



**Regular Meeting Agenda  
Thursday, February 19, 2026  
Linda Lippe Instructional Materials Center  
1775 W New Hope Drive  
B1001.01 and B1001.02  
Cedar Park, Texas 78613  
6:15 PM**

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

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

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

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

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on February 11, 2026, at 3:42 PM.

**A Revised Notice of this meeting was posted in compliance with the Texas Open Meetings Act on February 17, 2026, at 10:29 AM.**

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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: Mason Elementary School

**4. CITIZEN COMMENTS**

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

**5. CONSENT AGENDA**

- A. Consider Adoption of Employee Contract Wording 3
- B. Consider Adoption of Local Policies CAA, CDA, CQB, DEC, DH, EEP, EHB, FFF, and GKA 53
- C. Consider Approval of List of Positions Eligible for Non-Chapter 21 Contracts 79
- D. Consider Approval of Minutes of Regular and Called Board Meetings 81
- E. Consider Approval of Remote Homebound Waiver 85

**6. SUPERINTENDENT'S REPORT 86**

- A. Empowered Student Learning 1

B. Empowered Staff Learning	
C. Safe and Innovative Learning Environments	
<b>7. DISCUSSION / ACTION ITEMS</b>	
A. STUDENT EXPERIENCE	
1. Discussion of the School Health Advisory Council's Recommendation of Healthy Relationships and Sex Education Curriculum for 18+ Students	93
2. Consider Approval of the 2026-2027 Academic Calendar and Acceptance of the 2027-2028 Proposed Academic Calendar	106
B. GOVERNANCE	
1. Discussion of Board Priorities	118
C. OPERATIONS	
1. District Facilities Modernization Overview and Leander High School Phase 2 Master Plan – Design Update	185
2. Consider Approval of the Designation of an Alternate Approver for Texas Education Agency (TEA) Login Access	249
3. Discussion of 2025-2026 Budget Projections	250
4. Consider Approval of Fiscal Year (FY) 26 Budget Amendment - #7	252
<b>8. CLOSED SESSION</b>	
A. Texas Government Code 551.071: consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
D. Texas Government Code 551.074: Superintendent Employment	
<b>9. BOARD MEETING DEBRIEF</b>	
<b>10. 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, February 19, 2026

<b>Agenda Item:</b>	Consider Adoption of Employee Contract Wording
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Rachel Mackey, M.Ed., Chief Human Resources Officer
<b>Attachments:</b>	Probationary Contract - <i>Tracked Changes</i> Probationary Contract - <i>Final Version</i> Dual-Assignment Probationary Contract - <i>Tracked Changes</i> Dual-Assignment Probationary Contract - <i>Final Version</i> Term Contract - <i>Tracked Changes</i> Term Contract - <i>Final Version</i> Dual-Assignment Term Contract- <i>Tracked Changes</i> Dual-Assignment Term Contract - <i>Final Version</i> One-Year Contract: Non-Chapter 21- <i>Tracked Changes</i> One-Year Contract: Non-Chapter 21 - <i>Final Version</i>

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## **Background Information:**

Each year, in collaboration with Leander ISD's attorney and the Texas Association of School Boards (TASB), Leander ISD's employee contracts are reviewed.

At this time, we are making minor changes to certain sections of the Chapter 21 teacher/administrator contracts to align with the recommended wording in the TASB Model Contracts. These changes do not change the meaning of the contracts.

The specific changes are:

- Separating probationary and term contracts from dual assignment probationary and term contracts
  - These were previously combined and caused confusion for those who are not on dual assignments. Dual assignment contracts are for employees in secondary teacher/athletic coaching roles.
- Removal of the Leander Writes language from the contract
  - This remains an expectation for secondary ELA teachers, but does not apply to other teachers, so it will be handled in alignment with other professional development expectations.

No other changes are being requested to the contract wording for the 2026-2027 school year.

## **Administrative Recommendation:**

Administration recommends the Board adopt the wording of the Chapter 21 Probationary, Chapter 21 Dual Assignment Probationary, Term, Dual Assignment Term, and Non-Chapter 21 contracts for the 2026-27 school year, as presented.

## **Sample Motion:**

I move the Board adopt the wording of the Chapter 21 Probationary, Chapter 21 Dual Assignment Probationary, Term, Dual Assignment Term, and Non-Chapter 21 contracts for the 2026-27 school year, as presented.

**PROBATIONARY CONTRACT**  
**Leander Independent School District**

Date given Employee\_\_\_\_\_

Date returned by Employee\_\_\_\_\_

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ **<EMPLOYEE>** (you) as a, **<PROF\_STATUS>** (position).
2. **Term.** You will be employed on a **<CALNUM>** -month basis for the **20\_\_-20\_\_** school year, according to the hours and dates set by the District as they exist, or may hereafter be amended.  
~~2.1 **Term for Dual-Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph 2 and to continue to work after the end date specified in paragraph 2. Your compensation under paragraph 6.1 includes pay for this additional work.~~
3. **Credentials and Criminal History Review.**
  - 3.1 **Certification and Licensure Requirement.** You agree to provide, before your start date under this Contract, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit, or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 **Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
4. **Representations.**
  - 4.1 **Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL)..

**4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period specified in Board policy, or within three calendar days if no time period is specified.

**4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

## **5. Duties.**

**5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.

**5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. ~~In addition, you agree to comply with all applicable rules of the University Interscholastic League.~~

**5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in responsibilities and duties, at any time during this Contract.

**5.4 Supplemental Duty.** A *supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of, or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.

~~**5.5 Dual Assignment.** The term *supplemental duty* does not include your dual assignment under this Contract. This Contract constitutes a unified agreement for both your positions set forth in paragraph 1 District action under this Contract concerning either position shall constitute the same action for the other position. You may not continue employment in one position without continuing employment in both positions, and you may not resign one position without resigning both.~~

## **6. Compensation.**

- 6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for any assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.
- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work schedule specified in paragraph 1.
- 6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.
- 6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.
- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

**7. Other Provisions.**

- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.
- ~~**7.3 Addenda.** This Contract includes the following addendum if you are assigned to teach English and/or Reading in grades 6 through 12:~~

~~7.3.1 Addendum A. Categories of employees for purposes of this addendum:~~

~~7.3.1.1 Category A. A Probationary Contract Employee who has not served at least five of the preceding eight years in public education before being employed by the District shall be Probationary for the duration of this Contract, and for each additional year, if any, up to three full years of employment with the District, unless during the third year of the Probationary Contract the Board determines that it is doubtful whether the Employee should be given a term contract. In that event, the Employee shall serve a fourth year under a Probationary Contract.~~

~~7.3.1.2 Category B. A Probationary Contract Employee who has served at least five of the preceding eight years in public education before being employed by the District shall be Probationary for the duration of this Contract, or up to one full year of employment with the District.~~

~~7.3.1.3 Category C. Term contract employees who after their initial employment have been reassigned to teach English and/or Reading in grades 6 through 12.~~

~~7.3.2 Conditions. On or before March 1 of the Employee's third year of employment with the District, an Employee assigned to teach English and/or Reading in Grades 6 through 12 must provide written verification of completion of specialized training made up of the Leander ISD Writing Institute, or an equivalent affiliated program approved by the Secondary Language Arts Coordinator.~~

~~7.3.2.1 Category A. Probationary Contract Employee, as defined in Section 3 of this Contract, failure to complete this requirement within the specified time period shall be the basis for nonrenewal or termination of employment effective at the end of the Contract based on the best interests of the District.~~

~~7.3.2.2 Category B. Probationary Contract Employee, the specialized training requirement shall serve as a special condition of the Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with Board policy DFBB.~~

~~7.3.2.3 Category C. Term Contract Employee, the specialized training requirement shall serve as a special condition of the~~

~~Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with Board policy DFBB.~~

**8. Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.

**9. Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, Chapter 21, if the Board determines that the termination of your contract at the end of the contract period will serve the best interests of the District, or if the Board determines good cause or financial exigency. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date. (See Texas Education Code §21.105).

**10. General Provisions.**

**10.1 Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.

**10.2 Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.

**10.3 Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.

**10.4 Applicable Law.** Texas law shall govern construction of this Contract.

**11. Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.

**12. Expiration of Offer.** This offer of employment Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**PROBATIONARY CONTRACT**  
**Leander Independent School District**

Date given Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the "District") agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
2. **Term.** You will be employed on a <CALNUM> -month basis for the 20\_\_-20\_\_ school year, according to the hours and dates set by the District as they exist, or may hereafter be amended.
3. **Credentials and Criminal History Review.**
  - 3.1 **Certification and Licensure Requirement.** You agree to provide, before your start date under this Contract, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit, or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 **Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
4. **Representations.**
  - 4.1 **Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL)..
  - 4.2 **During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period

specified in Board policy, or within three calendar days if no time period is specified.

**4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

**5. Duties.**

**5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.

**5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended.

**5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in responsibilities and duties, at any time during this Contract.

**5.4 Supplemental Duty.** A *supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of, or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.

**6. Compensation.**

**6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for any assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.

**6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.

**6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work schedule specified in paragraph 1.

**6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.

**6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.

**6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

**7. Other Provisions.**

**7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.

**7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.

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I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**DUAL-ASSIGNMENT PROBATIONARY CONTRACT**  
**Leander Independent School District**

Date given Employee\_\_\_\_\_

Date returned by Employee\_\_\_\_\_

- 1. Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
- 2. Term.** You will be employed on a <CALNUM> month basis for the **20\_\_-20\_\_** school year, according to the hours and dates set by the District as they exist, or may hereafter be amended.
  - 2.1 Term for Dual-Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph **2** and to continue to work after the end date specified in paragraph **2**. Your compensation under paragraph **6.1** includes pay for this additional work.
- 3. Credentials and Criminal History Review.**
  - 3.1 Certification and Licensure Requirement.** You agree to provide, before your start date under this Contract, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit, or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
- 4. Representations.**
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## **6. Compensation.**

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- ~~**7.3 Addenda.** This Contract includes the following addendum if you are assigned to teach English and/or Reading in grades 6 through 12:~~

~~7.3.1 Addendum A. Categories of employees for purposes of this addendum:~~

~~7.3.1.1 Category A. A Probationary Contract Employee who has not served at least five of the preceding eight years in public education before being employed by the District shall be Probationary for the duration of this Contract, and for each additional year, if any, up to three full years of employment with the District, unless during the third year of the Probationary Contract the Board determines that it is doubtful whether the Employee should be given a term contract. In that event, the Employee shall serve a fourth year under a Probationary Contract.~~

~~7.3.1.2 Category B. A Probationary Contract Employee who has served at least five of the preceding eight years in public education before being employed by the District shall be Probationary for the duration of this Contract, or up to one full year of employment with the District.~~

~~7.3.1.3 Category C. Term contract employees who after their initial employment have been reassigned to teach English and/or Reading in grades 6 through 12.~~

~~7.3.2 Conditions. On or before March 1 of the Employee's third year of employment with the District, an Employee assigned to teach English and/or Reading in Grades 6 through 12 must provide written verification of completion of specialized training made up of the Leander ISD Writing Institute, or an equivalent affiliated program approved by the Secondary Language Arts Coordinator.~~

~~7.3.2.1 Category A. Probationary Contract Employee, as defined in Section 3 of this Contract, failure to complete this requirement within the specified time period shall be the basis for nonrenewal or termination of employment effective at the end of the Contract based on the best interests of the District.~~

~~7.3.2.2 Category B. Probationary Contract Employee, the specialized training requirement shall serve as a special condition of the Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with Board policy DFBB.~~

~~7.3.2.3~~ ~~Category C. Term Contract Employee, the specialized training requirement shall serve as a special condition of the Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with Board policy DFBB.~~

8. **Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.
9. **Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, Chapter 21, if the Board determines that the termination of your contract at the end of the contract period will serve the best interests of the District, or if the Board determines good cause or financial exigency. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date. (See Texas Education Code §21.105).
10. **General Provisions.**
  - 10.1 **Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.
  - 10.2 **Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.
  - 10.3 **Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.
  - 10.4 **Applicable Law.** Texas law shall govern construction of this Contract.
11. **Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.
12. **Expiration of Offer.** This offer of employment Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract

will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**DUAL-ASSIGNMENT PROBATIONARY CONTRACT**  
**Leander Independent School District**

Date given Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the "District") agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
2. **Term.** You will be employed on a <CALNUM> month basis for the 20\_\_-20\_\_ school year, according to the hours and dates set by the District as they exist, or may hereafter be amended.
  - 2.1 **Term for Dual-Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph 2 and to continue to work after the end date specified in paragraph 2. Your compensation under paragraph 6.1 includes pay for this additional work.
3. **Credentials and Criminal History Review.**
  - 3.1 **Certification and Licensure Requirement.** You agree to provide, before your start date under this Contract, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit, or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 **Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
4. **Representations.**
  - 4.1 **Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL)..

- 4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period specified in Board policy, or within three calendar days if no time period is specified.
- 4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

## **5. Duties.**

- 5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.
- 5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. In addition, you agree to comply with all applicable rules of the University Interscholastic League.
- 5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in responsibilities and duties, at any time during this Contract.
- 5.4 Supplemental Duty.** A *supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of, or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.
- 5.5 Dual Assignment.** The term *supplemental duty* does not include your dual assignment under this Contract. This Contract constitutes a unified agreement for both your positions set forth in paragraph 1 District action under this Contract concerning either position shall constitute the same action for the other position. You may not continue employment in one position without continuing employment in both positions, and you may not resign one position without resigning both.

## **6. Compensation.**

- 6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for any assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.
- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work schedule specified in paragraph 1.
- 6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.
- 6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.
- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.
- 7. Other Provisions.**
- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.
- 8. Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.

- 9. Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, Chapter 21, if the Board determines that the termination of your contract at the end of the contract period will serve the best interests of the District, or if the Board determines good cause or financial exigency. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date. (See Texas Education Code §21.105).
- 10. General Provisions.**
- 10.1 Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.
- 10.2 Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.
- 10.3 Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.
- 10.4 Applicable Law.** Texas law shall govern construction of this Contract.
- 11. Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.
- 12. Expiration of Offer.** This offer of employment Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**TERM CONTRACT**  
**Leander Independent School District**

Date given to Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

- 1. Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the "District") agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
- 2. Term.** You will be employed on a <CALNUM> month basis for the 20\_\_-20\_\_ school year(s), according to the hours and dates set by the District as they exist, or may hereafter be amended.  
~~**2.1 Term for Dual Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph 2 and to continue to work after the end date specified in paragraph 2.  
Your compensation under paragraph 6.1 includes pay for this additional work.~~
- 3. Credentials and Criminal History Review.**
  - 3.1 Certification and Licensure Requirements.** You agree to provide, before your start date of each school year, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit or licensure requirements throughout the term of this contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification expires, is canceled, is relinquished, is suspended, or revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
- 4. Representation.**
  - 4.1 Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or

guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL).

**4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing, of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period specified in Board policy, or within three calendar days if no time period is specified.

**4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

## **5. Duties.**

**5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.

**5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. ~~In addition, you agree to comply with all applicable rules of the University Interscholastic League.~~

**5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in your responsibilities and duties at any time during this Contract.

**5.4 Supplemental Duty.** *A supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.

~~**5.5 Dual Assignment.** The term *supplemental duty* does not include your dual assignment under this Contract. This Contract constitutes a unified agreement for both your positions set forth in paragraph 1. District action under this Contract concerning either position shall constitute the same action for the other position. You may not continue employment in one position without continuing employment in both positions, and you may not resign one position without resigning both.~~

## 6. Compensation.

- 6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for all assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.
- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work specified in paragraph 1.
- 6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.
- 6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.
- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

## 7. Other Provisions.

- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.
- 7.3 Addenda.** This Contract includes the following addendum if you are assigned to teach English and/or Reading in grades 6 through 12:

~~7.3.1 Addendum A. Categories of employees for purposes of this addendum:~~

~~7.3.1.1 Category A. A Term Contract Employee who, after their initial employment, has been reassigned to teach English and/or Reading in grades 6 through 12.~~

~~7.3.2 Conditions. On or before March 1 of the Employee's third year of employment with the District, an Employee assigned to teach English and/or Reading in Grades 6 through 12 must provide written verification of completion of specialized training made up of the Leander ISD Writing Institute, or an equivalent affiliated program approved by the Secondary Language Arts Coordinator.~~

~~7.3.2.1 Category A. Term Contract Employee, the specialized training requirement shall serve as a special condition of the Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with policy DFBB.~~

**8. Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.

**9. Termination and Nonrenewal of Contract.**

**9.1 Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, chapter 21, if the Board determines good cause or financial exigency exists. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date (see Tex. Educ. Code § 21.210).

**9.2 Nonrenewal.** The District may nonrenew this Contract in accordance with Texas Education Code, Chapter 21, as applicable, and Board policy.

**10. General Provisions.**

**10.1 Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.

**10.2 Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.

**10.3 Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.

**10.4 Applicable Law.** Texas law shall govern construction of this Contract.

**11. Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.

**12. Expiration of Offer.** This offer of employment under this Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**TERM CONTRACT**  
**Leander Independent School District**

Date given to Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
2. **Term.** You will be employed on a <CALNUM> -month basis for the 20\_\_-20\_\_ school year(s), according to the hours and dates set by the District as they exist, or may hereafter be amended.
  - 2.1 **Term for Dual-Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph 1 and to continue to work after the end date specified in paragraph 1.  
Your compensation under paragraph 5.1 includes pay for this additional work.
3. **Credentials and Criminal History Review.**
  - 3.1 **Certification and Licensure Requirements.** You agree to provide, before your start date of each school year, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit or licensure requirements throughout the term of this contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification expires, is canceled, is relinquished, is suspended, or revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 **Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
4. **Representation.**
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guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL).

- 4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing, of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period specified in Board policy, or within three calendar days if no time period is specified.
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**5. Duties.**

- 5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.
- 5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. In addition, you agree to comply with all applicable rules of the University Interscholastic League.
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- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

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- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.

8. **Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.
9. **Termination and Nonrenewal of Contract.**
  - 9.1 **Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, chapter 21, if the Board determines good cause or financial exigency exists. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date (see Tex. Educ. Code § 21.210).
  - 9.2 **Nonrenewal.** The District may nonrenew this Contract in accordance with Texas Education Code, Chapter 21, as applicable, and Board policy.
10. **General Provisions.**
  - 10.1 **Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.
  - 10.2 **Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.
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  - 10.4 **Applicable Law.** Texas law shall govern construction of this Contract.
11. **Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.
12. **Expiration of Offer.** This offer of employment under this Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**DUAL ASSIGNMENT TERM CONTRACT  
Leander Independent School District**

Date given to Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

- 1. Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
- 2. Term.** You will be employed on a <CALNUM> -month basis for the **20\_\_-20\_\_** school year(s), according to the hours and dates set by the District as they exist, or may hereafter be amended.
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**5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.

**5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. In addition, you agree to comply with all applicable rules of the University Interscholastic League.

**5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in your responsibilities and duties at any time during this Contract.

**5.4 Supplemental Duty.** A *supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.

**5.5 Dual Assignment.** The term *supplemental duty* does not include your dual assignment under this Contract. This Contract constitutes a unified agreement for both your positions set forth in paragraph 1. District action under this Contract concerning either position shall constitute the same action for the other position. You may not continue employment in one position without continuing employment in both positions, and you may not resign one position without resigning both.

## 6. Compensation.

- 6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for all assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.
- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work specified in paragraph 1.
- 6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.
- 6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.
- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

## 7. Other Provisions.

- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.
- 7.3 Addenda.** This Contract includes the following addendum if you are assigned to teach English and/or Reading in grades 6 through 12:

~~7.3.1 Addendum A. Categories of employees for purposes of this addendum:~~

~~7.3.1.1 Category A. A Term Contract Employee who, after their initial employment, has been reassigned to teach English and/or Reading in grades 6 through 12.~~

~~7.3.2 Conditions. On or before March 1 of the Employee's third year of employment with the District, an Employee assigned to teach English and/or Reading in Grades 6 through 12 must provide written verification of completion of specialized training made up of the Leander ISD Writing Institute, or an equivalent affiliated program approved by the Secondary Language Arts Coordinator.~~

~~7.3.2.1 Category A. Term Contract Employee, the specialized training requirement shall serve as a special condition of the Contract, and failure to complete this requirement within the specified time period shall be considered grounds for nonrenewal or termination of employment effective at the end of the Contract in accordance with policy DFBB.~~

**8. Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.

**9. Termination and Nonrenewal of Contract.**

**9.1 Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, chapter 21, if the Board determines good cause or financial exigency exists. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date (see Tex. Educ. Code § 21.210).

**9.2 Nonrenewal.** The District may nonrenew this Contract in accordance with Texas Education Code, Chapter 21, as applicable, and Board policy.

**10. General Provisions.**

**10.1 Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.

**10.2 Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.

**10.3 Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.

**10.4 Applicable Law.** Texas law shall govern construction of this Contract.

**11. Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.

**12. Expiration of Offer.** This offer of employment under this Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**DUAL-ASSIGNMENT TERM CONTRACT**  
**Leander Independent School District**

Date given to Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ <EMPLOYEE> (you) as a, <PROF\_STATUS> (position).
2. **Term.** You will be employed on a <CALNUM> -month basis for the 20\_\_-20\_\_ school year(s), according to the hours and dates set by the District as they exist, or may hereafter be amended.
  - 2.1 **Term for Dual-Assignment.** Your dual assignment may require you to begin work before the start date specified in paragraph 1 and to continue to work after the end date specified in paragraph 1.  
Your compensation under paragraph 5.1 includes pay for this additional work.
3. **Credentials and Criminal History Review.**
  - 3.1 **Certification and Licensure Requirements.** You agree to provide, before your start date of each school year, the certification, service records, licenses, and other records and information required by State and Federal law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit or licensure requirements throughout the term of this contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification expires, is canceled, is relinquished, is suspended, or revoked, the District may provide you with notice that this Contract is void pursuant to Texas Education Code section 21.0031.
  - 3.2 **Criminal History Review.** As required by law and/or the District, you agree to submit to a review of your state or national criminal history record information.
4. **Representation.**
  - 4.1 **Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or

guilty plea, deferred adjudication, or other adjudication for any felony or any offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL).

- 4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing, of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any offense as listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within the time period specified in Board policy, or within three calendar days if no time period is specified.
- 4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

## **5. Duties.**

- 5.1 General Standard.** You agree to perform the duties of your assigned positions, as prescribed by state law and regulations, and by the District, with reasonable care, skill, and diligence.
- 5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended. In addition, you agree to comply with all applicable rules of the University Interscholastic League.
- 5.3 Assignment/Reassignment.** You understand that the District has the right to assign or reassign you, transfer you, and to make changes in your responsibilities and duties at any time during this Contract.
- 5.4 Supplemental Duty.** A *supplemental duty* is a duty not included in the positions that are named in paragraph 1 of this Contract. You understand that this Contract does not apply to assignments of or payments for, supplemental duties. This Contract does not create a property right to continued employment in any supplemental duty. If you agree to perform a supplemental duty, the start and end dates for the supplemental duty may be different from the start and end dates under this Contract.
- 5.5 Dual Assignment.** The term *supplemental duty* does not include your dual assignment under this Contract. This Contract constitutes a unified agreement for both your positions set forth in paragraph 1. District action under this Contract concerning either position shall constitute the same action for the other position. You may not continue employment in one position without continuing employment in both positions, and you may not resign one position without resigning both.

## 6. Compensation.

- 6.1 Salary.** The District shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for all assigned responsibilities and duties of your positions, regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract. Your salary shall be reduced for absences in excess of authorized, paid leave. Your salary does not include consideration for any supplemental duty.
- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work specified in paragraph 1.
- 6.4 Incentive and Performance Pay.** If you qualify, you may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law. An incentive or performance payment is not an entitlement as part of your salary.
- 6.5 Overpayments.** You agree that you are not entitled to any fund the District overpays you and you further agree that the District may deduct any overpayments under this Contract from one or more of your paychecks.
- 6.6 Benefits.** The District shall provide you with benefits as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

## 7. Other Provisions.

- 7.1 Equipment and Reports.** You agree to satisfactorily submit or account for all grades, reports, school equipment, or other required items upon request from the District.
- 7.2 Special Funding.** If your position is funded by grants, federal funding, or other special funding, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, as applicable.

8. **Suspension.** In accordance with Texas Education Code, Chapter 21, the District may suspend you without pay during the term of this Contract for good cause as determined by the Board.
9. **Termination and Nonrenewal of Contract.**
  - 9.1 **Termination of Contract.** This Contract will terminate, in accordance with the procedures at Texas Education Code, chapter 21, if the Board determines good cause or financial exigency exists. This Contract will also terminate if you provide written notice of resignation before the penalty-free resignation date (see Tex. Educ. Code § 21.210).
  - 9.2 **Nonrenewal.** The District may nonrenew this Contract in accordance with Texas Education Code, Chapter 21, as applicable, and Board policy.
10. **General Provisions.**
  - 10.1 **Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.
  - 10.2 **Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.
  - 10.3 **Entire Agreement.** This Contract supersedes all existing agreements, verbal and written, between you and the District regarding your employment. This Contract does not constitute a “unified contract” with any supplemental duties agreement between the parties.
  - 10.4 **Applicable Law.** Texas law shall govern construction of this Contract.
11. **Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. Unless Texas Education Code, Chapter 21, requires a different notice delivery method, you agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.
12. **Expiration of Offer.** This offer of employment under this Contract shall expire unless you sign and return this Contract, without changes, to the Superintendent on or before the date specified. If you are currently employed under a contract with the District and you fail to sign and return this Contract, without changes, by the return date, your existing contract will expire on its own terms and your employment will end at the conclusion of that contract.

I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

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

President, Board of Trustees

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

**ONE-YEAR CONTRACT: Non-Chapter 21  
Leander Independent School District**

Date given Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

- 1. Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the "District") agrees to employ <EMPLOYEE> (you) in a noncertified position or under a local district teaching permit, as a <PROF\_STATUS>.
- 2. Term.** You will be employed on a <CALNUM> -month basis for the 20\_\_-20\_\_ school year, according to the hours and dates set by the District as they exist, or may hereafter be amended.
- 3. Credentials and Criminal History Review**
  - 3.1 Documentation.** If your position requires that you be certified or licensed, you agree to provide, before your start date each school year, the credentials and other records required by law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void.
  - 3.2 Teaching Permit.** If you are to be employed under a local district teaching permit, this Contract is conditioned upon your maintaining the local district teaching permit throughout the term of the Contract.
  - 3.3 Criminal History Review.** If required by the District, TEA, or SBEC, or law, you agree to submit a review of your state or national criminal history record information.
- 4. Representation.**
  - 4.1 Beginning of Contract.** You understand that a criminal history record acceptable to the District, at its sole discretion, is a condition of this Contract. You represent that you have disclosed to the District, in writing, any conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony

or any other offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL)..

**4.2 During Contract.** You agree that, during the term of this Contract, you will notify the Superintendent or designee in writing, of any arrest, indictment, conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony or any other offense listed at 19 Texas Administrative Code § 249.16(c) or Policy DH(LOCAL). You agree to provide the notification within three calendar days, or any shorter period specified in Board policy.

**4.3 False Statements and Misrepresentations.** You represent that any required records or information in your employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by you concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.

## **5. Duties.**

**5.1 General Standard.** You agree to perform the duties of your assigned position, as prescribed by state law and regulations and by the District, with reasonable care, skill, and diligence.

**5.2 Rules.** You agree to comply with all Board and District directives, state and federal laws and rules, and District policy and regulations, as they exist or may hereafter be amended.

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## **6. Compensation.**

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authorized paid leave. Your salary does not include consideration for any supplemental duty.

- 6.2 Furloughs.** If the District implements a furlough under Texas Education Code section 21.4021, you will be subject to the same number of furlough days as for other contract personnel and your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
- 6.3 Annualized Salary.** Your salary will be paid out over 12 months, regardless of the work schedule specified in paragraph 2.
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- 8. Suspension.** This Contract is not governed by the suspension provisions of the Texas Education Code Chapter 21. The District may suspend you, with pay, at any time during this Contract at the District's sole discretion. The District may suspend you without pay during the term of this Contract for good cause as determined by the Board.
- 9. Termination of Contract.** This Contract is not governed by the termination and nonrenewal provisions of Texas Education Code, Chapter 21. This Contract will terminate at the end of the contract term. Additionally, this contract will terminate at any

time during the contract term upon a determination by the Board of good cause, financial exigency, or a program change. You may resign during the contract term only with the consent of the Board or designee.

**10. General Provisions.**

**10.1 Amendment.** This Contract may not be amended unless you and the District agree, in writing, to an amendment.

**10.2 Severability.** If any provision in this Contract is held to be invalid, illegal, or unenforceable, the other provisions of the Contract will remain in full force and effect.

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**11. Notice to Employee.** You agree to keep a current address on file with the District’s human resources office. You agree that the District may meet any legal obligation it has to give you written notice regarding your employment by hand-delivering the notice to you or by sending the notice by certified mail, regular mail, and/or express delivery service to your address of record.

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I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

By: \_\_\_\_\_  
President, Board of Trustees

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

**ONE-YEAR CONTRACT: Non-Chapter 21  
Leander Independent School District**

Date given Employee \_\_\_\_\_

Date returned by Employee \_\_\_\_\_

State of Texas

County of Williamson

1. **Position.** LEANDER INDEPENDENT SCHOOL DISTRICT (the “District”) agrees to employ <EMPLOYEE> (you) in a noncertified position or under a local district teaching permit, as a <PROF\_STATUS>.
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3. **Credentials and Criminal History Review**
  - 3.1 **Documentation.** If your position requires that you be certified or licensed, you agree to provide, before your start date each school year, the credentials and other records required by law, the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), or the District. You agree to maintain any applicable certification, permit or licensure requirements throughout the term of this Contract. If you fail to fulfill the requirements necessary to extend a temporary or emergency certificate or permit, or if your certification or permit expires, is canceled, is relinquished, is suspended, or is revoked, the District may provide you with notice that this Contract is void.
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time during the contract term upon a determination by the Board of good cause, financial exigency, or a program change. You may resign during the contract term only with the consent of the Board or designee.

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I have read this Contract and agree to abide by its terms and conditions:

Employee: \_\_\_\_\_

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

Leander Independent School District

By: \_\_\_\_\_  
President, Board of Trustees

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

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

<b>Agenda Item:</b>	Consider Adoption of Local Policies CAA, CDA, CQB, DEC, DH, EEP, EHB, FFF, and GKA
<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 CAA, CDA, CQB, DEC, DH, EEP, EHB, FFF, and GKA

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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:

CAA(LOCAL): Proposed revisions from TASB Update 124. Replace policy: Recommended revisions to this local policy at Federal Awards Disclosure are to align text with updated rules regarding federal grants found in the Code of Federal Regulations. This guidance became effective October 1, 2024, and is reflected in CBB(LEGAL). The phrase "or designee" is recommended for deletion throughout the policy, except in places where the designation of another individual could be in place of the superintendent or board president and not just the superintendent as is the case in most other policies.

CDA(LOCAL): Proposed revisions from TASB Update 124. Replace policy: The section on Sellers of Investments is recommended for revision to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board, have membership in the Securities Investor Protection Corporation, and be in good standing with the Financial Industry Regulatory Authority. Distributors of investment pools must also be registered in good standing with the Municipal Securities Rulemaking Board.

CQB(LOCAL): Proposed revisions from TASB Update 126. Replace policy: Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

DEC(LOCAL): Proposed revisions from TASB Update 126. Replace policy: HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

DH(LOCAL): Proposed revisions from TASB Update 124. Replace policy: At Weapons Prohibited, new text is recommended since our records indicate the district has authorized specific employees to possess a firearm as part of the district's safety and security plan. The provisions addressing tobacco and e-cigarettes are recommended for revision to include nicotine products regardless of whether the product contains tobacco. This language aligns with the language included in the Model Employee Handbook.

Additional updates to DH(LOCAL), from TASB Update 126, will be presented to the Board for adoption in the near future to reflect updates from SB 12 and SB 571.

EEP(LOCAL): Proposed additional from TASB Update 126. Add policy: This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.

EHB(LOCAL): Proposed revisions from TASB Update 124. Replace policy: Recommended revisions to this local policy on Special Programs reflect updated Administrative Code rules addressing dyslexia and related disorders, specifically inclusion of references to the Dyslexia Handbook and admission, review, and dismissal (ARD) committee decisions.

FFF(LOCAL): Proposed revisions from TASB Update 126. Replace policy: HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.

