



Waxahachie Independent School District
411 North Gibson Street
Waxahachie, TX 75165
972-923-4631
www.wisd.org
Meeting Live Stream: <https://www.youtube.com/waxahachieisd>

Regular Meeting | AGENDA
October 12, 2020
5:00 PM

NOTICE OF MEETING: A Regular Meeting of the Board of Trustees of Waxahachie Independent School District will be held October 12, 2020, beginning at 5:00 PM in the Waxahachie ISD Administration Building.

[Important Information Related to COVID-19 in Connection to Waxahachie ISD School Board Meetings](#)

Please be aware that due to orders from the state of Texas, we are still required to practice social distancing. Accordingly, all seating will be spaced six feet apart and only limited seating will be available in the Boardroom. Additional space will be provided within the administration building to allow members of the public to view the meeting via live stream.

Members of the public wishing to offer public comment during School Board meetings will still be allowed to do so with the following requirements:

- Open Forum Participation Cards must to be filled out prior to the beginning of the meeting in accordance with Board policy (BED) Local.
- Appropriate space within the Administration Building allowing physical distancing will be offered to those individuals wishing to address the Board, and individuals will be called one at a time.

Members of the public are encouraged to watch the meeting remotely at <https://www.youtube.com/waxahachieisd>.

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

I. BOARD MEETING - 5:00 P.M.

A. CALL TO ORDER.

1. Announcement in the Boardroom by presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.

II. CLOSED SESSION. Section 551.001 et seq. (if necessary)

- A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
- B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
- C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code

551.076.

D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.

E. Discussion regarding the duties and responsibilities of School Board members. Gov't Code 551.074.

III. RECONVENE TO OPEN SESSION.

A. Invocation and Pledges of Allegiance to the American and Texas Flags.

IV. OPEN FORUM: Hearing of individuals or committees.**

V. HUMAN RESOURCES.

A. Consideration to approve the personnel report as recommended by the superintendent that include employment, retirements, resignations, positions changes, and potential additional positions.

VI. RECOGNITIONS.*

VII. REPORTS.

A. Report of Continuing Education Hours for Trustees.

B. District Improvement Plan and Campus Improvement Plans.

C. CCMR Outcomes Bonus.

D. Changes to FIRST Rating.

E. Board Member Questions.

F. Consider Revisions to At-Home Learning.

VIII. CONSENT AGENDA.

A. Consideration and approval of Minutes from previous meetings.

B. Consideration to approve Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.

1. Financial Reports.

2. Budget Amendments/Transfers/Purchase Order Approval/Bid Report for Vendors.

C. Consideration with possible action to execute an interlocal agreement with Equalis Group to join purchasing cooperative.

D. Consideration with possible action to accept the agriscience facility as complete and authorize payment of retainage in the amount of \$254,386.18 to The Nay Company.

E. Consideration and possible action to accept and acknowledge Simpson Elementary as substantially complete.

F. Consideration and action to approve a resolution authorizing the Board President and/or Superintendent to execute all necessary documents to grant a temporary and permanent easement to Oncor Electric Delivery Company, LLC, allowing placement of overhead and/or underground electric supply and communications facilities at the southwest corner of the property where Waxahachie High School is located, adjacent to Business Highway 287 and across from FM 875.

IX. ADJOURN.

*The Waxahachie ISD Board of Trustees meetings begin at 5 p.m. To respect the time of those being recognized, recognitions will not begin before 6 p.m., and agenda items may be taken out of order to accommodate recognitions. Those being recognized are asked to arrive by 6 p.m.

**Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on matters being considered by

the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);
Employee – Board Policy DGBA(LOCAL); or,
Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document attached and entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020** _____

Subject: **Human Resources Report** _____

Presented by: **Monica James** _____

Action

Background:

Consideration to approve the personnel report as recommended by the superintendent and as presented in closed session that includes employment, retirements, resignations, position changes, creation of new positions, and reclassification of existing positions.

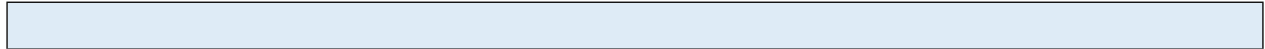
Recommendation:

The Board is asked to approve the report as presented in closed session.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **Recognitions**



Background:

This month, we will recognize the following:

- Employees of the Month from Wilemon, Howard, and Special Education
- The HR Department for Texas Education Human Resources Day

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **Continuing Education Training Hours for Trustees**



Background:

Board President Dusty Autrey will give a report on the Continuing Education Training Hours for Trustees. All Trustees have exceeded the required number of hours required by TASB (Texas Association of School Boards).

School Board Continuing Education Record 2019-2020

School District: Waxahachie !SD

Date: October 12, 2020 (Reporting 5/1/19 -4/30/20)

Name	Tier One Orientation /Updates		Tier Two Team Building	Tier Three Board Development 5 hours for tenured 10 hours for new	Tier Four	Total Hours	Status
	Local Orientation• and TEC Orientation•	Legislative Update**	October 21, 2019		SB 1566*** Student Achievement		
Dusty Autrey		5	3	10.98		18.98	Exceeded
Kim Kriegel		2	3	20.25		25.25	Exceeded
Judd McCutchen		3	3	12.25		18.25	Exceeded
John Rodgers		2	3	16.23		21.23	Exceeded
Clay Schoolfield		3	3	8.73		14.73	Exceeded
Melissa Starnater		2	3	16.75		21.75	Exceeded
Debbie Timmermann	6	2	3	25.5	3	39.5	Exceeded

**Required for first year board members only*

***Two – three hours required after each legislative session*

****First year requirement for new/ Biennial requirement for tenured*

Completed (Completed required hours for assessment year)

Deficient (Deficient in required hours for assessment year)

Exceeded (Exceeded required hours for assessment year)

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **District and Campus Improvement Plans**

Presented by: Dr. David Averett, Dr. Susan Holt and Lisa Mott

Background:

Dr. Averett, Dr. Holt and Ms. Mott will be available to discuss the proposed District Improvement Plan (attached) and the Campus Improvement Plan (follow this link)

<https://drive.google.com/drive/folders/1pUXnaQgCgm5RotCFjv-9vBmPhRoz3Loq>

Recommendation:

That the board approve the District and Campus Improvement Plans

Waxahachie Independent School District

District Improvement Plan

2020-2021



Mission Statement

Waxahachie ISDs dynamic, focused educational experiences will produce graduates who will positively impact the world.

District Motto

"Excellence in Education"

Vision

The Waxahachie Independent School District will support and empower our community of learners for success in the 21st century.

Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Value Statement

We believe:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas.
- Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
District Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1 : Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction. School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023. Targets: 2021 - 91, 2022 - 92, 2023 - 92	20
Goal 2 : Waxahachie ISD will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.	43
Goal 3 : Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.	65
Goal 4 : Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.	72
Goal 5 : Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.	76
Goal 6 : Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services.	78
Title I Personnel	83
District Funding Summary	84
Addendums	86

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Waxahachie Independent School District is a rural/suburban school district in Ellis County. The county is estimated to have a population of 184,826. The city of Waxahachie's population is 36,807 (est.). Waxahachie ISD serves nearly 9,500 students annually in its two high schools, three 6-8 middle schools, seven K-5 elementary schools, two PK-5 elementary schools, one early childhood PreK school and one alternative school. Over the past year, the student population has grown by 544 students which is a 6% increase.

The district student ethnic base during the fall 2019-20 data collection (or Snapshot) was 45% white, 13% African American, 37% Hispanic, 4% two or more races, and less than 1% American Indian, Asian, and Pacific Islander respectively. There was a change in the student ethnic base from the previous year, specifically an increase in the African American, Hispanic and two or more races categories. 46.4% of our students are considered economically disadvantaged, 8.67% English Language Learners, 14.3% special education and 49.08% at-risk.

District staff is comprised of 1442 people. Of these, 671 are teachers, 181 are administrative staff, 172 are paraprofessionals, and 418 are auxiliary staff. 71% of our staff is white, 8% African American, 20% hispanic, 1% is 2 or more races, Asian, or American Indian and/or Pacific Islander. 99.1 % of the staff are certified and the average number of years of experience is 12.3 years.

The WISD has strong relationships with local and nearby colleges and universities, including SAGU, Navarro, Tarleton and UT Tyler. Waxahachie ISD is one of the biggest employers of the city. Other major employers include DART and Baylor Scott and White.

Demographics Strengths

GT identification rate increased 2% from 486 identified in 2018-19 to 697 identified in 2019-20.

Teacher turnover rate is only 13.4% in WISD compared to 16.5% state rate.

Retention rates for overall staff in the district increased to 86.9% (19-20) compared to 85.9% (18-19).

The total student enrollment increased by 544 students (from 8,937 in October of 2018 to 9,481 in October of 2019).

The number of students earning dual credit increased by approximately 50 students.

The number of special education students in regular classes 60% or more of the day increased.

The district rate for College, Career and Military Ready Graduates (CCMR) for 2017-18 is 69.0% which is higher than the region and state rates.

All instructional paraprofessionals are highly qualified and certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The TAPR data shows that there is a lack of ethnic diversity among staff in comparison to the diversity of the present student population **Root Cause:** When comparing census demographic information for our area, our staff ethnically mirrors the census data more than the student ethnic data

Problem Statement 2: Special Education, African American and Hispanic students are being disciplined at rates significantly higher than that of their regular and/or white peers. **Root Cause:** Lack of knowledge of available alternatives to traditional discipline. Lack of district-wide implementation of PBIS and SEL

Problem Statement 3: Significant Disproportionality in overidentification of Black/ African American students in special education and underidentification for GT. **Root Cause:** Lack of training in teaching diverse populations and culturally responsive instruction.

Student Learning

Student Learning Summary

The 2018-2019 Texas Academic Performance Report (TAPR) rates Waxahachie ISD with a B with an overall grade of 89 for the Accountability rating. This is an overall increase of +7% from the districts 2017-2018 rating of B and overall grade of 82.

WISD is performing almost identical to the State and Region when comparing all STAAR exams and the performance levels.

WISD

- Approaches- 81% (+2% increase from 2018)
- Meets- 52% (+2% increase from 2018)
- Masters- 23% (+2% increase from 2018)

State

- Approaches- 78%
- Meets- 50%
- Masters- 24%

Region

- Approaches- 79%
- Meets- 52%
- Masters- 26%

Student Success Initiative-SSI grades 5 & 8 are performing above the state and region for students meeting approaches grade level on the first STAAR administration.

Among the WISD student taking either SAT or ACT, they are performing above both the region and State averages. Score reporting is a lagging indicator thus results are based on 2017-2018.

WISD-

- | | |
|-------------------------|-----------------------|
| • SAT All subjects 1086 | ACT All Subjects 21.2 |
| • SAT ELAR/Writing 549 | ACT ELAR 20.8 |
| • SAT Math 537 | ACT Math 21 |

State-

- SAT All subjects 1036
 - SAT ELAR/Writing 521
 - SAT Math 515
- ACT All Subjects 20.6
 - ACT ELAR 20.3
 - ACT Math 20.6

Region-

- SAT All subjects 1047
 - SAT ELAR/Writing 525
 - SAT Math 522
- ACT All Subjects 20.5
 - ACT ELAR 20
 - ACT Math 20.6

Student Learning Strengths

Student Academic Achievement-

82.7% of WISD students are graduating with Distinguished Levels of Achievement which requires more math and science than the Foundation High School Program.

69% of all WISD graduates earned CCMR a point for the 2018 school year for a total score of 92 on Domain I.

- Algebra I, Biology I, US History, English I and English II showed growth in 14 of the 15 performance standards from 2018 to 2019.
- Algebra I showed a +17% increase in the Meets performance level and a +14% increase in Masters performance level compared to 2018.
- US History showed a +11% increase in Masters performance level compared to 2018 and a +23% increase compared to 2017.
- English I showed a +9% increase in the Meets performance level compared to 2018 and a +12% increase compared to 2017.

Gains compared to 2018...

- **Elementary-**
 - GR 3 Rdg +2%; Math +5 %
 - GR 5 Rdg +3%; Science +1%
 - **Junior High**

- o
 - GR6 Rdg +1%; Math +5%
 - GR7 Rdg +4%; Writing +1%
 - GR8 Math +1%; Social Studies +9%; Science +6%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WISD campuses are underperforming compared to other campuses similar in size, grade levels served, percentage of economically disadvantaged students, mobility rate, percentage of ELL's and percentage of SPED in earning academic achievement distinction/designations. Areas include: Academic Achievement in Science, Academic Achievement in Math, Academic Achievement in ELAR, Academic Achievement in Social Studies, top 25% comparative academic growth, post-secondary readiness, and top 25% comparative closing the gaps. Many areas are performing in Q4 (fourth quartile) in both participation and performance. As a district, the number of has decreased over the last three years. Results include- 2017-23 distinctions/designations; 2018- 20 distinctions/designations; and 2019- 18 distinctions/designations. **Root Cause:** Areas of emphasis have not been given attention needed to address advanced to above advanced students to earn masters level on STAAR, participate in AP-Advanced Placement classes and AP exams, as well as participation in either the SAT or ACT exam.

Problem Statement 2: Bilingual Education/ESL (Student Performance) - ELs (not served in BE/ESL) STAAR 3-8 passing rate is lower than peers in science, social studies and writing. ELs on STAAR EOC passing rate in all core areas is lower than peers. **Root Cause:** Lack of training and awareness.

Problem Statement 3: Among all STAAR/EOC exams, Grade 4 Writing is underperforming the most in all three performance levels (Approaches, Meets, Masters) compared to the state and region. * WISD- 64%; 29%; 8% * State- 65%; 33%; 10% * Region- 67%; 36%; 12% **Root Cause:** Systemic causation that is currently under review and being addressed with additional teacher support. Writing must be incorporated and emphasized in grades K-3 to address some of the gaps the district is experiencing.

Problem Statement 4: Special Education passing percentages on STAAR are decreasing year to year. In the Results Driven Accountability (RDA) data findings, students coded CTE/ SPED are not performing at the same rate as grade level peers on STAAR EOC in all core subjects: * Math- 28.8% - Cut point 65-100 * Science- 51.3% -Cut point 75-100 * Social Studies -Cut point 70-100 * ELAR- 26% -Cut point 60-100 **Root Cause:** SPED students have not consistently been exposed to general education direct instruction along with traditional pull-out models during direct instruction time. District population growth, staffing numbers, scheduling, effective roll-out, lack of training and support of inclusive models as well as recruitment and retention of content certified special education teachers could contribute to the causes.

Problem Statement 5: Among all STAAR/EOC exams, Grade 4 Writing is underperforming the most in all three performance levels (Approaches, Meets, Masters) compared to the state and region. * WISD- 64%; 29%; 8% * State- 65%; 33%; 10% * Region- 67%; 36%; 12% **Root Cause:** Systemic causation that is currently under review and being addressed with additional teacher support. Writing must be incorporated and emphasized in grades K-3 to address some of the gaps the district is experiencing.

Problem Statement 6: : Based on the 2017-2018 TAPR, All WISD campuses performed below the State and Region in Domain 2- Student Academic

Growth on the A-F Accountability. Academic growth measures districts and campus on the number of students that grew at least one year academically (or maintained performance) as measured by STAAR results in both ELA/Reading and math. STAAR progress measure provides info about the amount of improvement or progress a student has made in comparison to the previous year in student performance levels (Approaches, Meets, Masters). Individual student progress is either categorized as Limited, Expected, or Accelerated progress. **Root Cause:** Lack of training, awareness, and resource tools

District Processes & Programs

District Processes & Programs Summary

Waxahachie ISD searches out and implements proven programs to provide a successful learning environment for our students and staff. WISD uses a guaranteed and viable curriculum through TEKS Resource System, utilizes District Common Assessments in grades 2-12 to gather data and make instructional decisions, and has implemented Level Literacy Intervention (LLI) district wide in grades K-12.

WISD has Targeted Professional Development opportunities to support teacher goals and district initiatives. The Tech Badge system provides personalized training options to give staff the skills needed to incorporate technology into their classrooms. The district utilizes Google Tools to increase collaboration among staff, both on the campus and in district departments. To facilitate this, the district has increased our internet speed and wireless connections.

With the increased use of technology in education, Waxahachie ISD applied for and was awarded a Technology Lending Grant funded through the Texas Education Agency. These funds have been used to purchase Chromebooks and mobile hot spots. Secondary students that do not have internet access in the home can apply to use the devices at home during the school year. The goals of this program, as stated in the grant application, are to “empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction” and to “leverage the latest technology to provided pathways to academic success in a dynamic world.”

Waxahachie ISD reaches out to students, parents, and staff via surveys to gather thoughts, opinions and advice on what district strengths are, what areas need to be improved, and suggestions on new ideas. WISD has a vibrant School Health Advisory Council and District Advisory Team. Both consist of district staff, parents, and community members that meet regularly to provide direction for the district.

District Processes & Programs Strengths

- Districtwide guaranteed and viable curriculum (TEKS Resource System)
- Leveled Literacy Intervention (LLI) implementation districtwide K-12
- Targeted Professional Learning to support teacher goals and district initiatives
- Tech Badge program
- Collaboration increased using Google Tools
- Increased internet speed and wireless connections

- All campuses have Professional Learning Communities (PLCs) to discuss student and curriculum needs
- Campus Improvement Plans support the goals of the District Improvement Plan
- The District is focused on student achievement

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: WISD has a higher special education student identification rate than the state, region and 7 comparable districts (as identified through the Stetson Special Education Program Evaluation). **Root Cause:** inconsistent RtI/MTSS intervention system leading to higher referral rates and over-identification of students with disabilities. Perceptions identified through focus group interviews and faculty surveys indicate over 25% believe that faculty do not feel a strong sense of responsibility for all students, including those with disabilities

Problem Statement 2: Teachers perceive internet speed to be an area of concern. Teachers perceive quality of devices to be inadequate. (Alignment issue of matching a device to the task). Teachers perceive quantity of devices to be inadequate. **Root Cause:** "1. Using a device that is unqualified for a particular task. 2. Current configuration parameters of the DNS are related to the connection of the content filter. 3. Limited funding."

Problem Statement 3 (Prioritized): District Professional learning is not being utilized effectively to improve teacher capacity and increase student achievement. **Root Cause:** "Root Cause: There is not a comprehensive and cohesive district professional learning plan that is grounded in research based qualities of effective professional learning. There is a lack of time built into the calendar that is dedicated to PL. "

Problem Statement 4: Overall 69% of WISD students met a CCMR indicator as reported in the 2018-29 TAPR report. CCMR is a lagging indicator so this percentage is for 2018 graduates. More emphasis needs to be placed on our "at-risk" student populations as they are performing lower than their peers. A breakdown includes- AA- 54%; SPED 64%; Economically disadvantaged 62% and EL's 50%. These percentages are a significant decrease as compared to the district's overall percentage. **Root Cause:** Lack of student awareness and emphasis placed by staff for each student to meet a CCMR criteria. Lack of training and understanding of all high school staff

Problem Statement 5: Data indicates that there is an overrepresentation of minority and Special Population students who are being placed in off-campus settings for behavior offenses. **Root Cause:** There is not a consistent, district-wide SEL/PBIS program in place that provides equitable services for all students. There is not a consistent classroom management plan being delivered across the district nor has there been substantial training in over 6 years.

Perceptions

Perceptions Summary

Based on the data discussed by the committee, which consisted of the 2019 School Climate Surveys for staff, students, and parents (2020 data not available due to COVID-19), the 2019-20 TASB Employee Opinion Survey, the 2018-19 TAPR, the 2020 school safety audit, and other sources, the Perceptions committee feels that perceptions of Waxahachie ISD are primarily strong, with room for improvement in some areas.

This group looked at two areas: Family & Community Engagement and School Culture & Climate.

98.5 percent of staff members feel their campus or department staff is welcoming to visitors and parents. More than 90 percent of parents said they feel welcomed most or all of the time when visiting their child's campus. In addition, parents said campus reception staff is friendly and helpful (91 percent), teachers are easy to talk to (nearly 90 percent), and administrators are easy to talk to (nearly 88 percent).

45 percent of parents surveyed said their child's campus offered workshops/courses to help parents understand and work with children; however, another 45 percent of parents answered "I do not know" to the same question. Only 4.8 percent of parents who responded said they attended one of these workshops/classes.

Nearly 90 percent of elementary students and nearly 70 percent of secondary students say their teachers tell their parents how they are doing in school. More than 55 percent of parents say they are provided with regular feedback about their child's progress at least monthly.

Nearly 94 percent of elementary students said they feel welcome at their school, and nearly 97 percent believe their teachers care about them. At the secondary level, nearly 85 percent of students said they feel welcome at their school, and 88 percent believe their teachers care about them. 89 percent of elementary students and 73 percent of secondary students feel like they are a part of their school. More than 94 percent of parents believe school staff members care about their child.

90 percent of parents believe school staff members have high expectations for all students. Staff members agree with parents, with more than 89 percent affirming that their campus or department has high expectations for all students.

More than 91 percent of staff members believe students are encouraged to get involved in extracurricular activities, and more than 86 percent believe that school events are well-attended by staff. Nearly 81 percent of secondary students said the staff on their campus encourages students to participate in extracurricular activities, and more than 80 percent say they appreciate it when staff members attend their extracurricular activities.

Consistent discipline is an issue, with only 76 percent of staff members saying that effective discipline strategies are used on their campus.

Perceptions Strengths

Parent and community involvement is strong in Waxahachie ISD, with more than 300 businesses and community organizations giving time to the district in the 2019-2020 school year. The total number of volunteer hours for the district in the 19-20 school year was 71,245, with more than 5,700 volunteers giving time.

Waxahachie ISD offers a safe place to learn and work. 92 percent of Waxahachie ISD staff members feel that they work in an environment that is safe. In addition, the district's 2020 security audit, conducted by an outside auditor, stated that "the district leadership and team are clearly taking safety and security seriously, devoting time, effort, and resources to this endeavor." In addition, more than 93 percent of parents believe their child feels safe at school, and that their child's school provides a safe and secure learning environment. Of the students surveyed, more than 92 percent of elementary students and more than 75 percent of secondary students say they feel safe at school.

During the COVID-19 pandemic, Waxahachie ISD showed engagement with and care for the community by providing meals, checking out devices and hotspots, and providing regular communications and other resources to the entire Waxahachie ISD community.

Waxahachie ISD has shown a commitment to transparency by regularly surveying stakeholders and providing opportunities for community engagement (rezoning forums, etc.). In addition, Waxahachie ISD provides multiple methods of communication, including phone calls, emails, and social media posts. Waxahachie ISD has multiple social media accounts, including Facebook, Twitter, and Instagram, reaching nearly 20,000 people.

Finally, Waxahachie ISD's strong relationship with the City of Waxahachie, including the Waxahachie Police Department and Fire Department, is a strong benefit to students and staff. School Resource Officers from the Waxahachie Police Department are a vital part of the district's safety and security program. The Waxahachie Fire Department provides the Blaze a Trail to Literacy program for elementary students, and volunteered to help feed students during the COVID-19 school closure. City parks and other programs provide benefits to students each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all district/campus communication is sent out in Spanish **Root Cause:** Lack of adequate translation resources

Problem Statement 2 (Prioritized): Parents are not able to use educational technology effectively **Root Cause:** Lack of training for parent in using educational technology

Problem Statement 3: Data indicates disproportionality in discipline assignments for certain subpopulations **Root Cause:** Inconsistent disciplinary practices by campus administration

Priority Problem Statements

Problem Statement 1: WISD campuses are underperforming compared to other campuses similar in size, grade levels served, percentage of economically disadvantaged students, mobility rate, percentage of ELL's and percentage of SPED in earning academic achievement distinction/designations. Areas include: Academic Achievement in Science, Academic Achievement in Math, Academic Achievement in ELAR, Academic Achievement in Social Studies, top 25% comparative academic growth, post-secondary readiness, and top 25% comparative closing the gaps. Many areas are performing in Q4 (fourth quartile) in both participation and performance. As a district, the number of has decreased over the last three years. Results include- 2017-23 distinctions/designations; 2018- 20 distinctions/designations; and 2019- 18 distinctions/designations.

Root Cause 1: Areas of emphasis have not been given attention needed to address advanced to above advanced students to earn masters level on STAAR, participate in AP-Advanced Placement classes and AP exams, as well as participation in either the SAT or ACT exam.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: District Professional learning is not being utilized effectively to improve teacher capacity and increase student achievement.

Root Cause 2: "Root Cause: There is not a comprehensive and cohesive district professional learning plan that is grounded in research based qualities of effective professional learning. There is a lack of time built into the calendar that is dedicated to PL. "

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: The TAPR data shows that there is a lack of ethnic diversity among staff in comparison to the diversity of the present student population

Root Cause 3: When comparing census demographic information for our area, our staff ethnically mirrors the census data more than the student ethnic data

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parents are not able to use educational technology effectively

Root Cause 4: Lack of training for parent in using educational technology

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Waxahachie ISD will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card to a score of 92 by August 2023.

Targets: 2021 - 91, 2022 - 92, 2023 - 92

Performance Objective 1: (SB) The Academic Growth rating on the state report card will increase from 73 to 90 by June 2023.

Target 2020 - 80, 2021 - 84, 2022 - 84, 2023 - 90

Evaluation Data Sources: State assessment data: Academic Growth Data Table, Relative Performance Data Table, District Common Assessment Data

Summative Evaluation: None

Strategy 1: Middle school classrooms will maintain below 28 students per class in all core content area classes.	
<p>Strategy's Expected Result/Impact: Increase in student mastery of standards Improved campus climate</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Superintendent of Secondary Learning</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Campus administrators lead data sessions at K-12 levels using Lead4ward reporting tools according to district timeline and schedule of common assessments and MAP.

<p>Strategy's Expected Result/Impact: Consistency of instructional strategies used among all grade level staff will improve. Timely data analysis will provide opportunities for immediate feedback and alterations to lessons plan based on students' needs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Curriculum and Instruction Director of Assessment and Accountability Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Utilize small group instruction for pre-teach practices and/or intervention methods for any student in grades 6-12 that would benefit from early introduction of concepts, re-teach practices, repeated exposure to content or methods.

<p>Strategy's Expected Result/Impact: Improved academic performance of students being affected by these best practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Secondary Content Coordinators Campus Principals Campus Assistant Principals</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Monitor LEP students not making progress on common assessments and indicators for TELPAS measures to provide interventions toward language acquisition.

<p>Strategy's Expected Result/Impact: Increase percent of students earning the highest achievement level on TELPAS (state assessment).</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Bilingual Services Bilingual Coordinators LPAC Committees Campus Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 5: Assess writing instruction needs in grades K - 12 on the formal writing process, editing, writing traits, and STAAR writing rubric using the TRS Scope and Sequence and use of Empowering Writers for K-8.

<p>Strategy's Expected Result/Impact: Improvement in writing samples. Increase in STAAR writing scores at grades 4, 7, 9 and 10</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction ELAR Coordinator Campus Principal ELAR Teachers</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 6: Provide intervention/remediation and tutoring through APEX in all content areas for grade 6-12 students with instruction focused on gaps in student learning and IXL in grades 6-8 in Reading and Math.

<p>Strategy's Expected Result/Impact: Academic progress will occur for students being supported by the most effective teachers</p> <p>Progress monitoring data for Leveled Literacy Intervention</p> <p>APEX and IXL reports</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Curriculum and Instruction Secondary Content Coordinators Campus Principal Campus Assistant Principal</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 7: Utilize research-based instruction to support all students through a Multi-Tiered System of Support with progress monitoring. Provide increased opportunities for all students to read a variety of genres at independent reading levels across all content areas at all grade levels.

<p>Strategy's Expected Result/Impact: Improved data points Varied strategies in lesson plans that correlate to students' needs Use of research-based intervention tools.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Elementary and Secondary Curriculum Coordinators Campus Principals</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 8: Seek and implement secondary reading curriculum for use in special education classes to address students' learning needs.	
<p>Strategy's Expected Result/Impact: Improvement in reading scores on state assessments Improve reading outcomes for students needing intense interventions in reading instruction</p> <hr/> <p>Staff Responsible for Monitoring: Director of Special Populations Assistant Superintendent of Curriculum and Instruction</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June
Strategy 9: Provide 6 week progress measurement reports to district principals during focus meetings.	
<p>Strategy's Expected Result/Impact: Improvement in overall student performance Enhanced communication about district trends and areas of need for professional development.</p> <hr/> <p>Staff Responsible for Monitoring: Director of Assessment and Accountability Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning All Secondary and Elementary Campus Principals</p> <hr/> <p>Title I Schoolwide Elements: 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 10: Implement research-based STEM instructional practices through the National institute for STEM Education.
 2020-2021 Grades K-5
 2021-2022 Grades K-8
 2022-2023 Grades PreK-12

<p>Strategy's Expected Result/Impact: Increase number of staff trained in STEM Education. Evidence of Engineering Design Process found throughout learning. Evidence of district STEM leadership plan for certification. Increase opportunities with STEM materials in classrooms.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education Elementary and Secondary Coordinators Coordinator of Federal Programs</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: NISE trainings, STEM materials and training Title IV \$80,000</p>	June

Strategy 11: Six-Week Progress Measurements will be given in core content classes 2nd-12th grade with a focus on student progress, core TEKS and standards, using aligned frameworks and crosswalks.

<p>Strategy's Expected Result/Impact: Improvement of student overall performance on state accountability testing</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Assessment and Accountability</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 12: Collect and review qualitative data on students who may be at risk for reading difficulties based on results from universal screeners for reading and dyslexia, provide appropriate intervention per district guidelines and report state required dyslexia program data accurately to PEIMS.

<p>Strategy's Expected Result/Impact: Improvement of student overall performance on state accountability testing, Increases students identified as in need of dyslexia intervention.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Executive Director of PEIMS Director of Special Populations Elementary and Secondary Coordinators Campus Principal Dyslexia Coordinator</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 13: Reading Interventionist will provide specialized reading instruction at every campus to assist students (K-3) identified as at risk due to poor reading skills.

<p>Strategy's Expected Result/Impact: Improvement of K-3 student's reading ability</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Elementary Learning Elementary Reading Coordinator Reading Specialists</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Reading Interventionist Salaries Title I (211) \$390,000</p>	Summative
	June

Strategy 14: Campuses will utilize intervention staff to provide support for students identified as needing assistance through Six-Week Progress Measurements and formative assessment data.

Strategy's Expected Result/Impact: Students will show growth on Six-Week Progress Measurements and STAAR assessments	Formative
	Nov
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Campus Principals	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative
Problem Statements: None	June
Funding Sources: Intervention teachers and aides salaries Title I (211) \$608,312	

Strategy 15: Campuses will provide aligned supplemental support in preparation for STAAR testing through tutoring and additional materials for intervention and remediation of the TEKS

Strategy's Expected Result/Impact: Students will be better prepared for academic success on STAAR through research based materials and high quality tutors.	Formative
	Nov
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Campus Principals	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative
Problem Statements: None	June
Funding Sources: Materials and tutors for STAAR intervention Title I (211) \$58,838	

Strategy 16: Provide support in Bilingual classrooms by utilizing bilingual para -professionals.

<p>Strategy's Expected Result/Impact: Improve performance of bilingual students on 6 Week Performance Measurements and STAAR assessments</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Bilingual Services Bilingual Coordinators Campus Principals</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Bilingual aide salaries Title III (263) \$35,000</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: (SB) The Graduation Rating on the state report card will increase from scale score 65 to 90 by August 2023.

Targets: 2020 - 70, 2021 - 80, 2022 - 85, 2023 - 90

Evaluation Data Sources: District Report Card, Graduation Rate score report, quarterly performance reports on 12th grade students, PEIMS snapshot and reports, Senior Conferences Reports, High School of Choice Enrollment Data

Summative Evaluation: None

Strategy 1: Provide access to APEX research based online intervention and tutoring program, that supports mastery of the TEKS, credit advancement and credit recovery.	
<p>Strategy's Expected Result/Impact: Improvement on EOC retakes Successful completion of required courses for graduation Increase number of credits earned in Credit Recovery Classes (LEAD) Increase number of credits earned towards graduation plan</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Secondary Learning Instructional Technology Coordinator Digital Learning Coordinator Secondary Principals</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: To provide accelerated education options to high school students, committee consisting of the high school principal, HoC principal, student's counselor, student's assistant principal, district director will be utilized to review student applications for entrance to High School of Choice using guidelines and student's historical information to determine best placement to support graduation.

<p>Strategy's Expected Result/Impact: Increase in students graduating within four years or sooner Improved student survey results</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Curriculum and Instruction Campus Principal Director of Alternative Education Services</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 3: 12th grade senior transcript audits will be completed in fall and spring annually to ensure that each student is on track for graduation and that endorsements have been met.

<p>Strategy's Expected Result/Impact: Reduction in dropout rate Increased graduation rate Increase in students' meeting endorsement requirements</p> <hr/> <p>Staff Responsible for Monitoring: Director of Educational Support & Counselling Services Campus Principal Director of Alternative Education Services</p> <hr/> <p>Title I Schoolwide Elements: 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: (SB) The College, Career, and Military Readiness Rating on the state report card will increase to 94 by 2023.

Targets: 2021 - 91, 2022 - 93, 2023 - 94

Evaluation Data Sources: District Report Card, PEIMS submission, CTE Industry-Based Certifications, CTE coherent sequence reports, Special education workforce readiness data, Navarro College Completion Data for Associates degrees, AP Examination Criteria, TSIA performance criteria.

Summative Evaluation: None

Strategy 1: Provide college and career awareness for each student in grades 8-12, (a). Scholarship and grant opportunities, (b). Financial aid (FAFSA) information workshop, and (c). Personal Graduation Plans.	
<p>Strategy's Expected Result/Impact: Increase the percent of students who attend a 2 or 4 year career/technical school or college/university by using the following strategies/programs</p> <p>Increase graduation rate</p> <p>Increase percent of students attaining Masters level on state performance assessments</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p> <p>Director of Educational Support & Counseling Services</p> <p>Director of Assessment and Accountability</p> <p>Campus Counselors</p> <p>Campus Principals</p> <p>Post Secondary Student Advisors</p> <hr/> <p>Title I Schoolwide Elements: 3.2</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources:</p> <p>None</p>	

Strategy 2: Provide information to students and parents participating in Pre-AP, Advanced Placement courses about coursework and students' preparedness for success on AP tests.

<p>Strategy's Expected Result/Impact: Increase student enrollment in pre-AP and AP coursework Increase in number of students participating in AP tests</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Director of Advanced Academics and STEAM Education Assistant Superintendent of Curriculum and Instruction Campus Principal Campus Counselor Post Secondary Student Advisors Secondary Advanced Academics Coordinator Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 3: Provide an opportunity for all 10th grade students to take the Pre-ACT and PSAT assessments during the school day.

<p>Strategy's Expected Result/Impact: Increase the percent of students taking Pre-ACT, Pre-SAT and SAT or ACT tests State Assessment data TAPR Data WISD will pay for exams for students who register Implementation plan for PLAN/PSAT data</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Campus Counselors Post Secondary Student Advisors Campus Principals Assistant Director of Advanced Academics and STEAM Education</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: Provide opportunities for high school students to take national assessments, such as SAT and ACT, during the school day.

<p>Strategy's Expected Result/Impact: Increase in student participation on national assessments Improved performance on national assessments. WISD will pay for one ACT?SAT exam during a student's junior or senior year.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Assessment and Accountability Campus Counselor Assistant Director of Advanced Academics and STEAM Education Post Secondary Student Advisor Campus Principal Secondary Advanced Academics Coordinator</p> <hr/> <p>Title I Schoolwide Elements: 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Monitor and support the Early College High School program at Waxahachie Global High School: (a) Meet quarterly with the ECHS Steering Committee (Navarro College), (b). Review the Interlocal Agreement each school year, and (c). Present a ECHS Steering Committee report to the Board each year.

<p>Strategy's Expected Result/Impact: Annual application for designation as an ECHS Inter-local Agreements between the district and service providers</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Global High School Staff Director of CTE</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 6: Provide training to junior high students on College and Career Readiness strands as required by law: TEC Sec.28.016 added to require school districts to provide instruction to students in grade 7 or 8 in preparing for high school, college and career readiness.

<p>Strategy's Expected Result/Impact: Year- at-a-Glance showing lessons embedded in lesson plans, Implementation Plan Campus schedule</p> <hr/> <p>Staff Responsible for Monitoring: Director of CTE Campus Principals Director of Educational Support & Counseling Services</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 7: Offer informational presentations for parents on college preparation, including application process, FAFSA, scholarships, etc.

<p>Strategy's Expected Result/Impact: Presentation notes Sign-in sheets Survey to families in attendance</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services, Assistant Director of Advanced Academics and STEAM Education Post Secondary Student Advisors Secondary Advanced Academics Coordinator</p> <hr/> <p>Title I Schoolwide Elements: 3.2</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 8: Maximize student opportunities to earn technical industry based certifications through Career and Technology Education coherent sequence of courses.

<p>Strategy's Expected Result/Impact: CTE enrollment data PEIMS data 2020-2021 Course catalog offerings</p> <p>Staff Responsible for Monitoring: Director of CTE Secondary Principals Secondary Counselors</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 9: Implement on data mining software to house data related to national assessments (SAT and ACT) at the district level to analyze trends in performance, as well as instructional needs for corresponding courses.

<p>Strategy's Expected Result/Impact: Monitor performance on SAT/ACT</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Assessment and Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 10: Use data mining software, CCMR Insights and Eduthings Software as a means to monitor CCMR.

<p>Strategy's Expected Result/Impact: More students completing coherent sequences. Improved CCMR score of state accountability.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning, Director of Career and Technology Director of Assessment and Accountability</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: None</p> <p>Funding Sources: On Data Suite Title IV \$2,000</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: The Social Studies Approaches Grade Level performance on the STAAR test will increase to 85 by 2023 as measured by averaging grade 8 and US History EOC results.

Targets: 2021 - 79, 2022 - 81, 2023 - 83, 2024 - 85

Evaluation Data Sources: STAAR testing data for all students, District common assessment data

Summative Evaluation: None

Strategy 1: Conference with all social studies teachers in grades 6-12 to discuss needs for resources and instructional tools to meet the needs of students.

Strategy's Expected Result/Impact: Improvement in instructional strategies
Increase in student mastery

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Secondary Social Studies curriculum coordinator

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Evaluate alignment of 6 week Progress Measurements in social studies to state assessment expectations

Strategy's Expected Result/Impact: Improved performance on STAAR social studies assessment

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Secondary Social Studies curriculum coordinator

Title I Schoolwide Elements: 2.4

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: The percentage of students identified as gifted in grades K-12 will increase to 10% by 2023.

