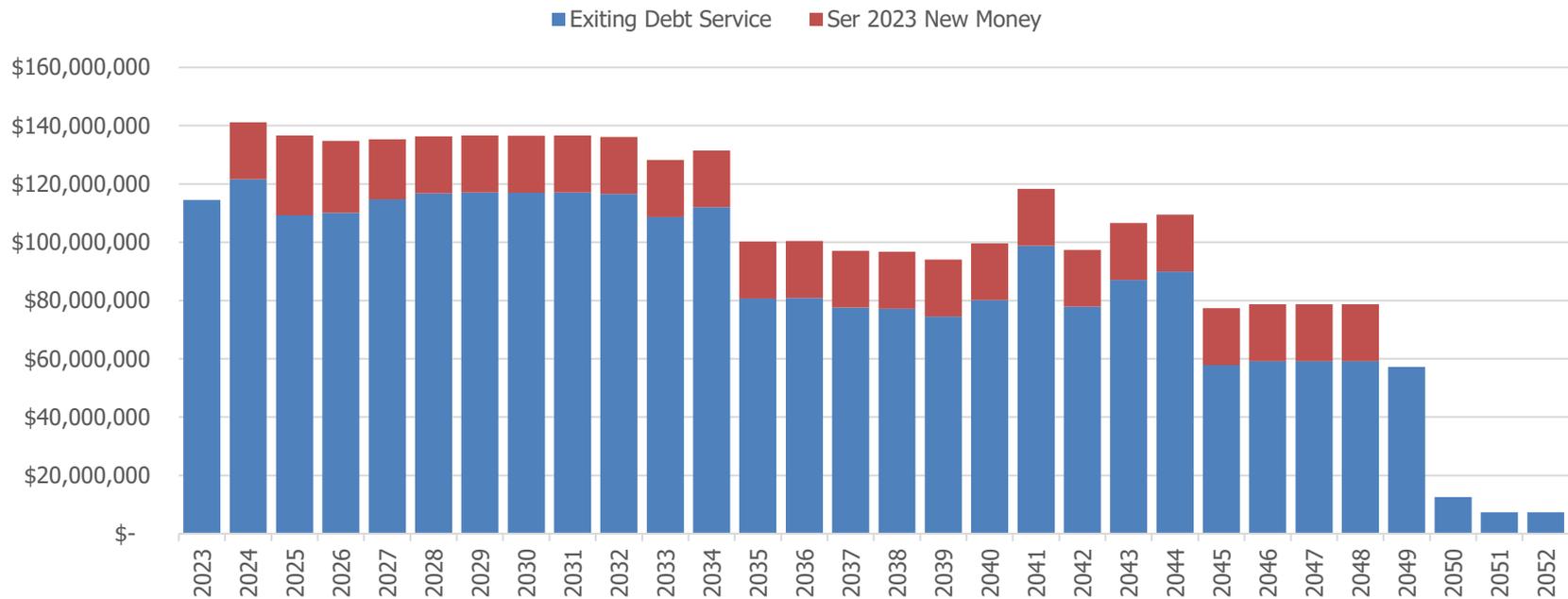


New Money portion of 2023 bonds

- ◆ New money portion of bonds will be sized to generate up to \$300 million of project funds
- ◆ Estimated True Interest Cost of 4.25% / 25-year bond term in current market
- ◆ Bonds will be issued with call option which enables prepayment or refunding in the future
- ◆ 33-cent I&S tax rate unchanged

230

LISD Pro Forma Debt Service





Refunding (bond tender) portion of 2023 bonds

- ◆ Potential for LISD to refund taxable debt via a bond tender for debt service savings
- ◆ Involves LISD buying back outstanding bonds at a discounted price with issuance of tax-exempt refunding bonds
- ◆ Recent success of this transaction type by other peer Texas ISDs
- ◆ Refunding via tender of up to:
 - **Taxable Series 2020C refunding bonds - \$46.057 million outstanding**
 - **Taxable Series 2021B refunding bonds – \$109.107 million outstanding**
- ◆ Spread between tax-exempt interest rates and taxable rates provides savings
- ◆ **At assumed investor participation of 25%, potential to realize estimated net present value savings of between \$3-4 million**
- ◆ Savings will depend on market conditions and investor participation

231



AN ORDER authorizing the issuance of "Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023"; levying a continuing direct annual ad valorem tax for the payment of said Bonds; and resolving other matters incident and related to the issuance, sale, payment, and delivery of said Bonds, including establishing procedures and delegating matters to authorized District officials

WHEREAS, the Board of Trustees of the Leander Independent School District (the "District") hereby finds and determines that unlimited tax bonds approved and authorized to be issued at elections held on November 7, 2017, November 2, 2021 and May 6, 2023 (collectively, the "Elections"), should be authorized to be issued at this time; a summary of the bonds authorized at said Elections, the principal amounts authorized, amounts heretofore issued, the amounts being issued pursuant to this order and the amounts remaining to be issued will be set forth in the applicable Pricing Certificate (hereinafter referenced); and

WHEREAS, the Board of Trustees of the District (the "Board") hereby reserves and retains the right to issue the balance of unissued bonds approved at the Elections, in one or more installments when, in the judgment of the Board, funds are needed to accomplish the purposes such bonds are voted to finance; and

WHEREAS, the Board has heretofore issued, sold, and delivered, and there are currently outstanding bonds of the District payable from ad valorem taxes of the following issue or series (hereinafter called the "Refundable Bonds"), to wit: "Leander Independent School District Unlimited Tax Refunding Bonds, Series 2020C (Taxable)" dated September 1, 2020 and "Leander Independent School District Unlimited Tax Refunding Bonds, Series 2021B (Taxable)" dated June 1, 2021; and,

WHEREAS, pursuant to the provisions of Texas Government Code, Chapter 1207, as amended, the Board is authorized to issue refunding bonds and deposit the proceeds of sale directly with any place of payment for the Refundable Bonds, or other authorized depository, and such deposit, when made in accordance with said statute, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Refundable Bonds; and

WHEREAS, the Board shall by this Order, in accordance with the provisions of Texas Government Code, Chapters 1207 and 1371, as amended, delegate to a Pricing Officer (hereinafter designated) the authority to determine the principal amount of Bonds to be issued, to select the specific maturities (whole or part) of the Refundable Bonds to be refunded and to negotiate the terms of sale thereof; and

WHEREAS, the Board hereby finds that it may be beneficial and in the best interest of the District for certain of the Refundable Bonds to be refunded pursuant to a tender offer to purchase such Refundable Bonds in the secondary market (the "Tender Offer") and hereby wishes to provide the Pricing Officer with such authority to execute such documents and take such actions necessary or required to complete the Tender Offer and the refunding of the Refundable Bonds purchased pursuant to the Tender Offer; and

WHEREAS, the Board hereby finds and determines that it is a public purpose and in the best interests of the District to refund the Refundable Bonds in order to achieve debt service savings on such indebtedness; and

WHEREAS, the Board hereby finds and determines that it is a public purpose and in the best interests of the District to authorize the issuance of the Bonds in one or more series with the terms of such bonds to be included in one or more pricing certificates (each a "Pricing Certificate") to be executed by the Pricing Officer, all in accordance with the provisions of Chapters 1207 and 1371, Texas Government Code; now, therefore,

BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE LEANDER INDEPENDENT SCHOOL DISTRICT:

SECTION 1: Authorization - Series Designation - Principal Amount - Purpose - Bond Date. Unlimited tax bonds of the District shall be and are hereby authorized to be issued in one or more series in the maximum aggregate principal amount hereinafter set forth to be designated and bear the title "LEANDER INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2023" and/or any additional or different designation as specified in the applicable Pricing Certificate (herein referred to as the "Bonds"), for the following purposes, to wit: (i) in the amount specified in the applicable Pricing Certificate for the discharge and final payment of all or part of the Refundable Bonds (those Refundable Bonds actually refunded, as identified in the applicable Pricing Certificate, are referred to herein as the "Refunded Bonds"), (ii) in the amount specified in the Pricing Certificate for designing, constructing, renovating, improving, upgrading, updating, acquiring, and equipping school facilities (and any necessary or related removal of existing facilities), the purchase of the necessary sites for school facilities, the purchase of new school buses, the retrofitting of school buses with emergency, safety, or security equipment, and the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, (iii) in the amount specified in the Pricing Certificate for the purposes of acquiring and updating technology equipment and technology infrastructure, (iv) in the amount specified in the Pricing Certificate for the purposes of renovating, improving, upgrading, updating, and equipping Don Tew Performing Arts Center and South Performing Arts Center, and (v) for the payment of costs of issuance, in accordance with the authority conferred by and in conformity with the Constitution and laws of the State of Texas, including Texas Education Code, Sections 45.001 and 45.003(b)(1), as amended, and Texas Government Code, Chapters 1207 and 1371, as amended. The Bonds shall be dated (the "Bond Date") as provided in the applicable Pricing Certificate.

SECTION 2: Fully Registered Interest Paying/Non-Interest Paying Obligations - Terms. The Bonds shall be issued as fully registered obligations, without coupons, and as either or both "Current Interest Bonds" (obligations paying accrued interest to the holders or owners on and at stated intervals prior to maturity) and "Capital Appreciation Bonds" (obligations paying no accrued interest to the holders or owners prior to maturity).

(a) Current Interest Bonds. Current Interest Bonds (other than the Initial Bonds referenced in Section 8 hereof) shall be in denominations of \$5,000 or any integral multiple (within a Stated Maturity) thereof, shall be lettered "R" and numbered consecutively from One (1) upward and principal shall become due and payable on a date certain in each of the years and in amounts (the "Stated Maturities") and bear interest at the rate(s) per annum in accordance with the details of the Current Interest Bonds as set forth in the applicable Pricing Certificate.

Current Interest Bonds shall bear interest on the unpaid principal amounts from the date specified in the applicable Pricing Certificate at the rate(s) per annum shown in the applicable Pricing Certificate (calculated on the basis of a 360-day year of twelve 30-day months). Interest

on the Current Interest Bonds shall be payable in each year on the dates, and commencing on the date, set forth in the applicable Pricing Certificate.

(b) Capital Appreciation Bonds. Capital Appreciation Bonds (other than the Initial Bonds referenced in Section 8 hereof) shall each be issued in Maturity Amounts (the "Accreted Value" [as hereinafter defined] at maturity) of \$5,000, or any integral multiple thereof within a Stated Maturity, shall be lettered "CAB-" and numbered consecutively from One (1) upward, and the original principal amounts of the Capital Appreciation Bonds, shall accrue interest at the interest rate(s) stated in the applicable Pricing Certificate, and shall become due and payable on a date certain in each of the years (the "Stated Maturities") in the Maturity Amounts set forth in the applicable Pricing Certificate.

Interest on the Capital Appreciation Bonds shall accrue from the date of delivery of the Bonds to the initial purchasers, and be compounded semiannually in each year on the dates (the "Compounding Dates"), and commencing on the date, set forth in the applicable Pricing Certificate, until the Stated Maturity or earlier redemption thereof. The accrued interest on Capital Appreciation Bonds shall be payable at maturity or earlier redemption as a portion of the Maturity Amount or Accreted Value thereof.

The term "Accreted Value", as used herein with respect to Capital Appreciation Bonds, shall mean the original principal amount of a Capital Appreciation Bond, plus the initial premium, if any, paid therefor, with interest thereon compounded semiannually to the Compounding Date next preceding the date of such calculation (or the date of calculation, if such calculation is made on a Compounding Date), at the respective interest rates stated in the applicable Pricing Certificate therefor and, with respect to each \$5,000 Accreted Value at maturity, as set forth in the Accreted Value table attached to the applicable Pricing Certificate and in the Official Statement referred to in the applicable Pricing Certificate. For any day other than a Compounding Date, the Accreted Value of a Capital Appreciation Bond shall be determined by a straight line interpolation between the values for the applicable semiannual Compounding Dates (based on 30-day months).

SECTION 3: Delegation of Authority to Pricing Officer.

(a) As authorized by Texas Government Code, Chapters 1207 and 1371, as amended, each of the President, Vice President and Secretary of the Board, Superintendent of Schools and the Chief Financial Officer of the District, each acting individually (each, the "Pricing Officer") is hereby authorized to act on behalf of the District in selling and delivering the Bonds and carrying out the other procedures specified in this Order, including selecting the specific maturities (whole or part) of the Refundable Bonds to be refunded, if any, determining the aggregate original principal amount of each series of the Bonds, the date of each series of the Bonds, any additional or different designation or title by which the Bonds shall be known, determining whether the Bonds shall be issued in one or more series or subseries, the price at which the Bonds will be sold, the manner of sale (negotiated, privately placed or competitively bid), the years in which each series of the Bonds will mature, the principal amount to mature in each of such years, the rate of interest to be borne by each such maturity, the interest payment dates, the record date, the compounding dates, the price and terms upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the District, as well as any mandatory sinking fund redemption provisions, the designation of a paying agent/registrars and an escrow agent satisfying the requirements of Texas Government Code, Chapter 1207, as amended, the designation of one or more funds for the payment of the Bonds, and all other

matters relating to the issuance, sale, and delivery of the Bonds, including any modification of the Rule 15c2-12 continuing disclosure undertaking contained in Section 35 hereof, all of which shall be specified in the applicable Pricing Certificate; provided that:

- (i) The aggregate original principal amount of the Bonds issued for refunding purposes shall not exceed \$155,609,440.85;
- (ii) The aggregate original principal amount of the Bonds issued for new money purposes shall not exceed \$300,000,000;
- (iii) the true interest cost rate of the Bonds shall not exceed 6.50%;
- (iv) the refunding must produce present value debt service savings of at least 2.5%, net of any District contribution; and
- (v) the final maturity of the Bonds shall not exceed August 15, 2053.

The execution of the applicable Pricing Certificate shall evidence the sale date of the Bonds by the District to the Purchasers (hereinafter defined).

(b) The delegation made hereby shall expire if not exercised by the Pricing Officer within 365 days of the adoption of this Order. The Pricing Officer may exercise such delegation on more than one occasion during such time period.

SECTION 4: Terms of Payment-Paying Agent/Registrar. The principal of, premium, if any, and the interest on the Bonds, due and payable by reason of maturity, redemption or otherwise, shall be payable only to the registered owners or holders of the Bonds (hereinafter called the "Holders") appearing on the registration and transfer books maintained by the Paying Agent/Registrar, and the payment thereof shall be in any coin or currency of the United States of America which, at the time of payment, is legal tender for the payment of public and private debts, and shall be without exchange or collection charges to the Holders.

The selection and appointment of the Paying Agent/Registrar for the Bonds shall be as provided in each Pricing Certificate. Books and records relating to the registration, payment, exchange and transfer of the Bonds (the "Security Register") shall at all times be kept and maintained on behalf of the District by the Paying Agent/Registrar, all as provided herein, in accordance with the terms and provisions of a "Paying Agent/Registrar Agreement," substantially in the form attached hereto as **Exhibit A** and such reasonable rules and regulations as the Paying Agent/Registrar and the District may prescribe. The Pricing Officer is hereby authorized to execute and deliver such Paying Agent/Registrar Agreement in connection with the delivery of the Bonds. The District covenants to maintain and provide a Paying Agent/Registrar at all times until the Bonds are paid and discharged, and any successor Paying Agent/Registrar shall be a commercial bank, trust company, financial institution, or other entity qualified and authorized to serve in such capacity and perform the duties and services of Paying Agent/Registrar. Upon any change in the Paying Agent/Registrar for the Bonds, the District agrees to promptly cause a written notice thereof to be sent to each Holder by United States Mail, first class postage prepaid, which notice shall also give the address of the new Paying Agent/Registrar.

Principal of and premium, if any, on the Bonds shall be payable at the Stated Maturities or redemption thereof, only upon presentation and surrender of the Bonds to the Paying

Agent/Registrar at its designated offices as provided in each Pricing Certificate (the "Designated Payment/Transfer Office"); provided, however, while a Bond is registered to Cede & Co., the payment of principal upon a partial redemption of the principal amount thereof may be accomplished without presentation and surrender of such Bond. Interest accrued on a Capital Appreciation Bond shall be payable at its Stated Maturity or redemption as a portion of the Accreted Value or Maturity Amount. Interest on a Current Interest Bond shall be paid by the Paying Agent/Registrar to the Holder whose name appears in the Security Register at the close of business on the Record Date (which shall be set forth in each Pricing Certificate) and such interest payments shall be made (i) by check sent United States Mail, first class postage prepaid, to the address of the Holder recorded in the Security Register or (ii) by such other method, acceptable to the Paying Agent/Registrar, requested by, and at the risk and expense of, the Holder. If the date for the payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to be closed, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to be closed; and payment on such date shall have the same force and effect as if made on the original date payment was due.

In the event of a nonpayment of interest on a scheduled payment date on the Current Interest Bonds, and for thirty (30) days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the District. Notice of the Special Record Date and of the scheduled payment date of the interest due and payable (which shall be 15 days after the Special Record Date) shall be sent at least five (5) business days prior to the Special Record Date by United States Mail, first class postage prepaid, to the address of each Holder of the Current Interest Bonds appearing on the Security Register at the close of business on the last business day next preceding the date of mailing of such notice.

SECTION 5: Registration - Transfer - Exchange of Bonds - Predecessor Bonds. The Paying Agent/Registrar shall obtain, record, and maintain in the Security Register the name and address of each and every owner of the Bonds issued under and pursuant to the provisions of this Order, or if appropriate, the nominee thereof. Any Bond may be transferred or exchanged for Bonds of like series, if applicable, of like kind (Current Interest Bonds or Capital Appreciation Bonds), maturity and amount and in authorized denominations by the Holder, in person or by his duly authorized agent, upon surrender of such Bond to the Designated Payment/Transfer Office of the Paying Agent/Registrar for cancellation, accompanied by a written instrument of transfer or request for exchange duly executed by the Holder or by his duly authorized agent, in form satisfactory to the Paying Agent/Registrar.

Upon surrender of any Bond (other than the Initial Bonds authorized in Section 8 hereof) for transfer at the Designated Payment/Transfer Office of the Paying Agent/Registrar, one or more new Bonds shall be registered and issued to the assignee or transferee of the previous Holder; such Bonds to be in authorized denominations, of like Stated Maturity, of like series, if applicable, and of a like aggregate principal amount (with respect to Current Interest Bonds) or Maturity Amount (with respect to Capital Appreciation Bonds) as the Bond or Bonds surrendered for transfer.

At the option of the Holder, Bonds (other than the Initial Bonds authorized in Section 8 hereof) may be exchanged for other Bonds of like series, if applicable, of authorized

denominations and having the same Stated Maturity, bearing the same rate of interest and of like aggregate principal amount (with respect to Current Interest Bonds) or Maturity Amount (with respect to Capital Appreciation Bonds) as the Bonds surrendered for exchange, upon surrender of the Bonds to be exchanged at the Designated Payment/Transfer Office of the Paying Agent/Registrar. Whenever any Bonds are surrendered for exchange, the Paying Agent/Registrar shall register and deliver new Bonds to the Holder requesting the exchange.

All Bonds issued in any transfer or exchange of Bonds shall be delivered to the Holders at the Designated Payment/Transfer Office of the Paying Agent/Registrar or sent by United States Mail, first class postage prepaid, to the Holders, and, upon the registration and delivery thereof, the same shall be the valid obligations of the District, evidencing the same obligation to pay and entitled to the same benefits under this Order, as the Bonds surrendered in such transfer or exchange.

All transfers or exchanges of Bonds pursuant to this Section shall be made without expense or service charge to the Holder, except as otherwise herein provided, and except that the Paying Agent/Registrar shall require payment by the Holder requesting such transfer or exchange of any tax or other governmental charges required to be paid with respect to such transfer or exchange.

Bonds cancelled by reason of an exchange or transfer pursuant to the provisions hereof are hereby defined to be "Predecessor Bonds," evidencing all or a portion, as the case may be, of the same obligation to pay evidenced by the new Bond or Bonds registered and delivered in the exchange or transfer therefor. Additionally, the term "Predecessor Bonds" shall include any mutilated, lost, destroyed, or stolen Bond for which a replacement Bond has been issued, registered, and delivered in lieu thereof pursuant to the provisions of Section 11 hereof and such new replacement Bond shall be deemed to evidence the same obligation as the mutilated, lost, destroyed, or stolen Bond.

Neither the District nor the Paying Agent/Registrar shall be required to issue or transfer to an assignee of a Holder any Bond called for redemption, in whole or in part, within forty-five (45) days of the date fixed for the redemption of such Bond; provided, however, such limitation on transferability shall not be applicable to an exchange by the Holder of the unredeemed balance of a Bond called for redemption in part.

SECTION 6: Book-Entry-Only Transfers and Transactions. Notwithstanding the provisions contained in Sections 4 and 5 hereof relating to the payment and transfer/exchange of the Bonds, the District hereby approves and authorizes the use of "Book-Entry-Only" securities clearance, settlement, and transfer system provided by The Depository Trust Company ("DTC"), a limited purpose trust company organized under the laws of the State of New York, in accordance with the requirements and procedures identified in the current DTC Operational Arrangements memorandum, as amended, the Blanket Issuer Letter of Representation, by and between the District and DTC, and the Letter of Representation from the Paying Agent/Registrar to DTC (collectively, the "Depository Agreement") relating to the Bonds.

Pursuant to the Depository Agreement and the rules of DTC, the Bonds shall be deposited with DTC who shall hold said Bonds for its participants (the "DTC Participants"). While the Bonds are held by DTC under the Depository Agreement, the Holder of the Bonds on the Security Register for all purposes, including payment and notices, shall be Cede & Co., as nominee of

DTC, notwithstanding the ownership of each actual purchaser or owner of each Bond (the "Beneficial Owners") being recorded in the records of DTC and DTC Participants.

In the event DTC determines to discontinue serving as securities depository for the Bonds or otherwise ceases to provide book-entry clearance and settlement of securities transactions in general, the District covenants and agrees with the Holders of the Bonds to cause Bonds to be printed in definitive form and provide for the Bond certificates to be issued and delivered to DTC Participants and Beneficial Owners, as the case may be. Thereafter, the Bonds in definitive form shall be assigned, transferred and exchanged on the Security Register maintained by the Paying Agent/Registrar, and payment of such Bonds shall be made in accordance with the provisions of Sections 4 and 5 hereof.

