



**Regular Meeting Agenda  
Thursday, January 22, 2026  
Linda Lippe Instructional Materials Center  
1775 W New Hope Drive  
B1001.01 and B1001.02  
Cedar Park, Texas 78613  
6:15 PM**

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

**JANUARY IS SCHOOL BOARD RECOGNITION MONTH**

**The public is invited to attend a reception honoring our Board of Trustees from 5:30 to 6:00 p.m. at the Denise Geiger Compass Center, located next to the Linda Lippe Instructional Materials Center, at 1775 W. New Hope Drive in Cedar Park.**

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

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

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

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on January 16, 2026, at 3:26 PM.

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

**1. CALL TO ORDER AND DECLARATION OF QUORUM**

**2. OPENING CEREMONY**

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

**3. RECOGNITION**

- A. Spotlight on Learning: Westside Elementary School
- B. Video Recognitions
  - 1. School Board Recognition Month - January

**4. CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*

**5. CONSENT AGENDA**

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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: deliberation and consideration of employment of Early Childhood Center Principal	
E. Texas Government Code 551.089: discussion of district-wide intruder detection audit report findings	
<b>9. ACTION PURSUANT TO CLOSED SESSION</b>	
A. Consider employment of Early Childhood Center Principal	
<b>10. BOARD MEETING DEBRIEF</b>	
<b>11. ADJOURNMENT</b>	

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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, January 22, 2026

<b>Agenda Item:</b>	Consider Adoption of Local Policies BBFA, CKC, EIF, FDB and FFH
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Shawn Swisher, J.D., General Counsel
<b>Attachments:</b>	Local Policies BBFA, CKC, EIF, FDB and FFH

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## **Background Information:**

Administration met with the policy committee and reviewed the following policies, which are presented for Board consideration this evening:

**BBFA(LOCAL):** Proposed revisions from TASB Update 123. Replace policy: Language is recommended to clarify that a trustee's ethical duty to disclose a financial or other personal interest in board transactions goes beyond the statutory conflicts of interest set out in state and federal law. The added language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

**CKC(LOCAL):** Proposed revisions from TASB Update 123. Replace policy: A section on Notice Regarding Violent Activity is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

**EIF(LOCAL):** Proposed revisions from TASB Update 119. Replace policy: Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements.

The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA).

**FDB(LOCAL):** Proposed revisions, at the request of the Board of Trustees, expand on the language in the policy to include detail regarding board expectations for intradistrict transfers. The revisions are intended to align the language with the practice, as discussed with the Trustees in a previous board meeting.

**FFH(LOCAL):** Proposed revisions from TASB Update 119. Replace policy: To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator. District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

Please note: We have retained your locally developed text that was added to the policy in response to a prior Office of Civil Rights agreement.

## **Administrative Recommendation:**

Administration recommends adoption of Local Policies BBFA, CKC, EIF, FDB and FFH at today's Board meeting, as presented.

## **Sample Motion:**

I move that the Board adopt Local Policies BBFA, CKC, EIF, FDB and FFH, as presented.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

**Annual Financial  
Management Report**

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

**Emergency  
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

**Notice Regarding  
Violent Activity**

- ~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

<b>Course Requirements</b>	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
<b>Foundation Program</b>	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
<b>Fine Arts Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in fine arts for participation in an approved community-based fine arts program.
<b>Physical Education Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
<b>Financial Aid Application Confirmation</b>	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none"><li>1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;</li><li>2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;</li><li>3. A copy or screenshot of the FAFSA acknowledgment page;</li></ol>

4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

A student shall be assigned to a school in the attendance area in which he or she resides.

**Class Changes**

The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

**Transfers Between Schools**

The Superintendent shall be authorized to investigate and approve transfers between schools.

**Transfer Eligibility Criteria**

A student may be considered for an intradistrict transfer only if they are in good standing and if the requested campus can accommodate the student. "Good standing" means the student has demonstrated acceptable attendance, behavior, and academic progress, including consistent school attendance, compliance with the District's disciplinary expectations, and satisfactory performance in core academic subjects.

Approval of a transfer is subject to program availability and campus capacity, defined as the ability to enroll additional students without adversely affecting staffing, class size, instructional delivery, facilities, support services, budget, or the overall educational program.

**Continuation**

Approved In-District transfer students may remain at the assigned campus through all grade levels offered at the approved campus, provided they remain residents of the district and meet all transfer agreement terms.

When a student completes the highest grade level at their transfer campus, a new transfer application is required for any non-zoned feeder campus. Approval at one level does not guarantee transfer approval at the next.

Students who complete grade 11 may remain at their high school for grade 12, provided they meet all eligibility criteria and sign a transfer agreement.

**Change of Residency During the School Year**

If a zoned student moves outside of the Leander ISD attendance zone during the school year, they may request to remain at their current campus through the end of that school year only. The student may reapply as an Out-of-District transfer if eligible.. All application and eligibility criteria must be met.

If a student moves to a different zoned campus within the Leander ISD attendance zone during the school year, they may submit a request to remain at their currently enrolled campus through the highest grade level offered. See your campus registrar for additional information.

In both scenarios, students must meet and maintain good standing and all other transfer agreement expectations.

**Transportation**

Parents/guardians are responsible for providing safe and timely transportation for transfer students. Specialized transportation under an Individualized Education Program (IEP) is only provided for In-District students. Failure to provide consistent, timely transportation may result in the revocation of the transfer.

**Revocation**

Student transfers may be revoked immediately if the student or parent engages in behavior that jeopardizes campus or district safety or an employee is involuntarily separated from the district.

If a student's attendance, behavior, or academic progress declines, the campus will notify the parent/guardian. Failure to show adequate improvement may result in revocation at the end of a semester or school year.

Revocation decisions are issued in writing.

Students whose transfers are revoked are ineligible for future transfers.

**Appeals**

Decisions regarding transfer approval, denial, revocation, or campus assignment are final and not appealable.

Other transfer-related concerns may be appealed under district protocols and district policy FNG(LOCAL) or GF(LOCAL), as applicable.

Students must attend their zoned campus during any pending appeal.

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**Note:** For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.

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**Note:** This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Statement of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. ~~One type on the basis of harassment this policy~~ ~~race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.~~ The District prohibits ~~is~~ dating violence, as defined ~~below.~~ ~~by this policy.~~ Retaliation against anyone ~~exercising their rights under this policy~~ ~~involved in the complaint process~~ is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student by an employee, other student, or a third party under the District’s disciplinary authority on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

~~**Prohibited Conduct**~~

~~In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

~~Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]~~

**Prohibited  
Harassment**

~~Harassment~~ ~~Prohibited harassment~~ of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Harassment**~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual  
Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX Sexual Harassment**~~—Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other Sexual  
Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
<b>Dating Violence</b>	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none"><li>1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;</li><li>2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or</li><li>3. Otherwise adversely affects the student's educational opportunities.</li></ol>
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
<b>Reporting Procedures</b>	Any student who believes that he or she has experienced prohibited conduct <del>and any person who</del> believes that <del>a</del> another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Method of Reporting	Students, parents, and employees reporting prohibited conduct may make a verbal or written report. Reports may also be made using the District's incident form available on the District's website.
Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p><a href="#">When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</a></p>
<b>Investigation of Reports Other Than Title IX</b>	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,

and dating violence, see the procedures below at Response to [Title IX Sexual Harassment](#)—~~Title IX~~.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

**Initial Assessment** Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

**Interim Action** If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

**District Investigation** The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The District shall conduct an adequate, reliable, and impartial investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The parties may identify witnesses and evidence that will assist in the investigation of the complaint. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal Investigation** If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>The District shall provide written notification of the outcome of the investigation to both parties, as appropriate, and in accordance with privacy and confidentiality laws, including FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District shall take steps to prevent recurrence of any discrimination and to correct its effects on the complainant and others as appropriate.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, <del>and</del> harassment, <del>and</del> retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed,</p>

and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent ~~has the~~ **shall be informed of his or her** right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Title IX  
Sexual Harassment–  
Title IX**

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed **or dismissed**, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. **The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.**

Title IX Formal  
Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
<b>Retaliation</b>	In accordance with federal anti-discriminations laws, the District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or against any individual who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The District shall investigate allegations of retaliation and take action against those found to have retaliated. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. <a href="#">In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.</a>
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
<b>Records Retention</b>	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]  [For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]
<b>Access to Policy and Procedures</b>	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Consider Approval of 2024-2025 Annual Comprehensive Financial Report (ACFR) Single Audit Report
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape, Ed.D., CPA, Chief Financial Officer
<b>Attachments:</b>	2024-2025 Annual Comprehensive Financial Single Audit Report 2024-2025 Annual Comprehensive Financial Single Audit Report (Report Revised and Uploaded to BoardBook 01-22-26)

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## **Background Information:**

During the [November 20, 2025, Regular Board Meeting](#), the Board approved the District's Annual Comprehensive Financial Report (ACFR) to comply with Texas Education Agency's (TEA) normally prescribed November 27, 2025, submission deadline. However, because the 2025 Office of Management and Budget (OMB) Compliance Supplement (CS) remained unreleased due to the government shutdown, TEA advised auditors to withhold issuance of final Single Audit reports until the official supplement was published. On November 25, 2025, the OMB released the 2025 Compliance Supplement allowing for Whitley Penn to issue the District's single audit report which now completes the Annual Comprehensive Financial Report for the period ended 06/30/2025.

[Texas Education Code, paragraph 44.008\(a\)](#), requires an audit of each Texas school district's financial records. The audit must be performed by a Texas certified or public accountant holding a permit from the Texas State Board of Public Accountancy and be completed following the close of the fiscal year. The Board of Trustees shall approve or disapprove the audit report. Reasons for disapproval must be provided. Whether approved or not, a copy of the audit report shall be filed with the Texas Education Agency within 150 days of the close of the fiscal year (November 27, 2025) for which the audit was conducted.

Due to delays in both the development of the new Audit 2.0 application within Texas Education Agency Login (TEAL) and the release of the final 2025 Office of Management and Budget (OMB) Compliance Supplement, the November 27, 2025, submission deadline for fiscal year (FY) 2025 annual financial reports will no longer apply to entities with a June 30 fiscal year-end for this year's submission only. At present, the revised submission deadline for all FY2025 annual financial reports to the Texas Education Agency is February 27, 2026.

## **Administrative Recommendation:**

The administration recommends the Board of Trustees approve the 2024-2025 Annual Comprehensive Financial Single Audit Report.

## **Sample Motion:**

I move that the Board of Trustees approve the 2024-2025 Annual Comprehensive Financial Single Audit Report, as presented.

**LEANDER INDEPENDENT  
SCHOOL DISTRICT**

**SINGLE AUDIT REPORT**

**For the Fiscal Year Ended  
June 30, 2025**



# LEANDER INDEPENDENT SCHOOL DISTRICT

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**CERTIFICATE OF THE BOARD**

Leander Independent School District      Williamson      246-913  
Name of School District      County      Co. - Dist. No.

We, the undersigned, certify that the attached annual federal single audit report of the above-named school district was reviewed and approved for the fiscal year ended June 30, 2025, at a meeting of the Board of Trustees of such school district on January 22, 2026.

\_\_\_\_\_  
President of the Board    O

\_\_\_\_\_  
Secretary of the Board    V    V

**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR  
PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE:  
AND REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees  
Leander Independent School District

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Program***

We have audited Leander Independent School District’s (the “District”) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District’s major federal programs for the fiscal year ended June 30, 2025. The District’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2025.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District’s compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District’s federal programs.

**Auditor’s Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about District’s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District’s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

**Other Matters**

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2025-001. Our opinion on each major federal program is not modified with respect to this matter. *Government Auditing Standards* requires the auditor to perform limited procedures on the District’s response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District’s response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

**Report on Internal Control Over Compliance**

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses.

To the Board of Trustees  
Leander Independent School District

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as 2025-001 to be a material weakness.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

*Government Auditing Standards* requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

#### **Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated November 20, 2025 which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Austin, Texas  
January 22, 2026

**LEANDER INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
*For the Year Ended June 30, 2025*

**I. Summary of Auditors' Results**

**Financial Statements**

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Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

**Federal Awards**

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Internal control over major programs:	
Material weakness(es) identified?	Yes - Finding 2025-001
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Type of auditors' report issued on compliance with major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)?	Yes - Finding 2025-001

**Identification of major programs:**

<u>Name of Federal Program or Cluster</u>	<u>Assistance Listing Number ( ALN)</u>
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**US Department of Education**

<i>Title II, Part A</i>	84.367
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**US Department of Agriculture**

<i>Child Nutrition Cluster</i>	
<i>School Breakfast Program</i>	10.553
<i>School Breakfast Program - SSO</i>	10.553
<i>National School Lunch Program</i>	10.555
<i>National School Lunch Program - SSO</i>	10.555
<i>USDA Commodities</i>	10.555
<i>Summer Food Service Program</i>	10.559

Dollar Threshold Considered Between Type A and Type B Federal Programs	\$750,000
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Auditee qualified as low risk auditee?	Yes
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**LEANDER INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**For the Year Ended June 30, 2025**

*Exhibit K-1*

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal Assistance Listing Number	Total Awards Expended
<b>U.S. Department of Agriculture</b>				
<b>Passed Through Texas Education Agency:</b>				
Cash Assistance:				
71302501	National School Lunch Program	240	10.555	\$ 4,258,417
71302501	School Breakfast Program	240	10.553	955,716
<b>Passed Through Texas Department of Agriculture:</b>				
Noncash Assistance:				
NT4XL1YGLGC5	National School Lunch Program (Commodities)	240	10.555	1,042,295
Cash Assistance:				
NT4XL1YGLGC5	Child and Adult Food Care Program	240	10.558	31,287
NT4XL1YGLGC5	Summer Food Service Program for Children	242	10.559	<u>2,611</u>
				<u>6,290,326</u>
<b>Total U.S. Department of Agriculture</b>				<b><u>6,290,326</u></b>
<b>U.S. Department of Education</b>				
<b>Passed through Texas Education Agency:</b>				
25610101246913	Title I, Part A	211	84.010A	<u>1,706,065</u>
				<u>1,706,065</u>
25420006246913	Perkins V: Strengthening CTE for the 21st Century Act	244	84.048A	270,589
225694501246913	Title II, Part A - Supporting Effective Instruction	255	84.367A	<u>1,093,390</u>
				<u>1,093,390</u>
25671001246913	Title III, Part A-ELA (English Language Acquisition State Grants)	263	84.365A	<u>533,016</u>
				<u>533,016</u>
25671003246913	Title III, Part A-Immigrant	263	84.365A	10,301
25680101246913	Title IV, Part A Subpart 1	289	84.424A	239,890
21533002246913	ARP HOMELESS II (COVID-19)	280	84.425W	<u>22,401</u>
				<u>22,401</u>
69552402	Grants for State Assessments and Related Activities	288	84.369A	25,907
256600012469136600	IDEA Part B, Formula	224	84.027A	7,099,061
256610012469136610	IDEA Part B, Preschool	225	84.173A	69,264
246610047110001	Empowering Early Childhood Special Education	289	84.173A	197
66002512	IDEA Part B, Discretionary	226	84.027A	1,555,609
66002506	High Cost Fund	226	84.027A	<u>42,091</u>
				<u>8,766,222</u>
<b>Total U.S. Department of Education</b>				<b><u>12,667,781</u></b>
<b>U.S. Department of the Interior</b>				
<b>Passed Through Travis County Tax Assessor:</b>				
Federal Funding in Lieu of Taxes	National Wildlife Refuge Fund	199	15.659	<u>56,739</u>
<b>Total U.S. Department of the Interior</b>				<b><u>56,739</u></b>
<b>U.S. Department of Health and Human Services</b>				
<b>Passed Through Texas Health and Human Services Commission:</b>				
52907015700220	Medical Assistance Program	199	93.778	<u>117,116</u>
				<u>117,116</u>
<b>Total U.S. Department of Health and Human Services</b>				<b><u>117,116</u></b>
<b>Total Expenditures of Federal Awards</b>				<b><u>\$ 19,131,962</u></b>

**Note 1 - Summary of Significant Accounting Policies**

The District accounts for all awards under federal programs in the General and Special Revenue Funds in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide*. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e. revenues and other financing sources) and decreases (i.e. expenditures and other financing uses) in net current assets.

Expenditures reported on the Schedule of Expenditures of Federal Awards are reported on the modified accrual basis of accounting. Such expenditures are recognized following, or the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has not elected to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods.

All federal grants are subject to review by the grantor agencies. Any expenditures identified by the grantor agencies as disallowed could require reimbursement to the grantor agency from the District's general fund.

**Note 2 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the District under programs of the federal government for the fiscal year ended June 30, 2025. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Uniform Guidance. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

**Note 3 - Reconciliation to Basic Financial Statements**

The following is a reconciliation of expenditures of federal awards program per the Schedule of Expenditures of Federal Awards ("SEFA") and expenditures reported on the Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds (Exhibit C-2):

<b>Total Federal Revenues per Exhibit C-2</b>	\$ 19,542,357
SHARS	(214,701)
JROTC	(195,694)
<b>Total Per the Schedule of Expenditures of Federal Awards</b>	<u>\$ 19,131,962</u>

**LEANDER INDEPENDENT SCHOOL DISTRICT**

***SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS***

***For the Year Ended June 30, 2025***

Federal regulations, Title 2 U.S. Code of Federal Regulations Section 200.511 states, "The auditee is responsible for follow-up and corrective action on all audit findings. As part of this responsibility, the auditee must prepare a summary schedule of prior audit findings." The summary schedule of prior audit findings must report the status of the following:

- All audit findings included in the prior audit's schedule of findings and questioned costs and
- All audit findings reported in the prior audit's summary schedule of prior audit findings except audit findings listed as corrected.

**I. Prior Audit Findings**

There were no prior year findings.



**LEANDER INDEPENDENT  
SCHOOL DISTRICT**

**SINGLE AUDIT REPORT**

**For the Fiscal Year Ended  
June 30, 2025**

**Final Draft 1.22.2026**

Final Draft 1.22.2026

**LEANDER INDEPENDENT SCHOOL DISTRICT**

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**Final Draft 1.22.2026**

**CERTIFICATE OF THE BOARD**

**Leander Independent School District**

Name of School District

**Williamson**

County

**246-913**

Co. - Dist. No.

We, the undersigned, certify that the attached annual federal single audit report of the above-named school district was reviewed and approved for the fiscal year ended June 30, 2025, at a meeting of the Board of Trustees of such school district on January 22, 2026.

\_\_\_\_\_  
President of the Board, Anna Smith

\_\_\_\_\_  
Secretary of the Board, Nekosi Nelson

**Final Draft 1.22.2026**

**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE: AND REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees  
Leander Independent School District

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Program***

We have audited Leander Independent School District’s (the “District”) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District’s major federal programs for the fiscal year ended June 30, 2025. The District’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2025.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District’s compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District’s federal programs.

**Final Draft 1.22.2026**

**Auditor’s Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about District’s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District’s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

**Other Matters**

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2025-001. Our opinion on each major federal program is not modified with respect to this matter. *Government Auditing Standards* requires the auditor to perform limited procedures on the District’s response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District’s response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

**Report on Internal Control Over Compliance**

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses.

**Final Draft 1.22.2026**

To the Board of Trustees  
Leander Independent School District

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as 2025-001 to be a material weakness.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

*Government Auditing Standards* requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

#### **Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated November 20, 2025 which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Austin, Texas  
January 22, 2026

# Final Draft 1.22.2026

**LEANDER INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
*For the Year Ended June 30, 2025*

**I. Summary of Auditors' Results**

**Financial Statements**

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Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

**Federal Awards**

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Internal control over major programs:	
Material weakness(es) identified?	Yes - Finding 2025-001
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Type of auditors' report issued on compliance with major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)?	Yes - Finding 2025-001

**Identification of major programs:**

<u>Name of Federal Program or Cluster</u>	<u>Assistance Listing Number ( ALN)</u>
---	---

**US Department of Education**  
*Title II, Part A*

84.367

**US Department of Agriculture**

*Child Nutrition Cluster*

*School Breakfast Program*

10.553

*School Breakfast Program - SSO*

10.553

*National School Lunch Program*

10.555

*National School Lunch Program - SSO*

10.555

*USDA Commodities*

10.555

*Summer Food Service Program*

10.559

Dollar Threshold Considered Between Type A and Type B Federal Programs	\$750,000
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Auditee qualified as low risk auditee?	Yes
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**Final Draft 1.22.2026**



**LEANDER INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**For the Year Ended June 30, 2025**

*Exhibit K-1*

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal Assistance Listing Number	Total Awards Expended
<b>U.S. Department of Agriculture</b>				
<b>Passed Through Texas Education Agency:</b>				
Cash Assistance:				
71302501	<i>National School Lunch Program</i>	240	10.555	\$ 4,258,417
71302501	<i>School Breakfast Program</i>	240	10.553	955,716
<b>Passed Through Texas Department of Agriculture:</b>				
Noncash Assistance:				
NT4XL1YGLGC5	<i>National School Lunch Program (Commodities)</i>	240	10.555	1,042,295
Cash Assistance:				
NT4XL1YGLGC5	<i>Child and Adult Food Care Program</i>	240	10.558	31,287
NT4XL1YGLGC5	<i>Summer Food Service Program for Children</i>	242	10.559	2,611
	<i>Total Child Nutrition Cluster (ALN 10.555, 10.553, 10.559)</i>			<u>6,290,326</u>
<b>Total U.S. Department of Agriculture</b>				<u><b>6,290,326</b></u>
<b>U.S. Department of Education</b>				
<b>Passed through Texas Education Agency:</b>				
25610101246913	<i>Title I, Part A</i>	211	84.010A	1,706,065
	<i>Total ALN 84.010</i>			<u>1,706,065</u>
25420006246913	<i>Perkins V: Strengthening CTE for the 21st Century Act</i>	244	84.048A	270,589
25694501246913	<i>Title II, Part A - Supporting Effective Instruction</i>	255	84.367A	1,093,390
	<i>Total ALN 84.367</i>			<u>1,093,390</u>
25671001246913	<i>Title III, Part A-ELA (English Language Acquisition State Grants)</i>	263	84.365A	533,016
	<i>Total ALN 84.365</i>			<u>533,016</u>
25671003246913	<i>Title III, Part A-Immigrant</i>	263	84.365A	10,301
25680101246913	<i>Title IV, Part A Subpart 1</i>	289	84.424A	246,223
21533002246913	<i>ARP HOMELESS II (COVID-19)</i>	280	84.425W	16,068
	<i>Total ALN 84.425</i>			<u>16,068</u>
69552402	<i>Grants for State Assessments and Related Activities</i>	288	84.369A	25,907
256600012469136600	<i>IDEA Part B, Formula</i>	224	84.027A	7,099,061
256610012469136610	<i>IDEA Part B, Preschool</i>	225	84.173A	69,264
246610047110001	<i>Empowering Early Childhood Special Education</i>	289	84.173A	197
66002512	<i>IDEA Part B, Discretionary</i>	226	84.027A	1,555,609
66002506	<i>High Cost Fund</i>	226	84.027A	42,091
	<i>Total Special Education Cluster (ALN 84.027, 84.173)</i>			<u>8,766,222</u>
<b>Total U.S. Department of Education</b>				<u><b>12,667,781</b></u>
<b>U.S. Department of the Interior</b>				
<b>Passed Through Travis County Tax Assessor:</b>				
Federal Funding in Lieu of Taxes	<i>National Wildlife Refuge Fund</i>	199	15.659	56,739
<b>Total U.S. Department of the Interior</b>				<u><b>56,739</b></u>
<b>U.S. Department of Health and Human Services</b>				
<b>Passed Through Texas Health and Human Services Commission:</b>				
52907015700220	<i>Medical Assistance Program</i>	199	93.778	117,116
	<i>Total Medicaid Cluster (ALN 93.778)</i>			<u>117,116</u>
<b>Total U.S. Department of Health and Human Services</b>				<u><b>117,116</b></u>
<b>Total Expenditures of Federal Awards</b>				<u><b>\$ 19,131,962</b></u>

**Final Draft 1.22.2026**

**Note 1 - Summary of Significant Accounting Policies**

The District accounts for all awards under federal programs in the General and Special Revenue Funds in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide*. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e. revenues and other financing sources) and decreases (i.e. expenditures and other financing uses) in net current assets.

Expenditures reported on the Schedule of Expenditures of Federal Awards are reported on the modified accrual basis of accounting. Such expenditures are recognized following, or the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has not elected to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods.

All federal grants are subject to review by the grantor agencies. Any expenditures identified by the grantor agencies as disallowed could require reimbursement to the grantor agency from the District's general fund.

**Note 2 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the District under programs of the federal government for the fiscal year ended June 30, 2025. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Uniform Guidance. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

**Note 3 - Reconciliation to Basic Financial Statements**

The following is a reconciliation of expenditures of federal awards program per the Schedule of Expenditures of Federal Awards ("SEFA") and expenditures reported on the Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds (Exhibit C-2):

<b>Total Federal Revenues per Exhibit C-2</b>	\$ 19,542,357
SHARS	(214,701)
JROTC	(195,694)
<b>Total Per the Schedule of Expenditures of Federal Awards</b>	<u>\$ 19,131,962</u>

**Final Draft 1.22.2026**

**LEANDER INDEPENDENT SCHOOL DISTRICT**

***SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS***

***For the Year Ended June 30, 2025***

Federal regulations, Title 2 U.S. Code of Federal Regulations Section 200.511 states, "The auditee is responsible for follow-up and corrective action on all audit findings. As part of this responsibility, the auditee must prepare a summary schedule of prior audit findings." The summary schedule of prior audit findings must report the status of the following:

- All audit findings included in the prior audit's schedule of findings and questioned costs and
- All audit findings reported in the prior audit's summary schedule of prior audit findings except audit findings listed as corrected.

**I. Prior Audit Findings**

There were no prior year findings.

**Final Draft 1.22.2026**



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Consider Approval of FY26 Budget Amendment - #6  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape, Ed.D., CPA, Chief Financial Officer  
**Attachments:** FY26 Budget Amendment - #6

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## **Background Information:**

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

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

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

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

- Increase of \$25,005 to revenue and expenditure budgets in Fund 197 for athletic tournaments.
- Transfers among functions with no effect on the total operating deficit/surplus.

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

## **Administrative Recommendation:**

Administration recommends the Board approve FY26 Budget Amendment - #6 as presented.

## **Sample Motion:**

I move the Board of Trustees approve FY26 Budget Amendment - #6 as presented.

**Leander Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of January 12, 2026**

	2025-2026 Original Budget	Previously Amended Budget	Proposed Amendments 01/12/26	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 340,381,587	\$ 340,389,725	\$ 25,005	\$ 340,414,730
State Sources	115,271,197	115,271,197	-	115,271,197
Federal Sources	4,995,000	4,995,000	-	4,995,000
<b>TOTAL REVENUES</b>	<b>\$ 460,647,784</b>	<b>\$ 460,655,922</b>	<b>\$ 25,005</b>	<b>\$ 460,680,927</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 286,510,381	\$ 287,019,384	\$ (13,653)	\$ 287,005,731
Function 12 - Instructional Resources & Media	5,043,033	5,059,021	-	5,059,021
Function 13 - Staff Development	11,207,838	11,042,002	1,702	11,043,704
Function 21 - Instructional Administration	5,316,581	5,390,243	(3,185)	5,387,058
Function 23 - School Administration	26,248,027	26,251,442	2,587	26,254,029
Function 31 - Guidance & Counseling	23,733,887	23,756,642	-	23,756,642
Function 32 - Social Services	1,281,252	1,281,827	-	1,281,827
Function 33 - Health Services	4,530,285	4,542,621	450	4,543,071
Function 34 - Student Transportation	16,592,462	16,665,843	264,843	16,930,686
Function 35 - Food Services	5,000	5,000	-	5,000
Function 36 - Co-Curricular Activities	14,384,737	14,437,533	26,005	14,463,538
Function 41 - General Administration	11,611,729	11,637,089	(264,843)	11,372,246
Function 51 - Plant Maintenance & Operations	42,210,405	44,027,809	140	44,027,949
Function 52 - Security	7,392,949	8,670,226	10,959	8,681,185
Function 53 - Data Processing	8,773,871	8,852,503	-	8,852,503
Function 61 - Community Services	1,813,161	1,808,271	-	1,808,271
Function 71 - Debt Service	501,756	501,756	-	501,756
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	11,039,386	11,039,386	-	11,039,386
Function 95 - JJAEP	286,070	286,070	-	286,070
Function 99 - Other Intergovernmental Charges	2,747,352	2,747,352	-	2,747,352
<b>TOTAL ALL EXPENDITURES</b>	<b>\$ 481,230,162</b>	<b>\$ 485,022,021</b>	<b>\$ 25,005</b>	<b>\$ 485,047,026</b>
<b>Excess/(Deficiency) of</b>				
Revenues vs. Expenditures	\$ (20,582,378)	\$ (24,366,099)	\$ -	\$ (24,366,099)
<b>Other Financing Sources/Uses</b>				
Sale of Assets	\$ 350,000	\$ 350,000	\$ -	\$ 350,000
Transfer In - Empowerment Grant	-	-	-	-
Transfer Out - Other	-	-	-	-
Transfer Out - Healthcare	-	-	-	-
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
<b>Total Other Financing Sources/Uses</b>	<b>\$ 350,000</b>	<b>\$ 350,000</b>	<b>\$ -</b>	<b>\$ 350,000</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ (20,232,378)</b>	<b>\$ (24,016,099)</b>	<b>\$ -</b>	<b>\$ (24,016,099)</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Consider Approval of External Auditor for 2025-2026 Audit Services  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete D. Pape, Ed.D., CPA, Chief Financial Officer  
**Attachments:** Whitley Penn 2025-2026 Engagement Letter

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## **Background Information:**

In compliance with [Section 44.008 of the Texas Education Code](#), the District completed a Request for Proposal (RFP) for audit services in the spring of 2022 and received Board approval at the [March 24, 2022 Board Meeting](#) to award a contract to Whitley Penn to conduct the District's 2021-2022 fiscal year-end audit. The RFP allows for five one-year renewals. The 2025-2026 fiscal year will be year five (5). Audit services include the independent audit, Federal Single Audit, as well as any additional audits imposed by state or federal regulation/legislation. According to the engagement letter, the estimated cost for the 2025-2026 audit work is \$93,000 (\$92,000 for the annual financial audit and \$1,000 for Whitley Penn out of pocket expenses). Last year's actual expense for the audit was \$92,000.

Throughout the year, Whitley Penn provides technical assistance in an advisory capacity. While a managing partner is assigned to the District account, the field audit staff generally rotate each year. The managing partner has been changed for this new engagement. This will provide continuity with a firm that understands the District while maintaining independence in the fieldwork and oversight.

## **Administrative Recommendation:**

Administration recommends that the Board of Trustees approve Whitley Penn be engaged to provide annual audit services for the 2025-2026 fiscal year.

## **Sample Motion:**

I move that the Board of Trustees approve Whitley Penn be engaged to provide audit services for the 2025-2026 fiscal year.

January 6, 2026

To the Board of Trustees and Management  
Leander Independent School District

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Leander Independent School District (the "District"), as of June 30, 2026 and for the year then ended, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, as listed in the table of contents.

In addition, we will audit the District's compliance over major federal award programs for the year ended June 30, 2026. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America, This RSI will be subjected to certain limited procedures but will not be audited:

- 1) Management's Discussion and Analysis,
- 2) General Fund Budgetary Comparison Schedule,
- 3) Pension Information, and
- 4) Other Post-employment Benefits Information,

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- 1) Combining Fund Financial Statements;
- 2) Required Texas Education Agency Schedules; and
- 3) Schedule of Expenditures of Federal Awards

Also, the document we submit to you will include the following other additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements:

- 1) Introductory Section,
- 2) Statistical Section, and
- 3) Schedule of Required Responses to Selected School FIRST Indicators.

