



**Board Workshop - Special Meeting Agenda
Thursday, December 4, 2025
Cedar Park Middle School Cafeteria
2100 Sun Chase Blvd.
Cedar Park, TX 78613
6:15 PM**

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

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

Members of the public may access this meeting via live stream at <https://www.leanderisd.org/boardlivestream>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special Meetings, Citizen Comments will be limited to topics listed on the agenda.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://www.leanderisd.org/citizencommentform>, between noon the day prior to the meeting and noon the day of the meeting, and be present when their number is called.

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on November 21, 2025, at 3:03 PM.

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

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
3. **DISCUSSION OF LONG-RANGE PLANNING MILESTONES AND CONSIDERATIONS** 3
4. **CLOSED SESSION**
 - A. Texas Government Code 551.074: deliberation of Superintendent employment, duties, and contract
 - B. Texas Government Code 551.071: consultation with attorney regarding pending or contemplated litigation and/or attorney client privileged matter, including State of Texas v. Round Rock ISD, Leander ISD, et al., Williamson County, 425th Judicial District Court, No. 25-3303-C425
5. **ACTION PURSUANT TO CLOSED SESSION**
 - A. Consider Formation of Board Litigation Committee
6. **BOARD MEETING DEBRIEF**
7. **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, December 4, 2025

Agenda Item:	Discussion of Long-Range Planning Milestones and Considerations
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Jeremy Trimble, M.Arch, Chief Operations Officer; Pete Pape, Ed.D., CPA, Chief Financial Officer; Rachel Mackey, M.Ed., Chief Human Resources Officer; Crestina Hardie, Chief Communications Officer; Chris Clark, Ed.D., Deputy Superintendent of Learning and Innovation
Attachments:	Discussion of Long-Range Planning Milestones and Considerations Presentation (<i>Uploaded to BoardBook 12-04-25</i>)

Background Information:

As part of the Board’s ongoing work under the [Resolution Regarding Financial Sustainability and Long-Range Planning](#), approved by the Board during the [September 30, 2025, Special Board Meeting](#), district leaders are continuing to refine the framework that connects demographic trends, staffing guidelines, and enrollment patterns to long-term facility and program planning.

Tonight’s workshop is designed to inform and support the Board’s discussion as the district prepares for key decisions affecting the 2026–27 school year and beyond. Administration will provide an update on the district’s planning and budget timelines, as well as the campus enrollment thresholds under consideration and how these thresholds may guide future consolidation decisions. The presentation will also outline potential mitigation strategies for campuses that fall below the first threshold aimed at preventing movement toward the second threshold, along with an overview of current and planned enrollment marketing efforts designed to stabilize and grow student enrollment. Additionally, staff will share further updates related to Early Childhood planning.

Administrative Recommendation:

N/A

Sample Motion:

N/A



December 04, 2025

Discussion of Long-Range Planning Milestones and Considerations

PURPOSE

Provide an Overview of Long-Range
Planning Milestones and Considerations

Discussion of Long-Range Planning Milestones and
Considerations



Important Note

**No decisions have been made at
this time**

6



Sept 30, 2025 Board Resolution Regarding Financial Sustainability And Long-Range Planning

“Campus Operations and Consolidation

BE IT RESOLVED, the Board shall establish criteria, including how **transfer** and **PreK enrollment** will be used for campus consolidation, including: (1) a first threshold for implementing **low-enrollment staffing models** and (2) a second threshold below which consolidation will be considered

BE IT RESOLVED, Administration shall develop a process, addressing high-enrollment campuses and low-enrollment campuses, including exploring **options to mitigate** the need to **consolidate** with criteria designed to protect academic quality and student experience;”



Assumptions & Commitments to Guide Tonight's Discussion

We acknowledge **PreK** is a significant board focus

- We are committed to bringing forward early childhood strategies

We acknowledge the need for continued clarity on **student transfer** trends

- We are committed to future board updates as appropriate

While **PreK** and **Transfer** data is part of the broader picture, tonight's progress does not rely on it, and extended discussion would further limit focus on decisions that can unlock downstream work

Areas Requiring Focus Tonight

- **Long-Range and Budget planning timelines** — time is of the essence, and in some areas, we are already behind the window for smooth implementation.
- **Enrollment thresholds:**
 - Phase 1: Low-enrollment staffing models
 - Phase 2: Consolidation consideration
- **Mitigation strategies** for campuses falling below Phase 1
- **Enrollment Marketing** plan to support program visibility and student recruitment



District "Long-Range Planning" Milestones



Long-Range Planning "Year At A Glance"

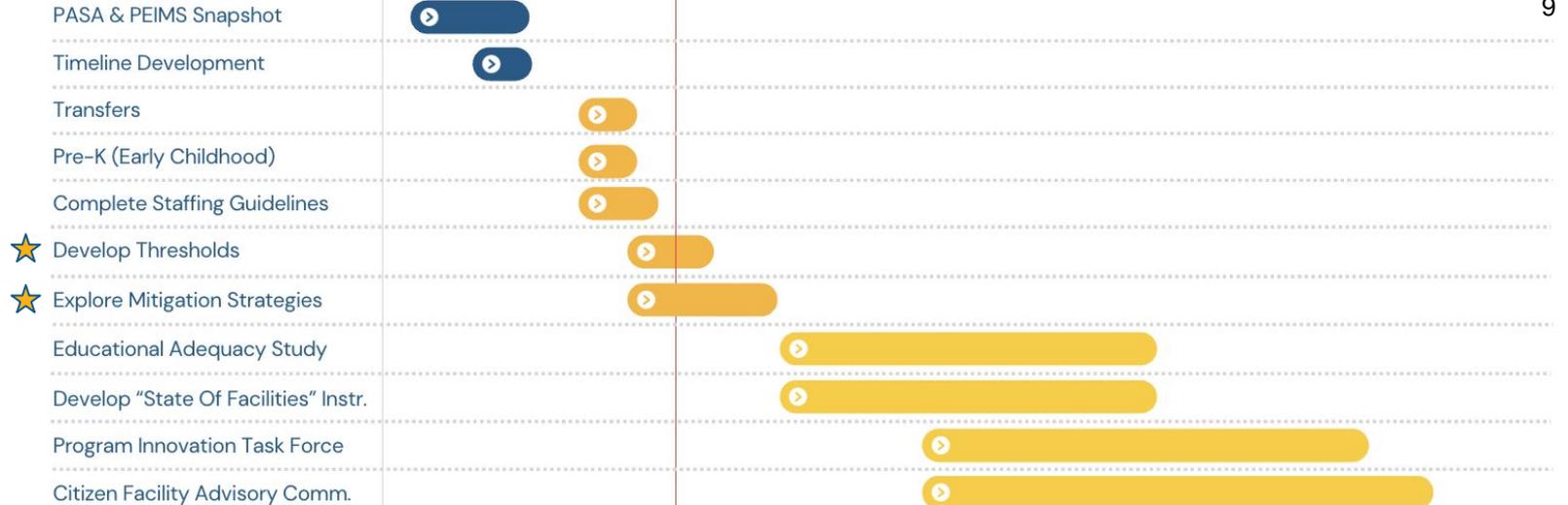
▶ : Complete ▶ : On-going ▶ : Upcoming

Timeline

October | November | December | January | February | March | April | May | June

Long-Range Planning Task

Period : 10/25-06/26





District "Budget" Planning Milestones



Budget "Year At A Glance"