SECTION 7: Execution - Registration. The Bonds shall be executed on behalf of the District by the President of the Board under its seal reproduced or impressed thereon and attested by the Secretary of the Board. The signature of said officers on the Bonds may be manual or facsimile. Bonds bearing the manual or facsimile signatures of individuals who are or were the proper officers of the District on the date of adoption of this Order shall be deemed to be duly executed on behalf of the District, notwithstanding that such individuals or either of them shall cease to hold such offices at the time of delivery of the Bonds to the initial purchaser(s) and with respect to Bonds delivered in subsequent exchanges and transfers, all as authorized and provided in Texas Government Code, Chapter 1201, Government Code, as amended.

No Bond shall be entitled to any right or benefit under this Order, or be valid or obligatory for any purpose, unless there appears on such Bond either a certificate of registration substantially in the form provided in Section 9C, manually executed by the Comptroller of Public Accounts of the State of Texas, or his or her duly authorized agent, or a certificate of registration substantially in the form provided in Section 9D, manually executed by an authorized officer, employee or representative of the Paying Agent/Registrar, and either such certificate duly signed upon any Bond shall be conclusive evidence, and the only evidence, that such Bond has been duly certified, registered, and delivered.

SECTION 8: Initial Bonds. The Bonds herein authorized shall be initially issued as fully registered Bonds of the appropriate kind (Current Interest Bonds and Capital Appreciation Bonds) as specified in the applicable Pricing Certificate, being (i) a single, fully registered Current Interest Bond in the aggregate principal amount noted and principal installments to become due and payable as provided in the applicable Pricing Certificate and numbered TR-1, and (ii) a single, fully registered Capital Appreciation Bond in the aggregate Maturity Amount noted, and with installments of such Maturity Amount to become due and payable as provided, in the applicable Pricing Certificate and numbered TCAB-1 (hereinafter called the "Initial Bonds") and the Initial Bonds shall be registered in the name of the initial purchaser(s) or the designee thereof. The Initial Bonds shall be the Bonds submitted to the Office of the Attorney General of the State of Texas for approval, certified and registered by the Office of the Comptroller of Public Accounts of the State of Texas and delivered to the initial purchaser(s). Any time after the delivery of the Initial Bonds, the Paying Agent/Registrar, pursuant to written instructions from the initial purchaser(s), or the designee thereof, shall cancel the Initial Bonds delivered hereunder and exchange therefor definitive Bonds of like kind and of authorized denominations, Stated Maturities, principal amounts (with respect to Current Interest Bonds) or Maturity Amounts (with respect to the Capital Appreciation Bonds) and bearing applicable interest rates for transfer and delivery to the Holders named at the addresses identified therefor; all pursuant to and in accordance with such written

instructions from the initial purchaser(s), or the designee thereof, and such other information and documentation as the Paying Agent/Registrar may reasonably require.

SECTION 9: Forms.

(a) Forms Generally. The Bonds, the Registration Certificate of the Comptroller of Public Accounts of the State of Texas, the Registration Certificate of Paying Agent/Registrar, and the form of Assignment to be printed on each of the Bonds, shall be substantially in the forms set forth in this Section with such appropriate insertions, omissions, substitutions, and other variations as are permitted or required by this Order and, with the Bonds to be completed and modified with the information set forth in the applicable Pricing Certificate, may have such letters, numbers, or other marks of identification (including identifying numbers and letters of the Committee on Uniform Securities Identification Procedures of the American Bankers Association) and such legends and endorsements (including language pertaining to the Bonds being guaranteed by the Permanent School Fund, if applicable, or being insured, if applicable, and any reproduction of an opinion of counsel) thereon as may, consistently herewith, be established by the District or determined by the Pricing Officer. Each Pricing Certificate(s) shall set forth the final and controlling terms of each series of Bonds. Any portion of the text of any Bonds may be set forth on the reverse thereof, with an appropriate reference thereto on the face of the Bond.

The definitive Bonds and the Initial Bonds shall be printed, lithographed, engraved, typewritten, photocopied or otherwise reproduced in any other similar manner, all as determined by the officers executing such Bonds as evidenced by their execution.

(b) Form of Definitive Bonds.

[CURRENT INTEREST BONDS]

REGISTERED
NO. R-_____

REGISTERED
PRINCIPAL AMOUNT
\$_____

UNITED STATES OF AMERICA
STATE OF TEXAS
LEANDER INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND
SERIES 2023

Bond Date: _____ Interest Rate: _____ Stated Maturity: _____ CUSIP NO: _____

Registered Owner:

Principal Amount: _____ DOLLARS

The Leander Independent School District (hereinafter referred to as the "District"), a body corporate and political subdivision in the Counties of Williamson and Travis, State of Texas, for value received, acknowledges itself indebted to and hereby promises to pay to the Registered Owner named above, or the registered assigns thereof, on the Stated Maturity date specified above the Principal Amount hereinabove stated (or so much thereof as shall not have been paid

upon prior redemption), and to pay interest on the unpaid principal amount hereof from the interest payment date next preceding the "Registration Date" of this Bond appearing below (unless this Bond bears a "Registration Date" as of an interest payment date, in which case it shall bear interest from such date, or unless the "Registration Date" of this Bond is prior to the initial interest payment date in which case it shall bear interest from the _____) at the per annum rate of interest specified above computed on the basis of a 360-day year of twelve 30-day months; such interest being payable on _____, and each _____ and _____ thereafter, until maturity or prior redemption. Principal of this Bond is payable at its Stated Maturity or date of redemption to the registered owner hereof, upon presentation and surrender, at the Designated Payment/Transfer Office of the Paying Agent/Registrar executing the registration certificate appearing hereon, or its successor; provided, however, while this Bond is registered to Cede & Co., the payment of principal upon a partial redemption of the principal amount hereof may be accomplished without presentation and surrender of this Bond. Interest is payable to the registered owner of this Bond (or one or more Predecessor Bonds, as defined in the Order hereinafter referenced) whose name appears on the "Security Register" maintained by the Paying Agent/Registrar at the close of business on the "Record Date," which is the _____ of the month next preceding each interest payment date, and interest shall be paid by the Paying Agent/Registrar by check sent United States Mail, first class postage prepaid, to the address of the registered owner recorded in the Security Register or by such other method, acceptable to the Paying Agent/Registrar, requested by, and at the risk and expense of, the registered owner. All payments of principal of and interest on this Bond shall be without exchange or collection charges to the registered owner hereof and in any coin or currency of the United States of America which, at the time of payment, is legal tender for the payment of public and private debts. If the date for the payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Offices of the Paying Agent/Registrar are located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to close; and payment on such date shall have the same force and effect as if made on the original date payment was due.

This Bond is one of the series specified in its title issued in the aggregate principal amount of \$_____ (herein referred to as the "Bonds") pursuant to an Order adopted by the Board of Trustees of the District (herein referred to as the "Order"), for the following purposes, to wit: (i) for the discharge and final payment of certain obligations of the District (identified in the preamble hereof and referred to as the "Refunded Bonds"), (ii) in the amount specified in the Pricing Certificate for designing, constructing, renovating, improving, upgrading, updating, acquiring, and equipping school facilities (and any necessary or related removal of existing facilities), the purchase of the necessary sites for school facilities, the purchase of new school buses, the retrofitting of school buses with emergency, safety, or security equipment, and the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, (iii) in the amount specified in the Pricing Certificate for the purposes of acquiring and updating technology equipment and technology infrastructure, (iv) in the amount specified in the Pricing Certificate for the purposes of renovating, improving, upgrading, updating, and equipping Don Tew Performing Arts Center and South Performing Arts Center, and (v) for the payment of costs of issuance, all in accordance with the authority conferred by and in conformity with the Constitution and laws of the State of Texas, including Chapter 45 of the Texas Education Code and Texas Government Code, Chapters 1207 and 1371, as amended. [The Bonds are issued in part as "Current Interest Bonds," which total in principal amount \$_____ and pay accrued interest at stated intervals to registered owners and in part as "Capital Appreciation

Bonds," which total in original principal amount \$ _____ and pay no accrued interest prior to their Stated Maturities.]

□The Bonds maturing on the dates hereinafter identified (the "Term Bonds") are subject to mandatory redemption prior to maturity with funds on deposit in the Interest and Sinking Fund established and maintained for the payment thereof in the Order, and shall be redeemed in part prior to maturity at the price of par and accrued interest thereon to the date of redemption, and without premium, on the dates and in the principal amounts as follows:

Term Bonds due _____, 20____	Term Bonds Due _____ 20
<u>Redemption Date</u>	<u>Redemption Date</u>
_____, 20	_____, 20
<u>Principal Amount</u>	<u>Principal Amount</u>
\$ _____	\$ _____
Term Bonds Due _____, 20	
<u>Redemption Date</u>	<u>Principal Amount</u>
_____, 20	\$ _____
_____, 20	\$ _____

The particular Term Bonds to be redeemed on each redemption date shall be chosen by lot by the Paying Agent/Registrar; provided, however, that the principal amount of Term Bonds for a Stated Maturity required to be redeemed on a mandatory redemption date may be reduced, at the option of the District, by the principal amount of Term Bonds of like maturity which, at least 50 days prior to a mandatory redemption date, (1) shall have been acquired by the District at a price not exceeding the principal amount of such Term Bonds plus accrued interest to the date of purchase thereof, and delivered to the Paying Agent/Registrar for cancellation or (2) shall have been redeemed pursuant to the optional redemption provisions appearing below and not theretofore credited against a mandatory redemption requirement.]

The Current Interest Bonds maturing on and after _____, 20__ may be redeemed prior to their Stated Maturities, at the option of the District, in whole or in part in principal amounts of \$5,000 or any integral multiple thereof (and if within a Stated Maturity selected by lot by the Paying Agent/Registrar), on _____, 20__, or on any date thereafter, at the redemption price of par, together with accrued interest to the date of redemption.

At least thirty (30) days prior to a redemption date, the District shall cause a written notice of such redemption to be sent by United States Mail, first class postage prepaid, to the registered owners of the Bonds to be redeemed in whole or in part, and subject to the terms and provisions relating thereto contained in the Order. If a Bond (or any portion of its principal sum) shall have been duly called for redemption and notice of such redemption duly given, then upon such redemption date such Bond (or the portion of its principal sum to be redeemed) shall become due and payable, and interest thereon shall cease to accrue from and after the redemption date therefor, provided moneys for the payment of the redemption price and the interest on the principal amount to be redeemed to the date of redemption are held for the purpose of such payment by the Paying Agent/Registrar.

In the event a portion of the principal amount of a Bond is to be redeemed and the registered owner hereof is someone other than Cede & Co., payment of the redemption price of such principal amount shall be made to the registered owner only upon presentation and

□ Conform redemption provisions to Pricing Certificate.

surrender of this Bond to the Designated Payment/Transfer Office of the Paying Agent/Registrar, and a new Bond or Bonds of like maturity and interest rate in any authorized denominations provided by the Order for the then unredeemed balance of the principal sum thereof will be issued to the registered owner, without charge. If a Bond is selected for redemption, in whole or in part, the District and the Paying Agent/Registrar shall not be required to transfer such Bond to an assignee of the registered owner within 45 days of the redemption date therefor; provided, however, such limitation on transferability shall not be applicable to an exchange by the registered owner of the unredeemed balance of a Bond redeemed in part.

With respect to any optional redemption of the Bonds, unless certain prerequisites to such redemption required by the Order have been met and moneys sufficient to pay the principal of and premium, if any, and interest on the Bonds to be redeemed shall have been received by the Paying Agent/Registrar prior to the giving of such notice of redemption, such notice may state that said redemption is conditional upon the satisfaction of such prerequisites and receipt of such moneys by the Paying Agent/Registrar on or prior to the date fixed for such redemption. If a conditional notice of redemption is given and such prerequisites to the redemption are not satisfied or sufficient moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds and the Paying Agent/Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that the Bonds have not been redeemed.

The Bonds are payable from the proceeds of an ad valorem tax levied, without limit as to rate or amount, upon all taxable property in the District. Reference is hereby made to the Order, a copy of which is on file in the Designated Payment/Transfer Office of the Paying Agent/Registrar, and to all of the provisions of which the registered owner or holder of this Bond by the acceptance hereof hereby assents, for definitions of terms; the description of and the nature and extent of the tax levied for the payment of the Bonds; the terms and conditions relating to the transfer or exchange of this Bond; the conditions upon which the Order may be amended or supplemented with or without the consent of the registered owners; the rights, duties, and obligations of the District and the Paying Agent/Registrar; the terms and provisions upon which this Bond may be discharged at or prior to its maturity, and deemed to be no longer Outstanding thereunder; and for other terms and provisions contained therein. Capitalized terms used herein have the meanings assigned in the Order.

This Bond, subject to certain limitations contained in the Order, may be transferred on the Security Register only upon its presentation and surrender at the Designated Payment/Transfer Office of the Paying Agent/Registrar, with the Assignment hereon duly endorsed by, or accompanied by a written instrument of transfer in form satisfactory to the Paying Agent/Registrar duly executed by, the registered owner hereof, or his duly authorized agent. When a transfer on the Security Register occurs, one or more new fully registered Bonds of the same Stated Maturity, of authorized denominations, bearing the same rate of interest, and of the same aggregate principal amount will be issued by the Paying Agent/Registrar to the designated transferee or transferees.

The District and the Paying Agent/Registrar, and any agent of either, shall treat the registered owner whose name appears on the Security Register (i) on the Record Date as the owner entitled to payment of interest hereon, (ii) on the date of surrender of this Bond as the owner entitled to payment of principal at the Stated Maturity, or its redemption, in whole or in part, and (iii) on any other date as the owner for all other purposes, and neither the District nor the Paying Agent/Registrar, or any agent of either, shall be affected by notice to the contrary. In the

event of nonpayment of interest on a Current Interest Bond on a scheduled payment date and for thirty (30) days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the District. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be fifteen (15) days after the Special Record Date) shall be sent at least five (5) business days prior to the Special Record Date by United States Mail, first class postage prepaid, to the address of each registered owner of a Current Interest Bond appearing on the Security Register at the close of business on the last business day next preceding the date of mailing of such notice.

It is hereby certified, recited, represented, and declared that the District is a body corporate and political subdivision duly organized and legally existing under and by virtue of the Constitution and laws of the State of Texas; that the issuance of the Bonds is duly authorized by law; that all acts, conditions, and things required to exist and be done precedent to and in the issuance of the Bonds to render the same lawful and valid obligations of the District have been properly done, have happened, and have been performed in regular and due time, form, and manner as required by the Constitution and laws of the State of Texas, and the Order; that the Bonds do not exceed any Constitutional or statutory limitation; and that due provision has been made for the payment of the principal of and interest on the Bonds by the levy of a tax as aforesated. In case any provision in this Bond shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. The terms and provisions of this Bond and the Order shall be construed in accordance with and shall be governed by the laws of the State of Texas.

IN WITNESS WHEREOF, the Board of Trustees of the District has caused this Bond to be duly executed under the official seal of the District.

LEANDER INDEPENDENT SCHOOL DISTRICT

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(SEAL)

[CAPITAL APPRECIATION BONDS]

REGISTERED
NO. CAB- _____

REGISTERED
MATURITY AMOUNT
\$ _____

UNITED STATES OF AMERICA
STATE OF TEXAS
LEANDER INDEPENDENT SCHOOL DISTRICT

UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND
SERIES 2023

Bond Date: _____ Stated Yield: _____% Stated Maturity: _____ CUSIP NO: _____

Registered Owner:

Maturity Amount: _____ DOLLARS

The Leander Independent School District (hereinafter referred to as the "District"), a body corporate and political subdivision in the Counties of Williamson and Travis, State of Texas, for value received, acknowledges itself indebted to and hereby promises to pay to the Registered Owner named above, or the registered assigns thereof, on the Stated Maturity date specified above, the Maturity Amount stated above (or so much thereof as shall not have been paid upon prior redemption). The Maturity Amount of this Bond represents the accretion of the original principal amount of this Bond (including the initial premium, if any, paid herefor) from the date of delivery to the initial purchasers to the Stated Maturity and such accretion in value occurring at the above Stated Yield and compounding on _____, and semiannually thereafter on _____ and _____. A table of the "Accreted Values" per \$5,000 "Accreted Value" at maturity is printed on this Bond or attached hereto. The term "Accreted Value," as used herein, means the original principal amount of this Bond plus the initial premium, if any, paid herefor with interest thereon compounded semiannually to _____ and _____, as the case may be, next preceding the date of such calculation (or the date of calculation, if such calculation is made on _____ or _____) at the Stated Yield for the Stated Maturity shown above and in the above referenced Table of Accreted Values. For any date other than _____ or _____, the Accreted Value of this Bond shall be determined by a straight line interpolation between the values for the applicable semiannual compounding dates (based on 30-day months). If the date for the payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to close; and payment on such date shall have the same force and effect as if made on the original date payment was due.

The Accreted Value of this Bond is payable at its Stated Maturity or redemption to the registered owner hereof, upon presentation and surrender, at the Designated Payment/Transfer Office of the Paying Agent/Registrar executing the registration certificate appearing hereon, or its successor. Payment of the Maturity Amount or Accreted Value as of a redemption date of this Bond shall be without exchange or collection charges to the owner hereof and in any coin or currency of the United States of America which at the time of payment is legal tender for the payment of public and private debts.

This Bond is one of the series specified in its title issued in the aggregate principal amount of \$_____ (herein referred to as the "Bonds") pursuant to an Order adopted by the Board of Trustees of the District (herein referred to as the "Order"), for the following purposes, to wit: (i) in the amount of \$_____ for the discharge and final payment of certain obligations of the District (herein referred to as the "Refunded Bonds"), (ii) in the amount of \$_____ (ii) in the amount of \$_____ for designing, constructing, renovating, improving,

upgrading, updating, acquiring, and equipping school facilities (and any necessary or related removal of existing facilities), the purchase of the necessary sites for school facilities, the purchase of new school buses, the retrofitting of school buses with emergency, safety, or security equipment, and the purchase or retrofitting of vehicles to be used for emergency, safety, or security purposes, (iii) in the amount of \$_____ for the purposes of acquiring and updating technology equipment and technology infrastructure, (iv) in the amount of \$_____ for the purposes of renovating, improving, upgrading, updating, and equipping Don Tew Performing Arts Center and South Performing Arts Center, and (v) for the payment of costs of issuance, under and in strict conformity with the Constitution and laws of the State of Texas, including Texas Government Code, Chapters 1207 and 1371, as amended, and Texas Education Code, Sections 45.001 and 45.003(b)(1), as amended, and pursuant to an Order adopted by the Board of Trustees of the District (herein referred to as the "Order"). The Bonds are issued in part as "Current Interest Bonds," which total in principal amount \$_____ and pay accrued interest at stated intervals to registered owners and in part as "Capital Appreciation Bonds," which total in original principal amount \$_____ and pay no accrued interest prior to their Stated Maturities.

□ The Capital Appreciation Bonds maturing on and after _____ may be redeemed prior to their Stated Maturities, at the option of the District, in whole or in part in Maturity Amounts of \$5,000 or any integral multiple thereof (and if within a Stated Maturity selected by lot by the Paying Agent/Registrar), on _____, or on any date thereafter, at the redemption price of the Accreted Value (as determined and defined herein) as of the date of redemption.

At least thirty (30) days prior to a redemption date, the District shall cause a written notice to be sent by United States Mail, first class postage prepaid, to the registered owners of the Bonds to be redeemed, and subject to the terms and provisions relating thereto contained in the Order. If a Bond (or any portion of its Maturity Amount) shall have been duly called for redemption and notice of such redemption duly given, then upon such redemption date such Bond (or the portion of its Maturity Amount to be redeemed) shall become due and payable, and shall cease to accrete in value from and after the redemption date, provided moneys for the payment of the redemption price to the date of redemption are held for the purpose of such payment by the Paying Agent/Registrar.

In the event a portion of the Maturity Amount of a Bond is to be redeemed and the registered owner hereof is someone other than Cede & Co., payment of the redemption price shall be made to the registered owner only upon presentation and surrender of such Bond to the Designated Payment/Transfer Office of the Paying Agent/Registrar, and a new Bond or Bonds of like maturity and interest rate in any authorized denominations provided by the Order for the then unredeemed balance of the Maturity Amount thereof will be issued to the registered owner, without charge. If a Bond is selected for redemption, in whole or in part, the District and the Paying Agent/Registrar shall not be required to transfer such Bond to an assignee of the registered owner within 45 days of the redemption date therefor; provided, however, such limitation on transferability shall not be applicable to an exchange by the registered owner of the unredeemed balance of a Bond redeemed in part.

With respect to any optional redemption of the Bonds, unless certain prerequisites to such redemption required by the Order have been met and moneys sufficient to pay the principal of

□ Conform redemption provisions to Pricing Certificate.

and premium, if any, and interest on the Bonds to be redeemed shall have been received by the Paying Agent/Registrar prior to the giving of such notice of redemption, such notice may state that said redemption is conditional upon the satisfaction of such prerequisites and receipt of such moneys by the Paying Agent/Registrar on or prior to the date fixed for such redemption. If a conditional notice of redemption is given and such prerequisites to the redemption are not satisfied or sufficient moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds and the Paying Agent/Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that the Bonds have not been redeemed.

The Bonds are payable from the proceeds of an ad valorem tax levied, without limit as to rate or amount, upon all taxable property in the District. Reference is hereby made to the Order, a copy of which is on file in the Designated Payment/Transfer Office of the Paying Agent/Registrar, and to all of the provisions of which the owner or holder of this Bond by the acceptance hereof hereby assents, for definitions of terms; the description of and the nature and extent of the tax levied for the payment of the Bonds; the terms and conditions relating to the transfer or exchange of this Bond; the conditions upon which the Order may be amended or supplemented with or without the consent of the Holders; the rights, duties, and obligations of the District and the Paying Agent/Registrar; the terms and provisions upon which this Bond may be discharged at or prior to its maturity and deemed to be no longer Outstanding thereunder; and for other terms and provisions contained therein. Capitalized terms used herein have the meanings assigned in the Order.

This Bond, subject to certain limitations contained in the Order, may be transferred on the Security Register only upon its presentation and surrender at the Designated Payment/Transfer Office of the Paying Agent/Registrar, with the Assignment hereon duly endorsed by, or accompanied by a written instrument of transfer in form satisfactory to the Paying Agent/Registrar duly executed by, the registered owner hereof, or his duly authorized agent. When a transfer on the Security Register occurs, one or more new fully registered Bonds of the same Stated Maturity, of authorized denominations, accruing interest at the same rate, and of the same aggregate Maturity Amount will be issued by the Paying Agent/Registrar to the designated transferee or transferees.

