



**Regular Meeting Agenda
Thursday, April 23, 2026
Linda Lippe Instructional Materials Center
1775 W New Hope Drive
B1001.01 and B1001.02
Cedar Park, Texas 78613
6:15 PM**

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

Doors will open to the public at 5:45 PM.

Members of the public may access this meeting via live stream at <https://www.leanderisd.org/boardlivestream>. 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://www.leanderisd.org/citizencommentform>, between noon the day prior to the meeting and noon the day of the meeting and be present 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 of this meeting was posted in compliance with the Texas Open Meetings Act on April 17, 2026, at 2:25 PM.

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

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
- 3. RECOGNITION**
 - A. Spotlight on Learning: River Place Elementary School 3
- 4. CITIZEN COMMENTS**

(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)
- 5. CONSENT AGENDA**
 - A. Consider Approval of 2026-2027 Hazardous Routes 15
 - B. Consider Approval of Certification of Provision of Instructional Materials Survey 2026-2027 18
 - C. Consider Approval of Fiscal Year (FY) 26 Budget Amendment- #10 52
 - D. Consider Approval of Guaranteed Maximum Price (GMP) #4 for Leander High School Master Plan – Phase 1 54
 - E. Consider Approval of Instructional Material Tier 1 K-3 Phonics 65
 - F. Consider Approval of Library Resources 66
 - G. Consider Approval of Minutes of Regular and Called Board Meetings 90
- 6. SUPERINTENDENT'S REPORT** 1 **95**
 - A. Empowered Student Learning

B. Empowered Staff Learning	
C. Safe and Innovative Learning Environments	
7. DISCUSSION / ACTION ITEMS	
A. STUDENT EXPERIENCE	
1. Special Education Update	119
B. GOVERNANCE	
1. Discussion of Board Goals	137
C. OPERATIONS	
1. Discussion of 2026-27 Total Compensation Recommendations	158
2. Discussion of Senate Bill 546 - School Bus Seat Belts	218
3. Discussion of 2025-26 Budget Projections	230
8. 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: personnel - 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 551.089: discussion of district-wide intruder detection audit report findings	
E. Texas Government Code 551.074: deliberation and consideration of employment of River Ridge Elementary School Principal	
9. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Employment of River Ridge Elementary School Principal	
10. BOARD MEETING DEBRIEF	
11. 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)]

RIVER PLACE ELEMENTARY



TITAN EXCELLENCE

3

★ BUILDING LEADERS ★ ACHIEVING EXCELLENCE



Titan Excellence System

Building leaders who embody the LISD Graduate Profile and Ethical Principals.

Ethical Principles

Monthly focus shared via student-led videos to highlight campus-wide learning.

Titan Excellence

Celebrations of students and staff who demonstrate leadership and character.

Empowered Student Ownership

Students advocate for their learning through goal setting, leadership roles, and community contributions.



Announcements Leaders



Garden Leaders, Student Leadership Team, Safety Patrol



Unified Ambassadors



Specials Ambassadors



New Student Ambassadors



Titan Time



The Heartbeat of Our Campus Culture

Opportunities

- Student Leadership Team
- Garden Committee
- Unified & Specials Ambassadors
- New Student Ambassadors
- Morning Announcements
- Safety Patrol
- Flag Crew

Our Impact

- ✨ **Leading with integrity**
- ✨ **Serving with empathy**
- ✨ **Building confidence**
- ✨ **Living the LISD Profile**



At River Place Elementary, we are not waiting for our students to become future leaders, we are developing leaders right now.



The background is a dark blue gradient with several bright blue lightning bolts striking downwards. There are two clusters of white, multi-pointed stars: one in the upper left and one in the lower right.

**We Share, We Care, We Show
Respect! It's the Titan Way, Hooray!**

Go Titans!





Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item:	Consider Approval of 2026-2027 Hazardous Routes
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	DeWayne Street, M.S., Sr. Executive Director of Facilities and Operations
Attachments:	N/A

Background Information:

Each year, transportation staff analyze and review the recommendations regarding transportation services for areas to be deemed as “hazardous” within the two-mile radius of the schools. The rating instrument used was developed by a community advisory committee and approved to study hazardous conditions by the Board of Trustees during the [October 17, 2019 Regular Board Meeting](#).

Tonight, administration is requesting approval of the 2026-2027 Hazardous Routes. The district started evaluating routes for the 2026-2027 school year in January 2026 and notified the community that the hazardous routes were under review. Families provided feedback to the transportation department regarding individual routes via Google Form. We utilized the feedback to ensure we are reviewing all routes that have been or may be impacted by the hazardous routes process.

As detailed in the recommendations below, several areas will be transitioning to Not Eligible Transportation (**NET Zones**) for various reasons as outlined below. All adjustments are organized by Neighborhood Code (**NBCD**).

The state provides funding for public schools to bus students to and from campuses that are two miles or more from their homes. In Leander ISD (LISD), students living within a two-mile radius of their assigned school are in the “Not Eligible for Transportation Zone,” or NET Zone. Students residing in the NET Zone automatically qualify for bus service if their route to school is deemed hazardous.

Each year, transportation staff analyze and review recommendations regarding transportation services for areas to be deemed as “hazardous” within the two-mile radius of district campuses. To study route conditions, a [rating instrument](#) was developed by a community advisory committee and approved by the Board of Trustees during the [October 17, 2019, Regular Board Meeting](#).

This instrument assesses NET Zone walking routes to school and determines if they meet any of the following criteria for bus service:

- Crosses an arterial street (as defined by the municipality's roadway plan) or highway without controls (stop sign, crosswalk, traffic signal, or crossing guard).
- Aligns alongside a road with a speed limit of more than 45 mph.
- Crosses a railroad crossing.

For the 2026-2027 school year, LISD families received the annual Community Feedback Assessment Evaluation on January 14, 2026. Families provided feedback regarding individual routes to the Transportation Department via the feedback form between January 14, 2026, and February 1, 2026, with a total of thirty-five responses. This number is consistent with previous years as it relates to community responses. All feedback was read, considered, and evaluated. Areas not affected by current boundary changes, rezoning, construction, etc., were not evaluated due to no changes being made.

Key Findings and Recommendations:

Special Note Regarding Scoring - Any route that achieves a score above 475 will be considered hazardous. Routes achieving a score of less than 475 will not be deemed hazardous.

Format- [NBCD: SCORE]

Areas Remaining Hazardous (Bus Service Continues)

- **Cypress ES (NBCD 2430)** – Ongoing construction and many commercial driveways; remains hazardous. Matrix Scores- [2430 : 525]
- **Giddens ES (NBCD 4900/4905)** – Road construction and commercial traffic; remains hazardous. Matrix Scores- [4900 : 630]; [4905 : 735]
- **Camacho ES – East of West St. (NBCD 4400)** – Multiple crossings and commercial driveways; remains hazardous. Matrix Scores- [4400 : 560]

Areas Transitioning to NET Zone (Not Eligible for Transportation)

- **Camacho ES / Leander MS (NBCDs 4615/4225/4300)** – Construction completed, safe walking paths identified. Matrix Scores- [4615 : MS 293/ES 455]; [4225 : MS 293/ES 455]
- **Cypress ES – Twin Creeks/Bella Vista (NBCDs 3080/3085/3075)** – Safe paths identified; crossing guard recommended. Matrix Scores- [3080 : 350]; [3085 : 350]; [3075 : 280]
- **Mason ES – Whitestone Preserve (NBCD 4650)** – New controlled crossing and sidewalks completed. Matrix Scores- [4650 : 280]
- **Hisle ES (NBCDs 3930/3980)** – New traffic signals installed; crossing guard recommended. Matrix Scores- [3930 : 315]; [3980 : 315]
- **Leander HS (NBCDs 4500)** Construction in the developing area is complete; light controlled at Crystal Falls; exit out of Shamrock Dr. - [4500-460]
- **Leander MS feeder areas (NBCDs 4600/4610)** – Construction completed and safe routes established. Matrix Scores- [4600 : 360]; [4610 : 270]
- **Cedar Park MS/HS (NBCDs 2225/2200)** – Safe neighborhood walking paths; no arterial exposure. Matrix Scores- [2225 : 157.5]; [2200 : 140]

Special Case Transitioning to NET Zone (Not Eligible for Transportation)

- **Westside ES (NBCDs 2000/2010)** – Transportation will not be provided for these neighborhood codes as they will remain in a NET zone for the 26/27 school year. There will be a crossing guard positioned at Buttercup Creek Blvd and Lakeline Blvd as part of the Faubion transition process. Matrix Scores- [2000/2010 : 215]

Areas Evaluated Due to Community Feedback

- **Rouse HS & Wiley MS - Cold Springs/Crystal Springs/Hazelwood (South of Crystal Falls) (NBCDs 1670,1675,1680)** - Safe walking path; crossing guard at arterial crossing; construction does not interfere with the safe walk path; Matrix scores- [1670/1675/1680 : MS 225/HS 200]

Recommendation - This area will remain in the Net Zone for the 26/27 school year.

Early Childhood Center [211]

- The NET Zone will mirror **Plain Elementary's current NET Zone**.
- Students will board buses at their home campuses; transportation will not operate inside NET Zones of feeder campuses.

This does not impact the transportation service provided for special needs students when specified in the Individual Education Plan (IEP).

Administrative Recommendation:

Administration recommends that the Board approve and provide to the Commissioner of Education, pursuant to [policy CNA \(Legal and Local\)](#), the defined hazardous routes and the discontinuance of bus service for non-hazardous areas in the Not Eligible for Transportation Zone applicable to the Leander Independent School District for the 2026-2027 School Year, as presented.

Sample Motion:

I move that the Board approve and provide to the Commissioner of Education pursuant to policy CNA (Legal and local), the defined hazardous routes, and the discontinuance of bus service for the non-hazardous areas in the Not Eligible for Transportation Zone applicable to the Leander Independent School District for the 2026-2027 School Year, as presented.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item:	Consider Approval of Certification of Provision of Instructional Materials Survey 2026-2027
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Lauren Meeks, M.Ed. Assistant Superintendent of Curriculum and Instruction
Attachments:	Certification of Provision of Instructional Materials Survey 2026-2027

Background Information:

Administration is requesting approval of Certification of Provision of Instructional Materials Survey for the 2026-2027 school year.

In accordance with Texas Education Code §31.1011, school districts and open-enrollment charter schools are required to certify annually to the State Board of Education (SBOE) 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).

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the Certification of Provision of Instructional Materials Survey 2026-27 for submission, as presented.

Sample Motion:

I move that the Board approve the Certification of Provision of Instructional Materials Survey for submission as presented.

Certification of Provision of Instructional Materials Survey 2026–27

Table of Contents

- Survey Prewrite Form 4
 - 2026–27 Certification of Provision of Instructional Materials 4
- Certification 2026–27 Survey Questions 8
 - Background Information 8
 - Local School System Information 8
- Reading Language Arts Certification 10
 - Scope and Sequence: All Grade Levels RLA 10
 - English Reading Language Arts K–5 TEKS Coverage Certification 10
 - English Reading Language Arts K–5 Instructional Materials 10
 - Spanish Reading Language Arts K–5 TEKS Coverage Certification 12
 - Spanish Reading Language Arts K–5 Instructional Materials 12
 - English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification 13
 - English Reading Language Arts (RLA) 6–8 Instructional Materials 14
 - English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification 14
 - English Reading Language Arts (RLA) 9–12 Instructional Materials 15
- Mathematics Certification 16
 - Scope and Sequence: All Grade Levels Mathematics 16
 - Mathematics K–5 TEKS Coverage Certification 16
 - Mathematics K–5 Instructional Materials 16
 - Mathematics 6–8 TEKS Coverage Certification 17
 - Mathematics 6–8 Instructional Materials 17
 - Advanced Mathematics 6–8 Instructional Materials 18
 - Mathematics 9–12 TEKS Coverage Certification 19
 - Mathematics 9–12 Instructional Materials 19
- Social Studies Certification 20
 - Scope and Sequence: All Grade Levels Social Studies 20
 - Social Studies K–5 TEKS Coverage Certification 20
 - Social Studies K–5 Instructional Materials 20
 - Social Studies 6–8 TEKS Coverage Certification 21
 - Social Studies 6–8 Instructional Materials 21

Social Studies 9–12 TEKS Coverage Certification.....22

Social Studies 9–12 Instructional Materials.....23

Science Certification24

 Scope and Sequence: All Grade Levels Science.....24

 Science K–5 TEKS Coverage Certification24

Science K–5 Instructional Materials24

 Science 6–8 TEKS Coverage Certification.....25

 Science 6–8 Instructional Materials25

 Science 9–12 TEKS Coverage Certification26

 Science 9–12 Instructional Materials26

The Children’s Internet Protection Act28

Additional Informational Questions (Optional)*29

 Other Certified Subject Areas32

Certification 2026–27 Survey Ratification33

Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prewrite form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prewrite form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prewrite form and survey by **May 1, 2026**. The prewrite form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **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 one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

Lauren Meeks

QUESTION 1.1:

Your email address:

Lauren.Meeks@leanderisd.org

QUESTION 1.2:

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

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

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

ESC 13: Austin

QUESTION 2.1:

School system name and number

LEANDER ISD-(246913)

QUESTION 2.2:

Name of superintendent

Chris Clark

QUESTION 2.3:

Email address of the superintendent

Chris.Clark@leanderisd.org

QUESTION 2.4:

Name of the school board president or officer of the governing body

Anna Smith

QUESTION 2.5:

Email address of the school board president or officer of the governing body

Anna.Smith@leanderisd.org

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

4/23/2026

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-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 and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Heinemann; Fountas & Pinnell Phonics, Spelling, and Word Study, Full Subject; Heinemann; Lucy Calkins and TCRWP Colleagues Units of Study, Full Subject
Stenhouse Publishers; Patterns of Power, Full Subject; Scholastic Inc; Storyworks, Full Subject;
Reading Horizons (HEC Software, Inc); Reading Horizons Discovery, Kindergarten, Full Subject
Reading Horizons (HEC Software, Inc); Reading Horizons Discovery, Grade 1, Full Subject;
Reading Horizons (HEC Software, Inc); Reading Horizons Discovery, Grade 2, Full Subject
Reading Horizons (HEC Software, Inc); Reading Horizons Discovery, Grade 3, Full Subject
Learning Without Tears; Handwriting Without Tears Grade 3, Supplemental; Learning Without Tears; Handwriting Without Tears Grade 4, Supplemental
Learning Without Tears; Handwriting Without Tears Grade 5, Supplemental
Houghton Mifflin Harcourt (HMH); Amira, Supplemental; Houghton Mifflin Harcourt (HMH); Saxon Phonics and Spelling, Full Subject
Heggerty, Phonemic Awareness, Grade K, Supplemental; Heggerty, Phonemic Awareness, Grade 1, Supplemental
Heinemann, Jump Rope Decodable Readers Sets A and B, Supplemental; Houghton Mifflin Harcourt, Journeys Leveled Readers, Supplemental
District Developed Materials, Supplemental

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K–5) in their classroom on a regular basis?

N/A

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K–3) in their classroom on a regular basis?

N/A

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-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 and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Heinemann; Fountas & Pinnell Classroom, Full Subject
KinestemUS; Kinestemas Phonics, Full Subject
Stenhouse; Spanish Patterns of Power, Full Subject
Scholastic; StoryWorks, Supplemental
Pembroke, Talking, Drawing, Writing, Supplemental
Houghton Mifflin Harcourt (HMH); Amira, Supplemental
Heinemann, Lucy Calkins Units of Study for Writing, K-5, Full Subject
District Developed Materials, Supplemental

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill School Division; Texas StudySync Grade 6, Full Subject
McGraw-Hill School Division; Texas StudySync Grade 7, Full Subject
McGraw-Hill School Division; Texas StudySync Grade 8, Full Subject
Heinemann; Lucy Calkins and TCRWP Colleagues Units of Study , Full Subject
Stenhouse Publishers; Patterns of Power, Inviting Adolescent Writers into the Conventions of Language 6-8, Supplemental
Scholastic, Scholastic Scope, Full Subject
Scholastic, Scholastic Upfront, Full Subject
Follett School Solutions LLC, FollettClassroom Libraries, Full Subject
District Developed Materials, Supplemental

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Division; StudySync Grade 9 Texas (English I) , Full Subject; McGraw-Hill School Division; StudySync Grade 10 Texas (English II) , Full Subject
McGraw-Hill School Division; StudySync Grade 11 Texas (English III) , Full Subject;
McGraw-Hill School Division; StudySync Grade 12 Texas (English IV) , Full Subject
Stenhouse Publishers; Patterns of Power, Full Subject; Scholastic Inc; Scholastic Magazines - Scholastic Scope, Full Subject
Scholastic Inc; Scholastic Magazines - Scholastic Upfront, Full Subject; Scholastic Inc; Scholastic Magazines - Scholastic Choices, Full Subject
Heinemann; Lucy Calkins and TCRWP Colleagues Units of Study - Critical Literacy & Essential Research Skills for Teens, Full Subject
Bedford, Feeman & Worth, Literature & Composition, 2nd edition, Full Subject;
Bedford, Feeman & Worth, Everything's an Argument with Readings, 8th edition, Supplemental
Bedford, Feeman & Worth, The Language of Composition, 3rd edition, Full Subject; Norton, They Say, I Say with Readings, Supplemental
Follett, Follett Classroom Libraries, Full Subject; Houghton Mifflin Harcourt, Texas Literature, Full Subject
Houghton Mifflin Harcourt, American Literature, Full Subject; Houghton Mifflin Harcourt, British Literature, Full Subject
District Developed Materials, Supplemental

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-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 and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

The Math Learning Center, Bridges in Mathematics and or Bridges Intervention, Full Subject
Amplify Desmos, Inc - Amplify Desmos Mathematics, Supplemental
Kendall Hunt, Illustrative Math (OER), Supplemental
Discovery Education, Dreambox, Supplemental
District Developed Materials, Supplemental

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

N/A

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026-27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or district-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 and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill LLC; Texas Math Course 1, Full Subject
McGraw-Hill LLC; Texas Math Course 2, Full Subject
McGraw-Hill LLC; Texas Math Course 3, Full Subject
McGraw-Hill LLC; Texas Math Course Algebra 1, Full Subject
McGraw-Hill, Texas Algebra II, Full Subject
McGraw-Hill, Texas Geometry, Full Subject
Amplify DESMOS Math, Supplemental
IXL Learning, Inc., IXL Math, Supplemental
District Developed Materials, Supplemental

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

N/A

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill LLC; Texas Math Course 1, Full Subject
McGraw-Hill LLC; Texas Math Course 2, Full Subject
McGraw-Hill LLC; Texas Math Course 3, Full Subject
McGraw-Hill LLC; Texas Math Course Algebra 1, Full Subject
McGraw-Hill, Texas Algebra II, Full Subject
McGraw-Hill, Texas Geometry, Full Subject
Amplify DESMOS Math, Supplemental
IXL Learning, Inc., IXL Math, Supplemental
District Developed Materials, Supplemental

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-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 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill, Texas Algebra 1, Full Subject; McGraw-Hill, Texas Geometry, Full Subject; Amplify DESMOS Math, Supplemental; Open Stax (OER), Calculus Vol 1, Full Subject; Open Stax (OER), Calculus Vol 3, Full Subject Bedford, Freeman, & Worth - Statistics and Probability with Applications, Full Subject Bedford, Freeman, & Worth - The Practice of Statistics (for the AP Exam), Full Subject Consenza & Assoc., Algebraic Reasoning, Supplemental District Developed Materials, Supplemental	McGraw-Hill, Texas Algebra II, Full Subject McGraw-Hill, Texas Precalculus, Full Subject IXL Learning, Inc, IXL Math, Supplemental Open Stax (OER), Calculus Vol 2, Full Subject
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Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

American Legacy Publishing dba Studies Weekly; Texas Community Studies Weekly (grade 3) (English & Spanish Versions), Full Subject
American Legacy Publishing dba Studies Weekly; Texas Studies Weekly (grade 4) (English & Spanish Versions), Full Subject
American Legacy Publishing dba Studies Weekly; Texas Studies Weekly First Grades (English & Spanish Versions), Full Subject
American Legacy Publishing dba Studies Weekly; Texas Studies Weekly Kindergarten (English & Spanish Versions), Full Subject
American Legacy Publishing dba Studies Weekly; Texas Studies Weekly Second Grade (English & Spanish Versions), Full Subject
American Legacy Publishing dba Studies Weekly; USA Studies Weekly - 1565 to the Present (grade 5)(English & Spanish Versions), Full Subject
DBQ Project; DBQs and Mini-Qs, Full Subject
District Developed Materials, Supplemental

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Discovery Education, Inc.; Discovery Education Social Studies Techbook - World Geography and Cultures (grade 6), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education Texas History (grade 7), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education United States History to 1877 (grade 8), Full Subject
Social Studies School Service, Active Classroom, Full Subject
Everfi, Economics and Personal Financial Literacy, Supplemental
District Developed Materials, Supplemental

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Education LLC; McGraw-Hill Education Economics (Social Studies), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education United States Government (United States Government), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education United States History since 1877 (United States History Studies Since 1877), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education World Geography (World Geography Studies), Full Subject
McGraw-Hill School Education LLC; McGraw-Hill Education World History (World History Studies), Full Subject
McGraw-Hill School Education LLC; McGraw Hill, Traditions and Encounters 6E, AP Edition, Full Subject
McGraw-Hill School Education LLC; McGraw Hill, American History AP Edition 2023, Full Subject
National Geographic, AP Human Geography: A Spatial Perspective, Full Subject
DBQ Project, DBQs and Mini-Qs, Full Subject; Everfi, Economics and Personal Financial Literacy, Supplemental
Bedford Freeman Worth, Krugman's Economics for AP 4th ed, Full Subject; Bedford Freeman Worth, Thinking About Psychology, Full Subject
Bedford Freeman Worth, Sociology and You, Full Subject; Bedford Freeman Worth, Myers' Psychology for the AP Course 4th ed., Full Subject
Bedford Freeman Worth, Presidential Election Update American Government: Stories of a Nation For the AP® Course First Edition, Full Subject
Cengage, Western Civilization Since 1300 (10th Ed Enhanced AP Ed), Full Subject; Cengage, Human Geography: A Spatial Perspective AP Edition, Full Subject
Ramsey Education (Dave Ramsey/Lampo); Foundations in Personal Finance High School 4th Edition (9 - 12); Social Studies School Service; Active Classroom: U.S. History (Social Studies)
Seven Stories Press, A Different Mirror for Young People: A History of Multicultural America, Supplemental; District Developed Materials, Supplemental

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Great Minds PBC; PhD Science Texas Level K, Full Subject
Great Minds PBC; PhD Science Texas Level 1, Full Subject
Great Minds PBC; PhD Science Texas Level 2, Full Subject
Great Minds PBC; PhD Science Texas Level 3, Full Subject
Great Minds PBC; PhD Science Texas Level 4, Full Subject
Great Minds PBC; PhD Science Texas Level 5, Full Subject
District Developed Materials, Supplemental

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

SASC LLC, dba Activate Learning, Middle School Open Sci Ed.: Activate Learning Grade 6, Full Subject
SASC LLC, dba Activate Learning, Middle School Open Sci Ed.: Activate Learning Grade 7, Full Subject
SASC LLC, dba Activate Learning, Middle School Open Sci Ed.: Activate Learning Grade 8, Full Subject
District Developed Materials, Supplemental

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (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 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Kendall Hunt, Biology BSCS Understanding for Life, 6E, Full Subject
SASC LLC dba Activate Learning, Texas Integrated Physics and Chemistry, Full Subject; SASC LLC dba Activate Learning, EarthComm, 3E, Full Subject
Savvas Learning Company, Texas Experience Chemistry, Full Subject; Savvas Learning Company, Texas Experience Physics, Full Subject
Savvas Learning Company, Campbell AP Biology, 11E, Full Subject
Savvas Learning Company, Physics: Principles with Applications AP Edition, Giancoli, 7E, Full Subject (used in AP Physics 1 & 2)
Savvas Learning Company, Physics for Scientists and Engineers: A Strategic Approach, Knight, AP 4E, Full Subject (used in AP Physics C)
Myriad Sensors, Pocketlab Notebook, Full Subject
Cengage, Environmental Science: Sustaining Your World, Texas Edition, 1E, Full Subject
Cengage, Foundations of Astronomy, 14E Full Subject; Cengage, Chemistry AP Edition, Zumdahl, 11E, Full Subject
Bedford Freeman Worth, Environmental Science for the AP Course, Friedland/Relyea 3E, Full Subject; District Developed Materials, Supplemental

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, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

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), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

Yes

No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

English reading language arts

Spanish reading language arts

English phonics

Spanish phonics

Full-subject, Tier one mathematics

Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

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

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="MAP"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Amira"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Newsela"/>			

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Personal financial literacy
- None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), 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)

District County Number (6-digit ID):

246913

District Name:

LEANDER ISD

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

4/23/2026

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Consider Approval of Fiscal Year (FY) 26 Budget Amendment - #10
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments: FY26 Budget Amendment - #10 Report

Background Information:

The Board of Trustees adopted the 2025-2026 budget during the [June 19, 2025, Regular Board Meeting](#). Budgets for the General Operating, Child Nutrition, and Debt Service Funds were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

Budget amendments are necessary throughout the year to realign funds. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes. Budget amendments increasing or decreasing revenues and/or expenditures also require formal Board approval.

The attached document summarizes the effect of budget transfers and amendments being proposed. Submitted for approval are the budget revisions/amendments for the items listed below.

The amendments for the **General Operating Fund** (Funds 197 and 199) are as follows:

- Increase of \$3,679 to revenue and expenditure budgets in Fund 197 for athletic tournaments.
- Transfers among functions with no effect on the total operating deficit/surplus.

There are no amendments to the **Child Nutrition Fund** and **Debt Service Fund**.

Administrative Recommendation:

Administration recommends the Board approve FY26 Budget Amendment - #10 as presented.

Sample Motion:

I move the Board of Trustees approve FY26 Budget Amendment - #10 as presented.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of April 13, 2026

	2025-2026 Original Budget	Previously Amended Budget	Proposed Amendments 04/13/26	Proposed Amended Budget
Revenues:				
Local Sources	\$ 340,381,587	\$ 340,485,655	\$ 3,679	\$ 340,489,334
State Sources	115,271,197	115,271,197	-	115,271,197
Federal Sources	4,995,000	4,995,000	-	4,995,000
TOTAL REVENUES	\$ 460,647,784	\$ 460,751,852	\$ 3,679	\$ 460,755,531
Expenditures:				
Function 11 - Instruction	\$ 286,510,381	\$ 286,874,977	\$ (96,356)	\$ 286,778,621
Function 12 - Instructional Resources & Media	5,043,033	5,061,992	300	5,062,292
Function 13 - Staff Development	11,207,838	11,112,565	11,292	11,123,857
Function 21 - Instructional Administration	5,316,581	5,381,488	(3,096)	5,378,392
Function 23 - School Administration	26,248,027	26,279,289	4,488	26,283,777
Function 31 - Guidance & Counseling	23,733,887	23,757,341	(707)	23,756,634
Function 32 - Social Services	1,281,252	1,281,827	-	1,281,827
Function 33 - Health Services	4,530,285	4,541,876	148	4,542,024
Function 34 - Student Transportation	16,592,462	16,930,686	-	16,930,686
Function 35 - Food Services	5,000	5,000	-	5,000
Function 36 - Co-Curricular Activities	14,384,737	14,528,025	102,293	14,630,318
Function 41 - General Administration	11,611,729	11,372,071	-	11,372,071
Function 51 - Plant Maintenance & Operations	42,210,405	44,027,960	(494)	44,027,466
Function 52 - Security	7,392,949	8,711,806	(14,881)	8,696,925
Function 53 - Data Processing	8,773,871	8,853,523	-	8,853,523
Function 61 - Community Services	1,813,161	1,822,960	692	1,823,652
Function 71 - Debt Service	501,756	501,756	-	501,756
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	11,039,386	11,039,386	-	11,039,386
Function 95 - JJAEP	286,070	286,070	-	286,070
Function 99 - Other Intergovernmental Charges	2,747,352	2,747,352	-	2,747,352
TOTAL ALL EXPENDITURES	\$ 481,230,162	\$ 485,117,951	\$ 3,679	\$ 485,121,630
Excess/(Deficiency) of Revenues vs. Expenditures	\$ (20,582,378)	\$ (24,366,099)	\$ -	\$ (24,366,099)
Other Financing Sources/Uses				
Sale of Assets	\$ 350,000	\$ 350,000	\$ -	\$ 350,000
Transfer In - Empowerment Grant	-	-	-	-
Transfer Out - Other	-	(2,000,000)	-	(2,000,000)
Transfer Out - Healthcare	-	-	-	-
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
Total Other Financing Sources/Uses	\$ 350,000	\$ (1,650,000)	\$ -	\$ (1,650,000)
Net Increase/(Decrease) in Fund Balance	\$ (20,232,378)	\$ (26,016,099)	\$ -	\$ (26,016,099)

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Consider Approval of Guaranteed Maximum Price (GMP) #4 for Leander High School Master Plan – Phase 1

Purpose: Discussion Item/Report Only Action Requested

Administrator Responsible: Jeremy Trimble, M Arch, Chief Operations Officer

Attachments: Leander HS Modernization GMP-4-2026-04-03

Background Information:

The [2023 Bond](#) included Phase 1 of the Leander High School Master Plan. During the [August 24, 2023, Board Meeting](#), the board approved American Constructors as the Construction Manager at Risk. The GMP #1 of \$3,387,955 was approved during the [March 7, 2024 Board Meeting](#), GMP #2 of \$18,294,396 approved during the [June 27, 2024 Board Meeting](#), and GMP #3 of \$28,470,641 approved during the [November 21, 2024 Board Meeting](#)

The Guaranteed Maximum Price (GMP) #4 of \$5,095,944, includes the re-routing and upgrading of site utilities, providing critical infrastructure improvements necessary to support current campus operations and align with the long-term campus master plan. This GMP will be funded by [2023 Bond](#) Authorization.