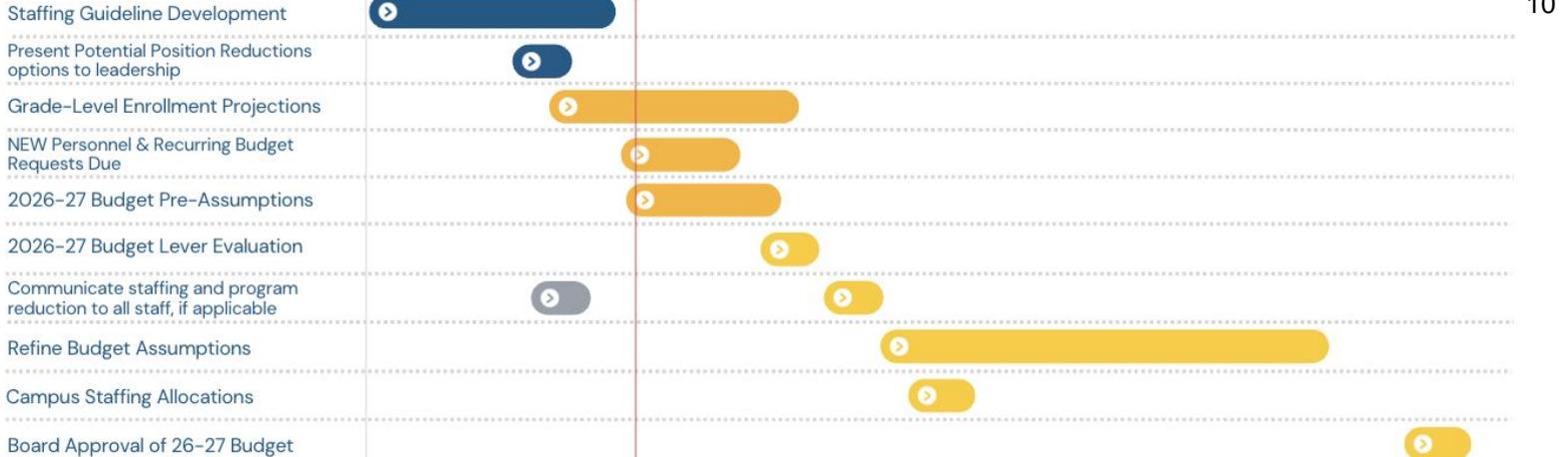
➤ : Complete ➤ : On-going ➤ : Upcoming ➤ : Original Milestone

Timeline

October | November | December | January | February | March | April | May | June

Budget Planning Task

Period : 10/25-06/26



10

*Dates and Tasks subject to change as discussions evolve



Staffing & Potential
Consolidation -
Enrollment Thresholds





Sept 30, 2025 Board Resolution Regarding Financial Sustainability And Long-Range Planning

“Updated staffing guidelines can be utilized to align directly with the Board-adopted Resolution to create criteria for enrollment thresholds. These thresholds ensure we apply staffing, programming and operational decisions consistently across campuses experiencing declining or stabilized enrollment”

12



Staffing Guideline Review Process *(From 11/20 Meeting)*



Milestones to Updated Guidelines



Engaged District Department Leaders & Campus Principals

- Reviewed Texas Association of School Boards (TASB) & other districts' staffing guidelines
- Reviewed prior LISD process improvements
- Provided time & avenues for brainstorming & feedback

13



Drafted Recommendations based on Campus Principal Feedback

- Shared with department leaders & campus principals
- Provided opportunity for principal feedback



Re-Engaged District Department Leaders & Campus Principals in Dialogue

- Allowed collaborative time
- Provided principals opportunities to prioritize recommendations



Shared prioritization & draft guidelines with district executive leadership

10

DRAFT Staffing Guideline Adjustments

(From 11/20 Meeting)

Yellow = change from current guidelines

Staffing Guidelines to be finalized by 12/19/25

Elementary Positions Based on PK-5 Enrollment	1000+ Students	850 to 999 Students	500 to 849 Students	Low-Enrollment Phase 1	Low-Enrollment Phase 2
				400 to 499 Students	1 to 399 Students
Assistant Principal	2*	2*	1	1	0.5
Counselor	2*	2*	1	1	0.5
Instructional Coach	1	1	1	1	0.5
Librarian	1	1	1	0.5	0.5
Adm. Assistant to Principal	1	1	1	1	1
Receptionist	1	1	1	0.5	0.5
Registrar	1	1	1	0.5	0.5
Office Assistant	0.5*	0	0	0	0
Elementary Positions Based on K-5 Enrollment	925+ Students	850 to 924 Students	500 to 849 Students	400 to 499 Students	1 to 399 Students
PE Teacher	1	1	1	2**	2**
Fine Arts Teacher	2^	2	2	1*	1*
PE Inst. Assistant	2	1.5	1	0	0
Fine Arts Inst. Assistant	0.5	0	0		

14

* Principal discretion based on need (may consider using in a different position)

** Two specials teachers - principal may determine how to utilize them based on campus need

^ May consider additional teacher at 1,000 students

From Staffing Guidelines to Low-Enrollment Thresholds



“To support financial sustainability and long-range planning, the Board shall establish two key enrollment thresholds”:

Threshold 1 – 500 Students:

- When a campus falls below 500 students, the low-enrollment Phase 1 **staffing model** is triggered. This ensures staffing is adjusted responsibly while maintaining essential campus services and supports
- **Mitigation Strategies** will be implemented as well

Threshold 2 – 400 Students:

- When a campus falls below 400 students, the Phase 2 **model** is triggered
- At this threshold, the district begins a formal review process for potential consolidation

These thresholds align with the adopted Board Resolution and are anchored in the work shown in the following **staffing guideline slides**





From Staffing Guidelines to Low-Enrollment Thresholds

Staffing Guidelines to be finalized by 12/19/25

Elementary Positions <i>Based on PK-5 Enrollment</i>	1000+ Students	850 to 999 Students	500 to 849 Students	Low-Enrollment Threshold 1	Low-Enrollment Threshold 2
				400 to 499 Students	1 to 399 Students
Assistant Principal	2*	2*	1	1	0.5
Counselor	2*	2*	1	1	0.5
Instructional Coach	1	1	1	1	0.5
Librarian	1	1	1	0.5	0.5
Adm. Assistant to Principal	1	1	1	1	1
Receptionist	1	1	1	0.5	0.5
Registrar	1	1	1	0.5	0.5
Office Assistant	0.5*	0	0	0	0
Elementary Positions <i>Based on K-5 Enrollment</i>	925+ Students	850 to 924 Students	500 to 849 Students	400 to 499 Students	1 to 399 Students
PE Teacher	1	1	1	2**	2**
Fine Arts Teacher	2^	2	2	1*	1*
PE Inst. Assistant	2	1.5	1	0	0
Fine Arts Inst. Assistant	0.5	0	0	0	0



From Staffing Guidelines to Low-Enrollment Thresholds

Staffing Guidelines to be finalized by 12/19/25

Elementary Positions Based on PK-5 Enrollment	1000+ Students	850 to 999 Students	500 to 849 Students	400 to 499 Students
Assistant Principal	2*	2*	1	1
Counselor	2*	2*	1	1
Instructional Coach	1	1	1	1
Librarian	1	1	1	0.5
Adm. Assistant to Principal	1	1	1	1
Receptionist	1	1	1	0.5
Registrar	1	1	1	0.5
Office Assistant	0.5*	0	0	0
Elementary Positions Based on K-5 Enrollment	925+ Students	850 to 924 Students	500 to 849 Students	400 to 499 Students
PE Teacher	1	1	1	2**
Fine Arts Teacher	2^	2	2	
PE Inst. Assistant	2	1.5	1	1*
Fine Arts Inst. Assistant	0.5	0	0	0

Low-Enrollment
Threshold 1



Mitigation Strategies
(See Slide 26)



Low-Enrollment
Threshold 2

1 to 399
Students

Consider Consolidation

Why Staffing - Aligned Thresholds Matter



Thresholds

The next few slides overlay three elements together for the first time:

- Actual enrollment as of October 31, 2025
- **Phase 1** and **Phase 2** staffing guidelines
- Proposed enrollment thresholds of **T1: 500** and **T2: 400**

18

Key takeaways:

- Campuses *above 500* remain within the traditional staffing model
- Campuses *between 400–499* fall squarely within **Phase 1** staffing and require monitoring, mitigation strategies, or potential program placement adjustments
- Campuses *below 400* enter the formal consolidation review process

This visual allows the Board to see which campuses are nearing or crossing key thresholds.