Targets: 2021 - 7.8%, 2022 - 8.9%, 2023 - 10%

Evaluation Data Sources: 2018-19 Gifted Program Data, 2018-19 Action Plan Status

Summative Evaluation: None

Strategy 1: Develop district-based selection committees to evaluate admissions criteria for students under review for gifted program admissions.	
Strategy's Expected Result/Impact: Increase in number of students qualifying for gifted services Improved communication with parents	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Use NWEA MAP as a BOY/MOY and EOY GT Universal Screener for students K-11.	
Strategy's Expected Result/Impact: Increase the number of students being screened in Phase I of GT identification screening. Increase the number of students moving to Phase II of GT identification screening. Increase in the number of students qualifying for WISD gifted services.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education Advanced Academics Coordinators	Nov
Title I Schoolwide Elements: 2.5	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Identify and serve elementary students by subject area through differentiated instruction within the classroom.

<p>Strategy's Expected Result/Impact: Increase in advanced scores on state assessments in areas where students receive services.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education Elementary GT Coordinators Campus Principals Elementary GT Teachers</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: 2.5, 2.6</p>	<p>Summative</p>
<p>Problem Statements: None Funding Sources: None</p>	<p>June</p>

Strategy 4: The Advanced Academics department will provide clear communication with parents and/or guardians about gifted services in WISD.

<p>Strategy's Expected Result/Impact: Increase parents' knowledge-base of the gifted program and the processes in place Advanced academics parent meeting minutes and sign-in sheets Parent monthly electronic newsletters Advisory committee meeting minutes and sign-in sheets</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education Elementary and Secondary GT coordinators</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: None</p>	<p>Summative</p>
<p>Problem Statements: None Funding Sources: None</p>	<p>June</p>

Strategy 5: Develop an alignment of advanced coursework for grades 6-8 that will create alignment with AP and Dual Credit courses offered at the high school level. The alignment will be based on course content, TEKS and state accountability requirements, acceleration and compacting needs related to content, and specific extended course enrichments with principal support to ensure implementation of the coursework.

<p>Strategy's Expected Result/Impact: Vertically aligned content for grades 6-12 in advanced courses. Improvement in students' advanced scores on state and local assessments.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEM Education Junior High Principals Secondary Content Coordinators Secondary Advanced Academics Coordinator</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 6: WISD G/T plan will align with the state gifted plan.

<p>Strategy's Expected Result/Impact: Handbook updated</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: The district dropout rate will be 1.0% by June 2023.

Targets: 2021 - 1.4%, 2022 - 1.2%, 2023 - 1.0%

Evaluation Data Sources: 2019-20 dropout rate for grades 7-8 and grades 9-12, Monthly leaver reports

Summative Evaluation: None

Strategy 1: Locate and validate students coded as a withdrawal code 98 on the district leaver report through the addition of a contract employee.	
Strategy's Expected Result/Impact: Reduction of dropout codes and improved communication with families of students coded as leavers.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Director of Student and Campus Services High School Principal	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Conduct student graduation progress monitoring meetings using Eduthings with each 11th and 12th grade student to ensure that graduation plans are in place and course requirements are being met.	
Strategy's Expected Result/Impact: Increased graduation rate Reduction in dropout rate	Formative
Staff Responsible for Monitoring: High School Principal High School of Choice Principal Lead Counselor Student's Counselor Director of Educational Support & Counseling Services	Nov
Title I Schoolwide Elements: 2.6	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Maximize enrollment at district alternative education campus for students seeking an accelerated instruction option toward graduation.

<p>Strategy's Expected Result/Impact: Increased graduation rate Reduction in dropout rate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Director of Alternative Education Programs</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: District will analyze the number of students who enter a high school equivalency certificate programs and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate.

<p>Strategy's Expected Result/Impact: Increased awareness of success rate of students not completing high school Improvement in student supports based on current data of recent dropouts</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June


Strategy 5: Review academic progress for students enrolled in 9th and 10th grades, using information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions.


<p>Strategy's Expected Result/Impact: Decrease in student dropout rate for grades 9, 10 and 11.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning High School Principals Director of Student and Campus Services</p> <hr/> <p>Title I Schoolwide Elements: 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 6: Leaver data will be reviewed on a monthly basis to determine trends in students leaving the district and to evaluate accuracy of data.

<p>Strategy's Expected Result/Impact: Leaver data will be more accurate Improved understanding of students reasons for leaving the district</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning High School Principals Executive Director of PEIMS Director of Student and Campus Services</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Waxahachie ISD will develop and maintain a guidance curriculum scope and sequence to support optimal student learning and sustainable social and emotional development for students.

Performance Objective 1: Increase student perception of district counseling services to 95% by June 2023.

Targets: 2021 - 92%, 2022 - 93%, 2023 - 95%

Evaluation Data Sources: Student Survey Data, 2018-19 Discipline Referral Data Reported in PEIMS, 2018-19 Attendance Data, 2017-18 Dropout Rate in TAPR Report, 2018-19 District Survey Results

Summative Evaluation: None

Strategy 1: Develop counseling protocols to ensure best practices are in place to efficiently report abuse and to have immediate access to responsive counseling services for students in abusive or violent situations and provide training for staff and students on these protocols.	
Strategy's Expected Result/Impact: Improved protocols for all areas evaluated. Positive comments and an increase in perception of campus and district counseling services.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselors Campus Administration	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Partner with the Children's Advocacy Center, Child Protective Services and Waxahachie Police Department to provide comprehensive support for students in abusive situations.	
Strategy's Expected Result/Impact: Improved timelines in reporting concerns found in WISD to local partners related students needing support.	Formative
Staff Responsible for Monitoring: Deputy Superintendent of Legal Services Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services	Nov
	Jan
	Mar
Title I Schoolwide Elements: 2.6	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Continue to provide an awareness education program and training for district staff members on Recognizing and Reporting Child Abuse, Human Trafficking, and Dating Violence according to TEC 37.0831; BQ [LEGAL].

Strategy's Expected Result/Impact: Increased student awareness through exposure to training Increased communication with teachers and counselors and students	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselors	
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: None
	Summative
	June

Strategy 4: Provide an awareness education program on personal safety for grades PK-6 and for grades 7-12 on Dating Violence according to TEC 37.0831; BQ [LEGAL] through "Play It Safe" and "Choosing the Best" curriculum.

Strategy's Expected Result/Impact: Increased student awareness through exposure to training Increased communication with teachers and counselors and students Reduction in dropout percentages	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Director of Educational Support and Counseling Services Campus Counselors	
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: None
	Summative
	June

Strategy 5: Provide awareness education program, and training for district staff and students in grades 6-12 on Suicide Prevention and Mental Health training according to TEC 21.451(d), (d-1), (d-2); DMA [LEGAL].

<p>Strategy's Expected Result/Impact: Training sign-in sheets, Professional Development Agenda, Student Register</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Secondary Counselors</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Professional Services (Grant Halliburton Foundation) Title IV \$300</p>	Summative
	June

Strategy 6: Provide awareness education program and training for district staff and students on bullying and cyber-bullying, as required under TEC 37.0832.

<p>Strategy's Expected Result/Impact: Increased staff awareness of bullying situations Increase in number of incidents reported</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Campus Counselor</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 7: Continue 411 online reporting tool and smartphone app to report student and/or campus emergencies to ensure immediate response related to bullying, harassment, suicide, homicide and other potentially dangerous situations.

<p>Strategy's Expected Result/Impact: Increase in anonymous reports of bullying and harassment Decrease in district response time when report is placed</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Director of Campus and Student Services Director of Safety and Security</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: TIP411 Title IV \$3,200</p>	Summative
	June

Strategy 8: Oversight of the process intended to assist students transitioning from campus-to-campus to ensure that Section 504, Special Education IEP and Response to Intervention plans are successfully implemented when a student attends a new campus within the district.

<p>Strategy's Expected Result/Impact: Improved implementation of student individual learning plans and IEPs Improved course scheduling based on students' needs Seamless implementation of student mandated plans for the upcoming school year Timely decisions for staffing needs based on students' needs</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Special Populations Director of Educational Support and Counseling Services Assistant Principals Campus Counselors</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 9: Establish and maintain a district wide Social and Emotional guidance curriculum using a restorative practice model to provide positive support strategies and decrease school-wide discipline. Curriculum lessons will be supplemented with additional supports to target specific areas of need for each campus.

<p>Strategy's Expected Result/Impact: Increase in academic performance by individual students and targeted sub-populations Decrease in discipline referrals School climate surveys for students, parents and staff will show positive data results</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Assistant Superintendent of Curriculum and Instruction Director of Student Services Director of Educational Support and Counseling Services Campus Counselor</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 10: Develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students; (This program will help PRS students adjust academically, mentally, and physically and stay in school.): (a.) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, or additional PRS contact hours for the prenatal or postnatal special education homebound student provided by a certified teacher, nurse, counselor, or social worker, (b.) Individual counseling, peer counseling/support group, and self-help programs, (c.) Career counseling and job-readiness training, (d.) Child care for the students children, if applicable, (e.) Transportation for children of students to/from the campus or childcare center, (f.) Transportation for students to/from home, campus, and district childcare provider (if student meets WISD transportation guidelines), (g.) Instruction related to child development, parenting, and home and family living, (h.) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs.

<p>Strategy's Expected Result/Impact: Reduced dropout rates for students participating in the PRS program Increase in graduation rates for students served through PRS and Homebound services</p>	Formative
<p>Staff Responsible for Monitoring: Ellis County School Age Parenting/CTE Coordinator Pregnancy Related Services Staff CEHI Instructor</p>	Nov
<p>Title I Schoolwide Elements: None</p>	Jan
<p>Problem Statements: None Funding Sources: None</p>	Mar
	Summative
	June

Strategy 11: Provide coordinated school health programs in grades Pre-K through 8, including (a.) CATCH Texas Program, (b.) FitnessGram, (c.) Health TEKS, (d.) Health Courses, (e.) Human Sexuality Program (Grades 6-12), Body Changes (Grade 5) and Physical Hygiene (Grade 4)

<p>Strategy's Expected Result/Impact: Improved data results for FitnessGram Reduction teenage pregnancy rate Increased involvement of families with campus programming related to health and wellness</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services Elementary and Secondary Counselors Principals Physical education certified teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 12: Develop individual behavior support plans that provide opportunities for students to show improvement in behavior on a progressive scale of intensity. Note: Offenses classified as "mandatory placement" will be placed in an off campus placement.

<p>Strategy's Expected Result/Impact: Reduction in percentage of students being placed in off campus settings for behavior offenses School climate surveys for students, parents and staff will show positive data results</p> <hr/> <p>Staff Responsible for Monitoring: Director of Student Services Campus Behavior Coordinator</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 13: Support campus staff in implementing Multi Tiered Systems of Support (MTSS) as a layered model of interventions for students not demonstrating success in the classroom/school environment. Use the district's tiered intervention model of strategies, contracts, timelines and data collection methods that prove if the action plan has been effective. Include: (a.) Restorative Discipline principles, (b.) training on discipline management, (c.) Counseling support services, (d.) community service alternatives, (e.) behavioral contracts, (f.) other methods for reducing behavioral issues. (CS).

<p>Strategy's Expected Result/Impact: Reduction in discipline offenses Increase in grades and academic performance measures Improved classroom management strategies Increase in student engagement School climate surveys for students, parents and staff will show positive data results</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Professional Learning Director of Educational Support and Counseling Services Principals Assistant Principal Campus Counselors</p> <hr/> <p>Title I Schoolwide Elements: 2.5</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 14: Provide CPR training to all 7th grade and 12th grade students by WISD Registered nurse or other health official.

<p>Strategy's Expected Result/Impact: Increased knowledge of CPR as a method for saving the life of others 100% compliance with Texas Education Code</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Legal Services WISD Lead Nurse Secondary Campus Nurses</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 15: Provide strategies in conflict resolution for students in grades PK -Grade 5 using the districts aligned guidance curriculum programs, to include but not limited to, "Kelso's Choices", "Sanford Harmony", "Second Steps", to support improved student performance.

<p>Strategy's Expected Result/Impact: Improved student performance Improvement in situations when students can resolve situations independently.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services, Campus counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	<p>Problem Statements: None</p> <p>Funding Sources: Kelso's choices, PK-5 conflict resolution materials Title IV \$1,914</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 16: Provide parent resources to support mental health and other intervention services and community resources for their student.

<p>Strategy's Expected Result/Impact: Parents will have information to support mental health intervention for students</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Educational Support and Counseling Services</p> <p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Parent resource Title IV \$2,000</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Increase the number of students that report feeling safe and secure on campuses to 98% by 2023.

Targets: 2021 - 96%, 2022 - 97%, 2023 - 98%

Evaluation Data Sources: Student Survey Data, Training Reports

Summative Evaluation: None

Strategy 1: Staff will be trained in Standard Response Protocol for crisis situations through the I Love U Guys Foundation.	
Strategy's Expected Result/Impact: Increase in safety awareness Improved communication amongst students, staff, first responders, and community	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Implement random metal detector checks at secondary campuses.	
Strategy's Expected Result/Impact: Decrease in student possession of unallowed weapons and narcotic paraphernalia	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Implement metal detector checks on all visitors at Elementary Campuses	
Strategy's Expected Result/Impact: Decrease in possession of unallowed weapons and narcotic paraphernalia	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 4: Conduct campus lockdown and hold drills at high density periods during the school day.	
Strategy's Expected Result/Impact: Increase in preparedness in all situations for staff and students.	Formative
Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 5: Using the expectations of the "I Love U Guys" Foundation, monitor and provide feedback on campus safety drills performed.	
Strategy's Expected Result/Impact: Improved processes for building security protocols.	Formative
Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership District Leadership	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 6: Implement 2 stage entry for all visitors at all campuses

<p>Strategy's Expected Result/Impact: Focused attention on visitors Accurate knowledge of all stakeholders present on campus Improved student safety</p> <hr/> <p>Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 7: Require all staff to wear district-authorized badge when on school district property to support security team's ability to monitor outside access to campuses.

<p>Strategy's Expected Result/Impact: Focused attention to visitors on campus Student awareness of campus staff members Increased response time for security</p> <hr/> <p>Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership District Leadership</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 8: Staff or students allowing access to an individual through a secondary door in a school building will be reprimanded and/or disciplined using district Student Code of Conduct.

Strategy's Expected Result/Impact: Reduce access to campus to unauthorized visitors Increase in safety at each campus	Formative
	Nov
Staff Responsible for Monitoring: Director of Safety and Security Campus Leadership Campus security officer	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: None
	Summative
	June

Strategy 9: Implement standardized greeting, interview and check-in process for all visitors





Strategy's Expected Result/Impact: Focused attention on visitors Improved student safety	Formative
	Nov
Staff Responsible for Monitoring: Director of Safety and Security	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: None
	Summative
	June

Strategy 10: Implement a process for checking in visitors for special events

Strategy's Expected Result/Impact: Focused attention on visitors Improved student safety	Formative
	Nov
Staff Responsible for Monitoring: Director of Safety and Security	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: None
	Summative
	June

Strategy 11: District wide practice of closing doors during periods of instruction will be implemented and enforced.	
Strategy's Expected Result/Impact: Increased safety by restricting access to classrooms	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 12: Conduct an audit of security camera functions and capabilities and make improvements where needed.	
Strategy's Expected Result/Impact: Increase safety of students and staff	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 13: Implement a standard practice of all visitors being escorted by a staff member while on campus	
Strategy's Expected Result/Impact: Increase safety of students and staff	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 14: All administrators will be trained in FEMAS's Incident Command System	
Strategy's Expected Result/Impact: In case of a disaster or emergency, administrators will be familiar with the procedures of first responders	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 15: Improve fencing and gates around play areas	
Strategy's Expected Result/Impact: Increase safety Limit entrance of outside visitors coming into student areas	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 16: Evaluate traffic flow for pickup and drop off times	
Strategy's Expected Result/Impact: Increase safety	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 17: Evaluate and improve the public address system and radio capabilities on all campuses	
Strategy's Expected Result/Impact: Increase safety and communication on campuses	Formative
Staff Responsible for Monitoring: Director of Safety and Security	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: The district's yearly attendance rate will increase to 96.8% by June 2020.

Evaluation Data Sources: Attendance Reports, PEIMS Final Submission Dropout Rates, Discipline Referrals

Summative Evaluation: None

Strategy 1: Following state legislative requirements for truancy, students and parents will be notified according to the WISD Attendance Guidelines once tardies or absences have exceeded recommended amount. Parents will receive contact throughout the process.	
Strategy's Expected Result/Impact: Reduction in unexcused absences in Skyward reporting Increase in daily attendance rate	Formative
Staff Responsible for Monitoring: Director of Campus and Student Services, Principals Assistant Principals Campus PEIMS Clerks	Nov
	Jan
Title I Schoolwide Elements: None Problem Statements: None Funding Sources: None	Mar
	Summative
	June
Strategy 2: Develop methods to address principal plan implementation for elementary students not meeting required attendance with campus administration.	
Strategy's Expected Result/Impact: Fully implemented principal plans Reduction in students not meeting attendance requirements.	Formative
Staff Responsible for Monitoring: Director of Campus and Student Services Assistant Principal Attendance Clerk	Nov
	Jan
Title I Schoolwide Elements: None Problem Statements: None Funding Sources: None	Mar
	Summative
	June

Strategy 3: Campus staff will contact families when students are absent for an extended period of time or when attendance becomes frequent to address family needs and create a plan for student to return to school.

Strategy's Expected Result/Impact: Increase in student attendance	Formative
Staff Responsible for Monitoring: Director of Campus and Student Services Assistant principal Attendance clerk Counselor	Nov
	Jan
	Mar
Title I Schoolwide Elements: 2.6	Summative
Problem Statements: None	
Funding Sources: None	June

Strategy 4: Utilize market proven practices to reduce germs in facilities during seasons of sickness.

Strategy's Expected Result/Impact: Increase in attendance rate	Formative
Staff Responsible for Monitoring: Director of Operations and Facilities	Nov
	Jan
	Mar
Title I Schoolwide Elements: 2.4	Summative
Problem Statements: None	
Funding Sources: None	June

Strategy 5: Parents will be contacted if a student's attendance drops below 95% with a warning letter and phone contact.

Strategy's Expected Result/Impact: Increase in daily attendance rate	Formative
Staff Responsible for Monitoring: Assistant principals Attendance clerks Director of Campus and Student Services	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	
Funding Sources: None	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: The district will decrease African American DAEP placements to 22.9% June 2023.

Targets: 2021 - 28.8%, 2022 - 25.9%, 2023 - 22.9%

Evaluation Data Sources: District 2018-19 PEIMS data, Campus discipline reports, DVM Discipline Report 2018-19, 2019-20

Summative Evaluation: None

Strategy 1: Monitor discipline data by ethnicity, socioeconomic status and campus placements for the 2020-21 school year in a quarterly report.	
Strategy's Expected Result/Impact: Decrease of discretionary placements each quarter Increase in student performance	Formative
Staff Responsible for Monitoring: Director of Student and Campus Services Campus principals	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Make decisions regarding appropriate consequences for discipline offenses based on all mitigating factors and using the best method proven to remediate the student's behavior.	
Strategy's Expected Result/Impact: Continue to see a decrease being placed at Waxahachie High School of Choice.	Formative
Staff Responsible for Monitoring: Director of Campus and Student Services	Nov
Title I Schoolwide Elements: 2.6	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Ensure coding for discipline offenses and actions are charted according to Chapter 37 through training of staff entering discipline coding. (CS)


Strategy's Expected Result/Impact: Decrease in coding errors impacting discipline coding	Formative
Staff Responsible for Monitoring: Director of Campus and Student Services	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 4: Counselors will be more visible to students throughout the campus to encourage positive behaviors and to provide support in a proactive manner.

Strategy's Expected Result/Impact: Reduction in discipline issues resulting in office referrals Improved relationships between counselors and all students	Formative
Staff Responsible for Monitoring: Director of Educational Support and Counseling Principal Lead Counselor Campus counselors	Nov
Title I Schoolwide Elements: 2.6	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: The district will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Evaluation Data Sources: District Surveys from Students/Parents/Staff/Community, Maintenance Requests

Summative Evaluation: None

Strategy 1: Create equitable, attractive and sustainable facility plan for each existing and future campus to accommodate growth and foster pride.

Strategy's Expected Result/Impact: 2019 Demographic Report

- Long Range Plan Report
- PEIMS Data
- Staffing Guidelines
- Maintenance plan/schedule
- Playground accessibility

Staff Responsible for Monitoring: Superintendent

- Assistant Superintendent of Secondary Learning
- Assistant Superintendent of Elementary Learning
- Chief Financial Officer
- Director of Operations and Facilities

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative





Nov

Jan

Mar

Summative

June

Strategy 2: Analyze need for additional space for growing transportation department and make plans to accommodate.	
Strategy's Expected Result/Impact: Fully staffed fleet of bus drivers to support student transportation needs in district. Routes to optimize efficiency of the fleet.	Formative
Staff Responsible for Monitoring: Chief Financial Officer, Director of Operations and Facilities, Director of Transportation	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 3: Maintain district Energy Management plan and evaluate staff needed to reduce energy costs.	
Strategy's Expected Result/Impact: Monthly Energy Usage Report will decrease. Savings will result in more available capital for other needs.	Formative
Staff Responsible for Monitoring: Chief Financial Officer Director of Operations and Facilities	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 4: Improve responsiveness to campus facility needs through School Dude reporting system refresh and targeted usage.	
Strategy's Expected Result/Impact: Reduction in time to respond to facility maintenance requests	Formative
Staff Responsible for Monitoring: Director or Operations and Facilities	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Waxahachie ISD will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.





Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified by June 2021.

Evaluation Data Sources: Reduction in employee turnover, Staff responses on WISD Climate and Culture survey

Summative Evaluation: None

Strategy 1: Human Resources will review the impact of the TASB recommendations and budgetary restraints on the retention of 2020-21 district staff.	
<p>Strategy's Expected Result/Impact: Retention of staff Make recommendations for the 2021-22 school year staffing</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Ensure highly qualified teachers are equitably placed across all campuses	
<p>Strategy's Expected Result/Impact: Improved student performance across all campuses. Equitable distribution of staff across the district</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Maintain competitive salaries and benefits with comparison districts for all staff positions.	
Strategy's Expected Result/Impact: District will retain staff at a higher retention rate. Quality of applicants will increase as salaries remain competitive.	Formative
Staff Responsible for Monitoring: Chief Human Resources Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 4: Recruit teachers that have in-field certifications requirements for Every Student Succeeds Act (ESSA) for all courses.	
Strategy's Expected Result/Impact: Increase compliance of teacher credentials to meet Texas Education Agency standards. Increase of student mastery of standards.	Formative
Staff Responsible for Monitoring: Chief Human Resources Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 5: Recruit applicants that are representative of the population of the student demographics.	
Strategy's Expected Result/Impact: Staff demographics will better align to the needs of the student populations.	Formative
Staff Responsible for Monitoring: Chief Human Resources Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 6: Post vacancy notices in multiple sites/organizations and maintain an active webpage	
Strategy's Expected Result/Impact: Positions will be filled in a timely manner with highly qualified staff.	Formative
Staff Responsible for Monitoring: Chief Human Resources Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 7: Provide a Beginning Teacher Human Resource related in-service and compliance training	
Strategy's Expected Result/Impact: Training is conducted twice weekly primarily for peak hiring period Increases professional development time with departments and campus Orient employees to district cultures and initiatives	Formative
Staff Responsible for Monitoring: Chief Human Resources Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: The district will provide ongoing, relevant professional development that translates to student engagement and success

Evaluation Data Sources: Professional Development sessions recorded in Eduphoria

Summative Evaluation: None

Strategy 1: The district will send selected teachers to the advanced placement summer institute, a minimum of every three years	
Strategy's Expected Result/Impact: AP and pre AP teachers will be highly trained	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Curriculum and Instruction Assistant Director of Advanced Academics and STEAM Education Secondary Advanced Academics Coordinator Principals	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: AP Summer Institute Title II (255) \$13,000	
Strategy 2: The district will train reading interventionists (K-2) with the Leveled Literacy Intervention program	
Strategy's Expected Result/Impact: Reading interventionists (K-2) will be trained in LLI	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Professional Development Elementary ELAR Coordinator	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: Reading Recovery Training Title II (255) \$7,000	

Strategy 3: The district will provide on-going, relevant professional learning to build instruction capacity and intervention support for all students

Strategy's Expected Result/Impact: District teachers will be trained in research-based best practices	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Professional Learning and Grant Acquisition Director of Educational Support and Counseling	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
Funding Sources: Professional Development Sessions Title II (255) \$123,257	Summative
	June

Strategy 4: The district will utilize the Launch program to support beginning teachers with less than 2 years of experience.

Strategy's Expected Result/Impact: Retain high quality teachers through a campus and district support system	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Professional Learning and Grant Acquisition Elementary and Secondary Content Coordinators and Mentors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: GUIDE to LAUNCH Title II (255) \$10,000	Summative
	June

Strategy 5: The district will purchase a software tool and provide training for principals and teachers to measure the progress of each student to increase student achievement.

Strategy's Expected Result/Impact: Personalized instruction Increased student achievement	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Assessment and Accountability Director of Professional Learning and Grant Acquisition Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: Software tool (OnData Suite) and training Title II (255) \$1,060	Summative
	June

Strategy 6: Expand employee badge system to recognize progress toward digital fluency in WISD. System will include online training, support modules to enhance learning and accountability measure to prove competency in the practice.

Strategy's Expected Result/Impact: Technology integration in the classroom	Formative
Staff Responsible for Monitoring: Digital Learning Coordinator Director of Professional Learning and Grant Acquisition	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 7: Provide staff development in Dual Language (DL) Framework for DL campuses.

Strategy's Expected Result/Impact: Increased bilingual/biliterate populations Increased percentages of students meeting and exceeding state standards on assessments.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Bilingual Services ELAR Coordinators Bilingual Coordinators Bilingual SLAR teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: Staff Development Title III (263) \$3,000	Summative
	June


Strategy 8: CTE teachers will receive training in providing advanced supports - including accommodations and modifying content.


Strategy's Expected Result/Impact: Increased academic performance in all areas for students receiving special education services and will enable the students to access the general curriculum standards in the general education setting without another adult in the classroom.	Formative
Staff Responsible for Monitoring: Director of CTE Director of Special Programs	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 9: Provide professional learning for teachers and paraprofessionals in development and the implementation of instructional accommodations and modifications, flexible grouping strategies, utilizing Universal Design for Learning (UDL) for multiple means of presentation, engagement, and work product.

<p>Strategy's Expected Result/Impact: Improved student achievement on local and state assessments Student mastery of individual education plan goals based on in-class supports. Intentional decision making increases LRE outcomes</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Special Populations Campus Principals Director of Professional Learning and Grant Acquisition</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Waxahachie ISD will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: Continuous improvement of the end-user experience.

Evaluation Data Sources: Performance Reports, KPIs from Help Desk data, End-user feedback through survey tools

Summative Evaluation: None


Strategy 1: Obtain complete observability from the end-user device through to the application layer and the underlying infrastructure.	
<p>Strategy's Expected Result/Impact: The ability to diagnose and respond to service impacting issues. Improved end user experience with proactive service focus. Reduced work load on Technology department</p> <hr/> <p>Staff Responsible for Monitoring: Director of Technology Technology Department Staff Instructional Technology Coordinator Digital Learning Coordinator Director of Assessment and Accountability</p> <hr/> <p>Title I Schoolwide Elements: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Summative</p> <p>June</p>
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>
Strategy 2: Evaluate findings of technology audit for hardware and software usage and standards to develop an corrective action plan.	
<p>Strategy's Expected Result/Impact: Improved technology service focused on areas of need.</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Technology Director Technology Department Instructional Technology Coordinators EMAT Committee</p> <hr/> <p>Title I Schoolwide Elements: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Summative</p> <p>June</p>
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>

Strategy 3: Develop district refresh cycle including utilizing Erate to purchase technology hardware, infrastructure, and software.

<p>Strategy's Expected Result/Impact: Stabilize capital and operational expenditures. Improve end user experience.</p> <p>Staff Responsible for Monitoring: Technology Director Technology Department Instructional Technology Coordinator Digital Learning Coordinator</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p>	<p>Summative</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>June</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Improve student engagement and teacher/student collaboration through improved accessibility to technology.

Evaluation Data Sources: Campus Device Feedback, ClassLink Analytics reports, T-TESS

Summative Evaluation: None

Strategy 1: Strategy 1: Implement 1:1 student device deployment plan at the high school level, and redistribute devices to lower grade levels	
Strategy's Expected Result/Impact: Improved student accessibility to technology. Expanded capability for teachers to integrate technology into instruction.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Technology Technology Department Instructional Technology Coordinator Campus administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Increase access to mobile devices for teachers	
Strategy's Expected Result/Impact: Increased mobility in the classroom. Improved work/home environment for virtual instruction	Formative
Staff Responsible for Monitoring: Digital Learning Coordinator Director of Technology Technology Department Instructional Technology Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Continue implementation of programs utilizing SSO platform and begin LMS implementation

<p>Strategy's Expected Result/Impact: Increased instruction time. Decreased technology ticket work load.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Digital Learning Coordinator Director of Technology Technology Department Instructional Technology Coordinator</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: None</p>	<p>Summative</p>
<p>Problem Statements: None Funding Sources: None</p>	<p>June</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Waxahachie ISD will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 1: The district will work to provide increased internal communication so that all stakeholders are informed of district happenings.

Evaluation Data Sources: Annual Employee Survey, informal feedback.

Summative Evaluation: None

Strategy 1: Provide communications training for campus and district leadership..		
Strategy's Expected Result/Impact: Improvement in leadership effectiveness, improved communication between district, campus leadership, and staff.		Formative
Staff Responsible for Monitoring: Director of Public Relations		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		June
Strategy 2: Establish district-wide expectations for communications to be provided to families in both English and Spanish as needed.		
Strategy's Expected Result/Impact: Improvement in communication with all families.		Formative
Staff Responsible for Monitoring: Director of Public Relations		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		June

Strategy 3: Provide training and resources for parents to use educational technology resources.

Strategy's Expected Result/Impact: Parents will more easily be able to assist their children with schoolwork, whether the child is learning online or in-person.

Staff Responsible for Monitoring: Director of Public Relations
Digital Learning Curriculum Coordinators

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Maintain a district Financial Integrity Rating System of Texas a (FIRST) rating of "pass" annually.

Evaluation Data Sources: Staff, student and parent survey feedback

Budget reports

TAPR report

First report

Summative Evaluation: None

Strategy 1: Ensure all policies, guidelines, and laws are being followed when federal, state or local funds are used to service students or implement new programs.	
<p>Strategy's Expected Result/Impact: Increased compliance by all staff of District Guidelines for Federal and State Funds Audit Findings will continue to show sound practices in fiscal decisions</p> <hr/> <p>Staff Responsible for Monitoring: Deputy Superintendent of Legal Services Chief Financial Officer Assistant Superintendent of Curriculum and Instruction All Directors Grant Accountant Federal Programs Coordinator</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Transportation will be provided for foster care (if needed) according to Federal and State laws.	
Strategy's Expected Result/Impact: Transportation records Budget documents	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Secondary Learning Assistant Superintendent of Elementary Learning Director of Campus and Student Services Foster Care Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 3: Provide training to personnel on identification of migrant students (as needed) and work with Region 10 to provide services to identified migrant students (if needed).	
Strategy's Expected Result/Impact: Training sign-in sheets Region 10 migrant form questionnaire	Formative
Staff Responsible for Monitoring: Director of Student and Campus Services, Director of Educational Support & Counseling Services	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 4: Provide services to homeless students according to Texas Education Agency guidelines.	
Strategy's Expected Result/Impact: Budget documents Purchase orders	Formative
Staff Responsible for Monitoring: Director of Student Services Coordinator of Federal Programs	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: Homeless services Title I (211) \$500	Summative
	June

Strategy 5: Provide services according to Texas Education Agency guidelines to neglected students residing in a children's facility.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Director of Student Services, Director of Educational Support and Counseling Services	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 6: Provide federal funds to Private Non-Profits according to federal guidelines and ensure that services are received. (CS).	
Strategy's Expected Result/Impact: Budget documents Purchase orders Grant application allocation sheet	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Coordinator of Federal Programs	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 7: Educate PEIMS clerks about how PEIMS data is used for funding, accountability measures and data validation once submitted to the state.	
Strategy's Expected Result/Impact: Increased awareness of the purpose of data Improved quality of work Reduction in errors	Formative
Staff Responsible for Monitoring: Executive Director of PEIMS	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June


Strategy 8: Ensure business department staff has access to meaningful and relevant professional development to enhance and refine skills and department efficiency.


Strategy's Expected Result/Impact: All staff are adequately trained.	Formative
Staff Responsible for Monitoring: Chief Financial Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 9: Provide parents the opportunity to attend parent education classes (district and campus based) by organizing and promoting.

Strategy's Expected Result/Impact: Increase parental involvement. Increase student achievement.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Bilingual/ESL Coordinator of Federal Programs Campus Counselors	Nov
Title I Schoolwide Elements: 3.1	Jan
Problem Statements: None	Mar
Funding Sources: Parent Involvement Activities Title I (211) \$10,794	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Jennifer	Intervention Teacher	Title I - Dunaway	1.0
Allen, Mandy	Intervention Teacher	Title I - Clift	1.0
Cain, Amber	Title I Aide	Title I - Wedgeworth	1.0
Campbell, Joanna	Title I Aide	Title I - Dunaway	1.0
Chambliss, Jessica	Math Intervention Teacher	Title I - Howard	1.0
Kahlden, Kelly	Title I Aide	Title I - Wilemon	1.0
Mace, Stephanie	Title I Aide	Title I - Wedgeworth	1.0
Nancy Palacio	Title I Aide	Title I- Marvin	
Osteen, Katelyn	Title I Aide	Title I - Marvin	1.0
Partin, Faryn	Title I Aide	Title I - Northside	1.0
Perlmutter, Suzette	Reading Recovery Teacher	Title I - Marvin	1.0
Rivera, Nydia	Reading Recovery Teacher	Title I - Wedgeworth	1.0
Rodriguez, Erin	Title I Aide	Title I - Northside	.5
Scoggins, Monica	Math Intervention Teacher	Title I - WHS	.25
Seely, Amanda	Title I Aide	Title I - Marvin	1.0
Stewart, Dustana	Practical Writing Teacher	Title I - WHS	1.0
Suzette Perlmutter	Reading Recovery Teacher	Title I-Marvin	
Tesei-Hill, Rebecca	Reading Recovery Teacher	Title I - Dunaway	1.0
Watkins, Gregory	Math Intervention Teacher	Title I - Finley	1.0
Wherry, Katie	Reading Recovery Teacher	Title I - Clift	1.0
Wilson, Kathy	Reading Recovery Teacher	Title I - Wilemon	.5
Winn, Elizabeth	Reading Intervention Teacher	Title I - Coleman	1.0

District Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Reading Interventionist Salaries		\$390,000.00
1	1	14	Intervention teachers and aides salaries		\$608,312.00
1	1	15	Materials and tutors for STAAR intervention		\$58,838.00
6	1	4	Homeless services		\$500.00
6	1	9	Parent Involvement Activities		\$10,794.00
Sub-Total					\$1,068,444.00
Title II (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	AP Summer Institute		\$13,000.00
3	2	2	Reading Recovery Training		\$7,000.00
3	2	3	Professional Development Sessions		\$123,257.00
3	2	4	GUIDE to LAUNCH		\$10,000.00
3	2	5	Software tool (OnData Suite) and training		\$1,060.00
Sub-Total					\$154,317.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Bilingual aide salaries		\$35,000.00
3	2	7	Staff Development		\$3,000.00
Sub-Total					\$38,000.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	NISE trainings, STEM materials and training		\$80,000.00
1	3	10	On Data Suite		\$2,000.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Professional Services (Grant Halliburton Foundation)		\$300.00
2	1	7	TIP411		\$3,200.00
2	1	15	Kelso's choices, PK-5 conflict resolution materials		\$1,914.00
2	1	16	Parent resource		\$2,000.00
Sub-Total					\$89,414.00
Grand Total					\$1,350,175.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Waxahachie ISD
Region: Region 10

Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filled Out By: Jesús Navarrete
Date: August 2020 – August 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>Objective(s):</p> <p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the Priority for Service (PFS) Student Progress Review forms. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)
--	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 1 – August 31 of the program year.	NGS Specialist	PFS Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of each academic school year.	District Migrant Education Program (MEP) Contact Regional ESC MEP Staff	Completed PFS Action Plan Quarterly Priority for Service (PFS) Student Progress Review forms
Additional Activities			
•			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Quarterly or at the end of each grading term	District Staff	PAC Meeting documentation, phone and emails, home visit logs
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			
•			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Lynda Solis
LEA Signature

9/24/2020
Date Completed

ESC Signature

Date Received

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**_____

Subject: **HB 3: CCMR Outcomes Bonus**_____



Based on a recent question from and conversation with board member Kim Kriegel, Mr. Kahlden will discuss the calculation of the CCMR outcomes bonus funding.



HB 3: CCMR OUTCOMES BONUS

College, Career, Military Readiness (CCMR) Outcomes Bonus

- Seeks to reward districts for preparing students to be productive after high school graduation
- Awarded for graduates who:
 - *Exceed assessment (TSI/SAT/ACT) standards to be CCMR eligible AND EITHER*
 - *(a) Enroll in college in fall immediately after graduation, OR*
 - *(b) Earned industry-based Level I or Level II certificate, OR*
 - *Passed ASVAB AND enlisted in U.S. Armed Forces after graduation*
- 55% of bonus funds to be directly spent on improving CCMR for grades 8-12

CCMR – College Readiness

- Eligibility criteria:
 - *TSI math ≥ 350 , ≥ 530 SAT math, OR ≥ 19 ACT math AND ≥ 23 composite*
 - *TSI reading ≥ 351 , ≥ 480 SAT evidence-based reading and writing, OR ≥ 19 on English AND ≥ 23 composite*
- Testing data to be submitted to TEA directly from testing vendors.
- Student must be enrolled by 12th class day of fall semester immediately after high school graduation to earn bonus
- Enrollment data submitted by Texas Higher Education Coordinating Board (THECB) and National Student Clearinghouse.

CCMR – Career Readiness

- Industry-based certification (IBC) data will be self-reported through PEIMS fall submissions.
 - *Vitally important we know which of our students have achieved IBCs*
- Level I and Level II certificate data submitted by THECB.
- Timeframe to earn IBC, Level I or Level II certification and qualify for bonus will reflect college enrollment timeline.

CCMR – Military Readiness

- TEA to receive enlistment data from Department of Defense
- ASVAB passing score required to enlist; therefore all enlistees by the deadline will qualify for the bonus
- Qualification timeline similar to college enrollment

Bonus Amounts

- Economically Disadvantaged student: \$5,000
- Non-economically disadvantaged students: \$3,000
- Special education student: \$2,000 (additional)

- Bonuses only awarded in excess of 25% of state thresholds.
 - *Economically disadvantaged: 9%*
 - *Non-economically disadvantaged: 20%*
 - *Special education: 0%*

- Waxahachie ISD received \$428,000 in FY 19-20 based on 2016-2017 graduate information.