Administrative Recommendation:

Administration recommends that the Board approve the Guaranteed Maximum Price #4 of \$5,095,944 for Phase 1 of the Leander High School Master Plan as presented.

Sample Motion:

I move that the Board of Trustees approve the Guaranteed Maximum Price #4 of \$5,095,944 for Phase 1 of the Leander High School Master Plan as presented.



Leander Independent School District
Leander High School Modernization
Leander, Texas

GMP-4 Proposal Summary

March 30, 2026

American Constructors is pleased to present for your consideration the proposed Guaranteed Maximum Price (**GMP**) for Leander ISD's **Leander High School Modernization Site Utility Improvements**. Our proposed GMP amount is **\$5,095,944**.

The project scope includes re-route and upgrade of utilities. This GMP and subsequent Amendment provides for the installation of site infrastructure improvements that support current campus operations and align with the long-term campus master plan.

Proposals from subcontractors were received on March 11th, 2026. It is anticipated that any permits necessary to begin work will be provided prior to the start of construction activities. Construction is scheduled to begin May 2026. Duration of the project is to be a minimum of 4 months from the anticipated start date and is subject to permitting and Utility Provider impacts.

Clarifications and a breakdown of the GMP are provided on the accompanying pages.

The following Documents are attached:

- Exhibit A-1: GMP Estimate
- Exhibit A-2: GMP Amount Summary
- Exhibit B-1: Qualifications & Exclusions
- Exhibit B-2: Wage Scale
- Exhibit B-3: Owner Coordination List
- Exhibit C: Document List

We respectfully request your approval of this GMP.

American Constructors
Leander ISD Leander HS Modernization

GMP #4 - Utility Improvements
April 3, 2026

Div	Description	GMP-4
01	GENERAL REQUIREMENTS	\$ 68,275
02	EXISTING CONDITIONS	\$ 620,338
04	MASONRY	\$ 20,000
06	WOOD, PLASTICS, AND COMPOSITES	\$ 6,570
07	THERMAL AND MOISTURE PROTECTION	\$ 10,000
26	ELECTRICAL	\$ 528,375
31	EARTHWORK	\$ 231,193
32	EXTERIOR IMPROVEMENTS	\$ 688,773
33	UTILITIES	\$ 1,645,645
50	JOBSITE MANAGEMENT	\$ 232,000
51	ALLOWANCES	\$ 550,000
	Owner Betterment	\$ 100,000
	City/ Permit Approval Comments	\$ 25,000
	Unforeseen/Hidden Conditions	\$ 75,000
	Gator & Ice Machine Building	\$ 350,000
	Bonds & Insurance	\$ 112,784
	Fee	\$ 131,991
	Construction Contingency	\$ 250,000
	TOTAL	5,095,944

GMP Schedule / Summary

GMP-1 - March 7, 2024	\$ 3,387,955
GMP-2 - June 27, 2024	\$ 18,294,396
GMP-3 - November 21, 2024	\$ 28,470,641
GMP-4 - March 30, 2026	\$ 5,095,944
GMP Total	\$ 55,248,936

**Leander High School Modernization
GMP Amount Summary**

GMP-4 Proposal Summary

Previously submitted and current GMP totals:

GMP's Previously Approved	\$ 50,152,992
GMP this Proposal	\$ 5,095,944
<hr/>	
Total GMP	\$ 55,248,936

Contingencies and Allowances

The following Allowances are included in the GMP:

Owner Betterment	\$100,000
City/Permit Approval Comments	\$25,000
Unforeseen/Hidden Conditions	\$75,000
Gator & Ice Machine Building	\$350,000
<hr/>	
Total	\$550,000

The Following Contingencies are included in this current GMP:

Contingency	\$250,000
<hr/>	
Total	\$250,000

**Leander High School Modernization Phase 1
Qualifications & Exclusions**

Div 02- Existing Conditions:

- a. Items specifically listed in the demolition notes shall be demolished and hauled off. Any loose items to be removed by owner.
- b. Demolition only included for items that specifically need to be removed to perform the scope of work in this GMP.
- c. Any salvaged materials by LISD must be removed prior to start of demolition.
- d. Fees or costs for rehabilitation or repair of existing paved areas and concrete flatwork that are degraded due to normal construction activities are excluded. Paved areas that are removed for installation of utilities to be replaced to same paving section as existing.
- e. Cost for street use or ROW, aerial, access, or use easements, leases, or licensing agreements are excluded.

Div 03- Concrete:

- a. Any pad areas not exposed to view are earth formed.
- b. Type C Fly ash will be used if type F fly ash is unavailable.
- c. Fly ash supply shortages and aggregate material availability issues may occur and are subject to supplier price adjustments and mix design modifications.
- d. Scoring or sawing of control joints is not included at paving pour back areas.

Div 22- Plumbing:

- a. Plumbing sheets included in the documents are for gas line relocation only. All other plumbing scope is excluded.

Div 26- Electrical:

- b. Primary for PEC includes only Conduit with pull line, boxes and pads for boxes. Transformers and wire to be by utility company.
- c. Pathway to show barn to be conduit from above ground at existing pole to a main breaker at building entrance. Panels and transformers inside the building are not included.
- d. Pathway to vault in service yard to be from above ground at existing pole to existing in-ground vault at service yard. Replacement of vault or new in ground vault is not included.
- e. Cost of Permanent power consumption for facility, construction operations, or construction offices is excluded.
- f. Contractors' temporary power requirements will be pulled from existing school panelboards and transformers.
- g. Relocation of primary & secondary including transformers and panels for building area B is excluded.
- h. Any feeders to main panels and switchgear to be color coded for identification with colored marking tape on black insulation.
- i. All demolition of existing primary feeders is excluded. Disconnection and removal of primary service to be by utility provider.
- j. All demolition of existing secondary is excluded. Disconnection and removal of secondary services to be in future phases.

- k. All new site lighting is excluded.
- l. Load monitoring is excluded

Div 27- Data Cabling:

- a. Empty conduit for fiber relocation only included in areas it will follow in electrical primary ditch. Conduit to other locations is excluded.
- b. Fiber re- routing or installation to be by owner.

Div 32- Site Improvements:

- a. Paving, curbs, and sidewalks that are removed for installation of utilities to be restored to the existing condition. Only areas that are affected by installation to be removed and restored.
- b. Areas disturbed in courtyard to be re-established as close as possible to existing condition. Certain materials such as fencing and gates are intended to be removed and re-installed. New materials are not included for those conditions.
- c. Sealcoating, striping and field dots of band practice pad is included. New paving only to be installed where removed as needed for utility installation.
- d. Excludes replacement or restoration of sidewalks, curb, flatwork, or other site features in ROW that are not disturbed or damaged by construction operations.
- e. ADA or TAS site access that is disturbed to be restored to the existing condition. Any requirements of code upgrades are not included.

Div 33- Utilities:

- a. Storm drainage piping and inlets to include only Line 3C and Line 1C ending at station 12+51.29. Lateral lines (LAT) are not included.
- b. Water Line to include WL-01, WL-02, WL-03 and WL-04. WL-05 is not included in this GMP.
- c. Hydrants only to be installed where proposed new location would fall behind an existing curb. Remainder of hydrants to be installed in future phase.
- d. Wastewater Line to include only WWL-02, and WWL-05.
- e. Existing utilities to remain operational until final tie-ins occur. No bypass or pumping is included.
- f. Existing utilities are included as plugged ends and abandoned in place in lieu of removal and backfill or filling of abandoned.
- g. Capital improvement expenses and fees related to utility services or connections are not accounted for within the GMP.
- h. Relocation of existing wet utilities owned by utility companies or other municipalities is excluded.
- i. Gas lines to be installed as shown on 2-P1.03 and 2-P1.04 and re-connect to existing "yard" lines only. Connection within or on buildings is not included. Risers to existing or replaced meters is excluded.

General Qualifications:

- a. Work areas to be blocked with traffic barriers at points of entry to those areas. Construction fencing of entire work area is not included.

- b. The cost of utility usage is to be paid by the owner.
- c. All fees associated with PEC for service, transformers, or primary wire is not included.
- d. To allow flexibility in working around supplier price escalations, pricing is contingent upon the ability to propose and get approval for alternate manufacturers (specified or otherwise) at any time, all the way up to actual material order placement.
- e. Pricing is based on work hours from 7am to 3:30pm Monday through Friday with access to the campus on holidays and weekends. Renovation work will be limited during previously scheduled testing days and school events.
- f. Owner is responsible for moving everything out of work areas prior to coordinated phased construction activities.
- g. Cost and rates for Insurance, Surety, and Fee to be included and applied as per previous amendments.
- h. Specified warranty periods or coverage that exceed specified manufacturer's offered warranties are excluded. Duration and coverage of warranties will default to the standard or longest warranty offered by the manufacturer where the requested warranty cannot otherwise be met.
- i. Allowances are inclusive of the cost of work entire scope of work for the stated allowance. Overhead, Insurance, Bond, and Fee for allowances are included within the GMP.
- j. Funds spent in the use of allowances and contingency shall be considered cost of the work
- k. Allowance for UTV and Ice Machine Building based on the following:
 - a. approximately 20' x 24' single wythe un-insulated CMU structure on concrete slab on grade.
 - b. One ice machine with remote condenser similar to current machine in Band Hall.
 - c. Electric heat only
 - d. 2 manual roll up doors for garage area.

General Exclusions:

- a. All 3rd party testing and inspections.
- b. Removal, rental, or relocation work for owner's portable buildings.
- c. Cost of dumpsters or removal of refuse because of owner's FFE installation or removal of existing materials or equipment.
- d. Maintenance or service agreements of any systems.
- e. Specification Divisions 00 and 01.
- f. LEED requirements including but not limited to environmental product declaration, Health Product Label Declaration, and material ingredient reporting requirements are excluded.
- g. Requirements of materials to be sourced, fabricated, or manufactured in the United States or Texas.
- h. Temporary or permanent parking accommodation.

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit "B-2"
GMP-4

In accordance with Texas Government Code §2258.022, Leander Independent School District will use wage determinations of the Texas Workforce Commission Austing - Round Rock MSA and Texas Workforce Development Areas (WDA) Wages.

Occupational Title	Wage \$/Hr
Automotive Service Technicians and Mechanics	\$14.86
Brickmasons and Blockmasons	\$19.40
Bus and Truck Mechanics and Diesel Engine Specialists	\$18.79
Carpenters	\$18.29
Cement Masons and Concrete Finishers	\$17.62
Construction Laborers	\$15.12
Drywall and Ceiling Tile Installers	\$18.37
Earth Drillers, Except Oil and Gas	\$20.06
Electricians	\$19.78
Fence Erectors	\$14.14
Glaziers	\$17.09
Hazardous Materials Removal Workers	\$17.79
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$18.59
Helpers, Construction Trades, All Other	\$15.41
Helpers--Carpenters	\$15.68
Helpers--Electricians	\$16.14
Helpers--Installation, Maintenance, and Repair Workers	\$13.44
Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	\$14.60
Insulation Workers, Floor, Ceiling, and Wall	\$15.94
Maintenance and Repair Workers, General	\$14.05
Miscellaneous Construction and Related Workers	\$14.47
Mobile Heavy Equipment Mechanics, Except Engines	\$20.26
Operating Engineers and Other Construction Equipment Operators	\$18.56
Painters, Construction and Maintenance	\$16.22
Paving, Surfacing, and Tamping Equipment Operators	\$17.29
Pipelayers	\$17.76
Plumbers, Pipefitters, and Steamfitters	\$20.81
Reinforcing Iron and Rebar Workers	\$20.13
Roofers	\$16.72
Security and Fire Alarm Systems Installers	\$17.19
Sheet Metal Workers	\$19.52
Structural Iron and Steel Workers	\$17.64
Telecommunications Equipment Installers & Repairers, Exc. Line Installers	\$17.50
Telecommunications Line Installers and Repairers	\$18.21
Tile and Stone Setters	\$15.10

**Leander High School Phase 2
Current Drawing Log**

Sheet Number	INDEX OF DRAWINGS	Current Date
	SPECIFICATIONS	
	ELECTRICAL	
2-E0.01	ELECTRICAL LEGEND & ABBREVIATIONS	12/17/25
2-E0.02	LIGHTING FIXTURE SCHEDULE & DETAILS	12/17/25
2-ED1.00	SITE PLAN - ELECTRICAL DEMOLITION OVERALL	12/19/25
2-ED1.01	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.02	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.03	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.04	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.05	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.06	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.07	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.08	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.09	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.10	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.11	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.12	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-ED1.13	SITE PLAN - ELECTRICAL DEMOLITION	12/19/25
2-E1.00	SITE PLAN - ELECTRICAL OVERALL	12/19/25
2-E1.01	SITE PLAN - ELECTRICAL	12/19/25
2-E1.02	SITE PLAN - ELECTRICAL	12/19/25
2-E1.03	SITE PLAN - ELECTRICAL	12/19/25
2-E1.04	SITE PLAN - ELECTRICAL	12/19/25
2-E1.05	SITE PLAN - ELECTRICAL	12/19/25
2-E1.06	SITE PLAN - ELECTRICAL	12/19/25
2-E1.07	SITE PLAN - ELECTRICAL	12/19/25
2-E1.08	SITE PLAN - ELECTRICAL	12/19/25
2-E1.09	SITE PLAN - ELECTRICAL	12/19/25
2-E1.10	SITE PLAN - ELECTRICAL	12/19/25
2-E1.11	SITE PLAN - ELECTRICAL	12/19/25
2-E1.12	SITE PLAN - ELECTRICAL	12/19/25
2-E1.13	SITE PLAN - ELECTRICAL	12/19/25
2-E2.00	SITE PLAN - LIGHTING & PHOTOMETRICS OVERALL	12/19/25
2-E2.01	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.02	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.03	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.04	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.05	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.06	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.07	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.08	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.09	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.10	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.11	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.12	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
2-E2.13	SITE PLAN - LIGHTING & PHOTOMETRICS	12/19/25
	62	

Sheet Number	INDEX OF DRAWINGS	Current Date
	PLUMBING	
2-P1.00	SITE PLAN - PLUMBING OVERALL	12/19/25
2-P1.01	SITE PLAN - PLUMBING	12/19/25
2-P1.02	SITE PLAN - PLUMBING	12/19/25
2-P1.03	SITE PLAN - PLUMBING	12/19/25
2-P1.04	SITE PLAN - PLUMBING	12/19/25
2-P1.05	SITE PLAN - PLUMBING	12/19/25
2-P1.06	SITE PLAN - PLUMBING	12/19/25
2-P1.07	SITE PLAN - PLUMBING	12/19/25
2-P1.08	SITE PLAN - PLUMBING	12/19/25
2-P1.09	SITE PLAN - PLUMBING	12/19/25
2-P1.10	SITE PLAN - PLUMBING	12/19/25
2-P1.11	SITE PLAN - PLUMBING	12/19/25
2-P1.12	SITE PLAN - PLUMBING	12/19/25
2-P1.13	SITE PLAN - PLUMBING	12/19/25
	CIVIL	
1	COVER	01/20/26
2	SHEET INDEX	01/20/26
3	GENERAL NOTES	01/20/26
4	TCEQ NOTES	01/20/26
5	BOUNDARY SURVEY	01/20/26
6	OVERALL DEMOLITION PLAN	01/20/26
7	DEMOLITION PLAN (1 OF 9)	01/20/26
8	DEMOLITION PLAN (2 OF 9)	01/20/26
9	DEMOLITION PLAN (3 OF 9)	01/20/26
10	DEMOLITION PLAN (4 OF 9)	01/20/26
11	DEMOLITION PLAN (5 OF 9)	01/20/26
12	DEMOLITION PLAN (6 OF 9)	01/20/26
13	DEMOLITION PLAN (7 OF 9)	01/20/26
14	DEMOLITION PLAN (8 OF 9)	01/20/26
15	DEMOLITION PLAN (9 OF 9)	01/20/26
16	OVERALL EROSION CONTROL PLAN	01/20/26
17	EROSION CONTROL PLAN (1 OF 9)	01/20/26
18	EROSION CONTROL PLAN (2 OF 9)	01/20/26
19	EROSION CONTROL PLAN (3 OF 9)	01/20/26
20	EROSION CONTROL PLAN (4 OF 9)	01/20/26
21	EROSION CONTROL PLAN (5 OF 9)	01/20/26
22	EROSION CONTROL PLAN (6 OF 9)	01/20/26
23	EROSION CONTROL PLAN (7 OF 9)	01/20/26
24	EROSION CONTROL PLAN (8 OF 9)	01/20/26
25	EROSION CONTROL PLAN (9 OF 9)	01/20/26
26	EROSION CONTROL DETAILS	01/20/26
27	OVERALL SITE PLAN	01/20/26
28	SITE PLAN (1 OF 9)	01/20/26
29	SITE PLAN (2 OF 9)	01/20/26
30	SITE PLAN (3 OF 9)	01/20/26
31	SITE PLAN (4 OF 9)	01/20/26
32	SITE PLAN (5 OF 9)	01/20/26
33	SITE PLAN (6 OF 9)	01/20/26
34	SITE PLAN (7 OF 9)	01/20/26
35	SITE PLAN (8 OF 9)	01/20/26

Sheet Number	INDEX OF DRAWINGS	Current Date
36	SITE PLAN (9 OF 9)	01/20/26
37	OVERALL GRADING PLAN	01/20/26
38	GRADING PLAN (1 OF 9)	01/20/26
39	GRADING PLAN (2 OF 9)	01/20/26
40	GRADING PLAN (3 OF 9)	01/20/26
41	GRADING PLAN (4 OF 9)	01/20/26
42	GRADING PLAN (5 OF 9)	01/20/26
43	GRADING PLAN (6 OF 9)	01/20/26
44	GRADING PLAN (7 OF 9)	01/20/26
45	GRADING PLAN (8 OF 9)	01/20/26
46	GRADING PLAN (9 OF 9)	01/20/26
47	OVERALL PAVING PLAN	01/20/26
48	PAVEMENT DETAILS (1 OF 2)	01/20/26
49	PAVEMENT DETAILS (2 OF 2)	01/20/26
50	OVERALL DRAINAGE AREA MAP	01/20/26
51	EXISTING DRAINAGE SUBBASIN PLAN	01/20/26
52	PROPOSED DRAINAGE SUBBASIN PLAN	01/20/26
53	DRAINAGE SUBBASIN CALCULATIONS	01/20/26
54	DETENTION POND ESC PLAN	01/20/26
55	PROPOSED DETENTION POND EXPANSION PLAN	01/20/26
56	DETENTION POND DETAILS	01/20/26
57	WATER QUALITY POND PLAN AND SECTIONS	01/20/26
58	WATER QUALITY POND CALCULATIONS & DETAILS	01/20/26
59	WATER QUALITY DETIALS	01/20/26
60	OVERALL DRAINAGE LAYOUT	01/20/26
61	DRAINAGE LAYOUT (1 OF 9)	01/20/26
62	DRAINAGE LAYOUT (2 OF 9)	01/20/26
63	DRAINAGE LAYOUT (3 OF 9)	01/20/26
64	DRAINAGE LAYOUT (4 OF 9)	01/20/26
65	DRAINAGE LAYOUT (5 OF 9)	01/20/26
66	DRAINAGE LAYOUT (6 OF 9)	01/20/26
67	DRAINAGE LAYOUT (7 OF 9)	01/20/26
68	DRAINAGE LAYOUT (8 OF 9)	01/20/26
69	DRAINAGE LAYOUT (9 OF 9)	01/20/26
70	STORM DRAIN DETAILS (1 OF 2)	01/20/26
71	STORM DRAIN DETAILS (2 OF 2)	01/20/26
72	OVERALL UTILITY LAYOUT	01/20/26
73	UTILITY LAYOUT (1 OF 9)	01/20/26
74	UTILITY LAYOUT (2 OF 9)	01/20/26
75	UTILITY LAYOUT (3 OF 9)	01/20/26
76	UTILITY LAYOUT (4 OF 9)	01/20/26
77	UTILITY LAYOUT (5 OF 9)	01/20/26
78	UTILITY LAYOUT (6 OF 9)	01/20/26
79	UTILITY LAYOUT (7 OF 9)	01/20/26
80	UTILITY LAYOUT (8 OF 9)	01/20/26
81	UTILITY LAYOUT (9 OF 9)	01/20/26
82	WASTEWATER PROFILES (1 OF 2)	01/20/26
83	WASTEWATER PROFILES (2 OF 2)	01/20/26
84	WATER DETAILS	01/20/26
85	WASTEWATER DETAILS (1 OF 2)	01/20/26
86	WASTEWATER DETAILS (2 OF 2)	01/20/26

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Consider Approval of Instructional Material Tier 1 K-3 Phonics
Purpose: Discussion Item/Report Only Action Requested
Administrators Responsible: Lauren Meeks, M.Ed. Assistant Superintendent of Curriculum and Instruction; Amanda Hardwick, Ed.D. Director of Humanities
Attachment: N/A

Background Information:

Tonight, administration is requesting approval of the adoption of the K-3 Phonics Tier 1 instructional material, Reading Horizons Discovery.

During the [April 2, 2026, Board Meeting](#), Administration presented a recommendation to the Board to adopt Reading Horizons Discovery as the K-3 Tier 1 Phonics instructional material starting in the 2026-2027 school year. This recommendation was based on feedback from the adoption process during the Spring Semester of 2026. District feedback and recommendations from Professional Learning Communities and Community Members are as follows:

	Reading Horizons Discovery	Amplify Phonics
Professional Learning Communities	82	13
Community Members	7	4

Based on stakeholder feedback, a comprehensive professional learning plan has been drafted with Reading Horizons that focuses on initial training, individual coaching from Reading Horizons for each K-3 teacher, follow-up training for the Spring 2027 semester, and targeted coaching from Reading Horizons for each campus in the Spring 2027 semester. This plan will be shared with the Board once finalized.

If you have any questions, please contact Lauren Meeks or Amanda Hardwick.

Administrative Recommendation:

The administration recommends Reading Horizons Discovery as the Tier 1 K-3 Phonics instructional material starting in the 2026-2027 school year.

Sample Motion:

I move that the Board approve the adoption of Reading Horizons Discovery as the district’s Tier 1 phonics instructional resource for grades K–3, with implementation beginning in the 2026–2027 school year.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item:	Consider Approval of Library Resources
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning Becky Calzada, MLIS, Coordinator, Library Services
Attachments:	March 6, 2026, to April 4, 2026, Leander ISD Proposed Book Purchases and Donations List

Background Information:

The 89th Legislative session enacted [Senate Bill \(SB\) 13](#), impacting the process for purchasing new books for all campus libraries. Effective September 1, 2025, SB 13 requires school boards to approve the purchase or acceptance of any new or donated library materials prior to placement within a campus library. Under this Senate bill, the purchase of titles currently existing in a campus library does not require school board approval.

Prior to approval by the school board, all titles pending approval must be posted for a 30-day public comment period. The public comment access is available on our [Library Services webpage](#) under Frequently Asked Questions > Community Notification of Library Purchases.

Additionally, SB 13 expands parental rights as they relate to library materials. Parents may:

- Restrict their child’s access to specific library materials.
- Receive notification of the titles their child checks out of the library.

Within Leander ISD, parents may complete the above actions in Destiny, our campus library catalog, and/or in Sora, our digital library; each is accessible on the District’s [Library Services webpage](#) under Frequently Asked Questions. Parents can search for specific titles and restrict their child from checking out the title, and/or they may choose to have an email shared with them when their child checks out a library book/material.

To help ensure Leander ISD meets all requirements within SB 13, a [library resource acquisition process](#) has been created for the review and consent of new or donated campus library books/resources. Additionally, all campus librarians within LISD must consider numerous factors prior to placing a title on the book acquisition list for approval. The librarians must utilize this [Library Guidance tool](#) for each book title they are submitting.

The following timeline has been created to align all actions prior to Board approval/consent:

Date by which Librarians must submit Campus Library Book Requests	Posted for Public Comment	Review of Information and Preparation for Board Approval:	Board Approval Date:
September 1, 2025	Sept 8 - Oct. 7, 2025	October 8-12, 2025 Submit by Oct. 13	October 23, 2025 Approved
December 1, 2025	Dec. 5, 2025 - Jan. 4, 2026	Jan. 7-11, 2026 Submit by Jan. 12th	Jan. 22, 2026 Approved
January 16, 2026	Jan. 20 - Feb. 17, 2026	Feb. 23 - 27, 2026 Submit by Mar. 2nd	March 12, 2026 Approved
February 27, 2026	March 6 - April 4, 2026	April 6-10, 2026 Submit by April 13	April 23, 2026

Additionally, the Texas Education Agency (TEA) has recently published the new [Library Materials Challenge Form Instructions for Districts](#). Due to this change, updates to the district’s current book challenge process and form, as well as to [Local and Legal policy EFB](#), were approved by the Board during the [March 12, 2026, Regular Board Meeting](#). We are waiting for TASB to post the revised policy on the [Leander ISD Board Policy Manual](#).

Tonight, administration is requesting approval of the [Elementary](#), [Middle](#), and [High School](#) proposed Library purchases and Library [donations](#), which were posted on the [Leander ISD Library Services website](#) from March 6, 2026, to April 4, 2026. Public comments were open for thirty days on the Leander ISD website, and no public comments were submitted.

Administrative Recommendation:

Administration recommends the Board approve the March 6, 2026, to April 4, 2026, Elementary, Middle, and High School proposed Library purchases and donations as presented.

Sample Motion:

I move the Board approve the March 6, 2026, to April 4, 2026, Elementary, Middle, and High School proposed Library purchases and donations as presented.

Proposed Book Title	Author (Last, First)	ISBN
No donations received in the proposal round.		

Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work's intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.