The District and the Paying Agent/Registrar, and any agent of either, shall treat the registered owner whose name appears on the Security Register (i) on the date of surrender of this Bond as the owner entitled to payment of the Maturity Amount at its Stated Maturity, or its redemption, in whole or in part, and (ii) on any other date as the owner for all other purposes, and neither the District nor the Paying Agent/Registrar, or any agent of either, shall be affected by notice to the contrary.

It is hereby certified, recited, represented and declared that the District is a body corporate and political subdivision duly organized and legally existing under and by virtue of the Constitution and laws of the State of Texas; that the issuance of the Bonds is duly authorized by law; that all acts, conditions and things required to exist and be done precedent to and in the issuance of the Bonds to render the same lawful and valid obligations of the District have been properly done, have happened and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State of Texas, and the Order; that the Bonds do not exceed any Constitutional or statutory limitation; and that due provision has been made for the payment of the principal of and interest on the Bonds by the levy of a tax as aforesated. In case any provision in this Bond shall be invalid, illegal, or unenforceable, the validity, legality, and

enforceability of the remaining provisions shall not in any way be affected or impaired thereby. The terms and provisions of this Bond and the Order shall be construed in accordance with and shall be governed by the laws of the State of Texas.

IN WITNESS WHEREOF, the Board of Trustees of the District has caused this Bond to be duly executed under the official seal of the District.

LEANDER INDEPENDENT SCHOOL DISTRICT

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(SEAL)

NOTE TO PRINTER: Print the "Table of Accreted Values" on the Bonds as called for in paragraph one.

C. Form of Registration Certificate of Comptroller of Public Accounts to appear on Initial Bonds only.

REGISTRATION CERTIFICATE OF
COMPTROLLER OF PUBLIC ACCOUNTS

OFFICE OF THE COMPTROLLER
OF PUBLIC ACCOUNTS

(
(
(
(

REGISTER NO. _____

THE STATE OF TEXAS

I HEREBY CERTIFY that this Bond has been examined, certified as to validity and approved by the Attorney General of the State of Texas, and duly registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS my signature and seal of office this _____.

(SEAL)

Comptroller of Public Accounts
of the State of Texas

D. Form of Certificate of Paying Agent/Registrar to appear on Definitive Bonds only.

REGISTRATION CERTIFICATE OF PAYING AGENT/REGISTRAR

This Bond has been duly issued and registered under the provisions of the within-mentioned Order; the bond or bonds of the above entitled and designated series originally delivered having been approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts, as shown by the records of the Paying Agent/Registrar.

The designated office of the Paying Agent/Registrar in _____ is the Designated Payment/Transfer Office for this Bond.

Section 4:

_____,

as Paying Agent/Registrar

Registration Date:

Section 5:

By:

Authorized Signature

E. Form of Assignment.

ASSIGNMENT

FOR VALUE RECEIVED the undersigned hereby sells, assigns, and transfers unto (Print or typewrite name, address, and zip code of transferee): _____
(Social Security or other identifying number: _____)
the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney to transfer the within Bond on the books kept for registration thereof, with full power of substitution in the premises.

DATED: _____

Signature guaranteed:

NOTICE: The signature on this assignment must correspond with the name of the registered owner as it appears on the face of the within Bond in every particular.

F. The Initial Bonds for the Current Interest Bonds and the Capital Appreciation Bonds shall be in the respective forms set forth therefor in paragraph B of this Section, except a single Initial Bond shall be modified as follows:

[Current Interest Initial Bond]

Heading and paragraph one shall be amended to read as follows:

NO. TR-1 \$ _____

UNITED STATES OF AMERICA
STATE OF TEXAS
LEANDER INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND
SERIES 2023

Bond Date:
_____, 2023

Registered Owner:

Principal Amount:

The Leander Independent School District (hereinafter referred to as the "District"), a body corporate and political subdivision in the Counties of Williamson and Travis, State of Texas, for value received, acknowledges itself indebted to and hereby promises to pay to the Registered Owner named above, or the registered assigns thereof, the Principal Amount hereinabove stated on _____ in the years and in principal installments in accordance with the following schedule:

<u>Stated</u> <u>Maturity</u>	<u>Principal</u> <u>Amount</u>	<u>Interest</u> <u>Rate(s)</u>
----------------------------------	-----------------------------------	-----------------------------------

(Information to be inserted from Pricing Certificate).

(or so much principal thereof as shall not have been redeemed prior to maturity) and to pay interest on the unpaid principal installments hereof from the interest payment date next preceding the "Registration Date" of this Bond appearing below (unless this Bond bears a "Registration Date" as of an interest payment date, in which case it shall bear interest from such date, or unless the "Registration Date" of this Bond is prior to the initial interest payment date in which case it shall bear interest from the _____) at the per annum rates of interest specified above computed on the basis of a 360-day year of twelve 30-day months; such interest being payable on _____, and each _____ and _____ thereafter, until maturity or prior redemption. Principal installments of this Bond are payable in the year of maturity or on a redemption date to the registered owner hereof by _____ (the "Paying Agent/Registrar"), upon presentation and surrender, at its designated offices in _____ (the "Designated Payment/Transfer Office"). Interest is payable to the registered owner of this Bond whose name appears on the "Security Register" maintained by the Paying Agent/Registrar at the close of business on the "Record Date," which is the _____ of the month next preceding each interest payment date, and interest shall be paid by the Paying Agent/Registrar by check sent United States Mail, first class postage prepaid, to the address of the registered owner recorded in the Security Register or by such other method, acceptable to the Paying Agent/Registrar, requested by, and at the risk and expense of, the registered owner. All payments of principal of, premium, if any, and interest on this Bond shall be without exchange or collection charges to the registered owner hereof and in any coin or currency of the United States of America, which at the time of payment is legal tender for the payment of public and private debts. If the date for the payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to be closed, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to be closed; and payment on such date shall have the same force and effect as if made on the original date payment was due.

[Capital Appreciation Initial Bond]

Heading and first two paragraphs shall be amended to read as follows:

REGISTERED
NO. TCAB-1

MATURITY AMOUNT
\$ _____

UNITED STATES OF AMERICA
STATE OF TEXAS
LEANDER INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND
SERIES 2023

Bond Date:
_____, 2023

Registered Owner:

Maturity Amount:

The Leander Independent School District (hereinafter referred to as the "District"), a body corporate and political subdivision in the Counties of Williamson and Travis, State of Texas, for value received, acknowledges itself indebted to and hereby promises to pay to the Registered Owner named above, or the registered assigns thereof, the aggregate Maturity Amount stated above on _____ in each of the years and in installments in accordance with the following schedule:

<u>Year of Maturity</u>	<u>Installment Maturity Amount</u>	<u>Stated Yield(s)</u>
-------------------------	------------------------------------	------------------------

(Information to be inserted from Pricing Certificate).

The respective installments of the Maturity Amount hereof represents the accretion of the original principal amounts of each year of maturity from the date of delivery to the initial purchasers (_____) to the respective years of maturity (including the initial premium, if any, paid by the initial purchasers) and such accretion in values occurring at the respective Stated Yields and compounding on _____, and semiannually thereafter on each _____ and _____. A table of the "Accreted Values" per \$5,000 "Accreted Value" at maturity is attached to this Bond. The term "Accreted Value," as used herein, means the original principal amount of this Bond plus premium, if any, paid herefor with interest thereon compounded semiannually to _____ and _____, as the case may be, next preceding the date of such calculation (or the date of calculation, if such calculation is made on _____ or _____) at the respective Stated Yields shown above and in the Table of Accreted Values attached hereto. For any date other than _____ or _____, the Accreted Value of this Bond shall be determined by a straight line interpolation between the values for the applicable semiannual compounding dates (based on 30-day months). If the date for the payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to be closed, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to be closed; and payment on such date shall have the same force and effect as if made on the original date payment was due.

The installments of the Maturity Amount of this Bond are payable in the years of maturity to the registered owner hereof, without exchange or collection charges, by _____ (the "Paying Agent/ Registrar"), upon presentation and surrender, at its designated offices in _____ (the "Designated Payment/Transfer Office"), and shall be payable in any coin or currency of the United States of America which at the time of payment is legal tender for the payment of public and private debts.

SECTION 10: Levy of Taxes. To provide for the payment of Bonds, there is hereby levied, and there shall be annually assessed and collected in due time, form, and manner, a tax on all taxable property in the District, without limit as to rate or amount, sufficient to pay the principal of and interest on the Bonds as the same becomes due and payable; and such tax hereby levied on each one hundred dollars' valuation of taxable property in the District for the payment of the Bonds shall be at a rate from year to year as will be ample and sufficient to provide funds each year to pay the principal of and interest on said Bonds while Outstanding; full allowance being made for delinquencies and costs of collection. The taxes levied, assessed, and collected for and on account of the Bonds shall be accounted for separate and apart from all other funds of the District and shall be deposited in one or more special funds as specified in one or more Pricing Certificates by the Pricing Officer (the "Interest and Sinking Fund") to be maintained at an official depository of the District's funds; and such tax hereby levied, and to be assessed and collected annually, is hereby pledged to the payment of the Bonds.

PROVIDED, however, in regard to any payment to become due on the Bonds prior to the tax delinquency date next following the annual assessment of taxes levied which next follows the Bond Date, sufficient current funds will be available and are hereby appropriated to make such payments; and proper officials of the District are hereby authorized and directed to transfer and deposit in the applicable Interest and Sinking Fund such current funds which, together with the accrued interest received from the initial purchasers, will be sufficient to pay the payments due on the Bonds prior to the tax delinquency date next following the annual assessment of taxes levied which next follows the Bond Date.

The District represents that it currently receives state assistance, and to the extent the District's ability to comply with Texas Education Code, Section 45.0031, as amended, with respect to the issuance of the Bonds is contingent on such state assistance, the District covenants and agrees a tax rate will not be adopted for a year to pay debt service on the Bonds unless the District has deposited to the credit of the applicable Interest and Sinking Fund the amount of such state assistance received or to be received in that year and used in the demonstration to the Attorney General to comply with said Section 45.0031. Furthermore, in the event the District receives state assistance for the Bonds under Texas, Education Code, Chapter 46, as amended, and while said Chapter 46 or any substitute program therefor requires such state assistance to be deposited to the applicable Interest and Sinking Fund for the Bonds, the District covenants and agrees to deposit to the credit of the applicable Interest and Sinking Fund the state assistance received by the District pursuant to Chapter 46, or any successor program, for the Bonds, and a tax rate for purposes of debt service shall be adopted that takes into account the balance of the appropriate Interest and Sinking Fund.

The President, Vice President and Secretary of the Board, the Superintendent of Schools, or the Senior Chief Financial Officer of the District, individually or jointly, are hereby authorized and directed to cause to be transferred to the Paying Agent/Registrar for the Bonds, from funds on deposit in the Interest and Sinking Fund, amounts sufficient to fully pay and discharge promptly each installment of interest and principal of the Bonds as the same accrues or matures or comes due by reason of redemption prior to maturity; such transfers of funds to be made in such manner as will cause collected funds to be deposited with the Paying Agent/Registrar on or before each principal and interest payment date for the Bonds.

SECTION 11: Mutilated-Destroyed-Lost and Stolen Bonds. In case any Bond shall be mutilated, or destroyed, lost, or stolen, the Paying Agent/Registrar may execute and deliver a replacement Bond of like form and tenor, of like series, if applicable, and in the same

denomination and bearing a number not contemporaneously outstanding, in exchange and substitution for such mutilated Bond; and with respect to a lost, destroyed, or stolen Bond, a replacement Bond may be issued only upon the approval of the District and after (i) the filing by the Holder with the Paying Agent/Registrar of evidence satisfactory to the Paying Agent/Registrar of the destruction, loss, or theft of such Bond, and of the authenticity of the ownership thereof and (ii) the furnishing to the Paying Agent/Registrar of indemnification in an amount satisfactory to hold the District and the Paying Agent/Registrar harmless. All expenses and charges associated with such indemnity and with the preparation, execution and delivery of a replacement Bond shall be borne by the Holder of the Bond mutilated, or destroyed, lost, or stolen.

Every replacement Bond issued pursuant to this Section shall be a valid and binding obligation of the District, and shall be entitled to all the benefits of this Order equally and ratably with all other Outstanding Bonds; notwithstanding the enforceability of payment by anyone of the destroyed, lost, or stolen Bonds.

The provisions of this Section are exclusive and shall preclude (to the extent lawful) all other rights and remedies with respect to the replacement and payment of mutilated, destroyed, lost, or stolen Bonds.

SECTION 12: Satisfaction of Obligation of District. If the District shall pay or cause to be paid, or there shall otherwise be paid to the Holders, the principal of and interest on the Bonds, at the times and in the manner stipulated in this Order and the applicable Pricing Certificate, then the pledge of taxes levied under this Order and all covenants, agreements, and other obligations of the District to the Holders shall thereupon cease, terminate, and be discharged and satisfied.

Bonds or any principal amount(s) (with respect to Current Interest Bonds) and Maturity Amounts (with respect to Capital Appreciation Bonds) shall be deemed to have been paid within the meaning and with the effect expressed above in this Section when (i) money sufficient to pay in full such Bonds at maturity or to the redemption date therefor, together with all interest due thereon, shall have been irrevocably deposited with and held in trust by the Paying Agent/Registrar, or an authorized escrow agent, or (ii) Government Securities shall have been irrevocably deposited in trust with the Paying Agent/Registrar, or an authorized escrow agent, which Government Securities shall mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money, together with any moneys deposited therewith, to pay when due the Bonds on the Stated Maturities thereof or (if notice of redemption has been duly given or waived or if irrevocable arrangements therefor acceptable to the Paying Agent/Registrar have been made) the redemption date thereof. In the event of a defeasance of the Bonds, the District shall deliver a certificate from its financial advisor, the Paying Agent/Registrar, an independent certified public accountant, or another qualified third party concerning the sufficiency of the deposit of cash and/or Government Securities to pay, when due, the principal of, redemption premium (if any), and interest due on any defeased Bonds. The District covenants that no deposit of moneys or Government Securities will be made under this Section and no use made of any such deposit that would cause the Bonds to be treated as "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended, or regulations adopted pursuant thereto.

Any moneys so deposited with the Paying Agent/Registrar, or an authorized escrow agent, and all income from Government Securities held in trust by the Paying Agent/Registrar, or an authorized escrow agent, pursuant to this Section in excess of the amount required for the payment of the Bonds shall be remitted to the District or deposited as directed by the District.

Furthermore, any money held by the Paying Agent/Registrar for the payment of the Bonds and remaining unclaimed for a period of three (3) years after the Stated Maturity, or applicable redemption date, of the Bonds such moneys were deposited and are held in trust to pay shall upon the request of the District be remitted to the District against a written receipt therefor. Notwithstanding the above and foregoing, any remittance of funds from the Paying Agent/Registrar to the District shall be subject to any applicable unclaimed property laws of the State of Texas.

Unless otherwise provided in the applicable Pricing Certificate, the term "Government Securities," as used herein, means (a) direct, noncallable obligations of the United States of America, including obligations that are unconditionally guaranteed by the United States of America, (b) noncallable obligations of an agency or instrumentality of the United States of America, including obligations that are unconditionally guaranteed or insured by the agency or instrumentality and that, on the date of their acquisition or purchaser by the District, are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, (c) noncallable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded and that, on the date of their acquisition or purchaser by the District, are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, and (d) any other then authorized securities or obligations under applicable State law that may be used to defease obligations such as the Bonds.

The District reserves the right, subject to satisfying the requirements of (i) and (ii) above, to substitute other Government Securities for the Government Securities originally deposited, to reinvest the uninvested moneys on deposit for such defeasance and to withdraw for the benefit of the District moneys in excess of the amount required for such defeasance.

Upon such deposit as described above, such Bonds shall no longer be regarded to be outstanding or unpaid. Provided, however, the District has reserved the option, to be exercised at the time of the defeasance of the Bonds, to call for redemption, at an earlier date, those Bonds which have been defeased to their maturity date, if the District: (i) in the proceedings providing for the firm banking and financial arrangements, expressly reserves the right to call the Bonds for redemption; (ii) gives notice of the reservation of that right to the owners of the Bonds immediately following the making of the firm banking and financial arrangements; and (iii) directs that notice of the reservation be included in any redemption notices that it authorizes.

SECTION 13: Order a Contract - Amendments - Outstanding Bonds. This Order, together with the Pricing Certificate applicable to each series of Bonds issued hereunder, shall constitute a contract with the respective Holders of each such series from time to time, be binding on the District, and shall not be amended or repealed by the District so long as any Bond of the applicable series remains Outstanding except as permitted in this Section and in Section 34 hereof. The District may, without the consent of or notice to any Holders, from time to time and at any time, amend this Order or any provision in each Pricing Certificate in any manner not detrimental to the interests of the Holders, including the curing of any ambiguity, inconsistency, or formal defect or omission herein. In addition, the District may, with the consent of Holders who own in the aggregate a majority of the principal amount (with respect to Current Interest Bonds) and Maturity Amount (with respect to Capital Appreciation Bonds) of any affected series of Bonds then Outstanding, amend, add to, or rescind any of the provisions of this Order or any provision in the applicable Pricing Certificate; provided that, without the consent of all Holders of any affected series of Outstanding Bonds, no such amendment, addition, or rescission shall (1) extend the

time or times of payment of the principal of and interest on the applicable series of Bonds, reduce the principal amount or Maturity Amount, as the case may be, thereof, the redemption price, or the rate of interest thereon, or in any other way modify the terms of payment of the principal of or interest on the applicable series of Bonds, (2) give any preference to any Bond within such series over any other Bond within such series, or (3) reduce the aggregate principal amount or Maturity Amount, as the case may be, of Bonds within such series required to be held by Holders for consent to any such amendment, addition, or rescission.

The term "Outstanding" when used in this Order with respect to each series of Bonds means, as of the date of determination, all Bonds within such series theretofore issued and delivered under this Order, except:

- (1) those Bonds within such series cancelled by the Paying Agent/Registrar or delivered to the Paying Agent/Registrar for cancellation;
- (2) those Bonds within such series deemed to be duly paid by the District in accordance with the provisions of Section 12 hereof; and
- (3) those mutilated, destroyed, lost, or stolen Bonds within such series which have been replaced with Bonds registered and delivered in lieu thereof as provided in Section 11 hereof.

SECTION 14: Tender Offer. If the Pricing Officer determines that it is in the best interest of the District to purchase certain of the Refunded Bonds pursuant to a Tender Offer and further determines that the refunding of Refunded Bonds purchased through the Tender Offer will comply with Section 1 of this Order, then the Pricing Officer is hereby authorized to determine the purchase price for the tendered bonds and take such actions necessary to carry out such Tender Offer including but not limited to executing any agreements, certificates or other documents necessary or required in connection with such Tender Offer.

SECTION 15: Covenants to Maintain Tax-Exempt Status.

(a) Definitions. When used in this Section, the following terms have the following meanings:

"Closing Date" means the date on which the Bonds are first authenticated and delivered to the initial purchasers against payment therefor.

"Code" means the Internal Revenue Code of 1986, as amended by all legislation, if any, effective on or before the Closing Date.

"Computation Date" has the meaning set forth in Section 1.148-1(b) of the Regulations.

"Gross Proceeds" means any proceeds as defined in Section 1.148-1(b) of the Regulations, and any replacement proceeds as defined in Section 1.148-1(c) of the Regulations, of the Bonds.

"Investment" has the meaning set forth in Section 1.148-1(b) of the Regulations.

"Nonpurpose Investment" means any investment property, as defined in Section 148(b) of the Code, in which Gross Proceeds of the Bonds are invested and which is not acquired to carry out the governmental purposes of the Bonds.

"Rebate Amount" has the meaning set forth in Section 1.148-1(b) of the Regulations.

"Regulations" means any proposed, temporary, or final Income Tax Regulations issued pursuant to Sections 103 and 141 through 150 of the Code, and 103 of the Internal Revenue Code of 1954, which are applicable to the Bonds. Any reference to any specific Regulation shall also mean, as appropriate, any proposed, temporary or final Income Tax Regulation designed to supplement, amend or replace the specific Regulation referenced.

"Yield" of (1) any Investment has the meaning set forth in Section 1.148-5 of the Regulations and (2) the Bonds has the meaning set forth in Section 1.148-4 of the Regulations.

(b) Not to Cause Interest to Become Taxable. The District shall not use, permit the use of, or omit to use Gross Proceeds or any other amounts (or any property the acquisition, construction, or improvement of which is to be financed directly or indirectly with Gross Proceeds) in a manner which if made or omitted, respectively, would cause the interest on any Bond to become includable in the gross income, as defined in Section 61 of the Code, of the owner thereof for federal income tax purposes. Without limiting the generality of the foregoing, unless and until the District receives a written opinion of counsel nationally recognized in the field of municipal bond law to the effect that failure to comply with such covenant will not adversely affect the exemption from federal income tax of the interest on any Bond, the District shall comply with each of the specific covenants in this Section.

(c) No Private Use or Private Payments. Except as permitted by Section 141 of the Code and the Regulations and rulings thereunder, the District shall at all times prior to the last Stated Maturity of Bonds:

(i) exclusively own, operate, and possess all property the acquisition, construction, or improvement of which is to be financed or refinanced directly or indirectly with Gross Proceeds of the Bonds (including property financed with Gross Proceeds of the Refunded Bonds), and not use or permit the use of such Gross Proceeds (including all contractual arrangements with terms different than those applicable to the general public) or any property acquired, constructed, or improved with such Gross Proceeds in any activity carried on by any person or entity (including the United States or any agency, department, and instrumentality thereof) other than a state or local government, unless such use is solely as a member of the general public; and

(ii) not directly or indirectly impose or accept any charge or other payment by any person or entity who is treated as using Gross Proceeds of the Bonds or any property the acquisition, construction, or improvement of which is to be financed or refinanced directly or indirectly with such Gross Proceeds (including property financed with Gross Proceeds of the Refunded Bonds), other than taxes of general application within the District or interest earned on investments acquired with such Gross Proceeds pending application for their intended purposes.