#### **Data Collection Form**

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

#### **Audit of the Financial Statements**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). As part of an audit of financial statements in accordance with GAAS and in accordance with *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the District's basic financial statements. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

### **Audit of Major Program Compliance**

Our audit of the District's major federal program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and, performing the applicable procedures described in the U.S. Office of Management and Budget OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we consider necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the District's major federal programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

### **Management's Responsibilities**

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received, including federal awards and funding increments received prior to December 26, 2014 (if any), and those received in accordance with the Uniform Guidance generally received after December 26, 2014;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs, and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs
8. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;

14. For making the auditor aware of any significant vendor/contractor relationships where the vendor/contractor is responsible for program compliance;
15. To provide us with:
  - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
  - b. Additional information that we may request from management for the purpose of the audit; and
  - c. Unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.
  - d. A written acknowledgement of all the documents that [management] expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
  - e. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

#### **Nonattest Services**

Nonattest services will include assistance with the preparation of the annual comprehensive financial report and the government-wide entries, and assistance with the preparation of the data collection form and its submission to the Federal Audit Clearinghouse. We will not assume management responsibilities on behalf of the District. However, we will provide advice and recommendations to assist management of the District in performing its responsibilities.

The District's management is responsible for (a) making all management decisions and performing all management functions;

(b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities. We will perform the services in accordance with applicable professional standards, including *Government Auditing Standards*.

Our responsibilities and limitations of the nonattest services are described below:

The nonattest services are limited to the services we described above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account coding and approving journal entries. Our firm will advise the District regarding these nonattest services, but the District must make all decisions with regard to those matters.

**Fees and Timing**

The timing of our audit will be scheduled for performance and completion as follows:

Document internal control and preliminary tests	May 2026/June 2026
Inventory observation (for material balances)	June 30, 2026 or agreed upon date
Perform year-end audit procedures	September 2026
Issue audit reports	November 2026

We anticipate meeting these deadlines barring any delays.

Celina Cereceres, CPA is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Whitley Penn, LLP’s services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fee for the audit services will be based on the amount of time required and the difficulty of the work involved which we estimate to be \$92,000. This fee includes three (3) federal major programs as well as assistance with the GASB No. 68 and 75 government-wide entries and note disclosures. Each additional federal major program will be \$5,000. In addition, out-of-pocket expenses will be charged separately for a total of \$1,000. The fee estimate for the audit is based on anticipated cooperation from the District’s personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation and payment is due in Tarrant County. You agree to pay reasonable attorney fees and collection costs incurred relating to collection of fees for services performed under the terms of this engagement. In accordance with Whitley Penn, LLP policy, work may be suspended if your account becomes 30 days or more past due and will not resume until your account is paid in full. In addition, invoices not paid in full by the last day of the month will be assessed interest at a rate of one percent per month. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been complete even if we have not issued our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. Our final auditors’ report will be released upon final payment of any outstanding invoices.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you concerning the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We would like to make the following comments regarding the ~~fee~~<sup>55</sup> estimates:

1. Our fee estimates have not considered the effects of any changes to auditing standards and accounting principles, which may be promulgated by the AICPA, Congress, or any other regulatory body in the future and are unknown to us at this time. If significant additional time is necessary resulting in increased fees, we will endeavor to notify you of any such circumstances as they are assessed.
2. Our fee estimates are based on the assumption that we will be able to obtain internal control reports from the District's payroll service provider (where necessary), more commonly referred to as a SOC 1 Report and that we will be able to place reliance on these reports for internal control purposes in conjunction with the internal controls present in the administration of the District. Any weaknesses noted in the internal control may affect the nature, timing, and extent of our procedures and accordingly our fees will be adjusted to reflect such changes.
3. The District's personnel are responsible for the preparation of all items requested in the Prepared by Client ("PBC") listing and received by the date requested. Any delays caused by not preparing the items when requested may result in additional fees, as well as the possibility of postponing our fieldwork. The PBC listing will be provided to you during the planning process of the engagement.
4. Time incurred for audit adjustments identified during our audit and the related additional testing required has not been considered in our fee estimates. Prior to performing any additional testing, we will notify you of the exceptions and obtain approval for any additional fees which may be incurred.
5. Our fee estimates are based on all general ledger sub ledgers being reconciled to the general ledger balance and any adjustment necessary should be recorded to the general ledger prior to our fieldwork start date.
6. The scheduling of our professional staff requires complex models to balance the needs of our clients and the utilization of our people. Last minute client requested scheduling changes result in costly downtime due to our inability to make alternate arrangements for our professional staff. If after scheduling out work, you do not provide proper notice, which we consider to be one week, of your inability to meet the agreed-upon dates(s) for any reason, or do not provide us with sufficient information required to complete the work in a timely manner, additional billings will be rendered for any downtime of our professional staff.

The scheduling of our professional staff requires complex models to balance the needs of our clients and the utilization of our people. Last minute client requested scheduling changes result in costly downtime due to our inability to make alternate arrangements for our professional staff. If after scheduling our work, you do not provide proper notice, which we consider to be one week, of your inability to meet the agreed-upon date(s) for any reason, or do not provide us with sufficient information required to complete the work in a timely manner, additional billings will be rendered for any downtime of our professional staff.

The ethics of our profession prohibit the rendering of professional services where the fee for such services is contingent, or has the appearance of being contingent, upon the results of such services. Accordingly, it is important that our bills be paid promptly when received. If a situation arises in which it may appear that our independence would be questioned because of significant unpaid bills, we may be prohibited from issuing our auditors' report.

In the unlikely event that differences concerning our services or fees should arise that are not resolved by mutual agreement, to facilitate judicial resolution and save time and expense of both parties, the District and Whitley Penn, LLP agree not to demand a trial by jury in any action, proceeding or counterclaim arising out of or relating to our services and fees for this engagement. Any controversy, dispute, or questions arising out of or in connection with this agreement or our engagement shall be determined by arbitration conducted in accordance with the rules of the American Arbitration Association, and any decision rendered by the American Arbitration Association shall be binding on both parties to this agreement. The costs of any arbitration shall be borne equally by the parties. Any and all claims in arbitration relating to or arising out of this contract/agreement shall be governed by the laws of the State of Texas and to the extent any issue regarding the arbitration is submitted to a court, including the appointment of arbitrators or confirmation of an award, the District courts in Harris County shall have exclusive jurisdiction. Any action arising out of this agreement or the services provided shall be initiated within two years of the service provided.

This letter replaces and supersedes any previous proposals, correspondence and understanding, whether written or oral. The agreements contained in this engagement letter shall survive the completion or termination of this engagement. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

To ensure that Whitley Penn, LLP's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

### **Other Matters**

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

In the course of our services, our firm may transmit confidential information that you provided us to third parties in order to facilitate our services. As applicable, we require confidentiality agreements with all our service providers to maintain the confidentiality of your information and additionally the firm will take reasonable precautions to determine that our service providers have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain ultimately responsible for the work provided by any third-party service providers used under this agreement. By your signature below, you consent to having confidential information transmitted to entities outside the firm. Please feel free to inquire if you would like additional information regarding the transmission of confidential information to entities outside the firm.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your Internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

In the event we are required by government regulation, required by subpoena or other legal process to produce information or our personnel for interviews or depositions in relation to a matter involving the District, the District will, so long as we are not a party or the focus of the proceeding or inquiry in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

The audit documentation for this engagement is the property of Whitley Penn LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to your pass-through regulatory entity and federal agencies and the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision Whitley Penn, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

The District may wish to include our report on these financial statements in an exempt offering document. The District agrees that the aforementioned auditor's report, or reference to our Firm, will not be included in such offering document without prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement letter. For exempt offerings for which we are not involved, you will clearly indicate that we were not involved with the contents of such offering document and a disclosure as shown below will be included in the exempt offering:

"Whitley Penn, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. Whitley Penn also has not performed any procedures relating to this offering document."

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature. During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of seven (7) years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to the Board of Trustees the following significant findings from the audit:

- Our view about the qualitative aspects of the District's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files. Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements' compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

Respectfully,



Austin, Texas

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Leander Independent School District by:

Name: \_\_\_\_\_  
Anna Smith

Title: Leander ISD Board of Trustees, President  
\_\_\_\_\_

Date: January 22, 2026  
\_\_\_\_\_

Name: \_\_\_\_\_  
Sade Fashokun

Title: Leander ISD Board of Trustees, Vice President  
\_\_\_\_\_

Date: January 22, 2026  
\_\_\_\_\_



CliftonLarsonAllen LLP  
CLAconnect.com

## REPORT ON THE FIRM'S SYSTEM OF QUALITY CONTROL

September 13, 2024

To the Partners of Whitley Penn LLP  
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Whitley Penn LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended April 30, 2024. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### *Firm's Responsibility*

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### *Peer Reviewer's Responsibility*

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

### *Required Selections and Considerations*

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; and an examination of service organizations (SOC 2® engagement).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

*Opinion*

In our opinion, the system of quality control for the accounting and auditing practice of Whitley Penn LLP, applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended April 30, 2024, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Whitley Penn LLP has received a peer review rating of *pass*.

*CliftonLarsonAllen LLP*

CliftonLarsonAllen LLP

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, January 22, 2026**

**Agenda Item:** Consider Approval of Library Resources  
**Purpose:**  Discussion Item/Report Only       Action Requested  
**Administrator Responsible:** Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning  
 Becky Calzada, MLIS, Coordinator Library Services  
**Attachments:** December 8, 2025, to January 6, 2026, Leander ISD Proposed Book Purchases and Donations List

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**Background Information:**

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

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

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

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

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

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

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

Date by which Librarians must submit Campus Library Book	Posted for Public Comment	Review of Information and Preparation for Board Approval:	<b>Board Approval Date:</b>
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Requests			
September 1, 2025	Sept 8 - Oct. 7, 2025	October 8-11, 2025 Submit by Oct. 13	October 23, 2025 <b>Approved</b>
December 1, 2025	Dec. 5, 2025 - Jan. 4, 2026	Jan. 5-9, 2026 Submit by Jan. 12th	Jan. 22, 2026
January 16, 2026	Jan. 23 - Feb. 22, 2026	Feb. 23 - 27, 2026 Submit by Mar. 2nd	March 12, 2026
February 27, 2026	March 6 - April 5, 2026	April 6-10, 2026 Submit by April 13	April 23, 2026

Additionally, the Texas Education Agency (TEA) has recently published the new [Library Materials Challenge Form Instructions for Districts](#). Due to this change, updates to the district’s current book challenge process and form, as well as to [Local and Legal policy EFB](#), will be addressed in the near future.

Tonight, administration is requesting approval of the [Elementary](#), [Middle](#), and [High School](#) proposed Library purchases and [Library donations](#), which were posted on the [Leander ISD Library Services website](#) from December 8, 2025, to January 6, 2026. Public comments were open for thirty days on the Leander ISD website, and no public comments were submitted.

**Administrative Recommendation:**

Administration recommends the Board approve the December 8, 2025, to January 6, 2026, Elementary, Middle, and High School proposed Library purchases and donations as presented.

**Sample Motion:**

I move the Board approve the December 8, 2025, to January 6, 2026, Elementary, Middle, and High School proposed Library purchases and donations as presented.

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

<b>Elementary: Picture Book Titles Purchases</b>	<b>Author (Last, First)</b>	<b>ISBN</b>
The Interpreter	Abtahi, Olivia	9780593620441
Challah for Shabbat Tonight	Ackerman, Sara Holly	9780593704493
The Science Girls	Aki	9781250239471
Tios and Primos	Alcantara, Jacqueline	9780593620137
Fridays are for churros	Alvarado, Jenny	9780823458332
Tío Ricky Doesn't Speak English	Bellas, Maritere R.	978-1962227261
Sheepwrecked	Belote, Ashley	9780593569665
I Am, Yo Soy	Belt, Gabriela Orozco	9780063206656
See Marcus Grow	Bridgewater, Marcus	9780593406076
The fastest tortoise in town	Calvert, Howard	9798368790848
The Fire Breathing Duckling	Cammuso, Frank	978-1-66266-533-2
Books on bikes	Campoy, Isabel	9780063285125
The girl who sings to bees	Chiquis	9781250322999
Don't Eat Eustace	Cho, Lian	978-0063321847
Bunheads, Act 2	Copeland, Misty	9780399547683
Just One Owl	Crimi, Carolyn	978-0-8234-5965-0
My abuela is a bruja	Cuevas, Mayra	9780063299696
Artie is Awesome	Darst, Deidra	9781718108158
Rafi and Rosi Menu!	Delacre, Lulu	9780892394890
Yasmin Figures It Out	Faruqi, Saadia	978-1-66638-245-7
Eid al-Adha with Yasmin	Faruqi, Saadia	978-0-7565-8867-0
King Winter's Birthday	Freedland, Jonathan	9781782694670
The Aliens Do Not Want to Go Home	Gustavson, Adam	978-1-62354-494-2
A Day With No Words	Hammond, Tiffany	978-1-54761-935-1
Help Me Find My Hamster!	Hartman, Brooke	979-88-900331-0-9
The Flower Shop	Heuer, Lourdes	9781536226607
The Fruit Shop	Heuer, Lourdes	9781536226591
Happy Hanukkat	Hickman, Jessica	979-8765644010

Bundle Up, Penelope Rex!	Higgins, Ryan T.	978-1-36810-872-0
More or Less	Hughes, Allison	978-0-316-59260-4
Buffalo Flufaflo and Puffalo	Kalb, Bess	9780593810309
Soy Sauce	Lee, Laura G.	9781523528387
A Banquet for Cecilia	Leung, Julie	978-0-7595-5741-3
Queen Bee- Flower Queen	Maheshwari, Priti	979-8765647134
Queen Bee-Roller Coaster Royalty	Maheshwari, Priti	979-8765680308
Queen Bee- Royal Best Friend	Maheshwari, Priti	979-8-7656-1130-2
Bittersweet	Mandin, Christie	978-1-66596-058-8
Plenty of Hugs	Manushkin, Fran	9780525554011
Shmoof	Mckinnon, Heidi	978-1-52353-260-5
Golda's Showtime Scare	Michaels, Hollie	978-0-7565-8666-9
Mama's Roti	Mirchandani, Raakhee	978-0-316-33946-9
Sounds like joy	Moises, Yesenia	978-0063333864
Ten Little Leprechauns	Murphy, Molly	978-1-54761-696-1
Seven: A Most Remarkable Pigeon	Nickel, Sandra	978-1-53623-519-7
A Map for Falasteen	Odeh, Maysa	9781250896704
More Valentine's Day origami	<u>Owen, Ruth</u>	978-1-47775-699-7
The Brother Book	Parr, Todd	9798368777696
When we find her	Peña, M. Garcia	978-0-593-62409-8
100 Days!: An All Are Welcome Early Reader	Penfold, Alexandra	978-0-593-43013-2
Sometimes, all I need is me	Perdomo, Julia	978-1536218046
Remember Who You Are	Prince, Leona	978-1-45984-031-7
Be a Good Ancestor	Prince, Leona	978-1-45983-140-7
The 13th Day of Christmas	Rex, Adam	978-0-8234-5653-6
Unsettling Salad! (Jasper Rabbit Creepy Tales)	Reynolds, Aaron	978-1-66596-111-0
Ways Papi Says I Love You	Ruiz, Delia	978-1623546304
No is a Good Word	Singh, Bharti	9781499455182
Sticky Hermana	Siqueira, Ana	978-1-62354-579-6
Vera la Valiente is scared	Siqueria, Ana	978-1-50649-918-5
The Book of Candles	Snyder, Laurel	978-0063278141

Just Shine! How To Be A Better You	Sotomayor, Soñia	978-0-593-20629-4
Bitty and Bud, Best Buds	Trasler, Janee	978-0-8234-5980-3
Valentines are the Worst	Warren, Alex	978-1-66596-261-2
Before You Were Here	Westerfeld, Scott	9781250799326
The Pigeon won't count to 10	Willems, Mo	978-1-45496-440-7
Wednesday: I am Thing	Wu, Vivien	979-8217024957
For the Fans! (KPop Demon Hunters)	(Title Entry)	9798217233977
<b>Elementary: Fiction Titles Purchases</b>	<b>Author (Last, First)</b>	<b>ISBN</b>
Sophie: Wags to Wishes	Anderson, Brian	978-1-958325-34-6
Wombat Waiting	Applegate, Katherine	9780063221178
The Enemy's Daughter	Blankman, Anne	978-0-593-62304-6
Holding On for Dear Life	Bowling, Dusti	978-1-54761-606-0
The Firefly Crown	Dino, Yxavel	978-1547615162
The Last Ember	Dodd, Lily	978-0374393120
The Super Jump Between Worlds!	Flintham, Thomas	978-1-54618-357-0
Battle of the Super Rabbit Boys	Flintham, Thomas	978-1546183709
Spy School At Sea	Gibbs, Stuart	978-1534479449
Moonleapers	Haddix, Margaret Peterson	978-0063392564
Wanda Hears the Stars	Hansen, Amy S.	9781623544874
The Plot to Kill A Queen	Hopkinson, Deborah	9781338660586
Three Blue Hearts	Kelly, Lynne	978-0593898390
The Girl in the Wall	Kuyatt, Meg	978-1546110538
Inkbound Meticulous Jones and the Skull Tattoo	Leathly, Phillipa	979-83-18-91071-5
My Mad Scientist Mom: Saved by the Smell	Lerner, Jarrett	9781665942973
Ash the Blaze Dragon	Mara, Maddie	978-1339019925
Hut! Hut! Hike!	Maraniss, Andrew	979-83-687-8401-4
How to Say Goodbye in Cuban	Miyares, Daniel	978-0593568309
I Am Rebel	Montgomery, Ross	9781536246803
Catty Corner Pounces into Action	Murphy, Julie	978-1454956501
Dragonborn	Murray, Struan	979-82-17-11321-7
Jasmine is Haunted	Oshiro, Mark	979-83-687-6604-1

Alkrem	Palazzesi, Marta	978-1636551500
Big Changes for Plum!	Phelan, Matt	978-0063296350
Danger in the Dragons Den: Llama Quest	Reyes, Megan	978-0593808542
Cece Rios and the king of fears	Rivera, Kaela	978-0063213906
Down Came the Spiders	Russell, Ally	978-1546129257
Rens Cupcake Mission	Simon, Coco	978-1665984720
The Interdimensional Fish Sticks	Starmer, Aaron	978-1-71376-436-6
Scarlet Morning	Stevenson, ND	978-0-06-321034-9
Another	Tremblay, Paul	9780063396357
Fowl Play	Tubb, Kristen O'Donnell	9780063274044
Island of Spies	Turnage, Sheila	9780735231252
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Race to the South Pole: A Two-Sided Story	Steward, Alexandra	

Asterwood	Stolos, Jacquelyn	
Making Plans for Nigel Binty	Stout, Shawn K.	
FIFA World Cup : the greatest matches of all time	Streissguth, Tom	
Wings of Fire 16- The Hybrid Prince	Sutherland, Tui	
Darkstalker: A Graphic Novel	Sutherland, Tui & Deutsch, Barry	979-83-687-8385-7
3 Weeks in the Rainforest	Swanson, Jennifer	
Persian Mythology	Tahmaseb, Ryan	
The Treasure of Ocean Parkway	Tash, Sarvaenaz	
Ocean Apart	Tew, Jill	
Shibu's tail	Thomas, Tess	
Gumshoe	Thummler, Brenna	
Another	Tremblay, Paul	
Chris Gardner: Business Leader and Entrepreneur	Turner, Myra Fae	
Malala Yousafzai: Education Activist	Turner, Myra Fae	
Sal Khan: Educator Innovator	Turner, Myra Fae	
Change Makers in Activism: Women Leading the Way	Tyner, Artika	93
Change Makers in Business: Women Leading the Way	Tyner, Artika	
Change Makers in Government: Women Leading the Way	Tyner, Artika	
My Sister the Werebeast	Tysoe, Alina	
12 iconic American battles	Ventura, Marne	
12 iconic American inventions	Ventura, Marne	
12 iconic American myths and legends	Ventura, Marne	
The Secret Astronomers	Walker, Jessica	
The silenced	Wallach, Diana Rodriguez	
The Vale	Wen, Abigail Hing	
Kimmy Carson Is Not Scared (MG Verse)	Williams, C.H.	979-83-18-90563-6
Amelia Earhart (Unsolved)	Williams, Dinah	979-83-687-3142-1
Bermuda Triangle (Unsolved)	Williams, Dinah	979-83-18-90860-6
Bigfoot (Unsolved)	Williams, Dinah	979-83-687-3145-2
Captain Kidd's treasure (Unsolved)	Williams, Dinah	979-83-687-3144-5
Escape from Alcatraz (Unsolved)	Williams, Dinah	979-83-18-90862-0

Ghost Ship (Unsolved)	Williams, Dinah	979-83-18-90861-3
Loch Ness Monster (Unsolved)	Williams, Dinah	979-83-18-90863-7
Pyramids of Egypt (Unsolved)	Williams, Dinah	979-83-687-3143-8
Sleepless	Williams, Jen	
Falling Like Leaves	Wilson, Misty	
The Vanishing of Lake Peigneur A Graphic Novel Based on a True Story	Wolf, Allan	
Magda, Intergalactic Chef: A Chef's Journey	Wouter, Nicolas	
Magda	Wouters, Nicolas	
The Many Misfortunes of Eugenia Wang	Yan, Stan	
12 incredible facts about the Louisiana Purchase	Yasuda, Anita	
Growing up Beth	York, Beth	
Folk Remedy Book 1	Yoshioka, Jem	
The ultimate riddle game for kids : a mind-bending book to test your logic.	Zeitgeist	9780593436028

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

High School Library Proposed Title Purchases	ISBN	Author Last Name	First Name
Radar Girls	9780778332046	Ackerman	Sara
For the rest of us: 13 festive holiday stories to celebrate all seasons	9780063351783	Adler	Dahlia
Park Avenue: A Novel	9781250897954	Ahdieh	Renée
Fourteen Days	9780358616382	Anders	Charlie Jane
Showstopper	9781250370396	Anderson	Lily
Leaving the Station	9780063078772	Arlow	Jake Maia
Painting Through the Rough	9781978598072	Aro	David
Books of Lives: Memoir of Sorts	9780385547512	Atwood	Margaret
Thorn Season	9780063427792	Azar	Kiera
Make Me a Monster	9781547615865	Bayron	Kalynn
Beth Is Dead	9781665988698	Bernet	Katie
If looks could kill	9781534470811	Berry	Julie
Of Swamp and Sea	9781250387011	Boulton	Mia Jay
Better the Devil	9780063338326	Brown	Erik
Strong Ground: The Lessons of Daring Leadership, The Tenacity of Pardo, and the Wisdom of the Human Spirit	9781984855749	Brown	Brene
Fairy Godmother; an Enchanters Tale	9781368089586	Calonita	Jen
Lemons and Lies	9781547614080	Castellano	Alexis
Kill for me, Kill for you	9781668049341	Cavanagh	Steve
By Invitation Only	9781665972437	Chang	Alexandra
The Nightblood Prince	9780593897362	Chang	Molly X
Shiny Happy People	9780593904091	Chapman	Clay
Secrets, Spells and Chocolate	9798890033635	Churchill	Marissa
Party of Liars: A Novel	9781250378811	Cox	Kelsey
The good vampire's guide to blood & boyfriends	9781250321206	D'Amato	J.L.
Love Spells Trouble	9781547612963	Davenport	N.E.
Gaslit	9780593705711	Davidhizar	Megan
Lovesick Falls	9780759557826	Drake	Julia

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High School Library Proposed Title Purchases	ISBN	Author Last Name	First Name
Hazelthorn	9781250376299	Drews	C.G
Royal Liars	9780316585675	Duga	Lindsey
Ban This! How One School Fought Two Book Bans and Won (and How You Can Too)	9798765629970	Ellis, Ellis, Gupta	Christina, Renee, Edha
The Dysfunctional Family's Guide to Murder	9798217030163	Emery	Kate
Luke Cage Omnibus	9781302944964	Englehart	Steve
Goodbye, My Princess	9781665971041	Fei	Wo Si Cun
In the Name of Freedom: A Political Dissident's Fight for Human Rights in the NBA and Around the World	9781668078365	Freedom	Enes Kanter
Malas	9780593655801	Fuentes	Marcela
Teen Titans Starfire	9781799501251	Garcia	Kami
Hekate: The Witch	9780316596763	Gills	Nikita
Predatory Natures	9780593814314	Goldsmith	Amy 96
King of the Neuro Verse	9781665973120	Goodwin	Idris
Holly	9780316586856	Grace	Adalyn
Hollow	9781682637777	Grothe	Taylor
Escape from St. Hell	9781338824476	Hancox	Lewis
Twice: The story of K-Pop's Greatest Girl Group	9780008404772	Heal	Jamie
DBT Tool Kits for Teens	9798217150908	Hiller	Atara
Bite me, Royce Taslim	9781368095358	Ho	Lauren
My Mother the Mermaid Chaser	9780593643006	Hoang	Jamie Jo
Nettle	9781774888759	Hogan	Bex
Culpability	9781954118966	Holsinger	Bruce
Face with Tears of Joy: A Natural History of Emoji	9781324075141	Houston	Keith
Love at Full Tilt	9780593809105	Howe	Jenny
The Scammer	9780063271272	Jackson	Tiffany D.
NFL Moments	9780228105725	Johnson	George
There's always next year	9780374391690	Johnson	Leah and George

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High School Library Proposed Title Purchases	ISBN	Author Last Name	First Name
K Jane	9780063354623	Kang	Lydia
Donut Summer	9781335012890	Kelly	Anita
Sparking Fire Out of Fate	9781547613458	Kemmerer	Brigid
Saltcrop: A Novel	9781250380968	Kitasei	Yume
Insectopolis: A Natural History	9781324035718	Kuper	Peter
The Dead of Summer	9781546125877	La Sala	Ryan
Anna K Away	9781250236463	Lee	Jenny
K-Pop Confidential	9781338639933	Lee	Stephan
K-Pop Revolution	9781338751130	Lee	Stephan
The cuffing game	9780063330412	Lee	Lyla
Once a Villain	9780063024748	Len	Vanessa
Every spiral of fate	9780063315341	Mafi	Tahereh
Immortal Consequences	9780593898819	Marie	I.V. 97
Final Cut	9780593180662	Markell	Dennis
All Shall Mourn	9780648425830	Marney	Ellie
The Leaving Room	9781250908087	McBride	Amber
Fall of the Fireflies	9781643796994	McCall	Guadalupe Garcia
How girls are made	9780063370692	McGinnis	Mindy
Wish You Were Her	9781250335562	McNicoll	Elle
Mistress of Bones	9781250888235	Medina	Maria Z
The House Saphir	9781250320957	Meyer	Marissa
Hick: The Trailblazing Journalist Who Captured Eleanor Roosevelt's Heart	9780593649107	Miller	Sarah
A Darker Mischief	9781339009933	Milman	Derek
I killed the king	9780063379619	Mix	Rebecca
Morgana and Oz v3	9781998341450	Miyuli	
How We Play the Game	9781547605057	Nedd	Alexis
Not Dead Enough	9780593205549	Neiheiser	Tyffany

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High School Library Proposed Title Purchases	ISBN	Author Last Name	First Name
Blood Like Ours	9781641297226	Neville	Stuart
Soul of Shadow	9781250342966	Noyes	Emma
Asgardians: Loki	9781250760807	O'Connor	George
Cry Out Loud	9780593125533	O'Connor	Tara
The Last Days of Marilyn Monroe	9780316580519	Patterson	James
Bad Creek	9781324082934	Peyton	June
When Everyone Knows That Everyone Knows	9781668011577	Pinker	Steven
The library of lost girls	9780593900475	Pipps	Kristen
Kill Creatures	9780593302316	Power	Rory
A Matter of Murder	9780063278073	Price	Tirzah
The Golden Boy's Guide to Bipolar	9780063358409	Reyes	Sonora
F1: Racing Confidential: inside stories from the world of Formula One	9781538768136	Richards	Giles 98
My Fair Monster	9798890032935	Rivera	Adrienne
Seven for a Secret	9781368114608	Roach	Mary
The Big Hop: The First Non-stop Flight Across the Atlantic Ocean and Into the Future	9781324050964	Rooney	David
Beneath these cursed stars	9780063311916	Ryan	Lexi
Between these broken hearts	9780063311954	Ryan	Lexi
Defy: The Power of No in a World That Demands Yes	9780593445778	Sah	Sunita
A Mastery of Monsters	9781665957366	Sambury	Liselle
The War Below: Lithium, Copper, and the Global Battle to Power our Lives	9781668011805	Scheyder	Ernest
Dream School: Finding the College That's Right for You	9781668056202	Selingo	Jeffrey
Love and Video Games	9780762489039	Sergi	Zachary
Tall Water	9780063090156	Sindu	SJ
Gilded in Vengeance	9780063239623	Smith	Lyssa Mia
Who's all going to die	9780593900581	Springer	Lisa

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High School Library Proposed Title Purchases	ISBN	Author Last Name	First Name
The Poetry of Car Mechanics	978166266021	Stemple	Heidi
Daedalus Is Dead	9781250370471	Sullivan	Seamus
Girls Like Her	9780063343283	Sumrow	Melanie
This Place Kills Me	9781419768460	Tamaki	Mariko
Never Ever After	9780316576208	Tan	Sue Lynn
Spy x Family, Book 14	9781974756001	Tatsuya	Endo
Spy x Family, Book 15	9781974759170	Tatsuya	Endo
The Rebel Girls of Rome	9780063340305	Taylor	Jordyn
An Ocean Apart	9780593903940	Tew	Jill
All the way around the sun	9780063086074	Tian	XiXi
The unexpected consequence of bleeding on a Tuesday	9780593811528	Toney	Kelsey
Flip!	9781250179517	Ukazu	Ngozi
Loves in Sight Vol 5	9781974737567	Uoyama	99
Loves in Sight Vol 6	9781974737574	Uoyama	
Loves in Sight Vol 7	9781974737581	Uoyama	
Loves in Sight Vol 8	9781974748839	Uoyama	
The Secret Astronomers	9780593692677	Walker	Jessica
Cloud Warriors: Deadly Storms, Climate Chaos	9781250280541	Weber	Thomas
Hockey Hall of Fame Timeline of the Game: 150 Years of Hockey Sto	9780228105756	Weeks	Don
Girls who play dead	9781665974431	Wellington	Joelle
Final Cut	9781250392985	Worley	Olivia
I wish I didn't have to tell you this	9781536215533	Yelchin	Eugene
Hello Sunshine	9780316509473	Young	Keezy
Lou with the band	9781536230116	Young	Alexandra Leigh
Grief in the fourth dimension	9781419767272	Yu	Jennifer
And the River Drags Her Down	9780593904879	Yun	Jihyun

December 8, 2025, to January 6, 2026, Leander ISD Proposed Book Purchases and Donations List

Elementary Title Donated	Author (Last, First)	ISBN	Additional Notes (not required, use as needed)	Genre
Our Amazing Minds: Celebrating Differences and Sharing the Adventure of Autism	May, Jeffery and Laura		self published, donated to Cypress Library by a parent	
And they walk on	Maillard, Kevin	9781250821980	donated to Bagdad Library from Texas Book Festival	Easy
Specs	Garrett, Van G.	978-0358141822	donated to Bagdad Library from Texas Book Festival	Easy
Gus the Bus	Leslie, Lindsay	978-1534113282	donated to Bagdad Library from Cap Metro	Easy
Skeletown. Hola ¡Adios!	Montijo, Rhode		donated to Reed Library from Texas Book Festival	
Two Homes Filled With Love	Herman, Steve	9781649160560	donated to River Ridge Library from Parent	NF
And Off You Go To Change The World	Evans, Ashten	9781646040322	donated to River Ridge Library	E
Have You Ever Wondered What You Will Be?	Wonders, Junia	9783907130162	donated to River Ridge Library	E
Chili Time, Y'all!	Coleman, Jennifer	9781455626922	donated to River Ridge Library	E
Mystery in the Oil Patch	Campbell, Wanda	9781665724807	donated to River Ridge Library	FIC
Texas Before the Lone Star	Brochstein, GeorgiAnne	9798307274613	donation for Larkspur Elementary School, Lois Giddens Elementary, Akin, Mason , and Pleasant Hil	NF
Charlie Sparkle	Brown, CS	979-8292843269	donated to Parkside Elementary by PTA	E

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Consider Approval of Minutes of Regular and Called Board Meetings  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Chris Clark, Ed.D., Acting Superintendent of Schools  
**Attachments:** 01-08-26 Special Meeting Budget Workshop Minutes DRAFT

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**Background Information:**

Board meeting minutes are attached for your review.