Elementary Proposed PICTURE BOOK Titles	Author (Last, First)	ISBN
My Language is a Garden	Alaraj, E.G.	9781459840652
The Mighty Macy	Alexander, Kwame	9780316442169
Ready, Steady, Sloth!	Anderson, Justin	9781536239621
Animals I will find at the Zoo :Koala	Anderson, Shannon	9781516072439
The Littlest Elephant	Applegate, Katherine	978-0-06-335778-5
Wind Watchers	Archer, Micha	9780593616550
Loops	Awan, Jashar	978-1-66597-494-3
Purrrmaids: Olympic Shell-bration	Bardhan-Quallen, Sudipta	9798368711744
Rumplestiltskin	Barnett, Mac	9781338673852
The Future Book	Barnett, Mac	979-82-17-03317-1 979-82-17-03318-8
Stalactite & Stalagmite	Beckmeyere, Drew	978-1665926638
Lila Lou's Little Library	Bergstresser, Nikki	9781735345116
Pop! Goes the Nursery Rhyme	Bird, Betsy	9781454960461
Dinner of doom	Blevins, Wiley	9781643712161
Dragon and his grandmother	Blevins, Wiley	9781643712185
Little Dead Riding Hood	Blevins, Wiley	9781634401036
The snake prince's secret	Blevins, Wiley	9781643712192
The witch and the nightingale	Blevins, Wiley	9781643712178
Beam of Light: The Story of the First White House Menorah	Boxer, Elisa	978-0-593-69817-4
My Language is a Garden	Alaraj, E.G.	9781459840652
The Mighty Macy	Alexander, Kwame	9780316442169
Ready, Steady, Sloth!	Anderson, Justin	9781536239621
Animals I will find at the Zoo :Koala	Anderson, Shannon	9781516072439
The Littlest Elephant	Applegate, Katherine	978-0-06-335778-5
Wind Watchers	Archer, Micha	9780593616550
Loops	Awan, Jashar	978-1-66597-494-3

Purrmaids: Olympic Shell-bration	Bardhan-Quallen, Sudipta	9798368711744
Rumplestiltskin	Barnett, Mac	9781338673852
The Future Book	Barnett, Mac	979-82-17-03317-1 979-82-17-03318-8
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Little Dead Riding Hood	Blevins, Wiley	9781634401036
The snake prince's secret	Blevins, Wiley	9781643712192
The witch and the nightingale	Blevins, Wiley	9781643712178
Beam of Light: The Story of the First White House Menorah	Boxer, Elisa	978-0-593-69817-4
Beginning, middle, and end	Burgerman, Jon	9781454713234
Calm with the Very Hungry Caterpillar	Carle, Eric	978-1-5247-9218-3
The Very Hungry Caterpillar's First Winter	Carle, Eric	978-0593384107
How to read a very serious book	Coller, Kelly	9781771476584
Marianne the Maker	Corrigan, Kelly	9780593206096
Roar: my first book of animals	Cowdery, Nichola	978-1-6672-0707-0
The Little School Bus	Cuyler, Margery	978-1-25019645-3
The Little Fire Truck	Cuyler, Margery	978-1-250-86987-6
I'm Afraid Said the Leaf	Daniel, Danielle	9781774880708
Forty the Fortune Teller	Daywalt, Drew	9780593691465
Jade's Pet Dinosaur: The Dog Park Disguise	Deen, Natasha	978756589844
Jade's Pet Dinosaur: Bring Your Pet to School Day	Deen, Natasha	9780756589851
Carlito's Butterfly	Delaunois, Angéle	9781459840744
The Worry-Worry Whale and the Classroom Jitters	Diesen, Deborah	978037439270-3
Camilla, Super Helper	Dillemath, Julie	9781433841934
I will eat you in the end	Duff, David	978-0823463930
The Mountain that wouldn't move	Dumais, Sandra	9781771476492
They Built Me for Freedom	Duncan Ellis, Tonya	9780063286054

It's Corn Picking Time!	Esbaum, Jill	9780823455614
100th Day of School with Yasmin	Faruqui, Saadia	978756588502
Chip Gets Swimmer Shivers	Frost, Maddie	9780063306516
Nook	Garland, Sally Anne	978-1-5037-5848-3
Spooky	Garland, Sally Anne	978-1-5037-7255-7
Arctic Foxes	Gendell, Megan	9781668893067
Thank a Farmer	Gianferrari, Maria	9781324015796
Big Bike, Little Bike	Gillis, Kelli DuBay	9780063315235
Trapped in Pirate Park :Out of Control	Gohmann, Johanna	9781098231743
Trapped in Pirate Park: Back to Doubloons	Gohmann, Johanna	9781098231767
Jazz Fly The Jungle Pachanga	Gollub, Matthew	9781889910444
Of the Sun	Gonzalez, Xelena	979-8888596500
Anne and her Tower of Giraffes	Gray, Karlin	9781525304958
Things that go	Hale, Shannon	9781419768811
The Cow in the dark at night	Hannigan, Jess	978-0-06-343777-7
Escape Artist: A True Story of Octopus Adventure, The	Hanson, Thor	978-0-06-267647-4
Apapacho Love	Harmony, Cynthia	9780374391836
All Aboard the Alaska Train	Hartman, Brooke	9781636550992
Is It Spring?	Henkes, Kevin	9780063469259
I Hate Everything	Henn, Sophy	978-1-66598-049-4
Hanukkah Pajamakkahs	Henry, Dara	9781728284576
The Wishing Machine	Hillman, Jonathan	9781665922302
Patty Dreams	Hohn, Nadia	9781771476027
Markers on Strike	Jones, Jennifer	9781637317778
Paints on Strike	Jones, Jennifer	9781637318577
Desks on Strike	Jones, Jennifer	9781637317662
Books on Strike	Jones, Jennifer	9781637317327
Zapato Power: Freddie Ramos Powers Up	Jules, Jacqueline	9781668858011
Why Not?	Kamada, Kobi	9781957891194
It's Winter!	Karilla, Renee	9780316570138
It's Spring!	Karilla, Renee	9780316570152

While You're Asleep	Kastner, Emmy	9781665931335
Outside In and the Inside Out	Kastner, Emmy	9780593692509
Pop!	Kilpatrick, Karen	9781938447228
Captain Awesome and the Smile Snatcher	Kirby, Stan	9781665958271
Captain Awesome is a Spy	Kirby, Stan	9781665932837
Captain Awesome vs. the Evil Ice Cream Jingle	Kirby, Stan	9781665916967
Sage's Plants	Koch, Leanna	9780756596491
Zane is Brace	Koch, Leanna	9789756594763
Princess Grace is Saved	Koch, Leanna	9780756596477
Love Finds a Way	Kousky, Vern	978-10250-33475-6
Grumpy Monkey Father's Day Fuss	Lang, Suzanne	978-0-593-70940-5
Super Potato #13 The Sewer Smackdown	Laperla	9781728487076
Super Potato #12 The Slug King's Revenge	Laperla	9781728487096
The Infamous Ratso Live! In Concert!	Lareau, Kara	9781516059379
UP2U Adventure: The Substitutes	Lay, Kathryn	9781624020957
Cool Buds to the Rescue!	Lehman, Barbara	9780063389069
There's a unicorn in your ear	Leist, Christina	9781771476485
Maker Dresses	Lemay, Violet	9781612547213
Gus loves the bus	Leslie, Lindsay	9781534113282
Crouton	Lombardi, Kristine	9798217029167
Crouton	Lombardi, Kristine	9798217029167
Popo the Xolo	Lopez, Paloma	978-1623544577
Bread is Love	Makhijani, Poojja	9781250906885
Buddha and the Rose	Mallika Chopra	9780762478767
Shabbat Shalom, the trucks come home	Mandell, Sherry	9781681156637
Mille Fleur's Pumpkin Problem	Mandin, Christie	9798225041335
Bittersweet: Based on the True Tale of the Berlin Candy Bombers	Mandin, Christy	9781665960588
Katie Woo and JoJo on the Go: Crunch and Munch in the Apple Orchard	Manushkin, Fran	9781484693834
Puppy Dog, Puppy Dog, Do You Want to Play	Martin Jr., ,Bill Sampson, Michael	9781612546421

Fluffy McWhiskers, Crunchazaur Kaboom	Martin, Stephen W.	9781665956123
I Feel!	Medina, Juana	978035861249
Desmond Cole Ghost Patrol: Im Your Biggest Phantom	Miedoso, Andres	9798368701967
Desmond Cole Ghost Patrol: A Troll Lot of Trouble	Miedoso, Andres	97881668852224
Desmond Cole Ghost Patrol: The Bubble Gum Blob	Miedoso, Andres	9781668820773
Desmond Cole Ghost Patrol: Mermaid You Look	Miedoso, Andres	9781668839720
Wash Day with Mama	Mikai, Monica	9780593810644
Ready, Set, Roll	Montagnana, Alessandro	9781546152422
Fail-a-bration	Montague, Brad	9780593697146
Jackie and the Mona Lisa	Murphy, Debbie Rovin	9781534111172
Art Styles: Graffiti	Murray, Julie	9781098283940
Hola Lola: Lola's Perfect Pet	Novalles, Keka	9781484692004
Sadiq and the Community Garden	Nuurali, Siman	9781663977137
Sadiq and the Clean Water Crew	Nuurali, Siman	9781663977120
Sadiq and the Cookie Crash	Nuurali, Siman	9781484689592
Sadiq and the Newspaper Problem	Nuurali, Siman	9781484689660
Artichoke to Zucchini	Oehr, Alice	9781957363691
Fuzzy Inside and Out: A Story About Small Acts of Kindness and Big Hair	OHora, Zacharia	978-1419751905
Copy Dog	OHora, Zacharia	978-1419765018
Niblet & Ralph	OHora, Zacharia	978-0735227910
Decoy Saves Opening Day	Ohtani, Shohei	9780063460775
My Magic Breath	Ortner, Nick	9780061687760
Lucas and the Capoeira Circle	Pastro, Joana	9781665924771
Under One Roof	Paul, Miranda	978-0358576594
Sundust	Pena, Zeke	978-0593700112
Bartleby	Phelan, Matt	9780374393557
When the sun goes down	Pizzoli, Greg	9780593649800
The cave downwind of the cafe	Please, Mikey	978-0-06-334550-8
Choose Your Own Adventure: Fairy House	Preller, James	9781668830987
Remember Who You Are	Prince, Leona	9781459840317
JoJo Makoons : Rule School	Quigley, Dawn	97800633155570

Climbing Mount Everest	Rains, Dalton	9798368757254
City Critters: Raccoons	Rathburn, Betsy	9798893042207
The Little Feet	Rawsthorne, Haley	9781958325285
The Fix-Its Power Up with Power Drill	Reul, Sarah Lynne	9780063295544
Anna, Banana, and the Recipe for Disaster	Rissi, Anica Mrose	9781549041044
Anna, Banana, and the Magic Show Mix-up	Rissi, Anica Mrose	9781534417229
A salwary Kameez for Ambika	Sandhu, Avneet	9781771476805
Pizzasaurus	Sauer, Tammi	978-0-593-51808-3
Este Es Un Cuento	Schu, John	9781536250640
Head Full of Clouds	Schwartz, Joanne	9781774881613
This is how we play	Slice, Jessica	9780593529904
This Wolf was Different	Slivensky, Katie	9781665900959
Here Come the Aunties	Smith, Cynthia	978-0063374690
Dinosaur Club: The Compsognathus Chase	Stone, Rex	9781668845424
Dinosaur Club: Flight of the Quetzalcoatlus	Stone, Rex	9781516079353
Dinosaur Club: Avoiding the Allosaurus	Stone, Rex	9781516068364
Cupig Saves Christmas	Tattersfield, Claire	9780593693452
We are Going to be Pals	Teague, Mark	9781665946506
The case of Old Macdonald and his farm	Teague, Mark	978-1-66599-076-9
Animals of the Tundra -Fantastic Arctic Foxes	Theresa Emminizer	9781713778752
Everyone is welcome	Truong, Phuong	9781772603439
Super Saurus and the Egg	Underwood, Deborah	9781423175698
A-Ztec: A Bilingual Alphabet Book	Valtierra, Emmanuel	978-1646145676
Simon Turns Right	van Brummelen, Nicole	9781771477321
The Sound of Kindness	VanDerwater, Amy Ludwig	9781433841491
The Christmas Light in the Night	Voigt, Marie	978-0-316-58161-5
How to catch an invisible bad guy	Walstead, Alice	9781728293066
How to catch a mamasaurus	Walstead, Alice	9781728274300
Shabbat on Mars	Ward, Jeff	9781951365295
Hair Like Obama's Hands Like Lebron's	Weatherford, Carole Boston	9781419771484
Pet Rescue Adventures : Lost in the Snow	Webb,Holly	9781489886613

Minecraft : Buzzing Beehive	Webster, Christy	9798368751276
Tana Cooks to say thanks	Wells, Stacy	9781484695319
Braided Roots	Westbrook, Pasha	9781339015385
Grown with Love	Wicker, Valeria	9781665947084
Zora the Story Keeper	Wilkins Ebony	9781984816917
Feelings are Like Farts	Willard, Christopher	9781250903075
It's My Bird-Day	Willems, Mo	9781454999621
Unsolved Ameilia Earhart	Williams, Dinah	9781546141518
Let's Go!	Williams, Gareth	978-065523462-3
Dinky the Tinysaur	Willis, Maggie	9781665957960
A Credit Card Takes Charge	Wilson, Kimberly	9781645678847
Ellie	Wu, Mike	9781484712399
Shark and Bot : Epic Roller Coaster Ride!	Yanish, Brian	9780593485378
Shark and Bot: Zombie Doughnut Attack!	Yanish, Brian	9780593485347
Ready, Set, Mango	Young, Tamla	9781771475488
A-train Allen	Younge, Lesley	9781534111837
Sami's Special Gift: An Eid al-Adha Story	Yuksel, M. O.	9781623542962
Thomas the Tank Engine's Hidden Surprises		0-679-89482-9
Elementary Proposed FICTION Book Titles	Author (Last, First)	ISBN
Thea and the Mischief Makers	Badua, Tracy	9780063346994
Some of us are brave	Faruqi, Saadia	9780063389533
Spy School Entrance Exam	Gibbs, Stuart	978-1-66595-136-4
The Ordinary and Extraordinary Auden Greene	Haydu, Corey	978-0-06-334814-1
The Second Life of Snap	Kelly, Erin	978-0-06-348595-2
Sweet Magic	Lareau, Kara	9780593812266
Maya the Ember Dragon	Mara, Maddy	979-83-687-8692-6
Pug the Unicorn	May, Kyla	9781546139232
Magnitude	Nielsen, Jennifer	978-1-54616-611-5
At Home in a Faraway Place	Perkins, Lynna Rae	9780063378421
Europa	Ponti, James	9781665959988
A Dog's Porpoise	Ross, M.C.	9781546142904

Find Your Porpoise	Ross, M.C.	9781546142898
Styx and Stones	Schmidt, Gary	9780063380974
Project Mercury	Smith, Ronald	9780063318557
The Hybrid Prince	Sutherland, Tui	978-1-54612-954-7
The labyrinth of souls	Vedder, Leslie	978-0-593-69911-9
The Nowhere Beasts	Vedder, Leslie	979-82-17-00418-8
Defending the Swamp Dragon	West, Tracey	979-83-18-91451-5
Claim for the Emerald Crown	Yardi, Robin	979-83-18-90588-9
The Competition	Zieglar, Maddie	978-1-71372-599-2
The audition	Zieglar, Maddie	978-1-54908-474-4
Elementary Proposed NON FICTION Book Titles	Author (Last, First)	ISBN
Deadly Disasters: The Eruption of Mount St. Helens	Adamson, Thomas	9781644875278
Deadly Disasters: Hurricane Katrina	Adamson, Thomas	9781644875292
Super Simple Mineral Projects	Alkire, Jessie	9781532112386
Super Simple Fossil Projects	Alkire, Jessie	9781532112379
Super Simple Volcano Projects	Alkire, Jessie	9781532112409
Ready, Set, Sloth!	Anderson, Justin	9781536239621
We Get Dressed	Arnez, Lynda	978153823094
Seven Million Steps	Barnes, Derrick	978-0063357525
Inside the NFL Dallas Cowboys	Beattie, Charlie	9781098296704
It's Corn Picking Time	Esbaum, Jill	9780823455614
X-treme Facts: Plants	Finan, Catherine	9781647476762
X-treme Facts: Animals	Finan, Catherine	9781647476731
X-treme Facts: Technology	Finan, Catherine	9781647476779
X-treme Facts: The Oceans	Finan, Catherine	9781647476755
X-treme Facts: Weather	Finan, Catherine	9781647476786
Making good decisions	Finne, Stephanie	9781645278528
Managing Time	Finne, Stephanie	9781645278559
Practicing Self-Care	Finne, Stephanie	9781645278580
Setting Limits	Finne, Stephanie	9781645278610
Sometimes we feel jealous	Fowler, Leona	9781502660008

Bluey	Hansen, Grace	9798384907428
Buzz Lightyear	Hansen, Grace	9798384907435
The Grinch	Hansen, Grace	9798384907442
Hello Kitty	Hansen, Grace	9798384907459
SpongeBob SquarePants	Hansen, Grace	9798384907466
Stitch	Hansen, Grace	9798384907473
Coming Home: A Hopi Resistance Story	Honyouti, Mavasta	978164614457051899
Butterflies	James, Ryan	979-8-36877060-4
The Supreme Court	Kenney, Karen	9781636916026
Is safety more important than privacy?	Landon, Menna	9781534536593
What are voting rights	Lombardo, Jennifer	9781534534469
Ice Mummies	Markovics, Joyce	9781534180420
Capypara : a first field guide to the biggest rodent in the world (Young Zoologist)	Mata, Julia	978-1-68449-512-2
Disgusting Medical Procedures	Mattern, Joanne	9781645192572
All About Opposites In or Out?	McDonnell, Rory	9781538237281
You can draw: Space	McGill, Jordan	9781791119751
From Cotton to T-shirts	Meister, Cari	9781681516943
From wood to pencils	Meister, Cari	9781681516998
From metal to bicycles	Meister, Cari	9781681516950
From nylon to backpacks	Meister, Cari	9781681516967
From wax to crayons	Meister, Cari	9781681516981
From trees to paper	Meister, Cari	9781681516974
Capypara pups	Nilsen, Genevieve	978-1-64527-483-4
Let's Explore Sea Turtles	O'Neill, Michael Patrick	978-0-9728653-2-6
Let's Explore Sharks	O'Neill, Michael Patrick	978-0-9728653-1-9
Let's Explore Coral Reefs	O'Neill, Michael Patrick	978-0-9728653-3-3
Can you dance like a peacock	Rajan, Rekha	9781728264233
Deadly Disasters: The Joplin Tornado	Sommer, Nathan	9781644875315
Deadly Disasters: The Coronavirus Pandemic	Sommer, Nathan	9781644875261
Why is the ocean salty	Vilardi, Debbie	9781532162190
Why do spiders make webs	Vilardi, Debbie	9781532162183

What makes a rainbow?	Vilardi, Debbie	9781532162152
Why do birds fly south for winter	Vilardi, Debbie	9781532162169
How do airplanes stay up?	Vilardi, Debbie	9781532162138
What are clouds made of?	Vilardi, Debbie	9781532162145
Why do camels have humps?	Vilardi, Debbie	9781532162176
Why is the sky blue?	Vilardi, Debbie	9781532162206
Elementary Proposed Graphic Novel Book Titles	Author (Last, First)	ISBN
Unfairies	Aaron, Huw	9798217005758
Mixed Feelings	Amini, Sara	9781338797411
What if Marty Doesn't Like My Party?	Arthur, Katie	978-1771476010
I Survived the California Wildfires	Ball, Georgia	979-83-687-9586-7
The Pet Rock Mystery	Belote, Ashley	9780593897836
Serendipity	Benda, Gabbie	979-83-18-91180-4
Feo the Chupacabra	Blakenship, Sequoia	978-1-41976-369-4
The Boy Who Cried Robots!	Britt, Chris	9780823459490
Supa Nova	Chante, Timothy	979-8887771335
Millie of the Manor	Evans, Karina	979-83-687-9015-2
A Kid Like Me: A Graphic Novel	Feuti, Norm	979-83-18-91043-2
Offside	Gonzalez, Christina Diaz	979-83-18-91218-4
Investigators -- Weather or not	Green, John	978-1-25035-791-5
The Princess Academy	Hale, Shannon	978-1547612031
Wrong Friend	Harper, Charise Mericle	9781250851963
The Season of Flames	James, Anna	978-0-593-69193-9
Sneak Attack	Kurtz, Scott	9780823453177
Bunny & Clyde on the lam	Mcdonald. Megan	979-83-18-91151-4
A Blood Moon	Meroz, Moor	979-83-687-9983-4
Snowlands: A Blood Moon	Meroz, Morr	978-1546171737
The Haunted House Next Door	Miedoso, Andres	9798347100811
The Pup Days of Summer	Miller, Kelly Leigh	9781665932189
Whatever After: If the Shoe Fits	Mlynowski, Sarah	9781546109594
Junie B. Jones and the Funny Monkey Business	Park, Barbara	9780593706718

Three's a crowd	Pascal, Francine	979-83-18-95169-5
Big Nate: Code Red	Pierce, Lincoln	979-83-18-92144-5
Captain Underpants: The First Epic Manga	Pilkey, Dav	978-1-54615-121-0
North for the Winter	Podesta, Bobby	978-1250838230
Glitch	Rex, Michael	9780593206423
I survived the Bombing of Pearl Harbor	Tarshsis, Lauren	978-1-54613-775-7
The Long-Lived King: An Original The Owl House Graphic	Terrace, Dana Crisostomo, Mikki	9781368104548
The Big Mousetake	Tysoe, Alina	9781665938303
Froggy: A Pond Full of Pals!	Walshe, Paige	978-1838742195
The Mighty	Winick, Judd	9780593305317
Front Desk: A Graphic Novel	Yang, Kelly	978-1338856446
Elementary Proposed Biography Book Titles	Author (Last, First)	ISBN
Small-Girl Zora and the Shower of Stories	Anatol, Giselle	978-0-593-40489-8
Seven Million Steps: The True Story of Dick Gregory's Run for the Hungry	Barnes, Derrick	978-0-06-335752-5
Bad Bunny Music Superstar	Birdoff, Ariel	978893042603
Remember her name: Debbie Allen's Rise to Fame	Charles, Tami	978-1-62354-565-9
Teaching for Change: How Septima Clark Led the Civil Rights Movement to Voting Justice	Clark-Rhines, Yvonne	978-0-06-325160-1
Blues Boy: The B. B. King Story	Duncan, Alice Faye	9780063334021
The Dream Builder's Blueprint: Dr. King's Message to Young People	Duncan, Alice Faye	978-1-66268-031-1
The Escape Artist: A True Story of Octopus Adventure	Hanson, Thor	978-0-06-267647-4
A Likkle Miss Lou How Jamaican Poet Louise Bennett Coverly Found Her Voice	Hohn, Nadia	9781771473507
Little People, Big Dreams Maya Angelou	Kaiser, Lisbeth	9781847808899
Carlotta's Special Dress: how a walk to school changed civil rights history	Lanier, Walls	978-0-316-57254-5
Free to Learn: How Alfredo Lopez Fought for the Right to Go to School	Levinson, Cynthia	9781665904278
Clothes to make you smile: Patrick Kelly Designs his dreams	Pritchard, Eric Darnell	978-1-4197-6886-6
You are a star Ruth Bader Ginsburg	Robbins, Dean	9781338767674
You are a star Martin Luther King, Jr.	Robbins, Dean	9781338895117

Rihanna (Little People, Big Dreams)	Vegara, Maria Isabel Sanchez	9781805701750
The Totally Awesome World of Caitlyn Clark	Weiss, Sara	9780760396834
Elementary Proposed Spanish Book Titles	Author (Last, First)	ISBN
Diario de un Roblox Escape Monstruoso	Avatar, Ari	978-1-546-11968-5
Trabajos asquerosos de comida	Bearce, Stephanie	9781623108137
Trabajos asquerosos de cuidar a los animales	Bearce, Stephanie	9781623108120
Trabajos asquerosos con el agua y el drenaje	Bleckwehl, Mary E.	9781623108175
Trabajos asquerosos con la basura	Bleckwehl, Mary E.	9781623108144
Trabajos asquerosos con la ciencia	Bleckwehl, Mary E.	9781623108168
Trabajos asquerosos de medicina	Bleckwehl, Mary E.	9781623108151
El Velociraptor	Dittmer, Lori	9781640267350
El Estegosaurio	Dittmer, Lori	9781640267329
El tiranosaurio rex	Dittmer, Lori	9781640267343
El triceratops	Dittmer, Lori	9781640267336
Ali el Grande y la sorpresa de la fiesta de Eid	Faruqi, Saadia	9780756592103
Curiosidad por los stock cars	Grack, Rachel	9781645494621
Curiosidad por los monster trucks	Grack, Rachel	9781645494614
Curiosidad por los hot rods	Grack, Rachel	9781645494584
Curiosidad por autos de Indycar	Grack, Rachel	9781645494591
Curiosidad por los dragsters	Grack, Rachel	9781645494577
Curiosidad por los lowriders	Grack, Rachel	9781645494607
Josefa Jirafa	Kiselova, Valeria	9788418232497
Popo el Xolo	Lopez, Paloma	978-1623544584
El Cuadro Secreto Del Prado (Manuela Jones, Book 3)	Mosquera, Miriam	978-84-272-4958-5
Ya Vienen	Neeman, Sylvie	9789874707963
Polvo Solar	Pena, Zeke	979-8217003976
El cumpleaños de mi hermana Dulce	Said, Erika	9781558859548
Mi vida con parálisis cerebral	Schuh, Mari	9781645494713
Mi vida con ansiedad	Schuh, Mari	9781645494690
Mi vida con alergia alimentaria	Schuh, Mari	9781645494720
Mi vida con asma	Schuh, Mari	9781645494706

March 6, 2026 to April 4, 2026 Proposed Book Purchases

El gran tiburón blanco	Storm, Marysa	9781623108267
El tiburón duende	Storm, Marysa	9781623108250
El tiburón martillo	Storm, Marysa	9781623108274
El tiburón sarda	Storm, Marysa	9781623108243
El tiburón tigre	Storm, Marysa	9781623108298
El tiburón toro	Storm, Marysa	9781623108281
Perdido en el museo	Vera, Luisa	9788491016687

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High School Proposed Titles	Author (Last, First)	ISBN
Midnight on the Celestial	Alexandra, Julia	9781250380104
A Deadly Inheritance	Armstrong, Kelley	9798318936111
Holloway	Arnold, Elana	9780062990884
Rani Deshpande Takes the Wheel	Avachat, Arushi	9781250895905
I'll Find You Where the Timeline Ends	Baker, Kylie Lee	9781250381989
Good Luck Babel!	Baldwin, Erin	9780593622735
Run Home	Bermudez, Alyssa	9781250774309
Right As Rain	Bhuiyan, Tashie	9780374393922
Of Swamp & Sea: Volume 2	Boulton, Mia Jay Boulton, Laurel	9781250386991
Call of the Dragon	Bowen, Natasha	9780593898161
Rolls and Rivalry	Boyce, Kristy	9780593899229
Adventure Is Out There	Braswell, Liz	9781368108263
To Steal A Throne	Burton, Gabi	9781547617272
Fathom Fall	Cerilli, Matteo L	9781547616527
Gods and Comics	Cho, Kat	9780593406816
The Swan's Daughter: A Possibly Doomed Love Story	Chokshi, Roshani	9781250873101
Love, Gods, & Sinners	Chong, Camille	9781035058259
Cruel is the Dark	Clark, Sophie	9780593810729
The Bloody and the Damned	Coffindaffer, Becca	9781250344670
Black River	Cottle, Ruby Jean	9781250451736
Flourish	Coyle, Dan	978-0525620709
The Spiral Key	Day, Kelsey	9798217038947
Adrift	Dean, Will	9781668080054
They Call Her Regret	Desamours, Channelle	9781250337702
Change of Plans	Dessen, Sarah	9798347108770
Night of Madness	Douglass, Ryan	9781665983044