GKA(LOCAL): Proposed revisions from TASB Update 124. Replace policy: Recommended language prohibiting electronic vaporizing devices has been added to the Tobacco and E-Cigarettes section of this local policy.

Additional updates to GKA(LOCAL), from TASB Update 126, will be presented to the Board for adoption in the near future to reflect updates from SB 706.

**Administrative Recommendation:**

Administration recommends adoption of Local Policies CAA, CDA, CQB, DEC, DH, EEP, EHB, FFF and GKA at tonight's Board meeting, as presented.

**Sample Motion:**

I move that the Board adopt Local Policies CAA, CDA, CQB, DEC, DH, EEP, EHB, FFF and GKA, as presented.

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

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**Note:** See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
  - for Board members— BBF
  - for employees— DH
- Financial conflicts of interest:
  - for public officials— BBFA
  - for all employees— DBD
  - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

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**Fraud and Financial Impropriety**

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

Definition

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

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

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

**Financial Controls and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

**Fraud Prevention**

The Superintendent ~~or designee~~ shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

**Fraud Investigations**

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, ~~in a timely manner~~ in writing ~~to the federal awarding agency or pass-through entity, all violations~~ whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal ~~grant~~ award. [See CBB]

**Analysis of Fraud**

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

**Investment Authority**

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011. Flexible repurchase agreements used only for bond proceeds may extend beyond one year if matched to the anticipated expenditure schedule for the proceeds.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. In-

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

vestments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed three years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds / Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

and consider preservation and safety of principal, liquidity, market-ability of an investment if the need arises to liquidate before ma-turity, diversification of the investment portfolio, and yield.

**Operating Funds** Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Custodial Funds** Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment li- quidity, and maturity sufficient to meet anticipated cash flow re- quirements.

**Debt Service Funds** Investment strategies for debt service funds shall have as their pri- mary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Capital Project Funds** Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capi- tal project obligations. Maturities longer than one year are author- ized provided legal limits are not exceeded.

**Safekeeping and Custody** The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of in- vestments purchased with District funds by the investment pool.

**Sellers of Investments** Prior to handling investments on behalf of the District, a bro- ker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers [and representatives with dis-tributors of investment pools](#) shall be registered with the Texas State Securities Board and must have membership in the Securi- ties Investor Protection Corporation (SIPC) and be in good stand- ing with the Financial Industry Regulatory Authority (FINRA). [Dis-tributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board \(MSRB\).](#)

**Soliciting Bids for CDs** In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

**Interest Rate Risk**

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**Plan** The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

**Coordinator** The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

**Training** The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the [Department of Information Resources Texas Cyber Command](#); and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

**Security Breach and Cybersecurity Incident Notifications** Upon discovering or receiving notification of a breach of system security or a [security](#) [cybersecurity](#) incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities [and provide any other notices](#) in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Leave Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Daily Rate of Pay

The “daily rate” of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions

relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

**Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

**State Personal Leave**

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Discretionary Use**

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

*Request for  
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

**Local Leave**

Each employee in a position normally requiring 10, 11, or 12 months of service per year shall earn five, six, or seven paid local leave days, respectively, per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 30 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

**Bereavement Leave**

An employee shall be granted five days of bereavement leave upon the death of an immediate family member, as defined in this policy. Such leave shall be taken with no loss of pay or other paid leave. Bereavement leave shall be noncumulative.

To receive bereavement leave, an employee must provide documentation in accordance with administrative regulations.

**Catastrophic Event  
Benefit**

The District shall establish a catastrophic event benefit (CEB) that employees may join through contribution of local leave or state personal leave.

Leave contributed to the CEB shall be solely for the use of participating employees. An employee who is a member of the CEB may request leave from the CEB if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the CEB that address the following:

1. Membership in the CEB, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the CEB;

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

3. The maximum number of days per school year a member employee may receive from the CEB;
4. The committee or administrator authorized to consider requests for leave from the CEB and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the CEB.

Appeal

An employee may appeal a decision regarding the CEB in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Family and Medical Leave**

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, **except as provided below.**

**Note: — See DECA(LEGAL) for provisions addressing**

Twelve Month FMLA Exception Period

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Temporary Disability Leave**

Under State Authority

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Under Local Authority

Any employee who is not covered by the state temporary disability leave program, but who is eligible for District health insurance benefits, shall be eligible for local temporary disability leave for the same reasons as in the state temporary disability leave program. An employee who takes local temporary disability leave shall be subject to the same conditions as under the state temporary disability leave program; however, an employee returning from local temporary disability leave shall not be guaranteed a position with the District.

The maximum length of local temporary disability leave shall be 90 calendar days. The Superintendent shall have the authority to grant additional leave in accordance with administrative guidelines.

**Workers' Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

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An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be deducted from the employee's available paid leave balance. When available paid leave is exhausted, such absences shall be taken as leave without pay.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
- ~~1.2.~~ A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
- ~~2.3.~~ The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent ~~or~~ designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

**Unauthorized Video or Audio Recording** The District prohibits any employee from video or audio recording another employee without the other employee's knowledge and consent.

**Safety Requirements** Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students** An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Tobacco and E-cigarettes Nicotine Products and E-Cigarettes**

~~An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]~~

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

**Alcohol and Drugs /  
Notice of Drug-Free  
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

*Exceptions*

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

4. Referral to appropriate law enforcement officials for prosecution.

Upon Seeking Assistance

Any employee who voluntarily seeks help or assistance from school personnel or medical assistance in dealing with a personal alcohol or drug problem, prior to being reported by any school official or law enforcement officer, may not be considered in violation of this policy and may be entitled to anonymity for referral to proper medical and/or psychological counseling by the Superintendent or designee, depending upon the circumstances. Anonymity may be withdrawn at any time the Superintendent or designee determines that the teaching or learning environment is in jeopardy. The Superintendent or designee shall be the sole determiner of this jeopardy.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments, Convictions, and Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty, fraud, deceit, theft, or misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming** An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Instructional Plan  
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

**Dyslexia and Related Disorders**

The District shall comply with all applicable state rules ~~and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test~~ regarding students ~~for~~with dyslexia and related disorders, including the “Dyslexia Handbook” and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student’s admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

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**Note:** See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

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The District shall notify a parent of a student with whom ~~an educa-~~  
~~tor~~ a District employee or a person acting as a service provider for  
the District is alleged to have engaged in misconduct, informing the  
parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educa-~~  
~~tor's~~ individual's alleged abuse or commission of an otherwise un-  
lawful act with ~~the~~ student or involvement in a romantic relation-  
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

#### Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investiga-  
tions, the District shall notify a parent not later than one business  
day after the date an employee first suspects that a criminal of-  
fense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse  
and FFH for parental notification requirements regarding prohibited  
conduct as defined by that policy.]

**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products ~~and~~, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Video or Audio Recording

The District prohibits video or audio recording of a District employee or volunteer without the knowledge and consent of the employee or volunteer. The District prohibits video or audio recording of a student except by the student's parent or in accordance with Education Code 26.009.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

<b>Agenda Item:</b>	Consider Approval of List of Positions Eligible for Non-Chapter 21 Contracts
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Rachel Mackey, M.Ed., Chief Human Resources Officer
<b>Attachments:</b>	Personnel Positions Eligible for a Non-Chapter 21 Contract

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## **Background Information:**

Policy DCE (Local) – Employment Practices: Other Types of Contracts states, “Non-Chapter 21 contracts shall be provided for positions approved by the Board. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.”

Upon investigation, HR has been unable to find a record of positions approved by the Board for Non-Chapter 21 contracts. However, the positions in the attached list have received these contracts annually.

To align with Board Policy, we are requesting approval of this list. It does not change any practices regarding Non-Chapter 21 contracts.

## **Administrative Recommendation:**

Administration recommends the Board approve the list of positions eligible for Non-Chapter 21 contracts in compliance with Board Policy DCE (Local), as presented.

## **Sample Motion:**

I move the Board approve the list of positions eligible for Non-Chapter 21 contracts in compliance with Board Policy DCE (Local), as presented.

**Personnel Positions Eligible for a Non-Chapter 21 Contract**

<b>Job Code</b>	<b>Job Code Description</b>
C122	<a href="#"><u>ARD-504 SPECIALIST, ELEM</u></a>
C124	<a href="#"><u>ARD SPECIALIST, HS</u></a>
C126	<a href="#"><u>ARD SPECIALIST CHILD FIND</u></a>
C259	<a href="#"><u>MS SPED TEAM LEAD/ARD SPEC</u></a>
C260	<a href="#"><u>HS SPED TEAM LEAD</u></a>
C261	<a href="#"><u>HS SPED TEAM LEAD/ARD SPEC</u></a>
L101	<a href="#"><u>PRESCHOOL SLP</u></a>
L105	<a href="#"><u>SPEECH LANGUAGE PATHOLOGIST</u></a>
L106	<a href="#"><u>PHYSICAL THERAPIST</u></a>
L107	<a href="#"><u>OCCUPATIONAL THERAPIST</u></a>
L108	<a href="#"><u>LEAD SLP</u></a>
L111	<a href="#"><u>LEAD OT/PT</u></a>
L202	<a href="#"><u>SCHOOL PSYCHOLOGIST</u></a>
L204	<a href="#"><u>LEAD SCHOOL PSYCHOLOGIST</u></a>
L207	<a href="#"><u>SCHOOL PSYCHOLOGIST DUAL LANG</u></a>
C257	<a href="#"><u>HS CRD TEST/INT/504</u></a>
C258	<a href="#"><u>HS CRD CLG CAREER</u></a>
C271	<a href="#"><u>COORD SECONDARY IB PROGRAM</u></a>
G006	<a href="#"><u>TRANSITION COUNSELOR</u></a>
H201	<a href="#"><u>JROTC NAVAL SCIENCE</u></a>
H202	<a href="#"><u>JROTC SR NAVAL SCIENCE</u></a>
H203	<a href="#"><u>JROTC AEROSPACE SCIENCE</u></a>
H204	<a href="#"><u>JROTC SR AEROSPACE SCIENCE</u></a>
T619	<a href="#"><u>PARENT EDUCATOR</u></a>

Approved by the Board per LISD Board Policy DCE (Local)

Board President Signature: \_\_\_\_\_

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

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 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:** 02-05-26 Regular Board Meeting Minutes with Public Hearing DRAFT

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## **Background Information:**

Board Meeting minutes are attached for your review.

## **Administrative Recommendation:**

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

## **Sample Motion:**

I move the Board approve the minutes, as presented.

## Minutes of Regular Meeting with Public Hearing

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, February 5, 2026, beginning at 6:20 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, Gloria Gonzales-Dholakia (virtual), and Laura Marques. Paul Gauthier was absent. Gloria Gonzales-Dholakia (virtual) left the meeting at 7:55 PM.

**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: Plain Elementary School

**4. CITIZEN COMMENTS**

*Eleven citizens addressed the Board of Trustees.*

**5. PUBLIC HEARING**

- A. 2024-2025 District Annual Report of the Texas Academic Performance Report (TAPR) and Public Hearing

**6. CITIZEN COMMENTS FOR PUBLIC HEARING**

*No citizens addressed the Board of Trustees.*

**7. CONSENT AGENDA**

*I move the Consent Agenda items be approved as presented. This motion, made by Trish Bode 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*

- A. Consider Adoption of Local Policies CJ, CJA, DBD, and FFG
- B. Consider Approval of Minutes of Regular and Called Board Meetings
- C. Consider Resolution Regarding a Period of Prayer and Reading of Religious Text During the School Day Pursuant to Senate Bill 82

- D. Consider Approval of Remote Homebound Waiver
- E. Consider Approval of Resolution Claiming a Good Cause Exception to House Bill 3
- F. Consider Approval of Resolution to Pay Employees for Days Closed Due to Bad Weather

**8. SUPERINTENDENT'S REPORT**

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

**9. DISCUSSION/ACTION ITEMS**

**A. STUDENT EXPERIENCE**

- 1. Consider Approval of 2025-2029 House Bill 3 (HB3) Goals

*I move that the Board of Trustees approve Leander ISD's updated House Bill 3 (HB3) goals, as presented. This motion, made by Trish Bode 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.*

- 2. Discussion of Leading Measures for 2025-2026

**B. GOVERNANCE**

- 1. Discussion of Board Priorities
- 2. Discussion of Title Funds Audit Report

**C. OPERATIONS**

- 1. Overview of Long-Range Planning Strategic Initiatives Monitoring
- 2. Discussion & Consider Approval of Elementary School Attendance Zoning for Kindergarten–5th Grade Students Currently Zoned to Faubion Elementary for the 2026–2027 School Year

*I move that the Board adopt the implementation of Elementary School Attendance Zoning for kindergarten-5th grade students currently zoned to Faubion Elementary for the 2026-2027 school year, as presented in scenario B. This motion, made by Dr. Laura Marques and seconded by Sade Fashokun, 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.*

**10. CLOSED SESSION**

*The Board of Trustees went into closed session at 6:57 PM after the board president announced the right to do so under:*

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers

- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: Superintendent Employment

*The Board of Trustees returned to open session at 7:55 PM.*

**11. BOARD MEETING DEBRIEF**

**12. ADJOURNMENT**

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

Time: 11:54 PM

These minutes were read and approved by the Board of Trustees on the 19th day of February 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, February 19, 2026

<b>Agenda Item:</b>	Consider Approval of Remote Homebound Waiver
<b>Purpose:</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Paige Collier, M.Ed., Assistant Superintendent of Special Programs
<b>Attachments:</b>	N/A

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## **Background Information:**

To be placed in the special education or Section 504 homebound instructional setting, a student aged six years or older must meet the following criteria:

- The student is eligible for special education and related services as determined by an Admission, Review, Dismissal (ARD) committee or Section 504 accommodations as determined by the Section 504 committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.
- The student's medical condition is documented by a physician licensed to practice in the United States.

The district is currently seeking a homebound waiver from the Texas Education Agency (TEA) for one student who has medical needs that impair their ability to have in-person homebound services due to their health condition. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. The ARD committees and/or Section 504 recommended that the student be given a remote homebound option so that they can be supported in their coursework at their appropriate level, given their needs. An individual waiver will be submitted for the student upon Board approval.

## **Administrative Recommendation:**

Administration recommends the board allow administration to seek a waiver from TEA to request that remote homebound instruction be provided to one student and counted for homebound funding purposes, and to count the student as in attendance when remote instruction is provided.

## **Sample Motion:**

I move to allow LISD administration to seek a waiver from TEA to request that remote homebound be provided to one student and counted for homebound funding purposes, and to count the student as in attendance when remote instruction is provided, as presented.



February 19, 2026

# Superintendent's Report

Board of Trustees Meeting

1



Superintendent's Report



Nebraska Furniture Mart



MASON ELEMENTARY - NFM TEACHER LOUNGE MAKEOVER

2

2



Superintendent's Report



**MASON ELEMENTARY - NFM TEACHER LOUNGE MAKEOVER**

3

3



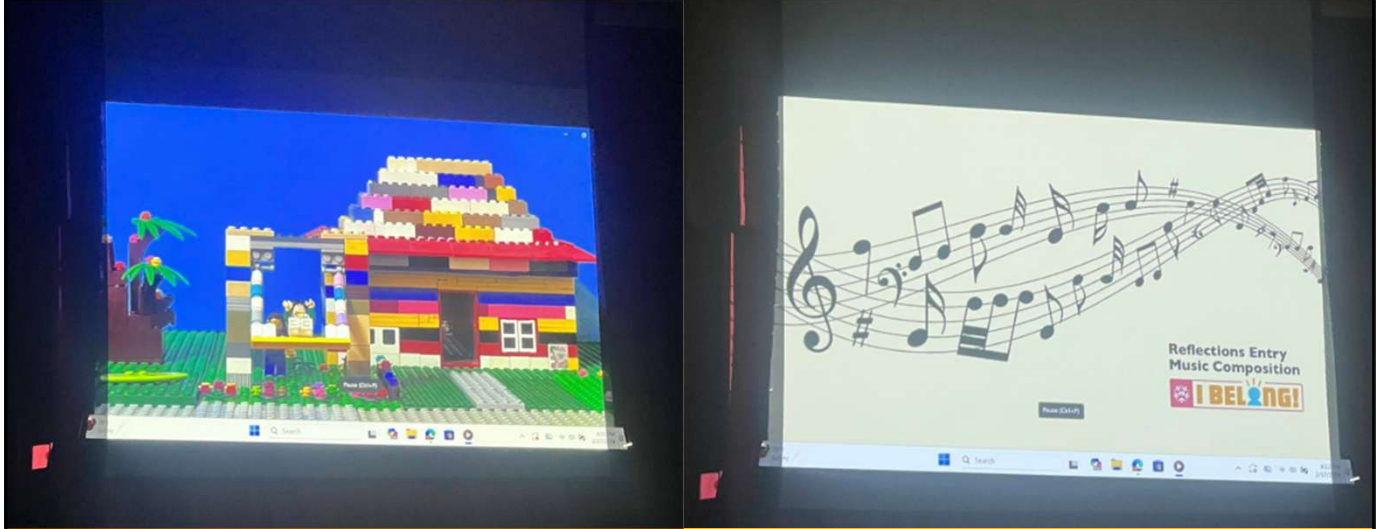
Superintendent's Report



**PTA REFLECTIONS CEREMONY**

4

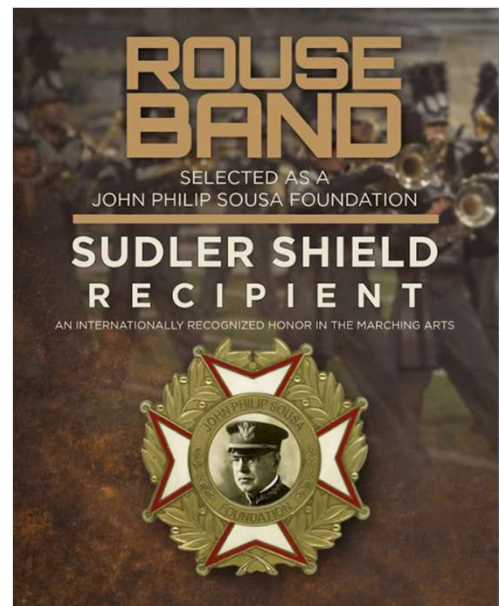
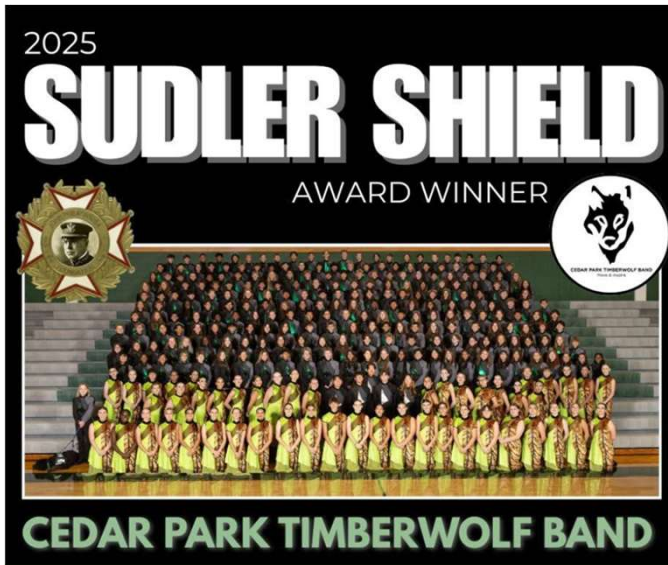
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**PTA REFLECTIONS CEREMONY**

5

5



**SUDLER SHIELD RECIPIENT**

6

6



Superintendent's Report

## EMPOWERED STAFF



**SHELBY NICKELLS - UIL SPONSOR EXCELLENCE AWARD**

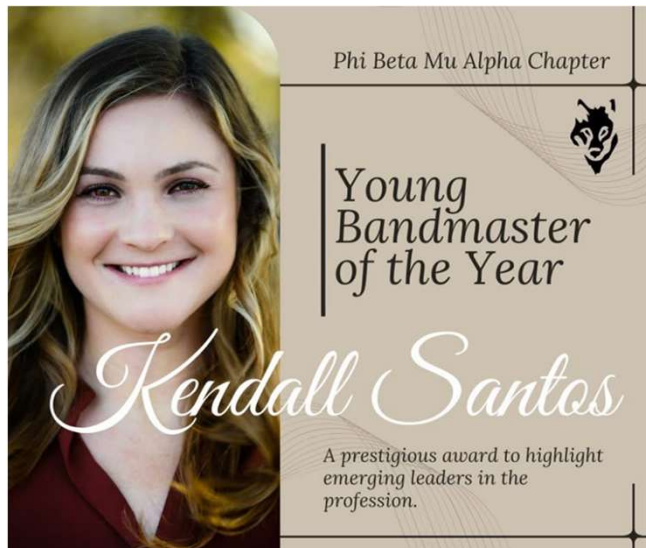
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7



Superintendent's Report

## EMPOWERED STAFF



**2026 YOUNG BANDMASTER OF THE YEAR - KENDALL SANTOS**

8

8



Superintendent's Report

## SAFE & INNOVATIVE LEARNING ENVIRONMENTS



**EARLY CHILDHOOD CENTER**

9

9



Superintendent's Report

## SAFE & INNOVATIVE LEARNING ENVIRONMENTS



**EARLY CHILDHOOD CENTER**

10

10

90



# Meet & Greet with Christy Hilburn

Learn about the vision for building a vibrant early childhood community-growing young minds through playful discovery.



- FEB. 26, 2026
- 4:00 TO 5:00
- LEO CENTER
- 300 S. WEST DR., LEANDER

Or

- MARCH 3, 2026
- 6:00 TO 6:30
- [MEET.GOOGLE.COM/ITB-RFGD-SSJ](https://meet.google.com/ITB-RFGD-SSJ)

More Information  
Email: [Christine.Hilburn@leanderisd.org](mailto:Christine.Hilburn@leanderisd.org)

## EARLY CHILDHOOD CENTER



LEANDER ISD

# STRATEGIC INITIATIVES

MONITORING REPORT



February 19, 2026 Edition



13

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

<b>Agenda Item:</b>	Discussion of the School Health Advisory Council's Recommendation of Healthy Relationships and Sex Education Curriculum for 18+ Students
<b>Purpose:</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Action Requested:</b>	March 12, 2026
<b>Administrator Responsible:</b>	Kimberly Waltmon, Ed.D., Area Superintendent; Denise Geiger, M.S., Senior Transition Coordinator; and Cody Velkovich, Student Health Advisory Council (SHAC) Member
<b>Attachments:</b>	<i>My Rights, My Life</i> Curriculum Overview Presentation

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## **Background Information:**

Individuals with disabilities experience a significantly higher risk of abuse, violence, and exploitation, with national data indicating that more than 70% report having experienced abuse. Some contributing factors include social isolation, learned compliance, understanding of personal boundaries, limited or inaccessible instruction on healthy relationships, and exposure to harmful social messaging. In response, Leander ISD is exploring the provision of accessible, developmentally appropriate instruction in healthy relationships to reduce vulnerability, support informed decision-making, and promote safety, dignity, and empowerment for students with disabilities. Tonight, administration will be presenting an overview of the [\*My Rights, My Life curriculum\*](#) recommended by the Student Health Advisory Council (SHAC).

## **Administrative Recommendation:**

The Student Health Advisory Council (SHAC) recommends that students enrolled in the district's 18+ program have access to the *My Rights, My Life* curriculum, a free, rights-based, and disability-focused instructional resource. Administration will seek Board adoption of the *My Rights, My Life* curriculum at the March 12, 2026, Board meeting.

## **Sample Motion:**

N/A



FEBRUARY 19, 2026

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## **Discussion of the School Health Advisory Council's Recommendation of Healthy Relationships and Sex Education Curriculum for 18+ Students**



## **PURPOSE**

The purpose of this presentation is to share with the Board the School Health Advisory Council's recommendations regarding the Healthy Relationships and Sex Education curriculum for students served in 18+ Transition Services.



## Purpose of the Student Health Advisory Council (SHAC)

- Serves in an advisory capacity and does not establish policy.
- Provides recommendations to the Board regarding coordinated school health programming and its impact on student health and learning.
- SHAC must report to the School Board at least once annually.
- Follow Board Policy: Membership, Meetings, Minutes, Recordings.



## SHAC Committee Goal and Objectives

The committee reviewed accessible healthy relationships and sex education curriculum for adults with disabilities to ensure:

- The target population is students ages 18–22.
- Materials are accessible, including simplified language, visual supports, and concrete examples.
- Instruction maintains a clear focus on healthy relationships.
- All curriculum resources are provided at no cost to the district.
- Any recommendation must comply with board policy.



## SHAC Committee Compelling Rationale

According to the Stop Abuse For Everyone (SAFE) Alliance, a large-scale national study of individuals with disabilities found:

- More than 70% reported experiencing abuse.
- Many victims experienced abuse repeatedly, with most reporting 20 or more incidents.
- Approximately half of abuse incidents were reported to authorities.
- Only about 10% of alleged perpetrators were arrested.

98

Violence is most often perpetrated by someone the individual knows and trusts:

- 97–99% of victims with intellectual disabilities knew and trusted their abuser.
- 44% reported that the relationship existed specifically due to the individual's disability.



## SHAC Committee Goal and Objectives

### Committee Process

- 3 Resources were reviewed
  - LifeGuard, Elevatus, My Rights My Life
- Collaboration with SAFE Alliance
- Feedback was solicited and collected in two public meetings per board policy
  - December 8, 2025 and February 9, 2026
  - Electronic opportunity January 9, 2026





## SHAC Recommendation

### My Rights, My Life: A Curriculum for Healthy Relationships

Inclusive and Accessible Healthy Relationships and Sex Education Curriculum for Young Adults with Intellectual and Developmental Disabilities

Developed by the SAFE Alliance through a grant from the Texas Council on Developmental Disabilities (TCDD)





## **My Rights, My Life Skills**

### **Introduction to Healthy Relationships**

Focuses on self-advocacy, safety within non-dating relationships, and cyber safety.

### **Getting to Know Someone and Dating**

Focuses on the mechanics of healthier dating relationships.

101

### **Safer Sexuality**

Focuses on boundaries and consent.

### **Leadership for Healthy Relationships**

Gives students an opportunity to practice advocating within their communities for healthier and safer relationships.



## My Rights, My Life Curriculum Overview

- [My Rights, My Life](#) is a web-based curriculum designed for students ages 18–22.
  - Edits were made to align the resource to LISD core values; some lessons were eliminated.
- All curriculum materials and facilitator resources are provided at no cost.
- Each teacher and family will have individual login credentials to access the curriculum.
- The district would implement the curriculum for one year and evaluate its effectiveness.
- SAFE Alliance would provide staff training during a scheduled professional learning August 2026.
- Healthy Relationships and Sex Education Lessons will be opt-in.



## Teacher Feedback

- The curriculum is engaging and accessible for students with varying ability levels.
- Students have demonstrated strong interest in discussing these topics and applying learning to real-life situations.
- Instructional design promotes active student participation, allowing staff to assess understanding and provide targeted support.
- Currently, there is no curriculum available that appropriately addresses these student needs.
- Students require age-appropriate, repetitive instruction tailored to diverse learning profiles.
- The curriculum emphasizes self-determination and self-advocacy as foundational skills, supporting safety, independence, and informed decision-making.



## Next Steps

- Administration reviews recommendations from the board and takes action as necessary
- Continue to collect feedback from the community and make adjustments as necessary
  - Email feedback to [Denise.Geiger@leanderisd.org](mailto:Denise.Geiger@leanderisd.org)
- Report back to the Board of Trustees and seek approval for *My Rights, My Life Curriculum* at the next meeting
- Follow up with SHAC on the recommendation



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

**Agenda Item:** Consider Approval of the 2026-2027 Academic Calendar and Acceptance of the 2027-2028 Proposed Academic Calendar

**Purpose:**  Discussion Item/Report Only  Action Requested

**Administrator Responsible:** Angela Hodges, Ed.D. Area Superintendent

**Attachments:** 2026-2027 Proposed Academic Calendar  
2027-2028 Proposed Academic Calendar  
2026-2027 Academic Calendar and Acceptance of the 2027-2028 Proposed Academic Calendar Presentation (*Uploaded to BoardBook 02-17-26*)  
2026-2027 Revised Academic Calendar Proposed for Approval (*Uploaded to BoardBook 02-17-26*)  
2027-2028 Revised Academic Calendar Proposed for Approval (*Uploaded to BoardBook 02-17-26*)

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## **Background Information:**

During the [January 22, 2026, Regular Board Meeting](#), administration presented the academic calendar development process, shared community feedback, and administrative recommendations for the 2026–2027 and 2027–2028 academic calendars.

Tonight, administration is seeking approval of the 2026–2027 Proposed Academic Calendar with the last day of school adjusted to Thursday, May 27 (early release) to ensure the calendar reflects the required 187 teacher contract days rather than the previously proposed 188.

Administration is also seeking acceptance of the 2027–2028 Proposed Academic Calendar, with the last day of school adjusted to Thursday, May 25 (early release) for the same purpose as written above.

## **Administrative Recommendation:**

Administration recommends the Board approve the 2026-2027 Proposed Academic Calendar and accept the 2027-2028 Proposed Academic Calendar, as presented during tonight’s meeting.

## **Sample Motion:**

I move the Board approve the 2026-2027 Proposed Academic Calendar and accept the 2027-2028 Proposed Academic Calendar, as presented during tonight’s meeting.

**2026-2027 Calendar Proposed for Approval**

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
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



February 19, 2026

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

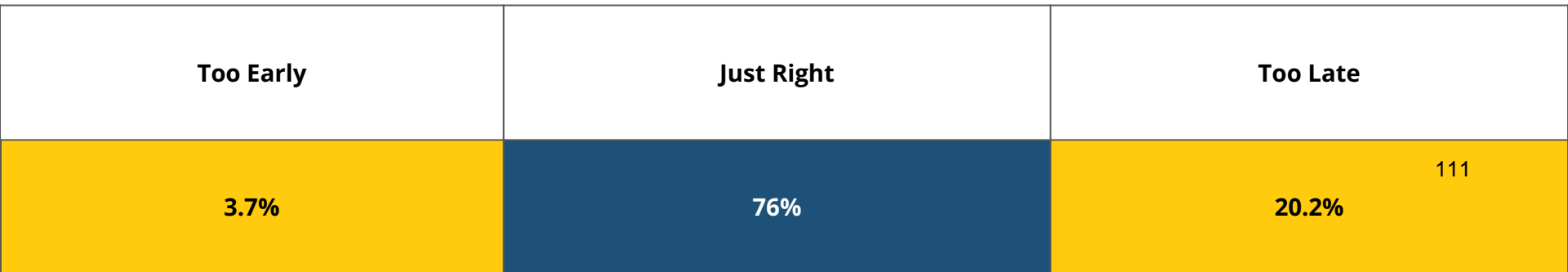


## Purpose

- Review a minor adjustment to the proposed 2026–2027 and 2027–2028 academic calendars to ensure each calendar reflects the required 187 teacher contract days.<sup>110</sup>
- Maintain alignment with the community feedback shared with the Board on January 22, 2026.



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



- Survey question referenced the previously proposed last day of school date.
- The majority of respondents selected “Just Right.”
- Moving the last day one day earlier remains consistent with the overall preferred date range and is responsive to the approximately 20% of respondents who indicated the date was “Too Late.”
- Most qualitative feedback emphasized ending before Memorial Day, which this adjustment continues to support.

A group of people, including some wearing hard hats, are walking across a dirt-covered construction site. In the background, a large, multi-story building is under construction, with visible structural elements and windows. The entire scene is overlaid with a semi-transparent orange filter.

# ADMINISTRATION RECOMMENDATION

112



# 2026-2027 Proposed Calendar

- Last day of school adjusted to Thursday, May 27 (Early Release).
- Purpose: Align calendar to 187 teacher contract days.

2026-2027 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			
28	29	30	1	2	3	4	26	27	28	29	30	31	1	30	31	1	2	3	4	5			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
26	27	28	29	30	31	1	23	24	25	26	27	28	29	27	28	29	30	1	2	3			
2	3	4	5	6	7	8	30	31	1	2	3	4	5	4	5	6	7	8	9	10			

OCTOBER							NOVEMBER							DECEMBER						
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	1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	ER	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30	1	2	3	4	5	27	28	29	30	31	1	2
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	11/3 <sup>g</sup>	

JANUARY							FEBRUARY							MARCH						
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	31	1	2	31	1	2	3	4	5	6	28	1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	1	2	3	4	5	6	28	29	30	31	1	2	3
31	1	2	3	4	5	6	7	8	9	10	11	12	13	4	5	6	7	8	9	10

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



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

# 2027-2028 Proposed Calendar

- Last day of school adjusted to Thursday, May 25 (Early Release).
- Purpose: Align calendar to 187 teacher contract days.

