



**Special Meeting - Board Team of 8 Retreat Agenda
Saturday, December 2, 2023
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
9:00 AM**

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

Doors will open to the public at 8:45 AM.

Members of the public may access this meeting via live stream at <https://live.myvrspot.com/st?cid=MmVIZD>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special meetings, Citizen Comments will be limited to topics listed on the agenda. Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3SHuk4A>, **between noon on Thursday, November 30, and noon on Friday, December 1**, 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 November 17, 2023, at 4:10 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. CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
- 3. GOVERNANCE TEAM (BOARD AND SUPERINTENDENT) TRAINING AND DEVELOPMENT**
 - A. Team Building 2
 - B. Theory of Action Discussion 3
 - C. Educational Access Discussion 24
 - D. Conflicts of Interest 49
 - E. Discussion of 2023-2024 Superintendent Evaluation Instrument 137
- 4. BOARD MEETING DEBRIEF**
- 5. ADJOURNMENT**

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 2, 2023

Agenda Item: Team Building
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Greg Glover
Attachments: N/A

Background Information:

LISD Challenge Course Specialist Greg Glover will be leading the group through team-building activities.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 2, 2023

Agenda Item: Theory of Action Discussion
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom
Attachments: Theory of Action Presentation (*Uploaded in BoardBook 12-02-23*)
LISD Board of Trustees: Self-Evaluation Tool Atch
(*Uploaded in BoardBook 12-06-23*)

Background Information:

Earlier this year, the Board of Trustees engaged in a collaborative process to refine the Board Purpose Statement and identify specific actions related to the optimization of the Board, that would drive and support the work of the superintendent and strategic plan. Following this, those actions were further defined into board goals. During the December Board Retreat, board members will review the Theory of Action and measure progress on their board goals.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Theory of Action

December 2, 2023

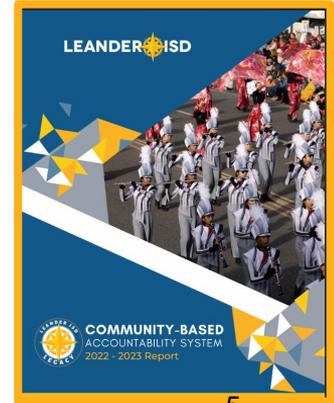
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System Alignment



LISD 5-Year Strategic Plan

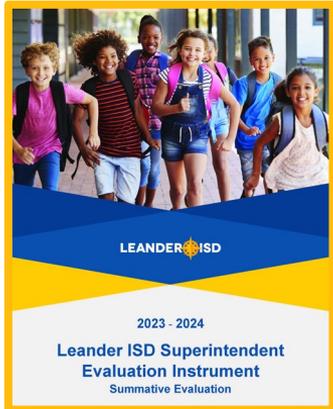
Community- Based Accountability



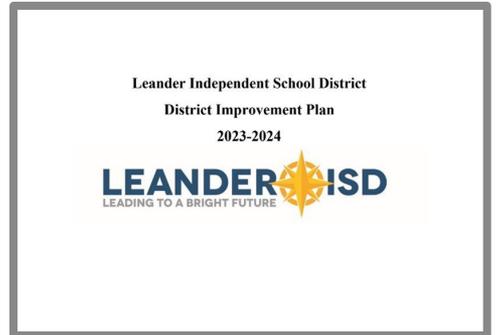
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District & Campus Improvement Plans

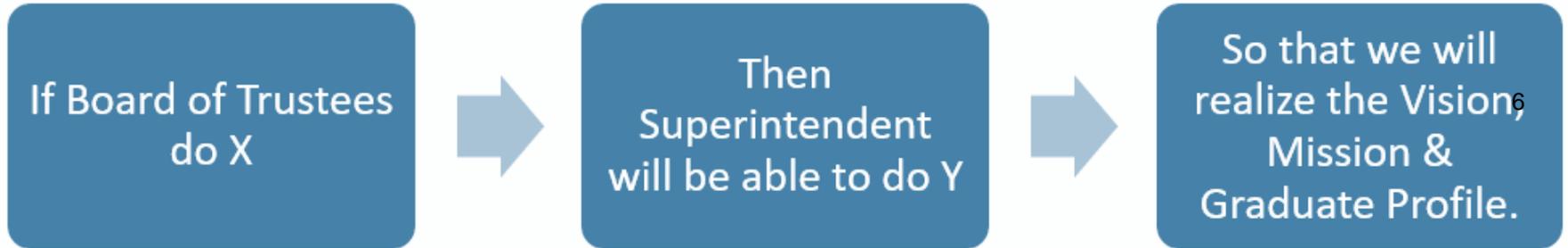


Superintendent Evaluation



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Theory Of Action



Theory Of Action

If Board of Trustees
do X



Then
Superintendent
will be able to do Y

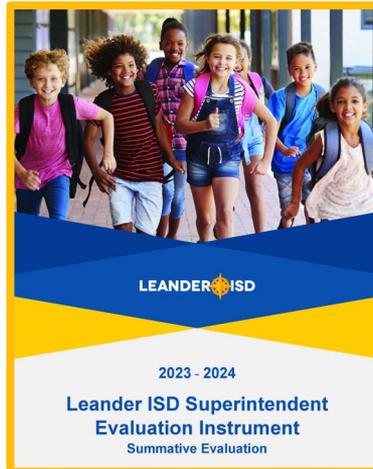


So that we will
realize the Vision,
Mission &
Graduate Profile.

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Board Purpose,
Goals &
Evaluation

Board Meeting
Agendas



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Theory Of Action

If Board of Trustees
do X



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Superintendent
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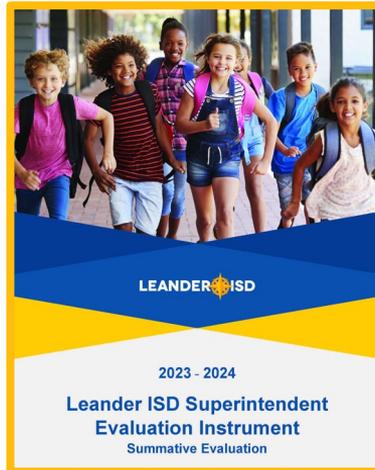


So that we will
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Board Purpose,
Goals &
Evaluation

Board Meeting
Agendas



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Board Purpose

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

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Theory of Action - Board

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

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SUPPORTING LIFE CHANGERS

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

STUDENTS

Conduct Effective Board Meetings	Listen to Stakeholders	Revise Policy to Support the Work	Advocate	Management Oversight
<ul style="list-style-type: none"> • Meeting efficiency and preparedness • Communication & Collaboration • Continuous Improvement/ Openness to ideas and learning • Ethical Behavior 	<ul style="list-style-type: none"> • Family and Community Engagement • Trust and Collaboration with Educators and Administrators • Active Listening • Student-Centered Focus 	<ul style="list-style-type: none"> • Empower Staff • Policy Review and Adoption • Safety and Security 	<ul style="list-style-type: none"> • Policy Advocacy • Student Advocacy and Empowerment • Community-level Advocacy 	<ul style="list-style-type: none"> • Governance and Strategic Alignment • Financial Oversight and Accountability • Superintendent Evaluation and Support

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LISD Board Goals



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

Foster Stakeholder Engagement through Active Listening and Collaboration

Revise Policies to Support Organizational Excellence

Promote Advocacy for Education at Various Levels

Enhance Management Oversight for Organizational Excellence

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Self-Evaluation

LISD Board of Trustees: Self-Evaluation Tool

Goal 1: Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches	Not Started: Board meetings lack stakeholder engagement and do not adopt student-centered approaches.	Beginner: Some attempts have been made to foster stakeholder engagement and student-centered approaches in board meetings, but they are inconsistent and have limited impact.	Developing: Efforts are being made to foster stakeholder engagement and student-centered approaches in board meetings, but more consistent actions and improvements are needed.	Proficient: Board meetings demonstrate good stakeholder engagement and incorporate student-centered approaches, leading to increased effectiveness.	Exemplary: Board meetings consistently exhibit high levels of stakeholder engagement and student-centered approaches, resulting in highly effective meetings.
<i>The board will...</i>	<u>Not Started</u>	<u>Beginning</u>	<u>Developing</u>	<u>Proficient</u>	<u>Exemplary</u>
Enhance meeting effectiveness through focus, engagement, and preparation. <i>(Meeting efficiency and preparedness)</i>	Board meetings lack focus, engagement, and preparation.	Some attempts have been made to improve meeting effectiveness, but it is inconsistent and has limited impact.	There are noticeable improvements in meeting effectiveness, with increased focus, engagement, and preparation, but more consistency is required.	Board meetings demonstrate good focus, engagement, and preparation, leading to increased effectiveness.	Board meetings consistently exhibit high levels of focus, engagement, and preparation, resulting in highly effective meetings. 14
Foster a cohesive, respectful, and open-minded team environment. <i>(Communication & Collaboration)</i>	The team environment lacks cohesion, respect, and open-mindedness.	There are sporadic instances of a cohesive and respectful team environment, but it is not consistently maintained.	Efforts are being made to foster a cohesive, respectful, and open-minded team environment, but more consistent actions are required.	The team environment is generally cohesive, respectful, and open-minded, enhancing collaboration and communication.	The team consistently demonstrates a cohesive, respectful, and open-minded environment, resulting in effective collaboration and communication.
Cultivate a culture of open-mindedness and continuous learning from others and embrace change for continuous improvement. <i>(Continuous Improvement/ Openness to ideas and learning)</i>	The culture of the board lacks open-mindedness, learning from others, and a willingness to embrace change.	Some individuals demonstrate openness to new ideas and learning, but it is not pervasive throughout the board.	Efforts are being made to cultivate a culture of open-mindedness and continuous learning, but it is not yet fully embraced by all members.	The board culture embraces open-mindedness, continuous learning, and a willingness to embrace change for improvement.	The board consistently demonstrates a culture of open-mindedness, continuous learning from others, and embraces change for continuous improvement.
Foster an environment of trust, transparency, and ethical conduct. <i>(Ethical Behavior)</i>	Trust, transparency, and ethical conduct are lacking within the board.	Some efforts have been made to foster trust, transparency, and ethical conduct, but it is not consistently upheld.	There are noticeable improvements in trust, transparency, and ethical conduct, but more consistent actions are required.	The board demonstrates a strong environment of trust, transparency, and ethical conduct.	The board consistently upholds and exemplifies trust, transparency, and ethical conduct in all actions and decisions.

What do you notice?

What do you wonder?

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Next Steps

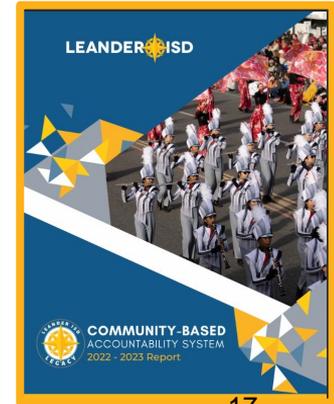
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System Alignment

LISD 5-Year Strategic Plan



Community-Based Accountability



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District & Campus Improvement Plans

Board Evaluation

Superintendent Evaluation

LISD Board Goals

- Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches
- Foster Stakeholder Engagement through Active Listening and Collaboration
- Revise Policies to Support Organizational Excellence
- Promote Advocacy for Education at Various Levels
- Enhance Management Oversight for Organizational Excellence



2023 - 2024
Leander ISD Superintendent
Evaluation Instrument
Summative Evaluation



Leander Independent School District
District Improvement Plan
2023-2024
LEANDER ISD
LEADING TO A BRIGHT FUTURE

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LISD Board of Trustees: Self-Evaluation Tool

Goal 1: Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches	Not Started: Board meetings lack stakeholder engagement and do not adopt student-centered approaches.	Beginner: Some attempts have been made to foster stakeholder engagement and student-centered approaches in board meetings, but they are inconsistent and have limited impact.	Developing: Efforts are being made to foster stakeholder engagement and student-centered approaches in board meetings, but more consistent actions and improvements are needed.	Proficient: Board meetings demonstrate good stakeholder engagement and incorporate student-centered approaches, leading to increased effectiveness.	Exemplary: Board meetings consistently exhibit high levels of stakeholder engagement and student-centered approaches, resulting in highly effective meetings.
<i>The board will...</i>	Not Started	Beginning	Developing	Proficient	Exemplary
Enhance meeting effectiveness through focus, engagement, and preparation. <i>(Meeting efficiency and preparedness)</i>	Board meetings lack focus, engagement, and preparation.	Some attempts have been made to improve meeting effectiveness, but it is inconsistent and has limited impact.	There are noticeable improvements in meeting effectiveness, with increased focus, engagement, and preparation, but more consistency is required.	Board meetings demonstrate good focus, engagement, and preparation, leading to increased effectiveness.	Board meetings consistently exhibit high levels of focus, engagement, and preparation, resulting in highly effective meetings.
Foster a cohesive, respectful, and open-minded team environment. <i>(Communication & Collaboration)</i>	The team environment lacks cohesion, respect, and open-mindedness.	There are sporadic instances of a cohesive and respectful team environment, but it is not consistently maintained.	Efforts are being made to foster a cohesive, respectful, and open-minded team environment, but more consistent actions are required.	The team environment is generally cohesive, respectful, and open-minded, enhancing collaboration and communication.	The team consistently demonstrates a cohesive, respectful, and open-minded environment, resulting in effective collaboration and communication.
Cultivate a culture of open-mindedness and continuous learning from others and embrace change for continuous improvement. <i>(Continuous Improvement/ Openness to ideas and learning)</i>	The culture of the board lacks open-mindedness, learning from others, and a willingness to embrace change.	Some individuals demonstrate openness to new ideas and learning, but it is not pervasive throughout the board.	Efforts are being made to cultivate a culture of open-mindedness and continuous learning, but it is not yet fully embraced by all members.	The board culture embraces open-mindedness, continuous learning, and a willingness to embrace change for improvement.	The board consistently demonstrates a culture of open-mindedness, continuous learning from others, and embraces change for continuous improvement.
Foster an environment of trust, transparency, and ethical conduct. <i>(Ethical Behavior)</i>	Trust, transparency, and ethical conduct are lacking within the board.	Some efforts have been made to foster trust, transparency, and ethical conduct, but it is not consistently upheld.	There are noticeable improvements in trust, transparency, and ethical conduct, but more consistent actions are required.	The board demonstrates a strong environment of trust, transparency, and ethical conduct.	The board consistently upholds and exemplifies trust, transparency, and ethical conduct in all actions and decisions.