Current WHS student population data for example calculation

Data Categories	Total Seniors	CCMR Eligible
Total Seniors	671	308
Eco-Dis	300	103
Non Eco-Dis	371	205
Special education	82	24

Calculation of Bonus – Eco-Dis

- Take classification total (eco-dis) times threshold percentage to get number of qualifying students who are excluded
 - *Total Eco-dis seniors: 300*
 - *Eco-dis threshold: 9%*
 - $300 \times .09 = 27$
- Take CCMR eligible classification total and reduce for threshold exclusion total
 - *103 CCMR eligible minus 27 excluded by threshold*
- 76 Eco-dis students for CCMR bonus (\$5,000 per student) *
- \$380,000 bonus

* - Assuming all eligible enroll in college, achieve¹⁰⁷ certification, or join military timely.

Calculation of Bonus – Non Eco-Dis

- Take classification total (non eco-dis) times threshold percentage to get number of qualifying students who are excluded
 - *Total Non Eco-dis seniors: 371*
 - *Eco-dis threshold: 20%*
 - $371 \times .20 = 74$
- Take CCMR eligible classification total and reduce for threshold exclusion total
 - *205 CCMR eligible minus 74 excluded by threshold*
- 131 Eco-dis students for CCMR bonus (\$3,000 per student) *
- \$393,000 bonus

Calculation of Bonus – Special Education

- Determined by number of students currently receiving special education services
- There is no state threshold percentage (at this time), so all are eligible for bonus
- 24 CCMR eligible for CCMR bonus (2,000 per student) *
- 48,000 bonus

* - Assuming all eligible enroll in college, achieve certification, or join military timely.

Total CCMR Bonus

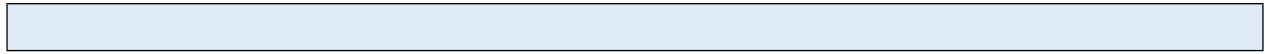
Funding Category	Calculated Bonus
Economically Disadvantaged	\$ 380,000
Non Economically Disadvantaged	393,000
Special Education	<u>48,000</u>
Total Calculated Bonus	\$ 821,000

Bonuses earned from 2019-2020 graduates will be calculated and funded in Spring 2022.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**_____

Subject: **Changes to FIRST Rating**_____



Mr. Kahlden will update the Trustees on changes to the FIRST ratings that will have an impact on the District's overall ratings going forward.



Changes to FIRST Rating

Changes for 2020-2021 Rating year

- ▶ Introduction of ceiling limits
- ▶ Some FIRST rating calculations have an alternative calculation based on enrollment, enrollment growth, or fund balance.
 - ▶ IF District does not pass financial component and relies on alternative calculation for points, ceiling limits applies
- ▶ District will get full points, but ceiling limit will apply in overall calculation of score.

Example of Ceiling Limitation

- ▶ In 2020-2021 FIRST report, indicator #5 looks at unrestricted net position and awards points if positive
 - ▶ Alternative calculation is if student membership has increased 7%, or more, over previous 5 years.
- ▶ Unrestricted net position balance will be negative (primarily due to Net Pension Obligation and Other Post Employment Benefits liabilities)
 - ▶ Student gain will be double digits positive over that period.

Application of New Calculations

- ▶ The 2019-2020 rating (based on 2018-2019 fiscal year): 100
- ▶ Using the same data for the 2020-2021 rating year, Waxahachie ISD will earn 98 out of a possible 100 points.
- ▶ The ceiling indicators will limit our rating from an “A – Superior” to a “C – Meets Standard”.

Waxahachie ISD
BOARD OF TRUSTEES

Date: October 12, 2020

Subject: Board Member Questions



Background:

In light of recent events, Ms. Starnater asked the district to review some of its operating procedures. The following are her questions and District responses (attached).

1. How many different classes/subject areas necessitate students driving to another location during school hours? (not driving to and from school) (see attached responses from Morgan/ Reed/ Binnicker)
2. How many students does this affect? (see attached responses from Morgan/ Reed/ Binnicker)
3. Are our current facilities at the high school being utilized to their fullest potential in order to minimize this where possible? (see attached responses from Morgan/ Reed/ Binnicker)
4. In the planning/building of WHS, was staff involved and consulted within the design of spaces for these activities? (see attached responses from Kahlden/Averett)
5. Is there space to build more facilities at WHS if needed? (see attached response from Kahlden)

Staff responsible for these areas will be present to clarify, elaborate or explain further if any additional information is needed.

Also, others have brought concerns to Ms. Starnater regarding the district not providing transportation to off campus practices and practicums (baseball, football, golf, etc.). Coach Reed will be present to clarify, elaborate, explain further if additional information is needed.



WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

PHILLIP MORGAN
DIRECTOR OF FINE ARTS

**OFF CAMPUS, LOCAL TRAVEL NEED
FINE ARTS PROGRAMS**

The Department of Fine Arts houses six (6) programs at Waxahachie High School. These programs include Visual Arts, Band, Choir, Cheerleading, Dance/Drill Team and Theatre Arts. These programs hold many of their practice and performances on campus at the WHS site, but some travel during the summer and academic year to site locations across Waxahachie. Initially, Cheerleading has a facility location at Lumpkins Stadium that they utilize for tumbling, team rehearsals and stunting prior to and during the school year. The cheer teams frequent this facility and travel to the location multiple times during cheerleading summer camp (July and into August and to prepare for game days during the year). Drill team utilizes Lumpkins Stadium for parent showcases in summer as well and travel independently to that location during the school year. Band uses the campus turf field for most rehearsals, but does travel to Lumpkins Stadium for pre-content performances, parent showcases and UIL contest marching throughout the fall semester. Occasionally, the stadium field is used by band to gauge sound quality in the stadium setting. Choir students travel to the Stadium for practices and performances of the National Anthem for athletic events. Theatre Arts and Visual Arts rarely travel off site for events. Students are expected to arrive at the stadium via their own transportation / or a parent for these instances. The program utilizes this transit ability to ensure flexible options for student performers and their parents/guardians in fine arts.

Career and Technology Off-Site Requirements 2020-2021

There are four programs within the Waxahachie High School CTE program that currently have some form of off-site job or practicum requirement. The programs are Instructional Practices/Practicum, Career Prep, Practicum in Health Sciences, and the Community Service course. WHS currently has a total of 156 students enrolled in one of these four programs. Further, it should be noted that as our CTE program continues to grow and as practicum courses become an option for students, the number of students who will need some sort of off-site practicum experience will continue to grow.

Instructional Practices/Practicum: Students in this program are in placements off-site in elementary schools as they work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers or other educational personnel.

2020-2021: 26

2019-2020: 26

Career Prep: Students in this program are afforded work-based learning experiences that combine classroom instruction with business and industry employment experiences by having the opportunity to go to their worksites as part of their course. Students submit training plans and a work-based learning agreement with the instructor. The instructor performs site visits throughout the school year to verify employment, discuss employee relations, and work to ensure placements are available to future students.

2020-2021: 69

2019-2020: 55

Practicum in Health Science: The Practicum in Health Science course is designed to give students the practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience including, hospitals, clinics, emergency rooms, physicians, dental, and veterinary offices as available.

2020-2021: 49

2019-2020: 35

Community Service: Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics and placement is determined based upon feedback and requests from community members, district offices, and campus needs.

2020-2021: 12

2019-2020: 30

Off Campus Practice Programs, Periods and Location

Sport Athletic Period	WISD transportation provided?	Students can drive?	Practice Location
Cross Country A1/B5	Yes. Students arrive at the workout location and then bussed to WHS after workout.	Yes	WHS Getzendaner Park
9th Baseball A1 / B5	No	No	WHS During season some practices may occur at Richards Park
JV-V Baseball A4 / B8	No	Yes	Richards Park Lumpkins Complex WHS
Swimming Before School	No	Yes	SAGU
9th Football A4 / B8	Yes. Students are bussed to Lumpkins from WHS.	No	Lumpkins
JV-V Football A1 / B5	Yes. Students are bussed from Lumpkins to WHS	Yes	Lumpkins
Golf A4 /B8	No	Yes	Waxahachie Country Club Thorntree (DeSoto) Brickyard (Ferris) Country View (Lancaster)
Girls Soccer A4 /B8	No	Yes	Lumpkins During the season

Students that drive are required to have their parents fill out a form. The head coach keeps the documentation on file.



PHM
10/6/2020

FACILITIES OVERVIEW

In my opinion, the facilities at Waxahachie High School meet the needs of our learners and staff at the following levels:

Exceeds Adequacy: *Theatre Arts;* Our Performing Arts Center (PAC), Blackbox theatre, storage areas, technical theatre shop and teaching spaces provide superior on-campus access to needed equipment and footage to ensure proper theatre arts education available in the correct environment. The only mild drawback is the lack of direct accessibility to a load-in dock from the perimeter of the building – a small concrete (angled) docking driveway is the method of load-in for the large PAC space. Students have this dedicated facility on site to practice and do not have to leave site to do so.

Exceeds Adequacy: *Band;* The instrumental music space for our band programs allow multiple band halls, including a dedicated percussion space with additional adequate storage for band equipment, lockers and field/marching uniforms. All band programs, including jazz band, have great spaces to play and work effectively. The only mild design drawback here is storage for field equipment and props for marching band – but we utilize the rigs for storage and transportation. Students have multiple alternative facilities on site (indoor athletic space [shared] and dedicated outdoor turf field) to practice marching band and do not have to leave site to do so.

Adequate: *Choir;* The choral music room is sizable and contains a small ensemble room, music storage room, and a uniform storage room, as well as practice rooms for individual or small ensemble singing groups. The square footage of the room is smaller than most 6A comparison campuses, but it is adequate for the choral program to work successfully and compete. Students have this dedicated facility on site to practice and do not have to leave site to do so.

Adequate: *Dance/Drill Team;* The dance room (with gym floor) is significant for rehearsal space and has adequate mirror space to ensure quality instruction. A minor improvement could be to install a sprung floor, as the current space is a wooden, polished gym floor. Overall, the space is adequate to operate the dance classes as needed. Students have this dedicated facility on site to practice and do not have to leave site to do so.

Meets Adequacy but could Benefit from Improvement/Efficiency: *Visual Arts;* Art has four classrooms to operate the program, with one being a ceramics/kiln room. The rooms are adequate to house 20-25 students (30 if you truly max the space) for art instruction. With that space, we are limited on the number of students we can place in art classes during the day. We are currently utilizing an interior classroom to teach a fifth art class. One of our teachers was a travelling instructor last year and did not have a dedicated space, but the Principal solved that issue this year. In the future, expansion of the classrooms, an additional classroom, a larger ceramics room, or an added wing/enclosure for an open design art space would be highly beneficial. Students have these dedicated classrooms on site to practice and do not have to leave site to do so.



WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

PHILLIP MORGAN
DIRECTOR OF FINE ARTS

Meets Adequacy but could Benefit from Improvement/Efficiency: *Cheerleading*; The cheer program added an actual cheer class this year to the WHS schedule. They do not have a dedicated classroom, but instead, utilize the indoor athletic space on the South side of the WHS campus to practice daily. Students rarely drive to Lumpkins Stadium space for practice, except for training in the Summer time and on game day. A dedicated space to this group would improve adequacy and access in the future.



In my opinion, the facilities at Waxahachie High School meet the needs of our learners and staff at the following levels:

The Reservation restaurant space is **adequate** for the needs of the students and staff. The kitchen space is adequate for a single teacher and class to conduct lessons and prepare for restaurant activities.

The attached classroom located next to the restaurant is **adequate** for a classroom environment, but is **inadequate** to instruct, cook, prepare and plan meals. During times when both instructors have full classes, the second teacher utilizes the classroom for smaller cooking activities versus utilizing the commercial kitchen often overloading the breakers and interrupting electricity to surrounding classrooms. In addition, the secondary classroom lacks storage, ventilation, and sinks in order to appropriately plan, wash, cook, and prepare food items.

The Cosmetology salon and classrooms are **adequate for two teachers**, but due to program popularity and compliance with TDLR, there are currently three teachers utilizing the two classrooms in this space making the currently available space **inadequate** for the number of instructors and students sharing the space. One teacher often instructs in the salon space or multipurpose room when classroom space is not available.

Criminal Justice classrooms are **adequate** for the current instructor and student levels

Health Science classrooms are **inadequate** for the current instructor and student levels. The Health Science lab space is **inadequate** to meet the needs of 4 simultaneous Health Science classes to effectively utilize the available space. We have a floating teacher sharing multiple classrooms where and when available.

The Automotive lab is **adequate** for the needs of the students and staff.

The Construction lab is **inadequate** for the needs of the students and staff to service multiple classes simultaneously. Safety is a concern with two full time instructors sharing one lab space simultaneously due to size.

The Arts A/V Studio and classrooms are **adequate** for the needs of the students and staff.

The Manufacturing lab is **inadequate** for the needs of the students and staff to service multiple classes simultaneously. Safety is a concern with two full time instructors sharing one lab space simultaneously due to size.

The Ag Mechanics lab is **inadequate** for the needs of the students and staff to service multiple classes simultaneously. Safety is a concern with three full time instructors sharing one lab space simultaneously due to size. One of the teachers does not have a classroom available and shares multiple classrooms where and when available.



Waxahachie

Independent School District

411 N. Gibson Street • Waxahachie, TX 75165 • (972) 923-4631 Phone • (972) 923-4759 Fax • www.wisd.org

Dustin Binnicker

Career and Technical Education

The Education and Training room and lab are **adequate** for the needs of the students and staff.
The computer labs servicing Business, Cybersecurity, and Graphics Design are **adequate** for the needs of the students and staff.

Dr. Cain,

The following information will address the conditions in which the athletic facilities were utilized when the new WHS campus opened in the fall of 2018 as well as the current conditions of how we have evolved to utilize the facilities now.

This will be covered in two sections:

1) WHS Football and Lumpkins Stadium Complex 2) Richards Park 3) All Sports Programs

FOOTBALL and LUMPKINS STADIUM COMPLEX

The logistics of where the high school football program would practice and workout has been in discussion since the planning and building stages of the new WHS. This has been such a difficult decision because Lumpkins is a phenomenal facility with plenty of room and amenities for a 6A program.

Lumpkins Stadium

- Varsity Lockerroom (different than sub varsity lockerroom)
- JV Lockerroom
- 9th grade Lockerroom
- Sports Medicine training room and office.
- Varsity coaches office with a head coach's office
- Fully functioning and adequate technology and AV equipment
- 9th grade coaches office
- Fully equipped weight room (larger than the new WHS weight room)
- 2 Classrooms
- 1 Large team meeting room
- Turf Football field
- Grass Practice field
- Direct and track access
- Staff Conference room
- Small kitchen with dishwasher, microwave and refrigerator
- 3 storage rooms football, track and powerlifting equipment
 - Helmets, shoulder pads, shoes, contact equipment, sleds, field equipment, uniforms, practice gear, off season gear, winter gear
- Washers, dryers and ice machines

In the fall of 2018 all team sport programs, including football, were required by me to be at the high school. I needed to see how each program could work within the facility and see each program's need for space. My observations were discouraging and ultimately I believe that my insistence on football staying at WHS put that program at a disadvantage and subsequently caused us to "make it work" with inefficiency and inconsistencies in the fall of 2019. Coach Alexander and the staff made it work, but making it work is not how you develop and become relevant in any sports program in the largest classification in Texas. Moving football to Lumpkins for daily program operation helped all programs and did not negatively impact other programs. The second program to use Lumpkins during the season is girls soccer. They play their home games at Lumpkins so they may practice there multiple times a week.

Obstacles and Issues

- Locker Room space
- Locker Availability
- Locker space
- Storage space
- Varsity locker room is no different than Freshman / JV locker rooms (no incentive)

- Team Room
 - Too small for the team. Lack of rooms for position meetings and film study.
 - Using locker rooms to have team meetings and film study
- Weight Room
 - Half the size of Lumpkins weight room
 - Half the racks (7 compared to 14)
 - Shared among all boys and girls programs
 - Football use would displace all programs
- HC Office
 - No place to meet with students, parents, coaches, recruiters, etc.
- No consistency
 - Coordinating with other groups & sharing space

The list of issues and obstacles may seem small to some, but the growth is in the details. Ultimately, the lack of consistency for the football program and displacing other programs is my largest concern. Coming to Lumpkins daily helps the staff and students with a consistent workout schedule and uninterrupted space. I believe we gave it our best effort in the fall of 2018 and we had no other immediate option in order to give our students the best opportunity to grow, develop and be successful. When you remove 285 students from an area it helps all programs when planning and working out the issues with space and facilities like the weight room, training room and IAC.

There is space at the WHS campus to add a standalone football complex complete with locker rooms, weight room, training room, offices, storage and meeting space. There is also room for another indoor turf field.

RICHARDS PARK and BASEBALL

Waxahachie ISD is fortunate to have the historic Richards Park and the new synthetic turf field at WHS. Having two fields with different surfaces allows our students the opportunity to prepare for upcoming games on either surface. In the 2019 and 2020 season we had 3 schools in district 7-6A that had turf field so our teams were able to prepare better for those game surfaces. In the new 11-6A district there are currently no turf baseball fields. The late winter months and spring months are very wet. The WHS turf field is always ready when Richards Park is not safe enough or dry enough to practice or play games.

Both fields are used regularly year around by all levels of the baseball program. What field will be used depends on weather conditions, field conditions and opponent's field type. The fall semester and spring semester usage will vary.

Fall Semester

- Rotation of days between Richards Park, WHS and Lumpkins weight room
- 9th grade is at WHS every day

Spring Semester

- Varsity and JV baseball practice daily at Richards Park
- If there are wet conditions or upcoming days on turf then practice will be at WHS
- 9th grade is at WHS most of the time, but will practice at Richards Park also. A bus is provided to transport students to Richards Park on those days.

ALL SPORTS PROGRAMS

USE OF LOCKER ROOMS, PRACTICE AND GAME FACILITIES

The governing body of public school athletics in Texas is the University Interscholastic League (UIL). The UIL sets the rules and guidelines for practice limitations. Within these rules an athletic program cannot exceed 60 minutes of practice time during the school day athletic period. All WHS athletic programs have a school day athletic period with the exception of boys and girls swimming, boys and girls power lifting and boys track. The athletic periods are spread out among the school day so that athletic facilities can be used without overcrowding and ensure equal opportunity and access to athletic facilities.

The UIL sets rules and guidelines for practice limitations outside of the school day when a team is in-season. Within these rules an in-season athletic program cannot exceed 8 hours of practice outside of the school day. All WHS athletic programs practice before school, after school or both while their sport is in season.

Athletic facilities and locker rooms are not open to the general public nor are they available to students for unauthorized use. Coaches must be present in locker rooms and facilities in order for students to be allowed in these areas. Accessibility to a facility or locker room for students is dictated by the sport season, practice time and the report time set for student athletes to arrive. Locker rooms are only available when coaches are present to supervise. Each program head coach creates a schedule of responsibilities which includes the locking and unlocking of locker rooms.

WAXAHACHIE HIGH SCHOOL ATHLETIC PERIODS

No Athletic Period	1/5	2/6	3/7	4/8
Boys Powerlifting Girls Powerlifting Boys Swimming Girls Swimming	Football (9 th) Volleyball (9 th) Boys Basketball (9th) Girls Basketball (9th) Boys Soccer (9th) Boys Cross Country Girls Cross Country Baseball (9 th) Softball (9 th) Girls Soccer (9 th)	None	Girls Track Boys Basketball Boys Tennis Girls Tennis	Baseball Softball Football Volleyball Girls Basketball Girls Soccer Boys Tennis Girls Tennis Boys Golf Girls Golf *Cheer

SPORTS AND PRIMARY PRACTICE FACILITIES (ALL SPORTS HAVE ACCESS. IN SEASON SPORTS HAVE PRIORITY)

Indoor Facilities

^WHS Gymnasiums	*Indoor Activity Center and Weight Room	Lumpkins Weight Room
Boys Basketball Girls Basketball Volleyball	All Sports *Cheer *Band *Guard	All Sports Football Powerlifting (boys and girls) Girls Soccer (in season) Baseball (off season)

* The Indoor Athletic Center (IAC) and weight room are available to all athletic programs and no one has exclusive use of this facility. The coaches work together to share the facility and coordinate with the coach of athletic operations and the girls athletic coordinator. Other programs including the marching band, cheer squad, drill team and drama department utilize this space.

WHS Weight Room and Athletic Periods/Program Sharing

1/5	2/6	3/7	4/8
Volleyball (9 th) Boys Basketball (9th) Girls Basketball (9th) Boys Soccer (9th) Boys Cross Country Girls Cross Country Baseball (9 th) Softball (9 th) Girls Soccer (9 th)	None	Girls Track Boys Basketball Boys Tennis Girls Tennis	Softball Volleyball Girls Basketball Girls Soccer Boys Tennis Girls Tennis Boys Golf Girls Golf *Baseball

***4th and 8th block baseball use the Lumpkins complex weight room 2-3 days a week in the fall semester to allow flexibility for more programs in the WHS weight room.**

Coach Faussett maintains a calendar and each program head coach coordinates with her to determine the times and days the weight room will either be shared or used only by one program.

^ There are two auxiliary gyms and one competition gym. The girls athletic coordinator keeps a calendar and coordinates with the volleyball and boys and girls basketball coaches to schedule court time. Turner gym is the main gym and varsity boys and girls basketball and volleyball play all of their home games at this location.

In the fall semester of 2018, members of the girls powerlifting team met with the Director of Athletics to discuss a complaint regarding access and availability of the weight room. To maintain safety and security WISD weight rooms are not to be used by students unless there is a coach present to supervise. These rules apply to male and female athletes. A plan was created and a coach was designated to open the Lumpkins weight room facility and supervise the female powerlifters 3 days a week for the months of October, November and December. This plan was followed until the girls powerlifting coach was finished with his fall coaching assignment and was available to take over the girls powerlifting season.

Outdoor Facilities

WHS Campus Softball Field (Turf)	WHS Campus Baseball Field (Turf)	^ WHS Campus Turf Practice Fields	WHS Campus Tennis Courts	WHS Campus Track and Field	Richards Park (Off Campus Grass)	Coleman Softball (Off Campus Grass)	*Lumpkins Stadium/Track and Field (Off Campus)	~Cross Country Running Path
Softball Practice and games	Baseball practice and games	Boys Soccer Girls Soccer Band Color Guard	All Tennis	Girls Track All Cross Country	Baseball practice and games	Softball practice and games	Football Boys Track Girls Soccer practice and games	All Cross Country

* Lumpkins Stadium is the primary location for the WHS football program, boys track and girls soccer while in-season. Varsity, JV and 9th grade football games are played at this venue. All girls soccer games are also played at this location. Baseball uses the weight room periodically in the fall.

^ There are 3 turf fields available for use. Primarily girls track and boys and girls soccer use this facility. In the fall the band has exclusive use of the practice fields and band tower. All sports have access. The main football field with small bleacher seating areas is the primary competition venue for boys soccer games. This field is also used for JH football.

~ There is a 2 mile cross country path for boys and girls. All sports have access to this path.

Golf Facilities

WHS boys and girls golf teams primarily utilize the private facilities of Waxahachie Country Club and Thorntree Country Club. WISD pays each club for the use of the facilities. Boys and girls both have lockers at Waxahachie Country Club. Neither boys nor girls have lockers at Thorntree Country Club. Tournaments are held at both locations for boys and girls together. Boys and girls teams have equal access to putting greens, practice ranges and practice golf balls and spend the same amount of time for practice at each facility. There are occasions when teams will go to Country View or The Old Brickyard to practice.

We are at the behest of Thorntree on the days we can be there. WCC is relatively always available. However, our time at Thorntree is not very flexible.

Practice Location	Boys	Girls
Waxahachie Country Club	Tues/Wed/Fri	Mon/Thurs/Fri
Thorntree Country Club	Mon/Thurs	Wed
Country View Golf Club	Scheduled as needed	Tues
The Old Brickyard	Scheduled as needed	Scheduled as needed

There is room at the WHS campus to add a short distance driving range, hitting bays, chipping and putting area.

Cross Country Trails

Boys and girl cross country teams have access to the City of Waxahachie trails located at Getzendaner Park. The boys and girls teams run together at this location or the trail located on the campus of WHS.

Swimming

Boys and girls swim teams utilize the Southwestern Assemblies of God University lap pool located on their campus. This is a practice only facility for out swim teams. The boys and girls teams practice together at the same time.

WHS ATHLETIC PROGRAM LOCKER ROOM DISTRIBUTION

In 2018 WISD opened the new Waxahachie High School Campus. The athletic wing of the school has locker rooms for boys and girls basketball, cross country, golf, soccer, tennis, girls track, softball and 9th baseball. Football locker rooms are located off campus at Lumpkins Stadium and baseball locker rooms are located off campus at Richards Ballpark.

An ongoing evaluation of the locker rooms was conducted with WHS head coaches during the 2018-2019. The purpose was to assess after one school year the locker rooms for boys and girls and determine if changes or moves would be necessary. The following changes were made to the locker rooms:

- 1) The boys soccer locker rooms were modified and lockers were added to account for large program numbers.
- 2) The boys and girls PE locker rooms were modified and larger lockers were installed to accommodate the boys and girls golf teams for the days they need a locker room on the WHS campus.
- 3) The girls basketball ball booster club donated laminate wood flooring and the WISD carpenters installed the flooring.

- 4) Anti-slip mats were placed in the shared shower area of boys soccer, basketball and cross country.
- 5) The girls track program was moved into a single space locker room to account for large program numbers. This move also helped alleviate shared space for 3 programs which also included the girls cross country and girls tennis locker areas.
- 6) Boys cross country and boys tennis were moved to what was the original football hallway area to alleviate crowding in the shared space of boys basketball and soccer. 9th Baseball is located in this area as well as JV-V baseball on the days they practice at WHS.
- 7) Boys basketball locker rooms were modified to make better use of space and alleviate overcrowding in the shared boys soccer and basketball area. Lockers were not added, but were adjusted by the WISD carpenters to accommodate a seating area within the locker room.
- 8) A \$1,000 locker room enhancement budget was created for each varsity program of volleyball, softball and the boys and girls soccer, basketball, cross country and tennis teams.

GIRLS ATHLETICS	VARSITY LKRM	SUBVARS LKRM
VB	1920 (20)	1922 (40)
GBKB	1917 (20)	1918 (26)
GSOCC	1927 (20)	1923 (46)
GXC	1924 (78 split room tennis)	
GTRACK	1949 (80)	
GGOLF	1949 (as needed)	
GSFBL	1928 (20)	1919 (26)
GTENNIS	1924 (78 split room with GXC)	
BOYS ATHLETICS	VARSITY LKRM	SUBVARS LKRM
BBKB	1942 (20)	1944 (34) 1941 (30)
BSOCC	1937 (25)	1938 (24) 1939 (26)
BXC	1956 (110)	
BGOLF	PE (as needed)	
9 TH BASEBALL	1957 (85)	
BTENNIS	1962 (85)	
BASEBALL	Richards Park (67)	
FOOTBALL	Lumpkins (313)	

Numbers in parenthesis indicates the number of lockers

Team Rooms, Class Rooms, Athletic Technology and Video Equipment

Class rooms and team rooms are located on the WHS campus and at Lumpkins stadium. There are no exclusive rights to any of the rooms for any individual program. The athletic operations coach keeps a calendar for the use of the rooms and coaches work together to share the rooms as needed during the day and during games. These areas are used for team meetings, booster club meetings, coaches meetings, supervised study hall and film study of games. Each room is equipped with a projector and computer. The WHS team room is equipped with a collapsible wall that can be expanded to create two individual rooms that have a separate computer and projector. WHS also have 3 mobile 70 inch big screen TV's and carts dedicated to all athletic programs that can be rolled into any locker room or class room. The WHS lecture hall is available to all WHS staff, but is scheduled through the high school librarian. All programs boys and girls have access to a video editing and scouting system. WISD pays a yearly subscription to a service provider called HUDL for all athletic programs. Some sports utilize features and student accounts in more advanced ways than others, but the subscription covers all sports and all programs have access. In the fall of 2019 a permanent camera was installed in the main competition gym that is being provided by HUDL. A second camera is being installed in the gray gym in

the fall of 2020. This system is remotely accessed and utilizes an algorithm to follow the game action and record the games and practices for volleyball and boys and girls basketball.

WHS Team Room	WHS Lecture Hall
All sports 2 Projector 2 Computers	All students and staff Projector Computer

Off Campus Practice Programs, Periods and Location

Sport Athletic Period	WISD transportation provided?	Students can drive?	Practice Location
Cross Country A1/B5	Yes. Students arrive at the workout location and then bussed to WHS after workout.	Yes	WHS Getzendaner Park
9th Baseball A1 / B5	No	No	WHS During season some practices may occur at Richards Park
JV-V Baseball A4 / B8	No	Yes	Richards Park Lumpkins Complex WHS
Swimming Before School	No	Yes	SAGU
9th Football A4 / B8	Yes. Students are bussed to Lumpkins from WHS.	No	Lumpkins
JV-V Football A1 / B5	Yes. Students are bussed from Lumpkins to WHS	Yes	Lumpkins
Golf A4 /B8	No	Yes	Waxahachie Country Club Thorntree (DeSoto) Brickyard (Ferris) Country View (Lancaster)
Girls Soccer A4 /B8	No	Yes	Lumpkins During the season

Students that drive are required to have their parents fill out a form. The head coach keeps the documentation on file.

Consideration and Exploration of Ideas

The athletic departments believes that students who can drive a vehicle should continue to have the option to drive to their off campus practice location. As long as their parents approve and we have the documentation on file signed by the parents that outlines the guidelines of this privilege.

Below are some examples of options to consider and explore for students that need transportation to off campus practices when they do not drive or cannot drive. These examples focus is on those students that have an athletic period during the school day, but not students that are attending off campus practices before or after school. Practice schedules and locations for these sports is always subject to change because of weather and field conditions.

- 1) Shuttle bus from WHS after 3rd period to Lumpkins for baseball players during the fall semester on Mondays and Thursdays
- 2) ^Shuttle bus from WHS after 3rd period to Richards Park for baseball during the fall semester on Tuesdays, Wednesdays, Fridays
- 3) *Shuttle bus from WHS after 3rd period to Waxahachie Country club on Monday – Friday all week.
- 4) Shuttle bus from WHS after 3rd period to Lumpkins for girls soccer players during soccer season (as needed)

^ Baseball potentially could ride the same busses for 9th grade football if there is room

* Baseball and golf could share same shuttle on Tuesdays, Wednesdays and Fridays.



Waxahachie Athletic Department

This release, when signed and returned, will allow said student to travel by means
"Other Than School Transportation."

This release concerns _____ Grade 9 10 11 12
(Only guardians and parents can authorize the "Travel Agreement" agreement)

Student-Athlete has the above indicated permission to travel by personal vehicle during the
_____ school year to:

Baseball: Richards Park
Cross Country: Getzendaner / Richards Park
Golf: WCC / Tangle Ridge / Brickyard / Country View / Thorntree Golf Courses
Swimming: SAGU
Football: Lumpkins

Students and Parents Please Remember:

It is unlawful for students under the age of 18 to drive a motor vehicle with more than one passengers in the vehicle under the age of 21 who is not a family member

It is unlawful for students under the age of 18 to drive a motor vehicle between midnight and 5:00 a.m. unless the operation of the vehicle is necessary for the driver to work, to attend or participate in a school-related activity, or due to a medical emergency. Individuals who are under 18 years of age are restricted from using a wireless communication device, including a hands-free device, until they reach the age of 18, except in the case of an emergency.

The coach, Director of Athletics or other administrator may suspend or revoke a student's privilege to drive to an off campus location.

Parent/Guardian Signature

Date

Bonny Cain

From: Bonny Cain
Sent: Wednesday, October 7, 2020 4:17 PM
To: Bonny Cain
Subject: Questions 4 and 5

-----Original Message-----

From: Lee Auvenshine <lauvenshine@wisd.org>
Sent: Monday, October 5, 2020 12:55 PM
To: Bonny Cain <bcain@wisd.org>; David Averett <daverett@wisd.org>; Ryan Kahlden <rkahlden@wisd.org>
Subject: RE: Questions

Dr. Cain,

Thank you for speaking to Ryan and me about question number 4. As we discussed, Ryan may have a clearer answer as he was responsible for funding requested change orders, but I certainly believe Clyde Melick had multiple meetings and discussions with at least the following individuals:

- a. Al Benskin and Dawn Hilburn regarding the design of the academic portion of the building,
- b. Mark Boshier regarding the CTE portion of the building,
- c. Greg Reed regarding the athletics portion of the building, and
- d. Andy Reynolds/Ryan Mullican/Rich Armstrong regarding the fine arts portions of the building.

I was not a party to those meetings, but I remember general cabinet discussions regarding the progress of the development and I remember seeing these individuals meeting with Clyde where I believe plans were being discussed. One major caveat - the inclusion of the above named individuals in the development process does not necessarily mean that each individual had all wants fulfilled. If you would like further detail of these meetings, I believe Laurie Navarro would be able to provide more information as she would have been the assistant arranging those meetings.

In regard to question 5, I agree with Ryan's general understanding that each academic wing can be extended by the linear length of two classrooms on either side. As this involves classrooms across the hall and upstairs, I believe each academic wing could be extended to add eight classrooms. With four wings, I believe a total of 32 classrooms could be added to the academic wings. I would defer to Corgan Architects for a more definitive answer.

Sincerely,
Lee

W. Lee Auvenshine, J.D.
Deputy Superintendent and General Counsel Waxahachie Independent School District
411 North Gibson Street
Waxahachie, TX 75165
Phone: (972)923-4631
Fax: (972)923-4759

Bonny Cain

From: Bonny Cain
Sent: Wednesday, October 7, 2020 4:17 PM
To: Bonny Cain
Subject: Question 5

-----Original Message-----

From: Ryan Kahlden <rkahlden@wisd.org>
Sent: Wednesday, October 7, 2020 4:11 PM
To: Bonny Cain <bcain@wisd.org>; David Averett <daverett@wisd.org>; Lee Auvenshine <lauvenshine@wisd.org>
Subject: RE: Questions

Dr. Cain,

With regards to Ms. Starnater's question about building additional facilities at WHS, I offer the following:

The initial plan for WHS included the ability to add classrooms to either side of the core academic areas, on both the first and second hallways. There is approximately 220 acres of land on the west side of Business 287; 110 acres that house WHS and related athletic facilities and approximately 10 acre of land upon which the agriscience facility was built. There is plenty of remaining land on the west of business 287 to construct additional facilities, if needed. The District also owns approximately 90 acres of land across business 287 from WHS that can be utilized for facilities as needed.

Ryan Kahlden

Assistant Superintendent of Business and Finance Waxahachie ISD / 411 N Gibson St, Waxahachie, TX 75165
P: (972) 923-4631 x 249 F: (972) 923-4658 www.wisd.org

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **Consider Revisions to At-Home Learning Plan**

Background:

There is no greater impact on student learning than teachers. Waxahachie ISD is fortunate to have great teachers who work very hard to maximize learning.

Effective teaching in a traditional setting takes a great amount of effort for planning, establishing relationships with students, articulating high expectations, guiding classroom activities, managing student behavior, etc.

Whereas technology enhances the learning experience, virtual learning is difficult to implement to the level of success WISD has with its traditional, face-to-face classrooms. This is due to the fact that family has to be greatly involved since online learning places the burden of responsibility on students for their own success; students have to learn outside of the familiarity of classrooms; students tend to feel socially isolated; and it is more difficult to ensure rigor and/or critical thinking skills in online learning.

In reviewing student performance and attendance data from the first six weeks of the 19-20 school year and the 20-21 school year (attached), it is clear that online instruction is simply not being successful for the vast majority of WISD students. Currently approximately 80 percent of our students are learning in traditional classrooms.

In an effort to provide families and students flexibility in their learning environment as a result of COVID-19, WISD along with thousands of districts across the nation, endeavored to create a virtual learning option for students. While we believe there are cases which may require children to be educated at home (which historically has been accomplished with homebound instruction for students who are chronically ill or for absent students NOT chronically ill it has

been accomplished with time to make up missed work, catch-up binders, after school tutoring upon return, etc.), and despite the best efforts of our dedicated teachers and administrators, online learning is not even close to an equal substitute for in-person instruction.

Dr. Cain and the administrative staff would like to discuss with the Board the possibility of WISD returning to only offering face-to-face instruction.

Secondary Comparison Chart-First Six Weeks

	2020 (1) class Failed	2021 (1) class failed	2020 (2+) classes failed	2021 (2+)classes failed	Online failure %	In-Person failure %
Finley						
6	1%	8%	0.40%	11%	77%	23%
7	4%	12%	0%	15%	72%	28%
8	0%	10%	3%	11%	86%	14%
	Online failure 78%					
	In-person failure 22%					
Howard						
6	9%	13%	4%	10%	60%	40%
7	9%	11%	3%	15%	75%	25%
8	12%	11%	13%	17%	51%	49%
	Online failure 62%					
	In-person failure 38%					
Coleman						
6	6%	9%	3%	7%	59%	41%
7	8%	13%	7%	20%	59%	41%
8	9%	11%	7%	16%	70%	30%
	Online failure 63%					
	In-person failure 37%					
WHS						
9	1%	12%	2%	14%	53%	47%
10	13%	13%	15%	23%	54%	46%
11	16%	16%	12%	24%	59%	41%
12	25%	10%	13%	19%	62%	38%
	Online failure 56%					
	In-person failure 44%					
Global						
9	0%	10%	0%	27%	28%	72%
10	28%	19%	12%	24%	41%	59%
11	8%	9%	3%	16%	55%	45%
12	8%	12%	8%	1%	36%	64%
	Online failure 38%					
	In-person failure 62%					

ATTENDANCE BY CAMPUS AND YEAR

Finley		
	Attendance % 2020	97.64
	Attendance % 2021	94.49
Howard		
	Attendance % 2020	97.72
	Attendance % 2021	95.12
Coleman		
	Attendance % 2020	97.55
	Attendance % 2021	94.34
WHS		
	Attendance % 2020	96.25
	Attendance % 2021	90.06
Global		
	Attendance % 2020	98.23
	Attendance % 2021	95.24

September 24, 2020

Today's Commissioner's Call with Superintendents

In his September 24 call with superintendents, Commissioner of Education Mike Morath said that the October 1 call is canceled as he will be presenting at the virtual TASA|TASB Convention that day at 4 p.m. Learn more about the September 30-October 2 event and [register your team of eight today through myTASB](#).

Asynchronous and Synchronous Learning

- The [TEA Asynchronous and Synchronous webpage](#) has been updated.

Attendance and Enrollment

- [SY 20-21 Attendance and Enrollment FAQ](#) (PDF) September 24
- Morath specifically referenced the following updated FAQs: FAQ #6 on campus attendance, FAQ #7 on back-to-school transition, and FAQ #25 on options for staff other than teachers to record attendance.