**Administrative Recommendation:**

Administration recommends approval of the Special Meeting minutes as presented.

**Sample Motion:**

I move the Board approve the minutes as presented.

## Minutes of Special Meeting Budget Workshop

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, January 8, 2026, beginning at 6:19 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson, Trish Bode (participated remotely), and Laura Marques. Paul Gauthier and Gloria Gonzales-Dholakia were absent.

**1. CALL TO ORDER AND DECLARATION OF QUORUM**

**2. OPENING CEREMONY**

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

**3. CITIZEN COMMENTS**

*Two citizens addressed the Board of Trustees.*

**4. CONSENT AGENDA**

*I move the Consent Agenda items be approved as presented. This motion, made by Sade Fashokun and seconded by Dr. Laura Marques, passed five in favor and two absent.*

*Trish Bode: In favor; Sade Fashokun: In favor; Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor; Nekosi Nelson: In favor; Anna Smith: In favor*  
*In favor.*

- A. Consider Approval of Minutes of Regular and Called Board Meetings
- B. Consider Approval of the Designation of an Alternate Approver for Texas Education Agency (TEA) Login Access

**5. DISCUSSION/ ACTION ITEMS**

- A. 2026-27 Budget Workshop

**6. CLOSED SESSION**

*The Board of Trustees went into closed session at 8:00 PM after the board president announced the right to do so under:*

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: personnel - deliberation regarding resignations,

terminations, employment, reassignments, duties, and evaluation of personnel and public officers

- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

*The Board returned to open session at 8:24 PM.*

- 7. **ACTION PURSUANT TO CLOSED SESSION**
- 8. **BOARD MEETING DEBRIEF**
- 9. **ADJOURNMENT**

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

Time: 8:24 PM

These minutes were read and approved by the Board of Trustees on the 22nd day of January 2026.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

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

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Consider Approval of Financial Advisor Contract with PFM Financial Advisors LLC and Nickel Hayden Advisors LLC
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape, Ed.D., CPA, Chief Financial Officer
<b>Attachments:</b>	PFM Financial Advisor, LLC Agreement for Financial Advisory Services Financial Advisor Terms of Engagement Contract – Nickel Hayden Advisors, LLC Municipal Securities Rulemaking Board G-10 Disclosure – Nickel Hayden Advisors, LLC LLC Annex to Client MA Agreement– Nickel Hayden Advisors, LLC

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## **Background Information:**

Leander ISD has contracted with PFM Financial Advisors LLC (PFM) to provide financial advisory (FA) services with debt management and refunding/refinancing of district bonds since 2015. Over this time the district's debt portfolio has decreased from 75% Capital Appreciation Bonds (CAB) debt to approximately 17% CAB debt. PFM has been instrumental in overseeing and guiding the district through this debt transformation process. PFM provides outstanding services and support for Leander ISD. The district seeks to continue this relationship, and the attached contract updates the pricing (Exhibit B) from the original 2015 contract.

Nickel Hayden Advisors LLC (NHA) is a veteran-owned firm which provides financial advisory services. Nickel Hayden currently works alongside PFM in other districts. Nickel Hayden serves as FA in such districts as Austin ISD, Dallas ISD, and Round Rock ISD, among others. (The district does not conduct business with either of the two firms listed in the Client MA Agreement.)

Payment for services are paid through bond and refunding/refinancing transaction costs and paid with debt service funds (not the general fund).

PFM Financial Advisors LLC will serve as the main FA, with Nickel Hayden Advisors assisting in providing financial advisory services to Leander ISD for future bond sales and/or bond refunding/refinancing.

[Section 2254.003 of the Texas Government Code](#) outlines the procurement methods required for governmental entities, and Section 2254.003 refers to an exception provided in [Section 44.031 of the Texas Education Code](#) (TEC) which exempts financial advisors from bid requirements.

## **Administrative Recommendation:**

Administration recommends the Board of Trustees approve the contracts for PFM Financial Advisors LLC and Nickel Hayden Advisors LLC.

## **Sample Motion:**

I move the Board of Trustees approve the contracts for PFM Financial Advisors LLC and Nickel Hayden Advisors LLC, as presented.

**PFM FINANCIAL ADVISORS LLC**  
**AGREEMENT FOR FINANCIAL ADVISORY SERVICES**

This agreement (“Agreement”), made and entered into this \_\_\_ day of \_\_\_\_\_, 2025, by and between the Leander Independent School District (“Client”) and PFM Financial Advisors LLC (hereinafter called “PFM”), sets forth the terms and conditions under which PFM shall provide services.

WHEREAS, Client desires to obtain the services of a financial advisor to develop and assist in implementing Client’s strategies to meet its current and long-term operations, financial obligations, capital financing needs and render assistance in respect to debt transactions; and

WHEREAS, PFM is capable of providing the necessary financial advisory services.

NOW, THEREFORE, in consideration of the above-mentioned premises and intending to be legally bound hereby, Client and PFM agree as follows:

**I. SCOPE OF SERVICES**

PFM shall provide, upon request of the Client, services related to financial planning, budget and strategic advice and planning, policy development and services related to debt issuance, as applicable and set forth in Exhibit A to this Agreement. In addition, upon Client’s request, PFM may, under separate writing, including separate scope and fees, provide services related to Structured Products transactions (e.g. services related to the investment of bond proceeds, including, but not limited to, the design and competitive procurement of structured investments and fixed-income portfolios), and Investor Relations Advisory services (e.g. services related to assisting Client with optimizing their investor outreach efforts, including, but not limited to, support with investor communications, transaction information evaluation using proprietary analytics and maintaining investor database). Client acknowledges and agrees that PFM does not provide legal, tax, or accounting advice in connection with the services. Client is solely responsible for obtaining its own legal, tax, or accounting advice with respect to the Services and any related matter.

Client acknowledges and agrees that most tasks requested by Client will not require all services provided for in Exhibit A and as such the specific scope of services for such task shall be limited to just those services required to complete the task. Any material changes in or additions to the scope of services described in Exhibit A shall be promptly reflected in a written supplement or amendment to this Agreement, or applicable separate agreement with Client for Structured Products or Investor Relations Advisory services. Upon the request of Client, an affiliate of PFM or a third party referred or otherwise introduced by PFM and/or designated by Client may provide additional services to Client under a separate writing, including separate scope and compensation, between Client and such affiliate or third party. Client acknowledges that, in certain circumstances, the same individual may provide services to Client on behalf of both PFM and one or more of its affiliates. For example, Client may elect to engage PFM for municipal advisory services and separately engage an affiliate of PFM for consulting or other non-municipal advisory services, where the same individual will serve under both engagements. In such cases, the services shall be provided strictly in accordance with the terms of the

respective agreements between Client and PFM and/or the applicable Affiliate. The provision of services by an individual in such dual roles shall not alter or affect the separate legal responsibilities, obligations, or liabilities of PFM and its affiliates under their respective agreements with Client.

## **II. WORK SCHEDULE**

The services of PFM are to commence as soon as practicable after the execution of this Agreement and a request by the Client for such service.

## **III. REGISTERED MUNICIPAL ADVISOR; REQUIRED DISCLOSURES**

1. PFM is a registered municipal advisor with the Securities and Exchange Commission (the "SEC") and the Municipal Securities Rulemaking Board (the "MSRB"), pursuant to the Securities Exchange Act of 1934 Rule 15Ba1-2. If Client has designated PFM as its independent registered municipal advisor ("IRMA") for purposes of SEC Rule 15Ba1-1(d)(3)(vi) (the "IRMA exemption"), then services provided pursuant to such designation shall be the services described in Exhibit A hereto, subject to any agreed upon limitations. Verification of independence (as is required under the IRMA exemption) shall be the responsibility of such third party seeking to rely on such IRMA exemption. PFM shall have the right to review and approve in advance any representation of PFM's role as IRMA to Client.

2. MSRB Rules require that municipal advisors make written disclosures to their clients of all material conflicts of interest, certain legal or disciplinary events and certain regulatory requirements. Such disclosures are provided in PFM's Disclosure Statement delivered to Client prior to or together with this Agreement.

## **IV. FINANCIAL ADVISORY COMPENSATION; REIMBURSEMENT OF EXPENSES**

For the services provided under this Agreement, PFM's professional fees shall be paid as provided in Exhibit B to this Agreement and Client shall pay expenses and fees for other services not set forth in Exhibit A as provided below.

All fees shall be due to PFM within thirty (30) days of the date of invoice.

### **1. Reimbursable Expenses**

In addition to fees for services, PFM will be reimbursed for necessary, reasonable, and out-of-pocket expenses incurred, including, but not limited to, travel, meals, lodging, telephone, mail, and other ordinary or extraordinary costs such as for graphics, printing, document production (including as required by a subpoena or other legal document or order), data processing and computer time which are incurred by PFM. Upon request of Client, documentation of such expenses will be provided.

2. Other Services

Any services which are not included in the scope of services set forth in Exhibit A of this Agreement will be subject to separate, mutually acceptable fee structures.

**V. TERMS AND TERMINATION**

This Agreement shall be effective from \_\_\_\_\_ the date of acceptance and shall remain in effect unless earlier terminated in writing by either party upon thirty (30) days written notice to the other party.

Upon any such termination, PFM will be paid for all services performed and costs and expenses incurred up to the termination date.

**VI. ASSIGNMENT**

PFM shall not assign or transfer any interest in this Agreement or subcontract any of the work performed under the Agreement without the prior written consent of the Client; provided that PFM retains the right to enter into a sale, merger, acquisition, internal reorganization, or similar transaction involving PFM's business without any such consent.

**VII. INFORMATION TO BE FURNISHED TO PFM**

All information, data, reports, and records in the possession of the Client or any third party necessary for carrying out any services to be performed under this Agreement ("Data") shall be furnished to PFM. PFM may rely on the Data in connection with its provision of the services under this Agreement and the provider thereof shall remain solely responsible for the adequacy, accuracy and completeness of such Data.

**VIII. NOTICES**

All notices and other communication required under this Agreement shall be in writing and may be sent by certified mail, return receipt requested, by nationally recognized courier, with written verification of receipt, or by electronic mail. Notices shall be sent to the parties at the following addresses, or to such other address as a party may furnish to the other party:

**LEANDER INDEPENDENT SCHOOL DISTRICT**  
204 W. South St.  
Leander, TX 78641  
Attention: Chief Financial Officer

**PFM FINANCIAL ADVISORS LLC**  
111 Congress Ave., Suite 2150  
Austin, TX 78701  
Attention: Blake Roberts, Managing Director

## **IX. TITLE TRANSFER**

All materials, except functioning or dynamic financial models, prepared by PFM pursuant exclusively to this Agreement shall be the property of the Client. Subject to the exception described above, upon termination of this Agreement, at Client's reasonable request no later than three (3) years after the termination of this Agreement, PFM shall deliver to the Client copies of any deliverables pertaining to this Agreement.

## **X. PFM'S REPRESENTATIVES**

### **1. Advisory Team**

The employees of PFM set forth below will provide the services set forth in this Agreement; provided that PFM may, from time to time, supplement or otherwise amend the advisory team members set forth below.

#### **A. Professional Staff**

- Blake Roberts, Managing Director
- Dennis Waley, Managing Director
- Dan Kardish
- Rebecca Oblites

#### **B. Administrative and Support Staff**

- Kassie Farley
- Rachel Reyes

### **2. Changes in Advisory Team Requested by the Client**

The Client has the right to request, for any reason, that PFM replace any member of the advisory team. Should the Client make such a request, PFM shall promptly suggest a substitute for approval by the Client.

## **XI. INSURANCE**

PFM shall maintain insurance coverage with policy limits not less than as stated in Exhibit C.

## **XII. LIMITATION OF LIABILITY**

Except to the extent caused by its willful misconduct, bad faith, gross negligence or reckless disregard of its obligations or duties, PFM shall have no liability to any party under this Agreement.

### **XIII. INDEPENDENT CONTRACTOR; NO THIRD-PARTY BENEFICIARY**

PFM, its employees, officers and representatives at all times shall be independent contractors and shall not be deemed to be employees, agents, partners, servants and/or joint venturers of Client by virtue of this Agreement or any actions or services rendered under this Agreement. Nothing in this Agreement is intended or shall be construed to give any person, other than the parties hereto, their successors and permitted assigns, any legal or equitable rights, remedy or claim under or in respect of this Agreement or any provisions contained herein. In no event will PFM be liable for any act or omission of any third party or for any circumstances beyond PFM's reasonable control including, but not limited to, fire, flood, or other natural disaster, war, riot, strike, act of terrorism, act of civil or military authority, software and/or equipment failure, computer virus, or failure or interruption of electrical, telecommunications or other utility services.

### **XIV. APPLICABLE LAW**

This Agreement shall be construed, enforced, and administered according to the laws of the State of Texas. PFM and the Client agree that, should a disagreement arise as to the terms or enforcement of any provision of this Agreement, each party will in good faith attempt to resolve said disagreement prior to pursuing other action.

### **XV. ENTIRE AGREEMENT; SEVERABILITY**

This Agreement represents the entire agreement between Client and PFM and may not be amended or modified except in writing signed by both parties. For the sake of clarity, any separate agreement between Client and an affiliate of PFM or any third party referred or introduced by PFM and/or designated by Client shall not in any way be deemed an amendment or modification of this Agreement. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of any other provision.

### **XVI. EXECUTION; COUNTERPARTS**

Each party to this Agreement represents and warrants that the person or persons signing this Agreement on behalf of such party is authorized and empowered to sign and deliver this Agreement for such party, and that the execution and delivery of this Agreement has been duly authorized by all necessary governance, corporate, or other entity actions including, where applicable, approval by its applicable governing board. This Agreement may be signed in any number of counterparts, each of which shall be an original and all of which when taken together shall constitute one and the same document.

**IN WITNESS WHEREOF**, Client and PFM have executed this Agreement as of the day and year herein above written.

**LEANDER INDEPENDENT SCHOOL DISTRICT**

By: \_\_\_\_\_

Name: Pete Pape

Title: Chief Financial Officer

**PFM FINANCIAL ADVISORS LLC**

By: \_\_\_\_\_

Name: Blake Roberts

Title: Managing Director

**EXHIBIT A**  
**SCOPE OF SERVICES**

1. Services related to the Financial Planning and Policy Development upon request of [Client]:

- Assist the Client in the formulation of Financial and Debt Policies and Administrative Procedures.
- Review current debt structure, identifying strengths and weaknesses of structure so that future debt issues can be designed to maximize ability to finance future capital needs. This will include, but not be limited to, reviewing existing debt for the possibility of refunding that debt to provide the Client with savings.
- Analyze future debt capacity to determine the Client's ability to raise future debt capital.
- Assist the Client in the development of the Client's Capital Improvement Program by identifying sources of capital funding.
- Assist the Client with the development of the Client's financial planning efforts and process by assessing capital needs, identifying potential revenue sources, analyze financing alternatives such as pay-as-you-go, lease/purchasing, short-term vs. long-term financings, assessments, user fees, impact fees, developer contributions, public/private projects, and grants and provide analysis of each alternative as required as to the budgetary and financial impact.
- Review the reports of accountants, independent engineers and other project feasibility consultants to ensure that such studies adequately address technical, economic, and financial risk factors affecting the marketability of any proposed revenue debt issues; provide bond market assumptions necessary for financial projections included in these studies; attend all relevant working sessions regarding the preparations, review and completion of such independent studies; and provide written comments and recommendations regarding assumptions, analytic methods, and conclusions contained therein.
- Develop, manage and maintain computer models for long-term capital planning which provide for inputs regarding levels of ad valorem and non-ad valorem taxation, growth rates by operating revenue and expenditure item, timing, magnitude and cost of debt issuance, and project operating and capital balances, selected operating and debt ratios and other financial performance measures as may be determined by the Client.
- Conduct strategic modeling and planning and related consulting.
- Attend meetings with Client's staff, consultants and other professionals and the Client.

- Undertake financial planning and policy development assignments made by the Client regarding financings, and financial policy including budget, tax, cash management issues and related fiscal policy and programs.
- Assist the Client in preparing financial presentations for public hearings and/ or referendums.
- Provide special financial services as requested by the Client.

2. Services Related to Debt Transactions (Includes short term financings, notes, loans, letters of credit, line of credit and bonds); provided that if the transaction is competitive, the services of the financial advisor will be modified in advance in writing to reflect that process. Upon the request of the Client:

- Analyze financial and economic factors to determine if the issuance of bonds is appropriate.
- Develop a financing plan in concert with Client's staff which would include recommendations as to the timing and number of series of bonds to be issued.
- Assist the Client by recommending the best method of sale, either as a negotiated sale, private placement or a public sale. In a public sale, make recommendation as to the determination of the best bid. In the event of a negotiated sale, assist in the solicitation, review and evaluation of any investment banking proposals, and provide advice and information necessary to aid in such selection.
- Advise as to the various financing alternatives available to the Client.
- Develop alternatives related to debt transaction including evaluation of revenues available, maturity schedule and cash flow requirements.
- Evaluate benefits of bond insurance and/or security insurance for debt reserve fund.
- If appropriate, develop credit rating presentation and coordinate with the Client the overall presentation to rating agencies.
- Review underwriter's proposals and submit a written analysis of same to the Client.
- Assist the Client in the procurement of other services relating to debt issuance such as printing, paying agent, registrar, etc.
- Identify key bond covenant features and advise as to the financial consequences of provisions to be included in bond indentures, resolutions or other governing documents regarding security, creation of reserve funds, flow of funds,

redemption provisions, additional parity debt tests, etc.; review and comment on successive drafts of bond governing documents.

- Review the requirements and submit analysis to bond insurers, rating agencies and other professionals as they pertain to the Client's obligation.
- Review the terms, conditions and structure of any proposed debt offering undertaken by the Client and provide suggestions, modifications and enhancements where appropriate and necessary to reflect the constraints or current financial policy and fiscal capability.
- Coordinate with Client's staff and other advisors as respects the furnishing of data for offering documents, it being specifically understood that PFM is not responsible for the inclusion or omission of any material in published offering documents. In accordance with federal securities law regulations (Office of Municipal Securities), Client is responsible for the information included in the offering documents. Subject to Section VII above, PFM shall have no liability regarding such information's accuracy.
- As applicable, advise the Client on the condition of the bond market at the time of sale, including volume, timing considerations, competing offerings, and general economic considerations.
- Assist and advise the Client in negotiations with investment banking groups regarding fees, pricing of the bonds and final terms of any security offering, and make recommendations regarding a proposed offering to obtain the most favorable financial terms based on existing market conditions.
- Arrange for the closing of the transaction including, but not limited, to bond printing, signing and final delivery of the bonds.

The following services would be provided under separate agreement, including separate scope and compensation for each transaction, which will be determined based upon the scope and complexity of the work being performed.

3. Services Related to Structured Products Transactions may include upon request of Client, but not necessarily be limited to:

- Structuring and competitive procurement of refunding and/or cash defeasance escrows including analysis, development of written bid specifications, preparation of cash flow, yield, sufficiency, and other calculations as required by bond and tax counsel, the verification agent, and the Client, and coordination of the timely settlement of the securities, and providing records regarding the bidding process and pricing of the securities as required by bond/tax counsel and the Client.
- Analysis and coordination of initial and final subscriptions with the Bureau of the Fiscal Service, Special Investments Branch for State and Local Government Series (SLGS) securities and preparation of cash flow, yield, sufficiency, and other calculations as required by bond and tax counsel, the verification agent, and the Client. Monitoring of market conditions and consultation with the Client and its designated legal counsel and other advisors to determine if any changes to the investment strategy are warranted, as applicable. Provide advice, as applicable, regarding the timing of any SLGS redemptions and coordination with the Client's trustee or other designated agent to facilitate any such redemptions.
- Structuring and competitive procurement of fixed-income portfolios for bond proceeds accounts including, but not limited to, project funds, capitalized interest funds, debt service reserve funds, rate stabilization funds, and debt service funds including analysis, development of written bid specifications, preparation of cash flow, yield, sufficiency, and other calculations as required by bond and tax counsel, the verification agent, and the Client, coordination of the timely settlement of the securities, and providing records regarding the bidding process and pricing of the securities as required by bond/tax counsel and the Client. Such services can be provided on either a discrete or ongoing basis at the direction of the Client.
- Structuring and competitive procurement of structured investments including, but not limited to, guaranteed investment contracts and repurchase agreements, including development of written bid specifications, coordination of review of investment agreement terms, coordination of the execution and settlement of the agreement, and providing records regarding the bidding process and pricing of the agreement as required by bond/tax counsel and the Client.

4. Services Related to Investor Relations Advisory Services may include upon request of Client:

- Identify current bondholders, analyze trends, and define targets to expand and refine your investor base.
- Organize recurring activities, such as calls or investor days, to maintain engagement and address concerns.
- Analyze past orders and allocations to identify trends and enhance future strategies.
- Coordinate roadshows, calls, and responses to investor queries in collaboration with underwriters.
- Assist in selecting underwriters and aligning marketing plans with IR goals.
- Build and refine an investor database to improve communication and strategy.
- Evaluate order data, underwriter performance, and investor trends to guide future engagement.
- Improve your website with financial profiles, analytics, and EMMA site updates for better investor access.
- Provide tailored services and analytics based on market conditions and financing needs.

**EXHIBIT B**  
**COMPENSATION FOR SERVICES**

**1. Per Transaction Financing Fees**

The compensation for competitive and negotiated sales of long-term bonds shall be billed at closing in accordance with the following schedule: \$25,000 per financing (defined as a separate bond series), plus \$1.00 per \$1,000 of bonds issued (based on proceeds), for the first \$250 million, 0.85 per \$1,000 of bonds for the next \$250 million, and \$0.65 per \$1,000 of bonds thereafter

Refunding transactions will be subject to a 25% surcharge. If new money and refunding bonds are combined into a single series, the surcharge will only apply to the refunding proceeds.

This fee schedule also applies to maintenance tax notes, anticipation notes, and other borrowings.

For Commercial Paper and/or Short-Term Note Programs, PFM will bill a flat fee of \$75,000 for assistance with the establishment of such programs.

If the Client engages a co-financial advisor, those fees will be in addition to the amounts outlined above.

All per-transaction financing fees are contingent upon the successful closing of each series or tranche of bonds.

**2. Hourly Project Fees (Non-Transaction Related)**

PFM will not charge for general advice between financings. In the event the Client requests that PFM perform significant special projects (capital planning, creation of new financing programs like the installment sale concept, etc.), fees will be negotiated in advance of the project generally based upon the following hourly rates for the indicated levels of experience or their equivalents will apply. Additionally, in the event a financing is started, but cancelled at the Client's request, accrued time will be billed as follows:

<b><u>Experience Level</u></b>	<b><u>Hourly Rate</u></b>
Managing Director/Director	\$425
Senior Managing Consultant	\$375
Senior Analyst/Analyst	\$325
Administrative Support	\$175

**3. Escrow Advisory Fees**

PFM Financial Advisors LLC has a dedicated Escrow Procurement Group that services the needs of clients as related to the procurement of State and Local Government Series ("SLGS") securities for use in refunding and defeasance escrows. For these services, PFM will charge \$3,500 per SLGS subscription.

For escrows requiring open market securities, PFM would negotiated a mutually agreeable fee with Leander ISD dependent up on the complexity of the escrow procurement and savings. As required for regulatory purposes, Leander ISD would need a separate engagement letter with PFM Financial Advisors LLC for those services at the time of each transaction.

#### **4. Expenses**

In addition to the transaction and non-transactional fees outlined above, we propose to be reimbursed for out-of-pocket expenses on an actual cost basis (i.e., we do not charge a multiplier on expenses).

**EXHIBIT C**  
**INSURANCE**

January 9<sup>th</sup>, 2026

Leander Independent School District  
204 W South St. Leander, TX 78646

RE: Engagement Letter

Dear: Leander Independent School District

This letter specifies the terms of the engagement between Nickel Hayden Advisors, LLC (“Nickel Hayden”), located at 200 Congress Ave, Suite 903, Austin, TX 78701 and Leander Independent School District, located at 204 W South St. Leander, TX 78646.

This engagement between Leander Independent School District and Nickel Hayden shall become effective as of the date of the contract execution.

### **Scope of Municipal Advisory Activities to be Performed**

Services will include the following:

- a. Financial Planning and Analysis:
- b. Budgeting and Resource Allocation
- c. Investment Management
- d. Debt Management and Financing Strategies
- e. Financial Policy and Compliance
- f. Cash Flow Management
- g. Financial Training and Workshops
- h. Risk Management
- i. Capital Project Financing
- j. Financial Benchmarking and Peer Analysis
- k. Economic Impact Analysis
- l. Continuing Disclosure

### **Independent Registered Municipal Advisor (“IRMA”)**

If acting in the capacity of an Independent Registered Municipal Advisor (“IRMA”) with regard to the IRMA exemption of the SEC Rule, Nickel Hayden will review all third-party recommendations submitted to Nickel Hayden in writing by the Leander Independent School District.

### **Term of Engagement Agreement**

This Contract shall commence on date of signing as noted below and shall continue until terminated by either Party with a written notice of at least 30 days. Either Party may terminate this Contract for any reason or for no reason at all.

### **Termination of Engagement Agreement**

Engagement can be terminated by either party with 30 days written notice.

### **Compensation and Out-of-Pocket Expenses**

The School District agrees to pay the Financial Advisor for the services rendered as per the fee schedule attached hereto as Exhibit A. Any additional expenses incurred by the Financial Advisor in connection with providing the services, including travel expenses, shall be reimbursed by the School District, subject to prior written approval.

### **Fiduciary Duty**

Nickel Hayden is registered as a Municipal Advisor with the SEC and Municipal Securities Rulemaking Board ("MSRB"). As such, Nickel Hayden has a Fiduciary duty to Leander Independent School District and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

#### Duty of Care:

- a) exercise due care in performing its municipal advisory activities;
- b) possess the degree of knowledge and expertise needed to provide Leander Independent School District with informed advice;
- c) make a reasonable inquiry as to the facts that are relevant to Leander Independent School District's determination as to whether to proceed with a course of action or that form the basis for any advice provided to Leander Independent School District; and
- d) undertake a reasonable investigation to determine that Nickel Hayden is not forming any recommendation on materially inaccurate or incomplete information; Nickel Hayden must have a reasonable basis for:
  - i. any advice provided to or on behalf of Leander Independent School District;
  - ii. any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by Leander Independent School District, any other party involved in the municipal securities transaction or municipal financial product, or investors in Leander Independent School District securities; and
  - iii. any information provided to Leander Independent School District or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

#### Duty of Loyalty (only for municipal entity clients):

Nickel Hayden must deal honestly and with the utmost good faith with Leander Independent School District and act in Leander Independent School District's best interests without regard to the financial or other interests of Nickel Hayden. Nickel Hayden will eliminate or provide full and fair disclosure (included herein) to Issuer about each material conflict of interest (as applicable). Nickel Hayden will not engage in municipal advisory activities with Leander Independent School District as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in Leander Independent School District's best interests.

### **Conflicts of Interest and Other Matters Requiring Disclosures**

Pursuant to Municipal Securities Rulemaking Board (“MSRB”) Rule G-42, on Duties of Non-Solicitor Municipal Advisors, Municipal Advisors are required to make certain written disclosures to clients which include, amongst other things, Conflicts of Interest and any Legal or Disciplinary events of Nickel Hayden and its associated persons.

As of the date of the Agreement, there are no actual or potential material conflicts of interest that Nickel Hayden is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. If Nickel Hayden becomes aware of any material potential conflict of interest that arise after this disclosure, Nickel Hayden will disclose the detailed information in writing to Leander Independent School District in a timely manner.

The following are potential conflicts of interest to be considered.

- FIRM represents that in connection with the issuance of municipal securities, FIRM may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, FIRM hereby discloses, that such contingent and/or transactional compensation may present a potential conflict of interest regarding FIRM’s ability to provide unbiased advice to enter into such transaction. The contingent fee arrangement creates an incentive for FIRM to recommend unnecessary financings or financings that are disadvantageous to the CLIENT, or to advise CLIENT to increase the size of the issue. This potential conflict of interest will not impair FIRM’s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the CLIENT.
- FIRM’s fees under this agreement may be based on hourly fees of FIRM’s personnel, with the aggregate amount equaling the number of hours worked by such personnel times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest because it could create an incentive for FIRM to recommend alternatives that would result in more hours worked. This conflict of interest will not impair FIRM’s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the CLIENT.
- FIRM’s fees under this agreement, may be a fixed amount established at the outset of the Agreement. The amount is usually based upon an analysis by CLIENT and FIRM of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by FIRM. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, FIRM may suffer a loss. Thus, FIRM may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. This conflict of interest will not impair FIRM’s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the CLIENT.
- The fee paid to FIRM increases the cost of investment to the CLIENT. The increased cost occurs from compensating FIRM for municipal advisory services provided.
- FIRM serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of another FIRM client. For example, FIRM serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the CLIENT. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in

the interests of its various clients, FIRM could potentially face a conflict of interest arising from these competing client interests. FIRM fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with the CLIENT.

- FIRM does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by FIRM;
- FIRM has not made any payments directly or indirectly to obtain or retain the CLIENT's municipal advisory business;
- FIRM has not received any payments from third parties to enlist FIRM's recommendation to the CLIENT of its services, any municipal securities transaction or any municipal finance product;
- FIRM has not engaged in any fee-splitting arrangements involving FIRM and any provider of investments or services to the CLIENT;
- FIRM does not have any legal or disciplinary event that is material to the CLIENT's evaluation of the municipal advisory or the integrity of its management or advisory personnel.
- FIRM does not act as principal in any of the transaction(s) related to this Agreement.

### **Legal Events and Disciplinary History**

FIRM does not have any legal events and disciplinary history on its Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The CLIENT may electronically access FIRM's most recent Form MA and each most recent Form MA-I filed with the Commission at the following website: [www.sec.gov/edgar/searchedgar/companysearch.html](http://www.sec.gov/edgar/searchedgar/companysearch.html).

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC.

### **Recommendations**

If Nickel Hayden makes a recommendation of a municipal securities transaction or municipal financial product or if the review of a recommendation of another party is requested in writing by Leander Independent School District and is within the scope of the engagement, Nickel Hayden will determine, based on the information obtained through reasonable diligence of Nickel Hayden whether a municipal securities transaction or municipal financial product is suitable for Leander Independent School District.

In addition, Nickel Hayden will inform Leander Independent School District of:

- the evaluation of the material risks, potential benefits, structure, and other characteristics of the recommendation;
- the basis upon which Nickel Hayden reasonably believes that the recommended municipal securities transaction or municipal financial product is, or is not, suitable for Leander Independent School District; and
- whether Nickel Hayden has investigated or considered other reasonably feasible alternatives to the recommendation that might also or alternatively serve the Leander Independent School District's objectives.

If Leander Independent School District elects a course of action that is independent of or contrary to the advice provided by Nickel Hayden, Nickel Hayden is not required on that basis to disengage from Leander Independent School District.

### **Municipal Securities Rulemaking Board Rule G-10 Disclosure**

Pursuant to Municipal Securities Rulemaking Board Rule G-10, on Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients which include the following:

- Nickel Hayden is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.
- Within the Municipal Securities Rulemaking Board (“MSRB”) website at [www.msrb.org](http://www.msrb.org), Leander Independent School District may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

### **Record Retention**

Pursuant to the Securities and Exchange Commission (SEC) record retention regulations, Nickel Hayden is required to maintain in writing all communication and created documents between Nickel Hayden and Leander Independent School District for 5 years.

If there are any questions regarding the above, please do not hesitate to contact Nickel Hayden. If the foregoing terms meet with your approval, please indicate your acceptance by executing both copies of this letter and returning one copy.

