

Regular Meeting

Monday, June 8, 2020 5:00 PM

Waxahachie ISD Administration Building, 411 N Gibson St, Waxahachie, TX 75165

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.
- B. Open Forum: Hearing of individuals or committees.
- C. Human Resources
 1. Consideration and possible action to approve the personnel report as recommended by the superintendent that includes employment, retirements, resignations, position changes, and potential additional positions.

IV. BOARD WORKSHOP

- A. Legislative Advocacy for Fall TASB Delegate Assembly.
- B. Howard Geothermal Update.
- C. Economic Impact of COVID-19.

V. REPORTS

- A. Project Manager Report.
- B. Special Education Departmental Review.
- C. TASB Compensation Review Follow up.
- D. Managed Technology Services.
- E. Items approved by the Superintendent as allowed by the Delegation of Authority due to COVID-19 Emergency.

VI. CONSENT AGENDA

- A. Consideration and action to approve Minutes from previous meetings.
- B. Consideration and action 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.
- C. Consideration and action to approve the Resolution for Schools and Libraries Universal Services (E-Rate) for 2020-2021. This resolution authorizes filing of the Form 471 application(s) for funding year 2020-2021 and the payment of the applicant's share upon approval of funding and receipt of services.
- D. Consideration and action to approve the Annual Investment Report as presented at the May 11, 2020 school board meeting.
- E. Consideration and possible action to approve annual TEKS IMA Certification for 2020-2021.
- F. Consideration and possible action to approve a one year contract with Premier Logitech for managed technology services.

VII. ACTION ITEMS.

- A. Consideration with possible action to amend the 2020-2021 Academic Calendar.

VIII. ADJOURN

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 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, and creation of new positions.

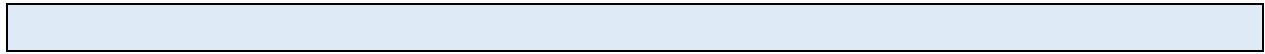
Recommendation:

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

Waxahachie ISD
BOARD OF TRUSTEES

Date: June 8, 2020

Subject: Advocacy Resolutions



Background:

The Texas Association of School Boards (TASB) is a voluntary, nonprofit, statewide education association that has served and represented local Texas school boards since 1949. The Delegate Assembly, made up of delegates from every Texas school district, serves as TASB's general policymaking body, and the 44-member TASB Board of Directors oversees the Association's activities throughout the year. The Association annually calls upon districts to submit new Advocacy Resolutions that will help form TASB's responses to issues before the Legislature and other governmental entities during the legislative session.

The Advocacy Agenda—the plan of action TASB pursues during the legislative biennium—consists of two parts:

- **Advocacy Priorities:** A set of legislative goals arising from TASB's grassroots process.
- **Advocacy Resolutions:** District-submitted stances guiding TASB's response to other issues that might arise before the Legislature and other governmental entities.

The TASB Delegate Assembly adopts the Advocacy Agenda each fall. Resolutions require approval by a simple majority of the Delegate Assembly. Local boards are invited to submit proposals for new resolutions for or to amend current resolutions in the Advocacy Agenda.

The call for resolutions runs from April 1 until 11:59 p.m. on June 15, 2020.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Howard HVAC System Repair Options**



Background:

Jacob Perry will update the status of the cooling/heating system at Robbie E. Howard Junior High and be available to answer any questions.

Robbie E. Howard Jr. High

Geothermal HVAC System Repair Project

Geothermal System Explained

(and how it should work)

- ▶ A geothermal cooling/heating system works like a water cooler or radiator by using a sealed continuous loop of water that runs into “wells” on the property.
- ▶ There are “loops” for each area of climate control in the building. Multiple “loops” run underground and into “wells” where the temperature is constant, theoretically. Each section of “loops & wells” are called a “well field”.
- ▶ The water in the loops is used to cool the building by taking heat away from the cooling/heating units to the well fields. There, the heat is *supposed* to dissipate out of the water in the loops into the deep wells and cool down to the temperature of the ground before returning to the units inside of the building where they are used for cooling or heating.
- ▶ *By design these systems are very efficient.*

Our Geothermal System Problems Explained

- ▶ The loops at Howard Jr. High have historically had leaks in them. These leaks cause a drop in the water levels/pressure in the loops that feed the cooling system therefore we must refill them on a regular basis. One of the leaks required us to have water filling it constantly.
- ▶ In addition to several leaks in our system our well fields are located in ground that is very dense and consists of a very high clay content that acts more as an insulator not allowing the heat to dissipate adequately. Additionally, the number of loops/fields needed to cool/heat the building is substantially lower than what a building of this size calls for. Because of these issues the water that returns to the units inside of the building has had temperatures as high as 140 degrees (in the hotter months) which makes cooling nearly impossible. *(ground water temperature in the south averages 72 degrees)*

Our Geothermal System Problems Explained

- ▶ With the combination of well field leaks and the high temperature of the returning water to the system the geothermal system has not worked as it was designed for some time.
- ▶ The high temperature water returning causes the units inside of the building to work beyond their design to cool the building.
- ▶ The loss of water and constant filling of the loops has increased water usage on that campus.

Repairs to the Well Fields

- ▶ The first phase of the process to bring Howard Jr. High's geothermal system up to ideal working order is to find and repair the leaks in the well fields. We have 4 leaks to *locate* and have repaired.
 - ▶ This involves massive digging in the well fields.
 - ▶ Each geothermal loop line must be dug up and inspected for possible leaks.
 - ▶ Technicians must take extreme care and caution while digging to avoid damage to lines
 - ▶ The first well field that was excavated was not installed according to the drawings and plans for the campus.
 - ▶ Second large well field was installed as indicated on drawings so the process was more seamless.



Well Field Locations for Howard Jr. High

Field A - Red lines represent where our blueprints showed the buried lines to be. The black lines are where they are actually located. *(This made it very tough for the excavation crews.)* After the digging it was discovered that a portion of the loop was located under the concrete parking lot.

Field B - The black lines are where the buried lines are located and are shown that way on our blueprints.

Where are we now with this issue?

- ▶ The District contracted with Reed Wells and Benson and Company Engineering Services (RWB).
- ▶ RWB has had a team of engineers working to determine the best approach to bring the system at Howard an ideal working status.
- ▶ I met with RWB representatives on April 23, 2020 to discuss their findings and a few options.
- ▶ I have had several discussions on the options since that meeting and the District has a few options to consider.

Options

- ▶ The District has a few options:
- ▶ Option 1:
 - ▶ Install a mechanized valve system that would designate and control the water source (well field) that provides heating and cooling water to the existing *water source heat pumps* on the campus. This means:
 - ▶ Water for cooling the area would come from a water chiller that would have to be installed on the campus.
 - ▶ Water for heating the area would come from the existing well fields.
 - ▶ The mechanized valve system in the “vault” would control the source of the water source for the heating/cooling.
 - ▶ Estimated Cost: \$1.2m - \$1.5m

Options

- ▶ The District has a few options:
- ▶ Option 2:
 - ▶ Install a mechanized valve system that would designate non-academic area well fields as surplus supply fields to academic area well fields.
 - ▶ The mechanized valve system in the “vault” would control and designate fields to be supplied based on demand (temperature of water in loops).
 - ▶ Water for cooling non-academic area would come from water chiller that would have to be installed on the campus.
 - ▶ Water for heating the area would come from the a boiler unit that would have to be installed on the campus. (*would need to bring in gas for this ~ \$90k*)
 - ▶ Estimated Cost: \$1.5m

Proposed Location of Vault and Water Chiller



Options

- ▶ The District has a few options:
- ▶ Option 3:
 - ▶ Completely abandon the well fields as the source of water for the water-source heat pump system on the campus.
 - ▶ Serve the existing water-source heat pump equipment with a water chiller and boiler for both the academic and non-academic areas of the building.
 - ▶ Would have to have gas brought to the campus ~ \$90k
 - ▶ Would have to have a mechanical room built for equipment
 - ▶ This option would remove the well field issues that have plagued the campus.
 - ▶ This option would require installation of 2 water chillers and 2 boilers.
 - ▶ Would have to determine a location for the academic wing chiller and boiler.
 - ▶ Estimated Cost: \$2m-\$2.2m

Options

- ▶ I was asked about the possibility of completely going away from the water-source heat pump system that is in the building and moving the HVAC system to what we would consider a traditional split system or condensing unit type system. From my discussions with HVAC companies and RWB this would not be a good option for the District.
 - ▶ Existing equipment is in good shape and can still provide the District with years of service.
 - ▶ To move to a different type of cooling/heating system the equipment would have to be removed. This would be very difficult due to the fact that it is located in an attic-type area in the building. This would require entire school shutdown to do.
 - ▶ The cost to move over to a different HVAC system would cost the district an estimated \$6m+

Next Steps

- ▶ Based on these three options the District will need to begin talks on what we will do moving forward.
 - ▶ RWB would coordinate the project efforts and oversee it's completeness.
 - ▶ Would be a major project both monetarily and physical work to be completed.
 - ▶ Work to be done would need to be planned and scheduled at least a season ahead of when the work would be done.
 - ▶ *Work to be done in summer would need to be planned/scheduled in fall/winter.*

Feel free to contact me with any questions you may have.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**_____

Subject: **Discussion of Texas economy**_____

Workshop

Mr. Kahlden will give a brief overview of the current state of the Texas economy as a result of the COVID-19 pandemic and possible expectations going forward.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Project Manager Report**



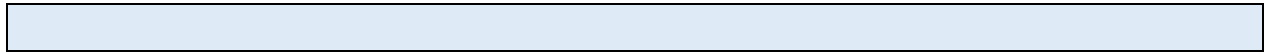
Background:

Mikel Craig will provide the Board an update on the progress of various major projects.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Stetson & Associates Special Education Department Review**



Background:

Dr. Paula Walker of Stetson & Associates will be presenting a report and summary from the departmental review of special education services within Waxahachie ISD. Dr. Walker will be available to answer questions the board may have.

***WAXAHACHIE ISD SPECIAL EDUCATION
PROGRAM EVALUATION: EXECUTIVE
SUMMARY***



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*Waxahachie ISD Special Education Program
Evaluation: Executive Summary*

Providing supports and services to students with disabilities has always been a struggle for districts, trying to meet the many demands of compliance while also trying to provide quality supports and services. Since the re-authorization of the Individuals with Disabilities Act in 2004 there has been a great deal of emphasis on the Least Restrictive Environment component of the law, recognizing that the education of students with disabilities should be in the general education environment as much as possible with a focus on access to enrolled grade level standards.

Stetson and Associates, Inc. was commissioned to conduct a comprehensive review of the special education services and supports in Waxahachie ISD (WISD) in the spring semester of 2020. This special education program review was developed with the active participation and input of Waxahachie ISD's director of special populations as well as other district personnel, school administrators, teachers, and parents of students with disabilities. The decision to evaluate the special education program is an impressive step toward excellence and continuous improvement for all students. Waxahachie ISD is commended for taking this positive step to ensure effective and equitable practices in its programs and schools.

Quality services for students with disabilities requires a strong belief in shared ownership and responsibility for all learners, a high level of collaboration among all stakeholders, and respectful ongoing communication between all parties, resulting in increasing levels of trust. This report is based on a review of services for students with disabilities within the context of highly effective research-based practices. Although it does include some areas related to compliance, the evaluation's primary focus is quality standards for special education services. Equity in service delivery for ALL students is a necessary precondition for excellence within a school district.

This review of services provided to students with disabilities in Waxahachie ISD required an examination of quantitative and qualitative data from a variety of sources. The following is a brief description of the methodologies Stetson and Associates, Inc. selected for the Waxahachie ISD evaluation of services for students with disabilities.

Qualitative and Quantitative Data Sources:

1. **Initial Planning with the Director of Special Populations and the vice president of Stetson and Associates, Inc.**
2. **A Meeting with a Committee of Key Stakeholders in Waxahachie ISD.**
3. **A Comparison Study of Similar Districts. The districts selected by Waxahachie ISD are: Coppell ISD, Ennis ISD, Mansfield ISD, Midlothian ISD, Midway ISD, Prosper**

ISD, Red Oak ISD

4. **A Review of Waxahachie ISD District Documents and Website Information**
5. **Interviews with District Leaders**
6. **Structured Observations of Classroom Practices at Schools.**
7. **Special Education Eligibility Folder Review**
8. **Focus Group Sessions.**
9. **A Survey of Faculty Perceptions Disseminated to All District Faculty Regarding Services Provided to Students with Disabilities.**
10. **A Survey of Parent Perceptions of Waxahachie ISD’s Services and Supports for Students with Disabilities.**

The primary task of this program review was to seek answers to the most critical questions facing the district using the quality standards that were developed by key stakeholders. This evaluation provides findings and supportive data that note strengths and areas of concern impacting the quality and effectiveness of supports and services for students with disabilities. To more efficiently report findings and recommendations, the quality standards were organized into five major themes. *Strengths* and *Areas of Concern* were identified in each of the five themes with recommendations for the district to consider to address the *Areas of Concern*. The following is a brief summary of the findings:

THEME 1

A Common Vision Across All Stakeholders with A Philosophy of Shared Responsibilities for ALL Learners that Fosters a Climate of Mutual Respect and Trust.

Waxahachie ISD Quality Standard #5

An aligned vision among all stakeholders that supports a commitment to shared ownership of all learners, including students with disabilities, and supports a commitment to ongoing improvement, consistency and fidelity of implementation of best practices in all aspects of the district.

Table 1. Strengths and Areas of Concerns Currently Impacting A Common Vision Across All Stakeholders and A Philosophy of Shared Responsibilities for All Learners That Fosters a Climate of Mutual Respect and Trust in Waxahachie ISD

Strengths
1. WISD is highly committed to working with all stakeholders to ensure students receive a rigorous and inclusive school experience.
2. The WISD District Improvement Plan specifically addresses services for students with disabilities and areas of growth.

3. The director of special populations is fairly new but is committed to implementing research-based practices, providing ongoing professional development and ensuring adequate resources for staff.

Areas of Concern

1. The director of special population's position is not included as a member of the superintendent's cabinet and is not included in regularly scheduled principal meetings. However, she is allowed to present information at her request.
2. There is a lack of consistency of services from campus to campus which could be the result of the confusion regarding the lack of shared vision and philosophy of shared responsibilities for all learners.
3. There is a district perception of the lack of value and support for special education service providers.
4. WISD has a higher special education student identification rate than the state, region, and all seven comparable districts.
5. Though the inclusion of students with disabilities is strongly viewed as a social benefit, a significant number of faculty do not view inclusion as academically beneficial, and almost half of the faculty respondents view inclusion as harmful to students who do not have a disability condition.

Recommendations for Theme 1

A Common Vision Across All Stakeholders and A Philosophy of Shared Responsibilities for All Learners That Fosters a Climate of Mutual Respect and Trust.

1. Review all current department orientation and language, and revise any that reinforces labels, places or program models. Substitute with student-needs based approaches to service delivery. This does not eliminate the valuable information about research-based instruction for specific disability areas, instead it aligns instructional practices with the needs of students - not labels or programs.
2. The district may want to investigate implementation of strategies and philosophies regarding Universal Design for Learning (UDL) to emphasize accessible instruction for all learners and designing curriculum and instruction to meet the needs of a very diverse population of students.
3. Identify and correct misunderstandings and confusion about special education services, supports, and inclusive practices. These revisions should appear in written communications, on school webpages, in trainings and leadership meetings in order to ensure consistency of practices across the district.
4. The special education leadership team should be a collaborative member of central office and campus leadership meetings. Through shared information, district services and supports for special populations can be better integrated and more efficiently and effectively delivered if all members of district leadership are hearing the same information and working together to collectively meet the needs of all students in WISD.

*Waxahachie ISD Special Education Program
Evaluation: Executive Summary*

5. Establish and provide professional development for “Quality Standards for Special Education Services” through online presentations, print resources, and links. An example of these *Quality Standards* is provided here: <https://inclusiveschools.org/inclusion-resources/self-assessment/>
6. Revise the District Improvement Plan format to be more inclusive by addressing the needs of “all” students in all areas of the plan, including but not limited to: CATE, GT, Curriculum and Instruction, School Safety, etc.
7. A notebook with Operating Procedures for Special Education, The Special Education Handbook, Referral Guidelines and various other department information was provided to the evaluator by the director of special populations. However, that information is not readily available to others on the website. The special education webpage can be a very powerful tool to communicate processes, procedures, descriptions of services, specific trainings, and activities of the district. If the district is to be consistent in philosophy and implementation of processes, procedures, and implementation of supports and services, these guidelines must be accurate and up to date and most importantly shared with all stakeholders. Utilize this information in trainings and provide links to where this information can be accessed by others in communications to staff members. Involve staff members in updating and developing these handbooks when appropriate to help them be a part of decisions that are made that impact them.

THEME 2

INSTRUCTIONAL EXCELLENCE FOR ALL LEARNERS

Theme 2 covers a broad range of information and incorporates the following Quality Standards:

- **Quality Standard #1:** The provision of quality research-based supports, services and progress monitoring for students with disabilities by highly trained and experienced personnel reflecting high expectations, a positive growth-mindset, and a focus on the whole child resulting in improved student outcomes.
- **Quality Standard #3:** Effective and efficient instructional delivery that is aligned with the general curriculum and aligned with student needs.

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- **Quality Standard #8:** Productive and collaborative planning meetings with knowledgeable stakeholders including campus leaders, faculty, and parents.
- **Quality Standard #9:** A systematic process for closing the achievement gap for students with disabilities.
- **Quality Standard #10:** A comprehensive system of professional development that is informed, timely, effective, and engaging for all staff regarding services for students with disabilities

Table 2. Strengths and Areas of Concern Currently Impacting Instructional Excellence for All Learners

Strengths
<ol style="list-style-type: none"> 1. A high degree of faculty believes that students with disabilities are considered full members of the student body. 2. Personnel are highly regarded for their willingness to work together and to assist students in the best way they can.
Areas of Concern
<ol style="list-style-type: none"> 1. Although Waxahachie ISD has an “B” rating with the Texas Accountability System, the district did not meet the standard for performance on STAAR for students with disabilities in any content area. 2. There were multiple survey and focus group comments regarding the “caring” nature of staff, praise for specific staff members, and teachers are described as having exceptional character traits. However, there is a significant percentage of survey respondents who believe that general education teachers are not skilled in strategies relative to addressing the needs of diverse students, and that special education teachers are not viewed as members of equal status with their general education teachers. 3. Paraprofessionals are viewed as a positive factor for services for students with disabilities, being perceived as “well intentioned,” but not well trained or skilled in fulfilling their roles in providing instructional support. 4. Waxahachie ISD does not have a clearly defined RtI/MTSS process in place that is consistently implemented to support students who may be struggling academically and/or behaviorally. 5. A fairly high percentage of faculty survey respondents agree that their school provides quality services to students with disabilities and a significantly high percentage of faculty survey respondents report it is the responsibility of all educators to use instructional accommodations for any student who needs them. However, the use of accommodations and modifications was not evident in classroom observations, a significant number of faculty report they have not participated in staff development sessions to enhance their skills in the implementation of effective services for students with disabilities, and the district student performance on STAAR does not reflect quality effective services for students with disabilities. 6. In-Class Support services for students with disabilities are currently impacted by multiple inefficient and inconsistent factors that are impeding the quality of instruction and supports delivered to students with disabilities. This is also impacted by the significant number of interview and focus group comments regarding the need for more “specialized placements” for students, and concern that the content mastery lab (also a separate setting) was not available when needed and not open all day to assist students.

7. A significant number of faculty respondents reported they do not feel supported in their efforts to serve students with disabilities by the central office staff.