LISD Board of Trustees: Self-Evaluation Tool

<p>Goal 2: Foster Stakeholder Engagement through Active Listening and Collaboration</p>	<p>Not started: Stakeholder engagement is minimal, and active listening and collaboration efforts are lacking.</p>	<p>Beginning: Some attempts have been made to foster stakeholder engagement, active listening, and collaboration, but they are inconsistent and have limited impact.</p>	<p>Developing: Efforts are being made to foster stakeholder engagement, active listening, and collaboration, but more consistent actions and improvements are needed.</p>	<p>Proficient: Stakeholder engagement is actively fostered, and there is a good level of active listening and collaboration with stakeholders.</p>	<p>Exemplary: Stakeholder engagement is consistently fostered through active listening and collaboration, resulting in a high level of stakeholder involvement and contribution to decision-making processes.</p>
<p><i>The board will...</i></p>	<p><u>Not Started</u></p>	<p><u>Beginning</u></p>	<p><u>Developing</u></p>	<p><u>Proficient</u></p>	<p><u>Exemplary</u></p>
<p>Foster meaningful engagement with families and the community to ensure their voices are heard and valued. (Family and Community Engagement)</p>	<p>There is limited or no engagement with families and the community, and their voices are not heard or valued.</p>	<p>Some efforts have been made to engage with families and the community, but it is inconsistent and their voices are not consistently valued.</p>	<p>Engagement with families and the community has improved, and their voices are starting to be heard and valued, but more consistent efforts are needed.</p>	<p>There is meaningful engagement with families and the community, and their voices are heard and valued in decision-making processes.</p>	<p>The board consistently fosters meaningful engagement with families and the community, and their voices are highly valued and integrated into board decisions.</p>
<p>Build trust and establish a collaborative relationship with educators and administrators, recognizing their expertise and working together towards shared goals. (Trust and Collaboration with Educators and Administrators)</p>	<p>There is a lack of trust and collaboration with educators and administrators, and their expertise is not recognized or utilized.</p>	<p>Some attempts have been made to build trust and collaboration, but it is inconsistent and educators' and administrators' expertise is not fully recognized.</p>	<p>Efforts are being made to build trust and establish a collaborative relationship with educators and administrators, but it is not yet fully established.</p>	<p>There is a strong level of trust and collaboration with educators and administrators, recognizing their expertise and working together towards shared goals.</p>	<p>The board consistently demonstrates a high level of trust and collaboration with educators and administrators, fully recognizing and utilizing their expertise in board decisions and initiatives.</p>
<p>Create a culture of active listening and responsiveness by seeking input and feedback from all stakeholders, including staff, students, and the community. (Active Listening)</p>	<p>There is a lack of active listening and responsiveness to input and feedback from stakeholders, including staff, students, and the community.</p>	<p>Some efforts have been made to seek input and feedback, but it is not consistent and stakeholders' voices are not fully heard and responded to.</p>	<p>Efforts are being made to create a culture of active listening and responsiveness, but there is still room for improvement and consistency.</p>	<p>There is a culture of active listening and responsiveness, and input and feedback from stakeholders are consistently sought, heard, and responded to.</p>	<p>The board consistently demonstrates a culture of active listening and responsiveness, valuing and incorporating input and feedback from all stakeholders in decision-making processes.</p>
<p>Keep a strong focus on the needs and aspirations of students in all decision-making processes and initiatives. (Student-Centered Focus)</p>	<p>The needs and aspirations of students are not considered in decision-making processes and initiatives.</p>	<p>Some efforts have been made to consider the needs and aspirations of students, but it is not consistent, and their voices are not fully integrated into decision-making.</p>	<p>Efforts are being made to keep a focus on the needs and aspirations of students, but more consistency is needed.</p>	<p>The board consistently keeps a strong focus on the needs and aspirations of students in all decision-making processes and initiatives.</p>	<p>The needs and aspirations of students are consistently prioritized and integrated into all decision-making processes and initiatives.</p>

LISD Board of Trustees: Self-Evaluation Tool

<p>Goal 3: Revise Policies to Support Organizational Excellence</p>	<p>Not Started: Policies have not been reviewed or revised to support organizational excellence.</p>	<p>Beginning: Some policies have been reviewed or revised, but they have limited impact on supporting organizational excellence.</p>	<p>Developing: Efforts are being made to review and revise policies to support organizational excellence, but more consistent actions and improvements are needed.</p>	<p>Proficient: Policies have been reviewed and revised to a satisfactory extent, supporting organizational excellence to a significant degree.</p>	<p>Exemplary: Policies have been thoroughly reviewed and revised, aligning with best practices and supporting organizational excellence consistently and effectively.</p>
<p>The board will...</p>	<p>Not Started</p>	<p>Beginning</p>	<p>Developing</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>Develop policies that empower and support staff in their roles and responsibilities, fostering a positive work environment and professional growth. (Empowering Staff)</p>	<p>Policies that empower and support staff are lacking, and there is limited focus on fostering a positive work environment and professional growth.</p>	<p>Some attempts have been made to develop policies that empower and support staff, but they are inconsistent and have limited impact on creating a positive work environment and professional growth.</p>	<p>Efforts are being made to develop policies that empower and support staff, fostering a positive work environment and professional growth, but more consistent actions and improvements are needed.</p>	<p>Policies have been developed to empower and support staff, resulting in a positive work environment and opportunities for professional growth.</p>	<p>The board consistently develops policies that effectively empower and support staff, creating a highly positive work environment and promoting continuous professional growth.</p>
<p>Establish policies that prioritize the safety and security of all students and staff, creating a conducive learning and working environment. (Safety and Security)</p>	<p>Policies that prioritize safety and security are lacking, and there is limited focus on creating a conducive learning and working environment.</p>	<p>Some attempts have been made to establish policies prioritizing safety and security, but they are inconsistent and have limited impact on creating a conducive environment.</p>	<p>Efforts are being made to establish policies that prioritize the safety and security of all students and staff, creating a conducive learning and working environment, but more consistent actions and improvements are needed.</p>	<p>Policies have been established to prioritize the safety and security of all students and staff, resulting in a conducive learning and working environment.</p>	<p>The board consistently establishes policies that effectively prioritize the safety and security of all students and staff, creating an exceptional learning and working environment.</p>
<p>Implement a systematic process for regular policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and aligned with the organization's goals and objectives. (Policy Review and Adoption)</p>	<p>There is limited or no systematic process for policy review, revision, and adoption, and policies are not regularly updated, relevant, or aligned with goals and objectives.</p>	<p>Some attempts have been made to implement a systematic process for policy review, revision, and adoption, but they are inconsistent, and policies are not regularly updated, relevant, or aligned with goals and objectives.</p>	<p>Efforts are being made to implement a systematic process for policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and aligned with the organization's goals and objectives, but more consistent actions and improvements are needed.</p>	<p>There is a systematic process in place for regular policy review, revision, and adoption, resulting in policies that are up-to-date, relevant, and aligned with goals and objectives.</p>	<p>The board consistently implements a systematic process for policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and fully aligned with the organization's goals and objectives.</p>

LISD Board of Trustees: Self-Evaluation Tool

Goal 4: Promote Advocacy for Public Education at Various Levels	Not Started: There is limited or no advocacy for public education at various levels.	Beginner: Some initial attempts have been made to promote advocacy for public education, but they are inconsistent and have limited impact.	Developing: Efforts are being made to promote advocacy for public education, but more consistent actions and improvements are needed.	Proficient: Advocacy for public education is actively promoted at various levels, resulting in increased awareness and support.	Exemplary: There is consistent and effective promotion of advocacy for public education at various levels, leading to significant awareness, support, and positive impact.
<i>The board will...</i>	Not Started	Beginning	Developing	Proficient	Exemplary
Advocate for policies that support public education through local control and securing adequate resources for educational institutions. (Policy Advocacy)	There is limited or no advocacy for policies supporting public education, local control, or securing adequate resources.	Some attempts have been made to advocate for policies supporting public education and local control, but they are inconsistent and have limited impact.	Efforts are being made to advocate for policies supporting public education, local control, and securing adequate resources, but more consistent actions and improvements are needed.	Effective advocacy for policies supporting public education, local control, and securing adequate resources is demonstrated.	The board consistently advocates for policies supporting public education, local control, and securing adequate resources, resulting in significant positive impact on educational institutions.
Advocate for students' rights and interests, ensuring their voices are heard and valued in their learning journey. (Student Advocacy)	Students' rights and interests are not advocated for, and their voices are not heard or valued.	Some attempts have been made to advocate for students' rights and interests, but they are inconsistent, and their voices are not consistently valued.	Efforts are being made to advocate for students' rights and interests, ensuring their voices are heard and valued, but more consistent actions and improvements are needed.	Effective advocacy for students' rights and interests is demonstrated, ensuring their voices are heard and valued in their learning journey.	The board consistently advocates for students' rights and interests, resulting in significant positive impact and recognition of their voices in the learning journey.
Advocate for the value and importance of public education within the community. (Community-Level Advocacy)	There is limited or no advocacy for the value and importance of public education within the community.	Some attempts have been made to advocate for the value and importance of public education, but they are inconsistent and have limited impact within the community.	Efforts are being made to advocate for the value and importance of public education within the community, but more consistent actions and improvements are needed.	Effective advocacy for the value and importance of public education within the community is demonstrated, resulting in increased awareness and support.	The board consistently advocates for the value and importance of public education within the community, leading to a strong community recognition and support for public education.
Engage in local-level advocacy efforts to promote policies and practices that enhance the quality of education at the local and state levels. (Community-Level Advocacy)	There is limited or no engagement in local-level advocacy efforts to enhance the quality of education at the local and state levels.	Some attempts have been made to engage in local-level advocacy efforts, but they are inconsistent and have limited impact on enhancing the quality of education.	Efforts are being made to engage in local-level advocacy efforts to enhance the quality of education at the local and state levels, but more consistent actions and improvements are needed.	Effective engagement in local-level advocacy efforts to promote policies and practices that enhance the quality of education is demonstrated.	The board consistently engages in local-level advocacy efforts, resulting in significant positive impact.

LISD Board of Trustees: Self-Evaluation Tool

<p>Goal 5: Enhance Management Oversight for Organizational Excellence</p>	<p>Not Started: Management oversight for organizational excellence is lacking, and there is limited or no focus on improving it.</p>	<p>Beginner: Some initial attempts have been made to enhance management oversight, but they are inconsistent and have limited impact on organizational excellence.</p>	<p>Developing: Efforts are being made to enhance management oversight for organizational excellence, but more consistent actions and improvements are needed.</p>	<p>Proficient: Management oversight for organizational excellence is actively enhanced, resulting in improved performance and effectiveness.</p>	<p>Exemplary: There is consistent and effective management oversight for organizational excellence, leading to high performance, continuous improvement, and outstanding results.</p>
<p><i>The board will...</i></p>	<p>Not Started</p>	<p>Beginning</p>	<p>Developing</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>Ensure effective governance by adopting clear goals, aligning vision, and practicing good governance principles. (Governance and Strategic Alignment)</p>	<p>Clear goals, aligned vision, and good governance principles are not adopted or practiced.</p>	<p>Some attempts have been made to adopt clear goals, align vision, and practice good governance principles, but they are inconsistent and have limited impact.</p>	<p>Efforts are being made to ensure effective governance by adopting clear goals, aligning vision, and practicing good governance principles, but more consistent actions and improvements are needed.</p>	<p>Effective governance is ensured through the adoption of clear goals, aligned vision, and consistent practice of good governance principles.</p>	<p>The board consistently demonstrates effective governance by adopting clear goals, aligning vision, and practicing exemplary good governance principles.</p>
<p>Foster innovative thinking while staying within the board's role and responsibilities (Governance and Strategic Alignment)</p>	<p>There is limited or no effort to foster innovative thinking within the board's role and responsibilities.</p>	<p>Some attempts have been made to foster innovative thinking, but they are limited in scope and not consistently aligned with the board's role and responsibilities.</p>	<p>Efforts are being made to foster innovative thinking while staying within the board's role and responsibilities, but more consistent actions and improvements are needed.</p>	<p>Innovative thinking is fostered within the board's role and responsibilities, leading to valuable contributions and strategic advancements.</p>	<p>The board consistently fosters innovative thinking while effectively staying within its role and responsibilities, resulting in transformative ideas and positive impact.</p>
<p>Provide robust management oversight of major business systems, including regular audits, to ensure financial transparency and accountability. (Financial Oversight and Accountability)</p>	<p>There is limited or no robust management oversight of major business systems, and financial transparency and accountability are lacking.</p>	<p>Some efforts have been made to provide management oversight of major business systems, but they are inconsistent, and financial transparency and accountability are not fully achieved.</p>	<p>Efforts are being made to provide robust management oversight of major business systems, including regular audits, but more consistent actions and improvements are needed.</p>	<p>There is robust management oversight of major business systems, including regular audits, ensuring financial transparency and accountability.</p>	<p>The board consistently provides robust management oversight of major business systems, conducts regular audits, and ensures a high level of financial transparency and accountability.</p>
<p>Evaluate, retain, and support the superintendent in their role by providing appropriate guidance, structures, and resources. (Superintendent Evaluation and Support)</p>	<p>There is limited or no evaluation, retention, and support provided to the superintendent, and guidance, structures, and resources are lacking.</p>	<p>Some attempts have been made to evaluate, retain, and support the superintendent, but they are inconsistent, and the provision of guidance, structures, and resources is limited.</p>	<p>Efforts are being made to evaluate, retain, and support the superintendent by providing appropriate guidance, structures, and resources, but more consistent actions and improvements are needed.</p>	<p>The superintendent is evaluated, retained, and supported effectively through the provision of appropriate guidance, structures, and resources.</p>	<p>The board consistently demonstrates excellence in evaluating, retaining, and supporting the superintendent, providing exemplary guidance, structures, and resources for their success.</p>