Leander Independent School District

Authorized Signature

Date: \_\_\_\_\_

Nickel Hayden Advisors, LLC

Authorized Signature

Date: \_\_\_\_\_

## Appendix A

**Base Fee, Any Issue: \$10,000**

**Plus: \$0.50 per \$1,000 of bonds issued (based on proceeds) for the first \$250 million**

**\$0.425 per \$1,000 of bonds issued for the next \$250 million**

**\$0.325 per \$1,000 of bonds issued of bonds thereafter**

**Capped at: \$250,000 per bond series**

The independent financial advisor will earn the same rate per \$1,000 of bonds based on the total amount of the bond proceeds issued (i.e. the rate per \$1,000 of bonds issued will not be serially adjusted). For example, for a \$100,000,000 bond issue, the total financial advisory fee would be the \$10,000 base fee plus \$50,000 ( $\$100,000,000 / \$1,000 * \$0.75$ ), or \$60,000

- Refunding Bond Issues shall be the amount shown plus a 25% additional charge.
- The Independent financial advisor may be eligible for compensation for ancillary services which are to be negotiated and approved on a case by case basis by the issuer. In no event should such fee exceed 25% of the base fee.
- The issuer has the right and ability to compensate the independent financial advisor up to 25% of the total base fee for the incremental work involved with a negotiated bond sale versus a competitive bond sale. Such fee could be paid in addition to the ancillary financial advisory bond services.
- Computer fees shall be capped at \$10,000 per series.
- Travel expenses shall be capped at \$10,000 to not include pricing trips or other out of State travel.



# NICKEL HAYDEN

**Nickel Hayden Advisors, LLC**  
200 Congress Ave., Suite 903  
Austin, TX 78701  
12/01/2025

**VIA Email**

**RE: Annual MSRB G-10 disclosure**

Dear Municipal Advisory Client

This letter is being provided pursuant to Municipal Securities Rulemaking Board Rule G-10, on Investor and Municipal Advisory Client Education and Protection. Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients which include the following:

- Nickel Hayden Advisors, LLC is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.
- Within the Municipal Securities Rulemaking Board (“MSRB”) website at [www.msrb.org](http://www.msrb.org), you may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

We hope you find this information informative, and greatly appreciate working with you.

Sincerely,

**Rudy Mejia**  
CEO  
Nickel Hayden Advisors, LLC

Nickle Hayden Advisors, LLC Annex to Client MA Agreement  
Fee Splitting Arrangements

- Nickle Hayden Advisors, LLC is informing all Municipal Advisory clients that it has a fee-splitting arrangement with WIRESAFE LLC. WIRESAFE LLC provides a secure software platform that facilitates the confidential exchange of sensitive wire information and helps protect against cybertheft and wire fraud. Fifty percent (50%) of the fee paid to WIRESAFE LLC for its services will be remitted to Nickle Hayden Advisors, LLC. Although fee-splitting is deemed a conflict of interest, Nickle Hayden LLC does not consider its relationship with WIRESAFE LLC to have any impediment to Nickle Hayden Advisors, LLC's ability to render unbiased and competent advice or to fulfill its fiduciary duty.
- Nickle Hayden Advisors, LLC is informing all Municipal Advisory clients that it has a fee-splitting arrangement with Meeder Investment Management (Meeder). Meeder provides customized investment portfolios of bond proceeds and general funds for municipal clients. Meeder shall pay a Referral Fee ("Referral Fee") to Promoter for each Client referred to Meeder. The Referral Fee for each referred Client shall be in an amount up to twenty percent (20%) of the advisory or consulting fee actually received by Meeder with respect to the referred Client from the date on which the investment advisory or consulting agreement is executed, and (b) the precise amount of the Referral Fee shall be set forth in the Client agreement. Although fee-splitting is deemed a conflict of interest, Nickle Hayden Advisors, LLC does not consider its relationship with Meeder to have any impediment to Nickle Hayden Advisors, LLC's ability to render unbiased and competent advice or to fulfill its fiduciary duty.



January 22, 2026

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# Superintendent's Report

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Board of Trustees Meeting



Anna Smith



Sade Fashokun



Nekosi Nelson



Trish Bode



Paul Gauthier



Gloria  
Gonzales-Dholakia



Laura Marques

# SCHOOL BOARD RECOGNITION MONTH JANUARY 2026









# EMPOWERED STUDENT LEARNING

The 2025 AP Honor Roll Recognition Status for the six Leander ISD High Schools is:

- Cedar Park High School – Silver
- Leander High School – Silver
- Rouse High School – Silver
- Tom Glenn High School – Bronze
- Vandegrift High School – Gold
- Vista Ridge High School – Gold





## EMPOWERED STUDENT LEARNING





# EMPOWERED STUDENT LEARNING

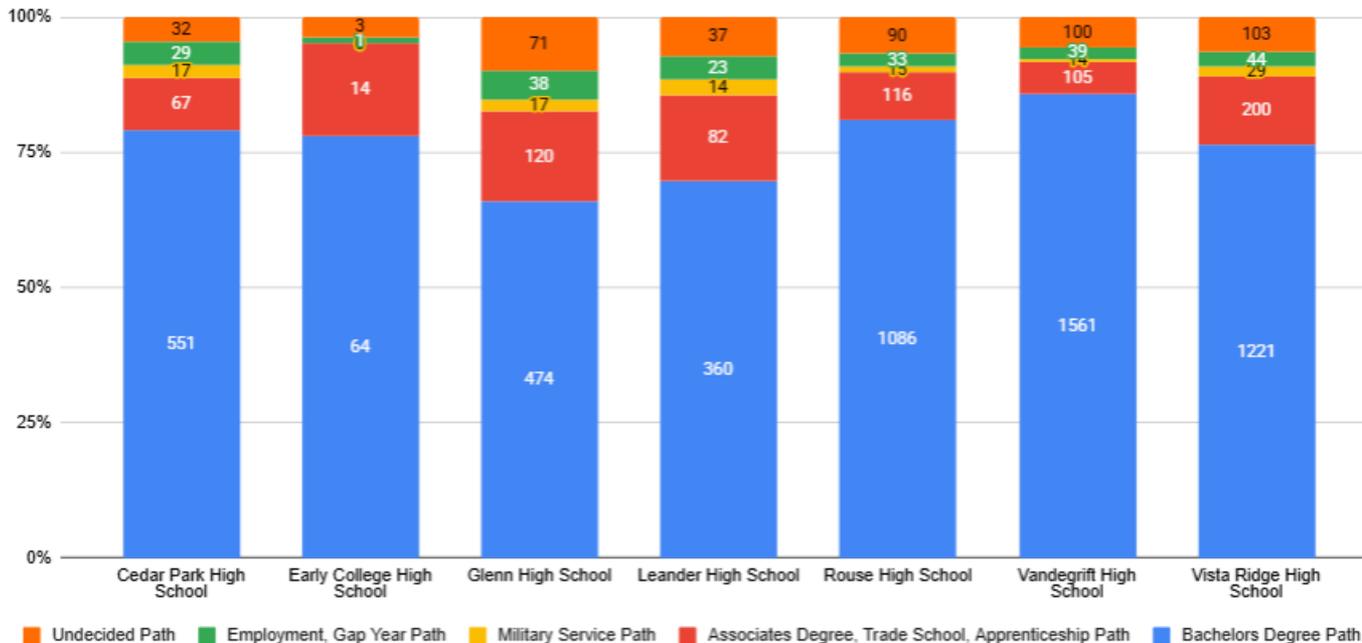
Leander ISD	2023-2024	2024-2025	9/10/25	9/16/25	9/22/25	9/29/25	10/7/25	10/14/25	10/22/25	10/28/25	11/4/25	11/12/25	11/19/25	12/1/25	12/8/25	12/17/25	1/6/26	1/9/26	1/13/26	1/16/26	
Student Logins																					
Count of Student Logins	75562	119330	8475	11214	12992	16676	20930	26791	31661	39250	48438	55613	64206	67595	74087	85687	91350	95608	99353	105074	
Average Logins																3.6	3.8	4	4.2	4.4	
% Logged in at Least Once																87%	88%	88%	88%	89%	
% Logged in at Least Twice																72%	74%	75%	76%	77%	
% Logged in 3 or More Times																51%	54%	57%	59%	62%	

Task		HMS	CRMS	CPMS	SMS	FPMS	WMS	LMS	RBMS	DMS	CPHS	ECHS	GHS	LHS	RHS	VHS	VRHS
Career Cluster Finder Assessment	6th	87%	90%	86%	88%	86%	86%	83%	6%	82%							
Career Key Assessment	6th	77%	30%	84%	31%	3%	7%	2%	3%	71%							
3-Year Plan Created	6th	99%	98%	97%	98%	90%	96%	90%	94%	99%							
# with a plan	6th	425	256	456	513	171	314	306	376	340							
# without a plan	6th	5	5	14	8	20	12	34	23	2							
Career Interest Profiler Assessment	7th	80%	87%	18%	38%	3%	88%	32%	81%	80%							
Learning & Productivity Assessment	7th	89%	11%	17%	54%	1%	9%	79%	83%	5%							
3-Year Plan Created	7th	98%	97%	99%	97%	94%	96%	100%	96%	29%							
# with a plan	7th	385	290	473	526	177	303	328	370	106							
# without a plan	7th	7	10	4	15	12	13	0	14	260							
4-Year Plan Created	8th	84%	97%	81%	80%	42%	96%	95%	95%	94%							
# with a plan	8th	371	312	402	395	88	277	269	342	368							
# without a plan	8th	71	10	93	99	122	13	15	17	25							
# of plans approved	8th	7	4	4	0	0	8	68	0	7							
4-Year Plan Meets Requirements (of plans created)	8th	18%	56%	24%	45%	17%	30%	43%	58%	56%							
Path Selected	9th - 12th										30%	27%	34%	22%	53%	74%	61%
Personality Assessment	9th										88%	74%	34%	50%	31%	65%	80%
4-Year Plan Created	9th										99%	91%	98%	97%	99%	99%	99%
# with a plan	9th										550	62	447	539	672	548	620
# without a plan	9th										7	6	7	16	9	6	6
# of plans approved	9th										0	0	18	1	296	135	1
4-Year Plan Meets Requirements (of plans created)	9th										19%	40%	63%	31%	63%	51%	23%
Select or update a future path	9th										12%	10%	13%	22%	44%	62%	79%
Skills Assessment	10th										15%	3%	6%	9%	82%	86%	90%
Build a Resume	10th										1%	0%	1%	0%	1%	7%	2%
Select or update a future path	10th										9%	4%	13%	4%	78%	69%	63%
Create or Update 4-year plan for high school	10th										96%	95%	98%	98%	99%	99%	99%
Build or Update Resume	11th										1%	0%	1%	1%	1%	1%	1%
Strengths Explorer	11th										9%	0%	0%	1%	3%	1%	87%
Create or Update 4-year plan for high school	11th										94%	96%	97%	97%	99%	98%	99%



# EMPOWERED STUDENT LEARNING

Post-Secondary Path





# EMPOWERED STUDENT LEARNING

HOME SELECT A SCHOOL SUPPORT NEWS BUS INFO BOND ENGLISH SEARCH HERE... f t i o



A-Z INDEX ABOUT SCHOOLS CALENDAR CAREERS DIRECTORY I AM A ...

**RELATED**

- AVID (Advancement Via Individual Determination)
- Advanced Academics & Pathways
- Advanced Programs
- Counseling Services
- Course Catalog
- Course Selection & Academic Advising
- Curriculum & Instruction: EC-12
- Destination Imagination (DI)
- Early College High School
- Exam for Acceleration

## Course Selection & Academic Advising

**Course Selection & Academic Advising for 2026-27**

Plan Early.  
Explore Every Pathway.

Key Dates Webinar School Counselors Additional Resources

## Key Dates at a Glance

### October – December 2025

**Learn & Explore:** Students and families learn about Naviance and start exploring interests by working their 4-year (high school) and 3-year (middle school) plans. Each school's counseling team is following a slightly different timeline through this period.

### January 2026

**Plan & Prepare:** Counselors continue to help students build plans and connect goals to courses. [Events hosted at the campus level](#) for students transition to a new level: 5th to 6th and 8th to 9th.

### Ongoing Through Feb. 16, 2026

**Select Courses:** Students submit course requests in Naviance with a step for parent approval.

### Feb. 17 through March 12, 2026

**Adjust if needed:** Families can review and make updates during the schedule-change window.

Leander ISD	2023-2024	2024-2025	9/10/25	9/16/25	9/22/25	9/29/25	10/7/25	10/14/25	10/22/25	10/28/25	11/4/25	11/12/25	11/19/25	12/1/25	12/8/25	12/17/25	1/6/26	1/9/26	1/13/26	1/16/26
Parent Logins																				
Count of Parent Logins	N/A	7026	308	1585	2225	2567	2715	2849	2962	3101	3205	3750	4806	5679	6301	7330	8366	9115	9594	10161
% Logged in at Least Once																	11%	12%	12%	13%



# EMPOWERED STUDENT LEARNING



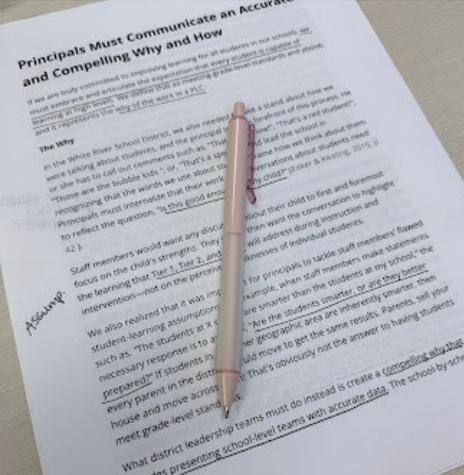


# EMPOWERED STAFF LEARNING





# EMPOWERED STAFF LEARNING



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# SAFE & INNOVATIVE LEARNING ENVIRONMENTS



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# SAFE & INNOVATIVE LEARNING ENVIRONMENTS



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# SAFE & INNOVATIVE LEARNING ENVIRONMENTS



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# SAFE & INNOVATIVE LEARNING ENVIRONMENTS



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Discussion of 2026-2027 and 2027-2028 Academic Calendars  
**Purpose:**  Discussion Item/Report Only       Action Requested  
**Action Requested:** February 19, 2026  
**Administrator Responsible:** Angela Hodges, Ed. D., Area Superintendent  
**Attachments:** 2026-2027 and 2027-2028 Academic Calendar Presentation  
Proposed 2026-2027 Academic Calendar  
Proposed 2027-2028 Academic Calendar

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## **Background Information:**

The purpose of this presentation is to review the academic calendar development process, share community feedback, and present the administrative recommendations for the 2026-2027 and 2027-2028 academic calendars.

## **Administrative Recommendation:**

Approval of the 2026-2027 Academic Calendar and acceptance of the 2027-2028 Proposed Academic Calendar will be sought at the February 19, 2026, Regular Board meeting.

## **Sample Motion:**

N/A



January 22, 2026

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# **Discussion of 2026-2027 and 2027-2028 Academic Calendars**



## Purpose

- Review the 2026-2027 academic calendar development process
- Summarize feedback from stakeholders
- Discuss administrative recommendation
- Review proposed 2027-2028 academic calendar

# Academic Calendar Development



## Initial Planning

Build out the tentatively approved calendar from the prior year. Present the development process to the school board on November 6<sup>th</sup>.



## Listening Tour

Visit with several stakeholder groups within the community, staff, and students. Listening sessions will accumulate data that will be analyzed alongside survey data.



## Adjustments based on feedback

Once feedback is analyzed, consider adjustments as it relates to trends in the feedback



## Evaluation and Scaling

Present final calendar to the board for approval: February 5<sup>th</sup> is the presentation and February 19<sup>th</sup> board approval



## Statutory Guidelines

- **Requires teachers to work a minimum of 187 days**  
(Texas Education Code - § 21.40)
- **Requires school districts to provide at least 75,600 operational minutes for students**  
(Texas Education Code - § 25.081)
- **Allows districts to incorporate additional minutes into the calendar equivalent to 2 bad weather days**  
(Texas Education Code - § 25.0851)
- **Allows districts to create a plan for flexibility with school start date**  
(Texas Education Code - § 12A.003)
- **No School on Memorial Day**  
(House Bill 441)



## Description of Participants

<b>Total Number of Respondents</b>	4897 responded, 4170 completed the whole survey	
Student	16%	752
Parent/Guardian	48%	2,294
Teacher	26%	1,213
Campus Administrator	2%	105
District Staff	2%	102
Support Staff (Transportation, Child Nutrition Services (CNS), etc.	2%	106 150
Community Member	1%	43
Other	2%	115

## Description of Participants

Elementary	48%	2,254
Middle	31%	1,475
High	40%	1,877
Districtwide	2%	114
Not Applicable	1%	37



## The school year is planned to begin on Wednesday, August 12, 2026. How appropriate was this start date?

Respondent	Too Early	Just Right	Too Late
Student	46.8%	52.2%	1%
Parent/Guardian	35.9%	62%	2.1%
Teacher	31.2%	67.9%	.8%
Campus Administrator	22.8%	76.2%	N/A
District Staff	24%	75%	N/A
Support Staff (Transportation, CNS, etc)	29.4%	69.6%	N/A
Community Member	36.6%	63.4%	N/A <sup>152</sup>
Other	35.5%	74.1%	1.5%
<b>Total</b>	<b>35.5%</b>	<b>63%</b>	<b>1.5%</b>

*\*Answers with less than 5 responses are hidden to protect anonymity.*

The majority of participants, 63%, feel that the start date is "Just Right," indicating general satisfaction with the proposed date.



## The school year is planned to end on Friday, May 28 (before Memorial Day, May 31st, 2027). How appropriate is this end date?

Respondent	Too Early	Just Right	Too Late
Student	3.9%	49.2%	46.9%
Parent/Guardian	5.2%	79.5%	15.4%
Teacher	1.6%	81.6%	16.8%
Campus Administrator	N/A	88%	11%
District Staff	N/A	89%	8%
Support Staff (Transportation, CNS, etc)	N/A	82.2%	15.8%
Community Member	N/A	87.8%	N/A
Other	N/A	84%	1.5%
<b>Total</b>	<b>3.7%</b>	<b>76%</b>	<b>20.2%</b>

*\*Answers with less than 5 responses are hidden to protect anonymity.*

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A significant majority of participants, 76%, feel that the end date is "Just Right," indicating strong approval for ending the school year before Memorial Day.



## How valuable are the two additional days off in October?

Respondent	Very Valuable	Somewhat Valuable	Not Valuable
Student	72.2%	24.3%	3.5%
Parent/Guardian	39.5%	29.8%	30.7%
Teacher	65.4%	20.9%	13.7%
Campus Administrator	71%	16%	13%
District Staff	57%	23%	20%
Support Staff (Transportation, CNS, etc)	57%	23%	20%
Community Member	39%	31.7%	29.3% 154
Other	55.8%	29.8%	14.4%
<b>Total</b>	<b>53%</b>	<b>26.1%</b>	<b>20.9%</b>

A majority of participants, consider the two additional days off in October to be ValuableThe data suggests that the additional days off are generally well-received, but there is room for consideration of differing opinions.



## How valuable is having a full week off in November (Fall Break)?

Respondent	Very Valuable	Somewhat Valuable	Not Valuable
Student	93.3%	5.4%	1.3%
Parent/Guardian	73.1%	18.3%	8.7%
Teacher	94.1%	4.8%	1.1%
Campus Administrator	98%	N/A	N/A
District Staff	90%	8%	N/A
Support Staff (Transportation, CNS, etc)	86%	10%	N/A
Community Member	82.9%	12.2%	<del>15.5</del>
Other	90.4%	8.7%	N/A
<b>Total</b>	<b>83.3%</b>	<b>11.8%</b>	<b>4.9%</b>

An overwhelming majority of participants, 83%, consider having a full week off in November to be "Very Valuable," indicating strong support and appreciation for the Fall Break.



## How valuable is having two full weeks off during Winter Break?

Respondent	Very Valuable	Somewhat Valuable	Not Valuable
Student	95.5%	4.1%	N/A
Parent/Guardian	84.8%	11.5%	3.7%
Teacher	98%	1.6%	N/A
Campus Administrator	97%	N/A	N/A
District Staff	97%	N/A	N/A
Support Staff (Transportation, CNS, etc)	90%	7%	N/A
Community Member	95.1%	N/A	<del>N/A</del>
Other	95.2%	4.8%	N/A
<b>Total</b>	<b>90.8%</b>	<b>7.1%</b>	<b>2.1%</b>

A vast majority of participants, 91%, consider having two full weeks off during Winter Break to be "Very Valuable," indicating that this break is highly appreciated and likely provides significant benefits to the participants.



## How valuable are the two additional days off in February?

Respondent	Very Valuable	Somewhat Valuable	Not Valuable
Student	69%	25.4%	5.6%
Parent/Guardian	35.2%	34.4%	30.4%
Teacher	58.4%	30.4%	11.3%
Campus Administrator	59%	29%	12%
District Staff	43%	36%	21%
Support Staff (Transportation, CNS, etc)	53%	28%	19%
Community Member	36.6%	36.6%	26.8%
Other	48.1%	37.5%	14.4%
<b>Total</b>	<b>47.7%</b>	<b>31.9%</b>	<b>20.4%</b>

Overall, the data suggests that the additional days off in February are generally well-received, but there is a diverse range of opinions on their value. 12



## Trend Data for Qualitative Feedback

- **Breaks and Holidays**

- Breaks during the school year are highly valued, with 91% of respondents finding the Winter Break "Very Valuable" and 83% appreciating the Fall Break.
- Participants perceive these breaks as essential for recharging and maintaining a healthy work-life balance. *"Having the long weekends every month has made my daughter less stressed. It allows her to have some downtime and allows us to get some quality time throughout the year."*
- However, there are concerns about the impact of extended weekends on working parents and hourly employees. *"The extra days off in October and February are a burden on working families."*

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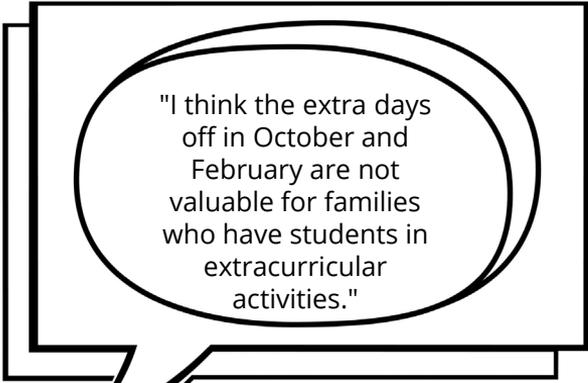


## Trend Data for Qualitative Feedback

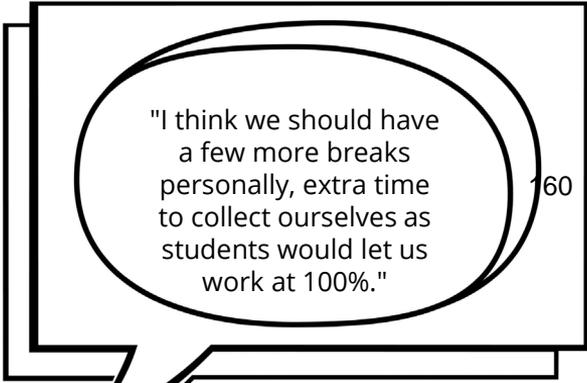
<b>Summer vs. School Holidays Debate</b>	
<b>Longer Summer Break</b>	<b>More School Holidays</b>
<p>Parents and students express a preference for a longer summer break rather than scattered days off throughout the school year. They argue that a longer summer allows for extended family vacations and reduces the need for childcare during random breaks. Additionally, some believe that a longer summer break helps students recharge and return to school more focused and ready to learn.</p>	<p>Others advocate for more frequent breaks during the school year, suggesting that these breaks help maintain student engagement and provide necessary downtime for both students and teachers. They argue that intermittent breaks can prevent burnout and offer opportunities for families to spend quality time together. Some also mention the benefits of aligning breaks with extracurricular activities to ensure students involved in these programs can enjoy the time off.</p>

## Student Qualitative Feedback

- Students expressed a mix of opinions about the school calendar. Many appreciated the additional breaks throughout the year, as they provided much-needed downtime and opportunities to catch up on work. However, some students felt that the frequent breaks disrupted their learning routine and preferred a more consistent schedule. There were also concerns about the school year starting too early and ending too late, impacting their summer break.



"I think the extra days off in October and February are not valuable for families who have students in extracurricular activities."

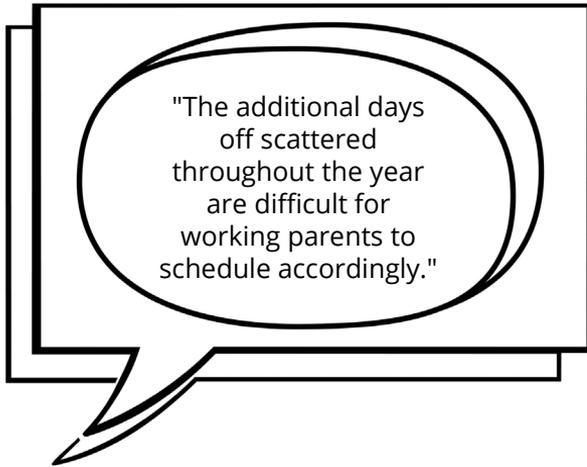


"I think we should have a few more breaks personally, extra time to collect ourselves as students would let us work at 100%."



## Parent Qualitative Feedback

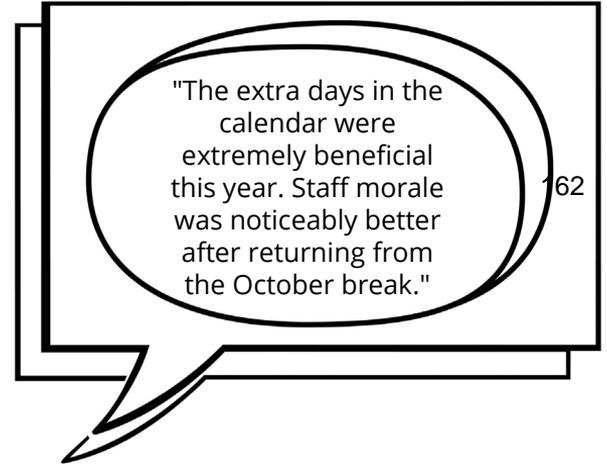
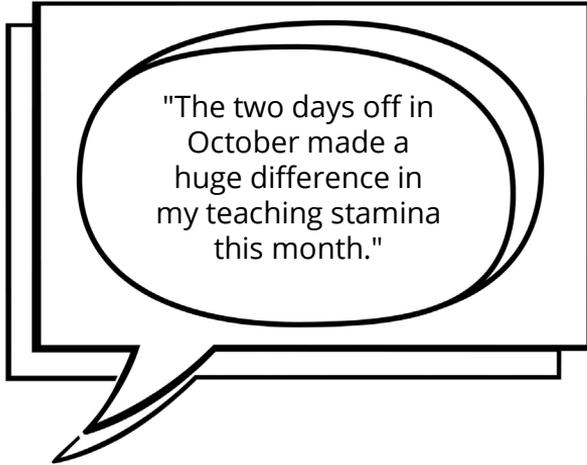
- Some parents expressed concerns about the impact of frequent breaks on their ability to manage work and childcare. The additional days off can be challenging for working parents to accommodate.
- Despite the challenges, some parents appreciate the breaks as they provide opportunities for family time and travel.





## Teacher Qualitative Feedback

- Teachers appreciate the additional breaks throughout the year as they provide much-needed time to recharge and manage workloads.
- There is a desire for more effective use of professional development days, with a preference for time to work in classrooms rather than attending meetings.





# ADMINISTRATION RECOMMENDATION

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# 2026-2027 Proposed Calendar

## Summary of adjustments based on feedback:

- **September:** The September Professional Learning date was moved from September 28th to September 21st to better align with early training needs and support effective teacher onboarding.
- **October:** Professional Learning Day/Parent Teacher conference is now on October 9<sup>th</sup>, followed by staff/student holidays on October 12<sup>th</sup> and 13<sup>th</sup>.
- **February:** Professional Learning Day is February 12<sup>th</sup>, a Friday, followed by staff/student holidays on the 15<sup>th</sup> and 16<sup>th</sup>.

JULY						
SU	M	TU	W	TH	F	SA
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

AUGUST						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

SEPTEMBER						
SU	M	TU	W	TH	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

OCTOBER						
SU	M	TU	W	TH	F	SA
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

NOVEMBER						
SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	8	9	10	11	12

DECEMBER						
SU	M	TU	W	TH	F	SA
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	ER	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

JANUARY						
SU	M	TU	W	TH	F	SA
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

FEBRUARY						
SU	M	TU	W	TH	F	SA
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6
7	8	9	10	11	12	13

MARCH						
SU	M	TU	W	TH	F	SA
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

APRIL						
SU	M	TU	W	TH	F	SA
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

MAY						
SU	M	TU	W	TH	F	SA
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	ER	29
30	31	1	2	3	4	5

JUNE						
SU	M	TU	W	TH	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10



# 2027-2028 Proposed Calendar

As part of the tentative calendar adoption, I want to flag that the Presidential Primary Election is scheduled for **Tuesday, March 7, 2028**. While election days are not typically calendar drivers, this date may warrant closer review due to required use of campuses as polling locations and potential safety considerations. At this time, we are not recommending a calendar change, but we will closely evaluate the impact and gather feedback as we move into the following year.

2027-2028 Proposed Draft Calendar						
JULY						
SU	M	TU	W	TH	F	SA
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

AUGUST						
SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

SEPTEMBER						
SU	M	TU	W	TH	F	SA
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

OCTOBER						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

NOVEMBER						
SU	M	TU	W	TH	F	SA
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

DECEMBER						
SU	M	TU	W	TH	F	SA
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

JANUARY						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

FEBRUARY						
SU	M	TU	W	TH	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	1	2	3	4
5	6	7	8	9	10	11

MARCH						
SU	M	TU	W	TH	F	SA
27	28	29	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

APRIL						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

MAY						
SU	M	TU	W	TH	F	SA
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

JUNE						
SU	M	TU	W	TH	F	SA
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

New Teacher Training
Teacher Professional Learning
Staff/Student Holiday
Early Release
First Day of School



# Operational Minute Calculation

*\*State Requirement: 75,600*

Level	Minutes per Day
Elementary and Middle School	435

435 minutes x 170 full days = 73,950 minutes  
 73,950 minutes + 480 minutes (two half days) = 74,430 minutes  
 74,430 minutes + 2100 minutes on waiver for professional learning\* = 76,530 total minutes in calendar

**Total Minutes: 76,530**

Level	Minutes per Day
High School	440

440 minutes x 170 full days = 74,800 minutes  
 74,800 minutes + 480 minutes (two half days) = 75,280 minutes  
 75,280 minutes + 2100 minutes on waiver for professional learning\* = 77,380 total minutes in calendar

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**Total Minutes: 77,380**

*\*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.*



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# DISCUSSION

## 2026-2027 Proposed Calendar

JULY						
SU	M	TU	W	TH	F	SA
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

AUGUST						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

SEPTEMBER						
SU	M	TU	W	TH	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

OCTOBER						
SU	M	TU	W	TH	F	SA
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

NOVEMBER						
SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	8	9	10	11	12

DECEMBER						
SU	M	TU	W	TH	F	SA
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	ER	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

JANUARY						
SU	M	TU	W	TH	F	SA
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

FEBRUARY						
SU	M	TU	W	TH	F	SA
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6
7	8	9	10	11	12	13

MARCH						
SU	M	TU	W	TH	F	SA
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

APRIL						
SU	M	TU	W	TH	F	SA
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

MAY						
SU	M	TU	W	TH	F	SA
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	ER	29
30	31	1	2	3	4	5

JUNE						
SU	M	TU	W	TH	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

List of Dates
August 3rd-11th: Teacher Professional Learning
August 12th: First Day of School
September 7th: Labor Day (No staff/Students)
September 21st: Professional Learning
October 9th: Parent Teacher Conferences/Professional Learning Day
October 12th & 13th: Student & Staff Break
November 2nd and 3rd: CIC
November 23rd-27th: Thanksgiving Break (No staff/Students)
December 18th: Early Release
December 21st-31st: Winter Break (No staff/Students)
January 1st: New Years' Day (No staff/Students)
January 4th: Professional Learning
January 18th: MLK Day (No staff/Students)
February 12th: Professional Learning
February 15th & 16th: Student & Staff Break
March 15th-19th: Spring Break (No staff/Students)
March 26th: Good Friday (No staff/Students)
March 29th: Professional Learning
April 26th: Professional Learning
May 28th: Early Release/Last Day of School

Calendar Color Key
New Teacher Training
Teacher Professional Learning
Staff/Student Holiday
Early Release
First Day of School

**Statutory Guidelines**

- 1) 187 Teacher Days
- 2) 75,600 minutes (with enough on top of that for two bad weather days)
- 3) Allowed to start earlier in August
- 4) No school on Memorial Day

## 2027-2028 Proposed Calendar

JULY							AUGUST							SEPTEMBER						
SU	M	TU	W	TH	F	SA	SU	M	TU	W	TH	F	SA	SU	M	TU	W	TH	F	SA
27	28	29	30	1	2	3	1	2	3	4	5	6	7	29	30	31	1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31	1	2	3	4	26	27	28	29	30	1	2
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9

OCTOBER						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

NOVEMBER						
SU	M	TU	W	TH	F	SA
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

DECEMBER						
SU	M	TU	W	TH	F	SA
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

JANUARY						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

FEBRUARY						
SU	M	TU	W	TH	F	SA
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	1	2	3	4
5	6	7	8	9	10	11

MARCH						
SU	M	TU	W	TH	F	SA
27	28	29	1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

APRIL						
SU	M	TU	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

MAY						
SU	M	TU	W	TH	F	SA
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

JUNE						
SU	M	TU	W	TH	F	SA
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

New Teacher Training
Teacher Professional Learning
Staff/Student Holiday
Early Release
First Day of School

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Discussion of Annual House Bill 3 (HB3) Update  
**Purpose:**  Discussion Item/Report Only       Action Requested  
**Action Requested:** Thursday, February 5, 2026  
**Administrator Responsible:** Dustin Binnicker, Ed.D., Assistant Superintendent of Advanced Academics & Pathways; Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction;  
**Attachments:** Annual House Bill 3 (HB3) Update Presentation

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## **Background Information:**

House Bill 3 (HB3) requires goals and plans for early reading and math proficiency, as well as College, Career, and Military Readiness (CCMR). Tonight, administration will present an annual update to the Board of Trustees on the district's HB3 goal progress.