Recommendations for Theme 2

Instructional Excellence for All Learners

1. Provide consistent training for teachers and paraprofessionals to address the deficits identified for inclusive practices and collaborative teaching teams. Ensure all teachers and paraprofessionals receive the same level of training in inclusive education, including training in models of in-class support for students with disabilities and a student-centered decision-making approach to staffing and scheduling. With this approach, all students with disabilities are sorted by grade level, subject area, and a series of questions regarding the degree to which the student can participate in the general education curriculum and the type and level of support the student may need. There are many resources available for this type of training. Select one and ensure that teams are provided training annually.
2. Ensure recruitment of leadership and instructional personnel includes an introduction to the district's commitment to inclusive practices, equity and excellence.
3. Require teachers to implement different approaches and strategies in collaborative teaching classes by aligning the teacher appraisal goals with teaching assignments.
4. Identify model sites in the district and provide for school personnel and parents to visit and learn from best practice mentors.
5. Ensure in-class support options are available other than just co-teach or only support facilitation utilizing paraprofessionals.
6. Develop a master schedule that will ensure planning time for general and special education staff and will address the appropriate ratios for students receiving in-class support or support/services in a specialized setting.
7. Structure collaborative planning time by requiring completion of an outline or checklist of how the time was utilized and weekly submission of lesson plans that demonstrate implementation of differentiated practices and quality collaborative instruction.
8. Provide training to teachers to provide targeted instruction with ongoing progress monitoring data for all academic areas to realize smaller gaps in performance between typically developing peers and students with disabilities and ensure service providers are trained in research-based practices for serving high needs students, such as those identified with autism, significant behavioral needs, and social-emotional needs. The lack

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of training in this area can often lead to the belief that there are inadequate resources and staff available to meet the needs of these students.

9. Align content area trainings with strategies for effective use of appropriate accommodations and modifications in the general education setting.
10. Explore the concerns regarding RtI/MTSS implementation by gathering more specific information including; investigating the integrity of implementation at every campus and surveying teachers to determine what specifically is not working.
11. Address the behavioral and classroom management issues reported by various groups by developing a district-wide system of behavioral supports. It is suggested that the district examine options for a systems approach that will include a behavior component of the RtI/MTSS process, implement basic PBIS systems at each school, provide teacher training in positive behavior management, and monitor the implementation using a quality standard framework.
12. Provide teachers training on how to manage and provide supervision to the paraprofessionals assigned to their classrooms. Schedules and clearly defined job responsibilities should be outlined for paraprofessionals as well as opportunities for them to provide input into performance reports for student through checklist and data sheets.
13. Schedule annual activities that show appreciation for paraprofessionals and their job performance such as; participation in staff appreciation celebrations, notes of gratitude and praise for a job well done, and public acknowledgement for their work.
14. Consider elimination of the content mastery/lab class model of support for students and replace it with scheduled in-class supports. Trying to provide both models in the manner in which it is currently implemented is not quality instructional supports nor efficient use of staff.
15. Although the district employs behavior specialist to assist with behaviors on campus there appears to be a breakdown in the support provided and effectiveness of the interventions. Behavioral concerns were one the most commented and reported concerns other than the need for additional staff. This warrants further investigation to better determine appropriate interventions.

THEME 3

Partnerships with Parents that are Positive, Respectful and Collaborative

Waxahachie ISD Quality Standard #6

A value for authentic relationships with parents and families of students with disabilities that results in a high level of engagement and satisfaction relative to services for students with disabilities.

Table 6. Strengths and Areas of Concern Currently Impacting Partnerships with Parents that are Positive, Respectful, and Collaborative.

Strengths
<ol style="list-style-type: none">1. A significant percentage of parents report that they are treated as equal partner in matters concerning their child’s educational program and that they are knowledgeable of the contents of their child’s IEP/BIP and their experience in attending IEP meetings in WISD has been positive one.2. Although there were only two parents who attended the focus group session for parents, their comments regarding the services and supports their child receives in WISD were very positive. There were also multiple positive survey comments related to the appreciation and quality of staff who serve students with disabilities in WISD, such as “The staff seem to genuinely care..,” “The speech therapist is awesome,” and “I love the staff and principal...”
Areas of Concern
<ol style="list-style-type: none">1. Parent survey results and comments indicated many parents do not feel their child receives appropriate accommodations and/or modifications in the classroom and that they are unaware of the progress their child is making in the general education curriculum nor do they understand how their student’s grades are being determined.2. A significant percentage of parents reported that they do not feel supported by their child’s principal or central office staff in their efforts to assure that their child receives a quality education.3. A good number of parent survey respondents do not agree that their child’s teachers have the skills and experience to provide quality instruction that their child needs.4. There is no evidence of parent involvement in trainings provided by the district regarding services, interventions, processes and procedures or anyway in which parents can feel valued or participate as a valuable stakeholder in the special education supports and services provided by the district.

Recommendations for Theme 3

Partnerships with Parents that are Positive, Respectful and Collaborative

1. The district and campus need to continue to purposefully promote a “customer friendly” atmosphere with parents of students with disabilities; this should be a priority at all levels, but especially at the campus level.
2. Provide communication from teachers and service providers to parents on a consistent basis. Time should be scheduled for face to face communication which is more likely to reduce the misunderstandings that can happen over email or by phone.
3. Train teachers and service providers in parent communication and conflict resolution. This can be done annually through PLCs, book studies, or vignettes modeling do’s and don’ts. It is important for general education teachers working with students with

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disabilities to receive this same training and be a partner in communicating with parents of students with disabilities in collaborative classrooms.

4. Implement strategies to improve communication issues as addressed in Theme 1. Capture more information on how to improve communication and collaboration by having post-IEP meeting surveys and other parent information gathering systems to identify needed communication content, the most effective communication strategies to support collaborative and successful school parent partnerships, and access and participation in extracurricular activities and school sponsored clubs and events.
5. The district may want to consider developing a parent advisory group that meets with central office administrative staff, campus administrators and key service providers to develop a venue for pro-active parental input and communication in WISD.

THEME 4
Effective and Efficient Use of Personnel and Capital Resources

Waxahachie ISD Quality Standard #7

Efficient, effective and appropriate use of human and capital resources that reflect student-centered decisions in determining the need for all resources including staffing, materials, and services for students with disabilities.

Table 7. Strengths and Areas of Concern Currently Impacting Effective and Efficient Use of Personnel and Capital Resources

Strengths
1. The district commits a large percentage of financial resources to special education.
Areas of Concern
1. Although comparison data does reflect a need for WISD to review staffing levels in certain areas, scheduling, training, and unclear descriptions and directives regarding the provision of specialized instructional models and practices across the district may contribute to the perception throughout the district that there is less than adequate staff available to meet the needs of students with disabilities.
2. Utilizing contract staff to provide services is necessary for many districts in order to meet the very specialized needs of students. However, contract staff are not always considered members of the district community and do not necessarily develop the relationships and communication channels with district staff. WISD utilizes quite a few contract services.

Recommendations for Theme 4
Effective and Efficient Use of Personnel and Capital Resources

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1. Critically analyze the staffing needs for the district based on the information provided in this report. It is important that there is direct clear communication regarding the services campuses should be provided, how to determine which services a student needs, and to provide staff the tools, training and resources to provide those services. The district must make some decisions to ensure consistency of services from campus to campus. The district should review the need as well as the data that reflects the effectiveness of a content mastery or lab Class. Many times, the staff who are assigned to those positions can more effectively and efficiently provide that same level of support to students in a scheduled in-class support time.
2. Obtain expert analysis of the evaluation process and criteria for disability identification to determine if the high percentage of students identified for services in WISD are issues with assessment or if this is simply the natural make-up of the community and the school district.
3. Ensure service providers are trained in research-based practices for serving high needs students such as those identified with autism, behavioral needs, and social emotional needs. Lack of training can often lead to a belief there are inadequate resources available to meet the needs of these students.
4. Provide teachers and other service providers training in organization and time management. It is very important that districts provide the tools to work smarter and not harder.

THEME 5

Full Compliance with Federal, State, and Local Mandates

Table 14. Strengths and Areas of Concern Currently Impacting Compliance With Federal, State, and Local Mandates in Waxahachie ISD

Strengths
1. The district has an effective and efficient process for child find in place.
2. The district has addressed the recent state compliance issues for child find and dyslexia identification.
Areas of Concern
1. Waxahachie ISD did not meet the target indicators in five areas on the RDA System of Accountability (0 is the state standard with 1-4 considered to be below standard);
2. Out of the 12 student eligibility folders reviewed there was one folder in total compliance.

Recommendations for Theme 5

Compliance with Local, State, and Federal Mandates

1. Address all compliance issues by reviewing the indicators on the SPP and the RDA that do not meet the state target and disaggregate the data by campus if possible. Specifically,

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the LRE data. This data should be reviewed with central office and campus administrators. Special education accountability is a district-wide responsibility. Monitoring of compliance, as well as leadership in best practice interventions, is the responsibility of the special education leadership. Develop an action plan to address the desired changes.

2. Produce a clearly written set of special education policies and procedures and use a dissemination plan that makes certain all district teaching staff, campus and central office administrators, and assessment and related services personnel understand and feel confident in implementation of the necessary practices to be compliant and provide quality research-based supports and services to students with disabilities.
3. Develop a system to audit folders on an annual basis to identify systemic issues in documentation and implementation of the local, state and federal guidelines for special education.
4. Provide annual and ongoing training and monitoring for all responsible for ARD documentation.
5. Utilize a system of total electronic management. When staff are required to maintain an electronic system as well as a paper document, system errors in archiving can occur. Requiring staff to maintain two data systems can add to the workload of those responsible. With appropriate training and safeguards for archival and storage in place, an electronic system can be more efficient.

CONCLUSION

During the evaluation process, numerous positive influences for improved services for students with disabilities in Waxahachie ISD were identified, including a commitment to excellence and improvement, and caring and willing staff. The district possesses the leadership, skills, and resources to make significant and positive improvements for all students.

This evaluation of services for students with disabilities represents an inquiry into the status of present services and the perceptions of multiple stakeholder groups. This report was developed with the active participation and support of many educators within Waxahachie ISD that was called upon to provide data, perceptions, and recommendations. Stetson and Associates, Inc. greatly appreciates the assistance and candor of all involved in the process and the district is to be commended for taking positive steps to ensure effective and equitable practices for students with disabilities are in place across all of its schools.

WAXAHACHIE ISD SPECIAL EDUCATION EVALUATION ACTION PLAN



Theme 1: A Common Vision Across All Stakeholders and a Philosophy of Shared Responsibilities for All Learners that Fosters a Climate of Mutual Respect and Trust

Recommendation	Person(s) Responsible	Resources	Timeline	Evidence of implementation and measure of progress
<p>1a. Revise all current department materials, websites, and publications to ensure the language aligns with student needs based approaches to service delivery and does not reinforce disability labels or special placements. Ensure all stakeholders have a common understanding of the services and supports provided in specialized setting and the criteria for placement in a specialized setting.</p>	<p>Audrey Brandy</p>	<p>No additional resources needed</p>		<p>Updated descriptions of programs and services in all district documents</p>
<p>1b. Provide information to all stakeholders regarding any updates to district documents that reflect services for students.</p>	<p>Audrey Brandy</p>	<p>No additional resources needed</p>	<p>Dec. 2020</p>	<p>Agendas, sign in sheets for trainings, emails to staff, etc.</p>
<p>2. Provide Stetson Step By Step Training to every campus and key administrative personnel to Improve the approach to inclusion by adopting a system-wide model that addresses a common vision, understanding and benefits, the expected instructional practices that promote inclusion, a continuum of supports and services, and a model for staffing and scheduling to ensure implementation.</p>	<p>Audrey, Brandy, Campus Principals, Executive Directors of Elementary and Secondary Instruction, Campus team participants</p>	<p>Funds for substitutes to attend the training will be paid by special education</p>	<p>May 2021</p>	<p>Sign in sheets, campus action plans,</p>

<p>3. Submit suggestions for inclusive goals to be included in the District Improvement Plan (DIP) and development of a system to monitor implementation of progress on district goals.</p>	<p>Audrey</p>	<p>No additional resources needed</p>	<p>Annually during DIP review and development</p>	<p>Inclusion of special education supports and services in all areas of the DIP as pertain to instruction, C&I, Discipline, parent relationships and training, safety, etc.</p>
<p>4. Provide professional development for “Quality standards for special Education Services” through online presentations, print resources, and department and campus meetings or trainings. An example of the “Quality Standards is provided at: https://inclusiveschools.org/inclusion-resources/self-assessment/</p>	<p>Audrey and designated special education staff, campus principals, campus staff</p>	<p>No additional resources needed</p>	<p>May 2021 and ongoing with new staff</p>	<p>Training documentation, sign in sheets, webinars, etc.</p>
<p>5. Operating Procedures, Handbooks, Referral Guidelines and various other department information for special education will be updated annually and more readily accessible to all district members through electronic access and availability. These will be referenced in trainings, emails, and publications so that staff become familiar and more consistent in implementation of district wide processes and procedures.</p>	<p>Audrey and designated special education staff</p>	<p>Additional funds through special education may be needed to provide extra duty pay for staff to assist in annual updates.</p>	<p>Dec 2020 and updated every summer prior to the start of the new school year.</p>	<p>Website access of these documents, emails, agendas of trainings, and sign in sheets.</p>
<p>6. Survey principals, special education team leaders, central office staff and other key groups for a list of issues/directions/policies for which confusing or conflicting information is currently provided. This should be gathered in an informal manner and repeated annually to proactively identify areas of confusion or inconsistency</p>	<p>Audrey and designated special education staff</p>	<p>No additional resources needed</p>	<p>Dec 2020 and annually thereafter</p>	<p>Survey results, emails, policy updates</p>

Theme 2: Instructional Excellence for All Learners

Recommendation	Person(s) Responsible	Resources	Timeline	Evidence of implementation and measure of progress
<p>1. Collaborate with the district curriculum department to provide district wide professional development to all teachers in the area of development and 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>	<p>Special Education administrative staff and key personnel in collaboration with the curriculum department.</p>	<p>Shared resources between general education and special education</p>	<p>Planning for PD should be completed by Dec 2020 for sessions to be completed by School Year 2022-2023</p>	<p>Training documentation, schedule of trainings, Sign in sheets</p>
<p>2. Provide professional development annually to paraprofessionals on behavioral intervention, different disabilities and support of students with disabilities. Professional development should also be provided to teachers on effective use of paraprofessionals in the classroom. Ensure that paraprofessionals who are hired after the beginning of the school year receive appropriate training to address the needs of the students which they will be supporting in the specialized classroom as well as inclusive settings.</p>	<p>Special education administrative personnel</p>	<p>Special education funds</p>	<p>Training scheduled for paras no later than Dec 2020 and annually thereafter</p>	<p>Training documentation, sign in sheets</p>
<p>3. The district has initiated training regarding MTSS interventions for students and has purchased MAP to facilitate more effective data analysis to assist in the development and tracking of appropriate interventions for students. Additional MTSS training on behavioral interventions and consistent district wide implementation of MTSS procedures and processes is still needed. The specific role of special education staff should be clearly delineated in the guidelines. It will also be helpful to identify a central office team that can provide ongoing training and support to</p>	<p>District Curriculum department personnel in collaboration with special education administrative personnel</p>	<p>District funds</p>	<p>Ongoing</p>	<p>Specific dates for training, training documentation, sign in sheets</p>

<p>campus administrators in the implementation of the MTSS process.</p>				
<p>4. Provide general education content training and supportive material resources for special education staff to increase knowledge of the general curriculum, thereby increasing their value to general education teachers. This training will increase the impact of their services within the general education classroom for a student group struggling to achieve higher levels of academic success. Develop a process for determining a campus allocation for the purchase of instructional materials for special education teachers. The process will include guidelines for ensuring that materials purchased are clearly aligned with general education curriculum and resources.</p>	<p>Special education administrative staff in collaboration with district curriculum and instruction administrative staff as well as campus administration</p>	<p>Special education fund, General education funds,</p>	<p>Fall semester 2020 and annually thereafter</p>	<p>Specific dates for training, emails, sign in sheets, purchase orders</p>
<p>5. The district administrative team in collaboration with campus administrators will investigate general education campus behavioral needs and development options for interventions that focus on teaching of appropriate skills, MTSS interventions, PD for general education teachers.</p>	<p>District curriculum and instruction personnel and key central office administrative staff in collaboration with special education administrative staff and behavior support personnel</p>	<p>General education fund</p>	<p>School year 2020-2021, interventions to be implemented no later than fall of 2021-2022. Updates and review of effectiveness annually.</p>	<p>Specific training dates, sign in sheets, meeting agendas, PEIMS discipline data by campus</p>

<p>6. Provide training for general and special education teachers implementation of co-teaching/support facilitation practices focusing on collaborative planning processes and implementation of differentiated instructional strategies.</p>	<p>Special education administrative staff in collaboration with campus administration</p>	<p>Special education funds</p>	<p>Spring 2021 and annually thereafter</p>	<p>Specific training dates, emails, sign in sheet.</p>
<p>7. Provide follow up assistance to campuses on implementation of Step by Step campus action plans focusing on inclusive practices, quality instruction, the student centered decision making process for determination of appropriate special education supports and services, and development of a master schedule the facilitates efficient and effective use of personnel.</p>	<p>Special education administrative staff and campus administration</p>	<p>No additional resources needed</p>	<p>After completion of Step-By-Step training and on-going as required to provide support to campuses</p>	<p>Emails, summaries of campus feedback, master schedules</p>
<p>8. Develop a system of researched based practices for self-contained special education settings, provide training, materials and resources to ensure consistent implementation across the district. Include a checklist of quality practices for students with disabilities based upon research based best practices that will be expected on each campus. Format the list as a descriptive checklist that can be used by campus leaders to review services on their campus. One on one conversation with each campus leader will allow principals to create action plans for their campus and to identify needed professional development for their staff. Provide training for principals and key central office staff in special education and curriculum and instruction regarding the quality standards for students with disabilities.</p>	<p>Special education administrative staff and campus administration</p>	<p>No additional resource needed</p>	<p>Dec 2020 for basic checklist, May 2021 for research based program guidelines for specialized classrooms</p>	<p>Written guidelines for specialized classroom instruction, checklist for principals for walk throughs, purchase orders, emails</p>

<p>9. Develop a system to phase out the use of Content Mastery /Lab class supports. Phase in the use of scheduled in-class support services to meet the needs of students in the general education classroom.</p>	<p>Special Education Administrative staff in collaboration with key central office administrators and campus administration</p>	<p>No additional resources needed</p>	<p>By the end of school year 2020-2021</p>	<p>Emails, Master schedules, IEP documentation forms</p>
<p>10. Review current special education behavioral interventions to determine needs for additional training and support to ensure effective, practical implementations of behavior interventions in the general and special education settings. This includes training of teaching and paraprofessional staff to implement needed interventions to address the significant behavioral needs of students in specialized settings.</p>	<p>Special education administrative staff and designated special education staff</p>	<p>Special education funds for extra duty pay or subs for training</p>	<p>By the end of school year 2021</p>	<p>Training materials, sign in sheets, emails and follow up documentation of implementation of plans</p>
<p>11. Provide professional development opportunities for special education teachers, general education teachers and administration relative to quality services for students with disabilities. Three primary areas to consider are staffing and scheduling to maximize efficiency, strategies and practices to promote curriculum access such as Universal Design for Learning or differentiated instruction and improving In-class teacher support practices.</p>	<p>Special education administrative staff in collaboration with the curriculum instruction department and campus administration</p>	<p>Special education funds, general education funds</p>	<p>2020-2021 - 2022-2023 school year</p>	<p>Training materials, sign in sheets</p>
<p>12. Ensure that central office staff provides follow-up technical assistance to all professional development activities to promote actual change in practice</p>	<p>Special education administrative staff in collaboration with campus administration</p>	<p>No additional funds are necessary</p>	<p>2021-2021-2022-2023 school year</p>	<p>Emails, surveys, summary documentation of observations and campus visits</p>

Theme 3: Partnerships With Parents That Are Positive, Respectful and Collaborative