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

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

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



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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	ER	28	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: (No staff/Students)
March 29th: Professional Learning
April 26th: Professional Learning
May 27th: 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	ER	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	ER	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, February 19, 2026

<b>Agenda Item:</b>	Discussion of Board Priorities
<b>Purpose:</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Chris Clark, Ed.D., Acting Superintendent; Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning
<b>Attachments:</b>	Discussion of Board Priorities Presentation ( <i>Uploaded 02-20-26</i> ) Draft of Board Priorities ( <i>Uploaded 02-20-26</i> )

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## **Background Information:**

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

## **Administrative Recommendation:**

Administration will bring back the final Board Priorities to be considered for adoption during the March 12, 2026, Regular Board Meeting.

## **Sample Motion:**

N/A



February 19, 2026

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# Discussion of Board Priorities

# PURPOSE

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

# PURPOSE

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## Anticipated Outcomes:

- Clarity on board goals for finalization and adoption on March 12
- Discussion and common understanding of governance as architecture and components that should be included



## Where are we in the process?

February 5th & 6th

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

February 19

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

March 12

- Finalize/Adopt goals.
- Further discussion on constraints, delegation, and monitoring.

122



## Qualitative Feedback

- Board Retreat Discussions (December 2025)
- Board and individual board member feedback
- *Leading Professional Learning Communities (PLCs) DistrictWide*
- Gibson Academic Programs Management Audit
- [September 2025 Board Resolution & December 17, 2025 Motion/Directives](#)
- BAA (Legal), BJA (Legal) & AE (Local) Policies
- Evaluating & Improving Student Outcomes (EISO)
- Community Concerns & Feedback



# Governance Architecture

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

**Architecture** - a unifying or coherent form or structure





## Components of Governance Architecture

**Goals** - measurable and time bound student-oriented results

**Constraints/Guardrails** - what must not be violated or what must be followed while pursuing outcomes

125

**Delegation** - who decides what or is responsible for what

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



## Governance - Leander ISD Board Policy

Leander ISD is governed by a board of trustees who, as a body corporate, shall oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. BAA (Legal), TEC 11.051(a)

126



## Governance - Leander ISD Board Policy

Leander ISD is governed by a board of trustees who, as a body corporate, shall oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. BAA (Legal), TEC 11.051(a)

127





# Governance Architecture

When governance architecture is done well:

- Clear measurable outcomes (Goals)
- Values are protected (Constraints/Guardrails)
- The work of the board, superintendent, administration, and staff is clear, different, and aligned (Delegation)
- Common understanding of how we will know if we are successful or not (monitoring/measuring)
- Trustee concerns, ideas, and feedback become aligned and governable





# Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

129



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

130

**Staff & community engagement in major decisions**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

131

**Inconsistency in implementation of curriculum  
(or other initiatives & expectations)**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

132

**Implementation of strategies to address  
audit findings**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

133

**Academic performance of ALL students &  
significant performance gaps between groups  
of students**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

134

**Budget development aligned to  
goals/priorities**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

135

**Bond proposal development**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

136

**Equitable access to all academic and extra/co-curricular programs (student experience)**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

137

**Too many lengthy presentations that leave trustees with more questions but limited understanding of progress**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

138

**Consistency of PLC practice across  
the district**



## Governance Game

**Goal, Constraint, Delegation, or  
Monitoring?**

139

**Long Range Planning for district facilities**

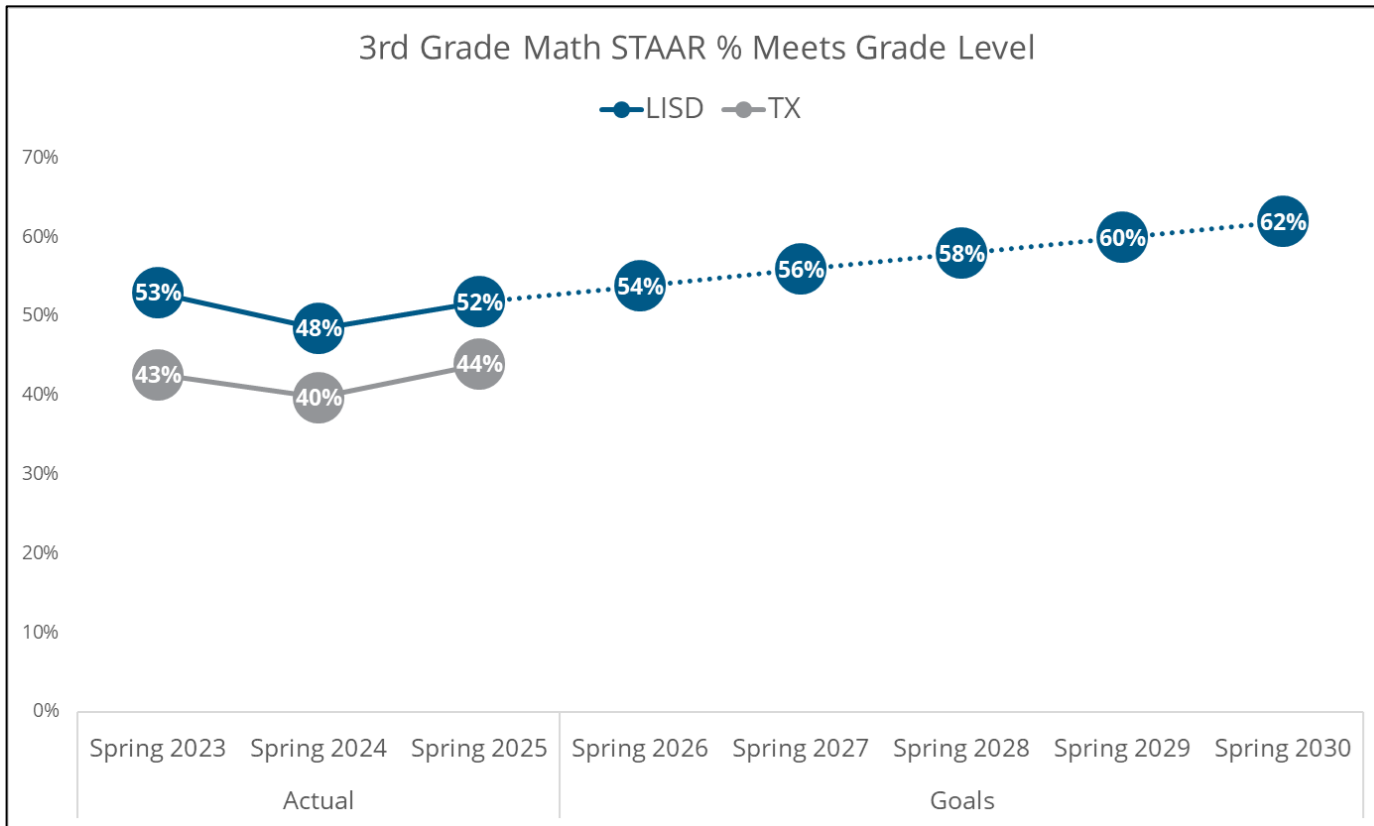


# Goals - Draft #2

140

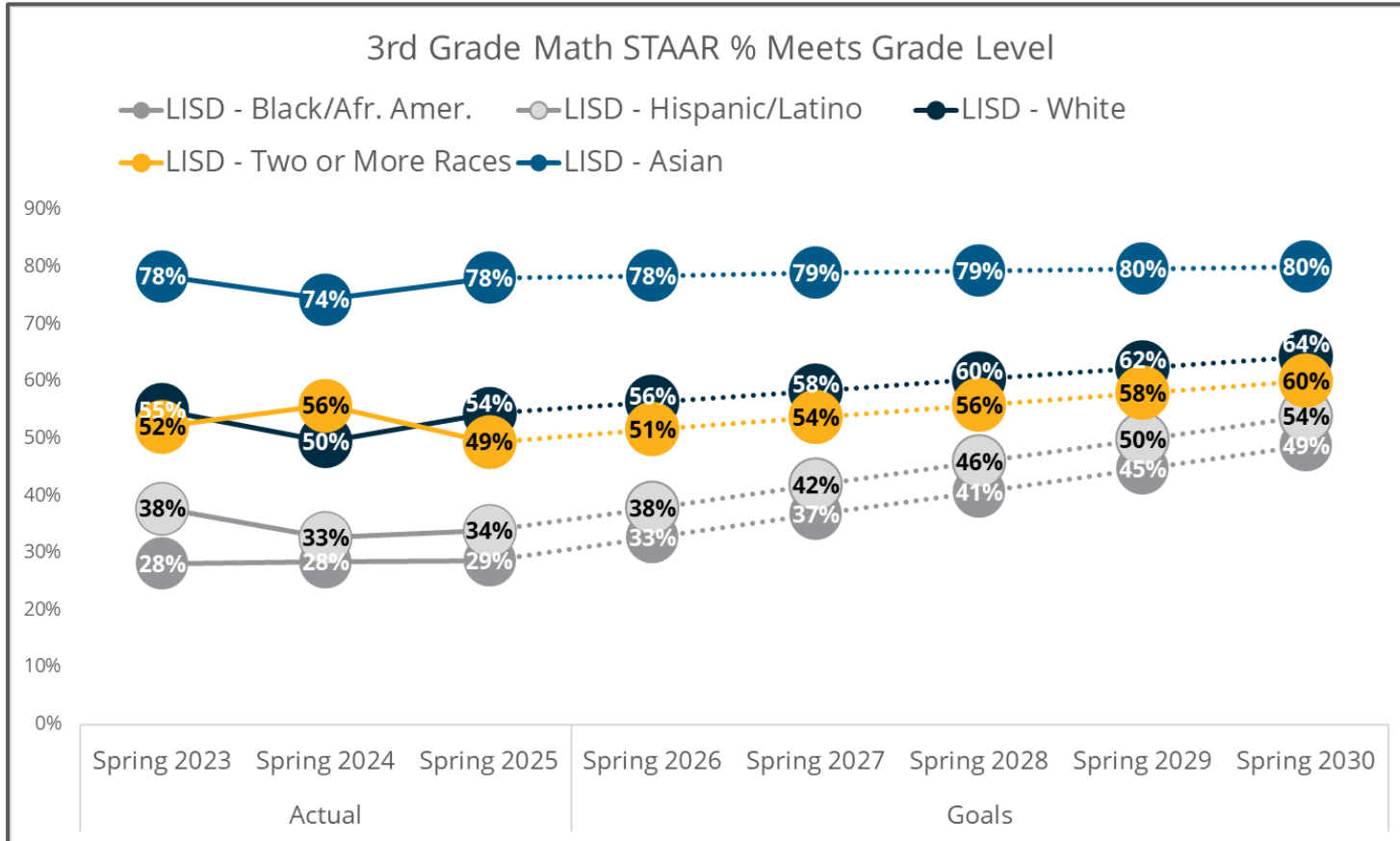


# HB 3: Early Childhood Mathematics Goals



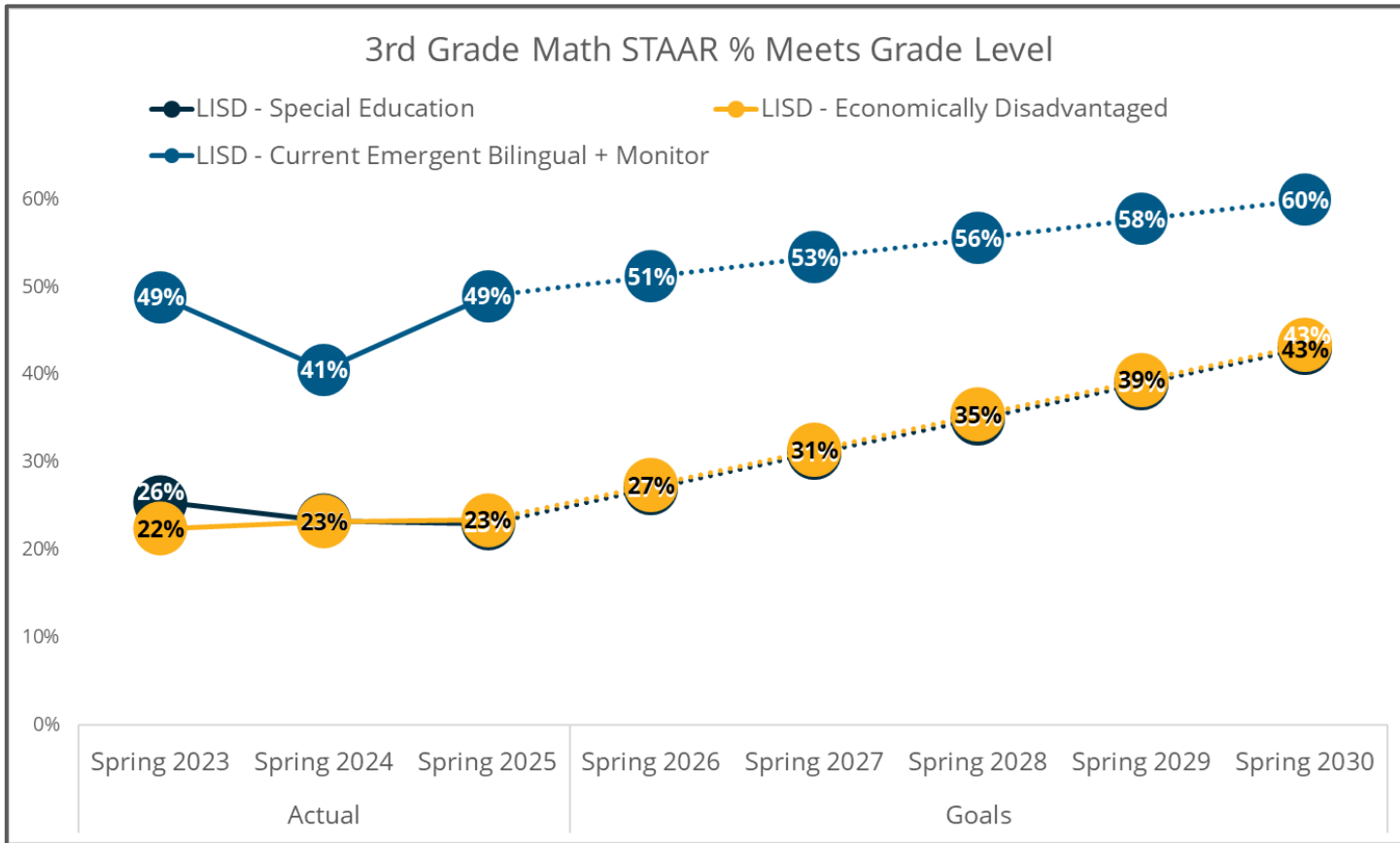


# HB 3: Early Childhood Mathematics



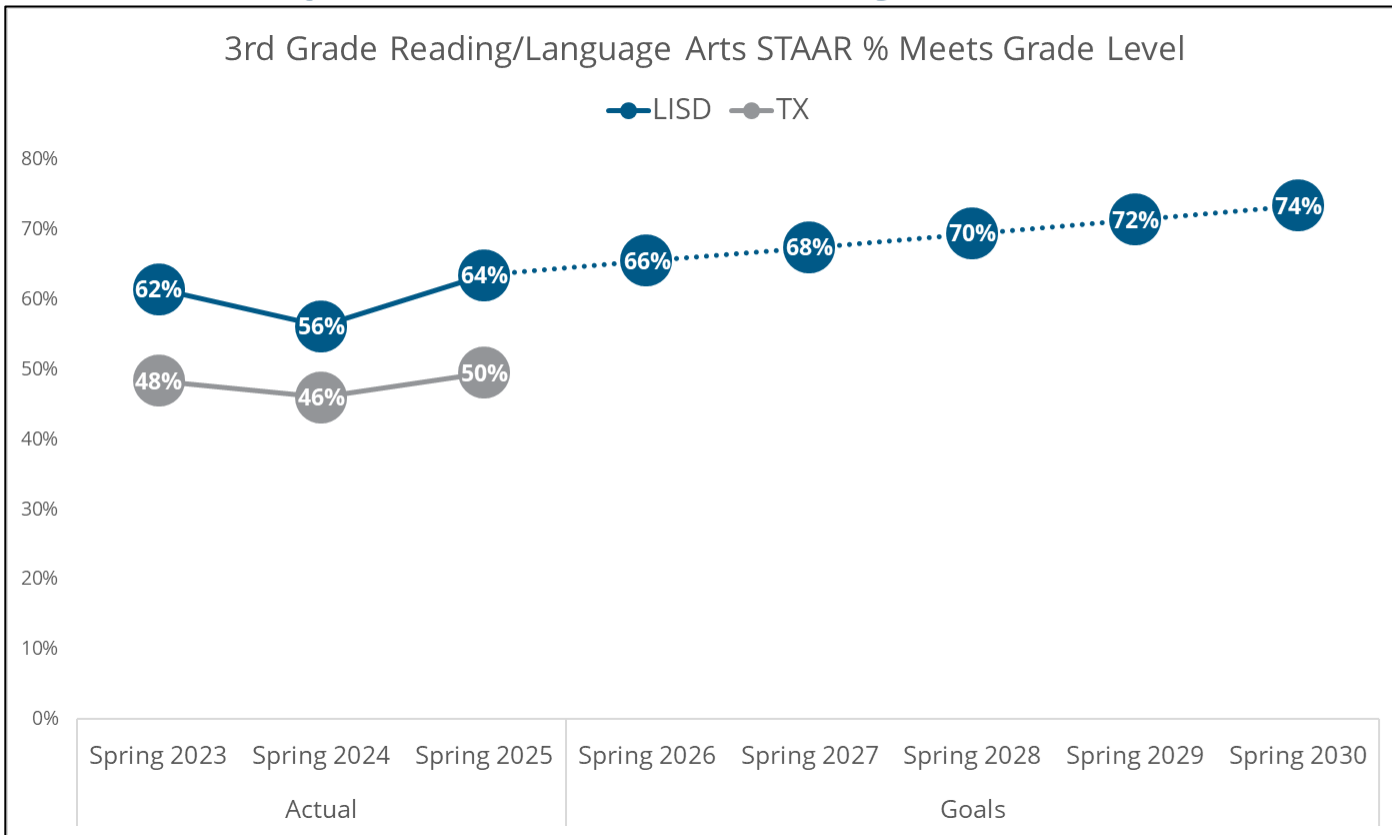


# HB 3: Early Childhood Mathematics *Updated Goals*





# HB 3: Early Childhood Reading Goals

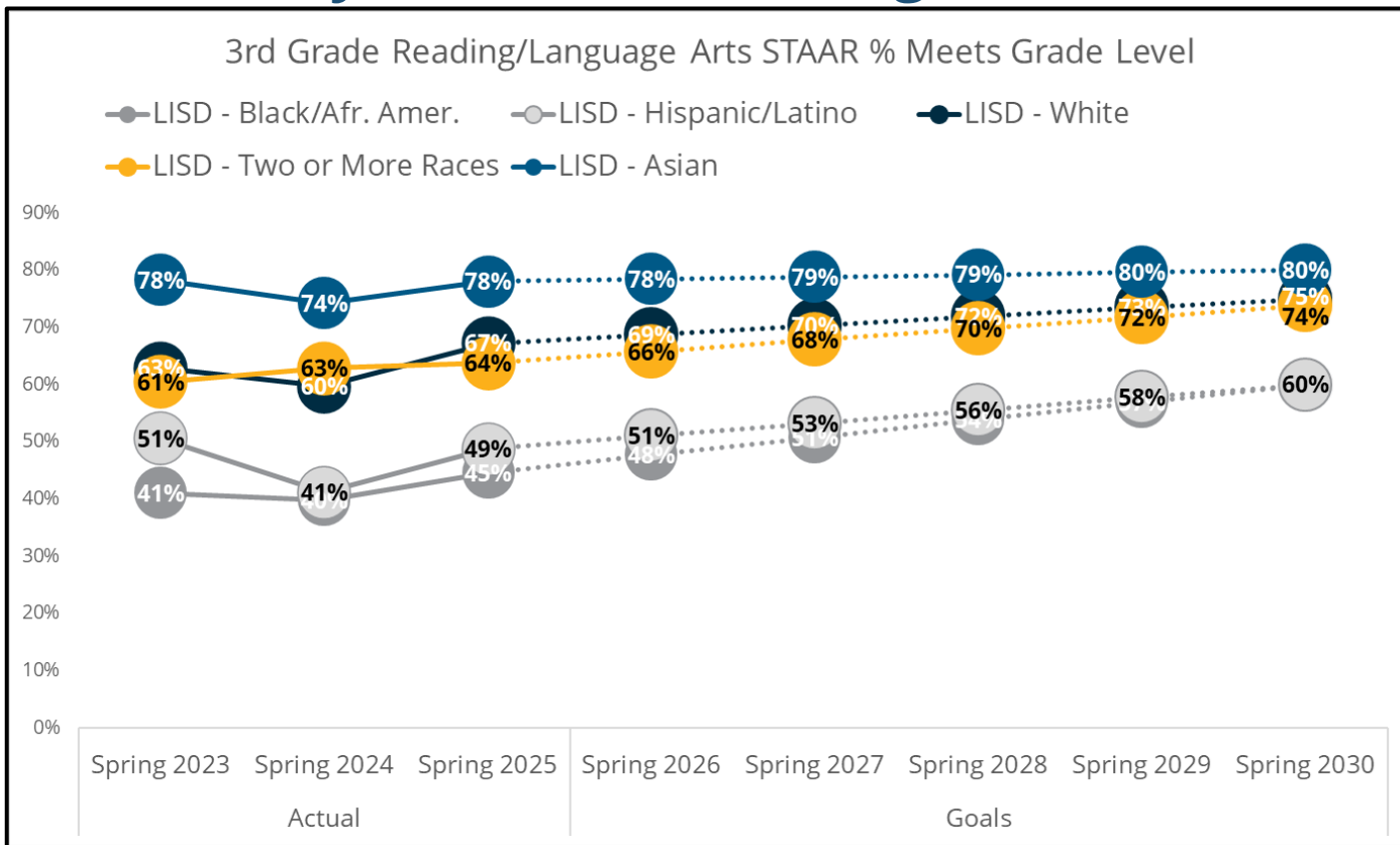


144

*Includes English and Spanish tests*

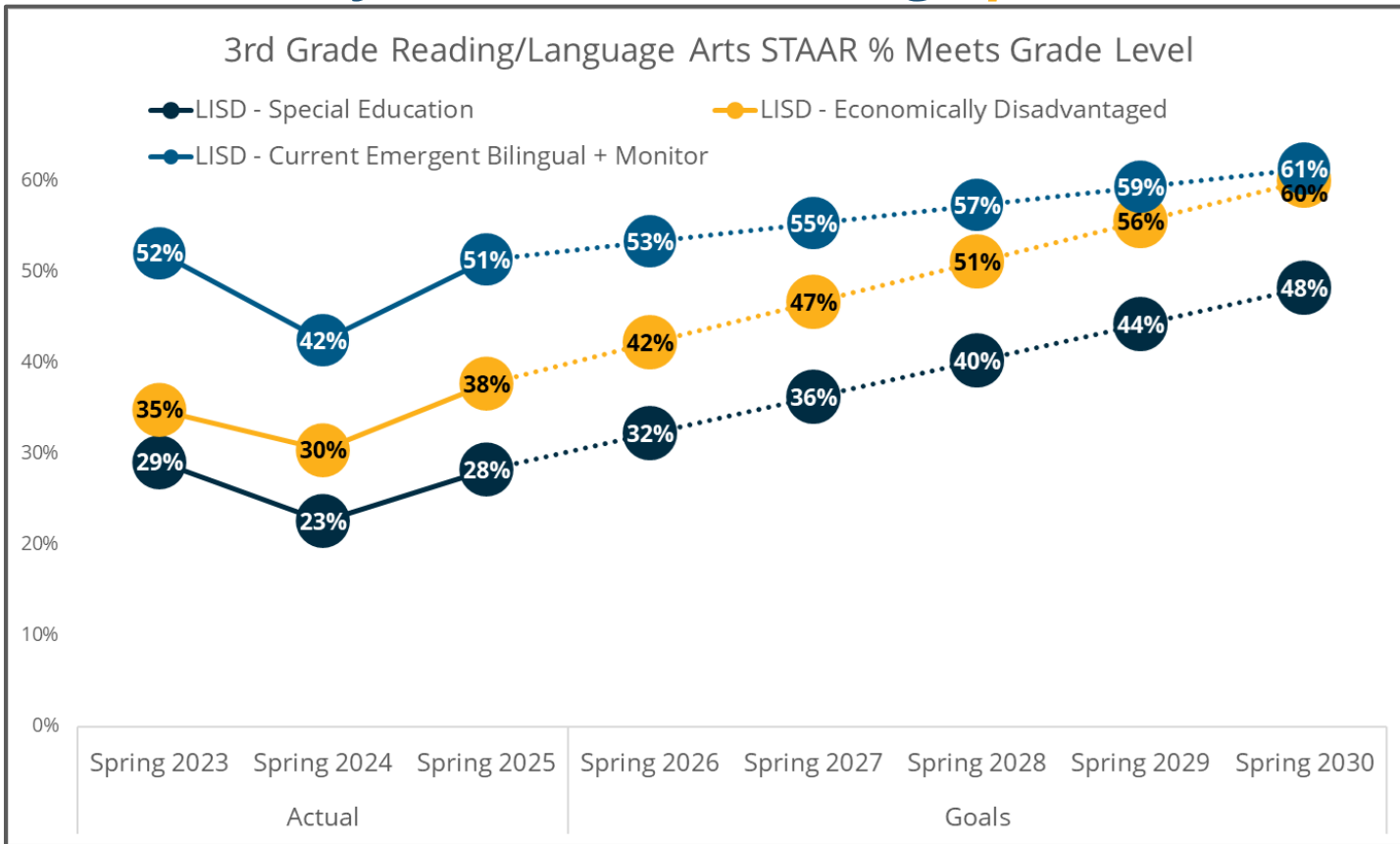


# HB 3: Early Childhood Reading





# HB 3: Early Childhood Reading *Updated Goals*





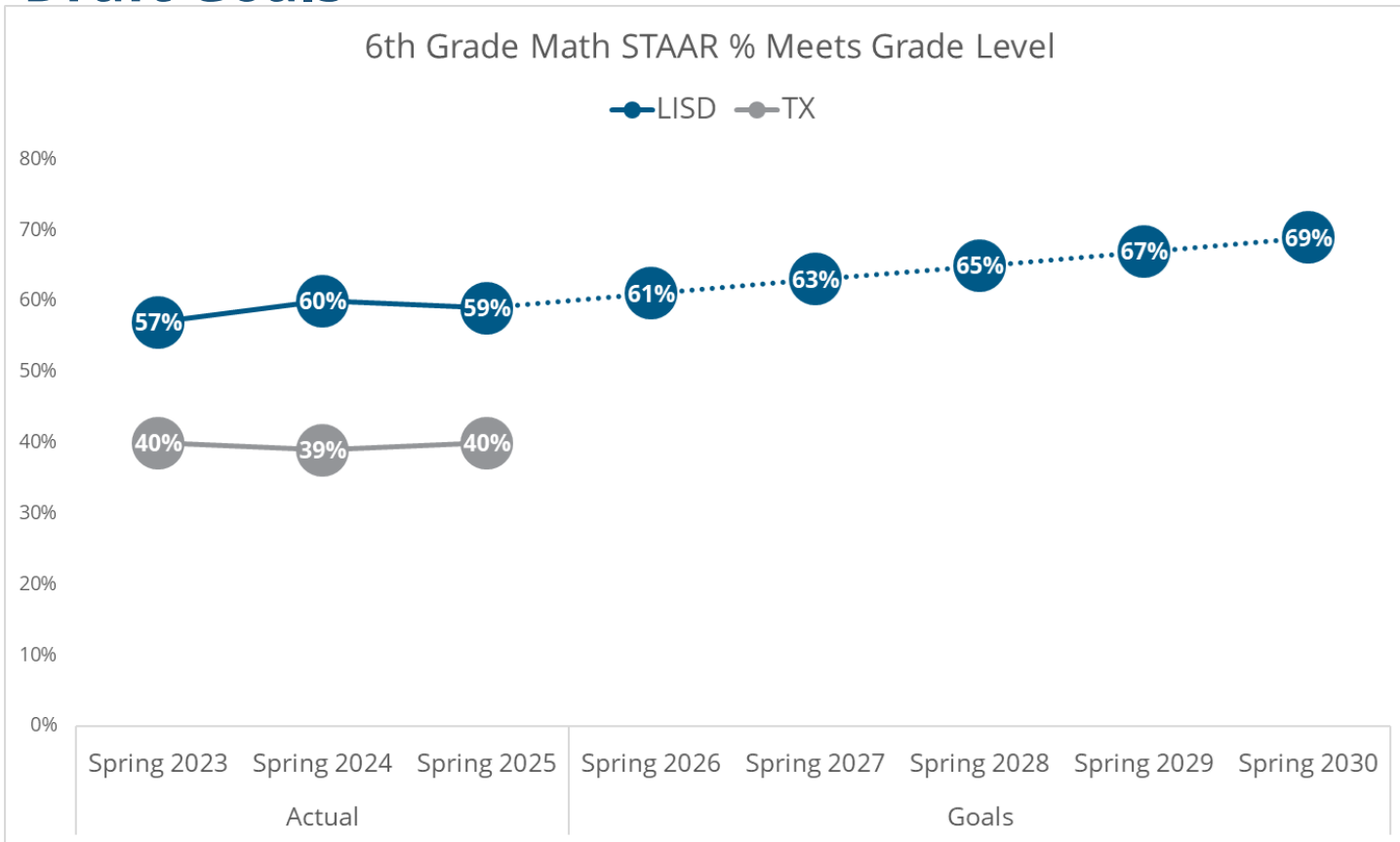
## Draft Goals

**Goal 1:** By June of 2030 the percentage of students achieving Meets Expectations on 3rd grade Math and Reading STAAR will meet or exceed the following student group goals:

	Reading	Math
All Students	74%	62%
Black/African American	60%	49%
Hispanic/Latino	60%	54%
White	75%	64%
Two or More Races	74%	60%
Asian	80%	80%
Special Education	48%	43%
Economically Disadvantaged	60%	43%
Emergent Bilingual (includes monitor students)	61%	60%