## **Administrative Recommendation:**

Administration will seek Board adoption of Leander ISD's House Bill 3 goals at the February 5, 2026, Board meeting.

## **Sample Motion:**

N/A



January 22, 2026

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# Discussion of Annual House Bill 3 (HB3) Update



## PURPOSE

Present the district's 2025 to 2030 House Bill 3 (HB 3) goals and plans for early childhood literacy and mathematics (EC-LM) proficiency as well as College, Career, and Military Readiness (CCMR).



House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieves goals in three areas:



- (1) Early Childhood Literacy**
- (2) Mathematics Proficiency**
- (3) College Career and Military Readiness**



# HB3 Requirements



## Specific Plan Requirements

- One or more district administrators to oversee the coordination and development of the plan
- Specific, measurable and relevant annual goals over a 5-year period
- Annual public Board review of goals and report of goal progress

EC-LM	CCMR
<ul style="list-style-type: none"> <li>• Annual goals for aggregate student growth on 3<sup>rd</sup> grade math and reading assessment</li> <li>• Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)</li> <li>• Targeted professional development for classroom teachers in kindergarten through 3<sup>rd</sup> grade for campuses that the board identifies as not meeting the plan’s goals and that considers the unique needs of students in bilingual education or special language programs</li> <li>• Annual goals may be set for students in bilingual or ESL programs</li> </ul>	<ul style="list-style-type: none"> <li>• Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain</li> <li>• Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)</li> </ul> <p style="text-align: right;">173</p>

\*ESL - English as a Second Language



# STAAR Performance Levels

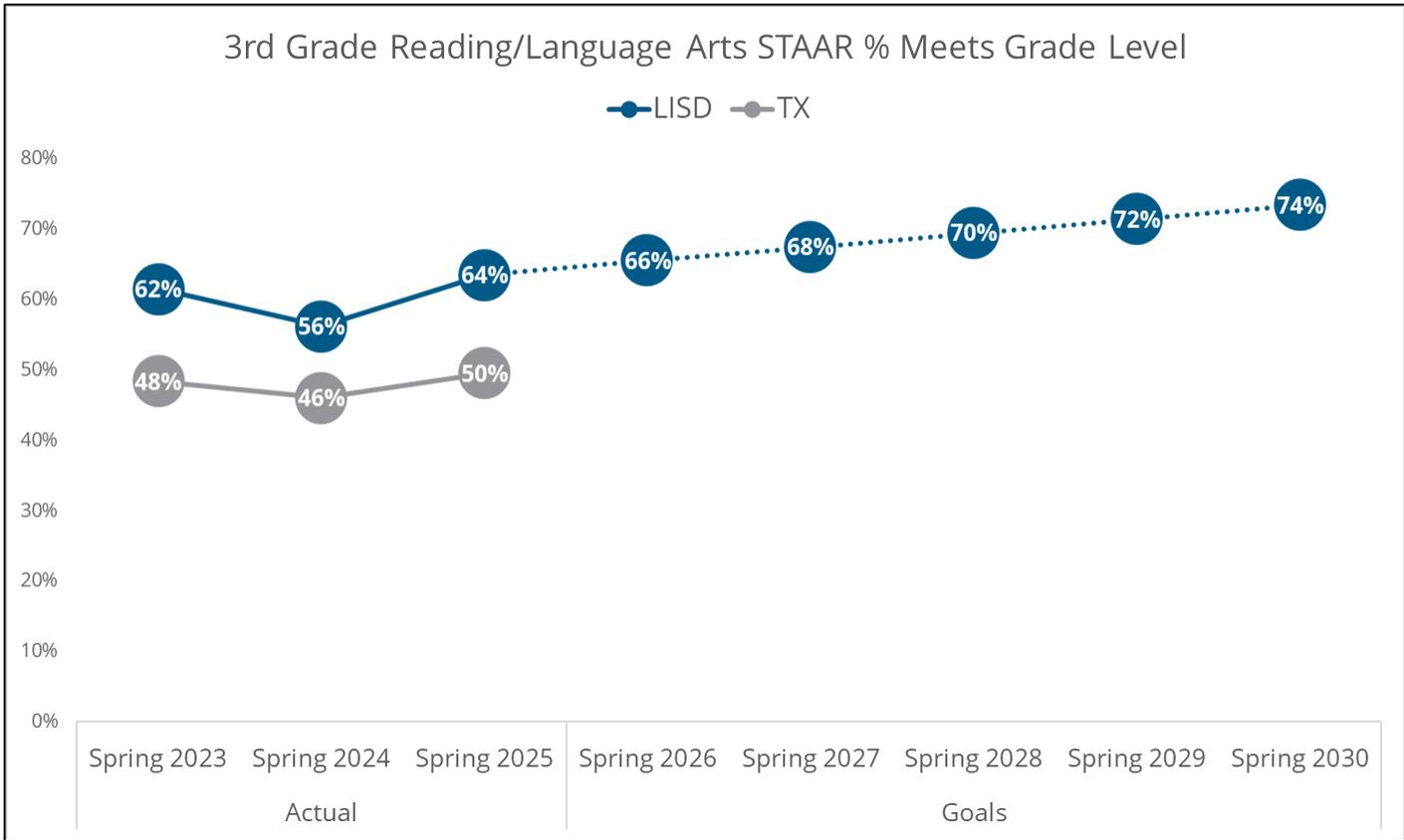


Performance Category	Symbol	Description
<b>Did Not Meet Grade Level</b>		<b>DID NOT PASS</b> No basic understanding of course expectations is shown—student may need significant support in the coming year.
<b>Approaches Grade Level</b>		<b>PASSED</b> Some knowledge of course content but may be missing critical elements—student needs additional support in the coming year.
<b>Meets Grade Level</b>		<b>PASSED</b> Strong knowledge of course content—student is prepared to progress to the next grade.
<b>Masters Grade Level</b>		<b>PASSED</b> Mastery of course knowledge and skills is shown—student is on track for college and career readiness.

\*STAAR - State of Texas Assessments of Academic Readiness

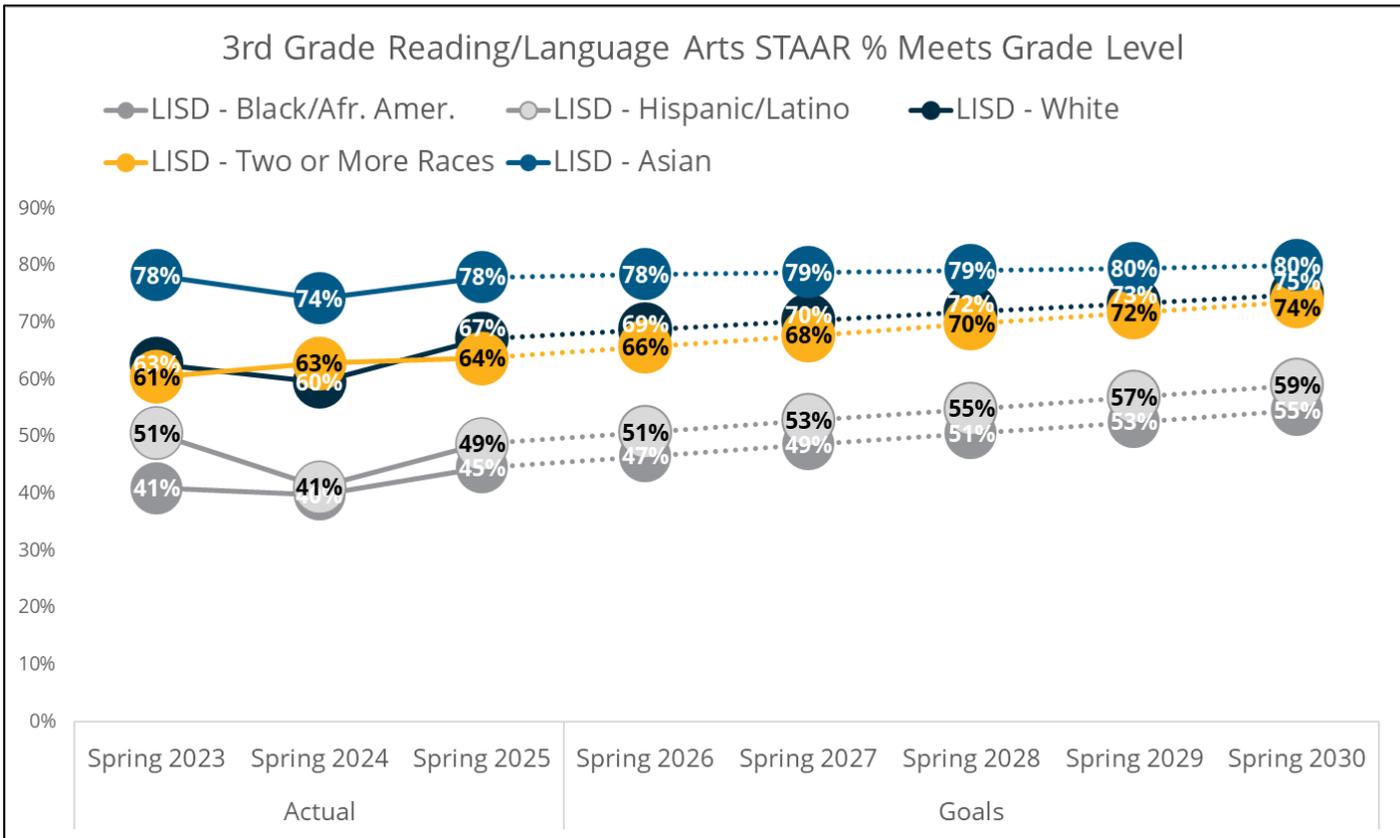


# HB 3: Early Childhood Reading





# HB 3: Early Childhood Reading



**2024-2025 # of 3rd Grade Testers: 2988**

**Asian: 555**

**Black/African American: 130**

**Hispanic: 773**

**Two or More: 232**

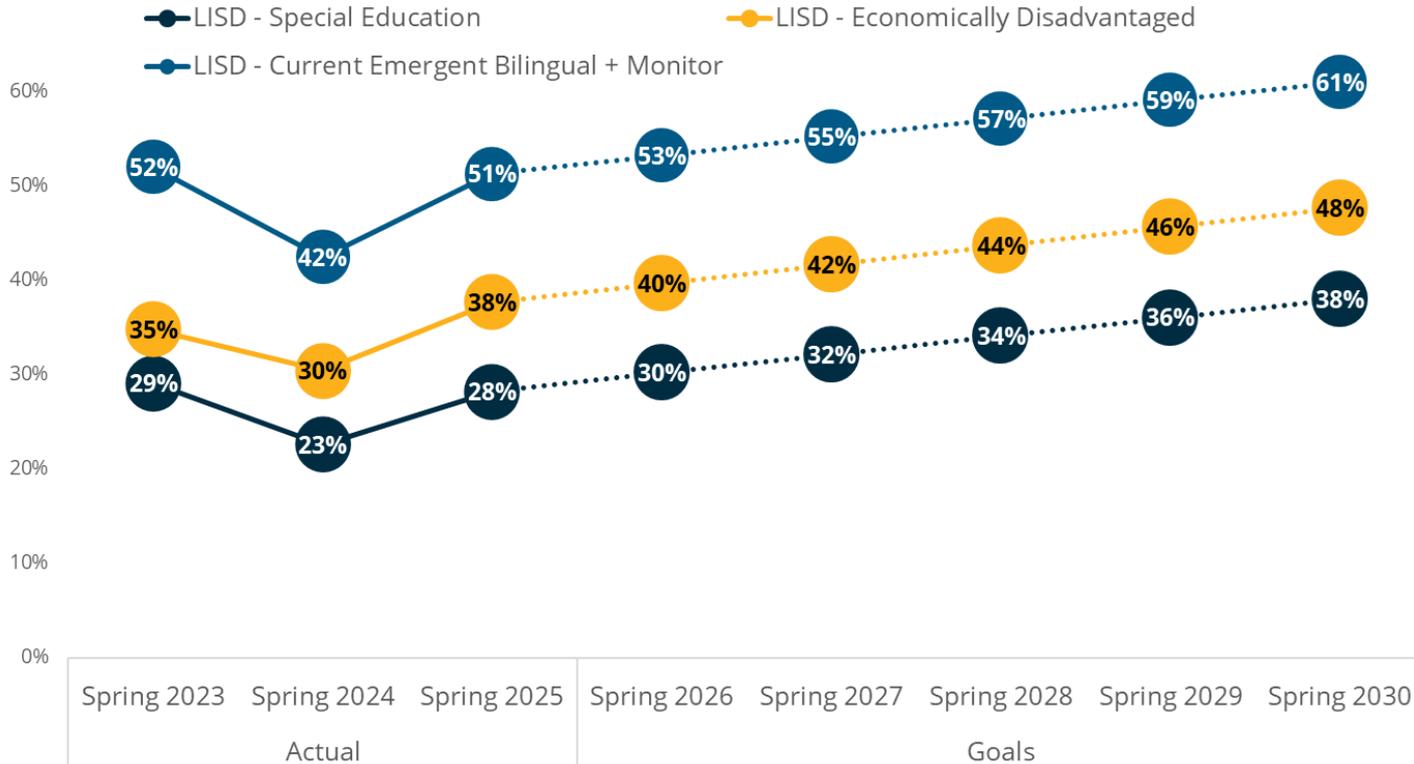
**White: 1382**  
176

Includes English and Spanish tests



# HB 3: Early Childhood Reading

### 3rd Grade Reading/Language Arts STAAR % Meets Grade Level



**2024-2025**  
**# of 3rd Grade**  
**Testers: 2988**

**Economically**  
**Disadvantaged:**  
**637**

**Emergent**  
**Bilingual: 620**

**Special**  
**Education: 606**

177



## HB 3: Next Steps

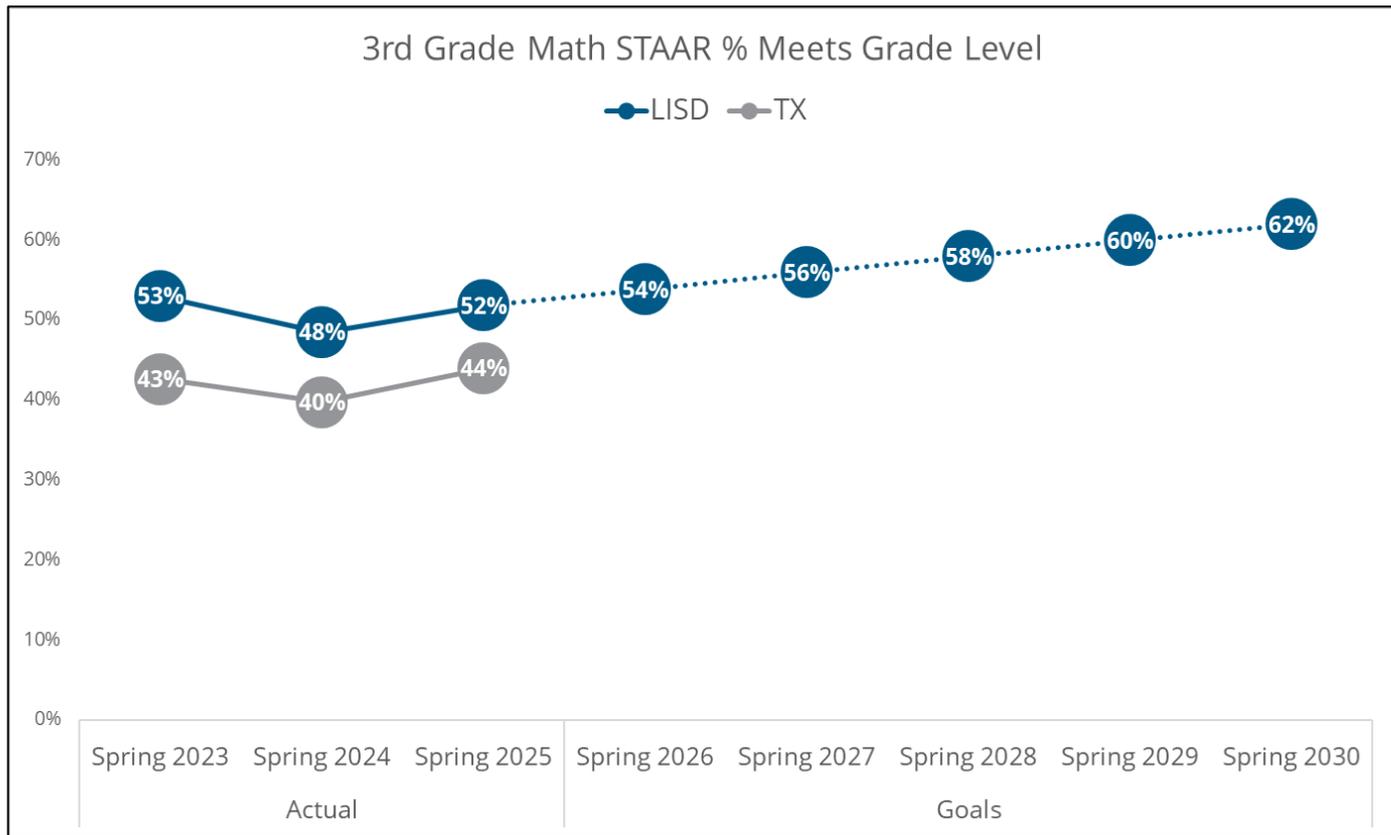
### Early Literacy:

- Support collaborative teams in the use and implementation of curriculum through Professional Learning Communities (PLC) and focused professional development.
- Promote reading and writing experiences throughout the day and across the content areas.
- Provide professional learning, support, and coaching on structured literacy practices including explicit phonics instruction in grades K-3.
- Support PLC collaborative teams to design small group learning experiences based on Texas Essential Knowledge and Skills (TEKS) standard performance results to support academic growth for all students.

178



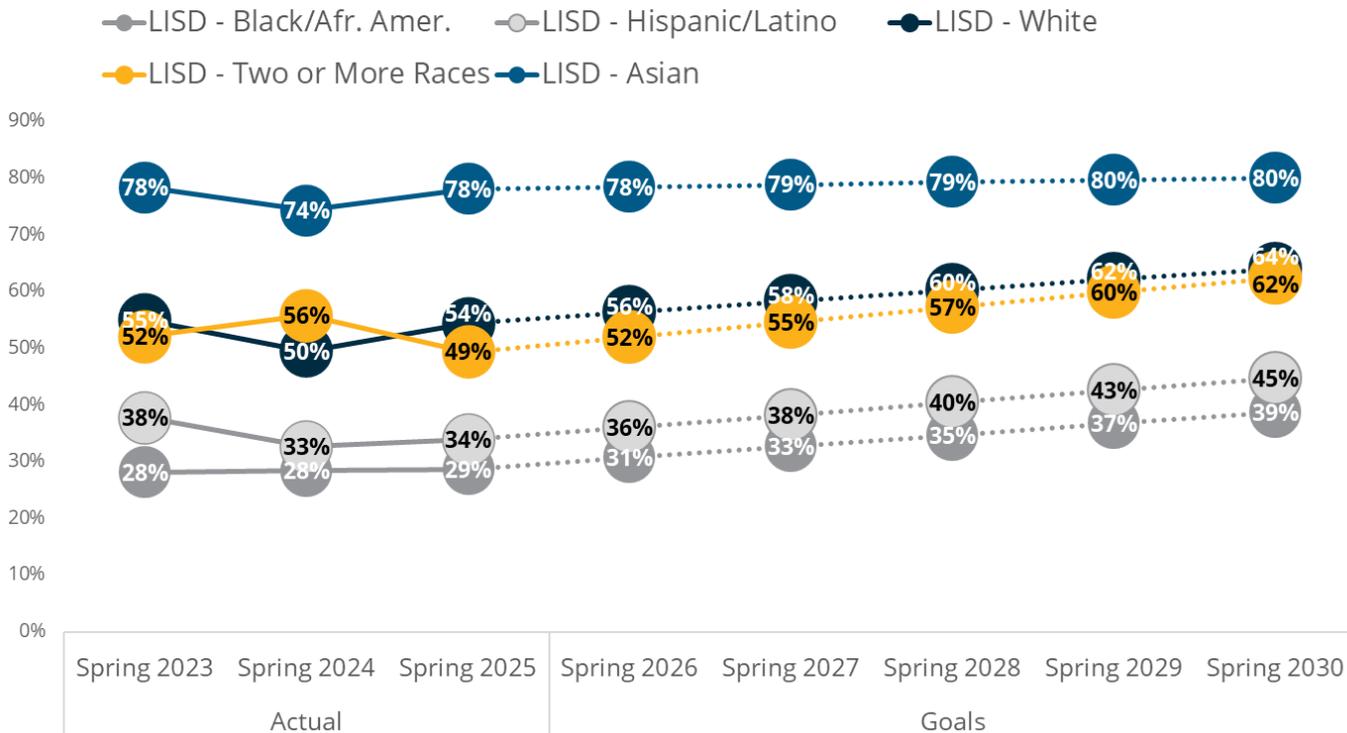
# HB 3: Early Childhood Mathematics





# HB 3: Early Childhood Mathematics

### 3rd Grade Math STAAR % Meets Grade Level



**2024-2025 # of 3rd Grade Testers: 2991**

**Asian: 551**

**Black/African American: 129**

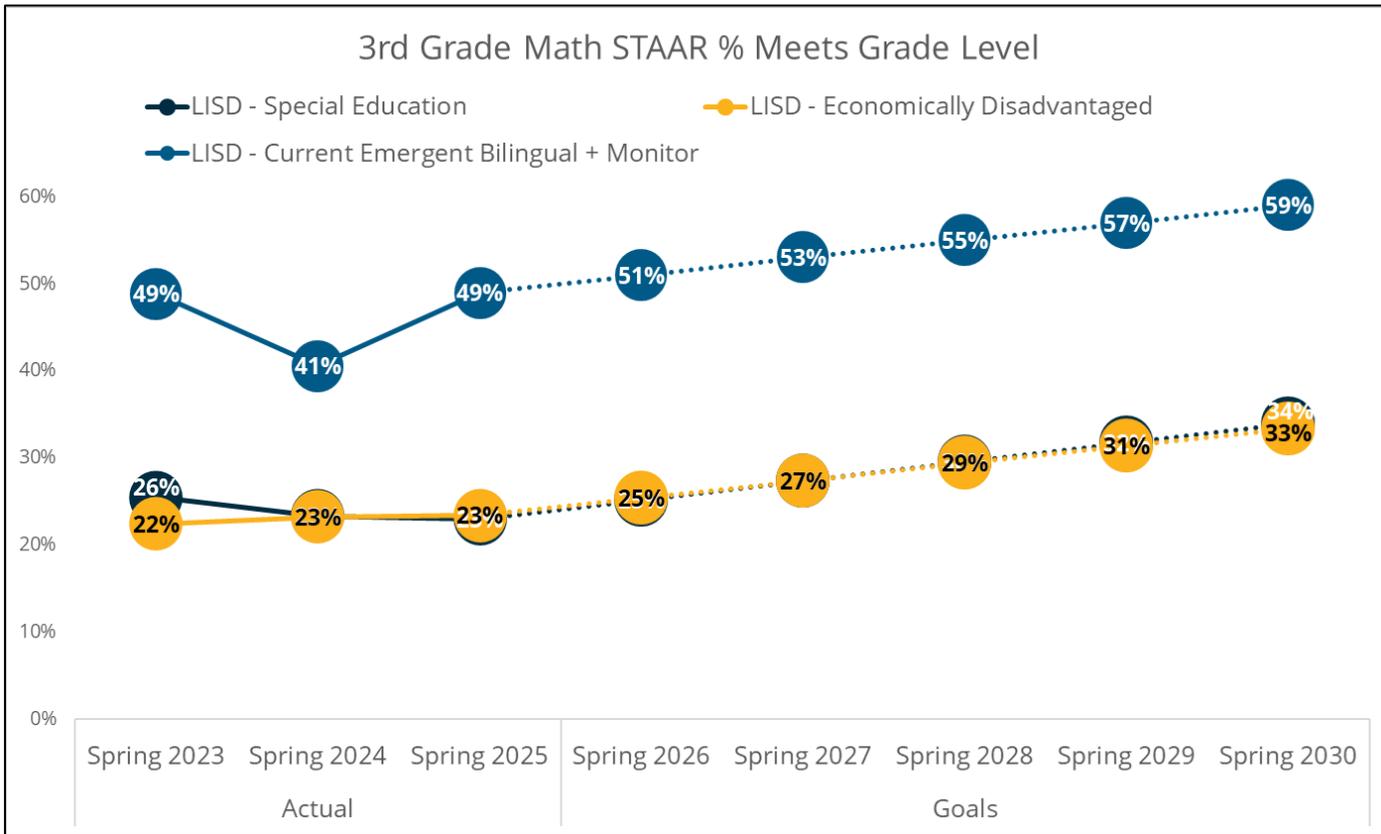
**Hispanic: 780**

**Two or More: 231**

**White: 1290**  
180



# HB 3: Early Childhood Mathematics



**2024-2025 # of 3rd Grade Testers: 2991**

**Economically Disadvantaged: 641**

**Emergent Bilingual: 620**

**Special Education: 608**

181



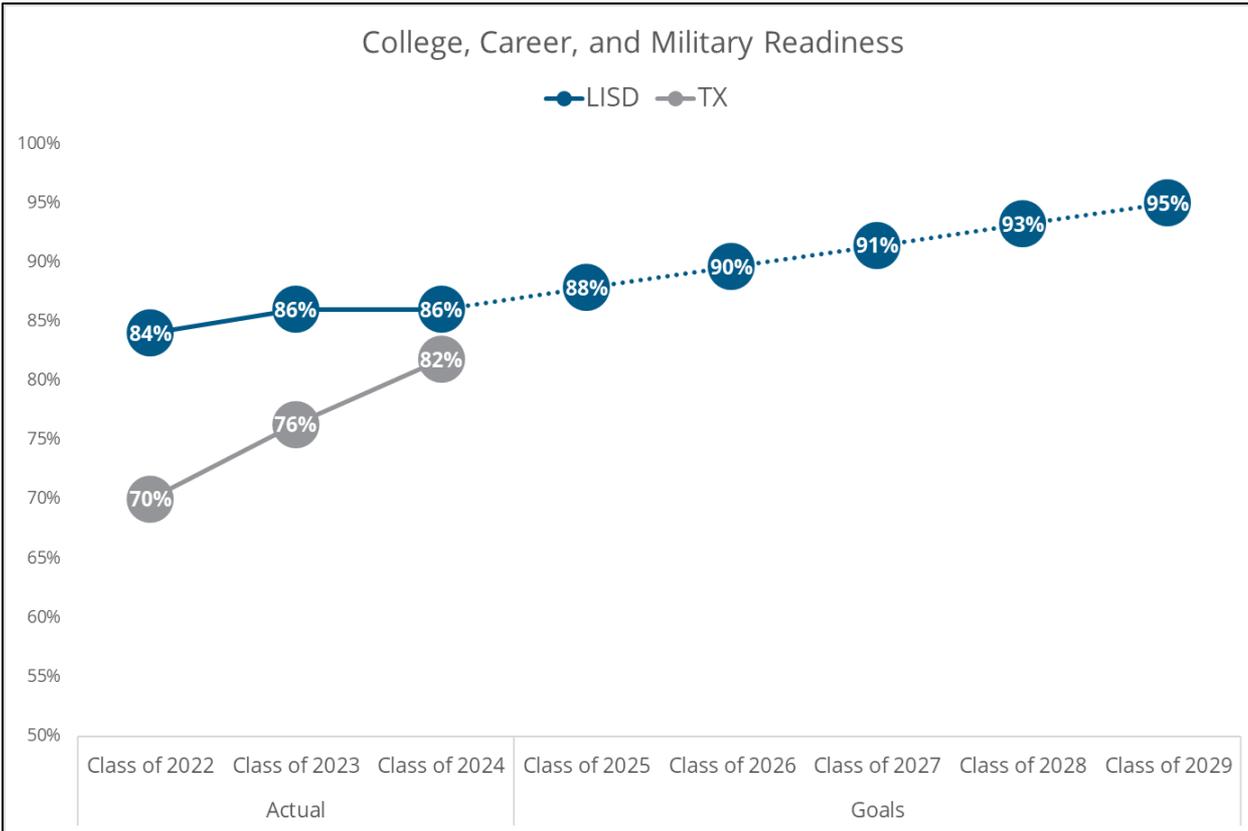
## HB 3: Next Steps

### Early Mathematics:

- Analyze data to strengthen curriculum in areas where historical data shows weaknesses and provide opportunities for professional learning based on TEKS-driven data.
- Leverage LISD one-pagers to empower district and campus leaders in ensuring that effective instructional strategies are consistently implemented and observed.
- Provide campuses with differentiated models for coaching and curricular supports.
- Engage in a thorough examination of our current reality to better understand the system that is causing these results and to create intentional, actionable, and measurable steps to drive positive change.