(d) No Private Loan. Except to the extent permitted by Section 141 of the Code and the Regulations and rulings thereunder, the District shall not use Gross Proceeds of the Bonds to make or finance loans to any person or entity other than a state or local government. For purposes of the foregoing covenant, such Gross Proceeds are considered to be "loaned" to a person or entity if: (1) property acquired, constructed, or improved with such Gross Proceeds is sold or leased to such person or entity in a transaction which creates a debt for federal income tax purposes; (2) capacity in or service from such property is committed to such person or entity under a take-or-pay, output, or similar contract or arrangement; or (3) indirect benefits, or burdens and benefits of ownership, of such Gross Proceeds or any property acquired, constructed, or improved with such Gross Proceeds are otherwise transferred in a transaction which is the economic equivalent of a loan.

(e) Not to Invest at Higher Yield. Except to the extent permitted by Section 148 of the Code and the Regulations and rulings thereunder, the District shall not at any time prior to the final Stated Maturity of the Bonds directly or indirectly invest Gross Proceeds in any Investment (or use Gross Proceeds to replace money so invested), if as a result of such investment the Yield from the Closing Date of all Investments acquired with Gross Proceeds (or with money replaced thereby), whether then held or previously disposed of, exceeds the Yield of the Bonds.

(f) Not Federally Guaranteed. Except to the extent permitted by Section 149(b) of the Code and the Regulations and rulings thereunder, the District shall not take or omit to take any action which would cause the Bonds to be federally guaranteed within the meaning of Section 149(b) of the Code and the Regulations and rulings thereunder.

(g) Information Report. The District shall timely file the information required by Section 149(e) of the Code with the Secretary of the Treasury on Form 8038-G or such other form and in such place as the Secretary may prescribe.

(h) Rebate of Arbitrage Profits. Except to the extent otherwise provided in Section 148(f) of the Code and the Regulations and rulings thereunder:

(1) The District shall account for all Gross Proceeds (including all receipts, expenditures and investments thereof) on its books of account separately and apart from all other funds (and receipts, expenditures and investments thereof) and shall retain all records of accounting for at least six (6) years after the day on which the last outstanding Bond is discharged. However, to the extent permitted by law, the District may commingle Gross Proceeds of the Bonds with other money of the District, provided that the District separately accounts for each receipt and expenditure of Gross Proceeds and the obligations acquired therewith.

(2) Not less frequently than each Computation Date, the District shall calculate the Rebate Amount in accordance with rules set forth in Section 148(f) of the Code and the Regulations and rulings thereunder. The District shall maintain such calculations with its official transcript of proceedings relating to the issuance of the Bonds until six years after the final Computation Date.

(3) As additional consideration for the purchase of the Bonds by the Purchasers and the loan of the money represented thereby and in order to induce such purchase by measures designed to insure the excludability of the interest thereon from the gross income of the Holders thereof for federal income tax

purposes, the District shall pay to the United States out of the construction fund, other appropriate fund, or, if permitted by applicable Texas statute, regulation, or opinion of the Attorney General of the State of Texas, the Interest and Sinking Fund the amount that when added to the future value of previous rebate payments made for the Bonds equals (i) in the case of a Final Computation Date as defined in Section 1.148-3(e)(2) of the Regulations, one hundred percent (100%) of the Rebate Amount on such date; and (ii) in the case of any other Computation Date, ninety percent (90%) of the Rebate Amount on such date. In all cases, the rebate payments shall be made at the times, in the installments, to the place, and in the manner as is or may be required by Section 148(f) of the Code and the Regulations and rulings thereunder, and shall be accompanied by Form 8038-T or such other forms and information as is or may be required by Section 148(f) of the Code and the Regulations and rulings thereunder.

(4) The District shall exercise reasonable diligence to assure that no errors are made in the calculations and payments required by paragraphs (2) and (3), and if an error is made, to discover and promptly correct such error within a reasonable amount of time thereafter (and in all events within one hundred eighty (180) days after discovery of the error), including payment to the United States of any additional Rebate Amount owed to it, interest thereon, and any penalty imposed under Section 1.148-3(h) of the Regulations.

(i) Not to Divert Arbitrage Profits. Except to the extent permitted by Section 148 of the Code and the Regulations and rulings thereunder, the District shall not, at any time prior to the earlier of the Stated Maturity or final payment of the Bonds, enter into any transaction that reduces the amount required to be paid to the United States pursuant to subsection (h) of this Section because such transaction results in a smaller profit or a larger loss than would have resulted if the transaction had been at arm's length and had the Yield of the Bonds not been relevant to either party.

(j) Elections. The District hereby directs and authorizes the President, Vice President and Secretary of the Board, the Superintendent of Schools, and the Chief financial officer, individually or jointly, to make elections permitted or required pursuant to the provisions of the Code or the Regulations, as they deem necessary or appropriate in connection with the Bonds, in the Certificate as to Tax Exemption or similar or other appropriate certificate, form, or document.

(k) Bonds Not Hedge Bonds. At the time the original bonds refunded by the Bonds were issued, the District reasonably expected to spend at least 85% of the spendable proceeds of such bonds within three years after such bonds were issued, and not more than 50% of the proceeds of the original bonds refunded by the Bonds were invested in Nonpurpose Investments having a substantially guaranteed Yield for a period of 4 years or more.

(l) Current Refunding. The Bonds are a current refunding in that the Refunded Bonds will be paid or redeemed within ninety (90) days of the date of the delivery of the Bonds.

SECTION 16: Sale of Bonds – Official Statement. The Bonds authorized by this Order may be sold by the District to the purchaser(s) (herein referred to as the "Purchasers") by (i) negotiated sale, in accordance with a bond purchase agreement (the "Purchase Contract"), (ii) private placement, in accordance with an agreement to purchase or other agreement, or (iii) competitive bidding, in accordance with the successful bid submitted therefor, as determined by

the Pricing Officer, in accordance with Section 3 hereof. The Pricing Officer is hereby authorized and directed to execute the Purchase Contract, agreement to purchase in the event of a private placement, or the successful bid form in the event of a competitive sale, as applicable, for and on behalf of the District and as the act and deed of this Board.

With regard to such terms and provisions of said Purchase Contract as a result of a negotiated sale, the Pricing Officer is hereby authorized to come to an agreement with the Purchasers on the following, among other matters:

1. The details of the purchase and sale of the Bonds;
2. The details of the public offering of the Bonds by the Purchasers;
3. The details of an Official Statement (and, if appropriate, any Preliminary Official Statement) relating to the Bonds and the District's Rule 15c2-12 compliance;
4. A security deposit for the Bonds;
5. The representations and warranties of the District to the Purchasers;
6. The details of the delivery of, and payment for, the Bonds;
7. The Purchasers' obligations under the Purchase Contract;
8. The certain conditions to the obligations of the District under the Purchase Contract;
9. Termination of the Purchase Contract;
10. Particular covenants of the District;
11. The survival of representations made in the Purchase Contract;
12. The payment of any expenses relating to the Purchase Contract;
13. Notices; and
14. Any and all such other details that are found by the Pricing Officer to be necessary and advisable for the purchase and sale of the Bonds.

The Pricing Officer is hereby authorized and directed to execute said Purchase Contract for and on behalf of the District and as the act and deed of this Board.

The President and Secretary of the Board are further authorized and directed to execute and deliver for and on behalf of the District copies of a Preliminary Official Statement and Official Statement, prepared in connection with the offering of the Bonds by the Purchasers, in final form as may be required by the Purchasers, and such final Official Statement in the form and content as approved by the Pricing Officer or as manually executed by said officials shall be deemed to be approved by the Board and constitute the Official Statement authorized for distribution and use by the Purchasers.

SECTION 17: Refunded Bonds.

(a) In order to provide for the refunding, discharge, and retirement of the Refunded Bonds, the Refunded Bonds, identified, described, and in the amount set forth in the applicable Pricing Certificate, are called for redemption on the first date such Refunded Bonds are subject to redemption or such other date specified by the Pricing Officer in the applicable Pricing

Certificate at the price of par plus accrued interest to the redemption date, and notices of such redemption shall be given in accordance with the applicable provisions of the order adopted by the Board that authorized the issuance of the Refunded Bonds. The Pricing Officer is hereby authorized and directed to provide documentation, including a copy of this Order and the applicable Pricing Certificate, to the paying agent/registrars for the Refunded Bonds, together with a suggested form of notice of redemption to be sent to bondholders, such suggested form of notice of redemption for the Refunded Bonds to be substantially the form set forth as an exhibit to the applicable Pricing Certificate, in accordance with the redemption provisions applicable to the Refunded Bonds.

(b) The paying agent/registrars for the Refunded Bonds is hereby directed to provide the appropriate notice of redemption as required by the order authorizing the Refunded Bonds and is hereby directed to make appropriate arrangements so that the Refunded Bonds may be redeemed on the redemption date, including making a lot selection with respect to the redemption of any partial maturities of the Refunded Bonds.

(c) The source of funds for payment of the principal of and interest on the Refunded Bonds on their respective maturity or redemption dates shall be from the funds deposited with the paying agent/registrars for the Refunded Bonds or the Escrow Agent, pursuant to the Escrow Agreement finalized by the Pricing Officer and approved in Section 17 of this Order and by the Pricing Officer.

SECTION 18: Escrow Agreement. To the extent required in connection with the issuance of a series of the Bonds, an "Escrow Agreement" (the "Escrow Agreement") by and between the District and an authorized escrow agent (the "Escrow Agent") shall be attached to the applicable Pricing Certificate. Such Escrow Agreement is hereby authorized and shall be finalized and executed by the Pricing Officer for and on behalf of the District and as the act and deed of this Board. The Escrow Agreement as executed by such Pricing Officer shall be deemed approved by the Board and constitute the Escrow Agreement herein approved. In addition, the applicable Pricing Certificate shall identify an escrow agent (the "Escrow Agent") necessary for the refunding of the Refunded Bonds. With regard to the finalization of certain terms and provisions of the Escrow Agreement, the Pricing Officer is hereby authorized to come to an agreement with the Escrow Agent on the following details, among other matters:

1. The identification of the Refunded Bonds;
2. The creation and funding of the Escrow Fund; and
3. The Escrow Agent's compensation, administration of the Escrow Fund, and the settlement of any paying agent charges relating to the Refunded Bonds.

Furthermore, appropriate officials of the District in cooperation with the Escrow Agent are hereby authorized and directed to make the necessary arrangements for the purchase of any escrowed securities referenced in the Escrow Agreement (the "Escrowed Securities") and the delivery thereof to the Escrow Agent on the day of delivery of the Bonds to the Purchasers for deposit to the credit of the "LEANDER INDEPENDENT SCHOOL DISTRICT SERIES 2023 UNLIMITED TAX REFUNDING BOND ESCROW FUND" (referred to herein as the "Escrow Fund"), or such other designation as specified in the applicable Pricing Certificate; all as contemplated and provided in Texas Government Code, Chapter 1207, as amended, this Order, the applicable Pricing Certificate, and the Escrow Agreement. At the written direction of the

District, the Escrow Agent shall reinvest cash balances representing receipts from the Escrowed Securities, make substitutions of the Escrowed Securities or redeem the Escrowed Securities and reinvest the proceeds thereof in substituted Escrowed Securities and enter into any associated contract with a provider of Escrowed Securities as long as any such substituted Escrowed Securities mature on the dates and in the amounts specified in the verification report as sufficient to pay the principal of and redemption premium, if any, and interest on the Refunded Bonds when due. All Escrowed Securities delivered under such an arrangement shall be delivered to the Escrow Agent on a "delivery versus payment" basis. To the extent the Pricing Officer determines such an arrangement is in the District's best interest, the Pricing Officer is authorized to provide such written direction of the District to the Escrow Agent and sign any associated contract, agreement, certificate or instruction letter with respect to such arrangement from time to time.

To the extent an Escrow Agreement is not required in connection with the issuance of a series of the Bonds, the Pricing Officer is authorized to enter into a deposit letter agreement or such other comparable document which evidences the receipt of refunding bond proceeds with the paying agent(s) for the Refunded Bonds. The deposit letter agreement or such other comparable document as executed by the Pricing Officer shall be deemed approved by the Board and constitute the agreement herein approved.

SECTION 19: Control and Custody of Bonds. The President of the Board shall be and is hereby authorized to take and have charge of all necessary orders and records, including the definitive Bonds and the Initial Bonds, pending the investigation and approval of the Initial Bonds by the Attorney General of the State of Texas, and the registration of the Initial Bonds to the Comptroller of Public Accounts and the delivery thereof to the Purchasers.

SECTION 20: Proceeds of Sale. Immediately following the delivery of the Bonds, the proceeds of sale (less those proceeds of sale designated to pay costs of issuance, accrued interest received from the Purchasers of the Bonds and premium in the amount, if any, and the amounts to be used to pay the Refunded Bonds as specified in the applicable Pricing Certificate) shall be deposited to the credit of a construction account maintained on the books and records of the District and, if not immediately invested, in a fund kept at a depository bank of the District. Pending expenditure for authorized projects and purposes, such proceeds of sale deposited to the construction fund may be invested in authorized investments in accordance with the provisions of Texas Government Code, Chapter 2256, including guaranteed investment contracts permitted in Texas Government Code, Section 2256.015, et seq, and any investment earnings realized may be expended for such authorized projects and purposes or deposited in the Interest and Sinking Fund as shall be determined by the Board. Accrued interest and premium in the amount, if any, specified in the applicable Pricing Certificate received from the sale of the Bonds and any excess bond proceeds, including investment earnings, remaining after completion of all authorized projects or purposes shall be deposited to the credit of the applicable Interest and Sinking Fund.

Additionally, the Pricing Officer shall determine the amount of any District contribution to the refunding from moneys on deposit in the interest and sinking fund maintained for the payment of the Refunded Bonds.

SECTION 21: Notices to Holders-Waiver. Wherever this Order or the applicable Pricing Certificate provides for notice to Holders of any event, such notice shall be sufficiently given (unless otherwise herein expressly provided) if in writing and sent by United States Mail, first class postage prepaid, to the address of each Holder appearing in the Security Register at the close of

business on the business day next preceding the mailing of such notice.

In any case in which notice to Holders is given by mail, neither the failure to mail such notice to any particular Holders, nor any defect in any notice so mailed, shall affect the sufficiency of such notice with respect to all other Bonds. Where this Order or the applicable Pricing Certificate provides for notice in any manner, such notice may be waived in writing by the Holder entitled to receive such notice, either before or after the event with respect to which such notice is given, and such waiver shall be the equivalent of such notice. Waivers of notice by Holders shall be filed with the Paying Agent/Registrar, but such filing shall not be a condition precedent to the validity of any action taken in reliance upon such waiver.

SECTION 22: Cancellation. All Bonds surrendered for payment, redemption, transfer, exchange, or replacement, if surrendered to the Paying Agent/Registrar, shall be promptly cancelled by it and, if surrendered to the District, shall be delivered to the Paying Agent/Registrar and, if not already cancelled, shall be promptly cancelled by the Paying Agent/Registrar. The District may at any time deliver to the Paying Agent/Registrar for cancellation any Bonds previously certified or registered and delivered which the District may have acquired in any manner whatsoever, and all Bonds so delivered shall be promptly cancelled by the Paying Agent/Registrar. All cancelled Bonds held by the Paying Agent/Registrar shall be returned to the District.

SECTION 23: Bond Counsel Opinion. The obligation of the Purchasers to accept delivery of the Bonds is subject to being furnished a final opinion of Norton Rose Fulbright US LLP ("Bond Counsel"), Attorneys, Dallas, Texas, approving the Bonds as to their validity, said opinion to be dated and delivered as of the date of delivery and payment for the Bonds. A true and correct reproduction of said opinion is hereby authorized to be printed on the Bonds, or an executed counterpart thereof is hereby authorized to be either printed on definitive printed obligations or deposited with DTC along with the global certificates for the implementation and use of the Book Entry Only System used in the settlement and transfer of the Bonds. The prior engagement of Norton Rose Fulbright US LLP as bond counsel to the District is hereby approved, ratified and confirmed.

SECTION 24: CUSIP Numbers. CUSIP numbers may be printed or typed on the definitive Bonds. It is expressly provided, however, that the presence or absence of CUSIP numbers on the definitive Bonds shall be of no significance or effect as regards the legality thereof, and neither the District nor attorneys approving the Bonds as to legality are to be held responsible for CUSIP numbers incorrectly printed or typed on the definitive Bonds.

SECTION 25: Benefits of Order. Nothing in this Order or any Pricing Certificate, expressed or implied, is intended or shall be construed to confer upon any person other than the District, the Paying Agent/Registrar and the Holders, any right, remedy, or claim, legal or equitable, under or by reason of this Order or any Pricing Certificate or any provision hereof, this Order and each Pricing Certificate and all their provisions being intended to be and being for the sole and exclusive benefit of the District, the Paying Agent/Registrar, and the Holders.

SECTION 26: Inconsistent Provisions. All orders or resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Order or the applicable Pricing Certificate are hereby repealed to the extent of such conflict, and the provisions of this Order shall be and remain controlling as to the matters contained herein.

SECTION 27: Governing Law. This Order shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 28: Effect of Headings. The Section headings herein are for convenience only and shall not affect the construction hereof.

SECTION 29: Construction of Terms. If appropriate in the context of this Order, words of the singular number shall be considered to include the plural, words of the plural number shall be considered to include the singular, and words of the masculine, feminine, or neuter gender shall be considered to include the other genders.

SECTION 30: Severability. If any provision of this Order or the application thereof to any circumstance shall be held to be invalid, the remainder of this Order and the application thereof to other circumstances shall nevertheless be valid, and the Board hereby declares that this Order would have been enacted without such invalid provision.

SECTION 31: Incorporation of Findings and Determinations. The findings and determinations of the Board contained in the preamble hereof are hereby incorporated by reference and made a part of this Order for all purposes as if the same were restated in full in this Section.

SECTION 32: Permanent School Fund Guarantee. Each series of the Bonds may be sold with the principal of and interest thereon being guaranteed by the "Permanent School Fund" created, established and maintained pursuant to Article VII, Section 5 of the Constitution of the State of Texas. The Pricing Officer is hereby authorized to determine whether to make application to the Commissioners of Education of the State of Texas (the "Commissioner") for the applicable series of the Bonds to be, subject to compliance with the Texas Education Agency's rules and regulations, guaranteed by the Permanent School Fund in accordance with the provisions of Texas Education Code, Subchapter C of Chapter 45, as amended.

In the event the Pricing Officer makes application to, and the District receives approval from, the Texas Education Agency that the Bonds of a series are eligible for such guarantee, the District hereby certifies, agrees, covenants and acknowledges that:

- i) Immediately following a determination of the District's inability to pay any principal payment or interest installment, on the applicable series of Bonds, and in no event later than five (5) days prior to a Stated Maturity or interest payment date, the Superintendent shall notify the Commissioner, in the name of the District, of (a) the District's inability to pay, all or any portion, of the principal amount or interest installment of one or more of Bonds of the applicable series, (b) the total dollar amount of funds required by the District to pay in full the principal of and interest on the Bonds of the applicable series which the District is unable to pay, (c) the name and address of the Paying Agent/Registrar for the applicable series of Bonds, (d) the date when funds for the payment of the Bonds of such series or interest thereon shall be required by the District and deposited with the Paying Agent/Registrar and (e) such other information as the Commissioner shall require.
- ii) Any notices to be given to the Holders hereunder shall additionally be given to the Commissioner, when and as mailed to the Holders.

iii) If the District fails to pay the principal of and interest on any Bond of the applicable series and the payment thereof is provided with funds from the Permanent School Fund in accordance with the guarantee, the provisions of Texas Education Code, Section 45.059(b), as amended, shall prevail, to the extent of conflict, over the provisions of Section 21 hereof, and such amount or amounts paid with funds from the Permanent School Fund, plus interest on such amount or amounts, shall be deducted from the first State money payable to the District in the following order: first from the Foundation School Fund and then from the Available School Fund until full reimbursement of such amount or amounts has been made to the Permanent School Fund.

iv) If two or more payments from the Permanent School Fund are made pursuant to the guarantee and the Commissioner determines the District is acting in bad faith under the guarantee, the Attorney General of the State of Texas may institute appropriate legal action to compel the District and its officers, agents and employees to comply with the duties required by law in regard to the applicable series of Bonds.

v) Written notice advising of the defeasance of the applicable series of Bonds by a refunding or otherwise shall be given to the Division of State Finance of the Texas Education Agency within ten (10) calendar days following the defeasance of the applicable series of Bonds, and such defeasance shall cause the guarantee of the applicable series of Bonds by the Permanent School Fund to be removed in its entirety and terminated in all respects.

SECTION 33: Bond Insurance. Each series of Bonds may be sold with the principal of and interest thereon being insured by a municipal bond insurance provider authorized to transact business in the State of Texas. The Pricing Officer is hereby authorized to make the selection of municipal bond insurance (if any) for such series of Bonds and make the determination of the provisions of any commitment therefor.

SECTION 34: Credit Enhancement. Each series of the Bonds may be sold with credit enhancement pursuant to the bond intercept credit enhancement program, Texas Education Code, Section 45.251, et seq. The Pricing Officer is hereby authorized to determine whether to make application for such credit enhancement.

SECTION 35: Continuing Disclosure Undertaking. This Section 34 shall apply unless the Pricing Officer determines in the applicable Pricing Certificate that an undertaking is not required pursuant to the Rule.

(a) Definitions. As used in this Section, the following terms have the meanings ascribed to such terms below:

"*Financial Obligation*" means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of a debt obligation or any such derivative instrument; provided that "financial obligation" shall not include municipal securities (as defined in the Securities Exchange Act of 1934, as amended) as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule.

"MSRB" means the Municipal Securities Rulemaking Board.

"Rule" means SEC Rule 15c2-12, as amended from time to time or officially interpreted by the SEC.

"SEC" means the United States Securities and Exchange Commission.