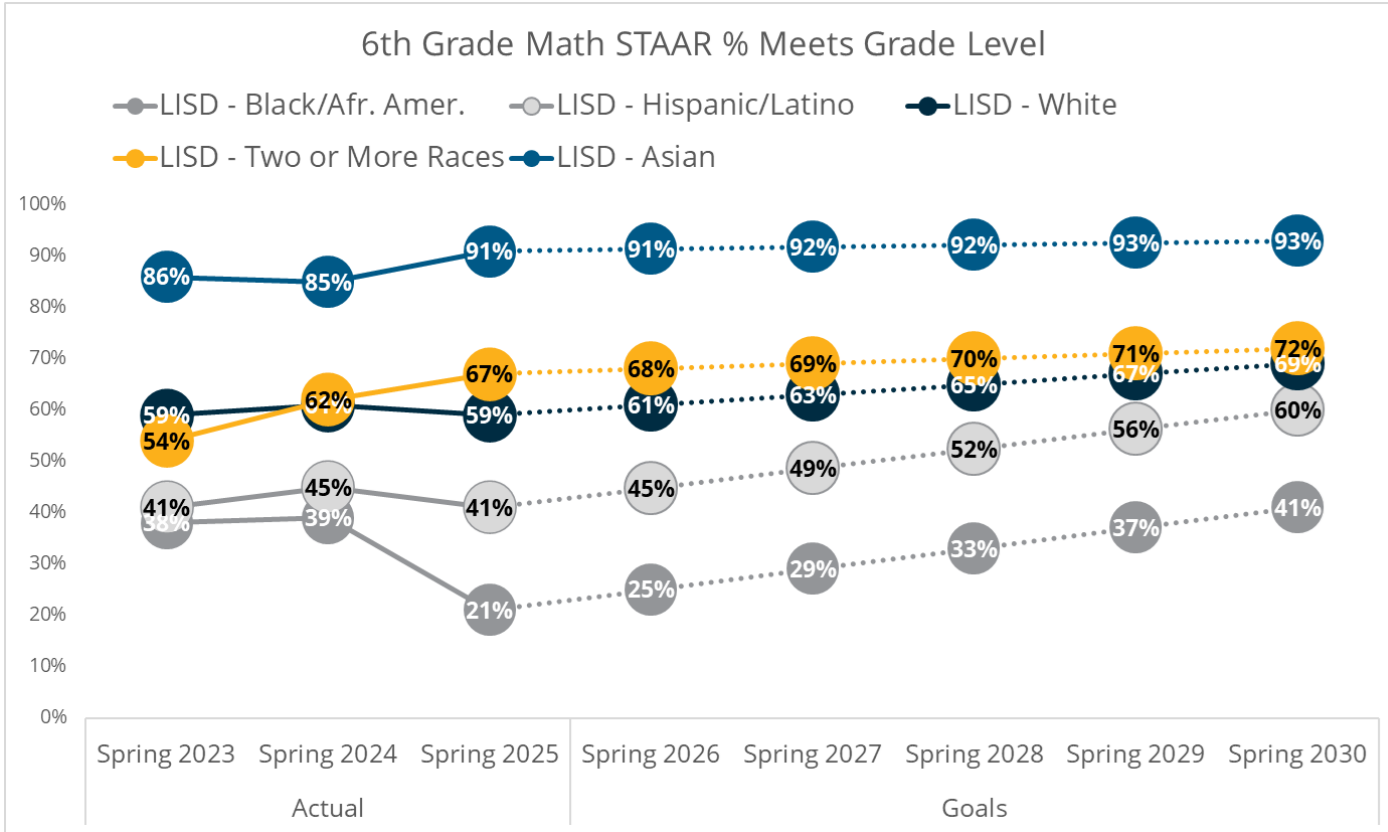
# Draft Goals



148

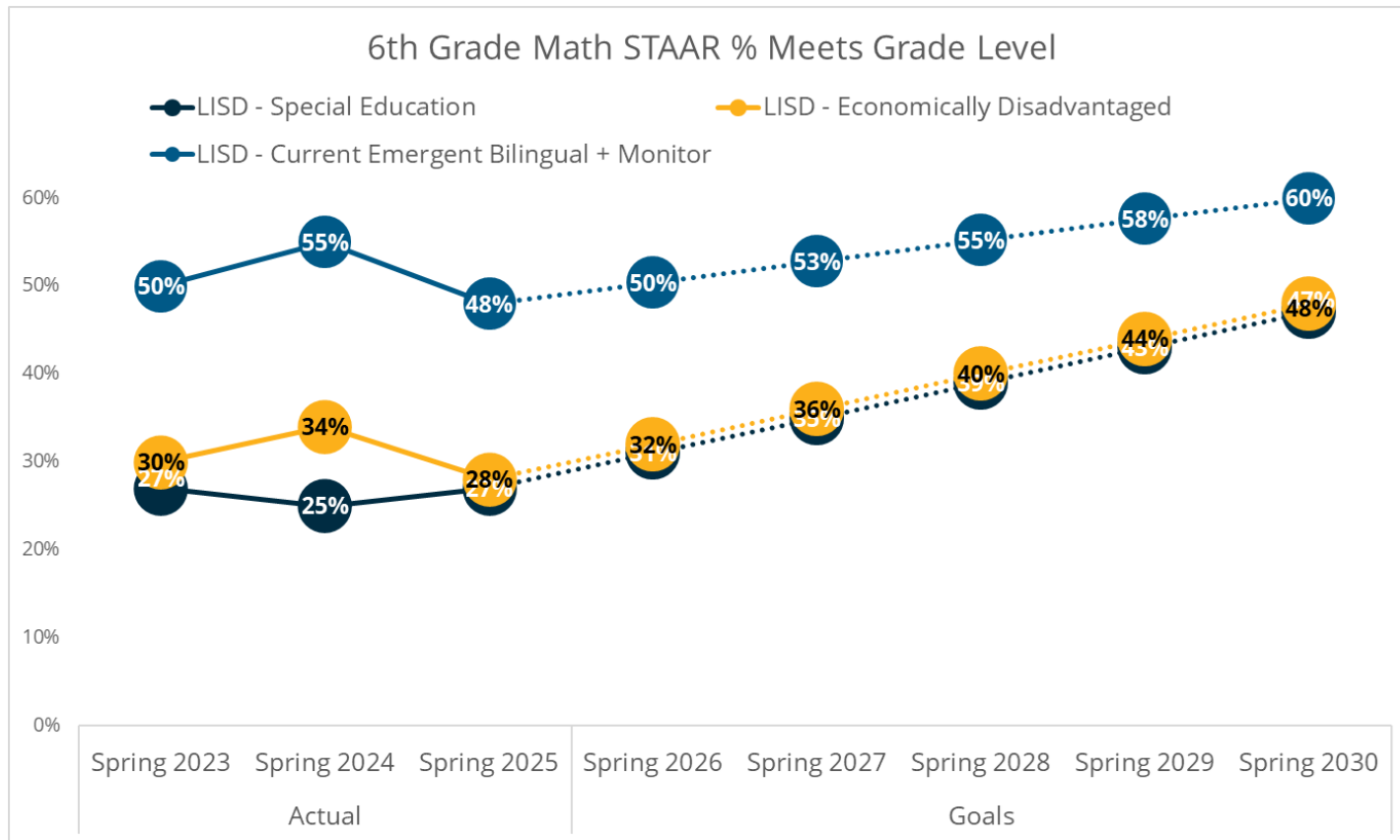


# Draft Goals





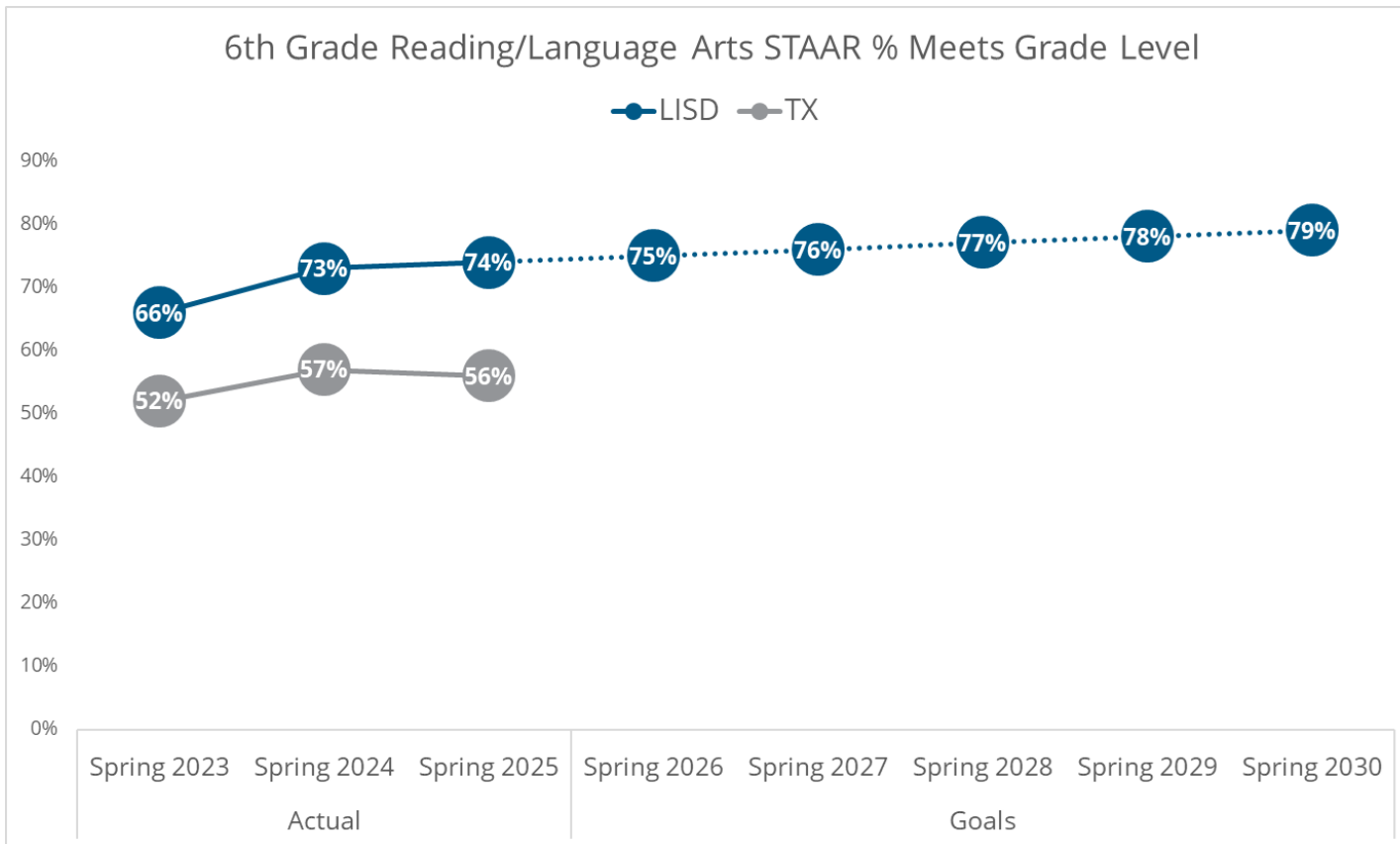
# Draft Goals



150

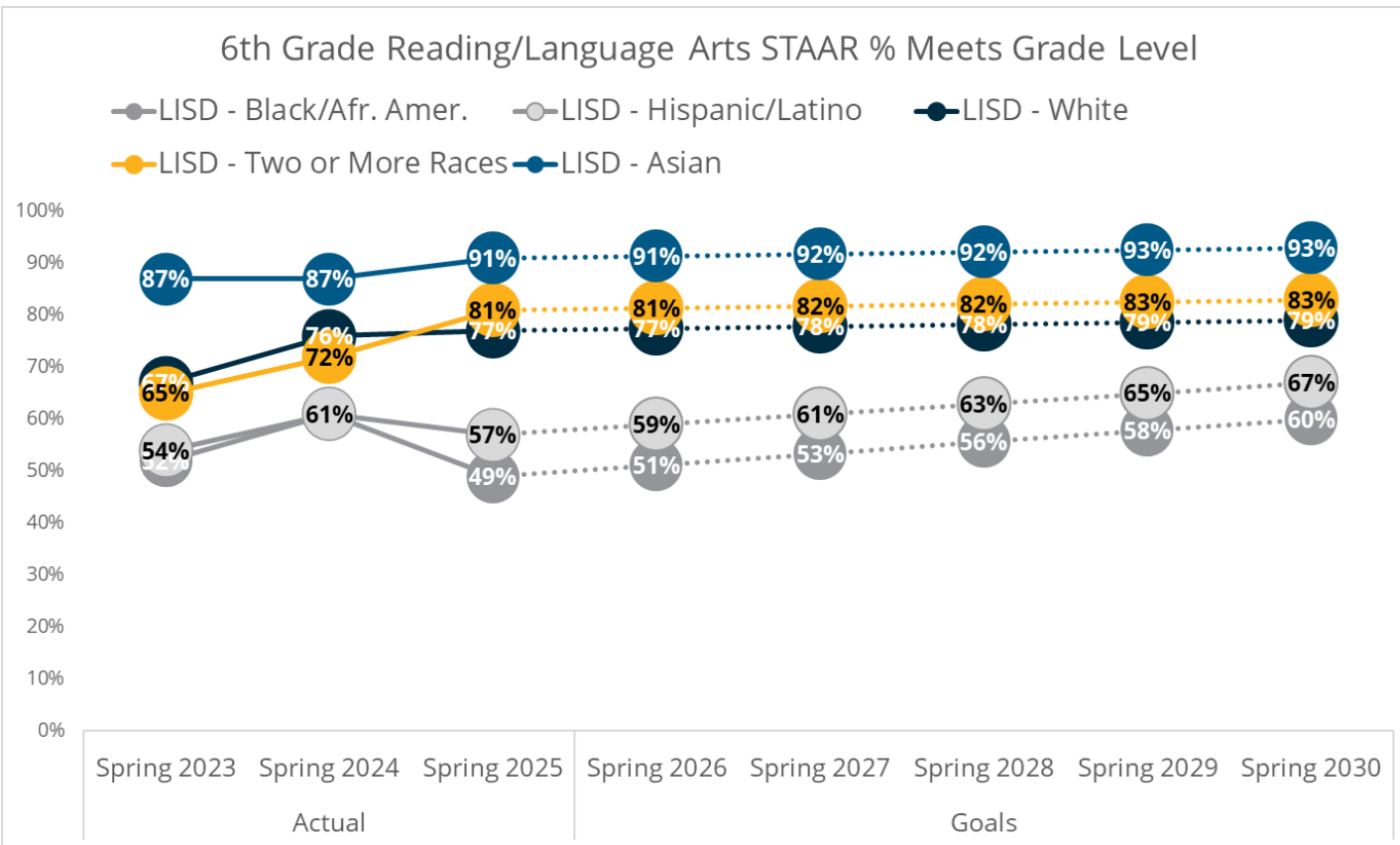


# Draft Goals



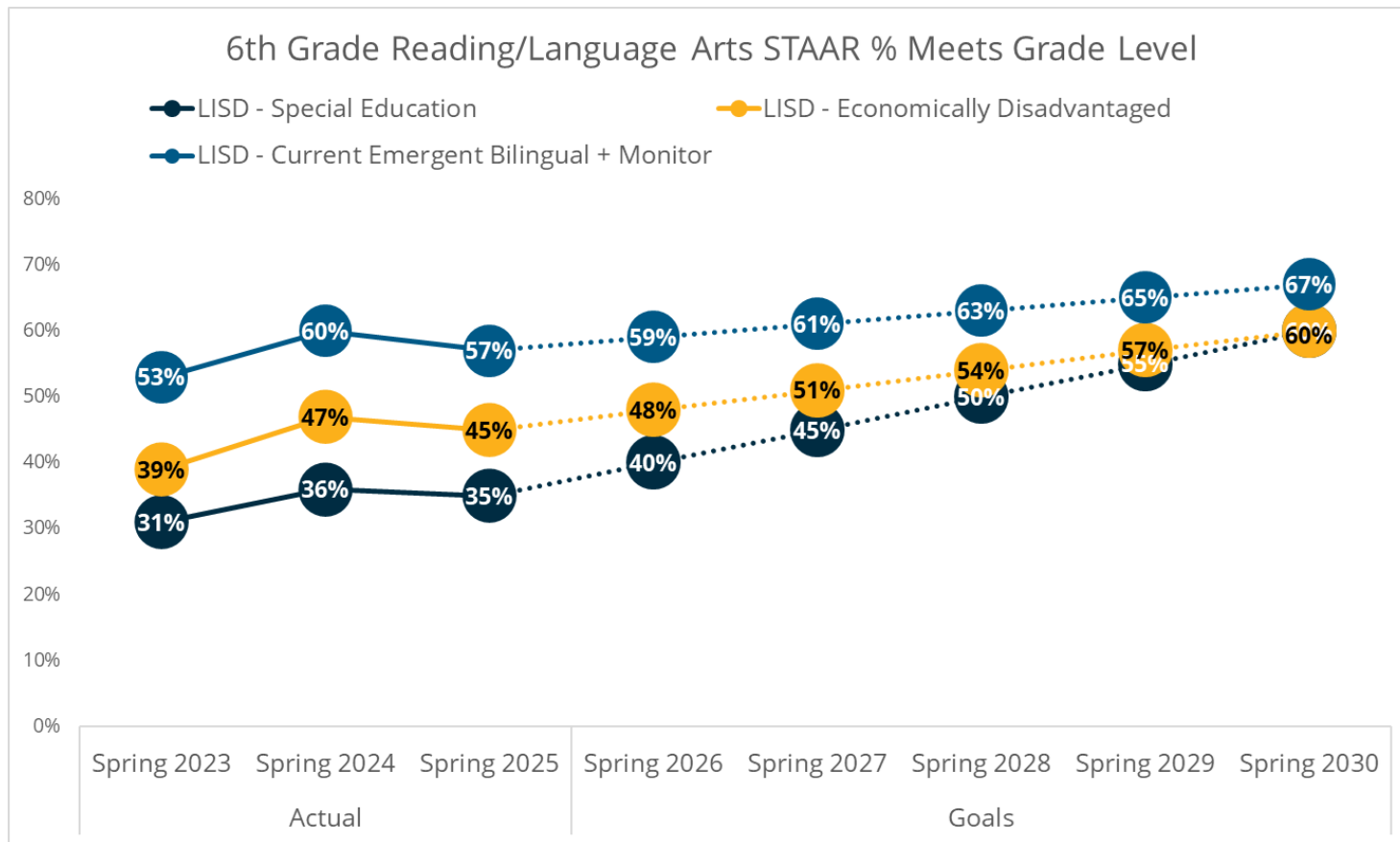


# Draft Goals





# Draft Goals





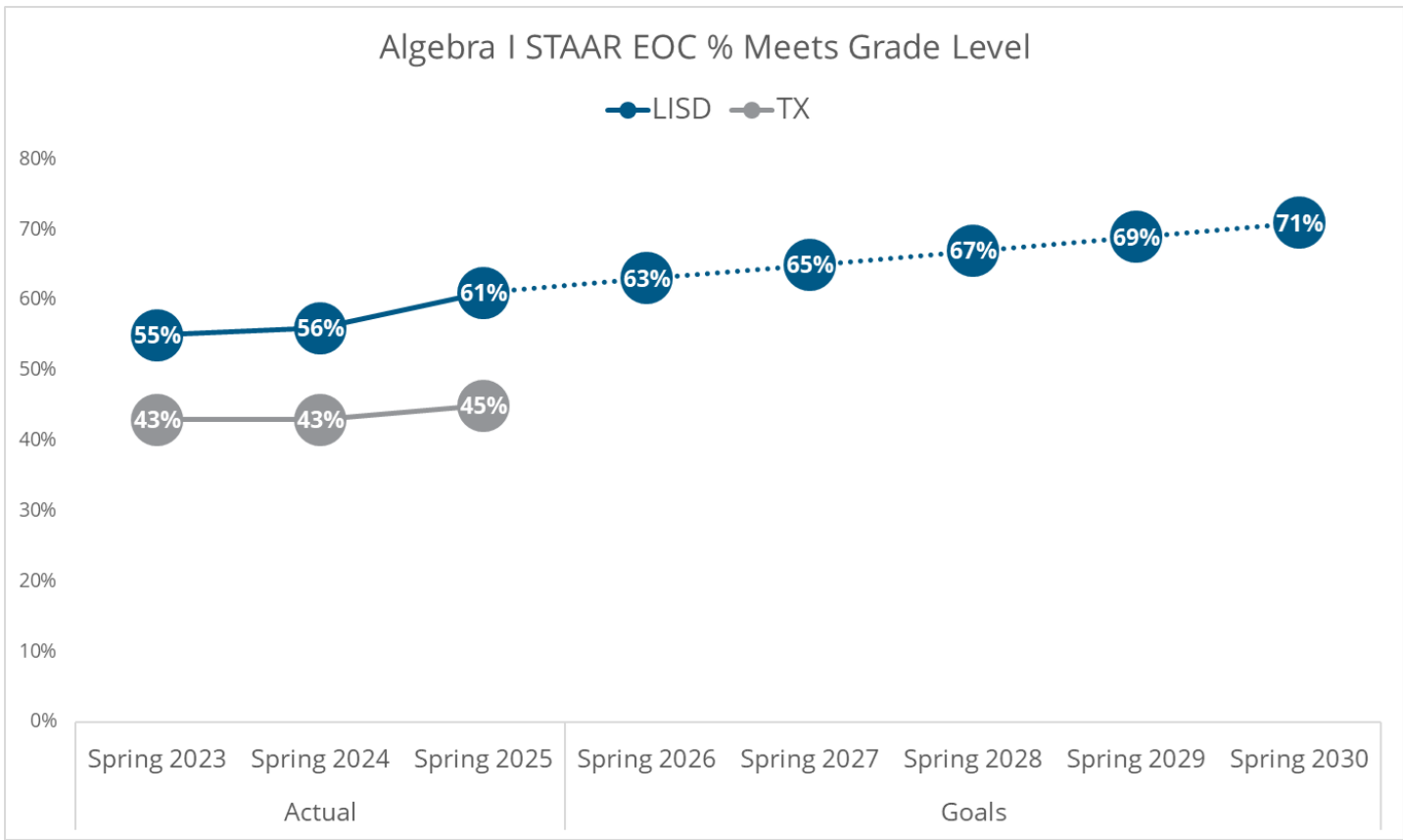
## Draft Goals

**Goal 2:** By June of 2030 the percentage of students achieving Meets Expectations on **6th grade Math and Reading STAAR** will meet or exceed the following student group goals:

	Reading	Math
All Students	79%	69%
Black/African American	60%	41%
Hispanic/Latino	67%	60%
White	79%	69%
Two or More Races	83%	72%
Asian	93%	93%
Special Education	60%	47%
Economically Disadvantaged	60%	48%
Emergent Bilingual (includes monitor students)	67%	60%