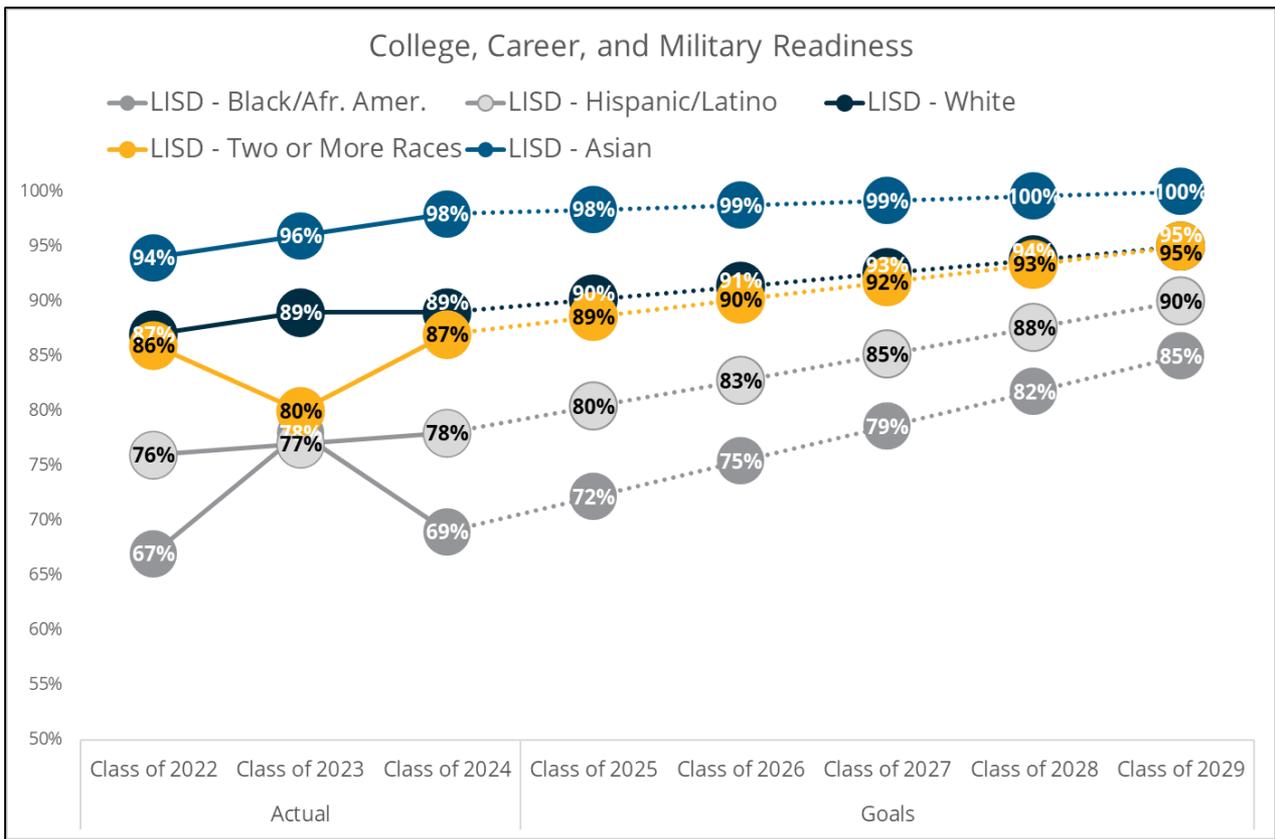


# HB 3: College, Career, and Military Readiness



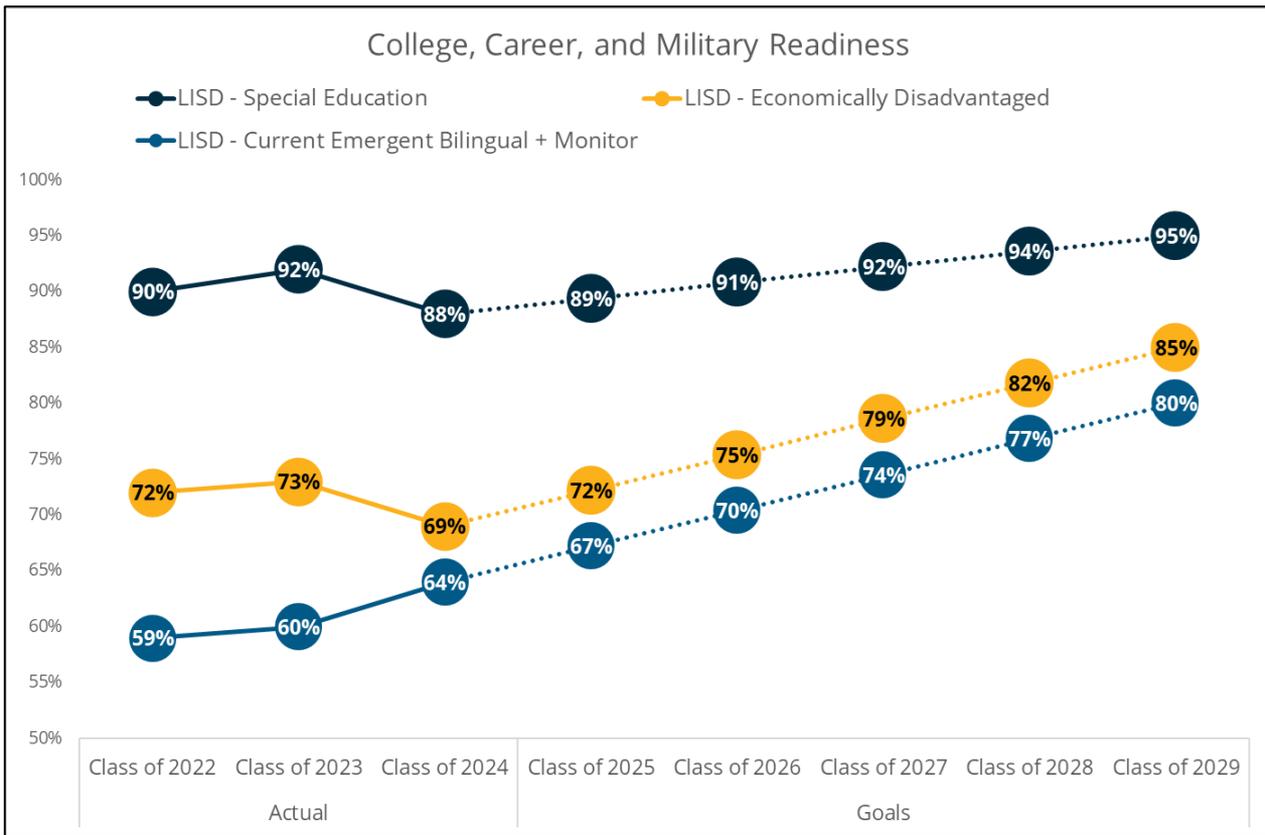


# HB 3: College, Career, and Military Readiness





# HB 3: College, Career, and Military Readiness





# HB3 Update: College, Career, and Military Readiness

## College Readiness

- Meet Texas Success Initiative (TSI) criteria in Reading, Language Arts (RLA) and Mathematics (SAT/ACT/Texas Success Initiative Assessment (TSIA) or college prep course)
- Earn Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examinations
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student

## Career and Military Readiness

- Earn an Industry-Based Certification (IBC)
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Earn a Level I or Level II Certificate
- Enlist in the United States Armed Forces or Texas National Guard

## HB3: Next Steps

### **College, Career, and Military Readiness (CCMR):**

- Support ownership of Texas Success Initiative (TSI) for college readiness with students and families;
- Use Career Technical Education (CTE) collaborative teams to analyze data and support curriculum revisions and industry based certifications.



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Discussion of Instructional Materials Selection Process Update
<b>Purpose:</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction; Amanda Hardwick, Ed.D., Director of Humanities
<b>Attachments:</b>	Instructional Materials Selection Process Update Presentation

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## **Background Information:**

The purpose of this presentation is to provide the Board with an update on the instructional materials selection process for courses adopting new materials to be implemented in the 2026–2027 school year. These include:

- K–3 partial-subject phonics
- K–5 full-subject mathematics
- Pilot implementation
  - Grade 6–Algebra I full-subject mathematics

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



January 22, 2026

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# **Discussion of Instructional Materials Selection Process Update**

# PURPOSE

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The purpose of this presentation is to provide the Board with an update on the instructional materials selection process for the courses adopting new materials to be implemented in the 2026-2027 School Year.

# Elementary



# K-3 Phonics, K-5 Mathematics

- **Considerations**

- **New Curriculum Implementation**

- Kindergarten Science
- K-3 Phonics
- K-5 Mathematics

- Consider a roll-out plan for staggered grades

- **Campus Leadership Feedback**

- Feeder Leaders
- Leadership meeting Q&A

- **State Board of Education (SBOE) - approved vendor list**

# K-3 Phonics



## K-3 Phonics

- **Criteria**

- Vendor supplies both English and Spanish Phonics materials
- Continuity in instructional approach across English & Spanish Phonics
- Alignment with Literacy Instructional Framework
- SBOE-Approved

- **Vendors**

- Amplify
- Benchmark
- i-Ready
- Reading Horizons



## Process

- **Phase 1: Preparation, Vetting, and Launch (Jan. 5 – Jan. 31)**
  - **Kick-off Meeting (District Committee):**
    - Establish non-negotiables and review the rubric that will be utilized for phonics
    - Campus selection process for Instructional Materials Technology Allotment (IMTA) Steering Committee
  - **Vetting (Technology Dept., IMTA Steering Committee):**
    - Vet narrowed selections for system compatibility through the digital request and review process
  - **IMTA Steering Committee Vendor Review**
    - Committee reviews narrowed materials through vendor presentations, materials review, and live demo accounts



## Process

- **Phase 2: Review, Feedback, and Finalization (Feb 1 – Mar 6)**
  - **Public Launch IMTA Steering Committee (School Community Relations):**
    - Begin the 6-week community preview period, including physical locations and a website.
  - **Campus Deep Dive:**
    - Teachers review vendor resources and complete rubric with support from the campus representative from IMTA Steering Committee.
  - **Public Input (Committees):**
    - Host Community Listening Sessions through Community Curriculum Advisory Committee (CCAC) and District-Wide Educational Improvement Council (DWEIC) <sup>197</sup>
  - **Final Campus Recommendation (Campus Committees):**
    - Compile all rubrics and comments, reach consensus, and submit for formal recommendation.



## Process

- **Phase 3: Board Action and Implementation Start (Mar 9 – April 10)**
  - **Final District Decision (District Committee):**
    - Review and synthesize all campus consensus data and community feedback to make the final selection decision.
  - **Board Presentation Prep & Compliance Check (IMTA Steering Committee):**
    - Prepare the final recommendation presentation and certify that the selection maximizes HB 1605 entitlements.
  - **Board Action (Board of Trustees, IMTA Steering Committee):**
    - Present the final selection recommendation and receive official Board Action at a public meeting.
  - **Procurement Launch (Instructional Materials Coordinator, Finance Dept.):**
    - Initiate ordering through EMAT
  - **Professional Development Planning (District Administrators):**
    - Work with the vendor to plan and schedule a comprehensive teacher professional learning sequence over the summer and through the 26-27 school year.

**K-5**

**Mathematics**

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## K-5 Mathematics

- **Criteria**
  - Alignment with Mathematics Instructional Framework
  - SBOE Approved
- **Possible Vendors**
  - Accelerate Learning, STEMscopes Math
  - Agile Mind
  - Amplify Desmos
  - Bluebonnet
  - Savvas Envision



## Process

- **Pre-Work: Curriculum & Instruction Department Preparation, Vetting, and Launch (Jan 5 - Jan 30)**
  - **Rubric Creation (Curriculum & Instruction Department):**
    - Establish non-negotiables and create/review the rubric that will be utilized for mathematics.
  - **Vetting (Curriculum & Instruction Department):**
    - Meet with and vet selections for alignment with district beliefs and vision for mathematics learning.
    - Narrow the vendor list



## Process

- **Phase 1: Preparation, Vetting, and Launch (Feb 2 - Feb 28)**
  - **Kick-off Meeting (District Committee):**
    - Establish non-negotiables and review the rubric that will be utilized for mathematics.
    - Campus selection process for IMTA Steering Committee
  - **Vetting (Technology Dept., IMTA Steering Committee):**
    - Vet narrowed selections for system compatibility through the digital request and review process.
  - **IMTA Steering Committee Vendor Review**
    - Committee reviews narrowed materials through vendor presentations, materials review, and live demo accounts



## Process

- **Phase 2: Review, Feedback, and Finalization (Mar 2 - Apr 17)**
  - **Public Launch (IMTA Steering Committee, SCR):**
    - Begin the 6-week community preview period, including physical locations and a website.
  - **Campus Deep Dive:**
    - Teachers review vendor resources and complete rubric with support from the campus representative from IMTA Steering Committee.
  - **Public Input (Committees):**
    - Host Community Listening Sessions through CCAC and DWEIC
  - **Final Campus Recommendation (Campus Committees):**
    - Compile all rubrics and comments, reach consensus, and submit for formal recommendation.



## Process

- **Phase 3: Board Action and Implementation Start (Apr 20 – May 22)**
  - **Final District Decision (District Committee):**
    - Review and synthesize all campus consensus data and community feedback to make the final selection decision.
  - **Board Presentation Prep & Compliance Check (IMTA Steering Committee):**
    - Prepare the final recommendation presentation and certify that the selection maximizes HB 1605 entitlements.
  - **Board Action (Board of Trustees, IMTA Steering Committee):**
    - Present the final selection recommendation and receive official Board Action at a public meeting.
  - **Procurement Launch (Instructional Material Coordinator, Finance Dept.):**
    - Initiate ordering through EMAT
  - **Professional Development Planning (District Administrators):**
    - Work with the vendor to plan and schedule a comprehensive teacher professional learning sequence over the summer and through the 26-27 school year.

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# Secondary

205



## Process

- **Phase 1: Purpose, Feeder Focus, and Preparation (Feb 2 - Feb 28)**
  - **Establish Purpose (Curriculum & Instruction, Empowered Learning):**
    - Establish the purpose of the pilot with intended outcomes
    - Outline process for program evaluation
  - **Determine the Feeder Pattern (Curriculum Instruction, Area Superintendent, Campus Leadership)**
    - Review data State of Texas Assessments of Academic Readiness (*STAAR*) *District Assessments, and Professional Learning Community (PLC) reflection*
    - Discuss with area superintendents and campus leadership
  - **Preparation (Technology Dept.):**
    - Vet vendor selections for system compatibility through the digital request and review process.



## Process

- **Phase 2: Implementation Plan for 2026-2027 (Mar 2 - May 22)**
  - **Professional Learning, Curriculum Updates, Assessment (Curriculum & Instruction, Empowered Learning):**
    - Plan for and schedule needed professional learning for new instructional materials
    - Update curriculum documents as needed for new instructional materials pilot, including changes to a scope and sequence
    - Plan for and create assessments to reflect the instructional material scope and sequence
  - **Vendor Coordination:**
    - Coordinate with the vendor for professional learning for all stakeholders including the curriculum and instruction department, campus leadership, and teachers.

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## 6-12 Mathematics

- **Pilot**

- Alignment with Mathematics Instructional Framework
- Feeder Pattern Focus
- SBOE-Approved

- **Possible Vendors**

- Amplify Desmos
- Agile Mind
- Bluebonnet
- Savvas Envision



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Legislative Listening Circles Update  
**Purpose:**  Discussion Item/Report Only       Action Requested  
**Administrator Responsible:** Angela Hodges, Ed. D., Area Superintendent  
**Attachments:** Legislative Listening Circles Update Presentation  
Leander ISD Interim Legislative Priorities  
Listening Circles Report

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## **Background Information:**

The Board will be provided with an update summarizing findings from Leander ISD's 2025 - 2026 Legislative Listening Circles, a series of conversations with parents, staff, students, and community members designed to understand initial responses and real-time reactions to the laws implemented following the 89th Legislative Session. These sessions aimed to provide a grounded, community-informed picture of how new mandates are affecting daily operations, student experiences, and family engagement across our campuses. The insights gathered offer valuable context as the Board develops its interim legislative priorities and identifies where legal clarification, legislative partnership, or local adjustments may be most beneficial.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



January 22, 2026

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# LEGISLATIVE LISTENING CIRCLES UPDATE



# Purpose

Provide the Board with a summary of findings from Leander ISD's 2025 - 2026 Legislative Listening Circles.



# Purpose of Listening Circles

LISD held listening circles to understand early impacts of 89th Session laws on students, families, and staff.

Emphasize listening, not advocacy, and the goal of supporting the Board as they shape interim legislative priorities.



# Current Legislative Priorities



## CURRICULUM FLEXIBILITY

Curriculum must empower students to explore their interests and craft personalized learning pathways alongside core requirements. Legislative priorities should support bills that preserve flexibility for students to pursue these pathways, fostering a balance between core subjects and individualized learning.

## SPECIAL EDUCATION

Special education is a cornerstone of equitable learning, yet persistent challenges hinder the success of students with disabilities. Legislative priorities must focus on increasing funding to ensure every student receives the individualized support they need to thrive academically and socially.



## EDUCATOR SALARIES & RETENTION

Educator salaries are critical in addressing the ongoing challenges of retention, recruitment, and morale in education. By valuing educators through fair and competitive pay, we strengthen the education workforce and ensure continuity and stability in our schools, directly benefiting student learning and outcomes.



## BUILDING EFFECTIVE PARTNERSHIPS

Building effective partnerships with each student's family is critical to their success. Parents must have access to information about their child's education and must be encouraged to participate in developing student ownership of learning. Increased state funding for public education is necessary to ensure parents can be offered the information and resources they need to drive their child's education.





# Current Legislative Priorities

## VOUCHER OPPOSITION

Vouchers pose a significant threat to public education by diverting critical funds away from already underfunded schools. These programs disproportionately benefit a small percentage of families while neglecting the vast majority who rely on public schools. Furthermore, vouchers perpetuate inequities, as private institutions are not required to serve all students, including those with special needs. There must be a focus on reinvesting in public schools to ensure all students have access to a high-quality, inclusive education rather than pursuing policies that erode public trust and resources.

## STATE FUNDING

State funding for public education is the cornerstone of equitable access to quality learning opportunities. Underfunding and unfunded mandates strain schools, leading to resource shortages larger class sizes, and staffing challenges that impact student outcomes. Legislative priorities must include increasing the basic allotment and ensuring equitable resource allocation to address district disparities.



## SCHOOL SAFETY & MENTAL HEALTH SUPPORT

Ensuring our students' and staff's safety and mental well-being is foundational to creating effective learning environments. With rising concerns about safety and increasing mental health challenges such as anxiety, depression, and trauma, our schools require targeted legislative support to address these critical issues. Investment in comprehensive mental health resources, proactive safety protocols, and behavioral interventions will safeguard our schools and empower students to thrive academically and emotionally.





# Why Listening Circles?

The purpose of these sessions was to provide the Board of Trustees with a grounded, community-informed picture of how new mandates are affecting daily operations, student experiences, and family engagement across our campuses. These insights offer valuable context as the Board develops its interim legislative priorities and identifies where legal clarification, legislative partnership, or local adjustments may be most beneficial.



## Who We Heard From

- 495 total participants across Assistant Principals cohorts, Instructional Coaches, Superintendent Listening Circles, District-wide Educational Improvement Council (DWEIC) community forum, and ThoughtExchange.
- Emphasize the district's intentional weighting toward staff, who hold direct implementation responsibility.



# What We Asked

- “How are new laws affecting your campus?”
- “What is working well and where are you experiencing strain?”
- “How are instructional materials, technology restrictions, consent requirements, and behavior expectations playing out in real time?”



# Supporting Staff

- **Cabinet**

Angela Hodges, Brenda Cruz, Crestina Hardie

- **Central Office Staff**

Amanda Hardwick, Carrie Carey, Erica Metcalf, Esmeralda Lara, Heather Neds, Janie Kelly, Jennifer Ruschhaupt, Jessica Schuch, Lee Howell, Maria Vaso

- **Assistant Principals**

Allison Brown, Ashley Hashbarger, Chelsea Murphy, David Barnes, Jenny Obenshain, Kellie Lambert, Kiley Sanderson, Lauren Houser, Olga Angelo-Day, Rebekah Van Ryn, Shirley Dean, Tamara Shifrin

- **Teachers**

Kathryn Munoz, Theresa Osborn

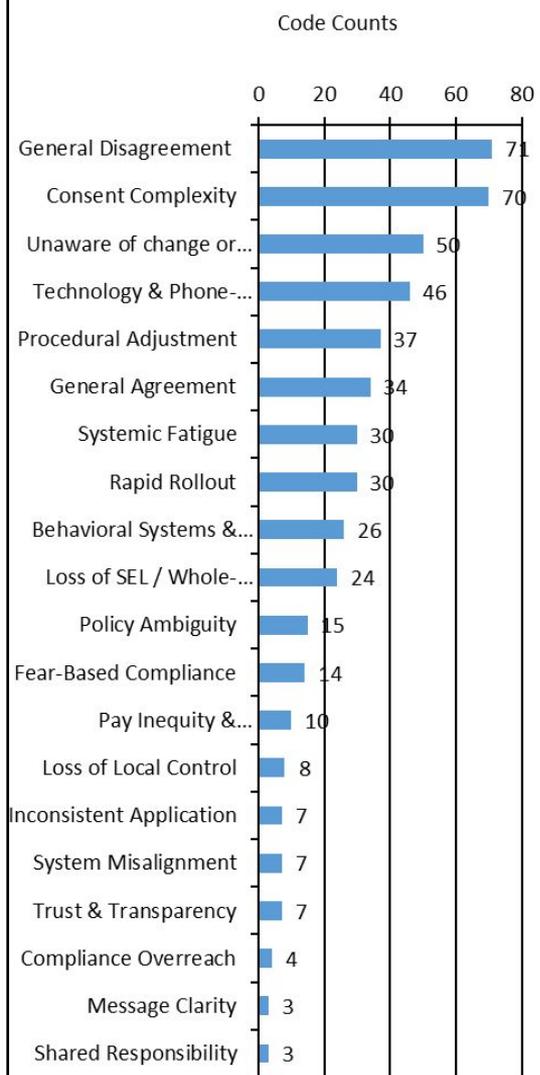
- **Administrative Assistants**

Darrys Powell

- **Strong partnership with SCR!**

Andrea Martinez, Daniel Cernero

# Trends in the Data



- The most frequent themes were general disagreement with specific laws and confusion around new consent requirements, reflecting concerns about clarity, burden, and unintended access barriers.
- Many participants were unaware of key changes, suggesting communication gaps and uncertainty about what the new laws actually require.
- At the same time, stakeholders highlighted clear positives, especially the phone-free school day, which was consistently described as improving focus and reducing disruptions.
- Several comments centered on the need for procedural adjustments, with early confusion gradually stabilizing as campuses built new routines. 220
- Staff frequently described system fatigue, rapid rollout pressures, and challenges with behavior systems and recess, indicating strain tied to the speed and volume of changes.



## High-Level Findings

### Finding 1: Mixed Views on New Laws

- Phone-free environment was overwhelmingly positive across all groups.
- Consent requirements created widespread confusion, delays, and unintended access barriers.
- Instructional materials rules produced uncertainty, reduced access, and increased caution among teachers.
- Ten Commandments posting generated values-based disagreement but caused minimal day-to-day disruption.

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## High-Level Findings

### **Finding 2: Consent Confusion & Access Barriers**

- Systems were confusing for families, especially multilingual or less-connected families.
- Delays for counseling, clubs, and basic nursing care.
- The intent to honor parental rights is respected, but implementation created unintended inequities.



## High-Level Findings

### Finding 3: Early Implementation Fatigue

- August described as “COVID-year confusion.”
- Staff adjusting systems weekly as interpretations evolved.
- Rapid behavior, book, and survey rule changes created early instability.



## High-Level Findings

### **Finding 4: Whole-Child & Inclusivity Concerns**

- Limits on social emotional learning (SEL) tools, loss of EPIC (online reading program) access, reduced spontaneity in clubs.
- Perceived narrowing of safe spaces or inclusive practices for some students.



## Local District Recommendations

- Simplify & streamline consent systems.
- Clarify what does not require consent (nurses, SEL check-ins).
- Partner with EPIC to restore access pathways.
- Increase consistency across campuses.



## Board Recommendations

### Maintain:

- Curriculum flexibility
- Special Education (SPED) funding as a core equity priority
- Competitive staff compensation
- Voucher opposition
- Mental health & safety investment

### Adjust:

- Broader state pay raise eligibility (beyond teacher-coded roles).<sup>226</sup>
- Statewide improvements to consent processes to reduce barriers.
- Reducing implementation burden through clearer timelines and guidance.



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# DISCUSSION

## Leander ISD Interim Legislative Priorities

The Leander ISD community provided input on legislative impacts through survey responses and a new series of listening sessions held across campuses and stakeholder groups. This feedback has been used to inform the Board's development of interim legislative priorities, ensuring they reflect the lived experiences of students, staff, families, and community members as new laws take effect.

Leander ISD remains committed to empowering students in their learning, valuing and supporting staff, and fostering strong partnerships with families, community members, taxpayers, and state leaders. Recognizing that local communities understand their students best, we aim to maintain learning environments that are safe, innovative, and inclusive.

By partnering with legislators and key decision-makers around these interim priorities, the district seeks to protect equitable access to educational opportunities, uphold a strong public education system, and ensure all students have the resources and support necessary to thrive academically, socially, and emotionally.

**The following section outlines the Board's interim legislative priorities informed by this community feedback.**

### 1. Empowered Student Learning

**Curriculum.** Curriculum must empower students to explore their interests and craft personalized learning pathways alongside core requirements. Legislative priorities should support bills that preserve flexibility for students to pursue these pathways, fostering a balance between core subjects and individualized learning.

**Special Education.** Special education is a cornerstone of equitable learning, yet persistent challenges hinder the success of students with disabilities. Legislative priorities must focus on increasing funding to ensure every student receives the individualized support they need to thrive academically and socially.

### 2. Empowered Staff

**Educator Salaries and Retention.** Educator salaries are critical in addressing the ongoing challenges of retention, recruitment, and morale. By valuing educators through fair and competitive pay, we strengthen the education workforce and ensure continuity and stability in our schools, directly benefiting student learning and outcomes. This priority also includes supporting efforts to expand pay-raise eligibility to all staff, not only those in teacher-designated roles, to promote equity and maintain morale across all employee groups.

### **3. Impactful Family Engagement**

**Effective Partnerships.** Building effective partnerships with each student's family is critical to their success. Parents must have access to information about their child's education and must be encouraged to participate in developing student ownership of learning. Increased state funding for public education is necessary to ensure parents can be offered the information and resources they need to drive their child's education. This priority also includes encouraging statewide improvements to clearer and more efficient consent requirements, ensuring parental rights are upheld without unintentionally reducing student access to clubs, health services, or other supports.

### **4. Equitable Access**

**Funding from the state.** State funding for public education is the cornerstone of equitable access to quality learning opportunities. Underfunding and unfunded mandates strain schools, leading to resource shortages, larger class sizes, and staffing challenges that impact student outcomes. Legislative priorities must include increasing the basic allotment and ensuring equitable resource allocation to address district disparities.

**Voucher Opposition.** Vouchers pose a significant threat to public education by diverting critical funds away from already underfunded schools. These programs disproportionately benefit a small percentage of families while neglecting the vast majority who rely on public schools. Furthermore, vouchers perpetuate inequities, as private institutions are not required to serve all students, including those with disabilities. There must be a focus on reinvesting in public schools to ensure all students have access to a high-quality, inclusive education rather than pursuing policies that erode public trust and resources.

### **5. Safe and Innovative Learning Environments**

**School Safety & Mental Health Support.** Ensuring our students' and staff's safety and mental well-being is foundational to creating effective learning environments. With

rising concerns about safety and increasing mental health challenges such as anxiety, depression, and trauma, our schools require targeted legislative support to address these critical issues. Investment in comprehensive mental health resources, proactive safety protocols, and behavioral interventions will safeguard our schools and empower students to thrive academically and emotionally.

**Local Responsibility.** Legislation should be developed in partnership with local leaders to ensure policies are feasible to implement, fiscally responsible for local taxpayers, and aligned with student outcomes. Local districts have a responsibility to carry out the law effectively—and to do so, they must be included as stakeholders early in the process so the impact on student achievement and operational readiness is fully considered.



## Leander ISD Listening Circle Report

This report summarizes the findings from Leander ISD's 2025 - 2026 Legislative Listening Circles, a series of conversations with parents, staff, students, and community members designed to understand initial responses and real-time reactions to the laws implemented following the 89th Legislative Session. The purpose of these sessions was to provide the Board of Trustees with a grounded, community-informed picture of how new mandates are affecting daily operations, student experiences, and family engagement across our campuses. These insights offer valuable context as the Board develops its interim legislative priorities and identifies where legal clarification, legislative partnership, or local adjustments may be most beneficial. The themes that emerged reflect both the challenges of rapid policy changes and the resilience of a community working together to support students amid significant shifts.

### Description of Listening Circles

The Legislative Listening Circles were designed as facilitated, discussion-based conversations that brought together a broad cross-section of the Leander ISD community, including staff, administrators, students, parents, guardians, and community partners, to share firsthand experiences with the laws enacted during the 89th Legislative Session. While all voices were included, the district placed particular emphasis on listening to LISD staff, whose direct role in implementing the new mandates provides essential insight into their day-to-day impact on instruction, safety, operations, and student support.

Each session followed a consistent structure based on district-developed prompts that invited participants to reflect on their lived experiences. After introductions, the facilitators asked participants to describe how recent legislative changes were affecting their campus environment, how new requirements for instructional materials and personal communication devices were unfolding, and how safety, behavior, and discipline practices had shifted in response to the legislation. The format prioritized storytelling, nuance, and context rather than debate or legal interpretation, and participants were encouraged to speak candidly about successes, challenges, and unexpected outcomes.

Sessions were conducted across multiple campuses and stakeholder groups, including assistant principal cohorts (42 participants), instructional coaches (31 participants), districtwide staff conversations with the superintendent (378 participants), and the DWEIC community forum (44 mixed stakeholder participants). In total, 495 participants contributed to these discussions. A ThoughtExchange survey further expanded opportunities for broader community input.

### Approach to Data Analysis

The analysis followed a structured, qualitative, multi-stage approach designed to capture both the breadth and depth of stakeholder experiences. All transcripts, notes, and survey feedback from the Legislative Listening Circles were reviewed using an inductive coding process, beginning with open coding to identify meaningful statements, patterns, and recurring concerns. Codes were refined through multiple cycles of constant comparison, merging similar ideas, collapsing overlapping categories, and elevating high-frequency concepts into broader thematic clusters.

Each dataset was analyzed separately first, allowing stakeholder-specific perspectives to surface, and then compared across groups to identify shared themes, divergent viewpoints, and cross-stakeholder trends. Attention was given to comments reflecting implementation realities, emotional responses, operational challenges, and perceived impacts on students.

A final round of axial coding connected categories to larger themes tied to legislative requirements, campus operations, and student experience. This culminated in a refined codebook used for Deedose to ensure consistent categorization across all sources. Throughout the process, emphasis was placed on maintaining the authenticity of stakeholder voices while synthesizing insights that can support the Board’s development of interim legislative priorities.

## Analysis

This section summarizes the patterns that emerged across all listening-circle data. Through multiple coding cycles, the analysis identifies which themes appeared most frequently, how they varied across stakeholder groups, and where concerns or points of agreement tend to cluster. The tables and narrative that follow describe overall code frequency, differences across groups, and key code co-occurrences, which offer a consolidated picture of how stakeholders experienced and interpreted the first months of legislative implementation.