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 2, 2023

Agenda Item: Educational Access Discussion
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: DeWayne Street
Attachments: Educational Access Presentation (*Uploaded in BoardBook 12-4-23*)

Background Information:

The Chief of Diversity, Equity, and Inclusion will deliver a presentation that will feature three year educational access data and the holistic steps that have been taken to address gaps between student groups.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Office of DEI Update/ Educational Access Discussion



The Adult Learning Space



Suspend judgement



Remove ideology



Vulnerability is valued, but not mandatory No manipulation
Remove the raincoat



We are all imperfect practitioners seeking to be more reflective and impactful

Diverse Talent

- **LISD has placed an emphasis on attracting and retaining a diverse workforce. The goal is to have a workforce that reflects the increasing diversity of the community.** ²⁷
- **The underlying assumptions behind this focus include the belief that a more diverse workforce will reduce bias along with enhancing student outcomes for certain student groups.**
- **What are your thoughts on this? What are some of the challenges that we might face? How should we mitigate for those challenges? Who would need to be engaged across LISD?**



Highlights

- Continued to serve as an **internal consultant** for educational access and cultural competency issues for campuses and departments
 - Parent meeting/staff interventions
 - **Double loop** leadership learning interventions
 - Department micro-workshops
- The Chief of DEI served as the **keynote** for the following events:
 - The Special Education Fall Summit
 - The Special Education IA Spring Summit
 - The Early Childhood Annual Conference
 - Athletic Coaches/Fine Arts staff
- Summer PD – **The Power of Perception 3-Hour Workshop** for both staff and LISD leadership



Three Year Equity Access Data

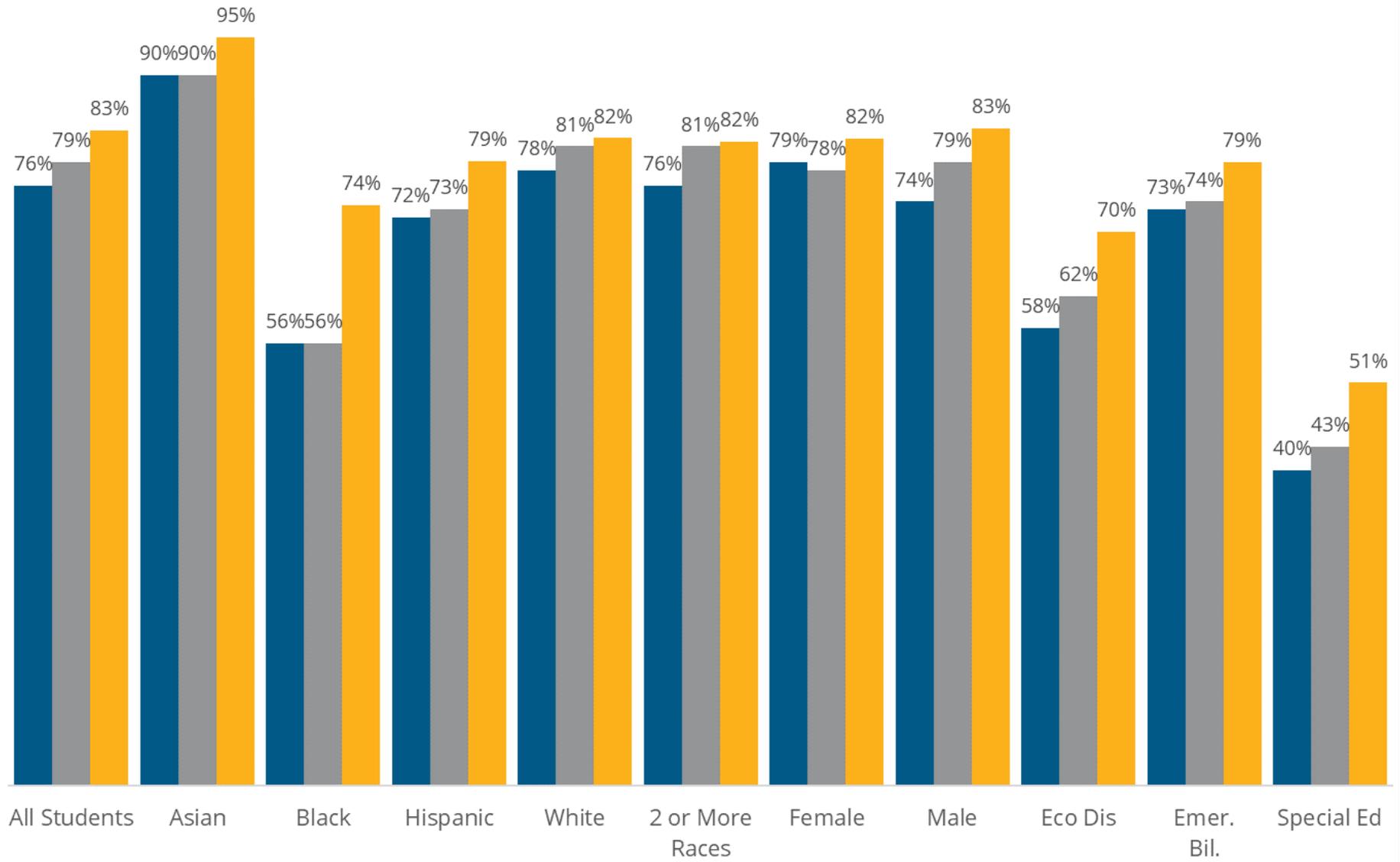
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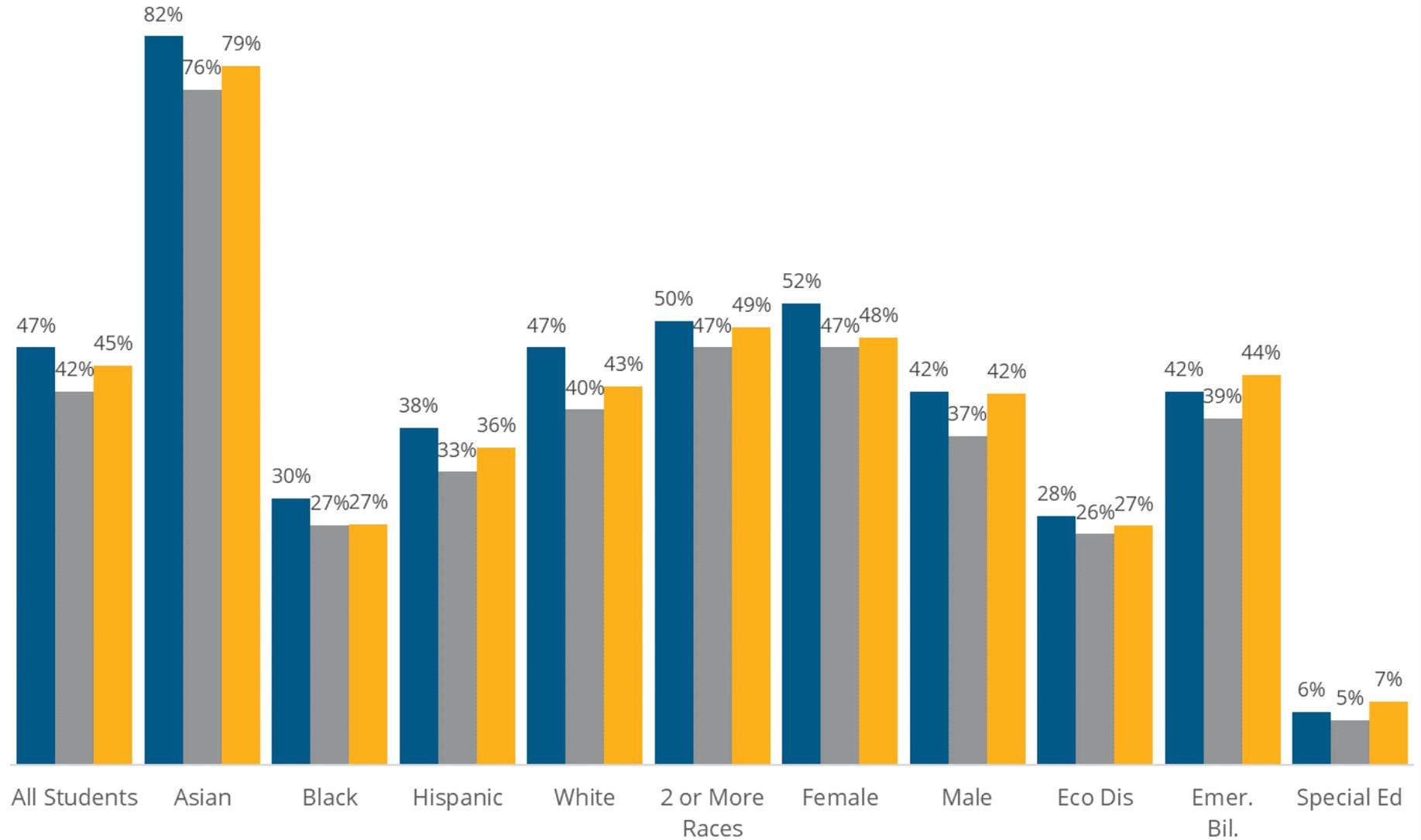
LISD % Earning HS Credit in MS (Gr 8)

■ 20-21 ■ 21-22 ■ 22-23



LISD % in one or more AP/IB/OnRamps Courses (Grades 9-12)