15



Current Enrollment

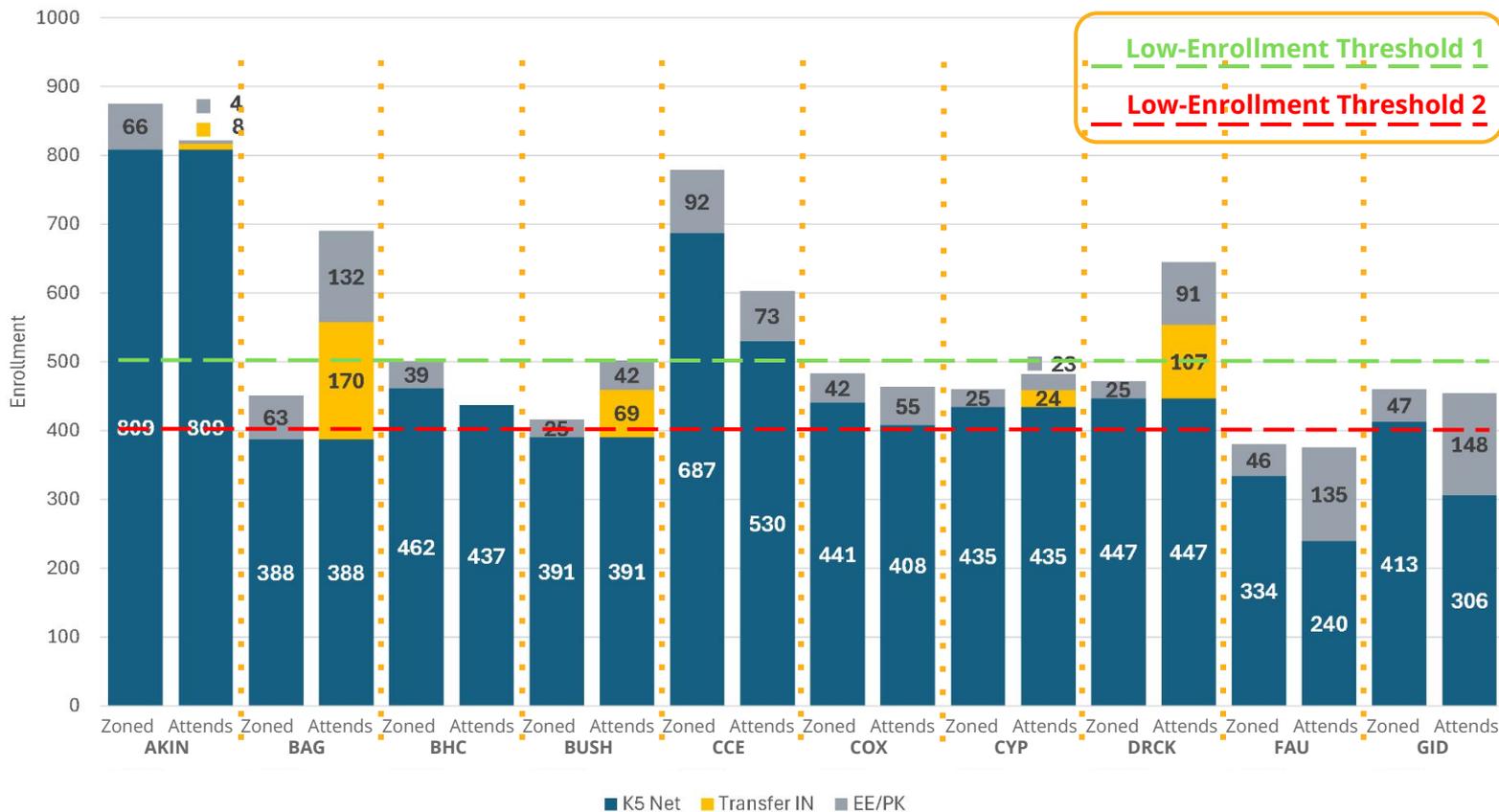
vs

Thresholds 1 & 2





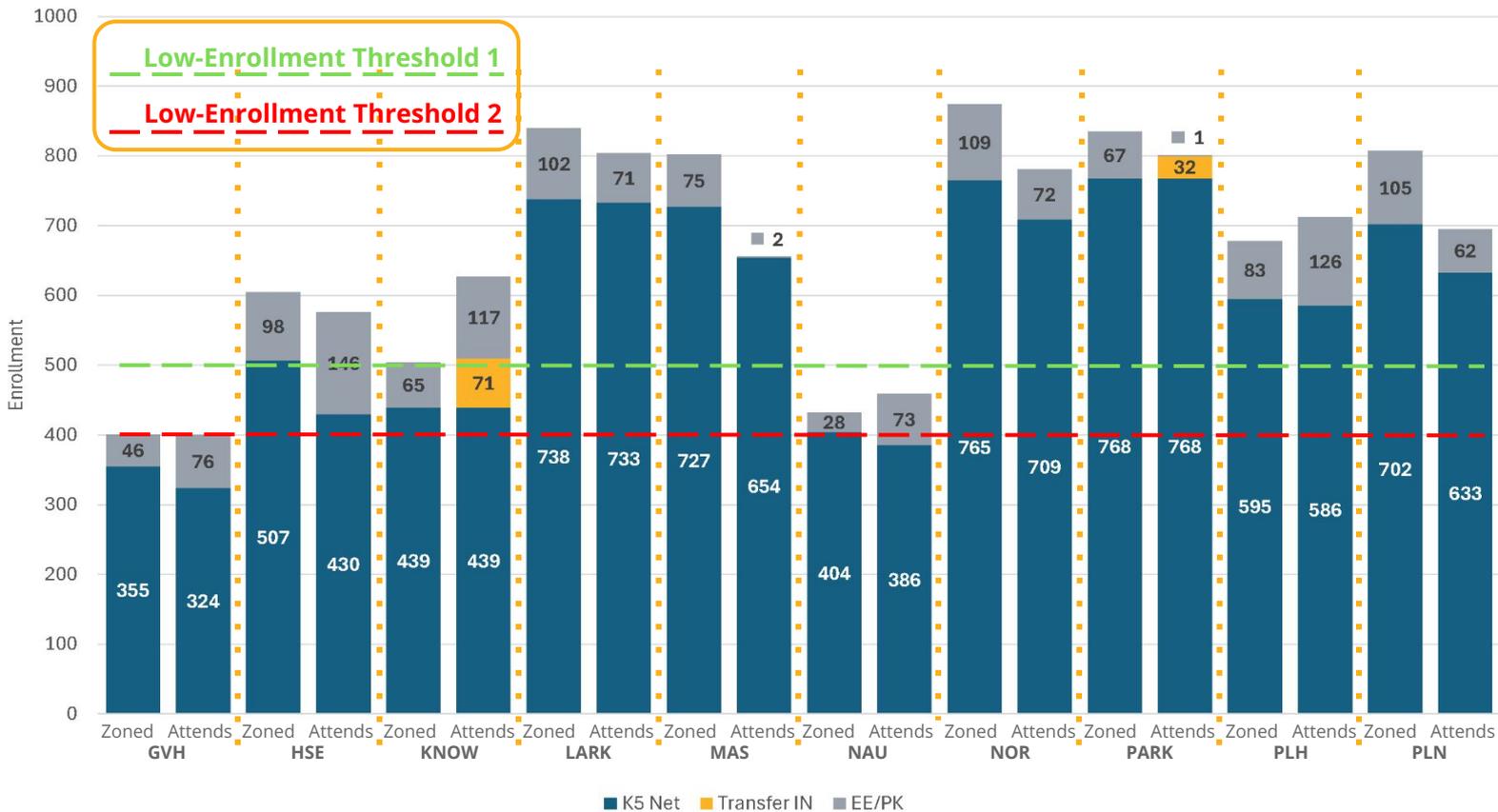
Elementary Campus Enrollment Breakdown (As of 10/31/25)