### Applied Codes

**Table 1**

Title	Description	Applications
<b>Behavioral Systems &amp; Recess</b>	Difficulty enforcing discipline with new legal limits.	26
<b>Compliance Overreach</b>	Over-implementation that exceeds legal intent or guidance.	4
<b>Consent Complexity</b>	Confusion or barriers from new consent processes.	70
<b>Fear-Based Compliance</b>	Actions driven by fear of legal or reputational repercussions.	14
<b>General Agreement</b>	Expresses overall support for the legislative change or its implementation.	34
<b>General Disagreement</b>	Expresses overall opposition to the legislative change or its implementation.	71
<b>Inconsistent Application</b>	Different campuses or leaders interpret and enforce rules differently.	7
<b>Loss of Local Control</b>	Describes concern that state laws limit district or campus decision-making.	8
<b>Whole-Child Focus</b>	Impact (positive or negative) on the whole child	24
<b>Message Clarity</b>	Understanding the ‘what’ and ‘why’ behind communication or policy.	3
<b>Pay Inequity &amp; Recognition Gap</b>	Compensation or recognition disparities.	10
<b>Policy Ambiguity</b>	Unclear expectations or conflicting interpretations of laws or policies.	15
<b>Procedural Adjustment</b>	Creation or revision of local systems to comply with new requirements.	37
<b>Rapid Rollout</b>	Limited time to implement new state mandates or policies.	30
<b>Shared Responsibility</b>	Families and schools working collaboratively.	3
<b>System Misalignment</b>	Disconnect between laws, goals, and school realities.	7
<b>Systemic Fatigue</b>	Exhaustion from repeated policy shifts and compliance demands.	30
<b>Technology &amp; Phone-Free Gain</b>	Benefits from limiting student phone use.	46
<b>Trust &amp; Transparency</b>	Confidence that leadership is honest and responsive.	7
<b>Unaware of change or impact</b>	Indicates the stakeholder did not know the law had changed or had not noticed its effects	50
232		<b>496</b>

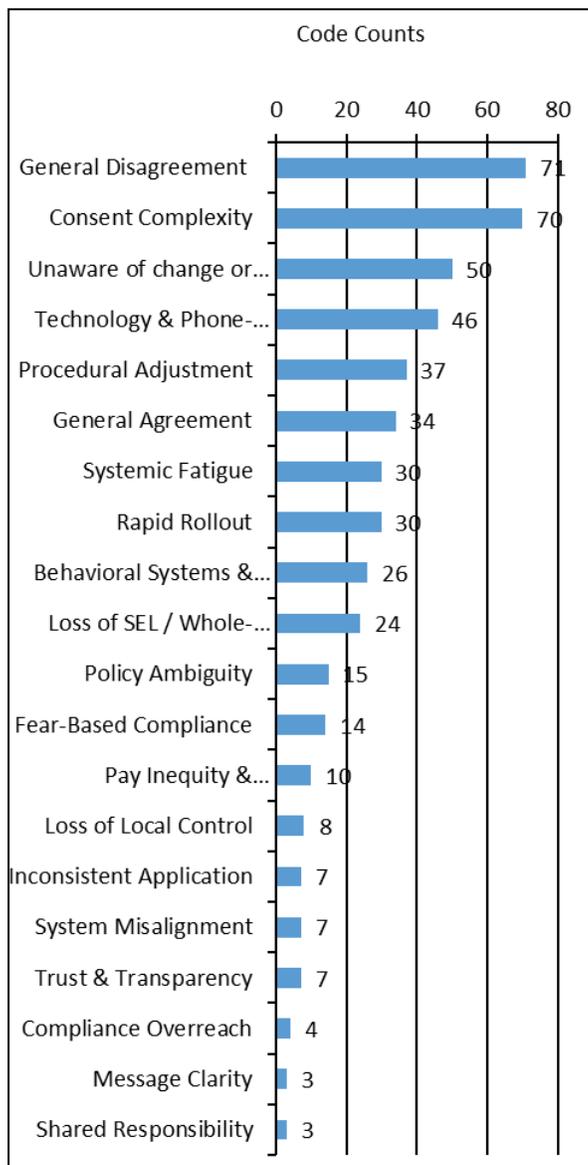
Table 1 presents each qualitative code used in the analysis, along with its definition and the total number of times that code was applied across all listening-circle datasets. Every code represents a distinct theme identified in stakeholder feedback, such as disagreement with specific laws, confusion about new requirements, concerns about implementation, or positive outcomes, such as improved focus from phone-free campuses.

The numbers listed to the right of each code indicate frequency counts. These counts show how many times a theme appeared across all coded comments. Higher frequencies represent themes that emerged most consistently across groups, while lower frequencies reflect issues raised less often but still crucial for understanding the perspectives shared during the listening sessions.

## Code Counts

**Table 2**

Table 2 shows that General Disagreement (71 references) and Consent Complexity (70 references) dominated the dataset, showing widespread concerns with the clarity, burden, and practical impact of new opt-in systems. A large proportion of participants also reported being Unaware of Change or Impact (50), indicating gaps in communication or in understanding the new laws.



Despite these challenges, stakeholders also acknowledged clear benefits, with the ban on personal communication devices during the school day (46) frequently cited as a positive outcome. Many comments focused on the need for Procedural Adjustment (37) and noted early confusion that later stabilized. General Agreement (34) further reinforces that not all legislative impacts were viewed negatively.

Codes such as Systemic Fatigue (30), Rapid Rollout (30), Behavioral Systems & Recess (26), and Whole-Child Focus (24) point to broader concerns about workload, student support, and the speed of implementation.

Lower-frequency but still meaningful themes included Policy Ambiguity, Fear-Based Compliance, Pay Inequity & Impact, and Loss of Local Control, indicating areas where stakeholders felt tension between state mandates and district priorities.

**Table 3**

	Consent Complexity	Fear-Based Compliance	Policy Ambiguity	Message Clarity	Shared Responsibility	Behavioral Systems & Recess	Compliance Overreach	Rapid Rollout	Pay Inequity & Recognition Gap	Technology & Phone-Free Gains	System Misalignment	Inconsistent Application	Procedural Adjustment	Whole-Child Focus	Trust & Transparency	Systemic Fatigue	Unaware of change or impact	General Agreement	General Disagreement	Loss of Local Control
DWEIC notes 1 .docx	7	1	0	0	0	0	0	1	0	2	0	1	4	0	0	2	0	0	4	0
DWEIC notes 10 .docx	2	0	1	0	0	2	0	4	0	2	0	0	2	0	0	0	5	3	1	0
DWEIC notes 11 .docx	0	0	0	0	2	0	0	0	0	0	5	0	1	1	0	0	9	2	2	0
DWEIC notes 12.docx	6	0	4	0	0	0	1	2	1	4	0	1	1	3	5	0	0	1	10	4
DWEIC notes 2.docx	1	0	1	0	1	3	0	0	0	0	0	0	4	2	0	0	1	7	8	0
DWEIC notes 3.docx	1	0	1	0	0	0	0	1	0	2	0	2	4	1	0	1	5	2	10	0
DWEIC notes 4..docx	3	0	0	1	0	3	0	2	0	3	0	0	0	0	0	0	6	5	0	0
DWEIC notes 5 .docx	2	0	0	0	0	0	0	0	0	3	0	0	1	0	0	1	4	0	2	2
DWEIC notes 6 .docx	3	0	1	0	0	3	1	3	0	1	0	0	4	1	0	6	6	0	6	1
DWEIC notes 7 .docx	3	7	0	0	0	0	0	1	0	3	1	0	0	3	0	1	1	1	2	0
DWEIC notes 8.docx	1	1	0	0	0	2	0	0	0	2	0	0	1	1	1	0	2	0	7	0
DWEIC notes 9.docx	4	0	0	0	0	1	0	0	0	2	0	0	3	2	0	0	4	4	6	0
Thought Exchange.docx	2	0	0	0	0	0	1	0	0	4	0	0	1	2	0	1	6	6	1	0
IC legislative listening-transcript.docx	2	2	2	0	0	0	0	1	2	0	0	1	2	3	0	1	1	0	2	0
10-21 staff listening -transcript.docx	0	0	1	2	0	0	0	2	2	0	0	0	0	0	0	4	0	0	0	0
Staff listening 1.1-transcript.docx	3	1	0	0	0	0	0	2	0	1	0	0	2	1	0	2	0	0	0	0
Staff Listening 1-transcript.docx	3	0	0	0	0	0	0	0	2	1	0	1	0	0	0	2	0	0	0	0
staff listening 3-transcript.docx	2	0	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	1	0
VHS AP Feeder.docx	4	0	1	0	0	2	0	3	0	4	0	0	1	1	1	2	0	1	0	0
VRHS AP Feeder_.docx	1	0	0	0	0	0	0	1	1	1	0	0	2	0	0	2	0	1	0	0
CPHS AP Feeder_.docx	7	0	3	0	0	4	1	5	0	6	0	1	3	2	0	4	0	0	6	1
GHS AP Feeder_.docx	9	1	0	0	0	1	0	2	0	1	1	0	1	0	0	1	0	1	2	0
LHS AP Feeder.docx	4	1	0	0	0	2	0	0	0	3	0	0	0	0	0	0	0	0	1	0
RHS AP Feeder_.docx	0	0	0	0	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0

Table 3 shows how each code was applied across individual listening circles, meetings, and data sources. By mapping which themes appeared in each session, the table highlights patterns in stakeholder experiences and reveals how concerns varied across groups and contexts.

The DWEIC sessions, which included a broad mix of parents, community members, staff, and students, revealed a stronger emphasis on values-based concerns. Participants in these groups tended to focus on how the new laws shape students’ sense of belonging, limit access to specific opportunities, or affect the overall climate of inclusivity. Their feedback reflected broader philosophical and community-level reactions rather than day-to-day operational challenges.

In contrast, staff and AP feeder listening sessions centered more heavily on the practical realities of implementation. These conversations highlighted the workload, procedural changes, and early confusion that campuses navigated as they worked to comply with new requirements. Staff also consistently noted areas of positive impact, particularly improvements in student focus and classroom climate related to technology restrictions.

**Code Co-occurrence**

**Table 4**

	Consent Complexity	Message Clarity	Fear-Based Compliance	Shared Responsibility	Policy Ambiguity	Compliance Overreach	Pay Inequity	Rapid Rollout	Behavioral Systems	Inconsistent Application	Phone-Free Gains	System Misalignment	Whole-Child Focus	Trust & Transparency	Procedural Adjustment	Systemic Fatigue	Unaware of impact	General Agreement	General Disagreement	Loss of Local Control
Consent Complexity	0	0	1	0	3	0	0	9	0	0	6	0	3	1	6	2	1	0	3	1
Message Clarity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Fear-Based Compliance	1	0	0	0	1	0	0	0	0	0	1	0	3	0	0	1	0	1	4	0
Shared Responsibility	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Policy Ambiguity	3	0	1	0	0	1	0	8	0	1	1	0	1	3	3	2	0	0	4	0
Compliance Overreach	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	1	1	2	0
Pay Inequity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Rapid Rollout	9	0	0	0	8	1	0	0	0	1	3	0	1	1	11	9	0	1	2	0
Behavioral Systems & Recess	0	0	0	0	0	0	0	0	0	0	1	0	2	0	2	1	3	7	7	0
Inconsistent Application	0	0	0	0	1	0	0	1	0	0	2	0	0	1	1	0	0	0	2	0
Technology & Phone-Free Gains	6	0	1	0	1	0	0	3	1	2	0	0	1	1	2	1	1	2	1	0
System Misalignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whole-Child Focus	3	0	3	0	1	0	0	1	2	0	1	0	0	0	1	0	1	2	6	0
Trust & Transparency	1	0	0	0	3	1	0	1	0	1	1	0	0	0	1	0	0	0	3	1
Procedural Adjustment	6	0	0	0	3	1	0	11	2	1	2	0	1	1	0	9	0	5	4	1
Systemic Fatigue	2	0	1	0	2	0	1	9	1	0	1	0	0	0	9	0	0	0	3	2
Unaware of change or impact	1	1	0	1	0	1	0	0	3	0	1	0	1	0	0	0	0	3	4	0
General Agreement	0	0	1	0	0	1	0	1	7	0	2	0	2	0	5	0	3	0	6	0
General Disagreement	3	0	4	0	4	2	0	2	7	2	1	0	6	3	4	3	4	6	0	1
Loss of Local Control	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0	1	0

Table 4 presents the code co-occurrence analysis, which identifies how often two themes co-occur in the same comment or data segment. This allows us to see where stakeholder concerns overlapped, revealing deeper patterns in how people experienced the early months of legislative implementation.

Across the dataset, the strongest co-occurrences appear among rapid rollout, consent-related challenges, procedural adjustments, and signs of systemic fatigue. Taken together, these overlapping themes illustrate how the speed of implementation and the introduction of new opt-in requirements disrupted established routines. Staff described needing to redesign processes quickly, manage new layers of documentation, and support families with unfamiliar systems, all of which contributed to a sense of strain during the early months of the school year.

## Findings

### **Finding 1: Stakeholders Hold Mixed Views of New Laws, with Broad Disagreement on Some Mandates and Clear Support for Others**

Across groups, there is significant general disagreement with several new requirements alongside strong agreement about the benefits of the school-day cell phone ban, which is widely credited with improving focus, behavior, and peer interaction.

#### **General Disagreement**

Across listening circles, many stakeholders expressed disagreement with several components of the new legislative requirements.

### **Instructional Materials.**

A prominent theme was reduced access to books and instructional materials. Teachers described feeling uncertain about which titles they could recommend, worried they might inadvertently violate rules. Several reported pulling back on offering choices to students—particularly in book clubs and independent reading—because “I’m not certain anymore what I’m allowed to suggest.” This climate of uncertainty led some classrooms to rely solely on district-approved materials, limiting students’ exposure and reading autonomy. One teacher explained:

At the start of the year, we were told to allow only specific titles. That meant I had to vet my entire classroom library, which took considerable time. I also have several books that I know wouldn’t be an issue, but I’m now scared to put them out. Instead, I ask students to check them out formally so parents can see the titles, but managing that process adds another layer of work and makes me even more cautious about what I offer.

Several teachers also described how book-purchase restrictions limit students’ access to literature and disrupt their reading experiences. One teacher shared:

I’m part of a book club, and it’s hard to watch what kids are missing out on. Students can’t buy new books for the library anymore, and now we have to wait for board approval before anything can be added. I see kids come in looking for the next book in a series, only to find out it isn’t available because it hasn’t been approved yet. Sometimes they have to wait three months. These limitations really affect students, delaying or even preventing the joy of getting lost in a story, which can be detrimental.

Participants also expressed frustration with limited access to books and restrictions on online instructional resources. One elementary assistant principal highlighted the loss of a key digital tool.

Losing EPIC was hard. I even had a parent come to me and ask, ‘What is going on with EPIC?’ Since students can’t check books out online, they’ve lost the ability to listen to books or read during centers. It’s taken away an option that really supported kids.

### **Ten Commandments.**

Disagreement also emerged around the requirement to post the Ten Commandments in classrooms. While many staff reported that the actual rollout caused fewer disruptions than expected, the mandate still raised philosophical and cultural concerns among educators and families. Several participants questioned the appropriateness of displaying a religious text in a diverse public school system. They expressed discomfort about how to respond if teachers or families requested alternative religious representations.

One community member shared, “I went to private school, and it never swayed me, but I still don’t think it’s fair in a public school. Our population is diverse. I don’t believe in putting that on students.”

Others emphasized that the practical impact has been minimal, though they still disagreed with the requirement. One teacher explained,

I haven't seen a huge impact with the Ten Commandments. Maybe two students asked. I don't think it should be up. I teach world cultures, not one culture. We have a large Indian population. I don't care that it's hanging on the wall; it doesn't affect my day-to-day classroom. I just wish it represented all cultures.

Still, some families expressed concern. One parent shared that the first time they learned about the posting was from their child: "We didn't discuss it ahead of time. My daughter came home and said some of her friends were really upset about them being posted."

### **Parental Consent: Clubs, Nurse, Student Well-being.**

Concerns also emerged about limits on student expression and opportunities, particularly under new rules governing student clubs and extracurricular activities. Multiple participants worried that requiring prior parent permission undermines the spontaneous, exploratory nature of joining clubs—an experience they believe is essential for adolescent development. Several high school parents and teachers feared these restrictions would further reduce engagement and connectedness.

One staff member explained the logistical challenges created by new consent requirements:

Some parents don't consent, and then they have to get their kids to sign the form. We just have to wait until the consent is signed. For some families, the directions were in Spanish, but the actual form was in English, and they were hesitant to sign because they didn't understand it.

Participants also described what is being lost developmentally. One shared,

I worry about the club sign-off. It used to be spontaneous—my son would text, 'I'm going with Allison to this club,' and I'd say, 'See you in 30 minutes.' That kind of spontaneous joining of peers is important for kids.

Parents also expressed confusion about the new processes themselves, with one saying, "I am really not understanding this whole QR-code thing."

Collectively, these concerns highlight a shared perception that, while the new permission requirements are rooted in supporting parental rights, a value that was widely affirmed during the listening circles, the practical effect has sometimes been reduced access to clubs, SEL supports, counseling, and even basic nursing services. Participants expressed a desire for clearer and more efficient systems that honor families' right to be informed and involved while still ensuring students can participate fully, connect with peers, and receive timely support without unnecessary barriers.

### **General Agreement**

#### **Ban on communication devices during the school day.**

Across stakeholder groups, one of the clearest areas of general agreement was the positive impact of the phone-free school day. Staff, students, and families consistently described noticeable benefits, including improved focus, fewer social conflicts, and more engaged peer interactions. Even participants who disagreed with other aspects of recent legislation acknowledged that removing phones and smartwatches during instructional time has strengthened learning environments. Many noted that enforcement has been straightforward because expectations are clear and consistent, making this one of the few changes that felt immediately beneficial and widely supported.

One assistant principal described the shift in student interaction since phones were removed from the school day:

Our student aides are working on puzzles and talking more. Before phones, you really got to know them, but once they were on their phones, it felt like you were interrupting them just to ask for help. Now they're engaging with each other again, even at lunch, and it's overall a really good thing.

Parents echoed this sentiment, noting improvements in social interaction and communication skills. One parent shared:

I love that we have no cell phones at school. My daughter says her friends sit around at lunch and actually talk to each other. A lot of kids don't know how to talk to adults, so this is good for them.

## **Finding 2: Consent requirements are confusing and limiting access to SEL, clubs, and health supports.**

Parents and staff consistently described the new “consent complexity” as burdensome, time-consuming, and easy to miss, resulting in delays or denials of counseling, clubs, and basic nursing services. Participants emphasized that families who are busier, less connected to school, or facing language barriers are disproportionately affected, raising concerns about equitable access to essential supports.

Several administrators shared that nurses initially felt exceptionally constrained by the new requirements, even in situations where the law does not actually impose such limits. One principal explained:

“Our nurse is brand new, and she's just shaking her head about not being able to put a Band-Aid on a kid. She has to have the child put it on themselves, even for a minor issue. She's trying to follow every letter of the law, but it's hard to help her navigate that.”

These comments reflect an early misunderstanding in some schools about how the new consent rules apply to routine care. Although later guidance clarified that nurses can provide general first aid, the initial uncertainty shows how quickly confusion can spread when legislation is implemented under tight timelines.

Others noted the extensive work required behind the scenes to ensure compliance. One campus leader reflected,

The start of the year was rough. We had to vet every club, make sure the existing ones were bona fide, and verify they could continue. We only lost one club, but the vetting process was extensive.

Counselors described similar challenges, though some noted unexpected benefits. As one counselor shared,

As much as I despised having to use and track a parent consent form for counseling services, it ended up highlighting a different need. It became clear that most parents don't understand what counselors actually do in a day or throughout the school year. That feedback was important.

**Finding 3: Rapid rollout and unclear guidance produced early chaos and ongoing system fatigue for staff.**

Participants repeatedly referenced rushed implementation, evolving interpretations, and inconsistent campus practices. August and early fall were described as feeling like "COVID-year confusion," with staff spending significant time and emotional energy decoding expectations, redesigning procedures, and trying to avoid compliance mistakes. Many shared that guidance changed rapidly, that details were unclear, and that each week brought new interpretations requiring them to adjust their routines again. One staff member described how overwhelming the volume and timing of new requirements felt at the start of the year:

"At the beginning of the year with all of the surveys, there were so many that were required but they did not seem to go out at the same time. At the receptionist desk, I get a lot of parent feedback, and parents kept saying they didn't know if they had filled the survey out or not."

As one assistant principal explained,

Surveys were hard. I just didn't understand. At the AP meeting this summer, there was so much information, but not the actual nitty-gritty. I kept asking, 'What's the why behind the law?' so I could make sure I was following it. I couldn't get there.

Together, these reflections highlight a central theme: the pressure of implementing multiple complex laws simultaneously created significant instability, leaving staff to navigate ambiguity while trying to maintain smooth operations for students.

**Finding 4: Stakeholders worry about the erosion of whole-child and inclusive supports.**

DWEIC participants and some staff expressed concern that several new laws are perceived to narrow the tools educators can use to support students' social-emotional needs.

Parents emphasized how consent barriers can unintentionally exclude students from the very supports meant to help them. One participant explained,

As far as the parent consent goes, it's been an absolute disaster. Some forms aren't filled out just because families missed them—not because they disagree. We're excluding kids, and we're not providing space for students when they need it. Teachers even hesitate to ask, 'Are you feeling okay?' because they fear getting in trouble. 239

Staff also raised concerns about how the Ten Commandments posting affects cultural inclusivity. A teacher shared, “Our student population has a lot of Indian students. Our concern was how to honor other religions if we had the Ten Commandments up? I would want to put other things up, but I can’t.”

Others pointed to instructional impacts, particularly around book access and digital resources. An assistant principal highlighted the effect of limiting tools like EPIC. “Our students love EPIC, and now we’re holding on that. The biggest impact is that they want to get on and read books they’re interested in.”

## Recommendations

### Local District Recommendations

#### **1. Strengthen and simplify consent systems.**

Streamline consent processes by the start of next school year into a clear, unified, multilingual system so students do not lose access to counseling services, clubs, or health supports due to paperwork barriers.

#### **2. Clarify guidance for routine health support for nurses and administrators.**

Continue to provide consistent, easy-to-understand guidance on what requires consent and what does not to reduce fear-based over-interpretation among staff. Retrain all new staff and re-review at the start of the year.

#### **3. Improve communication and guidance on instructional materials rules by clarifying digital reading options and shifting to platforms that meet current requirements.**

EPIC now limits parental controls to its paid version, which the district does not purchase, making it an inconsistent option for meeting required parental access. The district should partner with Library Services to promote and support a transition to Sora, which already includes parent controls, read-along features, audiobooks, and strong reading-tracking tools. Sora also offers reading challenges, time-on-text data, and badges that can be added to student portfolios and highlighted during student-led conferences.

Teachers see stronger student usage when they model Sora regularly, especially in elementary settings where librarians already introduce the platform. Guiding teachers toward Sora will help ensure students maintain access to high-quality digital texts without placing additional burdens on teachers navigating instructional materials rules.

#### **4. Increase consistency across campuses.**

Continue refining implementation tools and communication cycles to ensure new mandates are applied uniformly, reducing confusion for staff and families where appropriate.

### Board-Level Recommendations for Interim Legislative Priorities

To ground the recommendations that follow, it is essential to situate them within the Board’s existing legislative priorities, which guided LISD’s work during the 89th legislative session. These priorities focus on empowering student learning through flexible curriculum pathways and strengthening special

education funding, supporting and retaining educators through competitive compensation, and fostering meaningful family engagement by ensuring parents have clear access to information and resources. They also emphasize equitable access by calling for increased state investment in public education and opposing measures such as vouchers that divert resources from public schools. Finally, the Board prioritizes safe and innovative learning environments supported by strong mental health services and effective school safety practices. Together, these priorities establish the framework through which LISD partners with lawmakers to support thriving schools and inform the refinement of interim legislative priorities.

## **1. Empowered Student Learning**

### **Curriculum.**

*Maintain:* Continue prioritizing flexibility in curriculum and learning pathways so students can explore interests, access diverse instructional materials, and maintain opportunities for authentic choice.

### **Special Education.**

*Maintain:* Continue prioritizing increased state funding and support for special education services to ensure students with disabilities receive individualized, timely, and compliant services.

## **2. Empowered Staff**

### **Educator Salaries and Retention.**

*Maintain:* Continue prioritizing competitive educator salaries, retention strategies, and workforce stability to support consistent implementation of instruction and new legislative requirements.

*Adjust: Support efforts that expand pay-raise eligibility to all staff, not only those in teacher-designated roles, to promote equity and maintain morale across all employee groups.*

## **3. Impactful Family Engagement**

### **Effective Partnerships.**

*Maintain:* Continue prioritizing strong family–school partnerships and transparent communication.

*Adjust: Encourage statewide improvements to clearer consent requirements, so parental rights are upheld without unintentionally reducing student access.*

### **Voucher Opposition.**

*Maintain:* Continue opposing voucher programs that divert resources from public schools and leave districts with reduced capacity to serve all students.

## **4. Safe and Innovative Learning Environments**

### **School Safety & Mental Health Support.**

*Maintain:* Continue prioritizing school safety and mental health supports by investing in staff, services, and proactive student supports through legislative action.

## Pending LISD Interim Priorities

The Leander ISD community provided input on legislative impacts through survey responses and a new series of listening sessions held across campuses and stakeholder groups. This feedback has been used to inform the Board's development of interim legislative priorities, ensuring they reflect the lived experiences of students, staff, families, and community members as new laws take effect.

Leander ISD remains committed to empowering students in their learning, valuing and supporting staff, and fostering strong partnerships with families, community members, taxpayers, and state leaders. Recognizing that local communities understand their students best, we aim to maintain learning environments that are safe, innovative, and inclusive.

By partnering with legislators and key decision-makers around these interim priorities, the district seeks to protect equitable access to educational opportunities, uphold a strong public education system, and ensure all students have the resources and support necessary to thrive academically, socially, and emotionally.

The following section outlines the Board's interim legislative priorities informed by this community feedback.

### **1. Empowered Student Learning**

**Curriculum.** Curriculum must empower students to explore their interests and craft personalized learning pathways alongside core requirements. Legislative priorities should support bills that preserve flexibility for students to pursue these pathways, fostering a balance between core subjects and individualized learning.

**Special Education.** Special education is a cornerstone of equitable learning, yet persistent challenges hinder the success of students with disabilities. Legislative priorities must focus on increasing funding to ensure every student receives the individualized support they need to thrive academically and socially.

### **2. Empowered Staff**

**Educator Salaries and Retention.** Educator salaries are critical in addressing the ongoing challenges of retention, recruitment, and morale. By valuing educators through fair and competitive pay, we strengthen the education workforce and ensure continuity and stability in our schools, directly benefiting student learning and outcomes. This priority also includes supporting efforts to expand pay-raise eligibility to all staff, not only those in teacher-designated roles, to promote equity and maintain morale across all employee groups.

### **3. Impactful Family Engagement**

**Effective Partnerships.** Building effective partnerships with each student's family is critical

to their success. Parents must have access to information about their child's education and must be encouraged to participate in developing student ownership of learning. Increased state funding for public education is necessary to ensure parents can be offered

the information and resources they need to drive their child's education. This priority also includes encouraging statewide improvements to clearer and more efficient consent requirements, ensuring parental rights are upheld without unintentionally reducing student access to clubs, health services, or other supports.

#### **4. Equitable Access**

Funding from the state. State funding for public education is the cornerstone of equitable access to quality learning opportunities. Underfunding and unfunded mandates strain schools, leading to resource shortages, larger class sizes, and staffing challenges that impact student outcomes. Legislative priorities must include increasing the basic allotment and ensuring equitable resource allocation to address district disparities.

Voucher Opposition. Vouchers pose a significant threat to public education by diverting critical funds away from already underfunded schools. These programs disproportionately benefit a small percentage of families while neglecting the vast majority who rely on public schools. Furthermore, vouchers perpetuate inequities, as private institutions are not required to serve all students, including those with disabilities. There must be a focus on reinvesting in public schools to ensure all students have access to a high-quality, inclusive education rather than pursuing policies that erode public trust and resources.

#### **5. Safe and Innovative Learning Environments**

School Safety & Mental Health Support. Ensuring our students' and staff's safety and mental well-being is foundational to creating effective learning environments. With rising concerns about safety and increasing mental health challenges such as anxiety, depression, and trauma, our schools require targeted legislative support to address these critical issues. Investment in comprehensive mental health resources, proactive safety protocols, and behavioral interventions will safeguard our schools and empower students to thrive academically and emotionally.

Local Responsibility. Legislation should be developed in partnership with local leaders to ensure policies are feasible to implement, fiscally responsible for local taxpayers, and aligned with student outcomes. Local districts have a responsibility to carry out the law effectively—and to do so, they must be included as stakeholders early in the process so the impact on student achievement and operational readiness is fully considered.



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Consider Approval of Leander ISD Interim Legislative Priorities  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Angela Hodges, Ed. D., Area Superintendent  
**Attachments:** Leander ISD Interim Legislative Priorities

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## **Background Information:**

Leander ISD recently convened Legislative Listening Circles to better understand the early impacts of laws enacted during the 89th Legislative Session on students, families, and staff. These sessions were designed to listen and gather feedback to inform the Board as they shape interim legislative priorities, not to engage in advocacy.

Following tonight's Board presentation summarizing the key findings from the 2025–2026 Legislative Listening Circles, the Board may consider the adoption of interim legislative priorities.

## **Administrative Recommendation:**

Administration recommends that the Board approve the Leander ISD Interim Legislative Priorities.

## **Sample Motion:**

I move that the Board approve the Leander ISD Interim Legislative Priorities, as presented.

# Leander ISD Interim Legislative Priorities

The Leander ISD community provided input on legislative impacts through survey responses and a new series of listening sessions held across campuses and stakeholder groups. This feedback has been used to inform the Board's development of interim legislative priorities, ensuring they reflect the lived experiences of students, staff, families, and community members as new laws take effect.

Leander ISD remains committed to empowering students in their learning, valuing and supporting staff, and fostering strong partnerships with families, community members, taxpayers, and state leaders. Recognizing that local communities understand their students best, we aim to maintain learning environments that are safe, innovative, and inclusive.

By partnering with legislators and key decision-makers around these interim priorities, the district seeks to protect equitable access to educational opportunities, uphold a strong public education system, and ensure all students have the resources and support necessary to thrive academically, socially, and emotionally.

**The following section outlines the Board's interim legislative priorities informed by this community feedback.**

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Consider Approval of Bond Oversight Committee Recommendation to Reallocate Bond Funds for the Replacement of Artificial Turf at AC Bible and Monroe Regional Stadiums
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Jeremy Trimble, M. Arch, Chief Operations Officer, Jon Lux, Bond Oversight Committee Chairman
<b>Attachments:</b>	Consider Approval of Bond Oversight Committee Recommendation to Reallocate Bond Funds for the Replacement of Artificial Turf at AC Bible and Monroe Regional Stadiums Presentation

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## **Background Information**

As part of the high school baseball and softball artificial turf installation project, the district realized project savings. Administration is requesting approval for a portion of those savings to be reallocated to replace the existing artificial turf at AC Bible and Monroe Regional Stadiums.

The current artificial turf at both stadiums is approximately 10 years old and has reached the end of its expected service life. While the fields currently pass GMAX (Maximum Gradient) safety testing, several areas are testing close to the maximum allowable threshold. Due to the age and condition of the turf systems, continued degradation is expected, and waiting is not recommended from a safety and risk management perspective.

Replacing the turf during the summer of 2026 would allow the work to be completed prior to the start of the next school year, minimizing disruption to student activities while proactively addressing safety concerns. Artificial turf replacement is a planned lifecycle cost, and utilizing existing bond savings allows the district to address this need without requesting additional bond funding.

On January 13, 2026, the Bond Oversight Committee unanimously approved to reallocate existing bond funds (no new bond issuance) from an available bond funding source ([2023 Bond](#) Project Line Item: Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge) and create a dedicated project line item for stadium artificial turf replacement scope.

## **Administrative Recommendation:**

Administration recommends that the Board approve the Bond Oversight Committee's recommendation to reallocate up to \$1,600,000 from [2023 Bond](#) Project Line Item: Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge to fund the Replacement of Artificial Turf at AC Bible and Monroe Regional Stadiums, and to establish the related bond project line items to complete this work.

## **Sample Motion:**

I move that the Board approve the Bond Oversight Committee's recommendation to reallocate up to \$1,600,000 from [2023 Bond](#) Project Line Item: Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge to new bond project line items for Artificial Turf at AC Bible and Monroe Regional Stadiums.



January 22, 2026

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**Consider Approval of Bond Oversight Committee  
Recommendation to Reallocate Bond Funds for the Replacement  
of Artificial Turf at AC Bible and Monroe Regional Stadiums**

# PURPOSE

Review the Bond Oversight Committee's Recommendation to replace artificial turf at AC Bible and Monroe Regional Stadiums

250



## **Project Recommendation**

**Consider Approval of  
Bond Oversight Committee Recommendation  
to Reallocate Bond Funds for the  
Replacement of Artificial Turf at  
AC Bible and Monroe Regional Stadiums** <sup>251</sup>



## Background

### Purpose:

- Support student safety and program continuity by replacing end-of-life stadium turf at AC Bible and Monroe using available [2023 Bond](#) project savings
- Maintain reliable regional venues for athletics, activities, and community events while avoiding unplanned repairs and disruptions

### Project Scope:

- Reallocate **up to \$1.6M** from the [2023 Bond](#) project line item: **Baseball & Softball Turf (Cedar Park, Leander, Rouse, Vandegrift, Vista Ridge)**
- Replace existing artificial turf systems at **AC Bible Regional Stadium** and **Monroe Regional Stadium** (turf is ~10 years old, at expected service-life end)
- Schedule replacement for **Summer 2026** to minimize impact to student activities

### Benefits:

- Enhanced field performance and reduced risk as turf continues to degrade (several areas are nearing GMAX threshold limits)





## Committee Recommendation

# Bond Oversight Committee Recommendation

The Bond Oversight Committee, during their January 13, 2026 meeting, unanimously approved to reallocate **up to \$1,600,000** from **2023 Bond Project Line Item: Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge** to fund the Replacement of **Artificial Turf at AC Bible and Monroe Regional Stadiums**, and to establish the related bond project line items to complete this work.



