



**Regular Meeting with Public Hearing Agenda
Thursday, June 6, 2024
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
6:15 PM**

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

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

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

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3WolljS>, between noon the day prior to the meeting and noon the day of the meeting and be present at the meeting when their number is called. **Note:** Individuals signed up to speak regarding a Public Hearing agenda item will be called to speak during that portion of the meeting.

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on May 31, 2024, at 1:36 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. Video Recognitions
 1. International Science and Engineering Fair Grand Award
 2. Special Olympics Summer Games Awards
 3. UIL Tennis State Medalists
4. **CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
5. **PUBLIC HEARING**
 - A. End of Course Accelerated Instruction Public Hearing 3
6. **CITIZEN COMMENTS FOR END OF COURSE ACCELERATED INSTRUCTION PUBLIC HEARING** *(See notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
7. **PUBLIC HEARING**
 - A. Federal Funds Overview and Public Hearing 15
8. **CITIZEN COMMENTS FOR FEDERAL FUNDS OVERVIEW AND PUBLIC HEARING** *(See notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*

9. CONSENT AGENDA	
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B. Consider Approval of Project SEARCH Interlocal Agreements and Memorandum of Understanding (MOU) with Lago Vista ISD and Liberty Hill ISD	35
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12. CLOSED SESSION	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
D. Texas Government Code 551.074: Superintendent Formative Evaluation Quarterly Review	
13. ACTION PURSUANT TO CLOSED SESSION	
14. BOARD MEETING DEBRIEF	
15. ADJOURNMENT	

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: End of Course Accelerated Instruction Public Hearing
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Kimberly Waltmon, M.Ed, Assistant Superintendent of Special Programs and Jennifer Freeman, M.Ed, Director of Intervention
Attachments: End of Course Accelerated Instruction Public Hearing Presentation

Background Information:

Accelerated Instruction Requirements: The House Bill 5 (HB 5) legislation in the 83rd Legislative Session, added Texas Education Code (TEC) §28.0217. This code requires each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. TEC §29.081 as amended by HB 5 requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and hold an annual public hearing to consider the results of the evaluation. During this presentation accelerated instruction data from the 2022-2023 and 2023-2024 school year will be reviewed.

Administrative Recommendation:

N/A

Sample Motion:

N/A

A large, stylized yellow star with eight points, centered on the left side of the slide. The star has a gradient from light yellow to a darker yellow at the tips. It is set against a white background with a faint circular pattern behind it.

End of Course Accelerated Instruction and Public Hearing

June 6, 2024

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Purpose

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

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State Requirements

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

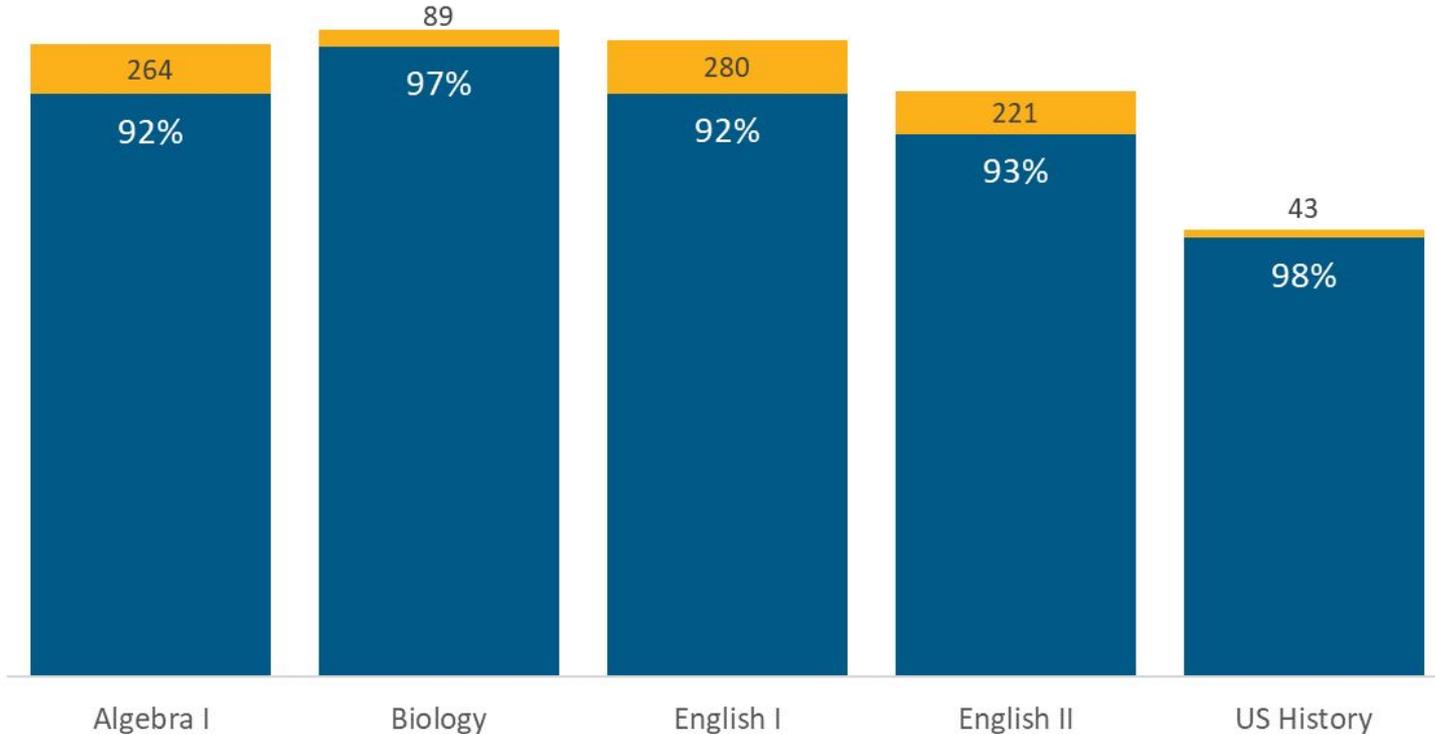
- English I and II
- Algebra 1
- Biology
- US History

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

2023 EOC First Attempt Snapshot

■ Passed First Time (Spring 2023) ■ Did Not Pass First Time



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Accelerated Instruction Requirements

- Passed in June 2021 and updated via HB 1416 by the 88th Legislative Session

Option 1

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

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

Option 2

Students receive at least 15 hours of supplemental instruction (i.e., tutoring) in a maximum of two subjects (RLA & Math prioritized).

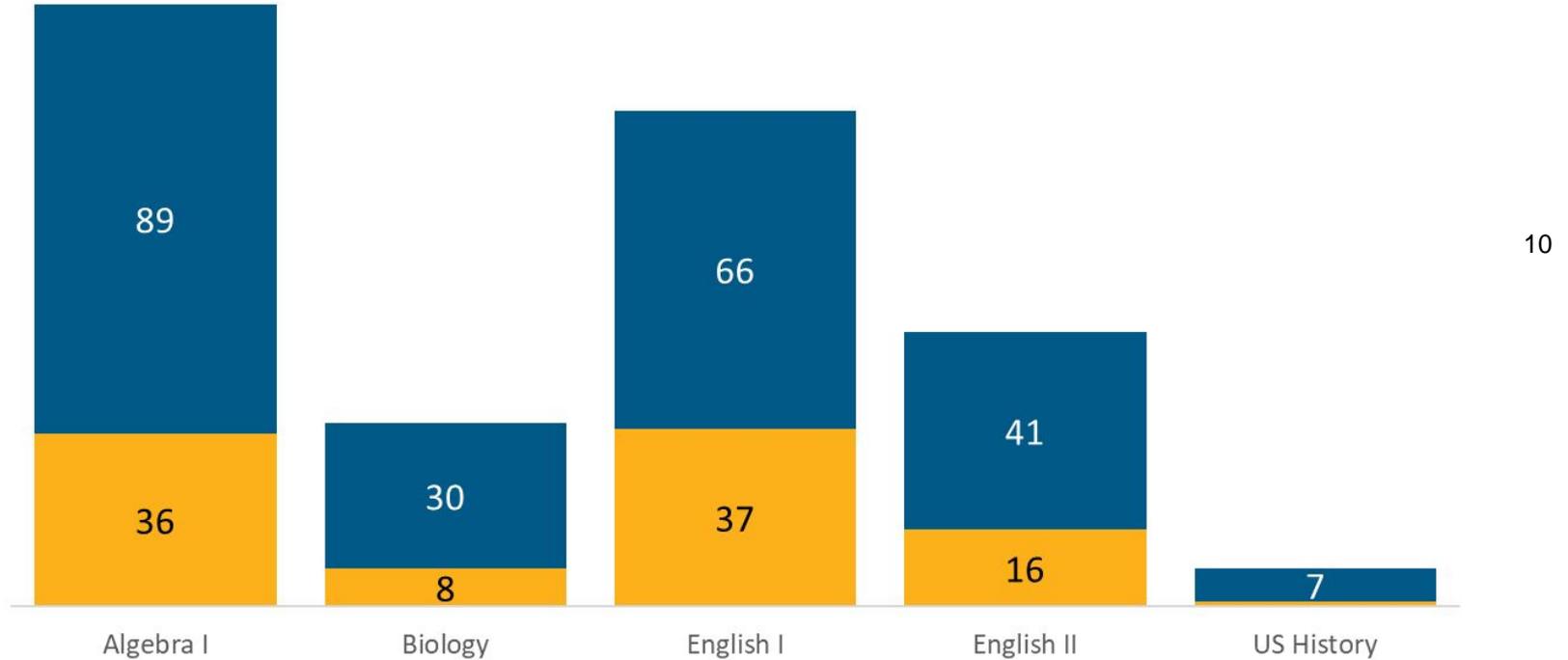
Accelerated Instruction is required for students who do not perform satisfactorily on STAAR grades 3-8 or EOC

Accelerated Instruction Intervention

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

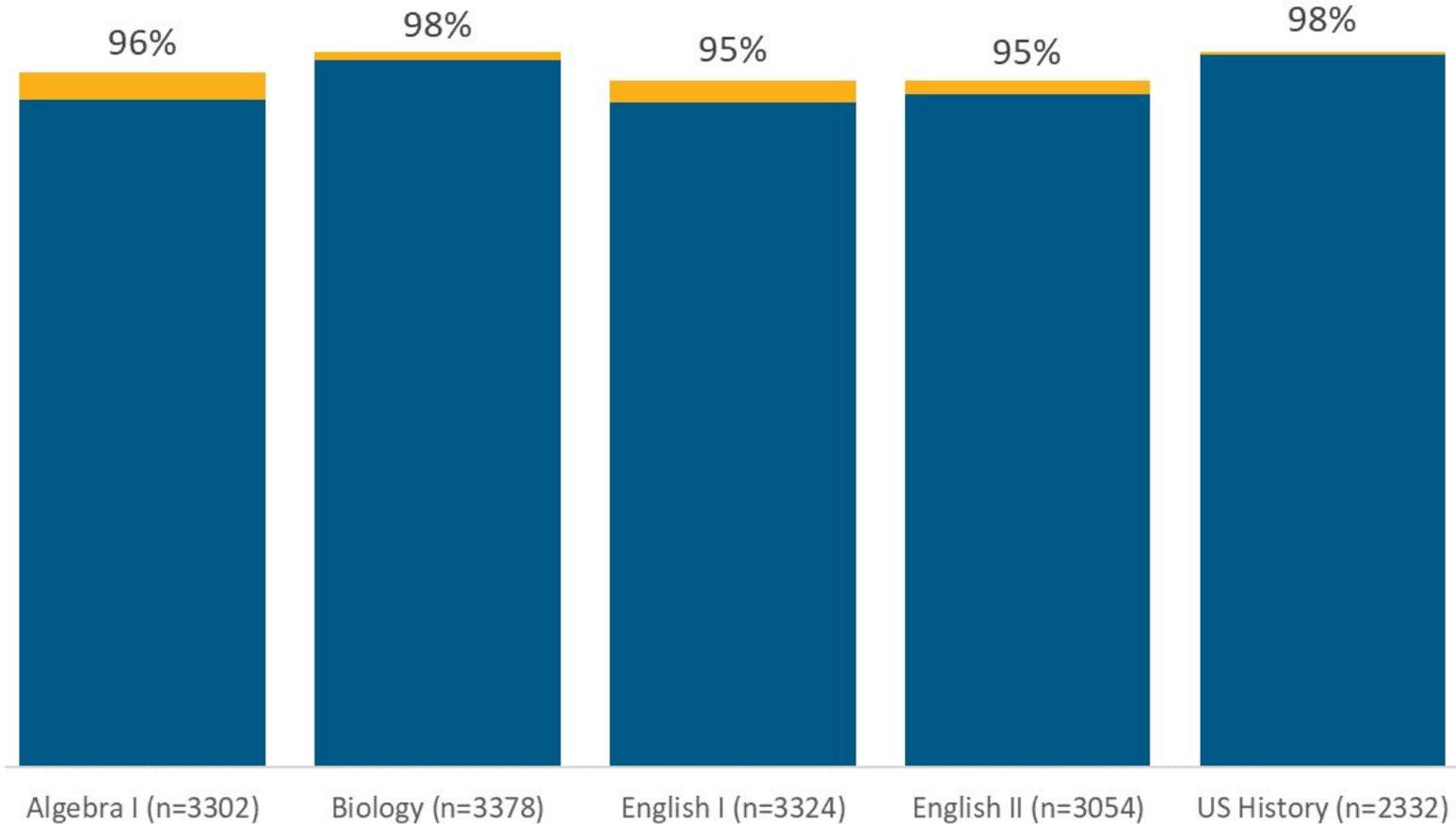
Student Success after Accelerated Instruction

■ Passed Summer 2023 ■ Passed Fall 2023



Cumulative Pass Rate

■ Passed Spring 2023 EOC ■ Passed in Summer or Fall



SB 149 Summary

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

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

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2024 IGC Graduates = 48



Public Hearing ¹³



Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: Federal Funds Overview and Public Hearing
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Kimberly Waltmon, M.Ed, Assistant Superintendent of Special Programs
Attachments: Federal Funds Overview and Public Hearing Presentation

Background Information:

District administration will present an overview of Federal Funds and seek public comment through a public hearing. The Texas Education Agency and United States Department of Education require a public review of the targeted areas related to Federal Funding in preparation for the submission of the federal application for grant funds. In addition, the District allows for public input on the programs and strategies that are supported by federal grants.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Federal Funds Overview and Public Hearing

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June 6, 2024

What are Federal Funds?

Every Student Succeeds Act (ESSA):

- Title I Part A - Improving Basic Programs - \$3,070,716
- Title II Part A - Supporting Effective Instruction Program -\$1,252,221
- Title III Part A - English Language Acquisition, Language Enhancement, and Academic Achievement- \$681,121
- Title IV Part A- Student Support and Academic Enrichment Program- \$167,331¹⁷

Special Education:

- IDEA B- \$7,246,527
- IDEA Preschool- \$77,833

Perkins V:

- Career and Technical Education- \$314,203

Development of Federal Applications

- Collaboration among stakeholders
- All components included in the District Improvement Plan (DIP)
 - Comprehensive Needs Assessment
 - Programs, Activities
 - Staff Development
 - Budget/Resources
 - Evaluation
 - Federal Program Application and Compliance Report

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Title I, Part A- Improving Basic Programs on Eligible Campuses

Grant Allocation: \$3,070,716

- Increase Student Achievement
- Emphasis on meaningful and ongoing Parent and Family Engagement
- Provide educationally disadvantaged students access to high-quality academic programs
- Support campus intervention staff and Parent and Family Engagement activities

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Title I, Part A- Targeted Activities

Parent/Family Engagement

- Parents as Teachers supplemented
- Campus-Specific, Needs-Based Events and Activities

Homeless Supports

- Materials/supplies, including school supplies and hygiene items
- Other timely student-specific resources

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Personnel

- Identification of academic needs
- Provide intensive evidence based small-group instruction
- Co-teachers, math specialists, interventionists, behavior support

Title II, Part A- Supporting Effective Instruction

Grant Allocation: \$1,252,221

- Increase Student Achievement
- Improve Educator Quality and Effectiveness
- Increase the Number of Effective Educators
- Provide Low-Income and Minority Students Greater Access to Effective Educators

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Title II, Part A Activities: Supporting Effective Instruction

- Professional Learning
 - Dyslexia, Kagan, PLC LIVE, Co-teaching
- New to Profession Teacher Support
- Recruitment
 - Brazen Virtual Platform
- Campus-Based Needs

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Title III, Part A- English Language Acquisition, Language Enhancement, and Academic Achievement

Grant Allocation: \$681,121

- Establish and sustain effective language programs to support Emergent Bilingual Students.
- Assist Emergent Bilingual students in meeting State academic standards and developing high levels of academic achievement in English.
- Develop and enhance capacity to provide effective instructional programs.
- Promote parental, family, and community participation in language educational programs.

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Title III, Part A Activities

- Improving Language Instruction and Educational Programs by upgrading curricula and instructional materials.
- Parent outreach and trainings.
- Family literacy services and outreach.
- Professional learning opportunities for staff supporting emergent bilingual students.

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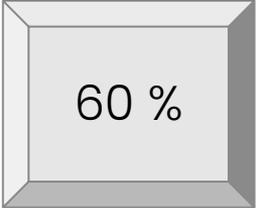
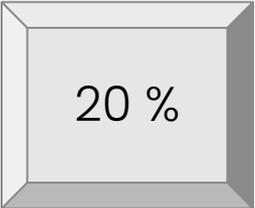
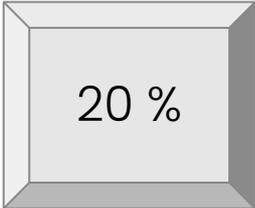
Title IV, Part A- Student Support and Academic Enrichment

Grant Allocation: \$167,331

- Provide all students access to well-rounded education.
- Improve academic outcomes by maintaining safe and healthy students.
- Improve the use of technology to advance student academic achievement.

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Title IV, Part A Activities



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Professional Learning Support

Curriculum Supplements for Counselors

Additional Safety Equipment for Students

Special Education

Grant Allocation:

IDEA B- \$7,246,527

IDEA Preschool- \$77,833

- Ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education. 27
- Salaries of special education teachers and costs associated with related services personnel.
- Support and direct student services.

Special Education Activities

- Personnel 75-80%
- Residential care
- Contracted services
- Instructional materials and evaluation materials
- Professional Learning

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Perkins V - Career and Technical Education (CTE)

Grant Allocation: \$314,203

- Provide career exploration and career development activities.
- Provide professional development.
- Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations.
- Support integration of academic skills into CTE programs of study.
- Support integration of programs of study.
- Evaluate Perkins-funded programs including CLNA (Comprehensive Local Needs Assessment).

Perkins V - CTE Activities

- Personnel
- Supplies/Equipment

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Public Hearing ³¹



Discussion

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: Consider Approval of Expedited Waiver for Staff Development
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Chris Clark, Ed.D., Assistant Superintendent of Curriculum and Instruction
Attachments: Leander ISD 2024-2025 Academic Calendar

Background Information:

Texas Education Code (TEC) §25.081 enables districts to file a Staff Development Minutes Waiver in order to train staff on various education strategies designed to improve student performance in lieu of up to 2,100 minutes of student instruction. There have been no changes in the waiver application for staff development minutes for the 2024-2025 school year.

Each district may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development that is provided in place of student instruction during the school year. Districts should continually seek to provide high-quality staff development that will impact student outcomes. LISD has built in staff development for the 2024-2025 calendar.

Administrative Recommendation:

The Administration recommends that the Board approve the waiver request for staff development that provides 2,100 minutes of professional development for the 2024-2025 district calendar.

Sample Motion:

I move that the Board approve the waiver request for staff development that provides 2,100 minutes for professional development for the 2024-2025 district academic calendar.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item:	Consider Approval of Project SEARCH Interlocal Agreements and Memorandum of Understanding (MOU) with Lago Vista ISD and Liberty Hill ISD
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Kimberly Waltmon, M.Ed, Assistant Superintendent of Special Programs
Attachments:	Project SEARCH Interlocal MOU with Lago Vista ISD September 2024 through August 2025 Project SEARCH Interlocal MOU with Liberty Hill ISD August 2024 Project SEARCH Interlocal MOU with Liberty Hill ISD September 2024 through August 2025

Background Information:

Project SEARCH is an international model that provides local internship opportunities from August to May for young adults with intellectual and developmental disabilities, with every intern graduating in May. Project SEARCH is a business-led practice for students who are between 18 -22 years old and who are eligible for 18+ transition services. Leander ISD students have had amazing experiences learning and working within this program, which is hosted at Ascension Seton Northwest (ASNW) Hospital. A number of our students have been hired for paid employment following their internships.

Leander ISD has had an active Memorandum of Understanding (MOU) with Project SEARCH since 2015 with an average of 8 students participating in this one-year program. The district currently partners with Liberty Hill ISD and is excited to have Lago Vista ISD interested in teaming up to propose this MOU to partner at the Ascension Seton Northwest Hospital. LISD provides an embedded teacher and job coach at the ASNW site for each school year and works to have a total of 10 interns from the three districts at the hospital in order to cover all district costs of this program. The current MOU with Liberty Hill ISD is through June 30, 2024, and their fiscal year ends at the end of August 2024 which is why a separate one-month Interlocal Agreement/MOU for August 2024 is included.

After 9 years with this partnership, there have been 75 students come through the program and 85% are still employed as of today. This partnership is an incredible opportunity for our students.

Administrative Recommendation:

Administration recommends the Board approve the 2024 Interlocal Agreements and Memorandum of Understanding with Lago Vista ISD and Liberty Hill ISD regarding student participation in Project SEARCH as presented.

Sample Motion:

I move the Board approve the 2024 Interlocal Agreements and Memorandum of Understanding with Lago Vista ISD and Liberty Hill ISD regarding student participation in Project SEARCH as presented.

LEANDER INDEPENDENT SCHOOL DISTRICT
INTERLOCAL COOPERATION AGREEMENT AND MEMORANDUM OF
UNDERSTANDING WITH

LAGO VISTA INDEPENDENT SCHOOL DISTRICT

REGARDING

LAGO VISTA INDEPENDENT SCHOOL DISTRICT STUDENT PARTICIPATION IN
PROJECT SEARCH VIA LEANDER INDEPENDENT SCHOOL DISTRICT

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This Agreement (“Agreement” or “Contract”) is entered into by and between the Lago Vista Independent School District, (“Lago Vista” or “LVISD”), a governmental entity created under the laws of the State of Texas, 8039 Bar-K Ranch Road, Lago Vista, Texas 78645 and The Leander Independent School District (“Leander” or “LISD”), 204 W. South Street, P.O. Box 218, Leander, TX 78646-0218, a governmental entity created under the laws of the State of Texas, (collectively “the Parties”) pursuant to the provisions of the Interlocal Cooperation Act, Chapter 791.001 of the Texas Government Code.

WHEREAS, the participating school districts are “local governments” and public education in the context contemplated herein is a “government function and service” as those terms are defined in the Interlocal Cooperation Act (“Act”), codified as Chapter 791 of the Government Code of Texas; and,

WHEREAS, the Act authorized any local government to contract or agree with another local government in accordance with the Act to perform local governmental functions and services that each party to the contract is authorized to perform individually; and,

WHEREAS, Chapter 29 of the Texas Education Code and 34 CFR 300.320(b) provides for the development of transition planning and post-secondary goals for students served under the Individuals with Disabilities Education Act (“IDEA”) ; and,

WHEREAS, LVISD seeks to place some LVISD students in Project SEARCH, a program providing opportunities for internship experience and educational opportunities available at Ascension Seton for instruction, employability skills, and work readiness in preparation for competitive employment through LISD’s agreement with Ascension Seton (“Seton”) a Texas non-profit corporation, Texas Workforce Solutions Vocational Rehabilitative Services (“TWS”), Goodwill Industries of Central Texas (“Goodwill”) a Texas non-profit corporation, and Bluebonnet Trails Community Services.

NOW THEREFORE, pursuant to the Interlocal Cooperation Act and the Texas Education Code, it is mutually agreed by the Parties as follows:

I. Services to be provided by Leander ISD

- A. Leander ISD will offer unused Project SEARCH slots to eligible LVISD special education students when LISD has additional, an unfilled slot available in Project SEARCH, which is a program designed for facilitating the transition of special education students in accordance with their transition goals toward independence and employability after graduation.
- B. LISD agrees to provide appropriate staff representative(s) to attend an ARD meeting in LVISD when an LVISD student is being considered for Project SEARCH participation. Student eligibility

and participation will be in accordance with the program requirements and parameters of Project SEARCH.

- C. LISD will comply with applicable local, state and federal confidentiality laws, rules and regulations, as may be amended from time to time, regarding disclosing information on the Youth, parent or legally authorized representative receiving services hereunder, to include, but not necessarily be limited to, information covered under the Federal Rights and Privacy Act (FERPA) (20 U.S.C. Section 1232g.34 CFR Part 99) and under Health Insurance Portability and Accountability Act of 1996 (HIPPA; Pub.L. 014-191).

II. Services to be provided by Lago Vista ISD

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- A. When notified of an available slot in the Project SEARCH program, LVISD may submit LVISD students for consideration to participate in the program.
- B. LVISD will comply with applicable local, state and federal confidentiality laws, rules and regulations, as may be amended from time to time, regarding disclosing information on the Youth, parent or legally authorized representative receiving services hereunder, to include, but not necessarily be limited to, information covered under the Federal Rights and Privacy Act (FERPA) (20 U.S.C. Section 1232g.34 CFR Part 99) and under Health Insurance Portability and Accountability Act of 1996 (HIPPA; Pub.L. 014-191).
- C. If a LVISD placed student is served under an IEP, pursuant to the IDEA, LVISD will ensure the appropriate LISD staff are included in ARD committee meetings and/or staffing meetings to determine appropriate modifications and accommodations, or implementation of such modifications and accommodations, for the student during his/her placement in Project SEARCH, including coordinating any discussion about medical or medication needs for the student.

III. Term of Contract and Termination

LVISD and LISD agree that this Memorandum is effective beginning September 1, 2024 and shall continue until terminated by either party, or until August 31, 2025, whichever is sooner. Either party may terminate this Memorandum by giving at least thirty (30) days prior written notice.

IV. Liability

To the extent permitted by applicable law, but without waiver or expansion of any limits established by the Texas Tort Claims Act, the Parties shall indemnify and hold harmless each other, their officer, employees and agents, from and against any and all claims proximately caused by the negligence, breach, or other act or omission by the indemnifying Party or its officers, employees, or agents. Additionally, with respect to LVISD students attending the LISD program, the following shall apply:

- A. LVISD shall retain responsibility for the provision of a FAPE for LVISD students attending the program and the Parties agree to mutually cooperate in the defense of any legal proceedings in which a claim of a denial of FAPE or other dispute regarding the special education program provided through Project SEARCH is asserted.
- B. LVISD is responsible for legal fees incurred due to Texas Education Agency (TEA) complaints, Office of Civil Rights (OCR) complaints and grievances directly involving an LVISD student and

the Parties agree to mutually cooperate in the defense or response to any claim or dispute filed with TEA or OCR.

- C. Except as otherwise provided herein, each party shall be responsible for legal fees incurred due to complaints, grievances, or litigation arising from an employee with whom the District has a contract or with whom the District has an employment relationship.

V. Compensation

LVISD shall pay LISD \$15,000 per student, per school -year in exchange for the services described in this agreement. LISD will invoice LVISD once per month, for 10 months, at a rate of \$1,500 per student per month.

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VI. Accountability/Attendance

For the purpose of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a LVISD student participating in Project SEARCH through LISD shall be reported as if the student were enrolled at the student's sending campus in the student's regularly assigned education program, including special education program, where applicable. LVISD shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the LVISD student(s) participating in Project SEARCH through LISD shall remain the responsibility of LVISD. All ADA funding entitlements generated by placements of LVISD students in Project SEARCH through LISD shall remain with LVISD.

LVISD students participating in Project SEARCH through LISD are expected to attend as required by compulsory attendance law, if applicable, pursuant to section 25.085 of the Texas Education Code. LVISD shall maintain responsibilities pursuant to Texas Education Code section 28.093 for the attendance officer of LVISD to file a complaint against the parent(s) in the justice of the peace court or municipal court of the political subdivision in which the parent resides or in which the school is located if the parent fails to require the child to attend school as require by law. Students who are not attending may be withdrawn by LISD administration from Project SEARCH for non-attendance according to the policy of Project SEARCH, and in concert with the administrations of LISD and LVISD.

In the event a LVISD student participating in Project Search through LISD is declared homeless (or in the process of being declared homeless) or is in the process of transferring to another district, the student will remain the financial and attendance responsibility of LVISD until the registration/enrollment of the student in another district is complete.

VII. Assignment

Neither party shall assign or otherwise transfer its rights and/or obligations under this Memorandum without prior written consent of the other party, Subject to the provisions hereof, all of the covenants, conditions and obligations contained in this Memorandum shall be binding upon and inure to the benefit of the respective permitted successors and assigns of each party, to the same extent as if each such successor and assign were named as party to the Memorandum.

VIII. Severability

If any term or provision of this Memorandum or the application thereof to any person or circumstances shall to any, be invalid or unenforceable, the remainder of this Memorandum, or the application of such

term or provision to persons or circumstances other than those as to which it is held invalid or enforceable, shall not be affected thereby, and each term and provision of this Memorandum shall be valid and enforceable to the fullest extent permitted by law.

IX. Criminal History Record Information

LISD shall ensure that a criminal history record information review has been conducted on all of its employees, interns, volunteers or sub-contractors providing Services for LISD, who may have contact with students. Further, LISD certifies there is no criminal history record that would prevent, pursuant to applicable laws and regulations, employees, interns, volunteers or sub-contractors from working in facilities or events sponsored by LISD.

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X. Notices

All notices, demands, requests, or other communications, which may be or are required to be given, served or sent by either party to the other, shall be in writing and delivered personally or by certified mail, return receipt requested, with postage prepaid, at the address shown below for the receiving party. Personally delivered notices are deemed received upon actual receipt; notices sent by certified mail as described above are deemed received upon the earlier of actual receipt or three (3) business days after deposit of the notice with the U.S. Postal Service. A party may change the name or address for the giving of notice by written notice to the other party in accordance with the terms of this paragraph.

If to LISD:

Kimberly Waltmon,
Assistant Superintendent of Special Programs and Services, State and Federal Programs
Leander Independent School District
204 W. South Street P.O. Box 218
Leander, Texas 78646-0218

If to LVISD:

Heather Kercheville, Director of Special Education/504
Lago Vista Independent School District
8039 Bar K Ranch Road
Lago Vista, Texas 78645

XI. Independent Contractor

The relationship between LVISD and LISD shall be that of an independent contractor. The parties agree that none of the provisions of this Memorandum is intended to create, nor will be deemed or construed to create, any relationship between LVISD and LISD other than that of independent parties contracting with each other to carry out this Memorandum. It is agreed that neither party hereto nor such party's employees, contractors or agents, will be considered an employee, agent, partner, joint venture, ostensible or apparent agent, servant, or borrowed servant of the other party hereto. Neither Party shall hold itself out as an agent of the other Party to any Student or to any other persons.

In the performance of all services under this Memorandum, LISD is at all times acting as an independent contractor engaged in the delivery of services. LISD and its personnel and/or contractors, if any, will employ their own means and methods and exercise their own professional judgment in performing the

services under this Memorandum, and shall perform its obligations hereunder in an effective, competent, efficient, and satisfactory manner in compliance with policies and procedures.

XII. NO WAIVER OF IMMUNITY

Neither party waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Contract and performance of the functions or obligations described herein. Nothing herein shall be construed as creating any personal liability on the part of any trustee, officer, director, employee or representative of either party.

XIII. Entire Agreement/Amendment

This Memorandum and all attachments referenced herein shall constitute the entire, full and complete agreement between the parties regarding the subject matter described herein, and there are no representations, inducements, promises, or agreements, oral or otherwise, between the parties not embodied herein, which are of any force or effect.

Except as expressly provided otherwise in this Memorandum, this Memorandum may not be changed or modified except by written document signed by both parties.

XIV. Survival

The provisions of this Memorandum which, by their nature, are intended to survive termination or expiration of this Memorandum shall so survive.

XV. Authorization of Contract

Each party represents and warrants to the other that the execution of this Contract has been duly authorized, and that this Contract constitutes a valid and enforceable obligation of such party according to its terms.

XVI. Headings

The headings contained in this Memorandum are for the convenience of the parties only and shall not be deemed to affect the meaning of the provisions hereof.

XVII. No Waiver

The failure of either party to insist upon the strict observation or performance of any provision of this Memorandum or to exercise any right or remedy shall not impair or waive any such right or remedy. Every right and remedy given by this Memorandum to the parties may be exercised from time to time and as often as appropriate.

XVIII. Force Majeure

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Leander Independent School District

By: _____
Gloria Gonzales Dholakia, Board President

Date: _____

By: _____
Christine Mauer, Board Secretary

Date: _____

41

By: _____
Kimberly Waltmon
Assistant Superintendent of Special Programs and Services, State and Federal Programs

Date: _____

Lago Vista Independent School District

By:  _____
Laura Vincent, Board President

Date: 5/13/24

By:  _____
Isai Arredondo, Board Secretary

Date: 5/13/24

By:  _____
Heather Kercheville
Director of Special Education

Date: 5/13/24

**LEANDER INDEPENDENT SCHOOL DISTRICT
INTERLOCAL COOPERATION AGREEMENT AND MEMORANDUM OF
UNDERSTANDING WITH
LAGO VISTA INDEPENDENT SCHOOL DISTRICT
REGARDING
LAGO VISTA INDEPENDENT SCHOOL DISTRICT STUDENT PARTICIPATION IN
PROJECT SEARCH VIA LEANDER INDEPENDENT SCHOOL DISTRICT**

42

Appendix A

The cost chargeable to LVISD pursuant to this agreement shall be a total of \$15,000 per student per year in exchange for the services described in this agreement. LISD will invoice LVISD once per month, for 10 months, at a rate of \$1,500 per student per month.

LEANDER INDEPENDENT SCHOOL DISTRICT
INTERLOCAL COOPERATION AGREEMENT AND MEMORANDUM OF
UNDERSTANDING WITH
LIBERTY HILL INDEPENDENT SCHOOL DISTRICT
REGARDING
LIBERTY HILL INDEPENDENT SCHOOL DISTRICT STUDENT PARTICIPATION IN
PROJECT SEARCH VIA LEANDER INDEPENDENT SCHOOL DISTRICT

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WHEREAS, the participating school districts are “local governments” and public education in the context contemplated herein is a “government function and service” as those terms are defined in the Interlocal Cooperation Act (“Act”), codified as Chapter 791 of the Government Code of Texas; and,

WHEREAS, the Act authorized any local government to contract or agree with another local government in accordance with the Act to perform governmental functions and services that each party to the contract is authorized to perform individually; and,

WHEREAS, Chapter 29 of the Texas Education Code provides for the development of transition planning and post-secondary goals for students served under the Individual with Disabilities Education Act (“IDEA”); and,

WHEREAS, LHISD seeks to place some LHISD students in Project SEARCH, a program providing opportunities for internship experience and educational opportunities available at Ascension Seton for instruction, employability skills, and work readiness in preparation for competitive employment through LISD’s agreement with Ascension Seton (“Seton”) a Texas non-profit corporation, Texas Workforce Solutions Vocational Rehabilitative Services (“TWS”), Goodwill Industries of Central Texas (“Goodwill”) a Texas non-profit corporation, and Bluebonnet Trails Community Services.

NOW THEREFORE, pursuant to the Interlocal Cooperation Act and the Texas Education Code, it is mutually agreed by the Parties as follows:

I. Terms

- A. When LISD has additional, an unfilled slot available in Project SEARCH which is a program run pursuant to Project SEARCH criteria, LHISD may submit LHISD students for consideration to participate in that slot.
- B. Student eligibility and participation will be in accordance with the program requirements and parameters of Project SEARCH.

- C. The Parties will comply with applicable local, state and federal confidentiality laws, rules and regulations, as may be amended from time to time, regarding disclosing information on the Youth, parent or legally authorized representative receiving services hereunder, to include, but not necessarily be limited to, information covered under the Federal Rights and Privacy Act (FERPA) (20 U.S.C. Section 1232g.34 CFR Part 99) and under Health Insurance Portability and Accountability Act of 1996 (HIPPA; Pub.L. 014-191).
- D. If a LHISD placed student is served under an IEP, pursuant to the IDEA, LHISD will ensure the appropriate LISD staff are included in ARD committee meetings and/or staffing meetings to determine appropriate modifications and accommodations, or implementation of such modifications and accommodations, for the student during his/her placement in Project SEARCH, including coordinating any discussion about medical or medication needs for the student.

II. Term of Contract and Termination

LHISD and LISD agree that this Memorandum is effective beginning August 1, 2024 and shall continue until terminated by either party, or until August 30, 2024, whichever is sooner. Either party may terminate this Memorandum by giving at least thirty (30) days written notice.

III. Liability

To the extent permitted by applicable law, but without waiver or expansion of any limits established by the Texas Tort Claims Act, the Parties shall indemnify and hold harmless each other, their officer, employees and agents, from and against any and all claims proximately caused by the negligence, breach, or other act or omission by the indemnifying Party or its officers, employees, or agents.

IV. Compensation

LHISD shall pay LISD \$15,000 per student, per school -year in exchange for the services described in this agreement. LISD will invoice LHISD once per month, for 10 months, at a rate of \$1,500 per student per month.

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For the purpose of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a LHISD student participating in Project SEARCH through LISD shall be reported as if the student were enrolled at the student's sending campus in the student's regularly assigned education program, including special education program, where applicable. LHISD shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the LHISD student(s) participating in Project SEARCH through LISD shall remain the responsibility of LHISD. All ADA funding entitlements generated by placements of LHISD students in Project SEARCH through LISD shall remain with LHISD.

LHISD students participating in Project SEARCH through LISD are expected to attend as required by compulsory attendance law, if applicable, pursuant to section 25.085 of the Texas Education Code. LHISD shall maintain responsibilities pursuant to Texas Education Code section 28.093 for the attendance officer of LHISD to file a complaint against the parent(s) in the justice of the peace court or municipal court of the political subdivision in which the parent resides or in which the school is located if the parent fails to require the child to attend school as require by law. Students who are not attending

may be withdrawn by LISD administration from Project SEARCH for non-attendance according to the policy of Project SEARCH, and in concert with the administrations of LISD and LHISD.

In the event a LHISD student participating in Project Search through LISD is declared homeless (or in the process of being declared homeless) or is in the process of transferring to another district, the student will remain the financial and attendance responsibility of LHISD until the registration/enrollment of the student in another district is complete.

VI. Assignment

Neither party shall assign or otherwise transfer its rights and/or obligations under this Memorandum without prior written consent of the other party, Subject to the provisions hereof, all of the covenants, conditions and obligations contained in this Memorandum shall be binding upon and inure to the benefit of the respective permitted successors and assigns of each party, to the same extent as if each such successor and assign were named as party to the Memorandum.

VII. Severability

If any term or provision of this Memorandum or the application thereof to any person or circumstances shall to any, be invalid or unenforceable, the remainder of this Memorandum, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or enforceable, shall not be affected thereby, and each term and provision of this Memorandum shall be valid and enforceable to the fullest extent permitted by law.

VIII. Criminal History Record Information

LISD shall ensure that a criminal history record information review has been conducted on all of its employees, interns, volunteers or sub-contractors providing Services for LISD hereunder and there is no criminal history record that would prevent, pursuant to applicable laws and regulations, employees, interns, volunteers or sub-contractors from working in facilities or events sponsored by LISD.

IX. Notices

All notices, demands, requests, or other communications, which may be or are required to be given, served or sent by either party to the other, shall be in writing and delivered personally or by certified mail, return receipt requested, with postage prepaid, at the address shown below for the receiving party. Personally delivered notices are deemed received upon actual receipt; notices sent by certified mail as described above are deemed received upon the earlier of actual receipt or three (3) business days after deposit of the notice with the U.S. Postal Service. A party may change the name or address for the giving of notice by written notice to the other party in accordance with the terms of this paragraph.

If to LISD:

Kimberly Waltmon
Assistant Superintendent of Special Programs and Services, State and Federal Programs
Leander Independent School District
204 W. South Street P.O. Box 218
Leander, Texas 78646-0218

If to LHISD:

Name: _____, Title: _____

Liberty Hill Independent School District
301 Forrest Street
Liberty Hill, Texas 78642

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The relationship between LHISD and LISD shall be that of an independent contractor. The parties agree that none of the provisions of this Memorandum is intended to create, nor will be deemed or construed to create, any relationship between LHISD and LISD other than that of independent parties contracting with each other to carry out this Memorandum. It is agreed that neither party hereto nor such party's employees, contractors or agents, will be considered an employee, agent, partner, joint venture, ostensible or apparent agent, servant, or borrowed servant of the other party hereto. LHISD shall not hold itself out as an agent of LISD to any Student or to any other persons.

In the performance of all services under this Memorandum, LISD is at all times acting as an independent contractor engaged in the delivery of services. LISD and its personnel and/or contractors, if any, will employ their own means and methods and exercise their own professional judgment in performing the services under this Memorandum, and shall perform its obligations hereunder in an effective, competent, efficient, and satisfactory manner in compliance with policies and procedures.

XI. Entire Agreement/Amendment

This Memorandum and all attachments referenced herein shall constitute the entire, full and complete agreement between the parties regarding the subject matter described herein, and there are no representations, inducements, promises, or agreements, oral or otherwise, between the parties not embodied herein, which are of any force or effect.

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INTERLOCAL COOPERATION AGREEMENT AND MEMORANDUM OF
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PROJECT SEARCH VIA LEANDER INDEPENDENT SCHOOL DISTRICT**

Appendix A

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Leander Independent School District

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Date: _____

Kimberly Waltmon

Assistant Superintendent of Special Programs and Services, State and Federal Programs

Liberty Hill Independent School District

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item:	Consider Approval of Low-Attendance Waivers for the 2023-24 School Year
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachment:	N/A

Background Information:

Under the current state school finance system, general fund revenue (both state aid and local levy) has a direct relationship to student average daily attendance (ADA). “Refined” ADA is the annual average of daily student attendance, rather than enrollment.

The Texas Education Agency has a process which allows a district to apply for waivers to have instructional days with attendance at least ten (10) percentage points below the last school year’s average attendance [due to weather, health, and safety issues] removed from ADA calculations for that school year. Waivers are also available for missed instructional days due to a campus being forced to close for the same reasons. These waivers assist districts by lessening the impact of low attendance rates on the funding earned. A district can request a waiver for low attendance or missed instructional days for the entire district or a specific campus. This request is for low attendance for all campuses for January 16th inclement weather (2-hour delay), and April 8th total solar eclipse (disaster declaration).

The attendance rate for the majority of campuses meets the 10% threshold on that date, so LISD will be applying for low attendance waivers for those campuses.

The following campuses had low attendance on January 16th, 2024, due to weather:

All campuses (district attendance rate was 84.77% and 95.56% in 2022-2023)

The following campuses had low attendance on April 8th, 2024, due to disaster declaration:

All campuses (district attendance rate was 55.2% and 95.56% in 2022-2023)

The deadline for submission of the application for low attendance day waivers for the 2023-2024 school year is July 31, 2024. Staff is requesting approval for submission of low attendance waivers.

Administrative Recommendation:

Administration recommends that the Board approve the submission of low attendance day waivers, as presented, for days when the campuses’ attendance was at least ten (10) percentage points below its 2022-2023 rate.

Sample Motion:

I move the Board approve the submission of low attendance day waivers, as presented, for days when the campuses’ attendance was at least ten (10) percentage points below its 2022-2023 rate.



Superintendent's Report

June 06, 2024 | Board of Trustees Meeting



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item:	2023-2024 School Health Advisory Council (SHAC) Annual Report
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Matt Bentz, Ed.D., Chief Academic Officer, Stephanie Holdren, SHAC Chair, Deborah Antich, SHAC Co-Chair, Lori Post, SHAC Secretary Darron Jurajda, Committee Member, Kelli Merchant, Committee Member Kim Oelfke, Committee Member
Attachments:	2023-2024 School Health Advisory Council (SHAC) Annual Report Presentation School Health Advisory Council Annual Report Policy FFA-Wellness Plan Revision Recommendation

Background Information:

Per [Board Policy BDF \(legal\)](#), the Board shall establish a local School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. Policy also stipulates that a SHAC annual report be provided to the LISD Board of Trustees. The full 2023-2024 SHAC Annual Report is attached. The SHAC committee will be providing a presentation on the work the committee conducted this past year with recommendations from the annual report. Subcommittees include Physical Activity and Nutrition, Social and Emotional Wellbeing, and Human Sexuality.

Administrative Recommendation:

N/A

Sample Motion:

N/A



2023-2024 School Health Advisory Council Annual Report

June 6, 2024

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SHAC Parent Leadership

Chair:

Stephanie Holdren

Co-Chair:

Deborah Antich

Secretary:

Lori Post

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Purpose of Tonight's Presentation

**Present recommendations from the
School Advisory Health Council
Year-End Report.**

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Purpose of SHAC

- **Functions in an advisory capacity - Does not make policy.**
- **Makes recommendations to the school board on coordinated school health programing and its impact on student health and learning**
- **Develops a year-end report presented to the school board, who reviews and may direct Leander ISD administration on actions is to be taken.**

SHAC Members



PARENTS



COMMUNITY
MEMBERS



HEALTH
PROFESSIONALS



TEACHERS



PRINCIPALS

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DISTRICT
ADMINISTRATORS



SCHOOL
BOARD

SHAC Requirements



Be parent led (we have volunteers!!)



SHAC must report to the School Board at least once annually.



SHAC must meet at least four (4) times annually.

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SHAC must be comprised of at least five (5) members, approved by the School Board, and a variety of community members, parents, and district staff.



Required to have specific subcommittees.

SHAC Website

School Health Advisory Council (SHAC)

The School Health Advisory Council Committee, made up of school personnel, parents, recommends a coordinated health program for elementary and middle schools.

Leander ISD is committed to having a safe and healthy environment for all students. By addressing nutrition, physical activity, health education and substance use through a variety of audiences, we hope to raise the awareness levels and the

Additional Resources:

[Coordinated Approach to Child Health \(CATCH\) Program](#) | [LISD Wellness Vision Statement](#)

[2018 Wellness Plan](#) | [Quality Recess Guidelines](#)

SHAC Bylaws

LISD Annual Board Reports:

SHAC Meeting Agendas, Recordings and Minutes

2023 - 24 Meetings

- October 16, 2023
 - [Agenda](#)
 - [Recording](#)
 - [Minutes](#)
- December 4, 2023
 - [Agenda](#)
 - [Recording](#)
 - [Minutes](#)

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2023-2024 SHAC Meeting Dates

October 16, 2023

December 4, 2023

February 12, 2024

April 8, 2024

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2023-2024 SHAC Subcommittees

Physical Activity and Nutrition

Social and Emotional Well-being

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Human Sexuality

Physical Activity & Nutrition

Spokesperson: Darron Jurajda, Committee Member

- **Safe Routes to Schools (grants, TxDOT TA set asides, partnership with municipalities) - encourages students to walk or bike to school safely.**
- **Continue to utilize CATCH Teams and Curriculum - Ensure healthy lifestyles chair (PTA) position is filled at every campus.**
- **Health Class recommendations for HS - basic nutrition, physical and mental wellness.**

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Physical Activity & Nutrition

- **Staff completed Local Wellness Policy Assessment/Evaluation in December**
- **Recommend Wellness Policy revisions include but not limited to**
 - **Staff CATCH curriculum training access reminders**
 - **CATCH Teams meeting 4 times per year**
 - **Encourage healthy eating programs**
 - **Installations and utilization of digital menu boards**
 - **Using bond resources for recess carts**
 - **Following LISD Quality Recess Guidelines**
 - **Add options for before school programs**

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Social and Emotional Well-Being

Spokesperson: Kelli Merchant, Committee Member

- Health class requirement for high school
- Health TEKS integration plan for grades K-8
- Partner with outside organizations/experts/advisors
- Parent education nights/partnerships at established events
- Assemblies/on campus events
- Clear and standardized overdose response protocol shared with staff and the community. Recommendation for students and community members

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Human Sexuality

Spokesperson: Kim Oelfke, Committee Member

The Human Sexuality Subcommittee has spent the year reviewing vendors to provide human sexuality curriculum to 7th - 9th graders in LISD. The committee recommends:

- Leander ISD adopt and adapt Austin ISD's Human Sexuality Curriculum for grades 7-9.
- Rationale: The AISD curriculum rose to the top as being the most student centered, covers the TEKS for human sexuality of all grade levels using facts, and can be implemented free of charge.
- Austin ISD has agreed that Leander ISD can use their online curriculum and will allow for us to edit it to meet our needs. We will need to enter into an MOU with AISD that will ensure we do not have permission to sell their curriculum.