Until The Clock Strikes Midnight	Dow, Alechia	9781250375773
The Faraway Inn	Durst, Sarah Beth	9798217024308
Ms. Marvel: Remnants of the Past	Faruqi, Saadia	9781368078870
The Darkness Greeted Her	Ferko, Christina	9798318926259
Pining for you	Ferrari, Stef	9798347107414
Lights out	Fletcher, Jenni	9781665990578
In Between Days	Garrett, Camryn	9781368114356
The Fall of Iris Henley	Graham, Jennifer	9781250323811
To All the Boys I've Loved Before: The Graphic Novel	Han, Jenny Perez Marques, Barbara	9781665983112
When I Was Death	Henderson, Alexis	9780593859476
Freddie and Stella Got Hot	Horne, Maggie	9781250377371
Few Blue Skies	Ixta, Carolina	9780063287914
White House Secrets: Medical Lies and Cover-Ups	Jarrow, Gail	9781662681035
Love Me Tomorrow	Jean, Emiko	9781665974370
If You Were Here	Johnson, Abigail	9781335014108
Books and Bewitchment	Juul, Eela	9780593726631
Better Catch Up, Krishna Kumar	Karthik, Anahita	9780063341142
Red Star Rebels	Kaufman, Amy	9798217029013
One Word, Six Letters	Khorram, Adib	9781250405555
Instant Ramen Kitchen	Kim, Peter J.	9781797225586
Dragon Cursed	Kova, Elise	9781649377838
Infinite Shores	Lacelle, Pascale	9781665970389
Heiress of Nowhere	Lee, Stacey	9781665978965
King of Nothing	Lessore, Nathanael	9780316588577
The Danger of Small Things	Lewis, Caryl	9781665977517
I Could Give You The Moon	Liang, Ann	9781335014115
Queen of Faces	Lord, Petra	9781250362971
In Her Defense A Novel	Malicka, Philippa	9781668033623
Black Dahlia : murder, monsters, and madness in midcentury Hollywood	Mann, William J	9781668075906
The roommate arrangement	Markum, Samantha	9781665973076

Most Likely To Murder	McBride, Lish	9780593860403
Post Script	McCarthy, Cory	9780593618240
We Could Be Anyone	McLemore, Anna-Marie	9781250370587
The Escape Game	Meyer, Marissa Moss, Tamara	9798217006120
Meet Me Under the Lights	Miller, Cassie	9798217038923
They Want Us Dead	Montblanc, CL	9781250340535
Carnival Fantastico	Montoya, Angela	9798217024469
Royal Summer	Morgan, Kass	9798318943300
The League of Dangerous Young Ladies	Morgenstein, JA	9781464238543
When It's Your Turn for Midnight	Musariri, Blessing	9798765689134
Queer and How We Got Here	Newlevant, Hazel	9780316274227
Love on Ice	Ney, Sara	9798318936777
Shadow Reaper	Noni, Lynette	9798217033454
The Hyacinth Labyrinth	Pacton, Jamie	9781682638194
The Secret World of Briar Rose	Pham, Cindy	9798217113026
Stolen Midnights	Quinn, Katherine	9798217117215
Art But Make It Sports: Epic Matchups Where Art and Sports Collide	Rader, LJ	9781797236834
Devious Prey	Reintgen, Scott	9781665978934
Slow Burn	Rutter, Bethany	9781536243833
Ramin Abbas Has Major Questions	Saber, Ahmad	9781665960694
When the World was Happy	Sáenz, Benjamin Alire	9798347104055
A Mastery of Monsters	Sambury, Liselle	9781665957366
Beast Becomes Her	Seitz, Crystal	9781665979573
Flirting with Murder	Sellet, Amanda	9798368795263
Coram House	Seybolt, Bailey	9781668057018
The Oks Are Not OK	Shim, Grace K	9798217001842
Ungodly Chaos	Soren, Selma	9781665974097
A Stage Set for Villians	Spann, Shannon	9781649379511
Enola Holmes and the Clanging Coffin	Springer, Nancy	9781250407597
Love Goes Viral	Stochitch, Camille	9781665950626

March 6, 2026 to April 4, 2026 Proposed Book Purchases

The Roach King of Raleigh	Stocker, Shannon	9780310178392
Worst Case Scenario	Stoeve, Ray	9781419764998
When Dealing with Dragons	Swift, Dana	9781250402431
Armaveni	Takvorian, Nadine	9781646146369
The Light that Blinds Us	Theo, Andy Darcy	9781665979061
Tidespeaker	Turner, Sadie	9798217024230
Love Makes Mochi	Valentine, Stefany	9780593571620
Their Will Undone	Valldeperas, RJ	9780063388741
Six Must Die	Victoria Wlosok	9780316510370
Be Yourself and Other Bad Advice	Walker, Meredith	9781523525034
Paradise Coast	Young, Suzanne	9781665983532

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Middle School Proposed Titles	Author (Last, First)	ISBN
Mldnight on the Celestial	Alexandra, Julia	978-1-25038-010-4
Fractured America:The Damage Caused by False Information and Conspiracy Theories	Allen, John	978-1-67821-082-3
Flip Turns	Arguelles, Catherine	978-1-66886-555-2 978-1-63163-635-6
Double Crossed -The WWII Spies Who Saved D-Day	Barone, Rebecca	978-1-25034-556-1
Phoenix	Bradley, Kimberly	978-0-593-85986-5
Peru (Cultures of the World)	Burkhart, Juliana	978-1-5026-7406-7
Fearless (The Taylors #2)	Calonita, Jen	9798225049058
The Queen Bees of Tybee County	Chu, Kyle Casey	978-0-06-332695-8
And Then There Was One	Cross, Wendy	978-0-241-64157-6
Taiwan (Cultures of the World)	Dapo, Ruth	978-1-5026-7408-1
It Lurks in the Night	Dass, Sarah	978-1-36810-066-3
Greta Ever After	Dassori, Melissa	978-0-316-56883-8
Spotted	Diefendorf, Bekki	979-83-18-90574-2
The Faraway Inn	Durst, Sarah	979-82-17-02430-8
The Experiment	Egan, Catherine	979-83-687-8390-1
Water You're Swimming in	Fagan, Rachel	978-1-45984-077-5
The Strongest Heart	Faruqi, Saadia	978-0-06-311585-9
Three Sisters	Gill, David	978-0-06-229019-9
A compendium of curious contraptions : a guessing game about history's most unusual artifacts	Goldfield, Anna	978-1-68449-453-8
La distancia entre nosotros : version juvenil	Grande, Reyna	979-83-471-0265-5
A tale of plagues and perfumes	Halpern, Jake	978-1-25091-108-7
Wrong Friend	Harper, Charise	978-1250851970
Australia (Cultures of the World)	Harts, Shannon	978-1-5026-6693-2
Austria (Cultures of the World)	Haynes, Danielle	978-1-5026-7397-8

March 6, 2026 to April 4, 2026 Proposed Book Purchases

Pakistan (Cultures of the World)	Haynes, Danielle	978-1-5026-7062-5
Portugal (Cultures of the World)	Haynes, Danielle	978-1-5026-7269-8
Romania (Cultures of the World)	Haynes, Danielle	978-1-5026-7073-1
Playing for Keeps	Heart, Lee	978-1-66597-936-8
Fun in the Sun	Heart, Lee	978-1-66598-483-6
Colombia (Cultures of the World)	Horning, Nicole	978-1-5026-6634-5
Jordan (Cultures of the World)	Horning, Nicole	978-1-5026-7611-5
Red Star Rebels	Kaufman, Amie	979-82-17-02901-3
How Far I'll Go	Kendall, Keala	978-1-36810-824-9
Bolivia (Cultures of the World)	Kennon, Caroline	978-1-5026-7402-9
Brazil (Cultures of the World)	Kennon, Caroline	978-1-5026-6630-7
Israel (Cultures of the World)	Kennon, Caroline	978-1-5026-6983-4
Libya (Cultures of the World)	Kennon, Caroline	978-1-5026-6697-0
Panama (Cultures of the World)	Kennon, Caroline	978-1-5026-7595-8
Russia (Cultures of the World)	Kennon, Caroline	978-1-5026-7079-3
Sudan (Cultures of the World)	Kennon, Caroline	978-1-5026-7605-4
Argentina (Cultures of the World)	Keppeler, Jill	978-1-5026-6628-4
Germany (Cultures of the World)	Keppeler, Jill	978-1-5026-6316-0
Norway (Cultures of the World)	Keppeler, Jill	978-1-5026-7404-3
Puerto Rico (Cultures of the World)	Keppeler, Jill	978-1-5026-7256-8
I witnessed. The Lizzie Borden story	Kraatz, Jeramey	978-0-06-324728-4
The many hauntings of the Manning family : a novel	Lawrence, Lorien	978-1-41976-883-5
The big book of Pi : the famous number you can never know	Lehmann, Anita	978-3-03-964089-8
Fault Lines in the Constitution	Levinson, Cynthia	978-1-68263-768-5
Climate is Just the Start	Loach, Mikaela	978-0-593-89732-4
Hikaru in the light! 3	Matsuda, Mai	978-1-54614-104-4
Space Boy 22	McCranie, Stephen	978-1506747156
The Beautiful Game	Mendez, Yamile Saied	979-83-18-92443-9 978-1-52353-241-4

March 6, 2026 to April 4, 2026 Proposed Book Purchases

Keeper of the Lost Cities: The Graphic Novel Part 2	Messenger, Shannon	978-1534463400
Dominican Republic (Cultures of the World)	Mikoley, Kate	978-1-5026-7263-6
Meet Me Under the Lights	Miller, Cassie	979-82-17-03892-3
Besties: Set Sail	Miller, Kayla	978-0063344112
Calliope Callisto Clark and the Search for Wisdom	Mills, Claudia	978-0-8234-6050-2
Costa Rica (Cultures of the World)	Morlock, Rachael	978-1-5026-7607-8
Iceland (Cultures of the World)	Morlock, Rachael	978-1-5026-7597-2
Belgium (Cultures of the World)	Nevins, Debbie	978-1-5026-7399-2
Cambodia (Cultures of the World)	Nevins, Debbie	978-1-5026-7601-6
China (Cultures of the World)	Nevins, Debbie	978-1-5026-6695-6
Cuba (Cultures of the World)	Nevins, Debbie	978-1-5026-7259-9
Ethiopia (Cultures of the World)	Nevins, Debbie	978-1-5026-7591-0
Jamaica (Cultures of the World)	Nevins, Debbie	978-1-5026-7060-1
Lebanon (Cultures of the World)	Nevins, Debbie	978-1-5026-7603-0
Mexico (Cultures of the World)	Nevins, Debbie	978-1-5026-6636-9
Saudi Arabia (Cultures of the World)	Nevins, Debbie	978-1-5026-6985-8
Somalia (Cultures of the World)	Nevins, Debbie	978-1-5026-7613-9
South Korea (Cultures of the World)	Nevins, Debbie	978-1-5026-7064-9
Tibet (Cultures of the World)	Nevins, Debbie	978-1-5026-7593-4
Venezuela (Cultures of the World)	Nevins, Debbie	978-1-5026-6638-3
A Better World is Possible-Global Youth Confront the Climate Crisis	Novgorodoff, Danica	979-83-687-8373-4
One-Punch Man 32	ONE	978-1-974758-16-6
Canada (Cultures of the World)	Pang, Guek-Cheng	978-1-5026-6977-3
The Lions' Run	Pennypacker, Sara	978-1-25039-281-7
Europa (City Spies #7)	Ponti, James	9781665959988
Soundtrack A Novel	Reynolds, Jason	979-82-17-23159-1 979-83-18-94241-9
The Pecan Sheller	Ruiz-Flores, Lupe	979-87-6561-052-7
The Lady of Shadows	Rundberg, Johan	978-1-66253-794-3

March 6, 2026 to April 4, 2026 Proposed Book Purchases

Down Came the Spiders	Russell, Ally	978-1-54612-925-7
France (Cultures of the World)	Shea, Therese M.	978-1-5026-6314-6
The Netherlands (Cultures of the World)	Shea, Therese M.	978-1-5026-7271-1
The History of We	Smith, Nikkolas	978-0-593-61968-1
The Poetry of Car Mechanics	Stemple, Heidi E.Y.	978-1-66266-021-4
The Secrets Below	Sten, Camilla	978-1-66253-283-2
Finders Keepers	Strand, Jeff	978-1-46423-185-8
Speak of the Devil	Sweeney, Boo	978-0-06-305634-3
Deathly Fates	Tsai, Tesia	978-1-25037-892-7
Coyote Queen	Vitalis, Jessica	978-0-06-331440-5
Andre: Andre Leon Talley- A Fabulously Fashionable Fairy Tale	Weatherford, Carol Boston	978-1-25088-728-3
Chile (Cultures of the World)	Winter, Jane Kohen	978-1-5026-6632-1
Breakout	Wyman, Christina	979-83-687-7336-0
One of the Boys	Zeller, Victoria	978-1-64614-502-7

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Consider Approval of Minutes of Regular and Called Board Meetings
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Chris Clark, Ed.D., Superintendent of Schools
Attachments: 04-02-26 Regular Meeting Minutes DRAFT

Background Information:

Board Meeting minutes are attached for your review.

Administrative Recommendation:

Administration recommends approval of the Board Meeting minutes, as presented.

Sample Motion:

I move the Board approve the minutes, as presented.

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, April 2, 2026, beginning at 6:15 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson, Trish Bode, Paul Gauthier, Gloria Gonzales-Dholakia, and Laura Marques.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. OPENING CEREMONY

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

3. RECOGNITION

- A. Spotlight on Learning: Akin Elementary School

4. CITIZEN COMMENTS

One citizen addressed the Board of Trustees.

5. CONSENT AGENDA

- A. Consider Approval of Minutes of Regular and Called Board Meetings
- B. Consider Approval of Resolution Designating Investment Officers for Leander ISD
- C. Consider Approval of Fiscal Year (FY) 26 Budget Amendment- #9

I make a motion that we approve the Consent Agenda as presented. This motion, made by Trish Bode and seconded by Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

6. SUPERINTENDENT'S REPORT

- A. Empowered Student Learning
- B. Empowered Staff Learning
- C. Safe and Innovative Learning Environments

7. DISCUSSION/ACTION ITEMS

- A. STUDENT EXPERIENCE

1. Discussion of Adoption of 2026-2027 Instructional Materials Update, K-3 Phonics & K-5 Math

B. GOVERNANCE

1. Discussion and Consider Approval of Amendment to District of Innovation Plan

I move that the Board adopt the amendment to the District of Innovation Plan, as presented. This motion, made by Laura Marques and seconded by Sade Fashokun, passed seven in favor and none opposed. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor

2. Discussion of Board Goals

3. Board Policy Committee Update and Consider Adoption of Policy CV(LOCAL)

I move that the Board adopt the proposed revisions to Policy CV(LOCAL), as presented. This motion, made by Gloria Gonzales-Dholakia and seconded by Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor

C. OPERATIONS

1. Consider Approval of Bond Oversight Committee Recommendation to Reallocate 2017 Bond Funds into 2017 Bond Project Savings

I move that the Board approve the Bond Oversight Committee's recommendation to reallocate of \$16,590,627 from 2017 Bond Project line items to the 2017 Bond Project Savings, as presented. This motion, made by Gloria Gonzales-Dholakia and seconded by Trish Bode, passed seven in favor and none opposed. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor

2. Consider Approval of Early Release of Critical Positions

I move that the Board of Trustees approve 9.0 new positions for the 2026-2027 school year at an estimated cost of \$785,796, and approve the hiring of one Senior Administrative Assistant during the current school year. This motion, made by Gloria Gonzales-Dholakia and seconded by Trish Bode, passed seven in favor and none opposed. Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor

3. Consider Approval of the 2026-2027 Amended Budget Assumptions

I move that the Board of Trustees adopt the 2026-2027 Amended Budget Assumptions, to be used in developing the General Fund budget for 2026-2027, which includes increasing the budget parameter to 3.0%, as presented. This motion, made by Gloria Gonzales-Dholakia and seconded by Sade Fashokun, passed six in favor and one abstained. Trish Bode: Abstained, Sade Fashokun: In favor; Paul Gauthier: In favor; Dr. Gloria Gonzales-Dholakia: In favor; Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor

8. CLOSED SESSION

The Board of Trustees went into closed session at 6:33 PM after the board president announced the right to do so under:

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: personnel - 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: personnel - consideration of Term, Probationary, and employment contract renewals for administrators
- E. Texas Government Code 551.074: deliberation and consideration of employment of Running Brushy Middle School Principal
- F. Texas Government Code 551.074: deliberation regarding Superintendent candidates, finalist(s), and possible Superintendent contract terms

The Board of Trustees returned to open session at 8:14 PM.

9. ACTION PURSUANT TO CLOSED SESSION

- A. Consider Approval of Administrator Contracts

I move that the Board of Trustees accept the recommendation(s) for probationary and term for administrator contract renewals as presented, in accordance with salary scales, policies, and contracts of Leander Independent School District for the 2026-2027 school year. This motion, made by Trish Bode and seconded by Sade Fashokun, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

- B. Consider Employment of Running Brushy Middle School Principal

I move that the Board of Trustees accept the recommendation of Dr. Dionne Dansby-Clark for Principal at Running Brushy Middle School 1-year probationary employment contract for personnel addition(s) as presented in accordance with the salary scale, policies, and contract of Leander Independent School District for the 2026-27 school year. This motion, made by Nekosi Nelson and seconded by Sade Fashokun, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

- C. Discussion and Take Action to Approve Contract and Employ Superintendent of Schools

I move that the Board hire Dr. Chris Clark as Superintendent of Leander ISD according to the terms as negotiated. This motion, made by Gloria Gonzales-Dholakia and seconded by Sade Fashokun, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

10. BOARD MEETING DEBRIEF

11. ADJOURNMENT

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

Time: 9:40 PM

These minutes were read and approved by the Board of Trustees on the 23rd day of April 2026.

President

Secretary

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



April 23, 2026

Superintendent's Report



Get Ready For LEEF's
Teacher Appreciation
April 13 - April 24, 2026

More Info

*Honorees will be notified during LISD's May 4th Teacher Appreciation Week

LEE F

96

The graphic features a dark green chalkboard background with white and yellow chalk-style text and illustrations. On the left, there is a drawing of a paper airplane and a QR code with a white arrow pointing to it. In the center, the text 'Get Ready For LEEF's Teacher Appreciation' is written in a mix of yellow and white chalk, with 'Teacher Appreciation' in a larger, more stylized font. Below this, the dates 'April 13 - April 24, 2026' are written in white. A red apple with a green leaf is drawn to the right of the main text. On the right side, there is a white graduation cap icon above the text 'LEE F', and a drawing of a lightbulb with rays emanating from it. A small number '96' is visible on the right side of the chalkboard.

<https://tinyurl.com/3due3wyn>







ILPC BROADCAST HONORS

Distinguished Merit: *The Wolfcast* | **Silver Star:** *The Wolfcast*

INDIVIDUAL ACHIEVEMENT AWARDS

- 1st Special Coverage:** Reid Cummins & Jack Cooper
- 2nd Special Coverage:** Reid Cummins & Jack Cooper
- 3rd General News Story:** Jack Cooper
- 3rd General News Writing:** Jack Cooper
- 3rd General Sports Writing:** Kyra Cox
- Honorable Mention General News Story:** Jack Cooper
- Honorable Mention General Sports Story:** Reese Elizondo
- Honorable Mention Sports Feature Story:** Kyra Cox
- Honorable Mention Individual On-Air Talent:** LuLu Lynch
- Honorable Mention Hype Video:** LuLu Lynch



99





ILPC NEWSPAPER HONORS

Achievement: *The Wolfpack Online* | **Silver Star:** *The Wolfpack Social Media*

INDIVIDUAL ACHIEVEMENT AWARDS

- 1st Editorial Writing:** Sebastian Farias
- 1st Sports Story:** Skyler King
- 1st In Depth Package:** Skyler King, Reid Cummins & Jack Cooper
- 1st Computer Art:** Sebastian Farias
- 1st Headlines:** Lane Cooper
- 2nd News Writing:** Skyler King, Reid Cummins & Jack Cooper
- 2nd Computer Art:** Sebastian Farias
- 2nd Headlines:** Safiye Yumasak
- 3rd News Feature:** Allie Tseng
- 3rd Entertainment Review:** Palak Tiwari
- Honorable Mention Sports Story:** Skyler King
- Honorable Mention Sports Feature Story:** Molly Pinkerton
- Honorable Mention Entertainment Feature:** Amit Ederly
- Honorable Mention Video Story:** Jack Cooper
- Honorable Mention General News Photo:** Allie Tseng
- Honorable Mention Entertainment Photo:** Caius Asuncion
- Honorable Mention Entertainment Photo:** Harper Chapman





ILPC YEARBOOK HONORS

CURRENT YEAR YEARBOOK

EDITOR OF THE YEAR
Addie LoSurdo

First Runner-Up

INDIVIDUAL ACHIEVEMENT AWARDS

1st Academic-Focused Spread: Addie LoSurdo & Chloe Grantham

1st Class Spread: Saddie McColl

3rd Student-Focused Spread: Maurie Parks & Sadie McColl

This year's book will compete in even more categories which are awarded by ILPC next year.





ILPC YEARBOOK HONORS

2025 "BIGGER & BETTER" YEARBOOK



Distinguished Merit: *Tracks* Yearbook

Silver Star: *Tracks* Yearbook



INDIVIDUAL ACHIEVEMENT AWARDS

- 1st Special Theme Development: Staff
- 1st Headlines: Staff
- 1st Captions: Staff
- 1st Blended Coverage: Staff
- 1st Infographic: Addie LoSurdo
- 2nd Index Spread: John Pinion & Prisha Thakkar
- 2nd Student-Produced Marketing Campaign: Staff
- 2nd Student-Life-Focused Spread:
Willia Pursley, John Pinion & Violet Harmon
- 2nd Club & Organization Focused Spread:
Addie LoSurdo, Mykaela Tapia, Sofia Manauere & Claire Pribyla
- 2nd Infographic: Romy Ford & Addie LoSurdo
- 2nd Student Life Feature Story: Allie Tseng
- 2nd Student Life Photo: Addie LoSurdo
- 3rd Blended Coverage: Lilly-Anne Adams
- 3rd Personality Profile Story: Alyssa Fox
- 3rd Sports Action Photo: Kacey Miller
- HM Feature Spread: Lilly-Anne Adams
- HM Sports-Focused Spread:
Lilly-Anne, Skyler King, Ava King & Kyndall Johnson
- HM Class Spread: Romy Ford
- HM Club & Organization Focused Spread:
Chris Nicholson & Lilly-Anne Adams
- HM Club & Organization Focused Spread: Lilly-Anne Adams
- HM Sports Feature Photo: Alyssa Fox
- HM Student Life Photo: Ava King
- HM Clubs & Organizations Photo: Maurie Park
- HM Portrait: Chris Nicholson
- HM Portrait: Ava King



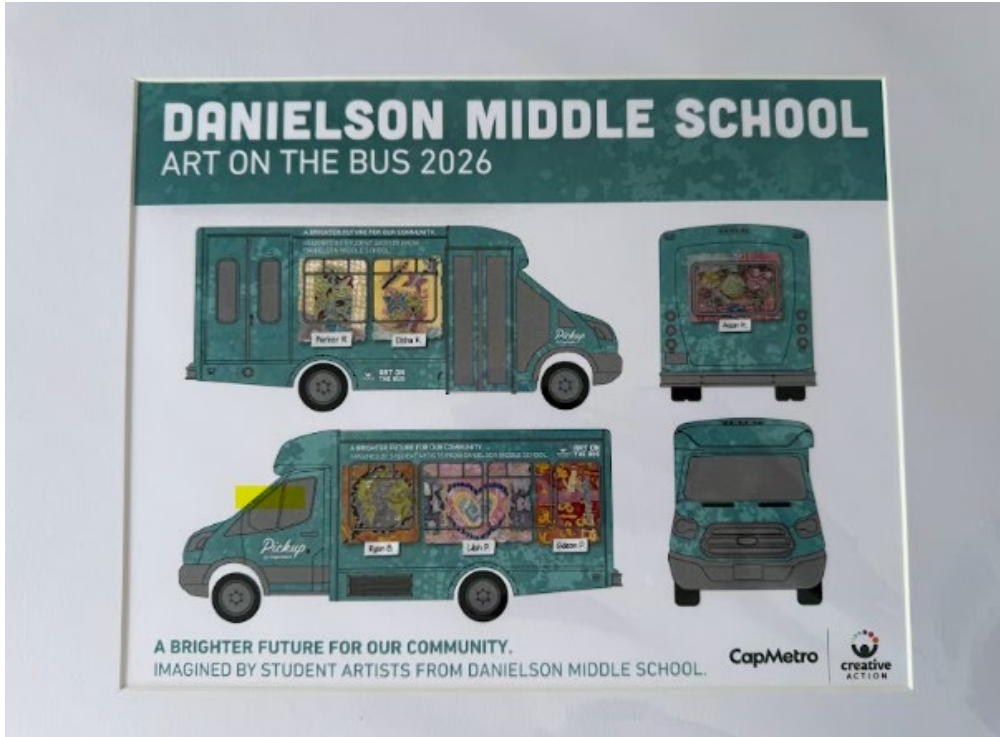








EMPOWERED STUDENT LEARNING



107







EMPOWERED STUDENTS



109



EMPOWERED STUDENTS





EMPOWERED STUDENT LEARNING



111



EMPOWERED STAFF LEARNING



112



EMPOWERED STAFF LEARNING









LEANDER ISD

PreK Registration

Starts April 1st Online!

- ✓ Qualifying Half-Day & Full-Day PreK 3
- ✓ Qualifying Full-Day PreK 4
- ✓ Employee & Community Tuition Full-Day PreK 3 & PreK 4

LEANDERISD.ORG/NEWSTUDENTREGISTRATION

116



EMPOWERED STUDENT LEARNING

ATTEND TODAY, ACHIEVE TOMORROW

PRE-K STUDENTS

Build routines, social skills and a love for learning from Day 1

MIDDLE SCHOOLERS

Master core subjects and build readiness for high school

ELEMENTARY STUDENTS

Read confidently by the end of the third grade

HIGH SCHOOLERS

Stay on track to graduate and prepare for what's next



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Special Education Update
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Paige Collier, M.Ed., Assistant Superintendent of Special Programs and Services; Amy Rudd, M.S., Director of Special Education; Ashley Anderson, SPED Parent Liaison
Attachments: Special Education Update Presentation

Background Information:

This presentation is intended to provide a high-level overview of the work of the Special Programs team, including student growth outcomes, perceptual insights, and proactive planning for legislative updates. Senate Bill 568 requires an annual update on Special Education to the Board of Trustees. The team remains committed to advancing student voice and choice, strengthening inclusive practices, and fostering meaningful family engagement. This update highlights both the progress achieved within the department and the priority areas that will guide continuous improvement moving forward.

Administrative Recommendation:

N/A

Sample Motion:

N/A



April 23, 2026

Special Education Update



PURPOSE

Provide a high-level overview of the work of the Special Programs team, including student growth outcomes, perceptual insights, and proactive planning for legislative updates. ¹²¹

Senate Bill 568 requires an annual update on Special Education to the Board of Trustees.



Through collaboration with our students, families, staff and community, the Special Programs & Services department will support each and every student on their path to a meaningful future by celebrating individual strengths, honoring voice and choice, and building independence.