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Discussion and Consider Approval of Pfluger Architects for Architectural Design Services Related to the Repurposing of Faubion Elementary School
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Jeremy Trimble, M.Arch, Chief Operations Officer
<b>Attachments:</b>	N/A

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## **Background Information:**

As the District moves forward with planning for repurposing the Faubion campus, following the District's decision to consolidate the campus, Pfluger Architects will support District administration by providing comprehensive architectural services, beginning with programming and analysis to establish the most appropriate campus use based on identified needs (i.e., New Hope High School, Early College High School, Leander Extended Opportunity Center), and continuing through full design services necessary to support construction of the selected program.

The scope of services will include evaluation of existing conditions, program validation, space planning, schematic design, design development, construction documents, and other professional services required to advance the project to construction. This work will assist administration with implementing a permanent, construction-ready solution for the future use of the Faubion campus.

Pfluger Architects was previously selected during the [August 24, 2023, Regular Board Meeting](#) through **RFQ #23004C28 – Construction Professional Services (A/E Pool)** for architectural design and facility master planning services. This project-specific award is issued under that authorization.

A formal agreement outlining the scope of services, schedule, and fee will be executed following approval.

## **Administrative Recommendation:**

Administration recommends that the Board approve Pfluger Architects for the repurposing of Faubion Elementary as part of the [2023 Bond](#) program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts.

## **Sample Motion:**

I move that the Board approve Pfluger Architects for the repurposing of Faubion Elementary as part of the [2023 Bond](#) program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

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

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## **Background Information:**

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

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

In summary, the projections reflect the following:

- Gross revenues are projected at \$465,017,302 before other sources (transfers in). Revenue and other sources **net of recapture** are projected at \$454,384,086.
  - The State aid projection reflects:
    - revenue loss for lower than projected enrollment, which is offset by
    - additional hold harmless funding for over 65 levy adjustments incorporated post budget adoption,
    - adjustments for various allotments, and
    - property value (T2) updates
- Total operating expenditures are projected at \$473,368,332, before transfers out of \$5,000,000.
  - Savings are projected in the areas of payroll, contracted services, supplies, and travel.
- Transfers out to the Health Insurance Fund are estimated at \$5 million.

Current projections show the General Fund to end the year with a fund balance of \$144,918,716, reflecting a deficit of \$13,001,030.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

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

	Original Budget	Current Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
<b>Revenues:</b>					
Taxes Gross (Current & Delinquent	\$ 324,746,587	\$ 324,746,587	\$ 325,637,682	\$ 891,095	
Taxes (P&I)	800,000	800,000	700,000	(100,000)	
Other Local	14,835,000	14,843,138	14,637,000	(206,138)	
State - ASF & FSF	88,096,013	88,096,013	92,372,436	4,276,423	Enrollment loss offset by addl hold harmless funding for Over 65, various allotments, and PV (T2) updates
State - Other	27,175,184	27,175,184	27,175,184	-	
Federal	4,995,000	4,995,000	4,495,000	(500,000)	Indirect costs
<b>Total Revenues</b>	<b>\$ 460,647,784</b>	<b>\$ 460,655,922</b>	<b>\$ 465,017,302</b>	<b>\$ 4,361,380</b>	
<b>Expenditures:</b>					
Payroll Costs	\$ 415,351,843	\$ 415,393,080	\$ 410,904,793	\$ 4,488,287	Vacancies due to lower enrollment, unfilled positions
Contracted Services	16,281,601	18,496,442	\$ 15,654,047	2,842,395	Rolled POs; Availability of grant funds
Utilities	10,365,070	10,383,108	\$ 10,381,408	1,700	
Supplies and Materials	19,334,351	19,765,186	\$ 15,926,217	3,838,969	Anticipated savings
Other Operating Costs	7,604,389	7,568,771	\$ 6,078,279	1,490,492	Anticipated savings
Debt Service	501,756	501,756	\$ 1,566,982	(1,065,226)	Increase due to <b>recoding</b> of subscription-based information technology arrangements
Capital Outlay	751,766	1,874,293	\$ 1,873,390	903	
<b>Recapture</b>	<b>11,039,386</b>	<b>11,039,386</b>	<b>10,983,216</b>	<b>56,170</b>	
<b>Total Expenditures</b>	<b>\$ 481,230,162</b>	<b>\$ 485,022,021</b>	<b>\$ 473,368,332</b>	<b>\$ 11,653,689</b>	
<b>Net Operating Results</b>	<b>\$ (20,582,378)</b>	<b>\$ (24,366,099)</b>	<b>\$ (8,351,030)</b>	<b>\$ 16,015,069</b>	
Other Sources	350,000	350,000	350,000	-	
Transfers Out - Other	-	-	-	-	
Transfers Out - Health Insurance	-	-	(5,000,000)	5,000,000	Transfer of \$2 million in December 2025 to the health insurance fund; anticipate the need for additional funds
<b>Net Change to Fund Balance</b>	<b>\$ (20,232,378)</b>	<b>\$ (24,016,099)</b>	<b>\$ (13,001,030)</b>		
<b>Beginning Fund Balance July 1</b>	<b>157,919,746</b>	<b>157,919,746</b>	<b>157,919,746</b>		
<b>Estimated Ending Fund Balance</b>	<b>\$ 137,687,368</b>	<b>\$ 133,903,647</b>	<b>\$ 144,918,716</b>	<sup>257</sup>	

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

<b>Agenda Item:</b>	Discussion and Consider Approval of the 2026-2027 Budget Assumptions
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape, Ed.D., CPA, Chief Financial Officer
<b>Attachments:</b>	2026-2027 Budget Assumptions Presentation ( <i>Uploaded to BoardBook 01-21-26</i> ) 2026-2027 Proposed Budget Assumptions

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## **Background Information:**

Attached for Board approval in January are the budget assumptions that will be used as a starting point in building the 2026-2027 budget. A projected 2026-2027 budget was prepared using these assumptions and is reflected in the presentation. The 2026-2027 Budget Projection will be updated throughout the budget process as better information is received, with updates presented to the Board. A multi-year Budget Projection will be provided during the budget process as more detailed information is obtained.

The Proposed Assumptions document provides a comprehensive list of the key assumptions for 2026-2027, which includes:

- Student enrollment of 41,841; projected growth model (not PreK adjusted)
- Average daily attendance rate of 94.125%
- Property value growth based on 3%
- \$1 million for Texas Association of School Boards (TASB) pay study adjustments
- Budget payroll at 98%
- Funds to open the Early Childhood Center in 2026-27
- Funds to continue building out the LISD police department
- Maintenance & Operations (M&O) tax rate of \$.7569 and Interest & Sinking (I&S) tax rate of \$.3300
- Budget parameter of 1.5%

State revenues are calculated under the current formula provisions, and enrollment numbers are based on Population & Survey Analysts (PASA's) **2026-2027** projected growth scenario.

The budgets for the Child Nutrition Fund and Debt Service Fund will also be developed during the budget process and presented to the Board at a later date.

## **Administrative Recommendation:**

Administration recommends that the Board of Trustees approve the 2026-2027 Proposed Assumptions to be used in developing the preliminary General Fund budget for 2026-2027 covering all estimated revenues and proposed expenditures.

## **Sample Motion:**

I move that the Board of Trustees approve the 2026-2027 Proposed Assumptions to be used in preparing the preliminary General Fund budget for 2026-2027 covering all estimated revenues and proposed expenditures, as presented.



January 22, 2026

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# **Discussion and Consider Approval of the 2026-27 Budget Assumptions**

# PURPOSE

**Provide information, context and rationale to support Administration's recommended budget assumptions for the development of the 2026-2027 baseline budget**

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## Topics for Board Consideration



**Impact of Student Enrollment Projection on Deficit**

**Impact of Including a Pay Increase at this time**

**Budget Parameter/Payroll Savings Assumptions**

**Revisit Assumptions at March 26, 2026 Board Meeting**

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# **2026-2027 Budget Projection Review/Update**

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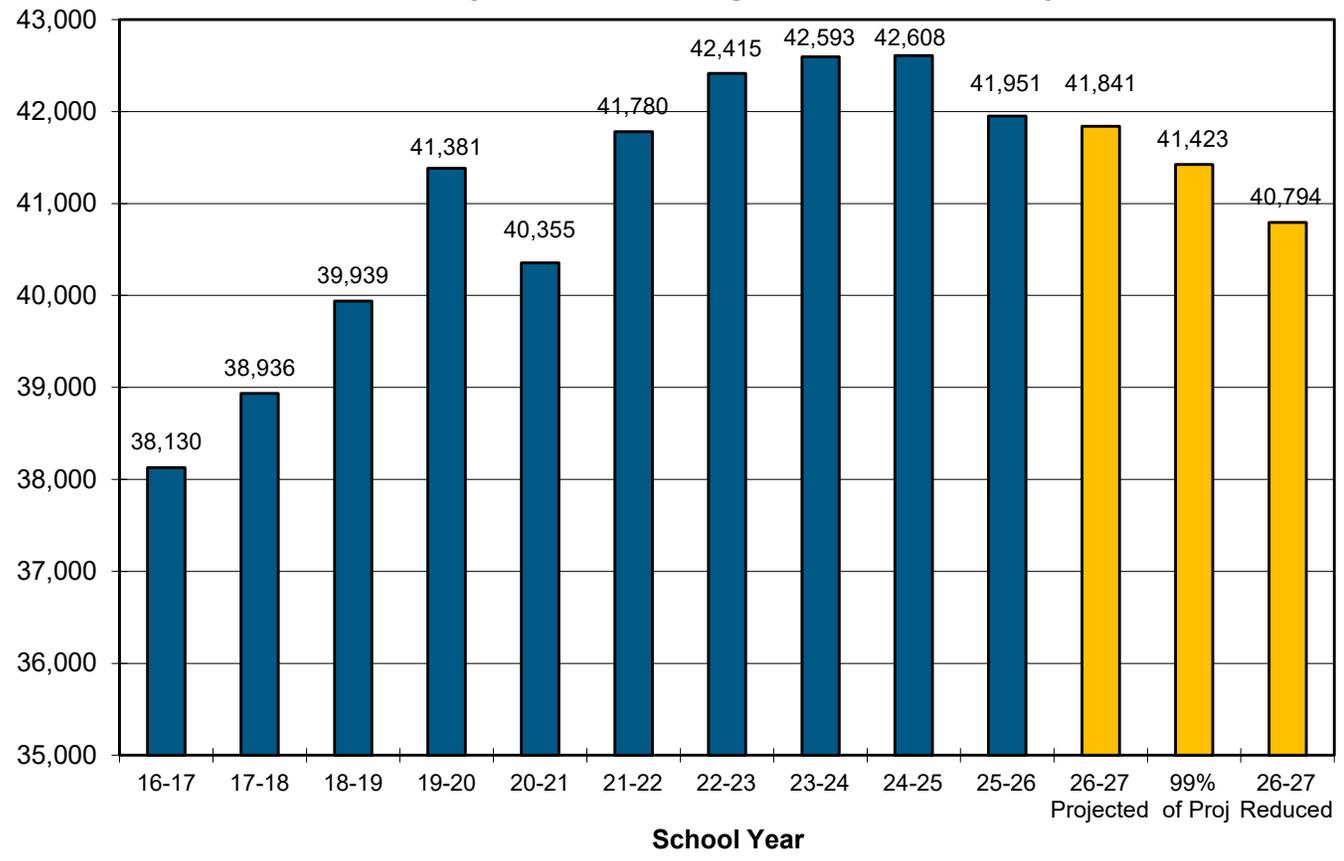
Discussion and Consider Approval of the 2026-27 Budget Assumptions

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# Enrollment History and Projections

Enrollment History 2016-17 through 2025-26 and Projected 2026-27



School Year	Enrollment	% Change	Change in Enrollment
16-17	38,130	2.87%	1,062
17-18	38,936	2.11%	806
18-19	39,939	2.58%	1,003
19-20	41,381	3.61%	1,442
20-21	40,355	-2.48%	-1,026
21-22	41,780	3.53%	1,425
22-23	42,415	1.52%	635
23-24	42,593	0.42%	178
24-25	42,608	0.04%	15
25-26	41,951	-1.54%	-657
26-27	41,841	-0.26%	-110
Projected 99% of Proj	41,423	-1.26%	-528
Reduced	40,794	-2.76%	-1,157

\* 16-17 - 23-24 from Texas Academic Performance Report; 24-25 and 25-26 PEIMS, 26-27 PASA Projection, 99% of Proj and Reduced Growth



# 2026-2027 Budget Projections

	2026-2027 Projected	2026-2027 99% of Proj Growth	2026-2027 Reduced Growth
<b>PROJECTED ENROLLMENT</b>	<b>41,841</b>	<b>41,423</b>	<b>40,794</b>
<b>REVENUE:</b>			
State Revenue	\$ 117,124,438	\$ 114,290,772	\$ 111,405,938
Local Revenue	345,124,036	345,124,036	345,124,036
Federal Revenue	4,495,000	4,495,000	4,495,000
<b>TOTAL ESTIMATED REVENUES:</b>	<b>\$ 466,743,474</b>	<b>\$ 463,909,808</b>	<b>\$ 461,024,974</b>
<b>EXPENDITURES:</b>			
Payroll	\$ 420,690,815	\$ 420,690,815	\$ 420,690,815
Contracted Services	16,281,601	16,281,601	16,281,601
Utilities	10,572,371	10,572,371	10,572,371
Supplies	19,334,351	19,334,351	19,334,351
Travel/Misc.	7,604,389	7,604,389	7,604,389
Debt Service	500,000	500,000	500,000
Capital Outlay	100,000	100,000	100,000
New Campus Operating Costs	170,000	170,000	170,000
Recapture	11,415,810	11,527,868	11,716,346
<b>TOTAL OPERATING AND PAYROLL EXPENDITURES:</b>	<b>\$ 486,669,337</b>	<b>\$ 486,781,395</b>	<b>\$ 486,969,873</b>
<b>RESULTS FROM OPERATIONS:</b>	<b>\$ (19,925,863)</b>	<b>\$ (22,871,587)</b>	<b>\$ (25,944,899)</b>
<b>TOTAL TRANSFERS IN/OUT:</b>	<b>\$ 350,000</b>	<b>\$ 350,000</b>	<b>\$ 350,000</b>
<b>TOTAL SURPLUS/DEFICIT FOR ADOPTION:</b>	<b>\$ (19,575,863)</b>	<b>\$ (22,521,587)</b>	<b>\$ (25,594,899)</b>
<b>BUDGET PARAMETER</b>			
Budget Deficit Threshold - 1.5%	6,829,915	6,785,729	6,739,629
<b>Deficit (Exceeding)/Within Budget Parameter</b>	<b>\$ (12,745,948)</b>	<b>\$ (15,735,858)</b>	<b>\$ (18,855,270)</b>
<b>FUND BALANCE</b>			
Beginning Fund Balance	\$ 142,113,056	\$ 142,113,056	\$ 142,113,056
Net Change in Fund Balance	\$ (19,575,863)	\$ (22,521,587)	\$ (25,594,899)
Ending Fund Balance	<u>\$ 122,537,192</u>	<u>\$ 119,591,468</u>	<u>\$ 116,518,156</u>

This is based on 99% of projected growth, resulting in a deficit of <sup>264</sup> \$15.7 million

Targeted Amount to Meet Budget Parameter



## Budget Considerations and Fiscal Levers



### All Identified Potential Reductions:

<b>Central Office Reductions</b>	<b>\$1.4 million + (identified &amp; committed)</b>
<b>Elementary School Potential Reductions</b>	<b>\$3.1 million (identified)</b>
<b>Middle School Potential Reductions</b>	<b>\$5.6 million (identified)</b>
<b>High School Potential Reductions</b>	<b>\$7.0 million (identified)</b>
<b>Total</b>	<b>\$17.1 million (identified)</b>

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## 2026-2027 Identified Reductions



**To date, finalized reductions total \$6.8 million out of the identified \$17.1 million**

### **Remaining reductions to be considered:**

- **Evaluate efficiency of programs at the Elementary School (ES) and/or Middle School (MS) level**
- **Increase class sizes at the ES, MS and/or High School (HS) levels**
- **Reduce or eliminate Professional Learning Community (PLC) periods at MS and/or HS to recover instructional time and reduce staffing demands**
- **Modify the Master Schedule at HS**

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## 25-26 Budget Reductions Compared to 26-27 Reductions Being Actively Considered

Reductions Being Actively Considered	2025-26	2026-27
Central Office	(\$3,000,000)	(\$1,400,000+)
Elementary Campus Consolidation & Staffing Adjustments for Low-Enrolled Campuses	(\$0)	(\$2,800,000)
Elementary	(\$3,700,000)*	(\$1,900,000)
Middle School	(\$3,900,000)	(\$733,000)
High School	(\$4,400,000)	TBD
<b>TOTAL CAMPUS</b>	<b>\$12,000,000</b>	<b>\$5,433,000</b>
<b>TOTAL REDUCTIONS ACTIVELY CONSIDERED</b>	<b>\$15,000,000</b>	<b>\$6,833,000</b>

\* Includes staffing based on reduced growth totaling \$2 million

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# 2026-2027 Budget Scenarios

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Discussion and Consider Approval of the 2026-27 Budget Assumptions

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## Impact of 2% Pay Increase for all Employees

	Budget Lever Included	Impact on Projected Deficit	Impact on 99% of Proj Deficit	Impact on Reduced Deficit
<b>Deficit above 1.5% Budget Parameter</b>		<b>\$(12,745,948)</b>	<b>\$(15,735,858)</b>	<b>\$(18,855,270)</b>
<b>Revenue Generators (actively considering):</b>				
Special Education Allotment Adjustments	1,000,000	(11,745,948)	(14,735,858)	(17,855,270)
<b>Decreases in Expenditures (actively considering):</b>				
Central Office Reductions	(1,400,000)	(10,345,948)	(13,335,858)	(16,455,270)
Consolidate FAU; low enrolled campus staffing adj	(2,800,000)	(7,545,948)	(10,535,858)	(13,655,270)
ES Reductions	(1,900,000)	(5,645,948)	(8,635,858)	(11,755,270)
MS Reductions	(733,000)	(4,912,948)	(7,902,858)	(11,022,270)
HS Reductions	-	(4,912,948)	(7,902,858)	(11,022,270)
<b>Pay Increase Estimates:</b>				
2% Pay Increase for all Staff	6,800,000	(11,712,948)	(14,702,858)	(17,822,270)
<b>Remaining Identified Reductions:</b>				
ES Reductions	(1,200,000)	(10,512,948)	(13,502,858)	(16,622,270)
MS Reductions	(4,867,000)	(5,645,948)	(8,635,858)	(11,755,270)
HS Reductions	(7,000,000)	1,354,052	(1,635,858)	(4,755,270)
<b>DEFICIT (EXCEEDING)/WITHIN BUDGET PARAMETER</b>		<b>\$ 1,354,052</b>	<b>\$ (1,635,858)</b>	<b>\$ (4,755,270)</b>

Targeted Amount to Meet 1.5% Parameter

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Provided at January 8 Workshop. Current reality utilizing proposed assumptions and including reductions being actively considered. Result in the need to identify \$5 million dollars.

This is not a hierarchy for recommended reductions



## Impact of 1% Pay Increase to all Employees

	Budget Lever Included	Impact on Projected Deficit	Impact on 99% of Proj Deficit	Impact on Reduced Deficit
<b>Deficit above 1.5% Budget Parameter</b>		<b>\$(12,745,948)</b>	<b>\$(15,735,858)</b>	<b>\$ (18,855,270)</b>
<b>Revenue Generators (actively considering):</b>				
Special Education Allotment Adjustments	1,000,000	(11,745,948)	(14,735,858)	(17,855,270)
<b>Decreases in Expenditures (actively considering):</b>				
Central Office Reductions	(1,400,000)	(10,345,948)	(13,335,858)	(16,455,270)
Consolidate FAU; low enrolled campus staffing adj	(2,800,000)	(7,545,948)	(10,535,858)	(13,655,270)
ES Reductions	(1,900,000)	(5,645,948)	(8,635,858)	(11,755,270)
MS Reductions	(733,000)	(4,912,948)	(7,902,858)	(11,022,270)
HS Reductions	-	(4,912,948)	(7,902,858)	(11,022,270)
<b>REMAINING DEFICIT:</b>		<b>(4,912,948)</b>	<b>(7,902,858)</b>	<b>(11,022,270)</b>
<b>Pay Increase Estimates:</b>				
1% Pay Increase for all Staff	3,400,000	(8,312,948)	(11,302,858)	(14,422,270)
<b>Remaining Identified Reductions:</b>				
<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> <b>This is not a hierarchy for recommended reductions</b> </div>	ES Reductions	(1,200,000)	(7,112,948)	(10,102,858)
	MS Reductions	(4,867,000)	(2,245,948)	(5,235,858)
	HS Reductions	(7,000,000)	4,754,052	1,764,142
<b>REMAINING DEFICIT:</b>		<b>\$ 4,754,052</b>	<b>\$ 1,764,142</b>	<b>\$ (1,355,270)</b>

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## Impact of 2% Pay Increase for Employees Not Eligible for Teacher Retention Allotment (TRA)

	Budget Lever Included	Impact on Projected Deficit	Impact on 99% of Proj Deficit	Impact on Reduced Deficit
<b>Deficit above 1.5% Budget Parameter</b>		<b>\$(12,745,948)</b>	<b>\$(15,735,858)</b>	<b>\$ (18,855,270)</b>
<b>Revenue Generators (actively considering):</b>				
Special Education Allotment Adjustments	1,000,000	(11,745,948)	(14,735,858)	(17,855,270)
<b>Decreases in Expenditures (actively considering):</b>				
Central Office Reductions	(1,400,000)	(10,345,948)	(13,335,858)	(16,455,270)
Consolidate FAU; low enrolled campus staffing adj	(2,800,000)	(7,545,948)	(10,535,858)	(13,655,270)
ES Reductions	(1,900,000)	(5,645,948)	(8,635,858)	(11,755,270)
MS Reductions	(733,000)	(4,912,948)	(7,902,858)	(11,022,270)
HS Reductions	-	(4,912,948)	(7,902,858)	(11,022,270)
<b>REMAINING DEFICIT:</b>		<b>(4,912,948)</b>	<b>(7,902,858)</b>	<b>(11,022,270)</b>
<b>Pay Increase Estimates:</b>				
2% Pay Increase for Staff Not Receiving TRA	2,800,000	(7,712,948)	(10,702,858)	(13,822,270)
<b>Remaining Identified Reductions:</b>				
<b>This is not a hierarchy for recommended reductions</b>	ES Reductions	(1,200,000)	(6,512,948)	(9,502,858)
	MS Reductions	(4,867,000)	(1,645,948)	(4,635,858)
	HS Reductions	(7,000,000)	5,354,052	2,364,142
<b>REMAINING DEFICIT:</b>		<b>\$ 5,354,052</b>	<b>\$ 2,364,142</b>	<b>\$ (755,270)</b>



## Impact of 1% Pay Increase for Employees Not Eligible for Teacher Retention Allotment (TRA)

	Budget Lever Included	Impact on Projected Deficit	Impact on 99% of Proj Deficit	Impact on Reduced Deficit
<b>Deficit above 1.5% Budget Parameter</b>		<b>\$(12,745,948)</b>	<b>\$(15,735,858)</b>	<b>\$ (18,855,270)</b>
<b>Revenue Generators (actively considering):</b>				
Special Education Allotment Adjustments	1,000,000	(11,745,948)	(14,735,858)	(17,855,270)
<b>Decreases in Expenditures (actively considering):</b>				
Central Office Reductions	(1,400,000)	(10,345,948)	(13,335,858)	(16,455,270)
Consolidate FAU; low enrolled campus staffing adj	(2,800,000)	(7,545,948)	(10,535,858)	(13,655,270)
ES Reductions	(1,900,000)	(5,645,948)	(8,635,858)	(11,755,270)
MS Reductions	(733,000)	(4,912,948)	(7,902,858)	(11,022,270)
HS Reductions	-	(4,912,948)	(7,902,858)	(11,022,270)
<b>REMAINING DEFICIT:</b>		<b>(4,912,948)</b>	<b>(7,902,858)</b>	<b>(11,022,270)</b>
<b>Pay Increase Estimates:</b>				
1% Pay Increase for Staff Not Receiving TRA	1,400,000	(6,312,948)	(9,302,858)	(12,422,270)
<b>Remaining Identified Reductions:</b>				
<b>This is not a hierarchy for recommended reductions</b>	ES Reductions	(1,200,000)	(5,112,948)	(8,102,858)
	MS Reductions	(4,867,000)	(245,948)	(3,235,858)
	HS Reductions	(7,000,000)	6,754,052	3,764,142
<b>REMAINING DEFICIT:</b>		<b>\$ 6,754,052</b>	<b>\$ 3,764,142</b>	<b>\$ 644,730</b>

# Key Budget Assumptions and Support for Recommendations

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## 2026-2027 Key Budget Assumptions



### Enrollment Assumption: Projected Enrollment of 41,841

- PASA has addressed the enrollment decline and recalibrated its baseline based on current reality
- Budget is built conservatively to mitigate financial risk should enrollment trend lower<sup>274</sup>

### Pay Increase Assumption: No Pay Increase included at this time

- Avoids premature reductions and unnecessary concern among staff and community
- Administration remains committed to continuously evaluating the capacity of the budget and will recommend a pay increase if/when it becomes feasible

## 2026-2027 Key Budget Assumptions



### **Health Insurance Contribution Assumption: No Increase to the Employer Contribution**

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- Options and alternatives are being developed for future consideration

### **Budget Parameter Assumption: 1.5% of Estimated Revenue** **Payroll Savings Assumption: Budgeting Payroll at 98%**

- To be closely monitored against projected 2025–2026 actuals
- Adjustments may be considered as true revenues and expenditures are realized

# March 26, 2026 Budget Workshop

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Discussion and Consider Approval of the 2026-27 Budget Assumptions

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## March 26, 2026 Board Workshop



### Key Updates for the Board

- **Receipt of Texas Education Agency (TEA) hold harmless determination**
- **Update on 2025-2026 Budget Projections**
- **Estimated increase in CTE revenue for 2026-2027**
- **Potential revenue increases from open enrollment, facility rentals, and advertising**
- **Pre-K HUB locations for 2026-2027**

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## Key Updates for the Board



### Key Updates for the Board

- **2026-2027 staffing allocations based on projected enrollment and staffing ratios**
- **Confirmed information and amounts related to reductions for 2026-2027**
- **Update on healthcare**
- **Update on Federal Funds**
- **Update on pay increase scenarios and associated costs**
- **Updated 3-year projection**

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## Topics for Board Consideration



**Impact of Student Enrollment Projection on Deficit**

**Impact of Including a Pay Increase at this time**

**Budget Parameter/Payroll Savings Assumptions**

**Revisit Assumptions at March 26, 2026 Board Meeting**

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# DISCUSSION



**LEANDER INDEPENDENT SCHOOL DISTRICT  
2026-2027 BUDGET ASSUMPTIONS**

DATA ELEMENT	ASSUMPTION	ENROLLMENT PROJECTIONS	
		26-27 PASA for Staffing	26-27 PASA for Funding
		<b>-0.26%</b>	<b>-0.29%</b>
<b>Student Enrollment:</b>	PASA Enrollment Projection (less Pre-k and zero eligibility students)	40,426	40,284
	Pre-k projection (funding based on 1/2 day)	1,415	708
	Student enrollment projection for staffing/revenue estimates	41,841	40,992
<b>Budget Parameter:</b>			1.50%
<b>Avg Daily Attendance Rate:</b>	Based on attendance initiative		94.125%
<b>Property Values:</b>	Projected growth over prior year LOCAL values		3%
<b>Property Tax Collection Rate:</b>	Projected rate of collection on tax levy		98.5%
<b>Staff Pay Increase:</b>	Overall pay increase to all staff (Administrative Recommendation)		0%
<b>Campus Allocations:</b>	Maintain weighted per student allocations		
<b>Positions tied to student enrollment projections:</b>			
	Staffing formulas; PreKindergarten-12		TBD
	New positions for special education		TBD
<b>New School Allocations:</b>	Salaries for the Early Childhood Center		\$ 1,105,556
<b>Other Staffing Increases:</b>			
	Adjustments due to pay study		\$ 1,000,000
	New position requests (outside of formula)		\$ 1,600,973
<b>Employee Benefits:</b>	Increase contribution towards insurance premiums; Eliminate transfers out for health insurance		\$ -
<b>Portables:</b>	Portables to house students at campuses over capacity		\$ -
<b>Budgeting Practices:</b>	Budget payroll at 98%		\$ (7,600,000)
		<b>2025 Tax Rate</b>	<b>2026 Tax Rate</b>
<b>Tax Rate:</b>	M&O rate ESTIMATE with additional compression under HB3	\$ 0.6169	\$ 0.6169
	Golden pennies	0.0800	0.0800
	Copper pennies	0.0600	0.0600
	I & S rate	0.3300	0.3300
	<i>Actual/Projected Tax Rate</i>	\$ 1.0869	\$ 1.0869

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Discussion and Consider Approval of a Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) Board of Directors

**Purpose:**  Discussion Item/Report Only  Action Requested

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

**Attachments:** Travis Central Appraisal District (TCAD) Resolution

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## **Background Information:**

Leander ISD received a [letter from Travis Central Appraisal District \(TCAD\)](#) advising the district of two recent resignations on their Board of Directors, with both appointed positions having a term ending December 31, 2027.

[Section 6.0301 of the Texas Property Tax Code](#) provides the requirements for filling vacant positions on the TCAD Board of Directors. Each taxing entity entitled to vote on the Board of Directors may nominate by resolution two (2) individuals to fill the vacancy on the TCAD Board. The resolutions must be received within 45 days of the notice to the taxing entities of the vacancy. All nominations received timely will then be provided to the TCAD Board of Directors to fill the vacancy from the list of nominees.

<b>ACTION:</b>	<b>DUE DATE:</b>
Chief Appraiser notifies taxing unit of vacancy	Dated: December 29, 2025
Taxing units nominates candidate(s) by Resolution	LISD: January 22, 2026, or February 5, 2026
Resolution and candidate resume due to Chief Appraiser	LISD: No later than February 12, 2026

## **Administrative Recommendation:**

Administration recommends the Board of Trustees approve the Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) Board of Directors indicating a nomination for \_\_\_\_\_.

## **Sample Motion:**

Administration recommends the Board of Trustees approve the Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) Board of Directors indicating a nomination for \_\_\_\_\_.

RESOLUTION NO.

A RESOLUTION OF THE LEANDER INDEPENDENT SCHOOL DISTRICT NOMINATING  
A INDIVIDUAL(S) TO THE TRAVIS CENTRAL APPRAISAL DISTRICT BOARD OF  
DIRECTORS.

WHEREAS, Section 6.03 (f) of the Property Tax Code provides for the governing body of  
taxing units to nominate individuals for each position to be filled on the Travis Central Appraisal  
District Board of Directors, and

WHEREAS, the Leander Independent School District  
(Entity)

Wishes to nominate the individual(s) below:

- \_\_\_\_\_

- \_\_\_\_\_

NOW THEREFORE BE IT RESOLVED BY THE LEANDER ISD BOARD OF TRUSTEES,  
(Governing Body)  
that the Leander Independent School District hereby nominates the Individual listed above for the  
(Entity)  
Travis Central Appraisal District Board of Directors.

RESOLVED this 22<sup>nd</sup> day of January, 2026.

Signed \_\_\_\_\_  
Presiding Officer, Anna Smith, Leander ISD Board of  
Trustees President

Attest: \_\_\_\_\_  
Sade Fashokun, Leander ISD Board of Trustees Vice  
President

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, January 22, 2026

**Agenda Item:** Discussion of Districtwide Intruder Detection Audit Report Findings  
**Purpose:**  Discussion Item/Report Only       Action Requested  
**Administrator Responsible:** Miguel Escobedo, Director of Emergency Management; Nick Short, Coordinator Security Management  
**Attachments:** N/A

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## **Background Information:**

This agenda item is to acknowledge and discuss the Texas School Safety Center Intruder Detection Audits that were recently conducted at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. These audits, conducted as part of Governor Abbott's school safety directives for all school systems following the tragedy in Uvalde, seek to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff. We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information with the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A