■ 20-21 ■ 21-22 ■ 22-23

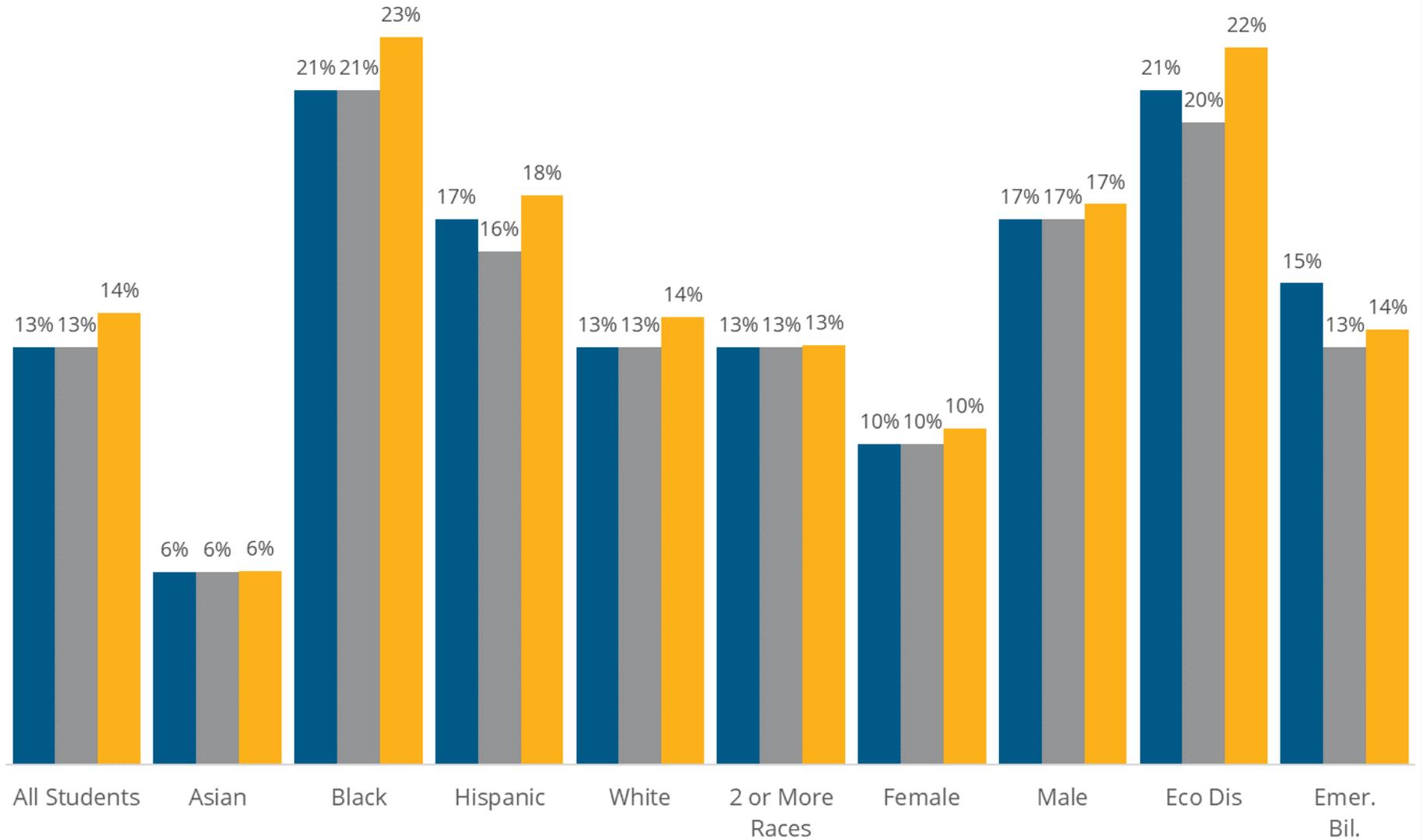




the
11th
Hour

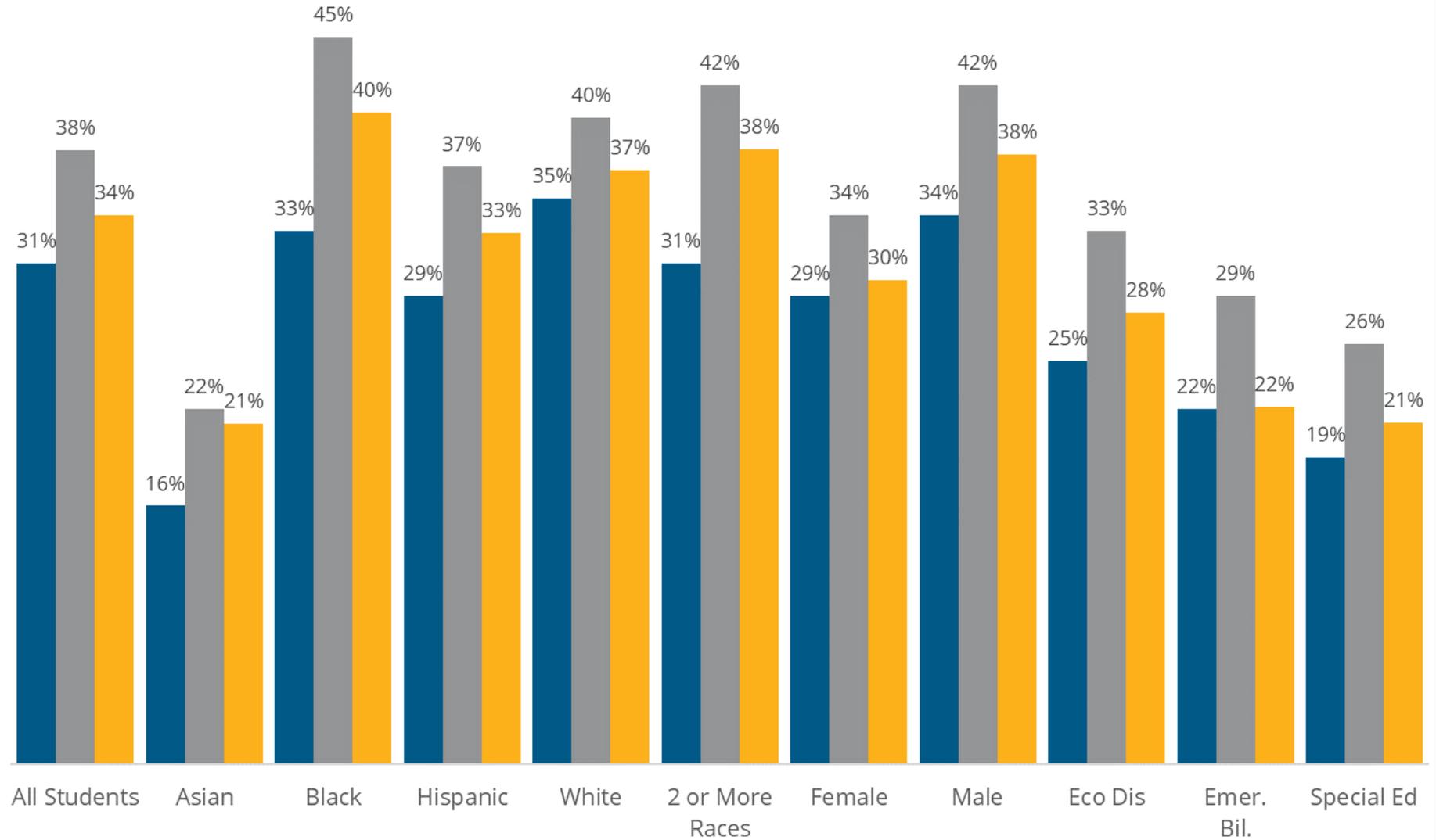
LISD % Served in Special Education

■ 20-21 ■ 21-22 ■ 22-23



LISD % Enrolled in Athletics Course Grades 7-12

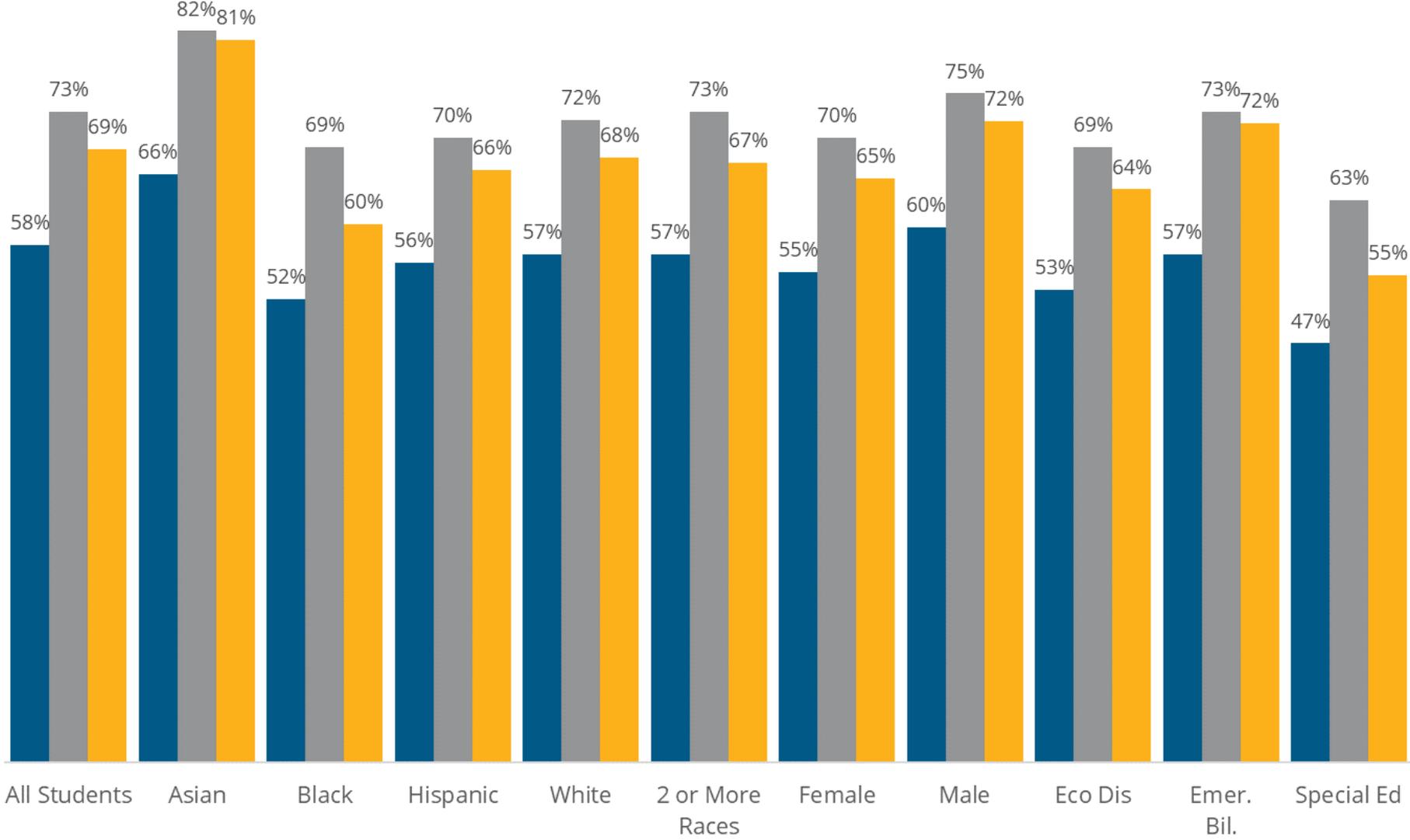
■ 20-21 ■ 21-22 ■ 22-23





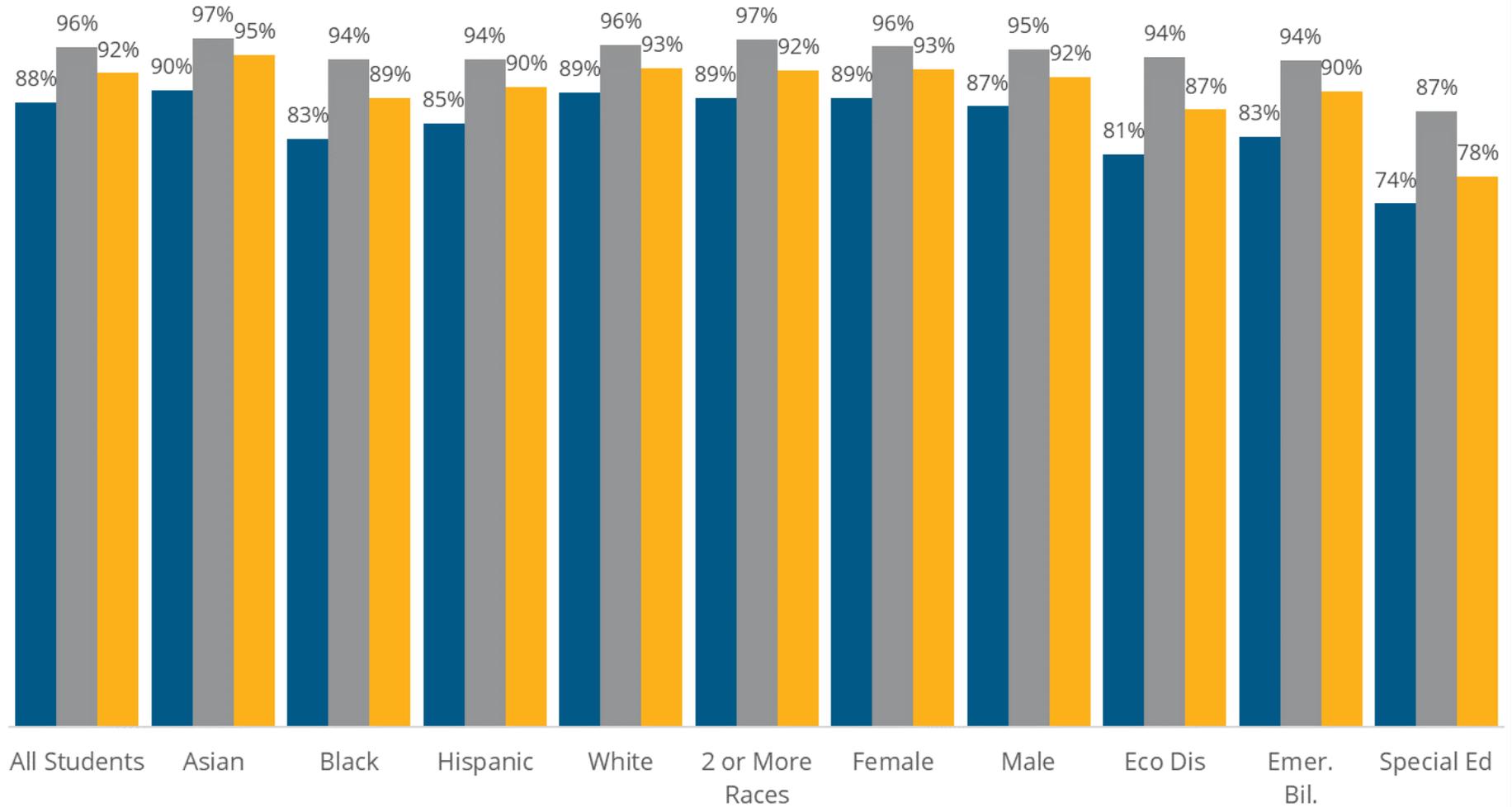
LISD % Enrolled in Career Technical or Aligned Course Grades 7-12