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Human Sexuality

- Leander ISD staff review the lessons and edit and/or remove lessons to meet the time allotted for teaching human sexuality curriculum.
- Once that process is complete, this resource will be made available for public viewing and input, leading up to a request for Instructional Materials adoption being presented to the LISD governing board.
- The committee recommends spreading the lessons across content areas to reduce the impact on one content area as well as using campus nurses to support teachers as needed.
- The committee recommends evaluating expansion to grades 10-12

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***As required by law, parents must opt their students in for participation in the Human Sexuality curriculum.**



Discussion

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School Health Advisory Council (SHAC)

Annual Report

2023-2024

The Texas Education Code 28.004 requires that the Board of Trustees of each school district “establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction” and that the local school health advisory council annually submit to the board of trustees a written report that includes:

1. Any council recommendation concerning the school district's health education curriculum and instruction or related matters that the council has not previously submitted to the board;
2. Any suggested modification to a council recommendation previously submitted to the board;
3. A detailed explanation of the council's activities during the period between the date of the current report and the date of the last prior written report.

A District Steering Committee met in early Fall 2023 to map out the direction of the School Health Advisory Committee (SHAC). Due to the cross-functionality of the topics addressed, this year's steering committee consisted of the Chief Academic Officer, Senior Director of K-12 Curriculum, Assistant Director of Athletics, and Director of Counseling Services.

The first SHAC meeting consisted of reviewing last year's SHAC recommendations, training on the purpose and role of a SHAC, and reviewing data on district measures. In addition, the committee reviewed the components of the Coordinated School Health program (Nutrition, Health Services, Safe School Environment, Counseling/Mental Health, Staff Wellness, Parent involvement, Physical Education, and Health Education).

We then led the SHAC members through an exercise where each member proposed topics they were interested in exploring for Leander ISD. After the topics were organized into subcommittees, each member self-selected the committee to participate in based on individual interests. The subcommittees were facilitated by district employees with feedback from committee members.

The School Health Advisory Council met officially four times during the 2023 - 2024 school year on the following dates: 10/16/23, 12/4/23, 2/12/24, 4/8/24. The SHAC chair, co-chair and secretary engaged with district leadership in five additional meetings to develop meeting agendas and the year-end report presentation. Each sub-committee engaged in at least one additional meeting to continue the work of recommendation development. There was one additional meeting held the SHAC parent leadership and the SHAC subcommittee parent co-facilitators to review each subcommittee's recommendations and finalize the presentation.

The following is a report of each committee's actions and recommendations:

1. Physical Activity & Nutrition Subcommittee

- Safe Routes to Schools (grants, TxDOT TA set asides, partnership with municipalities) - encourages students to walk or bike to school safely.
- Continue to utilize CATCH Teams and Curriculum - Ensure healthy lifestyles chair (PTA) is filled at every campus.
- Health Class recommendations for HS - basic nutrition, physical and mental wellness.
- Wellness Policy revisions include but not limited to
 - Staff CATCH curriculum training access reminders
 - CATCH Teams meeting 4 times per year⁷⁴
 - Encourage healthy eating programs

- Installations and utilization of digital menu boards
- Using bond resources for recess carts
- Following LISD Quality Recess Guidelines
- Add options for before school programs

2. Social and Emotional Wellbeing Subcommittee

- **Health class requirement for high school**
 - Cover the TEKS with particular attention to eating healthy, peer pressure, trafficking, mental wellbeing, suicide prevention. How to remain physically and mentally healthy and substance abuse prevention.
 - Review curriculum standards for the course. The attached public matrix was updated in [December of 2007](#).
 - Consider [Your Health in the Real World](#) course.
 - Newer textbook option. [Texas Health Skills for High School](#).
- **Health TEKS integration plan for grades K-8**
 - Possibly science but can include subjects such as social studies.
- **Partner with outside organizations/experts/advisors**
 - Provide technical assistance to district staff to support implementation of programming.
 - Strategic partnerships for harm reduction
 - Maintain a list of organizations who are available to assist and publicized for the community to access.
- **Parent education nights/partnerships at established events**
- **Assemblies/on campus events**
- **Clear and standardized overdose response protocol shared with the community.**
 - Train students, staff and targeted community members. ([See FFAC Local](#))
 - Posters/directions next to AED with directions to administer Naloxone.

3. Human Sexuality

- The Human Sexuality Subcommittee has spent the year reviewing vendors to provide human sexuality curriculum to 7th - 9th graders in LISD. The committee recommends:
- Leander ISD adopt Austin ISD's Human Sexuality Curriculum for grades 7-9
- Rationale: The AISD curriculum rose to the top as being the most student centered, covers the TEKS for human sexuality of all grade levels using facts, and can be implemented free of charge.
- Austin ISD has agreed that Leander ISD can use their online curriculum and has allowed for us to edit it to meet our needs. We will need to enter into an MOU with AISD that will ensure we do not have permission to sell their curriculum.
- It is further recommended that:
- Leander ISD staff review the lessons and edit and/or remove lessons to meet the time allotted for teaching human sexuality curriculum
- Once that process is complete, this resource be made available for community input for Instructional Materials Adoption
- The committee recommends spreading the lessons across content areas to reduce the impact on one content area as well as using campus nurses to support teachers as needed

WELLNESS PLAN This document, referred to as the “wellness plan” (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board to comply with the requirements for a school wellness policy. [Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b; 7 C.F.R. Part 210.]

STRATEGIES TO SOLICIT INVOLVEMENT Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the local school health advisory council (SHAC) to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law. The SHAC will permit the following persons to work with the SHAC on the District’s wellness policy and plan: parents, the District’s food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. The SHAC will solicit involvement and input of these other interested persons by:

1. Posting on the District’s website the dates and time the Wellness Policy and Plan are scheduled to be discussed at SHAC meetings.
2. Listing on the District’s website the name and position of the person responsible for oversight of the District’s wellness plan along with an invitation to contact that person if the reader is interested in participating in the development, implementation and evaluation of the wellness plan.

IMPLEMENTATION Each campus principal is responsible for the implementation of FFA(LOCAL) and this wellness plan at his or her campus, including the submission of necessary information to the SHAC for evaluation.

The Senior Executive Director of Student Support Services is the District official responsible for the overall implementation of FFA(LOCAL), including the development of this wellness plan and any other appropriate administrative procedures, and ensuring that each campus complies with the policy and plan.

EVALUATION At least every three years, as required by law, the District will measure and make available to the public the results of an assessment of the implementation of the District’s wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy compares with any state- or federally designated model wellness policies. This will be referred to as the “triennial assessment.”

Annually, the District will notify the public about the content and implementation of the wellness policy and plan and any updates to these materials.

The SHAC will consider evidence-based strategies when setting and evaluating goals and measurable outcomes. The SHAC may use any of the following tools for this analysis:

- Smarter Lunchrooms' website
(<https://healthymeals.fns.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms>)
- USDA food toolkit for Child Nutrition Programs
(<https://www.fns.usda.gov/usda-foods/usda-foods-toolkit-child-nutrition-programs>)
- Action for Healthy Kids Wellness Policy Tool
(<http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool>)

PUBLIC
NOTIFICATION

To comply with the legal requirement to annually inform and update the public about the content and implementation of the local wellness policy, the District will create a wellness page on its website to document information and activity related to the school wellness policy, including:

1. A copy of the wellness policy [see FFA(LOCAL)];
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy FFA(LOCAL);
4. The name, position, and contact information of the District official responsible for the oversight of the wellness policy and implementation of this plan;
5. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
6. The SHAC's triennial assessment; and
7. Any other relevant information.
8. The District will also publish the above information in appropriate District or campus publications.

RECORDS
RETENTION

Records regarding the District's wellness policy will be retained in accordance with law and the District's records management program. Questions may be directed to the District's Student

Records Specialist, the District's designated records management officer.

The following provisions describe the District's nutrition guidelines and activities and objectives chosen by the SHAC to implement the Board-adopted wellness goals in policy FFA(LOCAL).

NUTRITIONAL
GUIDELINES

All District campuses participate in the U.S. Department of Agriculture's (USDA's) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods and beverages sold to students during the school day on each campus that promote student health and reduce childhood obesity.

The District's nutrition guidelines are to ensure all foods and beverages sold or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

FOODS AND
BEVERAGES SOLD

The District will comply with federal requirements for reimbursable meals. For other foods and beverages sold to students during the school day, the District will comply with the federal requirements for competitive foods. Competitive foods and beverages are not part of the regular meal programs and occur through sales such as a la carte options or vending machines. For purposes of this plan, these requirements will be referred to as "Smart Snacks" standards or requirements. The following websites have information regarding meal and Smart Snacks requirements:

- <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
- <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>
- <http://www.squaremeals.org/Publications/Handbooks.aspx> (see the Complete *Administrator Reference Manual* [ARM], Section 20, Competitive Foods)

The District has also incorporated the following stricter standards that are not prohibited by federal or state law:

- Prohibit preparation of food by deep fat frying.
- Elimination of diet sodas offered to students.

- Foods restricted by the USDA Smart Snacks guidelines should not be provided or given away in schools (except on exemption days.)

EXCEPTION—
FUNDRAISERS

State rules adopted by the Texas Department of Agriculture (TDA) allow an exemption to the Smart Snacks requirements for up to six days per year per campus when a food or beverage is sold as part of a District fundraiser. [See CO(LEGAL)]

The District will allow the following exempted fundraisers for the 2017-2018 school year:

Campus or organization	Food / Beverage	Number of days
Elementary and Middle Schools	Food and Beverage	3 days
High Schools	Food and Beverage	6 days

In addition, external vendors are not allowed on school grounds during the school day. Concession stands operated during the school day should follow the Smart Snacks guidelines unless and exemption day is used. School stores must follow Smart Snack guidelines and should follow time and place guidelines.

FOODS AND
BEVERAGES
PROVIDED

There are no federal or state restrictions for foods or beverages provided, but not sold, to students during the school day. However, each school district must set its own standards. The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person's child or grandchild on the occasion of the student's birthday or to children at a school-designated function. [See CO(LEGAL)]

In addition, the District has established the following local standards for foods and beverages made available to students:

- Elementary school: Time and place requirement: Foods of Minimal Nutritional Value should not be provided or given away to students during the school day.
- Middle/junior high school: Time and place requirement: The Food Service Department may sell competitive foods from 30 minutes before the meal service period through 30 minutes

after the meal service period of the school campus. ONLY outside of this designated period can individuals and groups sell competitive foods on the school campus.

- High school: Time and place requirement: The food service department may sell competitive foods during the meal service period where reimbursable meals are sold or consumed on the school campus. ONLY outside of this designated time period and designated location can individuals and groups sell competitive foods on the campus.
- In addition, students are not allowed to have food delivered to school from commercial establishments.
- Parents may provide food for their own child's consumption, but food may not be provided for other children anywhere on school premises throughout the school day. Class parties should be on exemption days.

MEASURING
COMPLIANCE

The District will measure compliance with the nutrition guidelines by reviewing meal reimbursement submissions from the child nutrition department to the TDA, reviewing foods and beverages that are sold in competition with the regular school meals, reviewing items sold as part of approved District fundraisers, and monitoring the types of foods and beverages made available to students during the school day.

NUTRITION
PROMOTION

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District's nutrition promotion activities will encourage participation in the National School Lunch Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District.

The District will ensure that any food and beverage advertisements marketed to students during the school day meet the Smart Snacks standards.

The SHAC will monitor this by:

- Smart Snack items sold to students by the Food Service Department will be reviewed by the Nutrition Sub Committee annually.
- Although the District is not required to immediately remove or replace food and beverage advertisements on items such as menu boards or other food service equipment, or on scoreboards or gymnasiums, the SHAC will periodically monitor these and make recommendations when replacements or new contracts are considered.

In accordance with FFA(LOCAL), the District has established the following goal(s) for nutrition promotion.

GOAL 1: The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.	
Objective 1: Coordination of nutrition messaging will be strategically aligned with Wellness Coordinators and Food Service staff	
Action Steps	Methods for Measuring Implementation
Implement annual monthly topics promoted in the PE classes and wellness messages promoted in the cafeteria <u>utilizing the digital menu screens where available</u>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Current monthly wellness materials <p>Resources needed:</p> <ul style="list-style-type: none"> • Collaboration of materials from Wellness coordinators and Food Service team <p>Obstacles:</p> <ul style="list-style-type: none"> • Training and development of materials

GOAL 2: The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.	
Objective 1: The district shall provide opportunity for engagement with families and the community to learn about the programs offered by LISD in promoting healthy nutrition habits.	
Action Steps	Methods for Measuring Implementation
Create opportunity to provide the Roving Chef <u>Program, Eat the Alphabet, and Farmer Market Programs</u> to the elementary campuses	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Current program <p>Resources needed:</p> <ul style="list-style-type: none"> • Curriculum • Kitchen, recipes, products <p>Obstacles:</p> <ul style="list-style-type: none"> • School <u>availability implementation</u>

Objective 2: The district shall provide opportunity for students to engage in healthy eating at home.	
Action Steps	Methods for Measuring Implementation
Implementation of the Eat the Alphabet program	Baseline or benchmark data points: <ul style="list-style-type: none"> • Current program Resources needed: Recipes, product, funding Obstacles: <ul style="list-style-type: none"> • Collaboration with school and the Texas Medical <u>Association Foundation</u>

NUTRITION
EDUCATION

Federal law requires that the District establish goals for nutrition education in its wellness policy. State law also requires that the District implement a coordinated health program with a nutrition services and health education component at the elementary and middle school levels. [See EHAA]

In accordance with FFA(LOCAL), the District has established the following goal(s) for nutrition education.

GOAL 3: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.	
Objective 1: Nutrition education through TEA approved CATCH curriculum will be incorporated into elementary and middle school teaching curriculum to promote healthy eating.	
Action Steps	Methods for Measuring Implementation
Implement CATCH curriculum to elementary and middle school students. Fully formed Campus CATCH teams that meet <u>4 times per school year. on a regular basis.</u> <u>Emphasize food is not used as punishment</u>	Baseline or benchmark data points: <ul style="list-style-type: none"> • Previous curriculum used to teach healthy eating habits Resources needed: <ul style="list-style-type: none"> • <u>CATCH training for new teachers.</u> • <u>Yearly reminder to all teachers how to access CATCH curriculum.</u> • Approved release-time for staff who need professional development related to incorporate CATCH curriculum into lesson plans. Obstacles:

	<ul style="list-style-type: none">• Change in previous methods of instruction.
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	<ul style="list-style-type: none"> Funds to send new teachers to training.
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PHYSICAL ACTIVITY

The District will implement, in accordance with law, a coordinated health program with physical education and physical activity components and will offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC.]

The following addresses how the District meets the required amount of physical activity:

- Leander ISD elementary school students shall require a minimum of 135 minutes a week of moderate to vigorous physical activity through 30 minutes of daily recess.*
- Leander ISD middle school students shall require students in 6th – 8th grade to participate in at least 30 minutes of moderate to vigorous activity within a physical education, or equivalent class, every day for four semesters.

Federal law requires that the District establish goals for physical activity in its wellness policy.

In accordance with FFA(LOCAL), the District has established the following goal(s) for physical activity.

<p>GOAL 4: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.</p>	
<p>Objective 1: The gym and school yard will be supervised and available for student use during lunch and recess. The school will provide access to stocked recess carts for students to use.</p>	
Action Steps	Methods for Measuring Implementation
<p>Use Bond resources as needed to Fuel up to Play 60 grant funds to purchase recess carts for elementary campuses.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> Current inventory of recess equipment and recess procedures. <p>Resources needed:</p> <ul style="list-style-type: none"> Campuses will need to design a system for providing access to the cart. <p>Obstacles:</p> <ul style="list-style-type: none"> Determining who will replace equipment when broken or lost.

Objective 2: School policies and practices support that physical activity is not withheld as punishment for students.	
Action Steps	Methods for Measuring Implementation
Principals will follow <u>implement</u> LISD Quality Recess Guidelines.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> Principal feedback questionnaire on the current implementation of LISD Quality Recess Guidelines. <p>Resources needed:</p> <ul style="list-style-type: none"> Best practices outline for alternative forms of punishment. More detailed framework for implementing guidelines. <p>Obstacles:</p> <ul style="list-style-type: none"> Recess has typically been taken away as a punishment. Recess has typically been used to make up academic work and tutorials.

GOAL 5: The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate	
Objective 1: The school will increase the amount of before and after school programs available to all students through a range of programs that meet the needs, interests, and abilities of all students.	
Action Steps	Methods for Measuring Implementation
<p>Identify each campus' current offerings and compile a master list.</p> <p>Implement a system to approve and select appropriate programs and ensure each campus, or administration, selects a target number of programs.</p> <p><u>Add option for physical activity time before school (ie. "Cheetah Time" or "Power Hour")</u></p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> Current before and after school program offerings. <p>Resources needed:</p> <ul style="list-style-type: none"> System to approve and select appropriate before and after school programs. District administrator to oversee process. <p>Obstacles:</p> <ul style="list-style-type: none"> Cost associated with participating in these programs.

	<ul style="list-style-type: none"> • Finding staff to volunteer to oversee the additional programs • Facility space to host additional programs.
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GOAL 6: The District shall provide appropriate staff development and encourage teachers to integrate movement into the academic curriculum where appropriate.

Objective 1: Each teacher is encouraged to incorporate movement into daily lessons.

Action Steps	Methods for Measuring Implementation
Teachers are encouraged to incorporate movement (<u>10 minutes of physical activity per 40 minutes of instruction</u>) into daily lessons.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Current physical activity incorporated into daily lessons. <p>Resources needed:</p> <ul style="list-style-type: none"> • Instructional coaches to assist teachers in lesson development that involves physical activity. • Professional development sessions throughout the year <p>Obstacles:</p> <ul style="list-style-type: none"> • This can be a non-traditional form of instruction.

OTHER SCHOOL-BASED ACTIVITIES

Federal law requires that the District establish goals for other school-based activities in its wellness policy to promote student wellness.

In accordance with FFA(LOCAL), the District has established the following goal(s) as part of its student wellness policy to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message.

GOAL 7: The District shall communicate healthy eating behaviors consistent with the nutrition education messaging in the classrooms via digital signage and other forms of communication.

Objective 1: The Director of Child Nutrition Service and food service staff will promote healthy nutrition messages via digital and paper signage that are consistent with classroom content.

Action Steps	Methods for Measuring Implementation
<p>Use Fuel up to Play 60 Grant funds to purchase and <u>Implement plan to install and utilize</u> digital displays that promote consistent healthy nutrition messaging.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Current paper signage in the cafeteria <p>Resources needed:</p> <ul style="list-style-type: none"> • Development of consistent messaging to be loaded weekly on the digital displays. <p>Obstacles:</p> <ul style="list-style-type: none"> • Ensuring all digital displays are installed on campuses. • Developing the messaging to be loaded on the digital displays.

Objective 2: The campus CATCH team will work with food service staff to coordinate consistent messaging in the classroom.

Action Steps	Methods for Measuring Implementation
<p>Form a Campus CATCH team at all elementary and middle school campuses that meets at least four times a year.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Campuses vary in Campus CATCH team meetings. <p>Resources needed:</p> <ul style="list-style-type: none"> • Campus leadership to participate on the Campus CATCH team. • Guidance in the development of consistent messaging in the classroom. <p>Obstacles:</p> <ul style="list-style-type: none"> • Making time for the Campus CATCH team to meet and recruiting volunteers.

GOAL 8: The District shall promote wellness for students and their families at suitable District and campus activities.	
Objective 1: Leander ISD campuses will focus on health and wellness at least one campus event.	
Action Steps	Methods for Measuring Implementation
Campus CATCH teams will host an event or participate in an event on campus that highlights health, wellness, and physical activity. <u>(Marathon Kids, Silver Shoe Run Club, Fun Runs, Cheetah Time, etc.)</u>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Current campuses participating in a “CATCH” type event. <p>Resources needed:</p> <ul style="list-style-type: none"> • Principals, PTA, CATCH communicating to plan the event, or create an opportunity to highlight wellness. • Advertisement of events. <p>Obstacles:</p> <ul style="list-style-type: none"> • Events are already scheduled to be hosted, encouraging campus CATCH teams to “piggyback” on those events.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: Discussion of Leading Measures
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom Ed.D., Chief of Staff; Sarah Martinez, Ed.D., Director of Research & Program Evaluation; Chris Clark, Ed.D., Assistant Superintendent of Curriculum; Angela Hodges, Area Superintendent
Attachments: Discussion of Leading Measures Presentation
LISD District and Campus Signaling Chart Atch 1
LISD Superintendent Evaluation 3rd Quarter Review Atch 2

Background Information:

In an ongoing effort to continually update the Board of Trustees and our community about the district's progress towards the Strategic Plan goals, Formative Review presentations have been built into the board agendas. These reviews are focused on the efforts and work related to the progress. Additionally, administration has been gathering and monitoring data, which are considered leading measures of progress towards these goals. Tonight's presentation is the third quarterly leading measures update for the Board of Trustees for the 2023-2024 school year in which administration will provide quantitative and qualitative data related to the district improvement plan and the Superintendent's Evaluation, which are aligned to the 5-year Strategic Plan.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Discussion of Leading Measures

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June 6, 2024

Purpose

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

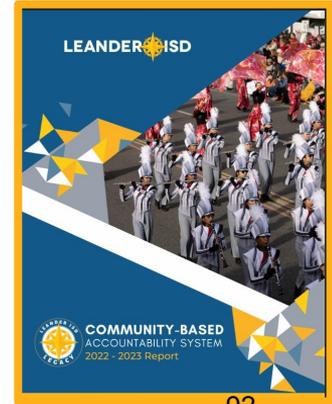
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System Alignment

LISD 5-Year Strategic Plan



Community-Based Accountability



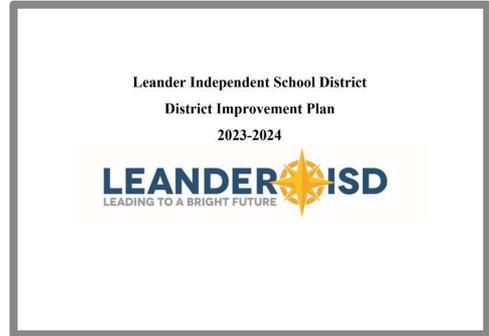
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District & Campus Improvement Plans

Board Evaluation



Superintendent Evaluation



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.

Signaling Chart

LISD DIP Formative Reviews/ Signalling Chart 2023-2024		Focus Area 1: Empowered Student Learning			Focus Area 2: Empowered Staff		Focus Area 3: Impactful Family Engagement		Focus Area 4: Equitable Access	Focus Area 5: Safe and Innovative Learning Environments	
		Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.			Impact: Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.		Impact: Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.		Impact: Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.	Impact: Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.	
Maintain	Minor Change	Key Questions			Key Questions		Key Questions		Key Questions	Key Questions	
Maintain w/ Adj.	Major Change	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	5.1	5.2
		OT	OT	OT	OT	OT	OT	OT	OT	OT	OT
		OT	OT	OT	OT	OT	OT	OT	OT	OT	OT
		A	A	A	OT	OT	OT	OT	OT	OT	OT

Goal 1: Empowered Student Learning

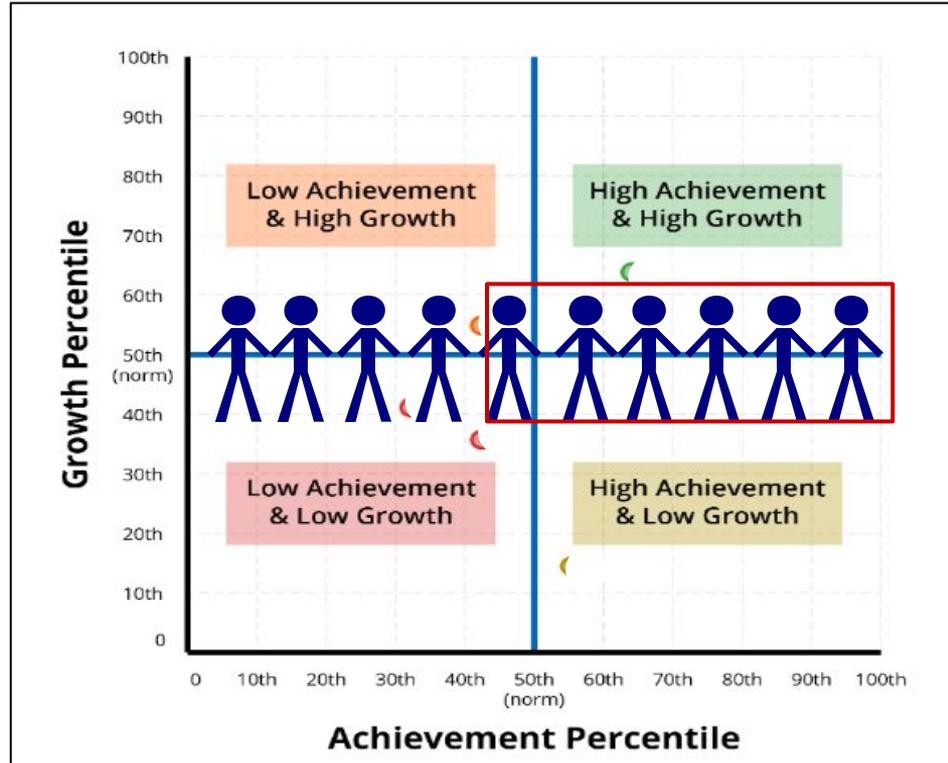


Goal: Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

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

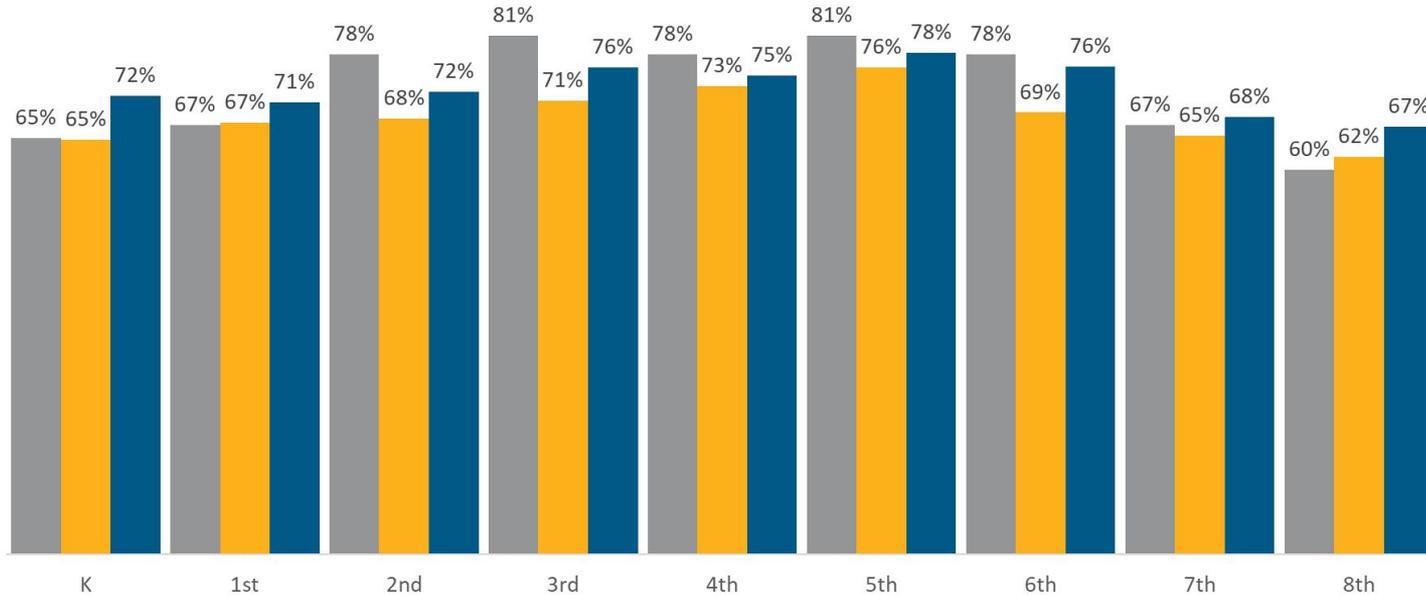
Norm Referenced Assessments



Reading K-8 by Grade Level

EOY Reading Readiness
% 40th Percentile or Better on ISIP/MAP

■ 2021-22 ■ 2022-23 ■ 2023-24



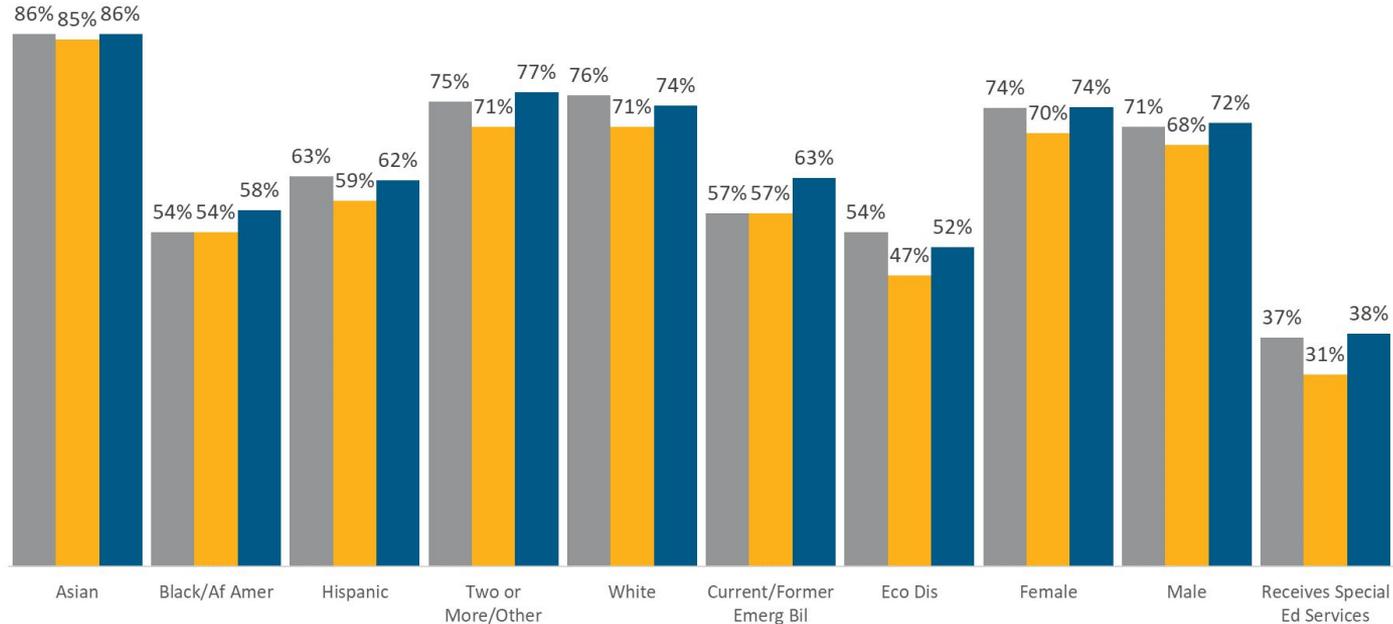
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Reading K-8 by Student Group

EOY K-8 Combined Reading Readiness by Student Group

% 40th Percentile or Better on ISIP/MAP

■ 2021-22 ■ 2022-23 ■ 2023-24



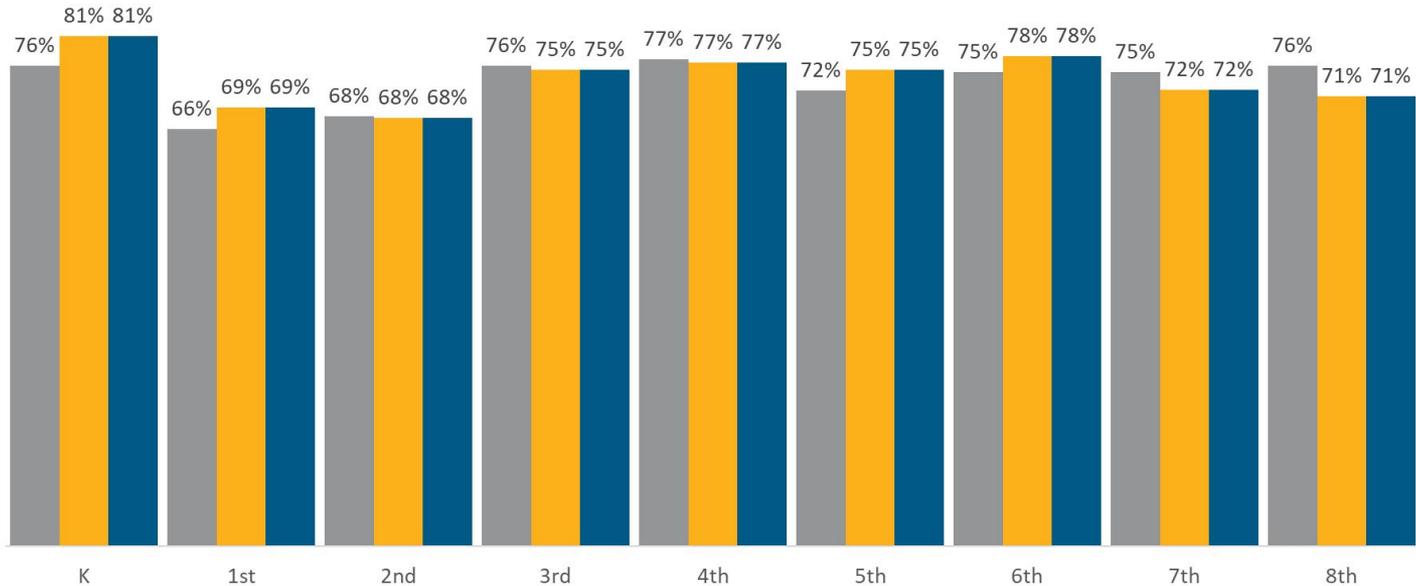
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Math K-8 by Grade Level

EOY Mathematics Readiness

% 40th Percentile or Better on MAP

■ 2021-22 ■ 2022-23 ■ 2023-24



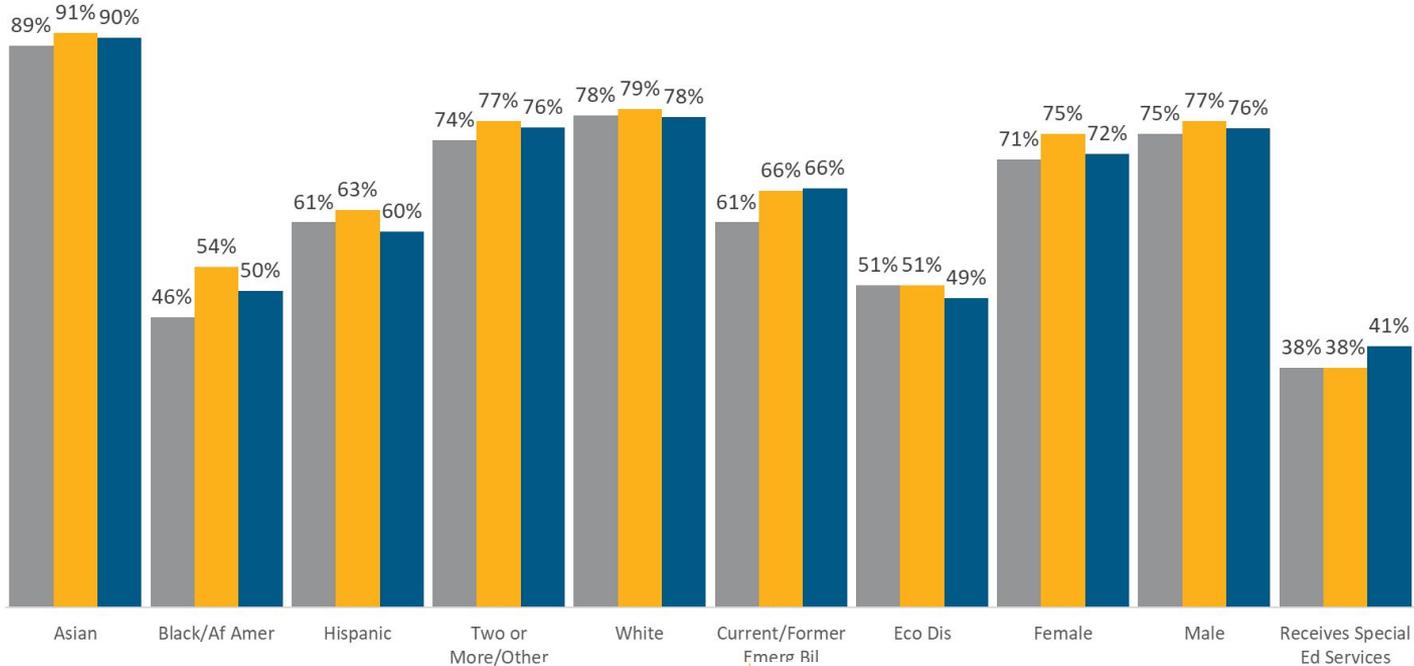
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Math K-8 by Student Group

EOY K-8 Combined Math Readiness by Student Group

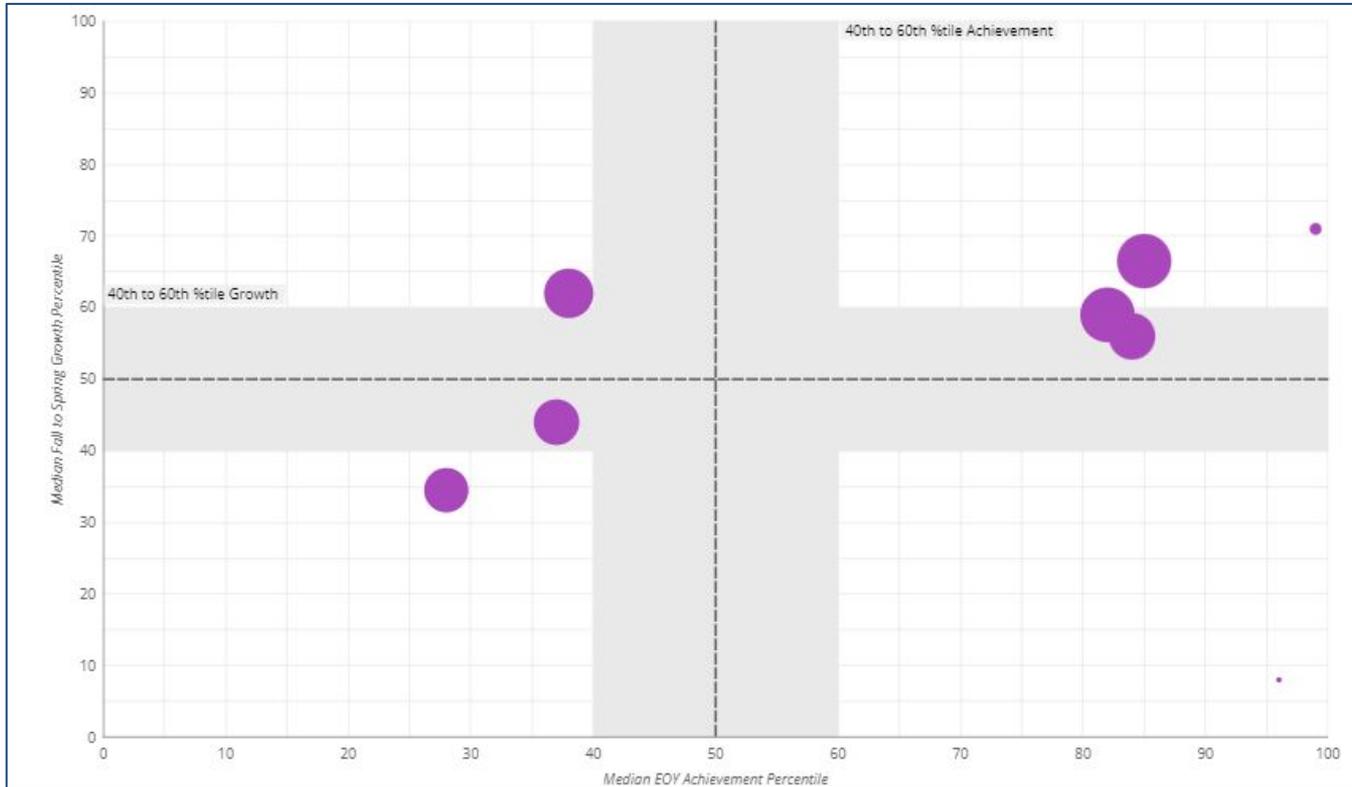
% 40th Percentile or Better on MAP

■ 2021-22 ■ 2022-23 ■ 2023-24



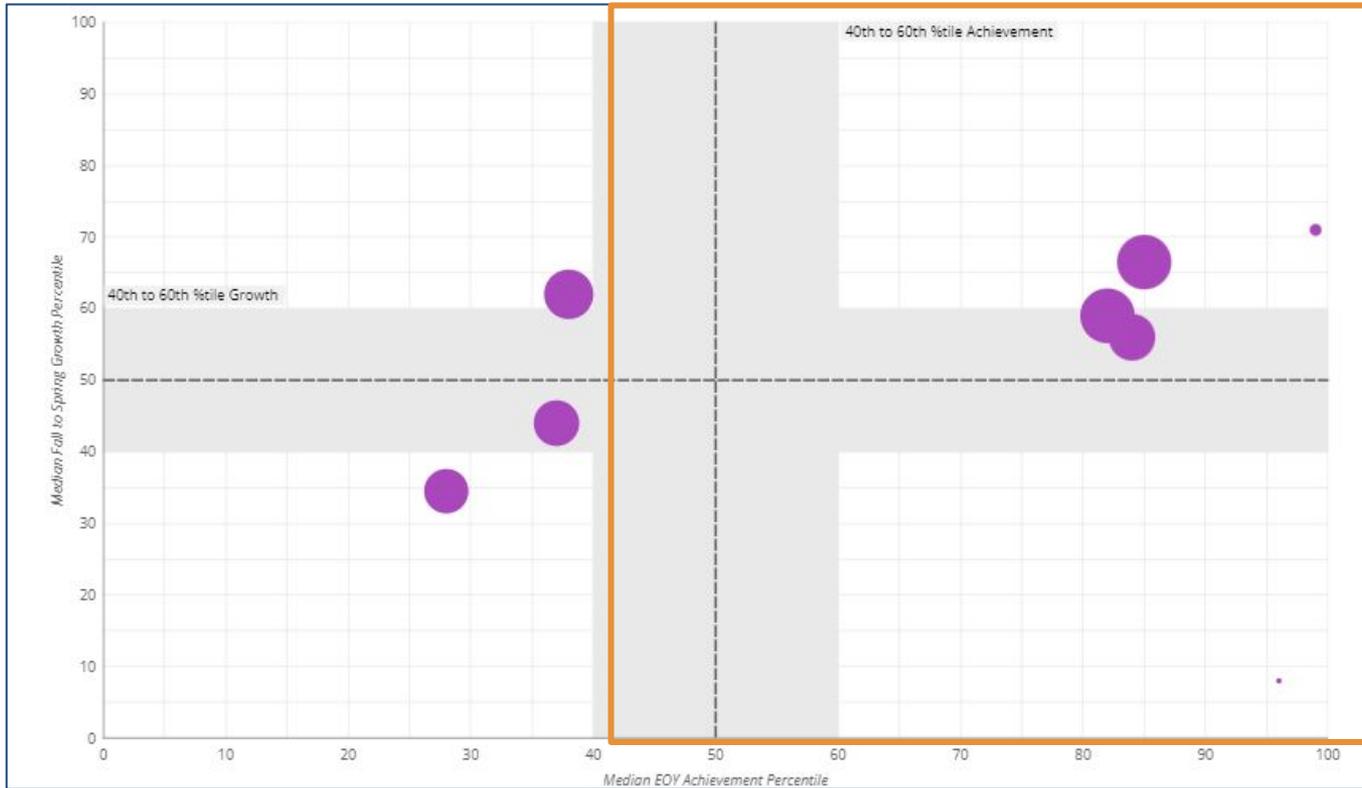
100

Achievement vs Growth Norms



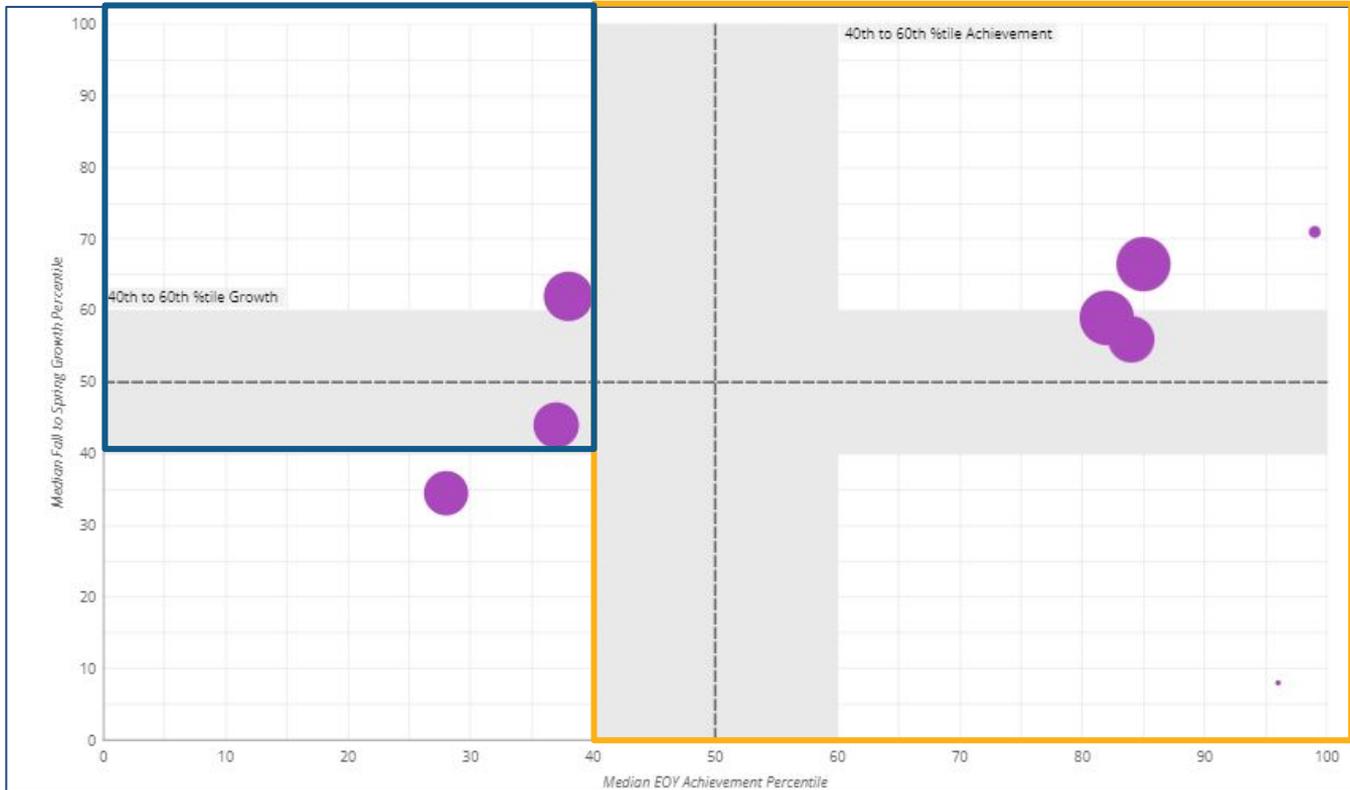
101

Achievement vs Growth Norms



102

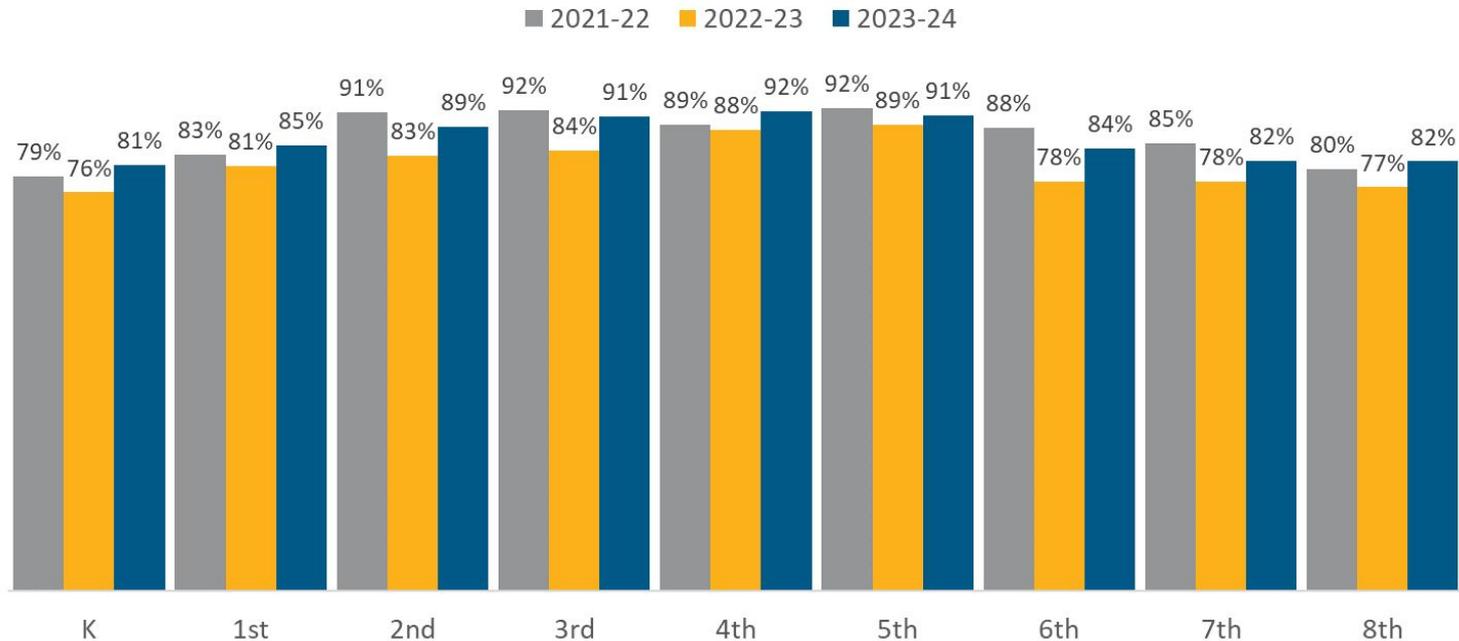
Achievement vs Growth Norms



103

Reading % at Expected Achievement or Expected Growth Level

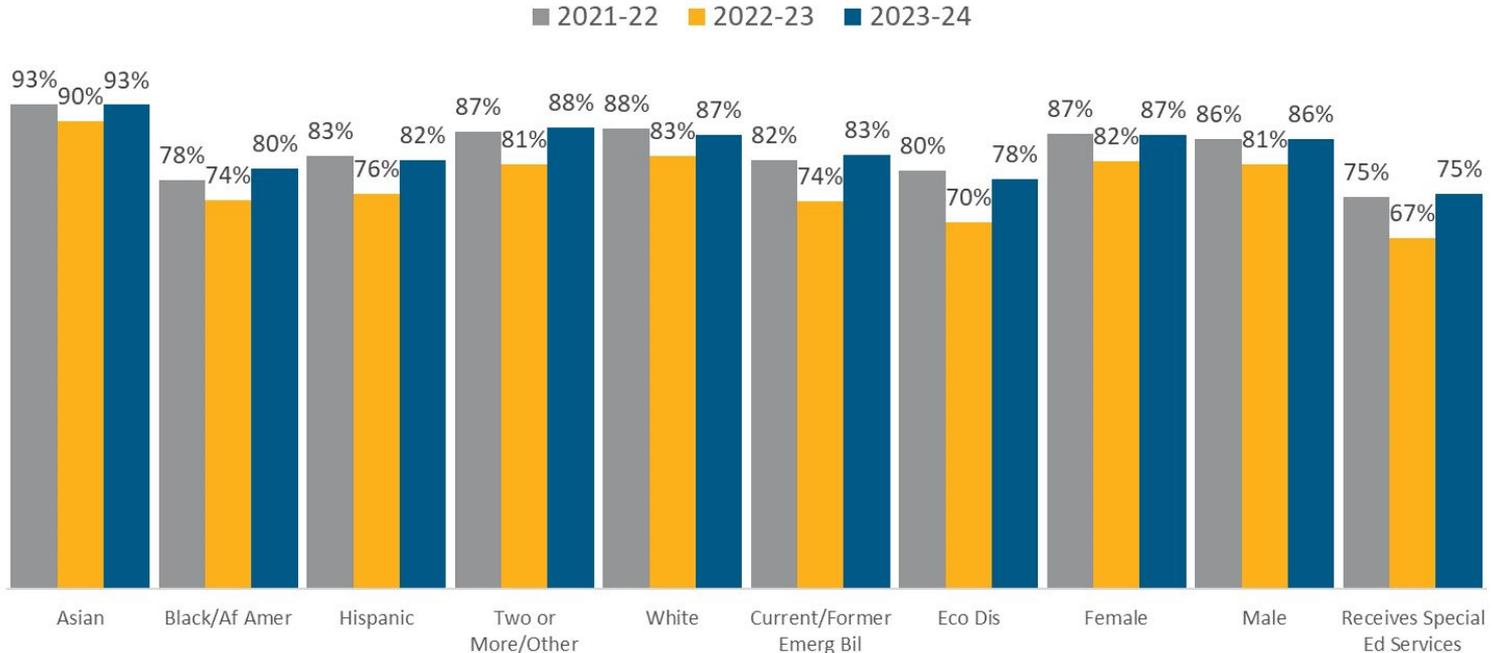
EOY Reading (MAP/ISIP) - At or Above Expected Achievement
AND/OR At or Above Expected Growth