CCMR

- [SY 20-21 College Prep Assessments: SAT, SAT, TSIA, AP/IB](#) (PDF) September 24

District Cancellation of Remote Learning Option

In response to a superintendent's question regarding school districts that have recently decided to cancel remote learning options, Morath said that it was never mandatory for districts to offer remote instruction. He also said that if a parent wants a remote instruction option and their home district isn't offering that option, the parent would need to request a transfer to a district that did provide it. In response to another question regarding whether funding would be jeopardized in this circumstance, Morath said that if the student was no longer enrolled in a district the district would no longer receive funding for that student. He also said that there aren't many FAQs on this issue and related issues, but the agency anticipates updating the attendance and enrollment FAQs.

Districts Discontinuing Online Learning

District	Number of Students (2018-19 TAPR)	Notes
Apple Springs ISD	201	Online learning ending 10/16
Bandera ISD	2,230	Any remote learner not passing all classes on 10/16 must return to in-person learning.
Blooming Grove ISD	929	Online learning ending 10/16
Canton ISD	2,174	Online learning ending 10/9
Gilmer ISD	2,491	Online learning ending 10/13
Godley ISD	2,156	Online learning ending 10/16
Highland Park ISD (Amarillo)	862	Online learning ending 10/9
Howe ISD	1,265	Online learning ending 10/16
Huntington ISD	1,659	Online learning ending 10/16
Lindale ISD	4,111	Online learning ended 10/2
Louise ISD	510	Online learning ended 9/25
Lubbock Cooper ISD	6,558	Online learning ending for secondary students 10/9 and for elementary students 10/16
New Diana ISD	1,116	Online learning ended 9/29
Roosevelt ISD	1,064	Online learning ended 9/25
S&S CISD	927	Online learning ending 10/16
Whitehouse ISD	4,827	Online learning ending 10/15
Whitesboro ISD	1,615	Online learning ended 10/2
Yoakum ISD	1,611	Online learning for elementary ended 9/25; online learning for secondary ending 10/9
Zavalla ISD	360	Online learning ending 10/9



Apple Springs ISD
Where Character Counts!

September 29, 2020

To the Parents and Students of Apple Springs ISD,

After much prayer and deliberation, we have decided to end all remote learning at ASISD as of Friday, October 16, 2020. Students currently enrolled in remote learning may remain with that format until that date but will be expected to participate in traditional, face to face learning beginning Tuesday, October 20, 2020. No additional paperwork or registration will be needed for current remote learners to return to campus.

The number of remote learners has continued to decline since the beginning of school. Less than 4% of our total student population still participate in remote learning. Additionally, schools across the nation continue to report a disproportionate rate of unsuccessful students engaged in remote learning. There is simply no better educational model than daily interaction between students and dedicated teachers.

Apple Springs ISD will continue to practice the virus mitigation strategies currently in place. The District remains committed to health and safety of every student and staff member. We also understand that some parents may not feel that on-campus instruction is the best choice for their family. If you do not allow your child to return to face to face learning, you will need to withdraw your child from ASISD and select one of the following options.

1. Home school
2. Private on-line school
3. Request transfer to another ISD offering remote learning

I want to thank all of our parents, students, and especially our faculty members who have worked very hard to make an extremely difficult and unprecedented situation as manageable as possible. We look forward to this next step in returning to normal and we sincerely hope to see all of our students back at school on Tuesday, October 20.

Thank you,

Dr. Cody Moree
Superintendent of Schools



PO Box 727
Bandera, TX 78003
830.460.3890
www.banderaisd.net

October 6, 2020

RE: Important Information about Remote Learning

Dear Bandera ISD Families:

This week, we have begun our 8th week of instruction in Bandera ISD. We want to thank you for your help in making our return to the classroom a success on so many levels. As of the writing of this letter, we have zero active cases for COVID-19. Because of the outstanding work of our teachers and staff, and thanks to your cooperation with screening your children for health concerns as well as with our safety protocols, Bandera ISD has had an excellent track record during this time.

One area of concern for us is that we have a significantly higher percentage of our remote learners who are failing a class when compared to our on-campus learners. The bottom line is this: our students benefit from being in the presence of our classroom teachers and their fellow students. We believe that nothing replaces a strong connection between our teachers and our students. **Therefore, any remote learner who is not passing all classes at the end of the 3-week progress report period (Friday, October 16, 2020) will be required to return to campus as an on-campus learner.** Our remote learners who have been successful in their academics will be allowed to continue to learn virtually.

Our staff fully understands that student health remains a concern for many of our families. As such, Bandera ISD will continue to follow our COVID-19 safety protocols that we have had in place since the beginning of this school year.

Campus administrators will contact the families of our remote learners who have not been successful in their academic studies. They will work with families to ensure they have a smooth transition back into the regular classroom setting. As always, if you have specific questions or concerns, we encourage you to reach out to your child's campus. We appreciate the partnership we share with our families as we work to create an excellent educational experience for all.

Sincerely,

Jerry D. Hollingsworth, Ed.D.
Superintendent of Schools

Search Site



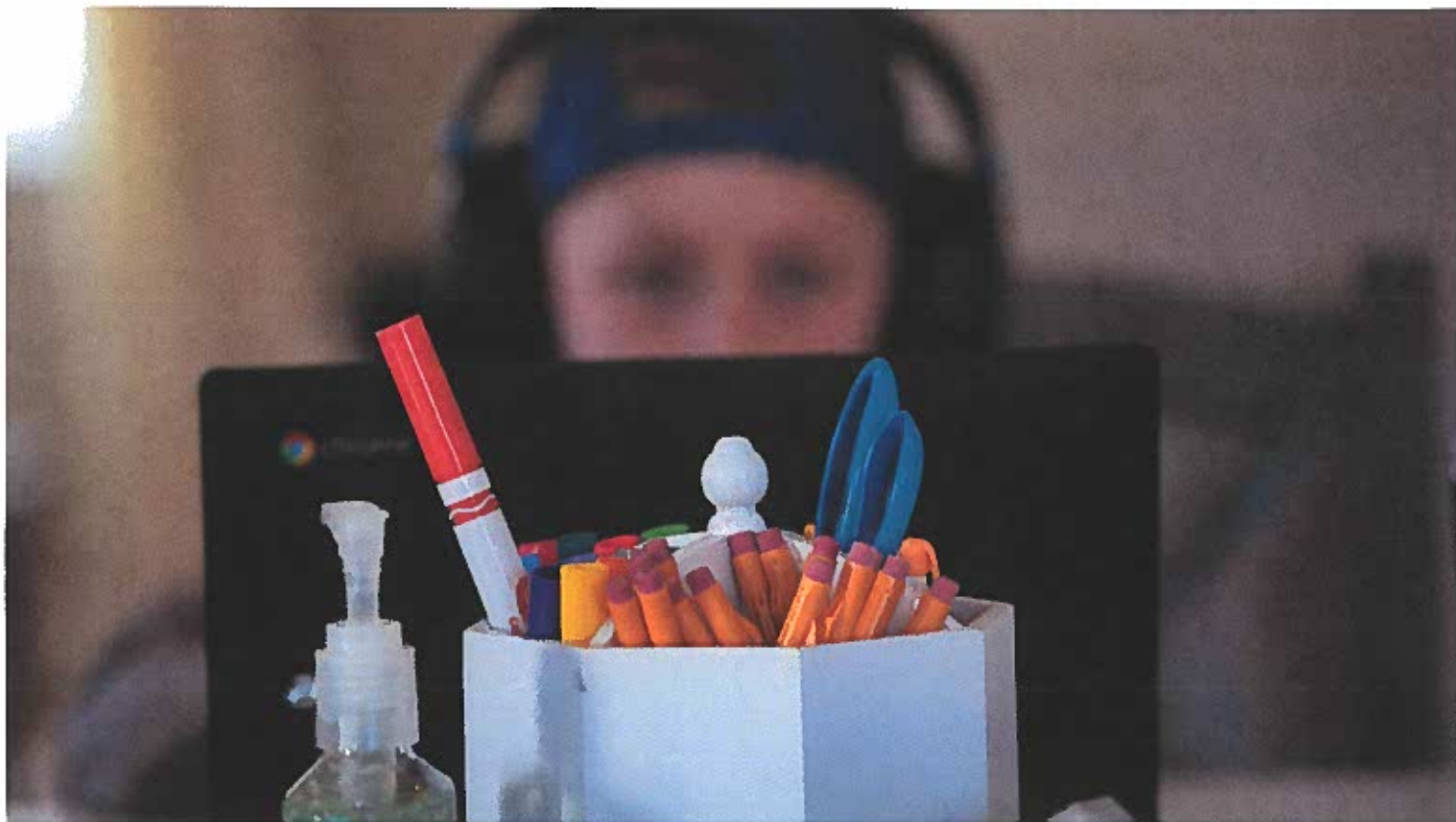
ADVERTISEMENT

Bandera ISD to require remote learners who are failing to return to campus

by Maritza Salazar

Tuesday, October 6th 2020

AA



NEW ROCHELLE, - MARCH 18: Cam Eaton, 9, works on a Chromebook during home schooling on March 18, 2020 in New Rochelle, New York. Schools in New Rochelle, a hot spot in the U.S. for the coronavirus (COVID-19) pandemic, were suspended on March 13, and parents have been tasked with carrying out distance learning programs at home. Cam's mother, Farrah Eaton, a former high school administrator, said she plans to hold sessions with her three children from 9am-12pm Monday-Friday. (Photo by John Moore/Getty Images)

Rick Hartley
Superintendent of Schools
rhartley@bgrove.org
Tel 903-695-2541
Fax 903-695-2594



Bloomington Grove Independent School District

October 6, 2020

Parents,

The Board of Trustees held a special meeting on October 5, 2020 to evaluate the remote learning models. As a result of the academic struggles of our remote students, Bloomington Grove ISD is stopping remote learning effective October 16, 2020. The incredible and unprecedented time and effort required of our teachers and administrators to facilitate our three learning models will come to an end. **All students are to attend school on campus beginning Monday, October 19, 2020.**

This year Bloomington Grove ISD has been conducting three different learning models for students:

- on-campus learning
- remote online learning
- remote paper packet learning

The remote learning model has proven unsuccessful for most of our students. Two of every three remote students are failing at least one class. Over 50% of the remote high school students are at risk of losing most of their credits this semester.

We encourage remote learners to switch back to on-campus learning as soon as possible to help them begin to improve their grades. For families who are interested in having your child come back to campus early, please contact the campus and they will help you make the transition.

For families that do not want to return to on-campus instruction at this time, there are a few options available:

- apply for a transfer to a district that offers remote learning
- withdraw to homeschool
- enroll in an online school

Even though you have these other options, we encourage you to stay at Bloomington Grove ISD where the teachers and staff know your children.

We understand that not everyone will agree with this decision; however, we believe this is the best course of action for our students at this time. Thank you for your support during these uncharted and challenging times.

As is our current practice, in the event we have a confirmed COVID-19 case, those affected will be required to return to remote learning for the duration of the quarantine period.

If you have questions, please do not hesitate to contact me at 903-695-2541 x 1005.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rick Hartley'.

Rick Hartley
Superintendent



Canton Independent School District

www.cantonisd.net

October 1, 2020

Dear Canton ISD Families,

As with many things this year, there were lots of unknowns as we started a new school year in the midst of the COVID-19 pandemic. Our community has come together to adjust and adapt to this ever-changing situation, and we are grateful for your unwavering support every step of the way.

Approximately 90% of our students have been learning in-person since school started on August 20, and 10% have been learning remotely. We have been carefully monitoring the progress of both groups of students, and we have found that this approach has not been successful for the vast majority of our remote learners. On Thursday, October 1st our Board of Trustees met and unanimously approved revisions to our remote learning plan for the 2020-2021 school year.

In order to provide the high-quality education our students deserve, all Canton ISD students will return for in-person learning on **Monday, October 12**. We do not make this decision lightly, and we are committed to continually monitoring the health of our students and staff. If we should see health concerns develop, we will revisit this decision and adjust as necessary. If a student tests positive for COVID-19 or has to quarantine due to exposure to COVID-19, we will continue to provide quality instructional support just as we would for any other illness that requires a student to stay home from school.

Please know that you have options when deciding the best path forward for your family and your student(s). Those options include:

1. Return to school for in-person instruction on October 12.
2. Withdraw to homeschool.
3. Enroll your child in an online school.
4. Request transfer status to a district offering remote learning.

Providing a safe learning environment for our Canton ISD students and staff will continue to be a top priority. Furthermore, we will continue to be open, honest, and transparent with all students, staff, and parents in order to provide accurate and timely information of changes within the district due to COVID-19.

Thank you for your continued support as we make this transition back to in-person learning for all Canton ISD students. We want to make sure you and your child feel safe, so please do not hesitate to reach out with any questions or concerns.

Sincerely,

Dr. Brian Nichols
Canton ISD Superintendent

Dr. Brian Nichols
Superintendent
1045 South Buffalo
Canton, TX 75103
(903)-567-4179
(903)-567-2370 (fax)
bnichols@cantonisd.com

High School
Mr. Dusty Spencer
Principal
1110 West Hwy. 243
Canton, TX 75103
(903)-567-6561
(903)-567-6562 (fax)
dspencer@cantonisd.com

Jr. High
Mrs. Dawn Boyd
Principal
1115 S. Buffalo
Canton, TX 75103
(903)-567-4329
(903)-567-1298 (fax)
dboyd@cantonisd.com

Intermediate
Mrs. Angela McLeod
Principal
1190 West Hwy. 243
Canton, TX 75103
(903)-567-6418
(903)-567-2956 (fax)
amcleod@cantonisd.com

Elementary
Mrs. Kelly Lamar
Principal
1163 S. Buffalo
Canton, TX 75103
(903)-567-6521
(903)-567-5373 (fax)
klamar@cantonisd.com

Notice: Suspension of Gilmer ISD Remote Learning

In preparing for the start of this school year, our goal was to develop a plan that would best accommodate the instructional needs of our children through this pandemic. We developed a re-entry plan that provided all parents with the option for their child to learn face-to-face or through remote instruction. Our teachers and staff have worked extremely hard to prepare and present lessons in multiple formats to ensure academic success for our students; however, while in-person instruction is going very well, remote learning has not been a successful venture for many of the students who chose that option. After examining the data, we have confirmed that daily engagement and attendance have been unacceptable during the first grading period. Approximately 65% of remote learners failed one or more courses during the first grading period. Daily engagement and attendance vary from 60% – 75% depending on the campus, which has significantly impacted passage rates.

Gilmer ISD is currently serving 91% of students through in-person instruction. Our safety protocols have been instrumental in helping our students and staff stay healthy. During our first six weeks, we have had relatively low incident rates of positive COVID-19 cases (less than one percent of our student enrollment.) The vast majority of positive cases were due to contacts outside of the school environment. Currently, there are 3 active cases and Gilmer ISD has experienced 100% recovery rate within the 10-day quarantine period.

After reviewing the data and discussing the issue with our teachers, administrators, and the School Board, we have made the decision to discontinue the remote learning option and return all students to campus.

The last day of remote learning will be October 13, 2020. All students enrolled in Gilmer ISD must begin attending on-campus instruction no later than Monday, October 19, 2020. We encourage our remote learners to return to on-campus instruction at your earliest convenience to help improve grades before the end of the next grading period.

Gilmer ISD will continue practicing all COVID-19 mitigation procedures including the wearing of masks or face shields, social distancing, additional cleaning including daily disinfecting of every surface in buildings and on buses, handwashing, and limiting outside visitors to campuses.

While we strongly believe on-campus instruction at Gilmer ISD is the best option for all students, we understand that it might not be the preferred choice for all families. If you do not believe it is in your student's best interest to return to our campus, you may select one of the following alternative options:

- Request transfer status from any other Texas public school district or TEA accredited Charter School
- Withdraw your child to engage in Homeschool education
- Enroll your child in an online school
 - K-12 online (www.k12.com) – this is a free virtual public school in Texas
 - Texas Virtual Academy at Hallsville (<https://tvah.k12.com>) this is a free virtual public school in Texas
 - Texas Virtual School Network (<https://txvsn.org/OLS-Campuses>) lists all school in the Texas Education Agency approved System
 - TTU K-12 (<http://www.depts.ttu.edu/k12/>) this is not a free option

Truancy charges will be pursued for students who do not return to on-campus learning or select one of the options above by October 19, 2020.

We look forward to a closer return to normalcy and want to reiterate that we strongly wish to have your student back in our classrooms. We feel this move will benefit all students to achieve their maximum potential.

Campus administrators will be contacting all remote learners to discuss steps needed to return your student back to all Gilmer ISD campuses on or before October 19, 2020. If you have any questions or concerns, please do not hesitate to contact me at (903) 841-7400 or e-mail me at albrittonr@gilmerisd.org.

Sincerely,

RDA

https://www.news-journal.com/news/local/gilmer-isd-latest-district-to-cancel-remote-learning/article_118b4d8c-0821-11eb-b09f-cf25789d4812.html

TOP STORY

Gilmer ISD latest district to cancel remote learning

By Kristen Barton kbarton@news-journal.com

Oct 6, 2020



Rick Albritton

Gilmer ISD is the latest and largest Longview-area school district to end remote learning.

The district's last day of off-campus instruction will be Oct. 13, according to a letter sent to parents.

Texas school districts can choose to offer remote learning options to students who wish to stay home during the COVID-19 pandemic.

New Diana ISD made the same decision Sept. 28. Hawkins ISD also sent an email Tuesday saying it no longer will offer remote learning and that all students except those who are told to quarantine by the health department must return to campus Oct. 16.

He said a student with a medical condition that puts him or her at-risk, such as asthma, can present a doctor's note to the district and be considered for homebound options, which is not the same as remote learning but is still a district service.

The letter sent to parents gave other online options to students, which included the Texas Virtual Academy at Hallsville, K-12 online — a free virtual public school in Texas — the Texas Virtual School Network and TTU K-12, which is Texas Tech University's online school.

Kristen Barton



GODLEY INDEPENDENT SCHOOL DISTRICT

"Inspiring, Empowering, and Challenging all students to Lead, Grow, and Serve"

313 N. PEARSON · GODLEY, TX 76044

Parents and/or Guardians,

As we come to the close of our first nine weeks of school, we would like to thank you for helping make our return to face-to-face learning such a success thus far. Unfortunately, that is not the case for a large majority of our virtual learners. Consequently, Godley ISD has decided that all virtual students who are currently failing academically will be required to return to campus for face-to-face instruction for the second nine weeks, which begins October 20th. After much discussion with district administrators, teachers, and parents, and reviewing academic reports from the first nine weeks, we firmly believe that this decision is in the best interest of our students. Our virtual students who have been successful in their academics will be allowed to continue to learn virtually. The teachers and staff here at Godley ISD have worked diligently to ensure that our students have all the tools necessary to succeed in their learning, virtually and face-to-face.

We understand that student health during these times remains a concern for many parents, which is why Godley ISD will continue to follow proper health protocols to provide a safe learning space for our face-to-face students. By following guidelines and protocols put in place, we have had only one positive face-to-face student COVID-19 case within Godley ISD thus far this school year.

While we do believe that this is in the best interest of the success of our students, we understand if you decide otherwise. Other options that meet compulsory education laws include:

- Withdraw to homeschool
- Withdraw and enroll in a charter school that offers virtual learning
- Withdraw and enroll in a private school that offers virtual learning
- Request to transfer to another district that offers virtual learning

Campus administrators will be contacting the parents and/or guardians of virtual students who have been unsuccessful and must switch to face-to-face learning in the coming days. As always, if you have any questions or concerns, please feel free to contact your child's campus. We appreciate your understanding and cooperation in ensuring that our students are successful in their educational experience.

Sincerely,

Dr. Rich Dear
Superintendent, Godley ISD



Highland Park ISD
Committed to Excellence

15300 Amarillo Blvd East * Amarillo, TX 79108 * (806) 335-2823

October 5, 2020

To the Parents and Guardians of HPISD Students,

The administration has been reviewing student performance and attendance data from the first five weeks of school and we believe is in the best interest of all Highland Park ISD students to return to in-person, on campus instruction. The data revealed that virtual online instruction has not been successful for many of our students and the added burden placed on our teachers is unsustainable. Beginning Tuesday, October 13, 2020 Highland Park ISD will return to in-person, on campus instruction for all students.

A grace period, ending October 13, 2020 has been established to allow parents of students affected by this decision time to evaluate educational options and determine which is best for them.

It is the district's belief that in-person instruction is and remains the best method for a child's learning and social-emotional growth. We look forward to welcoming all our Highland Park Hornets back to the classroom. Students and staff will still be expected to follow the COVID-19 safety guidelines established in the return to school plan. However, should you choose to pursue alternative means of education for your child, we wish everyone the most success. A partial list of available educational possibilities includes:

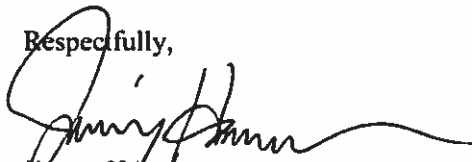
- Come to school for in-person learning
- Withdrawal to homeschool
- Utilize the Texas Virtual Academy or other online school

As we face testing, quarantine and confirmed cases of COVID-19 Highland Park ISD will continue to place those who are affected in remote synchronous or asynchronous instruction for the required period of time. During these times, students and parents will be assisted to ensure appropriate educational resources are provided for the continued academic success for every child during this pandemic.

Campus administrators will be contacting all of our virtual learners in the next few days to discuss steps needed to return your child back Highland Park ISD campuses on Tuesday, October 13, 2020.

The Highland Park ISD and Board of Trustees are committed to the success of our students and staff and look forward to the remainder of the 2020-21 school year.

Respectfully,



Jimmy Hannon
Superintendent

78°

Posted: Oct 5, 2020 / 06:05 PM CDT / Updated: Oct 5, 2020 / 10:31 PM CDT

AMARILLO, Texas (KAMR/KCIT) – Highland Park ISD announced Monday that the district will be returning to in-person classes and that virtual learning will no longer be a choice.



Amarillo Highland Park Independent School District

21 hours ago



In effort to avoid continued academic regression, students of HPISD will return to school in-person, on campus as of Tuesday, October 13, 2020. Virtual learning will no longer be a choice. See the Return to School letter at https://www.hpsid.net/264176_2

20

6

47

In a letter to parents posted on the district's website, HPISD administration said it has been reviewing student performance and attendance data from the first five weeks of school and believes it is in the best interest of all HPISD students return to in-person, on-campus instruction.

The data revealed that virtual online instruction has not been successful for many of our students and the added burden placed on our teachers is unsustainable.

• JIMMY HANNON | HIGHLAND PARK ISD SUPERINTENDENT

HPISD said it will return to in-person, on-campus instruction for all students on Tuesday, Oct. 13.

A grace period, ending on Oct. 13, has been established to allow parents of students



HOWE ISD

"Educating the Hope of Tomorrow"

105 W. Tutt Street
Howe, Texas 75459
P: 903-745-4000
F: 903-745-4001

October 2, 2020

HISD Staff and Parents:

Based on data collected after the 1st Six Weeks of school, Howe ISD has made the decision to only offer On-Campus instruction beginning Monday, October 19. Remote Instruction will no longer be offered to the general student body at that time. Two primary factors have influenced this decision:

1. Students enrolled in Remote Instruction have been mostly unsuccessful in mastering the coursework. The failure rate for students in grades 3-12 enrolled in Remote Instruction for the 1st six weeks was over 65%, compared to a failure rate of 9% for students enrolled On-Campus. Several factors have contributed to this, but the bottom line is that Remote Instruction has proven to be inappropriate for the vast majority of our students. Coupled with the loss of instruction last spring, we cannot afford to let them fall farther behind this year.
2. The rate of positive COVID-19 cases for Howe ISD has been relatively low thus far this year. Since the beginning of school, we have only had 2 students and 3 staff members contract the virus. We believe that our safety protocols and a downward trend in Grayson county have contributed to this. While public health and the safety of our students will continue to be paramount, we feel that these numbers do not support the need to offer remote instruction.

Moving forward, beginning October 19 students who are currently enrolled in Remote Instruction will have 3 options:

1. return to on-campus instruction
2. withdraw to home school
3. withdraw and find another public or private school that offers online instruction.

If you are considering home school as an option, there are several programs available. However, there are two programs that we know of that are accredited and would provide a smooth transition if/when you decide to return to school next year:

1. K12 Online Schools – this is a free program. Details can be found at <https://www.k12.com/parent-student-resources/how-to-enroll.html>
2. TxVSN – the Texas Virtual School Network is supported by the Texas Education Agency and is also a free program. Details can be found at <https://txvsn.org/Online-Schools/>

As with everything else this year, we will continue to monitor the trends of the pandemic and could consider reinstatement of online learning if the conditions warrant it. Remote instruction could also be utilized on a temporary basis if a campus or grade level needed to close for a short period of time due to a high number of positive COVID cases and/or quarantines.

I know this has been a challenging year. Thank you for your support as we modify and adapt, and please understand that we try to base all of our decisions on what is best for the students and staff of Howe ISD.

Regards,

Kevin Wilson

From Mr. Flowers
September 30, 2020



Remote Learning Change

OUR Relentless Pursuit To Get Better

As we approach the end of our first nine weeks of school, we have had the opportunity to continuously monitor and reflect on the start of our school year. In spite of the overwhelming challenges that have been presented, our students, teachers, parents and staff have helped HISD clear the "obstacles" that have come our way.

Currently, 90% of our students are Face-to-Face learners. Our safety protocols have been instrumental in helping our students and staff stay healthy. We have had low incident rates of positive COVID-19 cases among students and staff. Of the eight cases on HISD campuses thus far this school year, zero have resulted from contact at school.

After reviewing the data from our first six weeks of school, a large majority of our remote learners are not being successful. This new data supports the overwhelming consensus that the most successful environment to educate students is face-to-face. As such, HISD must adapt and change in order to provide the best educational experience for our students.

Beginning with the 2nd nine weeks, the District will transition back to 100% Face-to-Face learning. The last day of remote learning will be Friday, October 16th. All students enrolled in Huntington ISD must begin attending on-campus instruction on Tuesday, October 20th. October 20th is our first day of the 2nd nine weeks grading period. If a student tests positive or has to self-isolate for COVID-19, the district will offer instructional support for the duration of the illness. HISD will continue to adhere to CDC/TEA public health guidance.

We believe this decision is in the best interest of the students and staff of Huntington ISD. We also understand that there will be some who do not agree with this decision. We respect your right to do so. Here are some other options if you do not believe it is in your child's best interest to return to face-to-face instruction on October 20th:

- Request transfer status from any other public school or TEA accredited charter school who accepts online transfers
- Withdraw your child to engage in Homeschool education
- Enroll your child in an online school operated by the Texas Virtual School Network
 - K-12 online (www.k12.com) Free for 3rd-12th. Tuition for K-2nd
 - TTU K-12 (<http://www.depts.ttu.edu/k12/>) Tuition

HISD remains committed to meeting the instructional needs and ensuring the academic success of all students.

It's a great time to be a Red Devil!

Dear Parent/Guardian:

This is a message for our virtual learning families.

We have just ended our first six-weeks grading period and about 60% of our virtual students were unsuccessful by failing at least one class.

There are many different factors that have contributed to this issue of students not passing at an acceptable level and of course the reasons differ from student to student and grade level to grade level.

We started the At-Home Learning option because of the unknown factors related to COVID-19. There were many unknowns of how quickly COVID-19 could spread among students and staff when we did return to school on August 19th, 2020. After completing the first six-weeks we now have a baseline of information of infection rates among our students and staff members. We have witnessed that with safety precautions like masking-up and face shields, extra cleaning and social spacing, we can keep the spread of the virus to a minimum. In the first six-week period, Lindale ISD had 8 confirmed cases of COVID-19 among our 4,250 students. This is an infection rate of less than one-tenth of one percent or less than one student per 1000.

We have also learned over the last several weeks that many families did not choose At-Home Learning because of COVID concerns. While we are aware that many families did and continue to have health concerns, there were many families that chose At-Home Learning out of convenience or student's preference.

With positive results of minimal virus spread and the fact that so many of our virtual learners are not learning at an acceptable level, the Lindale ISD Board of Trustees voted to make a change to our At Home Learning guidelines.

All At-Home Learners should report back to their assigned campus by Monday, October 5th, 2020. About 400 students have already made the transition back to campus instruction since the beginning of the school year. We now have over 90 percent of all LISD students enrolled attending on campus each day. Principals, teachers and staff will work with families to make a smooth transition back to On-Campus instruction. Face coverings or masks are required for all students in grades 4 and above and for all students while on buses, grades Pre-K - 12.

For students who have serious medical concerns in the household, those families may apply to continue At-Home Learning by emailing the Superintendent's office at lisdccovid@lisdeagles.net. All other virtual students should return back to their campuses by Monday, October 5th, 2020.

As school administrators we must have a reasonable balance between safety concerns and student success. There are tremendous advantages to on-campus learning,

including better grades, participation in extra and co-curricular activities, and social interaction. With the large failure percentage of At-Home learners we need to change our policy to ensure students are learning at an acceptable level. We are committed to providing all students with high level instruction and a great school experience. The bottom line is that students must continue to grow academically and many are not progressing at a satisfactory pace while currently enrolled in At-Home learning. We do hope you understand the reasoning behind this decision and the commitment of our school district to your student's success.

Thank you for your cooperation concerning this matter.



Louise ISD

Educate the Whole Child

Hornets

Dr. Garth Oliver
Superintendent

Mary Lou Ellett
Superintendent's Secretary

Pam Wagner
Business Manager

Amy Garcia
Accounts Payable

Mike Braden
Director of Facilities

Sandra Holik
Director of Technology

Shae Barker
Director of Food Service

Joe Bill
Athletic Director

Traci Harvey
Counselor

Donna Kutac
High School Principal

Danette Wendel
HS Principal's Secretary
PEIMS

Mary Trochta
Junior High Principal

Maria Montes
JH Principal's Secretary

Brady Peterson
Elementary Principal

Oralia Mendez
Elem Principal's Secretary

To: Parents and Students of Louise ISD
From: Dr. Garth Oliver
Date: 9/22/2020
RE: Remote learning

Remote learning has been a suggested response to those concerned about returning to school during COVID. However, this approach has not been successful for more than a handful of students. The effort required of our teachers and administrators will no longer be divided by the requirements of offering remote learning beginning Tuesday, September 29, 2020. If we begin to see health concerns develop, we will revisit this topic. If your child tests positive for COVID, we will offer instructional support just as we would for any other illness. Any additional online support needs will be determined by the teachers.

Monday is an in-service day for our teachers and a holiday for our students. Please prepare to make a decision that best suits your family. I am not mandating that your family chooses to return to school. Yet, I am suggesting that you make a decision that continues to provide the appropriate needs of your children. Options that are suitable for the compulsory education laws include:

1. Come to school face to face
2. Withdraw to home school
3. Enroll in a private school
4. Request transfer status to a district that offers remote learning

Thank you for working with our district through this very strange time. If you have COVID concerns, we will honor any reasonable request that you would need to make you and your child feel safe. We are Blessed to be in Louise.

Sincerely,

Dr. Garth Oliver

FEATURED

Lubbock-Cooper ISD to suspend virtual instruction

Oct 5, 2020



Lubbock-Cooper ISD

Independent School District

Lubbock-Cooper ISD will begin phasing out remote learning next week.

The Board of Trustees voted to suspend it for secondary students effective Tuesday, Oct. 13. That will include elementary students on Oct. 19.

Effective those days, all students will have to attend classes in person.

District administrators said this is the best move for students. Ten percent of Lubbock-Cooper students are currently enrolled in online learning.

Out of that, the district reports less than 1 in 10 of secondary students are actively engaged through the process. That is less than 2 in 5 for elementary students.

Administrators said those students are suffering academically and are not showing progress.

The district noted 34 students have tested positive for COVID-19, less than half a percent of total enrollment. Administrators said the last of the infected students are expected to return to school in the next few days.



NEW DIANA INDEPENDENT SCHOOL DISTRICT

September 29, 2020

Carl Key
Superintendent

D. Scott Farler, EdD.
Curriculum/Instruction

Melissa Ryan
Federal/State
Programs

Greg Pope
Operations

Sharon Wager
Technology/PEIMS

Mark Ferrer
Human Resources

Teresa Beckham
Business Manager

Bruce Jeffery
Maintenance

Toni Druschke
Food Service

1373 US Hwy 259 S
Diana, TX 75640

(903)663-8000
Fax (903)241-7393

www.ndisd.org

The New Diana ISD Board of Trustees met in a specially called meeting, Monday, September 28, 2020 to discuss the impact that remote/online instruction has made on its Students and Teachers.

Discussion revealed the concept of remote/online instruction has not been successful for our students, and the added burden placed on our Teachers and Administration is unsustainable. In a unanimous decision the Board of Trustees has decided that remote/online instruction shall cease, effective today, September 29th. A grace period, ending October 12th, has been established to allow parents of students affected by this decision to evaluate education options, and determine which is best for them.

It is the District's belief that face-to-face instruction is and remains the best method for a child's learning. We look forward to welcoming all of our New Diana ISD Eagles back to the classroom, however, should you choose to pursue an alternative means of education for your child, we wish everyone success beyond measure.

A partial list of available alternative education possibilities include:

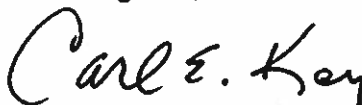
- Withdrawal to homeschooling
- Enroll in an online K-12 school
- Transfer to another district

Please contact your campus Principal for more detailed information.

RFH Elementary	Ashley Zucosky	(903) 663-8004
Middle School	Justin Verzosa	(903) 663-8002
High School	John Gross	(903) 663-8001

The New Diana ISD and Board of Trustees is committed to the success of our students and staff and we look forward to a bright future for all.

Best regards,


Carl E. Key, Superintendent

Roosevelt ISD

NOTICE: Suspension of Remote Learning Option



Roosevelt ISD is suspending remote learning across all campuses effective at the end of the first six weeks, which is this Friday, September 25th. The only exception will be for those students who are told to quarantine by the Lubbock Health Department for fourteen days due to close contact exposures or a positive test result for COVID-19.

Why are we making this adjustment?

During our first five instructional weeks we have had low incident rates of positive COVID-19 cases (less than one hundredth of a percent) and the entire state of Texas has reported 0.2% positive cases in the over 1.1 million students who are currently enrolled during that same time frame.

At the same time a large majority of our remote learners are not being successful. Over 70% of our remote learners are failing at least one class, many are failing several classes this six weeks.

After reviewing the data, and discussing this issue with our administrators and school board, we are doing what we feel is in the best interest of all of our Roosevelt ISD students. The last day of remote learning will be Friday, September 25th. **All students enrolled in Roosevelt ISD must begin attending on-campus instruction no later than Monday, September 28th,** the first day of the 2nd 6 weeks grading period. We encourage our current remote learners to return to on-campus instruction at your earliest convenience to help improve grades before the end of the first six weeks which is Friday, September 25th.

While we strongly believe on-campus instruction at Roosevelt ISD is the best option for all children, here are some other options you could consider if you do not believe it is in your child's best interest to return to our campus next week.

- Call other districts to seek transfer or TEA accredited charter school
- Homeschool
- Enroll with an online school
 - K-12 online (www.k12.com) - this is a free virtual public school in Texas
 - TTU K-12 (<http://www.depts.ttu.edu/k12/>) - this is not free

We look forward to a closer return to normalcy and want to reiterate that we strongly wish to have your child back in our classrooms! Please understand that we recognize some students may need to be absent for a few days while they await test results. These students will be afforded the opportunity to make-up any missed work as they traditionally would before this pandemic.

Campus administrators will be contacting all of our remote learners this week to discuss steps needed to return your child back to all Roosevelt ISD campuses on Monday, September 28th.

If you have questions, please do not hesitate to contact me at (806) 842-3282 Ext. 101 or email me at dgrimes@risdtx.us.

Sincerely,

Dallas Grimes
Superintendent; Roosevelt ISD



S&S CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. Box 837 • Sadler, Texas 76264 • Office: (903) 564-6051 • Fax: (903) 564-3492 • www.sscisd.net

10-6-2020

S&S CISD Parents and Students,

After the Texas Education Agency announced on September 24th that schools were not required to provide remote instruction S&S CISD and many schools began to investigate the effectiveness of remote instruction compared to face to face instruction. That data for us locally showed 54% of our remote learners were failing at least one class while 13% of our face to face learners were failing a class. Many of our students who started as remote learners have since returned to campus and we are seeing an improvement in their performance. As of October 5th only 97 of our 987 (9.8%) students enrolled in S&S CISD were still learning remotely.

We have been asking our teachers to start their days earlier than ever to deal with the challenges associated with Covid-19. While doing the little things to help keep everyone safe we have required our teachers to teach on two different platforms and serve the kids here on campus while also teaching students who chose remote learning. Our staff has performed all of these tasks while putting in more hours and days than should be asked of them. We know this workload along with the stress of keeping up with all of it is simply not sustainable.

S&S CISD had one student test positive for Covid-19 in the month of August and another student tested positive in the month of September. Those numbers have been much lower than what we braced for as we returned to school in August and we are grateful for that.

After careful consideration S&S CISD will be suspending remote learning at the end of the 1st 9 week grading period which is October 16th. Beginning Monday, October 19th all students will be back in the classroom for face to face learning. The exceptions will be those students who have tested positive for Covid-19 or who have been quarantined by the S&S CISD Covid-19 Committee.

While we want to see all of our students return to school face to face we want to allow enough time for you to make the decision you feel is best. Students not returning to school have the following choices:

- Withdraw to homeschool
- Enroll in a private school
- Request to transfer to a district that offers remote learning

If you are considering home school as an option, there are several programs available. However, there are two programs that we know of that are accredited and would provide a smooth transition if/when you decide to return to school:

1. K12 Online Schools – this is a free program. Details can be found at <https://www.k12.com/parent-student-resources/how-to-enroll.html>
2. TxVSN – the Texas Virtual School Network is supported by the Texas Education Agency and is also a free program. Details can be found at <https://txvsn.org/Online-Schools/>

Please contact your student's campus principal for more information related to the return to face to face learning. Thank you for your support and your partnership during this unprecedented time in education and life as we currently know it.

Respectfully,

Roger Reed
Superintendent

ANNOUNCEMENT

Whitehouse ISD has successfully opened the school year, keeping students and staff safe while providing a high quality education. It is time to begin a Strong Comeback to face-to-face learning on campus for our remote learners.

Beginning Tuesday, October 20th, Whitehouse ISD will require all remote learners to return to school for face to face instruction. The exception will be those students and families who have legitimate health concerns and are medically fragile. Medically fragile students will remain on remote learning if the parent provides a doctor's diagnosis or recommendation to the school nurse. WISD believes everyone has the right to a safe and secure environment.

In March, we cooperated with state and local officials by closing schools to prevent overloading our hospitals and to flatten the curve of COVID spread. WISD did so effectively. The Texas Education Agency then required us to offer remote and face to face instruction to begin the school year in an effort to serve our students amid the pandemic. WISD did so successfully. Now, we have evaluated the academic progress of remote learners. About 70% of our remote learners are failing to succeed. We have confirmed that we can safely educate students face to face and it is time for remote learners to come back, beginning October 20th. Through the first 7 weeks of school, WISD reported 40 positive COVID cases among students and staff, which is about 1/2 of 1% of our current staff and students on campus. We can have school face-to-face safely and the future of our students depends on teachers working with them in person when possible. It is time for a Strong Comeback. So, Tuesday, October 20th is back to school for remote learners and we are looking forward to serving our families safely as they return.