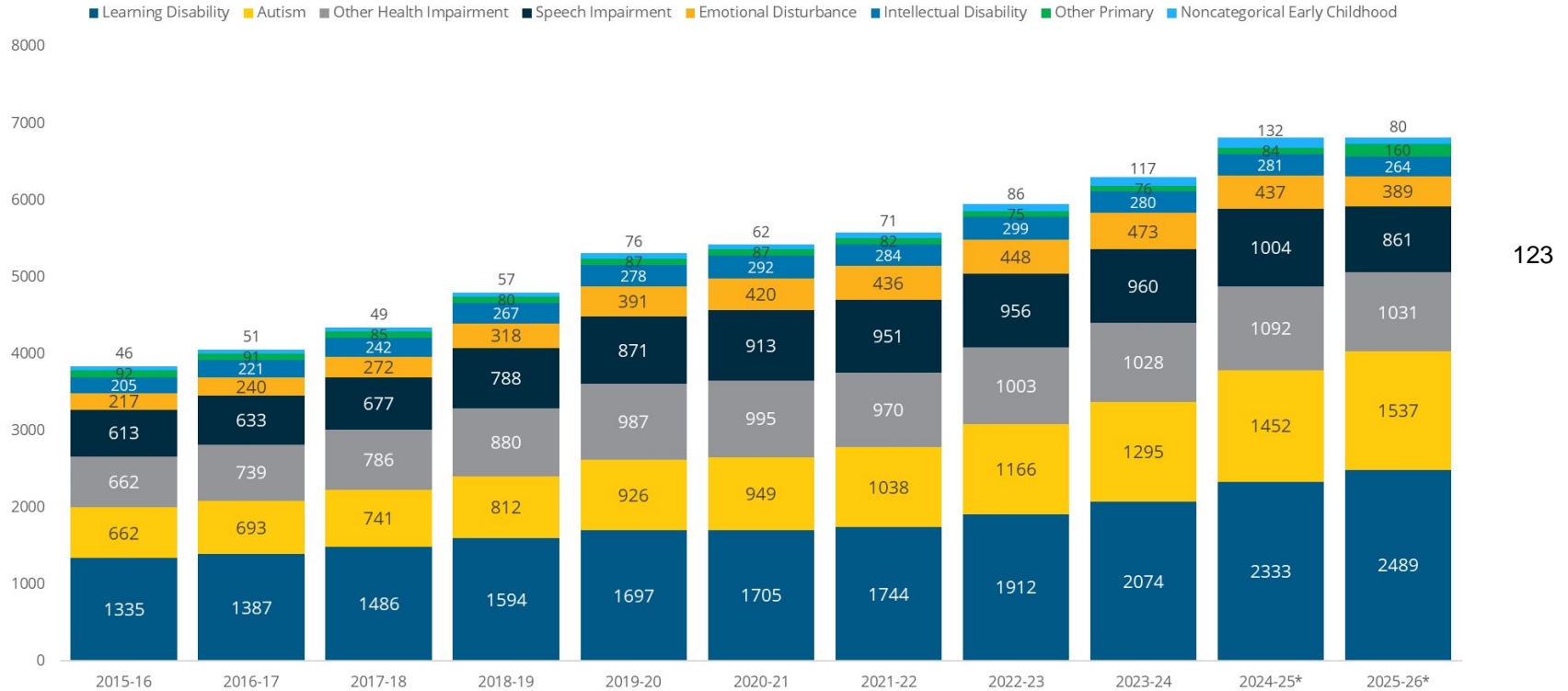
122





Students by Eligibility Over Time

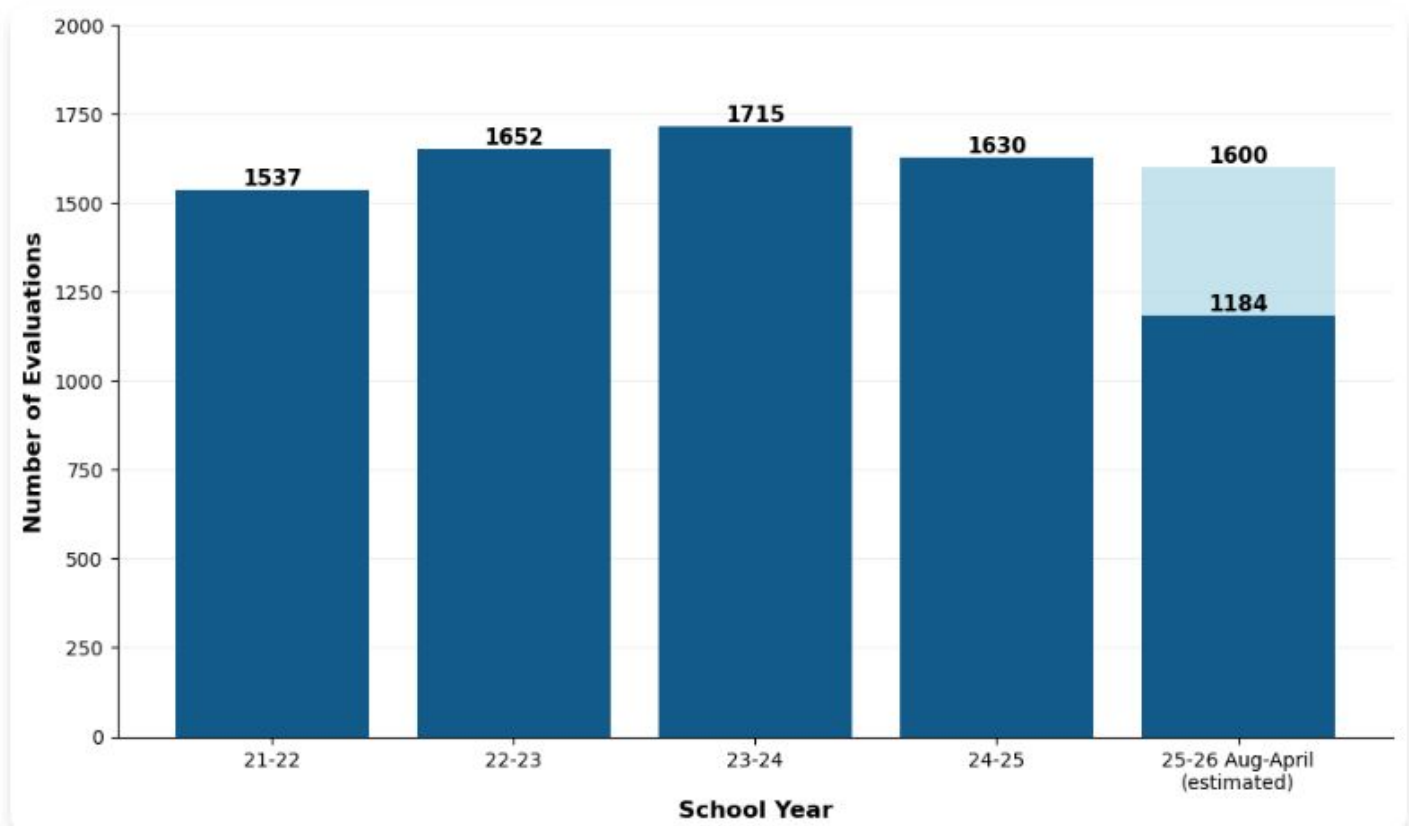
Students Served in Special Education by Primary Disability



*Note for 2024-25 and 2025-26, Learning Disability includes Dyslexia



Initial Evaluations



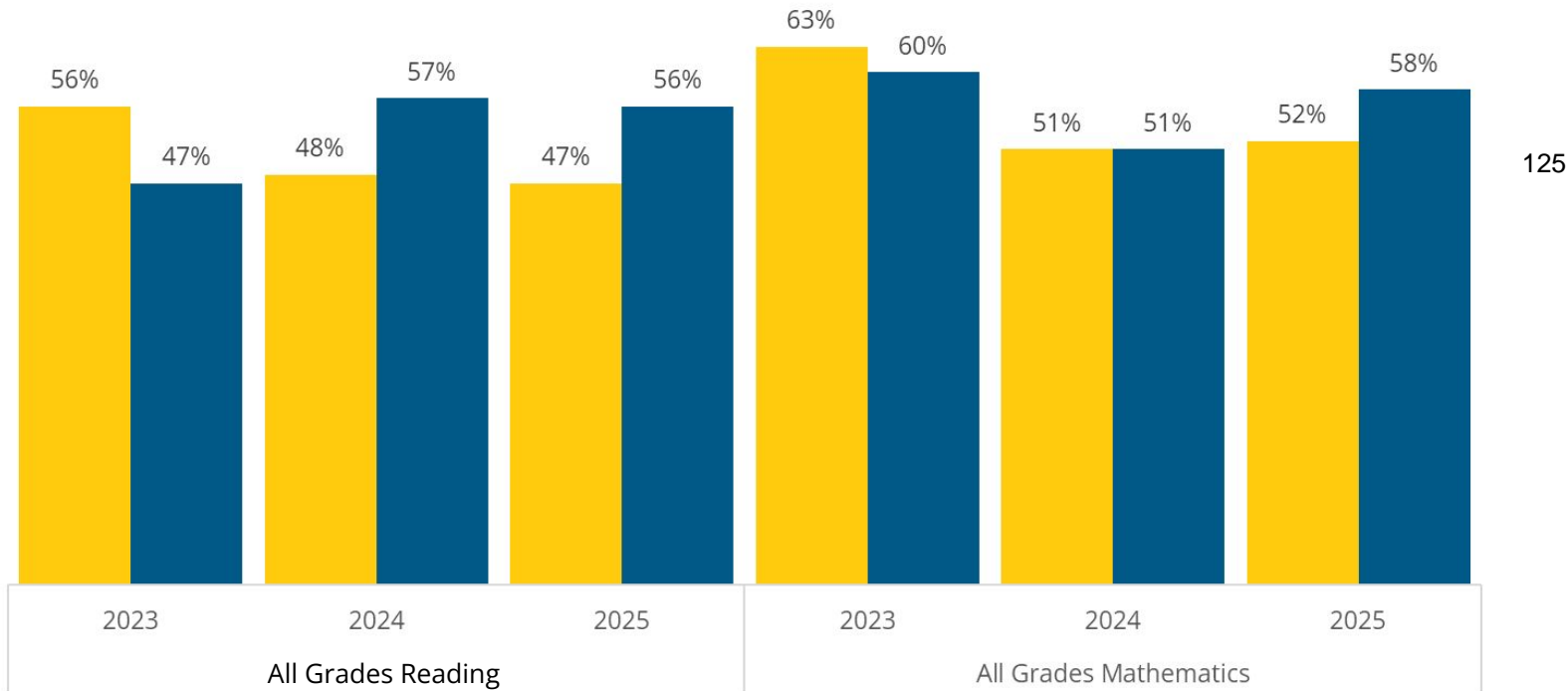
124



State of Texas Assessment of Academic Readiness (STAAR)

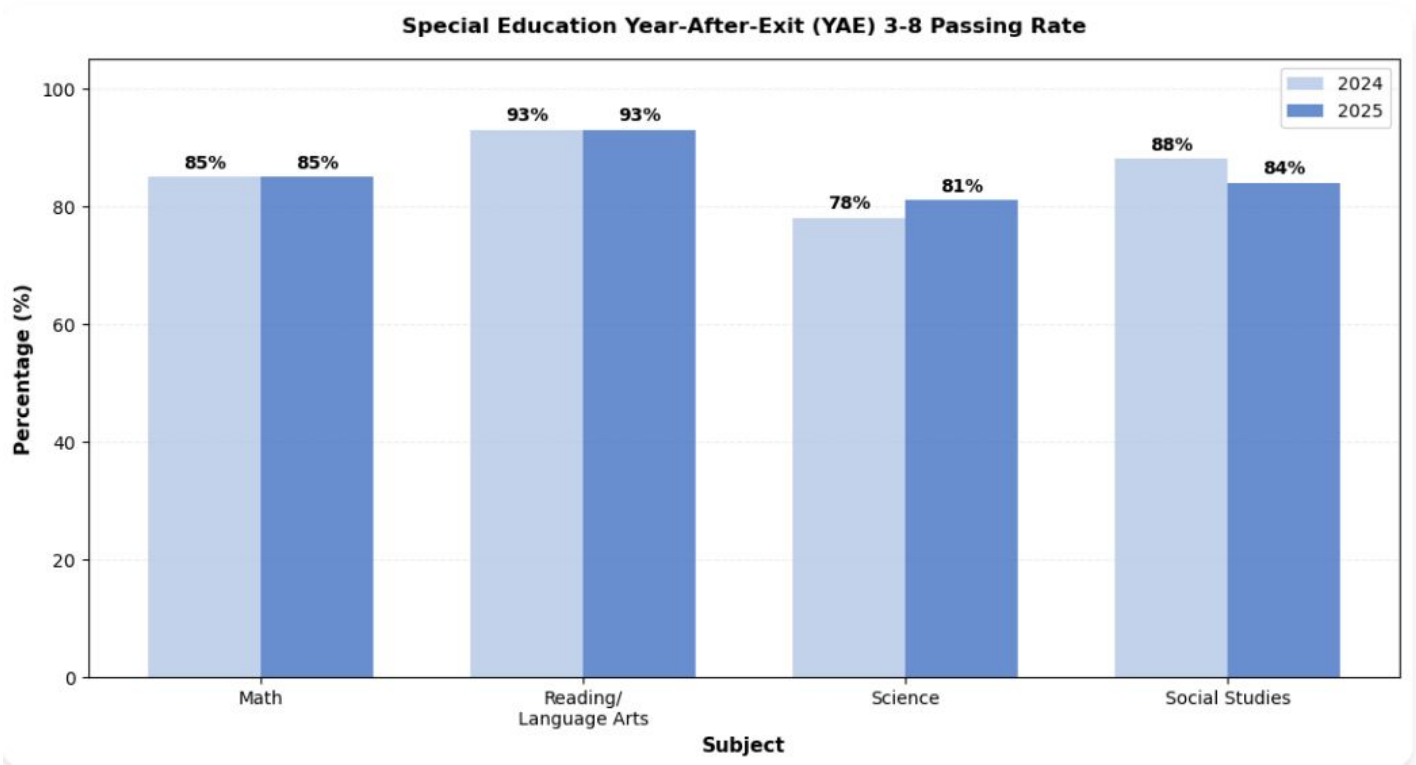
Students with Accelerated or Expected Progress on STAAR

■ Texas Special Education ■ Leander ISD Special Education





Passing Rate of Students Grades 3-8 One Year After Exit

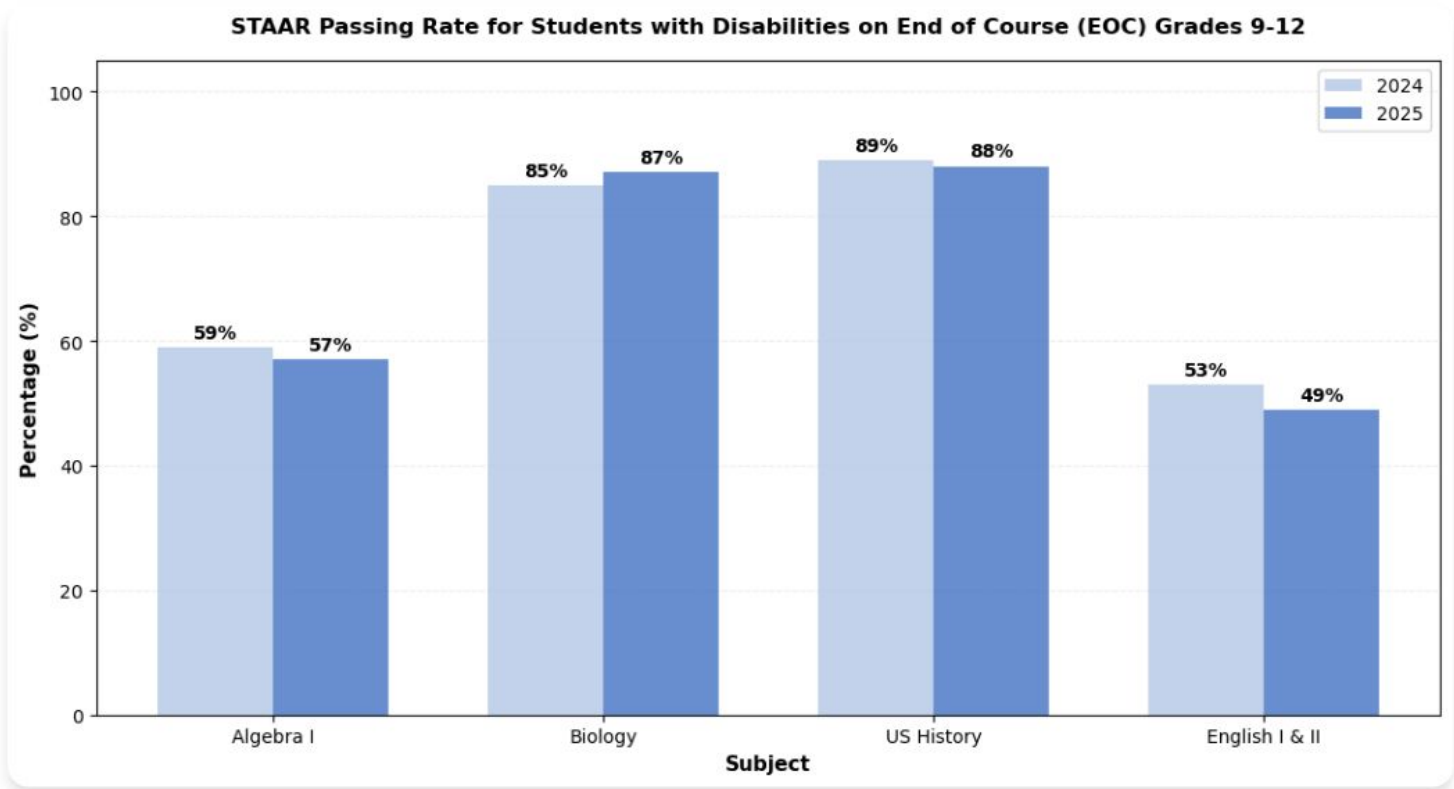


126

Source: Results-Driven Accountability Report 2025



Passing Rate of Students Grades 9-12 One Year After Exit

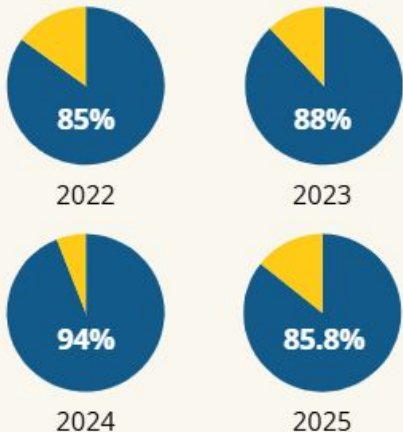


127



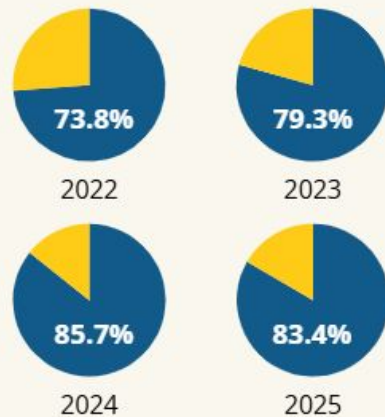
Student Exit Survey for Our Graduates

Exit Survey Question: Do you plan to eventually work or join the military?



Based on LISD Exit Survey: The % of students in Leander ISD who are leaving and want to be employed or go into the military

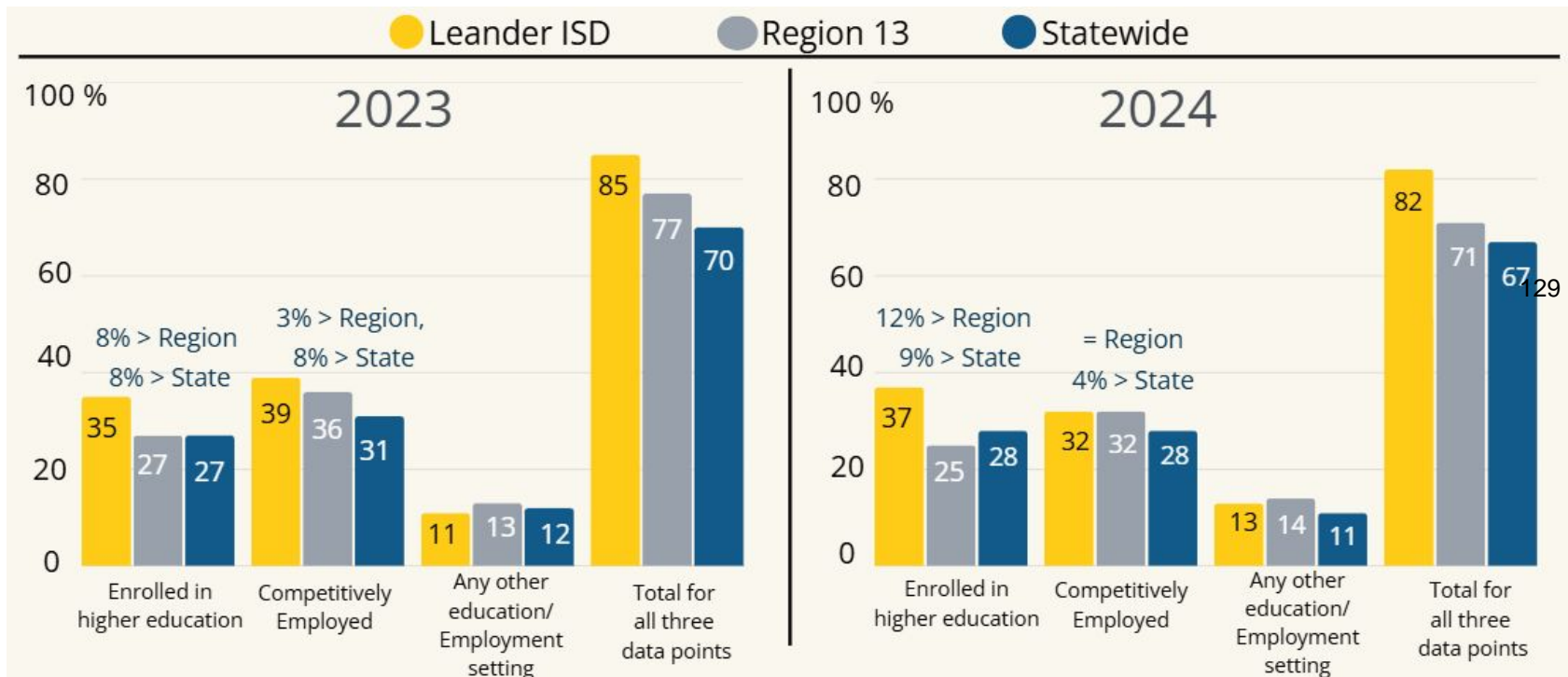
Exit Survey Question: Do you plan to go to college after high school?



Based on the LISD Exit Survey: the % of students in Leander ISD who selected: 4 Year University; Community College/Jr. College; Technical College; Certificate Program; Inclusive Post-Secondary College; Day Habilitation or Military



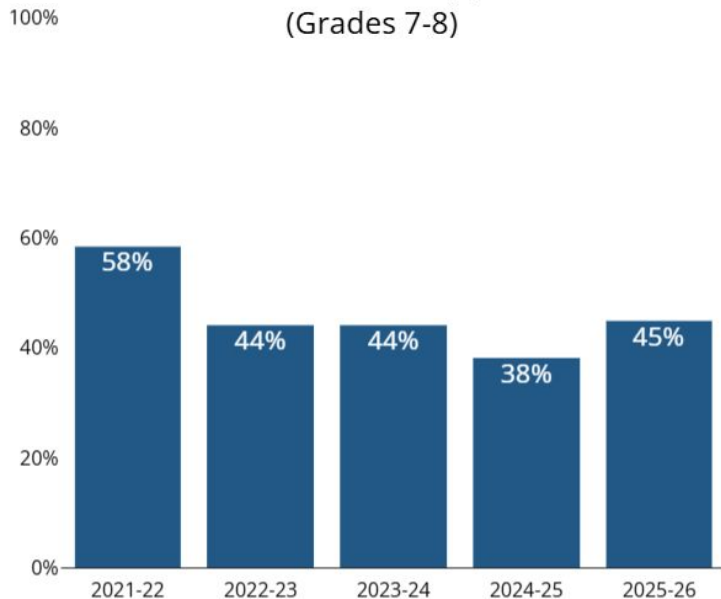
Post-Secondary Outcomes on State Performance Plan



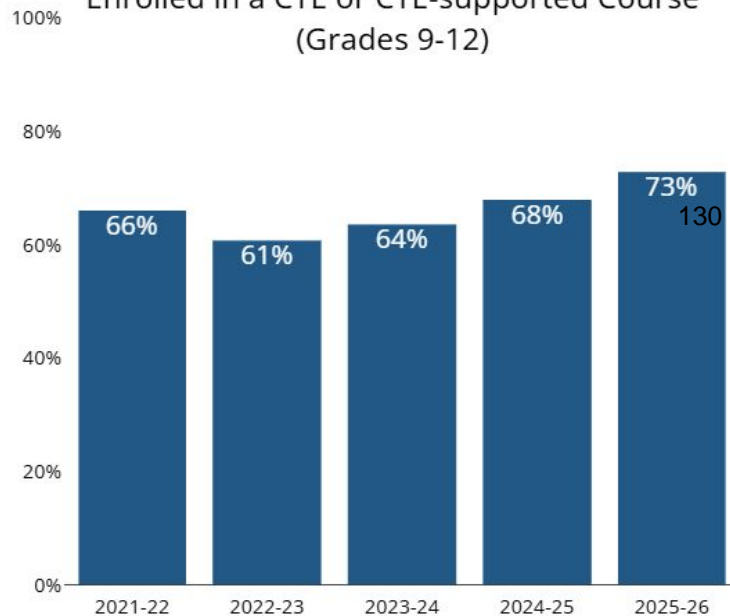


Career and Technical Education (CTE) Courses

Students with Special Education Services
Enrolled in a CTE or CTE-supported Course
(Grades 7-8)

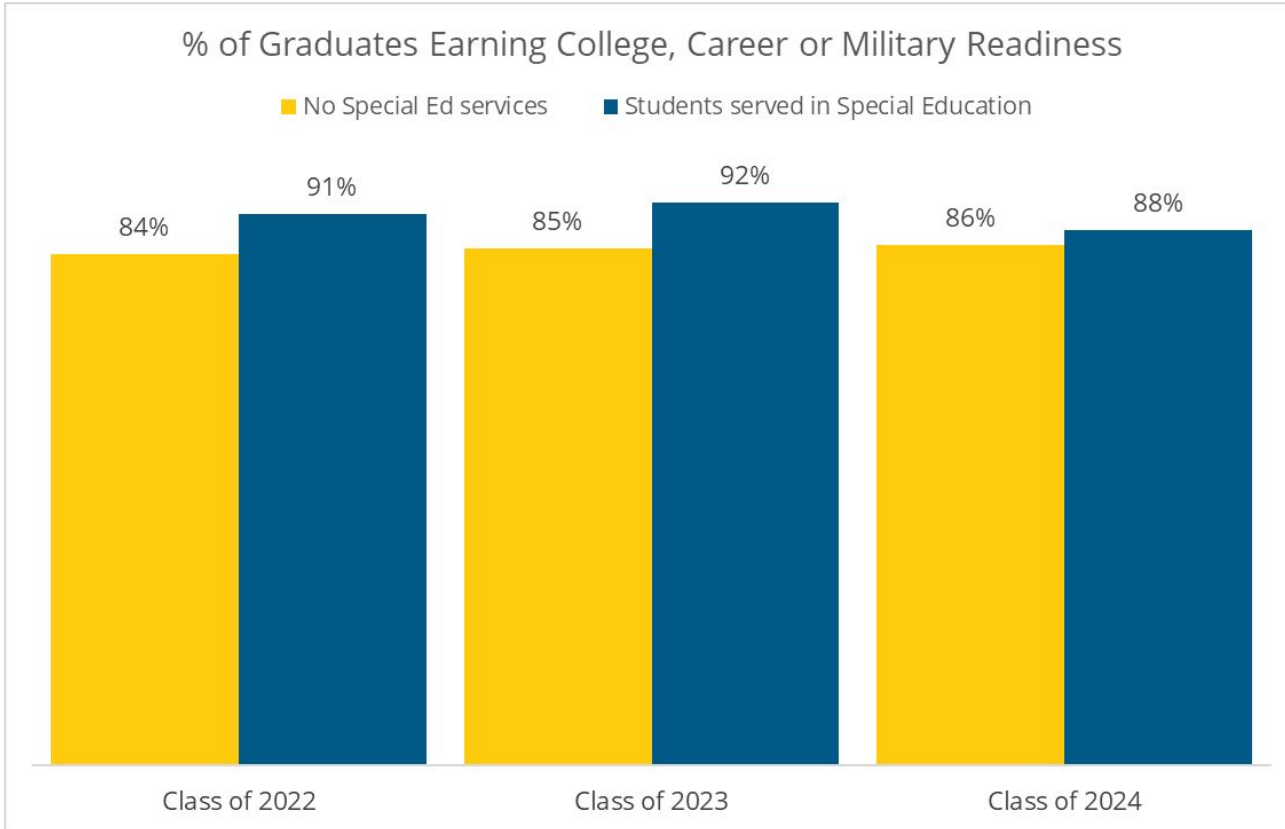


Students with Special Education Services
Enrolled in a CTE or CTE-supported Course
(Grades 9-12)