20



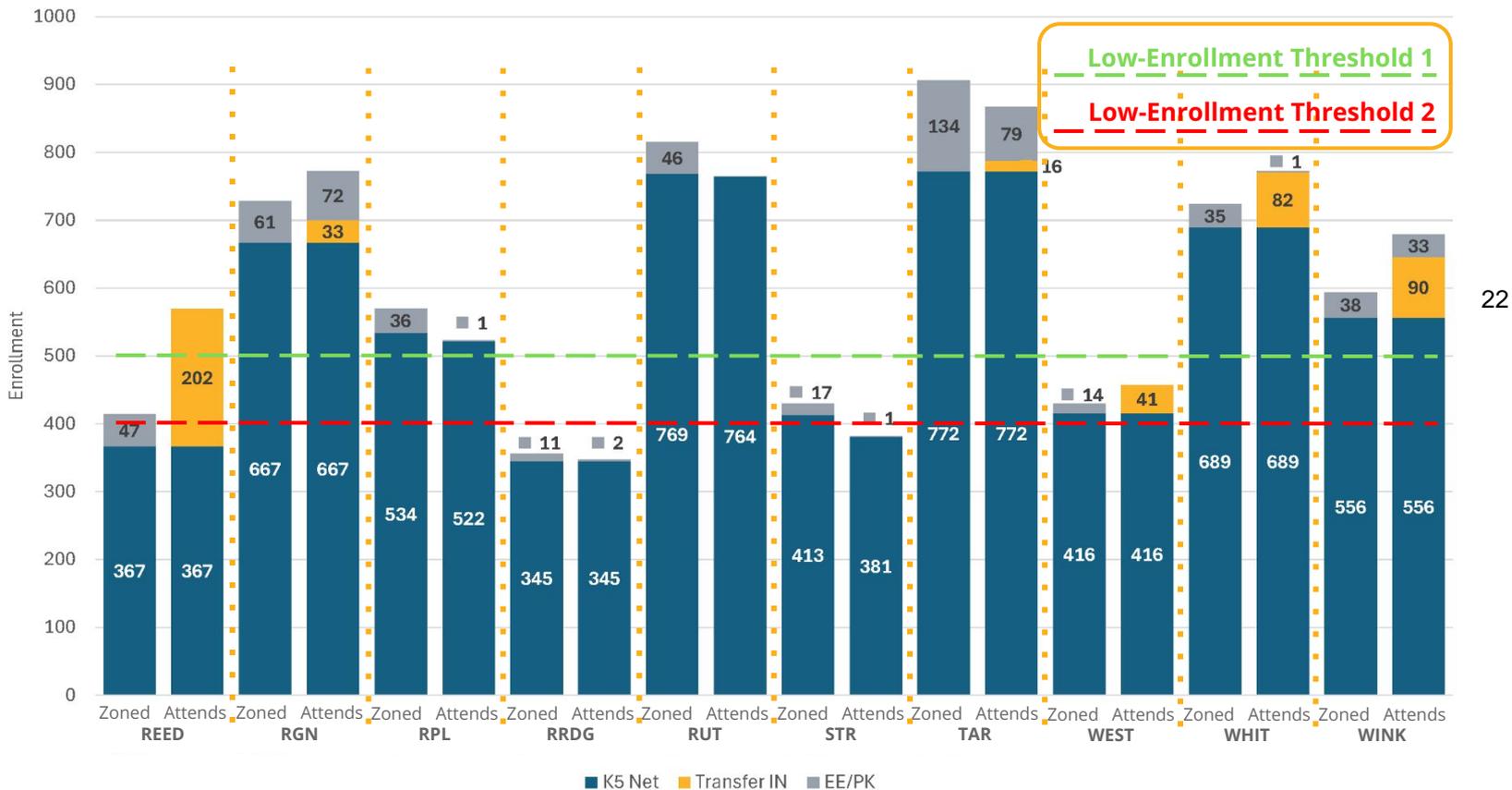
Elementary Campus Enrollment Breakdown (As of 10/31/25)



21



Elementary Campus Enrollment Breakdown (As of 10/31/25)

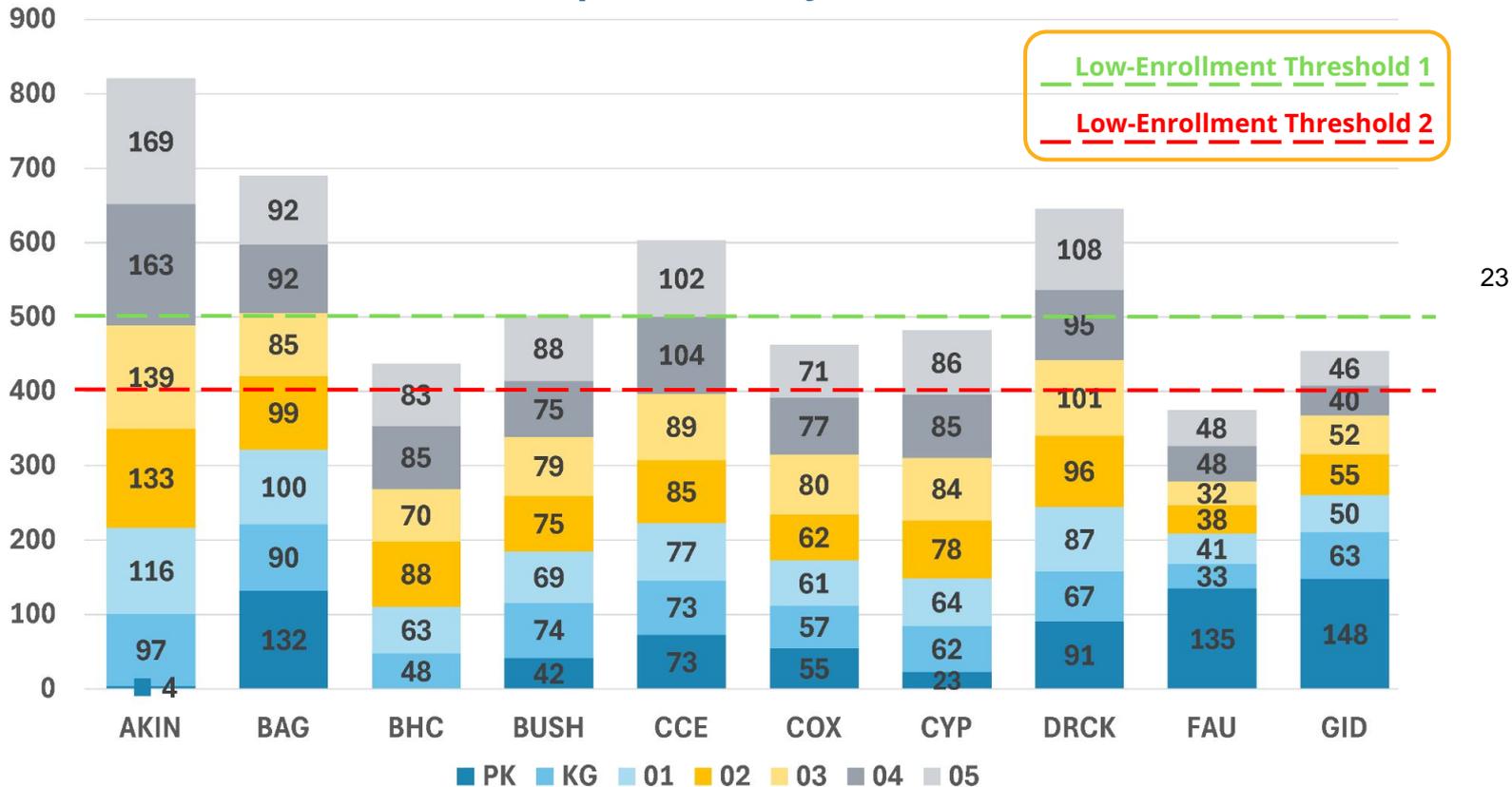


22



Elementary Campus Enrollment Breakdown (As of 10/31/25)