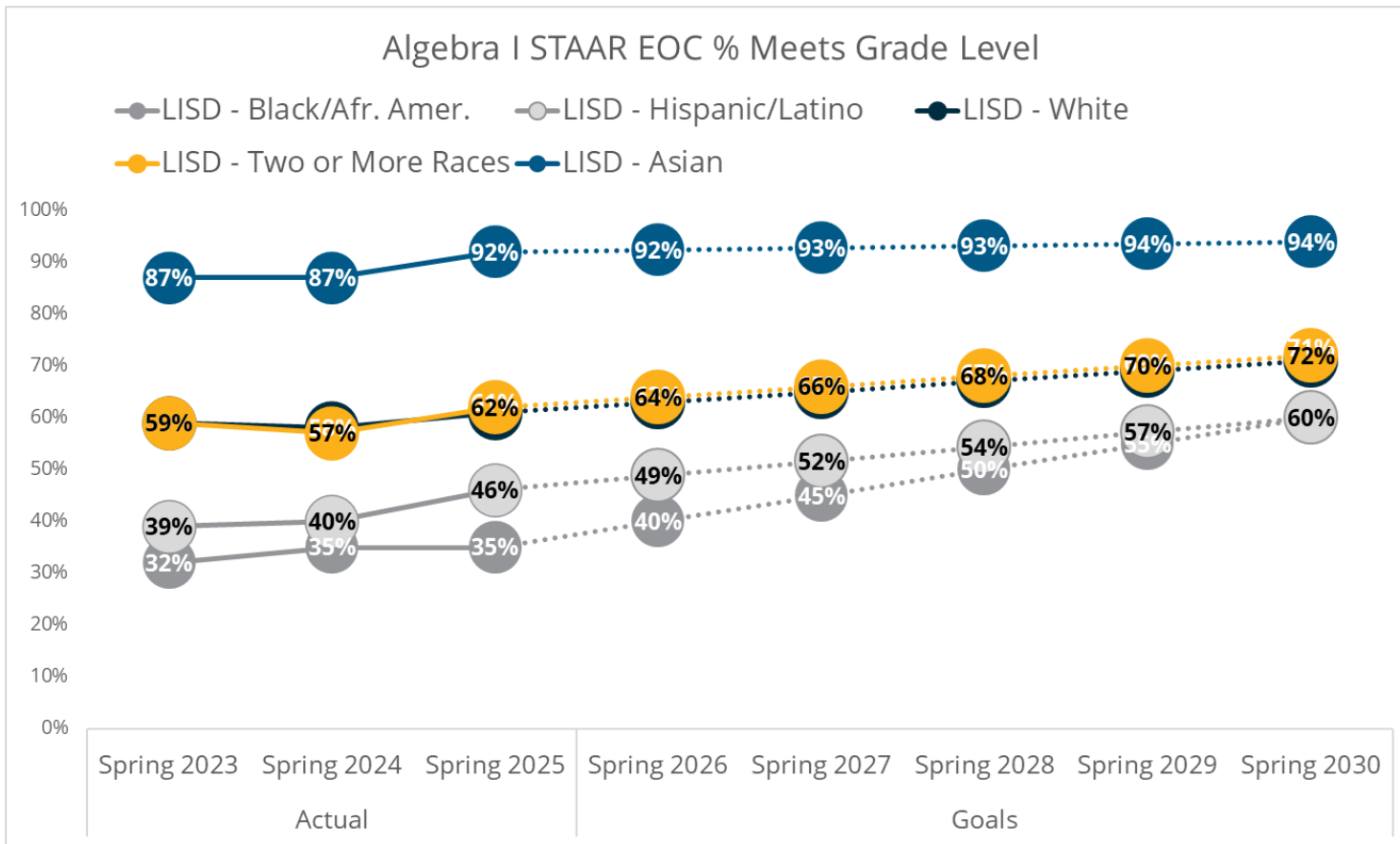
# Draft Goals



155

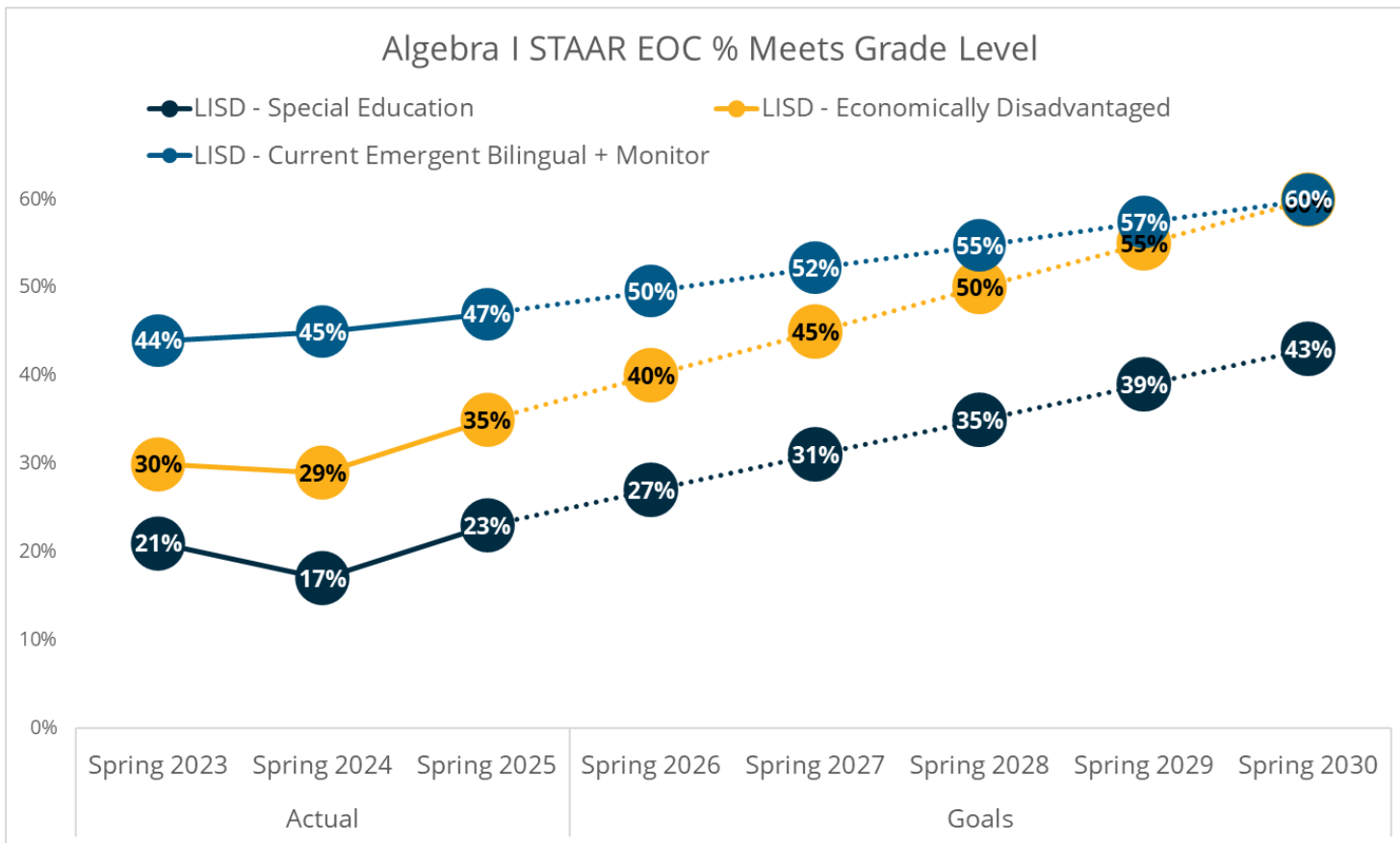


# Draft Goals



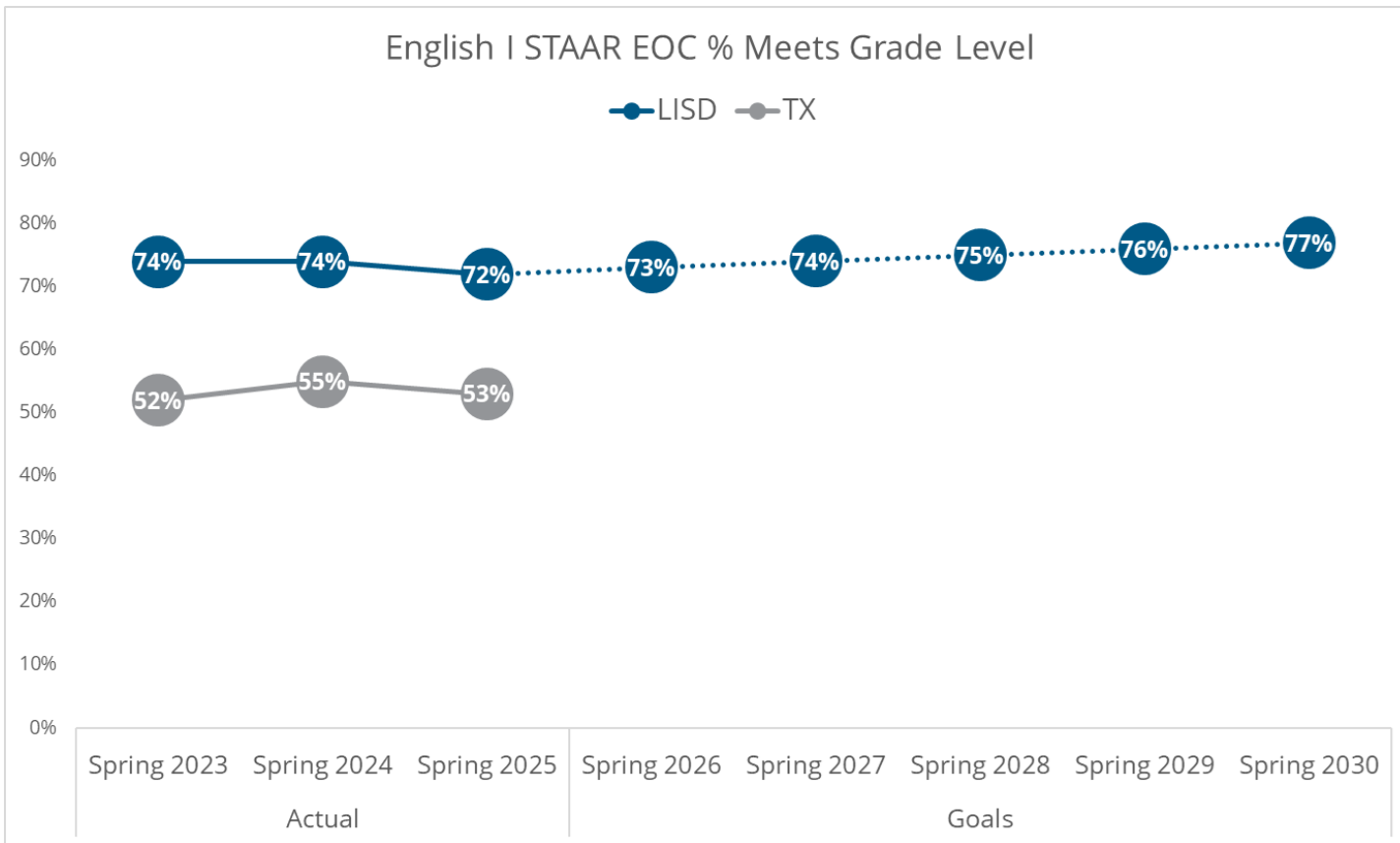


# Draft Goals



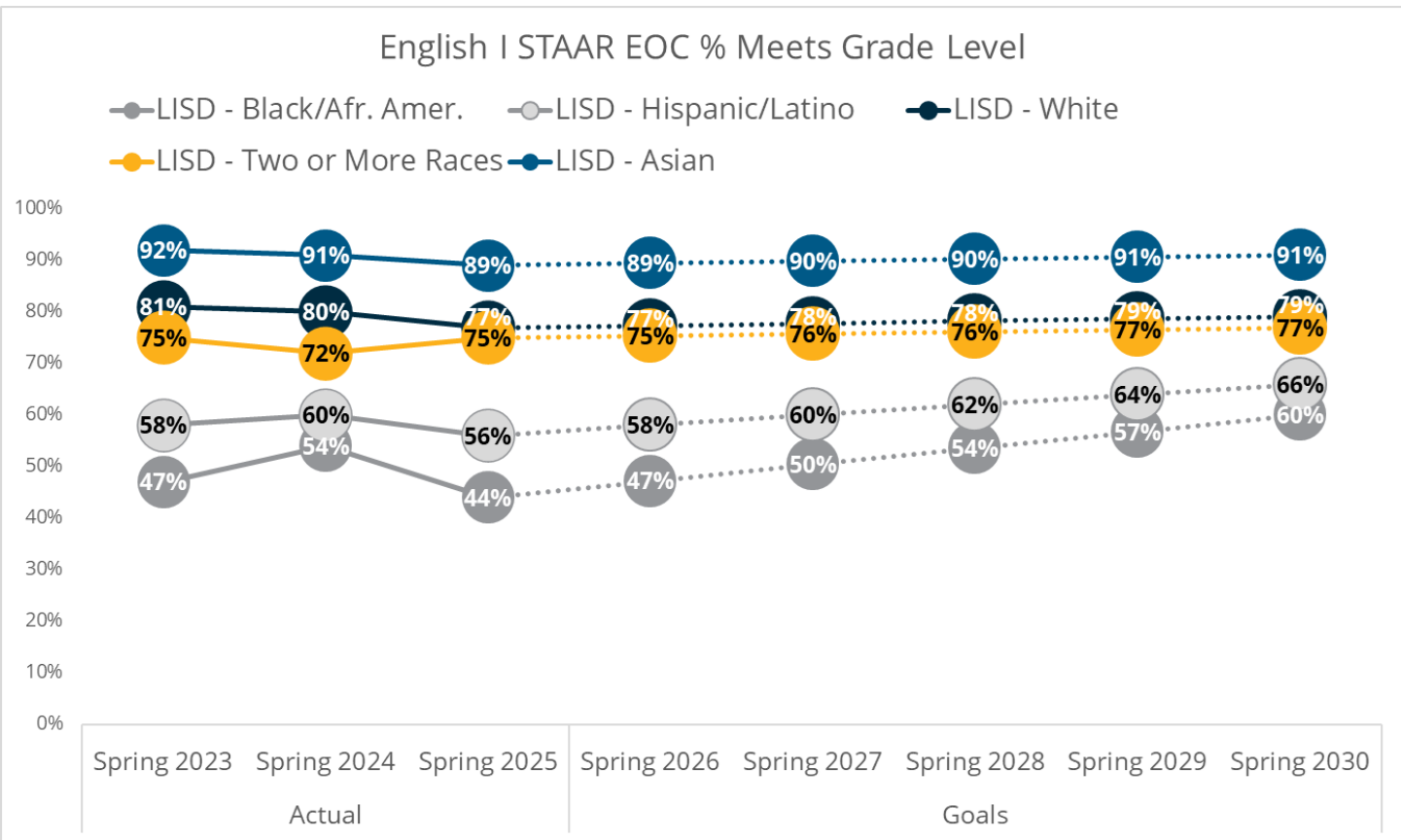


# Draft Goals



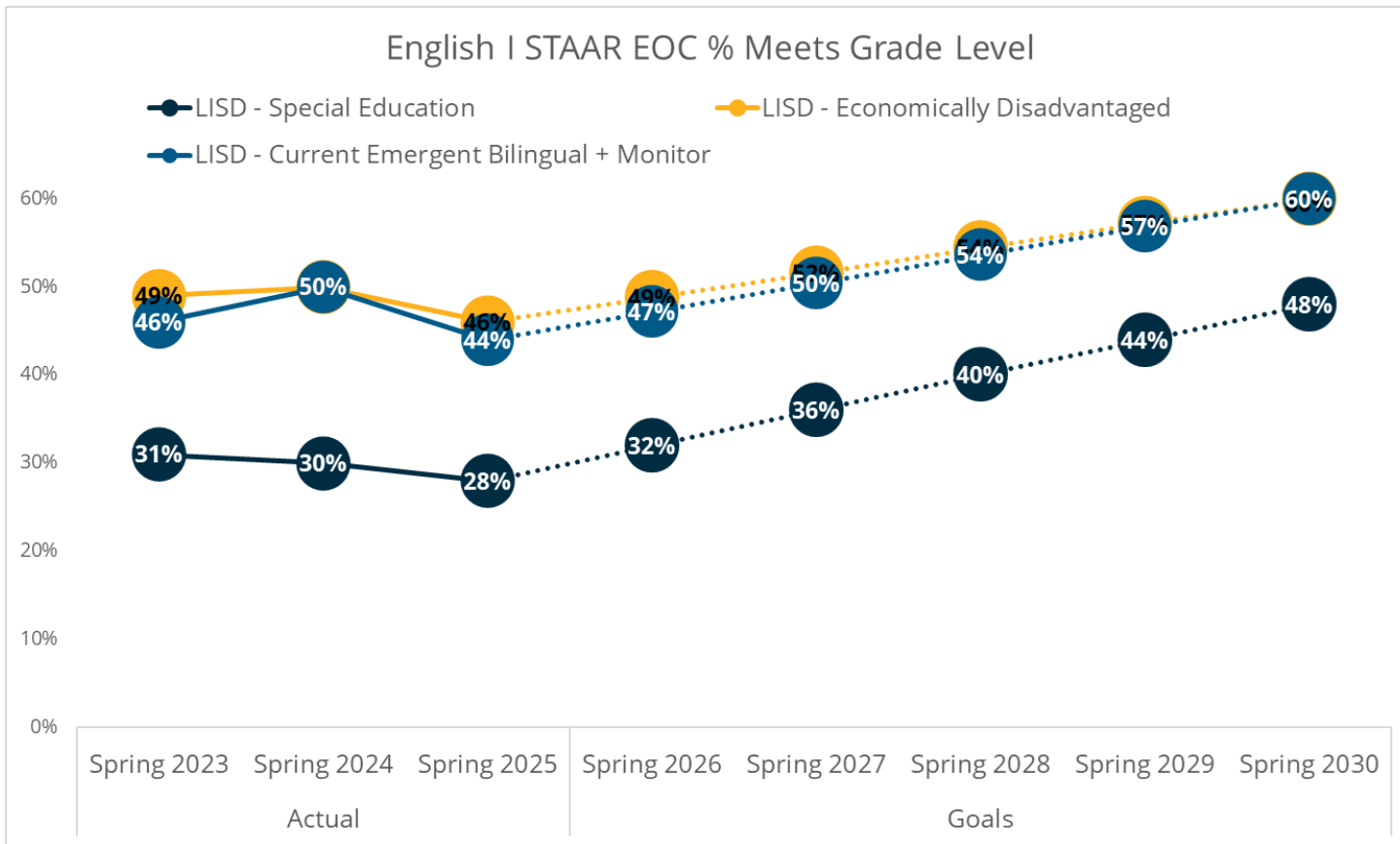


# Draft Goals





# Draft Goals



160



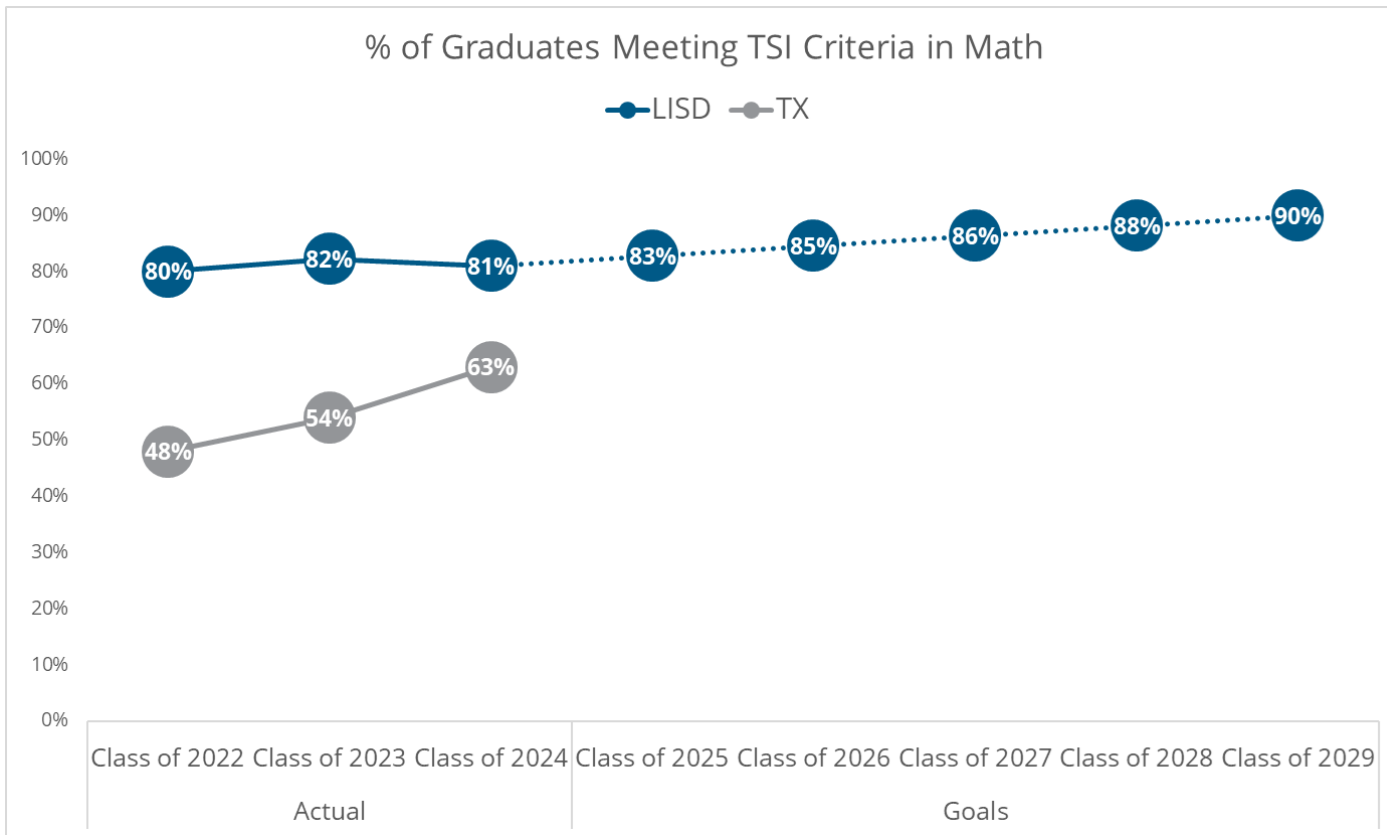
## Draft Goals

**Goal 3:** By June of 2030 the percentage of students achieving Meets Expectations on **Algebra 1 and English 1 End of Course Assessment** will meet or exceed the following student group goals: ▼

	English 1	Algebra 1
All Students	77%	71%
Black/African American	60%	60%
Hispanic/Latino	66%	60%
White	79%	71%
Two or More Races	77%	72%
Asian	91%	94%
Special Education	48%	43%
Economically Disadvantaged	60%	60%
Emergent Bilingual (includes monitor students)	60%	60%



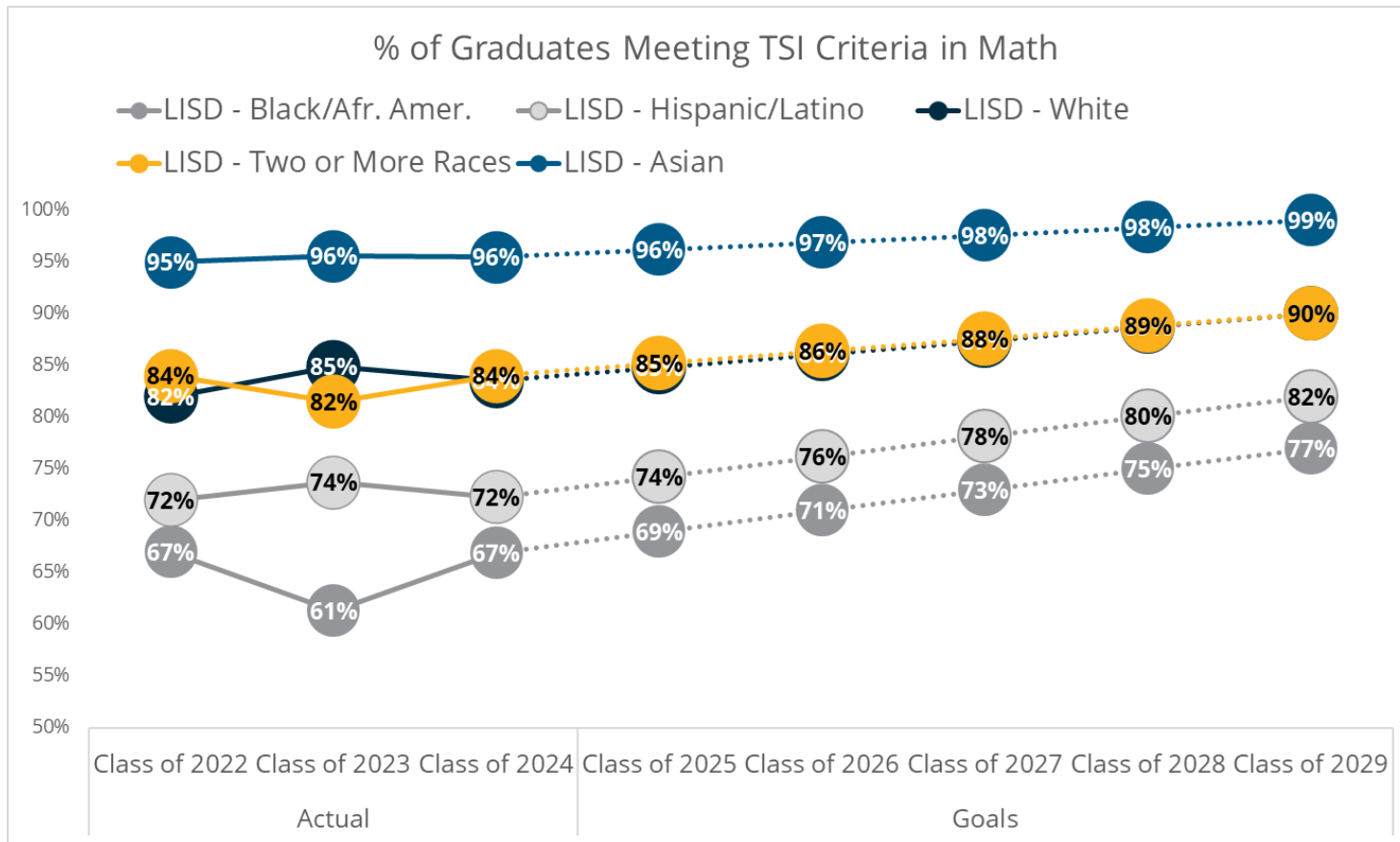
# Draft Goals



162

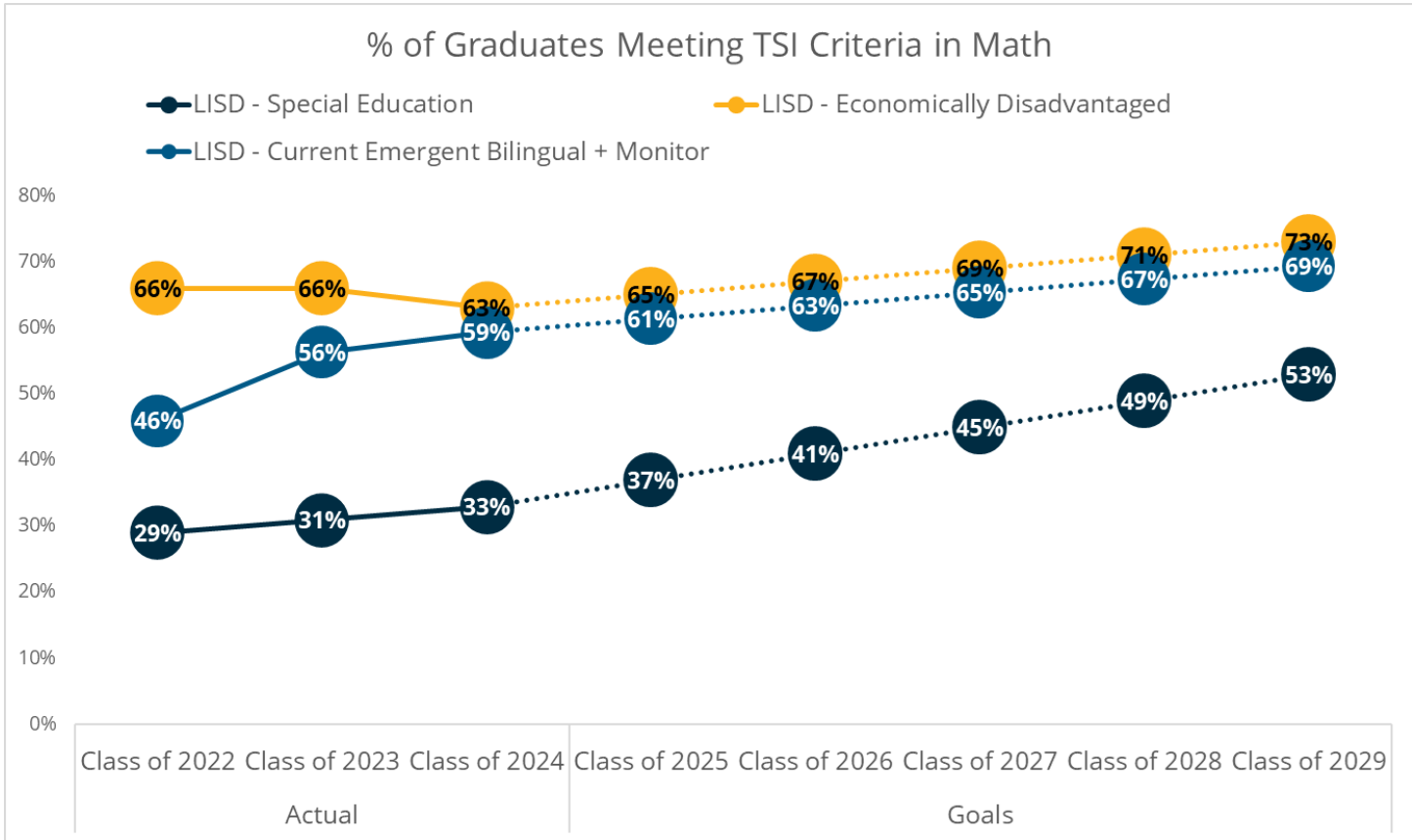


# Draft Goals





# Draft Goals

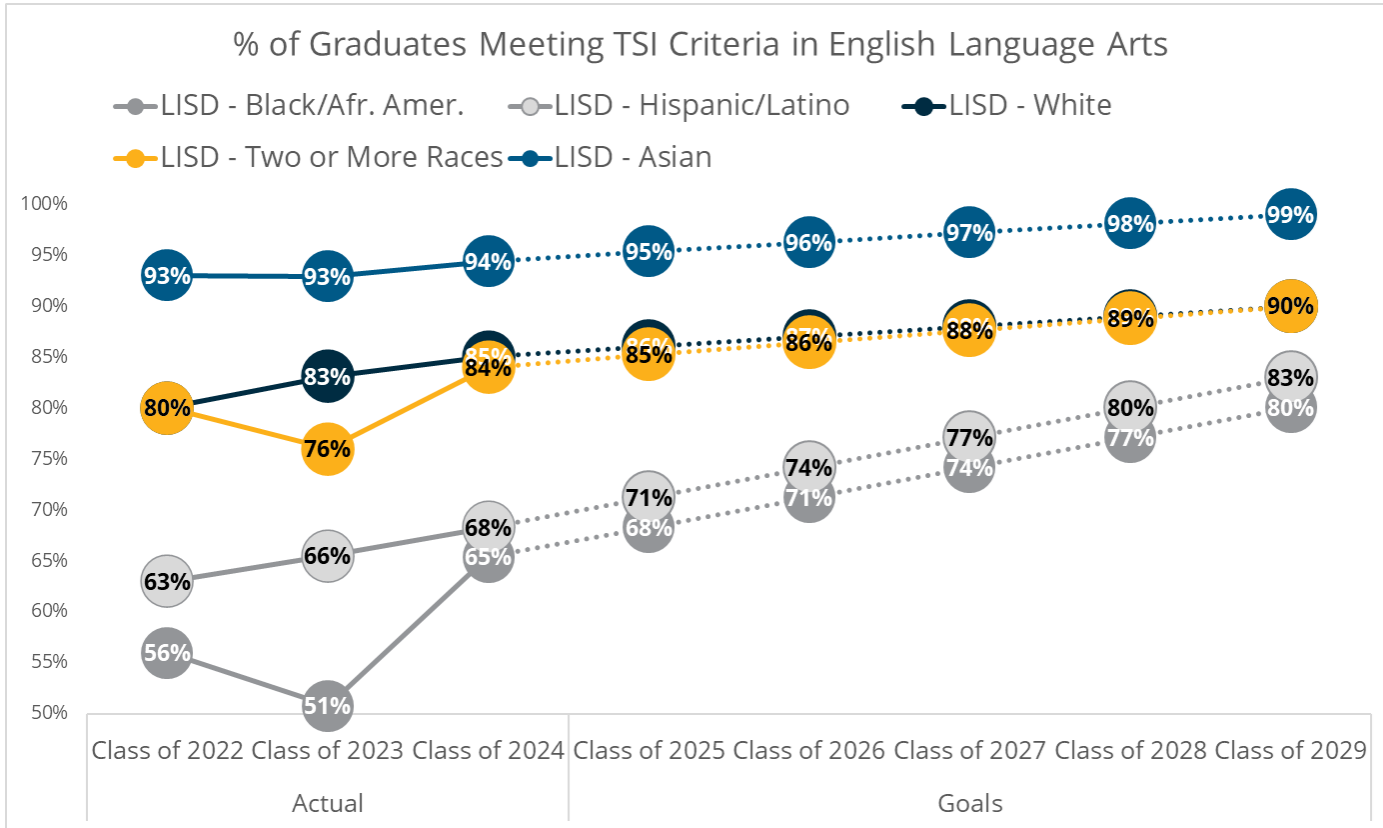


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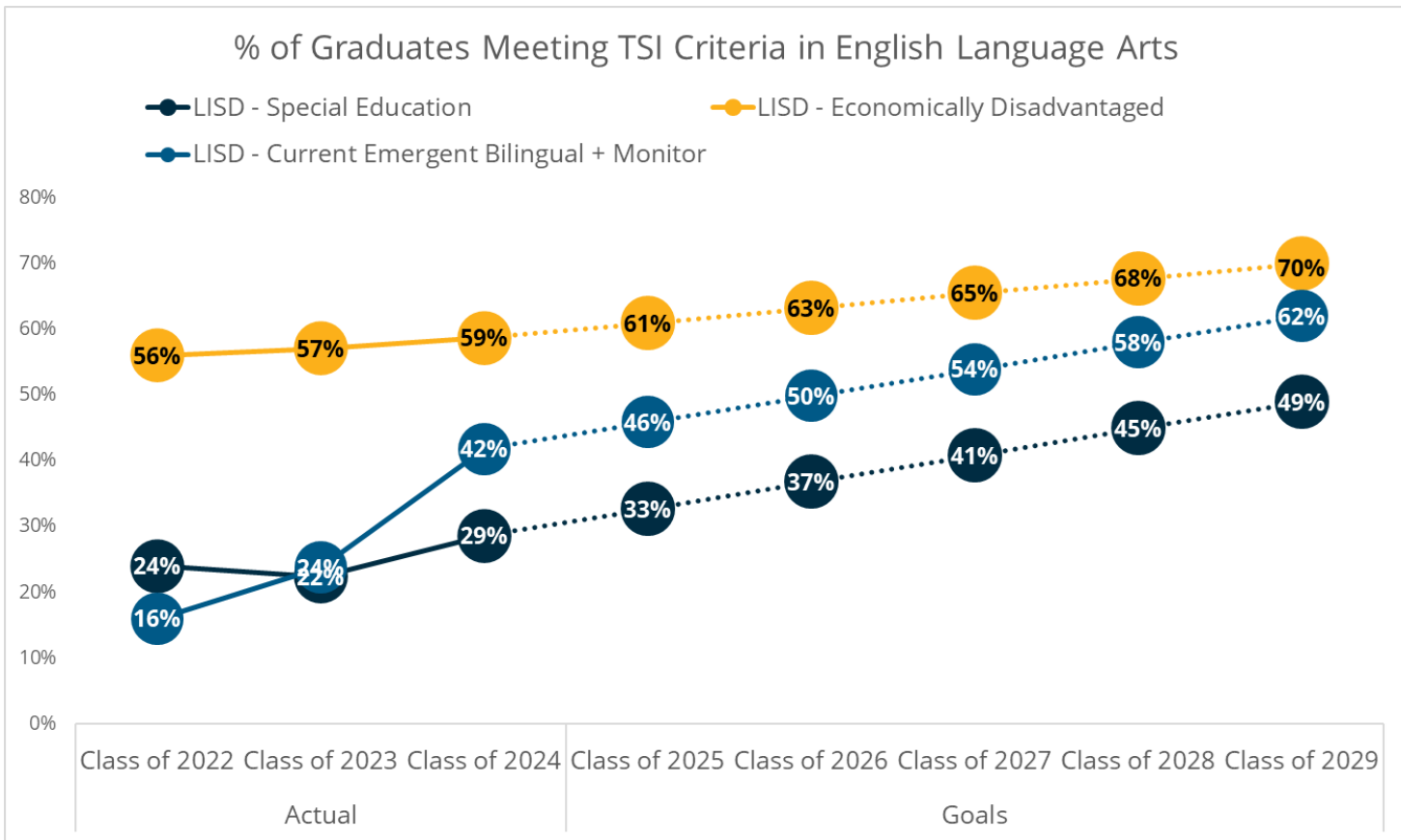


# Draft Goals





# Draft Goals





## Draft Goals

**Goal 4:** By June of 2030 (class of 2029) the percentage of students achieving TSI criteria will meet or exceed the following student group goals:

	TSI Reading	TSI Math
All Students	90%	90%
Black/African American	80%	77%
Hispanic/Latino	83%	82% 168
White	90%	90%
Two or More Races	90%	90%
Asian	99%	99%
Special Education	49%	53%
Economically Disadvantaged	70%	73%
Emergent Bilingual (includes monitor students)	62%	69%



## Next Steps

- Adjustments to goals based on tonight's feedback
- March 12 Board Meeting
  - Finalize goals (adopt)
  - Review a complete organization of the Constraints/Guardrails and Delegation
  - Discuss and develop Monitoring/Measurements
- Homework: Each of you have a copy of the draft Goals, Constraints, Delegation, and Monitoring to review and make notes for the March 12 Board Meeting.