104

Reading % at Expected Achievement or Expected Growth Level

EOY K-8 Combined Reading (MAP/ISIP) - At or Above Expected Achievement
AND/OR At or Above Expected Growth - by Student Group

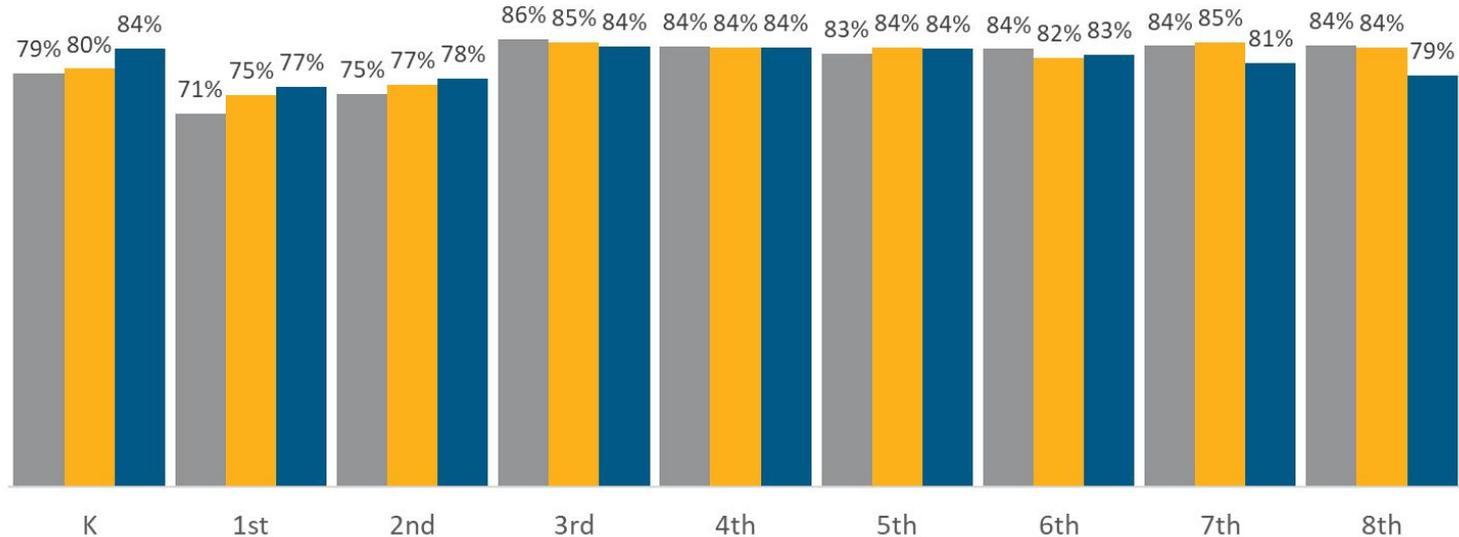


105

Math % at Expected Achievement or Expected Growth Level

EOY Math MAP - At or Above Expected Achievement
AND/OR At or Above Expected Growth

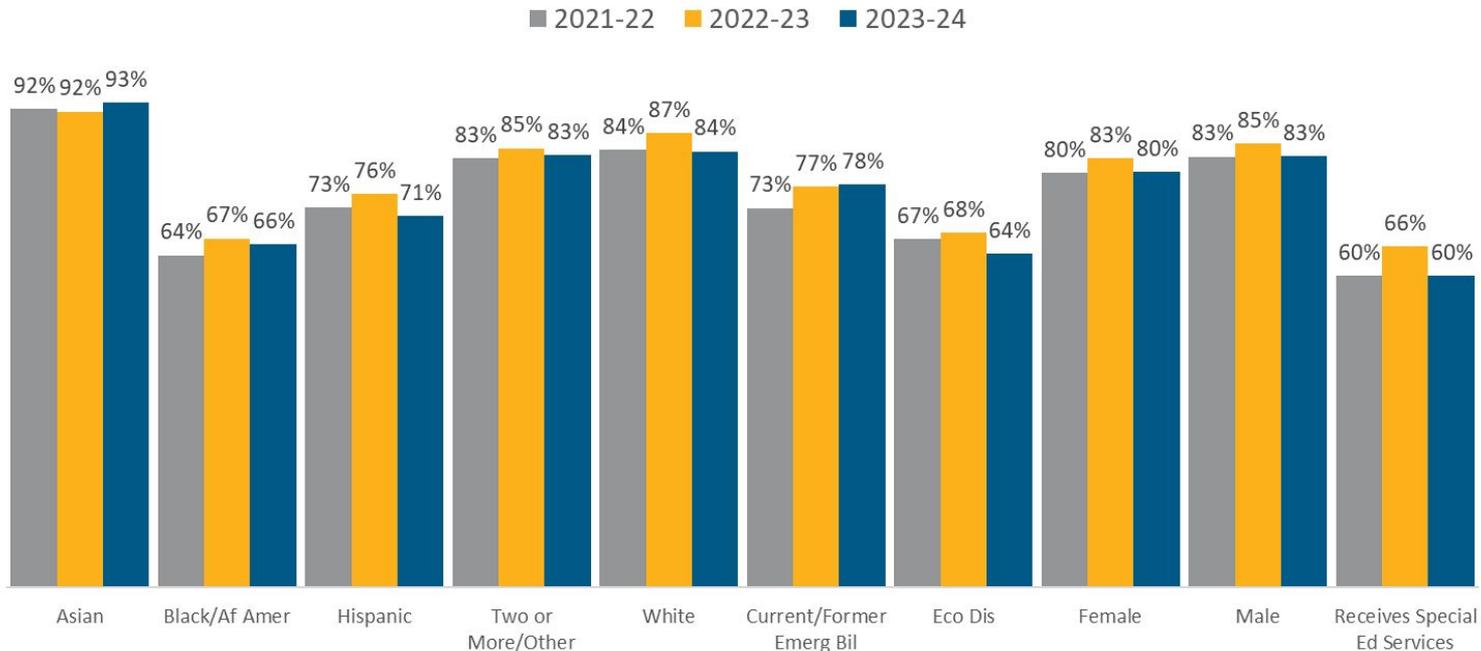
■ 2021-22 ■ 2022-23 ■ 2023-24



106

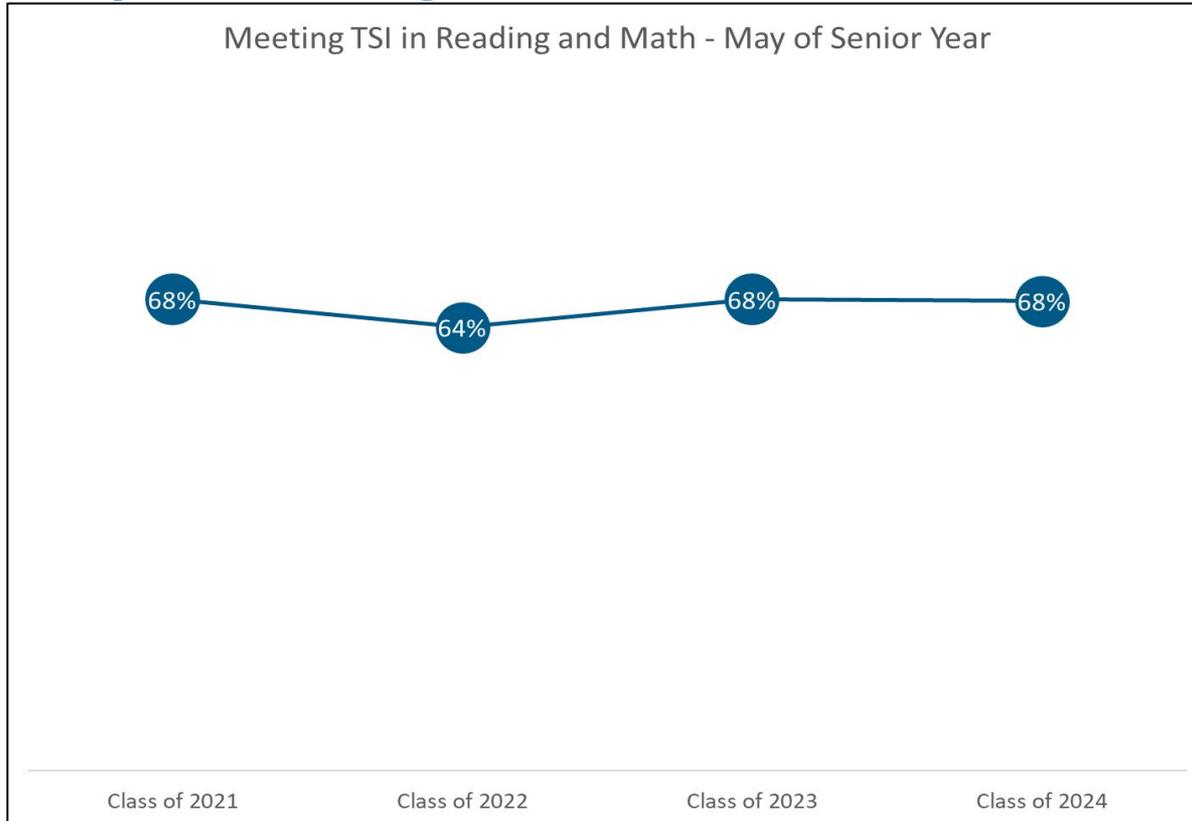
Math % at Expected Achievement or Expected Growth Level

EOY K-8 Combined Math MAP - At or Above Expected Achievement
AND/OR At or Above Expected Growth - by Student Group



107

TSI (Leading Measure for CCMR)



108

Goal 2: Empowered Staff

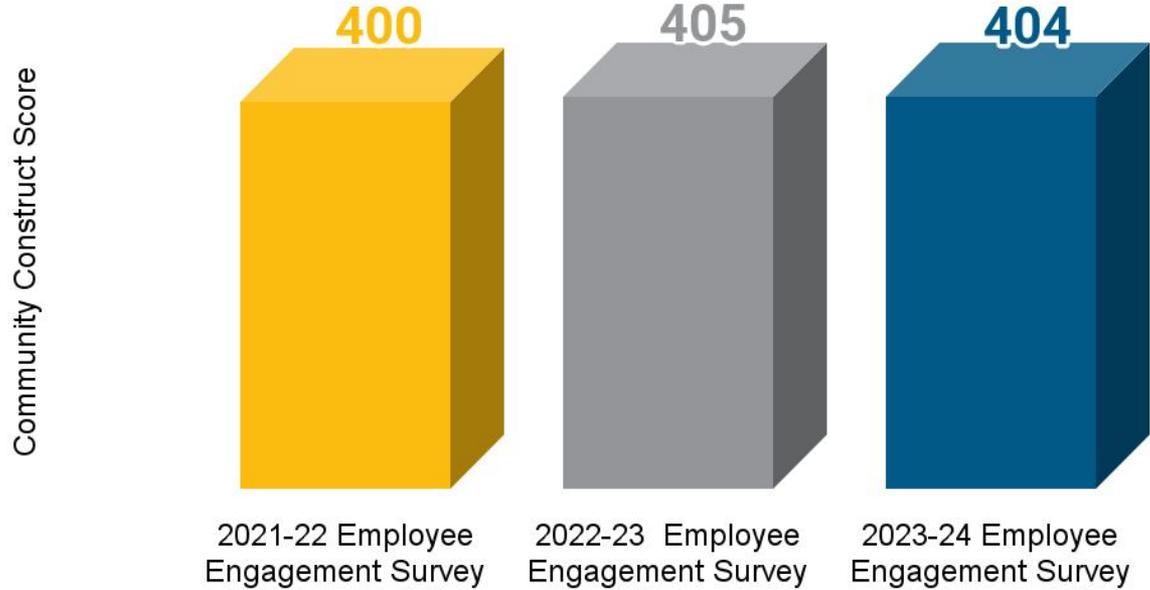


Goal: Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

109

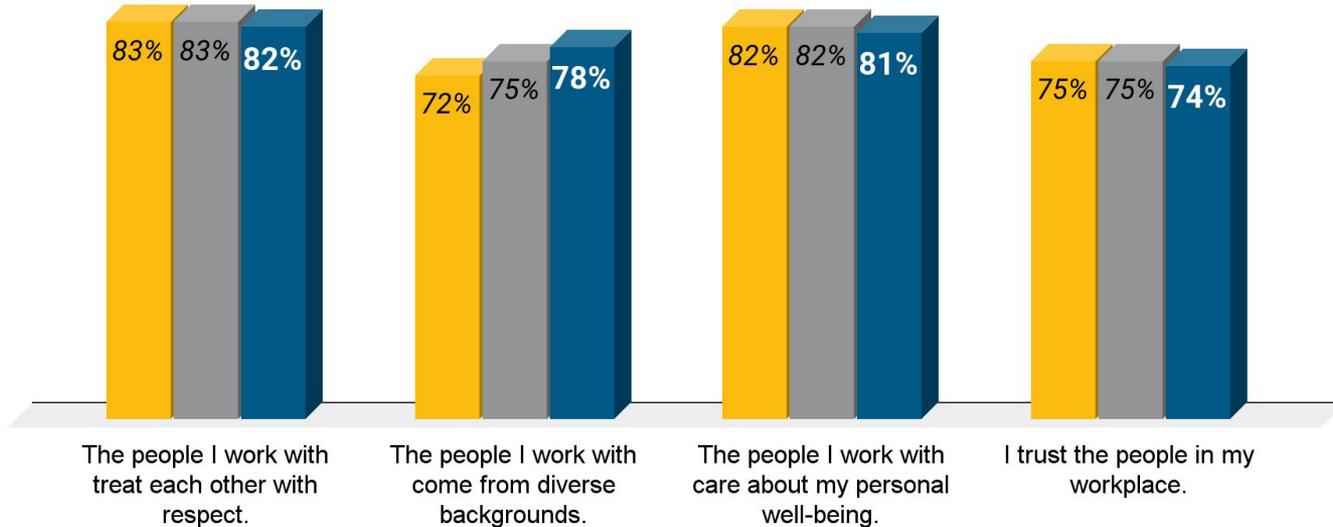
Key Question 2.2: To what degree do LISD staff feel valued and connected to their campus/department and the district?

LISD Empowered Staff Community Construct



110

LISD Empowered Staff Community Construct



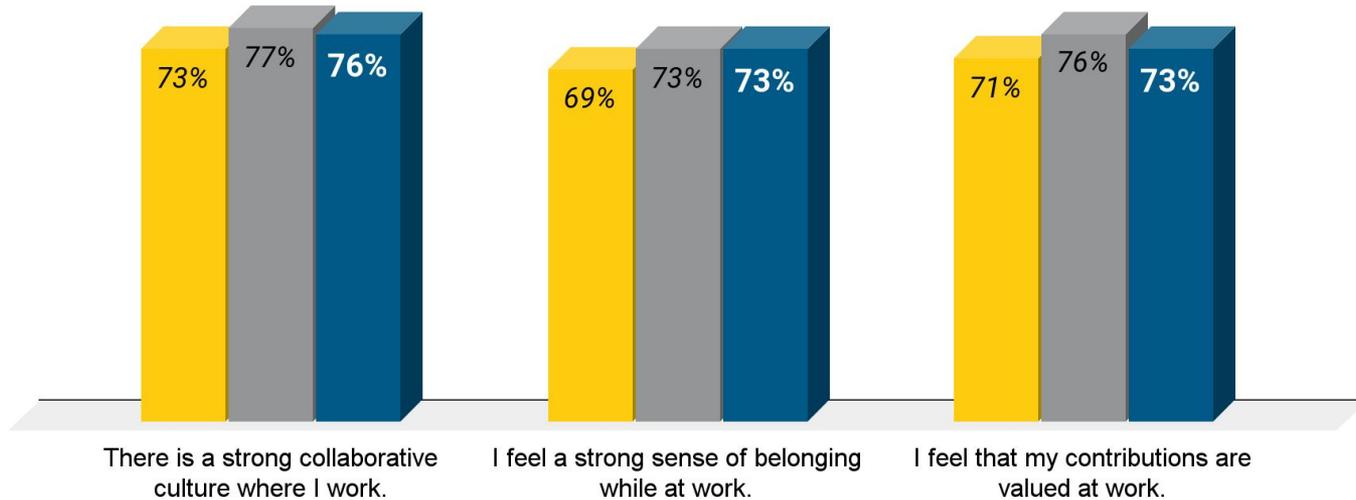
Community Construct

■ 2021-22 Employee Engagement Survey ■ 2022-23 Employee Engagement Survey
■ 2023-24 Employee Engagement Survey

111

LISD Empowered Staff

Sense of Belonging



Additional Sense of Belonging Questions

■ 2021-22 Employee Engagement Survey ■ 2022-23 Employee Engagement Survey
■ 2023-24 Employee Engagement Survey

Goal 3: Impactful Family Engagement



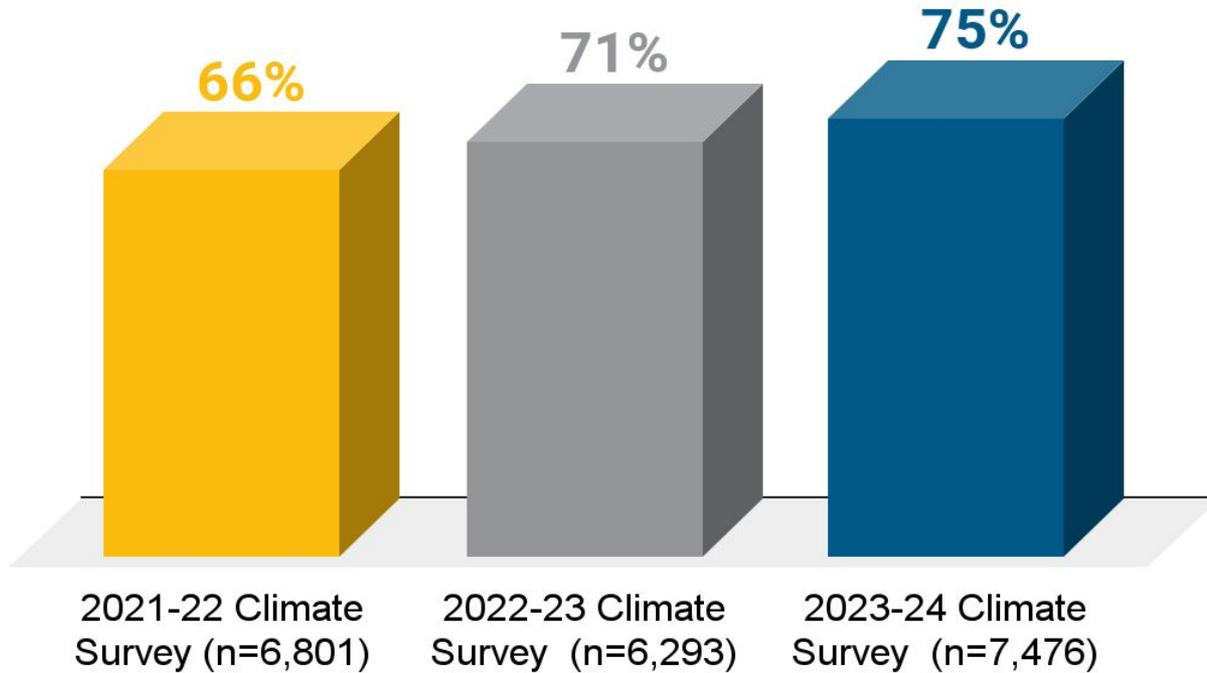
Goal: Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

113

Key Question 3.1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

LISD Family Engagement

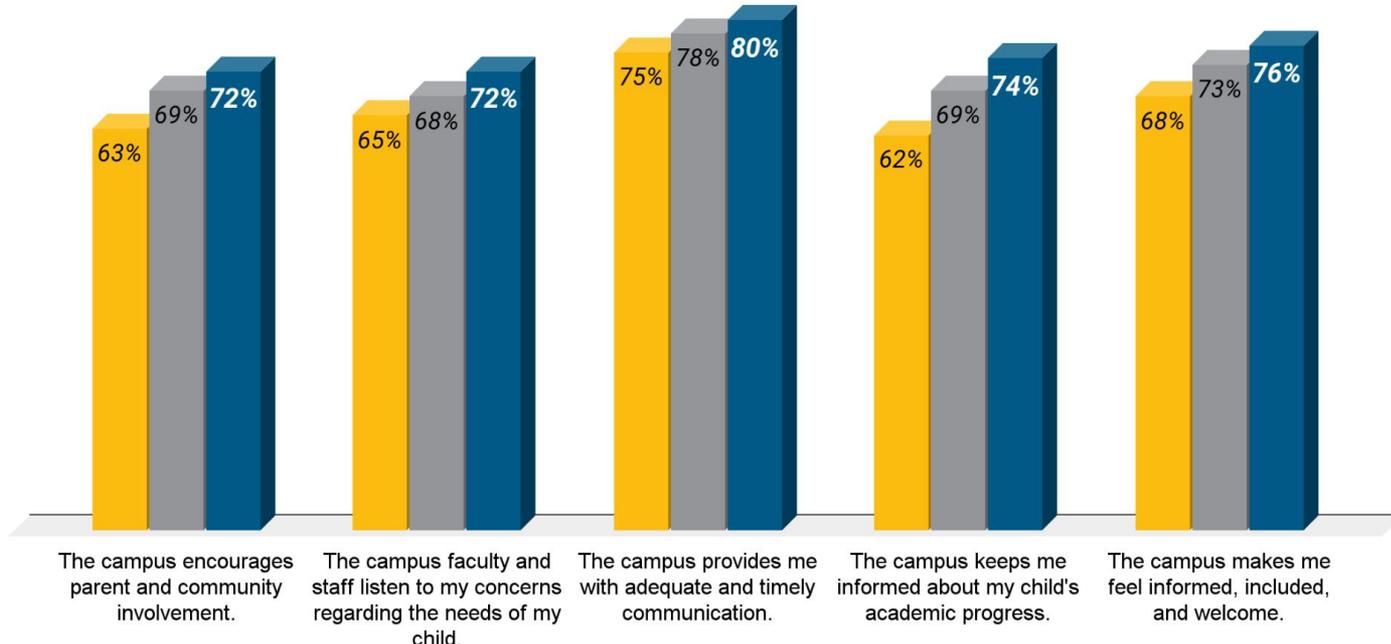
Family Involvement Dimension



114

LISD Family Engagement

Family Involvement Dimension



115

■ 2021-22 Climate Survey (n=6,801)
 ■ 2022-23 Climate Survey (n=6,293)
 ■ 2023-24 Climate Survey (n=7,476)

Goal 4: Equitable Access



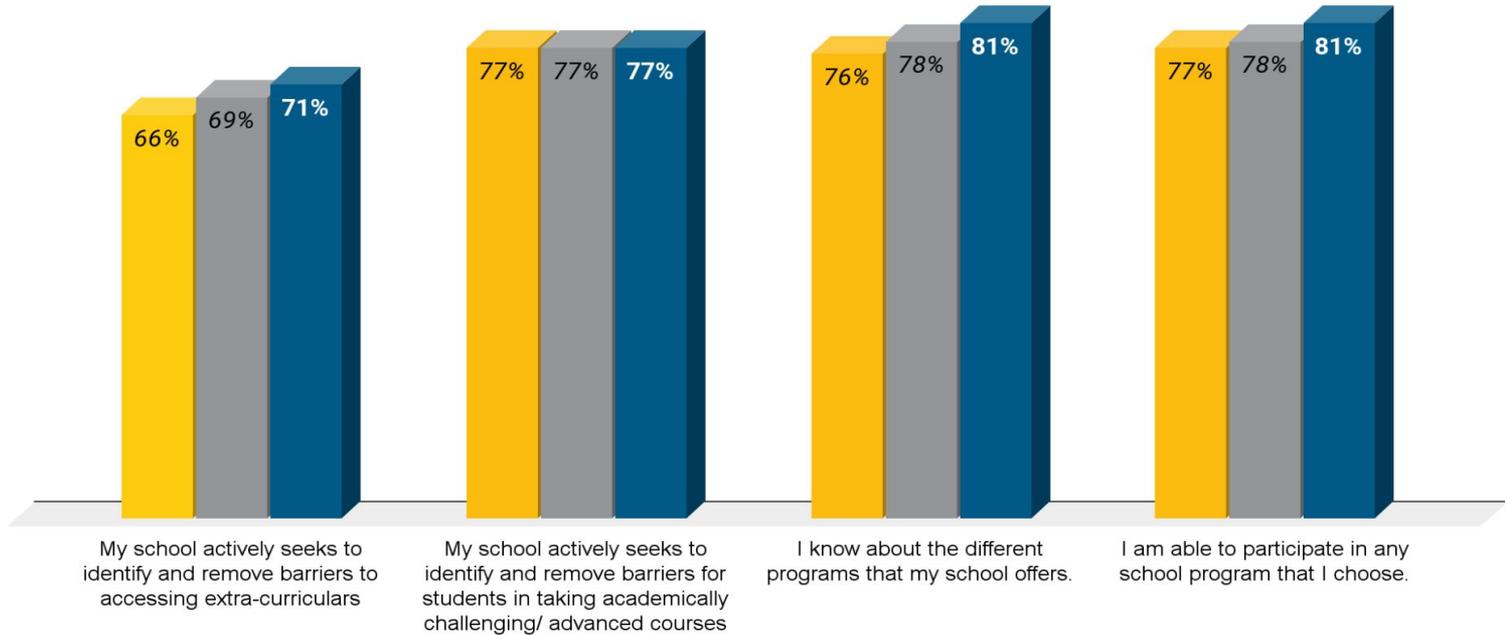
Goal: Ensure equitable access to opportunities by eliminating barriers for each and every student.

116

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

LISD Equitable Access

Secondary Students

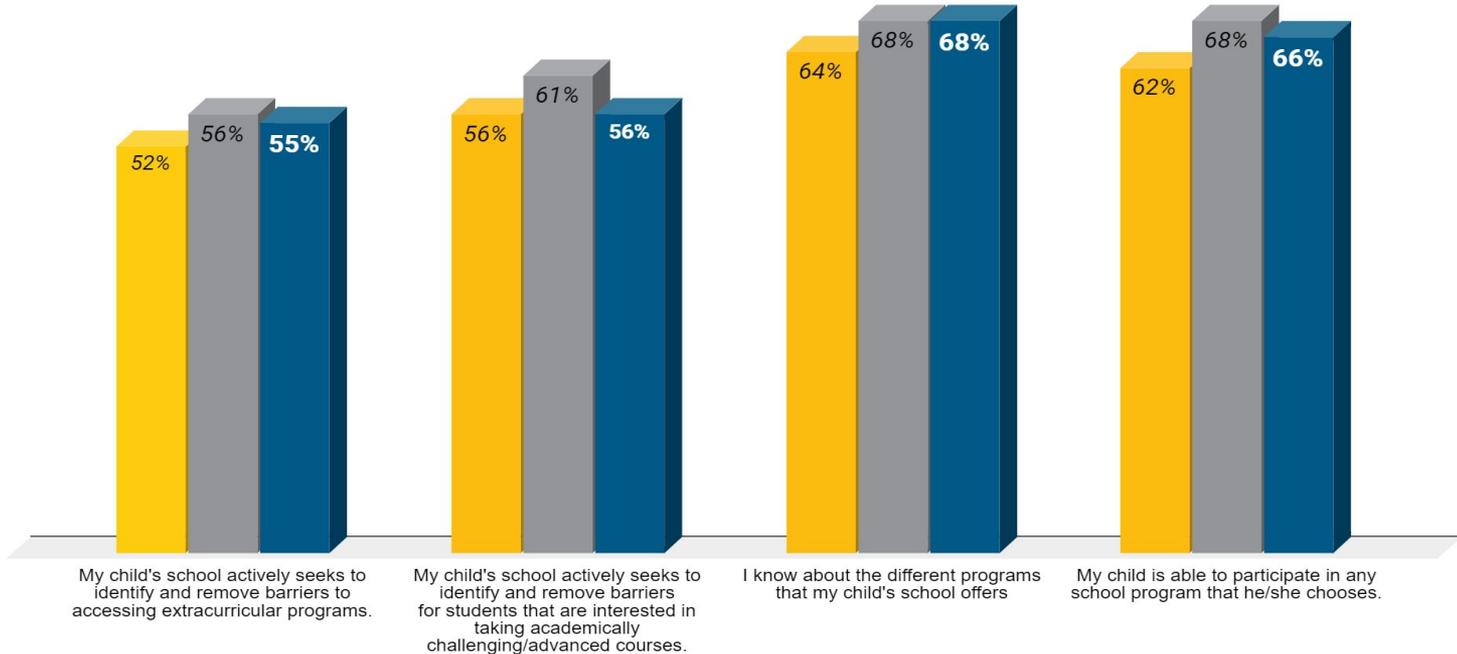


117

■ 2021-22 Student Experience/ Climate Survey (N=7,741) ■ 2022-23 Student Experience/ Climate Survey (N=9,518)
■ 2023-24 Student Experience/ Climate Survey (n=11,514)

LISD Equitable Access

Parents

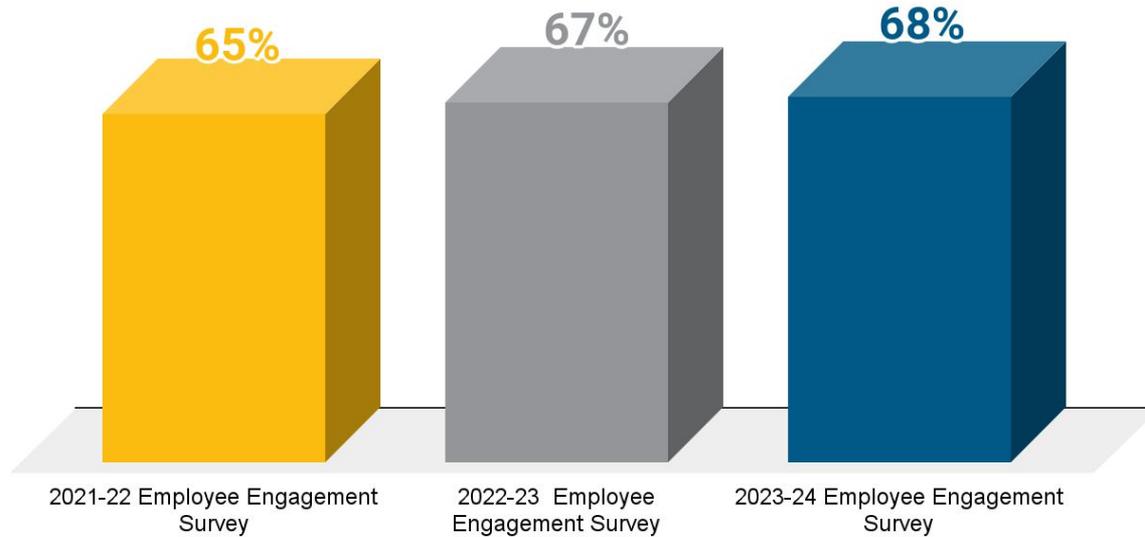


118

■ 2021-22 Student Experience/ Climate Survey (N=7,741) ■ 2022-23 Student Experience/ Climate Survey (N=9,518)
■ 2023-24 Student Experience/ Climate Survey (n=11,514)

LISD Equitable Access Staff

My school actively seeks to identify and remove barriers to access academic and extra-curricular programs for diverse students.



119

Staff Perceptions of Equitable Access

Goal 5: Safe and Innovative Learning Environments



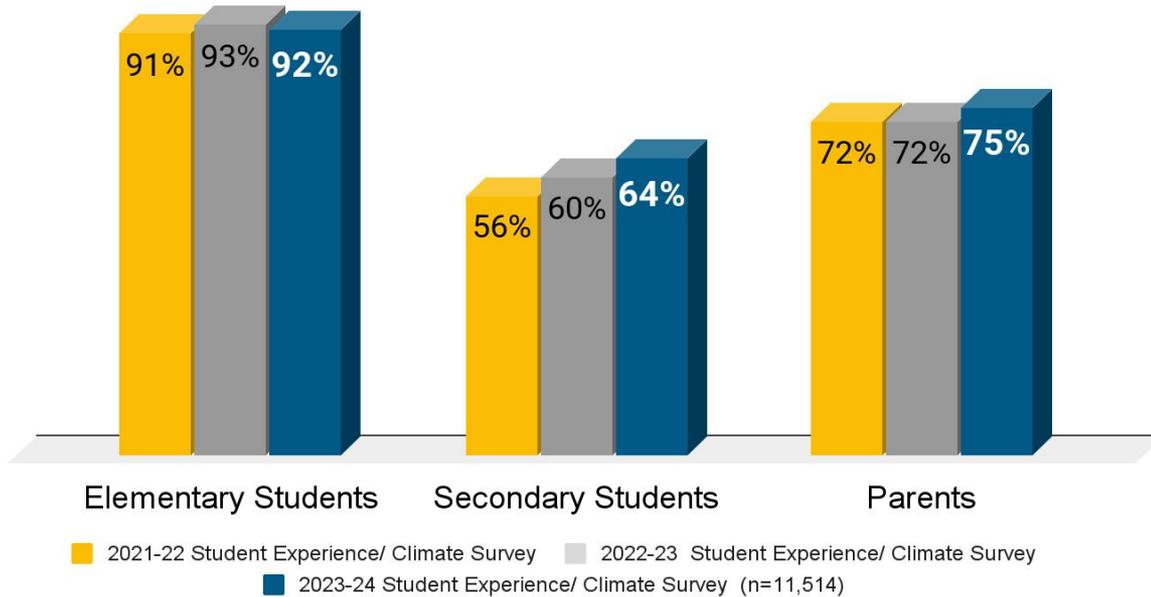
Goal: Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

120

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

LISD Safe & Innovative Learning Environments

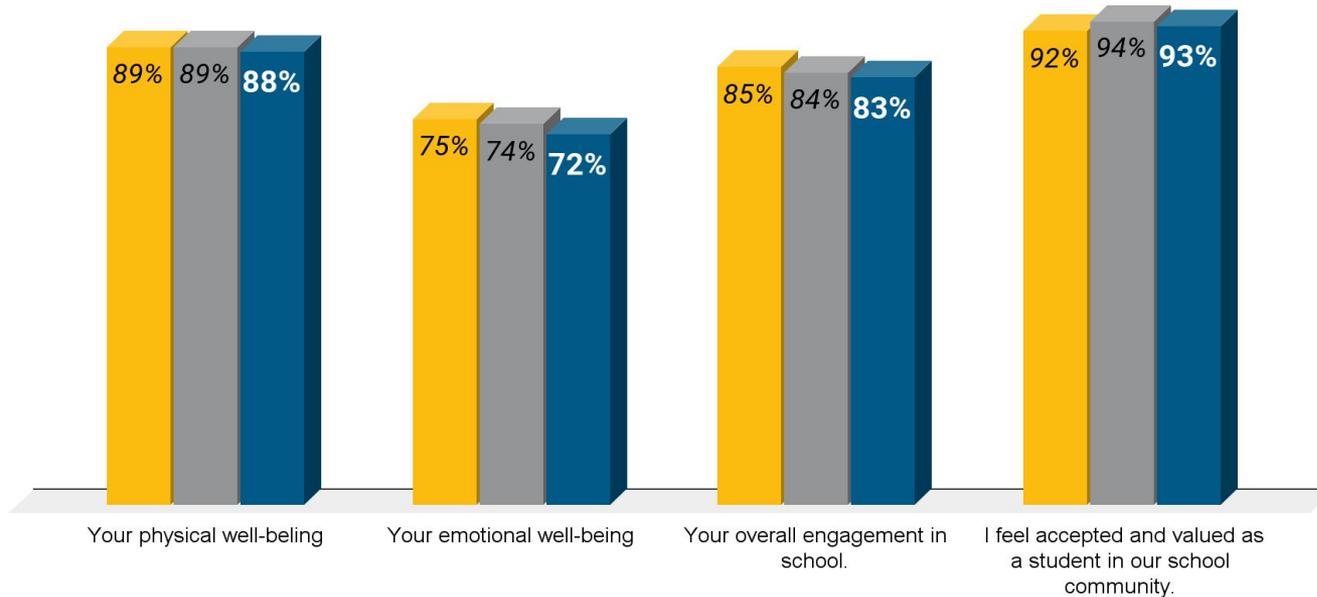
Acceptance and Belonging



121

LISD Safe & Innovative Learning Environments

Elementary Student Wellness, Engagement & Belonging

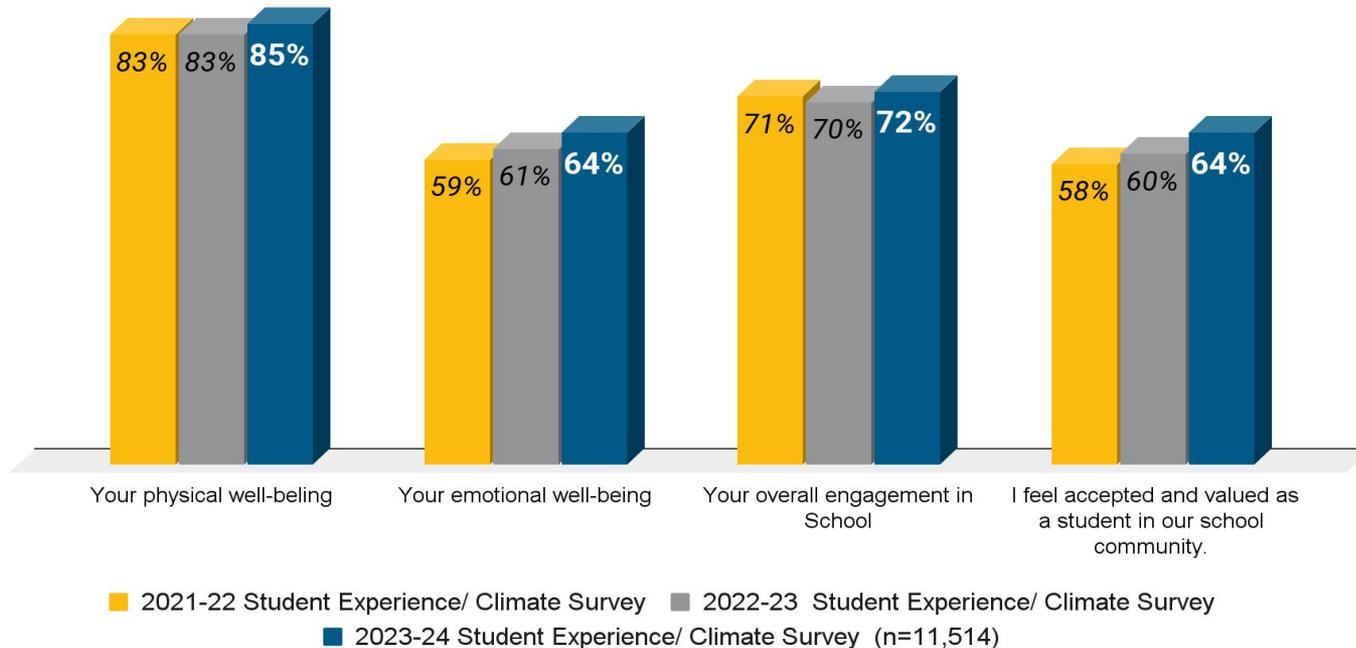


■ 2021-22 Student Experience/ Climate Survey (N=6,870) ■ 2022-23 Student Experience/ Climate Survey (N=7,006)
■ 2023-24 Student Experience/ Climate Survey (N= 6,779)

122

LISD Safe & Innovative Learning Environments

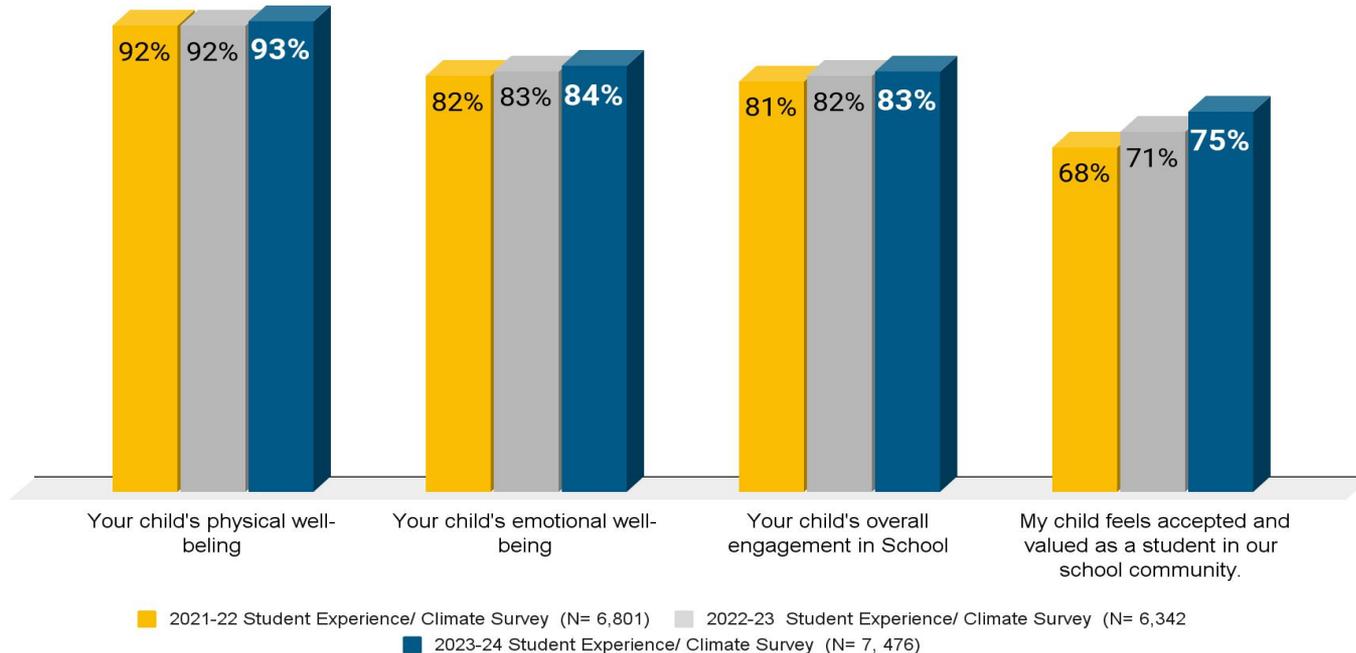
Secondary Student Wellness, Engagement & Belonging



123

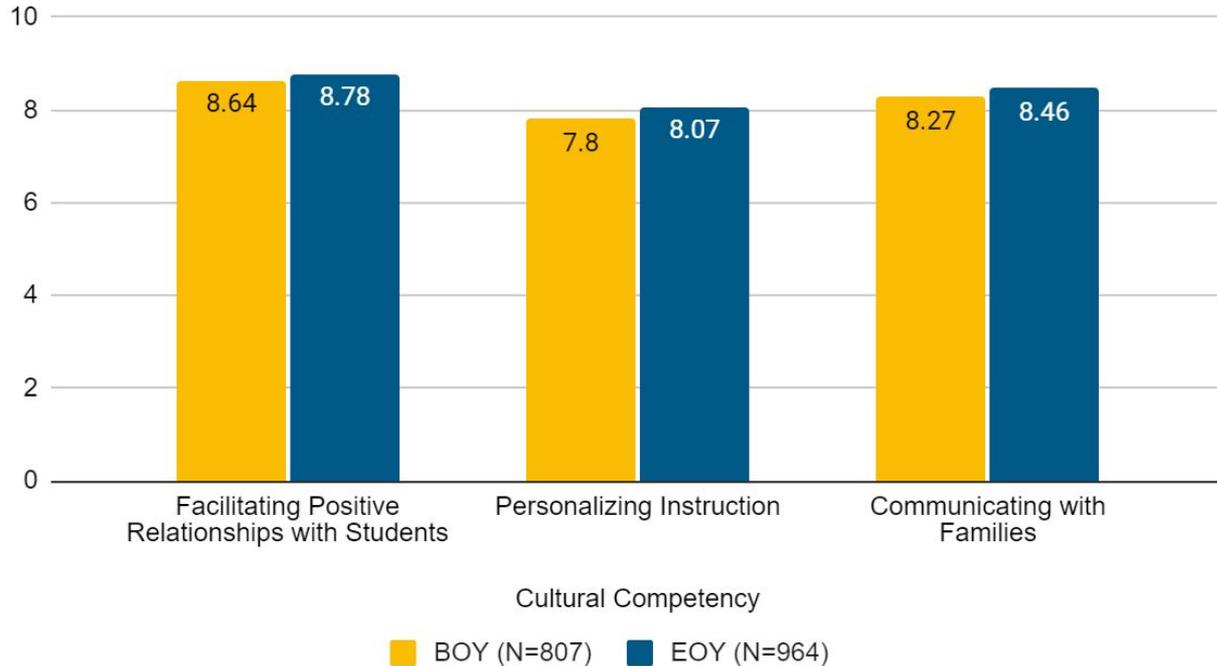
LISD Safe & Innovative Learning Environments

Parent Views on Student Wellness, Engagement and Belonging



LISD Safe & Innovative Learning Environments

Cultural Competency Survey



125

TEA Safety and Security Requirements

High Leverage Actions

- Entry resistant film, exterior door hardware, digital mapping, and exterior fencing requirements - **Complete at all district facilities.**
- Centegix Crisis Alert System - **Final Stage**
 - Campus responders have been trained. Connectivity and Communication¹²⁶ confirmation completed. Final phase is the web relay to close and lock interior magnetic doors to be completed in June.
- Security Camera Upgrade and Expansion - **On Track**
 - Servers and software have been installed. The vendor has been selected for the additional cameras. Location mapping and installation will continue over the 2024-2025 school year.