(b) Annual Reports. To the extent specified in the applicable Pricing Certificate, the District shall provide certain updated financial information or operating data annually to the MSRB. The information to be updated includes financial information and operating data with respect to the District of the general type included in the final Official Statement approved by the Pricing Officer and described in the applicable Pricing Certificate (such information being the "Annual Operating Report"). Additionally, the District will provide financial statements of the District (the "Financial Statements") that will be (i) prepared in accordance with the accounting principles described in the applicable Pricing Certificate or such other accounting principles as the District may be required to employ from time to time pursuant to state law or regulation and shall be in substantially the form included as an appendix to the final Official Statement and described in the applicable Pricing Certificate and (ii) audited, if the District commissions an audit of such Financial Statements and the audit is completed within the period during which they must be provided. The District will update and provide the Annual Operating Report within six months after the end of each fiscal year and the Financial Statements within 12 months after the end of each fiscal year, in each case beginning with the fiscal year ending in and after the year stated in the applicable Pricing Certificate. The District may provide the Financial Statements earlier, including at the time it provides its Annual Operating Report, but if the audit of such Financial Statements is not complete within 12 months after any such fiscal year end, then the District shall file unaudited Financial Statements within such 12-month period and audited Financial Statements for the applicable fiscal year, when and if the audit report on such Financial Statements becomes available.

If the District changes its fiscal year, it will notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide financial information and operating data pursuant to this Section.

The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document available to the public on the MSRB's Internet Web site or filed with the SEC.

(c) Notice of Certain Events. The District shall provide notice of any of the following events with respect to the Bonds to the MSRB in a timely manner and not more than 10 business days after occurrence of the event:

1. Principal and interest payment delinquencies;
2. Non-payment related defaults, if material;
3. Unscheduled draws on debt service reserves reflecting financial difficulties;
4. Unscheduled draws on credit enhancements reflecting financial difficulties;
5. Substitution of credit or liquidity providers, or their failure to perform;
6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
7. Modifications to rights of holders of the Bonds, if material;

8. Bond calls, if material, and tender offers;
9. Defeasances;
10. Release, substitution, or sale of property securing repayment of the Bonds, if material;
11. Rating changes;
12. Bankruptcy, insolvency, receivership, or similar event of the District, which shall occur as described below;
13. The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of its assets, other than in the ordinary course of business, the entry into of a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
14. Appointment of a successor or additional trustee or the change of name of a trustee, if material;
15. Incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
16. Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

For these purposes, (a) any event described in the immediately preceding paragraph (c)12 is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District, and (b) the District intends the words used in the immediately preceding paragraphs (c)15 and (c)16 and the definition of Financial Obligation in this Section to have the same meanings as when they are used in the Rule, as evidenced by SEC Release No. 34-83885, dated August 20, 2018.

The District shall notify the MSRB, in a timely manner, of any failure by the District to provide financial information or operating data in accordance with subsection (b) of this Section by the time required by this Section.

(d) Filings with the MSRB. All financial information, operating data, financial statements, notices, and other documents provided to the MSRB in accordance with this Section shall be provided in an electronic format prescribed by the MSRB and shall be accompanied by identifying information as prescribed by the MSRB.

(e) Limitations, Disclaimers, and Amendments. The District shall be obligated to observe and perform the covenants specified in this Section with respect to the District and the Bonds while, but only while, the District remains an "obligated person" with respect to the Bonds within the meaning of the Rule, except that the District in any event will give notice required by subsection (c) hereof of any Bond calls and defeasance that cause the District to be no longer

such an "obligated person".

The provisions of this Section are for the sole benefit of the Holders and beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The District undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the financial results, condition, or prospects of the District or the State of Texas or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The District does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

UNDER NO CIRCUMSTANCES SHALL THE DISTRICT BE LIABLE TO THE HOLDER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE DISTRICT, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE LIMITED TO AN ACTION FOR *MANDAMUS* OR SPECIFIC PERFORMANCE.

No default by the District in observing or performing its obligations under this Section shall constitute a breach of or default under this Order for purposes of any other provision of this Order.

Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the District under federal and state securities laws.

Notwithstanding anything herein to the contrary, the provisions of this Section may be amended by the District from time to time to adapt to changed circumstances resulting from a change in legal requirements, a change in law, or a change in the identity, nature, status, or type of operations of the District, but only if (1) the provisions of this Section, as so amended, would have permitted an underwriter to purchase or sell Bonds in the primary offering of the Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule to the date of such amendment, as well as such changed circumstances, and (2) either (a) the Holders of a majority in aggregate principal amount (or any greater amount required by any other provision of this Order that authorizes such an amendment) of the Outstanding Bonds consent to such amendment or (b) a Person that is unaffiliated with the District (such as nationally recognized bond counsel) determines that such amendment will not materially impair the interests of the Holders and beneficial owners of the Bonds. The provisions of this Section may also be amended from time to time or repealed by the District if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction determines that such provisions are invalid, but only if and to the extent that reservation of the District's right to do so would not prevent an underwriter of the initial public offering of the Bonds from lawfully purchasing or selling Bonds in such offering. If the District so amends the provisions of this Section, it shall include with any amended financial information or operating data next provided in accordance with subsection (b) an explanation, in narrative form, of the reasons for the amendment and of the impact of any change in the type of financial information or operating data so provided.

SECTION 36: Further Procedures. Any one or more of the President and Vice President of the Board, the Superintendent of Schools, the Chief financial officer are hereby expressly

authorized, empowered and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge and deliver in the name and on behalf of the District all agreements, instruments, certificates or other documents, whether mentioned herein or not, as may be necessary or desirable in order to carry out the terms and provisions of this Order, the issuance of the Bonds, and with respect to a Tender Offer. In addition, prior to the initial delivery of the Bonds, the President and Vice President of the Board, the Superintendent of Schools, the Chief financial officer, or Bond Counsel to the District, are each hereby authorized and directed to approve any technical changes or corrections to this Order or to any of the documents authorized and approved by this Order (including in connection with the Tender Offer): (i) in order to cure any technical ambiguity, formal defect, or omission in the Order or such other document; or (ii) as requested by the Attorney General of the State of Texas or his representative to obtain the approval of the Bonds by the Attorney General and if such officer or counsel determines that such ministerial changes are consistent with the intent and purpose of the Order, which determination shall be final. In the event that any officer of the District whose signature shall appear on any document shall cease to hold such office before the delivery of such document, such signature nevertheless shall be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery.

SECTION 37: Public Meeting. It is officially found, determined, and declared that the meeting at which this Order is adopted was open to the public and public notice of the time, place, and subject matter of the public business to be considered at such meeting, including this Order, was given, all as required by Chapter 551 of the Government Code, as amended.

SECTION 38: Effective Date. This Order shall be in force and effect from and after its passage on the date shown below.

[remainder of page left blank intentionally]

PASSED AND ADOPTED, this June 8, 2023

LEANDER INDEPENDENT SCHOOL DISTRICT

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(District Seal)

EXHIBIT A
FORM OF PAYING AGENT/REGISTRAR AGREEMENT

FORM OF PAYING AGENT/REGISTRAR AGREEMENT

THIS AGREEMENT is entered into as of _____ (this "Agreement"), by and between _____, _____, Texas, a banking corporation duly organized and existing under the laws of the _____ and authorized to do business in the State of Texas, or its successors (the "Bank") and the Leander Independent School District (the "Issuer"),

RECITALS

WHEREAS, the Issuer has duly authorized and provided for the issuance of its "Leander Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2023" (the "Securities"), dated _____, 2023, and such Securities are to be issued in fully registered form only and in part as "Current Interest Bonds" (bonds paying interest at stated intervals on and prior to the Stated Maturities) and in part as "Capital Appreciation Bonds" (bonds paying no interest prior to their Stated Maturity); such Securities scheduled to be delivered to the initial purchasers on or about _____, 2023; and

WHEREAS, the Issuer has selected the Bank to serve as Paying Agent/Registrar in connection with the payment of the principal of, premium, if any, and interest on said Securities and with respect to the registration, transfer and exchange thereof by the registered owners thereof; and

WHEREAS, the Bank has agreed to serve in such capacities for and on behalf of the Issuer and has full power and authority to perform and serve as Paying Agent/Registrar for the Securities;

NOW, THEREFORE, it is mutually agreed as follows:

**ARTICLE ONE
APPOINTMENT OF BANK AS PAYING AGENT AND REGISTRAR**

Section 1.01 Appointment. The Issuer hereby appoints the Bank to serve as Paying Agent with respect to the Securities, and, as Paying Agent for the Securities, the Bank shall be responsible for paying on behalf of the Issuer the principal, premium (if any), and interest on the Current Interest Bonds and the Maturity Amount (the original principal amount with accrued and compounded interest thereon) with respect to Capital Appreciation Bonds as the same become due and payable to the registered owners thereof; all in accordance with this Agreement and the "Authorizing Document" (hereinafter defined). The Issuer hereby appoints the Bank as Registrar with respect to the Securities and, as Registrar for the Securities, the Bank shall keep and maintain for and on behalf of the Issuer books and records as to the ownership of said Securities and with respect to the transfer and exchange thereof as provided herein and in the Authorizing Document.

The Bank hereby accepts its appointment, and agrees to serve as the Paying Agent and Registrar for the Securities.

Section 1.02 Compensation. As compensation for the Bank's services as Paying Agent/Registrar, the Issuer hereby agrees to pay the Bank the fees and amounts set forth in **Annex A** attached hereto; provided however, notwithstanding anything herein or in Annex A to the contrary, the aggregate value of the contrary, the aggregate value of this agreement shall be

less than the dollar limitation set forth in Section 2271.002(a)(2) of the Texas Government Code or Section 2274.002(a)(2) of the Texas Government Code. The Issuer covenants to provide notice to the Bank upon any change in the Issuer's Fiscal Year within ten (10) business days of the governing body of the Issuer's decision to change the Fiscal Year of the Issuer.

In addition, the Issuer agrees to reimburse the Bank upon its request for all reasonable expenses, disbursements and advances incurred or made by the Bank in accordance with any of the provisions hereof (including the reasonable compensation and the expenses and disbursements of its agents and counsel).

ARTICLE TWO DEFINITIONS

Section 2.01 Definitions. For all purposes of this Agreement, except as otherwise expressly provided or unless the context otherwise requires:

"Acceleration Date" on any Security means the date, if any, on and after which the principal or any or all installments of interest, or both, are due and payable on any Security which has become accelerated pursuant to the terms of the Security.

"Authorizing Document" means the resolution, order, or ordinance of the governing body of the Issuer pursuant to which the Securities are issued, as the same may be amended or modified, including any pricing certificate related thereto, certified by the secretary or any other officer of the Issuer and delivered to the Bank.

"Bank Office" means the designated office of the Bank at the address shown in Section 3.01 hereof. The Bank will notify the Issuer in writing of any change in location of the Bank Office.

"Holder" and "Security Holder" each means the Person in whose name a Security is registered in the Security Register.

"Person" means any individual, corporation, partnership, joint venture, association, joint stock company, trust, unincorporated organization or government or any agency or political subdivision of a government.

"Predecessor Securities" of any particular Security means every previous Security evidencing all or a portion of the same obligation as that evidenced by such particular Security (and, for the purposes of this definition, any mutilated, lost, destroyed, or stolen Security for which a replacement Security has been registered and delivered in lieu thereof pursuant to Section 4.06 hereof and the Authorizing Document).

"Redemption Date", when used with respect to any Security to be redeemed, means the date fixed for such redemption pursuant to the terms of the Authorizing Document.

"Responsible Officer", when used with respect to the Bank, means the Chairman or Vice-Chairman of the Board of Directors, the Chairman or

Vice-Chairman of the Executive Committee of the Board of Directors, the President, any Vice President, the Secretary, any Assistant Secretary, the Treasurer, any Assistant Treasurer, the Cashier, any Assistant Cashier, any Trust Officer or Assistant Trust Officer, or any other officer of the Bank customarily performing functions similar to those performed by any of the above designated officers and also means, with respect to a particular corporate trust matter, any other officer to whom such matter is referred because of his knowledge of and familiarity with the particular subject.

“Security Register” means a register maintained by the Bank on behalf of the Issuer providing for the registration and transfers of Securities.

“Stated Maturity” means the date specified in the Authorizing Document (i) the principal of a Current Interest Bond is scheduled to be due and payable and (ii) the Maturity Amount of a Capital Appreciation Bond is scheduled to be due and payable.

Section 2.02 Other Definitions. The terms “Bank,” “Issuer,” “Current Interest Bonds”, “Capital Appreciation Bonds” and “Securities (Security)” have the meanings assigned to them in the recital paragraphs of this Agreement.

The term “Paying Agent/Registrar” refers to the Bank in the performance of the duties and functions of this Agreement.

ARTICLE THREE PAYING AGENT

Section 3.01 Duties of Paying Agent. As Paying Agent, the Bank shall pay, provided adequate collected funds have been provided to it for such purpose by or on behalf of the Issuer, on behalf of the Issuer the principal of each Current Interest Bond and Maturity Amount of each Capital Appreciation Bond at its Stated Maturity, Redemption Date or Acceleration Date, to the Holder upon surrender of the Security to the Bank at the following address:

As Paying Agent, the Bank shall, provided adequate collected funds have been provided to it for such purpose by or on behalf of the Issuer, pay on behalf of the Issuer the interest on each Current Interest Bond when due, by computing the amount of interest to be paid each Holder and making payment thereof to the Holders of the Current Interest Bonds (or their Predecessor Securities) on the Record Date (as defined in the Authorizing Document). All payments of principal and/or interest on the Securities to the registered owners shall be accomplished (1) by the issuance of checks, payable to the registered owners, drawn on the paying agent account provided in Section 5.05 hereof, sent by United States mail, first class postage prepaid, to the address appearing on the Security Register or (2) by such other method, acceptable to the Bank, requested in writing by the Holder at the Holder’s risk and expense.

Section 3.02 Payment Dates. The Issuer hereby instructs the Bank to pay the principal of and interest on the Current Interest Bonds and the Maturity Amounts of the Capital Appreciation Bonds on the dates specified in the Authorizing Document.

ARTICLE FOUR REGISTRAR

Section 4.01 Security Register - Transfers and Exchanges. The Bank agrees to keep and maintain for and on behalf of the Issuer at the Bank Office books and records (herein sometimes referred to as the "Security Register") for recording the names and addresses of the Holders of the Securities, the transfer, exchange and replacement of the Securities and the payment of the principal of and interest on the Current Interest Bonds and Maturity Amount of the Capital Appreciation Bonds to the Holders and containing such other information as may be reasonably required by the Issuer and subject to such reasonable regulations as the Issuer and the Bank may prescribe. The Bank represents and warrants that it will at all times have immediate access to the Security Register by electronic or other means and will be capable at all times of producing a hard copy of the Security Register for use by the Issuer. All transfers, exchanges and replacements of Securities shall be noted in the Security Register.

Every Security surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, the signature on which has been guaranteed by an officer of a federal or state bank or a member of the Financial Industry Regulatory Authority, such written instrument to be in a form satisfactory to the Bank and duly executed by the Holder thereof or his agent duly authorized in writing.

The Bank may request any supporting documentation it feels necessary to effect a re-registration, transfer or exchange of the Securities.

To the extent possible and under reasonable circumstances, the Bank agrees that, in relation to an exchange or transfer of Securities, the exchange or transfer by the Holders thereof will be completed and new Securities delivered to the Holder or the assignee of the Holder in not more than three (3) business days after the receipt of the Securities to be cancelled in an exchange or transfer and the written instrument of transfer or request for exchange duly executed by the Holder, or his duly authorized agent, in form and manner satisfactory to the Paying Agent/Registrar.

Section 4.02 Securities. The Issuer shall provide additional Securities when needed to facilitate transfers or exchanges thereof. The Bank covenants that such additional Securities, if and when provided, will be kept in safekeeping pending their use and reasonable care will be exercised by the Bank in maintaining such Securities in safekeeping, which shall be not less than the care maintained by the Bank for debt securities of other governments or corporations for which it serves as registrar, or that is maintained for its own securities.

Section 4.03 Form of Security Register. The Bank, as Registrar, will maintain the Security Register relating to the registration, payment, transfer and exchange of the Securities in accordance with the Bank's general practices and procedures in effect from time to time. The Bank shall not be obligated to maintain such Security Register in any form other than those which the Bank has currently available and currently utilizes at the time.

The Security Register may be maintained in written form or in any other form capable of being converted into written form within a reasonable time.

Section 4.04 List of Security Holders. The Bank will provide the Issuer at any time requested by the Issuer, upon payment of the required fee, a copy of the information contained in the Security Register. The Issuer may also inspect the information contained in the Security Register at any time the Bank is customarily open for business, provided that reasonable time is allowed the Bank to provide an up-to-date listing or to convert the information into written form.

The Bank will not release or disclose the contents of the Security Register to any person other than to, or at the written request of, an authorized officer or employee of the Issuer, except upon receipt of a court order or as otherwise required by law. Upon receipt of a court order and prior to the release or disclosure of the contents of the Security Register, the Bank will notify the Issuer so that the Issuer may contest the court order or such release or disclosure of the contents of the Security Register.

Section 4.05 Return of Cancelled Securities. The Bank will, at such reasonable intervals as it determines, surrender to the Issuer, all Securities in lieu of which or in exchange for which other Securities have been issued, or which have been paid.

Section 4.06 Mutilated, Destroyed, Lost or Stolen Securities. The Issuer hereby instructs the Bank, subject to the provisions of the Authorizing Document, to deliver and issue Securities in exchange for or in lieu of mutilated, destroyed, lost, or stolen Securities as long as the same does not result in an overissuance.

In case any Security shall be mutilated, destroyed, lost or stolen, the Bank may execute and deliver a replacement Security of like form and tenor, and in the same denomination and bearing a number not contemporaneously outstanding, in exchange and substitution for such mutilated Security, or in lieu of and in substitution for such mutilated, destroyed, lost or stolen Security, only upon the approval of the Issuer and after (i) the filing by the Holder thereof with the Bank of evidence satisfactory to the Bank of the destruction, loss or theft of such Security, and of the authenticity of the ownership thereof and (ii) the furnishing to the Bank of indemnification in an amount satisfactory to hold the Issuer and the Bank harmless. All expenses and charges associated with such indemnity and with the preparation, execution and delivery of a replacement Security shall be borne by the Holder of the Security mutilated, destroyed, lost or stolen.

Section 4.07 Transaction Information to Issuer. The Bank will, within a reasonable time after receipt of written request from the Issuer, furnish the Issuer information as to the Securities it has paid pursuant to Section 3.01, Securities it has delivered upon the transfer or exchange of any Securities pursuant to Section 4.01, and Securities it has delivered in exchange for or in lieu of mutilated, destroyed, lost, or stolen Securities pursuant to Section 4.06.

ARTICLE FIVE THE BANK

Section 5.01 Duties of Bank. The Bank undertakes to perform the duties set forth herein and agrees to use reasonable care in the performance thereof.

Section 5.02 Reliance on Documents, Etc.

(a) The Bank may conclusively rely, as to the truth of the statements and correctness of the opinions expressed therein, on certificates or opinions furnished to the Bank.

(b) The Bank shall not be liable for any error of judgment made in good faith by a Responsible Officer, unless it shall be proved that the Bank was negligent in ascertaining the pertinent facts.

(c) No provisions of this Agreement shall require the Bank to expend or risk its own funds or otherwise incur any financial liability for performance of any of its duties hereunder, or in the exercise of any of its rights or powers, if it shall have reasonable grounds for believing that repayment of such funds or adequate indemnity satisfactory to it against such risks or liability is not assured to it.

(d) The Bank may rely and shall be protected in acting or refraining from acting upon any resolution, certificate, statement, instrument, opinion, report, notice, request, direction, consent, order, bond, note, security or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. Without limiting the generality of the foregoing statement, the Bank need not examine the ownership of any Securities, but is protected in acting upon receipt of Securities containing an endorsement or instruction of transfer or power of transfer which appears on its face to be signed by the Holder or an agent of the Holder. The Bank shall not be bound to make any investigation into the facts or matters stated in a resolution, certificate, statement, instrument, opinion, report, notice, request, direction, consent, order, bond, note, security or other paper or document supplied by the Issuer.

(e) The Bank may consult with counsel, and the written advice of such counsel or any opinion of counsel shall be full and complete authorization and protection with respect to any action taken, suffered, or omitted by it hereunder in good faith and in reliance thereon.

(f) The Bank may exercise any of the powers hereunder and perform any duties hereunder either directly or by or through agents or attorneys of the Bank.

(g) The Bank is also authorized to transfer funds relating to the closing and initial delivery of the Securities in the manner disclosed in the closing memorandum or letter as prepared by the Issuer, Issuer's financial advisor or other agent. The Bank may act on a facsimile or e-mail transmission of the closing memorandum or letter acknowledged by the Issuer, the Issuer's financial advisor or other agent as the final closing memorandum or letter. The Bank shall not be liable for any losses, costs or expenses arising directly or indirectly from the Bank's reliance upon and compliance with such instructions.

Section 5.03 Recitals of Issuer. The recitals contained herein with respect to the Issuer and in the Securities shall be taken as the statements of the Issuer, and the Bank assumes no responsibility for their correctness.

The Bank shall in no event be liable to the Issuer, any Holder or Holders of any Security, or any other Person for any amount due on any Security from its own funds.

Section 5.04 May Hold Securities. The Bank, in its individual or any other capacity, may become the owner or pledgee of Securities and may otherwise deal with the Issuer with the same rights it would have if it were not the Paying Agent/Registrar, or any other agent.

Section 5.05 Moneys Held by Bank - Paying Agent Account/Collateralization. A paying agent account shall at all times be kept and maintained by the Bank for the receipt, safekeeping, and disbursement of moneys received from the Issuer under this Agreement for the payment of the Securities, and money deposited to the credit of such account until paid to the

Holders of the Securities shall be continuously collateralized by securities or obligations which qualify and are eligible under both the laws of the State of Texas and the laws of the United States of America to secure and be pledged as collateral for paying agent accounts to the extent such money is not insured by the Federal Deposit Insurance Corporation. Payments made from such paying agent account shall be made by check drawn on such account unless the owner of the Securities shall, at its own expense and risk, request an alternative method of payment.

Subject to the applicable unclaimed property laws of the State of Texas, any money deposited with the Bank for the payment of the principal of, premium (if any), or interest on any Security and remaining unclaimed for three years after final maturity of the Security has become due and payable will be held by the Bank and disposed of only in accordance with Title 6 of the Texas Property Code, as amended. The Bank shall have no liability by virtue of actions taken in compliance with this provision.

The Bank is not obligated to pay interest on any money received by it under this Agreement.