Recommendation	Person(s) Responsible	Resources	Timeline	Evidence of implementation and measure of progress
<p>1. Provide training to teachers and service providers in parent communication and conflict resolution. This can be done annually through PLCs, book studies, or vignettes modeling do’s and don’ts. It is important for general education teachers working with students with disabilities to receive the same training and be a partner in communicating with parents of students with disabilities in collaborative classrooms.</p>	<p>Special education administrative staff in collaboration with campus administration</p>	<p>Special education funds</p>	<p>By the end of 2020-2021 school year and ongoing after implementation</p>	<p>Training materials, sign in sheets, purchase orders,</p>
<p>2. Continue to monitor parent satisfaction using avenues such as a follow-up survey after each ARD meeting, monitoring parent calls/complaints for trends and emerging issues, and engage parents in task forces and advisory committees</p>	<p>Special education administrative staff</p>	<p>No additional funds needed</p>	<p>New survey starting no later than Dec 2021 and annually thereafter</p>	<p>Survey, survey results, parent participation documentation</p>
<p>3. Develop a parent advisory group that includes the director of special populations, select central office administrative staff, itinerant staff, special and general education teachers, and campus administrative representatives. This group should develop a mission statement that aligns with positive improvement goals for supports and services to students with disabilities and their families. Utilize the recent survey results to identify areas of improvement in which the group may want to focus. In order to ensure this group is a positive force for improvement the mission and goals of the group should be developed and documented on the district website.</p>	<p>Special education administrative staff, key district staff</p>	<p>No additional funds needed</p>	<p>Establish group by Dec 2020 and schedule meeting schedule for advisory group. Meet quarterly every school year.</p>	<p>Emails, Websites information, sign in sheets</p>

Theme 4: Effective and Efficient Use of Capital Resources

Recommendation	Person(s) Responsible	Resources	Timeline	Evidence of implementation and measure of progress
<p>1. Implement an objective, student-centered staffing model across the district that will provide equitable services and supports for students with disabilities, appropriate levels of staffing based on student needs, and ensure that scheduling special education staff results in the most efficient use of personnel. In this model support needs are first determined by grade and content level; then staff are scheduled by the campus administrative staff who are responsible for development of the Master schedule. Professional Learning for establishing the foundation for this type of model will be provided in the two day Step-By-Step training provided by Stetson & Assoc., Inc.</p>	<p>Special education administrative staff, Key central office administrative staff and campus administration</p>	<p>Special education funds</p>	<p>Support will begin the semester following Step-By-Step training and annually as needed</p>	<p>Training materials, sign in sheets, campus master schedules</p>
<p>2. When staff are assigned to provide support in the general education classroom it is critical that they be present during the expected support times. Campuses must minimize pulling special education staff to attend meetings, cover duty assignments, or to step in as substitutes when campus subs. are not available. The Director of Special Populations and key Central Office Administrative staff will work with the Human Resources department to develop an expectation of how classes will be covered when a teacher is absent, and no substitute is available.</p>	<p>Special education administrative staff, Campus administrators, Human Resource administrative personnel</p>	<p>Possible general education funds and special education funds may be needed</p>	<p>August 2020</p>	<p>Emails, documentation of directives for use of key special education instructional personnel</p>
<p>3. Build capacity among central office special education leadership to support this change across Waxahachie ISD campuses so the new staffing approach can be supported each year. Create electronic tools that can be posted on the special education website to support campus work in the</p>	<p>Audrey, Brandy, Designated Special Education Staff,</p>	<p>Special Education funds</p>	<p>End of school year 2020-2021 and ongoing</p>	<p>Emails, documentation summaries of support, web documents that support the scheduling process as trained</p>

<p>area of staffing. This may require some adjustment in assignment of responsibilities for special education leadership staff. However, all staff supporting campuses must become proficient in the use of such a scheduling process</p>	<p>District Technology Staff, Campus Administration</p>			
<p>4. Provide information and resources to principals regarding creative ways to increase planning time for teachers and use that time more efficiently. This will enhance the quality and impact of all special education services. Lesson plan preparation and structured collaboration are essential to the delivery of quality services for all students.</p>	<p>Audrey, Brandy, Campus Administration, General and Special Education teachers,</p>	<p>Special Education funds</p>	<p>End of school year 2020-2021 and ongoing</p>	<p>Emails, documentation summaries of support, web documents that support the scheduling process as trained, documentation of lesson planning time</p>
<p>5. Monitor the success of the new approach to staffing and scheduling by periodically assessing staff and parent satisfaction with the level and effectiveness of services for students with disabilities. Particularly focus on the perception of Waxahachie ISD educators regarding the need for additional staff. The current perception that additional staff is required to meet the needs of students with disabilities should decrease over time as the objective, student-centered process is incorporated into everyday practice.</p>	<p>Audrey, Brandy, Parents, District staff</p>	<p>Special Education funds</p>	<p>End of school year 2020-2021 and ongoing</p>	<p>Survey documents, emails,</p>
<p>6. Contract with an evaluation expert to analyze the evaluation process and review eligibility determination process for the disability areas of Learning Disabled, Intellectual Disability, Autism, Emotionally Disturbed, and ADHD/Other Health Impaired to determine if it is aligned with best practices, and consistent across the district.</p>	<p>Audrey, Contract Evaluation Specialist</p>	<p>Special Education funds</p>	<p>End of school year 2020-2021</p>	<p>Contract for services for evaluation specialist (recommend an experienced LSSP). Summary report of evaluation specialist</p>

<p>7. Review caseloads and work loads of itinerant staff to determine if there is a more effective and efficient process to assign campuses and to complete evaluations in a timelier manner.</p>	<p>Audrey, Brandy, Itinerant Leads</p>	<p>Special Education funds for extra duty pay</p>	<p>August 2020 and ongoing</p>	<p>Caseload documentation and assignments, workload logs or documentation</p>
<p>8. Provide teachers and other service providers training in organization and time management skills through special training programs, book studies, expert consultation.</p>	<p>Audrey</p>	<p>Special Education funds</p>	<p>End of school year 2020-2021</p>	<p>Training documents, sign in sheets, caseload documentation and assignments, workload logs or documentation</p>

Theme 5: Full Compliance With Federal, State, and Local Mandates

Recommendation	Person(s) Responsible	Resources	Timeline	Evidence of implementation and measure of progress
<p>1. Address all compliance issues by reviewing the indicators on the SPP and the RDA that do not meet the state target and disaggregate the data by campus; specifically, the LRE data.</p>	<p>Audrey, Brandy, District PEIMs specialist, Campus Administrators</p>	<p>No additional resources needed</p>	<p>Dec. 2020 and annually during summer break to share at the beginning of each school year</p>	<p>SPP, RDA data by campus, emails, campus summaries</p>
<p>2. Establish a system of sharing district level Results Driven Accountability (RDA) data with each campus so that every principal becomes part of the special education team that seeks to meet the state RDA targets. This will include campus data related to percentage of students identified for special education, percentage of African-American students identified for services, LRE ratios and special education achievement on state assessments.</p>	<p>Audrey, Brandy, District PEIMs specialist, Campus Administrators</p>	<p>No additional resources needed</p>	<p>Dec. 2020 and annually during summer break to share at the beginning of each school year</p>	<p>SPP, RDA data by campus, emails, campus summaries</p>
<p>3. Develop a system to audit folders on an annual basis to identify systemic issues in documentation and implementation of the local, state, and federal guidelines for special education. This process can easily be done through a peer monitoring system with each provider reviewing folders at a different campus one time during the school year.</p>	<p>Audrey, Brandy, Key assessment staff</p>	<p>Special Education funds if needed for extra duty pay</p>	<p>Begin this process for this year no later than Oct. 2020 with a scheduled timeline to complete folders by end of year. Annually thereafter</p>	<p>Audit checklist, Schedule of monitoring activities</p>

Evaluation of Services for Students with Disabilities

Waxahachie Independent School District

Action Plan

4. Develop a plan to move towards total electronic management of IEP data. With appropriate training and safeguards for archival and storage and electronic system can be more efficient and having one system will also save time in data documentation.	Audrey, Special Education clerical staff, All special education staff	Special Education funds	By end of school year 2020	Emails, Written documentation of guidance for electronic management
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A REVIEW OF SERVICES FOR STUDENTS WITH DISABILITIES

Waxahachie Independent School District
2019-2020



CHAPTER ONE

Introduction

Since the passage of the Individuals with Disabilities Act (IDEA) in 1975, school districts have struggled to meet the letter of the law in compliance and to provide quality supports and services to students within the Least Restrictive Environment (LRE). The focus on educating students with disabilities has shifted from separate programs, content remediation with instruction provided below the student's enrolled grade level, and lower academic expectations-to more rigorous requirements for meaningful outcomes for students on grade level content and a majority of supports and services provided in the general education classroom.

The emphasis for districts must be ongoing progress and academic success for students with disabilities with a majority of instruction occurring in an appropriately supported general education classroom. Collaboration among parents, teachers, teacher leaders, campus and central office administrators, and the community, is viewed as a critical necessity in an area previously characterized by a separate and segregated system. The requirements of IDEA and the ever-increasing accountability standards for districts have caused schools to critically examine the delivery and quality of instruction and supports for all students, including those receiving special education services.

History and Purpose

Stetson and Associates, Inc. was commissioned to conduct a comprehensive review of the special education services and supports in Waxahachie ISD (WISD) in the spring semester of 2020. This special education program review was developed with the active participation and input of Waxahachie ISD's director of special populations as well as other district personnel, school administrators, teachers, and parents of students with disabilities. The decision to evaluate the special education program is an impressive step toward excellence and continuous improvement for all students. Waxahachie ISD is commended for taking this positive step to ensure effective and equitable practices in its programs and schools.

Quality services for students with disabilities requires a strong belief in shared ownership and responsibility for all learners, a high level of collaboration among all stakeholders, and respectful ongoing communication between all parties, resulting in increasing levels of trust. This report is based on a review of services for students with disabilities within the context of highly effective research-based practices. Although it does include some areas related to compliance, the evaluation's primary focus is quality standards for special education services. Equity in service delivery for ALL students is a necessary precondition for excellence within a school district.

CHAPTER TWO

Evaluation Methods

This review of services provided to students with disabilities in Waxahachie ISD required an examination of quantitative and qualitative data from a variety of sources. The following is a brief description of the methodologies Stetson and Associates, Inc. selected for the Waxahachie ISD evaluation of services for students with disabilities.

1. **Initial Planning with the Director of Special Populations.** Initial planning conversations were held with the vice president of Stetson and Associates, Inc. to discuss the scope of the comprehensive program evaluation for the special education supports and services in Waxahachie ISD.
2. **A Meeting with a Committee of Key Stakeholders.** Prior to commencing evaluation activities, the lead evaluator of the project for Stetson and Associates, Inc. met with a committee of key stakeholders which included: the director of special populations, the deputy superintendent and general counsel, the executive director of secondary learning, and the executive director of elementary learning. The purpose of the meeting was to review the program evaluation process and the quality indicators for special education supports and services, which will be a component of the framework of this evaluation. The following is a list of the ten quality standards determined by the stakeholder group. Additionally, Stetson and Associates, Inc. developed a set of guiding questions for each quality standard. A complete list of the Waxahachie ISD *Quality Standards for Students with Disabilities*, including the guiding questions, are included in **Appendix A** of this report.

The Waxahachie ISD quality standards approved by the district are:

1. The provision of quality research-based supports, services, and progress monitoring for students with disabilities by highly trained and experienced personnel reflecting high expectations, a positive growth-mindset, and a focus on the whole child, resulting in improved student outcomes.
2. A highly effective and efficient process for identifying students with disabilities that is timely and complies with current child find requirements. The process is consistent across all campuses and includes informing stakeholders of the process and conducting comprehensive evaluations that lead to quality goals and objectives.
3. Effective and efficient instructional delivery that is aligned with the general curriculum and aligned with student needs.
4. Full compliance with local, state, and federal requirements relative to students with disabilities.

A Review of Services for Students with Disabilities Waxahachie Independent School District

5. An aligned vision among all stakeholders that supports a commitment to shared ownership of all learners, including students with disabilities, and supports a commitment to ongoing improvement, consistency, and fidelity of implementation of best practices in all aspects of the district.
 6. A value for authentic relationships with parents and families of students with disabilities that results in a high level of engagement and satisfaction relative to services for students with disabilities.
 7. Efficient, effective, and appropriate use of human and capital resources that reflect student-centered decisions in determining the need for all resources including staffing, materials, and services for students with disabilities.
 8. Productive and collaborative planning meetings with knowledgeable stakeholders including campus leaders, faculty, and parents.
 9. A systematic process for closing the achievement gap for students with disabilities.
 10. A comprehensive system of professional development that is informed, timely, effective, and engaging for all staff regarding services for students with disabilities.
3. **A Comparison Study of Similar Districts.** As part of the program evaluation for students with disabilities, WISD requested the evaluator, Stetson and Associates, Inc., provide comparable data relative to enrollment, staffing, student performance, budget and financial resources, and compliance with state and federal mandates for special education populations. The district selected the following seven Texas school districts:
- Coppell ISD
 - Ennis ISD
 - Mansfield ISD
 - Midlothian ISD
 - Midway ISD
 - Prosper ISD
 - Red Oak ISD

The information provided is based on readily published data obtained from the Texas Education Agency (TEA). The full comparison study is located in **Appendix B**.

4. **A Review of Waxahachie ISD District Documents and Website Information.** This included data such as website information, Child Find procedures, transition, board approved policies and procedures, Operating Guidelines, guidance documents, and descriptions of special education services and/or programs. Documents reviewed are in **Appendix C**.
5. **Interviews with District Leaders.** Obtaining information, perspectives and perception of key leaders in the district is critical to any evaluation of a district's services and supports for students with disabilities. Interviews were conducted with the district superintendent, the deputy superintendent and general counsel, the executive director Of human resources, the assistant superintendent for business and finance, the executive directors of elementary and secondary learning, the executive director of curriculum and instruction, the director of special

A Review of Services for Students with Disabilities Waxahachie Independent School District

populations, and the assistant director of special populations. The following questions were discussed:

1. What is your role in the district? How does this role interface with the responsibility to provide services to students with disabilities? In what ways do you directly collaborate with and/or support the Department of Special Education?
 2. As you consider services provided to Waxahachie ISD students with disabilities, what aspects of these services are successful?
 3. What aspects of these services do you believe need to be improved?
6. **Structured Observations of Classroom Practices at Schools.** Thirty-nine (39) classrooms were visited across seven WISD schools: four elementary schools, two middle schools, and one high school. During each visit, brief interviews with campus principals and key teaching personnel were completed, followed by classroom observations. Both special education classrooms and inclusive general education classrooms were visited, using a structured observation guide to document instructional practices as well as student and staffing numbers. These classroom visits provided the opportunity for evaluators to observe the range of students served and various aspects of instructional delivery from the teacher's perspective. The observations also provided the opportunity to view staffing patterns and how staff are utilized to provide instruction and support services. The classroom observation tool, developed by Stetson and Associates, Inc. for use in Waxahachie ISD and several other client districts, has been recognized in presentations at state and national levels. A copy of the observation tool and the results are found in **Appendix D**.

The following schools in Waxahachie ISD were visited:

- Clift Elementary
- Coleman Junior High
- Howard Junior High
- Northside Elementary
- Shackelford Elementary
- Waxahachie High School
- Wedgeworth Elementary

7. **Special Education Eligibility Folder Review.** A member of the evaluation team reviewed 12 special education eligibility folders that were randomly selected using criteria provided by Stetson and Associates, Inc. Specifically, the evaluator reviewed a total of 12 folders for compliance: 9th-12th grade provided three folders for reviewal, two folders for 6th-8th grade, six folders for K-5th grade, and one folder for 3-5-year old's (5-year old's not attending kindergarten). The purpose of this review was to assess specific elements of compliance relative to timelines for assessment, current annual Individual Educational Programs (IEPs), documentation of progress, participation of appropriate and required members at ARD meetings, and other key compliance items. In addition, the evaluator reviewed students' IEP goals and objectives. The goals and objectives were evaluated based on the best practices identified by IDEA, which requires that all goals and objectives include the following four specific components:

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- **Timeframe** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date of completion or anticipated achievement of the goal.
- **Conditions** specify the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for a student to reach the goal. The conditions should outline or explain what facilitates learning for the student. The condition of the goal should relate to the behavior being measured. For example, a goal relating to reading comprehension may require the use of a graphic organizer. The graphic organizer is the condition.
- **Behavior** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
- **Criterion** identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected.

The summary of the folder review is available in **Appendix E**.

8. **Focus Group Sessions**. There were eight focus groups sessions that lasted 60-90 minutes. Participants were randomly selected from the following groups:

- Assessment Staff and Behavior Support Staff
- Assistant Principals
- General Education Teachers
- Parents of Students with Disabilities
- Principals
- Special Education Paraprofessionals
- Special Education Teachers
- Speech Language Pathologist and Itinerant Staff

Approximately 97 individuals participated in these sessions. These focus groups addressed both the positive aspects of services for students with disabilities in the district, and the areas in need of improvement. The focus group summaries are in **Appendix F** and will be discussed further in this report.

9. **A Survey of Faculty Perceptions Disseminated to All District Faculty Regarding Services Provided to Students with Disabilities**. Two hundred and forty-seven (247) surveys were returned from early childhood through high school staff, which included nine response groups. This represents an approximate return rate of 25% of all staff surveyed: 40.9% of faculty survey respondents were special education teachers, paraprofessionals, and special education service providers; 49.4% were general education teachers; and, 7.7% of faculty respondents were administrators. Faculty survey data also includes responses by level (early childhood, elementary, middle, high school) and by specific positions (speech language pathologist (SLP), related service provider, psychologist/LSSP/diagnostician, paraprofessional, general education teacher, counselor, campus administrator, or other). In addition to itemized responses to specific survey questions, there are 17 pages of written responses from the faculty survey in

response to two open-ended questions relative to the positive aspects of services and suggestions for improving services for students with disabilities. These were reviewed and are addressed throughout this report. Data collection instruments relative to these activities can be found in **Appendix G** of this report.

10. **A Survey of Parent Perceptions of Waxahachie ISD's Services and Supports for Students with Disabilities.** One hundred and thirty-six (136) parent surveys were returned for a return rate of 12%. Of the 136 surveys returned by the parents of students with disabilities, 8 were from early childhood school parents, 68 were from elementary school parents, 36 were from middle school parents and 22 were from high school, alternative school, and adult transition program parents. Additionally, 12 pages of written responses to the two open-ended questions relative to the positive aspects of services and suggestions for improving services for students with disabilities were provided. A copy of the parent survey and data is in **Appendix H** of this report.

Appreciation for Waxahachie ISD Coordination of Evaluation Activities

This comprehensive evaluation process required many hours of organization and preparation by the Waxahachie ISD staff. Stetson and Associates, Inc. offers our sincere appreciation for the active involvement and willing participation of central office leadership, campus level leaders, instructional, and related service staff, and ancillary staff who participated in meetings and interviews. The efforts of the district in requesting and organizing activities, and providing necessary resources, time, talent and information is to be commended. In every case, requests for data and access to the numerous individuals for interviews were readily and rapidly granted. Campuses were welcoming to our staff members and all Waxahachie ISD personnel were respectful and very willing to contribute their time and provide any information that was requested. It is the hope of Stetson and Associates, Inc. that this report will provide critical information that will support future efforts to improve services for Waxahachie ISD's students with disabilities and their families.

CHAPTER 3

An Overview of Special Education Supports and Services in Waxahachie ISD

Stetson and Associates, Inc reviewed current data provided by the Texas Education Agency (TEA) which included: information from the TEA Results Driven Accountability (RDA) System (RDA 2019), The State Performance Plan (SPP 2019), the Texas Academic Performance Report (TAPR 2019) for the district, state, and region 10 (ESC10), Texas Education Agency’s 2019 Accountability Ratings Overall Summary for STAAR Performance, graduation rates, closing the gap reports, 2018-19 staff salaries and FTE counts, and 2018-19 budgeted financial data. This published data was reviewed for the purpose of noting trends as well as providing a foundation and context for the report. Stetson and Associates, Inc. recognizes that while the numbers published are accurate, there are changes and fluctuations in the actual numbers on a daily basis and that accountability data is only one perspective of the quality of supports and services that a district provides. It is, however, what the state and federal accountability systems monitor on an annual basis. The following reflects a summary of information pertaining to Waxahachie ISD’s special education accountability status, student enrollment, performance of students with disabilities on statewide assessments, staff turnover and experience, and the district level of compliance with state and federal mandates relative to special education services. This summary provides the reader with a context from which to view the detailed chapters that analyze prevailing themes and quality standards.