College, Career, or Military Readiness (CCMR)





Impactful Family Engagement

Parent Liaison

Family Workshops

Collaborative Partners Podcasts

Special Programs Parent Advisory Council (SPPAC)

Dadvocates

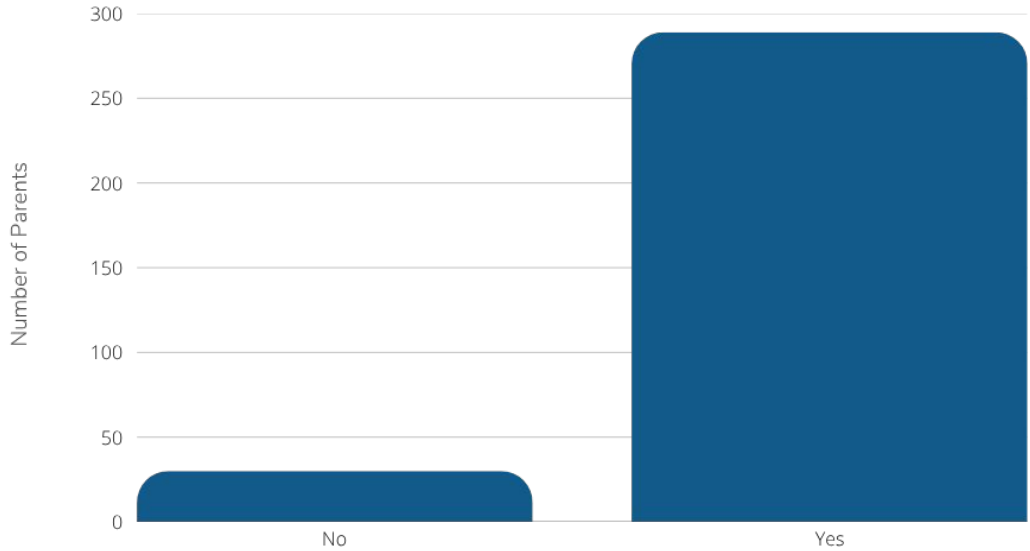


132





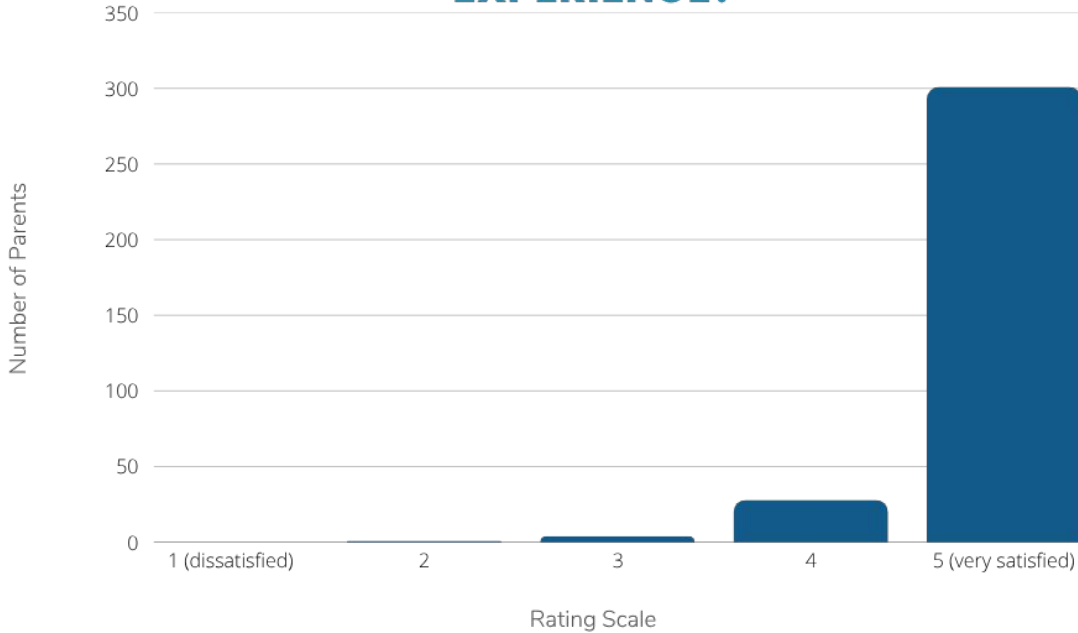
ARE YOU AWARE OF OUR SPECIAL PROGRAMS FAMILY RESOURCES?



2025- 2026 School Year



HOW SATISFIED WERE YOU WITH YOUR ADMISSION, REVIEW, AND DISMISSAL (ARD) EXPERIENCE?



134



Legislative and Texas Education Agency Updates

House Bill 2 Funding Changes

\$1,000 funding for each initial special education evaluation
New funding system based on intensity of services (tiers)

House Bill 6 Accountability Changes

Discipline indicators removed from accountability calculations
Continued focus on compliance and disproportionality

2026-2027 System Changes

New special education funding formulas will roll out
Updated guidance on service delivery and programs
Increased emphasis on data systems and reporting



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Discussion of Board Goals
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Chris Clark, Ed.D., Superintendent of Schools
Attachments: Discussion of Board Goals Presentation (*Uploaded to BoardBook 04-24-26*)

Background Information:

During the [February 5](#) and [February 19, 2026](#) Board Meetings, administration presented a draft of board goals for consideration, based on qualitative feedback and board policies [BAA\(LEGAL\)\(LOCAL\)](#) & [BJA\(LEGAL\)\(LOCAL\)](#). Tonight, Board members will continue to discuss, edit, and revise the Board's Goals.

Administrative Recommendation:

N/A

Sample Motion:

N/A



April 23, 2026

Discussion of Board Goals

PURPOSE

To continue discussion of developing board goals/priorities with an intentional focus on utilizing board goals as a tool for effective governance.



Where are we in the process?

February 5 & 6

- Initial board discussion on goals/priorities.
- Feedback form for board members.

February 19

- Focus on goals as a governance tool to guide the work of the Board, as a body corporate, the superintendent, and district administrators.

April 23

- Consensus on goals & gather input on constraints

140



Governance Architecture

Governance - the processes and systems by which organizations are managed at the highest level

Architecture - a unifying or coherent form or structure





Components of Governance Architecture

Goals - measurable and time bound student-oriented results

Constraints/Guardrails - what must not be violated, what must be followed while pursuing outcomes, what values of the organization do we want to protect or ensure

142

Delegation - who decides what or is responsible for what

Monitoring - how the board knows if adequate progress is made and what changes if not



Tonight's Process

- Review Goals as they are right now
- Review feedback and suggested changes
- Reach consensus on goals
 - If any changes are agreed upon, an updated version will be shared with the Board.
- Provide input on constraints/guardrails

143



Goals - Draft #3



Draft Goals

Leander ISD Board Goals

Goal 1: The percentage of students achieving Meets Expectations on 3rd grade Math and Reading STAAR will increase from the 2025 percentage to meet or exceed the 2030 student group goals below.

	Reading		Math	
	2025	2030	2025	2030
All Students	64%	74%	52%	62%
Black/African American	46%	60%	31%	49%
Hispanic/Latino	50%	60%	35%	54%
White	67%	75%	55%	64%
Two or More Races	64%	74%	50%	60%
Asian	80%	80%	78%	80%
Special Education	33%	48%	29%	43%
Economically Disadvantaged	39%	60%	26%	43%
Emergent Bilingual (includes monitor students)	44%	61%	42%	60%

Data Source: [TPRS STAAR Data - ALL STUDENTS](#)



Draft Goals

Leander ISD Board Goals

Goal 2: The percentage of students achieving Meets Expectations on 6th grade Math and Reading STAAR will increase from the 2025 percentage to meet or exceed the 2030 student group goals below.

	Reading		Math	
	2025	2030	2025	2030
All Students	73%	78%	58%	68%
Black/African American	48%	60%	23%	43%
Hispanic/Latino	56%	66%	40%	60%
White	76%	79%	58%	68%
Two or More Races	81%	84%	66%	71%
Asian	90%	93%	90%	93%
Special Education	35%	60%	27%	47%
Economically Disadvantaged	44%	60%	27%	47%
Emergent Bilingual (includes monitor students)	32%	60% (67%)	26%	46% (60%)

Data Source: [TPRS STAAR Data - ALL STUDENTS](#)



Draft Goals

Leander ISD Board Goals

Goal 3: The percentage of students achieving Meets Expectations on the **English 1 and Algebra 1 End of Course STAAR Assessment** will increase from the 2025 percentage to meet or exceed the 2030 student group goals below.

	English 1		Algebra 1	
	2025	2030	2025	2030
All Students	70%	75%	59%	69%
Black/African American	44%	60%	34%	54% (60%)
Hispanic/Latino	53%	66%	44%	60%
White	77%	79%	60%	70%
Two or More Races	74%	77%	60%	70%
Asian	89%	91%	92%	94%
Special Education	27%	47%	23%	43%
Economically Disadvantaged	44%	60%	33%	53% (60%)
Emergent Bilingual (includes monitor students)	26%	46% (60%)	30%	50% (60%)

Data Source: [TPRS STAAR Data - ALL STUDENTS](#)



Draft Goals

Leander ISD Board Goals				
<p>Goal 4: The percentage of students achieving TSI criteria will increase from the 2025 percentage to meet or exceed the 2030 student group goals below.</p>				
	TSI Reading		TSI Math	
	2025 (class of 2024)	2030 (class of 2029)	2025 (class of 2024)	2030 (class of 2029)
All Students	81%	90%	81%	90%
Black/African American	65%	75% (80%)	67%	77%
Hispanic/Latino	68%	78% (83%)	72%	82%
White	85%	90%	84%	90%
Two or More Races	84%	90%	84%	90%
Asian	94%	99%	96%	99%
Special Education	29%	49%	33%	53%
Economically Disadvantaged	59%	69%	63%	73%
Emergent Bilingual (includes monitor students)	42%	62%	59%	69%

Data Source: [College Ready Graduates TSI Criteria \(Annual Graduates\)](#)

*TSI - Texas Success Initiative



Feedback - Administrative & Board of Trustees

Goal Discussion #1

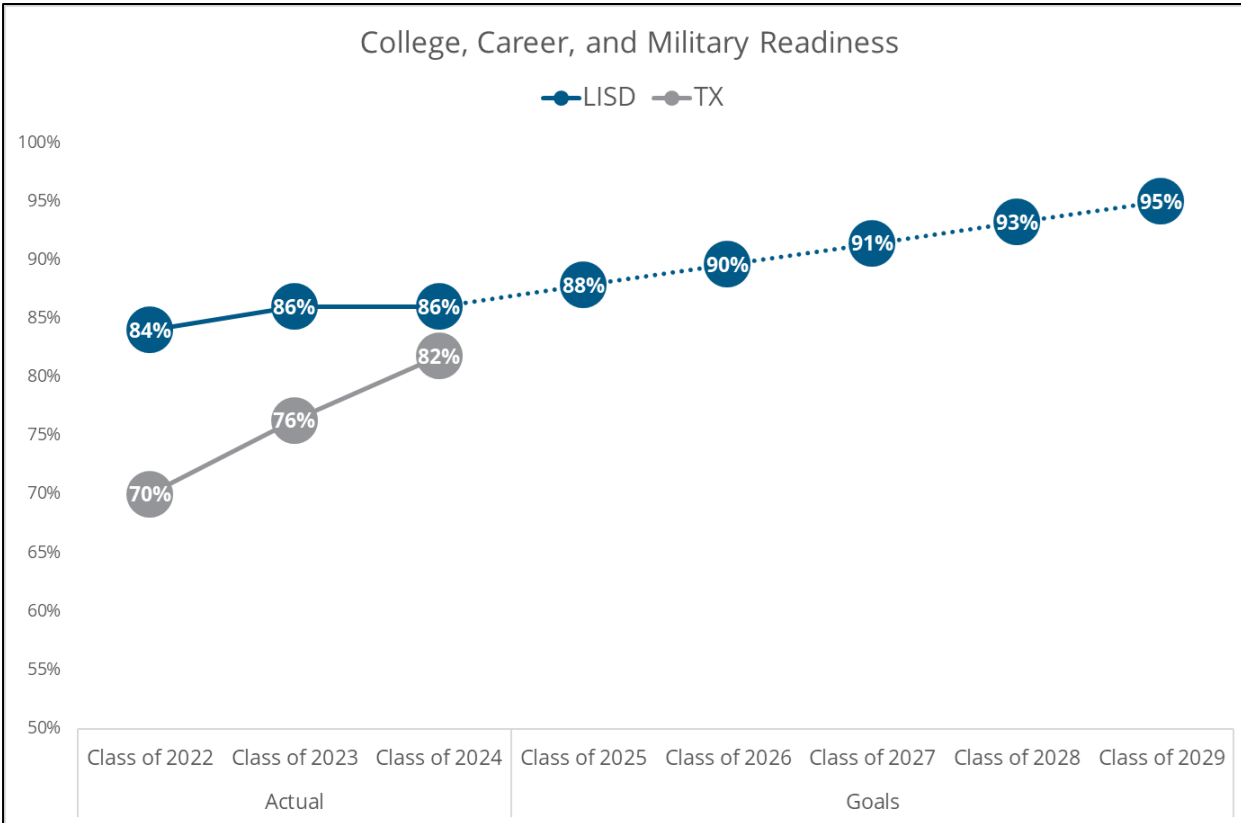
- **Goal 4 - Use the House Bill 3 College, Career, and Military Readiness (CCMR) goal or keep the Texas Success Initiative (TSI) -focused goal?**

- Considerations
 - TSI achievement is aligned with the “Meets Expectations” goals
 - TSI is one of ten criteria to meet CCMR expectations
 - We could improve TSI %ages but not see an increase in % met CCMR
 - CCMR improvement overall could lead to additional CCMR bonus funds
 - CCMR is a more comprehensive overview of how students leave our system
 - CCMR is more labor-intensive to track and report on

149



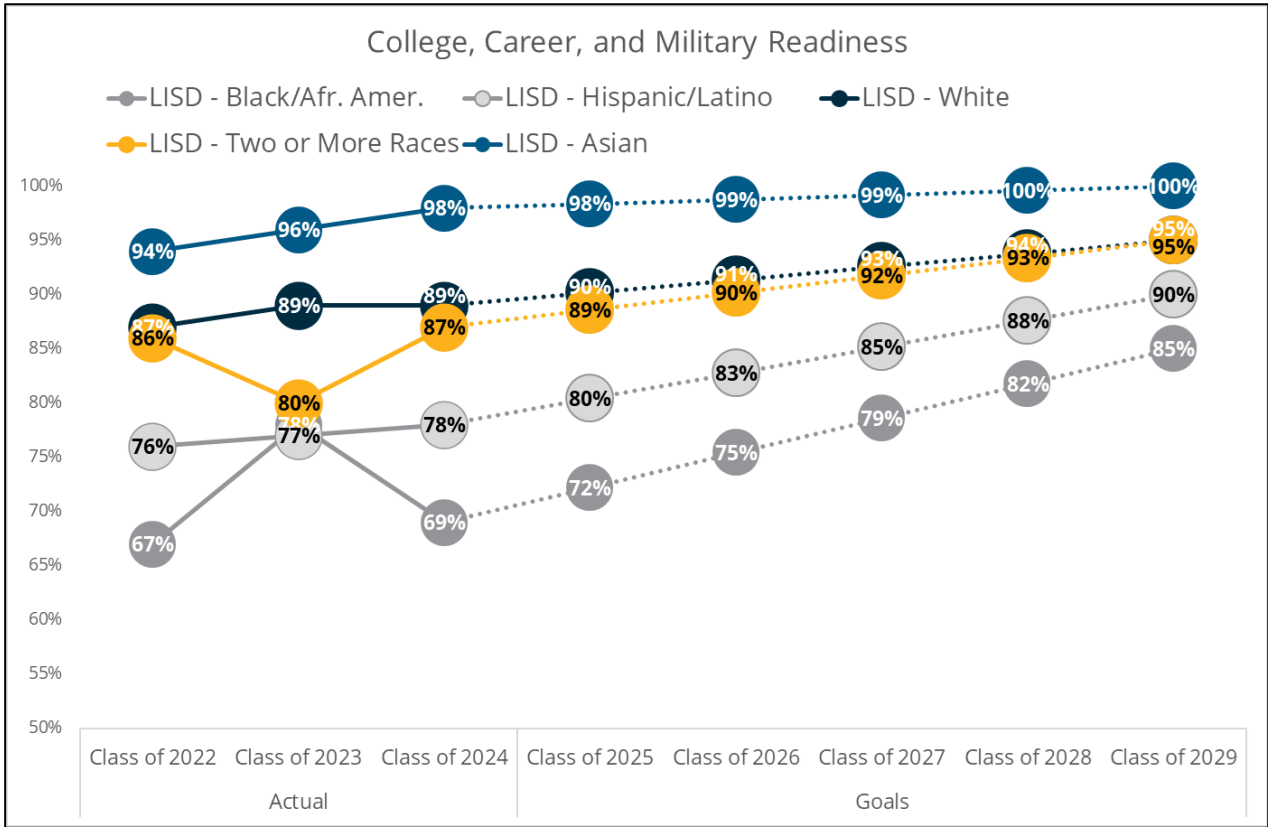
HB 3: College, Career, and Military Readiness



150

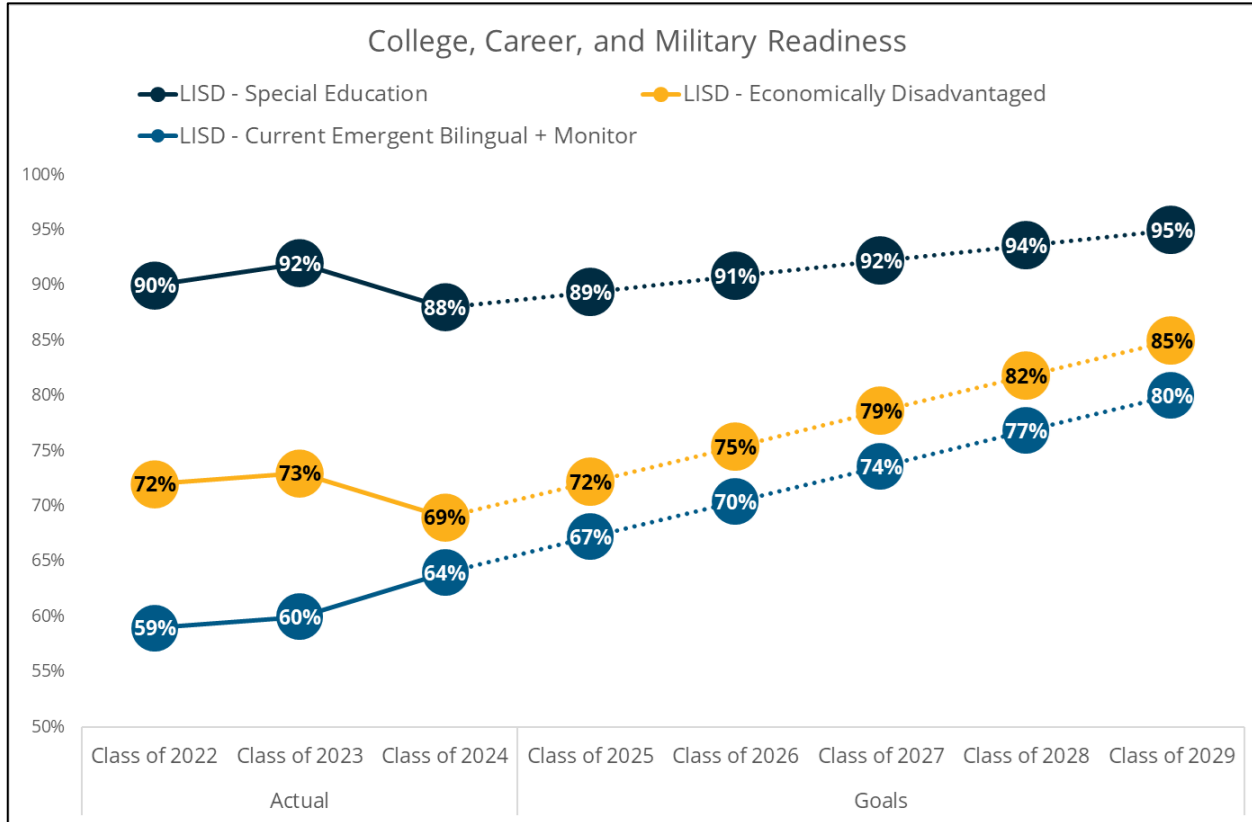


HB 3: College, Career, and Military Readiness





HB 3: College, Career, and Military Readiness





Feedback - Administrative & Board of Trustees

Goal Discussion #2

- **Incorporate Gifted & Talented (GT) academic performance into existing goals, replace one of the existing goals with a GT academic performance goal, add a fifth goal focused on GT academic performance.**



Superintendent Guardrails

The following areas have been suggested for possible constraints through the goal-setting process.

- **Professional Learning Communities**
- **Curriculum and Instructional Materials** - Consistent use and expectations
- **Student Experience** - Individual Needs, Interests, Passions
- **Program and Pathway access** - Ensure equitable access for all students by removing barriers
- **Impactful family engagement** that is representative of all families in LISD
- **Effective, efficient, and sustainable operational systems** that align with the board goals & resolution.
- **Enrollment**
- **Attendance/Discipline**

154



Board Guardrails

	Key Actions	PLC Bright	PLC Right	PLC Lite
PLC Foundation: Leadership, Vision and Culture	Cast a compelling vision and clarify the "why" and expectations for the PLC work.			
	Serve as an advocate and champion of the PLC work through modeling and celebrating the work of a PLC collaborative team.			
	Set direction and focus areas for the district and establish improvement goals aligned to each focus area.			
	Communicate the message: "All departments and campuses have a focus on learning for all students."			
	Key Actions	PLC Bright	PLC Right	PLC Lite
Collaborative Culture	Commit to being a learner of best practices, applying that knowledge to make informed decisions that support and embody the PLC work, while trusting the expertise of all staff.			
	Support and assist coaching all members of the Team of 8 to ensure overall team success.			
	Model behavior expected of others in our system.			
	Key Actions	PLC Bright	PLC Right	PLC Lite
Progress and Accountability	Directs development of, monitors and evaluates long term strategic planning for system fidelity.			
	Provide clarity on desired outcomes and, through the monitoring of annual learning goals, hold the district accountable for progress.			
	Engages in reflective processes and feedback.			
	Key Actions	PLC Bright	PLC Right	PLC Lite
Resource Allocation	Funding is clearly aligned to the focus areas and established goals.			



Next Steps

May 7 - Approve Board Goals and Constraints*

**May 7 - Board Professional Learning Community (PLC)
Implementation Guide Discussion**

**June 18 - Board Data Discussion, Share plans for
Monitoring/Reporting on progress throughout the 26-27
school year**

156

*Written constraints will be provided to the board in the weekly memo prior to this meeting.



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Regular Meeting Date: April 23, 2026

Agenda Item:	Discussion of 2026-27 Total Compensation Recommendations	
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report	<input type="checkbox"/> Action Requested
Action Requested:	May 7, 2026	
Administrator Responsible:	Rachel Mackey, M.Ed., Chief Human Resources Officer; Adam Standler, Senior Vice President, Marsh McLennan Agency; Amy Campbell, Director of HR Services, TASB; Gina Mitschke, Executive Director of Business & Business Processes	
Attachments:	2026-27 Total Compensation Recommendations Presentation	

Background Information:

BENEFITS

Healthcare costs continue to rise at a pace that outstrips general inflation, creating increasing financial pressure on employer-sponsored plans nationwide. Leander ISD is experiencing these same trends. While the District has historically planned for an approximate 4.5% annual increase, national projections indicate higher growth, reinforcing the need for ongoing evaluation of our approach to healthcare funding.

In July 2023, the LISD's Chief Financial Officer implemented a revised funding strategy designed to balance the maintenance and long-term stability of the healthcare fund and the district's general fund balance. The strategy included an initial reduction in funding along with planned annual increases and periodic infusions into the health fund to offset the revenue losses from benefits-eligible employees who do not elect coverage, returning to 2023 funding levels by 2025.

Due to broader budget constraints, this strategy was adjusted beginning in 2025 to hold District contributions per participating employee flat and eliminate planned fund infusions. Updated projections also assume limited population growth for 2027. As a result, and due to unexpected high-cost claims, the healthcare fund balance has since been declining and is now well below the recommended 35% threshold, with projected costs exceeding combined employer and employee contributions.

Absent strategic action, the District will need to rely on fund balance to cover ongoing healthcare costs, which is not a sustainable long-term solution. To address this, the District is actively evaluating plan design changes for the 2027 plan year, which are expected to include adjustments to employee premium contributions.

Final impacts to employees will not be determined until late summer, as the District continues to monitor claims experience and evolving healthcare market conditions. Throughout this process, we remain committed to balancing fiscal responsibility with support for our employees and will work to minimize the financial impact wherever possible.

The District has a strong track record of implementing cost-containment strategies and operational efficiencies, resulting in average annual savings of \$1,949,405, including \$2,896,948 in 2026. These efforts will continue as part of a comprehensive approach to managing healthcare costs.

To ensure stakeholder input informs future decisions, the Human Resources Department established the Human Resources Advisory Council (HRAC) in January 2026, with representation from all campuses and departments. During its initial meeting in February, the committee reviewed benefits information and provided feedback, which was further expanded through campus- and department-level discussions. Additional input will be gathered through the annual Employee Benefits Survey, with results helping guide recommendations for the 2027 benefits plan.

COMPENSATION

Each year, administration conducts a comprehensive review of Leander ISD's compensation program to ensure that the District stays competitive in the market and so that we can recruit and retain the best employees. Tonight,

administration will be presented the 2026-27 proposed compensation recommendations to the Board of Trustees. Similar to last year, the District contracted with the Texas Association of School Boards (TASB) to conduct an independent and comprehensive third-party review of the LISD pay system and to provide modification options to the scales and stipend adjustments based on the market analysis.

TASB provided three models for consideration – Model 1 = 0% pay increase with market adjustments; Model 2 = 1% pay increase with market adjustments; Model 3 = 1% for employees who did not receive the Teacher Retention Allotment (TRA) with market adjustments – as shown below.