■ 20-21 ■ 21-22 ■ 22-23



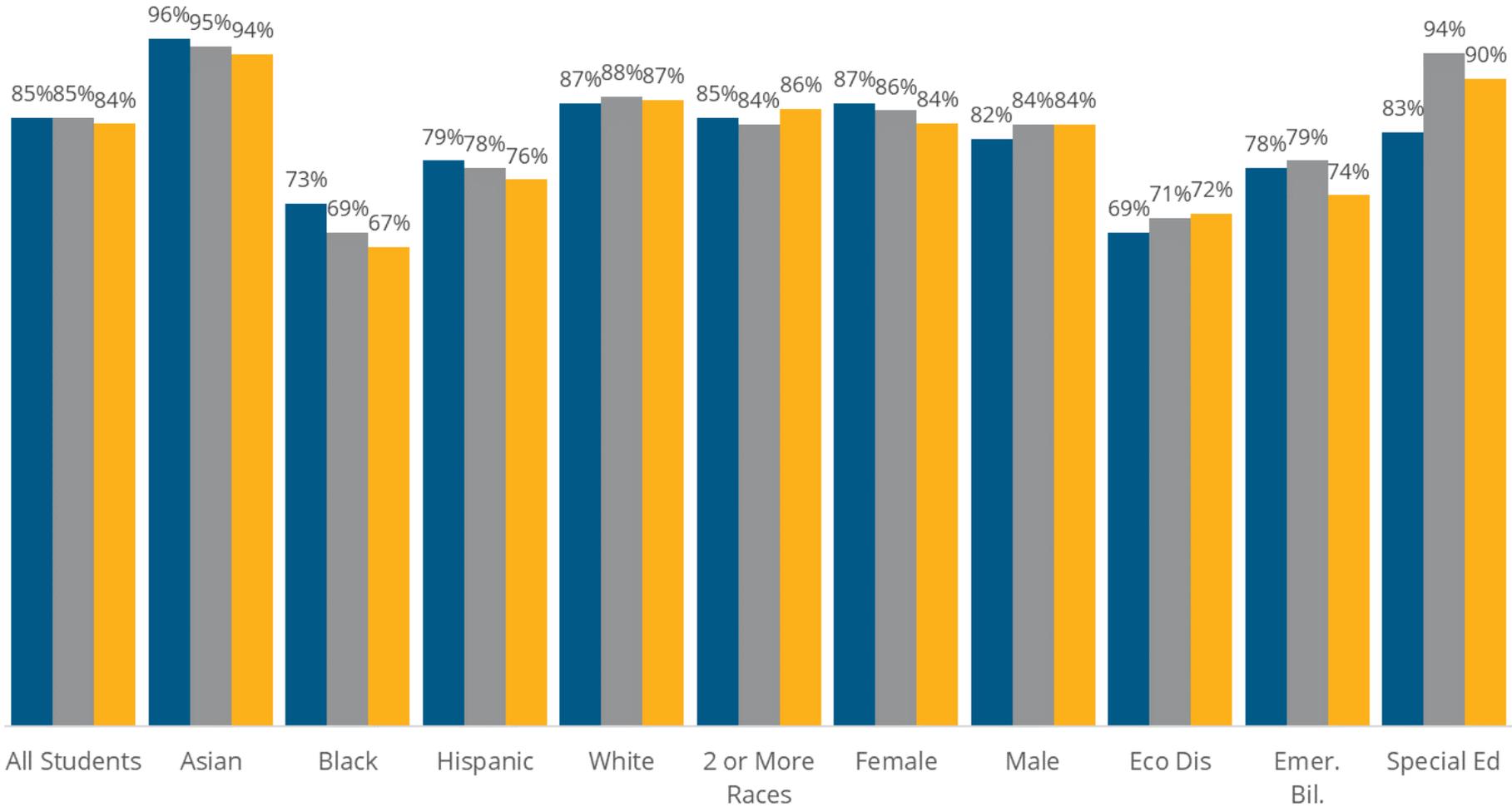
LISD % Enrolled Fine Arts, Athletics, OR CTE Course, Grades 7-12

■ 20-21 ■ 21-22 ■ 22-23



LISD % College, Career, or Military Ready

■ Class of 2020 ■ Class of 2021 ■ Class of 2022



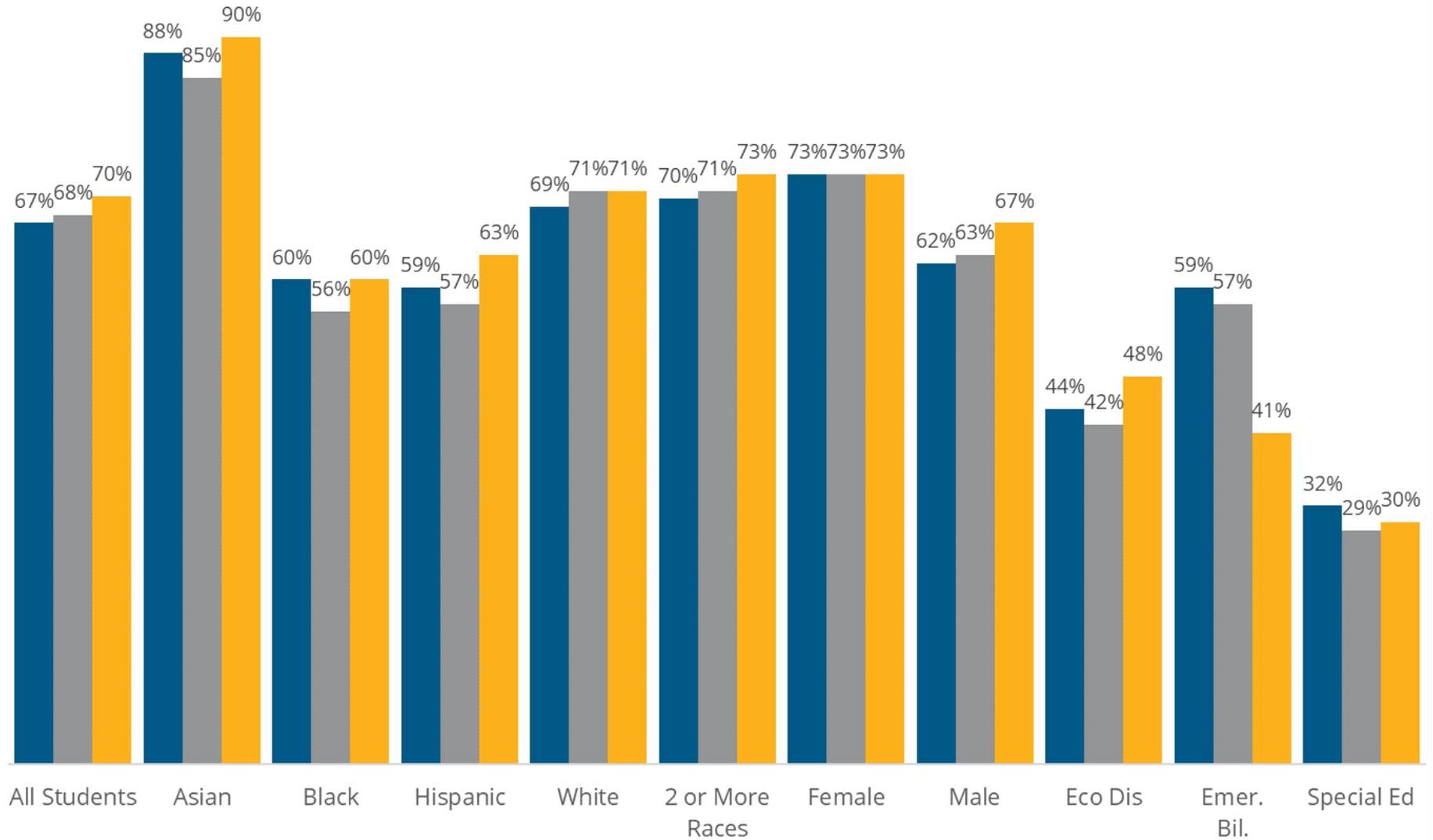
Do You See the Child Experiencing Homelessness?

SchoolHouse Connection



LISD % Found in College Fall after Graduation

■ Class of 2020 ■ Class of 2021 ■ Class of 2022

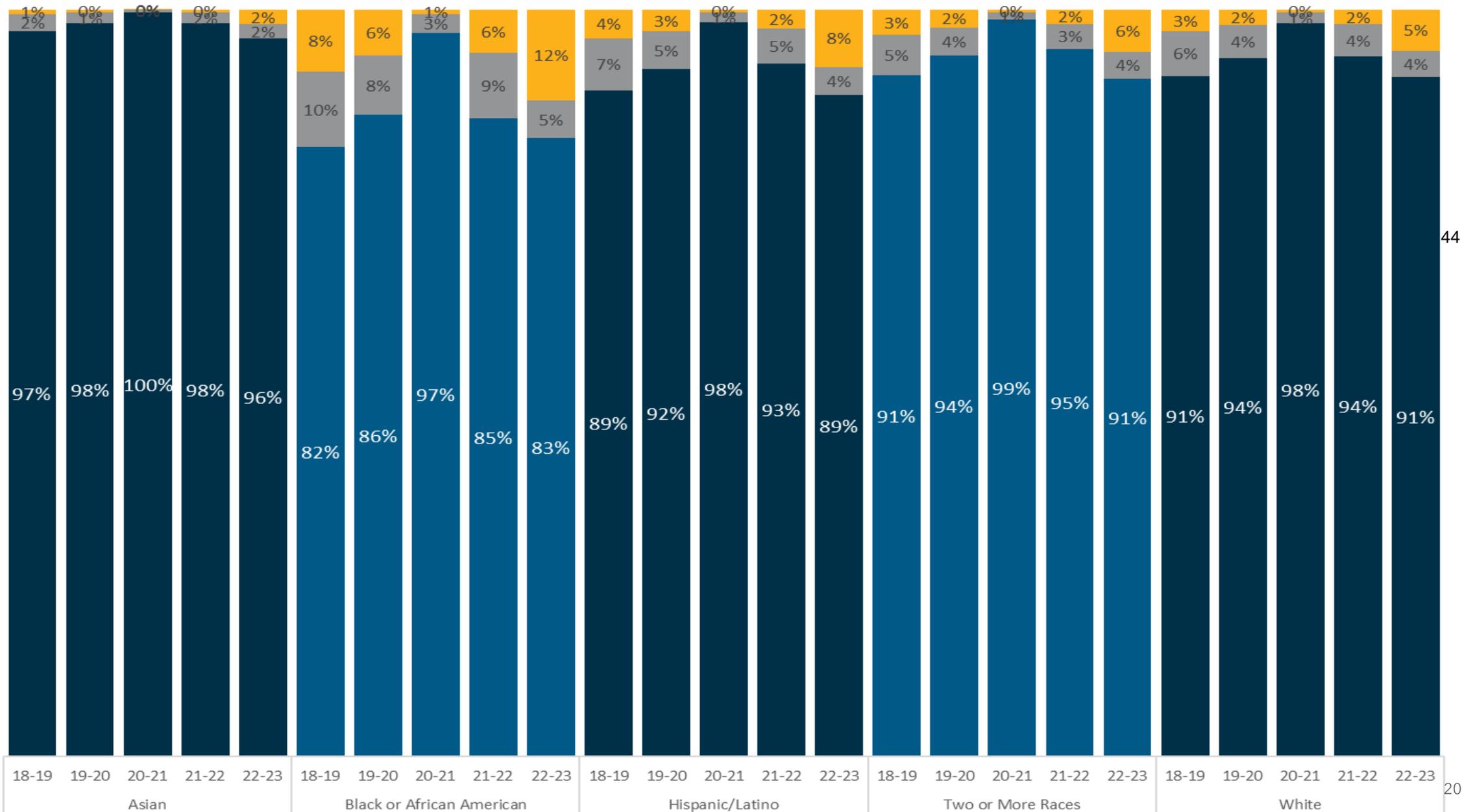


The background of the slide is a close-up, slightly blurred photograph of a white pen writing on a document. The document features a line graph with a dotted trend line. The pen is positioned at the top right, with its tip touching the paper. The overall color palette is a muted, monochromatic blue-grey. The text 'Discipline/Absence Data' is overlaid in a clean, white, serif font on the left side of the image.