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# DISCUSSION

## Leander ISD Board Goals

**Goal 1:** By June of 2030 the percentage of students achieving Meets Expectations on **3rd grade Math and Reading STAAR** will meet or exceed the following student group goals:

	Reading	Math
All Students	74%	62%
Black/African American	60%	49%
Hispanic/Latino	60%	54%
White	75%	64%
Two or More Races	74%	60%
Asian	80%	80%
Special Education	48%	43%
Economically Disadvantaged	60%	43%
Emergent Bilingual (includes monitor students)	61%	60%

## Leander ISD Board Goals

**Goal 2:** By June of 2030 the percentage of students achieving Meets Expectations on **6th grade Math and Reading STAAR** will meet or exceed the following student group goals:

	Reading	Math
All Students	79%	69%
Black/African American	60%	41%
Hispanic/Latino	67%	60%
White	79%	69%
Two or More Races	83%	72%
Asian	93%	93%
Special Education	60%	47%
Economically Disadvantaged	60%	48%
Emergent Bilingual (includes monitor students)	67%	60%

## Leander ISD Board Goals

**Goal 3:** By June of 2030 the percentage of students achieving Meets Expectations on **Algebra 1 and English 1 End of Course Assessment** will meet or exceed the following student group goals:

	English 1	Algebra 1
All Students	77%	71%
Black/African American	60%	60%
Hispanic/Latino	66%	60%
White	79%	71%
Two or More Races	77%	72%
Asian	91%	94%
Special Education	48%	43%
Economically Disadvantaged	60%	60%
Emergent Bilingual (includes monitor students)	60%	60%

## Leander ISD Board Goals

**Goal 4:** By June of 2030 (class of 2029) the percentage of students achieving TSI criteria will meet or exceed the following student group goals:

	TSI Reading	TSI Math
All Students	90%	90%
Black/African American	80%	77%
Hispanic/Latino	83%	82%
White	90%	90%
Two or More Races	90%	90%
Asian	99%	99%
Special Education	49%	53%
Economically Disadvantaged	70%	73%
Emergent Bilingual (includes monitor students)	62%	69%

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
<p><b>The superintendent will focus on ensuring there are high-functioning collaborative teams at all levels of the Leander ISD Professional Learning Community.</b></p> <p><b>The superintendent shall not allow material inconsistency in access to grade-level instruction across campuses without (a) identifying the variance, (b) explaining likely student impact, and (c) presenting the corrective plan and timeline.</b></p>	<p style="text-align: center;"><u>Team of 8</u></p> <p>Model and demonstrate effective board/administration collaboration, communication, and practices reflective of a high-functioning leadership team in the Leander ISD Professional Learning Community.</p> <p style="text-align: center;"><u>Administrative</u></p> <p>Establish district-wide expectations and support for the following aspects of PLCs are implemented with fidelity:</p> <ul style="list-style-type: none"> <li>● Essential TEKS for mastery are identified and included in the curriculum documents.</li> <li>● Action-oriented assessment and data analysis practices that lead to appropriate growth for students at all levels of academic performance, focus on lowest performing essential TEKS, and student group performance gaps).</li> <li>● Teams work toward specific and student-centered goals related to their role, analyze data to inform their progress, and work collaboratively within their team and with other teams in other departments.</li> </ul>	<p style="text-align: right;">175</p> <ul style="list-style-type: none"> <li>● Analysis and reporting of formative and/or district-initiated assessments (MAP, Amira, etc) that is disaggregated by student groups and program participation.</li> <li>● Analysis and reporting of academic growth that is disaggregated by student groups and program participation.</li> </ul>

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<ul style="list-style-type: none"> <li>● Selection of instructional materials, technology use, and instructional strategies that support development of the graduate profile and academic growth.</li> <li>● Instructional Leadership necessary for high functioning PLCs</li> <li>● Non-Instructional Leadership necessary for high functioning PLCs</li> </ul> <p>Identify and implement an efficient data platform that supports the work of collaborative teams at all levels of the organization.</p>	176
<p><b>The superintendent will focus on improving students’ learning and school experience by helping students identify and pursue their individual needs and interests.</b></p> <p><b>The superintendent shall not maintain programs or pathways that systematically exclude or underserve student groups without informing the board of barriers, participation disparities, and mitigation actions.</b></p>	<p style="text-align: center;"><u>Team of 8/Board of Trustees</u></p> <p style="text-align: center;"><u>Administrative</u></p> <p>Implement strategies that lead to increased participation and success in Advanced Placement, International Baccalaureate, Dual Credit, Career Technical Education, Athletics, and Fine Arts.</p> <p>Implement research-based strategies that lead to increased attendance rates.</p>	<ul style="list-style-type: none"> <li>● Analysis and reporting of course participation that is disaggregated by student groups and program participation.</li> <li>● Analysis and reporting of Industry Based Certifications that is disaggregated by student groups and program participation.</li> <li>● Analysis and reporting of student survey indicators related to belonging, engagement, and agency.</li> <li>● Analysis and reporting of 3 and 4 year planning completion data and course selection data.</li> </ul>

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	Implement systems that lead to all students developing personalized course plans for middle and high school.	
<p><b>The superintendent will ensure recommendations from the Gibson Audit of Academic Program Management are appropriately implemented.</b></p>	<p style="text-align: center;"><u>Team of 8/Board of Trustees</u></p> <p style="text-align: center;"><u>Administrative</u></p> <ul style="list-style-type: none"> <li>● Integrate change management practices for all major district initiatives. <ul style="list-style-type: none"> <li>○ Create and implement a decision-making framework.</li> </ul> </li> <li>● Conduct a job analysis for the Office of Learning and Innovation.</li> <li>● Promote data ownership across the district.</li> <li>● Redesign the LISD curriculum system.</li> <li>● Revise the curriculum documents to address the diverse needs of all LISD learners.</li> <li>● Modify the teacher feedback approach to improve the breadth and usefulness of the input.</li> <li>● Redesign the current teacher induction program to enhance its focus on effective use of the district’s curriculum system.</li> <li>● Improved data access and analysis training for principals.</li> <li>● Centralize PL planning and strategy in LISD's Professional Learning Department.</li> <li>● Use data to inform professional</li> </ul>	177

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<p>learning.</p> <ul style="list-style-type: none"> <li>● Adopt a district-wide protocol for informal classroom observations.</li> <li>● Monitor and evaluate the effectiveness of the district's mentoring programs.</li> </ul>	
<p><b>The superintendent will focus on ensuring impactful and representative family engagement consistently practiced across all campuses and programs that does not rely solely on event counts or communications volume to demonstrate family engagement, and will provide evidence of reciprocal engagement and differential reach to families least likely to be served by default.</b></p>	<p style="text-align: center;"><u>Team of 8/Board of Trustees</u></p> <p style="text-align: center;"><u>Administrative</u></p> <ul style="list-style-type: none"> <li>● Complete a districtwide family engagement audit that: <ul style="list-style-type: none"> <li>○ supports identification of engagement gaps across demographic groups</li> <li>○ Facilitates understanding of barriers to engagement for currently disengaged families.</li> <li>○ Identifies best practice and/or successful strategies</li> </ul> </li> <li>● Identify/Develop a coherent, research-informed family engagement system that increases representation, strengthens trust, and equips families to actively support student learning.</li> <li>● Facilitate family workshops on Individualized Education Plans (IEPs) , SPIN, and the impact of student involvement in Admission, Review and</li> </ul>	<p style="text-align: right;">178</p> <ul style="list-style-type: none"> <li>● Increased engagement in district surveys, committees, and events across representative family groups.</li> <li>● Improved survey indicators related to trust, communication, and belonging.</li> <li>● Implementation fidelity</li> </ul>

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<p>Dismissal (ARD), 504 and Response to Intervention (RTI) meetings.</p> <ul style="list-style-type: none"> <li>● Establish a Family Learning Support System for student-led conferences, portfolios, or demonstrations of learning</li> <li>● Ensure all campuses use ParentSquare, the district's communication tool, consistently to provide families with a clear, reliable way to receive information, engage with teachers, and give feedback.</li> <li>● Strengthen outreach efforts through communication by providing campuses with targeted engagement strategies for historically underrepresented families. (Examples: Backpack Attack, Title 1 Family Engagement.)</li> <li>● Implement strategies to increase parent engagement with Naviance.</li> </ul>	179
<p><b>The superintendent will ensure effective, efficient, and sustainable operational systems that align with the board goals and support staff with specific focus on long-range planning and facilities/asset management reporting.</b></p>	<p><u>Team of 8/Board of Trustees</u></p> <p><u>Administrative</u></p> <p>Develop a Comprehensive Long-Range Plan and Timeline that includes:</p> <ul style="list-style-type: none"> <li>● Campus Operations and Consolidations</li> </ul>	

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
<p><b>The superintendent shall not propose bond-funded projects or scope changes without demonstrating alignment to the long-range plan, committee inputs (CFAC/site-based/bond oversight), and board-adopted priorities, including an analysis of alternatives and lifecycle costs.</b></p>	<ul style="list-style-type: none"> <li>● Annual enrollment/campus utilization reporting that includes:               <ul style="list-style-type: none"> <li>● Mitigation strategies employed and/or planned, including the incorporation of transfer students and PreK students in decision-making, to protect academic quality and the student experience</li> <li>● Staffing updates based on established/approved thresholds</li> <li>● Recommendations for board actions and/or approval</li> </ul> </li> </ul>	180
	<p style="text-align: center;"><u>Team of 8/Board of Trustees</u></p> <p style="text-align: center;"><u>Administrative</u></p> <p>Implement a Facilities and Asset Management Reporting process that includes:</p> <ul style="list-style-type: none"> <li>● Consideration of impact of LRP on I&amp;S and M&amp;O funds</li> <li>● Evaluation of revenue generation from sales or leasing of real-estate assets</li> <li>● Analysis of voter approved bonds to inform future financial planning and resource allocation</li> <li>● Consideration of meeting district facility needs using existing facilities and resources through co-location</li> </ul>	

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<p>and/or repurposing of facilities</p> <ul style="list-style-type: none"> <li>● A comprehensive district-wide secondary alignment plan that includes consideration of expanded grade span models that integrate elementary and middle grades (ex. K-8 schools)</li> <li>● Consolidation scenarios, if appropriate, as determined by enrollment thresholds, for the 2027-28 school year in the Vandegrift High School feeder pattern that include clear plans for facility use.</li> </ul>	181
<p><b>The superintendent will ensure a proposed budget that is explicitly aligned to board-adopted student outcome goals, including transparent tradeoffs and the expected impact on outcomes and equity.</b></p>	<p style="text-align: center;"><u>Team of 8/Board of Trustees</u></p> <p style="text-align: center;"><u>Administrative</u></p> <p>Implement a Budget Development Process that includes:</p> <ul style="list-style-type: none"> <li>● Consideration of student, staff, and community impact on budgetary decisions to minimize negative impact</li> <li>● Multiple board workshops to allow in-depth review and discussion of the budget and long-range planning</li> <li>● Revenue Generation Strategies Reporting that: <ul style="list-style-type: none"> <li>○ Provides a detailed analysis of of copper penny tax options that includes potential revenue, community impact, and timeline</li> <li>○ Provides an update on the impact of the open-enrollment policy and changes to the</li> </ul> </li> </ul>	

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<p>intra-district transfer process.</p> <ul style="list-style-type: none"> <li>○ Includes an enrollment marketing plan to increase transfers into the district and enrollment of LISD-zoned students who do not attend LISD schools.</li> <li>○ Includes an update on attendance improvement strategies</li> <li>○ Includes an update on methods to increase WADA and expansion of CTE programs/participation</li> <li>● Expenditure Reduction Strategies Reporting that: <ul style="list-style-type: none"> <li>○ Includes data from a comprehensive staffing analysis that examines growth in personnel costs</li> <li>○ Includes district-wide staffing guidelines for low and high-enrollment campus efficiency standards</li> <li>○ Includes consideration of prior reductions of a campus, school level, campus, department when staffing recommendations are made</li> <li>○ Includes and utilizes the TASB Central Office staffing study to identify opportunities for</li> </ul> </li> </ul>	182

Constraints/Guardrails	Delegation: Board and Administrative Responsibilities	Monitoring
	<p>process redesign, shared-service alignment, and technological efficiencies for Central Office staffing adjustments</p> <ul style="list-style-type: none"> <li>○ Includes the impact of inter &amp; intra district transfers on staffing decisions</li> <li>○ Includes considerations of district data and impact decisions have on staff, students, and systems</li> </ul> <ul style="list-style-type: none"> <li>● Program Analysis &amp; Modifications report that: <ul style="list-style-type: none"> <li>○ Identifies efficiencies for improved access and enrollment</li> <li>○ Includes relevant course selection data for grades 6-12.</li> </ul> </li> <li>● Community and Staff Engagement processes that: <ul style="list-style-type: none"> <li>○ Engages campus leaders, staff, families, and the community on identifying and recommending solutions/changes to support efficiency in all programs</li> <li>○ Are transparent, phased, and distinguish between exploration and recommendations</li> </ul> </li> </ul>	183
<p><b>The superintendent shall not represent an initiative as “implemented” without presenting evidence of implementation quality and reach (what, where, for whom), including impacts for special education and</b></p>		

<b>Constraints/Guardrails</b>	<b>Delegation: Board and Administrative Responsibilities</b>	<b>Monitoring</b>
other historically marginalized students.		

DRAFT

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

<b>Agenda Item:</b>	District Facilities Modernization Overview and Leander High School Phase 2 Master Plan – Design Update
<b>Purpose:</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Jeremy Trimble, M.Arch, Chief Operations Officer; Lori Black, B.Arch, Construction Project Manager; Chris Simpson, M.Ed., Leander High School Principal; Pfluger Architects - Design Team
<b>Attachments:</b>	District Facilities Modernization Overview and Leander High School Phase 2 Master Plan – Design Update Presentation ( <i>Uploaded to BoardBook 02-18-26</i> )

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## **Background Information:**

The [2023 Bond](#) Program funded Phase 1 construction (currently underway and anticipated to be completed this summer) as well as the Phase 2 design and master planning effort.

This agenda item will provide an informational update on Phase 1 status and the Phase 2 masterplan design for Leander High School. The presentation will summarize the collaborative design process used to develop the plan and highlight proposed design and program elements to support long-term campus improvements. While Phase 2 design is included in the 2023 Bond, Phase 2 construction is not currently funded and would require approval through a future bond referendum.

As the district evaluates future bond priorities, the Leander High School Phase 2 project will be evaluated through the Citizens' Facilities Advisory Committee (CFAC) process alongside other significant modernization needs across the district. Many facilities are entering a critical modernization window following a period of rapid growth and construction approximately two decades ago. This context reinforces the importance of aligning long-term facility planning, sequencing, and funding decisions in a comprehensive manner.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



February 19, 2026

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## **District Facilities Modernization Overview and Leander High School Phase 2 Master Plan - Design Update**

# PURPOSE

Provide an Overview of District Facilities Modernizations and Leander High School Phase 2 Master Plan – Design Update

District Facilities Modernization Overview and Leander High School Phase 2 Master Plan – Design Update

187



# Tonight's Objective: Context & Shared Understanding



## What Is Tonight' Presentation About

- Informational update only, No action or vote requested
- Context for Citizens' Advisory Committee (CFAC) process
- Understanding of modernization needs vs. functional redesign
- Presenting the continuation of Leander High School Masterplan Needs

188

## Why This Matters

- Core systems are reaching end-of-life
- Modernization protects safety, reliability, and stewardship
- Updated learning environments reduce instructional disruption

## Impact on student outcomes

- Aligns classroom square footage with standards and the ability to adapt in the future
- Improves campus layout and inefficient student movement reducing supervision challenges that impact safety and visibility
- Strengthens campus identity, pride, and sense of arrival



# Facilities Modernization Context





## Facilities Modernizations



### What is a Modernization and Why are they needed...

Major building systems have predictable service lives, so as facilities age, system replacement becomes necessary. A **modernization** is a comprehensive **lifecycle reinvestment** in an existing facility to extend its useful life and maintain safe, functional learning environments.

190

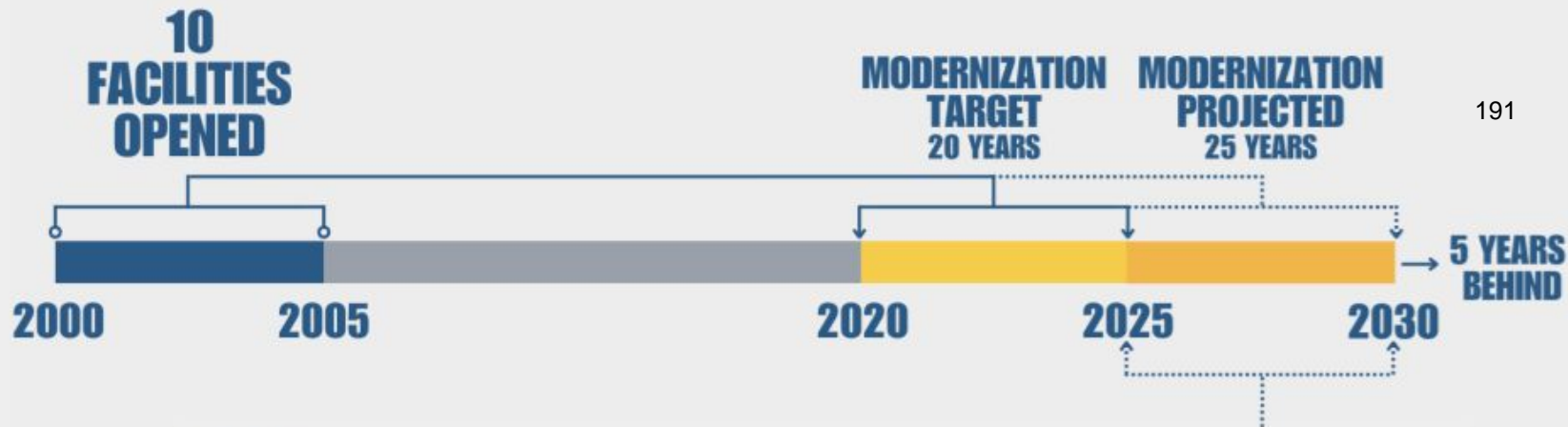
#### **Modernizations often include replacement or upgrades to:**

- Heating, ventilation, and air conditioning (HVAC) systems
- Fire alarm and life safety systems
- Electrical infrastructure
- Light-emitting diode (LED) lighting conversion
- Plumbing systems
- Roofing systems
- Interior finishes (flooring, ceilings, paint)
- Furniture replacement



# MODERNIZATION CYCLE

10 CAMPUSES BUILT IN 5 YEARS



191

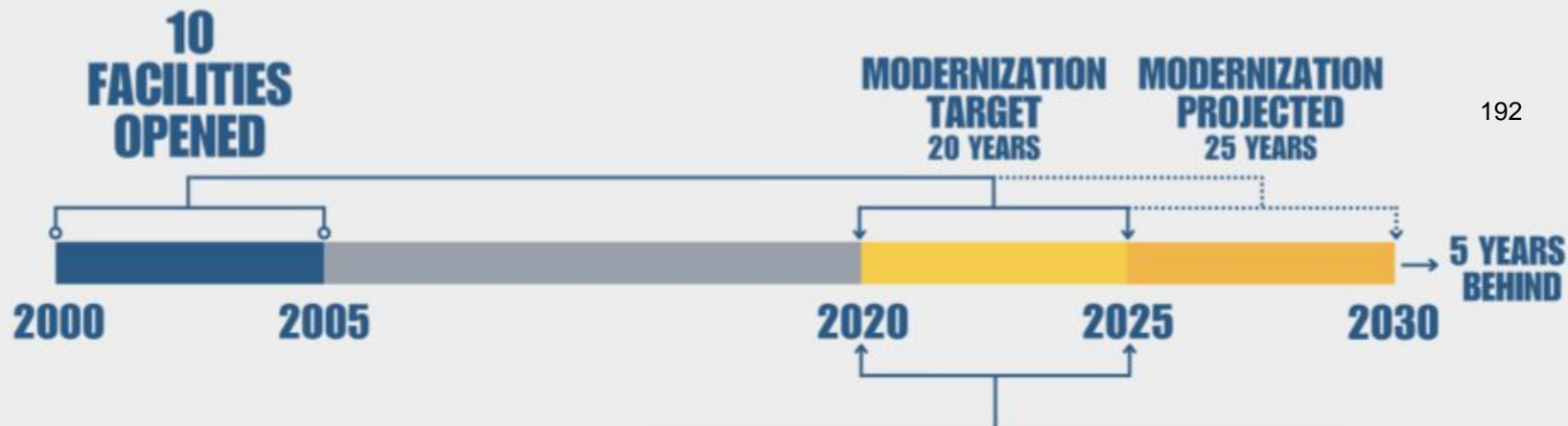
### The Gap:

We are currently operating on a 25-year cycle. This means those 10 buildings—the backbone of our district—are now 20–25 years old and entering a "critical" window simultaneously.



# MODERNIZATION CYCLE

10 CAMPUSES BUILT IN 5 YEARS



192

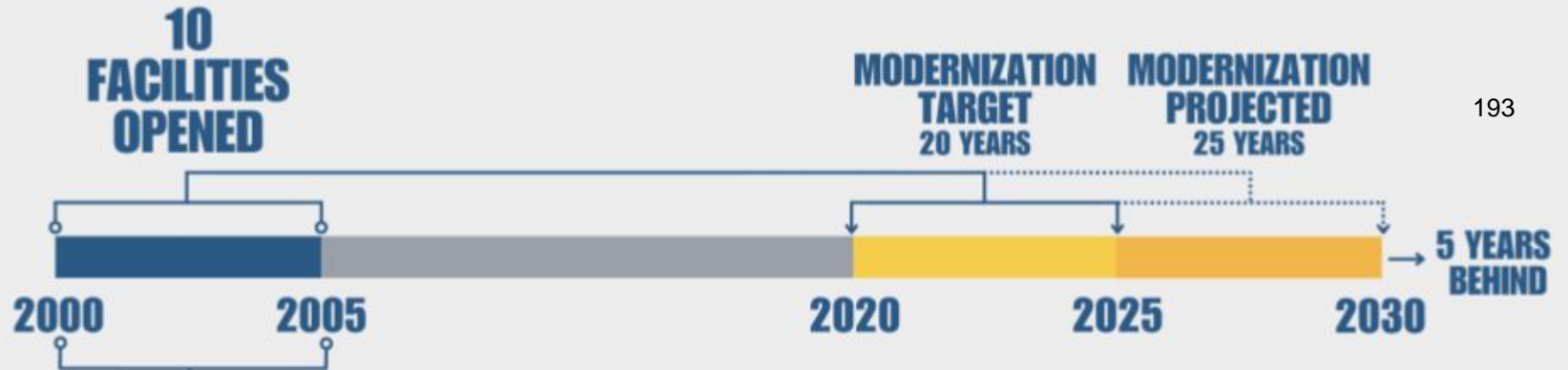
**The Reality Check:**

Major building systems (HVAC, roofing, electrical) typically have a 20-year reliable lifespan.



# MODERNIZATION CYCLE

10 CAMPUSES BUILT IN 5 YEARS



**The Construction Boom:**

Between 2000 and 2005, our district saw unprecedented growth, opening 10 new facilities.



# 25 YEARS AGO....

## WHAT WAS HAPPENING

### Popular TV Shows

Friends  
ER  
Who Wants to Be a Survivor  
Monday Night Football



### HISTORICAL EVENTS

America Online announces an agreement to purchase Time Warner for \$162 billion (the largest-ever corporate merger)  
Hillary Clinton is elected to the United States Senate, becoming the first First Lady of the United States to win public office.  
Presidential election, 2000: Republican candidate Texas Governor George W. Bush defeats Democratic Vice President Al Gore in the closest election in history.

### WHAT THINGS COST

Gallon of Milk.....	\$ 2.79
Dozen Eggs.....	\$0.96
Postage stamp.....	\$0.33
Average salary.....	\$42,629
Gallon of gas.....	\$1.51
Average new car.....	\$21,000
Average house.....	\$205,375

### Sports Highlights

MLB World Series  
New York Yankees  
Superbowl  
St. Louis Rams  
NBA Champions  
Los Angeles Lakers  
Stanley Cup Champs  
New Jersey Devils

### Popular Songs

Breathe  
Faith Hill  
Santana featuring Rob Thomas  
Smooth  
Maria Maria  
Santana featuring The Product G&B  
I Wanna Know  
Joe  
Everything You Want  
Vertical Horizon

### TOP MOVIES

Titanic  
Jurassic Park  
Star Wars: Episode I - The Phantom Menace  
The Lion King  
Forrest Gump

14,499 STUDENTS

13 CAMPUSES

194





# PERIOD OF GROWTH

10 FACILITIES BUILT IN 5 YEARS





## Where Leander High School Fits



### Leander High School is not simply a “25-year modernization”

**Originally opened in 1984 and expanded multiple times over four decades, the campus:**

196

- Lacks cohesive circulation
- Has fragmented additions
- Has site and organizational constraints
- Requires more than systems replacement to improve function

***Phase 2 design reflects a thoughtful reorganization of the campus, not just a facilities refresh***



# Leander High School Phase 2 Master Plan

**Design Update**



# Leander High School (LHS) Phase 2 - Design Update



## Timeline of key milestones and major scope of work:

### Master Plan

- Design Start Date: January 2023
- Scope: Reimagining the entire Leander High School Campus
- *Funding Source: [2017 Bond](#)*

198

### Phase 1

- Construction Start Date: Summer 2024
- Anticipated Completion Date: Summer 2026
- Scope: Athletic & Performance Art Center Additions/Modernizations
- *Funding Source: [2023 Bond](#)*

### Phase 2

- Anticipated Start Date (if Bond is approved): Spring 2027
- Scope: New Entrance, Career & Technical Education (CTE) Addition, and Modernization of the entire campus
- *Funding Source: Potential 2026 Bond (If Approved)*

# Leander High School Master Plan:

*Where the Journey Started*





Access / Security



Classroom Size

## BUILDING CHALLENGES

200



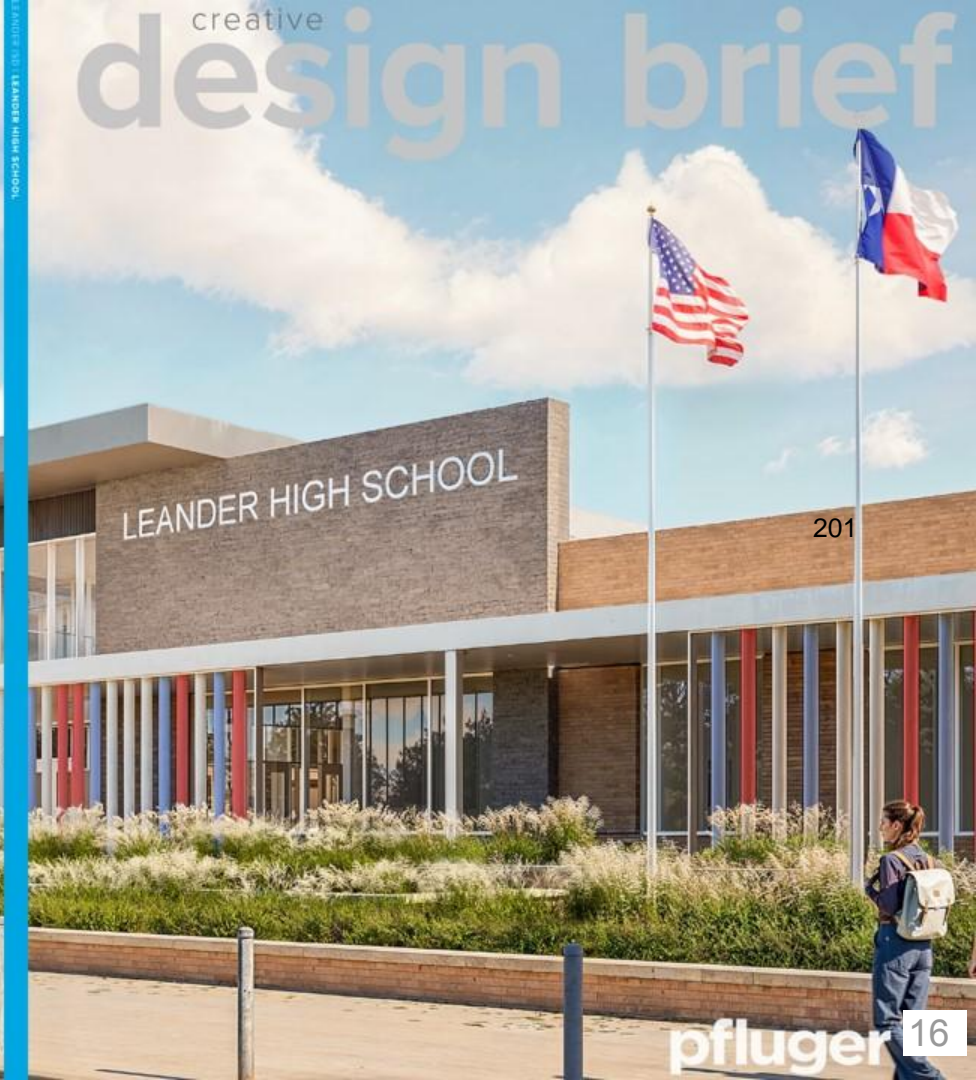
Hallway Maze



Dining Size / Variety



creative  
**design brief**



# MESSAGE FROM THE DISTRICT

*"The creative design brief process has given us a structured way to listen while charting a path forward for Leander High School. At the heart of the design brief is our commitment to students. The campus has been a cornerstone of our district since 1984, and this process ensures the campus evolves into a place that both honors its history and prepares the campus to meet modern educational demands."*

- Jeremy Trimble, Chief Operations Officer

## ACKNOWLEDGMENTS THANK YOU TO EVERYONE INVOLVED

### LEANDER ISD BOARD OF TRUSTEES

Anna Smith	President, Place 4
Sade Fashokun	Vice-President, Place 5
Nekosi Nelson	Secretary, Place 3
Trish Bode	Member, Place 1
Gloria Gonzales-Dholakia, Ph.D.	Member, Place 2
Francesca Romans	Member, Place 6
Paul Gauthier	Member, Place 7

### LEANDER HS EXECUTIVE COMMITTEE

Bruce Gearing	Superintendent
Angela Hodges	Area Superintendent
Jeremy Trimble	Chief Operations Officer
Lori Black	Project Manager
Chris Simpson	Principal

202

### LEANDER HS DESIGN COMMITTEE

Paul Johnson	Area Superintendent		
Dustin Binnicker	Assist. Superintendent of Advanced Academics & Pathways		
Brandon Evans	Sr. Executive Director, Operations		
Amanda Thompson	Associate Principal	Jay Coats	Student
Becky Craig	Sr. Director of Athletics	Carson Young Cole	Student
Jamie Everett	Assoc. Director Career Development	Joselyn Diaz	Student
Kris Price	Ath. Coordinator/Head Football Coach	Kade Edwards	Student
Megan Liles	Director Visual and Performing Arts	Jacob Garrett	Student
Jennifer Womack	Assistant Athletic Coordinator	Mia Leday	Student
Emily Veraa	CTE Department Head	Chase Milne	Student
Megan Wolske	CTE/Transition Coordinator	Amaris Mitchell	Student
Joann Tanzer	Dean of Instruction	Maya Patel	Student
Ryan Sirna	Band Director	Aubrey Smith	Student
Sabrina Hyden	Library	Ariana Tower	Student
Carice Griggs	Science Teacher	Chloe Wright	Student
Tiffany Kingston Morrison	English Teacher		
Taylor Hall	Math Teacher		
Randi Woodard	Technology		
Campbell Duncan	Theatre Teacher		

# Pre-Design Phase

Ideation is the phase where ideas are explored, tested, and refined. During this stage, the design team investigates possibilities, challenges assumptions, and identifies which concepts should move forward. By encouraging divergent thinking and questioning preconceived notions, we foster consensus within the team. This collaborative approach helps us discover innovative and effective ways to support student-centered learning environments.



# WHAT WE HEARD

**honor the past inspire the future evoke**  
**pride legacy elevate future forward sense**  
**of place cohesive ease of navigation**  
**equitable and inclusive inspire ignite**  
**student passion inspirational meaningful**  
**spaces pride in the building desire to**  
**attend community excitement create**  
**preserve**

204

# Guiding Principles

## Equitable

## Collaboration

## Inspiring

## Cohesive

### **EQUITABLE:**

*Having the confidence and pride of knowing your school is on par with others in the area is essential to the success of both students and faculty. Diverse and flexible learning spaces foster opportunities for academic and personal growth. Our goal is to create high-quality facilities and provide the necessary equipment to ensure equitable access and opportunities for all.*

### **COLLABORATION:**

*By working with others, we develop higher-level thinking skills, learn more quickly, and build empathy and pride in our community. Meaningful connections help shape our social skills and strengthen school culture. To support this, we will create flexible and inclusive spaces that encourage cross-curricular learning, gathering, friendship-building, and open communication. Our school will promote collaboration, foster inclusive interactions, and instill a strong sense of pride in every student.*

205

### **INSPIRING:**

*We will create an inspiring, inclusive, transparent, and sustainable environment that fosters a strong sense of identity and allows all learners to thrive. Our physical spaces will reflect values of care, equal opportunity, and freedom. This vision will come to life through welcoming gathering areas—such as a centralized student union, multiple gallery spaces to showcase student work and achievements, and expanded vocational and inclusive facilities designed to support future growth.*

### **COHESIVE:**

*An effective educational facility requires cohesion between individual spaces and the broader organization of departments to ensure smooth and efficient operations. To support this, we will implement an intuitive and easy-to-navigate layout by consolidating offices, organizing departmental pods, and introducing clear campus-wide wayfinding signage.*

# Building Tours

Building tours offer the design team the opportunity to explore facilities with similar programs and concepts. These visits provide valuable insight into a wide range of elements—from organizational strategies and space typologies to unfamiliar design solutions. Touring a facility allows the team to experience specific ideas in person, ask questions, and assess how certain design elements might align with their own campus goals and culture.

The team had the opportunity to tour the Georgetown ISD CTE Future Ready Complex. Several key takeaways from this visit include:

- A strong sense of school pride was evident through the use of graphic imagery, school colors, and the school crest embedded in the floor of the main entry lobby.
- Design features such as varied textures, full-height windows, and themed classrooms contributed to a dynamic and engaging environment.
- The openness of classrooms—with clear views from the corridor—was seen as a desirable feature, promoting transparency and engagement, while also supporting safety and security considerations.

However, some challenges were noted as well:

- A lack of built-in cabinetry raised concerns around storage and functionality.
- Acoustics in combined learning spaces were problematic, as higher noise levels could impact learning and concentration.

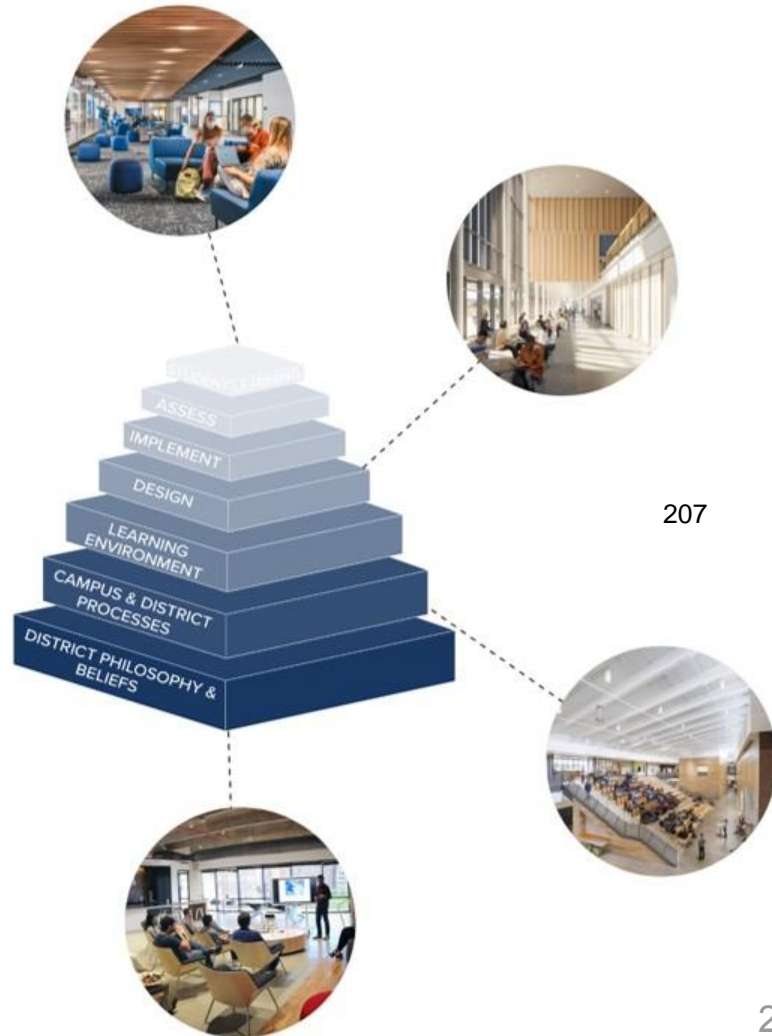
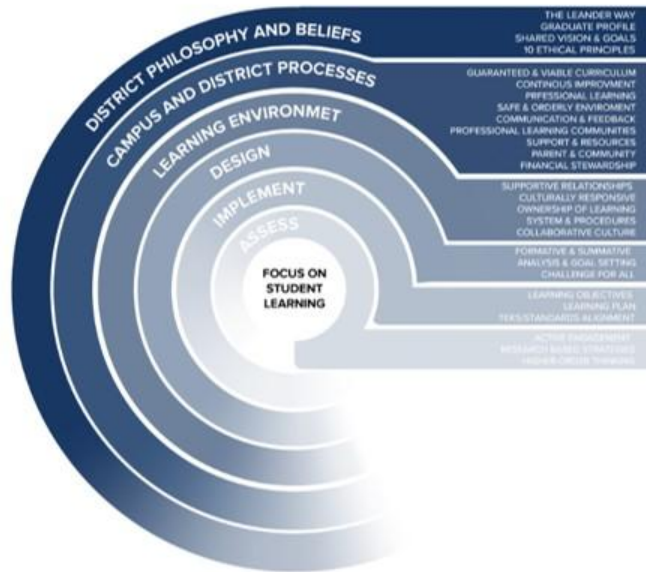
Overall, the tour provided valuable insights that will help guide design decisions moving forward.