TASB: Cost - Model 1 (0.0%)



Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
Teachers	\$0	\$733	\$733
Support Staff	\$0	\$0	\$0
Executive Leadership	\$0	\$9,990	\$9,990
Administrative Leadership	\$0	\$142,828	\$142,828
Professional Support	\$0	\$560,682	\$560,682
Technology	\$0	\$53,683	\$53,683
Administrative Support	\$0	\$92,213	\$92,213
Instructional Support	\$0	\$106,118	\$106,118
Operations Support	\$0	\$248,131	\$248,131
Police	\$0	\$93,222	\$93,222
Total	\$0	\$1,307,600	\$1,307,600
% of Current Costs	0.0%	0.4%	0.4%

TASB: Cost - Model 2 (1.0%)



Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
Teachers	\$1,727,553	\$733	\$1,728,286
Support Staff	\$96,459	\$0	\$96,459
Executive Leadership	\$34,398	\$6,050	\$40,448
Administrative Leadership	\$189,803	\$106,029	\$295,832
Professional Support	\$394,602	\$669,707	\$1,064,309
Technology	\$67,952	\$11,444	\$79,396
Administrative Support	\$130,868	\$56,828	\$187,696
Instructional Support	\$213,396	\$59,845	\$273,241
Operations Support	\$332,989	\$172,877	\$505,866
Police	\$17,145	\$83,199	\$100,344
Total	\$3,205,165	\$1,166,712	\$4,371,877
% of Current Costs	1.0%	0.4%	1.3%

TASB: Cost - Model 3 (1.0% for all non-TRA)



Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
Teachers	\$0	\$162,095	\$162,095
Support Staff	\$96,459	\$0	\$96,459
Executive Leadership	\$34,398	\$6,050	\$40,448
Administrative Leadership	\$189,803	\$87,031	\$276,834
Professional Support	\$394,256	\$617,067	\$1,011,323
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Police	\$17,145	\$83,199	\$100,344
Total	\$1,477,266	\$1,256,436	\$2,733,702
% of Current Costs	0.4%	0.4%	0.8%

ONE-TIME LUMP SUM RETENTION PAYMENT AUTHORIZATION

In addition to the options listed above and the compensation laid out within the District’s compensation plan for 2026-2027, administration is recommending the approval for the Superintendent to authorize a one-time lump sum payment not to exceed \$1,000 per full-time employee or \$500 per part-time employee based on the following guidelines:

- The District’s other financial obligations and issuance of the one-time lump sum payment would not create a financial hardship for the District.
- If the Chief Financial Officer certifies defined parameters have been met, the Board will be notified so that payment approval can be made with the next paycheck that is administratively feasible based on the timing of the approval.

Employee Eligibility - Employee is employed by the District in a regular part or full-time position, including Teacher Fellows (substitutes and temporary employees are ineligible). Employees must be in an active status, or on approved medical leave, on a date determined by the Superintendent. Any employees hired after the date of the one-time lump sum payment are ineligible for a lump sum payment and ineligible to be paid at a base salary rate equal to that as if they had been employed at time of the payment. The one-time lump sum payment is not eligible for Teacher Retirement System (TRS) creditable service.

The Board of Trustees reserves the right to amend the 2026-27 compensation and benefits plan after the start of the fiscal year, as required by law, administrative rule, if additional legal requirements or interpretations necessitate such a change or in the best interest of the District.

Potential Administrative Recommendations:

Administration is considering bringing the following recommendations for approval to the Board on May 7, 2026:

1. Model 1 – all adjustments with 0% across-the-board increase for all employees for the 2026-27 school year;
2. Authorization for the Superintendent to approve a one-time lump sum retention payment not to exceed \$1,000 per full-time employee or \$500 per part-time employee based on the guidelines set forth in the compensation plan;
3. Authorization for the Superintendent to amend the 2026-27 compensation and benefits plan after the start of the fiscal year, as required by law, administrative rule, if additional legal requirements or interpretations necessitate such a change.

Sample Motion:

N/A



April 23, 2026

Discussion of 2026-27 Compensation Recommendations

PURPOSE

The purpose of tonight's presentation is to provide information to and gather input from the Board of Trustees regarding Leander ISD's Total Rewards and the recommendation for our 2026-27 Compensation Plan.



Strategic Plan, Goal 2: Empowered Staff

Attract, grow, and retain a collaborative community of world-class employees who are empowered to meet the needs of every student. 163



Total Rewards

≅ 88% of budget



**PAY &
BENEFITS**



164

Benefits





Topics for Board Discussion

How do rising benefits costs influence compensation and budget planning?

166

What is the right balance between employee experience and long-term financial sustainability?



Benefits: Projected Benefits Fund – 2026 Update

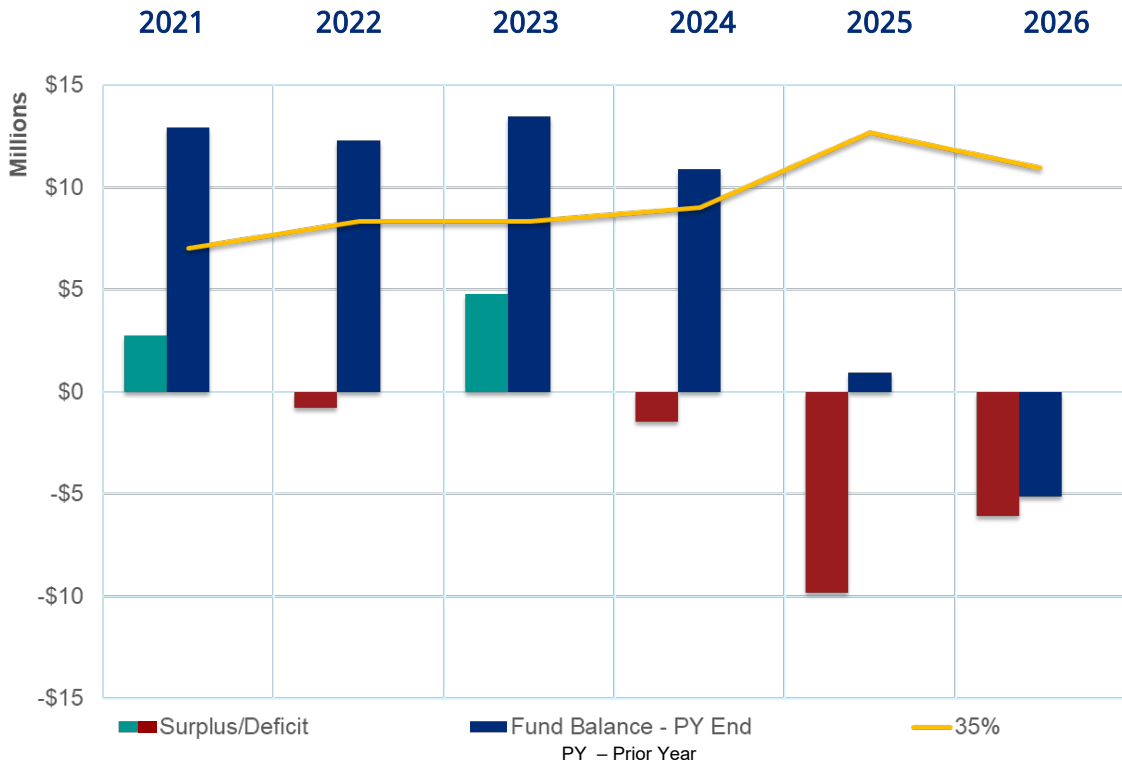
Assumptions Summary	
Claims trend	4.5% for Medical & Rx
Population growth	0% for 2026 ; 2% for 2027 forward
Change in Fixed Expenses	7.5% increase per year
District contribution (per enrolled employee)	\$410 as of 7/2021 (\$350 per eligible; funding frozen from 2020) \$492 as of 7/2022 (\$360 per eligible; equated to \$492 per enrolled) \$410 as of 7/2023 (move to funding per enrolled employee) \$460 as of 7/2024 \$510 as of 7/2025 \$510 as of 7/2026 \$510 as of 7/2027
District Infusions	\$3,000,000 – June 2023 \$3,000,000 – July 2023 \$1,500,000 – July 2024 \$2,000,000 – December 2025
Employee premium adjustment <i>(Note: premium increases do not necessarily meet recommended maintenance of 35% fund balance)</i>	0% for 2021 0% for 2022 2% for 2023 4.5% for 2024 4.5% for 2025 4.5% for 2026 4.5% for 2027

Considerations

- Fund balance recommendation minimum: 35% of district's annual cost (3 months burn)
- LISD transitioned from a per eligible employee to a per enrolled employee funding methodology as of 7/2023¹⁶⁷
 - *Reduction in funding since change equates to ~\$7.7M since 7/2023*
- Does not assume additional Employer Funding infusions to level out plan year deficit



Benefits: Projected Benefits Fund – 2026 Update



Surplus/Deficit – represents amount of funding exceeded plan costs (surplus) or fell short of covering them (deficit)

Total Plan Costs (administration fees, stop loss premium, estimated claims)

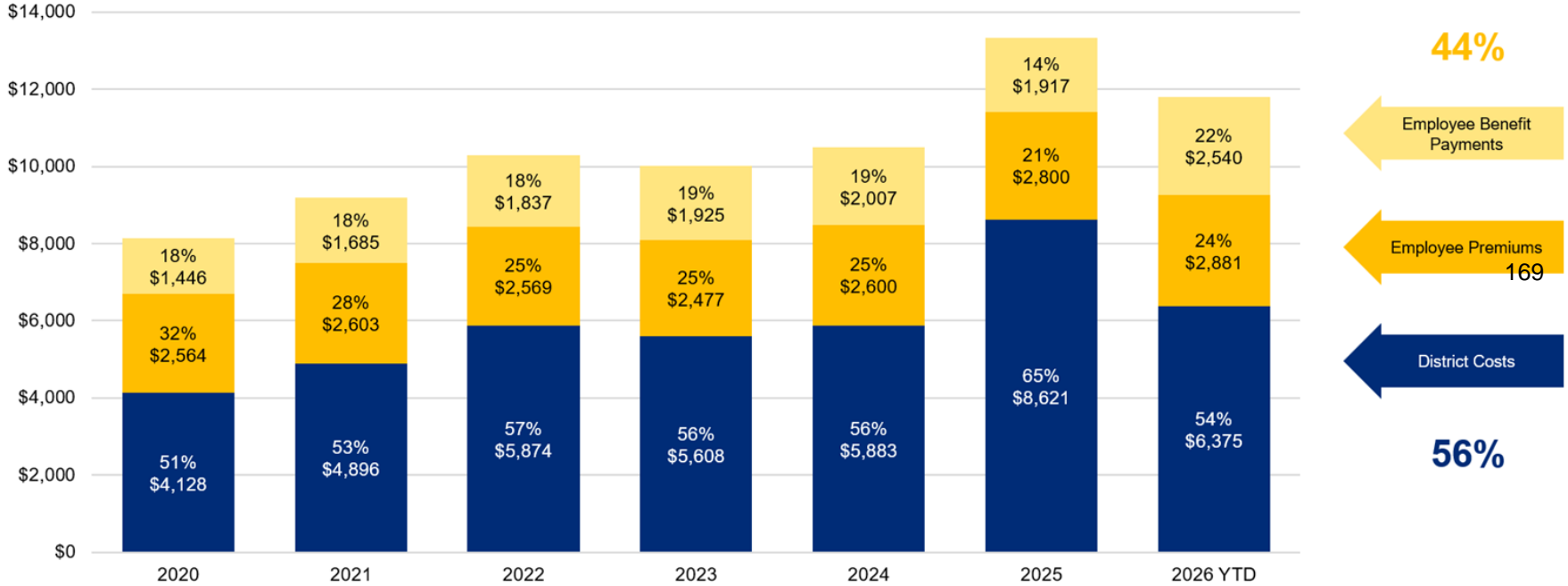
Funding (District funding, expected employee premiums)

Fund Balance – Projected amount remaining in the Benefits Fund at the end of the year.

Recommended Fund Balance: 35% of District’s annual cost (~3 months)



Benefits: Total Health Plan Costs per Employee Per Year

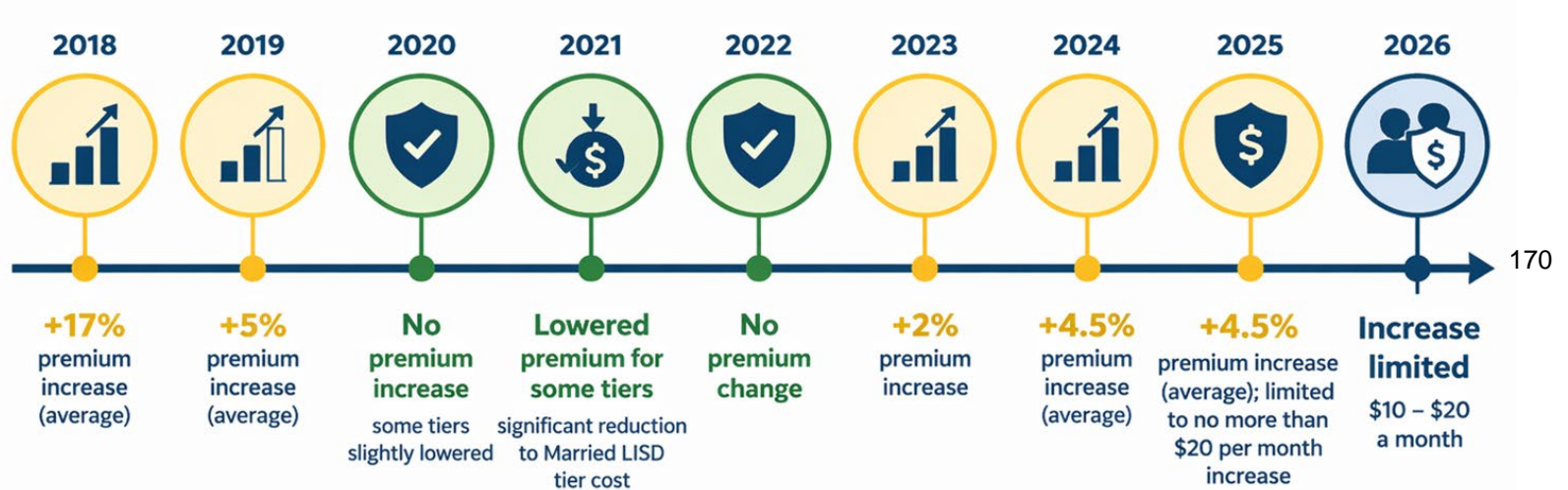


\$26,379,728	\$30,200,673	\$34,068,864	\$33,694,054	\$37,094,140	\$48,126,286	\$46,569,659*	Annual Net Plan Cost
-9%	13%	12%	-3%	5%	27%	-12%	% change from prior year

*Projected



Benefits: Historical Changes to Employee Contributions



 **4 of the last 7 years had no or minimal premium increases.**
We remain committed to balancing affordability with high-quality health benefits.



Benefits: Savings & Cost Avoidance Measures

- Negotiations / Adjustments to plans and/or providers (Medical & Rx)
 - Examples from the past 3 years:
 - Removed duplicative telemedicine
 - Added Frontier Direct Care with Clinic
 - Expanded Stop Loss Protection
 - Expanded Blue Cross Blue Shield (BCBS) Advance Payment Review 171
- Preventative plans
 - Examples from the past 3 years:
 - Cancer screening - Bexa, Grail
 - Rx finders and adherence incentive programs

Estimated Savings / Cost Avoidance

2026 = \$2,896,948
 2025 = \$3,063,435
 2024 = \$1,987,626





Benefits: Frontier Direct Care Clinic



Opened January 2025



48% Utilization (2,618 eligible individuals)



Over 11,000 visits



Adding a PCP due to increased utilization



Trial for expanded hours



Review of Messaging

- Same Day appointments for urgent needs
- No cost to employee for general needs
- Negotiated costs for specialty / Rx (often no cost to employee)

As of April 1, 2026

172



FRONTIER
HEALTH



Discussion of 2026-27 Compensation Recommendations

The actuarial value of a plan is a representation of the expected share of the claims cost (deductible/out-of-pocket/HSA contributions) of a plan that is paid by the plan sponsor

Benefits: Actuarial Relative Value (ARV)

District Comparison

Avg ARV
Across all Plans

LISD 2026 <i>(w/ Frontier)</i>	88.4% PPO 1500	86.6% HDHP 1700	86.0% HDHP 3400	88.8% ACO Copay 1000	83.9% ACO Copay 5000	86.7%
LISD 2026 <i>(w/o Frontier)</i>	79.9% PPO 1500	79.5% HDHP 1700	78.2% HDHP 3400	81.8% ACO Copay 1000	71.1% ACO Copay 5000	78.1%
AISD 2026	82.2% BCBS HMO 1800	80.9%* BCBS HMO HSA 2000	71.4% Blue Choice HSA 3400			78.2%
TRS 2025/26	78.0% AC Closed 1000		74.8% AC HDHP 3300	78.9% AC Primary+ 1200 HMO	74.7% AC Primary 2500 HMO	76.6%
LTISD 2025/26	77.1% Low Plan HMO 1750		71.5% HDHP 3500	78.7% High Plan PPO 2000		75.8%
PfISD 2026	74.3% BCBS 4000 HMO		74.9% BCBS 3000 HDHP	78.4% HCH 3500 Low	69.4%* HCH 6000 High	74.3%
RRISD 2026	75.7% PPO Copay 3000		69.7%* PPO HDHP 4500	75.7% HMO Copay 4000	71.2%* HMO HDHP 4500	73.1%
GISD 2025/26	75.1% Enhanced HMO 2250		70.3% Basic HD PPO 3500		71.9% Standard HMO 5000	72.4%

173

*w/ District HSA contribution



Benefits: 2025-26 District Health Plan Contributions

Self-Funded Plan Benefits

- **Richer plan designs** – LISD can design best value plans for employees
- **Flexibility** – Can make plan changes based on our employee needs
- **Competitiveness** – Other local ISDs have self-funded plans

**Note – LISD historically has made additional lump sum contributions via infusions as needed – this additional funding is not illustrated*

Local ISD	Medical Plan	Monthly Contribution per Employee	Annual Contribution per Employee
Leander ISD	Self-funded	\$510	\$6,120 <small>174</small>
Austin ISD	Self-funded	\$505	\$6,060
Lake Travis ISD	Self-funded	\$500	\$6,000
Round Rock ISD	Self-funded	\$466	\$5,592
Georgetown ISD	Self-funded	\$450	\$5,400
Pflugerville ISD	Self-funded	\$435	\$5,220



Benefits: Summary of Data

- LISD has a rich benefits program for our staff and contributes more per employee than our neighboring districts.
- LISD has prioritized employee affordability—even when costs were rising.
- While these factors contribute to the positive work experience for our employees, it comes at a cost to the district.
- The current model is not self-sustaining— due to changes in funding at the local and state level, the current model has required intervention and will continue to need intervention without significant changes.

175



Benefits: HR Advisory Council (HRAC)

New (Spring 2026)

Purpose: to gain employee voice in the HR decisions that directly impact our employees

One representative from each campus and department, including:

- Teachers, Instructional Coaches
- Clerical Support Staff
- Specialists, Coordinators
- Campus Administrators
- Assistant Directors, Directors, Senior Directors

176

Representatives' Role: to learn and provide feedback, then share information and gather feedback from their campus/department

First meeting in February regarding benefits, **54 out of 65 representatives attended (83%)**

Benefits: Plan Design Considerations & Feedback



Options Presented to HRAC	HRAC / Employee Feedback
Health Maintenance Organization (HMO)	Concerns about loss of choice
Reduced Plan Options (from 5 to 3)	Depends upon offerings
Reduced Plan Options & HMO	Depends upon offerings
Healthcare Highways & Frontier Only	Concerns about small network of HCH
Teachers Retirement System Active Care (HMO)	Mixed feedback
<i>Illustrative Only: Frontier Only</i>	<i>Significant savings, but need more locations</i>

177

Additional HRAC Feedback

- A variety of options is important due to varied needs of our employees (access-focused group & cost-focused group)
- Many prefer an increase in premiums to avoid reduced options (narrow/limited network, access to specialist)

District-wide Employee Benefits Survey results pending



Benefits: Anticipated 2027 Benefits Plan

- Employee premiums will increase
 - We will keep in mind the varying needs of our employees
- Refined plan offerings while preserving employee choice
 - Plan design drives cost to district and employees
- Ongoing focus on cost containment and preventive care
- Continued enhancement of Frontier partnership and employee education

178



Benefits: Timeline for the 2027 Benefits Plan

Phase 1: Input *(Feb - Apr)*

BAC & HRAC
meetings
Benefits Survey

Phase 2: Build *(May - Aug)*

Data review
Plan development

Phase 3: Educate *(Aug - Sept)*

Material creation
Employee education

Phase 4: Implement *(Oct - Jan)*

Open enrollment
Go live on Jan 1

179



Topics for Board Discussion

How do rising benefits costs influence compensation and budget planning?

180

What is the right balance between employee experience and long-term financial sustainability?

Texas Association of School Boards (TASB)

Pay Systems Maintenance Review





Topics for Board Consideration

How do we ensure our total rewards package (pay and benefits) supports and retains our employees?

182

What is the right balance between employee experience and long-term financial sustainability?



LISD Compensation Philosophy

LISD's compensation system shall be administered to support the following objectives:

COMPETITIVE

Aligned to relevant labor markets

INTERNAL EQUITY

Based on role, responsibility, and skill

EXPERIENCE MATTERS

Considerations for job-relevant experience

FINANCIAL STEWARDSHIP

Cost-effective and budget-conscious

FAIR & CONSISTENT

across all departments and campuses

MISSION-ALIGNED

Supports LISD goals, strategy, and culture

Leander ISD

Pay Systems Maintenance

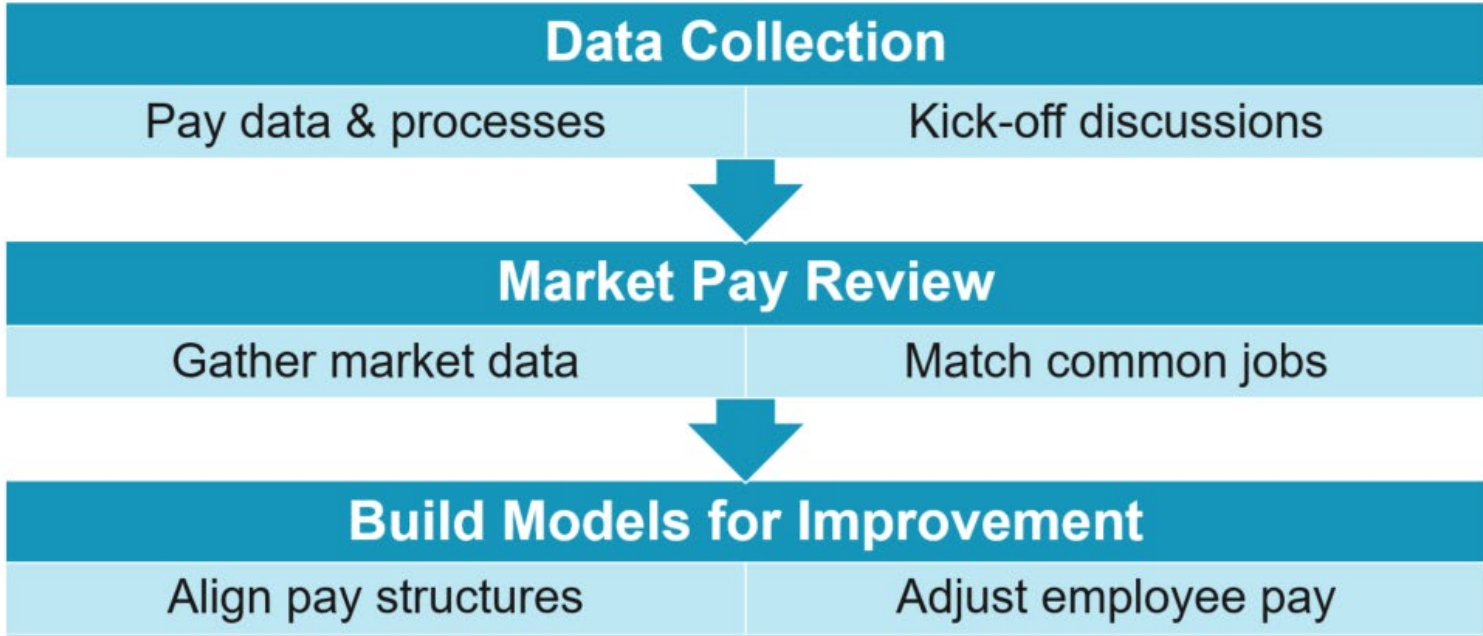
Amy Campbell – Director, HR Services
April 23, 2026



184



TASB: Pay Study Process



185

Compensation Concepts

186



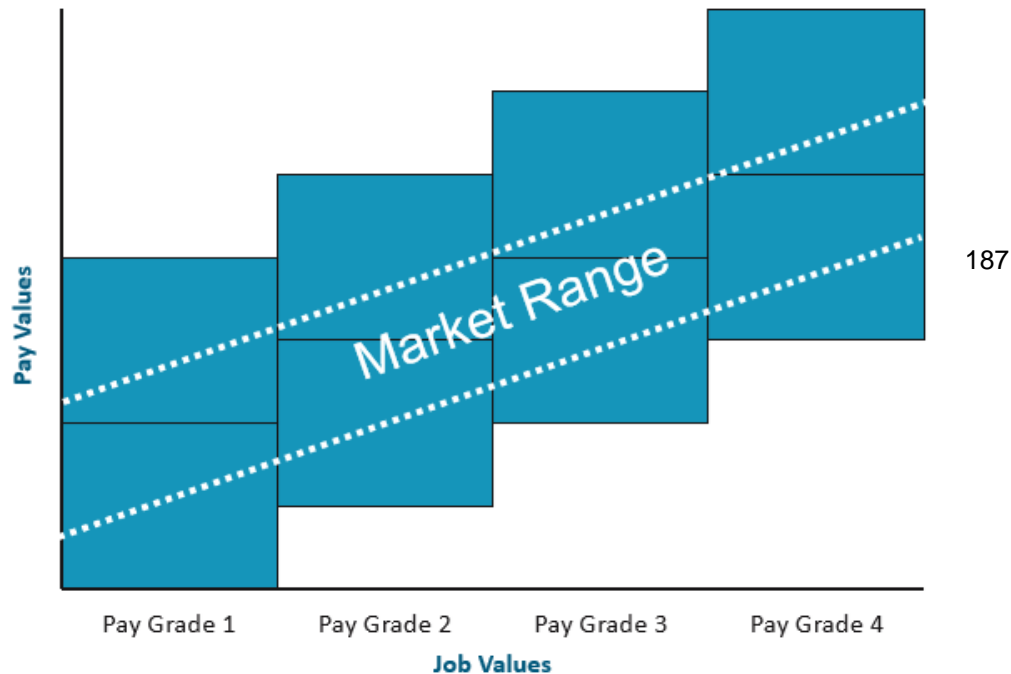
TASB: Pay System Controls

Pay Range Control Points

Maximum Rates –
maximum pay for job value

Midpoint Rates –
market target pay for job value

Minimum Rates –
lowest pay for job value



Findings

188



TASB: Market Districts

	District	ESC Region	Student Enrollment	Number of FTE
1	Austin ISD	13	68,852	10,465
2	Del Valle ISD	13	11,287	1,830
3	Eanes ISD	13	7,534	1,154
4	Georgetown ISD	13	14,131	2,187
5	Hays CISD	13	24,955	3,376
6	Hutto ISD	13	10,988	1,618
7	Lago Vista ISD	13	1,862	245
8	Lake Travis ISD	13	10,810	1,443
9	Liberty Hill ISD	13	8,829	1,332
10	Manor ISD	13	9,658	1,123
11	Pflugerville ISD	13	25,297	3,600
12	Round Rock ISD	13	45,880	6,406
	Leander ISD	13	41,661	5,589

189



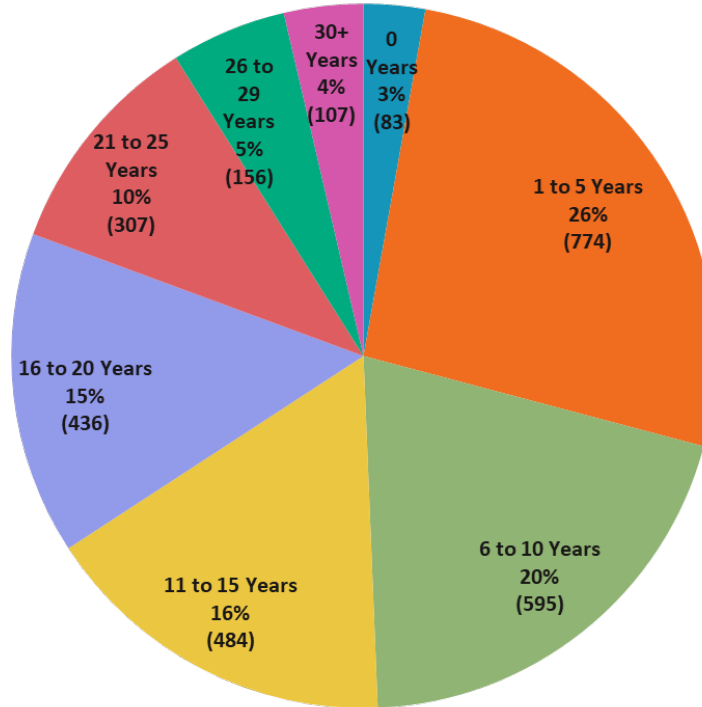
TASB: Other Market Sources

- Statewide market for districts with enrollment between 37,500 and 49,999 for central administration positions
- Austin metro area non-school market from
 - CompAnalyst
 - Payfactors by Payscale