If you are a parent of a remote learner with a medical condition that would prevent that student from returning on Tuesday, October 20th, I am asking you to provide documentation from a physician to your school nurse so that we can support you remotely. All other students are expected to return on the 20th. For students who are quarantined or isolated due to symptoms, close contact or a positive COVID test, you should follow the nurse's orders and return to school on the date given to you. We will continue to have students in and out of school due to being ill or considered to have had close contact. We will continue to provide remote learning for those students in quarantine and isolation.

Finally, many thanks to our students who are being mindful to wear their face covering, wash their hands regularly and social distance when possible. You are making it possible for us to continue the great things going on in Whitehouse ISD each and every day. I look forward to greeting our remote learners for face-to-face instruction beginning Tuesday, October 20th. If you have any questions, contact your campus for support.

Thank you and have a great day!



Whitesboro Independent School District

115 Fourth Street
Whitesboro, Texas 76273
(903)564-4200 • Fax (903)564-9303



“Learning Today....Leading Tomorrow”

To: Parents and Students of Whitesboro ISD
From: Ryan Harper
Date: 9/28/2020
Re: Remote Learning

Beginning October 5th, 2020, Whitesboro ISD will only offer Face to Face Instruction in lieu of Remote Learning. All “at home learners” will need to choose which path they will take beginning, Monday 10/5 from one of the following approved, options for the compulsory education laws:

1. Come to school Face to Face
2. Withdraw to Home School
3. Enroll in a Private School
4. Request Transfer to a district that offers remote learning
5. Return to your home district (Current transfer students not wishing to attend WISD)

Staff Concerns:

Over the past 5 weeks, the administration of WISD has watched our teachers pour their hearts and souls into their profession trying to maintain some form of educational semblance over a wide array of platforms. The tireless work that they have performed, and succeeded at, has proven to be unsustainable. The nature of an educator is to “help” at all costs. I’ve seen it, I’ve heard it, and I’ve felt it at home, and the “help at all costs” attitude, comes with too steep a price tag. WISD is blessed with the absolute best teachers and we want them to stay with us, and in education, for years to come!

Student Concerns:

As of 9/25/2020, WISD had 221 remote learners making up 13% of WISD enrollment. Whitesboro High School has 74 online learners. Out of those 74, 48 of them are failing more than one class. WMS currently has 64 online learners with 46 currently failing more than one class. With a 65% and 70% failure rate, the last 5 weeks have unequivocally proven that “remote learning” is not educationally sound for our students.

COVID-19 Concerns:

To date, WISD has required 1 student to quarantine due to being in close contact with a positive C19 case **at school**. All other quarantines have developed from after hour activities that are happening at home. WISD will keep safety a priority by continuing to require masks, continue to clean thoroughly, multiple times per day, and continue to require our students to follow Social Distancing Guidelines (where applicable). This will continue, as long as necessary, to keep our kids safe, to keep our kids in school and to keep our kids participating in the events that they love. We will do OUR part.

Thank you for working with WISD during this most unusual time in education. For any campus or grade level questions, please contact the campus administration. If you have any C19 specific questions, please don’t hesitate to ask.

Thank you,

Ryan Harper
Superintendent, Whitesboro ISD



Yoakum Independent School District

Excellence in Education

Notifications

Dear Yoakum ISD Family:

As you know, the District has offered the option of remote instruction since the beginning of the 2020-2021 school year as a temporary response to COVID-19. I am very pleased to report that the efforts we have made to keep students and staff safe are working. These safety protocols can all be found in Yoakum ISD Safe Start Plan. As a result, we have not seen an outbreak of COVID-19. I want to thank each employee, student, and family who have worked so hard to follow our safety protocols and help ensure that YISD can continue to provide face-to-face instruction.

Considering this, Yoakum ISD has made the decision to end remote instruction at Yoakum Primary Annex School, Yoakum Primary School, and Yoakum Intermediate School effective Monday, September 28, 2020. **Beginning Monday, September 28, 2020, all students enrolled in Yoakum Primary Annex School, Yoakum Primary School, or Yoakum Intermediate School must report for in-person instruction.** Effective October 13, 2020, remote instruction will end for Yoakum Junior High School and Yoakum High School. **Beginning Tuesday, October 13, 2020, all students enrolled in Yoakum Junior High School and Yoakum High School must report for in-person instruction.** In accordance with TEA guidelines, parents have the option to request a transfer to any school district to meet their children's educational needs for remote instruction. Parents also have the option to withdraw their children and enroll them in a private school or homeschool.

Yoakum ISD feels confident that the District's plan to PREVENT the virus from entering the school, RESPOND to lab-confirmed cases, and MITIGATE the likelihood of COVID-19 spread inside the school is sound and looks forward to our current remote learners joining us for in-person instruction on Monday, September 28, 2020 for Pre-K thru 5th grade students and on Tuesday, October 13, 2020 for 6th grade thru 12th grade students. We will offer instructional support for students experiencing COVID related illnesses just as we would for any other illness.

We are looking forward to this transition, and thank you for working with our district through this very strange time. If you have any questions, please contact your campus administrator.

Sincerely,
Tom Kelley
Superintendent

Yoakum ISD 2020-2021 Return-to-School Plan

163

**ZAVALLA INDEPENDENT SCHOOL DISTRICT
431 EAST MAIN STREET
ZAVALLA, TEXAS 75980
936-897-2271
SUPERINTENDENT, MR. RICKY OLIVER**

Committed to Excellence in Education

Tomorrow, October 2, 2020 marks the completion of eight weeks of the 20-21 school year at Zavalla ISD. We have been continuously monitoring the day-to-day activities of this year. In spite of the overwhelming challenges that have been presented, our students, teachers, parents, and staff have helped ZISD meet the challenges that have come our way.

Currently, 88% of our students are Face-to-Face learners. Our safety protocols have been instrumental in helping our students and staff stay healthy. We have had low incident rates of positive COVID-19 cases among students and staff. Of the three (3) cases on Zavalla ISD campuses thus far this school year, zero have resulted from contact at school.

After reviewing the data from our first six weeks of school, a large majority of our remote learners are not being successful. This new data supports the overwhelming consensus that the most successful environment to educate students is face-to-face. Zavalla ISD must adapt and change in order to provide the best educational experience for our students.

The District will transition back to 100% Face-to-Face learning on Tuesday, October 13th. The last day of remote learning will be Friday, October 9th. **All students enrolled in Zavalla ISD must begin attending on-campus instruction on Tuesday, October 13th.**

October 13th is our 10th week of school. If a student tests positive or has to self-isolate for COVID-19, the district will offer instructional support for the duration of the illness. ZISD will continue to adhere to CDC/TEA public health guidance.

We believe this decision is the best interest of the students and staff of Zavalla ISD. We also understand that there will be some who do not agree with this decision. We respect your right to do so. Here are some other options if you do not believe it is in your child's best interest to return to face-to-face instruction on October 13th:

- Request transfer status from any other public school or TEA accredited charter school who accepts online transfers
- Withdraw your child to engage in Homeschool education
- Enroll your child in an online school operated by the Texas Virtual School Network
 - K-12 online (www.k12.com) Free for 3rd-12th. Tuition for K-2nd
 - TTU K-12 (<http://www.depts.ttu.edu/k12/>) Tuition

Zavalla ISD remains committed to meeting the instructional needs and ensuring the academic success of all students.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020** _____ -

Subject: **Minutes** _____



The minutes for September 14, 2020 are included for the Board.

Recommendation:

The minutes listed above be approved as presented.

Waxahachie ISD
BOARD OF TRUSTEES

Date: October 12, 2020

Subject: Budget and Finance

Presented by: Ryan Kahlden

Background:

General Operating Cash Position Report, Cash Projection Reports, followed by report showing cash position for multiple funds including G/O, I&S, Capital Projects and Enterprise Funds. Investment Reports for all funds included. Revenue and Expense reports shown by summary and by function and object.

Recommendation:

Review and approve the monthly Financial Reports as presented.

**GENERAL OPERATING
CASH POSITION
AS OF AUGUST 2020**

Actual Invested Funds:	\$23,986,799.19
Actual Cash Balance:	<u>\$ 449,356.98</u>

Total Cash Balance (Aug. 31st): \$24,436,156.17

Estimated Sept. 20 Tax Revenue:	\$ 475,300.00
Estimated Sept. 20 State/Other Revenue:	\$ 9,152,700.00
Estimated Sept. 20 Payroll Expenses:	\$ -6,575,800.00
Estimated Sept. 20 A/P Expenses:	<u>\$ -1,794,350.00</u>

Projected Cash Balance end (Sept. 30th): \$25,694,006.17

There are no anticipated cash flow problems for the District.

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2019-20
(updated with monthly actuals)

Projected 2019-20 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 22,938,565	\$ 29,445,499	\$ 29,254,009	\$ 28,681,205	\$ 42,465,634	\$ 53,310,242	\$ 50,198,691	\$ 45,131,095	\$ 40,544,070	\$ 35,721,482	\$ 31,304,339	\$ 27,881,495	
Local Tax Revenue	\$ 156,775	\$ 65,997	\$ 2,766,900	\$ 21,062,624	\$ 18,067,034	\$ 4,749,825	\$ 693,257	\$ 231,535	\$ 251,992	\$ 261,223	\$ 175,718	\$ 69,245	\$ 48,552,224
State/Other Revenue	\$ 14,447,809	\$ 7,609,514	\$ 4,451,808	\$ 919,079	\$ 443,926	\$ 495,995	\$ 1,693,176	\$ 2,979,205	\$ 2,169,029	\$ 3,957,046	\$ 4,966,718	\$ 6,294,026	\$ 50,427,331
Payroll Expenses	\$ (6,104,115)	\$ (6,203,769)	\$ (6,194,703)	\$ (6,533,509)	\$ (6,119,783)	\$ (6,209,609)	\$ (6,186,975)	\$ (6,027,143)	\$ (6,079,132)	\$ (6,046,173)	\$ (6,044,525)	\$ (6,161,162)	\$ (73,910,598)
Accounts Payable	\$ (1,993,534)	\$ (1,663,232)	\$ (1,596,809)	\$ (1,693,765)	\$ (1,546,569)	\$ (2,147,861)	\$ (1,267,055)	\$ (1,770,621)	\$ (1,164,477)	\$ (2,589,236)	\$ (2,520,755)	\$ (3,647,448)	\$ (23,571,364)
Ending Balance	\$ 29,445,499	\$ 29,254,009	\$ 28,681,205	\$ 42,465,634	\$ 53,310,242	\$ 50,198,691	\$ 45,131,095	\$ 40,544,070	\$ 35,721,482	\$ 31,304,339	\$ 27,881,495	\$ 24,436,156	\$ 98,979,555

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2020-21
(original projections)

Projected 2020-21 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 24,436,155	\$ 25,694,005	\$ 26,564,844	\$ 26,418,144	\$ 40,870,944	\$ 52,326,619	\$ 48,808,219	\$ 42,282,189	\$ 38,120,289	\$ 32,726,589	\$ 29,146,739	\$ 26,838,339	
Local Tax Revenue	\$ 475,300	\$ 875,300	\$ 3,475,600	\$ 21,750,400	\$ 18,760,300	\$ 3,780,400	\$ 550,400	\$ 235,400	\$ 176,500	\$ 145,900	\$ 176,500	\$ 75,650	\$ 50,477,650
State/Other Revenue	\$ 9,152,700	\$ 8,415,300	\$ 4,922,500	\$ 1,364,100	\$ 1,185,375	\$ 1,185,300	\$ 1,214,170	\$ 4,023,700	\$ 2,960,600	\$ 4,970,200	\$ 6,190,300	\$ 7,266,500	\$ 52,860,745
Payroll Expenses	\$ (6,575,800)	\$ (6,750,300)	\$ (6,759,400)	\$ (6,975,800)	\$ (6,691,700)	\$ (6,740,300)	\$ (6,750,300)	\$ (6,780,500)	\$ (6,790,500)	\$ (6,800,350)	\$ (6,879,400)	\$ (6,750,300)	\$ (81,244,650)
Accounts Payable	\$ (1,794,350)	\$ (1,969,450)	\$ (1,785,400)	\$ (1,683,900)	\$ (1,798,300)	\$ (1,743,800)	\$ (1,540,300)	\$ (1,640,500)	\$ (1,740,300)	\$ (1,895,600)	\$ (1,795,800)	\$ (1,975,800)	\$ (21,065,500)
Ending Balance	\$ 25,694,005	\$ 26,564,855	\$ 26,418,144	\$ 40,870,944	\$ 52,326,619	\$ 48,808,219	\$ 42,282,189	\$ 38,120,289	\$ 32,726,589	\$ 29,146,739	\$ 26,838,339	\$ 25,454,389	\$ (102,310,150)

Projections based on these assumptions:

The beginning balance is based on the adjusted 8/31/20 cash balance of \$449,356.98 plus the actual invested balance of \$23,986,797.90.

Tax revenue is based on total taxes budgeted for 20-21 and divided per month based on 19-20 collections.
Tax revenue includes General Operating only - not I&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.
These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts.

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 20-21 year - including substitutes and retiree payoffs.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
CASH POSITION
FOR THE PERIOD ENDED
AUGUST 2020

		<u>LOCAL MAIN</u>	<u>I & S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	07/31/20	\$ 917,532.80	\$ 261,593.50	\$ -	\$ 301,996.18	\$ 691,937.34	\$ 2,173,059.82
Add: Deposits		\$ 9,340,433.96	\$ 11,600,740.59	\$ -	\$ 1,561,919.02	\$ 141,244.86	\$ 22,644,338.43
Less: Disbursements		\$ (9,808,609.78)	\$ (11,600,716.67)	\$ -	\$ (1,581,565.22)	\$ -194,729.06	\$ (23,185,620.73)
Ending Balances	07/31/20	\$ 449,356.98	\$ 261,617.42	\$ -	\$ 282,349.98	\$ 638,453.14	\$ 1,631,777.52
Add: Investments		\$ 23,986,799.19	\$ 1,851,520.10	\$ 1,549,486.03	\$ 2,109,508.17	\$ 0.00	\$ 29,497,313.49
TOTALS		\$ 24,436,156.17	\$ 2,113,137.52	\$ 1,549,486.03	\$ 2,391,858.15	\$ 638,453.14	\$ 31,129,091.01

PERCENTAGE OF CURRENT YEAR REVENUES
General Operating and Interest & Sinking

	<u>Total Levy</u> (Budgeted)	<u>8/31/2020</u>	<u>Percentage</u>
2018-19 Tax Collections			
Current	\$ 61,076,286	60,762,664.01	99.48%
Prior Yr. Delinquent	\$ 390,000	224,763.52	57.63%
Penalties	\$ 330,000	559,992.80	169.69%
2019-20 Tax Collections			
Current	\$ 65,922,774	65,202,909.69	98.91%
Prior Yr. Delinquent	\$ 390,000	502,476.64	128.84%
Penalties	\$ 330,000	342,410.70	103.76%
2018-19 Other Revenue	\$ 36,828,156	41,725,162.31	113.29%
2019-20 Other Revenue	\$ 47,947,290	49,592,818.52	103.43%
2018-19 Total Revenue	\$ 98,624,442	103,272,582.64	104.71%
2019-20 Total Revenue	\$ 114,590,064	115,640,615.55	100.92%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
8/1/2020	G/O	POOL	TASB LONE STAR	\$25,983,309.83	**8/31/20	0.117	0.117	\$25,983,309.83	\$2,579.75	\$25,985,889.58
8/1/2020	G/O	POOL	TEX-POOL	\$980,652.85	**8/31/20	0.177	0.177	\$980,652.85	\$147.25	\$980,800.10
8/3/2020	G/O	POOL	TASB LONE STAR	-\$ 227,845.71	withdrawal			-\$ 227,845.71	\$0.00	-\$227,845.71
8/3/2020	G/O	POOL	TASB LONE STAR	\$ 20,702.44	**8/31/20	0.117	0.117	\$ 20,702.44	\$1.86	\$20,704.30
8/3/2020	G/O	POOL	TASB LONE STAR	\$ 448,000.00	**8/31/20	0.117	0.117	\$ 448,000.00	\$40.21	\$448,040.21
8/3/2020	G/O	POOL	TASB LONE STAR	\$ 64,000.00	**8/31/20	0.117	0.117	\$ 64,000.00	\$5.74	\$64,005.74
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 80,971.10	**8/31/20	0.117	0.117	\$ 80,971.10	\$7.01	\$80,978.11
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 109,813.84	**8/31/20	0.117	0.117	\$ 109,813.84	\$9.50	\$109,823.34
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 67,196.00	**8/31/20	0.117	0.117	\$ 67,196.00	\$5.82	\$67,201.82
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 10,331.84	**8/31/20	0.117	0.117	\$ 10,331.84	\$0.89	\$10,332.73
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 5,553.34	**8/31/20	0.117	0.117	\$ 5,553.34	\$0.48	\$5,553.82
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 9,114.87	**8/31/20	0.117	0.117	\$ 9,114.87	\$0.79	\$9,115.66
8/4/2020	G/O	POOL	TASB LONE STAR	\$ 127,223.00	**8/31/20	0.117	0.117	\$ 127,223.00	\$11.01	\$127,234.01
8/6/2020	G/O	POOL	TASB LONE STAR	\$ 13,811.07	**8/31/20	0.117	0.117	\$ 13,811.07	\$1.11	\$13,812.18
8/7/2020	G/O	POOL	TASB LONE STAR	\$ 2,400.39	**8/31/20	0.117	0.117	\$ 2,400.39	\$0.18	\$2,400.57
8/7/2020	G/O	POOL	TASB LONE STAR	\$ 200.00	**8/31/20	0.117	0.117	\$ 200.00	\$0.01	\$200.01
8/7/2020	G/O	POOL	TASB LONE STAR	-\$ 71,088.76	withdrawal			-\$ 71,088.76	\$0.00	\$0.00
8/7/2020	G/O	POOL	TASB LONE STAR	-\$ 635,115.31	withdrawal			-\$ 635,115.31	\$0.00	-\$635,115.31
8/7/2020	G/O	POOL	TASB LONE STAR	-\$ 18,544.72	withdrawal			-\$ 18,544.72	\$0.00	-\$18,544.72
8/7/2020	G/O	POOL	TASB LONE STAR	\$ 5,000.00	**8/31/20	0.117	0.117	\$ 5,000.00	\$0.37	\$5,000.37
8/10/2020	G/O	POOL	TASB LONE STAR	\$ 1,692.33	**8/31/20	0.117	0.117	\$ 1,692.33	\$0.11	\$1,692.44
8/12/2020	G/O	POOL	TASB LONE STAR	\$ 4,520.51	**8/31/20	0.117	0.117	\$ 4,520.51	\$0.28	\$4,520.79
8/12/2020	G/O	POOL	TASB LONE STAR	\$ 3,916.11	**8/31/20	0.117	0.117	\$ 3,916.11	\$0.24	\$3,916.35
8/13/2020	G/O	POOL	TASB LONE STAR	\$ 4,366.21	**8/31/20	0.117	0.117	\$ 4,366.21	\$0.25	\$4,366.46
8/13/2020	G/O	POOL	TASB LONE STAR	-\$ 235,594.41	withdrawal			-\$ 235,594.41	\$0.00	-\$235,594.41
8/13/2020	G/O	POOL	TASB LONE STAR	-\$ 119,983.98	withdrawal			-\$ 119,983.98	\$0.00	-\$119,983.98
8/14/2020	G/O	POOL	TASB LONE STAR	-\$ 268,473.39	withdrawal			-\$ 268,473.39	\$0.00	-\$268,473.39
8/14/2020	G/O	POOL	TASB LONE STAR	\$ 223.49	**8/31/20	0.117	0.117	\$ 223.49	\$0.01	\$223.50
8/17/2020	G/O	POOL	TASB LONE STAR	\$ 2,201.85	**8/31/20	0.117	0.117	\$ 2,201.85	\$0.10	\$2,201.95
8/17/2020	G/O	POOL	TASB LONE STAR	\$ 6,902.82	**8/31/20	0.117	0.117	\$ 6,902.82	\$0.31	\$6,903.13
8/18/2020	G/O	POOL	TASB LONE STAR	\$ 91.22	**8/31/20	0.117	0.117	\$ 91.22	\$0.00	\$91.22
8/19/2020	G/O	POOL	TASB LONE STAR	\$ 1,018.59	**8/31/20	0.117	0.117	\$ 1,018.59	\$0.04	\$1,018.63
8/21/2020	G/O	POOL	TASB LONE STAR	-\$ 513,351.50	withdrawal			-\$ 513,351.50	\$0.00	-\$513,351.50
8/21/2020	G/O	POOL	TASB LONE STAR	\$ 3,347.35	**8/31/20	0.117	0.117	\$ 3,347.35	\$0.11	\$3,347.46
8/24/2020	G/O	POOL	TASB LONE STAR	-\$ 5,670,617.68	withdrawal			-\$ 5,670,617.68	\$0.00	-\$5,670,617.68
8/24/2020	G/O	POOL	TASB LONE STAR	-\$ 222,899.08	withdrawal			-\$ 222,899.08	\$0.00	-\$222,899.08
8/24/2020	G/O	POOL	TASB LONE STAR	\$ 1,193.65	**8/31/20	0.117	0.117	\$ 1,193.65	\$0.03	\$1,193.68
8/24/2020	G/O	POOL	TASB LONE STAR	-\$ 515,507.87	withdrawal			-\$ 515,507.87	\$0.00	-\$515,507.87
8/25/2020	G/O	POOL	TASB LONE STAR	\$ 22,545.00	**8/31/20	0.117	0.117	\$ 22,545.00	\$0.43	\$22,545.43
8/25/2020	G/O	POOL	TASB LONE STAR	\$ 1,352.70	**8/31/20	0.117	0.117	\$ 1,352.70	\$0.03	\$1,352.73
8/25/2020	G/O	POOL	TASB LONE STAR	\$ 5,214,092.00	**8/31/20	0.117	0.117	\$ 5,214,092.00	\$100.28	\$5,214,192.28
8/25/2020	G/O	POOL	TASB LONE STAR	\$ 2,274.90	**8/31/20	0.117	0.117	\$ 2,274.90	\$0.04	\$2,274.94
8/26/2020	G/O	POOL	TASB LONE STAR	\$ 2,665.82	**8/31/20	0.117	0.117	\$ 2,665.82	\$0.04	\$2,665.86

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
8/27/2020	G/O	POOL	TASB LONE STAR	\$ 5,393.48	**8/31/20	0.117	0.117	\$ 5,393.48	\$0.07	\$5,393.55
8/28/2020	G/O	POOL	TASB LONE STAR	\$ 1,217.84	**8/31/20	0.117	0.117	\$ 1,217.84	\$0.01	\$1,217.85
8/31/2020	G/O	POOL	TASB LONE STAR	\$ 6,626.40	**8/31/20	0.117	0.117	\$ 6,626.40	\$0.00	\$6,626.40
8/31/2020	G/O	POOL	TASB LONE STAR	-\$ 28,362.38	withdrawal			-\$ 28,362.38		
8/31/2020	G/O	POOL	TASB LONE STAR	-\$ 242,185.24	withdrawal			-\$ 242,185.24		
8/31/2020	G/O	POOL	TEX-POOL	-\$ 328,796.74	withdrawal			-\$ 328,796.74		
8/31/2020	G/O	POOL	TASB LONE STAR	-\$ 92,069.26	withdrawal			-\$ 92,069.26		
8/31/2020	G/O	POOL	TASB LONE STAR	-\$ 51,622.47	withdrawal			-\$ 51,622.47		
8/31/2020	G/O	POOL	TASB LONE STAR	\$ 2,503.78	interest			\$ 2,503.78		
8/31/2020	G/O	POOL	TEX-POOL	\$ 147.30	interest			\$ 147.30		
9/1/2020	G/O	POOL	TASB LONE STAR	\$ 6,675.39	in transit			\$ 6,675.39		
9/2/2020	G/O	POOL	TASB LONE STAR	\$ 449.67	in transit			\$ 449.67		
9/3/2020	G/O	POOL	TASB LONE STAR	\$ 4,103.26	in transit			\$ 4,103.26		
9/1/2020	G/O	POOL	TASB LONE STAR	\$ 1,055.45	in transit			\$ 1,055.45		
			SUB-TOTAL:	\$ 23,986,799.19				\$ 23,986,799.19		
8/1/2020	I&S	POOL	TASB-LONE STAR	\$13,592,216.93	**8/31/20	0.117	0.117	\$13,592,216.93	\$1,350.66	\$13,593,567.59
8/6/2020	I&S	POOL	TASB-LONE STAR	\$ 4,891.95	**8/31/20	0.117	0.117	\$ 4,891.95	\$0.00	\$4,891.95
8/7/2020	I&S	POOL	TASB-LONE STAR	\$ 830.50	**8/31/20	0.117	0.117	\$ 830.50	\$0.00	\$830.50
8/10/2020	I&S	POOL	TASB-LONE STAR	-\$ 11,600,716.67	withdrawal			-\$ 11,600,716.67	\$0.00	-\$11,600,716.67
8/10/2020	I&S	POOL	TASB-LONE STAR	-\$ 165,000.00	transfer QSCB			-\$ 165,000.00	\$0.00	-\$165,000.00
8/10/2020	I&S	POOL	TASB-LONE STAR	\$ 607.83	**8/31/20	0.117	0.117	\$ 607.83	\$0.00	\$607.83
8/12/2020	I&S	POOL	TASB-LONE STAR	\$ 1,624.49	**8/31/20	0.117	0.117	\$ 1,624.49	\$0.00	\$1,624.49
8/12/2020	I&S	POOL	TASB-LONE STAR	\$ 1,358.86	**8/31/20	0.117	0.117	\$ 1,358.86	\$0.00	\$1,358.86
8/13/2020	I&S	POOL	TASB-LONE STAR	\$ 1,500.22	**8/31/20	0.117	0.117	\$ 1,500.22	\$0.00	\$1,500.22
8/14/2020	I&S	POOL	TASB-LONE STAR	\$ 80.31	**8/31/20	0.117	0.117	\$ 80.31	\$0.00	\$80.31
8/17/2020	I&S	POOL	TASB-LONE STAR	\$ 784.28	**8/31/20	0.117	0.117	\$ 784.28	\$0.00	\$784.28
8/18/2020	I&S	POOL	TASB-LONE STAR	\$ 30.47	**8/31/20	0.117	0.117	\$ 30.47	\$0.00	\$30.47
8/19/2020	I&S	POOL	TASB-LONE STAR	\$ 362.00	**8/31/20	0.117	0.117	\$ 362.00	\$0.00	\$362.00
8/21/2020	I&S	POOL	TASB-LONE STAR	\$ 1,150.93	**8/31/20	0.117	0.117	\$ 1,150.93	\$0.00	\$1,150.93
8/24/2020	I&S	POOL	TASB-LONE STAR	\$ 403.72	**8/31/20	0.117	0.117	\$ 403.72	\$0.00	\$403.72
8/25/2020	I&S	POOL	TASB-LONE STAR	\$ 815.89	**8/31/20	0.117	0.117	\$ 815.89	\$0.00	\$815.89
8/26/2020	I&S	POOL	TASB-LONE STAR	\$ 954.40	**8/31/20	0.117	0.117	\$ 954.40	\$0.00	\$954.40
8/27/2020	I&S	POOL	TASB-LONE STAR	\$ 1,937.46	**8/31/20	0.117	0.117	\$ 1,937.46	\$0.00	\$1,937.46
8/28/2020	I&S	POOL	TASB-LONE STAR	\$ 435.28	**8/31/20	0.117	0.117	\$ 435.28	\$0.00	\$435.28
8/31/2020	I&S	POOL	TASB-LONE STAR	\$ 2,316.41	**8/31/20	0.117	0.117	\$ 2,316.41	\$0.00	\$2,316.41
8/31/2020	I&S	POOL	TASB-LONE STAR	\$ 595.26	interest			\$ 595.26	\$0.00	\$595.26
9/1/2020	I&S	POOL	TASB-LONE STAR	\$ 2,351.66	in transit			\$ 2,351.66		
9/1/2020	I&S	POOL	TASB-LONE STAR	\$ 356.45	in transit			\$ 356.45		
9/2/2020	I&S	POOL	TASB-LONE STAR	\$ 161.59	in transit			\$ 161.59		

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
9/3/2020	I&S	POOL	TASB-LONE STAR	\$ 1,469.88	in transit	0.117	0.117	\$ 1,469.88		
			SUB-TOTAL:	\$1,851,520.10				\$1,851,520.10		
8/1/2020	QSCB	POOL	TASB-LONE STAR	\$1,384,338.44	**8/31/20	0.117	0.117	\$1,384,338.44	\$137.56	\$1,384,476.00
8/10/2020	QSCB	POOL	TASB-LONE STAR	\$165,000.00	**8/31/20	0.117	0.117	\$165,000.00	\$11.11	\$165,011.11
8/31/2020	QSCB	POOL	TASB-LONE STAR	\$147.59	interest			\$147.59		
			SUB-TOTAL:	\$1,549,486.03				\$1,549,486.03		
8/1/2020	BLDG.	POOL	TASB-LONE STAR	\$3,677,217.17	**8/31/20	0.117	0.117	\$3,677,217.17	\$365.40	\$3,677,582.57
8/6/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 86.75	withdrawal			-\$ 86.75	\$0.00	-\$ 86.75
8/7/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 24,069.38	withdrawal			-\$ 24,069.38	\$0.00	-\$ 314.70
8/7/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 109,013.58	withdrawal			-\$ 109,013.58	\$0.00	-\$ 29,567.19
8/7/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 168.69	withdrawal			-\$ 168.69	\$0.00	-\$ 12,536.04
8/10/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 618,454.45	withdrawal			-\$ 618,454.45	\$0.00	-\$ 1,619,313.88
8/13/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 10,617.77	withdrawal			-\$ 10,617.77	\$0.00	-\$ 244.85
8/13/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 20,566.14	withdrawal			-\$ 20,566.14	\$0.00	-\$ 291.57
8/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 6,112.76	withdrawal			-\$ 6,112.76	\$0.00	-\$ 2,973.25
8/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 86.75	withdrawal			-\$ 86.75	\$0.00	-\$ 13,196.48
8/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 757,679.60	withdrawal			-\$ 757,679.60	\$0.00	-\$ 6,112.76
8/31/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 20,754.02	withdrawal			-\$ 20,754.02	\$0.00	-\$ 32,579.37
8/31/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 395.88	withdrawal			-\$ 395.88		
8/31/2020	BLDG.	POOL	TASB-LONE STAR	\$ 296.77	interest			\$ 296.77		
				\$2,109,508.17				\$2,109,508.17		
			TOTAL INVESTED:	\$29,497,313.49						
			total does not include							
			scholarship investments							
8/1/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$908,224.59	**8/31/20	1.279	1.279	\$908,224.59	\$986.43	\$909,211.02
8/5/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$ 10,000.00	withdrawal			-\$ 10,000.00		
8/7/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$ 1,000.00	withdrawal			-\$ 1,000.00		
8/7/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$ 3,000.00	withdrawal			-\$ 3,000.00		
8/12/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$ 5,000.00	withdrawal			-\$ 5,000.00		
8/25/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$ 4,000.00	withdrawal			-\$ 4,000.00		
8/31/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$210.82	interest			\$210.82		
			SCHOLARSHIP TOTAL:	\$885,435.41				\$885,435.41		

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD/COST	PROJ. INT.	PAR
<p>THEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 08/31/2020. INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.</p>									
<p>RYAN KAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE</p>									
<p>WENDY ROSS, DIRECTOR OF ACCOUNTING</p>									

**Pool interest calculated on a per month basis using month end balance.

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD \$		
00 LOCAL/INTER. SOURCES	50,284,087.63	0.00	50,224,455	50,031,024	-253,063.63	100.51		
00 STATE PROGRAM REV.	45,253,688.41	0.00	41,254,505	45,941,277	687,588.59	98.50		
00 FEDERAL PROG. REV.	1,849,316.41	0.00	2,000,000	1,187,868	-661,448.41	155.68		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	346,604.51	0.00	0	345,678	-926.51	100.27		
00 gen	97,733,696.96	0.00	93,478,960	97,505,847	-227,849.96	100.23		
-- Revenue	97,733,696.96	0.00	93,478,960	97,505,847	-227,849.96	100.23		
00	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
11 PAYROLL COSTS	51,198,248.25	0.00	52,427,633	51,297,156	98,907.75	99.81		
11 PRO./CONTRACTED SVC.	806,048.01	0.00	1,028,282	875,780	69,731.99	92.04		
11 SUPPLIES	2,687,900.32	62,530.08	1,564,547	3,752,293	1,001,862.10	73.30		
11 OTHER OPERATING EXP.	97,413.38	204,556.15	560,395	345,944	43,973.97	87.29		
11 CAPITAL PROJECTS	36,900.00	0.00	19,410	36,900	0.00	100.00		
11 INSTRUCTION	54,826,509.96	267,086.23	55,600,267	56,308,073	1,214,475.81	97.84		
12 PAYROLL COSTS	1,098,943.95	0.00	1,184,014	1,185,259	86,315.05	92.72		
12 PRO./CONTRACTED SVC.	15,500.00	0.00	16,730	15,500	0.00	100.00		
12 SUPPLIES	145,339.15	0.00	115,570	152,320	6,980.85	95.42		
12 OTHER OPERATING EXP.	2,440.00	0.00	3,200	2,680	240.00	91.04		
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
12 INST. RESOURCES & ME	1,262,223.10	0.00	1,319,514	1,355,759	93,535.90	93.10		
13 PAYROLL COSTS	826,454.82	0.00	747,966	826,182	-272.82	100.03		
13 PRO./CONTRACTED SVC.	55,676.05	0.00	63,000	58,248	2,571.95	95.58		
13 SUPPLIES	329,420.46	0.00	53,430	410,321	80,900.54	80.28		
13 OTHER OPERATING EXP.	75,676.47	100.00	111,588	110,772	34,995.53	68.41		
13 CURRICULUM DEV.& INS	1,287,227.80	100.00	975,984	1,405,523	118,195.20	91.59		
21 PAYROLL COSTS	1,958,444.97	0.00	1,971,687	1,977,221	18,776.03	99.05		
21 PRO./CONTRACTED SVC.	4,164.98	0.00	6,700	6,700	2,535.02	62.16		
21 SUPPLIES	25,902.37	540.00	13,500	29,913	3,470.63	88.40		
21 OTHER OPERATING EXP.	23,153.61	0.00	33,700	29,785	6,631.39	77.74		
21 INSTRUCTIONAL LEADER	2,011,665.93	540.00	2,025,587	2,043,619	31,413.07	98.46		

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD %
23 PAYROLL COSTS	5,436,774.50	0.00	5,782,170	5,770,867	334,092.50	94.21
23 PRO./CONTRACTED SVC.	18,889.02	0.00	9,500	23,100	4,210.98	81.77
23 SUPPLIES	89,268.70	0.00	69,201	95,308	6,039.30	93.66
23 OTHER OPERATING EXP.	19,223.48	75.00	76,080	22,244	2,945.52	86.76
23 SCHOOL LEADERSHIP	5,564,155.70	75.00	5,936,951	5,911,519	347,288.30	94.13
31 PAYROLL COSTS	2,715,804.26	0.00	2,806,138	2,815,408	99,602.74	96.46
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
31 SUPPLIES	46,510.95	0.00	110,712	49,536	3,025.05	93.89
31 OTHER OPERATING EXP.	3,711.64	0.00	13,605	5,139	1,427.36	72.22
31 GUIDANCE & COUNSELIN	2,766,026.85	0.00	2,930,455	2,870,083	104,055.15	96.37
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00
33 PAYROLL COSTS	1,154,026.61	0.00	1,194,294	1,197,200	43,173.39	96.39
33 PRO./CONTRACTED SVC.	6,299.75	0.00	3,400	7,495	1,195.25	84.05
33 SUPPLIES	50,895.58	2,818.76	32,055	71,227	17,512.66	75.41
33 OTHER OPERATING EXP.	3,908.92	0.00	6,830	7,260	3,351.08	53.84
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
33 HEALTH SERVICES	1,215,130.86	2,818.76	1,236,579	1,283,182	65,232.38	94.92
34 PAYROLL COSTS	2,381,236.92	0.00	2,019,530	2,381,907	670.08	99.97
34 PRO./CONTRACTED SVC.	121,116.74	0.00	99,300	131,850	10,733.26	91.86
34 SUPPLIES	262,162.67	2,703.37	284,381	279,695	14,828.96	94.70
34 OTHER OPERATING EXP.	116,954.31	800.00	70,900	120,759	3,004.69	97.51
34 CAPITAL PROJECTS	469,559.50	101,253.00	291,986	570,813	0.50	100.00
34 PUPIL TRANSPORTATION	3,351,030.14	104,756.37	2,766,097	3,485,024	29,237.49	99.16
35 PAYROLL COSTS	22,752.77	0.00	0	22,755	2.23	99.99
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
35 FOOD SERVICES	22,752.77	0.00	0	22,755	2.23	99.99
36 PAYROLL COSTS	2,820,201.02	0.00	2,914,823	2,924,360	104,158.98	96.44
36 PRO./CONTRACTED SVC.	171,723.98	0.00	181,689	182,658	10,934.02	94.01
36 SUPPLIES	312,725.17	17,898.46	290,084	339,040	8,416.37	97.52
36 OTHER OPERATING EXP.	351,851.51	0.00	591,482	453,932	102,080.49	77.51
36 CAPITAL PROJECTS	23,216.07	0.00	0	23,217	0.93	100.00