Discussion

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LISD Campuses 2023-2024		Focus Area 1: Empowered Student Learning			Focus Area 2: Empowered Staff		Focus Area 3: Impactful Family Engagement		Focus Area 4: Equitable Access	Focus Area 5: Safe and Innovative Learning Environments				
		<i>Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.</i>			<i>Impact: Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.</i>		<i>Impact: Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.</i>		<i>Impact: Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.</i>	<i>Impact: Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.</i>				
Maintain [1]	Minor Change [2]	Key Questions			Key Questions		Key Questions		Key Questions	Key Questions		Progress Monitoring Codes		
Maintain w/ Adj. [3]	Major Change [4]	1.1 [5]	1.2 [6]	1.3 [7]	2.1 [8]	2.2 [9]	3.1 [10]	3.2 [11]	4.1 [12]	5.1 [13]	5.2 [14]	OT	On Track	
% of Campuses addressing the Key Question		48%	100%	25%	23%	31%	8%	23%	29%	46%	8%	A	Adjustments Taking Place	
Signal (March '24)		A	A	A	OT	OT	OT	OT	OT	OT	OT	S	Support Requested	
													C	Crisis
													E	Effect Achieved
Elementary Schools														
Akin Elem.		OT	OT		OT									
Bagdad Elem.		A	OT		A		OT							
Block House Elem.		OT	OT		OT									
Camacho Elem.			A						A		OT			
Cox Elem.			A			OT					OT			
Cypress Elem.			OT			OT		OT						
Deer Creek Elem.		OT	OT								A			
Faubion Elem.		OT	A						OT					
Giddens Elem.			OT			OT		OT			OT			
Grandview Hills Elem.			A			OT						A		
Knowles Elem.			OT					OT			OT			
Larkspur Elem.		OT	OT						OT					
Laura W. Bush Elem.			OT						OT		OT			
Mason Elem.		OT	OT						OT		OT			
Naumann Elem.		OT	OT			OT		OT						
North Elem.		OT	OT	OT										
Parkside Elem.			OT		OT						OT			
Plain Elem.			OT		OT						OT			
Pleasant Hill Elem.			A	A					OT					
Reagan Elem.			OT					OT	OT					
Reed Elem.			OT	OT							OT			
River Place Elem.			OT	OT		OT			OT					
River Ridge Elem.		OT	OT											
Rutledge Elem.		OT	OT			OT								
Steiner Ranch Elem.		OT	OT	OT										
Tarvin Elem.		OT	OT								OT			
Westside Elem.		OT	OT	OT	OT									
Whitestone Elem.			A			OT					OT			
Winkley Elem.			OT			OT					OT			
Elem Total	Maintain [15]	1	3	1	3	1	0	1	2	1	0			
	Maintain w/ Adj. [16]	2	4	0	1	1	0	0	0	1	0			
	Minor Change [17]	10	15	4	1	4	1	2	6	9	2			
	Major Change [18]	1	7	1	1	3	0	2	0	2	0			
		14	29	6	6	9	1	5	8	13	2			
Middle Schools														

Maintain [19]	Minor Change [20]	Key Questions			Key Questions		Key Questions		Key Questions		Key Questions		Progress Monitoring Codes	
Maintain w/ Adj. [21]	Major Change [22]	1.1 [23]	1.2 [24]	1.3 [25]	2.1 [26]	2.2 [27]	3.1 [28]	3.2 [29]	4.1 [30]	5.1 [31]	5.2 [32]	OT	On Track	
CPMS			OT		OT					OT		A	Adjustments Taking Place	
CRMS			OT			OT		OT		OT		S	Support Requested	
DMS		OT	A				OT			OT		C	Crisis	
FPMS		OT	OT					OT	OT			E	Effect Achieved	
FSMS		OT	OT			OT								
HMS		OT	OT	A										
LMS			OT	OT			OT							
RBMS			OT	OT						OT				
VLA		OT	OT					OT						
WMS			A						OT	OT				
MS Total	Maintain [33]	2	7	2	1	1	1	1	1	3	0			
	Maintain w/ Adj. [34]	0	1	0	0	0	0	1	0	0	0			
	Minor Change [35]	0	1	1	0	1	1	0	1	2	0			
	Major Change [36]	3	1	0	0	0	0	1	0	0	0			
		5	10	3	1	2	2	3	2	5	0			
High Schools														
Maintain [37]	Minor Change [38]	Key Questions			Key Questions		Key Questions		Key Questions		Key Questions			
Maintain w/ Adj. [39]	Major Change [40]	1.1 [41]	1.2 [42]	1.3 [43]	2.1 [44]	2.3 [45]	3.1 [46]	3.3 [47]	4.1 [48]	5.1 [49]	5.4 [50]			
CPHS			OT			OT				OT				
ECHS		OT	OT						OT					
GHS		OT	OT		OT	OT								
LHS		OT	A	OT	A	OT	OT	OT	OT	OT	OT			
LEO			A	A						OT				
NHHS			OT					OT		OT				
RHS			OT			A			OT					
VHS			OT	OT	OT			OT	OT					
VRHS		OT	OT					OT			OT			
HS Total	Maintain [51]	3	3	1	2	1	1	2	0	0	1			
	Maintain w/ Adj. [52]	0	1	0	1	0	0	1	1	1	0			
	Minor Change [53]	1	5	1	1	3	0	0	3	2	0			
	Major Change [54]	0	0	1	0	0	0	0	0	1	1			
		4	9	3	4	4	1	3	4	4	2			



2023 - 2024

Leander ISD Superintendent Evaluation Instrument

Third Quarter ¹³⁰ Review

Leander ISD Superintendent Evaluation Instrument

2023-2024

3rd Quarter Formative Review

General Information

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

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

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

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

Part Two: Key performance indicators are developed in alignment with district goals. The superintendent develops superintendent performance targets, which are reviewed by the board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities are designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the

Part One: Report on Student Performance



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

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

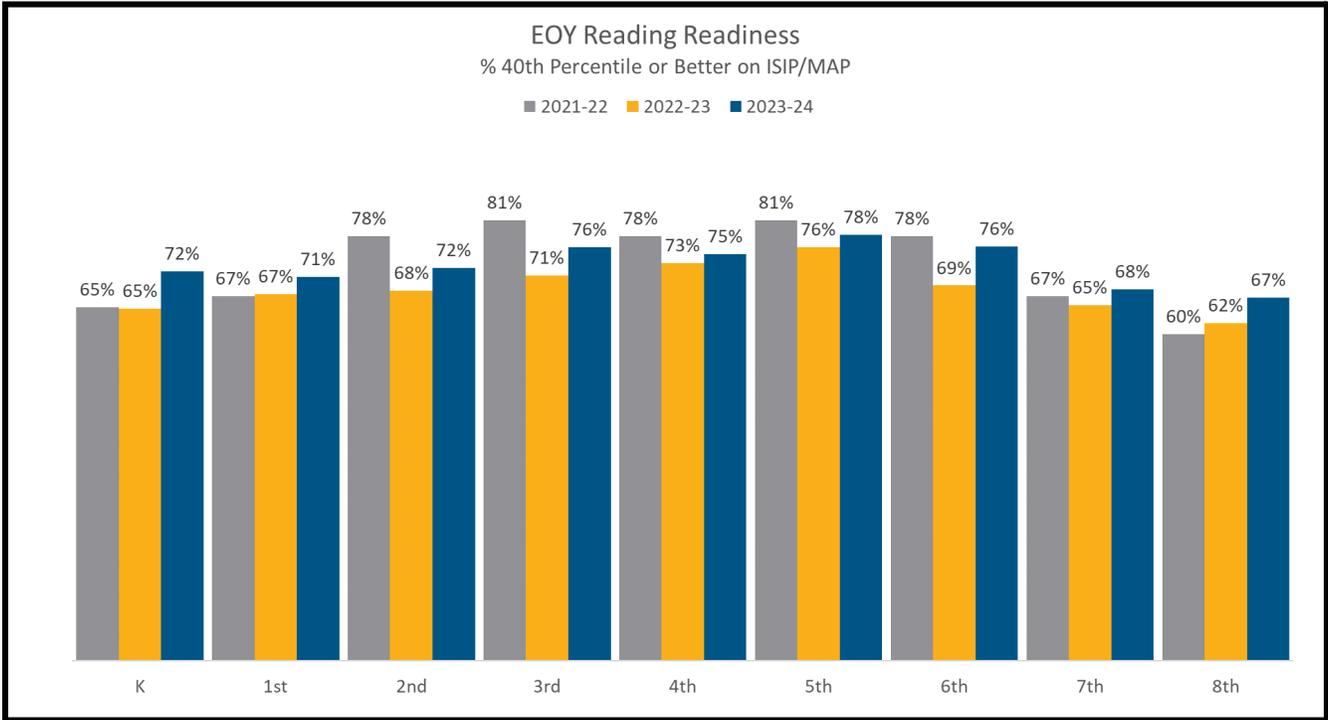
System Response: Promote student ownership of learning.

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance. The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

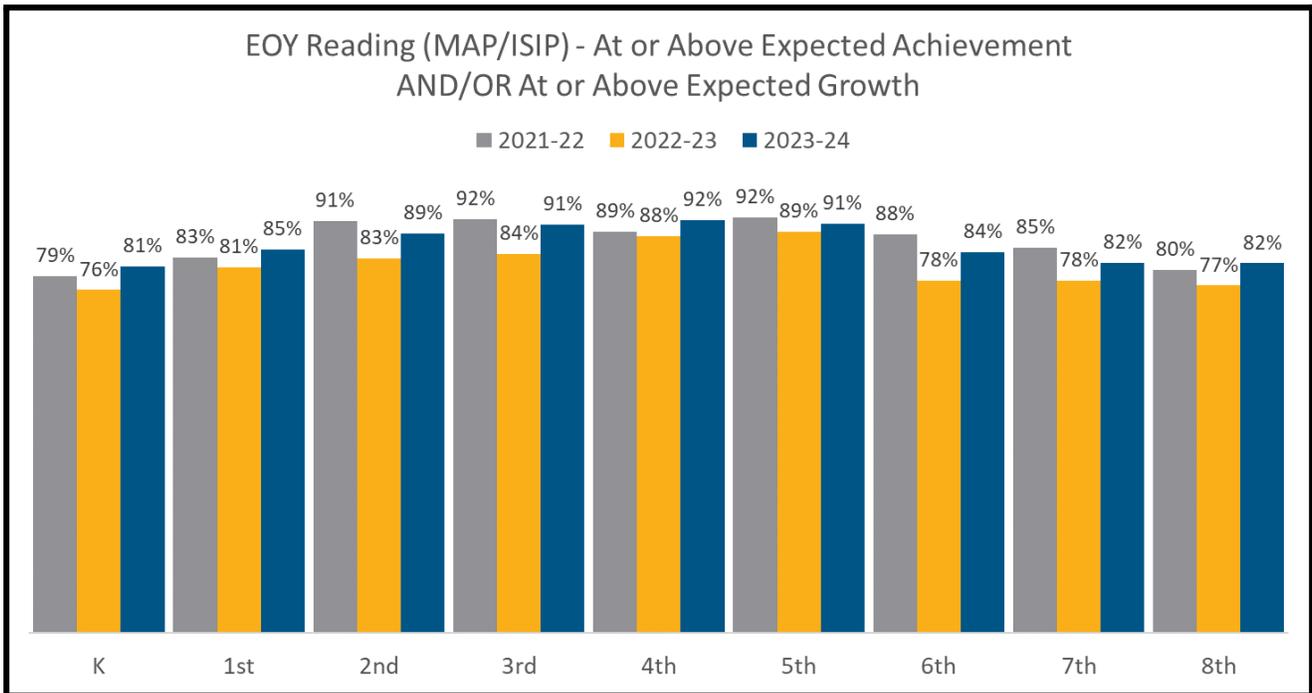
Student Performance Measures:

- Including state and district assessment data
 - *District Assessment - see MAP and ISIP graphs below*
 - *State Assessment - This data set will be presented once available in the final evaluation this summer.*
- Leading Measures for HB3 Goals: Review of Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Reading and Math Assessments
 - *End of Year Istation's Indicators of Progress (ISIP) and the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) Assessments:*

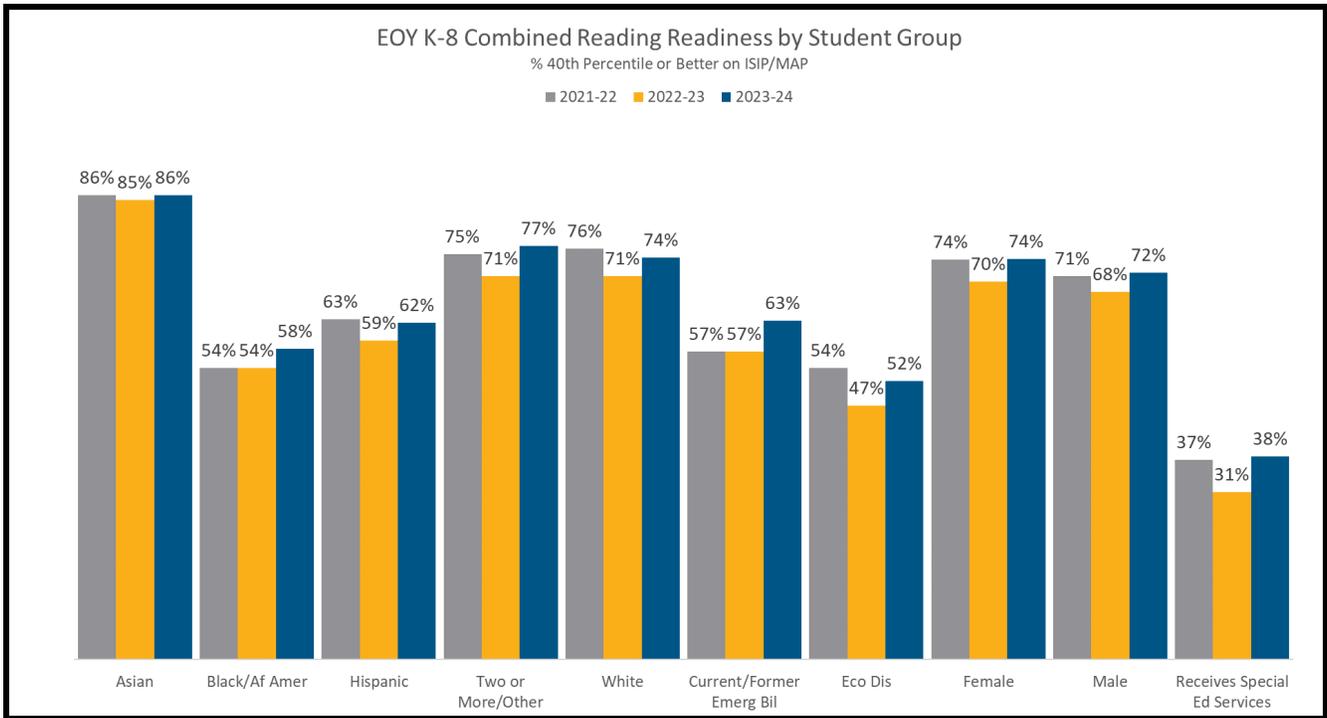
Reading



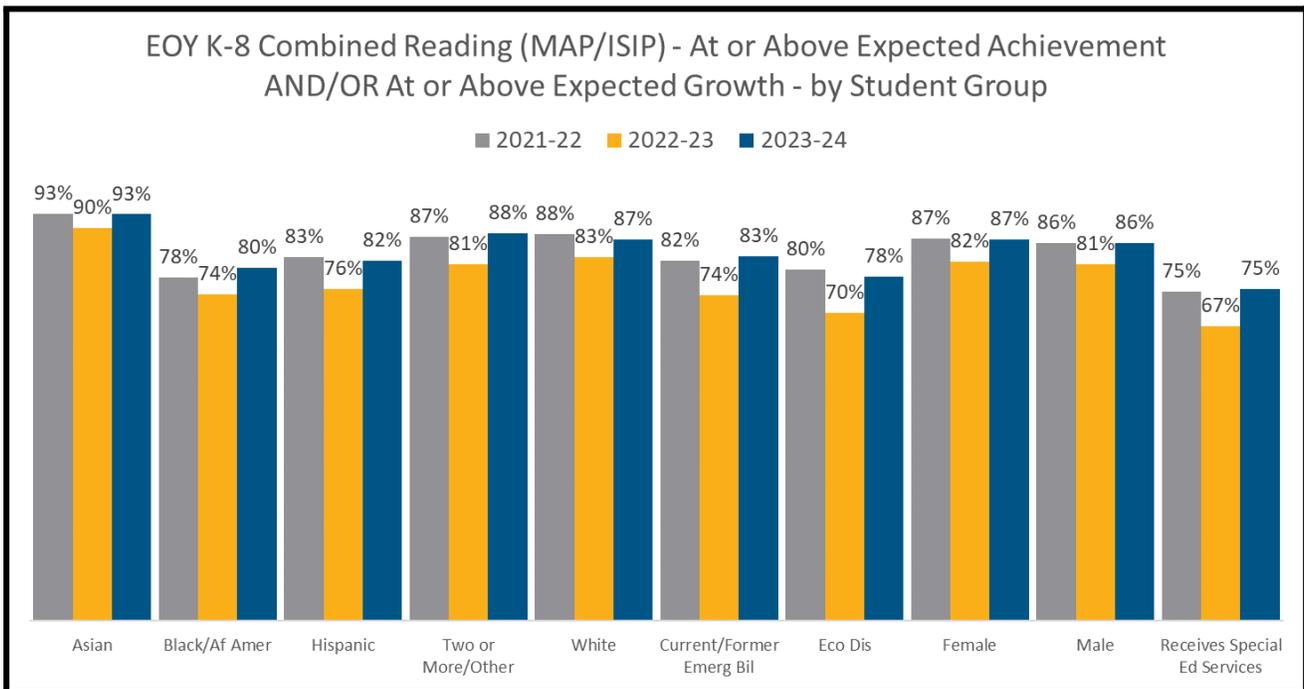
Note: In an effort to better capture not only students that are performing at or above the national average but also those students showing at or above expected growth, the graph below has been added. More context will be provided during the Leading Measures LISD Board presentation.



K-8 EOY Reading Readiness by Student Group

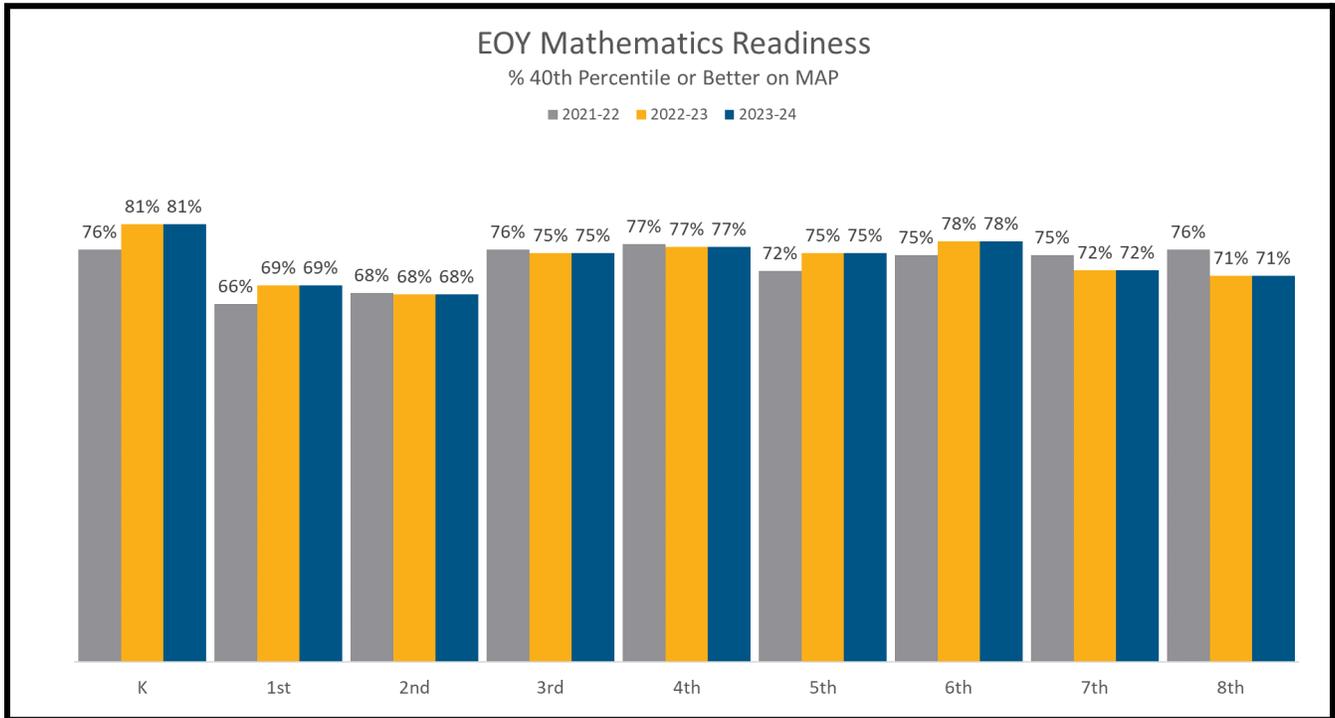


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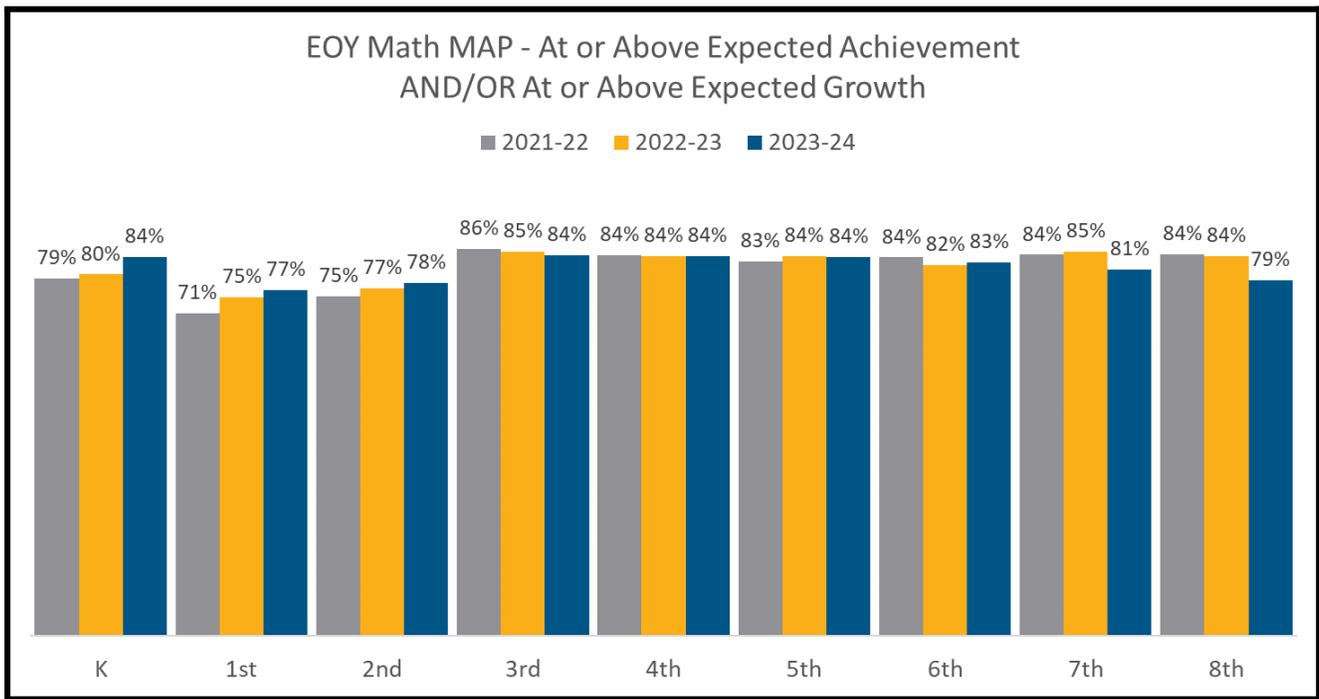


Reading: LISD students continue to perform at a very high level in grades K-8 on the ISIP assessment. As noted in the ISIP graph above, the percentage of LISD students scoring in the top three quintiles (41%ile - 99%ile) of students across the nation ranges from 67% of LISD 7th and 8th graders to 78% of 5th graders, indicating a majority of LISD students achieve much higher than students taking the ISIP assessment across the nation. After a decrease in 2022-2023, the percentage of LISD students scoring in the top three quintiles are returning to or exceeding 2021-2022 achievement levels by grade level and student groups. Additionally, the percentage of students achieving or demonstrating growth beyond expected levels in Reading ranges from 81% in Kindergarten to 92% in 4th grade. Similar to the percentage of students in the top three quintiles, the combined growth and achievement is returning to or exceeding 2021-2022 performance levels. Additionally, the number of Kindergarten students showing characteristics of reading difficulties decreased from 758 in May 2023 to 247 in May of 2024 as 1st grade students. This year, there has been a decrease to 404 Kinder students showing characteristics of reading difficulties. Opportunities for improvement in LISD continue to present themselves in disparity between various student groups when data is disaggregated by race, socioeconomics, and program participation.

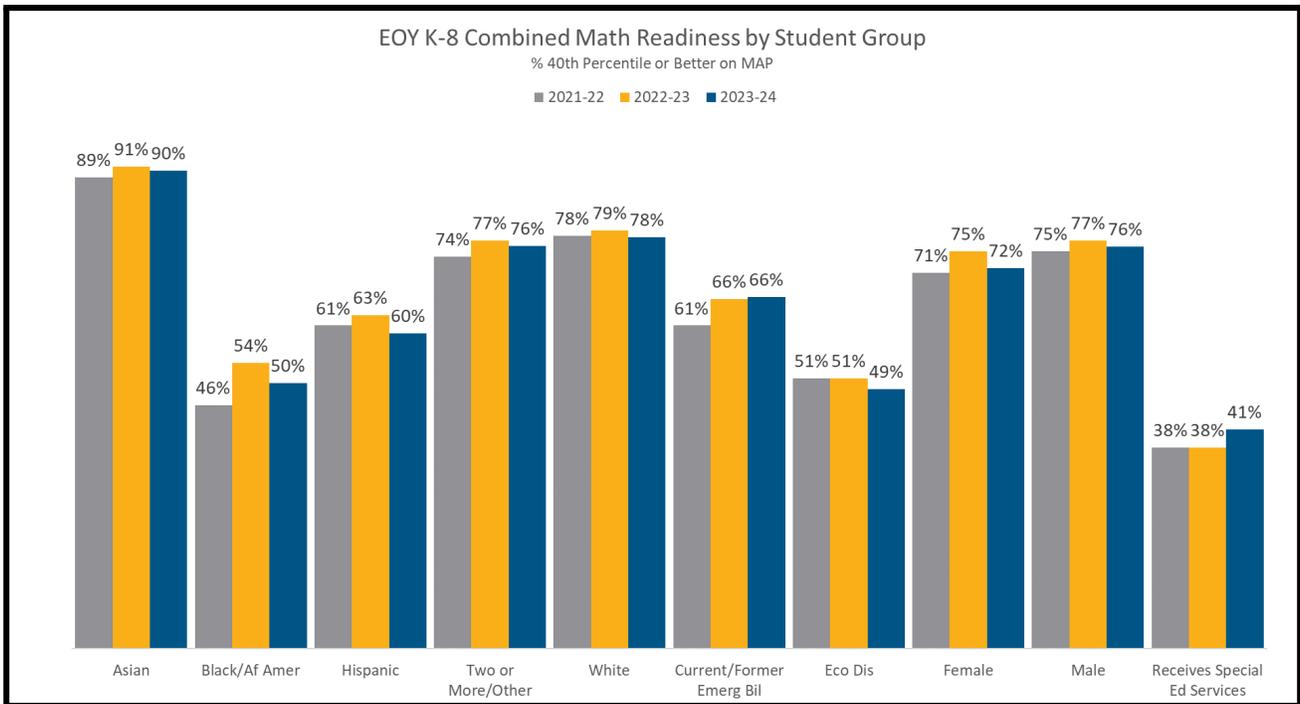
Mathematics



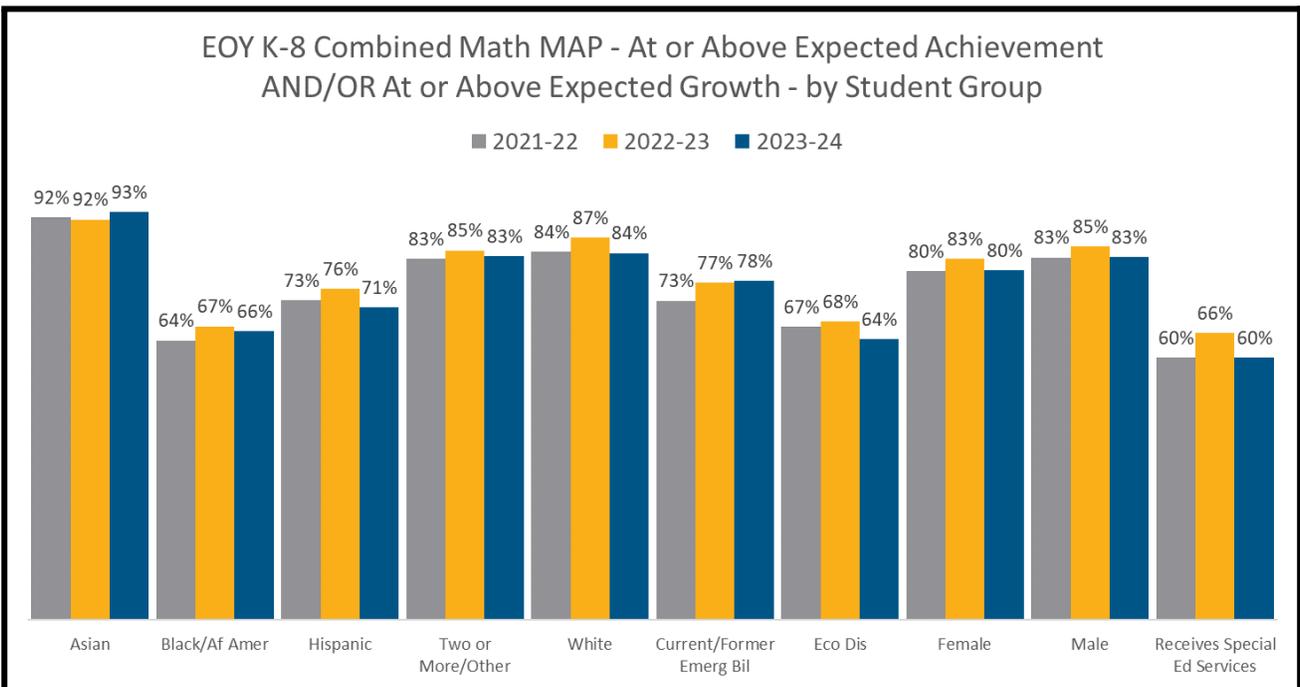
Note: In an effort to better capture not only students that are performing at or above the national average but also those students showing at or above expected growth, the graph below has been added. More context will be provided during the Leading Measures LISD Board presentation.



K-8 Math Readiness by Student Group



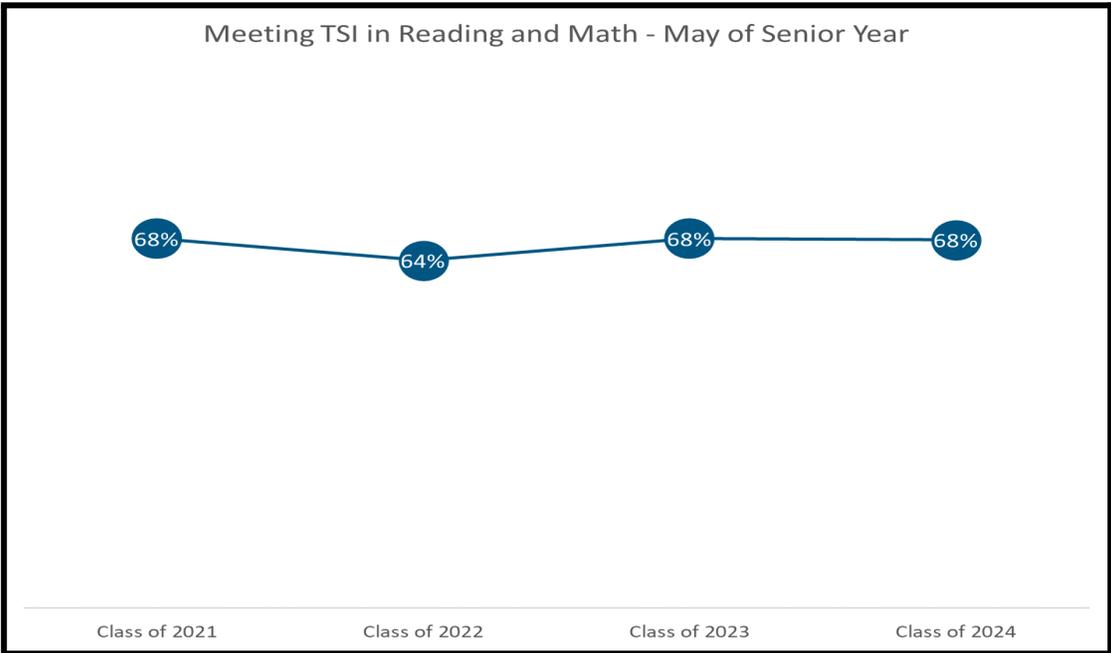
Note: In an effort to better capture not only students that are performing at or above the national average but also those students showing at or above expected growth, the graph below has been added. More context will be provided during the Leading Measures LISD Board presentation.



Math: LISD students continue to perform at a very high level in grades K-8 on the MAP assessment. The percentage of students scoring in the top three quintiles (41%ile - 99%ile) of students across the nation ranges from 68% of LISD 2nd graders to 81% of LISD Kindergartners, indicating a majority of LISD students achieve much higher than students taking the MAP assessment across the nation. Overall, the percentage of LISD demonstrating achievement in the top three quintiles on MAP Math has remained relatively steady on the end-of-year assessment form 21-22 through 23-24. As we review this data through the additional lens of growth, over the past three end-of-year MAP assessments, there has been a steady increase in achievement and/or growth for grades K, 1, & 2 while achievement in grades 3-7 have remained relatively the same. Achievement in 8th grade indicates a 5% decrease in the students exceeding expected achievement or growth. Academic achievement on MAP math indicates a mixture of increases and decreases when comparing performance across student groups. Opportunities for improvement in LISD continue to present themselves in disparity between various student groups when data is disaggregated by race, socioeconomics, and program participation.

Additional Measures:

- Including national assessment data
 - The chart below will be presented at the Leading Measures presentation on June 6, 2024. This chart shows the leading measure of LISD seniors meeting the Texas Success Initiative (TSI) benchmark for college and career readiness over the past few years through May 2024.
 - The Texas Success Initiative (TSI) is a measure of college readiness used by the State of Texas. There are several ways that a student can become TSI eligible. Most LISD students reach TSI by meeting college-ready benchmarks on the ACT or SAT (national tests) or through the TSI assessment.



Part One Comments:

Part Two: Key Performance Indicators



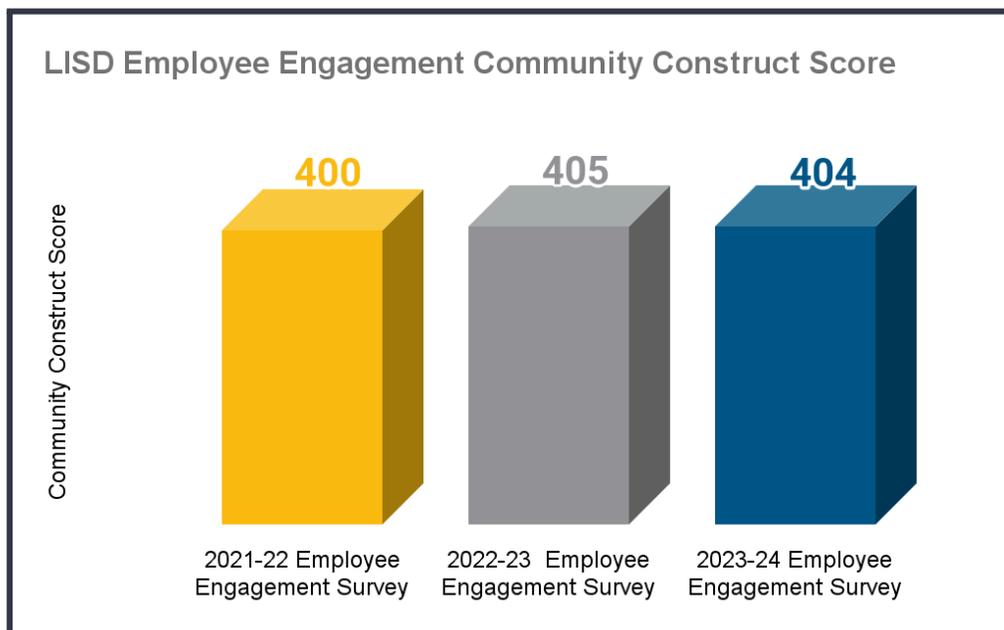
Goal 2: Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

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

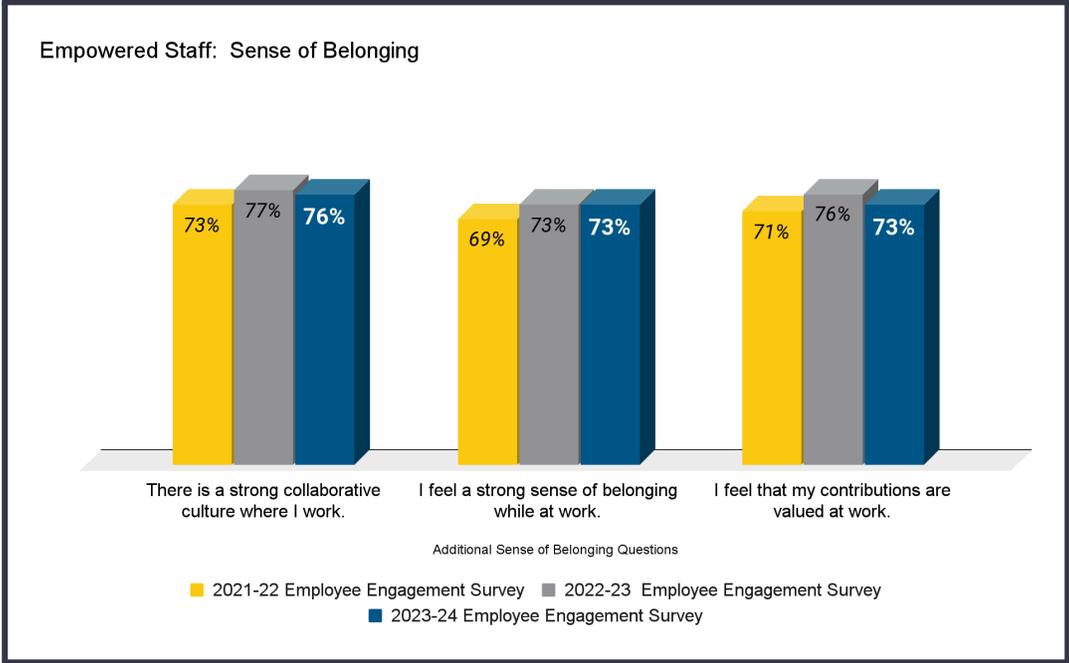
System Response: Improve processes for recognizing and supporting LISD staff.

Key Performance Indicators:

- Improvement in Employee Engagement Survey Community Construct results: Increase or maintain the overall Community Construct of 405.
 - *Community Construct of the Employee Engagement survey for 2024 was 404. The Construct Scores on the UT Engagement Survey typically range from 300 to 400, and 350 is a tipping point between positive and negative perceptions. The lowest score for a construct is 100, while the highest is 500. The community construct captures employees' perceptions of the relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues. This construct measures the degree to which employees feel respected, cared for, and have established trust with their colleagues.*



- Increase the favorable responses to the following questions from the employee engagement survey.
 - There is a strong collaborative culture where I work
 - I feel a strong sense of belonging while at work
 - I feel that my contributions are valued at work



- Development of the PLC Guiding Coalition
 - After Meeting #2, the guiding coalition focused on some priorities and recommendations for a district-wide re-focus on Professional Learning Communities.
 - The Guiding Coalitions was narrowed down to a smaller group of volunteers that will remain in place throughout the summer and the 2024-2025 school year. Many of this smaller group attended a PLC conference and are working to update LISD’s PLC resources and guiding the professional learning for next year.
 - A 2-day professional learning opportunity is available to 400 core PLC teacher leaders in May/June and all PLC leads in the district will have the opportunity to attend six 2-hour professional learning sessions to build their leadership capacity and support them as they lead their teams throughout the year and on professional learning days.
 - The development of a district implementation guide has started. The implementation guide serves as a rubric of expectations to help each individual PLC determine their current reality and determine next steps for improvement.
- Summary of efforts to support staff and create connections:
 - *Empowerment Fund* – Throughout the third quarter, Dr. Gearing challenged campus leadership to show evidence of Empowered Student Learning. Many principals and staff members invited him to their learning environments, among them the Science team at

- Henry Middle School. Through this visit and many other examples, Dr. Gearing determined that the district has an opportunity to reinvent ownership of learning, through providing funding for one-time expenses related to pilot programs and eventually expanding the effort. In March, Dr. Gearing asked for the Board's guidance and directive for a fund balance commitment to issue grants that act as catalysts to accelerate proposed initiatives. During the April 25 Board Meeting, Trustees approved the creation of a \$2-million Empowerment Fund. These funds will help support teachers and staff in creating empowering learning opportunities for students.
- Listening Sessions – During the April 25 Board meeting, Human Resources proposed the district's compensation plan for SY 2024-25. The proposal included a 2% across the board pay raise for all district employees. Dr. Gearing sought feedback from staff regarding the compensation through a series of Listening Sessions. After the feedback of 292 participants through 280 comments, the final report showed a strong desire for a more inclusive and collaborative decision-making process where educators feel valued, supported, and empowered to improve their work environment. Although pay and compensation were significant concerns in some sessions, they were not consistently the top priority. These listening sessions helped inform the district's recommendation, which led to the Board's approval of a 2.5% salary increase for staff at its May 9 Board meeting.
 - Grow Our Own Initiatives:
 - TWU/LISD TCLAS Grow Your Own Grant recipients (7) are finishing up their program and preparing to transition into SPED positions.
 - LISD Grow Your Own SPED program has 8 former Instructional Assistants who are fully certified and teaching in Special Education classrooms, 2 have Intern Certifications and are only lacking taking 1 additional test, and 2 continue to work toward their Intern certification.
 - Aspiring Administrator Academy (AAA) is a 21 hour course. We've had 25 participants in the last two cohorts. Of those, 4 became campus administrators.
 - Prospective Principal Program (P3) is also a 21 hour course led by current campus principals in partnership with the area superintendent team. The course includes guest speakers from various district departments, as well as in person shadowing experiences with principals. 22 staff participated in the last two cohorts, and of those, 5 have earned principalships.
 - Pending availability of funding, the Learning Leaders pilot program plans to continue for a second year, but will not expand beyond the current cohort of approximately 30 teachers. The program is being revised to align and adapt to the new professional learning calendar and additional professional learning leadership roles in our system as we prioritize the work of Professional Learning Communities.
 - We are currently researching and developing an aspiring central office model for implementation in the 2024-2025 school year.

- *We have continued to focus on efforts to grow leadership capacity within our support services departments through coaching. The culture of the following support programs/departments including Child Nutrition Services (CNS), Transportation, Plant Services, and Custodial have improved resulting in lower turnover of staff and higher quality of services.*

- **Child Nutrition Services-**

- **Retention-** *The team has evaluated some of the “rules” in place for the staff and revised the dress code to include jeans Mon-Fri. This also was part of feedback sessions when staff said uniforms were costly to maintain. SFE has now provided a “HR” generalist role to assist in addressing basic performance concerns. This has been most effective in creating a timely response to performance concerns and employee complaints, thus creating a better working environment. In addition, staff recently gathered for an end of year celebration (family invited and food served). Prizes and shout outs were appreciated and there are tons of laughs with this group ([see photo share HERE](#)).*
- **Training-** *As part of the ongoing focus to build better performance and knowledgeable staff, the management teams are providing after hour training sessions (family invited and food provided). This training has been well received and has proven effective in addressing things such as management of food costs, inventory controls and Dept. of Agriculture compliance.*
- **Inclusive environment-** *With the changing of our demographics and focus on ensuring cross training, the Point of Sale System (POS) has been upgraded to now provide for bilingual (Spanish) functionality. This has been successful on most campuses and greatly appreciated by our staff who can now expand their roles and responsibilities serving our students.*

- **Transportation-**

- **Retention-** *With two terminals to maintain, the department has now duplicated the Recognition Team focusing on staff recognition more frequently and consistently. Our recruiter for Transportation, Scotti Arterbury, as well as some of the management teams have been able to complete surprise campus drop off visits, providing a big thank you and a goody bag for drivers and monitors as they drop off the kiddos. In addition, we are focusing on “ride-alongs” and “two minute” conversations with new hires to check on their progress and let them know we care beyond just hiring them.*
- **Systems-** *In order to better prepare bus monitors for their roles, modifications to the interview process have been made to include a Special Education Team Lead during the interview and creating bonds from the moment they start.*
- **Communication & Data Sharing-** *since many of the staff do not check their LISD email frequently, Scotti has been posting and communicating the Benefit Buzz Newsletter throughout the buildings and making sure*

staff are aware of the great benefits and services provided through LISD. Feedback in the past is that our benefits were lacking or were too expensive so this is in effort to change that mindset through educating them on the offerings.