190



TASB: Teacher Demographics: Experience

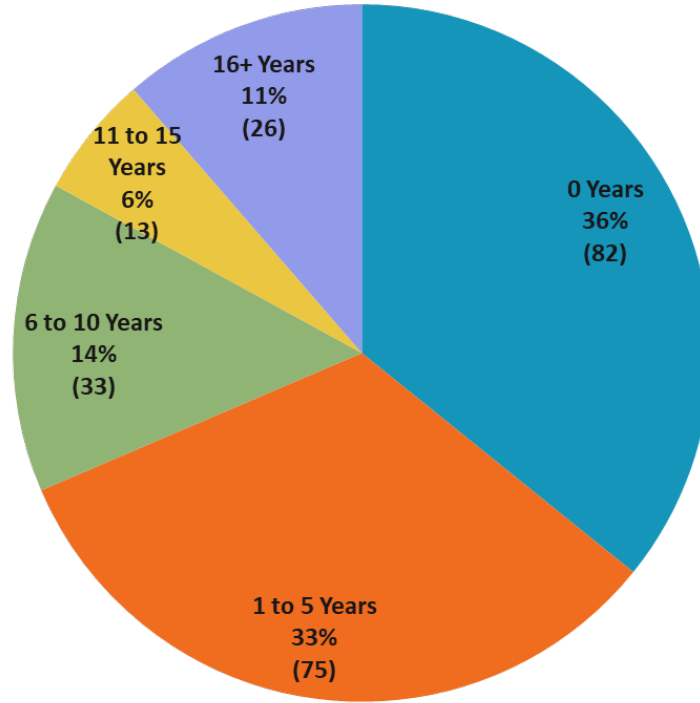


191

2,942 Teachers



TASB: Teacher Demographics - Experience of New to District Teachers



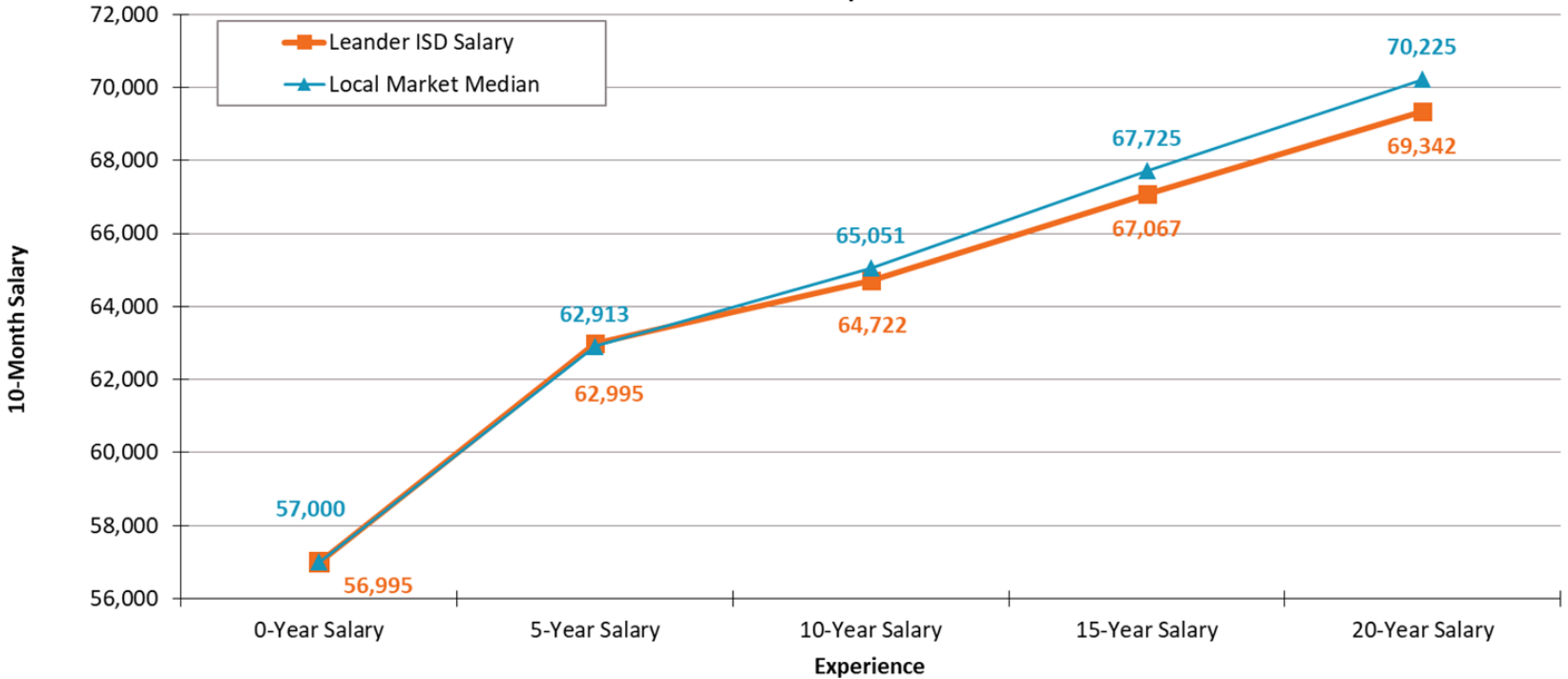
192

229 Teachers
with 0 years of local experience in 2025-2026



TASB: Teacher - Market Salaries Graph

Teacher Salary Plan, 2025-2026
Market Comparison



193



TASB: Teacher - Market Salaries

	0 Years	5 Years	10 Years	15 Years	20 Years	Average Salary
Leander ISD Salary	\$56,995	\$62,995	\$64,722	\$67,067	\$69,342	\$64,796 ₁₉₄
Local Market Median	\$57,000	\$62,913	\$65,051	\$67,725	\$70,225	\$65,874
Percent of Market	100%	100%	99%	99%	99%	98%
Difference from Market	(\$5)	\$83	(\$329)	(\$658)	(\$883)	(\$1,078)



TASB: Teacher - Market Stipends

Stipend	Leander ISD	Median Stipend	Districts Reporting
Master's Degree – General	\$1,000	\$1,000	12 of 12
Secondary Math	--	\$3,000	5 of 12
Secondary Science	--	\$2,500	4 of 12
Bilingual	\$7,000	\$7,000	9 of 12
Special Education – General/Resource	\$2,500	\$2,500	10 of 12
Special Education – High Needs	\$5,000	\$4,500	10 of 12

195



TASB: Exempt Pay Groups - Market Salaries

Pay Group	Employee Pay to Market	Pay Grade Midpoint to Market	Number of Benchmarks
Executive Leadership (Cabinet)	104%	101%	9 196
Administrative Leadership (i.e. Campus & District Supervisors)	98%	104%	27
Professional Support (i.e. Counselors, Specialists, Coordinators)	105%	104%	24
Technology	97%	98%	19



TASB: Non-Exempt Pay Groups - Market Salaries

Pay Group	Employee Pay to Market	Pay Grade Midpoint to Market	Pay Grade Minimum to Market	Number of Benchmarks
Administrative Support (i.e. Clerical)	102%	103%	106%	25 197
Instructional Support (i.e. Instructional Assistants)	107%	109%	104%	8
Operations Support (i.e. CNS, Custodial, Transportation)	97%	100%	103%	25
Police	104%	104%	109%	6

Options

198

TASB: Option 1



Dependent on pay increase model, implement pay structure adjustments to maintain market connection

- For models with pay increases, adopt structure adjustments to improve pay range values
- For model with no pay increase, maintain current structures

199

TASB: Option 2



Adopt a general pay increase (GPI) model as budget allows

- Model 1: 0% (no GPI)
- Model 2: 1% for all job groups
- Model 3: 1% for all job groups that did not/will not receive Teacher Retention Allotment (TRA)
- Each model includes an additional \$883,104 of estimated TRA funds from the state

200



TASB: Option 3

Provide adjustments to address market differences and maintain equity

- Increase to 1 percent above minimum
- Teacher pay equity adjustments
- Placement scale adjustments

201



TASB: Cost - Model 1 (0.0%)

Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
Teachers	\$0	\$733	\$733
Support Staff	\$0	\$0	\$0
Executive Leadership	\$0	\$9,990	\$9,990
Administrative Leadership	\$0	\$142,828	\$142,828
Professional Support	\$0	\$560,682	\$560,682
Technology	\$0	\$53,683	\$53,683
Administrative Support	\$0	\$92,213	\$92,213
Instructional Support	\$0	\$106,118	\$106,118
Operations Support	\$0	\$248,131	\$248,131
Police	\$0	\$93,222	\$93,222
Total	\$0	\$1,307,600	\$1,307,600
% of Current Costs	0.0%	0.4%	0.4%

202



TASB: Cost - Model 2 (1.0%)

Pay Group	General Pay		Estimated Total
	Increase	Adjustments	Increase
Teachers	\$1,727,553	\$733	\$1,728,286
Support Staff	\$96,459	\$0	\$96,459
Executive Leadership	\$34,398	\$6,050	\$40,448
Administrative Leadership	\$189,803	\$106,029	\$295,832
Professional Support	\$394,602	\$669,707	\$1,064,309
Technology	\$67,952	\$11,444	\$79,396
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203



TASB: Cost - Model 3 (1.0% for all non-TRA)

Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
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% of Current Costs	0.4%	0.4%	0.8%

204

Amy Campbell – Director, HR Services
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hrservices@tasb.org

205

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Topics for Board Consideration

How do we ensure our total rewards package (pay and benefits) supports and retains our employees?

206

What is the right balance between employee experience and long-term financial sustainability?



Potential Budget Impact & Recommendations Summary



207



Compensation: Considerations Moving Forward



Cost of living



Market competitiveness and internal equity



Increase in healthcare costs



Fiscal responsibility



Recommendation Summary: Budget Implications

Model 1 - 0% general pay increase; remaining adjustments

Model 2 - 1% general pay increase; remaining adjustments

Model 3 - 1% general pay increase for employees not eligible for the TRA; remaining adjustments

	Model 1 2026-2027 Projected	Model 2 2026-2027 Projected	Model 3 2026-2027 Projected
PROJECTED ENROLLMENT	41,841	41,841	41,841
REVENUE:			
State Revenue	\$ 118,277,957	\$ 118,277,957	\$ 118,277,957
Local Revenue	346,824,286	346,824,286	346,824,286
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 467,859,243	\$ 467,859,243
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 395,685,953	\$ 395,685,953
Identified Reductions	\$ (9,926,394)	\$ (9,926,394)	\$ (9,926,394)
Budgeting at 98%	\$ (7,600,000)	\$ (7,600,000)	\$ (7,600,000)
Pay Increase - 0%/1% ATB/1% for Non-TRA	\$ -	\$ 3,205,165	\$ 1,477,266
TASB Study	\$ 1,307,600	\$ 1,166,712	\$ 1,256,436
Teacher Retention Allotment	\$ 772,500	\$ 772,500	\$ 772,500
Contribution for TRS (unfunded mandate)	\$ 100,000	\$ 100,000	\$ 100,000
Health Insurance Contribution	\$ -	\$ -	\$ -
New Positions	\$ 1,487,624	\$ 1,487,624	\$ 1,487,624
Costs to Open Campus	\$ 1,056,588	\$ 1,056,588	\$ 1,056,588
State Funded TRS	\$ 27,446,936	\$ 27,446,936	\$ 27,446,936
Payroll	\$ 410,330,807	\$ 413,395,084	\$ 411,756,909
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 53,501,680	\$ 53,501,680
Recapture	11,529,305	11,529,305	11,529,305
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,361,792	\$ 478,426,069	\$ 476,787,894
RESULTS FROM OPERATIONS:	\$ (7,502,549)	\$ (10,566,826)	\$ (8,928,651)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (7,152,549)	\$ (10,216,826)	\$ (8,578,651)
BUDGET PARAMETER			
Budget Deficit Threshold - 3.0%	13,689,898	13,689,898	13,689,898
Deficit (Exceeding)/Within Budget Parameter	\$ 6,537,349	\$ 3,473,072	\$ 5,111,247
ASSUMING VATRE PASSES			
Estimated Revenue Increase	\$ 6,500,000	\$ 6,500,000	\$ 6,500,000
Deficit (Exceeding)/Within Budget Parameter	\$ 13,037,349	\$ 9,973,072	\$ 11,611,247



Recommendation Summary: Budget Impact

Model 1
0% general pay
increase +
Adjustments

	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 390,483,871	\$ 392,264,094
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,800,000)
Pay Increase - 0%; Remaining cost of adjustments	-	-	-
TASB Study	1,307,600	500,000	1,000,000
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
Health Insurance Contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to Open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 410,330,807	\$ 412,385,499	\$ 417,103,114
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,361,792	\$ 478,474,382	\$ 484,700,970
RESULTS FROM OPERATIONS:	\$ (7,502,549)	\$ (16,813,472)	\$ (19,310,182)
TOTAL TRANSFERS IN /OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (7,152,549)	\$ (16,463,472)	\$ (18,960,182)
BUDGET PARAMETER			
Budget Deficit Threshold - 3.0%	13,689,898	13,493,113	13,598,437
Deficit (Exceeding)/Within Budget Parameter	\$ 6,537,349	\$ (2,970,359)	\$ (5,361,745)
ASSUMING VATRE PASSES			
Estimated Revenue Increase	\$ 6,500,000	\$ 6,500,000	\$ 6,500,000
Deficit (Exceeding)/Within Budget Parameter	\$ 13,037,349	\$ 3,529,641	\$ 1,138,255



Recommendation Summary: Budget Impact

Model 2
1% general pay
increase +
Adjustments

	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 393,548,148	\$ 395,328,371
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,800,000)
Pay Increase - 1% Across the Board	3,205,165	-	-
TASB Study	1,166,712	500,000	1,000,000
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
Health Insurance Contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to Open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 413,395,084	\$ 415,449,776	\$ 420,167,391
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 478,426,069	\$ 481,538,659	\$ 487,765,247
RESULTS FROM OPERATIONS:	\$ (10,566,826)	\$ (19,877,749)	\$ (22,374,459)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (10,216,826)	\$ (19,527,749)	\$ (22,024,459)
BUDGET PARAMETER			
Budget Deficit Threshold - 3.0%	13,689,898	13,493,113	13,598,437
Deficit (Exceeding)/Within Budget Parameter	\$ 3,473,072	\$ (6,034,636)	\$ (8,426,022)
ASSUMING VATRE PASSES			
Estimated Revenue Increase	\$ 6,500,000	\$ 6,500,000	\$ 6,500,000
Deficit (Exceeding)/Within Budget Parameter	\$ 9,973,072	\$ 465,364	\$ (1,926,022)



Recommendation Summary: Budget Impact

Model 3
1% general pay increase
for Employees Not
Eligible for TRA +
Adjustments

	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 391,909,973	\$ 393,690,196
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,800,000)
Pay Increase - 1% for Non-TRA Eligible Employees	1,477,266	-	-
TASB Study	1,256,436	500,000	1,000,000
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
Health Insurance Contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to Open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 411,756,909	\$ 413,811,601	\$ 418,529,216
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 476,787,894	\$ 479,900,484	\$ 486,127,072
RESULTS FROM OPERATIONS:	\$ (8,928,651)	\$ (18,239,574)	\$ (20,736,284)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (8,578,651)	\$ (17,889,574)	\$ (20,386,284)
BUDGET PARAMETER			
Budget Deficit Threshold - 3.0%	13,689,898	13,493,113	13,598,437
Deficit (Exceeding)/Within Budget Parameter	\$ 5,111,247	\$ (4,396,461)	\$ (6,787,847)
ASSUMING VATRE PASSES			
Estimated Revenue Increase	\$ 6,500,000	\$ 6,500,000	\$ 6,500,000
Deficit (Exceeding)/Within Budget Parameter	\$ 11,611,247	\$ 2,103,539	\$ (287,847)

Voter Approval Tax Ratification Election (VATRE)



VATRE - Net Revenue Impact is Tentative

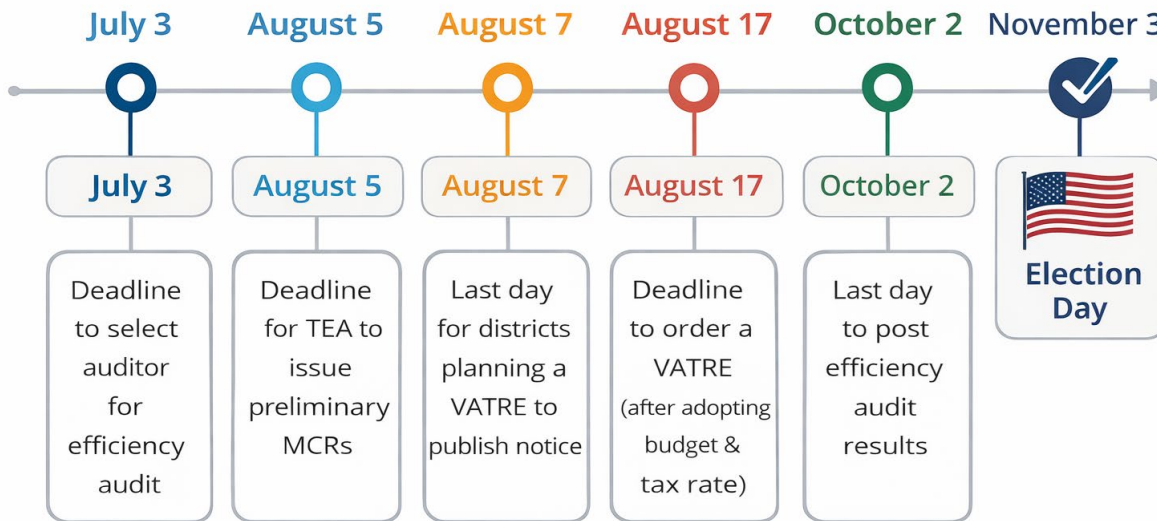
- Evaluating any potential impact of the Additional State Aid (ASA) hold harmless funding components
- Early in property appraisal cycle
 - 2026-27 preliminary estimated property value estimates will be available by the end of April
 - Final certified values are due July 25
 - Final revenue may vary based on certified values and the maximum compressed rate (MCR)
- Initial modeling assumed 3% growth resulting in an **estimated** \$6.5 million in increased revenue
- Recent indications suggest growth may be lower than projected

213



Voter Approval Tax Ratification Election (VATRE)

Budget Must Be Adopted Before VATRE Results Are Known





Recommendation Summary: Administrative Recommendation

Administration is considering bringing the following recommendation for approval to the Board on May 7, 2026:

Approval of a 0% across the board (ATB) compensation increase with adjustments

Authorization for the Superintendent to approve a one-time lump sum incentive payment not to exceed \$1,000 per full-time employee or \$500 per part-time employee based on the guidelines set forth in the compensation plan.



Topics for Board Discussion

How do rising benefits costs influence compensation and budget planning?

How do we ensure our total rewards package (pay and benefits) supports and retains our employees?

What is the right balance between employee experience and long-term financial sustainability?

216



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item: Discussion of Senate Bill 546 - School Bus Seat Belts
Purpose: Discussion Item/Report Only Action Requested
Action Requested: 05-07-26 Regular Board Meeting
Administrator Responsible: DeWayne Street, M.S., Sr. Executive Director of Facilities and Operations
Attachments: Senate Bill 546 - School Bus Seat Belts Presentation

Background Information:

Administration will provide the Board of Trustees with a public report regarding [Senate Bill 546](#) and the district's required next steps related to school bus seat belt compliance. The presentation will include an overview of the law, the district's current fleet status, compliance considerations, and associated financial implications.

Senate Bill 546 requires all school buses to be equipped with three-point seat belts for every passenger and operator by September 1, 2029. Prior to May 29, 2026, the Board must hear a public report and determine whether the district's General Fund budget will allow for compliance. Action from the Board will be requested during the May 7, 2026, Regular Board meeting to finalize that determination.

Tonight's presentation is intended to support that required determination and provide the Board with the information necessary to consider the district's next steps.

Administrative Recommendation:

N/A

Sample Motion:

N/A



April 23, 2026

Discussion of Senate Bill 546 - School Bus Seat Belts

PURPOSE

The purpose of this presentation is to provide the Board of Trustees with an overview of Senate Bill 546 and required reporting

220

Senate Bill 546

221

Senate Bill 546



Legal Overview

- The Effective Date: September 1, 2025.
- The law requires all school buses in the state to have **three-point seat belts** for every passenger and operator.
- All School Districts must fully comply with the law by **September 1, 2029**.

222

Before May 29, 2026, trustees must:

- 1) Hear a **public report** on seat belt requirements and associated costs/financial feasibility
- 2) Make a formal determination on whether the district's General Fund **budget** can comply
- 3) Take action at the May 7, 2026 Board Meeting if the district's General Fund **budget** does not allow compliance

Senate Bill 546



Current District Overview

- Transportation has a fleet of **318** school buses currently
- In 2017, [Senate Bill \(SB\) 693](#) required all newly purchased buses model year 2018 or later to be equipped with three-point seat belts.
- The district currently maintains **79 general education** and **27 Special Education buses** (Manufactured between 2007-2018) which are not equipped with three-point seat belts

Important Note:

- These buses are **not deployed on daily school routes**.
- **ALL** daily route buses are equipped with three-point seat belts
- Leander ISD observes the industry standard of a 15-year replacement cycle for buses.

223

Senate Bill 546



Current District Overview, cont'd.

The number of buses operated by the district that:

- *Are not equipped* with seat belts
 - **79 Buses**
- Are equipped with *two-point* seat belts
 - **27 Special Education Buses**
- Are equipped with *three-point* seat belts
 - **212 Buses**

224

Senate Bill 546



Compliance Options

YES NO


Option #1 – Retrofit 79 general education and 27 Special Education buses at a cost of \$30K - \$45K for each bus

225

-  = \$4.2M
- **District Bus Manufacturer will not warranty a retrofit (This excludes retrofit as an option for LISD)**

YES NO

Option #2 – Purchase New: 79 general education and 27 Special Education buses before Sept. 1, 2029 to replace those that would not be in compliance

-  = \$18M
- **This would provide a longer runway to full compliance and allow for a more staggered replacement cycle**

Senate Bill 546



Compliance Options

NO **Option #1** – Retrofit 79 general education and 27 Special Education buses at a cost of \$30K - \$45K for each bus

226

○  = \$4.2M

○ **District Bus Manufacturer will not warranty a retrofit (This excludes retrofit as an option for LISD)**

YES

Option #2 – Purchase New: 79 general education and 27 Special Education buses before Sept. 1, 2029 to replace those that would not be in compliance

○  = \$18M

○ **This would provide a longer runway to full compliance and allow for a more staggered replacement cycle**

Senate Bill 546



Funding Strategy and Future Considerations

YES

NO

Strategy – Utilize General Fund (199) Budget

- *Board required to determine whether or not the district's General Fund budget can permit compliance*²²⁷
- *Would require additional expenditure reductions and/or allocation from fund balance*

Future Considerations–

- Include for consideration through Citizens' Facility Advisory Committee (CFAC) process for potential future bond
- Utilize Active Bond Project Savings

Senate Bill 546



Required Steps:

- 1) Hear a **public report** on seat belt requirements and associated costs/financial feasibility
- 2) Make a formal determination on whether the district's General Fund **budget** can comply
- 3) Take action at the May 7, 2026 Board Meeting if the district's General Fund **budget** does not allow compliance

****Administration would submit required submission to TEA*



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, April 23, 2026

Agenda Item:	Discussion of 2025-26 Budget Projections
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer Gina Mitschke, Executive Director of Business
Attachments:	2025-2026 Summary of Revenues and Expenditures

Background Information:

Projections of revenues and expenditures are critical for monitoring the financial position of the district. Attached is a summary of the projections for the current 2025-2026 fiscal year based on nine months of actual data. Financial Services projects final revenues and expenditures by adding estimates of what will transpire through the remainder of the fiscal year to the actual numbers incurred for the current fiscal year. This is the fourth projection of actual operating results, and these projections will be updated monthly until the end of the fiscal year.

The current projections indicate that operations will result in a deficit budget. These are preliminary projections based on what is currently known.

In summary, the projections reflect the following:

- Gross revenues are projected at \$463,346,654 before other sources (transfers in). Revenue and other sources **net of recapture** are projected at \$454,263,236.
 - The State aid projection reflects:
 - revenue loss for lower than projected enrollment
 - adjustments to state aid funding formulas
 - adjustments for various allotments
 - property value (T2) updates
 - increase in revenue due to property value audit
 - School Health and Related Services (SHARS) revenue adjustment is pending appeal
- Total operating expenditures are projected at \$473,131,744, before transfers out of \$4,000,000.
 - Savings are projected in the areas of payroll, contracted services, supplies and travel.
- Transfers out to the Health Insurance Fund are estimated at \$4 million.

Current projections show the General Fund to end the year with a fund balance of \$146,045,884, reflecting a deficit of \$11,873,862.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
Summary of Revenue and Expenditure Projections thru June 30, 2026
Fiscal Year 2025-2026

	Original Budget	Current Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
Revenues:					
Taxes Gross (Current & Delinquent	\$ 325,546,587	\$ 325,546,587	\$ 326,337,682	\$ 791,095	
Taxes (P&I)	1,100,000	1,100,000	1,100,000	-	
Other Local	13,735,000	13,839,068	13,713,143	(125,925)	
State - ASF & FSF	88,096,013	88,096,013	90,563,645	2,467,632	Enrollment loss offset primarily by PV (T2) updates and adjustments in various allotments; anticipated property value audit revenue
State - Other	27,175,184	27,175,184	27,175,184	-	
Federal	4,995,000	4,995,000	4,457,000	(538,000)	Indirect costs, SHARS - reduction in projection is pending appeal status
Total Revenues	\$ 460,647,784	\$ 460,751,852	\$ 463,346,654	\$ 2,594,802	
Expenditures:					
Payroll Costs	\$ 415,351,843	\$ 415,435,330	\$ 409,377,222	\$ 6,058,108	Vacancies due to lower enrollment, unfilled positions
Contracted Services	16,281,601	18,593,383	\$ 15,323,572	3,269,811	Rolled Pos, Availability of grant funds
Utilities	10,365,070	10,378,802	\$ 10,372,371	6,431	
Supplies and Materials	19,334,351	19,439,102	\$ 16,549,740	2,889,362	Anticipated savings
Other Operating Costs	7,604,389	7,614,129	\$ 6,228,636	1,385,493	Anticipated savings
Debt Service	501,756	501,756	\$ 790,597	(288,841)	Recoding of subscription-based software and leased vehicles
Capital Outlay	751,766	2,116,063	\$ 3,494,960	(1,378,897)	Department vehicles/equipment
Recapture	11,039,386	11,039,386	10,994,646	44,740	
Total Expenditures	\$ 481,230,162	\$ 485,117,951	\$ 473,131,744	\$ 11,986,207	
Net Operating Results	\$ (20,582,378)	\$ (24,366,099)	\$ (9,785,090)	\$ 14,581,009	
Other Sources	350,000	350,000	1,911,228	(1,561,228)	Vehicles
Transfers Out - Other	-	-	-	-	
Transfers Out - Health Insurance	-	(2,000,000)	(4,000,000)	2,000,000	Transferred \$2 million in December 2025 to the health insurance fund; anticipate the need for additional funds
Net Change to Fund Balance	\$ (20,232,378)	\$ (26,016,099)	\$ (11,873,862)		
Beginning Fund Balance July 1	157,919,746	157,919,746	157,919,746		
Estimated Ending Fund Balance	\$ 137,687,368	\$ 131,903,647	\$ 146,045,884		