Discipline/Absence Data

LISD - Student Disciplinary Incident Category by Year and Race/Ethnicity

0 Incidents 1 Incident 2 or more

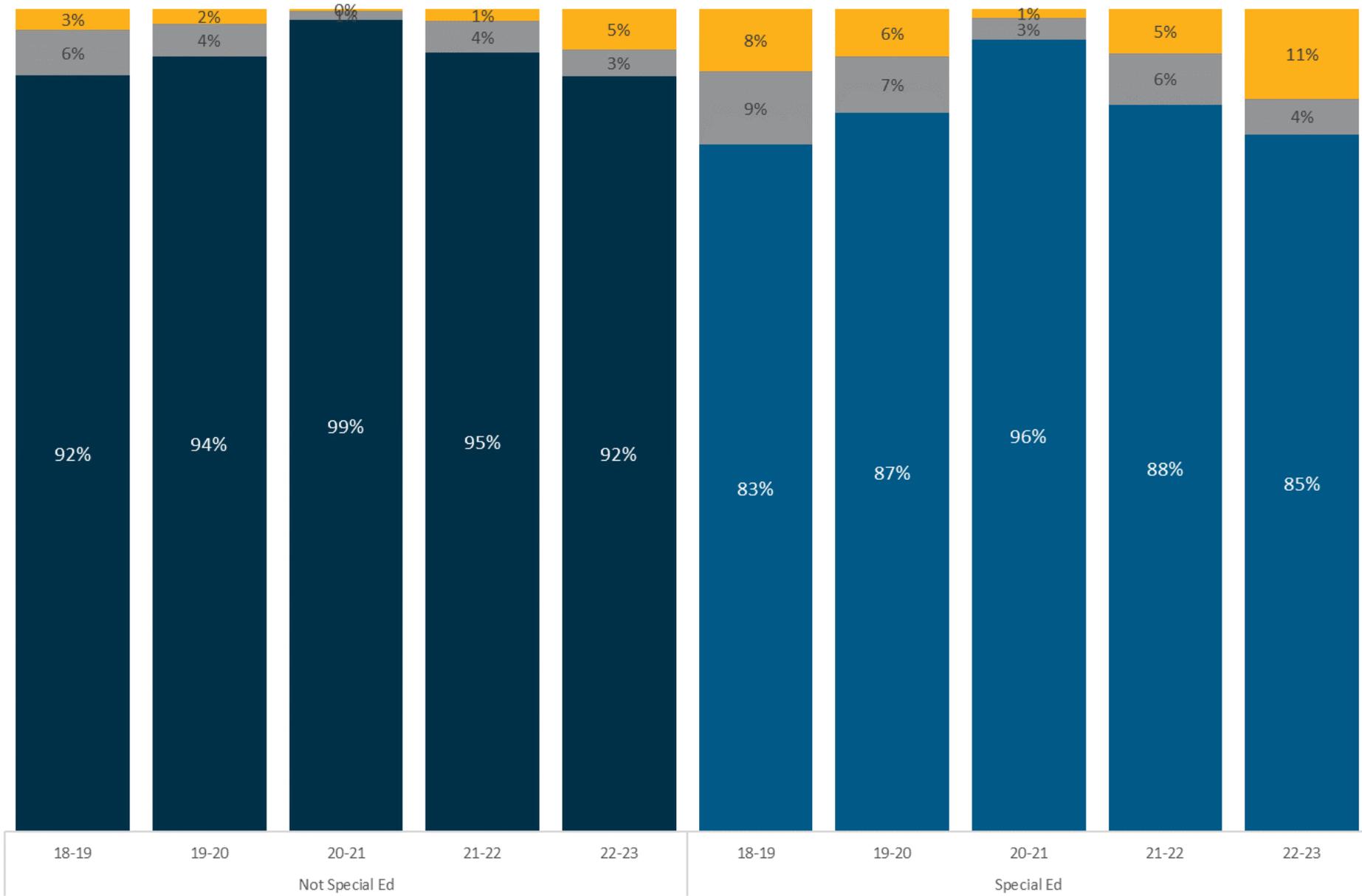


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20

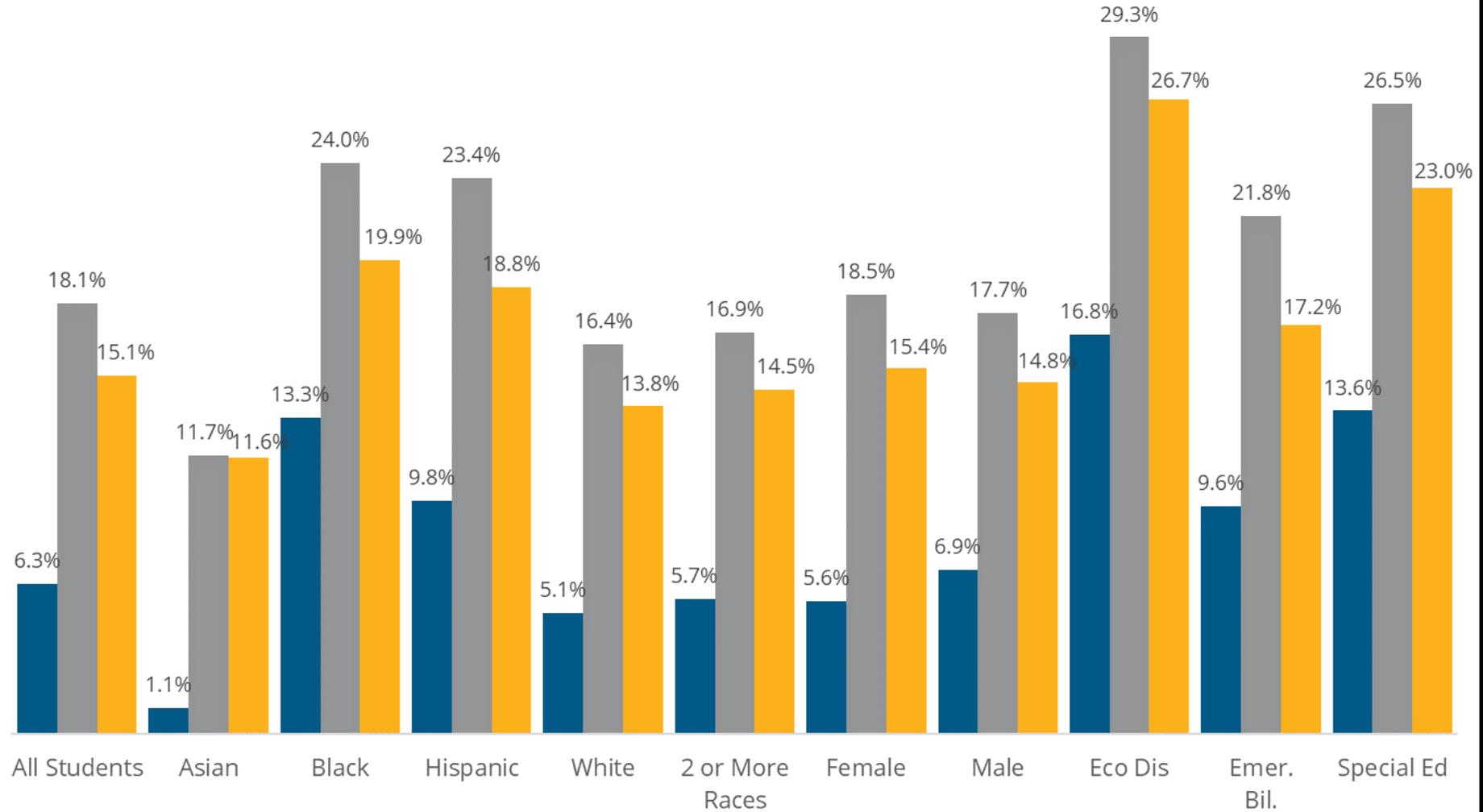
LISD - Student Disciplinary Incident Category by Year and Special Ed Status

■ 0 Incidents ■ 1 Incident ■ 2 or more



LISD % Chronically Absent (Attendance <90%, Grades K-12)

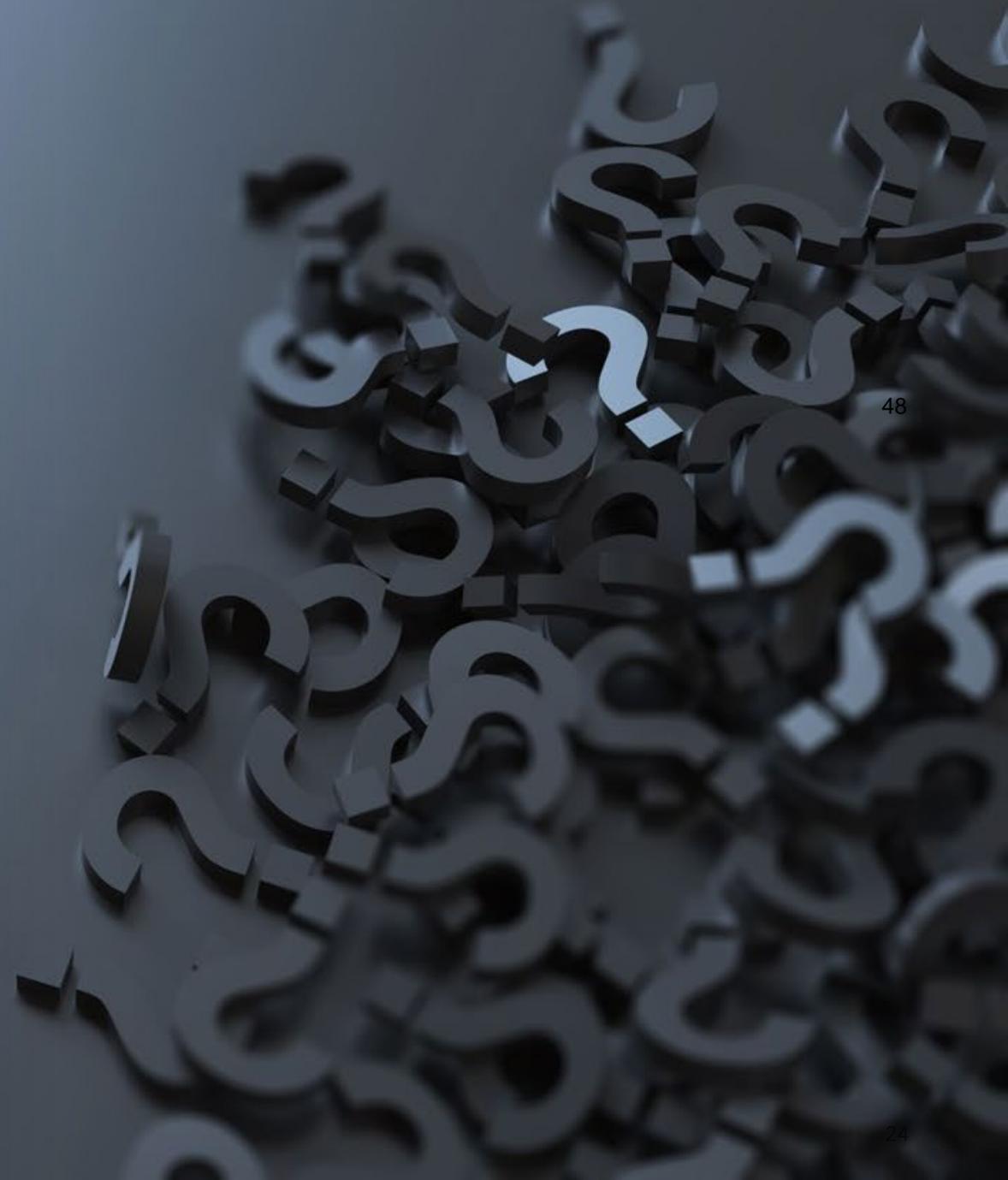
■ 20-21 (*High % Virtual Students) ■ 21-22 ■ 22-23



Fall 2023 Plans

- The Chief of DEI will deliver the **Power of Perception** workshop to staff during - **CIC**
- **Podcast** and **biweekly voice memos** focused on inclusive leadership and cultural competency
- The Office of DEI will primarily focus on the **AP/DOI group** during the school year
 - Professional development
 - Book study
 - Educational Access data review and analysis
- **Cultural competency survey** administered to staff at the end of September
- **Semester AP level-a-likes** with the Office of DEI regarding equity access data
 - Best practices, what is working, additional resources needed?
- **Working with FPMS, NES, and PES** this year as demonstration campuses
 - Student engagements at FPMS and the ACCESS group

Questions?



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 2, 2023

Agenda Item: Conflicts of Interest
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Holly Wardell and Eric Muñoz from Eichelbaum Wardell, Hansen Powell & Muñoz, P.C.
Attachments: Conflicts of Interest Presentation (*Uploaded in BoardBook 12-02-23*)

Background Information:

Holly Wardell and Eric Muñoz will be reviewing legal requirements regarding conflicts of interest followed by a time for Questions and Answers.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Under the Microscope:

Pitfalls in Ethics and Conflicts of Interest

50

Eric E. Muñoz



EICHELBAUM WARDELL
HANSEN POWELL & MUÑOZ, P.C.

“That’s unethical.”

- Says who?
- Personal codes (ourselves)
- State/federal laws (our community, through representation)
- Local policy (our local community)



Personal Codes of Ethics

- Intrinsic
 - What values do one's ethics protect?
 - A sense of general fairness?
 - Interests of those who have entrusted us?
 - Interests of society at large?
 - Personal commitments?
 - Practical considerations?
 - Not always shared

"Ethics is knowing the difference between what you have a right to do and what is right to do."

Justice Potter Stewart,
U.S. Supreme Court



Lunch with a Vendor

- Vendor invites you and a colleague to lunch. Assume everything is legal and allowable under policy. You say “yes,” but your colleague thinks it’s unethical. Who’s right?
 - Is it a bright-line rule?
 - Is it a matter of weighing the factors?
 - DQ or Fogo de Chao?
 - New vendor?
- At the end of the day, it’s a personal decision—and that’s okay. (but stay legal!)

53

4



Moving Beyond Personal Codes

- State laws
 - Illegal Gifts to Public Servants
 - Conflicts Disclosures
 - Affidavit and Abstention
 - Disclosure of Interest in Property
- Local Policy/Regulations

54

5



“A clock does not become a plaque simply because a name is engraved on it.”

55

--Ancient Greek Philosopher

--not really, it was the
Texas Ethics Commission

Penal Code § 36.08 – Gift to Public Servant

Penal Code § 36.08

Gift to Public Servant

- A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions...
- Commits an offense if he solicits, accepts, or agrees to accept...
- Any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, etc.”
- Offense is a Class A misdemeanor.

56

7



“Public Servant”

“Public servant” means a person elected, selected, appointed, employed, or otherwise designated as one of the following, even if he has not yet qualified for office or assumed his duties:

57

- (A) an officer, employee, or agent of government; or
- (B) a juror or grand juror; or
- (C) an arbitrator, referee, or other person who is authorized by law or private written agreement to hear or determine a cause or controversy; or
- (D) an attorney at law or notary public when participating in the performance of a governmental function; or
- (E) a candidate for nomination or election to public office; or
- (F) a person who is performing a governmental function under a claim of right although he is not legally qualified to do so.

8



“Discretion”

“It has been suggested that this prohibition is not applicable to a county or district clerk because the county commissioners court, not the county or district clerk, makes the final decisions in purchasing matters. We disagree. Even if a county or district clerk does not make final decisions about purchasing matters, a county or district clerk presumably exercises discretion in connection with purchases for the clerk’s office by making recommendations to the commissioners court. In that case, the restriction in Penal Code section 36.08(d) would apply to the provision of a benefit to a county or district clerk by a vendor who is interested in or is likely to become interested in selling goods or services to a county for the office of the county or district clerk.”

Texas Ethics Comm. Op. No. 396 (1998)

58

9



“...solicits, accepts, or agrees to accept...”

- Solicitation does not have to be overt.
 - “Thus, we determine “solicit” to mean the taking of some action ‘which the relation of the parties justifies in construing into a serious request.’”

Smith v. State, 959 S.W.2d 1, 22 (Tex. App.—Waco 1997, pet. ref'd)

59



“Benefit”

“Benefit” means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.” 60

Tex. Pen. Code § 36.01



Not “benefits”

- Ethics Comm’n says these are not “benefits”:
 - A cup of coffee is not a benefit
 - Small amounts of perishable food delivered infrequently to government offices are generally not benefits
 - Trinkets of minimal value such as coffee mugs, key chains, and "gimme" caps are generally not benefits.
 - A plaque is not a benefit.