- **Culture-** *Building trust and a commitment to support staff has been the main focus. The new leadership team has their first full year under their belt and they are all working hard to be more present for their staff.*

■ **Plant Services-**

- **Culture-** *The management team continues to focus on creating a culture of collaboration, feedback, sharing and support. These steps continue each day through face to face interactions and being present for staff.*

■ **Custodial-**

- **Culture-** *Building trust and a commitment to support staff has been the main focus. The new leadership team has their first full year under their belt and they are all working hard to be more present for their staff. Staffing levels in this department have been most impressive with 96-100% filled positions.*
 - **Safety-** *Custodial Director, Craig Trask and Assistant Director, Yaribel Figueroamonroig as well as the supervisors are working through creating a safety training program to assist staff with a safer way of performing their tasks each day. This program will be a part of their onboarding but also ongoing and post accident to ensure we can address any safety concerns if needed.*
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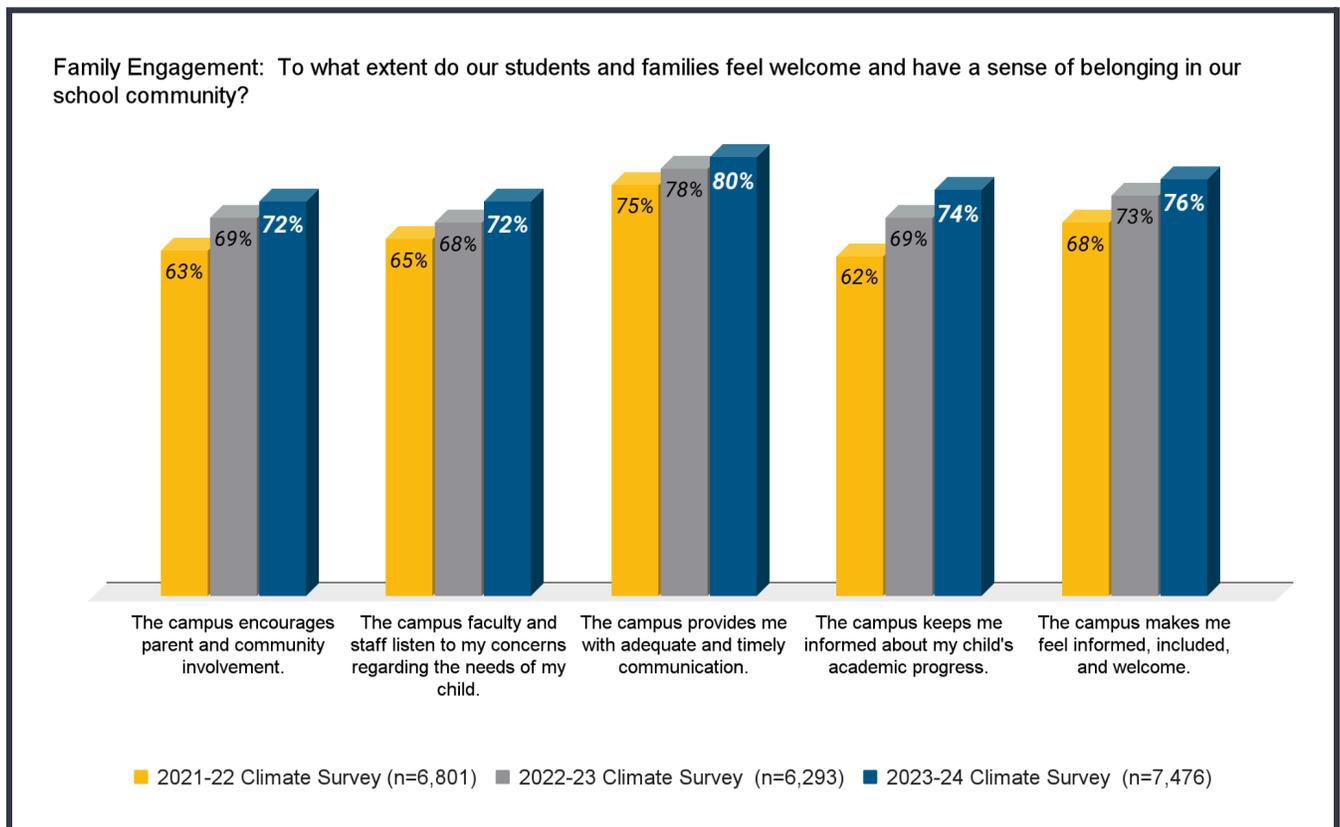
Goal 3: Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

Key Question 3.1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

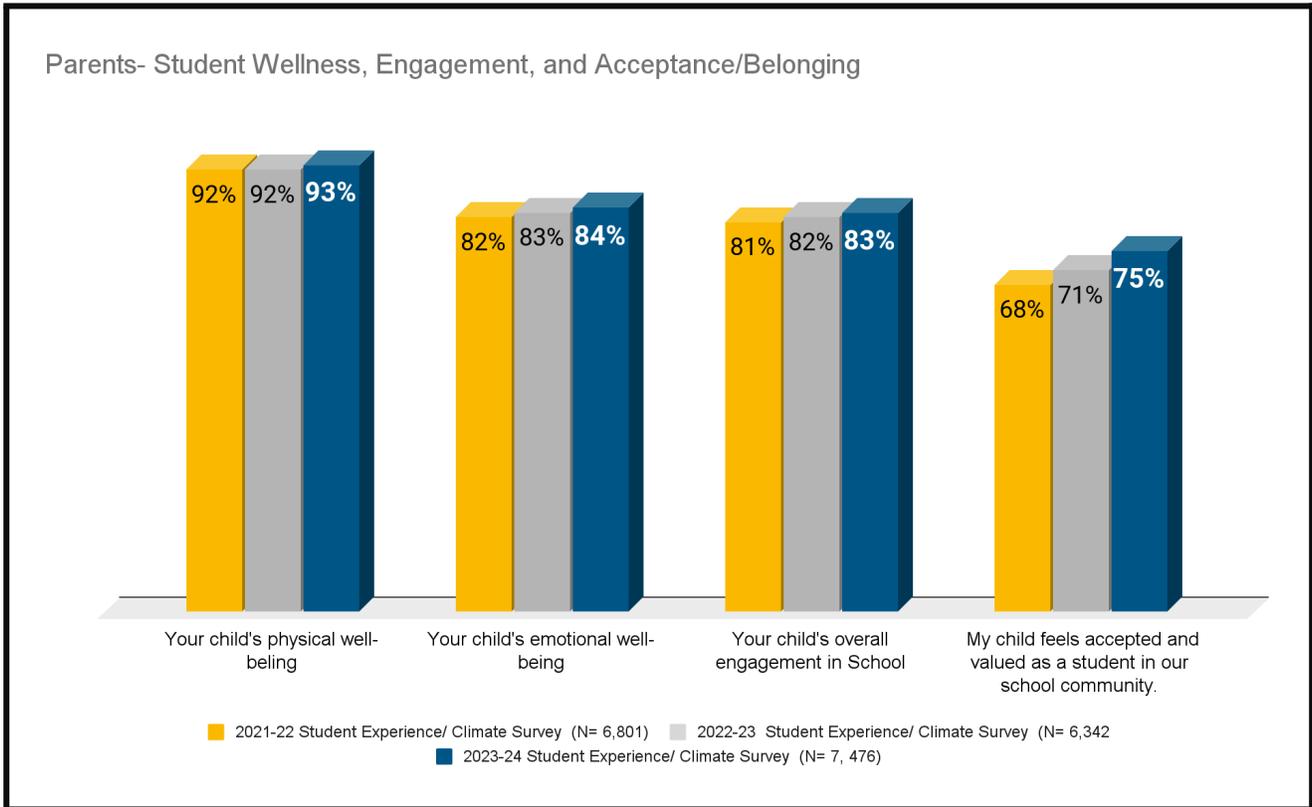
System Response: Review and redesign systems to improve trust, mutual respect, and shared responsibility within Leander ISD.

Key Performance Indicators:

- Improvement in climate survey data from parents, students, and staff
 - **Family Engagement Dimension - 3-Year Comparison.** *We saw an overall increase in the annual survey for all questions within the family engagement dimension. A large majority of parents who completed the survey responded positively, with significant increases over the three-year period. Most notably, parents appear to be recognizing the efforts to keep them informed of their child's academic progress with a 12-point gain from less than two-thirds of parents (62%) to three-fourths of parents (74%) this year.*

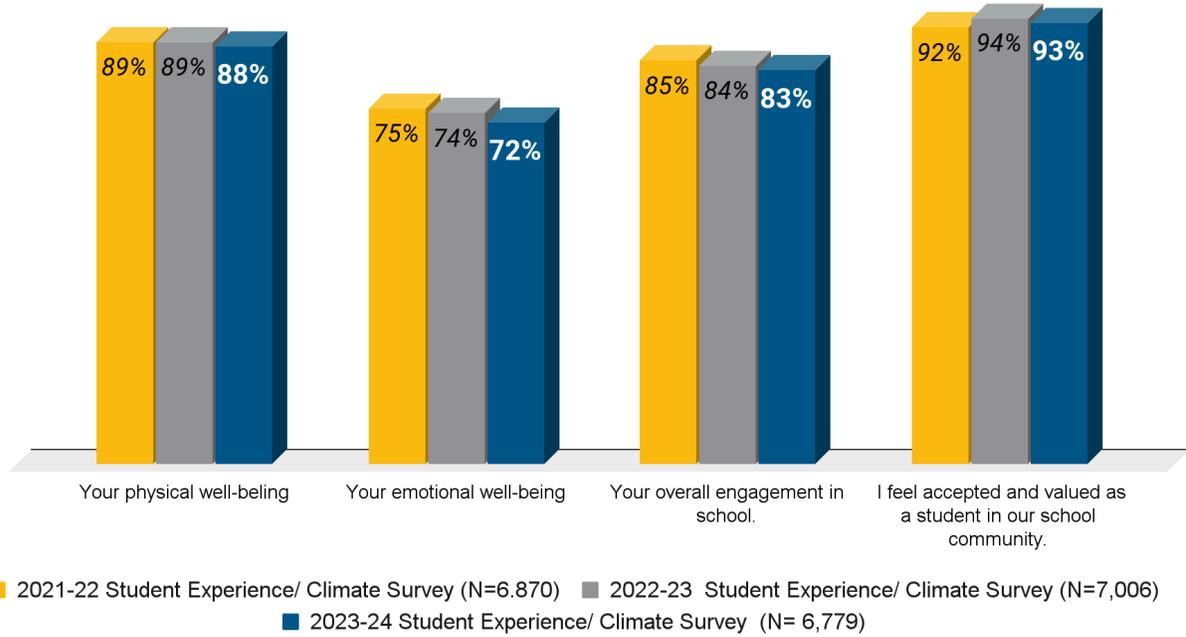


- **Parents' Wellness, Engagement & Acceptance/Belonging** - Parents' favorable responses to questions related to their child's overall wellness, engagement and belonging remained relatively high, and steady. Most notable is a seven-point improvement in the parents' favorable responses to "my child feels accepted and valued as a student in our school community which increased from 68% to 75%."

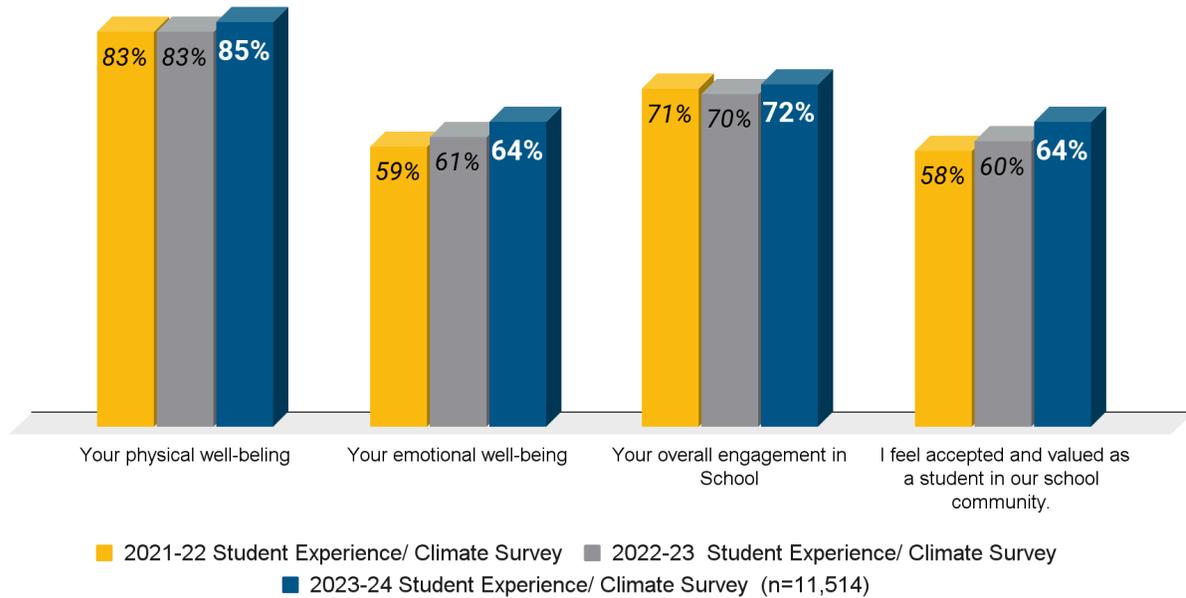


- **Student Wellness, Engagement & Acceptance/Belonging-** Elementary student responses over the three-year period are stable and relatively high, with the exception of a 3%-point drop in their rating of their emotional wellness (from 75% to 72% reporting "Excellent" or "Good" emotional wellness). Conversely, secondary students' favorable responses of "Excellent" or "Good" emotional wellness increased by 5% points from 59% to 64% over the same time period. Notably, 83% of elementary aged students, and 72% of secondary students in LISD described their engagement in school as "Excellent" or "Good" indicating continued high levels of student engagement. As a part of the Acceptance and Belonging Dimension on the survey, students were asked if they felt "valued and accepted as a student in their school community". 93% of elementary students responded "Yes" or "Sometimes" and 64% (up from 58%) of secondary students agreed that they "Always/Almost Always" or "Often" felt valued and accepted. This data has remained relatively consistent over time, with some positive trends noted with our secondary students indicating that our current strategies are not sufficiently impacting student perceptions of their wellbeing and engagement.

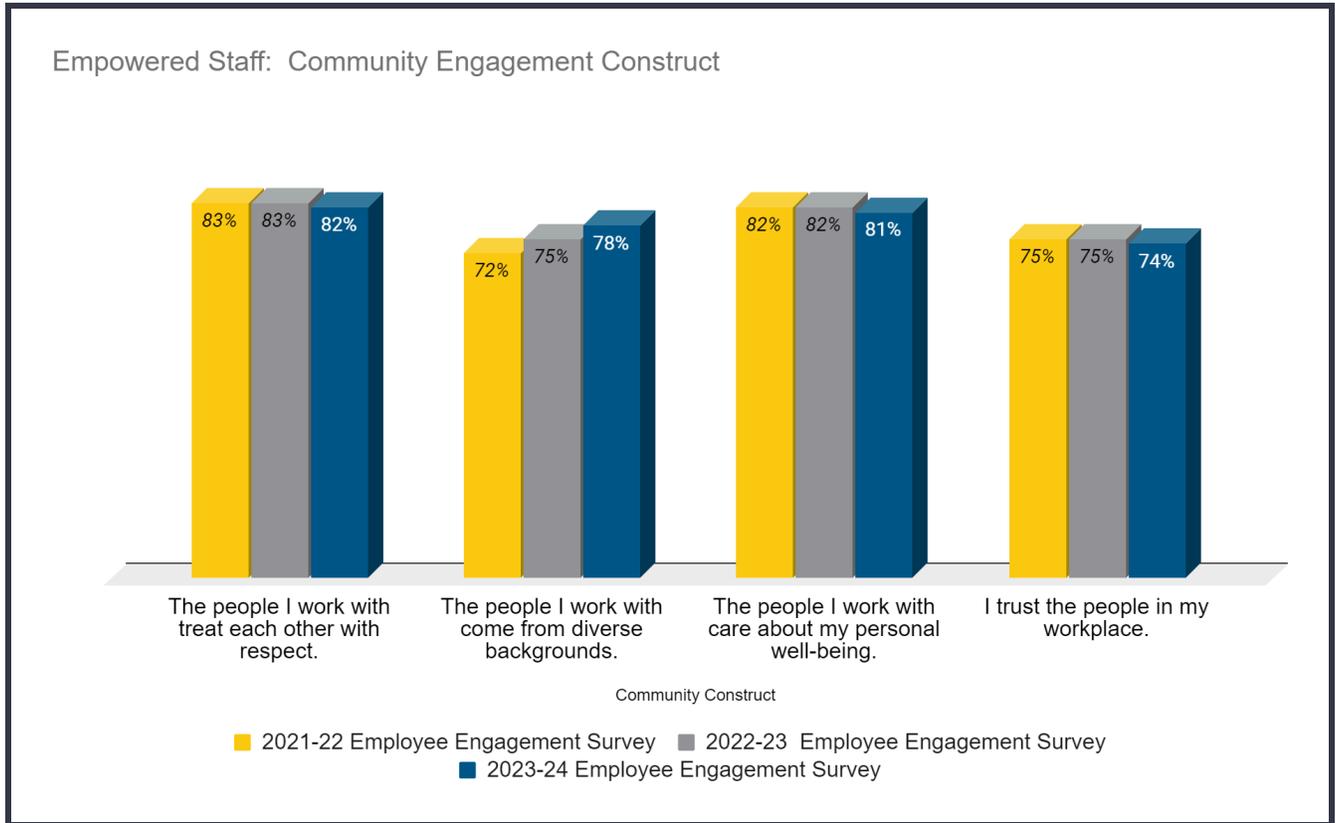
Elementary Student Wellness, Engagement, and Acceptance and Belonging



Secondary Student Wellness, Engagement, and Acceptance and Belonging



- **Staff - 2023-2024 Employee Engagement Survey/Community Dimension** - The overall Community Construct on the UT Employee Engagement Survey has remained relatively constant over the past 3 years. Staff do indicate that the workforce is becoming more diverse in LISD (increase of six percentage points from 72% to 78%). Overall, a large majority of employees feel that their co-workers treat each other with respect and care for one another. Slightly fewer (74%) indicate that they trust each other.



- Increase community engagement activities beyond written communication
 - **Total Solar Eclipse** – Most of our LISD campuses gave families the opportunity to join their students to experience the total solar eclipse on Monday, April 8. While faced with unique challenges like space, safety and security, our teachers and campus leaders were able to offer a memorable one-in-a-lifetime experience for families. The genuine curiosity and learning happening through this event was engaging for both students and parents.
 - **Early Childhood Center Design Charrettes** – Our Facilities Department is leading a group through designing the bond-approved early childhood center which will be located on Halsey Drive in north Leander. Consultant Molly Smith with thinkSMART Planning provided the structure of the meetings which include a cross-section of district and campus leadership, stakeholders and families.
 - [March 22 presentation](#)
 - [April 17 presentation](#)

- **District Art Show** – Leander ISD offers a unique opportunity for impactful family engagement as art students K-12 showcase their artwork. This is the only district event that gathers families from every school at every grade level. At its base level, the district art show is a student exhibition of learning. Students take a lesson, they create something and show what they created. Students have the ability to explain the process and reflect about how they would have done it differently.
- **LIVE Celebration** – Our vocational and 18+ students were recognized and celebrated along with their teachers and local community business partners at the annual Leander Independent Vocational Education (LIVE) Celebration. Without successful engagement between families, student and community business partners, programs like this would not exist. LIVE Celebration helps the district live out its vision to “cultivate each student individually to produce the most sought-after creators of our future world.”
- **Elementary School #30 Naming** – Prior to the March 28 LISD Board of Trustees meeting, recommending a name for the district’s newest campus, School Community Relations (SCR) hosted naming committee meetings that determined a recommendation. Six community members zoned for the new school offered their input as well as four students from Bagdad and Plain elementary schools. Through their deliberations, the committee recommended the name of Donald Hisle, a longtime LISD Board member and volunteer. The Board approved the recommendation at its March meeting.
- **Hisle Elementary Community Event** – Upon the naming of Elementary School #30, principal Niki Prindle led community engagement events with students and parents to help pick school colors and the mascot. Through a series of community conversations, the student body demonstrated voice and choice. These conversations culminated in a community event at Robin Bledsoe park in Leander where families had the opportunity to meet staff and principal Prindle unveiled the mascot, the Hisle Hounds.
- **Cedar Fest** – A lesson learned from elections in 2023 was reaching residents of the district who don’t have ties to the school district. This cultural and heritage festival demonstrates how Leander ISD is embedded in the community. Cedar Fest gave us the opportunity to have conversations, make connections, and create awareness about the school district. This year, we shared a postcard status update of our Bond projects. With the intent to offer education, transparency and gratitude for the passage of the bond election in 2023.
- **Leadership LISD Graduation** – SCR graduated more than 31 participants of Leadership LISD, a yearlong program that provides a learning experience for parent and community members designed to provide a better understanding of the instruction and operation of Leander ISD. Overall, we’d like to see participants become engaged in other district-wide committees or as a district ambassador.
- **Culture of Voting** – The district continued several culture of voting efforts, including social posts and a video on important dates for municipal elections and state primary

runoff elections. Leander ISD will also have voter registration booths at all six comprehensive high school graduation ceremonies at HEB Center.

- **On the Street: An Educational Access Podcast** – In the third quarter, SCR worked with the Chief - Office of Educational Access, DeWayne Street, in providing podcasts recognizing Women’s History Month, Celebrate Diversity Month and Asian-American Pacific Islander Heritage Month. Throughout each podcast, Mr. Street interviews staff members related to each monthly celebration to explore history and cultural competency. In a special edition of On the Street, Mr. Street hosted a podcast with the district’s chief legal counsel Shawn Swisher on the 70th anniversary of Brown v. Board of Education. SCR shared the podcast with Teaching and Learning with hopes teachers could use the podcast as a learning tool.
- A compiled list of campus practices for family engagement at the campus level and analysis of campus perceptual data.
 - Through various feedback loops, we have engaged campus leaders to develop consensus on family engagement practices that support more calibration and consensus on how a campus engages families with campus happenings. The primary focus of this work has been on elementary school campuses. Below are the processes and results we engaged in throughout the year.
 - First, a family engagement survey was administered to campus leaders. Campus leaders select activities they plan and support each school year, including Thanksgiving lunch, Watch Dogs, and more.
 - We created a matrix and sorted from the survey results to demonstrate the consistencies and variances of each feeder pattern.
 - Principals returned the matrix to their elementary feeder pattern teams to ensure accuracy and discuss practices. This was especially beneficial for newer principals, who heard new and different ideas about how their feeder schools were engaging families.
 - We then created three lists: List 1 was the district-level expectation for practice consistency. List 2 was optional but highly recommended. List 3 was activities in which feeders are expected to discuss how they conduct the practices to attempt to calibrate as best as possible. List 4 was optional activities that most campuses engage with but are not required.
 - These lists were generated through a multitude of feedback loops, from district-level staff to campus staff. The updated list will be communicated in June so campuses have adequate time to prepare.
 - Items required for family engagement at every campus are:
 - In-person conferences must be offered to all families
 - New Family Orientation
 - Grandparents Lunch Day
 - Meet the Teacher/Open House
 - Curriculum Night- By grade level, in-person must be offered
 - Thanksgiving lunch
 - Weekly newsletter
 - Site-Based Committee

- *Active social media*
 - *Minimum of 2 family engagement activities (most campuses will far exceed this required minimum)*
 - *Active Website*
 - *In addition to this work, we partnered with our safety team at the district to provide guidelines for planning for the first day of school. Principal representatives worked with their feeder school to calibrate and align practices as best as possible to reduce variance. Due to size, staff, and campus context, not all campuses are required to have the same practices. Still, campuses were requested to align as best as possible to ensure families get consistent experiences.*
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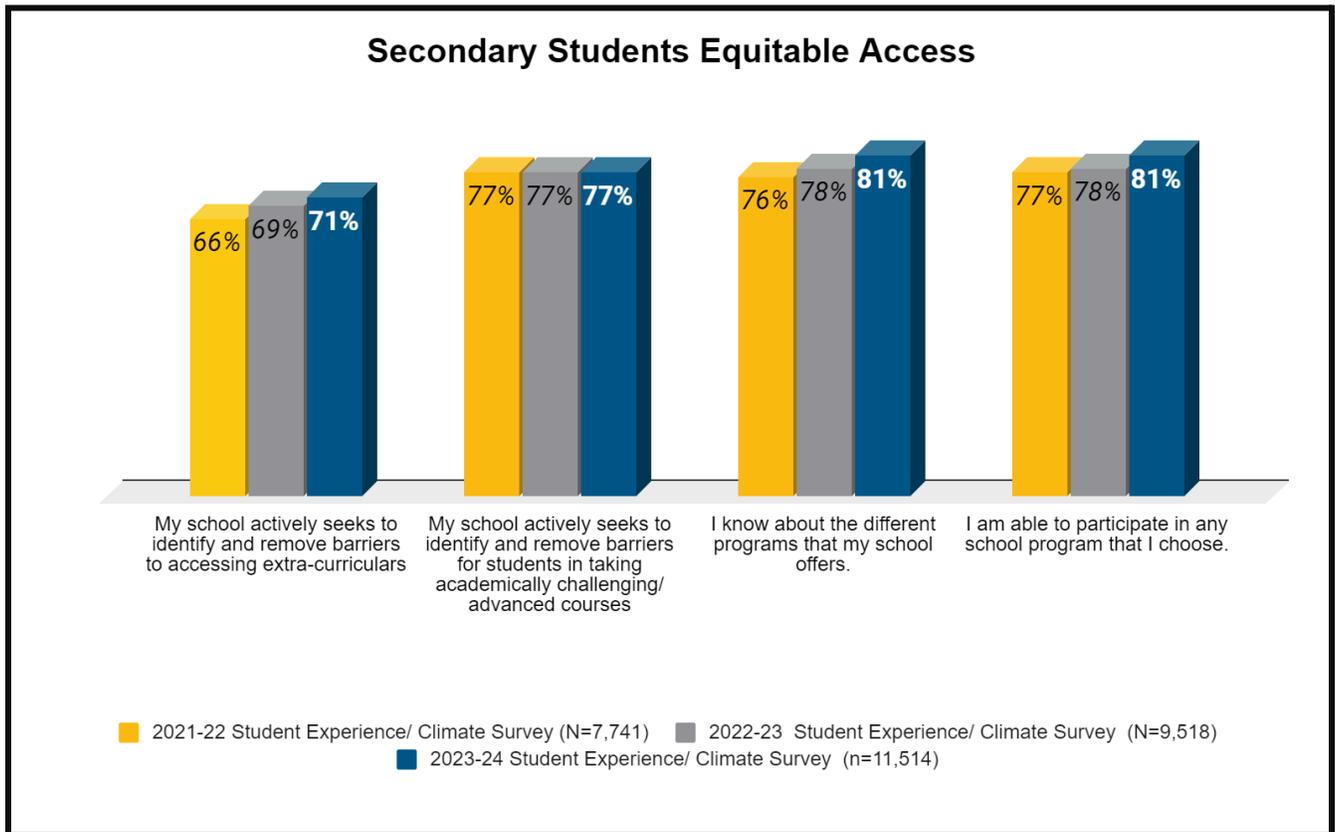
Goal 4: Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

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

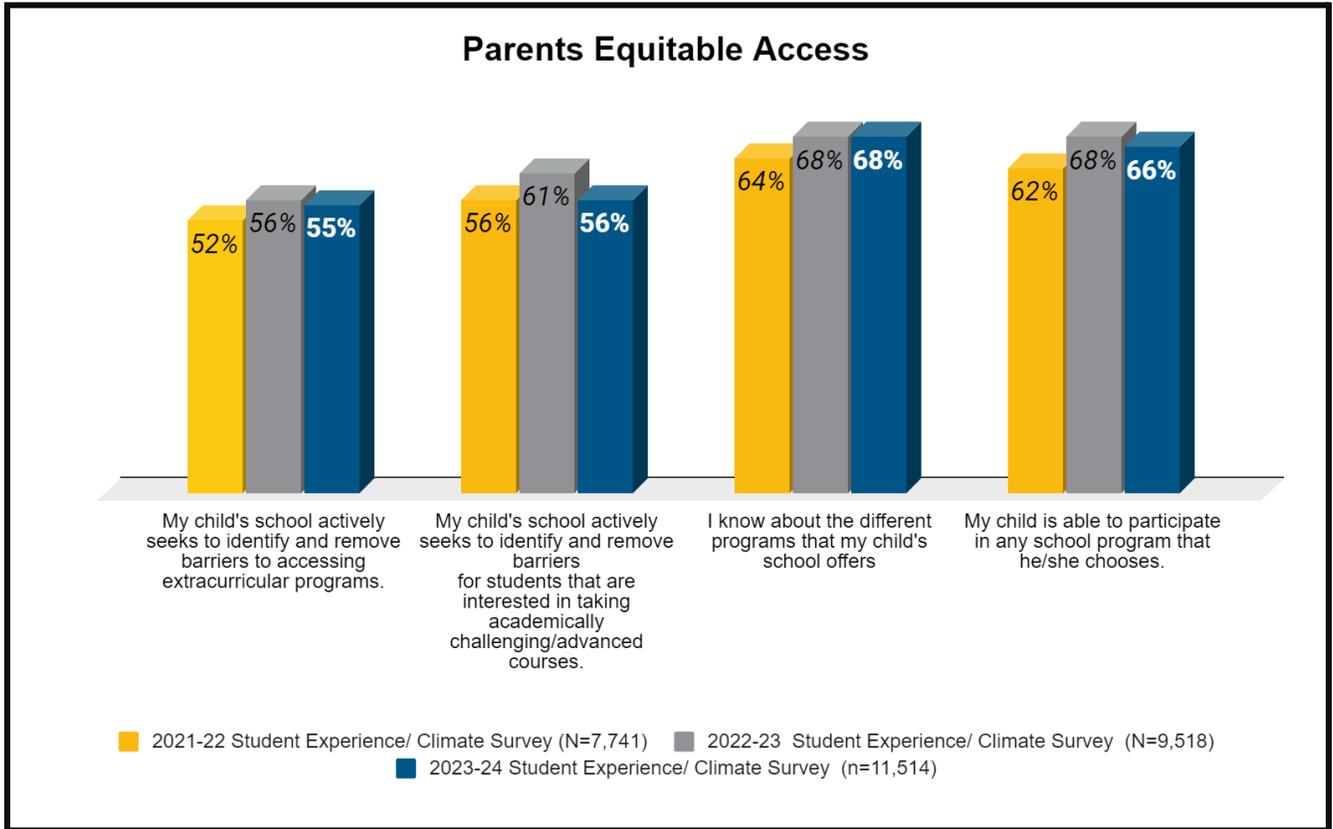
System Response: Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.

Key Performance Indicators:

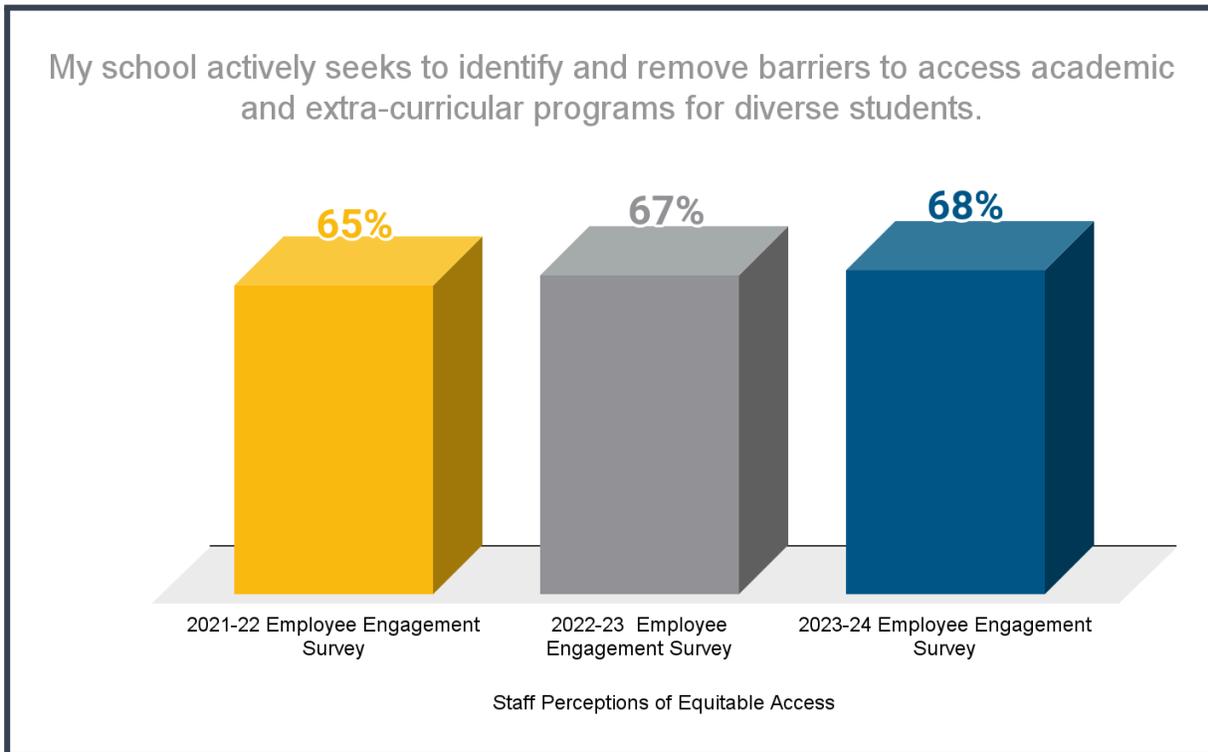
- Increase in favorable responses to “My school actively seeks to identify and remove barriers to access, academic, and extracurricular programs for diverse students.”
 - *Secondary Students Perceptions of Equitable Access - Secondary students continue to have high levels of agreement about the impact of district efforts to ensure equitable access to all students. Over 80% of secondary students report knowing about the different programs offered at their school and feel that they are able to participate in any program that they choose.*



- Parents' Perceptions of Equitable Access** - Parents continue to have more negative perceptions about the district's efforts to provide equitable access. Although we saw a slight closing of the gap between students and their parents in 2023, the results of this year's survey indicate that far fewer parents believe that the district is doing a good job addressing potential barriers to equitable access than their children.



- **Staff's Perceptions of Equitable Access (3-Year Comparison)** - Staff perceptions of our efforts to identify and eliminate barriers to equitable access is significantly more positive than the parents (68% for staff and 55% for parents). Staff perceptions for this key question are more similar to the secondary students who have 71% agree/strongly agree. It is interesting, and not unexpected, that the staff and students who likely see the efforts the district is making first-hand and on a day-to-day basis, have a more favorable response than parents who may be less knowledgeable of the specific efforts within the district, and more likely to be influenced by external factors related to this work.



- Evidence of student groups closing enrollment gaps in advanced, CTE, fine arts, and athletic programs.
 - [Updated LISD Equity and Access Data](#)
 - [4-year History of Access Indicators](#)
- Summary of efforts to identify and eliminate barriers.
 - *During the 2023/2024 school year, the Office of Educational Access (OEA), was intentional in engaging both internal and external stakeholders regarding ways to enhance educational access for ALL LISD students and families. The foundation of this work was an examination of the current access data and how we as a system can reduce gaps that exist between student groups. During this process, we found that the primary driver for gaps between student groups was economic disadvantage. In our data analysis, we witnessed significant reductions in gaps when you controlled for this element of cultural competency. With this being the case, we will explicitly focus interventions for staff around this area.*

- *There was also a concentrated focus on increasing the level of cultural competency of the system through these stakeholder engagements along with the Heritage Month podcasts to include - Women's History Month, Diversity Month, Asian American and Pacific Islander Month, and LGBT Month. OEA published a bonus podcast during this reporting period to observe the 70th anniversary of Brown vs. Board of Education Supreme Court case. Stakeholder groups that OEA engaged during the 2023/2024 school year include the following:*
 - *Assistant Principals and Deans of Instruction*
 - *The LISD District- wide Educational Improvement Council*
 - *Leadership LISD*
 - *LISD Leadership (Principals and District Leaders)*
 - *Special Programs*
 - *Athletic Coordinators*
- *Looking ahead, the Office of Educational Access, will be offering a 6-hour workshop to approximately 140 instructional staff members with between 3-5 years of experience this summer. Based on the cultural competency survey results, this group provides us with the best opportunity to affect at the campus level as they will serve as internal agents of change. Please see below for additional information on this event.*

Empowering Instructional Excellence: Cultural Competence and Data-Informed Practices

Facilitators: DeWayne Street, Chief & Melody Maples, Executive Director, OEA

July 31st, 2024 from 9:00am - 3:00pm

This professional development workshop is specifically designed for teachers with 3-5 years of experience who are dedicated to enhancing their classroom management and instructional strategies through a culturally competent lens.

Our objectives are to provide classroom teachers with the tools and knowledge necessary to navigate the complexities of a diverse classroom, enhance instructional strategies, and develop a deeper understanding of cultural competence. You will engage in scenario-based learning, data analysis, and reflective practices to identify personal biases and strategies to mitigate their impact. The aim is to empower you with the skills to make informed decisions that support success for all students, culminating in the development of a personalized action plan.

This workshop is an invaluable opportunity for you to contribute to and benefit from a shared vision of inclusivity and excellence in education.

- *OEA will host a joint session with Principals and Assistant Principals this summer to focus on feeder pattern strategies related to reducing gaps in the access data. The strategies developed during this session will be deployed on campuses using a professional learning community (PLC) model. This will bring the work of OEA down to the individual contributor level (our teachers).*

- *During this reporting period, OEA continued to work with individual campuses providing cultural competency workshops along with data analysis. These engagements have been very successful and will yield significant benefits for the entire organization going forward.*
 - *Also during this reporting period, OEA engaged a group of students from Four Points Middle School to add the student voice to the work of the office. OEA met with the students to learn more about how we can enhance educational access for ALL students. OEA will catalog the discussions and lift items that are immediately operational and scalable.*
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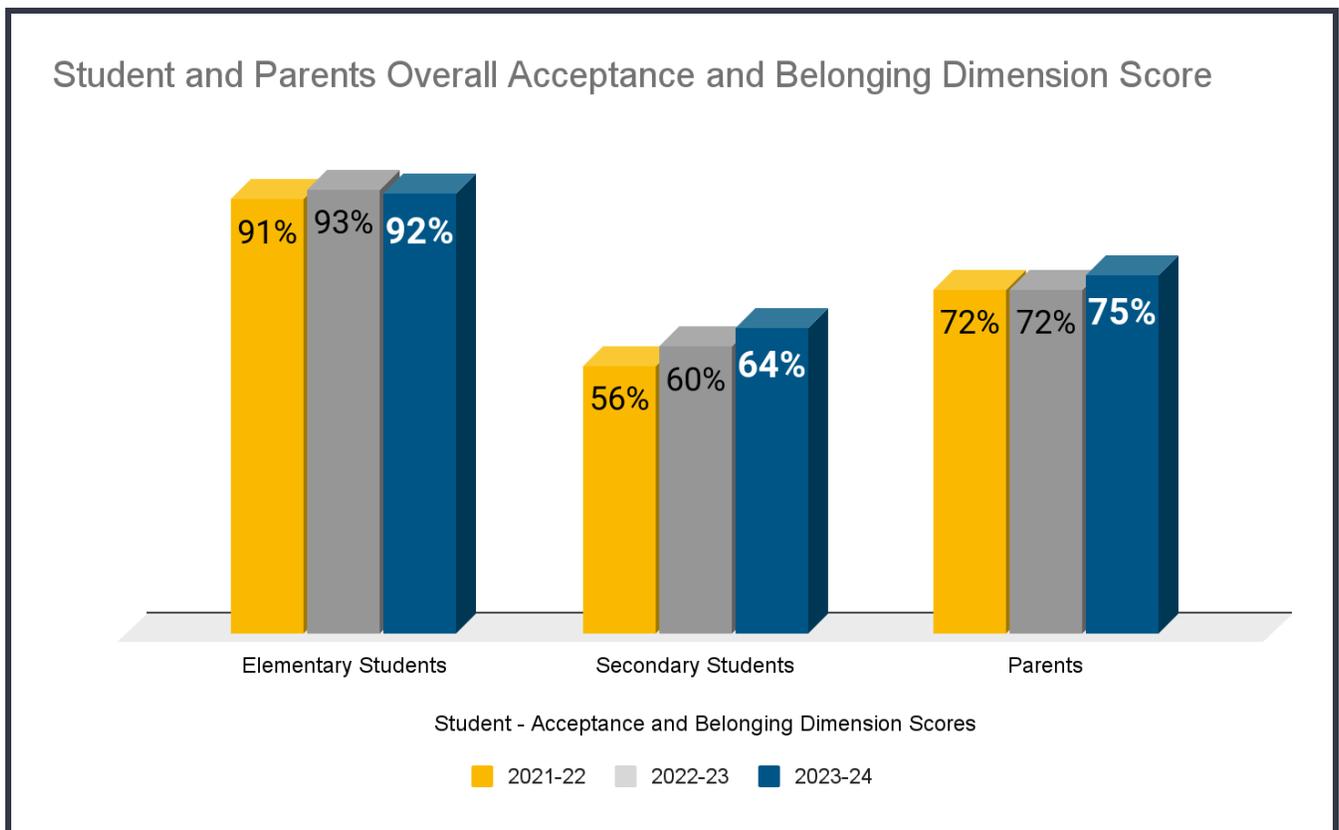
Goal 5: Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

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

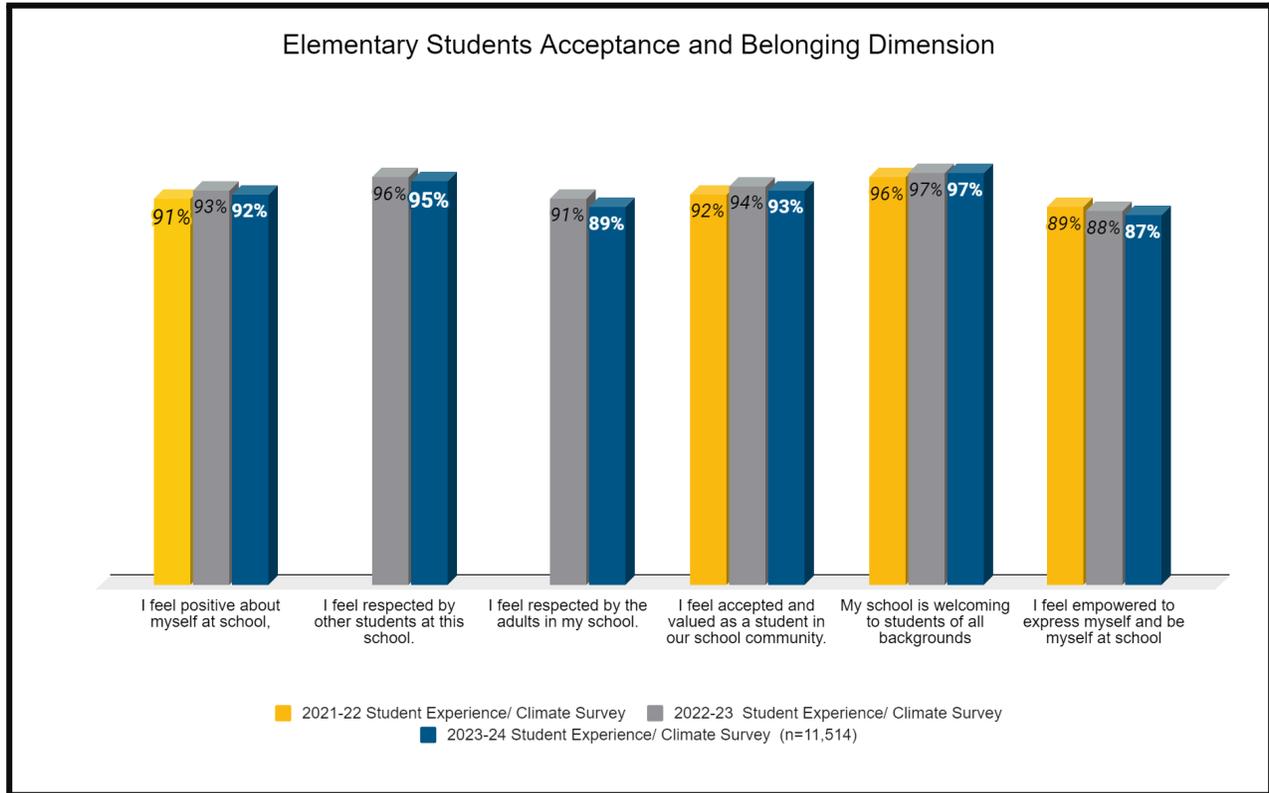
System Response: Support inclusive and safe spaces for all students to own their learning and pursue their interests and passions.