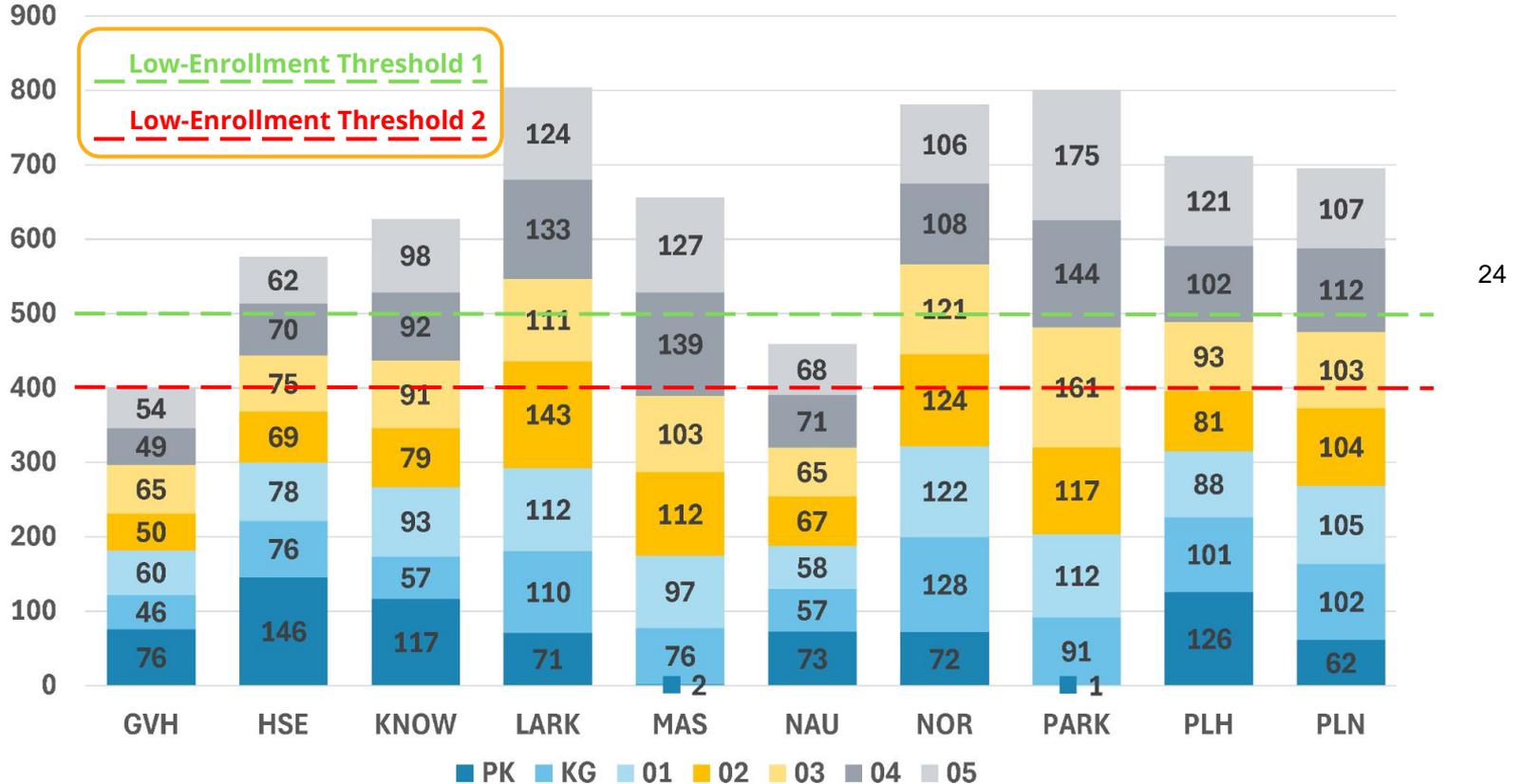
Campus Totals by Grade





Elementary Campus Enrollment Breakdown (As of 10/31/25)

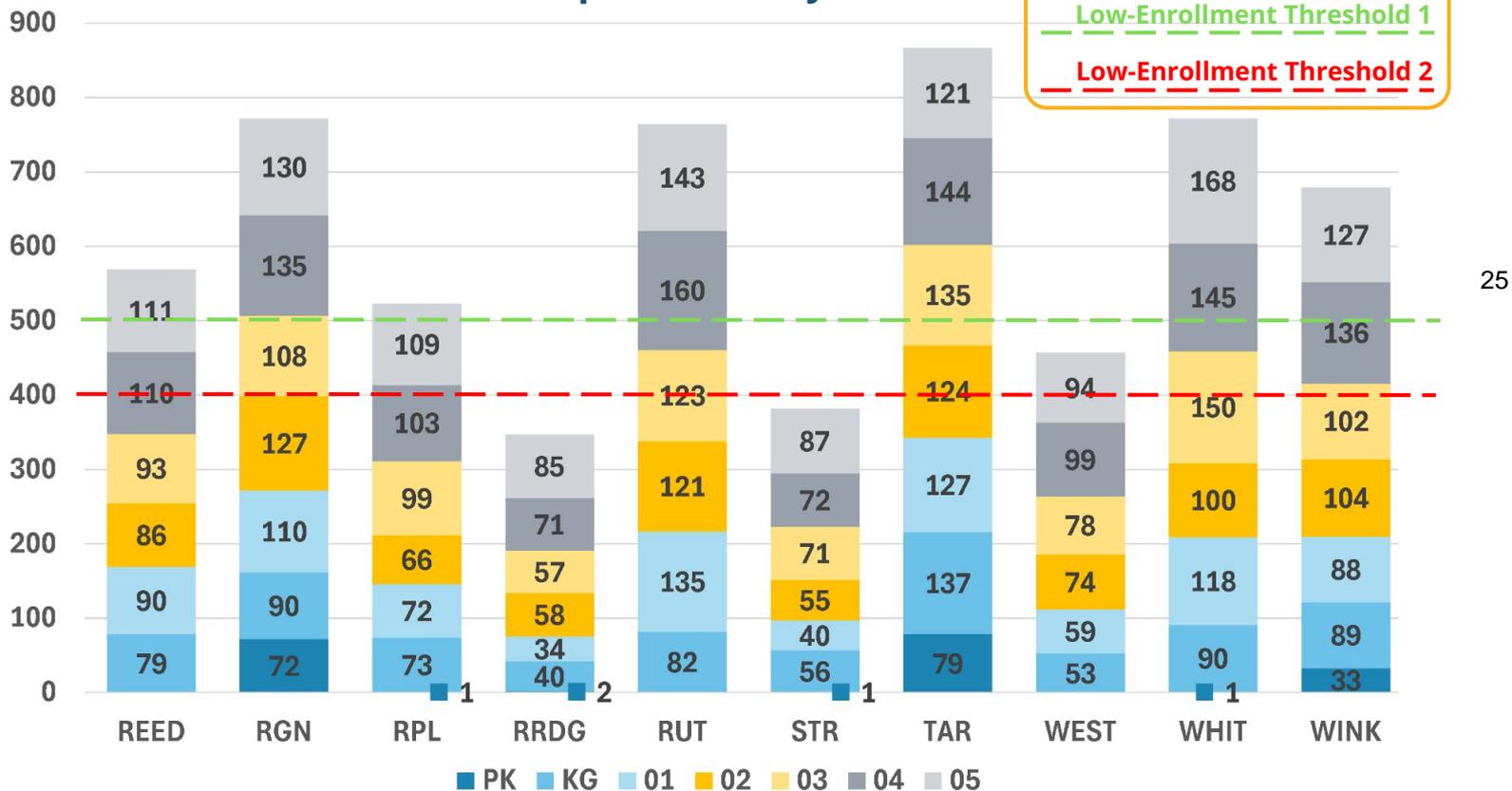
Campus Totals by Grade





Elementary Campus Enrollment Breakdown (As of 10/31/25)

Campus Totals by Grade





Low-Enrollment Threshold Process Mapping



Utilizing a Process Map for Enrollment Thresholds



What a Process Map Is & Why We Use It

Purpose of a Process Map

- Provides a **clear, visual sequence** of decisions and actions
- Ensures the district applies **consistent, transparent criteria** across all campuses
- Connects **enrollment thresholds** to operational steps
- Clarifies **when** and **how** staffing changes, mitigation, and consolidation reviews begin
- Helps stakeholders understand the difference between **exploration and action**, reinforcing the Board resolution

What the Map Shows

- Threshold 1 (<500) triggers **Phase 1 staffing** and **mitigation**
- Threshold 2 (<400) triggers **Phase 2 staffing** and a **formal consolidation review**
- Each step includes clear **decision points, requirements, and protections for academic quality and student experience**
- The process is **phased, data-driven, and community-informed**



How the Enrollment Threshold Process Map Works

How to Read the Process Map

Sequential Flow

- Steps run clockwise: monitoring → Threshold 1 → mitigation → Threshold 2 → administrative recommendation → board decision
- Arrows indicate progression and decision pathways.

Decision Points Built In

- Enrollment >500 → Return to standard staffing
- Enrollment 400–499 → Continue mitigation
- Enrollment <400 → Begin consolidation review

Embedded Criteria

- Each box includes criteria that protect academic quality and student experience, such as:
 - Maintaining core supports (counselor, AP, IC, librarian)
 - Preservation of SPED, PK, and intervention services
 - Ensuring receiving campuses can support incoming students (if consolidation is considered)





Mitigation Strategies



Mitigation Strategies Overview



Mitigation Strategies for Campuses Below 500 Students



THRESHOLD #1

In alignment with the Board-adopted resolution, the district will explore targeted mitigation strategies for campuses that enter **Threshold 1 (<500 students)**

30



THRESHOLD #2

Goal: Stabilize enrollment, maintain programming, and reduce the likelihood of campuses dropping below **Threshold 2 (<400 students)**, triggering a consolidation review



Strategies focus on short-term stabilization and longer-term enrollment growth where feasible

Strategy Category 1: Enrollment & Marketing Supports



Targeted Enrollment Supports

To strengthen enrollment at campuses below **Threshold 1**:

- Targeted **open enrollment** opportunities
- Deploy focused **outreach and marketing** to nearby families.
- Highlight **signature offerings** (Pre-K, Dual Language, specialized programs, etc.)
- Integrate **Innovative Programming** identified thru *Focus Group* work in the spring, including exploration of virtual learning options
- Provide enhanced **transfer opportunities** for families requesting the campus without adverse effects on the campus or neighboring campuses
- Strengthen family-**retention outreach**, including Pre-K to Kinder transition support.
- Increase community **engagement events** to boost visibility (open houses, tours, volunteer events, etc.)