- Waxahachie ISD received an overall “B” rating on the Texas Accountability System for the 2018-19 school year. The district is located in Ellis County, serving students in eight elementary schools, three junior highs, one traditional high school, one global high school, one alternative high school and one pre-kindergarten academy. The enrollment as of the last published TAPR report was listed at 8,936 students (the district website list current enrollment at 9500). The district is south of Dallas and is experiencing rapid growth, as is much of the north Texas area. Waxahachie ISD was founded in 1884 and has considered themselves a fairly small school district with a great deal of tradition. The rapid growth of the district has presented many challenges. Waxahachie is a district of “innovation,” which is a concept passed by the 84th session of the Texas Legislature that gives traditional independent school districts most of the flexibilities available to Texas’ open enrollment charter schools. The district’s innovation plan must comply with Texas Education Code Chapter 12A. The mission, vision and value statements of the district focus on:
 - Graduates of WISD will be successful learners who positively impact the world in the 21st century;
 - Each and every student deserves the best education possible in a warm and caring atmosphere;
 - Involved parents and community;

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- Strong instructional leadership with high expectations for students and staff; and,
- Staff development that provides opportunities for staff to continuously grow and learn.
- The ethnic distribution of the student population in WISD is reported as 48.9% White, 33.8% Hispanic, 12.7% African American, 0.5% Asian, 0.9% American Indian, and 2.7% two or more races (2019 TAPR).
- The district serves 1,174 students with disabilities representing 13.1% of the student population (TEA 2019 RDA Report). Total percentage of students with disabilities is higher than the national, state and Region 10 percentages, and also higher than the percentage of all seven of the comparable districts. Enrollment percentages for students with disabilities among the comparable districts range from 6.7%-11.8%, with an average enrollment of 9.6%. Current 2019 October snapshot data provided by the Waxahachie director of special populations indicates the district currently serves 1,356 students with disabilities, a growth of 182 students (15.5%).
- 2019 TAPR PEIMS comparison data reveals the district is above the state in the categories of Intellectual Disability and Autism, and below the state percentages in the disability areas of Physical Disability and Behavioral Disability. When compared to region 10 data, Waxahachie ISD is above the regional percentages in the area of Intellectual Disability and Non-Categorical Early Childhood, and below the regional percentages in the areas of Physical Disability, Autism, and Behavior Disabilities.
- WISD's percentage of students with Intellectual Disabilities and Physical Disabilities is below six of seven comparable districts, and below four of the seven comparable districts for students with Autism, Behavioral Disabilities, and NCEC.
- There are 639.5 teachers who serve the students of Waxahachie ISD with 62.5 teachers designated as special education teachers (2019 TAPR). According to data provided by the director of special populations, Waxahachie ISD currently employs 81.375 special education teachers (one position is filled by a long-term substitute and a second position is unfilled), 97 special education paraprofessionals, two occupational therapists, two Licensed Professional Counselors (LPC,) three behavior specialists, one transition specialist, and one deaf ed./auditory impairment teacher (Waxahachie is the fiscal agent for the Regional Day School Program for the Deaf Shared Service Arrangement). There is one vacant LSSP position and thirteen diagnostician positions, one of which is vacant and one is assigned to the lead diagnostician role, ten certified SLPs, one of which serves as the lead SLP, and one speech assistant (assistants can provide therapy under the direction of a licensed SLP but cannot do assessments or represent speech services in an ARD committee meeting), one director of special populations, one assistant director of special populations, one department secretary, one records/PEIMs clerk, two ARD clerks, and three special education aides assigned to specific students. The district currently contracts for a teacher of the visually

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- impaired, an orientation and mobility specialist, a teacher of the auditorily impaired, an adaptive P.E. teacher, a physical therapist, an LSSP, an SLP, and a diagnostician.
- The Waxahachie general education dyslexia program is currently supervised by the director of special populations and the district currently employs one dyslexia coordinator and 12 district wide dyslexia therapists.
 - The teacher turnover rate for Waxahachie ISD (13.4%) is lower than the state (16.5%), lower than the region (18.4%), and lower than four of the seven comparable districts.
 - Waxahachie ISD's teacher staffing data reflects a student with disability to teacher ratio of 18.5:1 for the 62.5 teachers reported in the 2019 TAPR, a 17.3:1 ratio for the current number of 78.375 teachers and 1,356 special education students reported in the October snapshot count. Based on TAPR data, the district's staffing ratio for teachers is higher than the state (16.1:1), region 10 ratio (15.0:1), and higher than three of seven comparable districts.
 - Comparison of staffing information for appraisal and SLP staff must be interpreted with caution, as it does not reflect the number of appraisal or SLP staff that are contracted for services in the state, region or any of comparable districts, nor does it reflect workloads of these subgroups such as ARD responsibilities, record keeping and multiple assigned roles such as assessment and counseling that may be assigned to an LSSP. According to 2019 TAPR data, the WISD ratio of students with disabilities per appraisal staff is higher than the state, region 10 and six comparable districts (Prosper ISD was excluded due to the availability of data). The ratio of students with disabilities per speech language pathologist is above the state, region 10, and six comparable districts.
 - Waxahachie ISD's Total Revenue Per Student for all funds is above the state and three of the seven comparable districts. The Program Expenditure per Student with a Disability is higher than the state and all comparable districts.
 - The average salary for Waxahachie ISDs educational diagnosticians is above the state, and below both the region and five of seven comparable districts. There was no publishable data on the salary of LSSPs in Waxahachie ISD. However, the salaries in the five comparable districts in which data was available range from \$62,657-\$78,900. WISD's salary for SLPs is above the state, the region and five of six districts in which data was available. Teacher salaries in WISD are above the state, below the region, and above four of six reporting districts. The average salary for educational aides in WISD is significantly above the state, the region, and five of six districts in which data was available.
 - Performance of Waxahachie ISD students with disabilities for All Subjects (2019 TAPR) was below four of seven comparable districts, equal to one, and above two in the category of Approaching Standards. In the category of Meets Standards the district was below five of seven, and in the category of Mastery, the performance was above four of the seven. (Additional data by subject area is provided in another part of this report)

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- PL Indicator scores on the TEA RDA System range from 0-4. The higher the score, the lower the district performed in that particular area. Waxahachie ISD was above the PL Indicator score of 0 in 13 of the 21 areas for which performance indicators are given on the 2019 RDA report. Areas in which WISD received a score greater than zero are:
 1. APED Regular Early Childhood Program Rate (Ages 3-5) (PL 2)
 2. ELA (PL 3)
 3. Percent of SPED Students Served in General Ed. Class 80% or more of the day for 6-21-year-old students (PL 1)
 4. Reading (PL 2)
 5. Science (PL 2)
 6. Significant Disproportionality for SPED Representation in 3-21-Year-Old African American Students
 7. Social Studies (PL 2)
 8. Social Studies (PL2)
 9. SPED Graduation Rate (PL 1)
 10. SPED in Regular Class less than 40% of the day (PL 1)
 11. Sped STAAR 3-8 Passing Rate for Math (PL 1)
 12. SPED STAAR EOC Passing Rate for Science (PL 2)
 13. Writing (PL 3)
- Waxahachie ISD met the State Compliance Targets on 11 of the 28 items on the State Performance Plan for 2019 District Profile (School Year 2017-2018). WISD did not meet the targets on seven indicators:
 1. Ages 3-5, separate special education class, separate school or residential facility
 2. Dropout Rate
 3. Educational Environment, Ages 3-5 regular early childhood program
 4. Educational Environment, Ages 6-21-inside the regular class less than 40% of the day
 5. Graduation Rate
 6. Statewide Assessment Proficiency Rate in Math
 7. Statewide Assessment Proficiency Rate in Reading

The State Performance Plan is a federal reporting requirement with targets set for the state. Districts are evaluated based on the state targets. The state of Texas did not meet the target in five of the seven areas in which Waxahachie ISD did not meet the target.

- Waxahachie ISD's graduation rate for students with disabilities (73.8 %) is below the state (77.9%) and region 10 (77.6) rate and below six of seven comparable districts.
- A review of twelve eligibility folders relative to 20 indicators of compliance revealed a few clerical and systemic issues that can be addressed with additional training. Of the 12 special education eligibility folders reviewed, only one folder was in 100% compliance. Some folders were not in compliance with timelines for evaluations and other evaluation criteria, and others were missing required notices and consents.

The primary task of this comprehensive program review is to seek out the answers to the most critical questions facing the district using the Waxahachie ISD quality standards. This evaluation will provide findings and supportive data that note the strengths and the areas of concern that are currently impacting the quality and effectiveness of supports and services for students with

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disabilities in Waxahachie ISD. The report will specify actions or activities that may be implemented to maintain and/or improve the quality of supports and services for students with disabilities? To more efficiently report the findings, the quality standards were clustered by the following prevailing and common themes.

Theme 1

A Common Vision Across All Stakeholder and a Philosophy of Shared Responsibilities for All Learners that Fosters a Climate of Mutual Respect and Trust.

Theme 2

Instructional Excellence for ALL Learners.

Theme 3

Partnerships with Parents that are Positive, Respectful and Collaborative.

Theme 4

Effective and Efficient Use of Personnel and Capital Resources.

Theme 5

Full Compliance with Federal, State, and Local Mandates.

CHAPTER 4

Summary of Findings by Themes

THEME 1

A Common Vision Across All Stakeholders with A Philosophy of Shared Responsibilities for All Learners that Fosters a Climate of Mutual Respect and Trust.

Waxahachie ISD Quality Standard #5

An aligned vision among all stakeholders that supports a commitment to shared ownership of all learners, including students with disabilities, and supports a commitment to ongoing improvement, consistency and fidelity of implementation of best practices in all aspects of the district.

Not all current challenges a district can face are technical in nature. A common vision and vocabulary regarding services for students with disabilities is essential for achieving strong student outcomes, effective coordination, and efficient and effective use of resources. Without a clear and consistent vision for students with disabilities, the philosophies and practices guiding service delivery will vary widely from year-to-year and school-to-school. A common vision throughout the district and within the community is essential to promote consistency and equity of services across schools. This often requires a shift in philosophies from special education being perceived as a place and a separate silo of services with special education providers being primarily responsible for students with disabilities to shared ownership and the realization that students with disabilities are general education students first. Changed philosophies are necessary to achieve a change in practices, which lead to stronger student outcomes and ensure consistency in services and supports for student with disabilities across the district. This makes transitions from school-to-school and level-to-level-proceed smoothly, without interruption, and ensures the quality supports and services throughout the district that WISD seeks.

Strong administrative leadership is a prerequisite to successfully changing districtwide philosophies and practices relative to quality standards for serving students with disabilities. The district leadership of Waxahachie ISD is committed to sustaining and improving the quality of practices that allow for rigorous research-based instruction within inclusive schools and communities.

The following chart is a summary of the strengths and areas of concern related to Theme 1. Each area will be addressed with supportive information based on the activities of the study.

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Table 1. Strengths and Areas of Concerns Currently Impacting A Common Vision Across All Stakeholders and A Philosophy of Shared Responsibilities for All Learners That Fosters a Climate of Mutual Respect and Trust in Waxahachie ISD

Strengths
<ol style="list-style-type: none"> 1. WISD is highly committed to working with all stakeholders to ensure students receive a rigorous and inclusive school experience. 2. The WISD District Improvement Plan specifically addresses services for students with disabilities and areas of growth. 3. The director of special populations is fairly new but is committed to implementing research-based practices, providing ongoing professional development and ensuring adequate resources for staff.
Areas of Concern
<ol style="list-style-type: none"> 1. The director of special population’s position is not included as a member of the superintendent’s cabinet and is not included in regularly scheduled principal meetings. However, she is allowed to present information at her request. 2. There is a lack of consistency of services from campus to campus which could be the result of the confusion regarding the lack of shared vision and philosophy of shared responsibilities for all learners. 3. There is a district perception of the lack of value and support for special education service providers. 4. WISD has a higher special education student identification rate than the state, region, and all seven comparable districts. 5. Though the inclusion of students with disabilities is strongly viewed as a social benefit, a significant number of faculty do not view inclusion as academically beneficial, and almost half of the faculty respondents view inclusion as harmful to students who do not have a disability condition.

Strength 1

Waxahachie ISD is highly committed to working with all stakeholders to ensure students receive a rigorous and inclusive school experience.

Personal interviews were conducted with the superintendent, the deputy superintendent and general counsel, the executive director of human resources, the assistant superintendent for business and finance, the executive directors of elementary and secondary learning, the executive director of curriculum and instruction, the director of special populations, and the assistant director of special populations. In each interview, these district leaders expressed strong interest in supporting quality special education services, inclusive practices and supporting the director of special populations and her team in any way possible in the continuous improvement and achievement of quality services for students with disabilities

Waxahachie ISD central office leaders and campus administrators were overall very complementary of the director and assistant director of special populations. Most recognized that both individuals are fairly new to the district and that changing philosophies and practices are difficult and take time. They discussed and expressed:

- Acknowledgement that the district is growing very rapidly and there have been multiple changes in central office leadership roles and responsibilities;

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- The overall support for rigor in instruction and best practices in developing and maintaining inclusive schools and communities;
- A commitment to the unique needs of **ALL** students in the district; and,
- A significant interest and commitment to continuous improvement.

Strength 2

The Wahahachie ISD District Improvement Plan specifically addresses services for students with disabilities and areas of growth.

- The District Improvement Plan has special education services and supports integrated in two of the four goals of the plan rather than separate goals and items of improvement for the department.
- Improvement items relate to providing professional development for teacher effectiveness in inclusion and the co-teach environment, establishing a research-based curriculum for use in specialized classroom settings, revising the transition process so services and supports for students are provided when students move from campus to campus.

Strength 3

The director of special populations is fairly new but is committed to implementation of research-based practices, providing ongoing professional development, and adequate resources for staff.

Focus group comments echoed the views of leadership in most of the above areas. Interview statements and focus group comments repeatedly acknowledged the district needed changes and the director and assistant director were always available and accessible when they needed them. The implementation of the SLE program was seen as a positive step in providing better quality services as well as providing the Unique curriculum for the Life Skills classes.

However, there were multiple comments (approximately 8) concerning the vision of inclusion in WISD may be unclear, as well as inconsistent implementation of practices. Although there were many comments regarding the positive leadership traits of the director and assistant direct, there were several comments regarding lack of consistent communication regarding district practices and procedures which will be reviewed in another section of this report.

Concern 1

The director of special populations position is not included as a member of the superintendent's cabinet and not included in regularly scheduled principal meetings. However, she is allowed to present information at her request.

There were multiple interview comments expressing need for a strong collaborative and effective special education leadership that is able to work alongside central office and campus administration, as well as parents and community members. Most of the administrators interviewed acknowledged that WISD is a very rapid growing district in need of a long-range plan for research-

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based quality special education supports and services that is developed collaboratively, supported by all stakeholders, and communicated and implemented consistently across the district. Special education supports and services impacts many aspects of every program and every campus. The director of special populations should be a part of a collaborative team of administrators working together to support ALL students. There is a need in WISD to develop a culture of shared responsibility for all learners vs. a traditional siloed approach to services for students with disabilities.

Concern 2

There is a lack of consistency of services from campus to campus, which could be the result of the confusion regarding the lack of shared vision and philosophy of shared responsibilities for all learners.

- Multiple comments were made in interviews and in focus groups concerning the seemingly large increase in significant behavioral issues in the district. Some leaders acknowledged a districtwide need for more consistent implementation of an RTI/MTSS system of interventions that include areas specifically targeting the increasing diverse population of students in WISD, while others expressed concern that the behaviors were mostly the result of a few very aggressive and difficult students who receive special education services.
- A significantly high percentage of the faculty survey respondents reported that services for students with disabilities are not consistent from campus to campus (57.9%). When the data is broken down by position, 64.2% percent of campus administrators, 40% of counselors, 32.5% of special education teachers, 60% of SLPs, 66.6% of paraprofessionals, 50.8% of general education teachers, and 53.9% of related service providers reported that services are not consistent.
- Although 84.6% of faculty agree that services for students with disabilities are based on need, there are still a significant number of faculty who view special education as a place rather than a service, and 15.4% of faculty survey respondents still hold a belief that services for students are based on program names and disability labels rather than student need. This perception will influence the culture of inclusivity and the quality services and supports the district desires.
- Viewed by observers during campus observations were multiple areas of inconsistency, such as the use of content mastery services, the scheduling and provision of in-class support, the use and scheduling of paraprofessional staff, as well as inconsistent use and documentation of accommodations and modifications in the classroom.

Concern 3

There is a district perception of the lack of value and support for special education service providers.

- There were multiple focus group and survey comments that special education service providers feel unsupported and undervalued by central office administrators.

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- Only 74.9% of faculty survey respondents agree they feel supported in their efforts to serve students with disabilities by the central office staff. By position, only 84.2% of administrators, 25% of diagnosticians, 76.3% of general education teachers, 76.3% of paraprofessionals, 69.3% of related service providers, 62.5% of special education teachers and 60% of speech language pathologists indicated that they agree with the above statement. This question may need further investigation as to how and why these groups do not feel supported.
- Approximately 21% of faculty members believe that special education teachers are not viewed as faculty members of equal status with their general education teachers. This perception, along with multiple survey and focus group comments, indicate that special education support and services are seen as a separate entity and possibly not as valued in the district. This perception could also be the result of inconsistent implementation of special education supports and services.

Concern 4

Waxahachie ISD has a higher special education student identification rate than the state, region, and all seven comparable districts.

- The identification of students with disabilities in Waxahachie ISD according 2019 TAPR is 13.1%. For the current snapshot enrollment of 1,335 students with disabilities, the percentage of special education representation would be approximately 14% (based on a total student enrollment of 9,500, as reported on the website). The special education population of WISD grew by 15% from the 2017-18 school year to the 2018-19 school year (2019 TAPR) and is projected to grow by that same percentage this year based on October snapshot numbers provided by the director of special populations.
- Differing philosophies and beliefs regarding special education services and supports can result in special education being seen as a separate system, a place rather than a service, and an inconsistent RtI/MTSS intervention system (discussed later in this report) could lead to higher referral rates and over-identification of students with disabilities.
- Over one quarter of the faculty survey respondents continue to believe that faculty do not feel a strong sense of responsibility for all students, including those with disabilities.
- Special education services and supports is integrated into the District Improvement Plan and is included in the area of goal 1 as it relates to professional development for effective inclusion and co-teach environments and the selection and implementation of a reading curriculum for use in special classes, and lastly a revision of the transition process to assure immediate implementation of supports and services for students as they move from campus to campus. However, it is not included in other essential areas such as goals related to the dropout rate, graduation rates, CTE, Gifted and Talented (for twice exceptional students) and School Safety. Special Education is a service to support all aspects of access for students with disabilities and impacts every program and quality of public education. Including the

various aspects of special education throughout the improvement plan is viewed as a need to better develop a more collaborative and aligned set of supports and services for students.

Concern 5

Though the inclusion of students with disabilities is strongly viewed as a social benefit, a significant number of faculty do not view inclusion as academically beneficial and almost half of the faculty respondents view inclusion as harmful to students who do not have a disability condition.

- Inclusion of students with disabilities is strongly viewed as a social benefit (91.9%). However, over a quarter of faculty respondents (28.4%) do not view inclusion as academically beneficial and 44.1% view inclusion as harmful to students who do not have a disability condition. There is a wide variation of responses when this is examined by respondent's position. When viewed by position, 89% of administrators and 85% of special education teachers agree that inclusion is academically beneficial. Yet, that percentage significantly drops off for general education teachers (65.6%), and paraprofessional staff (61.5%). Interestingly enough, the largest group who disagreed that students benefit academically when special education students and general education students learn in the same classroom were the speech pathologist (40%). This is an outdated perception that is not supported by research and can many times be the result of inconsistent and possibly ineffective in-class special education supports and services.
- An overwhelming majority of parent respondents (90.4%) agree that children benefit when special education students and general education students are educated in the same classroom.
- There were no specific survey comments or focus group comments that were directly related to the harmful effects to general education students. However, there were multiple comments throughout the evaluation process related to the need for "more" specialized programs for students with disabilities and concerns of harmful effects related to some very specific behaviors that presented a disruption and sometimes a danger to staff and students.
- Only 73.7% of WISD faculty survey respondents agree that the total faculty feels a strong sense of responsibility for all students, including students with disabilities. There were many survey and focus group comments regarding the positive responses, attitudes, and willingness of the WISD faculty to serve all students. Yet, when this statement was examined by position, only 50% of special education teachers, 69.2% of general education teachers, and 69.2% of paraprofessionals were in agreement. In addition, the multiple comments regarding the need for more specialized classrooms and content mastery time for students does not align with the responses on the survey.