Key Performance Indicators:

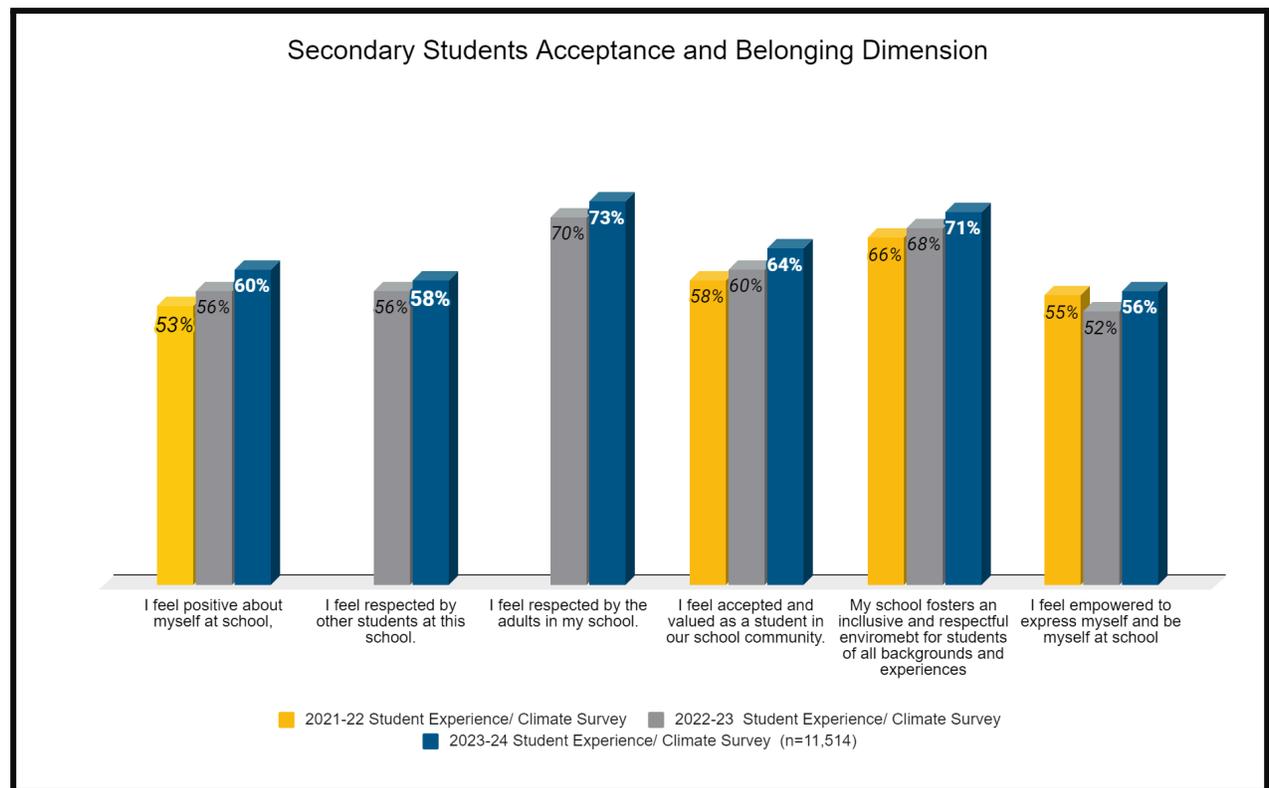
- Increase in students' and parents' acceptance and belonging dimension scores



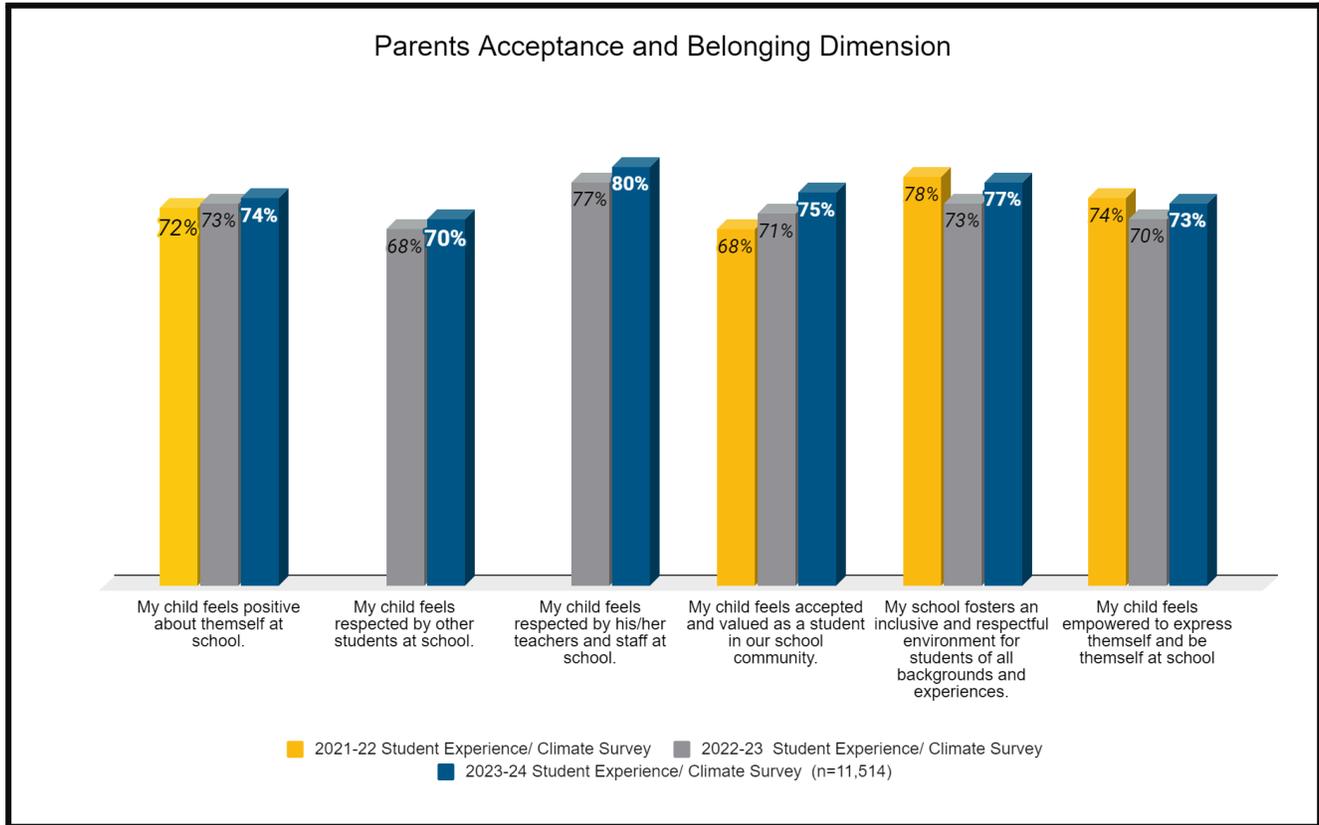
○ Elementary Student Acceptance and Belonging Dimension (3-year comparison)



○ Secondary Student Acceptance and Belonging Dimension (3-year comparison)

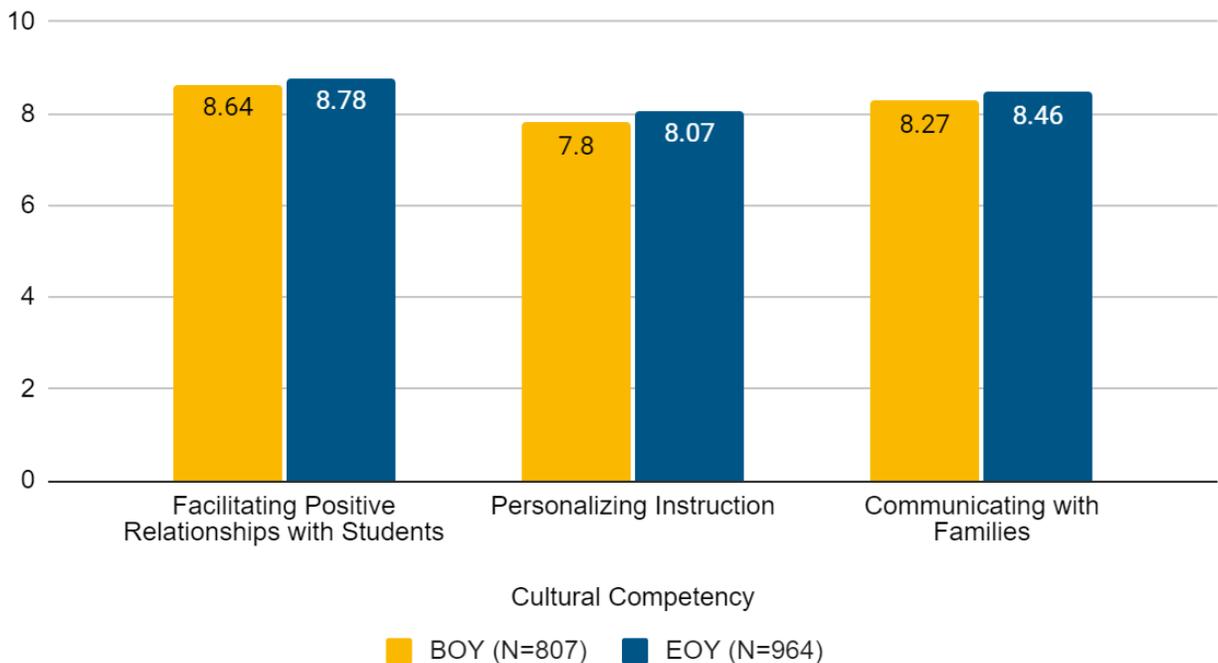


- *Parent Survey- Student Acceptance and Belonging Dimension (3-year comparison)*



- Growth in staff cultural competency from the beginning to the end of the year as measured by the Cultural Competency Survey.
 - *The LISD Cultural Competency survey was administered to all instructional staff from September 28 - October 29, 2023 for BOY and from March 25 - April 29, 2024 for EOY. For this survey, instructional staff were asked to rate their level of confidence (on a scale from 1 to 10) around specific activities that promote cultural competency. This survey was piloted last year, and administered to all instructional staff this year. It will serve as our baseline moving forward. The graph below shows slight growth in all three dimensions of three key constructs of cultural competency including: Facilitating Positive Relationships with Students, Personalized Instruction, and cultural competency evaluated with this survey.*

2024 Cultural Competency Instructional Staff Survey



- Full implementation of TEA Safety and Security Requirements.
 - *The Centegix Crisis Alert System is continuing to progress toward full functionality. Campus responders and staff were trained during the two weeks following Spring Break. Campuses have been using the Centegix Panic Alert System since then to support response to campus emergencies and conduct drills. We completed testing over Spring Break to confirm connectivity and communication with our local and county first responders. In early June, the last project will be completed to include web relays to close and lock all magnetic doors when an active event is triggered through the system.*
 - *Plans for law enforcement lock boxes are continuing with installation planned by American Construction and coordinated through LISD facilities. Installation will begin soon with planned completion by August 2024. After our Spring Safety and Security Committee, we are exploring an option to use existing Knox boxes as a means to potentially meet the requirements of access for law enforcement responders. Preliminary conversations are promising and have potential for saving the district time and money if fire and police departments can agree on the process and to share the existing resource.*
 - *Exterior door numbering began the install phase in April 2024. Completion of the project will be August 2024.*
 - *Entry resistant film, exterior door hardware, digital mapping, and exterior fencing requirements are completed and all district facilities are in compliance.*
 - *The security camera upgrade and expansion continues on track. Servers and software have been installed. The vendor has been selected for the additional cameras. Location mapping and installation will continue over the 2024-2025 school year.*

Part Two Comments:

Part Three: Assessment of Ongoing Responsibilities

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

Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board has asked to review:

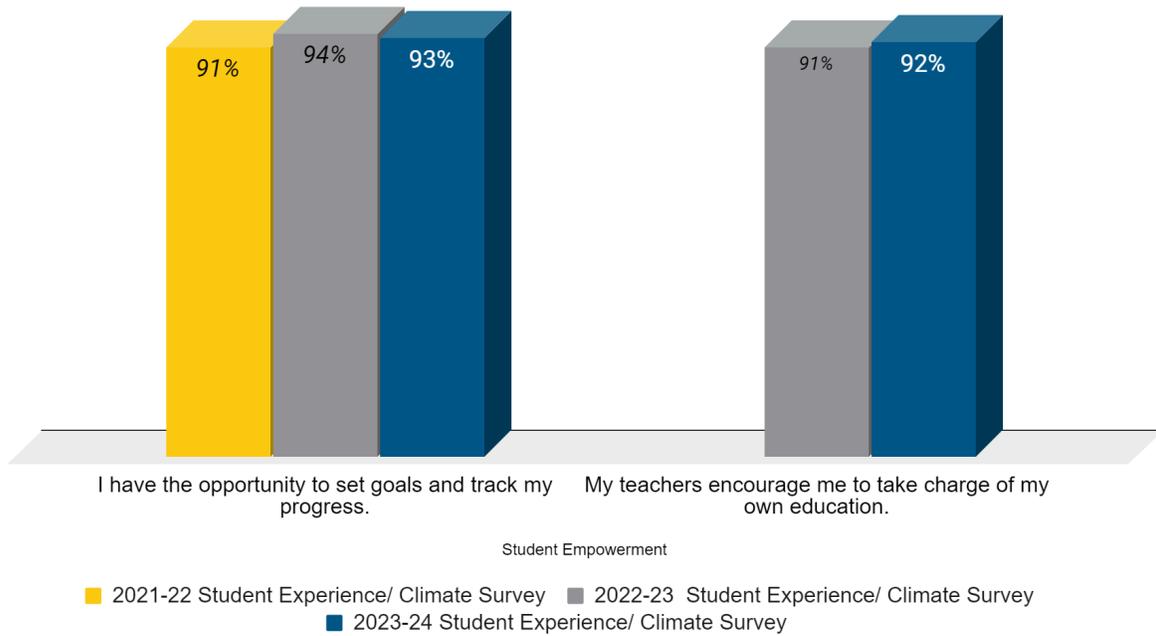
- A trend of ongoing improvement as reflected in longitudinal data on student scores. **Progress update: Spring 2024 (May 2024) See above in Goal 1.**
- Balanced Assessment Framework to measure student progress: **Progress update: Spring 2024 (May 2024)**
 - *The assessment windows for 2024-2025 are nearly complete and have been shared with all principals for input before finalizing all dates.*
 - *The Curriculum team is working on creating, editing, or updating the district curriculum assessments in core content areas.*
 - *Additional Professional Learning for central office leaders is ongoing as we identify better methods for supporting campuses with the administration and use of MAP (and all assessments) to facilitate the engagement of students in owning their learning and performance on all assessments through reflection and goal setting.*
 - *Professional Learning for administrators and teachers around Assessment Literacy & data analysis, particularly with our universal screeners, is being developed for the 2024-2025 school year.*
- Systems to support student ownership of learning, specifically related to goal setting and portfolios.
 - **Canyon Ridge Middle School** has provided professional learning opportunities on structures of student goal setting. The student school experience survey has increased from 60% to 66% on the statement "I have the opportunity to set goals to track my progress."
 - **Riverplace Elementary** is continuing its goal-setting processes from last year.
 - **River Ridge Elementary** has engaged committees in developing sustainable systems for student portfolios and goal setting. Goal setting has been a structure for students this year, continuing from years prior. Teacher groups have created template portfolios through Google Sites, which will launch next year.
 - **Steiner Ranch Elementary** has adopted Universal Design for Learning and is in year 1 of campus-wide implementation. The framework is designed to address learner variability and lesson design that removes barriers to addressing firm goals through flexible means. Students are focusing on setting goals and having choices in the activities they

engage with to progress on personalized academic goals. There has also been an emphasis on the creation of digital portfolios in K-2 through the SeeSaw platform.

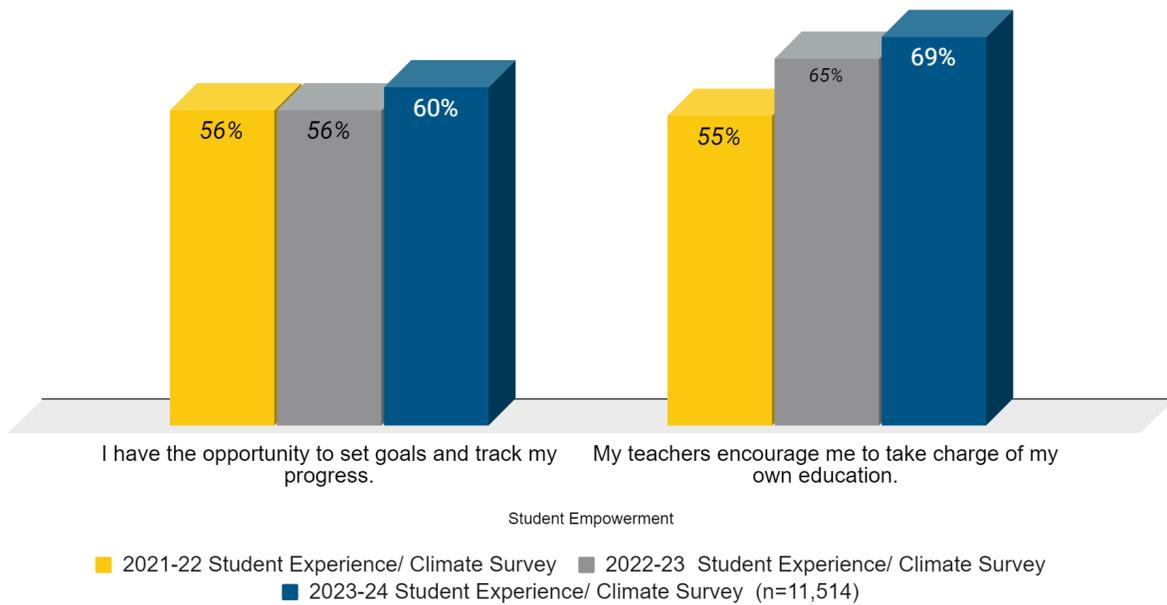
- ***Cypress Elementary** has concentrated teacher PLC time to create systems to support goal setting. Each team has autonomy that creates opportunities for goal setting in the classroom.*
- *At **Winkley Elementary**, all their students are continuing the use of individual digital student portfolios. The 2nd through 5th graders are creating their learner portfolios in Google Sites, and the Kindergarten and 1st graders are using the Seesaw platform. All instructional staff participated in curating their campus learner portfolio template in the fall. It has been a collaborative effort to support their learners through the development of their portfolios. Every student will use their digital learner portfolio to showcase their learning with their families at student-led conferences during the month of May. Each portfolio is individualized and serves as a tool to highlight student growth, reflection, and celebrations and will carry with the students through their years at Winkley. The campus plans to integrate more opportunities for student led conferences that include goal setting and tracking.*
- *At **Rutledge Elementary**, all students have set academic and personal goals and included them in their leadership portfolios. Each grade level has tracking systems for class or grade-level goals posted in the hallways for all to see their progress. The campus is working on more opportunities to incorporate engagement as part of their goal setting and tracking process.*
- ***Reed Elementary** hosted a school-wide Leadership Day on Friday, May 17th. Students led their parents, staff, and visitors as they showcased their leadership notebooks. Reed was also the selected site campus for the Leader in Me nationwide conference. They have been asked to host future events due to the high level of student ownership present on the campus.*
- *Since starting the process at **Running Brushy Middle School**, the students in Inquiry Academy have been working and completing the first stage of their portfolio sites. Inquiry Academy was expanded to 7th grade this year. The leadership team is planning for school-wide expansion so all students have engaging learning opportunities paired with supported, productive struggle.*
- *At **Leander Middle School**, students have spent time curating their profiles on Google Sites through advisory and now have comprehensive reflections of their profiles for the school year. In addition, this year students presented their portfolio process during the spring school improvement visit. The leadership team is currently researching ways to expand their campus wide goal setting and tracking work.*
- ***Cox Elementary** incorporated campus wide STEM learning opportunities for all students this year. As part of their Deeper Learning focus, students and staff gave feedback through a continuous improvement cycle on next steps in their learning journey.*

- *Reagan Elementary* engaged in dual language professional development in order to address and create new strategies for multiple language learners entering their system. The addition of language pairs with new to country and native speakers from all over the world has set the school up for the next level of inclusive practices.
- At *Westside Elementary*, we are doing Leadership Notebooks in grades K-2 and Notebooks and Digital Portfolios in 3rd-5th grades. All students have a notebook/portfolio and have been using their notebook/portfolio every 9-weeks to celebrate their achievements with their accountability buddy who is in higher or lower grade. Their final exhibition occurred on May 15th during the day and then again at a Night Event where we welcomed family and community. Each portfolio or notebook focuses on celebrating each student's gifts and talents. In addition, Graduate Profile Indicators and the 8 Habits have been incorporated in all notebooks/portfolios.
- At *Deer Creek Elementary*, our grades K-5 are doing a student showcase where the students will create a learning exhibition reflecting their year long academic goals and personal interests. Parents come to see their displays and hear the year long journey of their children. Grades 3, 4 and 5 have students set goals directly related to the standards-based grading per subject, and students do bi-monthly reflection on those. All grade levels have included graduate profile indicators in daily conversation and it is reflected in their portfolios. Our Innovation Lab experiences revealed ILab as a great place to bridge the Graduate Profile attributes to the core classroom (from where the reading and math goals emerge).
- Evidence of increased student ownership based on Student Experience Survey responses for secondary students and Employee Engagement Survey.
 - *Increase Responses to Student Ownership Survey Questions - A vast majority of elementary students had favorable responses to the two key questions related to student ownership. More than 92% of elementary students surveyed said that they have the opportunity to set and track goals and that their teachers encourage them to take charge of their own education. Significant improvement in secondary students' responses to two key questions related to student ownership of learning is noted. The percentage of secondary student participants who answered "Almost Always/ Always" or "Often" to the question about setting and tracking goals increased from 56% to 60%. The percentage of secondary students who responded favorably to the question "My teachers encourage me to take charge of my own education" increased by 14 percentage points from 55% to 69% over the three-year period.*

Elementary Student Empowered Student Learning



Secondary Student Empowered Student Learning



Note: Secondary student survey questions have a five-point scale where a favorable response includes "Always/ Almost Always" and "Often". Elementary survey questions are based on a three-point scale where "Yes" and "Sometimes" are considered favorable responses.

- Process improvement in Advanced Math Pathways
 - *The lists of identified students using the articulated criteria have been sent to campuses. Students who meet the criteria will be automatically placed in the appropriate course (SB 2124). Parents will be notified and provided the opportunity to opt out, which aligns with SB 2124's guidance requirements.*
 - *Students in 5th grade during the 2024-2025 school year will be the first class to transition to the newly articulated math pathways. As these students continue to progress through the newly articulated Math Pathways, new course titles and courses will be developed and utilized.*
 - *As these students complete their 5th grade school year, they will be screened for participation in Pathway 3, which allows them to reach Geometry by 8th grade.*
 - *Students in 6th grade during the 2024-2025 school year will continue to participate in the existing PACE courses. However, the new criteria outlined in SB 2124 will be utilized to identify and automatically place these students in a math course sequence that allows them to reach Algebra 1 by 8th grade, as required by the new law.*
 - *Curriculum & Instruction Staff are working with the Board Policy committee to update policy to address 5th grade math acceleration to middle school as we transition to the new pathways and courses.*

Staff Development and Professional Growth: The superintendent oversees a program of staff development designed to improve district performance. The board has asked to review:

- An annual summary of the staff development plan.
 - *In the closing months of the school year, professional learning has included two designated professional learning days within the academic calendar. March 18 was a campus-based professional learning day in which campuses continued the learning and collaboration around campus-specific needs and goals. April 1 was a professional learning day designated for strategic groups to gather for targeted learning topics, some of which included ongoing learning and preparation for new Science TEKS and instructional materials next year, mathematics teachers of 5th, 6th, and Algebra I, and special programs staff members, among several other groups.*
 - *Throughout the entire school year, the Professional Learning Steering Committee engaged in a Process Improvement Effort that culminated in recommendations to support designing a system for professional learning that meets adult and student learning needs and is sustainable as Leander ISD continues to grow. The group engaged in shared learning around high-quality professional learning, provided feedback and guidance on existing professional learning structures, and developed and/or refined a professional learning framework that documents and guides the system.*
 - *During this quarter, a restructured professional learning calendar for the 2024-2025 was finalized based on stakeholder feedback and several subsequent feedback loops. This calendar is designed to support system-wide implementation of Professional Learning*

Communities, while working within constraints related to campus modernization projects.

- *As the spring semester winds to a close, planning and preparation for summer professional learning is in full swing. Summer learning will include targeted sessions to build capacity of the teacher leaders within our PLC/collaborative teams, dyslexia training for resource/inclusion teachers, science instructional materials training to support next year's implementation, Leading the Leander Way: Continuous Improvement Academy, Deeper Learning and Deeper Leading Institutes, PLC at Work Live Institute, and much more.*
- *Throughout this school year, the Digital Learning Team implemented the Empowered Learning Institute (ELI). ELI has been designed to provide educators with opportunities to build a learner-centered culture in their own class by experiencing and then designing student-centered instruction. Participants included classroom teachers, librarians, instructional coaches, and Teaching & Learning staff. Participants grew in their understanding of technology integration practices and low-floor, high-ceiling UDL-friendly instructional design. ELI allows for multiple cycles of design with reflection and peer feedback as well as the cultivation of true ownership of learning and collaborative practice.*
- *Grow Your Own Data - Prospective Principal Program (P3), Aspiring Administrator Academy (AAA), Learning Leaders, Instructional Assistants (IAs) to Teachers, etc.*
 - *See Goal 2.*
- *Summary of support for mentor teachers, including compensation*
 - *Over 300 mentor teachers provided support to LISD's new-to-profession teachers during the 2023-2024 school year. The stipend for mentor teachers is \$500 for a full school year. New mentors receive face to face training and preparation for this leadership role, while staff who have mentored previously receive an online refresher. Both groups receive ongoing information/communication throughout the school year and are key feedback loops in understanding the needs of our newest LISD staff. Mentors and New to Profession (NtP) teachers complete middle of year and end of year surveys to help adapt and adjust supports as needed throughout the year and for subsequent years. While end of year data is not in yet, mid-year data indicated:*
 - *85% of mentors and NtP believe their mentor/mentee match is a good fit*
 - *86% report meeting at least once per week*
 - *Mentors reported that Classroom Management is the leading support needed followed by Lesson Design.*
 - *At the board's request, the mentor stipend will be reviewed during the comprehensive salary review that we are conducting in the fall of 2024.*

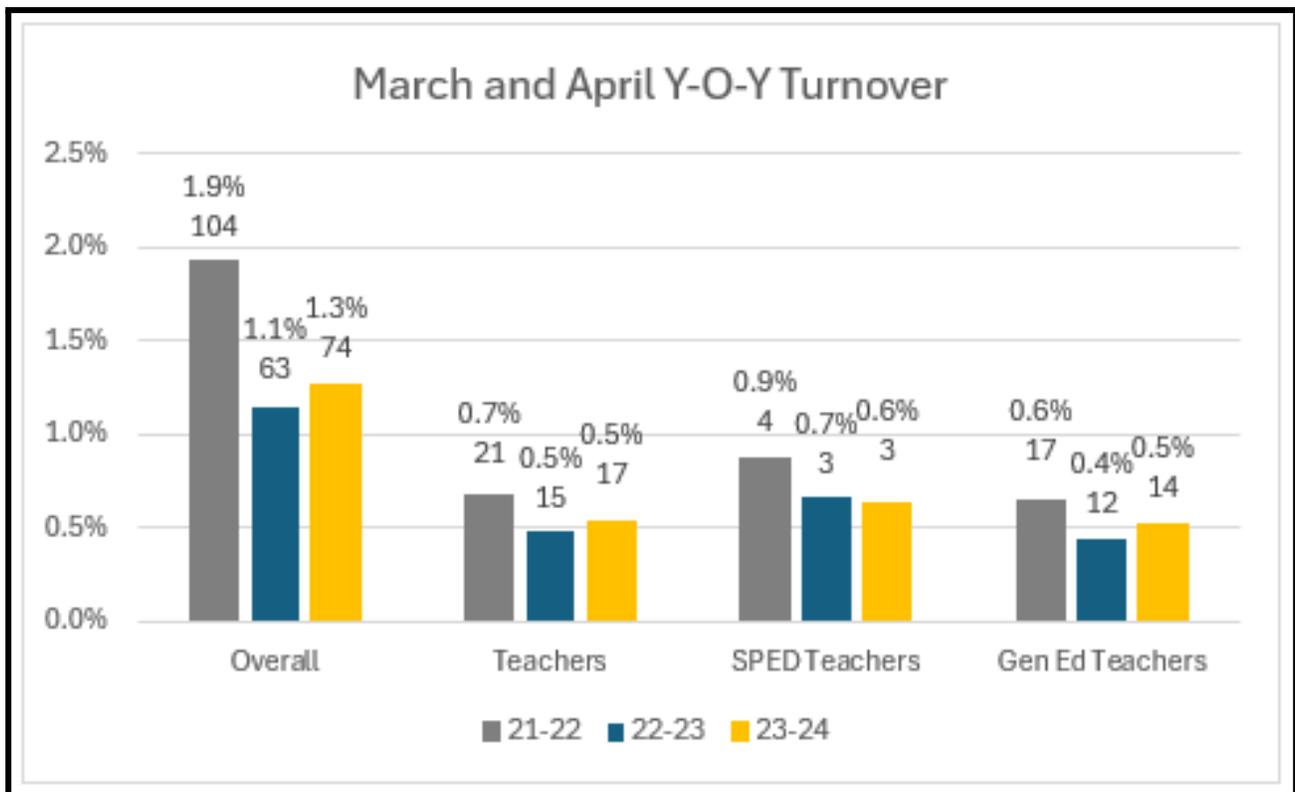
District Management: The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Human Resources Management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, etc), tied to defined goals and targets developed by the administration for board review. The board has asked to review:

- HR Audit
 - *At this time, the external audit firm has not completed the risk assessment nor been asked to conduct an audit of Human Resources.*
- Review of salary scales
 - *All LISD staff received a 2.5% salary increase, approved by the Board of Trustees on May 9th. Updated salary schedules for Teachers, Registered Nurses, and Counselors are now available on the LISD website, reflecting the increase.*
 - *We understand the importance of competitive compensation to attract and retain top talent. This year, in addition to the across-the-board increase, we conducted a market compensation study and focused our review on Paraprofessional, Auxiliary, and Transportation salary scales.*
 - *Based on this study and internal equity analysis, we've made adjustments to specific positions, including Instructional Assistants and Bus Drivers, where market competitiveness was a concern. These targeted increases will strengthen our position in attracting and retaining qualified staff in these critical roles.*
 - *Stipends and Substitute rate were also reviewed this year and a few minor adjustments were made.*
 - *We are currently recalculating and updating salary schedules for all remaining positions. We will continue to communicate these updates as they become available.*
 - *We are currently partnering with TASB to prepare for a comprehensive salary review that will be completed in the fall of 2024 to help inform the 2025-2026 budget process.*
- Review of benefits
 - *Exciting Enhancements to Your Employee Benefits Package! We're thrilled to announce the successful completion of our rigorous benefits provider selection process, designed to strengthen your overall well-being while remaining cost-effective.*
 - *What's New?*
 - *Enhanced Pharmacy Network: We're partnering with Magellan Rx, offering a wider selection of medications, innovative programs, and greater flexibility.*
 - *Dedicated Primary Care: Introducing Frontier Direct Care, a dedicated provider network exclusively for enrolled District employees and their families. This service boasts 24/7 access, no copays or deductibles, and a focus on improved health outcomes.*
 - *Financial Wellness Resources: We've partnered with WEX Inc. for your Health Savings Account (HSA) needs. WEX offers Consumer Pathways, a suite of educational resources to empower you on your financial wellness journey.*

- *Maintaining Continuity and Choice:*
We recognize the value employees place on health plans. We're pleased to announce that the dual-option health plan with Blue Cross Blue Shield (BCBS) and Healthcare Highways (HCH) will remain available. Overall, these changes aim to provide:
 - *Greater Choice and Flexibility across various benefit options.*
 - *Improved Health Outcomes with dedicated care and innovative programs.*
 - *Enhanced Financial Wellbeing through educational resources.*
- **Recruitment/ Retention Efforts: Report of turnover numbers for the 3rd Quarter (Comparison to 2022-2023)**
 - *Teacher Recruitment*
 - *Recruiting efforts continue in full force, with our teacher recruiters traveling over 6,600 miles to attend job fairs and recruit education majors at Universities in Texas and beyond.*
 - *LISD in-person Job Fair held with 192 candidates in attendance.*
 - *28 Letters of Intent to Hire were given*
 - *26 of those 28 have accepted positions in LISD for 2024/2025*
 - *Virtual Job Fair focused on recruitment of Special Education applicants was held with Special Education staff in attendance to recruit for open positions. 25 applicants were in attendance.*
 - *Virtual Job Fairs are being held beginning in May.*
 - *Partnership secured with UTeach focused on a 2 year program of support for alternative certification of teachers in secondary math and science that will be free for the identified candidates.*
 - *Attended UTeach Advisory Board meeting.*
 - *Teacher Retention*
 - *Survey data from New to District (NTD) teachers has been analyzed and shared with appropriate departments to support ongoing improvement efforts for NTD days.*
 - *Summary “glows” (positives) of note include:*
 - *Great onboarding process - HR onboarding process was smooth*
 - *Supportive and welcoming environment - overall feeling of being supported by their team, admin and the district as a whole*
 - *Collaboration and Teamwork were highlighted*
 - *Clear communication with a sense of consistency and clarity in communication across the district*
 - *Helpful colleagues and the support they received from mentors and specialists was mentioned frequently*
 - *Training and Professional Development were seen as positive, including the quality of the training*
 - *Positive school culture with a focus on student engagement and creating a positive learning environment were mentioned*
 - *Summary “grows” (areas of improvement) of note include:*

- *New Teacher Orientation/onboarding left some new to profession teachers feeling overwhelmed with the amount of information they received*
- *Training had some areas to grow including*
 - *more in-depth/hands-on in specific programs like Google, online programs used by the district*
 - *increase efficiency of training including streamlining and offering online options*
- *Summary of open ended opportunity to share anything else you would like us to know*
 - *There is a focus on ongoing professional development and teachers appreciate the opportunities to learn and grow*
 - *Teachers feel they have some autonomy in their classrooms and are able to implement teaching practices they believe are best for their students*
 - *There continue to be challenges with work-life balance, particularly at beginning of the year*
 - *There is some sentiment that a dress code would be beneficial for students*
- *Stay Interviews of high achieving teachers with 3-9 years experience in LISD continue this spring.*



Part Three Comments:

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

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item:	Discussion and Consider Approval of Appointing a Delegate and Alternate Representative to the 2024 Texas Association of School Boards Delegate Assembly	
Purpose:	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent	
Attachments:	N/A	

Background Information:

For decades, trustees have amplified their voices by working together on key priorities for Texas public education at the Texas Association of School Boards (TASB) Delegate Assembly — TASB’s official membership meeting where every member has a vote in the direction of the organization. As a membership organization, TASB depends on Board members to be actively involved in their work. TASB is an Association of many voices that come together at the Delegate Assembly to develop a common vision. As Active Members, each local school board and regional education service center board has the exclusive right to appoint a Delegate and Alternate Representative to speak for their board and community. Delegates adopt TASB’s advocacy priorities for the next legislative session, elect who serves on the TASB Board, and set the direction for the Association. The 2024 Assembly will be held on Saturday, September 28, in conjunction with the TASA | TASB Convention in San Antonio.

Administrative Recommendation:

Administration recommends the Board appoint a delegate and an alternate representative to the 2024 Texas Association of School Boards Delegate Assembly.

Sample Motion:

I move that _____ be appointed as Leander ISD’s delegate, and _____ be appointed as Leander ISD’s alternate representative to the 2024 Texas Association of School Boards Delegate Assembly.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item:	Discussion of 2024 Certified Estimated Property Values and Recapture
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Discussion of 2024 Certified Estimated Property Values and Recapture Presentation Williamson Central Appraisal District-2024 Certified Estimate of Appraised Value Travis Central Appraisal District-2024 Certified Estimate of Appraised Value

Background Information:

The 2024 certified estimates of property value were received from the Williamson Central Appraisal District (WCAD) on April 29, 2024. Mr. Alvin Lankford, Chief Appraiser for the WCAD, reports the estimated 2024 Williamson Central net taxable value before freeze at \$29,758,591,752, up 8.62% from last year.

The Travis Central Appraisal District (TCAD) 2024 certified estimate of property value is dated April 11, 2024. Ms. Leana Mann, Chief Appraiser for the TCAD, reports the estimated 2024 Travis Central freeze adjusted taxable value at \$14,279,486,515, up 7.26% from last year.

The district's total overall estimated freeze adjusted property value increase is projected to be approximately \$41,333,563,520 up 7.46% from last year's certified net freeze adjusted taxable value of \$38,465,247,847. The preliminary numbers represent the Chief Appraisers' estimates of the taxable value for our jurisdiction after estimates of the loss due to taxpayer protests. Taxpayers have until May 15 to protest their appraisals, and the final certifications are due to taxing entities by July 25.

Although property values have risen 7.46% in aggregate for the CADs combined, Maintenance and Operations (M&O) total net revenues are not changing from the original estimate of 7% growth. The amount of recapture the district will owe at 7.46% property growth is slightly higher than the estimate under a 7% growth projection. The increase in projected tax revenue is offset by an increase in the amount of recapture that will be due back to the State. Additionally, HB 3 passed in 2019, placed a cap of 2.5% on local tax revenue growth by requiring compression of the M&O tax rate to offset increases in taxes from rises in property values. This legislation requires the M&O tax rate for Tier 1 to be compressed (reduced) to result in tax revenue gain of no more than 2.5%. The law also provides for a limitation on compression in that no district may have an MCR less than 90% of any other district (MCR floor). Under current law, the district's Maximum Compressed Rate (MCR) portion of the M&O rate is estimated to decrease slightly over two pennies, from \$0.6387 to the state floor of \$0.6169.

Recapture is triggered when local tax collections exceed the calculated Tier 1 Entitlement. The district entered recapture two years ago because of the 27% property value growth realized in LISD. The amount of recapture is dependent upon the total local tax collections and the Tier 1 Entitlement calculation (which is determined by student counts), therefore the actual amount of recapture is not known until the end of the fiscal year. Current estimates with 7.46% property value growth indicate a recapture payment of \$11,484,229, for 2024-2025.

Administrative Recommendation:

N/A

Sample Motion:

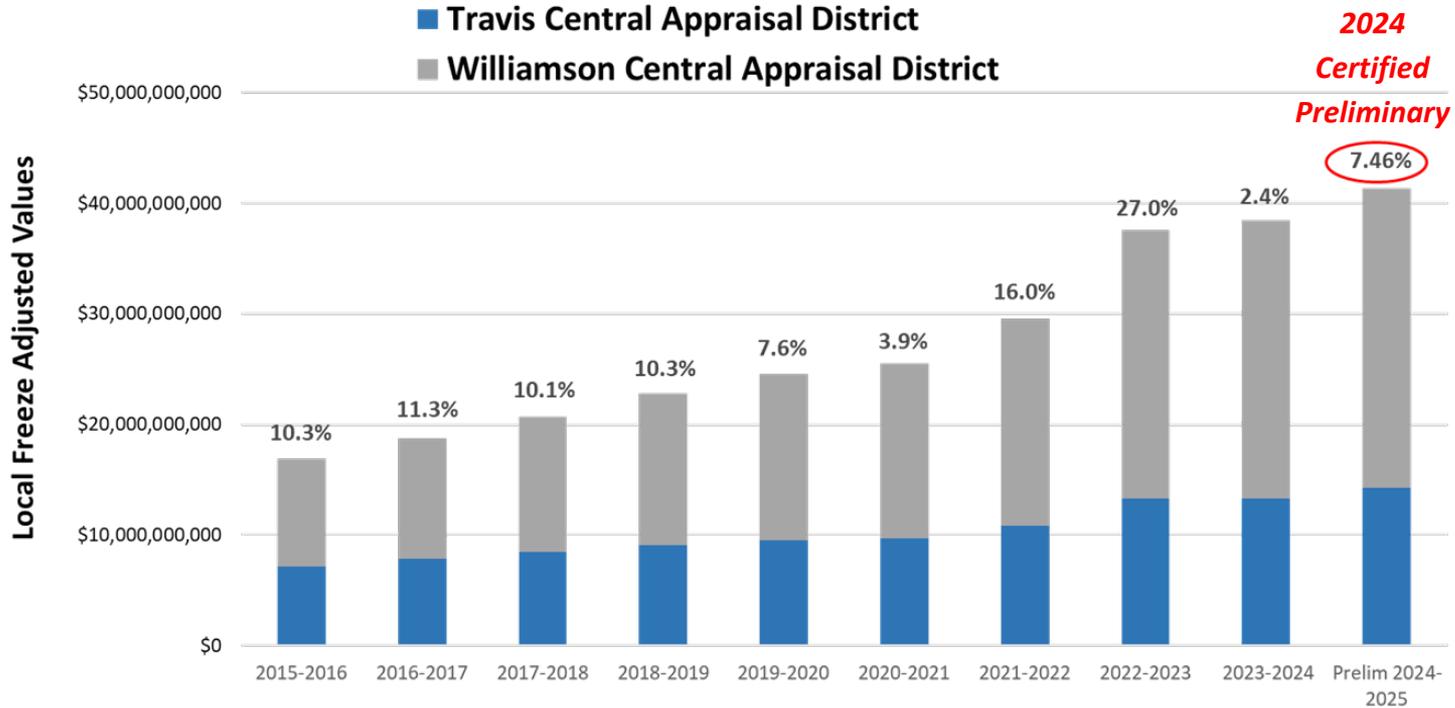
N/A



Discussion of 2024 Certified Estimated Property Values and Recapture¹⁷⁵

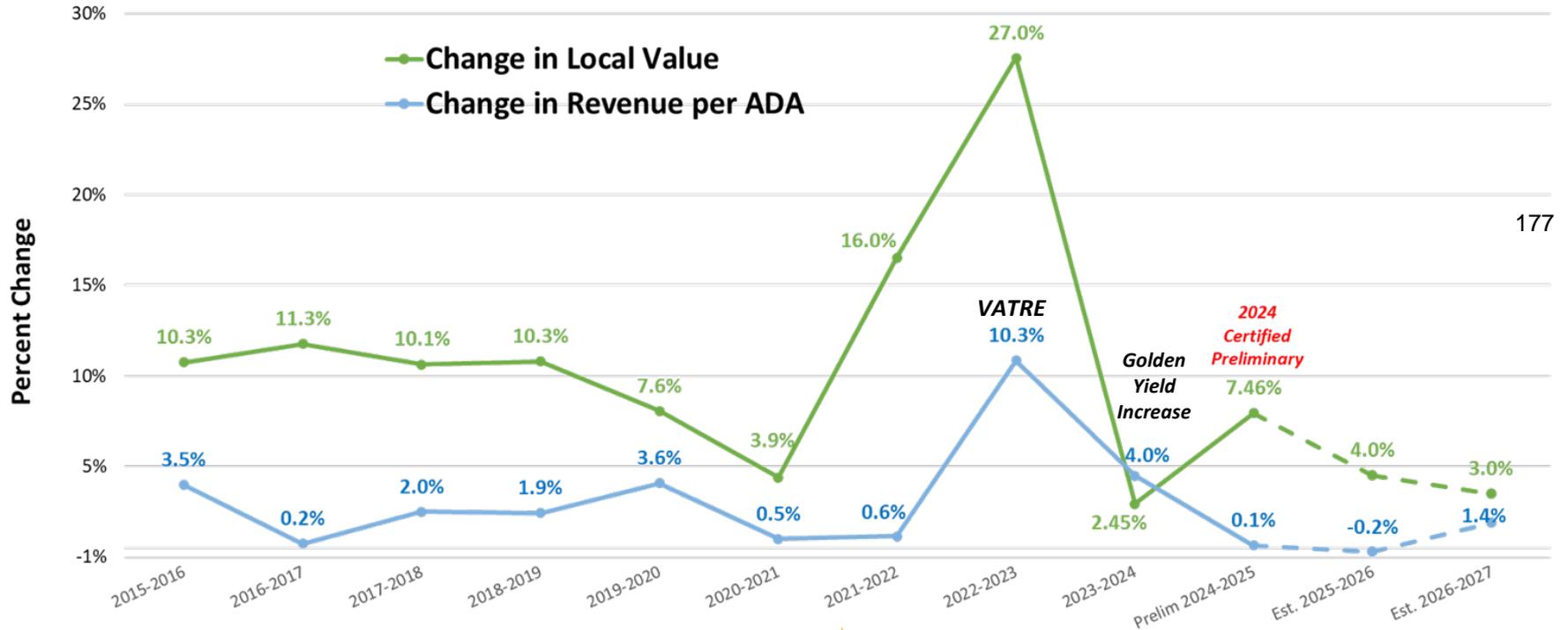
June 6, 2024

2024 Certified Preliminary Values on Target



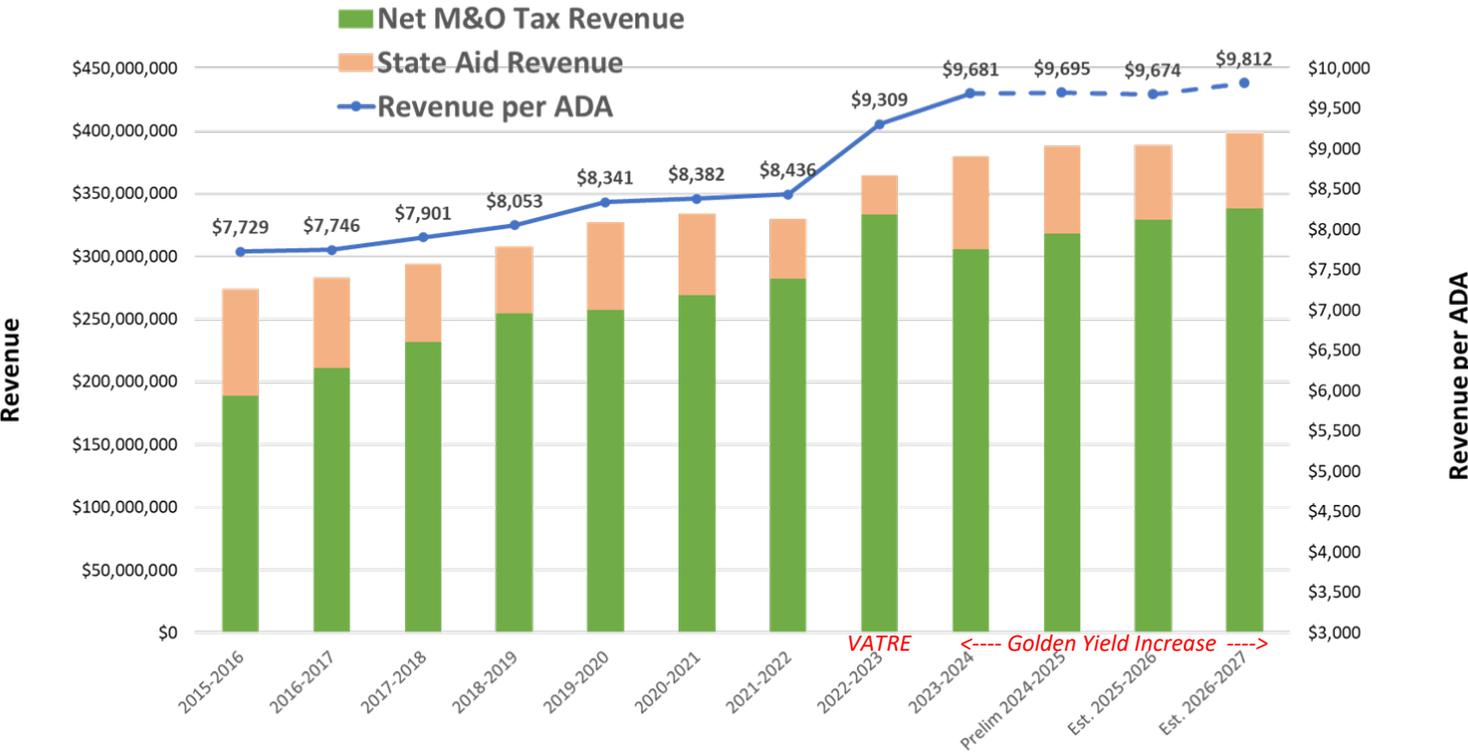
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Percentage Increase in Property Value ≠ Percentage Increase in Revenue



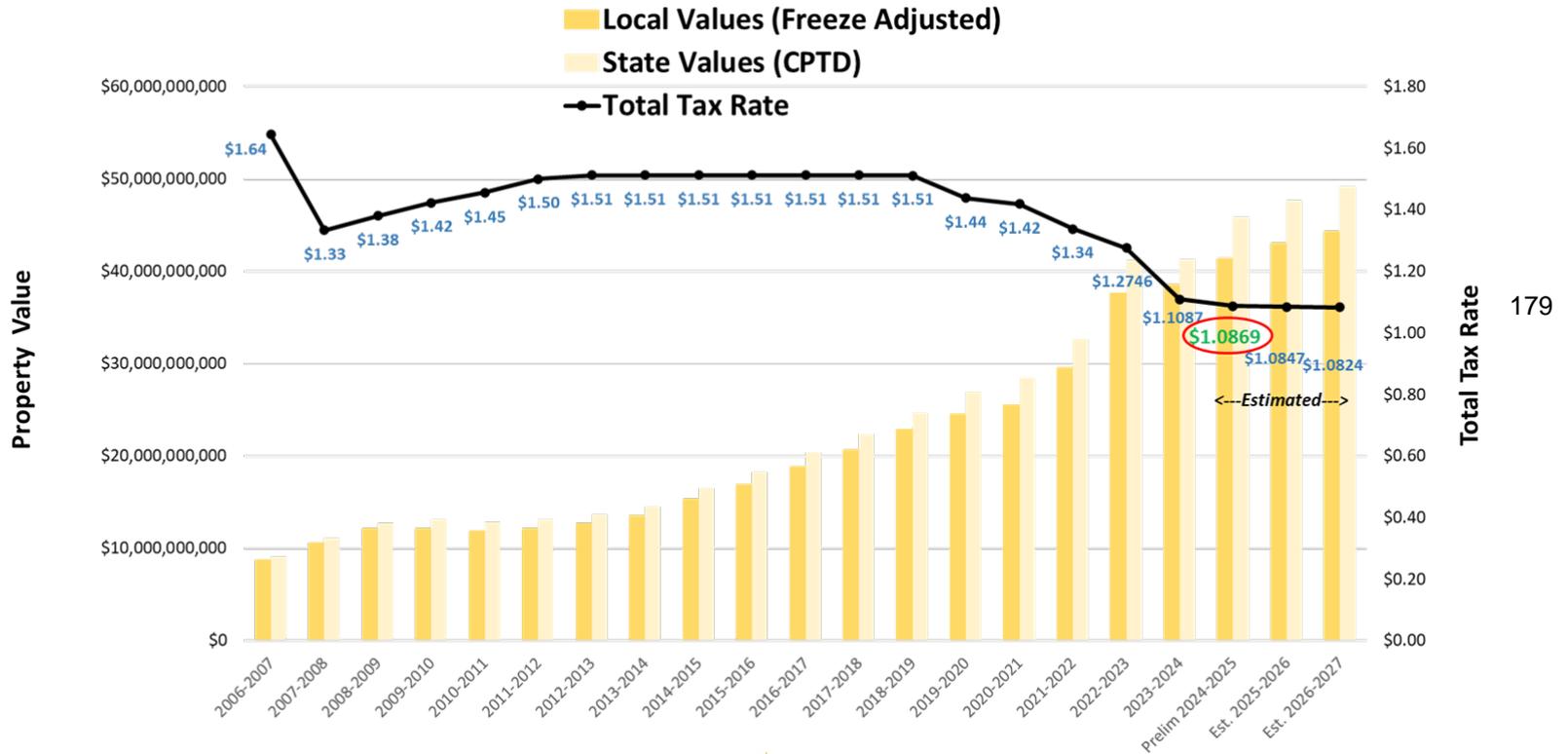
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State Funding Formula - Level Revenue