61



These are “benefits”

- Ethics Comm’n says these are “benefits”:
 - an engraved clock worth approximately \$50 in appreciation for a speech
 - Use of a deer lease
 - College sports tickets
 - A \$60 meal
 - A \$160 hunting rifle

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Exceptions

- (2) Gift or other benefit on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient...
 - Smith v. State
- (5) Political contribution under Title 15 Election Code...
- (6) An item with a value of less than \$50, excluding cash or other negotiable instrument...
- (b) Food, lodging, transportation, or entertainment accepted as a guest (and reported if necessary)
 - Guest: The donor must be present

63

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Unsolicited Benefits

- A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to:
 - a governmental entity that has the authority to accept the gift; or
 - a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

Tex. Pen. Code Ann. § 36.08

64



Smith v. State

- University VP
- Barnes & Noble contract to operate university bookstore...negotiation of extension
- B&N offices in NYC

65

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Smith v. State

- Barnes & Noble provided
 - round trip plane tickets
 - hotel accommodations
 - meals
 - ground transportation
 - theater tickets
- to Smith, Chairman of the Board of Regents, and their wives. They traveled to New York and spent three nights there. The wives did not participate in the negotiations or in the execution of the contract extension.

Smith v. State

- From 1990 to 1992, Smith made five trips to New York in connection with the contract. Mrs. Smith accompanied him on three of these trips. Barnes & Noble provided air and ground transportation, hotel lodging, meals, and on some occasions, theater tickets for each of the five journeys. Mrs. Smith did not participate in any of the contract dealings.

67



Smith v. State

- Barnes & Noble executives testified that it is exceedingly rare for university officials to bring their wives on these kind of business trips.
- Smith countered that Barnes & Noble provided these accommodations on account of the friendship that developed between himself and the Barnes & Noble executives.

68



Smith v. State

- No “Independent Relationship” defense:
 - Smith contends that because Patrick and Bill considered him their friend, this sufficed to require submission of the “independent relationship” defense. However, the record does not reflect any evidence that Barnes & Noble provided the benefits alleged because of the parties' friendship. Because there is no evidence to support the second element of the defense, the court acted properly when it denied Smith's requested instruction.

69



Smith v. State

- No “Guest” defense:
 - In his brief, Smith only refers to the first element. It is undisputed that Patrick and Bill considered the Smiths to be their guests. However, the record contains no evidence concerning whether Smith was required to report these accommodations, and if so, whether he did. Because there is no evidence to support the second element of the defense, the court acted properly when it denied Smith's requested instruction.

70



Penal Code § 36.08

Gift to Public Servant

- Other scenarios:
 - Raffles?
 - Prizes?

71

22



Key Takeaways

- Quid Pro Quo is not required
- \$49.99 is limit on exception, but...
- Cash is NEVER acceptable, in ANY amount
- If your gift is allowable, don't forget to check whether reporting is necessary

72

23



Chapter 176 Texas Local Govt. Code— Conflicts Disclosures

Disclosure doesn't make the illegal legal

But, see exception regarding food, lodging, transportation, and entertainment accepted as a guest.

Chapter 176, Texas Local Government Code

- This law requires a person to file a Conflicts Disclosure Form promulgated by the Texas Ethics Commission
- Who is subject to disclosure?
- When does the law require disclosure?
- What else does the law require?

75



Who is subject to disclosure?

“Local Government Officer”:

- Trustee
- Superintendent/Chief Executive Officer
- Employee/Agent “who exercises discretion in the planning, recommending, selecting, or contracting of a vendor”

76

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Discretion

Discretion: “A public official’s power or right to act in certain circumstances according to personal judgment and conscience.” Black’s Law D., 2nd Pock. Ed., 208

77



Planning, Recommending, Selecting, or Contracting

78

- Broad language...what does this tell us?
- Could vary from purchase to purchase

29



Best Practice

- If you touched the procurement process in any way...

79

30



When is disclosure required?

- When a Vendor enters into a contract with the entity, or when the entity is considering entering a contract with a Vendor...and
- One of three possible triggers:
 - Employment/Business Relationship
 - Gifts
 - Family Relationship

80



“Vendor”

- “Vendor means a person who enters or seeks to enter into a contract with a local governmental entity. The term includes an agent of a vendor.” 81
- “Agent means a third party who undertakes to transact some business or manage some affair for another person by the authority or on account of the other person. The term includes an employee.”

Who is the “Vendor”?

- Who is the other party to the contract?
 - A person
 - Corporations
 - LLCs
- But, who is an “agent” of that party?
 - Owners?
 - Salespeople?
 - Movers-and-shakers behind the scenes?



“Contract”

83

“Contract” means a written agreement for the sale/purchase of:

- Real property
- Goods, or
- Services

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Trigger #1: Employment/Business Relationship

- Vendor has an employment or other business relationship with LGO or Family Member of LGO, that:
 - Family Member = 1st degree by blood or marriage

84

35



Business Relationship ?

- "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:
 - (A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
 - (B) a transaction conducted at a price and subject to terms available to the public; or
 - (C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

85



Trigger #1: Employment/Business Relationship

- Vendor has an employment or other business relationship with LGO or Family Member of LGO, that:
 - Family Member = 1st degree by blood or marriage

86

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Blood and Marriage

- Consanguinity = related by blood [count up then down]
- Affinity = related by marriage
 - Degree of affinity is same as underlying relationship by consanguinity
- “Family Member”: 1st degree only
 - Spouse, parent, child, or spouse’s parent/child
- “Family Relationship”: 3rd degree by blood/2nd degree by affinity

87



Trigger #1: Employment/Business Relationship

- Vendor has an employment or other business relationship with LGO or Family Member of LGO, that:
 - Family Member = 1st degree by blood or marriage

Trustee	
1 st Degree	Parent, Child, Spouse, Parent of Spouse, Child of Spouse
2 nd Degree	Brother, Sister, Grandparent, or Grandchild (or same of spouse)
3 rd Degree	Great-grandparent, Great-grandchild, Aunt who is a sister of a parent of the individual, Uncle who is a brother of a parent of the individual, Nephew who is a child of a brother or sister of the individual, or Niece who is a child of a brother or sister of the individual (and spouses)

88

39



Trigger #1: Employment/Business Relationship

- Vendor has an employment or other business relationship with LGO or Family Member of LGO, that:
 - Family Member = 1st degree by blood or marriage
- Results in LGO or Family Member getting taxable income >\$2,500
 - But not “investment income”

89

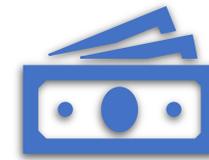
40



Income



Must exceed \$2,500, but do not include “investment income”:



dividends, capital gains, or interest income generated from:

(A) a personal or business:

- (i) checking or savings account;
- (ii) share draft or share account; or
- (iii) other similar account;

(B) a personal or business investment; or

(C) a personal or business loan.



Trigger #1: Employment/Business Relationship

- Vendor has an employment or other business relationship with LGO or Family Member of LGO, that:
 - Family Member = 1st degree by blood or marriage
- Results in LGO or Family Member getting taxable income >\$2,500
 - But not “investment income”
- During preceding 12 months
 - 12-month period before LGO knows of (1) contract signed, or (2) entity considering contract

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Trigger #2: Gifts

- Vendor has given LGO or Family Member one or more gifts with:
- Aggregate value of more than \$100 (used to be higher)
- In the preceding 12-months (before knowledge of signing/consideration)

92

43



Trigger #2: Gifts

- Vendor has given LGO or Family Member one or more gifts with:

93

Trustee	
1 st Degree	Parent, Child, Spouse, Parent of Spouse, Child of Spouse
2 nd Degree	Brother, Sister, Grandparent, or Grandchild (or same of spouse)
3 rd Degree	Great-grandparent, Great-grandchild, Aunt who is a sister of a parent of the individual, Uncle who is a brother of a parent of the individual, Nephew who is a child of a brother or sister of the individual, or Niece who is a child of a brother or sister of the individual (and spouses)

44



Definition of “Gift”

"Gift" means a **benefit** offered by a person, including food, lodging, transportation, and entertainment accepted as a guest.

The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient.

Old exceptions:

- ~~(1) given by a family member of the person accepting the gift;~~
- (2) a political contribution as defined by Title 15, Election Code, or
- ~~(3) food, lodging, transportation, or entertainment accepted as a guest.~~

94

Current exceptions:

- (1) a political contribution as defined by Title 15, Election Code, or
- (2) food accepted as a guest.

45



Trigger #2: Gifts

- Vendor has given LGO or Family Member one or more gifts with:
- Aggregate value of more than \$100 (used to be higher)
- In the preceding 12-months (before knowledge of signing/consideration)

95

46



Trigger #3: Family Relationship

Vendor has “family relationship” with the LGO

- “Family Relationship” = 3rd degree of consanguinity (blood) or 2nd degree of affinity (marriage)

Trustee	
1 st Degree	Parent, Child, Spouse, Parent of Spouse, Child of Spouse
2 nd Degree	Brother, Sister, Grandparent, or Grandchild (or same of spouse)
3 rd Degree	Great-grandparent, Great-grandchild, Aunt who is a sister of a parent of the individual, Uncle who is a brother of a parent of the individual, Nephew who is a child of a brother or sister of the individual, or Niece who is a child of a brother or sister of the individual (and spouses)



Basic Summary

- Three LGOs:
 - Trustee
 - Superintendent
 - Agent/employee “who exercises discretion in the planning, recommending, selecting, or contracting of a vendor”
- Three triggers for disclosure:
 - Employment/Business Relationship
 - Gifts
 - Family Relationship

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Mechanics of Filing Disclosure

- Forms are prepared by the Texas Ethics Commission (Form CIS for LGO, CIQ for Vendor).
- LGO must file disclosure with the District’s “records administrator.”
 - Superintendent or other designated person
- Not later than 5 p.m. on 7th business day after LGO becomes aware that disclosure is required.
- **REMEMBER:** Disclosure is required even before a contract is signed, if District is considering entering into a contract with Vendor.

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Other Duties

- Records Administrator must:
 - Maintain a list of all LGOs and make available to the public and any vendor
 - Maintain filed disclosures in accordance with records retention schedule
- If entity has a website, all filed disclosures must be posted (but PIA still applies)
 - Check to see whether employee has elected to protect information re: family members

99

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Penalties

- LGO commits an offense if knowingly fails to file disclosure (7-day grace period).
- Vendor commits an offense if knowingly fails to file questionnaire or updated questionnaire (7-day grace period). An additional 7 days?
- Entity may reprimand, suspend, or terminate employee who fails to comply.
- Entity may declare a contract void if vendor fails to file.
- An offense under this chapter is:
 - (1) a Class C misdemeanor if the contract amount is less than \$1 million or if there is no contract amount for the contract;
 - (2) a Class B misdemeanor if the contract amount is at least \$1 million but less than \$5 million; or
 - (3) a Class A misdemeanor if the contract amount is at least \$5 million.

100

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What We've Covered So Far...

- Gifts you cannot accept
- Disclosures you have to file

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Chapter 171 Texas Local Govt. Code— Affidavit and Abstention

Affidavit and Abstention

- “Local Public Official” must:
 - (1) file an affidavit, and
 - (2) abstain from participating in a matter if:
- Special economic effect on entity/property, and:
 - Substantial interest in a business entity, or
 - Substantial interest in real property

103



Local Public Official

“Local public official” shall mean a member of the **governing body** or another **officer**, whether elected, appointed, paid, or unpaid, of any district (including a school district)...who exercises **responsibilities beyond those that are advisory** in nature.

The local public official is considered to have a substantial interest if a person related in the **first degree by either affinity or consanguinity** to the local public official...has a substantial interest as defined above.

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Local Public Official

Trustee	
1 st Degree	Parent, Child, Spouse, Parent of Spouse, Child of Spouse
2 nd Degree	Brother, Sister, Grandparent, or Grandchild (or same of spouse)
3 rd Degree	Great-grandparent, Great-grandchild, Aunt who is a sister of a parent of the individual, Uncle who is a brother of a parent of the individual, Nephew who is a child of a brother or sister of the individual, or Niece who is a child of a brother or sister of the individual (and spouses)

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Substantial Interest in a Business Entity

A person has a substantial interest in a business entity if any of the following is the case:

1. The person owns at least:
 - Ten percent of the voting stock or shares of the business entity, or
 - Either ten percent or \$15,000 of the fair market value of the business entity.
2. Funds received by the person from the business entity exceed ten percent of the person's gross income for the previous year.



Substantial Interest in Real Property

A person has a substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

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Special Economic Effect

Section 171.004(a)(1) is broadly written and does not require that the business entity have a direct interest in the matter. It only requires that the action on the matter have a special economic effect on the business entity.

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Op. Tex. Att'y Gen. No. DM-309 (1994)



Process

- The official shall file, before a vote or decision on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter...
- Must file with District's official record keeper
- Forms at your BBFA (EXHIBIT) policy

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Exception

- Abstention not required when majority of members are also required to file affidavits for similar interests on the same official action...
- But affidavit is still required!

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Voting on Budget

(a) The governing body of a governmental entity shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body has a substantial interest.

(b) Except as provided by Section 171.004(c), the affected member may not participate in that separate vote. The member may vote on a final budget if:

- (1) the member has complied with this chapter; and
- (2) the matter in which the member is concerned has been resolved.



Penalty

(a) A local public official commits an offense if the official knowingly:

(1) violates Section 171.004; [affidavit & abstention]

(2) acts as surety for a business entity that has work, business, or a contract with the governmental entity; or

(3) acts as surety on any official bond required of an officer of the governmental entity.

(b) An offense under this section is a Class A misdemeanor.