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Chart 1. Summary of Total Faculty Survey Responses Related to A Common Vision Across All Stakeholders and a Philosophy of Shared Responsibilities for All Learners That Fosters a Climate of Mutual Respect and Trust.

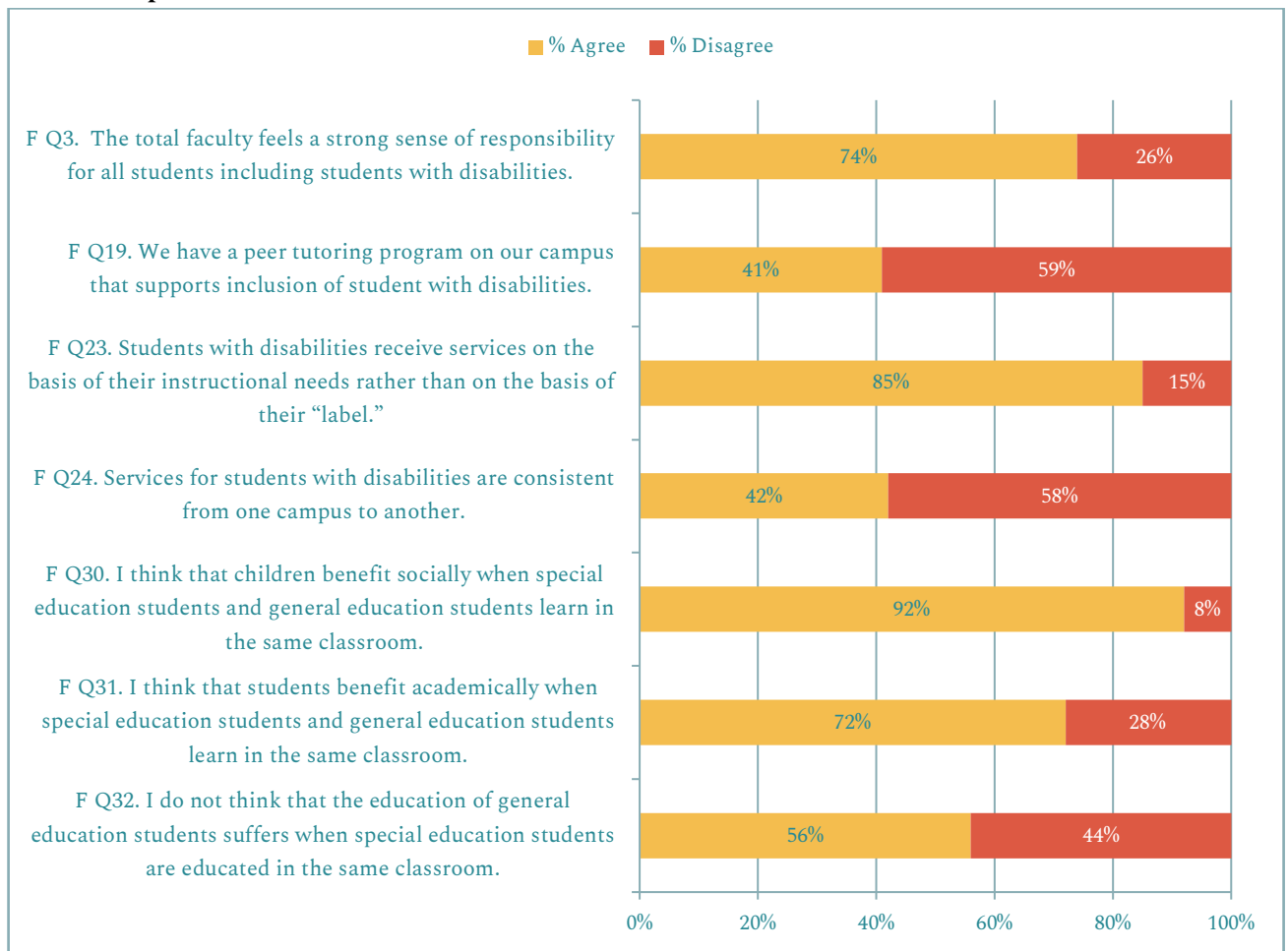
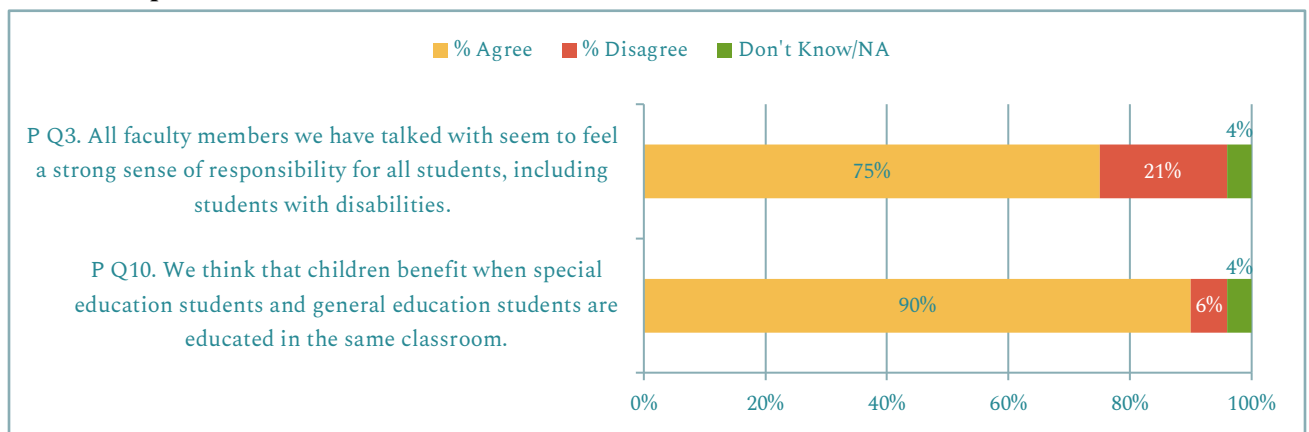


Chart 2. Summary of Total Parent Survey Responses Related to A common Vision Across All Stakeholders and a Philosophy of Shared Responsibilities for All Learners That Fosters a climate of Mutual Respect and Trust.



Recommendations for Theme 1

A Common Vision Across All Stakeholders and A Philosophy of Shared Responsibilities for All Learners That Fosters a Climate of Mutual Respect and Trust.

1. Review all current department orientation and language, and revise any that reinforces labels, places or program models. Substitute with student-needs based approaches to service delivery. This does not eliminate the valuable information about research-based instruction for specific disability areas, instead it aligns instructional practices with the needs of students - not labels or programs.
2. The district may want to investigate implementation of strategies and philosophies regarding Universal Design for Learning (UDL) to emphasize accessible instruction for all learners and designing curriculum and instruction to meet the needs of a very diverse population of students.
3. Identify and correct misunderstandings and confusion about special education services, supports, and inclusive practices. These revisions should appear in written communications, on school webpages, in trainings and leadership meetings in order to ensure consistency of practices across the district.
4. The special education leadership team should be a collaborative member of central office and campus leadership meetings. Through shared information, district services and supports for special populations can be better integrated and more efficiently and effectively delivered if all members of district leadership are hearing the same information and working together to collectively meet the needs of all students in WISD.
5. Establish and provide professional development for “Quality Standards for Special Education Services” through online presentations, print resources, and links. An example of these *Quality Standards* is provided here: <https://inclusiveschools.org/inclusion-resources/self-assessment/>
6. Revise the District Improvement Plan format to be more inclusive by addressing the needs of “all” students in all areas of the plan, including but not limited to: CATE, GT, Curriculum and Instruction, School Safety, etc.
7. A notebook with Operating Procedures for Special Education, The Special Education Handbook, Referral Guidelines and various other department information was provided to the evaluator by the director of special populations. However, that information is not readily available to others on the website. The special education webpage can be a very powerful tool to communicate processes, procedures, descriptions of services, specific trainings, and activities of the district. If the district is to be consistent in philosophy and implementation of processes, procedures, and implementation of supports and services, these guidelines must be accurate and up to date and most importantly shared with all stakeholders. Utilize this information in trainings and provide links to where this information can be accessed by

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others in communications to staff members. Involve staff members in updating and developing these handbooks when appropriate to help them be a part of decisions that are made that impact them.

THEME 2

Instructional Excellence for All Learners.

Theme 2 covers a broad range of information and incorporates the following Quality Standards:

- **Quality Standard #1:** The provision of quality research-based supports, services and progress monitoring for students with disabilities by highly trained and experienced personnel reflecting high expectations, a positive growth-mindset, and a focus on the whole child resulting in improved student outcomes.
- **Quality Standard #3:** Effective and efficient instructional delivery that is aligned with the general curriculum and aligned with student needs.
- **Quality Standard #8:** Productive and collaborative planning meetings with knowledgeable stakeholders including campus leaders, faculty, and parents.
- **Quality Standard #9:** A systematic process for closing the achievement gap for students with disabilities.
- **Quality Standard #10:** A comprehensive system of professional development that is informed, timely, effective, and engaging for all staff regarding services for students with disabilities.

Collaborative instruction that focuses on excellence is essential for school communities to achieve an inclusive culture that maintains rigor and high expectations for all students. Current best practices and legislative regulations continue to support a continuum of placements for students with disabilities with a strong expectation that every student must be viewed as a **general** education student first and a member of his or her enrolled grade level. A “full array” of service options for students with disabilities refers to the type and level of services and supports available to students with disabilities that are individually determined and based on the specific needs of the student. The “full array” of services and supports provided to students with disabilities is often referred to as the *Continuum of Services* and typically includes three categories of support.

1. Advance Supports

Supports that are provided to a student with a disability prior to instruction. This includes supports such as preparing accommodations, modifying content, providing a behavior checklist and other activities that will enable the student to access the general curriculum standards in the general education setting without another adult in the classroom.

2. In-Class Support

Services are provided within the general education setting. This includes the use of peers to assist a student with a disability, providing a paraprofessional or special education teacher within the general education setting 2-3 times per week (support facilitation), or the most intensive in-class support; formal co-teaching where two professionals jointly plan, prepare and deliver instruction daily for a specified segment of time, generally the entire content period.

3. Specialized Supports

Services are delivered in another location for a specific part of the day by a special education teacher or specially certified personnel. This option is considered when advanced support and/or in-class supports are insufficient to enable the student make progress in enrolled grade level curriculum. It typically involves students with disabilities being pulled out of the general education classroom for targeted instructional services that cannot be delivered within the general education setting. For students with more severe disabilities, it may be for longer periods of time and the students may require pre-requisite skills to access enrolled grade level curriculum.

These three primary options are general descriptors, yet reinforce that special education is a **service** provided to students with disabilities and not a special location or classroom. It also reinforces that students may need a variety of these services throughout the day from a variety of providers. Each district should focus on quality research-based services and supports that have evidence to support each students' curricular and support needs throughout the school day. The appropriate supports and services for a student must be carefully and systematically considered, using the enrolled grade level as a reference point. The full array of service and support options would be equitably distributed across all schools, class sizes, and caseloads, with a focus on consistency of implementation from campus to campus. Lastly, there would be a high level of satisfaction from all teachers, administrators, and parents relative to the quality of special education supports and services in WISD.

One crucial characteristic of schools that are successful with a broad range of diverse students is shared responsibility for all learners. In the past decade this characteristic is one studied in every credible evaluation of quality services for students with disabilities. This is particularly important because our history in education is one of separation and segregation for students with disabilities. In "exhaustive longitudinal studies of school success," Newman and Wehlage (1995) concluded that successful schools share three characteristics:

- 1. A clear, shared purpose for all students' learning;*
- 2. Teachers engage in collaboration to achieve this purpose; and,*
- 3. Teachers take collective responsibility for student learning.*

As districts are held to increasing accountability for all students, it is of utmost concern that all students receive instruction that reflects research-based instructional strategies delivered by highly skilled teachers who implement effective classroom management techniques. Classrooms across

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the nation are continuing to become more diverse, with a larger group of students exhibiting higher needs of supports. Many of these students will never qualify for special education services because their needs are not due to the presence of a disability, yet, their need for high quality instructional strategies that are differentiated to meet the needs of individual students are similar to the needs of students who receive special education supports and services. Quality instruction refers to classroom practices that include a positive classroom climate where students and learning are welcomed and valued, with a system of positive behavior supports. Lessons are designed and aligned with the curriculum, as well as routine implementation of rich, activity-based differentiated instructional strategies. High-yield instructional strategies are supported by access to rich materials, technology, and supplies to support learning. Students with disabilities are provided needed accommodations, modifications, and specially designed instruction unique to the needs of the individual student and provided in the general education setting (to the greatest extent possible), to ensure students with disabilities have the access and opportunity to progress in enrolled grade level instructional standards. When we move students with disabilities to the general education classroom without these practices in place, outcomes for these students will not change.

The following table is a summary of the strengths and areas of concern related to Theme 2. Each area will be addressed with supportive information based on the activities of the study.

Table 2. Strengths and Areas of Concern Currently Impacting Instructional Excellence for All Learners

Strengths	
1.	A high degree of faculty believes that students with disabilities are considered full members of the student body.
2.	Personnel are highly regarded for their willingness to work together and to assist students in the best way they can.
Areas of Concern	
1.	Although Waxahachie ISD has an “B” rating with the Texas Accountability System, the district did not meet the standard for performance on STAAR for students with disabilities in any content area.
2.	There were multiple survey and focus group comments regarding the “caring” nature of staff, praise for specific staff members, and teachers are described as having exceptional character traits. However, there is a significant percentage of survey respondents who believe that general education teachers are not skilled in strategies relative to addressing the needs of diverse students, and that special education teachers are not viewed as members of equal status with their general education teachers.
3.	Paraprofessionals are viewed as a positive factor for services for students with disabilities, being perceived as “well intentioned,” but not well trained or skilled in fulfilling their roles in providing instructional support.
4.	Waxahachie ISD does not have a clearly defined RtI/MTSS process in place that is consistently implemented to support students who may be struggling academically and/or behaviorally.
5.	A fairly high percentage of faculty survey respondents agree that their school provides quality services to students with disabilities and a significantly high percentage of faculty survey respondents report it is the responsibility of all educators to use instructional accommodations for any student who needs them.

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However, the use of accommodations and modifications was not evident in classroom observations, a significant number of faculty report they have not participated in staff development sessions to enhance their skills in the implementation of effective services for students with disabilities, and the district student performance on STAAR does not reflect quality effective services for students with disabilities.

6. In-Class Support services for students with disabilities are currently impacted by multiple inefficient and inconsistent factors that are impeding the quality of instruction and supports delivered to students with disabilities. This is also impacted by the significant number of interview and focus group comments regarding the need for more “specialized placements” for students, and concern that the content mastery lab (also a separate setting) was not available when needed and not open all day to assist students.
7. A significant number of faculty respondents reported they do not feel supported in their efforts to serve students with disabilities by the central office staff.

Stetson and Associates, Inc. consultants visited 39 classrooms across seven WISD schools: four elementary schools, two middle schools, and one high school. During each visit, brief interviews with campus principals and key teaching personnel were completed, followed by classroom observations. Both special education classrooms and inclusive general education classrooms were visited, using a structured observation guide to document instructional practices, student and staffing numbers, how staff are utilized to provide instruction and support services, and other various aspect of instructional delivery. The classroom observation tool, developed by Stetson and Associates, Inc. for use in Waxahachie ISD and several other client districts, has been recognized in presentations at state and national levels. The instrument focuses on approximately 44 indicators of quality practices in seven key areas:



1. Instruction and academic learning time to optimize student success;
2. Lesson design and planning to maximize student engagement, participation and success and maximize the time and talents of educators providing support;
3. Lesson/instructional delivery practices including high-yield engagement strategies, flexible grouping, and technology supports;
4. Effective classroom and environmental management practices including high expectations, respect for diversity and systems of positive behavior supports;
5. General curriculum access for students with disabilities through use of accommodations, modifications, technology, appropriate materials, and an accelerated approach to learning;

6. In-class supports implemented with fidelity; and,
7. Specialized supports implemented within a quality standards framework.

The following were noted during the classroom observations relative to instructional and classroom management practices:

- At the elementary level, there were ten self-contained classrooms observed and seven classrooms where in-class support was provided. There was only one class where the co-teach model was implemented, while the rest were the support facilitation model. At the junior high and high school level, there were nine self-contained, two learning labs, and eleven in-class support classrooms observed. Four classrooms were the support facilitation model and seven were the co-teach model of support. In four of the seven co-teach classrooms observed, the co-teacher was not present.
- In a majority of the classes observed, there were no significant interruptions to instructional time and classroom routines were evident. It is interesting to note that the classrooms where routines were not evident were all self-contained classrooms for specialized instruction.
- Instructional objectives were posted approximately in 50% of the classrooms observed. They were rarely observed at the elementary level and most frequently observed at the junior high level.
- There was very little evidence that accommodations or modifications were being used in the general education classroom.
- Flexible grouping was employed in all elementary classrooms observed but was rarely used in the secondary classrooms (in 33.3% of high school and 12.5% of junior high observations).
- Differentiated instruction was only observed in 55.5% of classrooms.
- There was a wide range of instructional technology being utilized in classrooms. Eighty-five percent (85%) or more classes at the high school were observed utilizing technology and 25% of the junior high classrooms were observed using technology.
- Classroom schedules and posted rules were not frequently observed across all grade levels and there was very little evidence of a school wide behavior model at any of the schools where observations took place.
- In a majority of the classrooms where in-class-support services were being provided, the general education teacher was responsible for presenting the lesson and most utilized the one-teach one-assist approach to collaborative instruction. At the high school and junior high levels, most in-class support is provided by a special education teacher. At the elementary campuses this support is provided almost exclusively by paraprofessionals.
- There did not appear to be any collaborative planning time at observed campuses, with the exception of one high school co-teach classroom.

Strength 1

A high degree of faculty believes that students with disabilities are considered full members of the student body.

- There were a number of positive remarks made in focus group sessions and individual interviews with key leaders that reinforced the notion that quality services for students with disabilities is a priority for the district.
- Waxahachie ISD faculty reported a fairly high strong sense of responsibility for all students, including students with disabilities, as evidenced by the 88.2% of respondents who agreed that “students with disabilities are considered full members of the student body.” In addition, 89.7% of parents agree with this statement. Unfortunately, the practices observed, and additional data do not match the intentions of the staff. This will be discussed later in the chapter.

Strength 2

Personnel are highly regarded for their willingness to work together and to assist students in the best way they can.

- Stetson & Associates, Inc. staff were welcomed on all campuses, staff willingly answered questions, and a majority of participants reported positive comments about the district’s participation in a program evaluation.
- There were many focus group, survey, and interview comments regarding concerns of the rapid growth and needs for additional staff. However, there were very few negative comments regarding the efforts of staff to address the situation, while many positive comments regarding the willingness of all staff to assist in any way possible were made. These comments were repeated many times in the special education support staff focus groups. They were very complimentary of the way in which everyone in the special education department tries to pitch in and help other providers when possible.