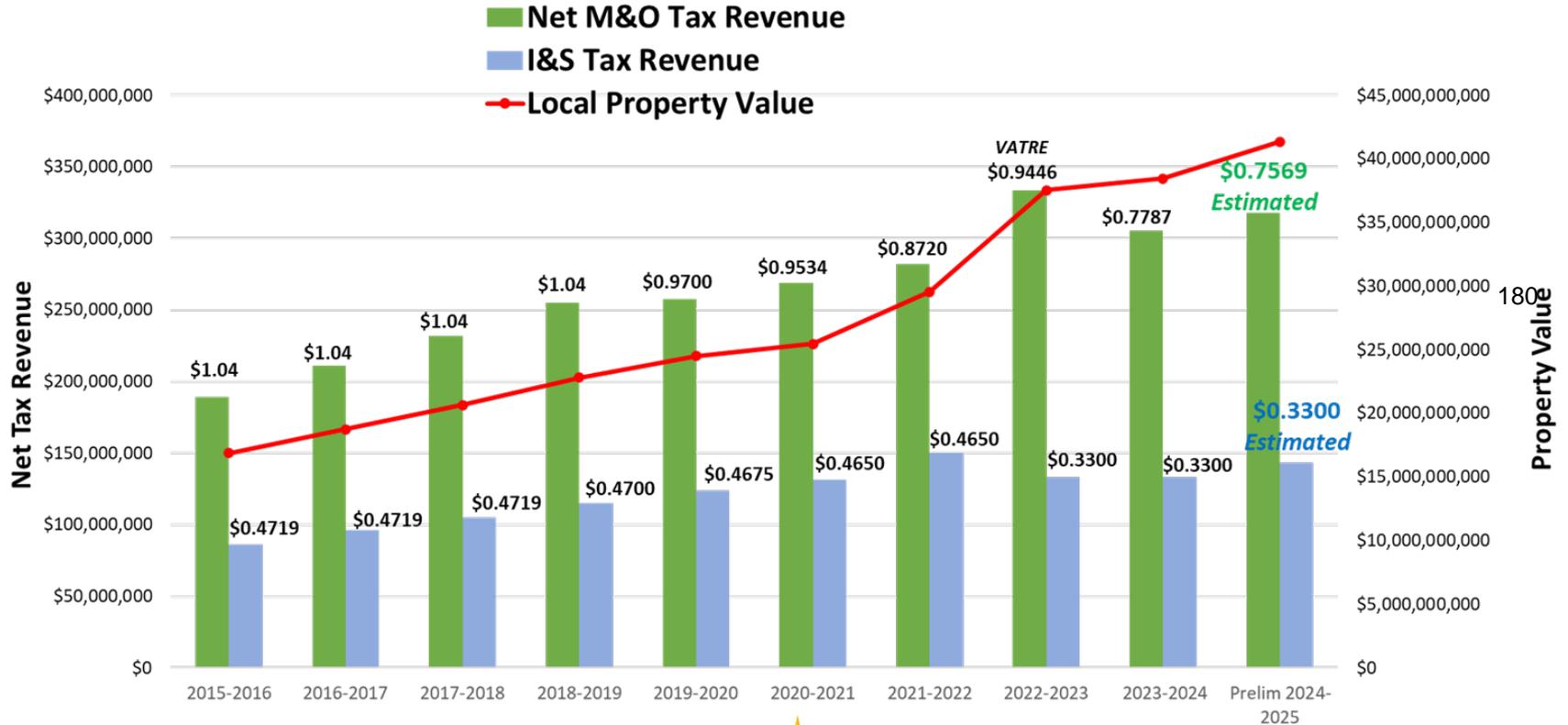
178

Property Value & Tax Rate Compression

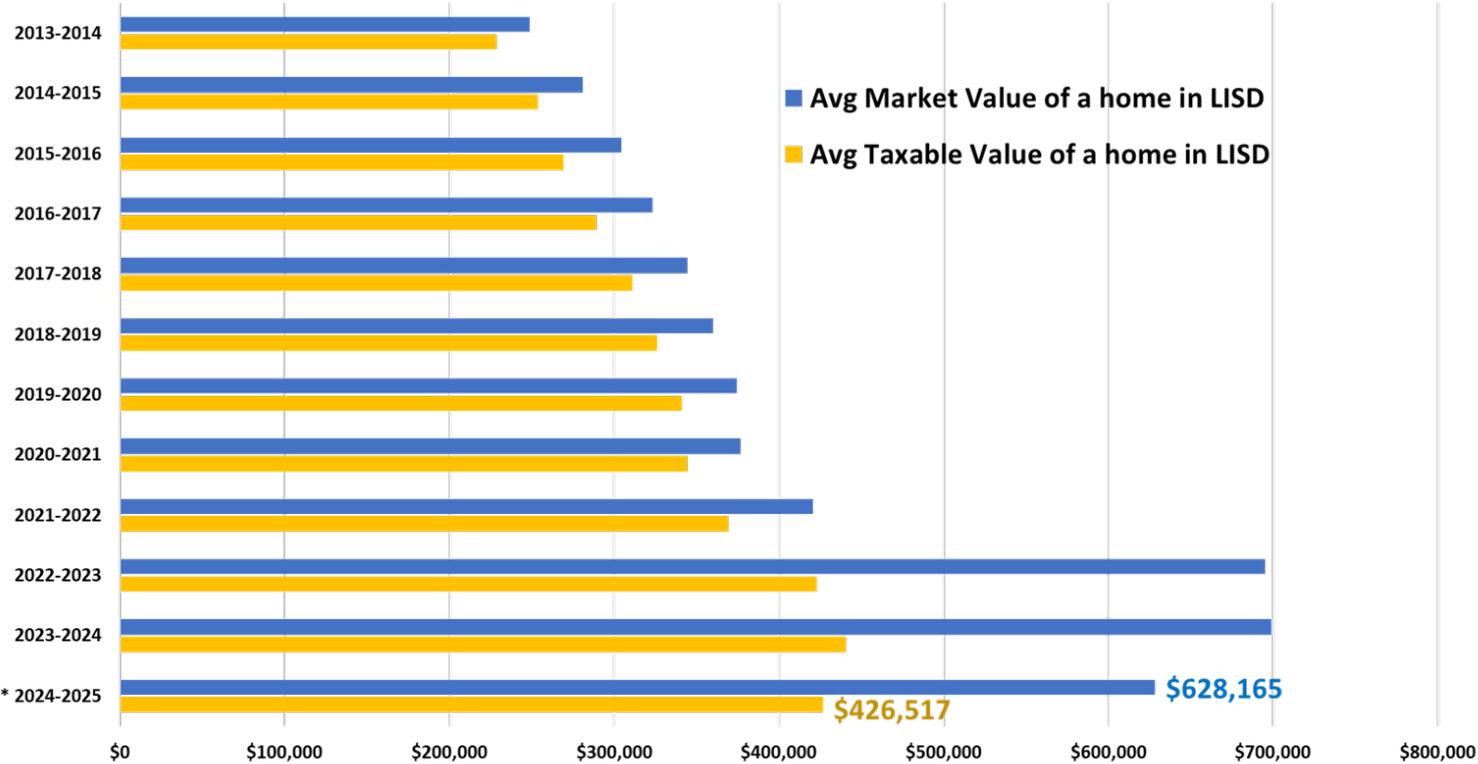


Property Value & Tax Revenue

(compression limits M&O gain)

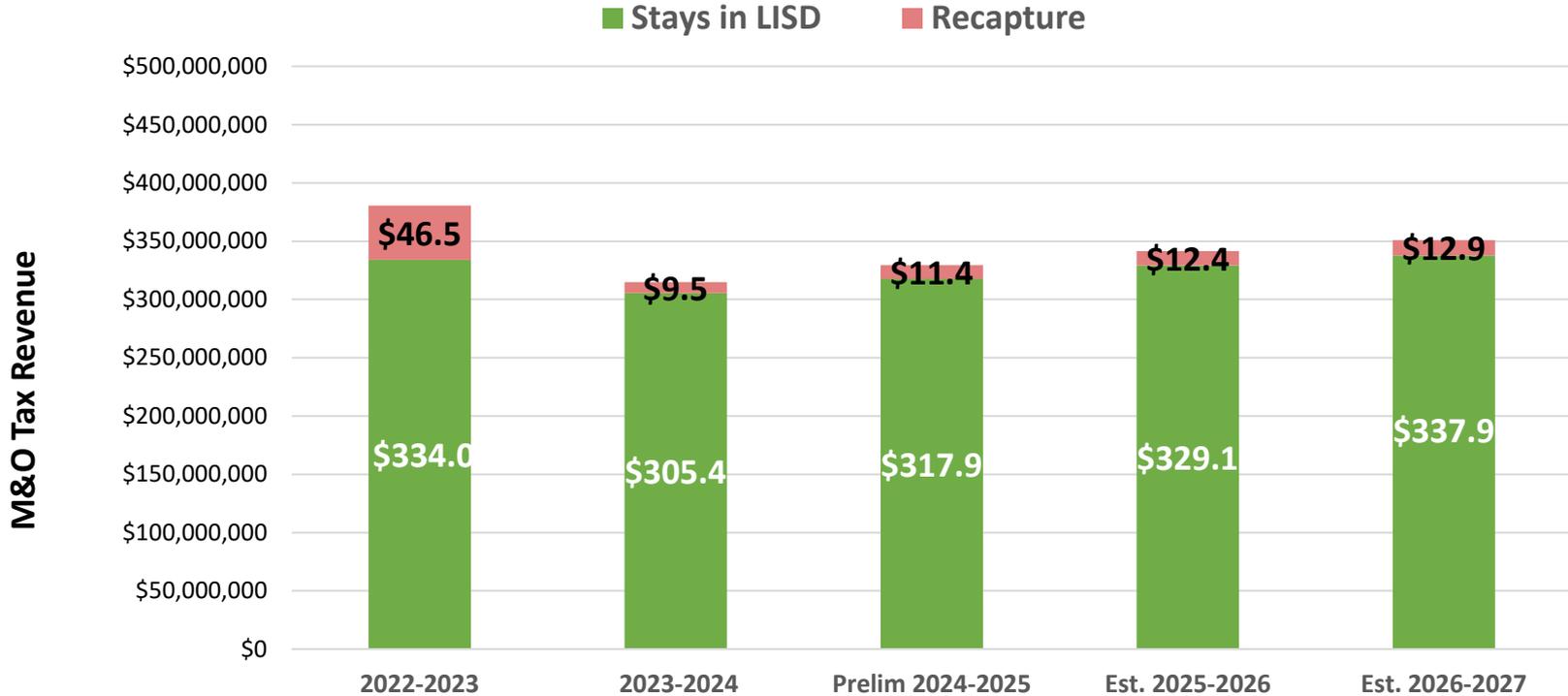


Average Home in LISD - Market vs. Taxable



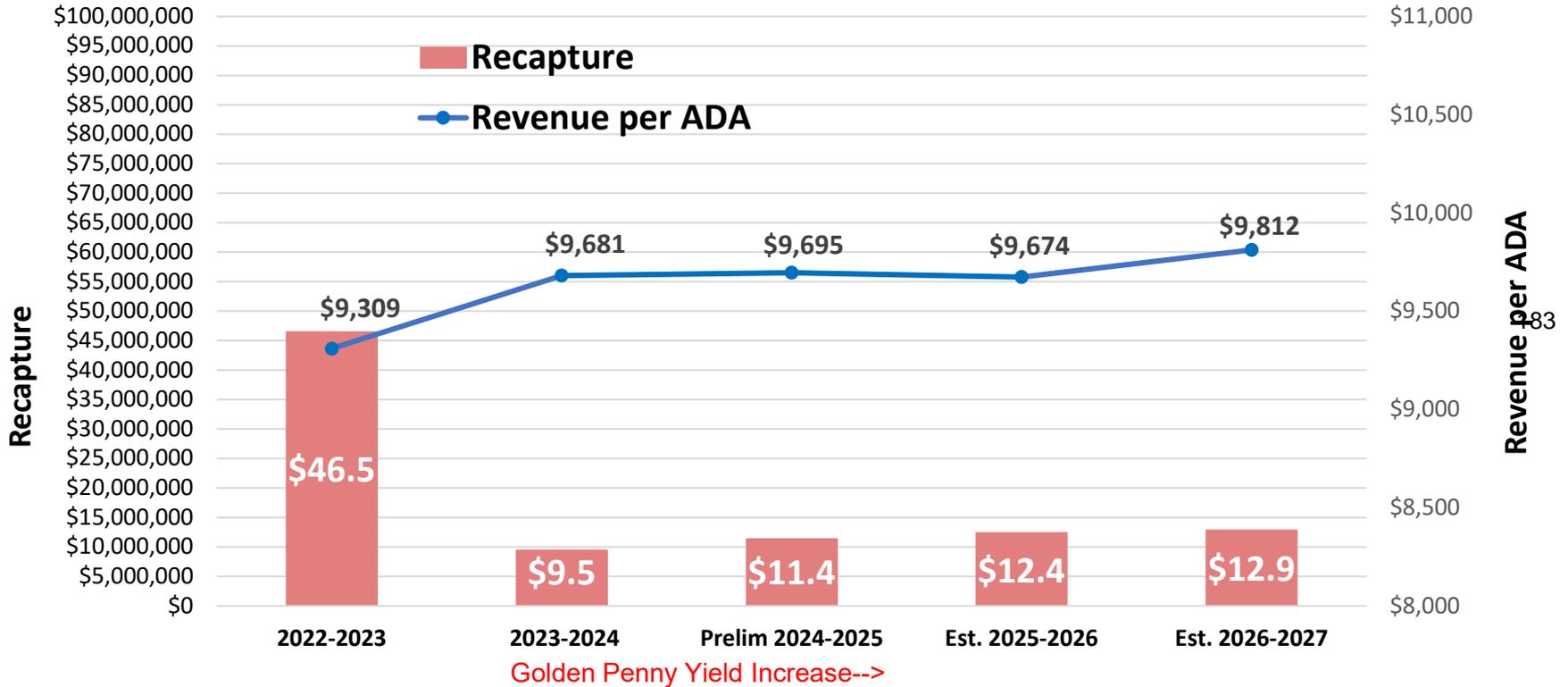
181

Recapture Projections - Holding Steady

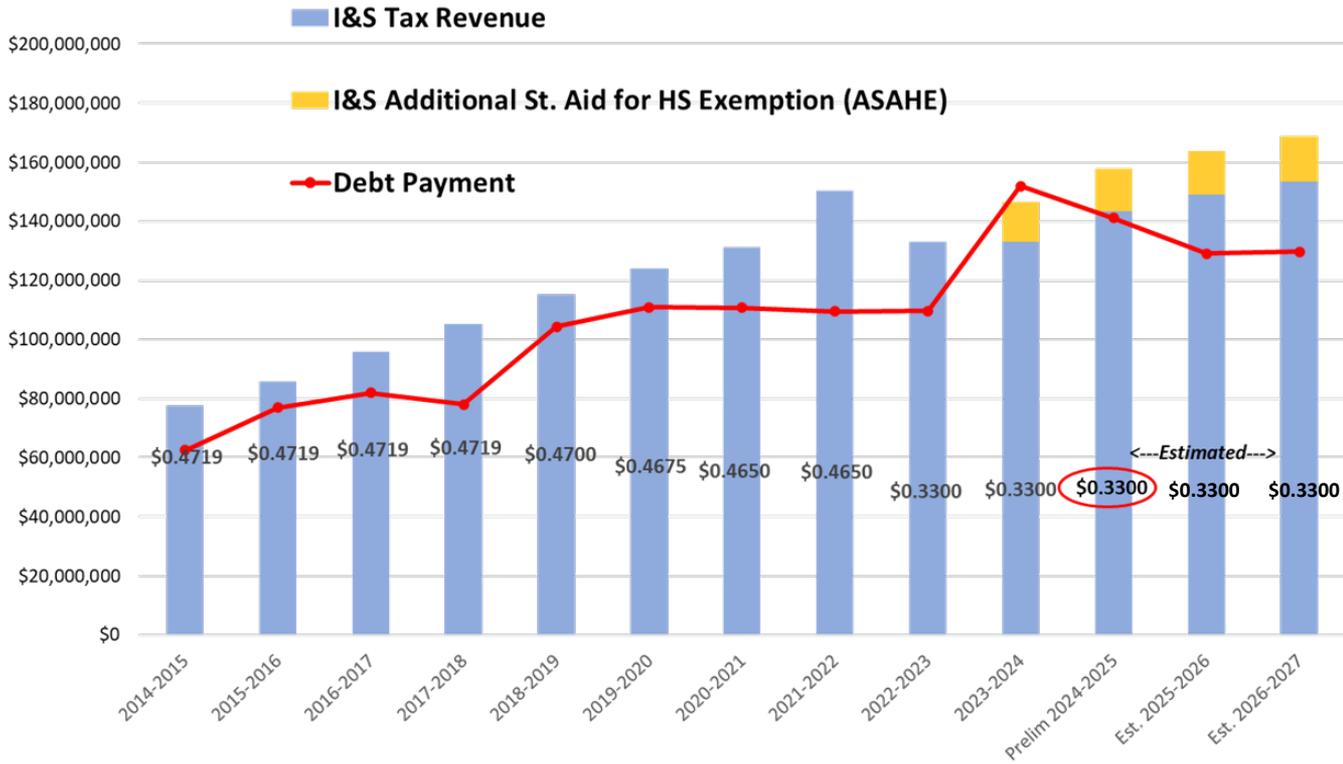


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Recapture & Revenue per ADA

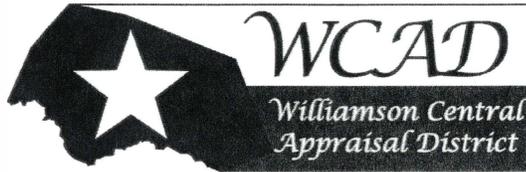


Property Value Impact on Debt Service



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Harry Gibbs

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Chief Appraiser

Alvin Lankford
(512) 930-3787

"Our mission is to provide an accurate, fair and cost-effective appraisal roll while maintaining high levels of transparency and giving industry leading customer service to the consumers of our data and services."

April 29, 2024

Dr. Bruce Gearing, Superintendent
Leander ISD
P.O. Box 218
Leander, TX 78646

Dear Dr. Gearing:

Enclosed is the 2024 certified estimate of value for Leander ISD. Please keep in mind that although certified, this is still an estimate.

It is very early in the valuation protest process and protest levels are still uncertain. While market values on residential homes have flattened many homesteaded properties are still capped at an assessed value well below their market value. We anticipate lower protest levels this year due to valuations similar to last year; however, assessed value increases of 10% on the homesteaded residential properties makes estimating taxable value loss due to protests very challenging.

Our office will process a 2024 Preliminary Assessment Roll Grand Totals Report on a weekly basis enabling you to follow your values throughout the protest season. This will help you to track the value loss and better estimate the final certification totals. These reports can be accessed at:
<http://www.wcad.org/entity-portal/>.

Feel free to call our office if you have any questions or need assistance.

With Kindest Regards,

Alvin Lankford
Chief Appraiser

Enclosures

CC:

ARL

2024 CERTIFIED ESTIMATE OF APPRAISED VALUE

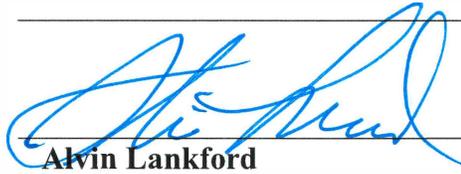
I, Alvin Lankford, Chief Appraiser for the Williamson Central Appraisal District, do solemnly swear that the value reflected below is the 2024 Certified Estimate of Value for property taxable by:

\$29,758,591,752

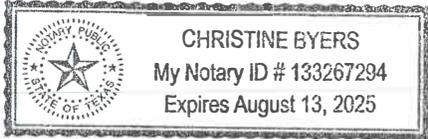
Leander ISD

**2024 CERTIFIED ESTIMATE OF NET TAXABLE
VALUE BEFORE FREEZE**

April 29, 2024
Date


Alvin Lankford
Chief Appraiser

On this 29th day of April, 2024, personally appeared Alvin Lankford, who having been duly sworn by me, subscribed to the foregoing certification and upon oath states that the facts contained in said certification are true.




NOTARY PUBLIC

ENTITY	Percent Change from 2019 Prelim (3/31/2020) to Supp 2019.9	Percent Change from 2020 Prelim (3/30/2021) to Supp 2020.10	Percent Change from 2021 Prelim (3/30/2021) to Supp 2021.09	Percent Change from 2022 Prelim (3/30/2022) to Supp 2022.09	Percent Change from 2023 Prelim (4/1/2023) to supp 2023.9	Percent Change Average 2019-2023	Percent Change from <u>2023 Certified Estimate</u> to Supp 2023.09	2023 Estimated % Reduction Used	Chief Appraiser's suggested 2024 Reduction % on Non HS	2024 Certified Estimate Using Chief Appraiser's Suggested 2024 Reduction %	Percent Change from Supp 2023.09 to 2024 Preliminary (4/02/2023)	2024 Preliminary Value 3/28/2023 (Net taxable before freeze)	Total Taxable Loss % using 2023 CA Suggested Reduction	2023.09 CERTIFIED VALUES (As of Supp 9) Appr + Under ARB Rev	2023 Certified Estimate Using Alvin's Suggested 2023 Reduction %	2023 Preliminary Value 4/02/2023(Net taxable before freeze)
LEANDER ISD (SLE)																
Total Taxable (Before Freeze) Value Loss %	-2.68%	-1.97%	-2.10%	-10.14%	-11.29%	-5.63%	0.15%	-2.50%	-2.75%	\$ 29,758,591,752	11.52%	30,600,094,347	-2.75%	\$27,438,627,386	\$ 27,398,229,652	\$30,535,117,126

Assessment Roll Grand Totals Report

WCAD

Tax Year: **2024** As of: **Preliminary** Table Generated: **3/24/2024 1:51:40 AM**

Property Types: **M, Test, P2, LTRR, C1, P3, LTRC, BPP9**

SLE - Leander ISD

Number of Properties: 66263

Land Totals

Land - Homesite	(+)	\$6,283,590,413		
Land - Non Homesite	(+)	\$3,751,229,507		
Land - Ag Market	(+)	\$600,858,840		
Land - Timber Market	(+)	\$0		
Land - Exempt Ag/Timber Market	(+)	\$0		
Total Land Market Value	(=)	\$10,635,678,760	(+)	\$10,635,678,760

Improvement Totals

Improvements - Homesite	(+)	\$20,745,929,474		
Improvements - Non Homesite	(+)	\$6,590,962,722		
Total Improvements	(=)	\$27,336,892,196	(+)	\$27,336,892,196

Other Totals

Personal Property (3707)		\$1,091,195,115	(+)	\$1,091,195,115
Minerals (0)		\$0	(+)	\$0
Autos (0)		\$0	(+)	\$0
Total Market Value			(=)	\$39,063,766,071
Total Market Value 100%			(=)	\$39,248,109,959
Total Homestead Cap Adjustment (26548)			(-)	\$1,337,916,693
Total Circuit Breaker Limit Cap Adjustment (1042)			(-)	\$100,948,552
Total Exempt Property (921)			(-)	\$1,898,286,930

Productivity Totals

Total Productivity Market (Non Exempt)	(+)	\$600,858,840		
Ag Use (371)	(-)	\$316,561		
Timber Use (0)	(-)	\$0		
Total Productivity Loss	(=)	\$600,542,279	(-)	\$600,542,279
Total Assessed			(=)	\$35,126,071,617

Exemptions

(HS Assd 18,662,792,636)

(HS) Homestead Local (38990)	(+)	\$0		
(HS) Homestead State (38990)	(+)	\$3,879,398,742		
(O65) Over 65 Local (8235)	(+)	\$23,636,919		
(O65) Over 65 State (8235)	(+)	\$81,066,898		
(DP) Disabled Persons Local (656)	(+)	\$1,772,861		
(DP) Disabled Persons State (656)	(+)	\$6,114,890		
(DV) Disabled Vet (1042)	(+)	\$10,750,229		
(DVX) Disabled Vet 100% (699)	(+)	\$274,172,969		
(DVXSS) DV 100% Surviving Spouse (46)	(+)	\$14,169,394		
(DVXMAS) MAS 100% Surviving Spouse (3)	(+)	\$968,883		
(PRO) Prorated Exempt Property (2)	(+)	\$730		
(SOL) Solar (113)	(+)	\$4,189,106		
(MUV) Bus/Pers Mix Use Vehicle Ex (7)	(+)	\$94,580		
(AUTO) Lease Vehicles Ex (24)	(+)	\$73,574,563		
(BI) Builders Inventory (2113)	(+)	\$153,823,504		
(HB366) House Bill 366 (407)	(+)	\$600,196		
(PC) Pollution Control (21)	(+)	\$1,642,806		
Total Exemptions	(=)	\$4,525,977,270	(-)	\$4,525,977,270

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Assessment Roll Grand Totals Report

WCAD

Tax Year: **2024** As of: **Preliminary** Table Generated: **3/24/2024 1:51:40 AM** Property Types: **M, Test, P2, LTRR, C1, P3, LTRC, BPP9**

Net Taxable (Before Freeze) (=) **\$30,600,094,347**

Assessment Roll Grand Totals Report

WCAD

Tax Year: 2024 As of: Preliminary Table Generated: 3/24/2024 1:51:40 AM

Property Types: M, Test, P2, LTRR, C1, P3, LTRC, BPP9

**** O65 Freeze Totals

Freeze Assessed	\$3,475,088,795
Freeze Taxable	\$2,524,566,667
Freeze Ceiling (7776)	\$12,642,753.90

**** O65 Transfer Totals

Transfer Assessed	\$6,652,114
Transfer Taxable	\$5,409,114
Post-Percent Taxable	\$3,938,667
Transfer Adjustment (11)	\$1,470,447

Freeze Adjusted Taxable (Net Taxable - Freeze Taxable - Transfer Adjustment) (=) \$28,074,057,233

*** DP Freeze Totals

Freeze Assessed	\$256,027,612
Freeze Taxable	\$178,171,829
Freeze Ceiling (649)	\$668,442.01

*** DP Transfer Totals

Transfer Assessed	\$926,307
Transfer Taxable	\$700,307
Post-Percent Taxable	\$394,463
Transfer Adjustment (2)	\$305,844

Freeze Adjusted Taxable (Net Taxable - Freeze Taxable - Transfer Adjustment) (=) \$27,895,579,560

TRAVIS CENTRAL APPRAISAL DISTRICT

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BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
DEBORAH CARTWRIGHT
VICE CHAIRPERSON
NICOLE CONLEY
SECRETARY/TREASURER



LEANA MANN
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
DR. OSEZUA EHIYAMEN
BRUCE ELFANT
VIVEK KULKARNI
JIE LI
ELIZABETH MONTOYA
BLANCA ZAMORA-GARCIA

LEANDER ISD
PETE PAPE
C/O SUPERINTENDENTS OFFICE
PO BOX 218
LEANDER, TX 78646

April 11, 2024

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The appraisal district has substantially completed the 2024 valuation of properties in your jurisdiction. We have not yet received or processed any protests. Per Section 26.01(e) of the Texas Property Tax Code, I am supplying you with the estimate of your jurisdiction's taxable value. This estimate is based on the January 1st assessment date and historic protest trends.

2023 Certified Net Taxable	\$13,407,779,282
2024 Preliminary Net Taxable	\$14,913,301,843
Estimate of value loss due to protests	(\$633,815,328)
2024 Estimate of Net Taxable	\$14,279,486,515
Estimate of the taxable value of new value	\$344,836,366
Estimated Value Loss due to Circuit Breaker Limitation	\$142,179,027

Sincerely,

A handwritten signature in cursive script that reads "Leana H. Mann".

Leana Mann, RPA, CCA, CGFO
Chief Appraiser
Lmann@tcadcentral.org
(512) 834-9317 ext 415

LEANDER ISD

Tax Rate Worksheet Information (numbering based on form 50-856)

1	2023 total taxable value	\$13,407,779,282	
2	2023 tax ceiling	\$1,936,931,800	
4	2023 total adopted tax rate	1.108700	
5	2023 taxable value lost because of court appeals of ARB decisions reduced 2023 ARB values		
5A	Original 2023 ARB Value	\$824,824,984	
5B	2023 values resulting from final court decisions	\$775,949,097	
6	2023 taxable value subject to an appeal under Chapter 42		
6A	2023 ARB certified value	\$1,096,429,978	
6B	2023 disputed value	\$109,642,998	
9	2023 taxable value of property in territory the taxing unit de-annexed after Jan 1, 2023		194
10	2023 taxable value lost because a property first qualified for exemption in 2024		
10A	Absolute exemptions	\$7,830,439	
10B	Partial exemptions and amount exempt due to an increased exemption	\$38,798,952	
11	2023 taxable value lost because a property first qualified for agricultural appraisal in 2024		
11A	2023 market value		
11B	2024 productivity value		
18	Total 2024 taxable value on certified appraisal roll today		
18A	Certified taxable	\$14,279,486,515	
18C	Pollution control and energy storage systems exemptions		
18D	Tax increment financing		
19	Total value of properties under protest or not on certified roll		
19A	2024 taxable value of properties under protest		
19B	2024 value of properties not under protest or included in certified appraisal		
20	2024 tax ceiling	\$2,292,577,450	
22	Total 2023 taxable value of properties in territory annexed after Jan 1, 2023	\$ 0	
23	Total 2024 taxable value of new improvements and new personal property located in new improvements	\$344,836,366	

Notice of Public Hearing – Budget/Tax Rate Information

2023	Average appraised value of properties with a homestead exemption	\$986,542
2023	Total appraised value of all property	\$23,131,117,235
2023	Total appraised value of all new property	\$213,783,844
2023	Average taxable value of properties with a homestead exemption	\$608,631
2023	Total taxable value of all property	\$13,407,779,282
2023	Total taxable value of all new property	\$196,824,475
2024	Average appraised value of properties with a homestead exemption	\$960,349
2024	Total appraised value of all property	\$24,078,436,321
2024	Total appraised value of all new property	\$353,155,737
2024	Average taxable value of properties with a homestead exemption	\$669,308
2024	Total taxable value of all property	\$14,279,486,515

	NOT UNDER REVIEW	UNDER REVIEW	TOTAL
REAL PROPERTY & MFT HOMES	(Count) (23,938)	(Count) (0)	(Count) (23,938)
Land HS Value	5,540,251,240	0	5,540,251,240
Land NHS Value	2,005,009,911	0	2,005,009,911
Land Ag Market Value	663,433,201	0	663,433,201
Land Timber Market Value	0	0	0
Total Land Value	8,208,694,352	0	8,208,694,352
Improvement HS Value	12,294,494,484	0	12,294,494,484
Improvement NHS Value	3,347,998,384	0	3,347,998,384
Total Improvement	15,642,492,868	0	15,642,492,868
Market Value	23,851,578,345	0	23,851,578,345
BUSINESS PERSONAL PROPERTY	(1,194)	(0)	(1,194)
Market Value	226,857,976	0	226,857,976
OIL & GAS / MINERALS	(0)	(0)	(0)
Market Value	0	0	0
OTHER (Intangibles)	(0)	(0)	(0)
Market Value	0	0	0
	(Total Count) (25,132)	(Total Count) (0)	(Total Count) (25,132)
TOTAL MARKET	24,078,436,321	0	24,078,436,321
Ag Productivity	1,833,895	0	1,833,895
Ag Loss (-)	661,599,306	0	661,599,306
Timber Productivity	0	0	0
Timber Loss (-)	0	0	0
APPRAISED VALUE	23,416,837,015	0	23,416,837,015
	100.0%	0.0%	100.0%
HS CAP Limitation Value (-)	2,903,578,729	0	2,903,578,729
CB CAP Limitation Value (-)	142,179,027	0	142,179,027
NET APPRAISED VALUE	20,371,079,259	0	20,371,079,259
Total Exemption Amount	3,061,026,535	0	3,061,026,535
NET TAXABLE	17,310,052,724	0	17,310,052,724
TAX LIMIT/FREEZE ADJUSTMENT	2,292,577,450	0	2,292,577,450
LIMIT ADJ TAXABLE (I&S)	15,017,475,274	0	15,017,475,274
CHAPTER 313 ADJUSTMENT	0	0	0
LIMIT ADJ TAXABLE (M&O)	15,017,475,274	0	15,017,475,274

APPROX TOTAL LEVY = LIMIT ADJ TAXABLE * (TAX RATE / 100) + ACTUAL TAX

\$181,752,600.05 = 15,017,475,274 * 1.108700 / 100 + \$15,253,851.69

LEANDER ISD
Tax Limit Adjustment Breakdown
(Freeze)

NOT UNDER REVIEW

Limitation	Net Appr	Taxable	Act Tax (Prior Cmp)	Act Tax	Ceiling (Prior Cmp)	Ceiling	Count
DP	69,804,504	52,098,126	471,578.58	298,360.18	502,845.79	309,526.66	163
OV65	2,622,175,890	2,174,626,138	20,550,082.33	14,727,582.27	21,658,603.59	15,465,650.23	3,787
OV65S	81,574,807	65,721,841	432,378.37	227,909.24	453,878.3	238,815.82	126
Total	2,773,555,201	2,292,446,105	21,454,039.28	15,253,851.69	22,615,327.68	16,013,992.71	4,076

Tax Rate: 1.108700

Transfer	Net Appr	Taxable	Post % Taxable	Adjustment	Count
OV65	1,040,138	927,138	795,793	131,345	1
Total	1,040,138	927,138	795,793	131,345	1

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UNDER REVIEW

TOTAL

Limitation	Net Appr	Taxable	Act Tax (Prior Cmp)	Act Tax	Ceiling (Prior Cmp)	Ceiling	Count
DP	69,804,504	52,098,126	471,578.58	298,360.18	502,845.79	309,526.66	163
OV65	2,622,175,890	2,174,626,138	20,550,082.33	14,727,582.27	21,658,603.59	15,465,650.23	3,787
OV65S	81,574,807	65,721,841	432,378.37	227,909.24	453,878.3	238,815.82	126
Total	2,773,555,201	2,292,446,105	21,454,039.28	15,253,851.69	22,615,327.68	16,013,992.71	4,076

Tax Rate: 1.108700

Transfer	Net Appr	Taxable	Post % Taxable	Adjustment	Count
OV65	1,040,138	927,138	795,793	131,345	1
Total	1,040,138	927,138	795,793	131,345	1

EXEMPTIONS Exemption	NOT UNDER REVIEW		UNDER REVIEW		TOTAL	
	Total	Count	Total	Count	Total	Count
Homestead Exemptions						
HS-Local	0	0	0	0	0	0
HS-State	1,596,597,571	16,300	0	0	1,596,597,571	16,300
HS-Prorated	1,730,191	20	0	0	1,730,191	20
OV65-Local	11,049,088	4,048	0	0	11,049,088	4,048
OV65-State	37,633,347	4,048	0	0	37,633,347	4,048
OV65-Prorated	1,847	1	0	0	1,847	1
OV65S-Local	339,237	134	0	0	339,237	134
OV65S-State	1,237,684	134	0	0	1,237,684	134
OV65S-Prorated	0	0	0	0	0	0
DP-Local	369,001	165	0	0	369,001	165
DP-State	1,254,131	165	0	0	1,254,131	165
DP-Prorated	0	0	0	0	0	0
DVCH	0	1	0	0	0	1
DVHS	126,521,366	190	0	0	126,521,366	190
DVHS-Prorated	185,583	2	0	0	185,583	2
DVHSS	5,928,580	14	0	0	5,928,580	14
DVHSS-Prorated	0	0	0	0	0	0
Subtotal for Homestead Exemptions	1,782,847,626	25,222	0	0	1,782,847,626	25,222
Disabled Veterans Exemptions						
DV1	456,855	57	0	0	456,855	57
DV1S	5,000	2	0	0	5,000	2
DV2	426,000	48	0	0	426,000	48
DV2S	15,000	3	0	0	15,000	3
DV3	634,000	66	0	0	634,000	66
DV3S	0	1	0	0	0	1
DV4	1,059,487	162	0	0	1,059,487	162
DV4S	48,000	10	0	0	48,000	10
Subtotal for Disabled Veterans Exemptions	2,644,342	349	0	0	2,644,342	349
Special Exemptions						
FR	8,961,467	5	0	0	8,961,467	5
PC	602,304	5	0	0	602,304	5
SO	9,002,275	595	0	0	9,002,275	595
Subtotal for Special Exemptions	18,566,046	605	0	0	18,566,046	605

EXEMPTIONS Exemption	NOT UNDER REVIEW		UNDER REVIEW		TOTAL	
	Total	Count	Total	Count	Total	Count
Absolute Exemptions						
EX-XJ	42,628,233	4	0	0	42,628,233	4
EX-XJ-PRORATED	0	0	0	0	0	0
EX-XO	2,596	1	0	0	2,596	1
EX-XO-PRORATED	0	0	0	0	0	0
EX-XR	712,679	10	0	0	712,679	10
EX-XR-PRORATED	0	0	0	0	0	198 0
EX-XV	1,212,107,489	620	0	0	1,212,107,489	620
EX-XV-PRORATED	944,301	2	0	0	944,301	2
EX366	184,079	165	0	0	184,079	165
Subtotal for Absolute Exemptions	1,256,579,377	802	0	0	1,256,579,377	802
Total:	3,060,637,391	26,978	0	0	3,060,637,391	26,978

New Value

Total New Market Value: \$353,155,737
 Total New Taxable Value: \$344,836,366

Exemption Loss

New Absolute Exemptions

Exemption	Description	Count	Last Year Market Value
EX-XV	Other Exemptions (including public property, reli...	9	7,830,439
Absolute Exemption Value Loss:		9	7,830,439

New Partial Exemptions

Exemption	Description	Count	Partial Exemption Amt
DV1	Disabled Veterans 10% - 29%	1	5,000
DV2S	Disabled Veterans Surviving Spouse 30% - 49%	1	7,500
DV4	Disabled Veterans 70% - 100%	5	36,000
DVHS	Disabled Veteran Homestead	2	1,584,465
FR	FREEPORT	1	0
HS	Homestead	359	35,176,384
OV65	Over 65	39	488,000
SO	Solar (Special Exemption)	84	1,501,603
Partial Exemption Value Loss:		492	38,798,952
Total NEW Exemption Value			46,629,391

Increased Exemptions

Exemption	Description	Count	Increased Exemption Amt
Increased Exemption Value Loss:		0	0
Total Exemption Value Loss:			46,629,391

Average Homestead Value

Category	Count of HS	Average Market	Average Exemption	Average Taxable
A Only	15,949	960,349	106,627	669,308
A & E	16,099	959,507	106,552	666,972

Not Under Review

Code	Description	Count	Acres	New Value	Market Value	Taxable Value
A	Single-family Residential	20,514		190,337,888	17,996,419,909	13,324,478,696
B	Multifamily Residential	38		49,483,204	1,101,804,847	1,100,999,812
C1	Vacant Lots and Tracts	1,899		470,664	371,181,406	328,284,723
D1	Qualified Open-Space Land	286	22,541.5	0	663,433,201	1,626,573
D2	Farm or Ranch Improvements on Qualified	19		0	1,033,478	539,219
E	Rural Land,Not Qualified for Open-Space Land	625		4,952,579	374,495,572	283,187,736
ERROR	ERROR	7		0	91,245	200,85,803
F1	Commercial Real Property	289		5,838,428	1,605,876,033	1,601,084,209
F2	Industrial Real Property	204		15,028,382	241,703,866	238,249,737
J1	Water Systems	1		0	11,344	11,344
J2	Gas Distribution Systems	1		0	2,448,900	2,448,900
J3	Electric Companies (including Co-ops)	16		0	17,204,254	17,193,876
J4	Telephone Companies (including Co-ops)	40		0	7,265,750	7,265,750
J7	Cable Companies	2		0	105,342	105,342
L1	Commercial Personal Property	907		0	170,249,232	161,254,001
L2	Industrial and Manufacturing Personal Property	24		0	24,842,246	24,826,369
M1	Mobile Homes	193		2,187,955	13,694,075	10,073,511
O	Residential Inventory	488		84,856,637	205,960,941	205,594,820
S	Special Inventory	16		0	2,742,303	2,742,303
XB	Income Producing Tangible Personal	170		0	184,079	0
XJ	Private Schools (§11.21)	4		0	42,628,233	0
XO	Motor Vehicles for Income Production and	1		0	2,596	0
XR	Nonprofit Water or Wastewater Corporation	10		0	712,679	0
XV	Other Totally Exempt Properties (including	631		0	1,234,344,790	0
		Totals:	22,541.5	353,155,737	24,078,436,321	17,310,052,724

Under Review

Code	Description	Count	Acres	New Value	Market Value	Taxable Value
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Totals:

Grand Totals

Code	Description	Count	Acres	New Value	Market Value	Taxable Value
A	Single-family Residential	20,514		190,337,888	17,996,419,909	13,324,478,696
B	Multifamily Residential	38		49,483,204	1,101,804,847	1,100,999,812
C1	Vacant Lots and Tracts	1,899		470,664	371,181,406	328,284,723
D1	Qualified Open-Space Land	286	22,541.5	0	663,433,201	1,626,573
D2	Farm or Ranch Improvements on Qualified	19		0	1,033,478	539,219
E	Rural Land,Not Qualified for Open-Space Land	625		4,952,579	374,495,572	283,187,736
ERROR	ERROR	7		0	91,245	202,85,803
F1	Commercial Real Property	289		5,838,428	1,605,876,033	1,601,084,209
F2	Industrial Real Property	204		15,028,382	241,703,866	238,249,737
J1	Water Systems	1		0	11,344	11,344
J2	Gas Distribution Systems	1		0	2,448,900	2,448,900
J3	Electric Companies (including Co-ops)	16		0	17,204,254	17,193,876
J4	Telephone Companies (including Co-ops)	40		0	7,265,750	7,265,750
J7	Cable Companies	2		0	105,342	105,342
L1	Commercial Personal Property	907		0	170,249,232	161,254,001
L2	Industrial and Manufacturing Personal Property	24		0	24,842,246	24,826,369
M1	Mobile Homes	193		2,187,955	13,694,075	10,073,511
O	Residential Inventory	488		84,856,637	205,960,941	205,594,820
S	Special Inventory	16		0	2,742,303	2,742,303
XB	Income Producing Tangible Personal	170		0	184,079	0
XJ	Private Schools (§11.21)	4		0	42,628,233	0
XO	Motor Vehicles for Income Production and	1		0	2,596	0
XR	Nonprofit Water or Wastewater Corporation	10		0	712,679	0
XV	Other Totally Exempt Properties (including	631		0	1,234,344,790	0
Totals:			22,541.5	353,155,737	24,078,436,321	17,310,052,724

Rank	Owner ID	Taxpayer Name	Market Value	Taxable Value
1	1902346	KARLIN RIVER PLACE LLC	\$297,798,426	\$297,798,426
2	1624946	G&I VII RIVER PLACE LP	\$180,885,499	\$180,885,499
3	1711483	MRG ATX HOLDINGS LLC	\$137,406,755	\$131,531,125
4	1980071	AMFP VI MERITAGE LLC	\$118,619,161	\$118,619,161 ²⁰³
5	1678844	RRE RIVERLODGE HOLDINGS LLC	\$104,020,986	\$104,020,986
6	1913652	S2 TINTARA LP	\$99,502,570	\$99,502,570
7	1814523	VERANDAH AT GRANDVIEW HILLS LLC	\$94,716,991	\$94,716,991
8	1752227	SONTERRA LUXURY APTS LLC	\$90,725,192	\$90,725,192
9	1670893	CANYON CREEK TEXAS LLC	\$88,735,144	\$88,735,144
10	1610290	TOLL AUSTIN TX II LLC	\$80,003,473	\$80,003,473
11	1673627	BELL FUND V FOUR POINTS LLC	\$72,947,752	\$72,947,752
12	1398638	CMS/COLONIAL MULTIFAMILY CANYON	\$66,190,401	\$66,190,401
13	1963610	DRH LAKE AUSTIN OWNER LLC	\$64,479,045	\$64,479,045
14	1603219	G&I VII FOUR POINTS LP	\$64,096,053	\$64,096,053
15	1589893	BDN FOUR POINTS LAND LP	\$62,114,535	\$62,114,535
16	1926967	VEGAS SUN LLC	\$61,703,638	\$61,703,638
17	1709457	PROMESA APARTMENTS LTD	\$60,959,805	\$60,959,805
18	1770051	NR TACARA AT STEINER RANCH LLC	\$60,904,345	\$60,904,345
19	1899645	MFREVF III CANYON CREEK LP	\$55,638,901	\$55,638,901
20	1670895	CANTEBREA CROSSING TEXAS LLC	\$55,384,273	\$55,384,273
Total			\$1,916,832,945	\$1,910,957,315

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: Discussion of 2024-2025 Proposed Budget
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Pete Pape, EdD., CPA, Chief Financial Officer
Attachments: Presentation on the Proposed 2024-2025 Budgets for Adoption – General Fund, Debt Service Fund and Child Nutrition Fund
2024-2025 Proposed Budget and 2025-26/2026-27 Projection Models

Background Information:

The proposed 2024-2025 budget for adoption reflects the amended budget assumptions presented to Board on June 6, 2024. The proposed General Fund Budget results in a total deficit of \$13 million, which is within the 3% budget parameter. This budget assumes revenues generated based on current law. The budget also provides for the cost of salary increases based on a 2.5% compensation increase at midpoint.

Also presented this month are the proposed 2024-2025 budgets for the Debt Service Fund and Child Nutrition Fund. Revenues for the Debt Service fund have been built on a tax rate of \$0.33 and reflect excess collections to be used for future refunding or defeasance.

The Board will approve the final budgets for the General Fund, Debt Service Fund and Child Nutrition Fund on June 27, 2024. The final budget numbers for approval should closely mirror what is presented here (pending any further changes). On June 27th, the budget will be presented at the Function level rather than the Object level, as the budget must be adopted at the Function level.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Discussion of 2024-2025 Proposed Budget

June 6, 2024

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**LOOKING BACK...
2023-2024 FINANCIAL
IMPACTS**

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2023-2024 – LOOKING BACK

WHAT HAPPENED IN 23-24 TO GET US HERE...