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD &
36 COCURR./EXTRACURR.AC	3,679,717.75	17,898.46	3,978,078	3,923,207	225,590.79	94.25
41 PAYROLL COSTS	2,371,373.44	0.00	2,312,032	2,371,412	38.56	100.00
41 PRO./CONTRACTED SVC.	496,409.67	8,577.73	425,657	526,497	21,509.60	95.91
41 SUPPLIES	113,516.94	0.00	54,200	127,930	14,413.06	88.73
41 OTHER OPERATING EXP.	119,986.78	1,789.83	201,643	145,813	24,036.39	83.52
41 CAPITAL PROJECTS	0.00	0.00	25,300	0	0.00	0.00
41 GENERAL ADMINISTRATI	3,101,286.83	10,367.56	3,018,832	3,171,652	59,997.61	98.11
51 PAYROLL COSTS	4,433,229.49	0.00	4,406,403	4,433,285	55.51	100.00
51 PRO./CONTRACTED SVC.	2,575,699.90	14,292.00	2,316,845	2,751,567	161,575.10	94.13
51 SUPPLIES	714,586.80	9,752.86	555,438	731,991	7,651.34	98.95
51 OTHER OPERATING EXP.	724,428.75	506.75	473,000	756,069	31,133.50	95.88
51 CAPITAL PROJECTS	231,402.87	0.00	305,532	231,404	1.13	100.00
51 PLANT MAINTENANCE &	8,679,347.81	24,551.61	8,057,218	8,904,316	200,416.58	97.75
52 PAYROLL COSTS	1,134,570.70	0.00	1,089,343	1,134,593	22.30	100.00
52 PRO./CONTRACTED SVC.	219,581.87	0.00	186,000	227,250	7,668.13	96.63
52 SUPPLIES	27,902.63	8,752.00	16,800	41,050	4,395.37	89.29
52 OTHER OPERATING EXP.	2,835.34	0.00	3,865	3,865	1,029.66	73.36
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
52 SECURITY & MONITORIN	1,384,890.54	8,752.00	1,296,008	1,406,758	13,115.46	99.07
53 PAYROLL COSTS	965,159.24	0.00	886,814	965,181	21.76	100.00
53 PRO./CONTRACTED SVC.	299,865.62	7,097.86	274,683	318,603	11,839.52	96.29
53 SUPPLIES	398,695.45	2,241.13	356,632	434,338	33,401.42	92.31
53 OTHER OPERATING EXP.	9,711.53	0.00	38,989	11,603	1,891.47	83.70
53 CAPITAL PROJECTS	24,982.50	0.00	50,000	25,000	17.50	99.93
53 DATA PROCESSING SERV	1,698,414.34	9,338.99	1,607,118	1,754,925	47,171.67	97.31
61 PAYROLL COSTS	240,852.86	0.00	237,300	240,869	16.14	99.99
61 PRO./CONTRACTED SVC.	512.00	0.00	1,781	1,781	1,269.00	28.75
61 SUPPLIES	8,347.34	0.00	15,241	15,241	6,893.66	54.77
61 OTHER OPERATING EXP.	5,797.65	0.00	10,908	10,908	5,110.35	53.15
61 COMMUNITY SERVICES	255,509.85	0.00	265,230	268,799	13,289.15	95.06
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00
81 PRO./CONTRACTED SVC.	0.00	2,800.00	0	0	-2,800.00	0.00

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD &		
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00		
81 CAPITAL PROJECTS	5,827,382.29	156,409.80	925,000	5,922,333	-61,459.09	101.04		
81 FACILITIES ACQ. & CO	5,827,382.29	159,209.80	925,000	5,922,333	-64,259.09	101.09		
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
91 CONT.INST.SVCS.\PUBL	0.00	0.00	0	0	0.00	0.00		
95 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
95 PYMTS.TO JJAEP PROGR	0.00	0.00	0	0	0.00	0.00		
99 PRO./CONTRACTED SVC.	474,258.51	0.00	500,000	500,000	25,741.49	94.85		
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
99 Other Governmental C	474,258.51	0.00	500,000	500,000	25,741.49	94.85		
-- Expense	97,407,531.03	605,494.78	92,438,918	100,537,527	2,524,499.19	97.49		
Grand Revenue Totals	97,733,696.96	0.00	93,478,960	97,505,847	-227,849.96	100.23		
Grand Expense Totals	97,407,531.03	605,494.78	92,438,918	100,537,527	2,524,499.19	97.49		
Grand Totals	326,165.93	605,494.78	1,040,042	3,031,680	2,752,349.15	-10.76		
	Profit	Loss	Profit	Loss	Loss			

Number of Accounts: 12733

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Comment	Unencumbered Balance	FYTD	
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00	
00 STATE PROGRAM REV.	1,087,330.00	0.00	265,802.00	1,103,908.00		16,578.00	98.50	
00 FEDERAL PROG. REV.	3,009,960.05	0.00	2,853,096.00	3,963,804.00		953,843.95	75.94	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	
00 OTHER RESOURCES	0.00	0.00	0.00	0.00		0.00	0.00	
00 gen	4,097,290.05	0.00	3,118,898.00	5,067,712.00		970,421.95	80.85	
-- Revenue	4,097,290.05	0.00	3,118,898.00	5,067,712.00		970,421.95	80.85	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	
00 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	
00	0.00	0.00	0.00	0.00		0.00	0.00	
00 gen	0.00	0.00	0.00	0.00		0.00	0.00	
11 PAYROLL COSTS	1,161,327.57	0.00	1,301,039.00	1,329,689.00		168,361.43	87.34	
11 PRO./CONTRACTED SVC.	213,379.46	0.00	324,048.00	362,815.00		149,435.54	58.81	
11 SUPPLIES	1,011,571.75	0.00	198,509.00	1,089,931.00		78,359.25	92.81	
11 OTHER OPERATING EXP.	19,883.39	0.00	50,311.00	57,618.00		37,734.61	34.51	
11 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	
11 INSTRUCTION	2,406,162.17	0.00	1,873,907.00	2,840,053.00		433,890.83	84.72	
12 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	
12 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	
12 INST. RESOURCES & ME	0.00	0.00	0.00	0.00		0.00	0.00	
13 PAYROLL COSTS	33,678.88	0.00	9,498.00	30,936.00		-2,742.88	108.87	
13 PRO./CONTRACTED SVC.	52,939.48	0.00	10,914.00	74,963.00		22,023.52	70.62	
13 SUPPLIES	77,235.53	0.00	46,818.00	99,695.00		22,459.47	77.47	
13 OTHER OPERATING EXP.	128,976.85	0.00	114,500.00	148,678.00		19,701.15	86.75	
13 CURRICULUM DEV.& INS	292,830.74	0.00	181,730.00	354,272.00		61,441.26	82.66	
21 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	
21 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	
21 OTHER OPERATING EXP.	840.28	0.00	1,459.00	841.00		0.72	99.91	
21 INSTRUCTIONAL LEADER	840.28	0.00	1,459.00	841.00		0.72	99.91	
23 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	

FC OBJ	2019-20		Encumbered Amount	2019-20		Comment	2019-20		Unencumbered Balance	2019-20
	FYTD Activity	Original Budget		Revised Budget	FYTD \$					
23 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
23 SUPPLIES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
23 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
23 SCHOOL LEADERSHIP	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
31 PAYROLL COSTS	1,118,169.67	1,124,096.00	0.00	1,171,743.00	1,171,743.00		53,573.33	95.43	53,573.33	95.43
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
31 SUPPLIES	34,602.61	25,000.00	0.00	461,267.00	461,267.00		426,664.39	7.50	426,664.39	7.50
31 OTHER OPERATING EXP.	4,488.59	15,000.00	0.00	15,000.00	15,000.00		10,511.41	29.92	10,511.41	29.92
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
31 GUIDANCE & COUNSELIN	1,157,260.87	1,164,096.00	0.00	1,648,010.00	1,648,010.00		490,749.13	70.22	490,749.13	70.22
32 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
33 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
33 SUPPLIES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
33 HEALTH SERVICES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
34 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
34 CAPITAL PROJECTS	78,927.50	80,000.00	0.00	80,000.00	80,000.00		1,072.50	98.66	1,072.50	98.66
34 PUPIL TRANSPORTATION	78,927.50	80,000.00	0.00	80,000.00	80,000.00		1,072.50	98.66	1,072.50	98.66
35 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
35 SUPPLIES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
35 FOOD SERVICES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
36 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
36 SUPPLIES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
41 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
41 GENERAL ADMINISTRATI	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00

FC OBJ	2019-20		2019-20		2019-20		2019-20		Unencumbered Balance	2019-20 FYTD
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment	Balance	FYTD			
51 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 PLANT MAINTENANCE &	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 SUPPLIES	67,196.00	0.00	67,235.00	67,235.00		39.00	99.94	39.00	99.94	
52 CAPITAL PROJECTS	77,374.00	0.00	77,374.00	77,374.00		0.00	100.00	0.00	100.00	
52 SECURITY & MONITORIN	144,570.00	0.00	144,609.00	144,609.00		39.00	99.97	39.00	99.97	
53 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
53 DATA PROCESSING SERV	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 PAYROLL COSTS	0.00	0.00	506.00	506.00		506.00	0.00	506.00	0.00	
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 COMMUNITY SERVICES	0.00	0.00	506.00	506.00		506.00	0.00	506.00	0.00	
71 DEBT SERVICE	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
71 DEBT SERVICES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 FACILITIES ACQ. & CO	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
-- Expense	4,080,591.56	0.00	3,366,307.00	5,068,291.00		987,699.44	80.51	987,699.44	80.51	
Grand Revenue Totals	4,097,290.05	0.00	3,118,898.00	5,067,712.00		970,421.95	80.85	970,421.95	80.85	
Grand Expense Totals	4,080,591.56	0.00	3,366,307.00	5,068,291.00		987,699.44	80.51	987,699.44	80.51	
Grand Totals	16,698.49	0.00	247,409.00	579.00		17,277.49	2,884.02-	17,277.49	2,884.02-	
	Profit		Loss	Loss		Loss		Loss		

Number of Accounts: 10564

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	FYTD	FYTD
00 LOCAL/INTER. SOURCES	17,520,125.47	0.00	17,260,125	17,260,125	-260,000.47	101.51	101.51	
00 STATE PROGRAM REV.	334,450.00	0.00	300,000	300,000	-34,450.00	111.48	111.48	
00 FEDERAL PROG. REV.	52,343.12	0.00	100,000	100,000	47,656.88	52.34	52.34	
00 OTHER RESOURCES	22,846,598.30	0.00	0	22,846,599	0.70	100.00	100.00	
00 gen	40,753,516.89	0.00	17,660,125	40,506,724	-246,792.89	100.61	100.61	
-- Revenue	40,753,516.89	0.00	17,660,125	40,506,724	-246,792.89	100.61	100.61	
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00	0.00	
00	22,628,190.01	0.00	0	22,628,191	0.99	100.00	100.00	
00 gen	22,628,190.01	0.00	0	22,628,191	0.99	100.00	100.00	
71 DEBT SERVICE	17,628,291.67	0.00	17,660,125	17,832,125	203,833.33	98.86	98.86	
71 DEBT SERVICES	17,628,291.67	0.00	17,660,125	17,832,125	203,833.33	98.86	98.86	
-- Expense	40,256,481.68	0.00	17,660,125	40,460,316	203,834.32	99.50	99.50	
Grand Revenue Totals	40,753,516.89	0.00	17,660,125	40,506,724	-246,792.89	100.61	100.61	
Grand Expense Totals	40,256,481.68	0.00	17,660,125	40,460,316	203,834.32	99.50	99.50	
Grand Totals	497,035.21	0.00	0	46,408	450,627.21	1,071.01	1,071.01	
	Profit			Profit	Loss			

Number of Accounts: 26

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20 Comment	Unencumbered	
	FYTD Activity	Amount	Original Budget	Revised Budget		Balance	FYTD \$
00 LOCAL/INTER. SOURCES	166,091.48	0.00	256,000	256,000		89,908.52	64.88
00 STATE PROGRAM REV.	6,138.34	0.00	5,679	5,679		-459.34	108.09
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00
00 gen	172,229.82	0.00	261,679	261,679		89,449.18	65.82
-- Revenue	172,229.82	0.00	261,679	261,679		89,449.18	65.82
00	0.00	0.00	0	0		0.00	0.00
00 gen	0.00	0.00	0	0		0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0		0.00	0.00
11 SUPPLIES	244,410.07	8,581.67	0	265,000		12,008.26	92.23
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
11 INSTRUCTION	244,410.07	8,581.67	0	265,000		12,008.26	92.23
12 SUPPLIES	97,701.62	0.00	0	102,000		4,298.38	95.79
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
12 INST. RESOURCES & ME	97,701.62	0.00	0	102,000		4,298.38	95.79
35 SUPPLIES	12,600.97	0.00	0	13,000		399.03	96.93
36 FOOD SERVICES	12,600.97	0.00	0	13,000		399.03	96.93
36 SUPPLIES	0.00	0.00	0	0		0.00	0.00
36 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
36 COCURR./EXTRACUR.AC	0.00	0.00	0	0		0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
51 SUPPLIES	22,235.29	0.00	0	20,000		-2,235.29	111.18
51 CAPITAL PROJECTS	5,250.00	0.00	0	5,500		250.00	95.45
51 PLANT MAINTENANCE &	27,485.29	0.00	0	25,500		-1,985.29	107.79
52 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
52 SUPPLIES	0.00	0.00	0	0		0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICE	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0		0.00	0.00
81 PAYROLL COSTS	81,313.71	0.00	75,456	75,456		-5,857.71	107.76

FC OBJ	2019-20		2019-20		2019-20	2019-20	Unencumbered	2019-20
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget				
81 PRO./CONTRACTED SVC.	16,784.82	0.00	0	3,000			-13,784.82	559.49
81 SUPPLIES	2,255.00	0.00	0	0			-2,255.00	0.00
81 OTHER OPERATING EXP.	0.00	0.00	0	0			0.00	0.00
81 CAPITAL PROJECTS	17,450,624.07	3,076.16-	21,700,000	21,291,500			3,843,952.09	81.96
81 FACILITIES ACQ. & CO	17,550,977.60	3,076.16-	21,775,456	21,369,956			3,822,054.56	82.13
--- Expense	17,933,175.55	5,505.51	21,775,456	21,775,456			3,836,774.94	82.35
Grand Revenue Totals	172,229.82	0.00	261,679	261,679			89,449.18	65.82
Grand Expense Totals	17,933,175.55	5,505.51	21,775,456	21,775,456			3,836,774.94	82.35
Grand Totals	17,760,945.73	5,505.51	21,513,777	21,513,777			3,747,325.76	82.56
	Loss	Loss	Loss	Loss			Loss	

Number of Accounts: 227

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %	Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	1,684,684.03	0.00	1,857,116	1,863,616	178,931.97	90.40	178,931.97	90.40
00 STATE PROGRAM REV.	128,552.05	0.00	149,197	128,892	339.95	99.74	339.95	99.74
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00 OTHER RESOURCES	1,916,166.95	0.00	2,441,404	2,441,404	525,237.05	78.49	525,237.05	78.49
00 gen	3,729,403.03	0.00	4,447,717	4,433,912	704,508.97	84.11	704,508.97	84.11
-- Revenue	3,729,403.03	0.00	4,447,717	4,433,912	704,508.97	84.11	704,508.97	84.11
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00	0.00	0.00
35 PAYROLL COSTS	1,959,774.55	0.00	2,078,060	2,078,060	118,285.45	94.31	118,285.45	94.31
35 PRO./CONTRACTED SVC.	8,653.61	0.00	10,000	13,200	4,546.39	65.56	4,546.39	65.56
35 SUPPLIES	1,667,852.68	49,614.96	1,880,700	1,960,700	243,232.36	87.59	243,232.36	87.59
35 OTHER OPERATING EXP.	2,601.14	0.00	11,000	7,800	5,198.86	33.35	5,198.86	33.35
35 CAPITAL PROJECTS	0.00	0.00	80,000	0	0.00	0.00	0.00	0.00
35 FOOD SERVICES	3,638,881.98	49,614.96	4,059,760	4,059,760	371,263.06	90.86	371,263.06	90.86
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
51 PRO./CONTRACTED SVC.	83,483.42	0.00	88,440	88,440	4,956.58	94.40	4,956.58	94.40
51 PLANT MAINTENANCE &	83,483.42	0.00	88,440	88,440	4,956.58	94.40	4,956.58	94.40
61 PAYROLL COSTS	368,593.94	0.00	233,940	369,589	994.63	99.73	994.63	99.73
61 PRO./CONTRACTED SVC.	22,909.20	0.00	12,923	29,505	6,595.60	77.65	6,595.60	77.65
61 SUPPLIES	29,015.00	0.00	22,250	32,946	3,931.00	88.07	3,931.00	88.07
61 OTHER OPERATING EXP.	431.90	0.00	5,012	1,204	772.30	35.87	772.30	35.87
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
61 COMMUNITY SERVICES	420,950.04	0.00	274,125	433,244	12,293.53	97.16	12,293.53	97.16
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00	0.00	0.00
-- Expense	4,143,315.44	49,614.96	4,422,325	4,581,444	388,513.17	91.52	388,513.17	91.52
Grand Revenue Totals	3,729,403.03	0.00	4,447,717	4,433,912	704,508.97	84.11	704,508.97	84.11
Grand Expense Totals	4,143,315.44	49,614.96	4,422,325	4,581,444	388,513.17	91.52	388,513.17	91.52
Grand Totals	413,912.41	49,614.96	25,392	147,532	315,995.80	280.56	315,995.80	280.56
		Loss	Profit	Loss	Profit		Profit	

FC OBJ	2019-20	Encumbered	2019-20	2019-20	Unencumbered	2019-20
	FYTD Activity	Amount	Original Budget	Revised Budget	Balance	FYTD

Number of Accounts: 969

***** End of report *****

WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF AUGUST 2020

GENERAL FUND	YTD ACTUAL	ORIGINAL BUDGET	REVISED BUDGET	YTD %	PRIOR YTD %
REVENUES	97,733,696.96	93,478,960	97,505,847	100.23%	101.37%
EXPENDITURES	97,407,531.03	92,438,918	100,537,527	96.88%	96.59%
SPECIAL PROGRAMS					
REVENUES	4,097,290.05	2,974,289	5,067,712	80.85%	82.16%
EXPENDITURES	4,080,591.56	3,221,698	5,068,291	80.51%	82.21%
INTEREST & SINKING					
REVENUES	40,753,516.89	17,660,125	40,506,724	100.60%	99.61%
EXPENDITURES	40,256,481.68	17,660,125	40,460,316	99.49%	99.99%
CAPITAL PROJECTS					
REVENUES	172,229.82	261,679	261,679	65.81%	100.16%
EXPENDITURES	17,933,175.55	21,775,456	21,775,456	82.35%	25.87%
ENTERPRISE FUNDS					
REVENUES	3,729,403.03	4,447,717	4,433,912	84.11%	106.21%
EXPENDITURES	4,143,315.44	4,422,325	4,581,444	90.43%	103.09%

Waxahachie ISD 2019-20 Budget Summary August 2020

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	YTD Actual Gen. Fund 1XXX	Amended State-Fed Programs	YTD Actual State-Fed Programs	Amended Debt Serv. 5XXX	YTD Actual Debt Serv. 5XXX	Amended Cap. Proj. 6XXX	YTD Actual Cap. Proj. 6XXX	Amended Ent. Fund 7XXX	YTD Actual Ent. Fund 7XXX
REVENUES											
5700 LOCAL & INTER. SOURCE REVENUE	50,224,455	50,031,024	50,284,088			17,260,125	17,520,125	256,000	166,091	1,863,616	1,684,684
5800 STATE PROGRAM REVENUES	41,254,505	45,941,277	45,253,688	1,103,908	1,087,330	300,000	334,450	5,679	6,138	128,892	128,552
5900 FEDERAL REVENUES	2,000,000	1,187,868	1,849,316	3,963,804	3,009,960	100,000	52,343				
7900 OTHER RESOURCES/TRANSFERS		345,678	346,605			22,846,598	22,846,598			2,441,404	1,916,167
TOTAL REVENUES	93,478,960	97,505,847	97,733,697	5,067,712	4,097,290	40,506,723	40,763,517	261,679	172,230	4,433,912	3,729,403
APPROPRIATIONS BY FUNCTION											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	55,600,267	56,308,073	54,826,510	2,840,053	2,406,162			265,000	244,410		
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,319,514	1,355,759	1,262,223					102,000	97,702		
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	975,984	1,405,523	1,287,228	354,272	292,831						
21 INSTRUCTIONAL LEADERSHIP	2,025,587	2,043,619	2,011,666	841	840						
23 SCHOOL ADMINISTRATION	5,936,951	5,911,519	5,564,156								
31 GUIDANCE AND COUNSELING SERVICES	2,930,455	2,870,083	2,766,027	1,648,010	1,157,261						
32 SOCIAL WORK SERVICES		0									
33 HEALTH SERVICES	1,236,579	1,283,182	1,215,131								
34 STUDENT (PUPIL) TRANSPORTATION	2,766,097	3,485,024	3,351,030	80,000	78,928						
35 FOOD SERVICES		22,755	22,755					13,000	12,601	4,059,760	3,638,862
36 CURRICULAR/EXTRACURRICULAR ACTIV.	3,978,078	3,923,207	3,679,718								
41 GENERAL ADMINISTRATION	3,018,832	3,171,652	3,101,287								
51 PLANT MAINTENANCE AND OPERATION	8,057,218	8,904,316	8,679,348					25,500	27,485	88,440	83,483
52 SECURITY & MONITORING SERVICES	1,296,008	1,406,758	1,384,891	144,609	144,570						
53 DATA PROCESSING SERVICES	1,607,118	1,754,925	1,698,414								
61 COMMUNITY SERVICES	265,230	268,799	255,510	506						433,244	420,950
71 DEBT SERVICE		0				17,832,125	17,628,292				
81 FACILITIES	925,000	5,922,333	5,827,382					21,369,956	17,550,978		
99 OTHER	500,000	500,000	474,259								
TOTAL APPROPRIATIONS AND TRANSFERS	92,438,918	100,537,527	97,407,531	5,068,291	4,080,592	40,460,316	40,256,482	21,775,456	17,933,176	4,581,444	4,143,315
TOTAL REVENUES OVER (UNDER) APPROPRIATIONS	1,040,042	(3,031,680)	326,166	(579)	16,698	46,407	497,035	(21,513,777)	(17,760,946)	(147,532)	(413,912)

Waxahachie ISD
BOARD OF TRUSTEES

Date: October 12, 2020

Subject: Budget Transfers, Amendments, Purchase Orders and Vendor Report

Background:

Presented for Board consideration and approval are budget transfers/amendments, purchase orders over \$50,000 and a bid report of potential approved vendors – all requiring Board approval.

Recommendation:

Review and approve as presented.

Waxahachie ISD 2020-21 Proposed Budget Amendments for October 2020

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	Proposed Budget Amendments- Increases Gen. Fund 1XXX	Proposed Budget Amendments- (Decreases) Gen. Fund 1XXX	Proposed Revised Budget Gen. Fund 1XXX	Explanation
REVENUES						
5700 LOCAL & INTER. SOURCE REVENUE	51,518,443	51,518,443			51,518,443	
5800 STATE PROGRAM REVENUES	46,702,162	46,702,162			46,702,162	
5900 FEDERAL REVENUES	2,000,000	2,000,000			2,000,000	
7900 OTHER RESOURCES					-	
TOTAL REVENUES	100,220,605	100,220,605	-	-	100,220,605	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	59,526,852	59,615,852	1,112,703		60,728,555	Move \$1,000 from function 23 to 11 for Wilmon budget. Adding \$85,000 to function 11 budget for technology device purchases that did not come in prior to 8/31/20 and therefore were rolled to the 2020-21 fiscal year budget. Adding \$1,026,703 to function 11 budget to cover Project Connectivity expenses not received and paid in prior fiscal year.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,406,093	1,406,093				0
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,448,395	1,448,395			1,448,395	
21 INSTRUCTIONAL LEADERSHIP	2,448,012	2,448,012			2,448,012	
23 SCHOOL ADMINISTRATION	5,906,327	5,906,327		(1,000)	5,905,327	Move \$1,000 from function 23 to 11 for Wilmon budget.
31 GUIDANCE AND COUNSELING SERVICES	2,913,128	2,913,128			2,913,128	
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,302,573	1,302,573			1,302,573	
34 STUDENT (PUPIL) TRANSPORTATION	3,068,028	3,068,028				
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	4,025,017	4,025,017	5,000		4,030,017	Adding \$5,000 to Fine Arts budget for Cheerleading supplies - was omitted from original 2020-21 budget.
41 GENERAL ADMINISTRATION	3,088,971	3,088,971			3,088,971	
51 PLANT MAINTENANCE AND OPERATION	8,813,291	8,813,291	100,000		8,913,291	Adding \$100,000 to function 51 budget to cover increase to liability insurance for 2020-21 fiscal year.
52 SECURITY & MONITORING SERVICES	1,458,312	1,458,312			1,458,312	
53 DATA PROCESSING SERVICES	2,066,579	1,977,579			1,977,579	
61 COMMUNITY SERVICES	261,800	261,800				

Waxahachie ISD 2020-21 Proposed Budget Amendments for October 2020

71 DEBT SERVICE								
81 FACILITIES	625,000	625,000	275,000		900,000	Adding \$275,000 to function 81 budget for final payment due to Noy Company for Ag building.		
95 JJAEP	15,000	15,000			15,000			
99 OTHER GOVERNMENTS	525,000	525,000			525,000			
TOTAL APPROPRIATIONS	98,898,378	98,898,378	1,492,703	(1,000)	100,390,081			
Approved by Board:	Yes	No	Date:		Signed:			

COPIES
WHITE VENDOR
YELLOW RECEIVING

INVOICE TO:
WAXAHACHIE ISD
411 N. GIBSON STREET
WAXAHACHIE, TX 75165
TAX NBR: 75-6002723
PHONE: 972-923-4631
FAX NBR: 972-923-4658

P.O. NUMBER: 9000021034
VENDOR KEY : THOMAS B003
PAGE NUMBER: 1
P.O. DATE : 10/06/2020
SHIP DATE : 10/06/2020
FISCAL YEAR: 2020-2021
ENTERED BY : KAHLDRYA000

PRINTED 10/06/2020
REPRINTED PO

COMPANY:
THOMAS BUS GULF COAST GP, INC
8806 MISSISSIPPI ST
HOUSTON, TX 77029

DELIVER TO:
WISD TRANSPORTATION
631 SOLON ROAD
WAXAHACHIE, TX 75165

ATTN: Philip Gurke

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Saf-T-Liner C2 341TS 78 passenger school bus	101250.00000	101250.00
1	EACH	Buyboard Fee	800.00000	800.00
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	102,050.00

T A X E X E M P T I O N S

TAX EXEMPT ENTITY
NO BACK ORDERS ACCEPTED

PURCHASE APPROVED BY:



CHIEF FINANCIAL OFFICER

=====

P.O.: 9000021034	ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : THOMAS B003
ACCOUNT		AMOUNT
199 E 34 6631 00 926 0 99 000	192	102,050.00

COPIES
 WHITE VENDOR
 YELLOW RECEIVING

INVOICE TO:
 WAXAHACHIE ISD
 411 N. GIBSON STREET
 WAXAHACHIE, TX 75165
 TAX NBR: 75-6002723
 PHONE: 972-923-4631
 FAX NBR: 972-923-4658

REQ. NUMBER: 8760021038
 VENDOR KEY : LETOURNE001
 PAGE NUMBER: 1
 REQ. DATE : 10/01/2020
 SHIP DATE : 10/01/2020
 FISCAL YEAR: 2020-2021
 ENTERED BY : GENTRKAR000

PRINTED 10/01/2020

COMPANY:	LETOURNEAU & ASSOCIATES, LLC 2505 KIRBY ROAD ROWLETT, TX 75088	DELIVER TO:	WISD SPECIAL EDUCATION DEPT. 614 GETZENDANER WAXAHACHIE, TX 75165
			ATTN: KAREN GENTRY

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Payment to LeTourneau & Associates for Speech Language Pathologist or Speech Language Pathologist Assistant contracted to provide speech therapy services to WISD students October, 2020 - May, 2021.	73344.00000	73344.00
		Irving ISD Approved EPCNT Vendor List - Expires 7/31/2021		
		WISD SPED contact: Karen Gentry @ 972-923-4638		

 #
 # This is a Requisition and not an official Purchase Order. #
 # The District is not financially responsible for #
 # the unauthorized purchases made with a Requisition. #
 #####

P.O.: 8760021038 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : LETOURNE001
ACCOUNT	AMOUNT
199 E 11 6219 00 876 0 23 000	73,344.00

LeTourneau & Associates, LLC's Professional Services Agreement

This LeTourneau & Associates, LLC's Professional Services Agreement (the "Agreement"), dated as of September 23, 2020, is between Waxahatchie Independent School District, a Texas political subdivision with its principal office located at 411 N. Gibson Street, Waxahatchie, Texas 75165 (the "District") and LeTourneau & Associates LLC, a limited liability company with its primary office at 2505 Kirby Rd, Rowlett, Texas ("LeTourneau") (collectively, the "Parties").

BACKGROUND

1. LeTourneau provides Dallas-Fort Worth area school districts, medical clinics, and home health companies with state licensed or certified speech, physical, and occupational therapists and speech therapy clinical fellows and assistants.

2. The District desires LeTourneau's employees to serve as the independent contractors to the District and provide professional speech therapy to the District's students.

Accordingly, the Parties agree as follows:

I. DEFINITIONS AND INTERPRETIVE PROVISIONS

1.1 Terms defined in the Preamble and Background have their assigned meanings, and each of the following terms has the meaning assigned to it:

"ARDC" means the District's Admission, Review, and Dismissal Committee.

"Effective Date" means the date stated in the Preamble.

"Services" means the services listed in the "Scope of Services" section of Exhibit A.

1.2 **Interpretive Provisions.**

1.2.1 **References.** References to Sections, subsections, and Exhibit A are references to Sections, subsections, and Exhibit A of this Agreement.

1.2.2 **References to a Person or Position.** References to a person or position include that person's permitted successors and assigns, and the person succeeding to the duties and/or responsibility of the referenced person or position.

1.2.3 **Including and its Variations.** The words *including*, *includes*, and *include* are deemed to be followed by the words *without limitation*.

II. PROVISION OF SERVICES

2.1 By executing and delivering this Agreement, the District hires LeTourneau to provide the District's students with Services according to this Agreement's terms.

2.2 Subject to the provisions of this Agreement, LeTourneau shall provide Services to the District's students.

III. TERM OF THE AGREEMENT

- 3.1 Effective Date.** This Agreement is effective on the Effective Date.
- 3.2 Termination of Agreement.** This Agreement terminates when LeTourneau has completely performed the Services for the 2020-21 school year and the District has paid all fees in accordance with Section IV.

IV. PAYMENT

- 4.1 Estimate and Cap.** LeTourneau's billing rates and fees for performing the Services are listed in Exhibit A.
- 4.2 Amount to Be Paid.** The District shall pay LeTourneau for each quarter hour that a LeTourneau employee works, except if the cap has been reached. In that event, the District's obligation to pay any amount in excess of the cap is discharged.
- 4.3 Form of Invoice.** With respect to each week that LeTourneau provides Services, LeTourneau shall send an invoice by email to kgentry@wisd.org.
- (a) the number of hours each LeTourneau employee provided Services;
 - (b) the name and billing rate for each LeTourneau employee providing Services; and
 - (c) the location where each LeTourneau employee provided Services
 - (d) a summary of the hours billed and balance of hours remaining in the contract.
- 4.4 Form and Timing of Payment.** The District shall pay each month's invoice by check or direct deposit. The District shall cause payment of the weekly invoice to be received by LeTourneau, at the address in the Preamble, no later than 30 days after the District's receipt of each week's invoice.

V. PROVISION OF SERVICES

- 5.1 Quality of Services.** LeTourneau shall perform the Services using sound professional practices and in a competent and professional manner by knowledgeable, qualified, and certified or licensed employees.
- 5.1.1 Compliance with Laws, Regulations, and Policies.** LeTourneau and the Services provided by LeTourneau shall comply with all applicable provisions of
- (a) federal law, rules and regulations, including the Individuals with Disabilities in Education Act ("IDEA") and Rehabilitation Act;
 - (b) state law, rules, and regulations, including provisions pertaining to the licensing or certification of speech, physical, and occupational therapists and speech therapy clinical fellows and assistants; and
 - (c) District procedures, policies, and guidelines applicable to students with disabilities and enable the District fulfill its obligation to provide eligible students with a Free Appropriate Public Education ("FAPE").
- 5.1.2 Background Checks.** LeTourneau shall cause criminal background screening to be conducted on each of its employees prior to the employee providing Services to the District's students in accordance with Texas law. The District may conduct its own criminal background, licensing, or certification history and verification on any LeTourneau employee providing Services to the District.

- 5.2 Performance of Duties and Services.** Except as provided in this Agreement, neither party shall have or exercise any control or direction over the methods or means by which the other party shall perform its duties or Services under this Agreement.
- 5.3 Equipment and Locations.** The District shall provide necessary therapy and assessment materials, equipment, and furniture to enable LeTourneau to provide Services to the District's students.
- 5.4 District Policies and Schedule.** The District shall provide LeTourneau with amendments, revisions, and other changes to District procedures, policies, guidelines, calendar, and school hours applicable to or affecting LeTourneau's provision of Services within three (3) days of the approval by the District of such amendments, revisions, and other changes.
- 5.5 Termination of Services for Cause.** A non-breaching party may earlier terminate this Agreement by notifying the alleged breaching party, in writing, of the former's intent to terminate if the allegedly breaching party did one or more of the following:
- (a) Materially misrepresented a fact.
 - (b) Materially breached either a warranty, or covenant in this Agreement.
- This Agreement terminates on the 30th day after a party receives a written notice of intent to terminate. On termination, both parties have all rights and remedies that law and equity provide.

VI. NON-SOLICITATION OF LETOURNEAU EMPLOYEES

District shall not solicit or interview for employment, hire, retain, or use any LeTourneau employee who provides Services to the District for one year after LeTourneau's employee ceases to (1) provide services to the District, or (2) be employed by LeTourneau.

VII. REPRESENTATIONS AND WARRANTIES

- 7.1 District.** The District represents and warrants to LeTourneau as follows:
- 7.1.1 District Policies.** At least five business days prior to signing this Agreement, the District provided LeTourneau with all current District procedures, policies, and guidelines applicable to the District's
- (a) retention or use of independent contractors, vendors, or service providers,
 - (b) provision of therapy services to students,
 - (c) forms, reports, templates, and documents required to be submitted by LeTourneau relating to its provision of Services to the District, and
 - (d) the calendar and school day schedule for the 2020-21 school year.
- 7.1.2 Organizational Power and Authority.** The District has the power and authority to
- (a) own and operate its campuses and facilities, and to carry on its business as now being conducted; and
 - (b) execute, deliver, and perform this Agreement.
- 7.1.3 Authorization.** The District has taken all necessary action to authorize the execution, delivery, and performance of this Agreement.
- 7.1.4 Enforceability.** The District has duly executed and delivered this Agreement, and it constitutes the District's legal, valid, and binding obligation. This Agreement is enforceable against the District.

- 7.2 LeTourneau.** LeTourneau represents and warrants to the District as follows:
- 7.1.1 Organizational Power and Authority.** LeTourneau has the power and authority to
 - (a) own, operate, or carry on its business as now being conducted; and
 - (b) execute, deliver, and perform this Agreement.
 - 7.1.2 Authorization.** LeTourneau has taken all necessary action to authorize the execution, delivery, and performance of this Agreement.
 - 7.1.3 Enforceability.** LeTourneau has duly executed and delivered this Agreement, and it constitutes LeTourneau's legal, valid, and binding obligation. This Agreement is enforceable against LeTourneau.

VIII. AUTHORITY, INSURANCE, AND INDEMNIFICATION

- 8.1 Independent Contractor Status.** Any and all LeTourneau employees shall provide Services to the District's students under this Agreement as independent contractors and not as District employees.
- 8.2 No Joint Enterprise.** No provision in this Agreement creates a joint enterprise between LeTourneau and the District.
- 8.3 No Agency or Authority.** Neither party shall serve as an agent of the other party. Neither party shall have the authority to enter contracts or agreements—or assume any obligation for, or on behalf of—the other party. Neither party may make promises, warranties, or representations on behalf of the other party or its officers, agents, or employees.
- 8.4 Professional Liability Insurance.** LeTourneau shall maintain a professional liability insurance policy with a minimum coverage of one million dollars per occurrence.
- 8.5 Defenses.** Nothing in this Agreement shall affect, alter, or modify the immunities or defenses that may be asserted by either party under the Texas Civil Practice & Remedies Code 101.001, et seq., state and federal laws, or arising from the exercise of governmental powers and functions.

IX. GENERAL PROVISIONS

- 9.1 Governing Law.** The laws of Texas govern all matters arising under or relating to this Agreement, including torts.
- 9.2 Assignment and Delegation.** Neither party may make an assignment of rights or delegate performance under this Agreement without the other party's prior written consent. Any assignment of rights or delegation of performance under this Agreement made without the other party's prior written consent is void. This Agreement binds and benefits the parties and their respective permitted successors and assigns.
- 9.3 Headings.** The headings used in this Agreement are informational and do not form any substantive information in this Agreement.
- 9.4 Merger.** This Agreement is the final and exclusive statement of the parties' agreement on the matters contained in the Agreement. It supersedes all previous negotiations and agreements.

- 9.5 Counterparts.** The parties may execute this Agreement in counterparts, each of which constitutes an original, and all which collectively constitute one agreement. The delivery of an executed counterpart signature page by facsimile or PDF is as effective as delivering this Agreement in the presence of the other party to this Agreement.
- 9.6 Severability.** If any provision of this Agreement is illegal or unenforceable, that provision is severed from this Agreement and the other provisions remain in force.
- 9.7 Amendment.** The Parties may amend this Agreement only by the Parties' written agreement that identifies itself as an amendment to this Agreement.
- 9.8 Mediation and Venue.** If there are any disputes arising under or relating to this Agreement, the parties shall to go to mediation prior to the filing of a lawsuit or taking other legal action. Should mediation not resolve the dispute, the Parties agree that the exclusive forum for any dispute or litigation arising from or based upon this Agreement or any of its terms shall be in the State District Court of Texas in Rockwall County.
- 9.9 Notice.** Any written notice or provision of documents to LeTourneau required by this Agreement shall be addressed to Pam LeTourneau, LeTourneau's president, at the address in the Preamble or via email at pam@let-therapy.com. Any written notice to the District required by this Agreement shall be delivered to Brandy Pustejovsky, the District's Special Education Director, at 411 N. Gibson Street, Waxahatchie, Texas 75165, or via email at bpustejovsky@wisd.org.
- 9.10 Drafting.** This Agreement has been and shall be construed to have been drafted by both parties so that the rule of construing ambiguities against the drafter shall have no force or effect.
- 9.11 Attorney's Fees.** If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, the prevailing party shall be entitled to reasonable legal fees and costs in addition to any other relief to which that party may be entitled.
- 9.12 Acknowledgement.** The undersigned parties have carefully read this Agreement, understand and know the contents thereof, and have signed or authorized the signing of the same as its own free act.

THE REST OF THIS PAGE INTENTIONALLY LEFT BLANK.

To evidence the Parties' agreement to this Agreement, each party has executed and delivered it on the date indicated under that party's signature.

WAXAHATCHIE INDEPENDENT SCHOOL DISTRICT

By _____

Date: _____

LETourneau & Associates, LLC

By _____

Pam LeTourneau
President

Date: _____

Exhibit A

Scope of Services

LeTourneau shall provide the following Services to the District's students:

1. In person and remote speech therapy services and evaluations, as requested by the District.
2. Maintain complete and accurate records of all Services provided to the District's students.
3. Prepare and submit reports required by the District.
4. Attend ARDC meetings.
5. Consult with parents and teachers.
6. Conduct or assist in conducting necessary evaluation of students designated by the District.
7. At the District's request, attend and participate in any applicable due process hearings regarding the provision of a Free Appropriate Public Education.
8. Supervision as needed for Speech Language Pathology Interns or Assistants in accordance with the laws and regulations of Texas.
9. Other professional duties and requests relating to providing the District's students with a Free Appropriate Public Education, at the written request of the District's director of special education or District designee.