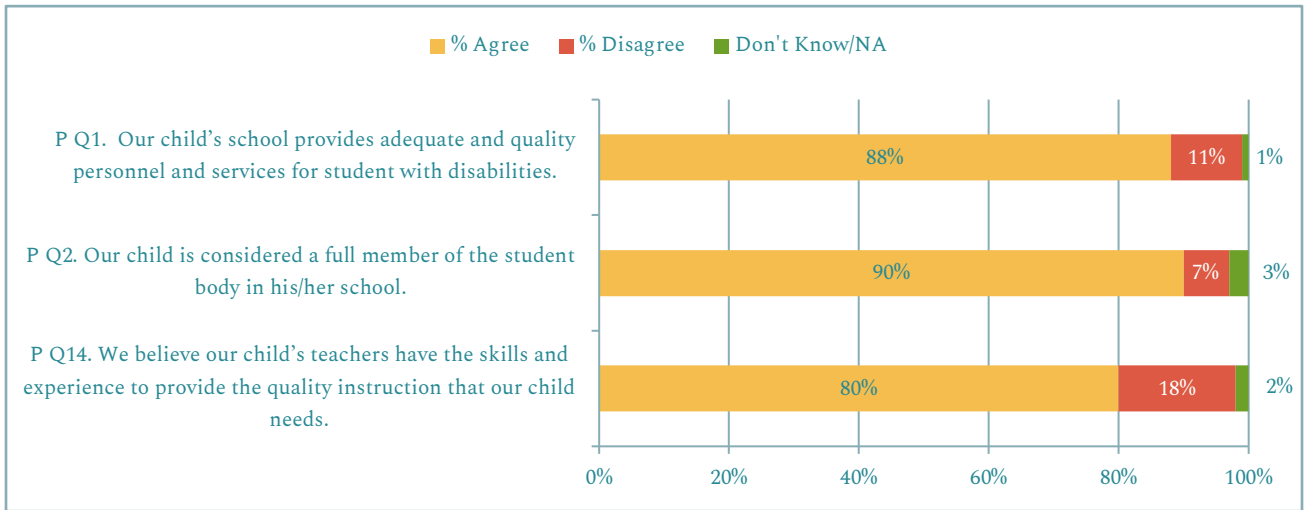
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Chart 3. Summary of Total Faculty Survey Responses Related to Quality Services and Inclusive Supports



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Chart 4. Summary of Total Parent Survey Responses Related Quality Services and Inclusive Supports



Concern 1

Although Waxahachie ISD has an “B” rating with the Texas Accountability System, the district did not meet the meet the standard for performance on STAAR for students with disabilities in any content area.

The district achieved an overall “B” rating on the state’s accountability system: two elementary campuses and Global High School all received “A” ratings, one pre-kindergarten academy, three elementary, one junior high and Waxahachie High School all received “B” ratings, and three elementary and two junior highs received “C” ratings. In addition, the Special Education Determination Status is “Meets Requirements.” A review of the district’s most current Texas Academic Performance Record (2019 TAPR) revealed that Waxahachie ISD is making some progress in closing the achievement gaps for students, but WISD continues to not meet the passing rate standard in any content area. Waxahachie ISD received a Performance Rating of 2 in the area of reading and science and a Performance Rating of 3 in the areas of social studies and writing on the 2019 Results Driven Accountability System. The performance of Waxahachie ISD and the 7 comparable districts (where data was available) are reported below.

Table 3. Comparison of STAAR 2019 Performance of SWD in All Subjects and Reading/ELA

District	ALL SUBJECTS			READING/ELA		
	Approaches	Meets	Master	Approaches	Meets	Master
Waxahachie ISD	48%	22%	8%	43%	20%	7%
Coppell ISD	61%	34%	13%	59%	32%	11%
Ennis ISD	38%	16%	4%	29%	13%	3%
Mansfield ISD	49%	23%	7%	41%	20%	5%
Midlothian ISD	50%	23%	8%	44%	19%	6%
Midway ISD	48%	24%	6%	44%	19%	4%
Prosper ISD	62%	31%	12%	58%	28%	10%
Red Oak ISD	40%	19%	6%	35%	18%	6%

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- The performance of Waxahachie ISD students with disabilities for all subjects was below four of the seven, equal to one and above two in the category of Approaching Standards. In the category of Meets Standards the district was below five of seven and in the category of Mastery, the performance was above four of the seven.
- In the content area of reading, the performance of WISD students with disabilities was below four of seven in Approaches and Meets Standards, and above five of seven in Mastery.

Table 4. Comparison of STAAR 2019 Performance for SWD Mathematics and Writing

District	MATHEMATICS			WRITING		
	Approaches	Meets	Master	Approaches	Meets	Master
Waxahachie ISD	56%	24%	10%	38%	20%	5%
Coppell ISD	68%	39%	18%	46%	26%	8%
Ennis ISD	51%	21%	6%	26%	6%	0%
Mansfield ISD	44%	21%	7%	31%	22%	9%
Midlothian ISD	57%	26%	10%	37%	13%	5v
Midway ISD	53%	26%	9%	26%	17%	2%
Prosper ISD	69%	37%	17%	52%	23%	8%
Red Oak ISD	45%	20%	7%	25%	14%	4%

- In the content area of Mathematics, the percentage of Waxahachie ISD students with disabilities Approaching and Mastery Standards was below four of the seven districts and the percentage of students Meeting Standards exceeded four of the seven districts.
- In writing, the percentage of WISD students with disabilities Approaching Standards was above five of the seven districts, above four in Meeting Standards and above three and equal to one in Mastery.
- There is still a significant gap between the percentage of students with disabilities and the “all” students in WISD (33 percentage points). Differences in reading for Approaching grade level was 36% percentage points, 28 percentage points in mathematics, 30 percentage points in writing, 33 for science, and 39 for social studies.

Table 5. Comparison of Performance of Students with Disabilities in Science/Social Studies

District	SCIENCE			SOCIAL STUDIES		
	Approaches	Meets	Master	Approaches	Meets	Master
Waxahachie ISD	51%	22%	10%	40%	20%	7%
Coppell ISD	62%	33%	7%	58%	38%	13%
Ennis ISD	43%	17%	5%	37%	15%	13%
Mansfield ISD	53%	25%	7%	52%	27%	11%
Midlothian ISD	58%	28%	6%	60%	36%	15%
Midway ISD	58%	34%	7%	55%	26%	9%
Prosper ISD	64%	32%	10%	65%	32%	12%
Red Oak ISD	49%	18%	6%	54%	30%	4%

Source: Texas Education Agency 2019 TAPR

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- In the content area of science, the percentage of Waxahachie ISD students with disabilities Approaching and Meeting Standards was below five of seven districts; the percentage achieving Mastery was above six of the comparable districts.
- In the content area of social studies, the percentage of Waxahachie ISD students with disabilities Approaching, Meeting, and Mastery of standards was below six of the seven districts.

The achievement gaps between students with disabilities and “all” students is a significant concern across the nation and state. Although the performance of students with disabilities on state mandated assessments is showing some improvement, data indicates broad differences continue to exist between the performance of Waxahachie ISD’s students with disabilities and the performance of all students in all academic areas that are tested. In order to address these gaps in achievement, there is a continued need to improve the effectiveness of instructional practices for students with disabilities. These include needed improvements in classroom and behavioral management, the effective use of instructional strategies such as differentiated instruction, universal design for learning, implementation of accommodations and modifications (when identified by the student IEP), use of scaffolds, flexible grouping, and technology. In addition, a clear need to increase the participation of more students with disabilities in general education settings with effective special education supports and services that are implemented with integrity across the district.

Concern 2 and 3

Skills of Teachers and Paraprofessionals

- Information from the faculty survey reveals mixed levels of agreement regarding the skill and status of general education instructional staff. Only 58.7% of the total faculty believes general education teachers are skilled in strategies for diverse learners. When viewed by teacher groups, 72.2% of the general education teacher survey respondents agree with the statement, but only 32.5% of special education teachers and 57.9% of administrators agree. Broken down by grade levels, 57.9% of elementary faculty, 56.5% of middle school, and 55.1% of high school faculty agree with the statement. There were multiple survey and focus group comments regarding the need for training for all faculty regarding instructional practices as well as behavioral interventions.
- Only 78.1% of faculty survey respondents agreed that special education teachers are viewed as faculty members of equal status with their general education teachers. There was significant difference in responses to this item in that only 47.5% of special education teachers agree that they are viewed as faculty member of equal status, yet 90.9% of the general education teachers and 89.4% of administrator agreed. This wide range in perceptions is concerning and could be because of the inconsistency of in-class support practices across the district. There were multiple focus group comments regarding special education teachers being unfamiliar with curriculum, closing content mastery when it is needed, and not always being present during in-class support times.

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- Although 87% percent of parent survey respondents agreed that their child's school provides adequate and quality personnel and services for students with disabilities, only 79.4% responded that they believe their child's teachers have the skills and experience to provide the quality instruction that their child needs. This was also supported with multiple parent survey comments regarding the need for training for general education and special education teachers.
- The overall comments and survey results regarding the training and skill of paraprofessionals was also concerning, with only 64% of survey respondents agreeing that paraprofessionals are well trained. Focus group comments and comments from paraprofessionals during campus observations indicated they do not feel they are well trained for their positions, specifically in the area of behavioral interventions, nor do they feel valued as a positive aspect of the implementation of services for students with disabilities. Several reported that they no longer receive breaks and many times they are assisting very intensive students. They also reported their schedules are very chaotic and they are spread thin on the campus. During elementary campus observations, paraprofessionals were sometimes rotated 2-3 times for one 30-minute in-class support time. There were multiple comments of paraprofessional being pulled from their support class to cover for substitutes that were not available or for teachers to attend meetings.
- There were approximately 30+ focus group and faculty survey comments regarding the need for training for teachers, paraprofessionals, specialized service providers, and administrators in various areas, including: training in goal development, instructional strategies, effective inclusion practices, implementing BIPs, CPI for all staff, as well as efficient scheduling practices to support students in the general education classrooms.
- Some excellent instruction was observed in WISD during the classroom observations and no significant behavioral disruptions were observed in the general education classrooms. However, student engagement of 85% of the class or greater was only documented in 66.7% of the observations and differentiated instruction and flexible grouping strategies was documented in approximately 54-55% of the observations.

Concern 4

Waxahachie ISD does not have a clearly defined RtI/MTSS process in place that is consistently implemented to support students who may be struggling academically and/or behaviorally.

Quality Tier I instruction was noted in some of the classroom observations, yet it was inconsistent across levels. The executive director of curriculum and instruction is new to the district this year and has recently provided training on the MTSS process. There is a need for written guidelines and procedures, multi-levels of interventions, and integrity of implementation of this process.

- There were multiple comments in focus groups, surveys, and interviews indicating that the RTI/MTSS system of interventions in WISD has been inconsistently implemented across the district and not every campus utilizes an RTI/MTSS system.

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- Approximately 32.4% of the faculty view the RTI process as ineffective in addressing the needs of students who are experiencing difficulty in school.
- Information obtained from focus groups and faculty comments indicate that more training is desired relative to the process, who may access the interventions, how the interventions are implemented and the process to request a referral for special education.
- There were many concerns from administrators and faculty regarding significant behavioral challenges in WISD and yet, there was not any evidence in the classrooms observed of a campus-wide positive behavior support system. There was evidence of posted rules and behavioral contingencies in less than 45% of the classes observed.

Concern 5 and 6

Quality special education services in the Least Restrictive Environment.

Access to the general education curriculum is a fundamental right for students with disabilities outlined in IDEA. There is only one curriculum for students and that is the general education curriculum. IEPs for students with disabilities are to be based on each student's enrolled grade level standards, their strengths and weaknesses as identified by their PLAAFP statements, and the specially designed instruction that is outlined in their goals, objectives, accommodations, modifications, and supports and services that are unique to that student based on their disability area and how that disability impacts their ability to benefit from enrolled grade level curriculum. Only a small percentage of students should be working and evaluated on pre-requisite skills, which are typically only necessary for students who have learning deficits related to significant cognitive disabilities or other severe neurological deficits. Even students with more severe deficits should be able to access the enrolled grade level curriculum through accommodations, modifications, pre-requisite skills and supplemental aids and services.

General education teachers and special education teachers must utilize best practice strategies to include; activity based multi-level instruction, flexible grouping strategies, high learner expectations, as well as Universal Design Learning strategies. Special Education teachers should be well trained in accommodations, modifications, and research-based strategies to meet the unique needs of students with disabilities. A well-defined instructional planning process and system of progress monitoring is also essential for effective delivery of academic information. This includes quality, well-written lesson plans that show evidence of the lesson cycle, alignment to the Texas Essential Knowledge and Skills (TEKS) and, in the case of students with disabilities, consider any adjustments as specified in the students' IEPs. There must be indicators that written lesson plans are actually followed when implementing instruction in the classroom. Additionally, for students with disabilities who may receive services in a variety of ways collaboration and coordination with respect to lesson planning is critical to promoting access and progress in the general curriculum and implementation of the student's specially designed instruction.

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Providing students with disabilities support in the general education classroom where they can benefit from good quality instruction from grade level or content area teachers allows students to have access to the general education curriculum in the LRE and is supported by the state and federal government through set LRE standards as part of the compliance requirements for all districts. In-class support can be provided through support facilitation-support services provided by a paraprofessional or a certified special education teacher that occurs at specific times throughout the day to address areas of need in the student's IEP. This is typically for students who do not need intensive instructional or behavioral supports to participate in the general education classroom, and the number of students with IEPs in the support facilitation classroom should not exceed 10-12%.

Collaborative teaching is an in-class support that is more intensive than support facilitation and provides students with disabilities access and progress in the general curriculum. It is defined as two certified teachers jointly planning to prepare and equitably delivering instruction. Collaborative teachers must address the personal, interpersonal and procedural factors associated with this practice as it is a true partnership. Effective collaborative teaching would ensure that both teachers have an understanding of the content to be taught, opportunity to jointly plan, and are capable of implementing multiple structures of co teaching practices. These include the use of team teaching, station teaching and parallel teaching and a minimal use of one teach-one-assist or one-teach-one-observe. The number of IEP students scheduled in a co-teach classrooms should not exceed 1/3 of the population of students. For both of these classrooms the remainder of the classroom population should not be loaded with struggling students or students with 504 plans. Placing all students in one classroom with high needs has never been effective and the research on tracking of students supports a more heterogenous mix.

- In Waxahachie ISD only 82.6% of faculty survey respondents agreed that each student with disabilities participates in the general education curriculum and 87% agreed that the IEPs for each student are aligned with the general education curriculum. This should be a foundational practice and belief that is understood by 100% of the faculty.
- The need for training for teachers in differentiation, implementation of accommodations and modifications, best practices for in-class supports, and behavioral strategies and interventions, could possibly contribute to the perception that almost 20% of students with disabilities do not participate in the general education curriculum.
- Instructional accommodations and curricular modifications are the primary paths through which instruction in the general education curriculum are made accessible to students with disabilities. Instructional accommodations provide support for many learners with, and without a disability. An overwhelmingly large number of Waxahachie ISD survey respondents (96.7%) indicated they are familiar with and knowledgeable about the IEP for each student they teach. They also report the use of instructional accommodations for any student who needs them at an exceptionally high rate of 98% and 94.7% agree that it is the

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responsibility of all educators to modify instruction as appropriate for students with disabilities as stated in their IEP. Yet, accommodations and modifications were not observed a majority of the time in which consultants were conducting classroom observations.

- Only 77.9% of parent survey respondents agreed that their child's teachers accommodate and modify instruction as specified in the IEP/BIP.
- In-class support is provided mostly through the Support Facilitation Model at the elementary campuses where classroom observations were conducted. In a majority of the observations the support was provided by a paraprofessional. Waxahachie High School does not provide support facilitation and provides all in-class support through the co-teach model.
- The one-teach, one-assist approach was observed a majority of the time in the co-teach and support facilitation classrooms, indicating that general education teachers may not have a level of trust to allow a more equitable collaborative instructional approach and special education teachers may not be allowed to demonstrate their content knowledge.
- There were multiple interview and focus group comments regarding the lack of integrity of implementation of in-class supports at various levels as well the clustering of students with disabilities at very high ratios in general education classes. This often leads to classes with over representation of students with disabilities and high needs students. During classroom observations, the special education teachers was not present in four of the seven co-teach classrooms. In two of those classrooms the general education teacher was unsure as where the teacher was and why he/she was not present. In six of the general education classrooms where in-class support was being provided the number of students with IEPs exceeded the 1/3 recommendation for co-teach and 10-12% for support facilitation. In two of the classrooms the students with IEPs made up 50% or more of the classroom.
- Common and effective planning was also revealed as a factor impacting collaborative teaching. Only 60.3% of survey respondents agreed that general and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities. In addition, only 78% of parents agreed that general ed and special ed teachers work together to plan and deliver their child's educational program. Comments from survey focus group participants also reported that there is no planning or advance preparation for services provided by the paraprofessional in the general education classroom.
- The district did not meet the Results Driven Accountability (RDA) Indicator that measure LRE targets. They did not achieve the required percentage of Special Education Students who spend 80% or more of their day in general education classrooms and the district has a higher percentage of students who spend less than 40% of their day in general education settings than the allowable percentage. In addition, the district is significantly below the state target for LRE for student ages 3-5 who are in regular education environments.

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- While a high percentage of faculty note the social benefit of inclusion, a significant number of faculty view inclusion as not beneficial to students with disabilities and harmful to students who do not have a disability.
- Concerns related to training, efficient scheduling practices, common planning, and lack of trust among educators often leads to students to be placed in more specialized settings to receive supports and services which could be delivered in a general education classroom. There were several classroom observations in which the observer documented that the work that was being done by the special education student in the specialized setting appear to things that could be done in a general education classroom.
- Also related is issues of beliefs regarding placement of students as noted is that 20.9% of faculty agree that students with disabilities are placed by program or label rather than needs.

This is evident by the significant number of interview and focus group comments regarding the need for more “specialized placements” for students and concern that the content mastery lab was not available all day long.

- WISD continues to support the content mastery or lab class model of interventions for students. This model has proven to be ineffective in many districts and is often times nothing more than a tutoring lab. The amount of time the student spends in this class is time missed from content area instruction. This model also reinforces the philosophy that students must leave the general education classroom in order to receive the assistance or instruction they need to be successful. There were multiple comments regarding the ineffectiveness of this model of service delivery such as comments related to it not being open all the time, or that students were given answers to work when they went to the lab for help, or that general education teachers and administrators sent students for behavioral interventions rather than academic. At the elementary level where schools did provide content mastery services (one campus did not have that particular model available on campus), it was typically provided during the time when special education teachers were also trying to provide specialized support (modified classroom) instruction to address specific student learning needs on their IEPs. In one particular classroom observation, three different staff members and seven students rotated in and out of the lab within a 15-minute time period. There were anywhere from 3-17 students in the class at one time. At the secondary level, staff reported the lab is separate from the modified (resource) classroom. WISD staff reported there are sometimes many students in the lab and sometimes none. Assistance that is provided in a content mastery room can be provided through in-class supports in a more effective and efficient manner.

Concern 7

Campus and Central Office Support

- In order to have quality supports and services in inclusive settings that maintains high expectations for students with disabilities there must be a high level of support provided by both central office and campus administration. Only 85.4% of faculty respondents reported that they feel supported in their efforts to serve students with disabilities by their principal and only 74.9% reported that they feel supported by central office staff. Responses by general education teachers who reported that they feel supported by their principal were higher (88.5%) than the responses from special education teachers (72.5%) and paraprofessionals (82.1%). Responses were much lower by each subgroup regarding their feelings of support by central office staff. Administrators had the highest response rate at 84.2%, where diagnosticians (25%) and SLPs (60%) had the lowest. Survey and focus group comments reflect that this lack of support is many times related to the perceived lack of available staff and to “central office” as one entity, not necessarily the special education central office staff.
- Successful parent school relationships need a high level of trust and collaboration between all stakeholders. It is critical for parents to perceive that they have a high level of support and communication in order to successfully collaborate and plan for needed services. Overall, only 80.2% of parents feel supported by their child’s principal in efforts to assure that their child receives a quality education with an even lower level of support from central office staff (75%).