This Agreement relates solely to money deposited for the purposes described herein, and the parties agree that the Bank may serve as depository for other funds of the Issuer, act as trustee under indentures authorizing other bond transactions of the Issuer, or act in any other capacity not in conflict with its duties hereunder.

Section 5.06 Indemnification. To the extent permitted by law, the Issuer agrees to indemnify the Bank for, and hold it harmless against, any loss, liability, or expense incurred without negligence or bad faith on its part, arising out of or in connection with its acceptance or administration of its duties hereunder, including the cost and expense against any claim or liability in connection with the exercise or performance of any of its powers or duties under this Agreement.

Section 5.07 Interpleader. The Issuer and the Bank agree that the Bank may seek adjudication of any adverse claim, demand, or controversy over its person as well as funds on deposit, in either a Federal or State District Court located in the state and county where the administrative office of the Issuer is located, and agree that service of process by certified or registered mail, return receipt requested, to the address referred to in Section 6.03 of this Agreement shall constitute adequate service. The Issuer and the Bank further agree that the Bank has the right to file a Bill of Interpleader in any court of competent jurisdiction in the State of Texas to determine the rights of any Person claiming any interest herein.

Section 5.08 DTC Services. It is hereby represented and warranted that, in the event the Securities are otherwise qualified and accepted for "Depository Trust Company" services or equivalent depository trust services by other organizations, the Bank has the capability and, to the extent within its control, will comply with the "Operational Arrangements", which establishes requirements for securities to be eligible for such type depository trust services, including, but not limited to, requirements for the timeliness of payments and funds availability, transfer turnaround time, and notification of redemptions and calls.

ARTICLE SIX MISCELLANEOUS PROVISIONS

Section 6.01 Amendment. This Agreement may be amended only by an agreement in writing signed by both of the parties hereto.

Section 6.02 Assignment. This Agreement may not be assigned by either party without the prior written consent of the other.

Section 6.03 Notices. Any request, demand, authorization, direction, notice, consent, waiver, or other document provided or permitted hereby to be given or furnished to the Issuer or the Bank shall be mailed or delivered to the Issuer or the Bank, respectively, at the addresses shown on the signature page(s) hereof.

Section 6.04 Effect of Headings. The Article and Section headings herein are for convenience of reference only and shall not affect the construction hereof.

Section 6.05 Successors and Assigns. All covenants and agreements herein by the Issuer shall bind its successors and assigns, whether so expressed or not.

Section 6.06 Severability. In case any provision herein shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

Section 6.07 Merger, Conversion, Consolidation, or Succession. Any corporation or association into which the Bank may be merged or converted or with which it may be consolidated, or any corporation or association resulting from any merger, conversion, or consolidation to which the Bank shall be a party, or any corporation or association succeeding to all or substantially all of the corporate trust business of the Bank shall be the successor of the Bank as Paying Agent under this Agreement without the execution or filing of any paper or any further act on the part of either parties hereto.

Section 6.08 Benefits of Agreement. Nothing herein, express or implied, shall give to any Person, other than the parties hereto and their successors hereunder, any benefit or any legal or equitable right, remedy, or claim hereunder.

Section 6.09 Entire Agreement. This Agreement and the Authorizing Document constitute the entire agreement between the parties hereto relative to the Bank acting as Paying Agent/Registrar and if any conflict exists between this Agreement and the Authorizing Document, the Authorizing Document shall govern.

Section 6.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which shall constitute one and the same Agreement.

Section 6.11 Termination. This Agreement will terminate (i) on the date of final payment of the principal of and interest on the Securities to the Holders thereof or (ii) may be earlier terminated by either party upon sixty (60) days written notice; provided, however, an early termination of this Agreement by either party shall not be effective until (a) a successor Paying Agent/Registrar has been appointed by the Issuer and such appointment accepted and (b) notice has been given to the Holders of the Securities of the appointment of a successor Paying Agent/Registrar. However, if the Issuer fails to appoint a successor Paying Agent/Registrar within a reasonable time, the Bank may petition a court of competent jurisdiction within the State of Texas to appoint a successor. Furthermore, the Bank and the Issuer mutually agree that the effective date of an early termination of this Agreement shall not occur at any time which would disrupt, delay or otherwise adversely affect the payment of the Securities.

Upon an early termination of this Agreement, the Bank agrees to promptly transfer and deliver the Security Register (or a copy thereof), together with the other pertinent books and records relating to the Securities, to the successor Paying Agent/Registrar designated and appointed by the Issuer.

The provisions of Section 1.02 and of Article Five shall survive and remain in full force and effect following the termination of this Agreement.

Section 6.12 Iran, Sudan and Foreign Terrorist Organizations. The Bank represents that neither it nor any of its parent company, wholly- or majority-owned subsidiaries, and other affiliates is a company identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on any of the following pages of such officer's internet website:

<https://comptroller.texas.gov/purchasing/docs/sudan-list.pdf>,
<https://comptroller.texas.gov/purchasing/docs/iran-list.pdf>, or
<https://comptroller.texas.gov/purchasing/docs/fto-list.pdf>.

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Bank and each of its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. The Bank understands "affiliate" to mean any entity that controls, is controlled by, or is under common control with the Bank and exists to make a profit.

Section 6.13 Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Texas.

[Remainder of page left blank intentionally.]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

By: _____

Title: _____

Address: _____

LEANDER INDEPENDENT SCHOOL DISTRICT

By: _____
Pricing Officer

Address: 204 W. South Street
Leander, Texas 78646

ANNEX A
FEE SCHEDULE

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Discussion and Consideration of Approval of all Matters Incident and Related to Declaring Expectation to Reimburse Expenditures with Proceeds of Future Debt Pursuant to the District's 2023 Bond Election Authorization, Including the Adoption of a Resolution Pertaining Thereto
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape
Attachments:	Resolution Declaring Expectation to Reimburse Expenditures with Proceeds of Future Debt Atch

Background Information:

The district received voter approval for \$762,820,000 of projects under the May 6, 2023 bond election. The administration has been working with PFM Financial Advisors to develop a timeline for issuing a portion of the authorized bonds later this summer. The amount of bonds to be issued from the 2023 authorization will be in accordance with the bond project timeline.

In order to cover potential cash needs prior to a future issuance of bonds, the administration is presenting for approval a Reimbursement Resolution. The Reimbursement Resolution would allow the district to move forward on projects prior to issuing the bonds and any invoices related to construction or other projects would be paid as they come due. The administration would cover construction and bond related invoices with General Fund dollars. Once the bond proceeds are received, the General Fund would be "repaid" any dollars used.

To reimburse the General Fund for these expenditures, the bonds would have to be issued within 18 months of the date the original expenditure was paid, or the related project is placed in service, whichever date is later. However, in no event can the bonds be issued later than 3 years after the original expenditure was paid. We anticipate issuing bonds to reimburse the General Fund later this summer therefore the timeline would be met.

Administrative Recommendation:

The recommendation is for the Board of Trustees to approve the Reimbursement Resolution to provide for the potential use of General Fund dollars to cover bond related costs under the 2023 authorization due and payable prior to the receipt of bond funds to be received at a future date with the intent to reimburse the General Fund for such costs.

Sample Motion:

I move that the Board of Trustees adopt the Resolution declaring the expectation to reimburse expenditures with proceeds of future debt related to the 2023 Bond Election authorization.

A RESOLUTION declaring expectation to reimburse expenditures with proceeds of future debt.

WHEREAS, the Leander Independent School District (the "Issuer") intends to issue debt for the purposes of constructing, acquiring, renovating, improving and equipping school buildings of the District and the purchase of the necessary sites therefor, and acquiring school buses (the "Project") pursuant to an election held by the Issuer on May 6, 2023, and further intends to make certain capital expenditures for the Project and currently desires and expects to reimburse such capital expenditures with proceeds of such debt; and

WHEREAS, under Treas. Reg. §1.150-2 (the "Regulations"), to fund such reimbursement with proceeds of tax-exempt obligations the Issuer must declare its expectation to make such reimbursement; and

WHEREAS, the Issuer desires to preserve its ability to reimburse the capital expenditures with proceeds of tax-exempt obligations;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LEANDER INDEPENDENT SCHOOL DISTRICT THAT the Issuer reasonably expects to reimburse capital expenditures with respect to the Project from funds on hand with proceeds of debt hereafter issued by the Issuer, and this resolution shall constitute a declaration of official intent under the Regulations. The maximum principal amount of tax-exempt obligations expected to be issued for the Project will not exceed \$762,820,000.

PASSED AND ADOPTED this June 8, 2023.

LEANDER INDEPENDENT SCHOOL DISTRICT

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(District Seal)

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Consider Approval to Transfer Projected Revenues Exceeding Projected Expenditures in the Amount of \$5 million from the General Fund to the Self-Insured Health Care Fund (\$3 million) and the Major Maintenance Fund (\$2 million)	
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Pete D. Pape	

Background Information:

Historically, the district funded Capital Renewal Projects, aka major maintenance projects, with the dedication of tax revenues equal to two pennies on the tax rate. At the administrations' recommendation in 2020-2021, the board reduced the allocation for these projects in the budget. These maintenance projects have not been included under bond authorizations but rather are funded with operating dollars. They could be funded with bond dollars but were excluded due to capacity limits in prior bond elections. The Board approves the projects under the 10-year Capital Renewal Plan annually.

Projected revenues are expected to exceed expenditures in the amount of approximately \$10 million in the general fund for fiscal year 2023. Due to LISD having a healthy fund balance, the administration is recommending the board approve transferring \$3 million to the Self-Insured Health Care Fund as discussed at the February 23, 2023 board meeting and transferring \$2 million to the Capital Renewal Fund for a total transfer-out of \$5 million from the general fund.

Administrative Recommendation:

The recommendation is for the Board to approve transferring a total of \$5 million from the general fund (\$3 million to Self-Insured Health Care Fund and \$2 million to the Capital Renewal Fund).

Sample Motion:

I move the Board of Trustees approve the transfer of \$3 million from the general fund to the Self-Insured Health Care Fund and the transfer of \$2 million from the general fund to the Capital Renewal Fund out of projected revenues exceeding projected expenditures for fiscal year 2023.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 8, 2023

Agenda Item:	Consider Approval of Secondary Schools Attendance Zoning Recommendations
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler
Attachments:	05-11-23 Secondary Schools Attendance Zoning Recommendations Pres Secondary Schools Attendance Zoning Recommendations Scenario 2 Atch 1 LISD Zoning Transfer and Sibling(s) Exceptions & Athletic Eligibility Guidelines Under Secondary School Rezoning - DRAFT Atch 2

Background Information:

Secondary Schools Attendance Zoning is the first step in the District's 10-Year Long-Range Plan. This process began on December 8, 2022, when the Board of Trustees approved the Attendance Zoning for Secondary School Relief Charter. We released the draft LISD Zoning Transfer and Sibling(s) Exceptions & Athletic Eligibility Guidelines for Citizen review and comments on April 19, 2023 and closed the comment period on May 1, 2023. During that time period, we received 15 citizens' comments. On May 11, 2023, the administration provided an overview of the steps taken throughout the previous five months as we moved through this process and presented the recommendations for the Secondary Schools Attendance Zoning to the Board of Trustees. Tonight, the administration is requesting Board approval of the Secondary School Attendance Zoning Scenarios. After the Board approves the new Secondary Zoning Scenarios, administration will finalize the transfer exceptions.

Leander ISD has a unique situation where the northern region of the district is experiencing large amounts of growth while the central and southern regions are showing a decline in enrollment. Below is a brief summary of Scenario 2 which is recommended by administration. This Scenario helps to balance enrollment for an extended period of time until high school 7 could potentially open in 2029-2030 and middle school 10 could potentially open in 2030-2031.

Implementation of Middle School Scenario 2 moves 1,414 students in 2024-2025 and moves 162 students in 2028-2029

- Provides relief for Danielson Middle School with these NBCDs that move to Leander Middle School:
 - 1360, 3800, 3900, 3950, 3955, 3960, 3965, 3985, 4000, 4005
- Provides relief for Danielson Middle School with these NBCDs that move to Wiley Middle School:
 - 1150, 1155, 1175, 1180, 1185, 1190, 1210
- Provides relief for Leander Middle School (in order to allow moves from Danielson Middle School), with these NBCDs that move to Running Brushy Middle School:
 - 4625, 4630
- Provides relief for Stiles Middle School with these NBCDs that move to Henry Middle School.
 - 1705, 1825, 1830, 1845, 1855, 1860,
 - ***1710 & 1725 are currently scheduled to move to Henry Middle School in 2028-2029*
- Provides relief for Henry Middle School (in order to allow moves from Stiles Middle School) these NBCDs that move to Cedar Park Middle School:
 - 2000, 2010, 2055, 2100, 2200, 2225

***In the fall of 2027 administration will review current demographic data and confirm the move of NBCDs 1710 and 1725 from Stiles Middle School to Henry Middle School effective in 2028-2029.*

Implementation of High School Scenario 2 moves 1,482 students

- Provides relief for Glenn High School with these neighborhood codes (NBCDs) that move to Leander High School:
 - 1360, 1365, 3800, 4100, 4105, 4200, 4225, 4240, 4250, 4260, 4300, 4325, 4350
- Provides relief for Leander High School (in order to allow for moves from Glenn High School), with these NBCDs that move to Cedar Park High School:
 - 3100, 3350, 4650, 4905, 4910, 5075, 5080, 5200, 5205, 5210, 5220, 5230, 5235

- Provides relief for Vista Ridge High with these NBCDs that move to Cedar Park High School:
 - 2000, 2010, 2055, 2100, 2200, 2225

Administrative Recommendation:

Administration recommends the Board adopt Middle School Scenario 2 and High School Scenario 2 for the 2024/2025 school year attendance zones as presented.

Sample Motion:

I move that the Board adopt Middle School Scenario 2 and High School Scenario 2 for the 2024/2025 school year attendance zones as presented.



Discussion of Secondary Schools Attendance Zoning Recommendations

289

May 11, 2023

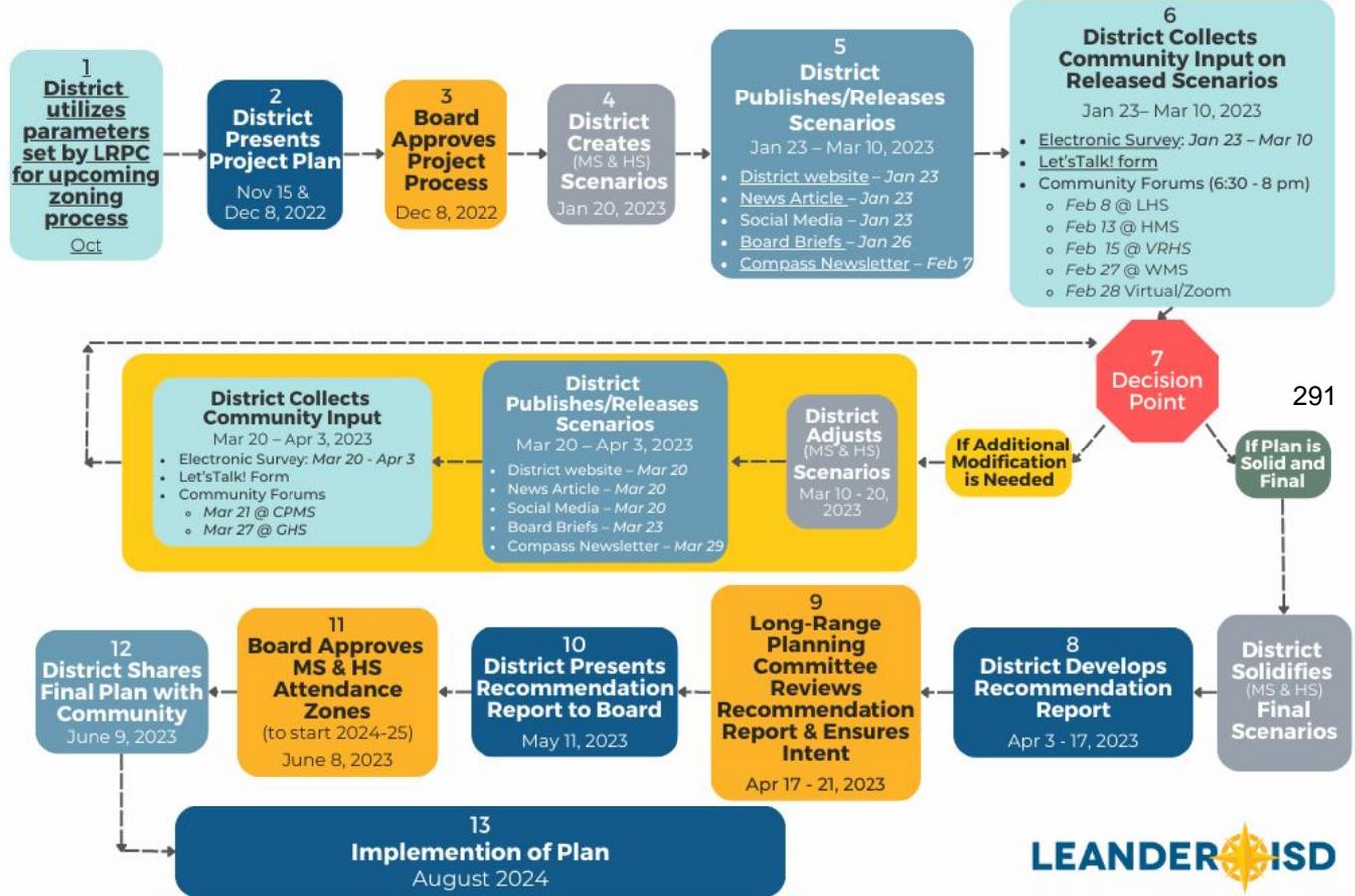
Purpose

Provide an overview of the steps taken throughout the past five months as we moved through the Secondary Schools Attendance Zoning process and present recommendations for the Secondary Schools Attendance Zoning to the Board of Trustees.

290

Process Flowchart

2023 - 2024 SECONDARY SCHOOL ATTENDANCE ZONING FOR RELIEF PROCESS



Process Timeline

Oct. 2022	District uses parameters set by LRPC to create plan, timeline and charter
Nov. 15, 2022	Plan, timeline and charter presented to the Board
Dec. 8, 2022	Board approves charter
Jan. 23, 2023	Scenario 1 is released
Jan. 23 - Mar. 10, 2023	Feedback collected, ThoughtExchange, Let's Talk, Community Forums (5 held)
Mar. 20, 2023	Scenario 2 is released
Mar. 20 - Apr. 3, 2023	Feedback collected, ThoughtExchange, Let's Talk, Community Forums (2 held)
Mar. 23, 2023	Update given to the Board on Secondary School Zoning Process

292

District Collects Community Input on Released Scenarios

District Published/Released Scenarios:

- January 23
- March 20

Community Forums | 6:30–8 p.m.

- Wednesday, Feb 8 @ LHS
- Monday, Feb 13 @ HMS
- Wednesday, Feb 15 @ VRHS
- Monday, Feb 27 @ WMS
- Tuesday, Feb 28 via Zoom
- Tuesday, Mar 21 @ CPMS
- Monday, Mar 27 @ GHS

ThoughtExchange Summaries from each forum linked on Secondary School Attendance Zoning site.

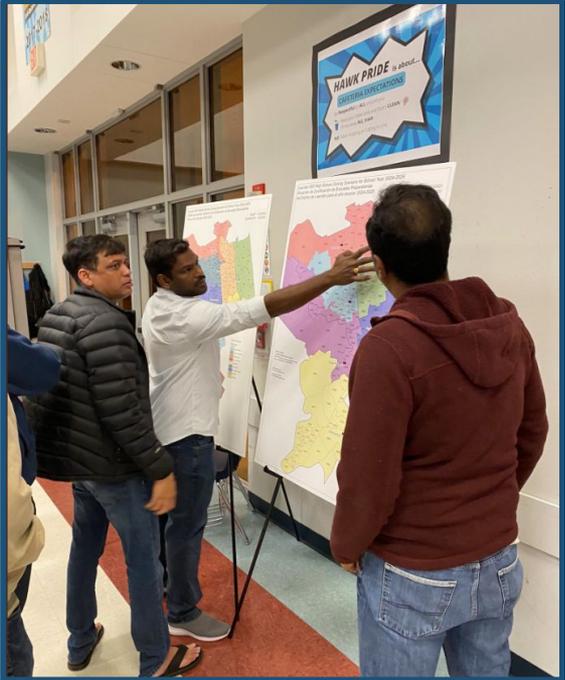
<https://www.leanderisd.org/secondary-school-attendance-zoning/>



293



Community Forums



Themes from Community Input

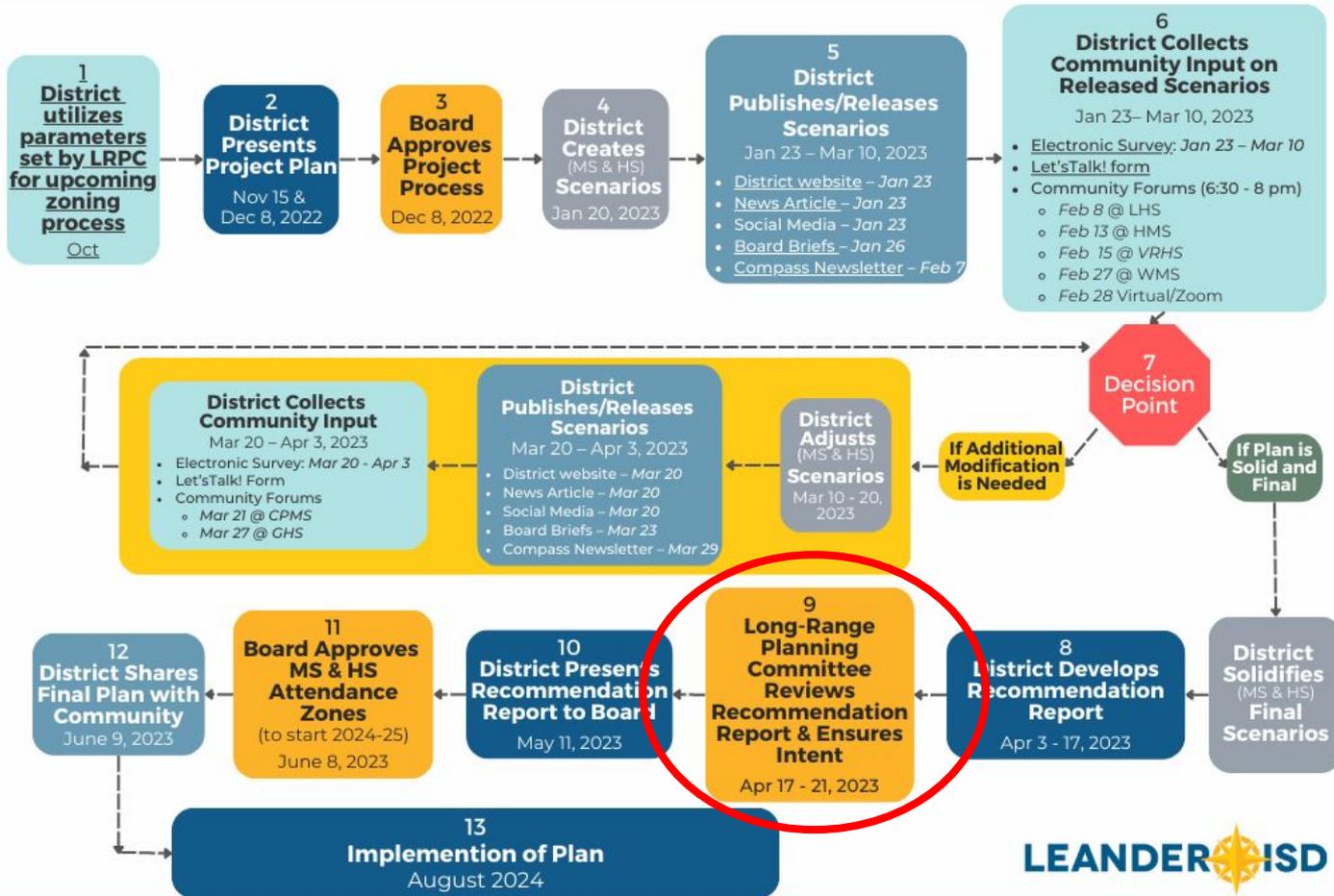
- Concerns with increased daily commute and traffic congestion
- Change of feeder patterns
- Anticipate rezoning when HS7 opens
- Concerns about impact to students in final year(s) of middle school or high school and request for transfer exception ²⁹⁵
- Concerns about moving a large number of students into a campus at one time
- Questions about moving the over-capacity numbers from one school to another

Process Timeline (cont.)