31



Enrollment Marketing Plan





Enrollment Marketing Plan



CALL & RESPONSE *Families make the **call** through their actions. Districts must provide the **response** through strategic, proactive marketing.*

CALL



- **FAMILIES ARE BEHAVING LIKE CONSUMERS**
Shoppers want accessible, transparent sourcing to make comparable decisions.
- **ENROLLMENT INFLUENCES FINANCIAL STABILITY**
ADA funding tied to student attendance and retention rather than automatic growth.
- **COMPETITION FOR STUDENTS IS INCREASING**
Charters, private schools and neighboring districts actively market themselves to local families.
- **SATISFACTION DRIVES ADVOCACY**
A family's journey with the district can either fuel organic growth or accelerate withdrawals.

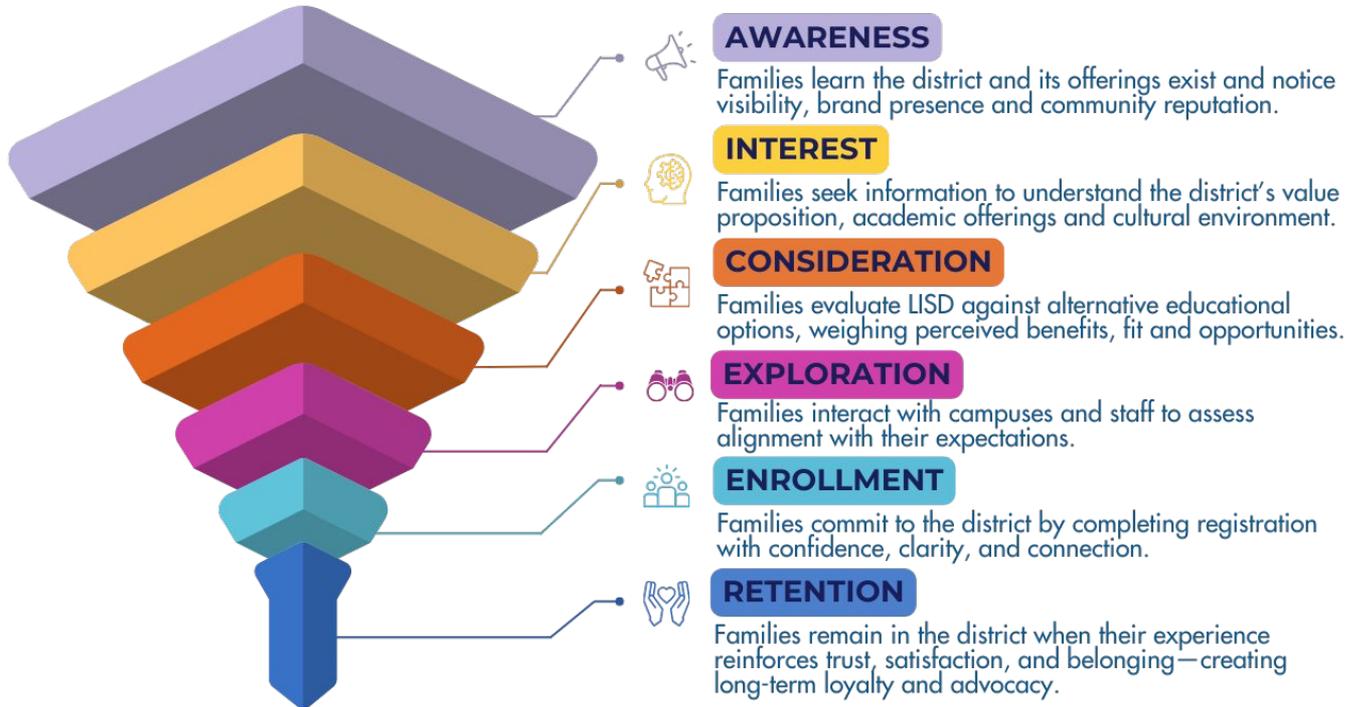
RESPONSE



- **EARLY CHILDHOOD**
Strengthen the pipeline by capturing families earlier, reducing the likelihood they consider competitors.
- **KEY ON-RAMP YEARS (5TH → 6TH / 8TH → 9TH)**
Ensure students enter / stay in LISD when families often explore alternative schooling options.
- **RETENTION**
Most cost-effective, protecting ADA revenue and stabilizing campus staffing and programs.
- **FRINGE FAMILIES**
Leverage geographic proximity and district reputation to attract students.

Enrollment Marketing Plan

CALL: MARKETING FUNNEL





Enrollment Marketing Plan



RESPONSE: Creating The Ecosystem





Enrollment Marketing Plan



VISUAL IDENTITY

PROTECT EVERY STUDENT
 INSPIRE EVERY STUDENT
 PREPARE EVERY STUDENT
 EXCITE EVERY STUDENT
 DEFEND EVERY STUDENT
 SPARK EVERY STUDENT
 ELEVATE EVERY STUDENT
 EMBOLDEN EVERY STUDENT
 EMPOWER EVERY STUDENT


 FOR EVERY STUDENT.
 ALWAYS.