Walk v. State

- A jury found County Judge guilty of knowingly failing to file an affidavit of substantial interest in a business entity and failing to abstain from a decision when required by law.
- County Judge knowingly failed to abstain from a decision to purchase staplers, tapes, letter openers, cushions, tape dispensers and/or a Victor 820 calculator from LMC with funds from the General Fund of Bee County, Texas

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Tex. App.—Corpus Christi—Edinburg 1992, pet. ref'd), on reh'g (Oct. 22, 1992)



Walk v. State

- The testimony at trial reflected that on January 4, 1991, the county auditor interrupted a meeting between County Judge and his son-in-law. She knew that son-in-law owned a business. When she walked into Judge's office, she saw him signing a county emergency purchase order form.

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Walk v. State

- She told Judge that they needed to discuss purchasing procedures, and “that there was a statement or something that you have to file over in the County Clerk's office.”
- She asked Judge to place her on the calendar at the next meeting of himself and the commissioners so that she could review purchasing procedures with them. He never answered her request.

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Walk v. State

- Previous employee now owned another office supply business, but testified that in the past, she worked for Judge at his office supply store.
- During the conversation, they had discussed Judge's business and that Judge stated that he was going to have to **change the name of his business and put it in someone else's name so that he could buy from it without a conflict of interest.**

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Texas Govt. Code 553.002– Interest in Property

Disclosure of Interest in Property

Texas Gov't Code 553.002

- A public servant who has a legal or equitable interest in property that is to be acquired with public funds shall file an affidavit within 10 days before the date on which the property is to be acquired by purchase or condemnation.
- See BBFA for form for contents of affidavit
- The affidavit must be filed with:
 - 1) the county clerk of the county in which the public servant resides; and
 - 2) the county clerk of each county in which the property is located.

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Public Servant

“Public servant” means a person who is elected, appointed, employed, or designated, even if not yet qualified for or having assumed the duties of office, as:

- (A) a candidate for nomination or election to public office; or
- (B) an officer of government.



Affidavit

- See BBFA for form for contents of affidavit
- The affidavit must be filed with:
 - 1) the county clerk of the county in which the public servant resides;
and
 - 2) the county clerk of each county in which the property is located.

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ESSER/EDGAR Federal Funds

ESSER/EDGAR (2 C.F.R. 200.318)

- Requires written standards of conduct.
- No employee, officer, or agent may participate in selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

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ESSER/EDGAR (2 C.F.R. 200.318)

- Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her **immediate family**, his or her **partner**, or an **organization which employs** or is about to employ any of the parties indicated herein, has a **financial or other interest in or a tangible personal benefit** from a firm considered for a contract.

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ESSER/EDGAR (2 C.F.R. 200.318)

- The officers, employees, and agents of the non-Federal entity **may neither solicit nor accept gratuities, favors, or anything of monetary value** from contractors or parties to subcontracts.
- However, non-Federal entities may set standards for situations in which the financial interest is not substantial, or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

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Acceptance of Honorarium

Tex. Penal Code § 36.07

...solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for the public servant's official position or duties. 125

“honorarium” → e.g., payment for a speech

(b) This section does not prohibit a public servant from accepting transportation and lodging expenses in connection with a conference or similar event in which the public servant renders services, such as addressing an audience or engaging in a seminar, to the extent that those services are more than merely perfunctory, or from accepting meals in connection with such an event.

(c) An offense under this section is a Class A misdemeanor.



But wait! There's more!

- Bribery
- Abuse of Official Capacity
- Official Misuse of Information
- Instructional Materials
- Not to mention, federal crimes:
 - Bribery
 - Money laundering
 - Wire fraud
 - Etc.
 - Etc.



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Local Policies and Procedures

Policy CAA (LOCAL)

Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

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Policy CB (LOCAL) – Federal \$\$

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.



Policy CB (LOCAL) – Federal \$\$

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

4. Any gift, favor, service, or other benefit that could reasonably be construed to influence the person's discharge of assigned duties and responsibilities; 130
5. Any single item with a value at or above \$50; or
6. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$50 in a 12-month period.



Board Operating Procedures 2023 – General Statement

A conflict of interest is deemed to exist when a Member is confronted with an issue in which the Member has a **personal or pecuniary interest** or an **issue or circumstances** that could render the Member **unable to devote** complete loyalty and singleness of purpose to the public interest.

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Board Operating Procedures 2023 – Specific Requirements

1. If a Board Member has a substantial personal or private interest in any matter pending before the Board, the Member shall disclose such interest to the Board and shall not vote on the matter.

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Board Operating Procedures 2023 – Specific Requirements

2. A Member of the Board shall not also be an employee of the District, nor shall a Member receive any compensation for services rendered to the District. This provision shall not prohibit Members from receiving reimbursement for authorized expenses incurred during the performance of Board duties.

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Board Operating Procedures 2023 – Specific Requirements

3. The Board shall not enter into any contract with any of its Members or with a firm in which a Member has a financial interest unless one or more of the following conditions apply:

- a. The contract is awarded to the lowest responsible bidder based upon established competitive bidding procedures; or
- b. The Board Member is the highest bidder for merchandise sold at a public auction.

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Board Operating Procedures 2023 – Specific Requirements

4. Board Member is expected to avoid conflict of interest in the exercise of the Member's fiduciary responsibility. Accordingly, a Board Member may not:
- a. Disclose or use confidential information acquired during the performance of official duties as a means to further the Board Member's own personal financial interests or the interests of a Member of the Board Member's immediate family;
 - b. Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board Member knows or should know is primarily for the purpose of a reward for official action;
 - c. Engage in a substantial financial transaction for private business purposes with a person whom the Board Member directly or indirectly supervises;
 - d. Perform an official act, which directly confers an economic benefit on a business in which the Board Member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

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EICHELBAUM WARDELL
HANSEN POWELL & MUÑOZ, P.C.

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, December 2, 2023

Agenda Item: Discussion of 2023-2024 Superintendent Evaluation Instrument
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): December 14, 2023
Administrator Responsible: Sarah Grissom, Ed.D.
Attachments: 2023-2024 Superintendent Evaluation Instrument Presentation

Background Information:

In a continued effort to ensure system alignment to the LISD five-year strategic plan, administration is seeking input from the Board of Trustees on priorities for the 2023-2024 Superintendent Evaluation Instrument.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Discussion of 2023-2024 Superintendent Evaluation Instrument

December 2, 2023

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Purpose

The purpose of this presentation is to seek input on priorities for the Superintendent evaluation instrument in alignment to the district's strategic plan in order to optimize efforts of the District and Board.

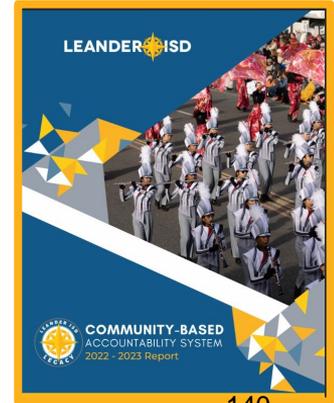
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System Alignment



LISD 5-Year Strategic Plan

Community-Based Accountability

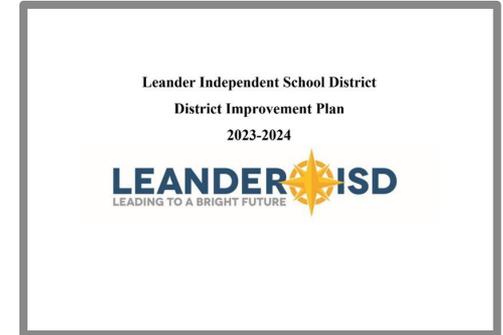
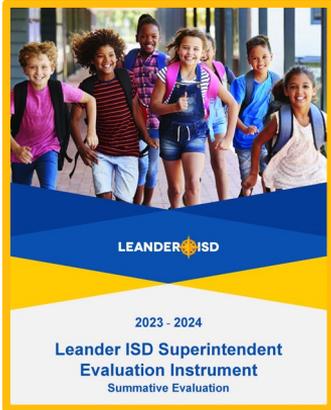


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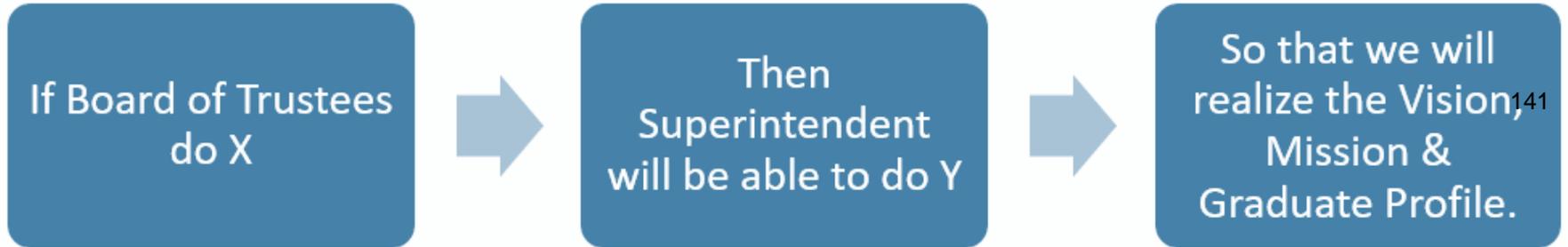
District & Campus Improvement Plans

Superintendent Evaluation



3

Theory Of Action



Theory Of Action

If Board of Trustees do X



Then Superintendent will be able to do Y



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

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Board Purpose, Goals & Evaluation
Board Meeting Agendas

Superintendent Evaluation



Theory Of Action

If Board of Trustees do X



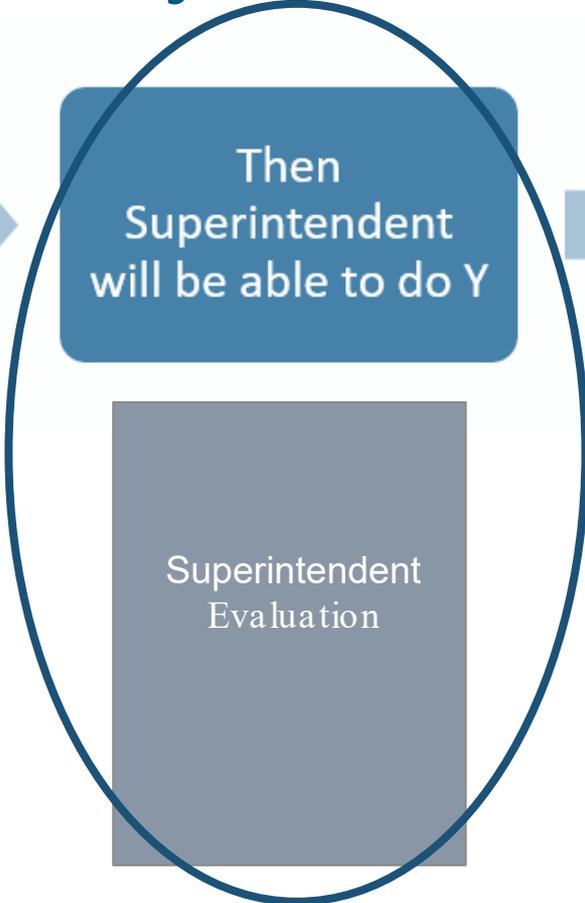
Then Superintendent will be able to do Y



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

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Board Purpose, Goals & Evaluation
Board Meeting Agendas



Superintendent Evaluation

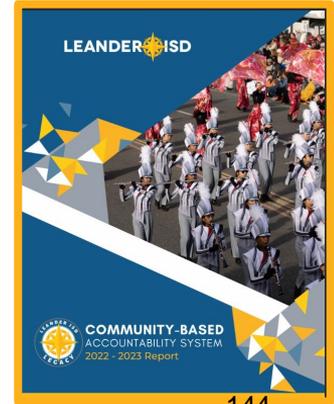


System Alignment



LISD 5-Year Strategic Plan

Community-Based Accountability

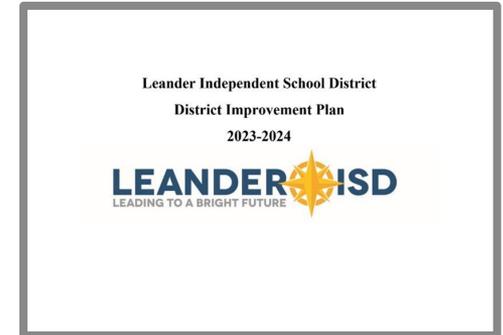
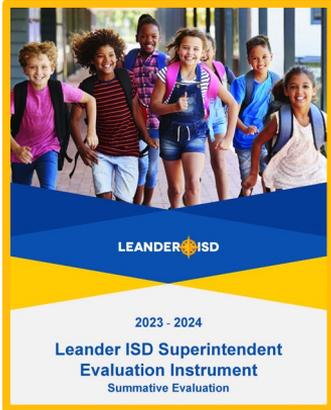


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District & Campus Improvement Plans

Superintendent Evaluation



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STRATEGIC FOCUS AREAS AND GOALS

EMPOWERED STUDENT LEARNING



Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

EMPOWERED STAFF



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

IMPACTFUL FAMILY ENGAGEMENT



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

EQUITABLE ACCESS



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

SAFE & INNOVATIVE LEARNING ENVIRONMENTS



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

Prioritize the Work

Part I - Student Performance

Part II - Key Performance Indicators

- Reflect on 22-23 Superintendent Evaluation
- Prioritize the System Responses that should be emphasized during this evaluation cycle

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Part III - Assessment of Ongoing Responsibilities

- Reflect on 22-23 Superintendent Evaluation
- Prioritize areas of focus for this evaluation cycle



Next Steps

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