LeTourneau Fees and Billing Rates

LeTourneau's fees for performing the Services shall be no less \$69,952.00 and shall not exceed \$73,344.00. The maximum that the District is obligated to pay LeTourneau for these Services is \$73,344.00 (the "Cap").

LeTourneau shall provide the Services between 1200 and 1256 work hours for the 2020-2021 school year. LeTourneau shall provide any required supervision of its employees at no additional cost to the District.

The billing rates for each LeTourneau Speech Language Pathologist is \$68.00 per hour and for each licensed Speech Language Pathology Assistant is \$55.00. LeTourneau may increase these rates only after having given the District at least 60 days' prior written notice.

Initials

Date

Initials

Date

COPIES
 WHITE VENDOR
 YELLOW RECEIVING

INVOICE TO:
 WAXAHACHIE ISD
 411 N. GIBSON STREET
 WAXAHACHIE, TX 75165
 TAX NBR: 75-6002723
 PHONE: 972-923-4631
 FAX NBR: 972-923-4658

REQ. NUMBER: 8760021029
 VENDOR KEY : SHC SERV000
 PAGE NUMBER: 1
 REQ. DATE : 09/29/2020
 SHIP DATE : 09/24/2020
 FISCAL YEAR: 2020-2021
 ENTERED BY : GENTRKAR000

PRINTED 10/01/2020

COMPANY: SHC SERVICES, INC. SUPPLEMENTAL HEALTH CARE PO BOX 677896 DALLAS, TX 75267-7896		DELIVER TO: WISD SPECIAL EDUCATION DEPT. 614 GETZENDANER WAXAHACHIE, TX 75165 ATTN: KAREN GENTRY
--	--	--

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
32 Weeks		Payment to SHC Services, Inc. for Speech Language Pathologist contracted to provide speech therapy services to WISD students from October, 2020 through May, 2021.	2640.00000	84480.00
32 Weeks		Payment to SHC Services, Inc. for Certified Occupational Therapy Assistant to provide occupational therapy services to WISD students October, 2020 through May, 2021.	1100.00000	35200.00
		DIP GOAL: 1:6		
		Fort Worth ISD Approved EPCNT Vendor List - Expiration 8/31/2021		
		WISD SPED contact: Karen Gentry @ 972-923-4638		
			TOTAL	119,680.00

 #
 # This is a Requisition and not an official Purchase Order. #
 # The District is not financially responsible for #
 # the unauthorized purchases made with a Requisition. #
 #####

P.O.: 8760021029 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : SHC SERV000
ACCOUNT	AMOUNT
199 E 11 6219 00 876 0 23 000	119,680.00



SCHOOL STAFFING SERVICES AGREEMENT

This agreement ("Agreement") is made and entered into this 1st day of October, 2020, by and between SHC Services, Inc. d/b/a Supplemental Health Care, (hereinafter "SHC"), with principle offices located at 1640 W. Redstone Center Drive, Suite 200, Park City, Utah 84098 and Rockwall ISD, on behalf of itself, its facilities, divisions, and subsidiaries (hereinafter collectively referred to as the "Client") with its principle offices located at 1000 US Hwy 77 North Waxahachie, TX 75165. SHC and Client are sometimes referred to as a "party" or collectively as the "Parties".

RECITALS

WHEREAS, SHC a Delaware corporation provides supplemental staffing referral services to clients on an as needed basis;

WHEREAS, the Client is a school district with the need to provide health care services to identified students served by the Client;

WHEREAS, Client requests SHC to make available licensed and qualified health care professionals by acting as a referral agent of Nurses, Therapists, Technicians, and/or other ancillary medical personnel ("Health Care Personnel") to supplement Client's staff; and

WHEREAS, SHC is willing to use its best efforts to recruit Health Care Personnel to work shifts at specified locations as requested from time to time by Client.

NOW, THEREFORE, in consideration of the mutual covenants hereinafter set forth, Client and SHC agree as follows:

1. SHC OBLIGATIONS:

- a. SHC, as requested by Client, will use its best efforts to locate, recruit and refer Health Care Personnel to Client to supplement Client's existing staff.
- b. SHC shall provide Health Care Personnel with the experience, education and training requested by Client.
- c. SHC shall maintain a Health Care Personnel file, containing the following:
 - i. A completed application, which includes skills, specialties, and preferences.
 - ii. Documentation of special education or training.
 - iii. A minimum of two references, which reflect satisfactory performance within the job category.
 - iv. Verification of identity, credentials, and authority to work.
 - v. Copy of current license, Basic Life Support/CPR, registration or certification as required by position.
 - vi. Evidence of health status, including evidence of a current physical (within one year), MMR, PPD, Hepatitis B, and any other Immunizations required by Client.
 - vii. Dates of employment and performance evaluations.
 - viii. Confirmation of completing criminal background investigation and pre-employment drug screen.
 - ix. Office of Inspector General's List of Excluded Individuals/Entities Search.
- d. SHC shall provide SHC orientation for all new Health Care Personnel, SHC's orientation includes but is not limited to, child and dependent adult abuse reporting obligations and procedures, and which may include Client-specific information upon Client's request.
- e. Health Care Personnel, who are assigned to the Client for the first time, shall report to the designated Client contact before commencing work at Client's facility or student locations.
- f. SHC shall maintain commercial general liability and medical professional liability insurance for SHC and Health Care Personnel with a liability limit of not less than \$1 million per occurrence and \$3 million aggregate.
- g. SHC will use its best efforts to refer Health Care Personnel who will follow Client policies provided to SHC, to protect the health and welfare of the Client's students.
- h. SHC will notify Client via written correspondence, fax, email or phone, of the initiation of any action, of which it becomes aware, commenced for the purpose of suspending, revoking or limiting any Health Care Personnel's license then providing services to Client. Written description of SHC Quality Assurance process is available upon request.

- i. SHC will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Federal Rehabilitation Act of 1973, and all other State and Federal Statutory and constitutional non-discrimination provisions which prohibit discrimination on the basis of sex, age, race, color, national origin, religion, veteran status, sexual orientation, or handicap and/or marital status.
- j. SHC will comply with applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
- k. If services provided under this Agreement have an aggregate value of ten thousand dollars (\$10,000) or more, during a twelve (12) month period, SHC shall make its books, documents, records, etc., pertaining to this Agreement, available to the Secretary of Health and Human Services and/or the United States Comptroller General for four (4) years after furnishing services to Client.
- l. SHC shall use its best efforts to comply with the guidelines of The Joint Commission and OSHA standards regarding the use of supplemental staffing services.
- m. All Health Care Personnel providing services pursuant to this Agreement shall be considered employees of SHC, unless otherwise specified. This Agreement also applies to an independent contractor or subcontractor referred for service and accepted by Client.
- n. SHC assumes sole and exclusive responsibility for compensating Health Care Personnel for services performed for Client. SHC is responsible for withholding federal and state taxes, maintaining worker's compensation insurance coverage as required by state law, and reimbursing meal and lodging expenses as applicable under the Agreement.

2. CLIENT OBLIGATIONS:

- a. Client shall provide sufficient specific information (job order or job profile) to enable SHC to match the job requirements to the skills and experience of Health Care Personnel. Clinical competency will be determined by the appropriate Client administrator which may be communicated to SHC via written correspondence, fax, email or phone. Notwithstanding the foregoing, the parties agree that Client, in its sole discretion, shall determine the suitability of Health Care Personnel to provide services for Client.
- b. Client acknowledges that SHC's ability to fill jobs or shifts is subject to the availability of qualified Health Care Personnel. Client further acknowledges that the ability to attract and retain qualified Health Care Personnel to fill the positions required by Client is a competitive advantage belonging to SHC, and that SHC's database of Health Care Professionals constitute an asset of SHC, which is confidential, proprietary and not disclosable to Client.
- c. Client shall provide clinical direction, supervision, management, and productivity expectations to Health Care Personnel while providing professional services under this Agreement. To the extent that Health Care Personnel provide health-related services to Client's students, Client will ensure such services comply with all treatment plans and is consistent with Client's students' best interests, as determined by Client. Client agrees that SHC is not responsible for Health Care Personnel's productivity while on assignment; therefore, Client will pay invoiced amounts in full without regard to productivity requirements placed on Health Care personnel by Client.
- d. Client shall be responsible for educating the Health Care Personnel regarding Client's policies and procedures concerning its operations and student care, and communicating its expectations regarding the professional services to be rendered by Health Care Personnel pursuant to this Agreement.
- e. Client will not require Health Care Personnel to perform in a manner other than that which is reasonable and customary within their profession. Health Care Personnel shall not be requested to perform services outside the general job description provided by Client and/or the education, licensing, certification, skills or clinical competence of the Health Care Personnel. Prior to providing services, Client shall ensure that Health Care Personnel receive proper orientation to the Client's policies and procedures related to the student care area to which they are assigned, floated or reassigned.
- f. Client shall provide SHC information and copies of Client policies to orient Health Care Personnel, as requested by client.
- g. Client agrees that it shall not either, directly or indirectly, employ or attempt to employ, a Health Care Professional (i) referred by SHC to Client for one year from the date of the referral; or, (ii) if the Health Care Professional provides services through SHC to the Client, during the assignment and one year after its termination. Notwithstanding the foregoing in this Section 2.g., Client may hire the Health Care Professional with written consent of SHC or by complying with Schedule A ("Billable Employment Conversion Costs").
- h. Client will immediately notify SHC via written correspondence, fax, email or phone, of the initiation of any licensing issues, clinical and student care issues, unexpected incidents and errors, suspicious behaviors and any complaints regarding SHC Health Care Personnel. The notification should include, but are not limited to: risk management actions or concerns; occupational/safety hazards, events or injuries; events or sentinel events of which Client is aware regarding Health Care Personnel. Written description of SHC Quality

Assurance process is available upon request. Client will make available an appropriate panel for peer review as necessary.

- i. Client agrees that Health Care Personnel who are required to travel away from home to fill an assignment will be retained for full time positions for a period of 13 weeks ("Travel Assignments"), unless otherwise agreed by the parties in a signed Confirmation of Assignment ("COA"), which is incorporated herein by reference. Full time is defined as a minimum of 36 hours per week.
- j. Client will not discriminate in employment or referral of Health Care Personnel on the basis of sex, age, race, color, national origin, religion, veteran status, sexual orientation, or handicap.
- k. Client will maintain in clean and good working order its facilities, machines and equipment; provide currently and appropriately trained staff and supervisory personnel; and provide an acceptable working environment. Client will not entrust Health Care Personnel with access to cash, credit cards or negotiable instruments.
- l. Client represents that it is neither currently being investigated nor has been previously indicted by any state or federal agency for violations of the Social Security Act, Medicare or Medicaid laws, or any other programs administered by, through or under any state or federal agency.
- m. Client may request that SHC terminate any Health Care Personnel providing services under this Agreement, who is insubordinate, lacks appropriate licensure, training and experience; fails to follow Client's policies and procedures, or fails to engage in commonly accepted standards of care. Client agrees that it will pay for all services performed up to the date of termination. Client will provide specific basis for the request for termination, in writing, which will be referred to the Health Care Personnel and reported, as required, to state professional licensing standards and SHC's Quality Assurance.
- n. Client will not give access to Health Care Personnel confidential medical records in violation of HIPAA.
- o. Client acknowledges that SHC provides a valuable service to Client for which it will, pursuant to the terms of this Agreement and/or industry standards or practice, compensate SHC.
- p. In the event Health Care Personnel are injured in performing duties for Client, Client shall cooperate with SHC's investigation and response to such injury, including any need for light duty assignments.

3. COMPENSATION AND BILLING:

- a. SHC will bill Client weekly for its services in accordance with the rate schedule attached as Schedule "A" (Rate Schedule). SHC reserves the unilateral right to increase the stated rates, due to increased employment costs, upon thirty (30) days written notice to the Client.
 - b. The Rate Schedule will remain in effect for the term of the Agreement unless SHC provides Client a written notice of rate increase as set forth in paragraph 3.a above.
 - c. Mileage costs will be invoiced by SHC and paid by Client, unless stated in the Rate Schedule.
 - d. The Rate Schedule is inclusive of all costs associated with the specific assignment, such as wages, payroll taxes, insurance, and meals and lodging costs for travel assignments authorized by Client, unless otherwise stated. SHC and Client have entered into a reimbursable arrangement requiring SHC to maintain adequate records or other sufficient evidence to satisfy the substantiation requirements of Internal Revenue Code Section 274(d), which will be provided to the Client by invoice.
 - e. Invoices are due upon receipt. Each invoice, or portion thereof, which remains unpaid for thirty (30) days after the invoice date, will bear interest at the rate of 1.5% per month. Client agrees to pay all attorneys' fees and costs incurred by SHC in collecting past due invoices. If Client disputes an invoice for services provided by SHC, Client must notify SHC in writing within fourteen (14) days of the date of the disputed invoice. All invoices that are not disputed in writing within 14 days of receipt are conclusively presumed to be valid and accepted by Client.
 - f. Client is obligated to timely pay SHC invoices regardless of Client's ability to bill or collect from third party payors for professional services rendered by Health Care Personnel under this Agreement, which includes any of Client's billing issues based on Health Care Personnel's productivity requirements as defined by Client.
- 4. TERM:** The term of this Agreement, is twelve (12) months from the date first stated above, and will automatically renew annually on the anniversary date of the Agreement, unless sooner terminated by either party under this Section. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party. However, scheduled assignments then occurring shall be completed and compensation paid to SHC. In the case of a breach of this Agreement, the non-breaching or non-defaulting party may immediately terminate this Agreement in writing upon the occurrence of any of the following events: failure to timely pay invoices, voluntary or involuntary filing for bankruptcy protection, or any material breach of the Agreement.

- 5. RELATIONSHIP OF PARTIES:** Neither party is the agent of the other. Neither party is authorized to bind the other to any responsibility or obligation, without the written consent of the other. SHC and Client are

independent contracting entities and do not create a joint venture, partnership or association under federal or state law. Client shall not make any payment to Health Care Personnel, unless authorized in writing by SHC.

6. **INDEMNIFICATION:** Each party to this Agreement agrees that they shall hold harmless, indemnify and defend the other party, its shareholders, directors, officers, agents and employees against any and all claims, causes of action, injuries and damages including, but not limited to, personal injury and property damage, including reasonable attorney's fees and court costs to the extent caused by any act or omission on the part of the other party, its agents, contractors or employees. SHC shall indemnify and defend Client against any claims by Its Health Care Personnel for unpaid wages or workers' compensation, subject to SHC's right of subrogation.
7. **LIMITATION OF LIABILITY: NEITHER PARTY SHALL BE LIABLE FOR OR BE REQUIRED TO INDEMNIFY THE OTHER PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL, PUNITIVE, OR LOST PROFIT DAMAGES THAT ARISE IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR OTHERWISE) AND REGARDLESS OF HOW CHARACTERIZED, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EACH PARTY SHALL NOT BE LIABLE TO THE OTHER PARTY FOR ANY INDEMNIFICATION OR DEFENSE, OR ANY AND ALL CLAIMS, LOSSES, EXPENSES, INJURIES, DAMAGES, COSTS, INCLUDING ATTORNEY'S FEES AND EXPENSES, ARISING OUT OF OR IN ANY WAY RELATED TO THIS AGREEMENT BY REASON OF ANY ACT OR OMISSION OF A PARTY, INCLUDING BREACH OF CONTRACT OR NEGLIGENCE, IN AN AMOUNT WHICH EXCEEDS THE TERMS AND CONDITIONS OF A PARTY'S THEN EXISTING AVAILABLE AND APPLICABLE INSURANCE COVERAGE.**
8. **MAINTENANCE OF BOOKS AND RECORDS:** SHC shall keep and maintain records relating to services rendered hereunder as may be required by Client or by any fiscal intermediary, federal, state, or local government agency, or other party to whom billings for SHC's services are submitted which shall not be less than five (5) years from dates of services. Upon reasonable notice to SHC, Client shall have the right to inspect SHC's records, relating to services rendered under this Agreement, upon not less than fifteen (15) business days' written notice. Client shall pay all costs of requested copying.
9. **COMPLIANCE:** Performance under the Agreement shall be: (a) in substantial compliance with all applicable federal, state, and local laws, rules, ordinances and regulation; and (b) consistent with the reasonable and lawful policies and procedures of the Client. SHC shall not knowingly jeopardize the licensure of the Client or its participation in the Medicare and/or Medicaid programs.
10. **NON-APPROPRIATION OF FUNDS:** It is understood and agreed between the parties hereto that Client shall be bound and obligated hereunder only to the extent that funds shall have been appropriated and budgeted for the purposes of this agreement. In the event funds are not appropriated and budgeted in any fiscal year for payments due under this agreement, Client shall immediately notify SHC of such occurrence and this agreement shall terminate on the last day of the fiscal year for which an appropriation was received without penalty or expense to Client of any kind whatsoever.
11. **OWNERSHIP OF DOCUMENTS.** All data, specifications, calculations, estimates, plans, drawings, construction documents, photographs, summaries, reports, memoranda, and other documents, instruments, information and material prepared or accumulated by the Health Care Personnel in rendering services hereunder shall be the sole property of the Client who shall have the sole responsibility for maintaining all original documentation. Provided, that the SHC or the Health Care Personnel shall in no way be liable or legally responsible to anyone for the Client's use of any such materials, or following termination.
12. **CONTINGENT FEES PROHIBITED.** The SHC warrants that he or she has not employed or retained any company or person, other than a bona fide employee working solely for the SHC, to solicit or secure this Agreement and that he or she has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for the SHC any fee, commission, percentage, gift, or other consideration contingent upon or resulting from the award or making of this Agreement. In the event of a breach of this provision, the SCHOOL BOARD shall have the right to terminate this Agreement without further liability, and at its discretion, deduct from the contract price, or otherwise recover, the full amount of any such fee, commission, percentage, gift, or consideration paid in breach of this Agreement.
13. **SUSPENSION AND DEBARMENT:** Federal Executive Order (E.O.) 12549 "Debarment and Suspension" requires that all contractors receiving individual awards, using federal funds, and all sub-recipients certify that the organization and its principals are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency from doing business with the Federal Government. By signature below the parties certify that they nor any principal of the entity is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

14. NOTICES: Unless otherwise provided in this Agreement, Notice provided under this Agreement shall be deemed to have been delivered, when sent through US mail, postage pre-paid, certified, return receipt requested, five (5) days after mailing; or, by overnight mail, upon receipt, to the address of a party stated below.

Client: Waxahachie ISD

Attn: SPED

SHC: SHC Services Inc.
1640 W. Redstone Center Drive, Suite 200
Park City, Utah 84098
Attn: Contracting Department

The address for Notice may be changed in writing by providing the other party a new address for serving the Notice. In the event of a critical situation, service of a Notice by facsimile or email will accomplish delivery of a Notice, if the noticing party provides proof of receipt.

15. CONFLICT OF INTEREST. SHC hereby certifies and represents that none of the Client's officials, employees or agents has any significant financial or other pecuniary interest in the SHC's business enterprise or in the performance of this Agreement or any Assignment, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the Client.

16. MISCELLANEOUS:

- a. The laws of the State of Texas govern the interpretation and construction of this Agreement to the exclusion of the law of any other forum, without regard to the jurisdiction in which any action or special proceeding maybe instituted.
- b. Neither party may assign this Agreement without the prior, written approval of the other.
- c. This Agreement shall constitute the entire Agreement of the parties. This Agreement also supersedes any and all other agreements or contracts, written or oral, between the parties with respect to the matters addressed herein. This Agreement may be amended at any time by mutual agreement of the parties, providing that such amendment is in writing and executed by both parties hereto, with the exception of the Rate Schedule which can be unilaterally updated by SHC as provided for in Section 3.a above.
- d. In the event that any clause in this Agreement is found to be invalid or unenforceable, all other clauses are severable and will remain in full force and effect.
- e. This Agreement may be executed in multiple counterparts, each of which shall be an original and all of which taken together shall constitute one and the same agreement. Furthermore, this Agreement may be executed and delivered by electronic transmission showing the signatures of the parties hereto.
- f. The parties agree that the terms and conditions of this Agreement are confidential. Neither party shall distribute this Agreement, or any part thereof, to third persons unless required by law or court or administrative order.
- g. Waiver of a term or condition of this Agreement is not enforceable, unless in writing, signed by the party against whom waiver is advanced. Any waiver shall only constitute waiver of a specific condition and will not operate to waive any other term or condition of the Agreement, or as a continuing waiver of the same condition.
- h. The undersigned represents that he/she is duly authorized by the Client to enter into this Agreement and bind the principal to performing the terms and conditions of this Agreement.
- i. Subsections 1.k., 2.g., 2.p. and Sections 6 and 7 shall survive termination of this Agreement.

IN WITNESS WHEREOF, the parties have signed and entered into this Agreement as of the Effective Date set forth above.

**SHC SERVICES, INC. dba
SUPPLEMENTAL HEALTH CARE**

WAXAHACHIE ISD

By: _____
Name: Kathryn Cooper
Title: Area Director

By: _____
Name: _____
Title: _____

SCHEDULE A

Bill Rates:

Specialty	Hourly Rate
SLP	\$66
PT, OT	\$66
PTA, SLPA, COTA	\$55
Diag	\$68-70
LSSP	\$68-70
RN	\$57
LVN	\$45
Music Therapy/LPC/SW	\$60-65

***All rates are all-inclusive of payroll costs, employee benefits, workers' compensation insurance, malpractice insurance, and travel expenses if required.**

Confirmation of Assignment. The rates above are the minimum base rates for this Agreement; however, the parties acknowledge that depending on the length of the job assignment, specific credentialing requirements, and/or the availability of staff, there may be times that the actual bill rate will exceed the rates set forth above. Therefore, the parties have/will execute a Confirmation of Assignment (COA) that will set out the specific requirements for the assignment as well as the applicable bill rate.

Minimum Guarantee. Client agrees to schedule all Health Care Personnel confirmed for either a Travel Contract period and/or Local Contract for the weekly minimum hours of forty (40) for all eight (8), ten (10) or any combination of eight (8) or ten (10) hours shifts; and a minimum of thirty-six (36) hours for all twelve (12) hour shifts ("Minimum Hours") and to guarantee the total assignment hours ("Minimum Assignment Hours") for the assignment as specified on the COA. The calculation of the guaranteed minimum work week includes regular, call back and overtime hours worked, but does not include any "on-call" time. Client may place such Health Care Personnel in normal rotation to transfer/float in accordance with section 2.e of this Agreement, if necessary, in order to meet the Minimum Assignment Hours requirement. Notwithstanding the foregoing, the Minimum Hours or Minimum Assignment Hours shall not apply to Health Care Personnel who are assigned to the Client on a per diem basis.

Breaks/Meal Periods. Client shall provide Health Care Personnel all breaks and meal periods required pursuant to state and federal law. It is the Client's responsibility to ensure that such break/meal period is identified on the Health Care Personnel's time sheets prior to approving such time sheet.

Mileage Costs: Client shall be invoiced and shall pay the then-current IRS Standards, for all local mileage for Health Care Personnel while traveling between Client's facilities.

Meals and Lodging Costs: All rates set forth herein are inclusive of meals and lodging costs, if incurred.

Workweek: SHC's workweek is defined as Sunday – Saturday.

Cancellations:

- **Contract Assignments:** If Client wishes to cancel a contract assignment before such assignment begins, Client must provide SHC at least fourteen (14) days prior written notice of the scheduled commencement date of that assignment. If less than fourteen (14) days' notice is provided, then Client shall be invoiced a penalty equal to three (3) shifts of said assignment.
- **Travel Assignments:** If Client wishes to cancel a travel assignment that has begun, Client shall provide SHC with a minimum of thirty (30) days prior written notice and SHC shall invoice Client for any costs incurred for travel and lodging that could not be cancelled. If less than thirty (30) days' notice is provided, Client shall pay the total contracted amount for such travel assignment as if the Health Care Personnel had worked the full assignment as well as any costs incurred for travel and lodging that could not be cancelled due to the short notice.
- **Per Diem Assignments:** If Client wished to cancel a per diem assignment prior to assignment begins, Client must provide SHC with twenty-four (24) hours prior notice of cancellation; otherwise a four (4) hour minimum billing will be assessed.

Billable Employment Conversion Costs: A Health Care Personnel may be employed by the Client after the completion of 1,040 hours of service as an SHC employee at the Client facility and Client pays to SHC a fee of \$7,000 for the positions of PT/OT/SLP/RN and \$5,000 for the positions of PTA/COTA/LPN/LVP and \$2,500 for CNA. As clarification of Section 2.g., any Health Care Personnel, whose application has been submitted to Client by SHC, may not be employed at Client either directly, or through another staffing referral company, for one year following the submission of the application.

Direct Placement Fee: In the event the Client wishes to have SHC to conduct a search for qualified candidates to be hired by Client ("Candidate"), Client agrees to pay SHC a recruitment fee of 20% of the Candidate's first year salary, for any Candidate presented to Client by SHC who accepts a position with any clinic, group or organization owned, operated, subcontracted with or otherwise affiliated with Client whether or not in Client's actual community. This recruitment fee shall apply to each Candidate introduced by SHC for a permanent position, whether the Candidate has actually performed medical services through SHC. The fee will be due when an employment agreement, either written or verbal, is reached between the Client and the Candidate, or on the first day that the Candidate begins work for Client, whichever comes first.

Increase of Bill Rates: SHC reserves the right to unilaterally amend this Schedule A to increase the rates set forth above: (1) in the event there is an increase in SHC's burden costs as a result of any governmental mandate; and/or (2) at the beginning of each calendar year if there is an increase in the health care index., provided that SHC sends Client a written notice thirty (30) days in advance of such increase.

BID REPORT

The Business Office presents the attached list of vendors who submitted RFP responses for the following categories. We are requesting the Board approve these lists as presented for a period of one year – from October 2020 through September 2021.

- Maintenance Related Contracted Services
- Maintenance Related Supplies & Equipment

MAINTENANCE RELATED SUPPLIES & EQUIPMENT (October 2020- September 2021)

ADVANCED TELECOM	RED OAK, TEXAS	CALL FOR QUOTE PER PROJECT
ARK COUNTRY STORE	WAXAHACHIE, TEXAS	SHELF PRICING
BAT SECURITY	WAXAHACHIE, TEXAS	SEE PRICING WITH SUBMISSION
BLACKLAND BUILDING SUPPLY	ENNIS, TEXAS	SHELF PRICING
C&C REFRIGERATION	WAXAHACHIE, TEXAS	COST PLUS 18%
C.A. WILSON CO.	WAXAHACHIE, TEXAS	SHELF PRICING
CARRIER ENTERPRISES, LLC	WAXAHACHIE, TEXAS	SEE ONLINE PRICE STRUCTURE PER ORDER
CENTRAL KUBOTA, LLC	CARROLLTON, TEXAS	CALL FOR QUOTE PER PROJECT
CHOY'S C-5 TRAILERS, INC.	WAXAHACHIE, TEXAS	CALL FOR QUOTE PER PROJECT
COMFORT TECHNOLOGIES	ENNIS, TEXAS	LABOR PRICES ONLY LISTED WITH RESPONSE
D&D TEXAS OUTFITTERS	ARLINGTON, TEXAS	CALL FOR QUOTE PER PROJECT
DESOTO JANITORIAL SUPPLY	SEGUIN, TEXAS	5-25% DISCOUNT
DIAMONDBACK FIRE PROTECTION, LLC	DESOTO, TEXAS	15% OFF LIST
ELLIOTT ELECTRIC SUPPLY	WAXAHACHIE, TEXAS	SHELF PRICING
GAIL'S FLAGS, INC.	WAXAHACHIE, TEXAS	SHELF PRICING
HARTS FLOORING	HALTOM CITY, TEXAS	CALL FOR QUOTE PER PROJECT
LANDMARK EQUIPMENT	DALLAS, TEXAS	10% OFF MFG. LIST PRICING
LIVING EARTH	WAXAHACHIE, TEXAS	SEE PRICING WITH SUBMISSION
LOGICAL SOLUTIONS, INC.	DALLAS, TEXAS	LIST LESS 50%
LOGICAL SOLUTIONS, INC.	RICHARDSON, TEXAS	LIST LESS 50%
MACARTHUR GUAGE, INC.	RICHARDSON, TEXAS	CALL FOR QUOTE PER PROJECT
MOWER DEPOT	EULESS, TEXAS	12% DISCOUNT
NCH CORPORATION/CERTIFIED LABORATORIES	WAXAHACHIE, TEXAS	10% DISCOUNT OFFERED-SEE PRICE LIST WITH RESPONSE
NEI DATACOM	IRVING, TEXAS	5% DISCOUNT OFFERED
OLEN WILLIAMS INC.	WACO, TEXAS	CALL FOR QUOTE PER PROJECT
PIONEER STEEL & PIPE, INC.	EULESS, TEXAS	10% DISCOUNT APPLIED TO SELECT ITEMS
PONDER COMPANY, INC.	WACO, TEXAS	SEE PRICING WITH SUBMISSION
PRO STAR RENTAL	DALLAS, TEXAS	10% OFF SHELF PRICE
QUALITY SOUND & COMMUNICATION	WAXAHACHIE, TEXAS	15% DISCOUNT
R.W. DESIGN	ARLINGTON, TEXAS	COST PLUS 30%
REFRIGERATION DESIGN TECHNOLOGIES, INC.	MIDLOTHIAN, TEXAS	CALL FOR QUOTE PER PROJECT
SEAL TEX, INC.	WAXAHACHIE, TEXAS	SEE PRICING WITH SUBMISSION
SHERWIN WILLIAMS CO.	DALLAS, TEXAS	CALL FOR QUOTE PER PROJECT
SNAP ON INDUSTRIAL	WAXAHACHIE, TEXAS	0-61% OFF CURRENT PUBLISHED LIST PRICES
STROOPE PEST CONTROL	KENOSHA, WI	SEE PRICING WITH SUBMISSION
T.E.A.M. SOLUTIONS, INC.	WAXAHACHIE, TEXAS	SEE PRICING WITH SUBMISSION
TEXAS AIR SYSTEMS, LLC	WACO, TEXAS	CALL FOR QUOTE PER PROJECT
TEXAS SOUTHWEST MACHINERY, INC.	IRVING, TEXAS	5% DISCOUNT OFFERED
THE GREENERY (GREEN'S GREENERY)	FRISCO, TEXAS	10-20% DISCOUNT
THE HOME DEPOT PRO	WAXAHACHIE, TEXAS	CALL FOR QUOTE PER PROJECT
	JACKSONVILLE, FLORIDA	

TIRE TOWN, INC.
 WAXAHACHIE GLASS
 WHITAKER METAL DECK SALES

WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS

SHELF PRICING
 CALL FOR QUOTE PER PROJECT
 CALL FOR QUOTE PER PROJECT

MAINTENANCE RELATED CONTRACTED SERVICES (October 2020- September 2021)

3C CONSTRUCTION
 ACTION FIRE PROS
 ADVANCED TELECOM
 AUSTIN TURF & TRACTOR
 BAT SECURITY
 BROTHERS CONSTRUCTION
 C&C REFRIGERATION, INC.
 C.A. WILSON
 CENTRAL KUBOTA, LLC
 CIRCLE H CONTRACTORS, LP
 COMFORT TECHNOLOGIES
 COMPTON CARPET CLEANING & RESTORATION, INC.
 CONCORD COMMERCIAL SERVICES
 DALLAS SECURITY SYSTEMS, INC.
 DAVID TERRY, JR.
 DESOTO JANITORIAL SUPPLY, INC.
 DIAMONDBACK FIRE PROTECTION, LLC
 DUNN RITE ELECTRICAL, LLC
 HARTS FLOORING
 HONEY'S ROOFING, LLC
 JESUS CONSTRUCTION SERVICES
 LANDMARK EQUIPMENT
 LOCKRIDGE PRIEST, INC.
 MOWER DEPOT
 NEI DATACOM
 OLEN WILLIAMS
 PONDER COMPANY
 R.W. DESIGN
 REFRIGERATION DESIGN TECHNOLOGIES, INC.
 RUG CONTRACTED SERVICES
 S&L LAWN SERVICE
 SEAL TEX, INC.
 STROOPE PEST CONTROL
 T.E.A.M. SOLUTIONS

WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 RED OAK, TEXAS
 FARMERS BRANCH, TEXAS
 WAXAHACHIE, TEXAS
 WACO, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 MIDLOTHIAN, TEXAS
 ARLINGTON, TEXAS
 WAXAHACHIE, TEXAS
 BALCH SPRINGS, TEXAS
 DALLAS, TEXAS
 WAXAHACHIE, TEXAS
 DESOTO, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 DALLAS, TEXAS
 WACO, TEXAS
 PURDON, TEXAS
 WAXAHACHIE, TEXAS
 WACO, TEXAS
 WAXAHACHIE, TEXAS
 WACO, TEXAS
 WAXAHACHIE, TEXAS
 WACO, TEXAS
 EULESS, TEXAS
 DALLAS, TEXAS
 MIDLOTHIAN, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 WAXAHACHIE, TEXAS
 DALLAS, TEXAS
 WAXAHACHIE, TEXAS
 WACO, TEXAS

CALL FOR QUOTE PER JOB
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 \$95.00/PER HOUR BASE RATE
 IN SHOP LABOR RATE \$125.00/PER HOUR
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 BASE HOURLY RATE \$109.00 FIRST HOUR/\$80 ADDITIONAL PER HOUR
 \$59.95/BASE RATE PER SERVICE CALL
 \$100.00/BASE HOURLY RATE
 CALL FOR QUOTE PER JOB
 BASE HOURLY RATE \$90-\$180.00 BASED ON TYPE
 10% DISCOUNT OFF HOURLY RATE/JOB
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 \$80-\$145.00/PER HOUR BASE RATE
 CALL FOR QUOTE PER JOB
 \$75.00/PER HOUR BASE RATE
 \$95-\$120.00/PER HOUR BASE RATE
 BASE HOURLY RATE \$45-\$67.50 BASED ON TYPE
 CALL FOR QUOTE PER JOB
 CALL FOR QUOTE PER JOB
 CALL FOR QUOTE PER JOB
 \$115.00/PER HOUR BASE RATE
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 BASE HOURLY RATE \$99.95 (LESS 12% DISCOUNT)
 5% DISCOUNT - \$78.50/PER HOUR
 \$250.00/FIRST HOUR -\$90/PER HOUR EACH ADDITIONAL
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 \$90.00/PER HOUR BASE RATE
 CALL FOR QUOTE PER JOB
 CALL FOR QUOTE PER JOB
 \$25.00/PER MAN HOUR LABOR (BASE RATE)
 \$95.00/PER HOUR - SEE LIST WITH PROPOSAL
 SEE PRICE LIST SUBMITTED WITH PROPOSAL
 SEE PRICE LIST SUBMITTED WITH PROPOSAL

TEXAS AIR SYSTEMS, LLC
THE GREENERY (GREEN'S GREENERY)
THE NAY COMPANY
TIRE TOWN, INC.
TJ'S PROFESSIONAL PAINTING & CONSTRUCTION, LLC
TRIPLE B CLEANING
WAXAHACHIE GLASS
WEATHERPROOFING TECHNOLOGIES, INC. (TREMCO)
WHITTAKER METAL DECK SALES, INC.

IRVING, TEXAS
WAXAHACHIE, TEXAS
WAXAHACHIE, TEXAS
WAXAHACHIE, TEXAS
RED OAK, TEXAS
QUEENSBURY, NY
WAXAHACHIE, TEXAS
BEACHWOOD, OH
WAXAHACHIE, TEXAS

CALL FOR QUOTE PER JOB
10-20% DISCOUNT PER JOB
CALL FOR QUOTE PER JOB
BASED ON \$70.00/PER HOUR LABOR
\$55.00/PER MAN HOUR BASE RATE
SEE PRICE LIST SUBMITTED WITH PROPOSAL
CALL FOR QUOTE PER JOB
\$113.13/BASE HOURLY RATE
CALL FOR QUOTE PER JOB

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020** _____

Subject: **Interlocal Agreement – Equalis Group**



Region 10 has entered into an agreement with The Equalis Group to run and manage their purchasing cooperative. Region 10 has not previously had a purchasing cooperative but with the reach of the Equalis Group, I believe vendors in the cooperative may be beneficial to the District. The new purchase cooperative comes with no annual fee.

Recommendation:

Approve interlocal agreement to join Region 10 purchasing cooperative as administered by The Equalis Group.



MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

This Master Intergovernmental Cooperative Purchasing Agreement (the "**Agreement**") is entered into by and between those certain government agencies that execute a Management Services Agreement ("**Lead Agencies**") with Equalis Group LLC ("**Equalis Group**") to be appended and made a part hereof and such other public agencies, non-profit organizations, and businesses (each a "**Purchasing Group Member**") who register to participate in the cooperative purchasing programs administered by Equalis Group and its affiliates and subsidiaries (collectively, "**Equalis Group Purchasing Program**") by either registering on an Equalis Group Purchasing Program website (such as www.equalisgroup.org) or by executing a copy of this Agreement.

RECITALS

WHEREAS, after a competitive solicitation and selection process conducted by Lead Agencies, Lead Agencies enter into master agreements ("**Master Agreements**") with awarded suppliers to provide a variety of goods, products, and services ("**Products**") to the applicable Lead Agency and Purchasing Group Members;

WHEREAS, Master Agreements are made available to Purchasing Group Members by Lead Agencies through the Equalis Group Purchasing Program and provide that Purchasing Group Members may voluntarily purchase Products on the same terms, conditions, and pricing as the Lead Agency, subject to any applicable federal and/or local purchasing ordinances and the laws of the State of purchase; and

WHEREAS, in addition to Master Agreements, the Equalis Group Purchasing Program may from time to time offer Purchasing Group Members the opportunity to acquire Products through other group purchasing agreements.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and of the mutual benefits to result, the parties hereto agree as follows:

1. Each party will facilitate the cooperative procurement of Products.
2. The procurement of Products by Purchasing Group Member party to this Agreement shall be conducted in accordance with and subject to the relevant federal, state, and local statutes, ordinances, rules, and regulations that govern Purchasing Group Member's procurement practices.
3. The cooperative use of Master Agreements and other group purchasing agreements shall be conducted in accordance with the terms and conditions of such agreements, except as modification of those terms and conditions is otherwise allowed or required by applicable federal, state, or local law.
4. The Lead Agencies will make available, upon reasonable request and subject to convenience, information about Master Agreements which may assist in facilitating and improving the procurement of Products by the Purchasing Group Member.
5. Purchasing Group Member agrees that Equalis Group Purchasing Program may provide access to group purchasing organization ("**GPO**") agreements directly or indirectly by enrolling Purchasing Group Member in another GPO's purchasing program; provided that the purchase of Products shall be at Purchasing Group Member's sole discretion.
6. Purchasing Group Member will make timely payments to the distributor, manufacturer, or other vendor (each a "**Supplier**") for Products procured and received through any Master Agreement or GPO group purchasing agreement (each an "**Equalis Agreement**") in accordance with the terms and conditions of this Agreement and of the Equalis Agreement, as applicable.