**FOR
 EVERY
 STUDENT**
 ALWAYS

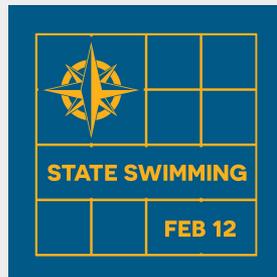
EXPERIENTIAL



DIGITAL



SOCIALS



VIDEO



36



Enrollment Marketing Plan



Strategic Development

Branding

For Every Student. Always

Academic & Athletic Branding

Unique Messaging for Targets

Empowered Enrollment Team

People & Processes

Rhythms & Reporting

Resource Allocation

Impactful Family Engagement

Family Engagement

Enrollment Platforms

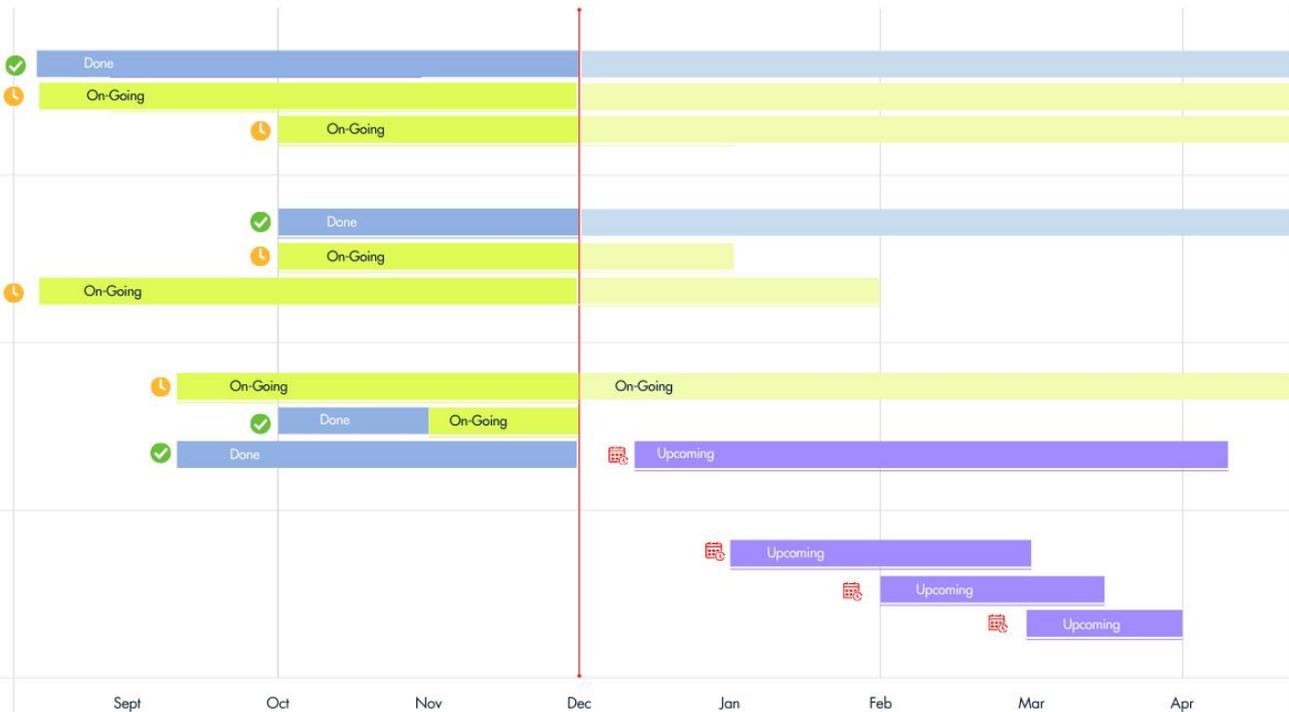
Messaging Execution

Monitoring

Track Enrollment

Analyze Performance

Adjust Strategy





Enrollment Marketing Plan

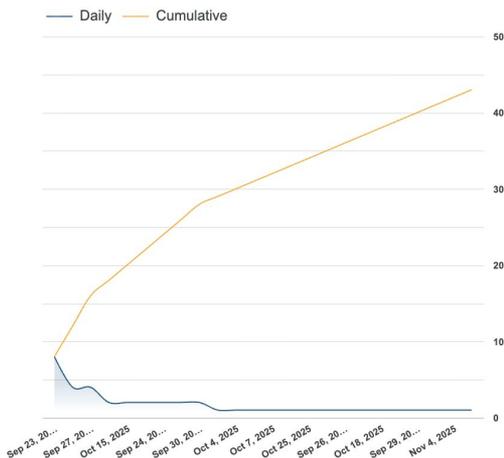


Open-Enrollment Interest Dashboard

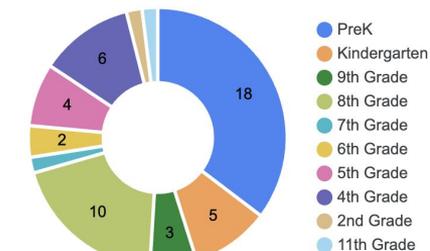
For Every Student. Always.
Enrollment Interest Form

Total Submissions: 43
Total Students: 53

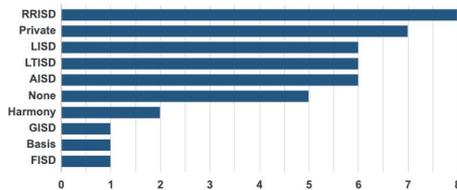
Submissions By Day



Current Grade



Current District



2026-2027 Enrollment Goals 38

	Low (.5-1%)	Mid (1.5-2%)	High (3-4%)
Inquiries	210-420 <i>median = 315</i>	630-1050 <i>median = 840</i>	1260-1680 <i>median = 1470</i>
Applications	126	336	588
Newly Enrolled	95	252	441

Scoreboard

Inquiries	43	
Applications	0	(transfers open Jan. 2026)

Assumptions

Assumption that 40% of our inquiries become applications.
Assumption that 75% of applicants become enrolled.



*Current
Early Childhood
Enrollment Data*



Quick Look At Additional Data

Current PreK Classroom Structure (Districtwide)



Purpose of Deeper Analysis

Trustees requested greater clarity around actual classroom impact, not just campus totals:

Typical Classroom-level structure and data highlights:

- **PreK 3:** 1 teacher : 15 students
- **PreK 4:** 1 teacher : 20 students
- **Classrooms** are often **blended** with:
 - Tuition students
 - ECSE inclusion
 - Dual Language cohorts
 - Early Education (walk-in or push-in services)
 - *Classroom makeup is not uniform across campuses, meaning enrollment and student mobility impacts campuses in different ways*

40



The **following slides** help frame what is happening **inside classrooms**—not just campus totals—if enrollment patterns were to shift or communities are adjusted



Early Childhood 2025 Enrollment (As of 10/31/25)



Totals

Program	Enrollment (As of 10/31/25)
PreK 3	417
PreK 4	1,068
Early Education (EE)*^	153
TOTAL	1,638

41

*At least 12 of these students only participate in walk-in services like Speech or AI/VI

^EC students who qualify for ECSE services, but not general PreK



Early Childhood Enrollment Classroom Breakdown (As of 10/31/25)



Campus	PreK 3	PreK 4	Early Ed. (EE)	TOTAL
	# of Students # of Classrooms			
BAG	47**	81***	4	132
	2	5	2	9
BUSH	N/A	37***	5	42
	0	2	2	4
CCE	26	39	8	73
	1	2	3	6
COX	1~	49***	5	55
	(In the PK4 & EE classes)	3	3	6
CYP	N/A	18***	5	23
	0	1	1	2
DRCK	35**	53	3	91
	2	3	2	
FAU	38	80***	17	135
	2	5	4	
GID	41**	83***	24	148
	2	5	4	
GVH	24**	46***	6	76
	2	3	2	
HSE	72**	66***	8	146
	3	4	2	9

42

PreK 3: Standard 1/2-day program
PreK 3 Tuition ():** Denotes full-day PreK 3 Tuition programs
PreK 4 Tuition (*):** Denotes PreK 4 Tuition programs
Head Start (+): Naumann (NAU) is the "assigned" campus for Head Start PreK 3

Walk-in Services (*): "Other EEs" students participate in walk-in services like speech or AI/VI

ECSE 3-year-old (~): Indicates 3-yr ECSE students who qualify for PreK 3 receiving inclusion in PreK 4 classroom per ARD recommendation instead of transferring to a PreK 3 campus

EE Classrooms are accessed by some students listed in the PreK 3 & 4 numbers



Early Childhood Enrollment Classroom Breakdown (As of 10/31/25)



Campus	PreK 3	PreK 4	Early Ed. (EE)	TOTAL
	# of Students # of Classrooms			
KNOW	50	66	1	117
	2	4	3	9
LARK	N/A	66	5	71
	0	4	2	6
NAU	47**+	22***	4	73
	(1 at Naumann, 1 at Head Start)	2	2	5
NOR	1~	65***	6	72
	(In the PK4 & EE classes)	4	2	6
PLH	3~	104***	19	126
	(In the PK4 & EE classes)	6	4	10
PLN	N/A	54***	8	62
	0	3	3	6
RGN	29	39	4	72
	1	2	1	6
TAR	3~	73	3	79
	(In the PK4 & EE classes)	5	2	7
WINK	N/A	27	6	33
	0	2	1	3
Other EEs*	N/A	N/A	12	12
	0	0	0	0
TOTALS	417	1068	153	1638
	18	65	45	128

43

PreK 3: Standard 1/2-day program.

PreK 3 Tuition ():** Denotes full-day PreK 3 Tuition programs.

PreK 4 Tuition (*):** Denotes PreK 4 Tuition programs.

Head Start (+): Naumann (NAU) is the "assigned" campus for Head Start PreK 3.

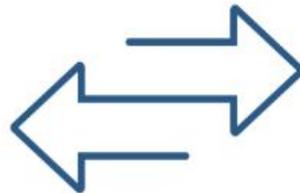
Walk-in Services (*): "Other EEs" students participate in walk-in services like speech or AI/VI.

ECSE 3-year-old (~): Indicates 3-yr ECSE students who qualify for PreK 3 receiving inclusion in PreK 4 classroom per ARD recommendation instead of transferring to a PreK 3 campus.