- No new funding from the state
- No Major Maintenance contribution (2 pennies = \$6 million)
- Last year to use ESSER funds to reduce budget
- 23-24 Pay increase of 4% on midpoint for all staff
- Startup Costs for Police Department
- Startup Costs for Hisle Elementary (Elementary #30)

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2023-2024 – LOOKING BACK

“DEATH BY 1,001 CUTS”

- Reduction in Title 1 Allotment of \$1.8M from current school year to 2024/25 school year
- Reduction in TIMA funding in the 2019 biennium in the amount of \$5.4M. This resulted in the TIMA funding being \$2.3M short for the current year’s science adoption.
- No change in Basic Allotment since 2019. Adjusted for inflation the basic allotment would be \$4,380, which is the lowest it’s been since 2010.
- SHARS funding cut by \$7M in 2023/24
- SHARS funding reduction of 20% in future years (approximately \$1.2M per year)
- Safety & Security mandates with state funding inadequate for costs of ensuring safe and secure schools (unfunded mandate). Police department will cost \$4.8M plus additional \$2M for start-up costs while the annual safety and security allotment is \$1.1M. 209
- Loss of autism grant \$500K-\$600K (positions added to general fund)
- ESSER funds ending and district decision to keep positions (positions added to general fund)
- SPED funding is \$25M less than the cost to operate SPED program.
- Reduction in Title 1 funding of \$1.8M (estimated)



2024-2025 OVERVIEW OF REVENUE AND EXPENDITURES

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General Fund Revenues Overview

- April Certified Estimates received
 - Reflect 7.46% value growth (assumption of 7% growth)
 - MCR tax rate at the state floor - \$0.6169
 - Total M&O tax rate = \$0.7569
- Budgeting state aid on PreK adjusted enrollment of 42,597 and 94% ADA
- Revenues include Additional State Aid for Districts Impacted by Compression TEC 48.283 (hold harmless) - net increase of \$8 million

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General Fund Revenues Overview

General Fund Revenues	2023-2024	2024-2025	2024-2025	Difference
	Projected Actual Revenue	April Revenue Est. 7% PV Growth	May Revenue Est. 7.46% Certified Prelim	
Gross Local Revenue	\$ 334,942,642	\$ 345,141,388	\$ 346,031,030	\$ 889,642
Less: Recapture	(9,537,482)	(11,116,881)	(11,484,229)	(367,348)
State Revenue	100,347,220	95,548,461	96,578,545	1,030,084
Federal Revenue	1,541,252	5,890,000	5,890,000	-
TOTAL ESTIMATED NET REVENUES:	\$ 427,293,632	\$ 435,462,968	\$ 437,015,346	\$ 1,552,378

General Fund Expenditures Overview

- Staffing budget based on enrollment of 43,316 (not adjusted for Pre-K)
- Budgeting payroll at 97.5%
- 2.5% of midpoint pay increase for all staff
- Compensation Review Adjustments of \$1.463 million
- Add Certified Dyslexia Stipend - \$121,000
- Increased contributions to insurance premiums while reducing transfers out
- Deficit budget within/at 3% budget parameter

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General Fund Expenditures Overview

- ESSER Grant Maturity
 - 2 Certified Health Aides
 - 9 Middle School Student Success Facilitators
 - 3 SFST Social Worker/Counselors
 - 1 Speech Language Pathologist
 - 1 Assistant Principal Position (Originally VLA/NHHS – now at NHHS)
- Autism Grant Maturity
 - 1 Speech Language Pathologist
 - 1 Psychologist
 - 1 Diagnostician
 - 1 Occupational Therapist
 - 8 Instructional Assistants
- Early College High School Expansion
 - 4 Teachers
 - 1 Registered Nurse
 - 1 Instructional Coach
 - 1 Day Custodian
- Special Education Growth Positions 214
 - 10 Teachers
 - 2 Early Learning Environment (ELE) Teachers
 - 3 E-Structured Learning Environment (SLE) Teachers
 - 6 Instructional Assistants
 - 2 Speech Language Pathologists
 - 2 Psychologists
 - 1 Low Incidence Disability Specialist
 - 1 Diagnostician

General Fund Expenditures Overview

- Police Department
 - 1 Assistant Director of Safety & Security
 - 1 Administrative Assistant
 - 10 Marshals
- Other Additions - Campus
 - 6 Dual Language/Bilingual Teachers
 - 7 PreK-3 Teachers
 - 7 Pre-K Instructional Assistants
 - 2 Assistant Principals (Elem)
 - 2 Counselors (Elem)
 - 2 Reading Specialists
- Reductions
 - 10 Bus Drivers
 - 10 Bus Driver Trainees
 - 2 Irrigation Technicians
- Other Additions – Non-Campus
 - 1 Project Manager/Tech Specialist (Transportation)
 - 1 Field Trip Coordinator
 - 1 Lead Dispatcher
 - 1 Risk Management
 - 2 HVAC Technicians
 - 1 Door Hardware & Lock Technician
 - 1 HVAC Mechanical Supervisor
 - 1 Device Program Specialist (IT)
 - 1 Technology Support Specialist (IT)
 - 1 Communications Specialist
 - 1 Accounting/Finance Trainer
 - 1 Lead Payroll Specialist

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General Fund Expenditures Overview

- Reviewed positions and identified areas for reduction with minimal impact to operations
- Collaborated with Departments to identify areas to reduce operating budgets
- Increased campus per student allocations by \$3/student
- 3% increase in Fine Arts, Athletics, and Career and Technical Education (CTE) Budgets

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General Fund Expenditures Overview

	2023-2024 Projected Actual Expenditures	2024-2025 April Budget Estimates	2024-2025 May Budget Estimates	Difference
General Fund Expenditures				
Payroll Expenditures	\$ 377,001,872	\$ 393,905,417	\$ 393,084,037	\$ (821,380)
Operating Expenditures	52,540,361	55,328,776	55,793,911	\$ 465,135
Recapture	9,537,482	11,116,881	11,484,229	\$ 367,348
TOTAL ESTIMATED EXPENDITURES	\$ 439,079,715	\$ 460,351,074	\$ 460,362,177	\$ 11,103
TOTAL TRANSFERS IN/OUT	\$ 6,019,600	\$ 1,280,000	\$ 1,230,000	

- Payroll - May includes a 2.5% pay increase
- Operating - Vetted all requests
- Recapture - Offset by an increase in revenue



**2024-2025
PROPOSED BUDGET
FOR ADOPTION**

218

Final Proposed Budget for 2024-2025

	2022-2023 Actual	2023-2024 Amended Budget	2023-2024 Projected Actual	2024-2025 Proposed Budget	Change from Amended
Revenues:					
Local Sources	\$ 398,454,746	\$ 334,904,125	\$ 334,942,642	\$ 346,031,030	\$ 11,126,905
State Sources	55,572,717	102,071,398	100,347,220	96,578,545	\$ (5,492,853)
Federal Sources	8,713,447	1,512,000	1,541,252	5,890,000	\$ 4,378,000
TOTAL REVENUES	\$ 462,740,910	\$ 438,487,523	\$ 436,831,114	\$ 448,499,575	\$ 10,012,052
Expenditures:					
Payroll	\$ 348,070,183	\$ 387,161,463	\$ 377,001,872	\$ 393,084,037	\$ 5,922,574
Contracted Services	14,762,984	17,905,650	15,858,387	17,472,155	\$ (433,495)
Utilities	8,723,665	8,796,210	8,833,367	9,867,409	\$ 1,071,199
Supplies & Materials	15,179,552	24,702,489	19,925,798	20,568,749	\$ (4,133,740)
Other Operating	5,060,778	7,115,183	5,754,467	7,215,413	\$ 100,230
Debt Service	1,908,870	525,415	525,415	537,869	\$ 12,454
Capital Outlay	1,149,114	1,843,355	1,642,926	132,316	\$ (1,711,039)
Chapter 49/Recapture	46,441,193	9,597,744	9,537,482	11,484,229	\$ 1,886,485
TOTAL OPERATING EXPENDITURES	\$ 441,296,340	\$ 457,647,509	\$ 439,079,715	\$ 460,362,177	\$ 2,714,668
Results of Operations	\$ 21,444,570	\$ (19,159,986)	\$ (2,248,601)	\$ (11,862,602)	\$ 7,297,384
Total Other Financing Sources/Uses	\$ (10,706,987)	\$ (4,780,000)	\$ (6,019,600)	\$ (1,230,000)	\$ 3,550,000
Net Change to Fund Balance	\$ 10,737,583	\$ (23,939,986)	\$ (8,268,201)	\$ (13,092,602)	
Beginning Fund Balance	\$ 178,846,817	\$ 189,584,400	\$ 189,584,400	\$ 181,316,200	
Ending Fund Balance	\$ 189,584,400	\$ 165,644,413	\$ 181,316,200	\$ 168,223,598	

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Three-Year Projections

- Projections for 2025-26 and 2026-27
 - Property value growth estimates at 4%, 3%
 - Golden Yield 25-26 and 26-27 = \$129.52
 - Includes 2% of midpoint pay increase for all staff
- Long-term view continues to show deficit budgets
- Legislative Session
 - Special Session
 - Financial impact unknown

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Three-Year Projections

	Adopted 2023-24 Budget	Projected Actual 2023-24 Budget	Proposed 2024-25 Budget	Projected 2025-26 Budget	Projected 2026-27 Budget
Actual Enrollment/PASA Projected Enrollment	43,543	42,593	43,316	43,555	43,968
Revenue per Student	\$ 9,945	\$ 10,032	\$ 10,089	\$ 9,946	\$ 10,024
REVENUE:					
State Revenue	\$ 56,983,976	\$ 100,347,220	\$ 96,578,545	\$ 86,751,118	\$ 87,497,860
Local Revenue	\$ 426,747,513	\$ 334,942,642	\$ 346,031,030	\$ 353,505,906	\$ 360,752,373
Federal Revenue	\$ 7,162,000	\$ 1,541,252	\$ 5,890,000	\$ 5,395,000	\$ 5,395,000
TOTAL GROSS TOTAL REVENUES:	\$ 490,893,489	\$ 436,831,114	\$ 448,499,575	\$ 445,652,024	\$ 453,645,233
TOTAL PAYROLL EXPENDITURES:	\$ 382,651,587	\$ 377,001,872	\$ 393,084,037	\$ 402,193,901	\$ 405,056,876
TOTAL OPERATING EXPENDITURES:	\$ 54,118,843	\$ 52,540,360	\$ 55,793,911	\$ 58,437,770	\$ 59,986,571
RECAPTURE:	\$ 57,867,040	\$ 9,537,482	\$ 11,484,229	\$ 12,468,904	\$ 12,924,875
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 494,637,470	\$ 439,079,715	\$ 460,362,177	\$ 473,100,574	\$ 477,968,322
RESULTS FROM OPERATIONS:	\$ (3,743,981)	\$ (2,248,601)	\$ (11,862,602)	\$ (27,448,550)	\$ (24,323,090)
TOTAL TRANSFERS IN/OUT:	\$ (2,780,000)	\$ (6,019,600)	\$ (1,230,000)	\$ 270,000	\$ 270,000
Beginning Fund Balance	\$ 189,584,400	\$ 189,584,400	\$ 181,316,200	\$ 168,223,598	\$ 141,045,048
Ending Fund Balance	\$ 183,060,419	\$ 181,316,200	\$ 168,223,598	\$ 141,045,048	\$ 116,991,958
BUDGET PARAMETER					
Budget Deficit Threshold - 3% of Revenues	\$ 12,990,793	\$ 12,818,809	\$ 13,110,460	\$ 12,995,494	\$ 13,221,611
Budget Deficit (Exceeding) Threshold	\$ 6,466,812	\$ 4,550,608	\$ 17,858	\$ (14,183,056)	\$ (10,831,479)



DEBT SERVICE BUDGET

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Debt Service Overview

- Last Bond Sale - August 22, 2023
 - 2017 Authorization = \$ 31.2 million
 - 2021 Authorization = \$ 20.7 million
 - 2023 Authorization = \$225.2 million
- Next Bond Sale in Spring/Summer 2025 depending on cash balance
- Maintaining I&S tax rate of \$0.33
- Continue to pay down debt early, depending on next Bond Sale
- Significant refunding of CAB debt opportunity becomes available in May 2025

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Proposed 2024-2025 Debt Service Budget

	2022-2023	2023-2024	2023-2024	2024-2025	
	Actual	Amended Budget	Estimate of Actual	Proposed Budget \$0.33	Change
Revenues:					
Local Tax Revenues	\$ 133,481,147	\$135,024,090	\$ 133,180,872	\$ 143,722,823	\$ 10,541,951
Interest Income	4,119,744	4,627,788	4,378,047	3,500,000	\$ (878,047)
State Hold Harmless	3,600,923	13,215,422	13,527,173	14,241,719	\$ 714,546
Total Revenues	\$ 141,201,814	\$152,867,300	\$ 151,086,092	\$ 161,464,542	\$ 10,378,450
Expenditures:					
Principal	\$ 29,792,399	\$ 62,164,959	\$ 62,164,959	\$ 48,939,105	\$ (13,225,854)
Interest	79,276,783	89,838,741	89,838,741	92,235,377	\$ 2,396,636
Fees	53,120	864,400	450,000	12,000	\$ (438,000)
Defeasance/Refunding- Issuer Contribution	26,968,738		-	20,278,060	\$ 20,278,060
Total Expenditures	\$ 136,091,040	\$152,868,100	\$ 152,453,700	\$ 161,464,542	\$ 9,010,842
Other Financing Sources/(Uses):					
Other Sources	\$ -	\$ -	\$ 35,382,432	\$ -	\$ (35,382,432)
Other Uses	-	-	(34,978,540)	-	\$ 34,978,540
Total Other Financing Sources/(Uses)	\$ -	\$ -	\$ 403,892	\$ -	\$ (403,892)
Excess/(Deficiency) of Revenues vs. Expenditures	\$ 5,110,774	\$ (800)	\$ (963,716)	\$ -	
Beginning Fund Balance	\$ 135,256,115	\$140,366,889	\$ 140,366,889	\$ 139,403,173	
Ending Fund Balance	\$ 140,366,889	\$140,366,090	\$ 139,403,173	\$ 139,403,173	
	(94,665,897)		(103,217,740)	(90,375,990)	
	8/15/23 DS pmt		8/15/24 DS pmt	8/15/25 DS pmt	
	\$ 45,700,992		\$ 36,185,433	\$ 49,027,183	



CHILD NUTRITION SERVICES BUDGET

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Child Nutrition Services (CNS) Overview

- Continuing partnership with Southwest Foodservice Excellence (SFE)
- Fund Balance spend-down continues into 2024-2025

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Proposed 2024-2025 Child Nutrition Services Budget

	2022-2023	2023-2024	2024-2025	
	Actual	Amended	Proposed	Change
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Revenues:				
Local Revenue	\$ 8,924,090	\$ 8,515,353	\$ 8,038,396	\$ (476,957)
State Revenue	92,264	75,000	75,000	-
Federal Revenue	7,982,276	7,598,682	6,341,726	(1,256,956)
Total Revenues	<u>\$ 16,998,630</u>	<u>\$ 16,189,035</u>	<u>\$ 14,455,122</u>	<u>\$ (1,733,913)</u>
Expenditures:				
Payroll	\$ 4,317,195	\$ 7,192,215	\$ 5,481,106	\$ (1,711,109)
Contracted Services	6,653,487	7,293,860	6,276,708	(1,017,152)
Supplies & Materials	1,151,762	1,723,526	1,552,393	(171,133)
Other Operating	26,718	14,580	29,150	14,570
Debt Service	48,175	-		
Capital Outlay	-	2,097,823	2,432,970	335,147
Total Expenditures	<u>\$ 12,197,338</u>	<u>\$ 18,322,004</u>	<u>\$ 15,772,327</u>	<u>\$ (2,549,677)</u>
Excess/(Deficiency) of Revenues vs. Expenditures	\$ 4,801,292	\$ (2,132,969)	\$ (1,317,205)	
Beginning Fund Balance	\$ 10,928,810	\$ 15,730,102	\$ 13,597,133	
Ending Fund Balance	<u>\$ 15,730,102</u>	<u>\$ 13,597,133</u>	<u>\$ 12,279,928</u>	

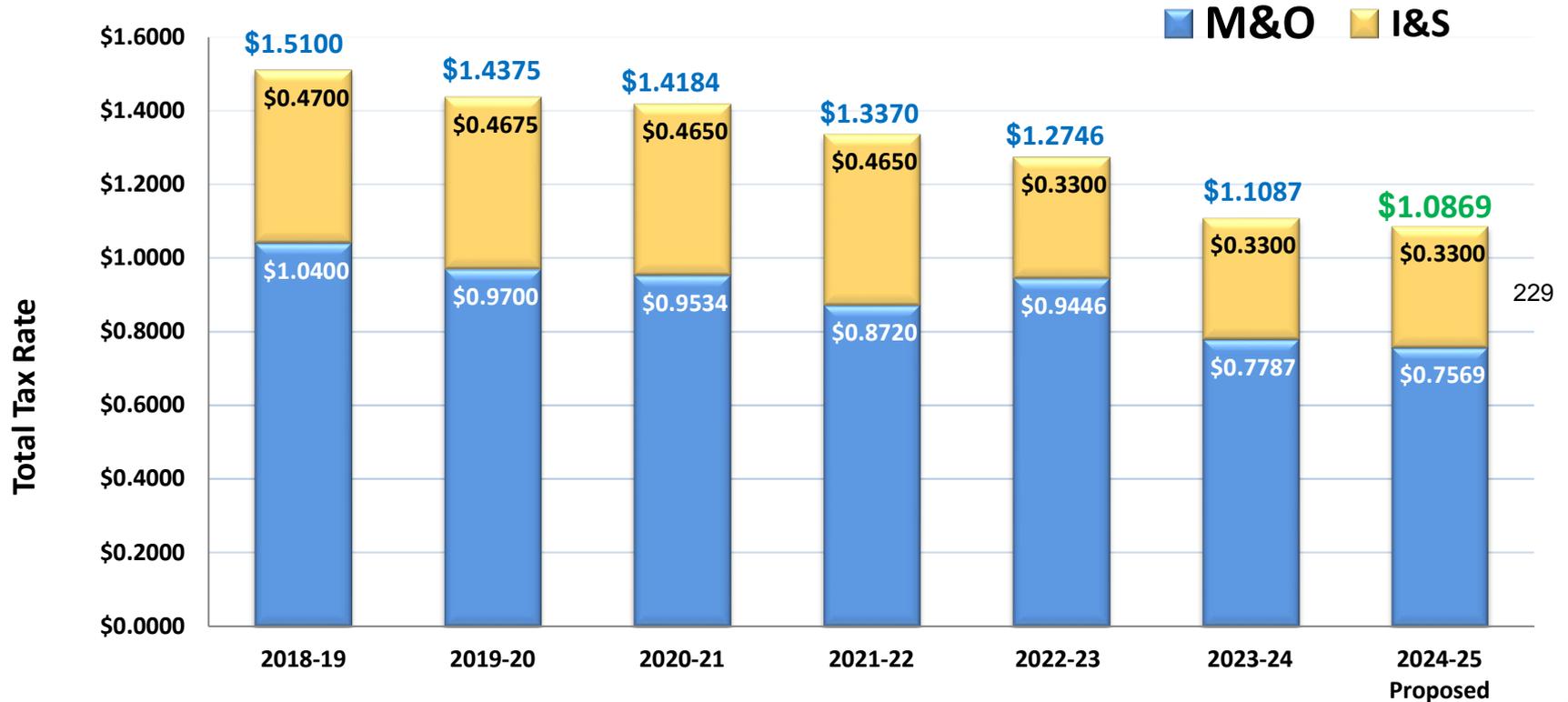
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TAX INFORMATION

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Tax Rate History 2018-2025



Impact of Proposed Tax Rate on Average Value Home

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>Proposed 2024-2025</u>	
Assessed/Market value of a home	\$ 376,708	\$ 420,338	\$ 694,944	\$ 687,280	\$ 628,165	<i>Prelim Values</i>
Average Taxable value	344,237	369,431	423,031	427,922	426,517	<i>Prelim Values</i>
MCR (HB 3) Determined by TEA	\$ 0.9134	\$ 0.8220	\$ 0.8046	\$ 0.6387	\$ 0.6169	
Golden Pennies (existing)	0.0400	0.0400	0.0500	0.0800	0.0800	
Golden Pennies (additional)	-	0.0100	0.0300	-	-	230
Copper Pennies (existing)	-	-	-	0.0600	0.0600	
Copper Pennies (add)	-	-	0.0600	-	-	
I&S Rate	0.4650	0.4650	0.3300	0.3300	0.3300	
<u>Total Property Tax Rate</u>	<u>\$ 1.4184</u>	<u>\$ 1.3370</u>	<u>\$ 1.2746</u>	<u>\$ 1.1087</u>	<u>\$ 1.0869</u>	
Change in Tax Rate	\$ (0.0191)	\$ (0.0814)	\$ (0.0624)	\$ (0.1659)	\$ (0.0218)	
School Property Tax	\$ 4,883	\$ 4,939	\$ 5,392	\$ 4,744	\$ 4,635	
Increase/(Decrease) in Tax from Prior Year	\$ (18)	\$ 57	\$ 453	\$ (648)	\$ (109)	



FINAL STEPS

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2024-2025 Budget Recap

- Required newspaper posting in Hill Country News June 13th
- Required General Fund, Debt, and Child Nutrition Services proposed Budgets posted, by function, on District website June 13th
- Final Amendment presented June 27th
- General Fund, Debt, and Child Nutrition Services Budgets to be adopted June 27th
- Tax rate to be adopted in August/September, after July certified values are received

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**Leander Independent School District
2024-25 Proposed Budget - 2025-26/2026-27 Projection Models**

	Adopted 2023-24 Budget	Projected Actual 2023-24 Budget	Proposed 2024-25 Budget	Projected 2025-26 Budget	Projected 2026-27 Budget
Actual Enrollment/PASA Projected Enrollment	43,543	42,593	43,316	43,555	43,968
Revenue per Student	\$ 9,945	\$ 10,032	\$ 10,089	\$ 9,946	\$ 10,024
REVENUE:					
State Revenue	\$ 56,983,976	\$ 100,347,220	\$ 96,578,545	\$ 86,751,118	\$ 87,497,860
Local Revenue	\$ 426,747,513	\$ 334,942,642	\$ 346,031,030	\$ 353,505,906	\$ 360,752,373
Federal Revenue	\$ 7,162,000	\$ 1,541,252	\$ 5,890,000	\$ 5,395,000	\$ 5,395,000
TOTAL ESTIMATED GROSS REVENUES:	\$ 490,893,489	\$ 436,831,114	\$ 448,499,575	\$ 445,652,024	\$ 453,645,233
EXPENDITURES					
Payroll - Existing Positions	\$ 334,732,813	\$ 350,688,615	\$ 354,378,737	\$ 366,767,192	\$ 375,613,887
Payroll - Transportation Positions (Addition/Reduction)	-	-	(297,858)	-	-
Payroll - Transportation Adjust Overtime Budget	-	-	322,000	-	-
Payroll - Plant Maintenance SWAP Positons	-	-	(148,280)	-	-
ESSER - Move back to General Fund	4,114,045	-	2,062,735	-	-
Reductions due to Budgeting at 97.5%/Misc Adjustments	(4,279,494)	-	(10,006,079)	(7,335,344)	(7,512,278)
Salary Increase 2.5%	9,538,000	-	8,614,500	6,600,000	6,600,000
Pay Study Adjustments	3,911,400	-	1,463,000	1,500,000	1,500,000
Increase monthly contribution for health insurance	2,479,800	-	2,479,800	2,479,800	-
New Positions (<i>staffing formulae - PreK-12th</i>)	(413,474)	-	1,685,000	179,457	183,046
School of Choice (<i>ECHS - Early College High School</i>)	387,934	-	424,736	272,383	-
New Positions (<i>special education</i>)	1,670,713	-	2,514,000	-	-
New Positions (<i>outside staffing formulae</i>)	963,051	-	2,000,000	3,550,000	500,000
Balance of start-up salaries for new campuses	-	-	1,274,901	1,300,399	1,326,407
Start-up salaries for new campuses	141,952	-	-	300,000	-
State Funded TRS	26,316,847	26,313,257	26,316,845	26,580,013	26,845,814
TOTAL PAYROLL EXPENDITURES:	\$ 382,651,587	\$ 377,001,872	\$ 393,084,037	\$ 402,193,901	\$ 405,056,876
Contracted Services	15,963,348	15,858,387	17,472,155	17,996,320	18,536,209
Utilities	8,915,400	8,833,367	9,867,409	10,187,157	10,513,300
Supplies	19,809,865	19,925,798	20,267,929	21,185,811	21,821,385
Operating previously coded to ESSER	757,087	-	300,820	-	-
Travel/Misc.	6,496,863	5,754,467	7,215,413	7,359,721	7,506,917
Debt Service	525,415	525,415	537,869	550,000	550,000
Capital Outlay/Portables	1,225,932	1,642,927	132,316	500,000	500,000
ECHS Tuition Increase	-	-	-	100,000	-
New Campus Operating Costs (utilities/supplies)	424,933	-	-	558,760	558,760
TOTAL OPERATING EXPENDITURES:	\$ 54,118,843	\$ 52,540,360	\$ 55,793,911	\$ 58,437,770	\$ 59,986,572
RECAPTURE	\$ 57,867,040	\$ 9,537,482	\$ 11,484,229	\$ 12,468,904	\$ 12,924,875
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 494,637,470	\$ 439,079,715	\$ 460,362,177	\$ 473,100,574	\$ 477,968,323

	Adopted 2023-24 Budget	Projected Actual 2023-24 Budget	Proposed 2024-25 Budget	Projected 2025-26 Budget	Projected 2026-27 Budget
RESULTS FROM OPERATIONS:	\$ (3,743,981)	\$ (2,248,601)	\$ (11,862,602)	\$ (27,448,550)	\$ (24,323,090)
Other Sources/One-time Workers' Comp transfer	270,000	270,000	270,000	270,000	270,000
Transfers Out - Healthcare	(3,000,000)	(4,239,600)	(1,500,000)	-	-
Transfers Out - Other	(50,000)	(50,000)	-	-	-
Transfer Out - Empowerment Grant	-	\$ (2,000,000)	-	-	-
TOTAL TRANSFERS IN/OUT:	\$ (2,780,000)	\$ (6,019,600)	\$ (1,230,000)	\$ 270,000	\$ 270,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,523,981)	\$ (8,268,201)	\$ (13,092,602)	\$ (27,178,550)	\$ (24,053,090)

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FUND BALANCE						
Beginning Fund Balance	\$ 189,584,400	\$ 189,584,400	\$ 181,316,200	\$ 168,223,598	\$ 141,045,048	
Ending Fund Balance	\$ 183,060,419	\$ 181,316,200	\$ 168,223,598	\$ 141,045,048	\$ 116,991,958	
Targeted Fund Balance - 3 Months Operating	\$ 109,887,608	\$ 108,390,458	\$ 112,526,987	\$ 115,090,418	\$ 116,193,362	
Overage/(Shortage) from Required Level	\$ 73,172,812	\$ 72,925,742	\$ 55,696,611	\$ 25,954,630	\$ 798,596	
BUDGET PARAMETER						
Budget Deficit Threshold - 3% of Revenues	\$ 12,990,793	\$ 12,818,809	\$ 13,110,460	\$ 12,995,494	\$ 13,221,611	
Budget Deficit (Exceeding) Threshold	\$ 6,466,812	\$ 4,550,608	\$ 17,858	\$ (14,183,056)	\$ (10,831,479)	

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 6, 2024

Agenda Item: Discussion of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors

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

Action Requested (future meeting): Thursday, June 27, 2024

Administrator Responsible: Pete Pape, Ed.D., CPA, Chief Financial Officer

Attachments: Vacancy Letter to Entities
Texas Property Tax Code 6.03(f)
Resolution for Vacancy
Board of Directors Requirements
WCAD Taxing Units
Board of Directors General Information
Board of Directors Election Checklist

Background Information:

The Williamson Central Appraisal District (WCAD) advised the district of a vacancy in the Board of Directors. Hope Hisle-Piper was publicly elected during the May 4, 2024, general election; therefore, she will be unable to complete her 2024 term.

Per Section 6.0301(f) of the Texas Property Tax Code, if a vacancy occurs on the Board of Directors in an appointive position, each taxing unit that is entitled to vote under Section 6.03, may nominate, by resolution adopted by its governing body, a candidate to fill the vacancy. The unit shall submit the name of its nominee to the Chief Appraiser within 45 days after notification from the Board of Directors of the existence of the vacancy. The Chief Appraiser shall prepare and deliver to the Board of Directors within the next five days a list of the nominees. The Board of Directors shall appoint, by a majority vote of its members, one of the nominees to fill the vacancy.

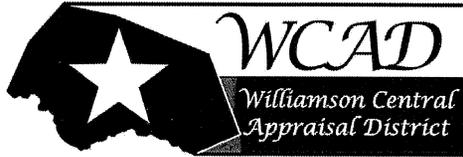
ACTION:	DUE DATE:
Chief Appraiser notifies taxing unit of vacancy	Dated: May 15, 2024
Taxing units nominates one candidate by Resolution	LISD: June 27, 2024
Resolution and candidate resume due to Chief Appraiser	LISD: No later than June 29, 2024

Administrative Recommendation:

The Board of Trustees will be asked to approve a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors during the June 27, 2024, Regular Board Meeting.

Sample Motion:

N/A



625 F.M. 1460
Georgetown, Texas 78626
(512) 930-3787
www.wcad.org

Board of Directors

- Jon Lux, Chairman
- Lora Weber, Vice Chairman
- Hope Hisle-Piper, Secretary
- Harry Gibbs
- Michael Wei
- Larry Gaddes

Chief Appraiser

Alvin Lankford
(512) 930-3787

"Our mission is to provide an accurate, fair, and cost-effective appraisal roll while maintaining high levels of transparency and giving industry leading customer service to the consumers of our data and services."

May 15, 2024

Dear Taxing Unit:

One of our Board of Director members, Hope Hisle-Piper, was publicly elected during the May 4, 2024, general election; therefore, she will be unable to complete her 2024 term.

The procedures to replace this member are found in Section 6.0301(f) of the Texas Property Tax Code. Please find a copy of that section attached.

The Code requires that if a vacancy occurs on the Board of Directors in an appointive position, each taxing unit that is entitled to vote under Section 6.03, may nominate, by resolution adopted by its governing body, a candidate to fill the vacancy. The unit shall submit the name of its nominee to the Chief Appraiser within 45 days after notification from the Board of Directors of the existence of the vacancy. The Chief Appraiser shall prepare and deliver to the Board of Directors within the next five days a list of the nominees. The Board of Directors shall appoint, by majority vote of its members, one of the nominees to fill the vacancy. We've enclosed a sample resolution for your use when submitting your nomination.

Since the selection is left up to us, the Board requires a resume with your nomination. A listing of member requirements is enclosed; we ask that both your taxing unit and your nominee sign this document and return it to the District along with your nomination.

If you have any questions, please feel free to contact our Chief Appraiser, Alvin Lankford at the number listed above.

Sincerely,

Jon Lux, Chairman
Board of Directors
Williamson Central Appraisal District

Enclosures

TEXAS PROPERTY TAX CODE

6.0301. Board of Directors in Populous Counties

(f) If a vacancy occurs in an appointive position on the board of directors, each taxing unit that is entitled to vote under Section 6.03 may nominate by resolution adopted by its governing body a candidate to fill the vacancy. The taxing unit shall submit the name of its nominee to the chief appraiser within 45 days after notification from the board of directors of the existence of the vacancy, and the chief appraiser shall prepare and deliver to the board of directors within the next five days a list of the nominees. The board of directors shall appoint by majority vote of its members one of the nominees to fill the vacancy.

RESOLUTION NO. _____

A RESOLUTION OF THE LEANDER INDEPENDENT SCHOOL DISTRICT NOMINATING A CANDIDATE TO FILL A VACANCY ON THE WILLIAMSON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS.

WHEREAS, due to an unexpected vacancy on the Williamson Central Appraisal District Board of Directors, the Leander Independent School District wishes to nominate a candidate to fill said
(Entity)
vacancy.

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES that the
(Governing Body)

Leander Independent School District hereby nominates _____
as a candidate to fill a vacancy on the Williamson Central Appraisal District Board of Directors.

RESOLVED this 27th day of June 2024

Signed _____
Presiding Officer, Gloria Gonzales-Dholakia, Ph.D.
Leander ISD Board of Trustees President

Attest: _____
Anna Smith, Leander ISD Board of Trustees Vice President

BOARD OF DIRECTORS
Requirements

The Williamson Central Appraisal District is governed by a Board of nine Directors. Five Directors are appointed by the taxing units that participate in the District. Three Directors are elected by majority vote at the general election by the voters in the county. The tax assessor-collector serves as an ex-officio member.

Eligibility

To be eligible to serve on the Board, an individual must be a resident of the district and must have resided in the district for at least two years immediately preceding the date of appointment.

Section 6.035 of the Property Tax Code states an individual is ineligible to serve on an appraisal district Board of Directors if the individual owns property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:

- (a) the delinquent taxes and any penalties and interest are being paid under an installment payment agreement
- (b) a suit to collect the delinquent taxes is deferred or abated

An employee of a taxing unit participating in the appraisal district is not eligible to serve unless the individual is also a member of the governing body or an elected official of a taxing unit participating in the district (*see additional taxing jurisdictions listing attached*).

Section 6.035 of the Property Tax Code, effective September 1, 1989, bars a Board member from serving if the member is related to a person who operates for compensation as a tax agent or a property tax appraiser in the appraisal district.

Section 6.036 of the Property Tax Code, effective September 1, 1989, bars a person from serving on the Board if they contract with the appraisal district, or if they contract on a tax related matter with a taxing unit served by the appraisal district, or if they have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district.

Persons who appraise property for compensation for use in property tax proceedings or tax agents who represent owners for compensation are ineligible to serve on the appraisal district Board until the expiration of five (5) years after such activity.

Term of Office

Members of the Board of Directors appointed by the taxing units will serve staggered four-year terms beginning in January of every other even-numbered year. Elected members serve staggered four-year terms beginning in January of every other odd-numbered year.

Selection

Section 6.03 of the Property Tax Code establishes the selection process for Appraisal District Directors. Members of the Board are selected by certain taxing entities participating in the district. An option of the Property Tax Code allows three fourths of the voting entities to increase the number of Directors. The taxing units of Williamson County have adopted a five member Board of Directors. The tax assessor-collector serves as an ex-officio member unless the taxing units appoint the tax assessor-collector as a voting member.

Vacancies on the Board

Section 6.0301 of the Property Tax Code (Board of Directors) provides that in the event of a vacancy in an appointive position on the Board, the governing body of the taxing unit or units shall nominate a candidate. The Board of Directors shall elect, by majority vote of its members, one of the nominees to fill the vacancy. If a vacancy occurs in an elective position, the Board shall appoint by majority vote of its members a person to fill the vacancy.

Recall

Section 6.033 of the Property Tax Code (Recall of Director) provides that the governing body of a taxing unit that participated in the appointment of an individual to the Board may initiate the procedure for recall of its representative.

Williamson Central Appraisal District Taxing Units

Code	Description	Type
CAD	Williamson CAD	Appraisal District
CAU	City of Austin	City
CBA	City of Bartlett	City
CCO	City of Coupland	City
CCP	City of Cedar Park	City
CFL	City of Florence	City
CGR	City of Granger	City
CGT	City of Georgetown	City
CHU	City of Hutto	City
CJA	City of Jarrell	City
CLE	City of Leander	City
CLH	City of Liberty Hill	City
CPF	City of Pflugerville	City
CRR	City of Round Rock	City
CTA	City of Taylor	City
CTD	City of Thorndale	City
CTH	City of Thrall	City
CWE	City of Weir	City
J01	Aus Comm Coll	Community College
J02	EWC Higher Ed Center	Community College
GWI	Williamson CO	County
RFM	Wmsn CO FM/RD	County
F00	Wmsn ESD #3	Fire
F01	Wmsn ESD #4	Fire
F02	Wmsn ESD #5	Fire
F03	Wmsn ESD #6	Fire
F07	Wmsn ESD #7	Fire
F08	Wmsn ESD #8	Fire
F09	Wmsn ESD #9	Fire
F10	Wmsn ESD #10	Fire
F11	Wmsn ESD #11	Fire
F12	Wmsn ESD #12	Fire
F90	Wmsn ESD #1	Fire
F91	Wmsn ESD #2	Fire
I00	Wmsn Co WSID # 3	Irrigation
DBC	Br Crk MUD DA	MUD
M10	Block House MUD	MUD
M100	Prairie Crossing Municipal Utility District No. 1	MUD
M101	Prairie Crossing Municipl Utility District No. 2	MUD
M102	Shell Road Municipal Utility	MUD
M103	Williamson County Municipal Utility District No. 44	MUD
M104	Woodside Municipal Utility District No. 1	MUD
M105	Williamson County Municipal Utility District No. 21	MUD
M106	Williamson County Municipal Utility District No. 35	MUD
M107	Williamson Co MUD #37	MUD
M108	Solana Ranch MUD No. 1	MUD
M11	And Mill MUD	MUD

Williamson Central Appraisal District Taxing Units

Code	Description	Type
M12	Brushy Creek MUD	MUD
M15	N Aus MUD # 1	MUD
M16	Mdws Chandler Cr MUD	MUD
M17	Wmsn-Trav MUD # 1	MUD
M18	Fernbluff MUD	MUD
M21	Vista Oaks MUD	MUD
M23	Wmsn Co MUD #10	MUD
M24	Wmsn Co MUD #11	MUD
M25	Ranch Cypress Cr MUD #1	MUD
M27	Wells Branch MUD	MUD
M28	Wmsn Co MUD # 12	MUD
M29	Wmsn Co MUD # 13	MUD
M30	Wmsn Co MUD # 14	MUD
M33	Walsh Ranch MUD	MUD
M34	Sonterra MUD	MUD
M35	Stonewall Ranch MUD	MUD
M36	Wmsn Co MUD # 17	MUD
M37	Wmsn Co MUD # 18	MUD
M38	Paloma Lake MUD # 1	MUD
M39	Paloma Lake MUD # 2	MUD
M40	Wmsn Co MUD # 19	MUD
M41	Parkside at Mayfield Ranch MUD	MUD
M42	Wmsn Co MUD # 15	MUD
M43	Wmsn Co MUD # 16	MUD
M44	CLL MUD # 1	MUD
M45	Wmsn Co MUD # 22	MUD
M46	Highlands at Mayfield Ranch MUD	MUD
M47	Lakeside MUD # 3	MUD
M48	W. Wmsn Co MUD # 1	MUD
M49	Lakeside MUD # 5	MUD
M50	Williamson County Municipal Utility District No. 51	MUD
M51	Wmsn Co MUD # 19A	MUD
M52	Wmsn-Liberty Hill MUD	MUD
M53	Siena MUD # 1	MUD
M54	Siena MUD # 2	MUD
M55	Wmsn Co MUD # 25	MUD
M56	WILLIAMSON COUNTY MUD #19B	MUD
M57	WILLIAMSON COUNTY MUD #26	MUD
M58	Watch Hill MUD	MUD
M59	Northwest Williamson Co MUD #1	MUD
M60	Palmera Ridge MUD	MUD
M61	Leander MUD #1	MUD
M62	Leander MUD #2	MUD
M63	Leander MUD #3	MUD
M64	Leander TODD MUD #1	MUD
M65	Lakeside WC&ID #2A	MUD
M66	Williamson Co MUD #28	MUD

Williamson Central Appraisal District Taxing Units

Code	Description	Type
M67	Williamson Co MUD #23	MUD
M68	Williamson Co MUD #29	MUD
M69	Southeast Williamson Co MUD #1	MUD
M70	West Williamson Co MUD #2	MUD
M71	Williamson CO MUD #30	MUD
M72	Williamson Co MUD #31	MUD
M73	Williamson Co MUD #32	MUD
M74	WILLIAMSON CO MUD #34	MUD
M75	Northwest Williamson Co MUD #2	MUD
M76	Williamson Co MUD #19C	MUD
M77	North San Gabriel MUD #2	MUD
M78	Cool Water MUD	MUD
M79	Berry Creek Highlands MUD	MUD
M80	North San Gabriel MUD #1	MUD
M81	North San Gabriel MUD #3	MUD
M82	Round Rock MUD #1	MUD
M83	CLL MUD 1A	MUD
M84	Parkside on the River MUD #1	MUD
M85	Williamson Co MUD #19D	MUD
M86	Williamson Co MUD #19E	MUD
M87	Round Rock MUD #2	MUD
M88	Williamson County MUD 19F	MUD
M89	Williamson County MUD 19G	MUD
M90	Williamson County MUD 19H	MUD
M91	Rancho Del Cielo MUD	MUD
M92	South Fork Ranch MUD	MUD
M93	Lakeside Municipal Utility District No. 9	MUD
M94	Theon Ranches Municipal Utility No. 1	MUD
M95	Williamson County Municipal Utility District No. 37	MUD
M96	Williamson County Municipal Utility district No. 45	MUD
M97	7S Ranch Municipal Utility District	MUD
M98	East Williamson County Municipal Utility District No. 1	MUD
M99	Parkside on the River Municipal Utility District No. 2	MUD
L01	And Mill Limited Dist	Other
P00	Gtown Vill PID 1	Other
P01	Cimarron Hills PID	Other
P03	Clearwater PID	Other
P04	Clearwater Ranch PID #2	Other
P05	Oak Creek PID	Other
P06	Liberty Parke	Other
P07	Deerbrooke PID	Other
P08	Crystal Springs PID	Other
P09	Hutto CO-OP PID	Other
P10	Summerlyn West PID	Other
P11	Cross Creek PID	Other
P12	Mustang Creek PID	Other
P13	Parks at Westhaven PID	Other

Williamson Central Appraisal District Taxing Units

Code	Description	Type
P14	Butler Farms PID	Other
P15	Emory Crossing	Other
P16	Durango Farms PID	Other
P17	Cottonwood Creek PID	Other
P18	BLUFFVIEW PID	Other
REF	Reference Account	Other
T03	TIF - Georgetown - CBD	Other
T04	TIF - City of Taylor # 1	Other
T05	TIRZ - Leander	Other
T06	TIRZ - Georgetown - Gateway	Other
T07	TIRZ - Georgetown - Rivery Park	Other
T08	CEDAR PARK TAX INCREMENT REINVESTMENT ZONE #2	Other
T10	Round Rock Reinvestment Zone # 25	Other
T11	Round Rock Reinvestment Zone #26	Other
T12	Round Rock Reinvestment Zone #28	Other
T13	Round Rock Reinvestment Zone #29	Other
T14	TIFF #1 CITY OF HUTTO	Other
T15	TIRZ - Georgetown - Wolf Lakes	Other
T16	City of Liberty Hill Butler Farms TIRZ #3	Other
T17	City of Liberty Summerlyn West TIRZ #2	Other
T18	TIRZ - City of Taylor #2	Other
T20	Liberty Hill Downtown TIRZ	Other
T21	North Georgetown TIRZ	Other
T22	Taylor ISD TIRZ 2022-01	Other
R02	Avery Ranch Rd Dist # 1	Road
R03	Somerset Hills Rd Dist # 3	Road
R04	Somerset Hills Rd Dist # 4	Road
R05	Avery Centre Rd Dist # 1	Road
R06	Avery Centre Rd Dist # 2	Road
R07	Pearson Place Rd Dist	Road
R08	Northwoods Rd Dist #1	Road
SBA	Bartlett ISD	School
SBU	Burnet CISD	School
SCO	Coupland ISD	School
SFL	Florence ISD	School
SGR	Granger ISD	School
SGT	Georgetown ISD	School
SHU	Hutto ISD	School
SJA	Jarrell ISD	School
SLE	Leander ISD	School
SLH	Liberty Hill ISD	School
SLX	Lexington ISD	School
SPF	Pflugerville ISD	School
SRR	Round Rock ISD	School
STA	Taylor ISD	School
STA313IS	Taylor ISD - 3.13 I&S	School
STA313MO	Taylor ISD - 3.13 M&O	School

Williamson Central Appraisal District Taxing Units

Code	Description	Type
STD	Thorndale ISD	School
STH	Thrall ISD	School
W01	Donahoe Cr WS	Water
W05	Wmsn-Trav WCID 1D	Water
W09	Upper Brushy Creek WCID	Water
W10	Wmsn Co WCID # 2	Water
W11	Wmsn Co WCID # 3	Water
W12	Lakeside WCID # 2-A	Water
W13	Lower Brushy Creek WC&ID	Water

2024-2025
BOARD OF DIRECTORS ELECTION
GENERAL INFORMATION SHEET

Name: _____

(Please print name as you wish it to appear on nameplate, if elected)

***** Dear Taxing Unit:** This document was created for your purposes and should be used to verify the qualifications of nominees.

***** Dear Applicant:** If you, for any reason, do NOT meet the qualifications listed in this document, please contact your nominating taxing unit immediately.

Pursuant to Section 6.03 of the Texas Property Tax Code:

1. Are you an employee of a taxing unit in Williamson County? *(This includes part-time employment. If you need a list of taxing units, please contact the appraisal district office.)* Yes No

***** Note:** If you answered YES and do not meet the qualifications listed in #2 below, please contact the nominating taxing unit immediately.

2. If you answered YES, are you also a member of the governing body or elected official of that taxing unit? Yes No

Note: An employee of a taxing unit that participates in the CAD is not eligible to serve on the Board of Directors, unless that individual is also a member of the governing body of the taxing unit or an elected official of a taxing unit.

Pursuant to Government Code Chapter 573:

3. Is any relative of either you or your spouse employed by the Williamson Central Appraisal District in any capacity, or a member of the WCAD Appraisal Review Board? Yes No

If yes:

Relative's Name: _____

Relative's Address: _____

Degree of Relationship: _____

WCAD Position: _____

Note: An answer of "Yes" may disqualify you, depending on the relative's position and the degree of relationship. Please check with your nominating taxing unit.

Pursuant to Section 6.03 of the Texas Property Tax Code:

4. Are you a resident of Williamson County? Yes No

5. How long, in years, have you resided in Williamson County? _____

Note: To be eligible to serve on a Board of Directors, an individual must have resided in the CAD for at least two years immediately preceding the date of taking office. This requirement does not apply to a County Tax Assessor Collector serving as a non-voting Director.

(Continued on next page)

6. Have you appraised property for compensation for use in proceedings or represented property owners for compensation in proceedings in Williamson County at any time within the preceding three years? Yes No

Note: A person who has appraised property for compensation for use in proceedings or represented property owners for compensation in proceedings in the CAD at any time within the preceding three years is ineligible to serve on the Board of Directors.

7. Have you owned property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date you knew or should have known of the delinquency unless?

- The delinquent taxes and any penalties and interest are being paid under an installment payment agreement
- A suit to collect the delinquent taxes is deferred or abated

Yes No

Note: To be eligible to serve on the Board of Directors, a member must NOT own property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless the individual meets one of the criteria listed above.

8. Have you contracted with the appraisal district, or on a tax related matter with a taxing unit served by the appraisal district, or do you have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district?

Yes No

Note: A person who contracts with the appraisal district or on a tax related matter with a taxing unit served by the appraisal district or who has a substantial interest in a business that contracts with either the appraisal district or a taxing unit served by the appraisal district is ineligible to serve on the Board of Directors.

*****IF YOU NOTED ANY REASON YOU MAY NOT MEET THE QUALIFICATIONS LISTED ABOVE, PLEASE CONTACT YOUR NOMINATING TAXING UNIT IMMEDIATELY.**

Signature of Applicant

Date

Applicant Information:

Home Address: _____

Business Address: _____

Home Phone: _____ **Email:** _____

Business Phone: _____

Cellular Phone: _____

Emergency Contact Name: _____

Phone: _____

Relationship: _____

IF ELECTED, where do you want to receive hand deliveries (when necessary)?

IF ELECTED, where do you want to receive mail? _____

IF ELECTED, do you want your address and phone number kept confidential?

Yes No

Signature of Presiding Officer

Date



Taxing Unit Checklist for Board Election

- BEFORE JULY 1, 2024**, I checked my candidate’s requirements pertaining to serving on the Williamson Central Appraisal District Board of Directors? (See [Board Requirements](#))
 - A member MUST be a resident of the district and must have resided in the district for at least two years immediately preceding the date of appointment. (*Property Tax Code, Section 6.03.(a)*)
 - A member MUST NOT own property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless: (*Property Tax Code, Section 6.035.(a)(2)*)
 - The delinquent taxes and any penalties and interest are being paid under an installment payment agreement.
 - A suit to collect the delinquent taxes is deferred or abated.
 - A member may NOT serve if they are an employee of a taxing unit participating in the appraisal district unless they are also a member of the governing body or an elected official of a taxing unit participating in the district. (*Property Tax Code, Section 6.035.(a)*) (See list of [taxing units](#)).
 - A member may NOT serve if he or she appraise property for compensation for use in property tax proceedings (to include appraisal district employees) or tax agents who represent owners for compensation until the expiration of three (3) years after such activity. (*Property Tax Code, Section 6.035.(a)(1)(2)*)
 - A member may NOT serve if he or she is related to a person who operates for compensation as a tax agent, a member of the Appraisal Review Board or a property tax appraiser in the appraisal district. (*Property Tax Code, Section 6.035.(a)(1)*)
 - A member may NOT serve on the Board if they contract with the appraisal district, or if they contract on a tax related matter with a taxing unit served by the appraisal district, or if they have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district. (*Property Tax Code, Section 6.036.(a)*)
 - A member MUST fill out, sign, and return the [General Information sheet](#).

- BEFORE JULY 1, 2024**, If we choose to nominate, have I submitted, by [resolution](#), the name(s) of my taxing unit’s nominee(s)? (See [Board Election Procedures](#))

Nominating Entity: (Entity Name)

(Signature)

(Date)

Nominee: (Printed Name)

(Signature)

(Date)