Apr. 17, 2023	LRPC reviews recommendation report to ensure intent of the Zoning Charter and Long-Range Plan
Apr. 19, 2023	Scenario 2 implementation, draft zoning transfer exceptions and athletic eligibility guidelines released
Apr. 19 - May 1, 2023	Feedback and questions collected through Let's Talk on draft transfer exceptions and athletic eligibility guidelines
May 11, 2023	Recommendation report presented to the Board
<i>Jun. 8, 2023</i>	<i>Board to approve MS & HS Attendance Zones for 2024-2025 school year</i>
<i>Following Board approval of zoning scenarios</i>	<i>Administration will confirm final decisions about zoning transfer exceptions and athletic eligibility</i>

296

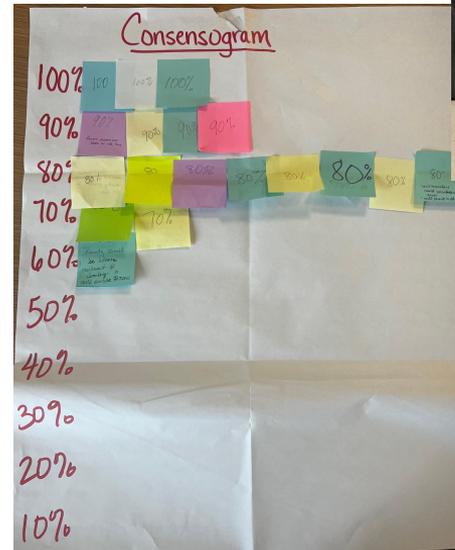
2023 - 2024 SECONDARY SCHOOL ATTENDANCE ZONING FOR RELIEF PROCESS



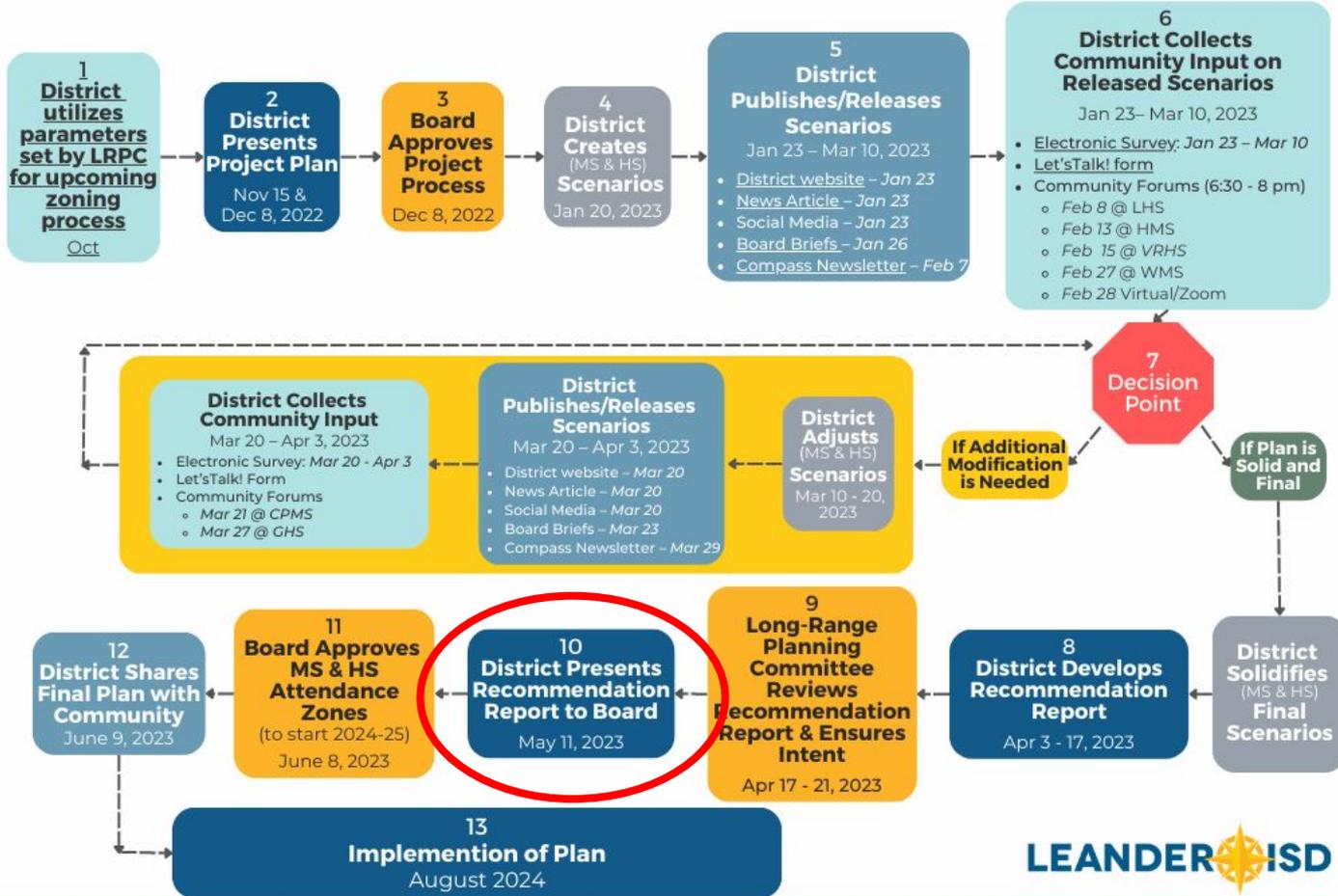
Long-Range Planning Committee Reviews Recommended Scenario

Long-Range Planning Committee members reviewed the secondary school zoning process, feedback and recommendation report to ensure intent of the Zoning Charter and Long-Range Plan during their meeting on April 17th.

A consensogram was utilized to collect feedback in accordance with Step 9 of the zoning process.



2023 - 2024 SECONDARY SCHOOL ATTENDANCE ZONING FOR RELIEF PROCESS



Administrative Recommendation:

Implementation of Scenario 2 for Middle School and High School



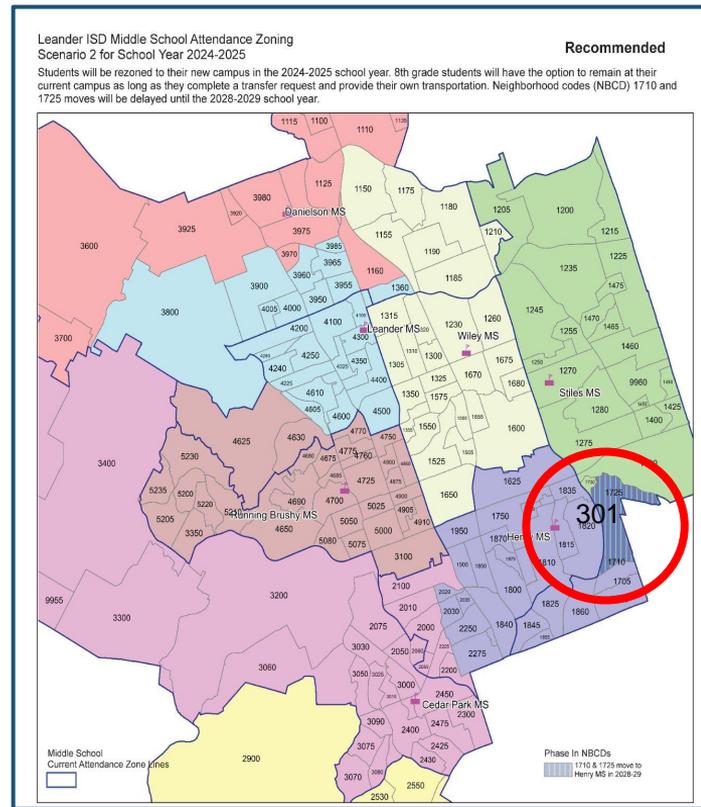
Middle School Scenario 2 Moves

Scenario 2 middle school NBCD moves help to balance student enrollment for an extended time. Middle School 10 will provide more relief and is projected to open in school year 2030-2031.

- DMS to LMS - to relieve DMS
 - **1360, 3800, 3900, 3950, 3955, 3960, 3965, 3985, 4000, 4005**
- DMS to WMS - to relieve DMS
 - **1150, 1155, 1175, 1180, 1185, 1190, 1210**
- LMS to RBMS - to relieve LMS in order to allow for moves from DMS
 - **4625, 4630**
- FSMS to HMS - to relieve FSMS
 - **1705, 1825, 1830, 1845, 1855, 1860**
 - ****1710 & 1725 are currently scheduled to move to HMS 2028-2029**
- HMS to CPMS - to relieve HMS, in order to allow for moves from FSMS
 - **2000, 2010, 2055, 2100, 2200, 2225**

1,414 Students Move in 2024-2025 and 162 students move in 2028-2029

***In the fall of 2027 administration will review current demographic data and confirm the move of NBCDs 1710 and 1725 from FSMS to HMS, effective in 2028-2029 (indicated on map by red circle).*



Middle School Scenario 2 Enrollment Projections

For planning purposes all rezoned 6th and 7th graders have been included in these totals. In addition we have included in these totals an estimate of 80% of rezoned 8th graders that will remain at their current campus.

In the fall of 2027, district administration will revisit the projected enrollment numbers in order to confirm neighborhood codes 1710 and 1725 moving from Stiles MS to Henry MS in the fall of 2028-2029 school year. Beginning in 2028-29, 1710 and 1725 move from Stiles MS to Henry MS. For planning purposes all rezoned 6th and 7th graders in 1710 and 1725 are included in these totals. In addition we have included an estimate of 80% of the rezoned 8th graders that will remain at their current campus.

Scenario 2 with delay of NBCDs 1710 & 1725 until 2028-29

MS10 Projected to Open 30-31											
Middle School Campus	Functional Capacity	2022-23 Curr Enr.	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Cedar Park	1358	1293	1314	1368	1272	1210	1144	1169	1150	1191	1235
Canyon Ridge	1358	1102	981	922	837	761	694	660	639	640	638
Danielson	1358	1361	1169	1088	1163	1261	1327	1415	1436	1468	1494
Four Points	958	631	587	598	634	647	652	662	653	662	669
Stiles	1358	1520	1431	1385	1443	1489	1446	1501	1607	1701	1790
Henry	1358	1265	1357	1466	1435	1415	1412	1448	1449	1458	1441
Leander	1200	808	1042	1132	1195	1234	1283	1333	1382	1432	1469
Running Brushy	1208	1061	1181	1259	1315	1375	1338	1333	1293	1328	1340
Wiley	1358	783	1040	1219	1308	1394	1421	1448	1451	1469	1469
			10102	10437	10602	10786	10717	10969	11060	11349	11545

Red indicates where %Functional Capacity is at or above 120%

Blue indicates where %Functional Capacity is at or below 80%

1710/1725 6th & 7th graders move to new zone

302

2024-2025 MS to HS Feeder Pattern Percentages

CPMS	1364		
	1364	100%	to CPHS
CRMS	981		
	981	100%	to VHS
DMS	1012		
	1012	100%	to GHS
FPMS	587		
	587	100%	to VHS
FSMS	1304		
	1008	77%	to RHS
	296	23%	to VRHS
HMS	1434		
	1434	100%	to VRHS
LMS	1107		
	326	29%	to GHS
	781	71%	to LHS
RBMS	1215		
	334	27%	to CPHS
	881	73%	to LHS
WMS	1098		
	252	23%	to GHS
	846	77%	to RHS

303

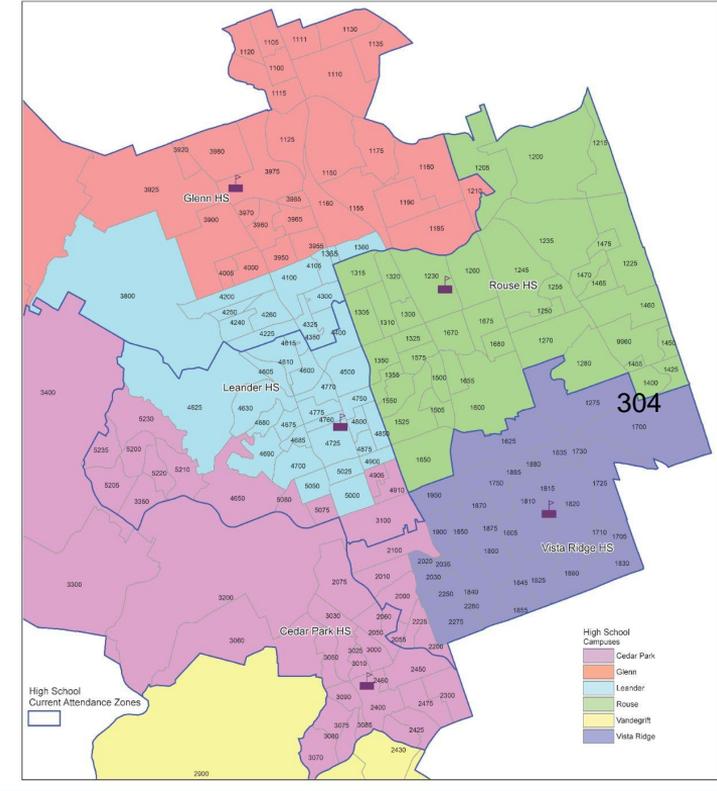
High School Scenario 2 Moves

Scenario 2 high school NBCD moves help to balance student enrollment for an extended time. High School 7 will provide relief and is projected to open in school year 2029-2030.

- GHS to LHS - to relieve GHS
 - **1360, 1365, 3800, 4100, 4105, 4200, 4225, 4240, 4250, 4260, 4300, 4325, 4350**
- LHS to CPHS - to relieve LHS in order to allow for moves from GHS
 - **3100, 3350, 4650, 4905, 4910, 5075, 5080, 5200, 5205, 5210, 5220, 5230, 5235**
- VRHS to CPHS - to relieve VRHS
 - **2000, 2010, 2055, 2100, 2200, 2225**

1,482 Students Move

Students will be rezoned to their new campus in the 2024-2025 school year. 11th and 12th grade students will have the option to remain at their current campus as long as they complete a transfer request and provide their own transportation.



High School Scenario 2 Enrollment Projections

For planning purposes all rezoned 9th and 10th graders have been included in these totals. In addition we have included in these totals an estimate of 95% of rezoned 12th graders and 75% of rezoned 11th graders that will remain at their current campus.

Scenario 2

High School Campus	Functional Cap	2022-23 Curr Enr.	HS7 Projected to Open 2029-2030									
			2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	
Cedar Park	2400	1928	2270	2320	2372	2370	2345	2338	2346	2283	2278	2305
Glenn	2400	2046	2339	2360	2393	2524	2647	2729	2880	3013	3141	
Leander	2400	2186	2351	2408	2353	2318	2314	2343	2395	2358	2394	
Rouse	2400	1902	2376	2541	2689	2836	2943	3013	3127	3181	3264	
Vandegrift	2400	2628	2508	2442	2348	2230	2090	1985	1905	1793	1761	
Vista Ridge	2400	2617	2525	2500	2434	2445	2569	2509	2425	2378	2310	
		13307	14369	14571	14589	14723	14908	14917	15078	15006	15148	

Red indicates where %Functional Capacity is at or above 120%

Blue indicates where %Functional Capacity is at or below 80%

Student Transfer Exceptions & Secondary Athletic Eligibility Guidelines

On April 19th the district released the **Draft** Student Transfer Exceptions and Secondary Athletic Eligibility Guidelines under Rezoning for feedback and questions.

- **8th grade, 11th grade and 12th grade students** will have the option to remain at their current zoned campus as long as they complete a transfer request and provide their own transportation. ^{If} they do not complete a transfer request, they will be zoned to their new campus. ₃₀₆
- **Sibling transfer requests** are available for students who qualify

Full details of the draft student transfer exceptions can be found at <https://news.leanderisd.org/lisd-releases-draft-of-zoning-transfer-exceptions-athletic-eligibility-guidelines-under-secondary-school-rezoning/>.

Draft secondary athletic eligibility guidelines, which are driven by University Interscholastic League (UIL) rules, can be found at the same link.

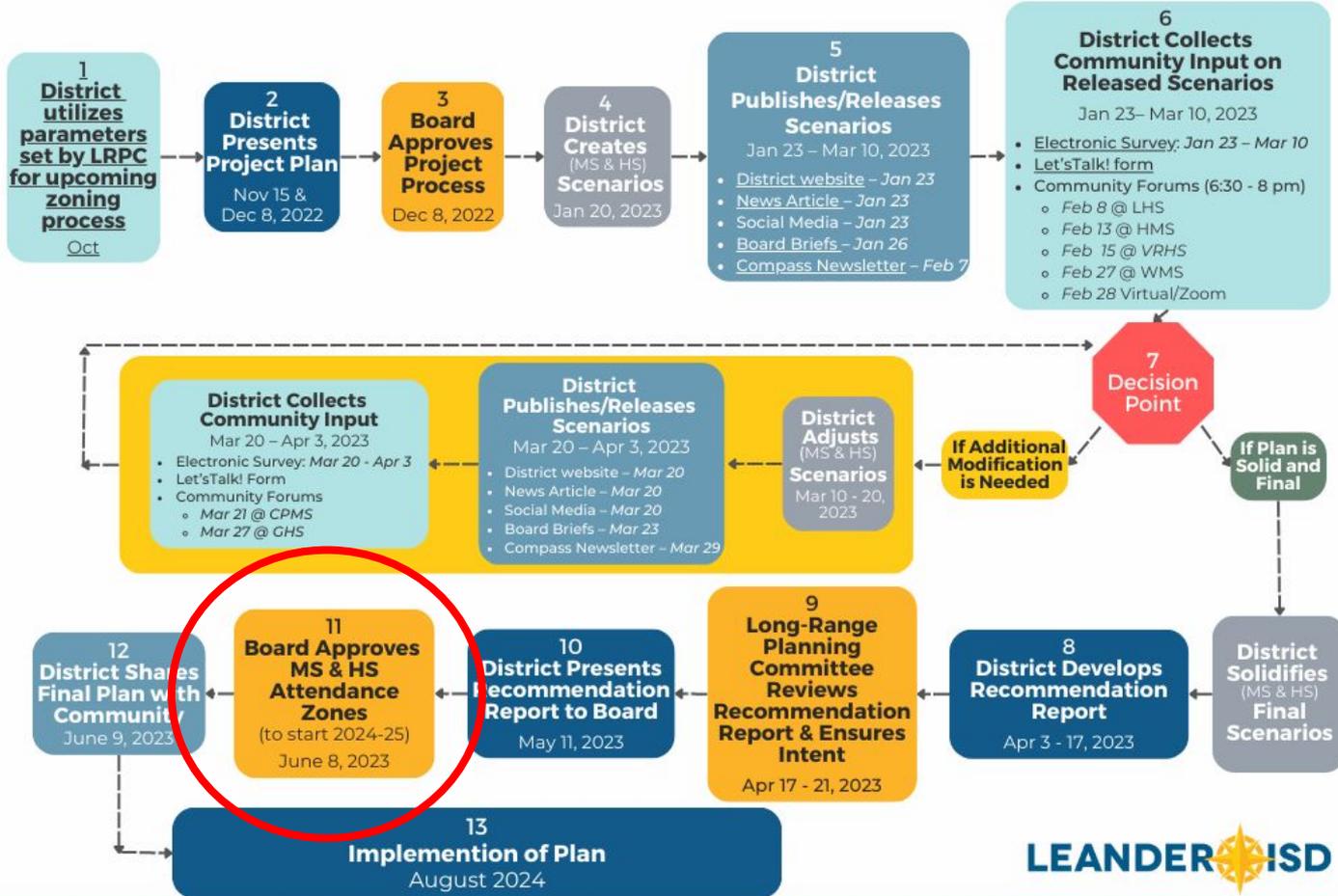
Student Transfer Exceptions & Secondary Athletic Eligibility Feedback and Questions

Feedback and questions included:

- Questions from families with children at multiple levels (ES, MS, HS)
- Questions about impact to athletic eligibility
- Concerns about disrupting relationships that ES/MS students make with HS coaches and directors through their older siblings
- Appreciation for listening and adjusting based on community input

Administration will confirm final decisions about student transfer exceptions and secondary athletic eligibility after the Board adopts the new secondary attendance zones on June 8.