206



# Learning Model



“With a strong and supportive learning environment in place, the classroom processes of curriculum design, assessment, and implementation can successfully impact student learning. In its entirety, Leander’s Learning Model depicts how the district, campus, and classroom work in concert to achieve a focus on student learning.”

- Leander Independent School District. About the learning model. Leander ISD Learning Model Framework. Retrieved March 4, 2025, from <https://leanderisd.org/learningmodel/framework/learning-model-home/about-the-learning-model>

# Visual Listening

Visual Listening is a discovery exercise used by the design team to help establish spatial and stylistic preferences. Each participant receives five green dots and five red dots to place on a curated set of images, indicating what they like (green) and dislike (red) about various design elements. These elements may include layout options, material selections, aesthetics, functionality, scale, and overall design styles.

This interactive process engages participants in a meaningful way, encouraging them to respond to visuals they may not have encountered before. Once all dots have been placed, the group reviews the images together, discussing preferences and reactions. This conversation helps the team better understand the participants' values and priorities, guiding the design direction moving forward.



"good for independent studying - intimate..."



f



l

"variety of seating..."



i



### Interior

For the interior images in this exercise, the categories were *Feel, Layout, and Interaction*.

After selecting their preferred exterior and interior images, the LHS team captured key takeaways on post-it notes. These reflections provided valuable insights and inspiration for Pfluger to incorporate into the evolving design vision.



s



"should include some benches or chairs"



l



200



f



"accessible green space and study area"

### Exterior

The Visual Listening exercise invited members of the LHS design team to evaluate a curated set of images using criteria established by Pfluger. For the exterior images, the focus was on three key categories: *Scale, Layout, and Functionality*.



210

## FORM FOLLOWS FUNCTION

Through exploring educational pedagogies and future-focused design, the Form Follows Function activity enables the team to align strategic learning objectives with spatial needs. This process makes critical connections between learning styles, space typologies, and building organization.

The activity helps identify how different spaces will interact and how established learning styles and space types can be effectively integrated into both academic layouts and the broader campus organization.



GROUP - CRHIS SIMPSON



GROUP - HOPE



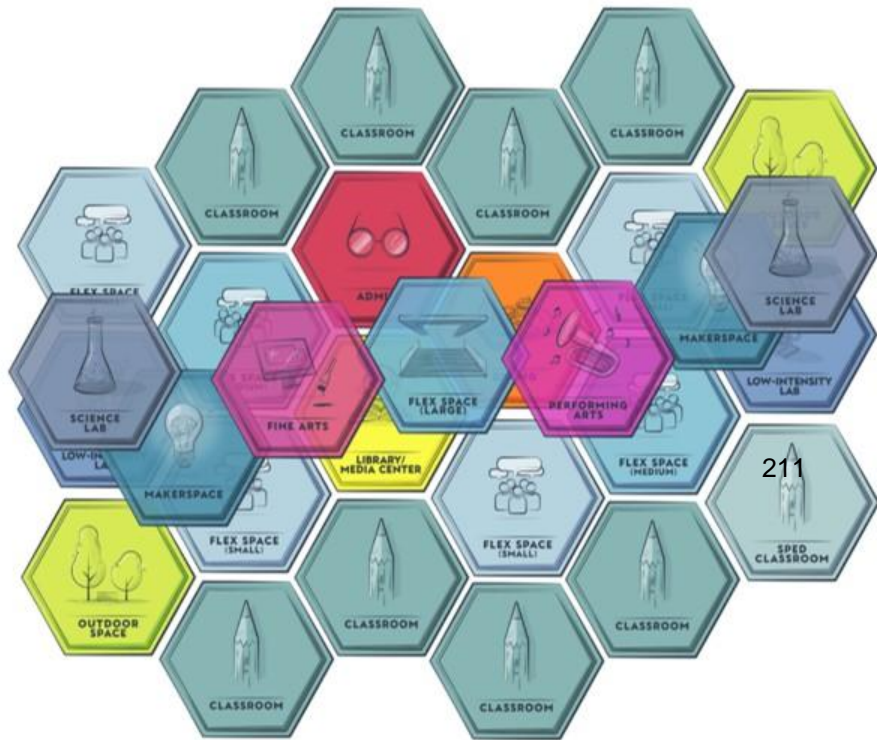
GROUP - CONNOR



GROUP - LEO THE LION



## COMBINED DIAGRAM OF PROGRAM LAYOUT



211

Guided by our design team, the Form Follows Function activity was instrumental in defining how classrooms and other program spaces would be organized to best meet Leander High School's needs.

This collaborative exercise involved students, teachers, the design team, and the executive committee. By incorporating diverse perspectives, we developed concepts that consider all viewpoints and foster consensus around the future of learning at the school.

The outcomes of this exploration laid the groundwork for the building layout and the test fit concepts examined during the Discovery phase. Additionally, the activity helped build trust among the school community, design team, and executive committee as new ideas and strategies were introduced.

As the pre-design phase concluded, this layout became the foundation for the design concepts that launched the Schematic Design phase.

“Our program blocking exercise with teachers, students, and administrative staff revealed a strong desire for variety and flexibility within each learning neighborhood, resulting in a “central park” style layout. Classrooms are organized along the perimeter to provide structure, while the center becomes a vibrant hub of collaborative spaces supported by project rooms, quiet zones, and staff areas interwoven throughout. This approach balances focused instruction with opportunities for spontaneous interaction, giving learners and educators the flexibility to adapt their environment to the activity at hand and fostering a stronger sense of connection and community.”

# Site Context

Located at 3301 S Bagdad Rd, this nearly 90-acre campus is situated in the rapidly growing city of Leander, approximately 22 miles northwest of downtown Austin, with convenient access via Highway 183 and the Red Transit Line.

Leander High School boasts a rich history dating back over a century, beginning when a group of Williamson County citizens formed the "Leander High School Association" and purchased 2.8 acres to build the original two-story school.

To accommodate the area's rapid growth, the current Leander High School campus was constructed in 1984. Since then, it has undergone more than twenty additions and renovations to meet the needs of the expanding community.

In the chapters that follow, you'll discover how this tradition of growth continues, with plans thoughtfully designed to shape the school's future.



**1984**

Leander High School was built in 1984. The original site plan included a football field, a large parking lot with an adjacent practice field, and eight tennis courts.



**1996 - 2002**

By 1996, the building had expanded to the northeast, and the parking lots were enlarged, reflecting noticeable site development.

By 2002, the primary change was the addition of more parking, with the rest of the site remaining largely unchanged.



**2023**

Over the years, the campus has undergone multiple renovations and additions. A new Science wing was constructed on the northeast side, enclosing the courtyard. The baseball field to the south was replaced with football and soccer fields. Additional parking was also added near the soccer fields and stadium to accommodate growing needs.



N

EXISTING SITE, Axonometric view of existing Leander High School

213



N

EXISTING SITE, Aerial view of existing Leander High School

28

# Site Analysis

The design team examined the existing conditions, noting several key considerations: primary and secondary views, user experiences during parent drop-off, bus and student driver traffic, challenges with campus entry and exit, and gameday/event scenarios.

Currently, most traffic is directed to the back of campus, where a disjointed parking lot with dead ends creates congestion. A single exit connects to a public road, causing significant delays and long wait times in the afternoons. Meanwhile, the front of the site is underutilized for access, with an exposed band marching pad occupying much of the front parking area.

Additionally, the existing main entrance is set far from the entry driveway, making it difficult for visitors to locate and access the building easily.



VIEWS  
214



SITE LAYOUT



UTILITIES

29

# Site Challenges

## FRONT ENTRY VISIBILITY

The front entry of Leander High School is located off South Bagdad Road, a major thoroughfare that connects to Highway 183. This road serves as the primary approach for students, faculty, and visitors. However, the large parking lot at the front includes a concrete pad used for band practices, which pushes the main entrance far from the street. As a result, the entrance is difficult to locate, and the building lacks a strong presence along South Bagdad Road.



## REAR ENTRY VISIBILITY

The student parking area is currently disjointed, with various outbuildings creating a confusing and unpleasant arrival experience for both students and visitors.



## INACTIVE COURTYARD

The Courtyard presents a valuable opportunity to offer flexible learning spaces and enhance the overall quality of life at the school. However, its current configuration primarily serves as a circulation pathway connecting different parts of the campus and lacks comfortable, shaded areas for extended use.



215

## TRAFFIC CONGESTION

The backside of the campus currently includes bus traffic, student traffic and parent traffic. It has several pinch points including a stop sign at the intersection with Kettering. The backside of the campus currently accommodates bus, student, and parent traffic. Several pinch points exist, including a stop sign at the intersection with Kettering Drive, which connects west to Lakeline Boulevard. Additionally, there is only one main exit from the south side of campus onto Bagdad Road, creating potential congestion and traffic flow challenges. One main connection point to the south side of campus to exit onto Bagdad Road.



30

# Building Program

If the Guiding Principles serve as the framework, then the program acts as the roadmap guiding the design process to completion. The new school's fundamental needs and expectations shape the program.

Initially, the building is organized into functional zones, which are color-coded on a conceptual floor plan. As planning and design advance, the design team collaborates closely with departmental leadership to refine concepts and further develop each space. Every area must be carefully planned and accounted for within the program.



# Building Program

The general spaces are comparable. We used **Tom Glenn** as a **baseline** for the program for LHS. What we did do is make sure we had **enough Classrooms** for **all teachers**. Glenn was designed with floating teachers (no one owns a classroom) LHS is not. That was also a lessons learned. We also made sure we had **enough SPED** for LHS. There was an enormous jump in need for SPED spaces at Glenn shortly after it was completed. There has been an **evolution** in how the district is addressing **CTE** so those spaces have evolved for LHS over what is at Glenn.

Program Spaces		Capacity			Net Area
		Staff	TS	Stud.	
01.00.000	ACADEMICS	104	64	1,740	64,394
02.00.000	COLLABORATION	0	0	0	12,160
03.00.000	MEDIA CENTER	1	1	32	10,890
05.00.000	SPECIAL EDUCATION	33	18	216	17,577
06.00.000	CAREER & TECH EDUCATION	35	10	248	47,710
07.00.000	PERFORMING & FINE ARTS	18	11	275	38,155 <sup>217</sup>
08.00.000	PHYSICAL ED & ATHLETICS	0	0	0	0
09.00.000	FOOD SERVICE	0	0	0	19,155
10.00.000	ADMINISTRATION	46	0	0	11,560
21.00.000	SUPPORT & PLANT SERVICES	0	0	0	10,820
PROGRAM SQ FT					232,421
WALLS & CIRCULATION SQ FT					104,589
TOTAL GROSS AREA					337,010

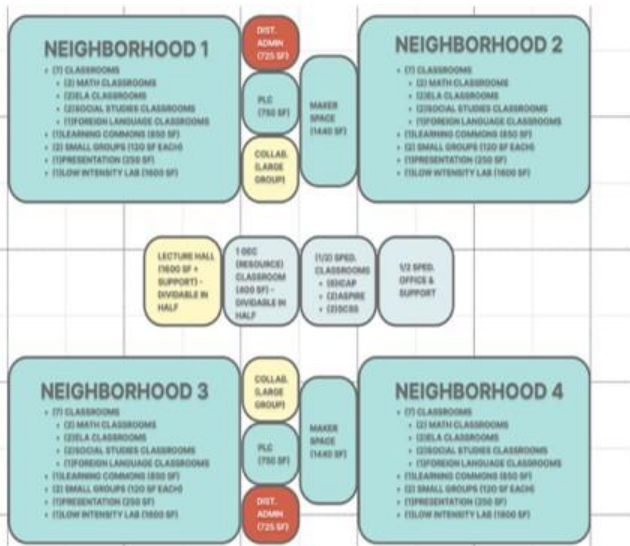
# Program Diagrams

The bubble diagrams are the result of a Form Follows Function activity conducted with students and staff, as well as the program based on Glenn High School, which served as the basis-of-design.

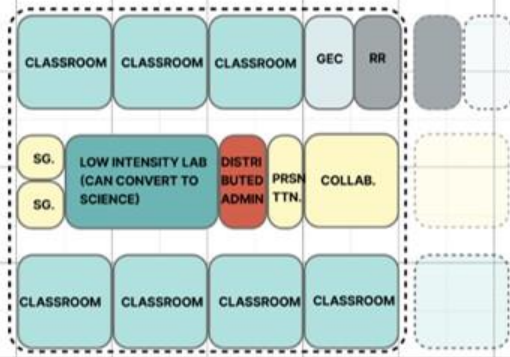
These diagrams serve as a valuable visual tool to organize the building program into neighborhoods that share common elements. This approach helps in creating distinct zones within the existing building footprint, making it easier to quickly identify challenging areas.

Additionally, defining these neighborhoods aids in establishing the primary circulation routes between different zones and connecting them seamlessly to the rest of the campus.

- ACADEMICS
- MEDIA/FLEX
- FINE ARTS
- ATHLETICS
- DINING & FOOD SERVICE
- ADMINISTRATION
- SUPPORT
- SUPPORT SERVICES

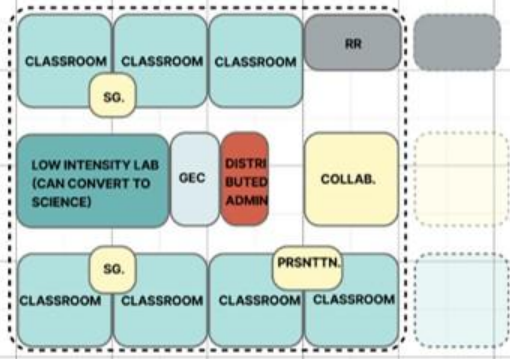


## NEIGHBORHOOD COMPONENTS



NEIGHBORHOOD - EXHIBIT 1  
218

## NEIGHBORHOOD COMPONENTS



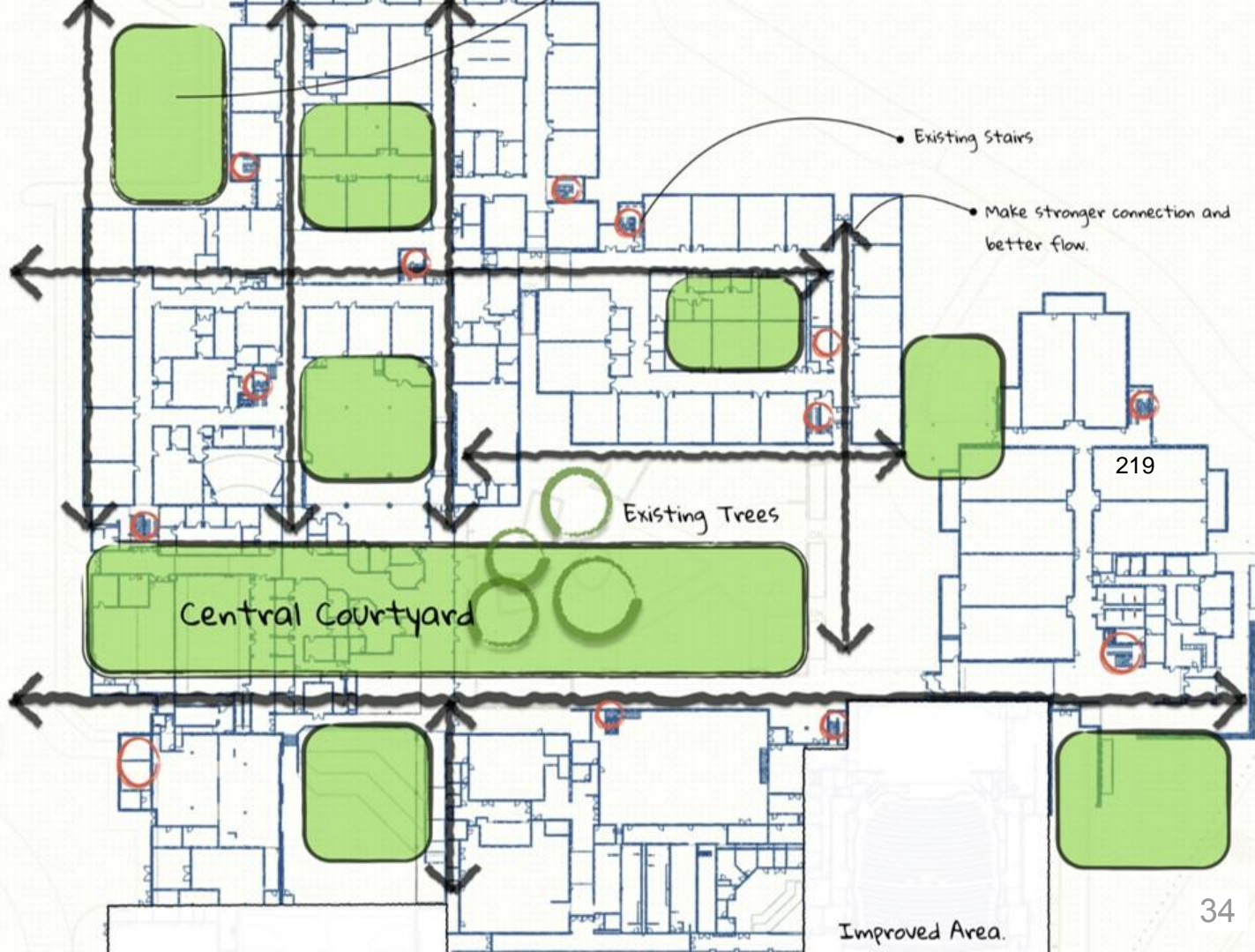
NEIGHBORHOOD - EXHIBIT 2

# Concept

The design team collaborated closely with students and school staff to explore various design concepts. These studies were primarily driven by the goal of unifying the existing campus while enhancing its positive features. After reviewing multiple iterations, the solution became clear: The Courtyard Concept.

This concept expands the existing courtyard, surrounding it with a new circulation hall that connects the campus and refocuses attention on the courtyard. Additionally, a new CTE courtyard is formed by leveraging the building's existing shape and the new CTE addition.

The reimagined floor plan applies this concept by organizing neighborhoods around a central collaboration space, which is surrounded on all four sides by classrooms and administrative areas—creating an interior courtyard environment.



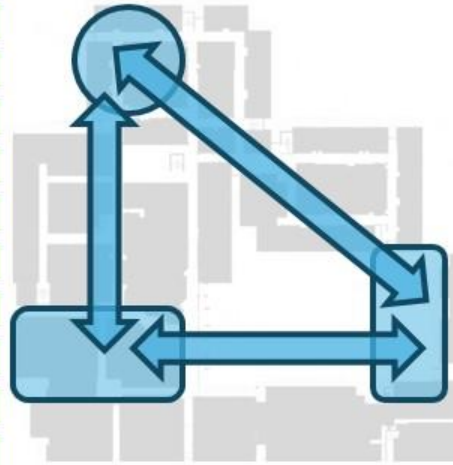
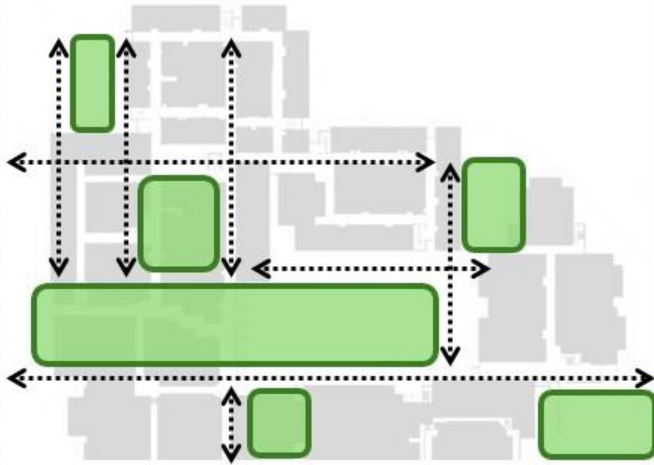
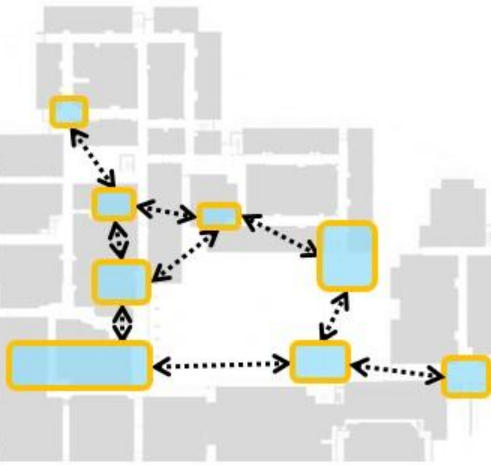
'Moments'



'Courtyards'

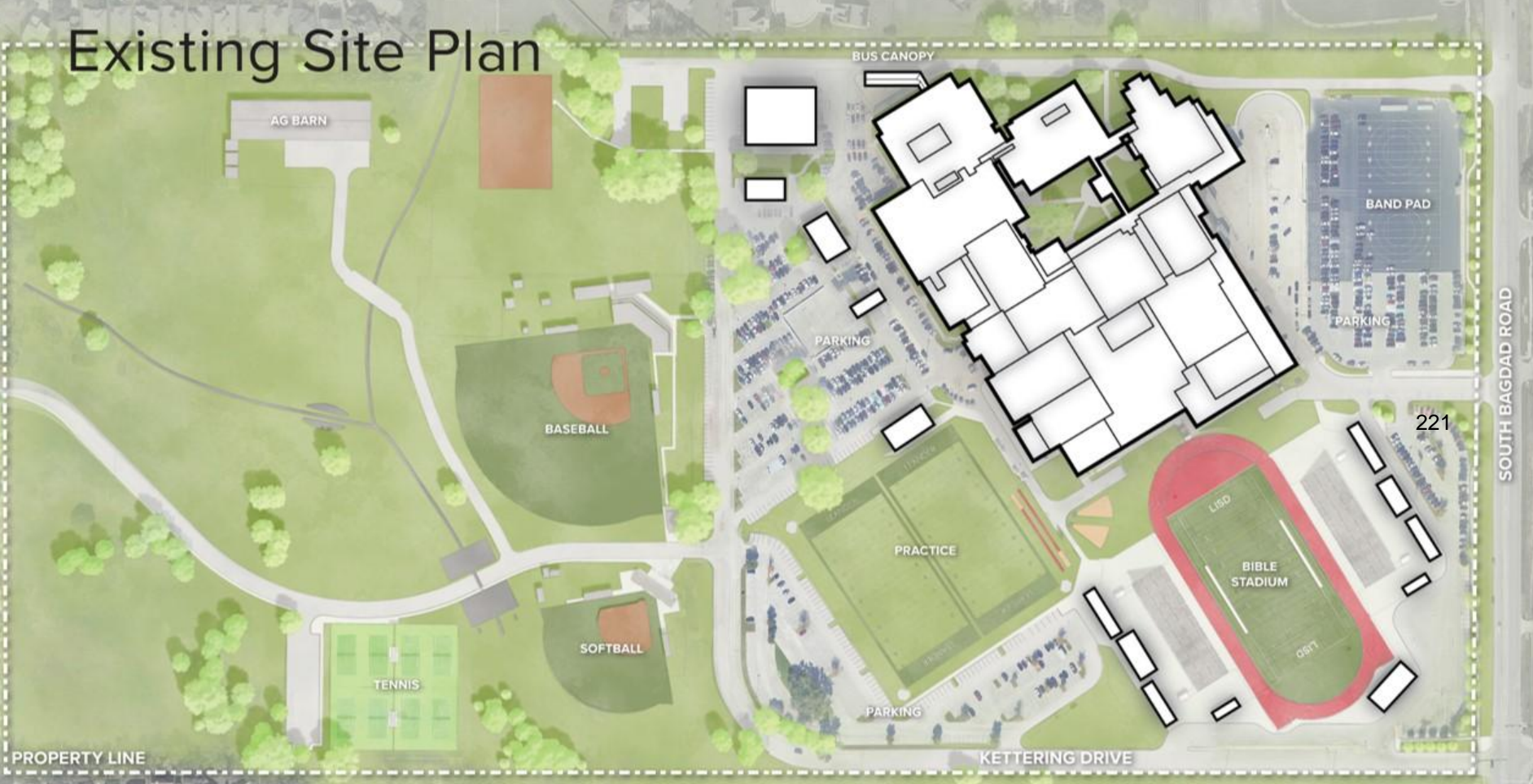


'Parisian'



220

# Existing Site Plan



SOUTH BAGDAD ROAD

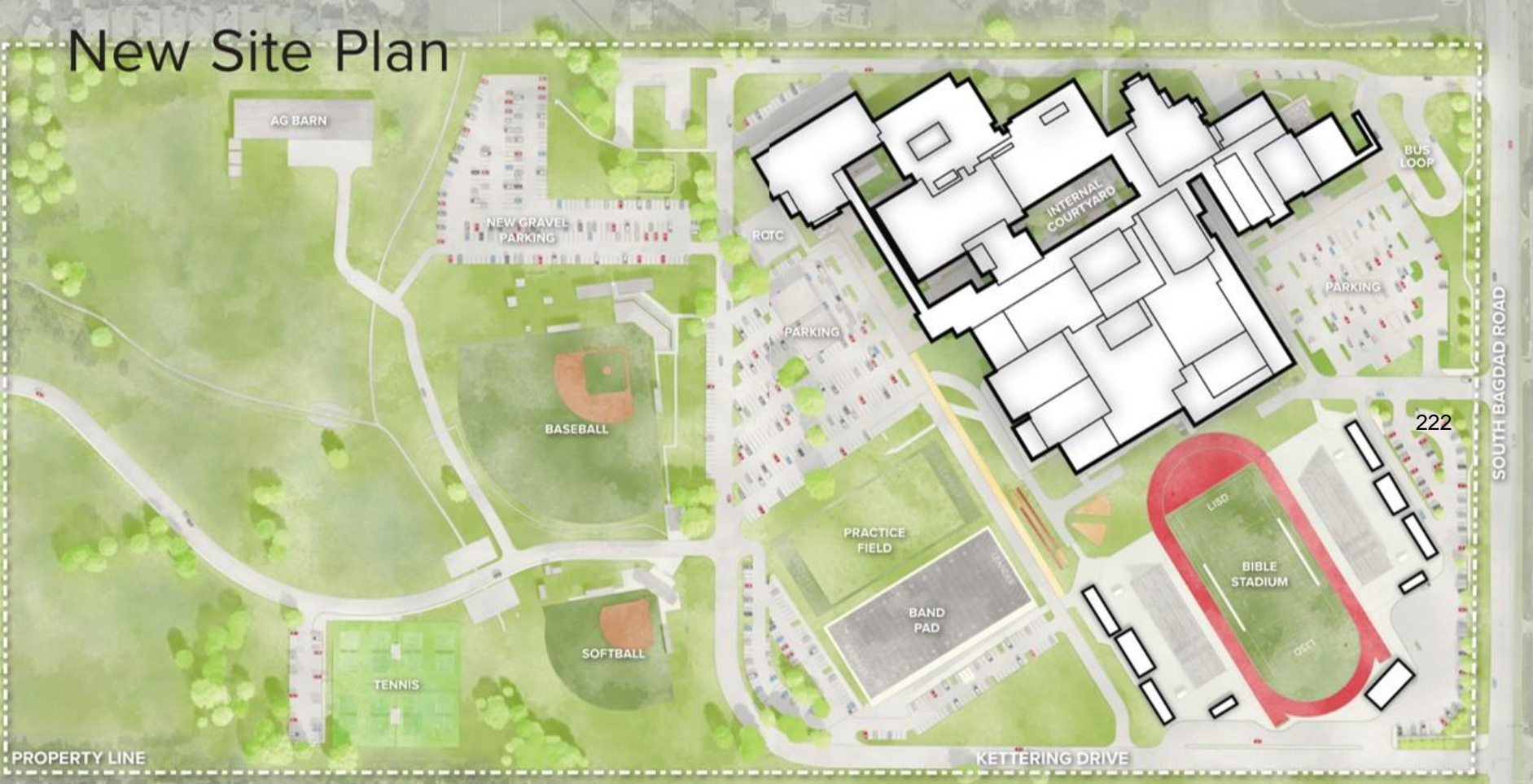
221

PROPERTY LINE

KETTERING DRIVE



# New Site Plan



PROPERTY LINE

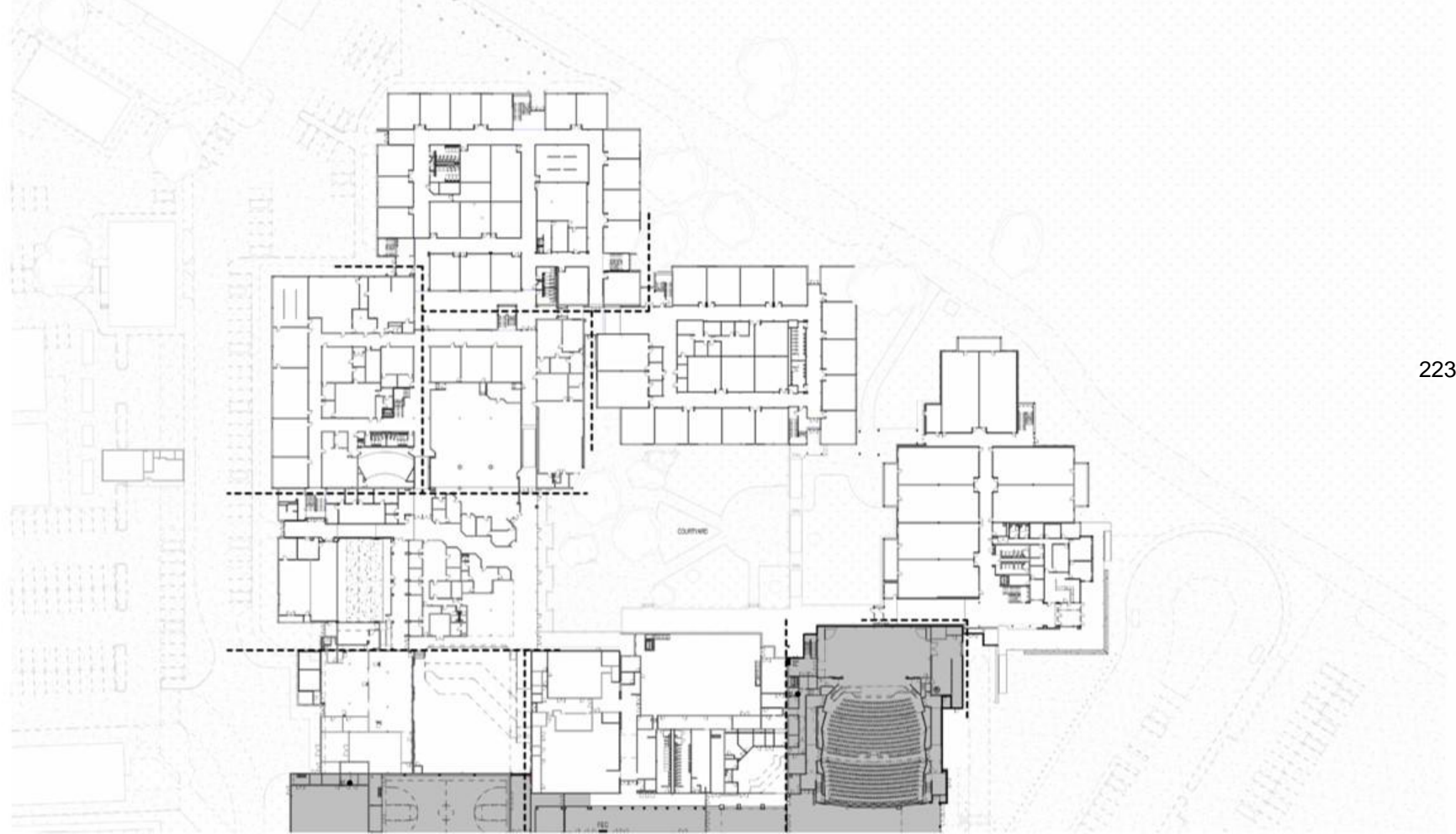
KETTERING DRIVE

SOUTH BAGDAD ROAD

222



# Existing First Floor Plan



223

# Proposed First Floor Plan



# Existing Second Floor Plan



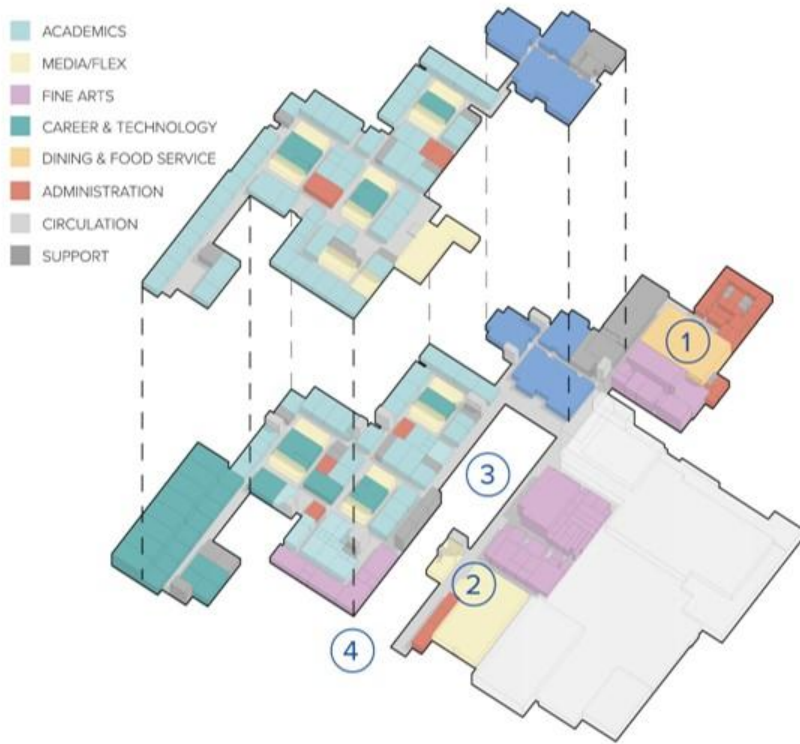
225

# Proposed Second Floor Plan



- ACADEMICS
- SPED
- MEDIA/FLEX
- FINE ARTS
- CTE
- DINING & FOOD SERVICE
- ADMINISTRATION
- SUPPORT
- SERVICE

# Massing



The reconfiguration of the campus massing is designed to expand the central courtyard and unify previously disconnected areas of the campus through a new central corridor and bridge element. Strategic placement of the CTE and Dining Hall additions supports efficient project phasing while enhancing connectivity and promoting strong visual and physical links to the broader campus and surrounding community.