7. Payment for Products and inspections and acceptance of Products ordered by Purchasing Group Member shall be the exclusive obligation of Purchasing Group Member. Disputes between Purchasing Group Member and any Supplier shall be resolved in accordance with the law and venue rules of the State of purchase unless otherwise agreed to by Purchasing Group Member and the Supplier. The exercise of any rights or remedies by Purchasing Group Member shall be the exclusive obligation of Purchasing Group Member.
8. Purchasing Group Member shall not use this Agreement or the terms and conditions of any Equalis Agreement as a method for obtaining additional concessions or reduced prices for similar products or services.
9. Purchasing Group Member shall be responsible for the ordering of Products under this Agreement. A non-procuring party shall not be liable in any fashion for any violation by a party procuring Products under this Agreement. To the extent permitted by law, the party procuring Products shall hold any non-procuring party harmless from any liability that may arise from action or inaction of the party procuring Products. Without limiting the generality of the foregoing, Equalis Group Purchasing Program makes no representations or warranties regarding any Product or Equalis Agreement, and shall have no liability for any act or omission by a Supplier or other party under an Equalis Agreement.
10. This Agreement shall remain in effect unless terminated by one party giving thirty (30) days' written notice to the other party. The provisions of Paragraphs 5, 6, 7, 8 and 9 hereof shall survive any such termination.
11. If any term or provision of this Agreement is held invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.
12. This Agreement and the rights and obligations hereunder may not be assignable by either party hereto without the prior written consent of the other party, which consent shall not be unreasonably withheld, conditioned, or delayed, provided, however, that Purchasing Group Member and Equalis Group may assign their respective rights and obligations under this Agreement without the consent of the other party in the event either Purchasing Group Member or Equalis Group shall hereafter effect a corporate reorganization, consolidation, merger, merge into, sell to, or transfer all or substantially all of its properties or assets to another entity. Subject to the preceding sentence, this Agreement will be binding upon, inure to the benefit of, and be enforceable by the parties and their respective successors and assigns. Any instrument purporting to make an assignment in violation of this **Section 12** will be null and void.
13. This Agreement, together with any other documents incorporated herein by reference, constitutes the sole and entire agreement of the parties to this Agreement with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.
14. Each party to this Agreement acknowledges it has read the Agreement, and represents and warrants that it has the necessary legal authority and is legally authorized to execute and enter into this Agreement.
15. This Agreement shall take effect upon Purchasing Group Member (i) executing a copy of this Agreement, or (ii) registering on an Equalis Group Purchasing Program website.



The easiest way to complete this form is to visit: www.equalisgroup.org/member-registration. You may also fill out this form electronically, print and sign it, then scan and email the fully completed document to membership@equalisgroup.org.

Agency Information			
Agency Name:			
Agency Type:			
Agency Department:			
Street Address:			
City / St / Zip:			
Phone #:			
Federal Tax ID:			
Website URL:			

Primary Contact Information	
Name:	
Title:	
Phone #:	
Email:	

IN WITNESS WHEREOF, I hereby acknowledge, on behalf of _____, that I have read and agreed to the general terms and conditions set forth in the Equalis Group Master Intergovernmental Purchasing Agreement.

Purchasing Group Member	
Name:	
Title:	
Date:	

Signed: _____

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **Accept Agriscience Facility as complete**



Background:

We recently received the certificate of substantial completion from The Nay Company on the Agriscience Facility project at WHS. This certificate documents the contractors' assertions that they are done with the project and any applicable warranty period has started as of August 14, 2020.

We have worked with The Nay Company to resolve all punch-list projects to our satisfaction or has the necessary parts on order at this time. Per the design/build contract, we are holding 5% of the GMP as retainage to ensure the project is completed as requested. The total retainage on the project is \$254,386.18

In accordance with board policy CV (LOCAL), staff recommends the board accept the project as complete and authorize final payment.

Recommendation:

Accept agriscience facility project as complete and authorize final payment to The Nay Company for \$254,386.18.



AIA Document G744™ – 2014

Certificate of Substantial Completion for a Design-Build Project

PROJECT: (Name and address)

W.I.S.D. Agriscience Building

3001 US Highway 287 Bypass

Waxahachie, Texas 75165

TO OWNER: (Name and address)

Waxahachie Independent School District

411 N Gibson Street

Waxahachie, Texas 75165

PROJECT NUMBER:OWNER **CONTRACT FOR:**DESIGN-BUILDER **CONTRACT DATE:** February 27, 2019CONTRACTOR **FROM DESIGN-BUILDER: (Name and address)**

The Nay Company

ARCHITECT

PO Box 605

OTHER

Waxahachie, Texas 75168

PROJECT OR PORTION OF THE PROJECT DESIGNATED FOR PARTIAL OCCUPANCY OR USE SHALL INCLUDE:

The Work performed under this Design-Build Contract has been reviewed and found, to the best of the Owner's knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Design-Build Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated above is the date of issuance established by this Certificate, which is also the date of commencement of applicable warranties required by the Design-Build Documents, except as stated below:

Warranty
One (1) Year

Date of Commencement

Waxahachie Indep School District

OWNER

BY

DATE OF ISSUANCE

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Design-Builder to complete all Work in accordance with the Design-Build Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment.

Cost estimate of Work that is incomplete or defective: \$ 5,000.00

The Design-Builder will complete or correct the Work on the list of items attached hereto within Ten
(10) days from the above date of Substantial Completion.

The Nay Company

DESIGN-BUILDER

BY (Signature)

DATE

The Owner accepts the Work or designated portion as substantially complete and will assume full possession thereof at 7 a.m. (time) on August 14, 2020 (date).

Waxahachie Indep School District

OWNER

BY (Signature)

DATE

The responsibilities of the Owner and Design-Builder for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows: (Note: Owner's and Design-Builder's legal and insurance counsel should determine and review insurance requirements and coverage, including the parties' obligations to obtain and maintain property insurance following Substantial Completion.)

Application For Payment

Application Date	Period To	Contract Date
08/11/2020	08/11/2020	
Application Number	Invoice Number	Project Number
18	Draw-018	
Distribution	Owner <input checked="" type="checkbox"/>	INV#202070
	Architect <input type="checkbox"/>	
	Contractor <input checked="" type="checkbox"/>	

To: WAXAHACHIE ISD
411 GIBSON STREET
WAXAHACHIE, TX 75165

Project: WISD AGRISCIENCE BUILDING
3001 US HWY 287 BYPASS
WAXAHACHIE, TX 75165

From Contractor:
THE NAY COMPANY
423 S. COLLEGE STREET
PO BOX 605
WAXAHACHIE, TX 75168-0605

Via Architect:
HUGO MONSANTO
200 SOUTH ROGERS ST, SUITE 102
WAXAHACHIE, TX 75165

Contract For:

Contractor's Application for Payment

Application is made for payment, as shown below, with attached Continuation Sheet(s).

- 1. Original Contract Amount: \$ 4,888,868.00
- 2. Net of Change Orders: \$ 198,855.50
- 3. Net Amount of Contract: \$ 5,087,723.50
- 4. Total Completed & Stored to Date: \$ 5,087,723.50
- 5. Retainage Summary:
 - a. 0.00 % of Completed Work: \$ 0.00
 - b. 0.00 % of Stored Material: \$ 0.00
- Total Retainage: \$ 0.00
- 6. Total Completed Less Retainage: \$ 5,087,723.50
- 7. Less Previous Applications: \$ 4,833,337.32
- 8. Current Payment Due, This Application: \$ 254,386.18
- 9. Contract Balance (Including Retainage): \$ 0.00

Change Order Activity	Additions	Deductions
Total previously approved:	198,855.50	0.00
Total approved this Month:	0.00	0.00
Sub-totals:	198,855.50	0.00
Net of Change Orders:	198,855.50	

Contractor's Certification

The Contractor's signature here certifies that, to the best of their knowledge, this document accurately reflects the work completed in this Application for Payment. The Contractor also certifies that the Current Payment is Due.

(Authorized Signature) [Signature] Date: 8/11/20
 THE NAY COMPANY
 HELEN LOUISE SIMS
 Notary Public
 State of Texas
 ID # 594837-1
 Comm. Expires 09/12/2020

State of: TEXAS
 County of: ELLIS
 Subscribed and sworn to before me this 11th day of August, 2020

Notary Public: Helen Louise Sims
 My Commission expires: 09/12/2020

Architect's Certification

The Architect's signature here certifies that, based on their own observations, the Contract Documents and the information contained herein, this document accurately reflects the work completed in this Application for Payment. The Architect also certifies the Contractor is entitled to the amount certified for payment.

Amount Certified: \$ _____ Date: _____
 (Architect's Signature)

Application for Payment - Continuation Sheet

From: THE NAY COMPANY
 423 S. COLLEGE STREET
 PO BOX 605
 WAXAHACHIE, TX 75168-0605

To: WAXAHACHIE ISD
 411 GIBSON STREET
 WAXAHACHIE, TX 75165

Project: (0201905) WISD AGRISCIENCE BUILDING

Application Number: 18
Application Date: 08/11/20
Period To: 08/11/20
Contract Date:
Project Number:

A Item No.	B Description of Work	C Contract Value	D Work Completed		E This Period	F Materials Presently Stored (Not in D or E)	G Total Completed and Stored To Date (D+E+F)	G (G/C)	H Balance To Finish (C - G)	I Retainage (% Variable Rate)
			From Previous Application	This Period						
1	GENERAL REQUIREMENTS	422,933.00	422,933.00				422,933.00	100.00%		
2	SITework	897,217.00	897,217.00				897,217.00	100.00%		
3	CONCRETE	751,063.00	751,063.00				751,063.00	100.00%		
4	MASONRY	299,879.00	299,879.00				299,879.00	100.00%		
5	METALS	1,418,444.00	1,418,444.00				1,418,444.00	100.00%		
6	WOODS & PLASTICS	7,500.00	7,500.00				7,500.00	100.00%		
7	THERMAL/MOISTURE PROTECT	12,375.00	12,375.00				12,375.00	100.00%		
8	DOORS & WINDOWS	99,543.00	99,543.00				99,543.00	100.00%		
9	FINISHES	220,438.00	220,438.00				220,438.00	100.00%		
10	SPECIALTIES	28,975.00	28,975.00				28,975.00	100.00%		
15	MECHANICAL	462,563.00	462,563.00				462,563.00	100.00%		
16	ELECTRICAL	267,938.00	267,938.00				267,938.00	100.00%		
	Contract Total	4,888,868.00	4,888,868.00	0.00		0.00	4,888,868.00	100%	0.00	0.00
CO#1	CHANGE ORDER #01	13,321.00	13,321.00				13,321.00	100.00%		
CO#02	CHANGE ORDER #02	8,375.00	8,375.00				8,375.00	100.00%		
CO#03	CHANGE ORDER #03	37,625.00	37,625.00				37,625.00	100.00%		
CO#04	CHANGE ORDER #04	3,666.00	3,666.00				3,666.00	100.00%		
CO#05	CHANGE ORDER #05	8,898.00	8,898.00				8,898.00	100.00%		
CO#06	CHANGE ORDER #06	29,437.50	29,437.50				29,437.50	100.00%		
CO#07	CHANGE ORDER #07	10,845.00	10,845.00				10,845.00	100.00%		
CO#08	CHANGE ORDER #08	4,219.00	4,219.00				4,219.00	100.00%		
CO#09	CHANGE ORDER #09	48,687.00	48,687.00				48,687.00	100.00%		
CO#10	CHANGE ORDER #10	33,782.00	33,782.00				33,782.00	100.00%		
CO#11	CHANGE ORDER #11	198,855.50	198,855.50	0.00		0.00	198,855.50	100%	0.00	0.00
	Change Orders Total	198,855.50	198,855.50	0.00		0.00	198,855.50	100%	0.00	0.00
	Grand Total	5,087,723.50	5,087,723.50	0.00		0.00	5,087,723.50	100%	0.00	0.00

The Nay Company

P. O. Box 605 Waxahachie, Texas 75168-0605
972 / 937.1652 972 / 938.8682 Fax: 972.923.2517

INVOICE

TO: ATTN: ACCOUNTS PAYABLE
W.I.S.D
411 GIBSON STREET
WAXAHACHIE, TX 75165

Nay Company Invoice No: 202070
Date: AUG 11, 2020
Customer Purchase Order No:
Nay Company Job No: 201905
Terms: Net upon Receipt of Invoice
Shipped to: 3001 HWY 287 BYPASS, WAXAHACHIE, TX

NEW AGRISCIENCE BUILDING APPLICATION NO 18

ITEM	QUANTITY	DESCRIPTION	AMOUNT	TOTAL
		<p>THIS INVOICE AND ATTACHED APPLICATION COVER THE FOLLOWING ITEM:</p> <p><u>RETAINAGE</u> COVERING THE CONTRACT FOR CONSTRUCTION OF THE WISD AGRISCIENCE BUILDING</p> <p><u>NET TOTAL INVOICE DUE</u></p>		<p><u>\$254,386.18</u></p>

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020** _____

Subject: **Acknowledge Simpson Elementary as Substantially Complete** _____



Background:

We have received a certificate of substantial completion from Corgan (Architect) and BTC (contractors) on the Simpson Elementary project. A certificate of substantial completion is the formal notification that the building is available for at least partial occupancy and established a date from which the warranty period begins.

Acknowledgement of this certificate does not alter any construction commitments or contractual obligations - punch list, remaining items to install or repair, or release retainage on the project. It does formally indicate the date upon which the District had access to the structure in a manner that is consistent with its intended use.

Recommendation:

Acknowledge the Simpson Elementary project as substantially complete.



AIA[®]

Document G704™ – 2017

Certificate of Substantial Completion

PROJECT: *(name and address)*
New Elementary School
(Max Simpson)
470 Washington Ave.
Waxahachie, Texas 75165
Corgan Project No: 18263.0000

CONTRACT INFORMATION:
Contract For: Construction

Date: May 13, 2019

CERTIFICATE INFORMATION:
Certificate Number: 001


Date: August 17, 2020

OWNER: *(name and address)*
Waxahachie Independent School District
411 N. Gibson St.
Waxahachie, Texas 75165

ARCHITECT: *(name and address)*
Corgan Associates, Inc.
401 N Houston St
Dallas, Texas 75202

CONTRACTOR: *(name and address)*
Buford Thompson Company
1450 N. Jim Write Freeway
Fort Worth, Texas 76108

The Work identified below has been reviewed and found, to the Architect's best knowledge, information, and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated below is the date established by this Certificate.
(Identify the Work, or portion thereof, that is substantially complete.)
New Waxahachie Elementary School (Max Simpson) and Site

<u>Corgan Associates, Inc.</u>		David Safir, Vice President	August 17, 2020
ARCHITECT <i>(Firm Name)</i>	SIGNATURE	PRINTED NAME AND TITLE	DATE OF SUBSTANTIAL COMPLETION

WARRANTIES
The date of Substantial Completion of the Project or portion designated above is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:
(Identify warranties that do not commence on the date of Substantial Completion, if any, and indicate their date of commencement.)
N/A

WORK TO BE COMPLETED OR CORRECTED
A list of items to be completed or corrected is attached hereto, or transmitted as agreed upon by the parties, and identified as follows:
(Identify the list of Work to be completed or corrected.)
CAEA Canopies

The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment, whichever occurs first. The Contractor will complete or correct the Work on the list of items attached hereto within Sixty (60) days from the above date of Substantial Completion.

Cost estimate of Work to be completed or corrected: \$250,000.00

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work, insurance, and other items identified below shall be as follows:
(Note: Owner's and Contractor's legal and insurance counsel should review insurance requirements and coverage.)
Contractor shall share responsibility for Building Security through Final Completion. Additionally, Contractor shall be responsible for damage to the Work and Owner's FF&E that are caused by the Contractor's workers.

The Owner and Contractor hereby accept the responsibilities assigned to them in this Certificate of Substantial Completion:

Buford Thompson
Company

CONTRACTOR (Firm
Name)

Waxahachie Independent
School District

OWNER (Firm Name)


SIGNATURE


PRINTED NAME AND TITLE


DATE

SIGNATURE

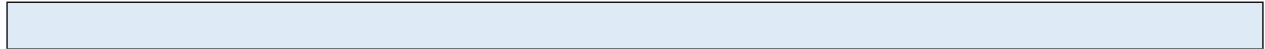
PRINTED NAME AND TITLE

DATE

Waxahachie ISD
BOARD OF TRUSTEES

Date: **October 12, 2020**

Subject: **Oncor Utility Easement – Electric/Communication Facilities near WHS**



Background:

Oncor Electric Delivery Company, LLC, is seeking an easement along a portion of the property where Waxahachie High School is located to allow the placement of overhead and/or underground electric supply and communications facilities adjacent to Business Highway 287 and across from FM 875. This utility easement is necessary for the purpose of maintaining and continuing electric and communications services on the property and the nearby area.

Recommendation:

Administration recommends approval of a resolution authorizing the Board President and/or Superintendent to execute all necessary documents to grant a temporary and permanent easement to Oncor Electric Delivery Company, LLC, allowing the placement of overhead and/or underground electric supply and communications facilities at the southwest corner of the property where Waxahachie High School is located, adjacent to Business Highway 287 and across from FM 875.

THE STATE OF TEXAS §
 §
THE COUNTY OF ELLIS §

BOARD RESOLUTION AUTHORIZING DEDICATION OF ELECTRIC SUPPLY AND TELECOMMUNICATIONS FACILITIES EASEMENT

WHEREAS, the Texas Education Code § 11.154 provides that “[t]he board of trustees of an independent school district may, by resolution, authorize the sale of any property, other than minerals, held in trust for public school purposes;” and

WHEREAS, the Texas Local Government Code § 272.001(l) provides that “A political subdivision may donate or sell for less than fair market value a designated parcel of land or an interest in real property to another political subdivision if: (1) the land or interest will be used by the political subdivision to which it is donated or sold in carrying out a purpose that benefits the public interest of the donating or selling political subdivision; (2) the donation or sale of the land or interest is made under terms that effect and maintain the public purpose for which the donation or sale is made; and (3) the title and right to possession of the land or interest revert to the donating or selling political subdivision if the acquiring political subdivision ceases to use the land or interest in carrying out the public purpose; and,

WHEREAS, the District owns a tract of land generally located at the intersection of U.S. Highway 287 and Business Highway 287 where Waxahachie High School is located; and

WHEREAS, Oncor Electric Delivery Company, L.L.C., proposes to install overhead and/or underground electric supply and communications facilities at the southwest corner of the property where Waxahachie High School is located, adjacent to Business Highway 287 and across from FM 875;

WHEREAS, a utility easement is necessary for the purpose of maintaining and continuing electric and communications services on the property and the nearby area; and

WHEREAS, it is in the District’s interests that the District and nearby residents living within the District have adequate access to electric and communications services; and

WHEREAS, the Board intends to grant a utility easement to the City of Waxahachie for the construction and maintenance of utilities at the above-referenced tract of land;

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of the Waxahachie Independent School District that:

1. The Board President and/or Superintendent is authorized to negotiate and execute all necessary legal documents to grant a public right of way easement to the City of Waxahachie in accordance with the provisions set out herein.

2. The duration of the easement may be perpetual.
3. The easement is limited to the construction and maintenance of utilities and regular use thereof.

APPROVED BY THE WAXAHACHIE ISD BOARD OF TRUSTEES ON OCTOBER 12, 2020, BY A VOTE OF _____ TO _____; THEREFORE, BE IT SO ORDERED.

Adopted this 12th day of October, 2020.

WAXAHACHIE INDEPENDENT
SCHOOL DISTRICT

By: _____
Dusty Autrey, President
Board of Trustees

ATTEST:

By: _____
Judd McCutchen, Secretary
Board of Trustees

PT #: 2020 - 2711
District: Waxahachie
WR#: 3490666
ER#: _____

EASEMENT AND RIGHT OF WAY

THE STATE OF TEXAS

§
§
§

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF ELLIS

That **WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**, hereinafter called "Grantor," whether one or more, for and in consideration of Ten and No/100 Dollars (\$10.00) and other valuable consideration to Grantor in hand paid by **Oncor Electric Delivery Company LLC**, a Delaware limited liability company, located at 1616 Woodall Rodgers Freeway, Dallas, Texas, 75202-1234, hereinafter referred to as "Grantee", has granted, sold and conveyed and by these presents does grant, sell and convey unto said Grantee, their successors and assigns, an easement and right-of-way for overhead and/or underground electric supply and communications facilities, consisting of a variable number of poles, guys, anchors, wires and cables, supporting structures, surface mounted equipment, transformers, switchgears, auto-transformers, conduits, manholes, vaults, and all necessary or desirable appurtenances over, under, through, across, and upon Grantor's land described as follows:

SEE EXHIBIT "A" ATTACHED

Grantor recognizes that the general course of said lines, or the metes and bounds as above described, is based on preliminary surveys only, and Grantor hereby agrees that the easement and right-of way and its general dimensions hereby granted shall apply to the actual location of said lines when constructed.

Together with the right of ingress and egress along and upon said easement and right-of-way and over and across Grantor's adjoining properties for the purpose of and with the right to construct, maintain, operate, repair, remove, replace, reconstruct, abandon in place, and to change the size and capacity of said facilities; the right to relocate said facilities in the same relative direction of said facilities; the right to relocate said facilities in the same relative position to any adjacent road if and as such road is widened in the future; the right to lease wire space for the purpose of permitting others to string or lay wire or cable along said facilities; the right to prevent excavation within the easement area; the right to prevent construction of, within the easement area, any and all buildings, structures or other obstructions which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient operation of said facilities and their appurtenances, and the right to trim or remove trees or shrubbery within, but not limited to, said easement area, including by use of herbicides or other similar chemicals approved by the U. S. Environmental Protection Agency, to the extent in the sole judgment of Grantee, as may be necessary to prevent possible interference with the operation of said facilities or to remove possible hazard thereto. Grantor shall not make changes in grade, elevation or contour of the land or impound water within the easement area as described above without prior written consent of Grantee.

Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of the Grantee, interfere with the exercise by the Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns; and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives, to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2020.

GRANTOR:

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

By: _____
Dr. Bonny Cain,
Superintendent

STATE OF TEXAS §
 §
COUNTY OF ELLIS §

BEFORE ME, the undersigned authority, on this day personally appeared **Dr. Bonny Cain**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same as the act and deed of **Waxahachie Independent School District**, as the **Superintendent** thereof, for the purposes and consideration therein expressed, in the capacity therein stated and he/she is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A. D. 2020.

Notary Public in and for the State of Texas

“EXHIBIT A”

Lying and situated in the City of Waxahachie, the E. Horton Survey, Abstract No. 466, Ellis County, Texas and being a part of that certain tract of land called Tract 1 in a Special Warranty Deed to Waxahachie Independent School District recorded in Instrument No. 1509865, Deed Records of Ellis County, Texas (D.R.E.C.T) and being a strip of land 15.00 feet in width, being a distance of 7.50 feet on each side of the following described centerline:

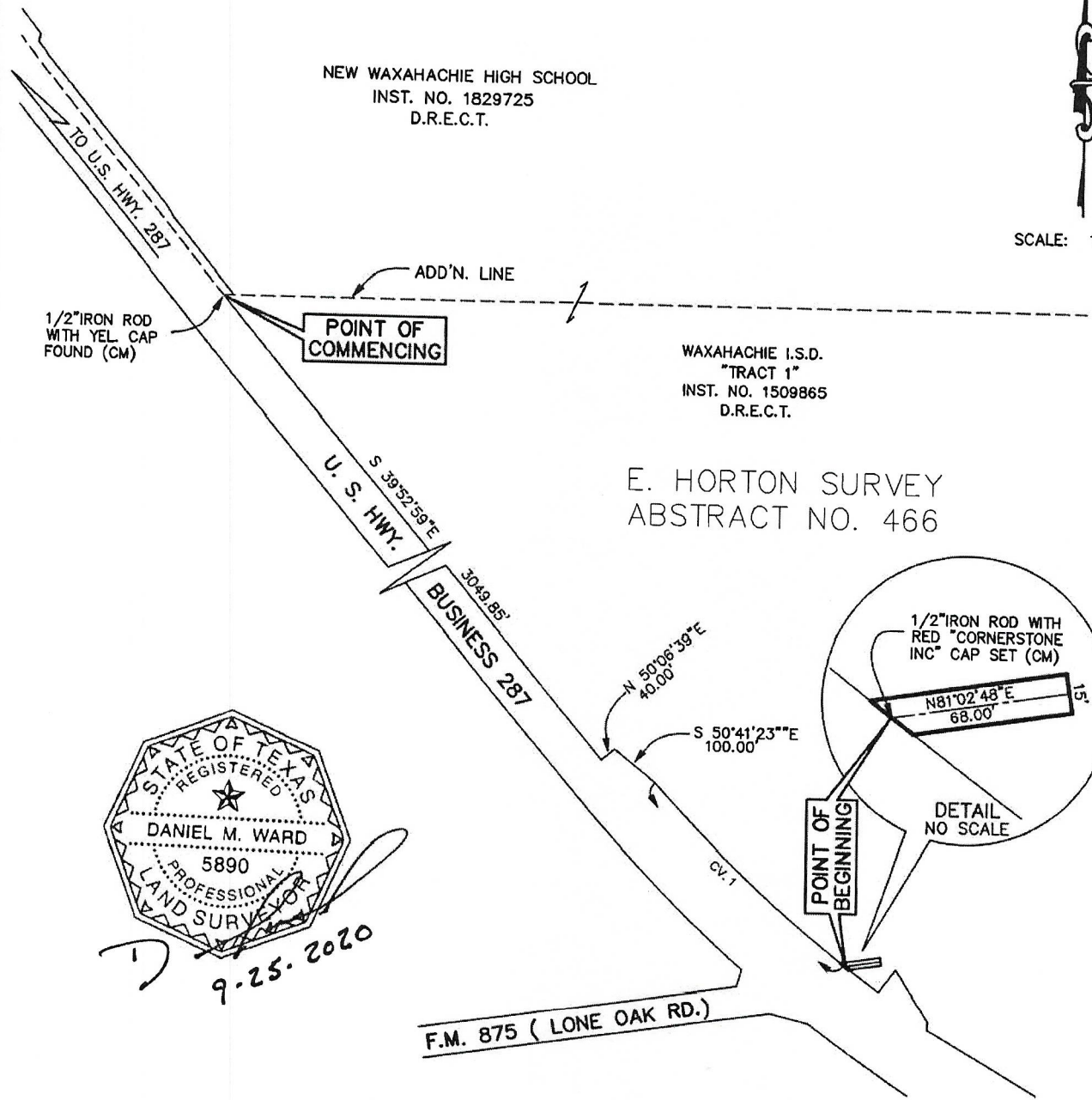
COMMENCING at a 1/2-inch iron rod with a yellow cap found on the northeast right of way line of Business Highway 287 for the southwest corner of New Waxahachie High School, an addition to the City of Waxahachie according to the map or plat thereof recorded in Instrument No. 1829725, D.R.E.C.T.; Thence southeasterly along the northeast right of way line of Business Highway 287 as follows; S 39° 52' 59" E, a distance of 3049.85 feet; N 50° 06' 39" E, a distance of 40.00 feet; Thence S 50° 41' 23" E, a distance of 100.00 feet to the beginning of a non-tangent curve to the left having a radius of 2,774.79 feet, a central angle of 10° 12' 47" and a chord that bears S 47° 01' 28" E, a distance of 493.95 feet; Thence southeasterly along said curve to the left, an arc distance of 494.61 feet to a 1/2-inch iron rod with a red "Cornerstone Inc." cap set and the POINT OF BEGINNING;

THENCE N 81° 02' 48" E, a distance of 68.00 feet to the end and containing 1020 square feet of land, more or less.

NEW WAXAHACHIE HIGH SCHOOL
 INST. NO. 1829725
 D.R.E.C.T.



SCALE: 1" = 300'

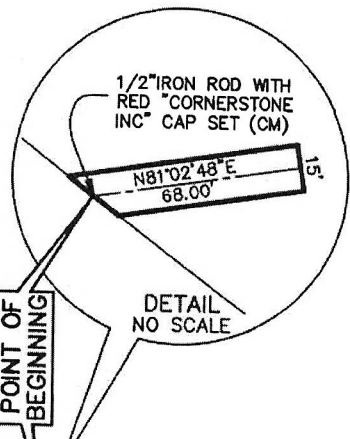
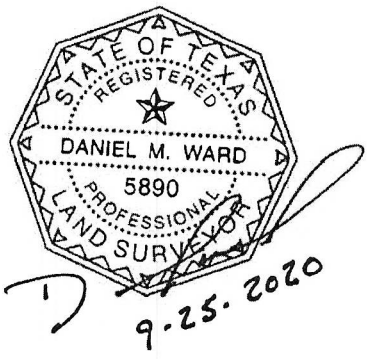


1/2" IRON ROD WITH YEL. CAP FOUND (CM)

POINT OF COMMENCING

WAXAHACHIE I.S.D.
 "TRACT 1"
 INST. NO. 1509865
 D.R.E.C.T.

E. HORTON SURVEY
 ABSTRACT NO. 466



POINT OF BEGINNING

DETAIL NO SCALE

CURVE 1	
R =	2774.79'
Δ =	10°12'47"
L =	494.61'
CH =	493.95'
CB =	S 47°01'28" E

CM = CONTROLLING MONUMENT

BEARINGS BASED ON STATE TEXAS PLANE COORDINATE SYSTEM, NAD 83, TEXAS NORTH CENTRAL ZONE 4202, GRID, GEOD 12A CONUS.

EXHIBIT "A"
ONCOR ELECTRIC DELIVERY CO.
EASEMENT
IN WAXAHACHIE, TEXAS
CORNERSTONE SURVEYING, INC

200 WEST MARSHALL
 P.O. BOX 699, PALMER, TEXAS 75152
 TEL. (972) 845-2505 ~ FAX. (972) 845-2455
 FIRM NO. 100215-00

PT #: _____
District: _____
WR No.: 3490668
Easement: _____

**EASEMENT FOR
TEMPORARY WORKING SPACE**

THE STATE OF TEXAS §
 §
COUNTY OF ELLIS §

KNOW ALL MEN BY THESE PRESENTS:

That for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration paid to the undersigned, **WAXAHACHIE HIGH SCHOOL, (GRANTOR)**, the receipt of which is hereby acknowledged, the said **GRANTOR** does hereby grant unto **Oncor Electric Delivery Company, LLC, a Delaware limited liability company, (GRANTEE)** whose address is 1616 Woodall Rodgers Freeway, Dallas, Texas 75202-1234, a temporary right of way and easement ("Temporary Easement"), to be utilized for temporary working space during **GRANTEE's** initial construction of distribution line and associated equipment, over, under, along, to, from and through land more particularly described in Exhibit A, attached hereto and made part hereof (the "Temporary Easement Area").

This easement grant is made by **GRANTOR** and accepted by **GRANTEE** subject to the following exception, reservations, restrictions, conditions and provisions:

All valid and subsisting encumbrances, conditions, covenants, restrictions, reservations, exceptions, rights of way, and easements of records affecting the Temporary Easement Area or any part thereof, including building and zoning ordinances, all laws, regulations and restrictions and restrictions by municipal or other governmental authority applicable to and enforceable against the Temporary Easement Area.

GRANTEE shall be entitled to use said Temporary Easement for construction purposes, subject to the termination provision hereof.

GRANTEE hereby agrees to obtain all required permits and governmental approvals for its construction activity so as to meet all regulatory requirements and shall complete all construction in a workmanlike manner. Upon completion of construction, **GRANTEE** shall promptly restore the surface of the area disturbed by its construction activity to as near its natural contour as is reasonably practical.

It is understood and agreed that this easement grant is not a conveyance of any land in the Temporary Easement Area but is a grant solely of the temporary construction easement described herein.

GRANTOR, its successors and assigns, shall have the right to use the Temporary Easement Area for any purpose or purposes whatsoever, provide that such use does not

unreasonably interfere with or obstruct the use of the Temporary Easement by **GRANTEE** for the purposes specified herein as being within the scope of this easement.

The provisions herein shall extend to and be binding upon **GRANTEE** and **GRANTOR** and their respective successors and assigns.

TO HAVE AND TO HOLD said easement unto **GRANTEE**, its successors and assigns, until _____ from the date **GRANTEE** becomes entitled to take possession of the Temporary Easement Area, at which time this easement will terminate and be of no further force and effect.

EXECUTED as the dates of the respective acknowledgements hereinafter set forth, but effective the _____ day of _____ of 2020.

Waxahachie High School

By: _____

Printed Name: _____

Title: _____

STATE OF TEXAS §
 §
COUNTY OF ELLIS §

BEFORE ME, the undersigned authority, on this day personally appeared _____, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same as the act and deed of **Waxahachie High School**, as the _____ thereof, for the purposes and consideration therein expressed, in the capacity therein stated and that he/she is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A.D. 2020.

Notary Public in and for the State of Texas

“EXHIBIT A”

20” Wide Temporary Construction Easement

Lying and situated in the J. Boyd Survey, Abstract No. 108, Ellis County, Texas and being a part of Lot 1, Block A of New Waxahachie High School, an addition to the City of Waxahachie according to the map or plat thereof recorded in Instrument No.1829725, D.R.E.C.T. and being more particularly described as follows:

COMMENCING at a TXDOT wood right of way post found at the northeast end of a corner cut-back line at the intersection of U.S. Highway Business 287 with the south right of way line of U.S. Highway 287 and being a distance of 406.98 feet S 88° 52' 42" W along the south right of way line of U.S. 287 from a 1/2-inch iron rod with a yellow cap found; Thence N 88° 52' 42" E, along said south right of way line, a distance of 160.12 feet to the POINT OF BEGINNING;

THENCE N 88° 52' 42" E, along the south right of way line of U.S. Highway 287, a distance of 20.22 feet;

THENCE S 07° 24' 05" W, a distance of 103.00 feet;

THENCE N 82° 35' 55" W, a distance of 20.00 feet;

THENCE N 07° 24' 05" E, a distance of 100.00 feet to the POINT OF BEGINNING and containing 2,030 square feet of land, more or less.

BEARINGS BASED ON TEXAS STATE PLANE COORDINATE SYSTEM, NAD 83, TEXAS NORTH CENTRAL ZONE 4202, GRID, GEOID 12A CONUS



SCALE: 1" = 100'

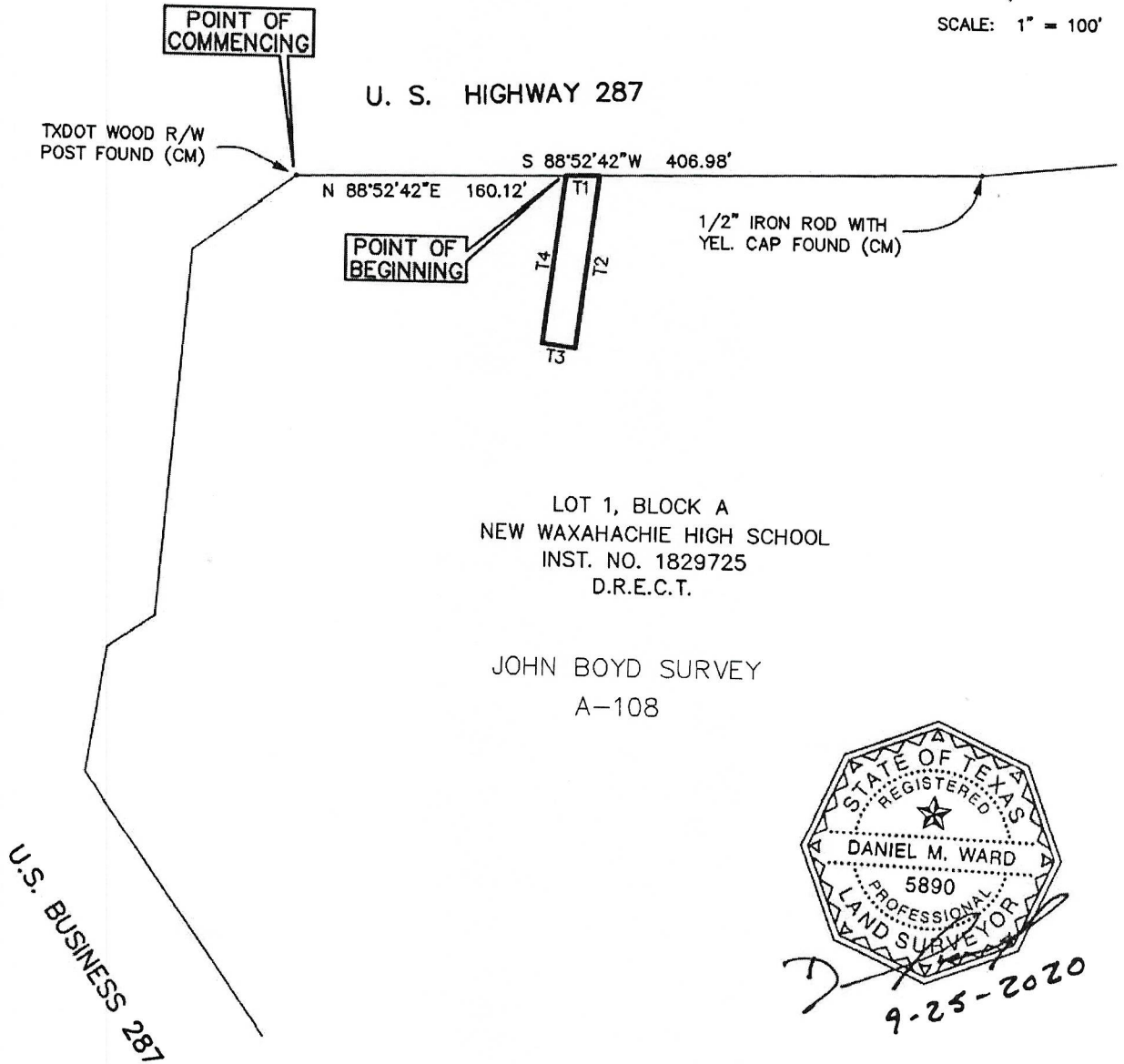


EXHIBIT "A"
ONCOR ELECTRIC DELIVERY CO.
TEMPORARY CONSTRUCTION EASEMENT
IN WAXAHACHIE, TEXAS

CORNERSTONE SURVEYING, INC

200 WEST MARSHALL
 P.O. BOX 699, PALMER, TEXAS 75152
 TEL. (972) 845-2505 ~ FAX. (972) 845-2455
 FIRM NO. 100215-00

CM = CONTROLLING MONUMENT

TANGENT	BEARING	LENGTH
T1	N 88°52'42"E	20.22'
T2	S 07°24'05"W	103.00'
T3	N 82°35'55"W	20.00'
T4	N 07°24'05"E	100.00'