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Chart 5. Faculty Survey Responses Related to Instructional Excellence



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Chart 6. Parent Survey Responses Related to Instructional Excellence

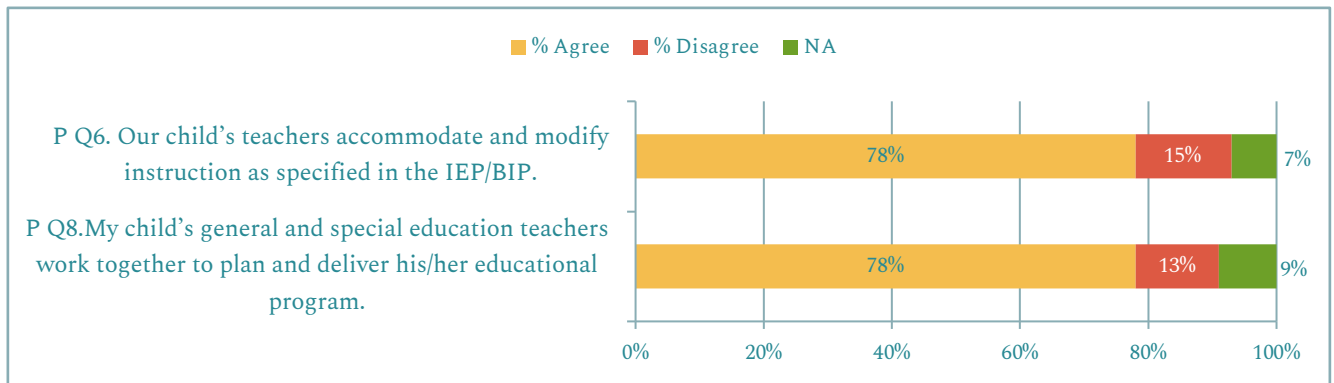


Chart 7. Faculty Survey Responses Related to Leadership Support

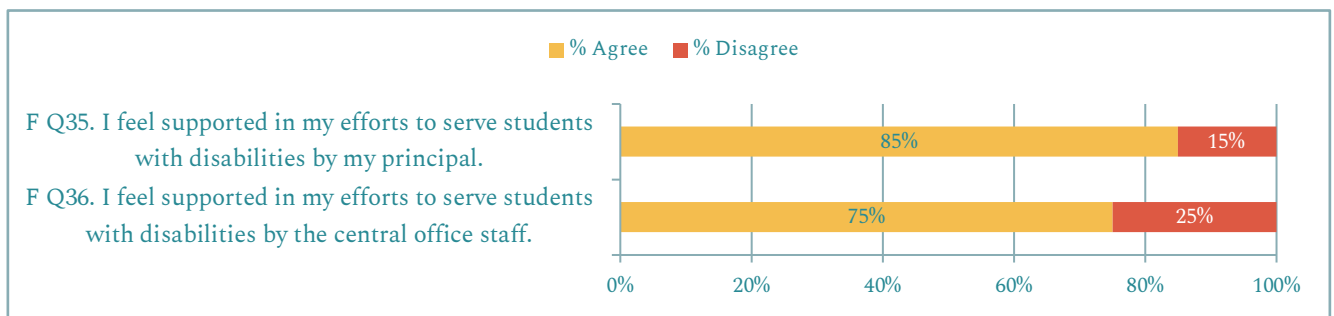
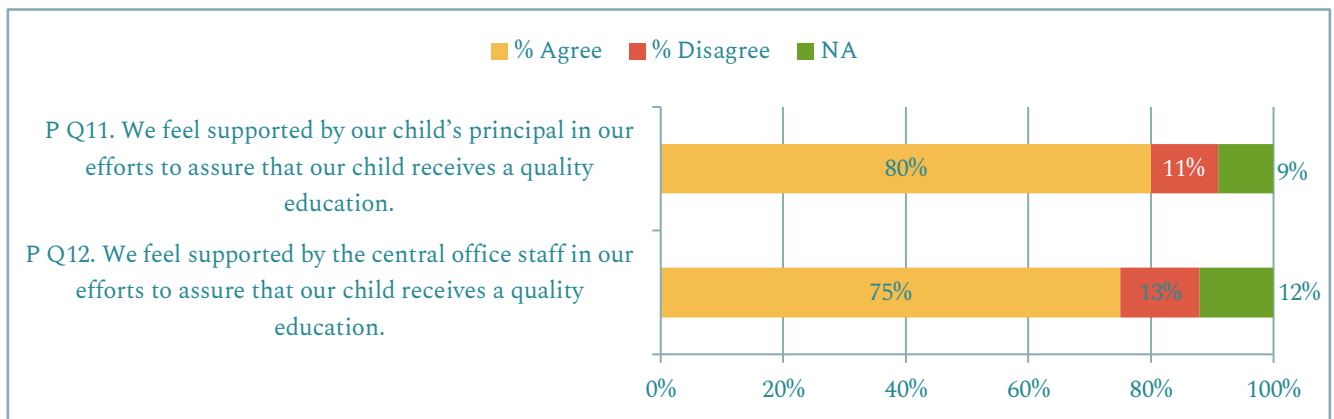


Chart 8. Parent Survey Responses to Leadership Support



Recommendations for Theme 2

Instructional Excellence for All Learners

1. Provide consistent training for teachers and paraprofessionals to address the deficits identified for inclusive practices and collaborative teaching teams. Ensure all teachers and paraprofessionals receive the same level of training in inclusive education, including training in models of in-class support for students with disabilities and a student-centered decision-making approach to staffing and scheduling. With this approach, all students with disabilities are sorted by grade level, subject area, and a series of questions regarding the degree to which the student can participate in the general education curriculum and the

- type and level of support the student may need. There are many resources available for this type of training. Select one and ensure that teams are provided training annually.
2. Ensure recruitment of leadership and instructional personnel includes an introduction to the district's commitment to inclusive practices, equity and excellence.
 3. Require teachers to implement different approaches and strategies in collaborative teaching classes by aligning the teacher appraisal goals with teaching assignments.
 4. Identify model sites in the district and provide for school personnel and parents to visit and learn from best practice mentors.
 5. Ensure in-class support options are available other than just co-teach or only support facilitation utilizing paraprofessionals.
 6. Develop a master schedule that will ensure planning time for general and special education staff and will address the appropriate ratios for students receiving in-class support or support/services in a specialized setting.
 7. Structure collaborative planning time by requiring completion of an outline or checklist of how the time was utilized and weekly submission of lesson plans that demonstrate implementation of differentiated practices and quality collaborative instruction.
 8. Provide training to teachers to provide targeted instruction with ongoing progress monitoring data for all academic areas to realize smaller gaps in performance between typically developing peers and students with disabilities and ensure service providers are trained in research-based practices for serving high needs students, such as those identified with autism, significant behavioral needs, and social-emotional needs. The lack of training in this area can often lead to the belief that there are inadequate resources and staff available to meet the needs of these students.
 9. Align content area trainings with strategies for effective use of appropriate accommodations and modifications in the general education setting.
 10. Explore the concerns regarding RtI/MTSS implementation by gathering more specific information including; investigating the integrity of implementation at every campus and surveying teachers to determine what specifically is not working.
 11. Address the behavioral and classroom management issues reported by various groups by developing a district-wide system of behavioral supports. It is suggested that the district examine options for a systems approach that will include a behavior component of the RtI/MTSS process, implement basic PBIS systems at each school, provide teacher training in positive behavior management, and monitor the implementation using a quality standard framework.
 12. Provide teachers training on how to manage and provide supervision to the paraprofessionals assigned to their classrooms. Schedules and clearly defined job

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- responsibilities should be outlined for paraprofessionals as well as opportunities for them to provide input into performance reports for student through checklist and data sheets.
13. Schedule annual activities that show appreciation for paraprofessionals and their job performance such as; participation in staff appreciation celebrations, notes of gratitude and praise for a job well done, and public acknowledgement for their work.
 14. Consider elimination of the content mastery/lab class model of support for students and replace it with scheduled in-class supports. Trying to provide both models in the manner in which it is currently implemented is not quality instructional supports nor efficient use of staff.
 15. Although the district employs behavior specialist to assist with behaviors on campus there appears to be a breakdown in the support provided and effectiveness of the interventions. Behavioral concerns were one the most commented and reported concerns other than the need for additional staff. This warrants further investigation to better determine appropriate interventions.

THEME 3

Partnerships with Parents that are Positive, Respectful and Collaborative.

Waxahachie ISD Quality Standard #6

A value for authentic relationships with parents and families of students with disabilities that results in a high level of engagement and satisfaction relative to services for students with disabilities.

One hallmark of a successful school district is high stakeholder satisfaction, particularly parent satisfaction. It is important for districts to provide services that parents value. A second factor is the extent to which parents are knowledgeable and involved in the educational process, including decision-making and partnership in the IEP. A third indicator is the extent to which parents feel valued and supported regarding efforts to ensure services for their child. Related to these areas of satisfaction, value, and support is the degree to which a district listens and responds to suggestions for improvement. Determining the degree to which Waxahachie ISD parents of students with disabilities feel valued and respected, as well as parent collaborative involvement in the process of educating their child, was accomplished through an analysis of faculty and parent surveys, comments from all focus group participants, and interviews with key central leaders and principals. A copy of the parent survey and the parent responses are in **Appendix H** of this report.

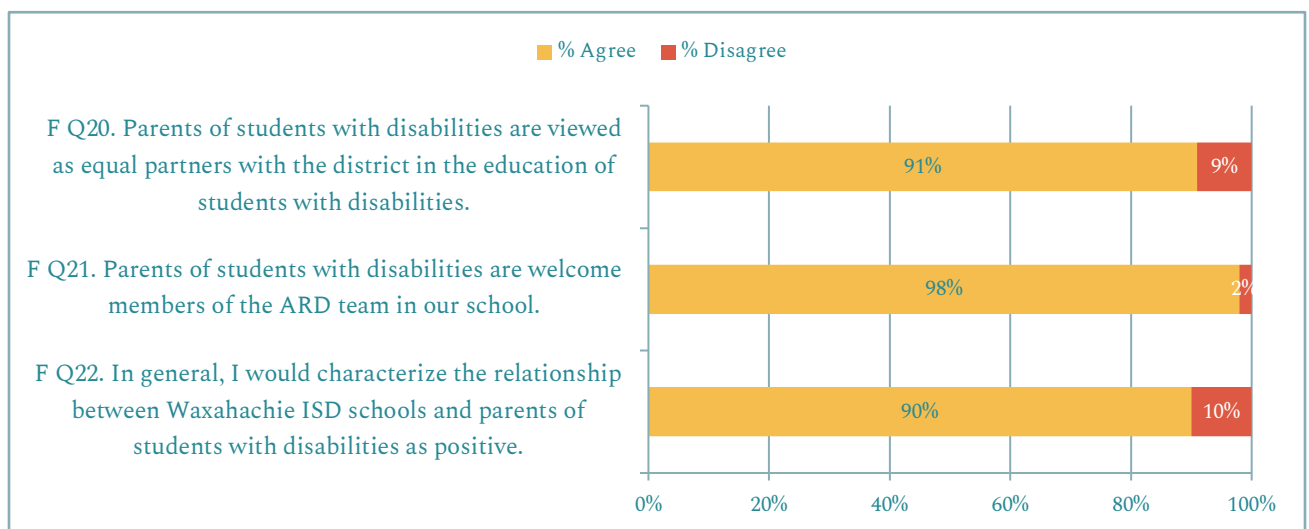
The following is a summary of the strengths and areas of concerns related to Theme 3. These areas will be addressed with supportive information based on the activities of the study.

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Table 6. Strengths and Areas of Concern Currently Impacting Partnerships with Parents that are Positive, Respectful, and Collaborative.

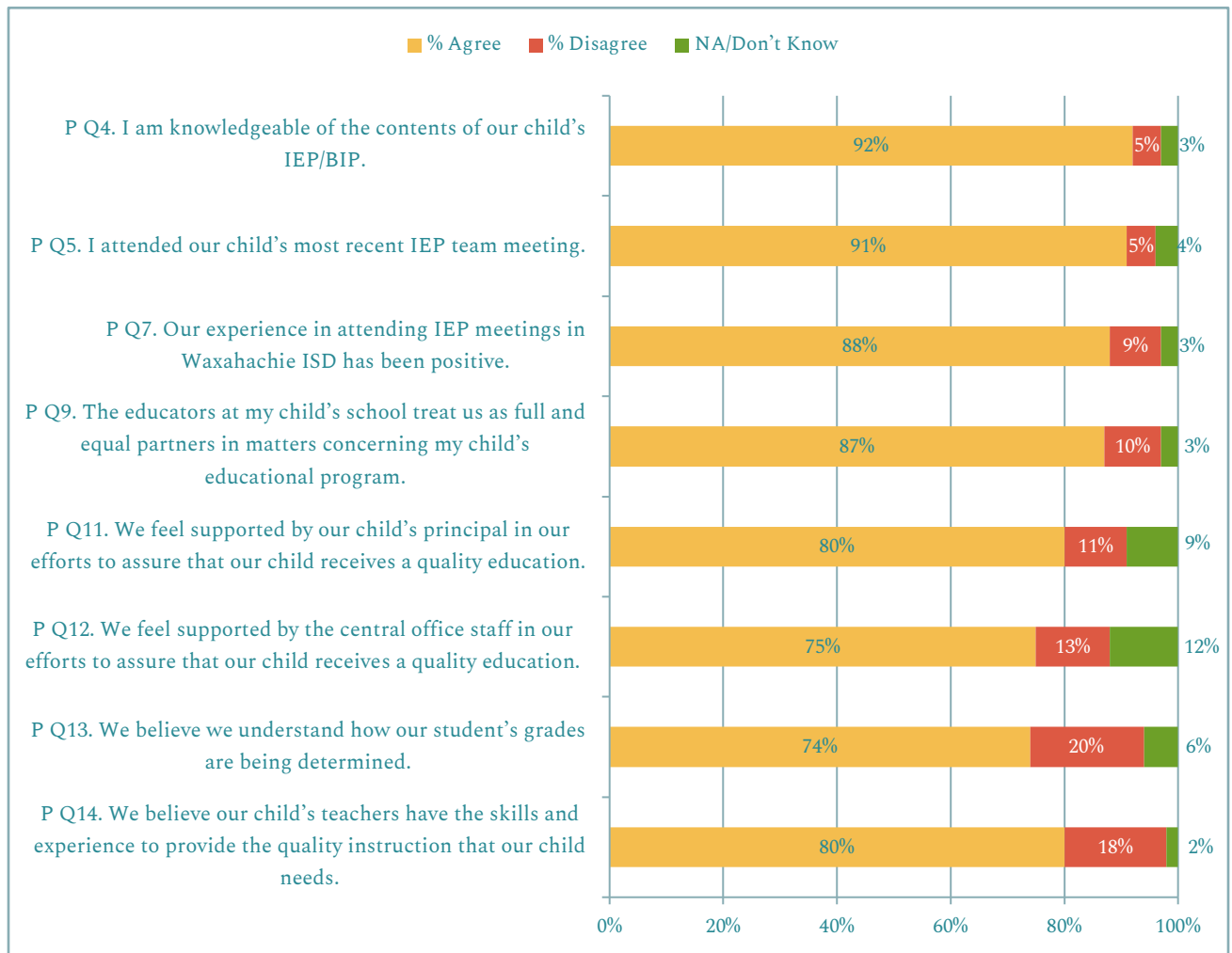
Strengths
<ol style="list-style-type: none"> 1. A significant percentage of parents report that they are treated as equal partner in matters concerning their child’s educational program and that they are knowledgeable of the contents of their child’s IEP/BIP and their experience in attending IEP meetings in WISD has been positive one. 2. Although there were only two parents who attended the focus group session for parents, their comments regarding the services and supports their child receives in WISD were very positive. There were also multiple positive survey comments related to the appreciation and quality of staff who serve students with disabilities in WISD, such as “The staff seem to genuinely care..,” “The speech therapist is awesome,” and “I love the staff and principal....”
Areas of Concern
<ol style="list-style-type: none"> 1. Parent survey results and comments indicated many parents do not feel their child receives appropriate accommodations and/or modifications in the classroom and that they are unaware of the progress their child is making in the general education curriculum nor do they understand how their student’s grades are being determined. 2. A significant percentage of parents reported that they do not feel supported by their child’s principal or central office staff in their efforts to assure that their child receives a quality education. 3. A good number of parent survey respondents do not agree that their child’s teachers have the skills and experience to provide quality instruction that their child needs. 4. There is no evidence of parent involvement in trainings provided by the district regarding services, interventions, processes and procedures or anyway in which parents can feel valued or participate as a valuable stakeholder in the special education supports and services provided by the district.

Chart 9. Faculty Survey Responses Regarding Partnerships with Parents that are Positive, Respectful, and Collaborative.



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Chart 10. Parent Survey Responses Regarding Partnerships with Parents That Are Positive, Respectful, and Collaborative.



Strengths 1 and 2

Parents are equal partners concerning their child's IEP and Parents are mostly positive about specific staff and administrators at their schools.

Parent communication and involvement is essential to the delivery of quality research based special education services. Parents are a valuable member of the IEP team and the multi-disciplinary team who evaluate each child for special education. Ongoing parent training that assist parents in understanding their child's disability and how they can effectively participate in the process, as well as information regarding community resources for support, transition, employment, etc. are needed for parents to actively participate and contribute to their child's education.

Collectively examining all surveys, comments and the information from the two parents who attended the focus groups session it appears that of the parents who responded, a large number of WISD percentage of parents of students with disabilities are mostly satisfied with services and involved with their child's school and program.

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- Of the 12% of parents of students with disabilities that participated in the survey, approximately 91.9% agreed that they are knowledgeable regarding their child's IEP/BIP and 91.2% agreed that they have attended their child's IEP meeting. Parents mostly reported the experience to be a positive one (88.2%).
- Faculty survey responses regarding their partnerships with parents were a little higher than parent responses: overall 90.% or more of faculty responses indicated that parents were viewed as equal partners with the district in the education of students with disabilities, and the relationship between WISD schools and parents of students with disabilities was a positive one. A very high percentage (97.9%) of faculty indicated that parents of students with disabilities are welcome members of the ARD team in their school. Although still a high percentage, only 88.2% of parents reported their attendance at IEP meetings in WISD has been a positive one, and only 86.8% of parents agreed they are equal partners.

There were over five pages of parent comments regarding the positive aspects of services and suggestions for improving the quality of services for students with disabilities. An analysis of the comments revealed several themes in which multiple positive comments were made. It is suggested that the district department review all the comments as they offer a level of insight relative to parent perceptions and strong and relevant suggestions for improving services. Parent reported a general gratitude for the program, services, support, and inclusion opportunities.

There were comments that addressed gratitude and appreciation to the districts for its efforts to provide services for the child. Many were general in nature offering thanks to the district, mentioning the high quality of services and stating superlatives regarding the services and specific staff members who work with their child. There were multiple comments that addressed personal appreciation, for the quality and the traits the staff demonstrated towards the parent and the child. Staff were described using a variety of accolades such as caring, dedicated, responsive, deliberative, excellent, kind, supportive, etc. Parents expressed appreciation for specific staff members by position, including campus administrators, teachers, bus drivers, central office staff, related services individuals, and assessment personnel.

There were also multiple comments praising the inclusion services and efforts of teachers and staff to help students feel like they belong. The parent focus group praised the Partner in PE program. One parent commented, "I am very pleased with the fact that my child is able to be a part of a regular classroom..."

As a district of innovation, Waxahachie ISD is focused on developing Parent and Family Engagement. This is evidenced by the statements in the district Innovation Plan, which has been incorporated into their District Improvement Plan. The District Value Statements reflect beliefs of, ***"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 education growth."***

Areas of Concern

1, 2, and 3

- Communication and a need for training for all staff related to working with students with disabilities were the two major themes that emerged from an analysis of parent responses. Some comments were very specific to a negative experience or incident and there were a few comments that the parent's experience changed year to year based on the quality and effectiveness of the staff who work with their child. However, an analysis of these comments revealed there were many comments from parents that requested better and improved communication between the school, the district and parents, specifically regarding the needs/progress of the child. Many wanted more details concerning the student's progress. Some offered specific suggestions such as daily/weekly progress reports, sending homework notices, information regarding interventions being used and their effectiveness, and frequent updates regarding the child's progress. Parents also wanted to see improved communication about their child between general and special education teachers.
- The special education webpage is very limited regarding parent information and training. The director reported that they had not done any specialized training for parents and there is not a means for parents to give input regarding district practices for services and supports for students with disabilities.