## EQUITABLE:

1

Creating quality facilities for students, faculty, and the community.



## COLLABORATION:

2

Creating flexible and inclusive spaces for gathering, friendship, and communication.



227

## INSPIRING:

3

Creating a caring physical environment where equal opportunity and freedom are key values.



## COHESIVE:

4

Creating cohesion between the existing high school and the new additions.



42

Old



228

43

# Proposed



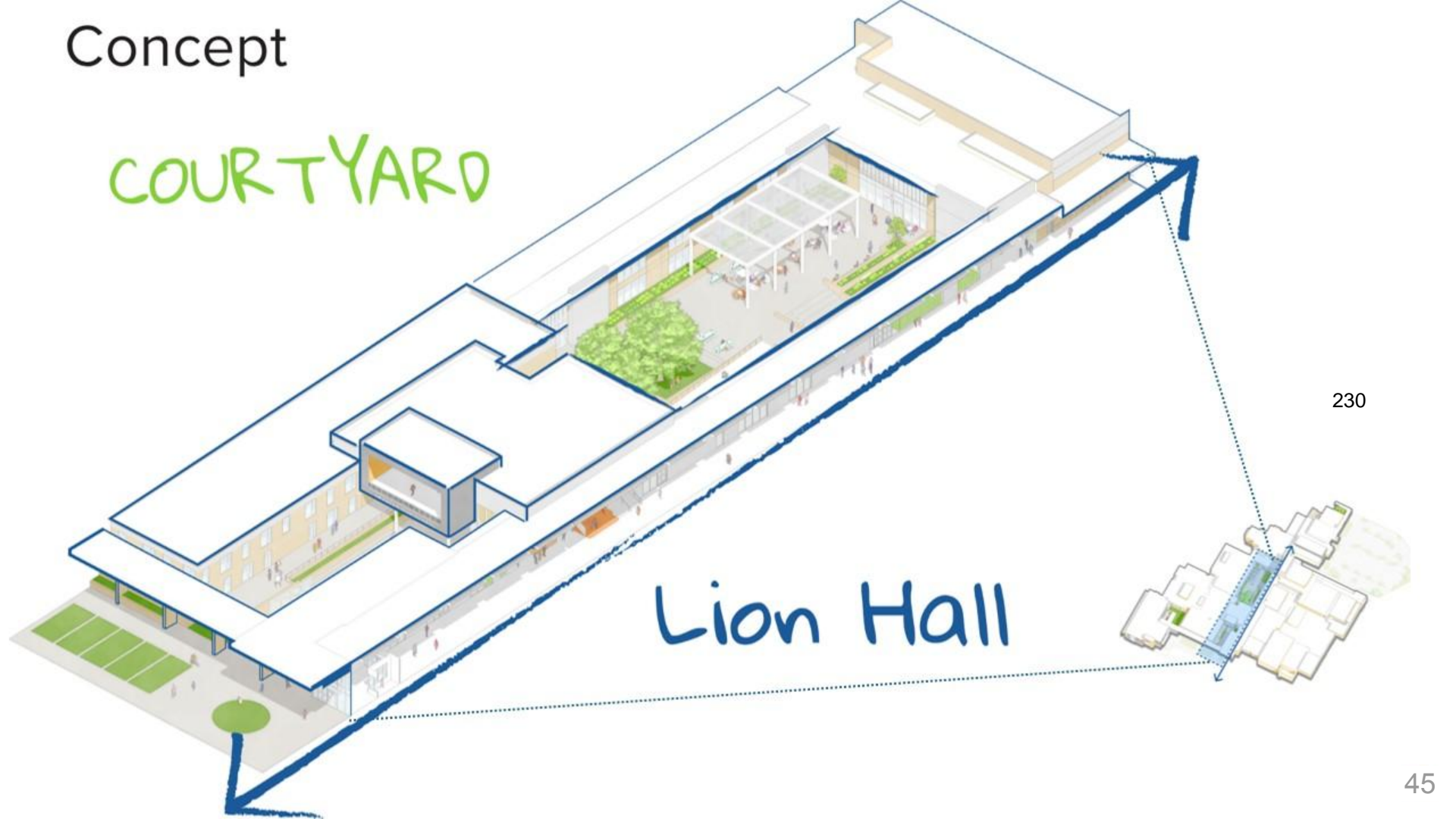
229

Concept

COURTYARD

Lion Hall

230





231



CSF11ING

232



LEANDER HIGH SCHOOL

233

# Building Sections

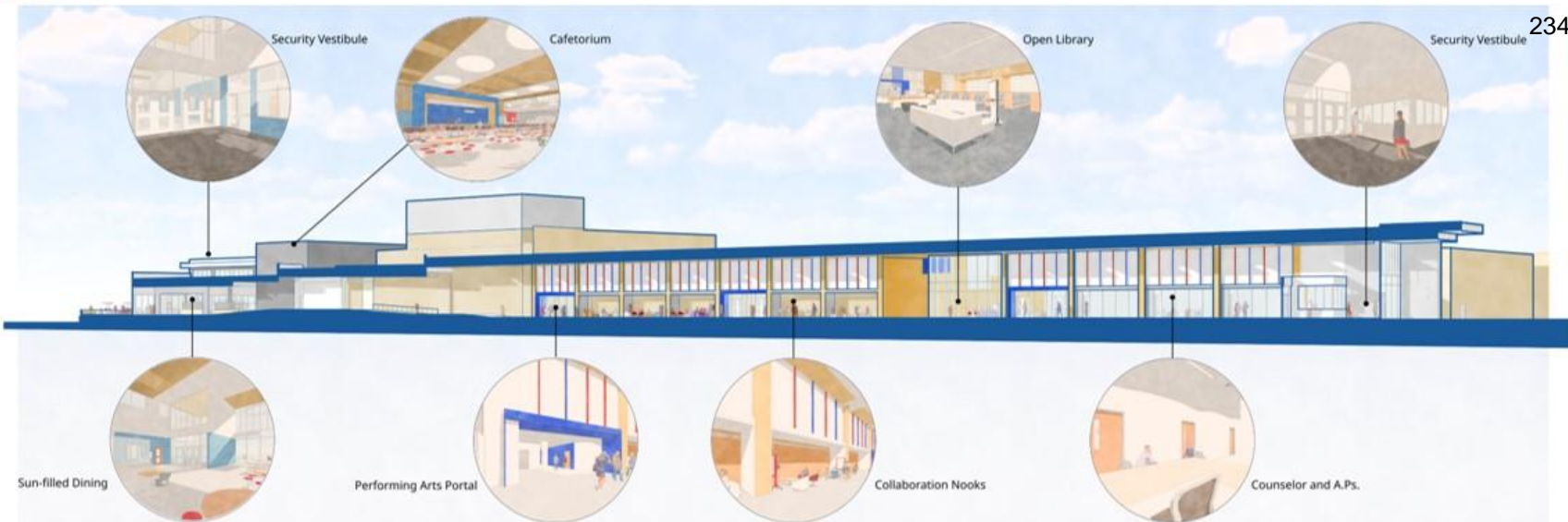


## LION HALL

The new addition serves as the main interior corridor, linking the front and back of the school. This central space will support daily activities and be used by students, staff, and community members alike. Key high-energy areas—such as the learning stair, coffee bar, library, and dining hall—are anchored along this hallway.

Spanning two stories, Lion Hall receives abundant natural light from the adjacent courtyard. A series of structural pilasters, paired with bold school color stripes, line the corridor to create a strong rhythm and sense of order, fostering pride and belonging as people move through the space. Between the pilasters, small nooks are designed for students to learn, collaborate, and socialize.

Along the exterior wall, window openings are thoughtfully placed to frame views of the courtyard, intentionally bringing the outdoors into the interior experience. Durable, low-maintenance materials will be used throughout, with a color palette matching Phase 1 of the project to ensure a cohesive look across the campus once construction is complete.



# Learning Hub

Academics

Cafeteria

Courtyard

Collaboration

Learning Stair

Patio

Coffee Bar

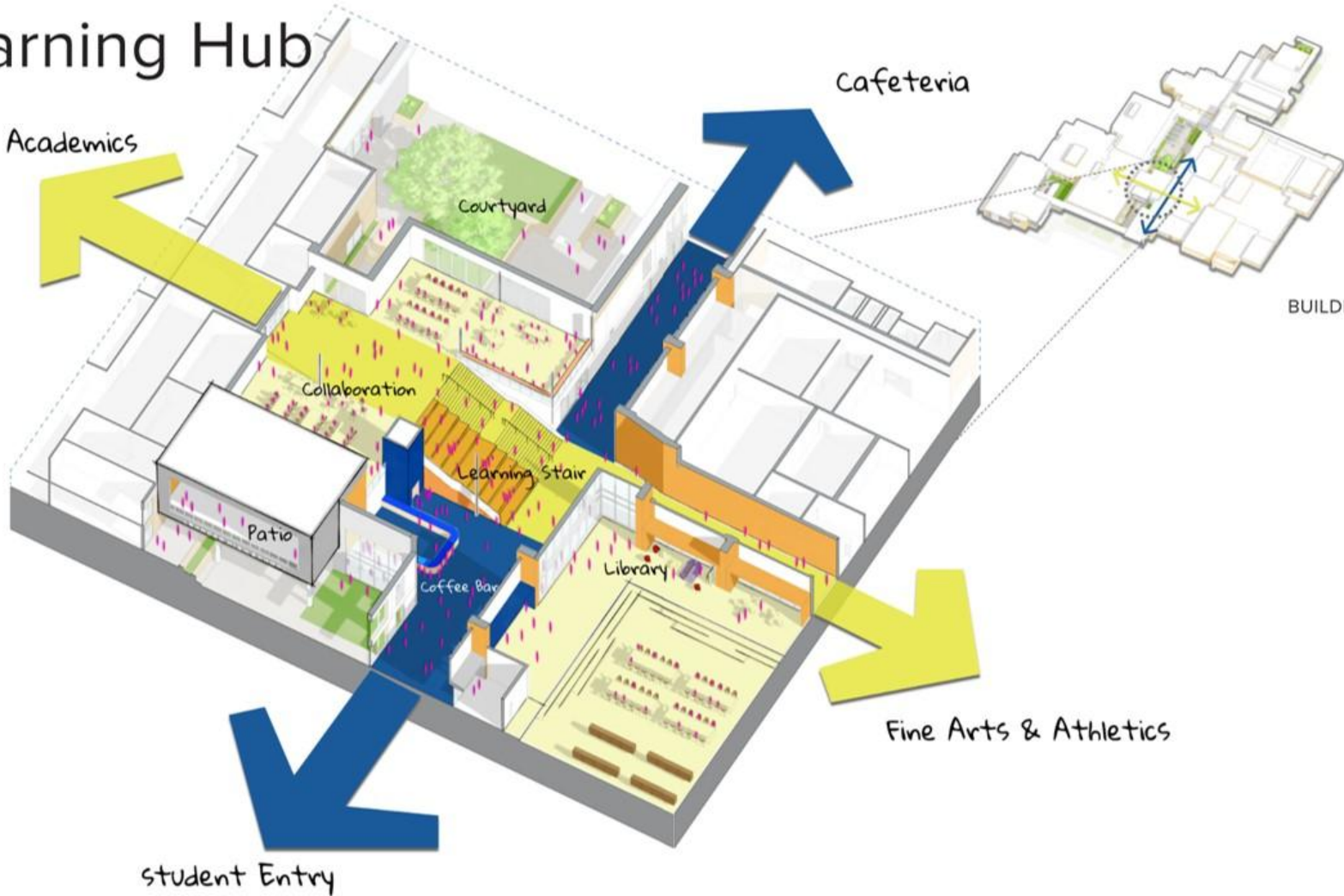
Library

Fine Arts & Athletics

student Entry

BUILDING KEY

235





236



237

Welcome To ThePride!





239



EXISTING



240



## MAIN ENTRANCE

The new main entrance addition expands the building into the existing front parking lot, bringing it closer to Bagdad Rd. This extension connects the school more directly with the community, enhancing the arrival experience and fostering a stronger sense of pride for the campus. The student drop-off area is relocated to the front of the building within an expanded visitor parking lot, which incorporates trees and landscaping to soften the large expanse of pavement currently present.

The architectural design aims to honor and enhance the legacy of the current high school by celebrating the arrival of students and visitors, while establishing clearly defined entry points and wayfinding. The new bus loop is relocated to the front, featuring a connected canopy leading to the main entrance. This provides a more efficient bus route on and off campus, improving traffic flow in the rear of the site.

The main entrance opens into the new dining hall and administration areas. Adjacent to the main entrance is a secondary lobby serving the new Black Box theater. The outdoor space near the Black Box lobby connects across to the Performing Arts Center (PAC), creating a dedicated performing arts plaza.



EXISTING



## STUDENT ENTRANCE

Removing a portion of the existing building enables a significant courtyard expansion beneath a new bridge, which serves as a collaboration hub near the relocated library. This bridge also links the athletics wing to the classroom wing. This design creates a clear entry point into the building and establishes a strong visual connection to the rest of the campus.

A new walkway canopy spans the student entry facade, connecting the main student entrance to the CTE wing addition and the courtyard beyond.





243

# Phasing

## PHASE 2A

Phase 2 will encompass significant site work, such as reconfiguring the visitor and staff parking lot, creating a new bus loop at the front, relocating the band marching pad to the rear, and redesigning the turf practice field. Additionally, student parking will be reconfigured, and an overflow gravel parking lot will be added. This phase will be completed prior to Phase 2A.

Phase 2A involves the front entry and CTE additions, adding approximately 90,000 square feet to the campus. The front addition features a dining hall with a stage, kitchen, administration area, new main entry, Black Box theater, and classrooms. The rear addition expands the existing CTE programs, including large flexible bays on the ground floor, a classroom neighborhood on the second floor, and an outdoor courtyard.



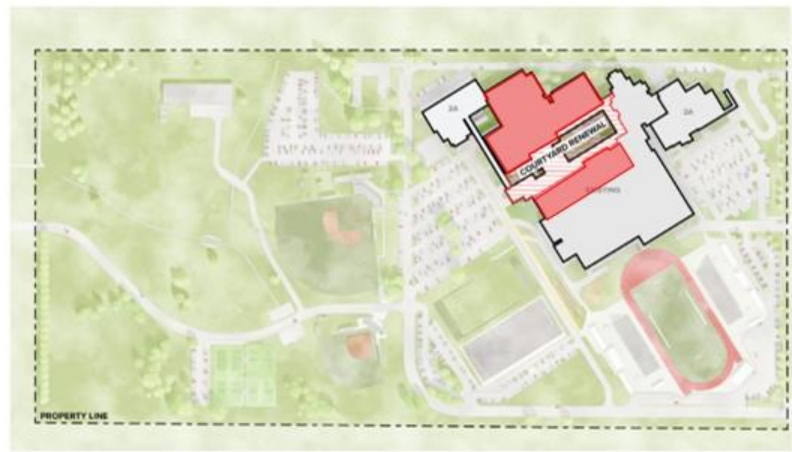
PHASE 2A

## PHASE 2B

Phase 2B completes the remaining site work at the back student entry by removing outdated outbuildings and expanding student parking. A portion of the existing building will be removed to allow the courtyard to extend into the student entrance area, creating a more open and welcoming arrival experience.

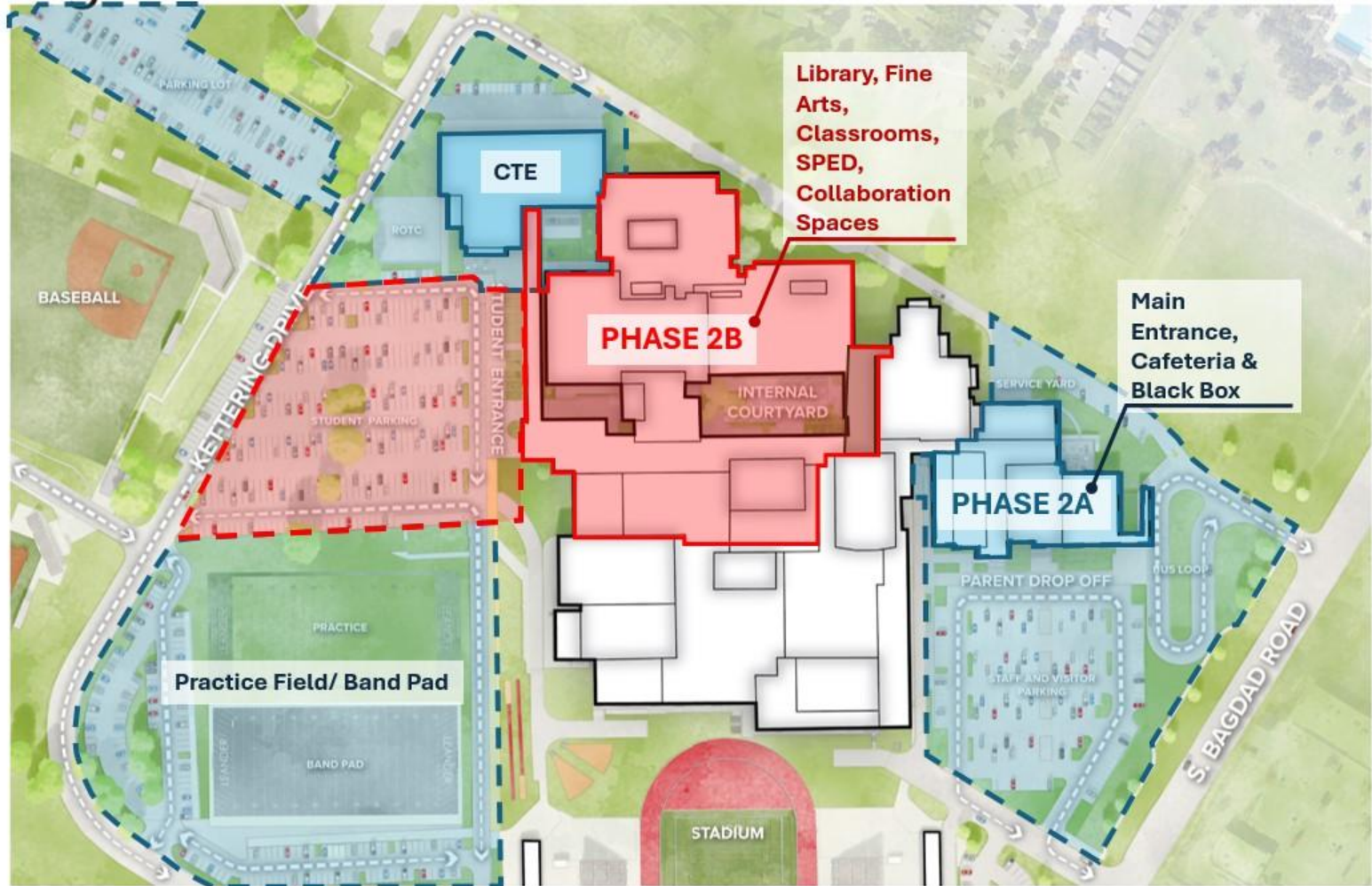
A new central circulation hall will be constructed around a reimagined central courtyard within the existing building footprint. Interior renovations will reconfigure the classroom wings to align with the new "classroom neighborhoods" concept, prioritizing clear connectivity, open sight lines, and improved wayfinding throughout the building and into the courtyard.

This phase includes the renovation of all remaining academic areas on campus, resulting in a fully modernized Leander High School that is on par with other recently updated schools in the District.



PHASE 2B

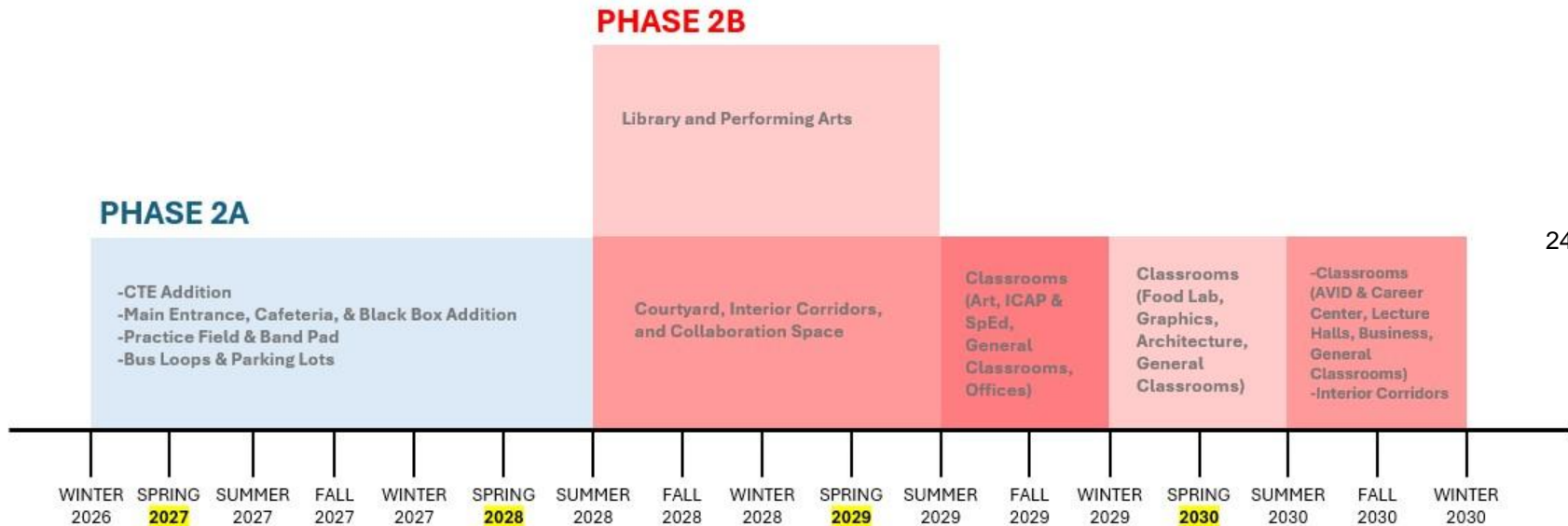
# Enlarged Site



245



# Preliminary Construction Timeline



246

ICAP - Individual Career and Academic Plan  
 SpEd - Special Education  
 AVID - Advancement Via Individual Determination



# Tonight's Objective: Context & Shared Understanding



## What Is Tonight' Presentation About

- Informational update only, No action or vote requested
- Context for Citizens' Advisory Committee (CFAC) process
- Understanding of modernization needs vs. functional redesign
- Presenting the continuation of Leander High School Masterplan Needs

247

## Why This Matters

- Core systems are reaching end-of-life
- Modernization protects safety, reliability, and stewardship
- Updated learning environments reduce instructional disruption

## Impact on student outcomes

- Aligns classroom square footage with standards and the ability to adapt in the future
- Improves campus layout and inefficient student movement reducing supervision challenges that impact safety and visibility
- Strengthens campus identity, pride, and sense of arrival



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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

<b>Agenda Item:</b>	Consider Approval of the Designation of an Alternate Approver for Texas Education Agency (TEA) Login Access
<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>	N/A

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## **Background Information:**

All Independent School Districts (ISDs) are required to designate a Primary Approver for Texas Education Agency (TEA) Login Access (TEAL). The Primary Approver is responsible for certifying and approving required submissions to the TEA, including the Public Education Information Management System (PEIMS), New Instructional Facilities Allotment (NIFA), and other state and federal reports.

The Superintendent, or Acting Superintendent, serves as the Primary Approver and does not require Board approval. However, TEA requires Board approval for the designation of an Alternate Approver, and that the motion be recorded in the meeting minutes.

Designating an Alternate Approver will ensure continuity and prevent delays in required TEA submissions during periods of administrative transition or absence. Administration is requesting Board approval to designate Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning, as the Alternate Approver.

## **Administrative Recommendation:**

Administration recommends the Board authorize Dr. Sarah Grissom to act as Superintendent Alternate for approving staff requests (also referred to as "submitting requests to TEA") for access to one or more TEA web applications accessed through the Texas Education Agency Login (TEAL).

## **Sample Motion:**

I move the Board of Trustees authorize Dr. Sarah Grissom to act as Superintendent Alternate for approving staff requests (also referred to as "submitting requests to TEA") for access to one or more TEA web applications accessed through the Texas Education Agency Login (TEAL).

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 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 seven 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 second 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 \$473,017,796, 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 \$145,269,252, reflecting a deficit of \$12,650,494.

## **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	\$ 415,405,501	\$ 410,959,761	\$ 4,445,740	Vacancies due to lower enrollment, unfilled positions
Contracted Services	16,281,601	18,540,393	\$ 15,541,113	2,999,280	Rolled POs; Availability of grant funds
Utilities	10,365,070	10,378,802	\$ 10,313,999	64,803	
Supplies and Materials	19,334,351	19,640,525	\$ 16,080,819	3,559,706	Anticipated savings
Other Operating Costs	7,604,389	7,583,598	\$ 6,070,394	1,513,204	Anticipated savings
Debt Service	501,756	501,756	\$ 1,241,375	(739,619)	Increase due to recoding of subscription-based information technology arrangements
Capital Outlay	751,766	1,957,065	\$ 1,827,119	129,946	Police Department vehicles/equipment
<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>\$ 485,047,026</b>	<b>\$ 473,017,796</b>	<b>\$ 12,029,230</b>	\$3,783,721 in Rolled 24-25 POs, \$8,138 for athletic tour
<b>Net Operating Results</b>	<b>\$ (20,582,378)</b>	<b>\$ (24,391,104)</b>	<b>\$ (8,000,494)</b>	<b>\$ 16,390,610</b>	
Other Sources	350,000	350,000	350,000	-	
Transfers Out - Other	-	-	-	-	
Transfers Out - Health Insurance	-	-	(5,000,000)	5,000,000	Transferred \$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>\$ (24,041,104)</b>	<b>\$ (12,650,494)</b>		
<b>Beginning Fund Balance July 1</b>	<b>157,919,746</b>	<b>157,919,746</b>	<b>157,919,746</b>	<b>251</b>	
<b>Estimated Ending Fund Balance</b>	<b>\$ 137,687,368</b>	<b>\$ 133,878,642</b>	<b>\$ 145,269,252</b>		

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 19, 2026

**Agenda Item:** Consider Approval of Fiscal Year (FY) 26 Budget Amendment - #7  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape, Ed.D., CPA, Chief Financial Officer  
**Attachments:** FY26 Budget Amendment - #7 Report

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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 \$25,000 to revenue and expenditure budgets in Fund 197 for athletic tournaments.
- Increase of \$2 million in transfers out to the Self-Insured Health Care Fund, which was approved by the Board during the [December 11, 2025, Regular Board Meeting](#).
- Transfers among functions with no effect on the total operating deficit/surplus.

Amendments to the General Fund increase the budget deficit by \$2 million, leaving a projected ending deficit of \$26,016,099.

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

## **Administrative Recommendation:**

Administration recommends the Board approve FY26 Budget Amendment - #7 as presented.

## **Sample Motion:**

I move the Board of Trustees approve FY26 Budget Amendment - #7 as presented.

**Leander Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of February 9, 2026**

	2025-2026 Original Budget	Previously Amended Budget	Proposed Amendments 02/09/26	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 340,381,587	\$ 340,414,730	\$ 25,000	\$ 340,439,730
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>\$ 460,680,927</b>	<b>\$ 25,000</b>	<b>\$ 460,705,927</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 286,510,381	\$ 287,005,731	\$ (42,149)	\$ 286,963,582
Function 12 - Instructional Resources & Media	5,043,033	5,059,021	58	5,059,079
Function 13 - Staff Development	11,207,838	11,043,704	17,419	11,061,123
Function 21 - Instructional Administration	5,316,581	5,387,058	-	5,387,058
Function 23 - School Administration	26,248,027	26,254,029	15,795	26,269,824
Function 31 - Guidance & Counseling	23,733,887	23,756,642	(3,322)	23,753,320
Function 32 - Social Services	1,281,252	1,281,827	-	1,281,827
Function 33 - Health Services	4,530,285	4,543,071	-	4,543,071
Function 34 - Student Transportation	16,592,462	16,930,686	-	16,930,686
Function 35 - Food Services	5,000	5,000	-	5,000
Function 36 - Co-Curricular Activities	14,384,737	14,463,538	24,062	14,487,600
Function 41 - General Administration	11,611,729	11,372,246	-	11,372,246
Function 51 - Plant Maintenance & Operations	42,210,405	44,027,949	-	44,027,949
Function 52 - Security	7,392,949	8,681,185	13,137	8,694,322
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>\$ 485,047,026</b>	<b>\$ 25,000</b>	<b>\$ 485,072,026</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	-	-	(2,000,000)	(2,000,000)
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>\$ (2,000,000)</b>	<b>\$ (1,650,000)</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ (20,232,378)</b>	<b>\$ (24,016,099)</b>	<b>\$ (2,000,000)</b>	<b>\$ (26,016,099)</b>