2023 - 2024 SECONDARY SCHOOL ATTENDANCE ZONING FOR RELIEF PROCESS



Secondary School Attendance Zoning Timeline

June 8, 2023 - Board to Approve MS and HS Attendance Zones for the 2024-2025 school year

Following Board approval of zoning - Administration confirms final decisions about Student Transfer Exceptions and Secondary Athletic Eligibility ³⁰⁹ Guidelines

August 2024 - Implementation of New Attendance Zones

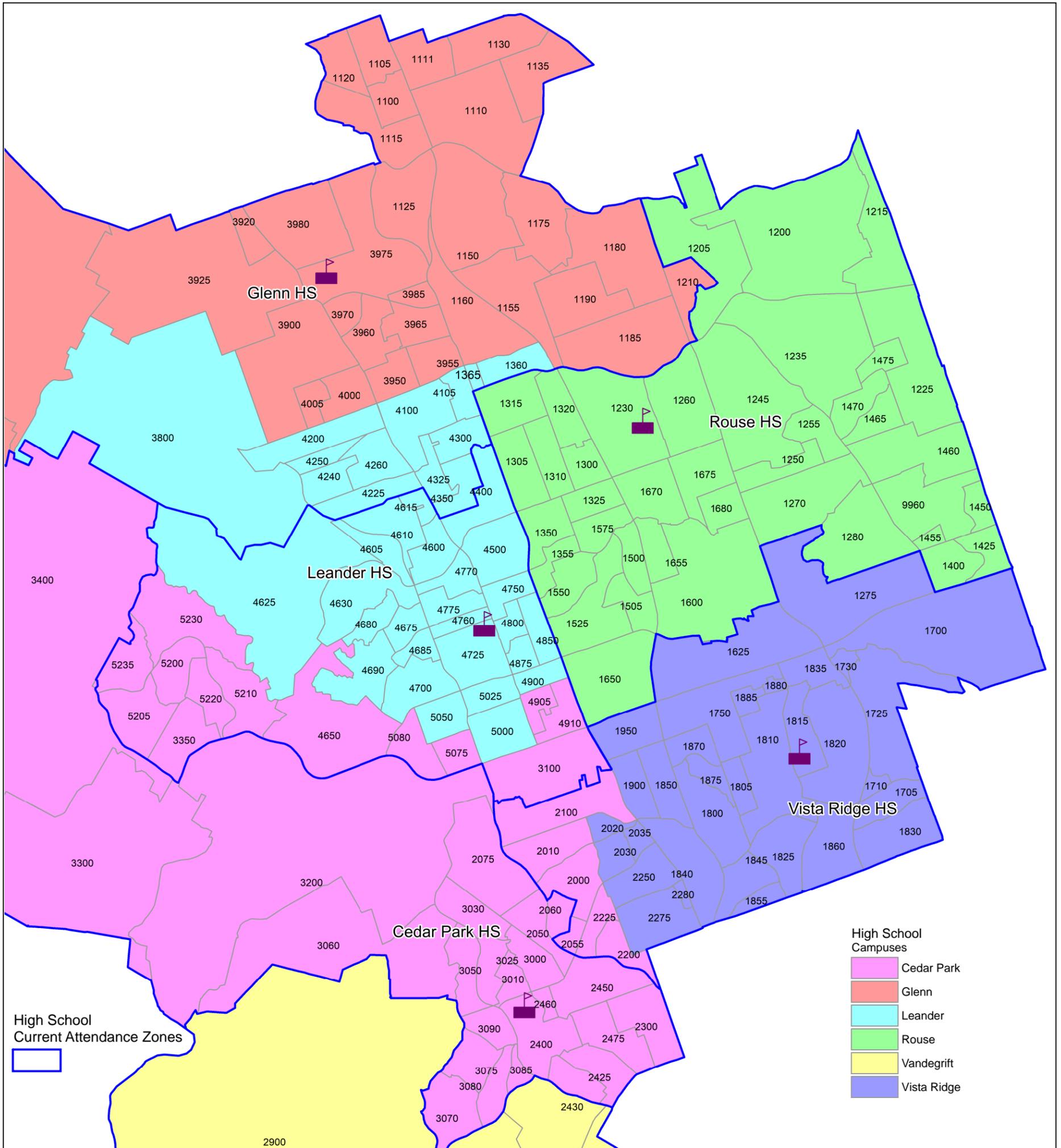
Discussion



Leander ISD High School Attendance Zoning Scenario 2 for School Year 2024-2025

Recommended

Students will be rezoned to their new campus in the 2024-2025 school year. 11th and 12th grade students will have the the option to remain at their current campus as long as they complete a transfer request and provide their own transportation.



For planning purposes all rezoned 9th and 10th graders have been included in these totals. In addition we have included in these totals an estimate of 95% of rezoned 12th graders and 75% of rezoned 11th graders that will remain at their current campus.

Scenario 2

High School Campus	Functional Cap	2022-23 Curr Enr.	HS7 Projected to Open 2029-2030								
			2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Cedar Park	2400	1928	2270	2320	2372	2370	2345	2338	2346	2283	2278
Glenn	2400	2046	2339	2360	2393	2524	2647	2729	2880	3013	3141
Leander	2400	2186	2351	2408	2353	2318	2314	2343	2395	2358	2394
Rouse	2400	1902	2376	2541	2689	2836	2943	3013	3127	3181	3264
Vandegrift	2400	2628	2508	2442	2348	2230	2090	1985	1905	1793	1761
Vista Ridge	2400	2617	2525	2500	2434	2445	2569	2509	2425	2378	2310
		13307	14369	14571	14589	14723	14908	14917	15078	15006	15148

Red indicates where %Functional Capacity is at or above 120%
 Blue indicates where %Functional Capacity is at or below 80%



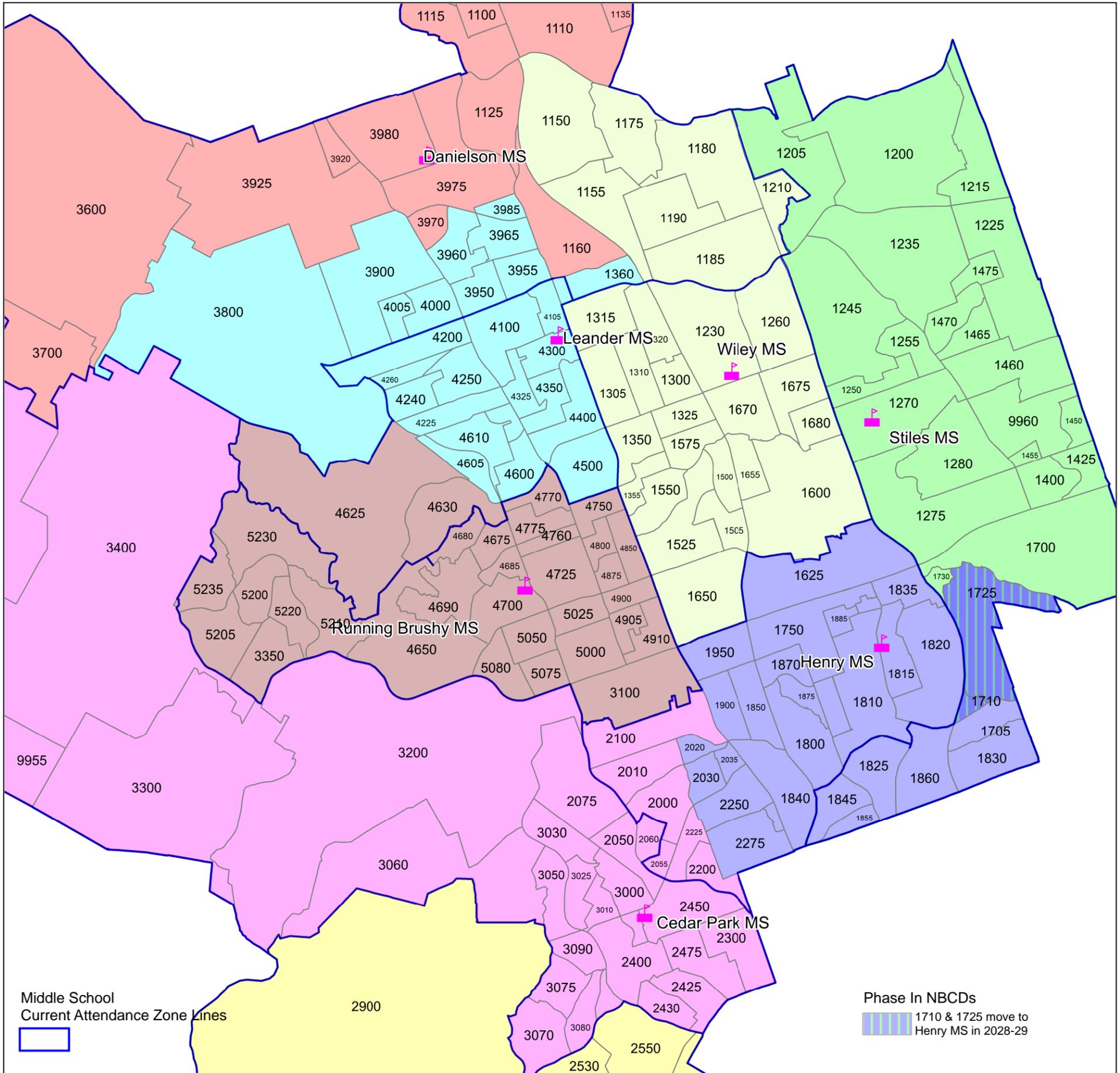
High School Zoning Scenario 2 for School Year 2024-2025
 Neighborhood Code (NBCD) - Students that Move

From	TO	NBCD	#Students	Subdivision(s)
GHS	LHS	1360	18	Villages at Leander, Alta Leander Station Apts.
	LHS	1365	1	N Gabriel St
	LHS	3800	26	Apple Springs, Hidden Mesa, Honeycomb Hills
	LHS	4100	148	Old Towne, Westview Meadows
	LHS	4105	8	Leander Proper
	LHS	4200	120	Westwood
	LHS	4225	47	Falcon Oaks
	LHS	4240	19	Rosenbusch Ranch
	LHS	4250	137	Vista Ridge, Villas at Vista Ridge, Vista Ridge Estates
	LHS	4260	21	Carneros Ranch
	LHS	4300	43	Lion Dr, Powell Dr, Horseshoe Dr
	LHS	4325	43	Mason Creek North, Mason Creek east of Bagdad Rd
	LHS	4350	80	Magnolia Creek, Trails at Leander
			711	
LHS	CPHS	3100	42	Quarry Oaks, Lone Star Dr / Royal Ln area, Blue Oak Estates, Tamarac Apartments
	CPHS	3350	4	Angel Springs, Lone Mountain Ranch
	CPHS	4650	30	Indian Springs, Durango Hills
	CPHS	4905	54	Silverstone, Cedar Grove, Tuckaway Apartments
	CPHS	4910	29	Whitestone Apartments, Central Dr & Century Ln, Cedar Park Square
	CPHS	5075	57	Carriage Hills-W. of Lakeline Blvd & S. of greenbelt
	CPHS	5080	34	Whitestone Oaks
	CPHS	5200	36	Travisso North of and including Portobello Rd, South of Travisso Pkwy
	CPHS	5205	8	South section of Travisso
	CPHS	5210	40	Travisso East of Travisso Pkwy, South of Normandy View
	CPHS	5220	22	Travisso West of Travisso Pkwy, South of Portobello Rd
	CPHS	5230	82	Travisso North of Travisso Pkwy, North of and including Normandy View
	CPHS	5235	8	South West Section of Travisso
			446	
VRHS	CPHS	2000	85	Buttercup Creek-South of Buttercup Crk Blvd, West of Cluck Crk Trl, part of Westside @ Buttercup
	CPHS	2010	85	Buttercup Creek - North of Buttercup Crk Blvd., West of Cluck Crk Trl, The Preserve (East)
	CPHS	2055	29	Redstone Apartments
	CPHS	2100	92	Deer Trace, Oakmont Forest, W. Park Street, Parkwest Estates, West Parke, Thousand Oaks
	CPHS	2200	34	The Lodge @ Lakeline Village, Cypress Creek Townhomes, Arbors @ Lakeline
	CPHS	2225	0	Commercial Property - 55+ housing
			325	
Total:			1482	

Leander ISD Middle School Attendance Zoning
Scenario 2 for School Year 2024-2025

Recommended

Students will be rezoned to their new campus in the 2024-2025 school year. 8th grade students will have the option to remain at their current campus as long as they complete a transfer request and provide their own transportation. Neighborhood codes (NBCD) 1710 and 1725 moves will be delayed until the 2028-2029 school year.



For planning purposes all rezoned 6th and 7th graders have been included in these totals. In addition we have included in these totals an estimate of 80% of rezoned 8th graders that will remain at their current campus.

In the fall of 2027, district administration will revisit the projected enrollment numbers in order to confirm neighborhood codes 1710 and 1725 moving from Stiles MS to Henry MS in the fall of 2028-2029 school year. Beginning in 2028-29, 1710 and 1725 move from Stiles MS to Henry MS. For planning purposes all rezoned 6th and 7th graders in 1710 and 1725 are included in these totals. In addition we have included an estimate of 80% of the rezoned 8th graders that will remain at their current campus.

Scenario 2 with delay of NBCDs 1710 & 1725 until 2028-29

Middle School Campus	Functional Capacity	2022-23 Curr Enr.	MS10 Projected to Open 30-31								
			2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Cedar Park	1358	1293	1314	1368	1272	1210	1144	1169	1150	1191	1235
Canyon Ridge	1358	1102	981	922	837	761	694	660	639	640	638
Danielson	1358	1361	1169	1088	1163	1261	1327	1415	1436	1468	1494
Four Points	958	631	587	598	634	647	652	662	653	662	669
Stiles	1358	1520	1431	1385	1443	1489	1446	1501	1607	1701	1790
Henry	1358	1265	1357	1466	1435	1415	1412	1448	1449	1458	1441
Leander	1200	808	1042	1132	1195	1234	1283	1333	1382	1432	1469
Running Brushy	1208	1061	1181	1259	1315	1375	1338	1333	1293	1328	1340
Wiley	1358	783	1040	1219	1308	1394	1421	1448	1451	1469	1469
			10102	10437	10602	10786	10717	10969	11060	11349	11545

Red indicates where %Functional Capacity is at or above 120%
Blue indicates where %Functional Capacity is at or below 80%

1710/1725 6th & 7th graders move to new zone

Middle School Zoning Scenario 2 for School Year 2024-2025
 Neighborhood Code (NBCD) - Students that Move

From	TO	NBCD	#Students	Subdivision(s)
DMS	LMS	1360	20	Villages at Leander, Alta Leander Station Apts.
	LMS	3800	17	Apple Springs, Hidden Mesa, Honeycomb Hills
	LMS	3900	31	Devine Lake
	LMS	3950	51	Estates of North Creek Ranch
	LMS	3955	31	Northside Meadow
	LMS	3960	37	Benbrook Ranch South, Heritage Glen
	LMS	3965	69	Oak Creek, The Southbrook Apts
	LMS	3985	17	Enclave @ Maya Vista
	LMS	4000	68	North Creek
	LMS	4005	22	Hawkes Landing
	WMS	1150	107	High Gabriel East, Bryson
	WMS	1155	38	Aven Ridge Apts., South Bryson, Red Bud
	WMS	1175	26	South San Gabriel Ranches
	WMS	1180	77	Palmera Ridge, Palmera Bluff
	WMS	1185	3	Hero Way East of 183a to Ronald Reagan Blvd
	WMS	1190	0	North of Hero Way, West of Palmera Ridge, South Gabriel Pkwy
	WMS	1210	1	Waldera Estates, Highmeadow Estates
			615	
FSMS	HMS	1705	13	Even Addresses on Brushy Creek Rd- East of Parmer (West portion) Wilson Trace
	HMS	1825	89	Avery Ranch west of rail road tracks and east of Staked Plains Dr
	HMS	1830	98	Avery Ranch East
	HMS	1845	106	Avery Ranch west of rail road tracks, North of Avery Ranch Blvd, and west of Staked Plains Dr
	HMS	1855	65	Avery Ranch West of rail road tracks, South of Avery Ranch Blvd
	HMS	1860	99	All of Avery Ranch east of the railroad tracks and west of Parmer Lane, Overlook At Avery Ranch Townhomes
			470	
HMS	CPMS	2000	37	Buttercup Creek-South of Buttercup Crk Blvd, West of Cluck Crk Trl, part of Westside @ Buttercup
	CPMS	2010	37	Buttercup Creek - North of Buttercup Crk Blvd., West of Cluck Crk Trl, The Preserve (East)
	CPMS	2055	13	Redstone Apartments
	CPMS	2100	60	Deer Trace, Oakmont Forest, W. Park Street, Parkwest Estates, West Parke, Thousand Oaks
	CPMS	2200	26	The Lodge @ Lakeline Village, Cypress Creek Townhomes, Arbors @ Lakeline
	CPMS	2225	0	Commercial Property - 55+ housing
			173	
LMS	RBMS	4625	93	Grand Mesa
	RBMS	4630	63	The Fairways @ Crystal Falls North of and including First View, Caprock
			156	
Total:			1414	

In the fall of 2027 administration will review current demographic data and confirm the move of NBCDs 1710 and 1725 from FSMS to HMS, effective in 2028-2029

Middle School and High School Zoning Scenario 2 2024-2025
Feeder Percentages Summary

CPMS	1364		
	1364	100%	to CPHS
CRMS	981		
	981	100%	to VHS
DMS	1012		
	1012	100%	to GHS
FPMS	587		
	587	100%	to VHS
FSMS	1304		
	1008	77%	to RHS
	296	23%	to VRHS
HMS	1434		
	1434	100%	to VRHS
LMS	1107		
	326	29%	to GHS
	781	71%	to LHS
RBMS	1215		
	334	27%	to CPHS
	881	73%	to LHS
WMS	1098		
	252	23%	to GHS
	846	77%	to RHS

LISD Zoning Transfer and Sibling(s) Exceptions & Athletic Eligibility Guidelines Under Secondary School Rezoning- DRAFT

Leander ISD is rezoning secondary schools for the 2024-25 school year. During the Community Forums, questions arose about transfer exceptions, sibling transfers and athletic eligibility related to this secondary attendance zoning. Based on suggestions from community members, we have also included an approach that will ease the transition and decrease the total number of students being rezoned at one time in Fall 2024. **Students will be rezoned to their new campus in the 2024-25 school year. 8th graders, and 11th and 12th graders will have the option to remain at their current campus as long as they complete a transfer request and provide their own transportation.** "Middle school students rezoned in **neighborhood codes 1710 and 1725** will be delayed until the school year 2028-29

Administration will confirm final decisions about zoning transfer exceptions and athletic eligibility after the Board adopts the [new secondary attendance zones](#) on June 8; however, we wanted to provide this draft of the guidelines for community review.

As a reminder, the new zoning will not take effect until the 2024-25 school year. Information regarding Athletic Eligibility guidelines under Secondary Rezoning is also included below.

**** THESE ARE DRAFT TRANSFER EXCEPTIONS, SEEKING FEEDBACK ****

If your neighborhood code (NBCD) will be rezoned in the 2024-25 school year the following will apply:

Middle School grades 6-8:

Students in 6th and 7th grades in the 2024-25 school year will be rezoned to their new campus.

Students in 8th grade in the 2024-25 school year can choose to remain at their current campus as long as they provide their own transportation. Students who select to remain at their current campus for 8th grade will need to complete an online transfer request so the district has accurate enrollment information for staffing purposes. This online transfer window will open on November 6, 2023, and will close on December 1, 2023.

8th grade students who do not complete the transfer application will be rezoned to their new campus.

Exceptions for siblings:

Students in 6th and 7th grades in 2024-25, who will have a sibling in 8th grade during the 2024-2025 school year at that campus who plans to submit a transfer request to remain at their current campus, may also submit a transfer request to remain at their current middle school for the 2024-25 school year. The sibling(s) may continue at the transfer campus through completion of 8th grade. Transportation will not be provided for students on an approved sibling transfer request.

***Middle school students rezoned in neighborhood codes 1710 and 1725 will be delayed until the school year 2028-29**

High School grades 9-12:

Students in 9th and 10th grades in the 2024-25 school year will be rezoned to their new campus.

Students in 11th and 12th grade in 2024-25 can choose to remain at their current campus as long as they provide their own transportation. Students who select to remain at their current campus for 11th or

12th grade will need to complete an online transfer request so the district has accurate enrollment information for staffing purposes. This transfer window will open on November 6, 2023 and will close on December 1, 2023.

11th and 12th grade students who do not complete the transfer application will be rezoned to their new campus.

Exceptions for siblings:

Students in 9th or 10th grades in 2024-25, who will have a sibling in 11th or 12th grades during the 2024-2025 school year at that campus who plans to submit a transfer request to remain at their current campus, may also submit a transfer request to remain at their current high school for the 2024-25 school year. Transportation will not be provided for students on an approved sibling transfer request. The sibling(s) may continue at the transfer campus through graduation.

Athletic Eligibility Guidelines Under Secondary Rezoning

For 2023-24:

Current Leander ISD Student Transfer Guidelines for UIL Athletic Participation will be followed. Those guidelines can be found [here](#).

For 2024-25:

Incoming 10th, 11th and 12th graders will be eligible at the campus where their eligibility has been established (must have attended one calendar year) and at their newly zoned campus as long as they are enrolled at first opportunity. An approved transfer request is required to remain at the current campus. Transferring after first opportunity will result in the loss of one calendar year of eligibility.

Sibling Transfers: The student may participate immediately (at the sub-varsity level) if he or she is attending a high school at which an older sibling is currently attending and was eligible at the time of their initial enrollment. This applies only at the beginning of the year or at which time the student is initially enrolling in the District.

Example: 10th grade Glenn student is rezoned for LHS but wants to remain at GHS their 11th grade year. Their incoming 9th grade sibling would be sub-varsity eligible at GHS and a 10th grade sibling would have full eligibility if they attended GHS their 9th grade year.

If you have further questions regarding the Athletic Eligibility Guidelines under Secondary Rezoning, please contact the Leander ISD Athletic Office at 512-570-0167.