EE Classrooms are accessed by some students listed in the PreK 3 & 4 numbers



Transfer Students

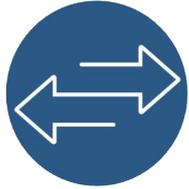


Quick Look At Additional Data

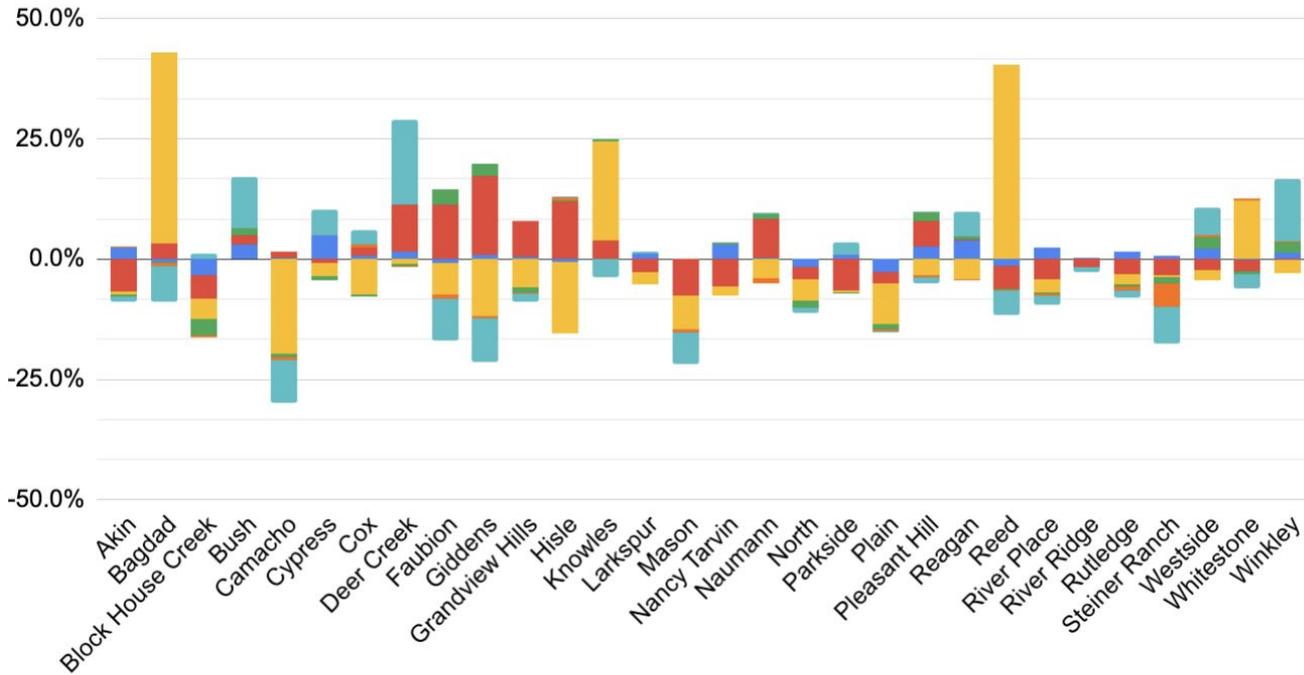


Elementary Intra-District Transfers In & Out Breakdown

(From 11/20 Meeting)



Elementary % Enrollment Net Change Transfers In & Out by Program



45

* Based on transfers in/out as of 10/03/2025

Intra-District Parent-Choice Transfer Request Reasons



Family / Sibling (21 requests)

- Keeping siblings together was the most common theme

Stability (20 requests)

- Parents requested transfers to avoid disrupting established school relationships

Transportation / Logistics (10 requests)

- Families emphasized distance, commute time, and convenience

Other (10 requests)

- Some requests were unique or lacked a specific rationale

Academic/Program (7 requests)

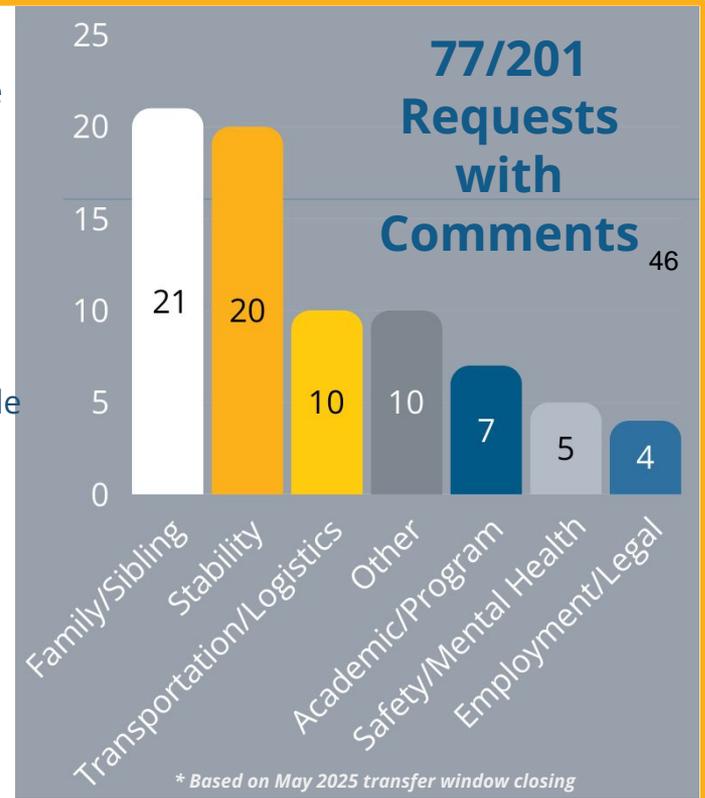
- Parents emphasized academics and programming as decision factors

Safety/Mental Health (5 requests)

- Families cited school culture, safety, and emotional well-being

Employment / Legal Rights (4 requests)

- Some requests are tied to the parent work location or legal entitlements





Next
Steps





Next Steps



December 11th Board Meeting

Finalize Enrollment Thresholds

- Establish **Threshold 1**: triggers low-enrollment staffing model adjustments
- Establish **Threshold 2**: triggers review for potential consolidation

48

Beyond...

Continue Development of Mitigation Strategies

- Identify supports for campuses that drop below Threshold Phase 1 (ex: targeted open enrollment, program adjustments, etc)

Develop potential *Innovative Task Force* Charter

- Develop a draft charter outlining purpose, scope, and expectations for the administrative Innovative Task Force

Prepare for campus *Educational Adequacy Study*

- Plan and coordinate the campus Educational Adequacy Study and needed resources

45



District Planning Milestones



Long-Range Planning "Year At A Glance"

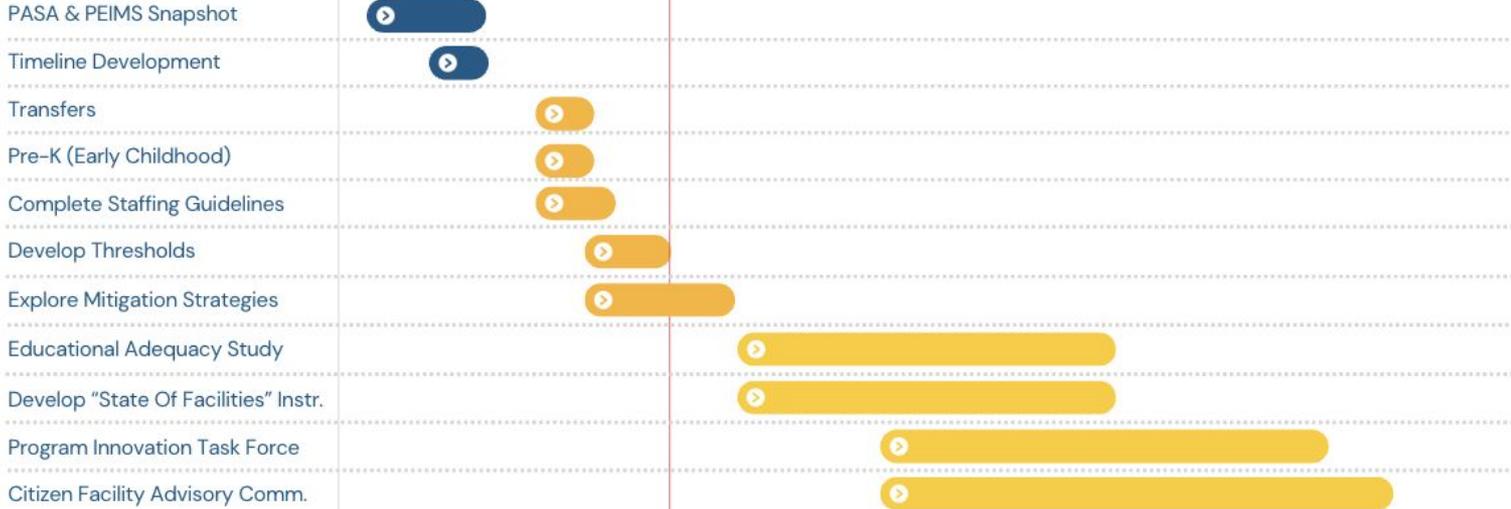
▶ : Complete ▶ : On-going ▶ : Upcoming

Timeline

October | November | December | January | February | March | April | May | June

Long-Range Planning Task

Period : 10/25-06/26



*Dates and Tasks subject to change as discussions evolve



Important Note

**No decisions have been made at
this time**

50



DISCUSSION