Recommendations for Theme 3

Partnerships with Parents that are Positive, Respectful, and Collaborative

1. The district and campus need to continue to purposefully promote a "customer friendly" atmosphere with parents of students with disabilities; this should be a priority at all levels, but especially at the campus level.
2. Provide communication from teachers and service providers to parents on a consistent basis. Time should be scheduled for face to face communication which is more likely to reduce the misunderstandings that can happen over email or by phone.
3. Train teachers and service providers in parent communication and conflict resolution. This can be done annually through PLCs, book studies, or vignettes modeling do's and don'ts. It is important for general education teachers working with students with disabilities to receive this same training and be a partner in communicating with parents of students with disabilities in collaborative classrooms.
4. Implement strategies to improve communication issues as addressed in Theme 1. Capture more information on how to improve communication and collaboration by having post-IEP meeting surveys and other parent information gathering systems to identify needed communication content, the most effective communication strategies to support

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collaborative and successful school parent partnerships, and access and participation in extracurricular activities and school sponsored clubs and events.

5. The district may want to consider developing a parent advisory group that meets with central office administrative staff, campus administrators and key service providers to develop a venue for pro-active parental input and communication in WISD.

THEME 4

Effective and Efficient Use of Personnel and Capital Resources.

Waxahachie ISD Quality Standard #7

Efficient, effective and appropriate use of human and capital resources that reflect student-centered decisions in determining the need for all resources including staffing, materials, and services for students with disabilities.

The level of human and capital resources necessary to meet the individual needs of students with disabilities is influenced by numerous variables. Beyond sufficiency, considerations regarding efficiency, effectiveness and appropriateness of special education staffing require careful attention.

Unlike general education, special education staffing is not formula driven. Students with disabilities receive a variety of services in a variety of ways from a variety of staff-all determined by IEP committees on a student-by-student basis. Special education is a service rather than a place; decision-making regarding the type and number of staff requires a process based on each student's unique needs and the needs of the educators who teach them.

Effective, efficient and appropriate use of resources is also impacted by the degree to which educators implement instructional and management practices to support the success of every learner. Efficient scheduling ensures that all students receive the proper amount of service throughout each day. Educators must understand their responsibilities and be held accountable for serving students. Having the appropriate amount of resources, materials and supplies to carry out good instruction is of critical importance. Addressing the challenges of improving services for students with disabilities may not always require additional staff, but it will require more efficient and effective use of this resource.

Guiding principles, best practices and state mandates regarding staffing for students with disabilities are described below.

- **Best Practice:** The correct ratio for a general education classroom with a support facilitation staff member is the average percentage of individuals state and nation wide with disabilities, typically 10-12%. If the ratio of students with disabilities in the general education classroom exceeds that percentage, a collaborative teacher (co-teacher) should likely be substituted. Reason: in classrooms where the ratio reaches 1/3 of the students with disabilities, two certified teachers are generally required. If the ratio exceeds 1/3, then the classroom resembles a special education classroom versus a general education.

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- **State Requirement:** The Admission, Review, and Dismissal (ARD) committee determines the appropriate ratio for students with Autism. However, the state of Texas has no class size limits for special education classes.
- **Specialized Classrooms:** There are no ratios mandated for these classrooms, yet best practice recommends a small class size, a heterogeneous group, and addressing one subject/course/grade level rather than mixing ages, grades, and subjects. Specialized classrooms are for the purpose of delivering targeted support to IEP goals and that cannot be addressed in the general education setting, even with in-class support facilitation or collaborative teaching.

The following chart is a summary of the strengths and areas of concerns related to Theme 4. These areas will be addressed with supportive information based on the activities of the study.

Table 7. Strengths and Areas of Concern Currently Impacting Effective and Efficient Use of Personnel and Capital Resources

Strengths
1. The district commits a large percentage of financial resources to special education.
Areas of Concern
1. Although comparison data does reflect a need for WISD to review staffing levels in certain areas, scheduling, training, and unclear descriptions and directives regarding the provision of specialized instructional models and practices across the district may contribute to the perception throughout the district that there is less than adequate staff available to meet the needs of students with disabilities.
2. Utilizing contract staff to provide services is necessary for many districts in order to meet the very specialized needs of students. However, contract staff are not always considered members of the district community and do not necessarily develop the relationships and communication channels with district staff. WISD utilizes quite a few contract services.

Strength 1

The district commits a large percentage of financial resources to special education. The following tables reflects a comparison of Budget and Financial Information

BUDGET AND FINANCIAL INFORMATION

Table 8. 2018-19 Special Education Budgeted Information by State and District

	TOTAL REVENUE PER STUDENT ALL FUNDS	OPERATING EXPENDITURES/ STUDENT INSTRUCTION	% REGULAR EDUCATION	SPECIAL EDUCATION %	PROGRAM EXPENDITURE PER SWD
Texas	10,968	5,123	63.89%	14.85%	1,008
Waxahachie ISD	11,242	5,396	58.81%	17.69%	1,263
Coppell ISD	11,669	5,109	70.89%	13.77%	933
Ennis ISD	10,783	5,175	64.42%	12.38%	818
Mansfield ISD	10,729	5,064	69.74%	16.56%	1,086
Midlothian ISD	11,372	4,417	63.79%	14.05%	830
Midway ISD	10,159	4,813	68.18%	10.81%	685
Prosper ISD	12,246	5,678	76.54%	9.54%	680
Red Oak ISD	11,311	4,592	65.88%	16.05%	1,042

Source: Texas Education Agency: 2018-19 Budgeted Financial Data

- Waxahachie ISDs Total Revenue Per Student is above the state and all seven comparable districts.
- Waxahachie ISDs Operating Expenditure for Instruction is higher than Texas and higher than six of seven comparable districts.
- Waxahachie ISDs Budgeted Percentage for Special Education is higher than the state and all comparable districts.
- Waxahachie ISDs Program Expenditure per Student with a Disability is higher than the state and all comparable districts.

Concerns 1 and 2

Staffing Needs, Perceptions, and Practices

- Staffing a district to meet the needs of students with disabilities is always a challenge. It is more than a simple ratio and is significantly impacted by the severity of a student’s disability and their unique needs based on their disability. However, a majority of students that are served in a district are not students with high needs and significant disabilities. There were many surveys, focus group, and interview comments related to a need for additional staff to serve students with disabilities in WISD and for “more” specialized separate placements for students. It is also important to consider the yearly growth the district is experiencing with general and special education students. Waxahachie ISD has experienced a significant growth in the number of students who receive special education services in the last two years. According to TAPR data the district went from an enrollment of 1,003 students with disabilities in 2017-18 to 1,158 students in 2018-19. An October snapshot enrollment in Skyward reported 1,335 students for the 2019-20 school year. That is a 33% growth in the number of students with disabilities in WISD in a two-year period.

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According to comparison data, WISD does have some areas in which staffing levels have not kept pace with the growth in the district.

- The perceived need for staffing by many of the district personnel who commented on surveys and in focus groups could be an accurate reflection of need, but is also a reflection of many other factors described earlier, such as training needs, experience and expertise of staff, assigned job responsibilities, and inconsistent implementation of RtI/MTSS interventions. Special education service descriptions and provisions are inconsistent from campus to campus and staff reported they are sometimes assigned to responsibilities outside their job responsibility, like SLPs reportedly assisting with district assessments, paraprofessionals utilized for extensive duty and coverage of substitutes on campuses, and teachers covering duty during lunch (instead of before or after school) when they could be providing services to students. In addition, it is critical to look at the needs of the student when considering the level of special education supports and services a student requires. When districts perceive special education services as a specialized placement and the primary responsibility of the special education department, there is never enough staff to provide separate and 1:1 services for students with disabilities.
- The fact that supports for students are either collaborative teaching support or specialized support through the modified class or lab class at the high school level indicates that it is likely some students are automatically placed in collaborative classes for inclusion support, which may be a higher intensity than a student may need to be successful. In addition, a student who receives support facilitation may also go out for resource and content mastery. If students truly need that intensity of support then it should be provided, but many times we over serve students with adults providing assistance rather than teaching students skills or providing them tools such as technology to compensate for their disabilities. This over-serving of students can many times limit their independence as well as lead to a learned helplessness and over-dependence on adults.

Waxahachie ISD's teacher staffing data reflects a student with a disability-to-staff ratio of 18.5:1 for the 62.5 special education teachers reported in the 2019 TAPR. This reflects a higher staff to student ratio than the state ratio of 16.1:1 and the Region 10 ratio of 15.0:1 and higher than three of the seven comparable districts. According to data provided by the director of special populations, Waxahachie ISD currently employs 81.375 special education teachers (of which one position is filled by a long-term substitute and a second position is unfilled), and 97 special education paraprofessionals. This year's October snapshot count was 1,335 students reported through Skyward, according to the director. This would reflect an allocated teacher staffing ratio of 16.4:1, which is still above the region 10 average and higher than two of seven comparable districts. The district turnover rate for teachers (13.4) is significantly lower than the state and region 10, and lower than three of the seven comparable districts. This rate is for all teaching staff. The district may want to analyze their current data for special education teacher turnover rate to determine if this could be a significant issue related to retention of experienced and qualified staff. There is no

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publishable comparison data for paraprofessionals. Therefore, the district may want to analyze their number of paraprofessionals and assigned job responsibilities. When paraprofessionals are hired to provide services at a level that should possibly be provided by a special education teacher, it can appear that there is an inadequate level of staffing available.

Having adequate qualified and experienced appraisal staff can impact a special education program significantly in accountability for Child Find and Child Find timelines. There were multiple comments regarding the need for additional appraisal staff and concerns regarding perceptions of the length of time it took to evaluate a student once they were referred. A review of eligibility folders indicated there were a few errors in timelines for evaluations and many timelines utilized all of the allowable days for assessment prior to completion of the evaluation report. In addition, due to recent actions by TEA, referrals have increased significantly in most districts, including WISD. Referral rates reported by the director of special populations went from 186 students in school year 2016-17 to 302 students for school year 2018-19; an increase of 62%. LSSPs, psychology associates, and diagnosticians are all considered appraisal staff. Different districts employ different combinations of these staff to perform essential appraisal functions. The comparison data for WISD revealed a wide range in ratios from 51-93 students with a disability per appraisal staff (Prosper ISD was not included due to the unavailability of data). It is important to know that TAPR data does not reflect the contract staff utilized for any district, so caution must be used in interpreting this data and it also does not reflect the workload of each of these subgroups such as ARD responsibilities, record keeping, counselling assignments for LSSPs, teacher training and lead responsibilities, etc. It also does not consider travel time for appraisal staff that have multiple campus assignments. WISD's TAPR data reflected a 93.17:1 ratio of students with disabilities per appraisal staff member. This ratio is higher than the state, region 10, and all of the six comparable districts. According to the director of special populations, the district currently has allocations for thirteen diagnosticians (one position is unfilled, and one is assigned lead diagnostician responsibilities) and one unfilled LSSP position. The district currently contracts for LSSP and diagnostician services. If all positions were filled the district would have 14 appraisal staff which would reflect a current 95.4:1 ratio of appraisal staff to students with disabilities.

Speech services in Texas can be provided by licensed SLP or speech therapy assistants. However, an Assistant can only provide therapy under the direct supervision of a licensed SLP and may not do evaluations or represent speech services in an ARD meeting. SLPs perform many functions since they are required to complete evaluations, write reports, and provide direct therapy services, and in many districts, they actually complete the ARD paperwork for students who only receive speech therapy services. The student with a disability to speech/language pathologist ratio for WISD is 117.4:1 which is higher than the state, region 10 and all six of the comparable districts (TAPR 2019). The WISD director reported that the district currently employs ten SLPs and one speech assistant (one SLP serves as the lead position). The current ratio reflected by these numbers would be a ratio

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of 121:1, which is even higher than the 2019 TAPR data. The district currently also contracts SLP services.

State data is not collected for the other related service providers, support staff and itinerant staff. Therefore, comparison data from other districts is not available. Stetson evaluators attempted to obtain some of the information off of comparison district’s website, but direct comparisons would be difficult. The chart reporting this data is simply a reference tool. WISD employs one occupational therapist, two Licensed Professional Counselors (LPC), three behavior specialist, one transition specialist, one deaf ed/auditory impairment teacher (Waxahachie is the fiscal agent for the Regional Day School Program For the Deaf Shared Service Arrangement), one director of special populations, one assistant director of special populations, one department secretary, one records /PEIMs clerk, two ARD clerks, and three special education aides assigned to specific student. The district currently has additional contracts for a teacher of the visually impaired, an orientation and mobility specialist, a teacher of the auditorily impaired, an adaptive P.E. teacher, and a physical therapist. Student caseloads and workloads will have to be evaluated by the district on a case by case basis.

STAFFING FOR STUDENTS WITH DISABILITIES

The following tables reflect the publishable comparison data as it relates to staffing.

Table 9. State/Region and Comparable District Staffing Ratios for Special Education

ENTITY	SWD	SPECIAL EDUCATION TEACHERS	STUDENTS WITH A DISABILITY /TEACHER	TEACHER TURNOVER RATE
Texas	521,908	32,448.2	16.1	16.5
Region 10	83,999	5,605.5	15.0	18.4
Waxahachie ISD	1,158	62.5	18.5	13.4
Coppell ISD	847	72.6	11.6	12.8
Ennis ISD	600	30.1	19.9	19.6
Mansfield ISD	3,209	251.4	12.8	10.4
Midlothian ISD	988	48.6	20.3	13.5
Midway ISD	776	39.6	19.6	12.8
Prosper ISD	1,183	54.4	21.7	15.7
Red Oak ISD	688	40.3	17.0	21.6

Source: Texas Education Agency TAPR 2018-19 District Profiles

- The student with a disability-to-special education teacher ratio for Waxahachie ISD is higher than the state and region10 ESC ratios.
- The ratio is also higher than three of the seven comparable school districts.
- There is a wide range in student with a disability-to-teacher ratio among the comparable districts, ranging from a low of 11.6 to a high of 20.3.

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- The teacher turnover rate for Waxahachie ISD is significantly lower than the state and region 10 and is lower than three of seven comparable districts.

Table 10. A Comparison of Staffing Information for Appraisal Staff (does not include contracted staff)

	SWD	EDUCATIONAL DIAG.	LSSP PSYC.	PSY. ASSOCIATE	TOTAL APPRAISAL	SWD PER APPRAISAL
Texas	531,082	4,300.89	1,958.99	49.16	6,309.0	84.2
Region 10	85,416	731	243	6	980	87.15
Waxahachie ISD	1,174	10.6	2	0	12.6	93.17
Coppell ISD	869	11.91	5	0	16.91	51.38
Ennis ISD	613	7.0	1.0	0	8	76.6
Mansfield ISD	3,299	33.0	5.50	0	38.5	85.68
Midlothian ISD	1,019	11.66	1	0	12.66	80.48
Midway ISD	792	11.75	2	0	13.75	57.6
Prosper ISD	1,240	1	0	0	1	1,240
Red Oak ISD	695	10	2	0	12	57.9

Source: Texas Education Agency 2018-19 Staff, Salaries and FTE Counts, 2019 RDA for count of Students with a Disability (does not include contract staff)

- This data must be interpreted with caution as it does not reflect the number of appraisal staff that are contracted for services in the state, region or comparable districts.
- The data also does not reflect the workload of these subgroups. Workload such as ARD responsibilities, record keeping, etc., varies from district to district.
- This data reveals a wide range in ratios from 51-93 students with a disability per appraisal staff and excludes the information from Prosper ISD.
- Waxahachie ISD ratio of students with disabilities per appraisal staff is higher than the state and region ratios.
- Waxahachie ISD ratio of students with disabilities per appraisal staff is higher than all (six) comparable districts. (Prosper ISD is excluded.)

Table 11. A Comparison of Speech/Language Pathologists Staff (does not include contracted staff)

	SWD	SPEECH/ LANGUAGE PATHOLOGISTS	SWD PER SLP
Texas	531,082	4996.7	106.3
Region 10 ESC	85,416	906.79	94.19
Waxahachie ISD	1,174	10	117.4
Coppell SD	869	12	72.41
Ennis SD	613	7.0	87.57
Mansfield ISD	3,299	30.5	105.9
Midlothian ISD	1,019	12.09	84.28
Midway ISD	792	7	113.14
Prosper ISD	1,240	1	1,240
Red Oak ISD	695	6	115.8

Source: Texas Education Agency: 2018-19, Staff, Salaries and FTE Counts (does not include contract staff) and 2019 RDA for Special Education Representation

**A Review of Services for Students with Disabilities
Waxahachie Independent School District**

- This data must be interpreted with caution as it does not reflect the number of speech/language pathologist staff that are contracted for services in the State, Region or comparable districts.
- This data does not also reflect the workload for each district for staff who are speech language pathologists.
- Waxahachie ISD ratio of students with disabilities per speech language pathologist is above the state and Region ratios.
- Waxahachie ISD ratio of students with disabilities per speech language pathologist is above six of comparable districts. Prosper ISD is excluded.

Table 12. A Comparison of Special Education Leadership Support Staff

	Waxahachie	Coppell	Ennis	Mansfield	Midlothian	Midway	Prosper	Red Oak
Students with Disabilities	1,174	869	613	3,299	1,019	792	1,240	695
Executive Director	0	0	0	1	1	0	1(SE and Student Services)	0
Director	1 (Special Populations)	2*	1	1 (Compliance)	0	1 (SE, 504, Dyslexia)	0	0
Asst. Director	1	0	0	0	0	0	0	1
Dyslexia Coordinator	1	0	0	?				
SE Coordinator	0	2 (1 Behavior, 1 SE)	1 (Child Find)	4		1	2	
Lead/SLP	1	0	0	1	1			1
Lead/Diag.	1	0	0	2	1			
Lead Psy.		0	0	2				
Lead Behavior Specialist	0	0	0	1	1			1 District Behavior Support Teacher
Lead 504 Specialist		1	0					
Lead Rel. Services				1				
Specialist Low Incidence						1		
Specialist AT			0			1		
Specialist Behavior	3		1	?				
Specialist Transition	1	1	1			1		1
SE Inst Coach			1					

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	Waxahachie	Coppell	Ennis	Mansfield	Midlothian	Midway	Prosper	Red Oak
Specialist Ele. SE Instruction	0	1	0			1		
Specialist Sec. SE Instruction	0	1	0			1		

Source: RDA for Special Education Enrollment and Comparable District Web Pages

***Coppell ISD has 2 directors, 1 for Intervention Services and Special Education, 1 for Intervention Services and 504**

This table must be interpreted with caution as districts assign different titles and different leadership responsibilities to Special Education. However, the information obtained from each district’s web site noted the following information:

- Two of the eight districts have an executive director designated to lead special education services and two of the eight have an assistant director in addition to the director position. One has an assistant director position as the designated leader. WISD department leadership is held by a director position with one assistant director.
- Some of the district director/executive director positions serve special education, dyslexia and 504.
- One district has an executive director for special education and a director of special education for compliance.
- Districts report “lead” positions for areas such as speech/language pathology (4/8), diagnosticians (3/8).
- “Specialist” positions are also reported in the areas of related services and assistive technology, (1/8), behavior (3/8), transition (5/8), low incidence (1/8), and in instruction (2/8).
- One district noted an instruction coach position for special education.
- Five of the 8 districts report special education coordinator positions. Waxahachie does not have a special education coordinator position.

Table 13. Salary Comparison for Appraisal, Speech Language Pathologists, Teachers and Educational Aides Average Base Pay

	EDUCATIONAL DIAGNOSTICIAN	LSSP PSYCHO-LOGIST	SPEECH LANGUAGE PATHOLOGISTS	TEACHERS	EDUCATIONAL AIDES
Texas	\$65,300	\$64,569	\$60,787	\$54,122	\$21,153
Region 10	\$66,104	\$66,860	\$61,583	\$55,934	\$22,892
Waxahachie ISD	\$66,038	NR	\$67,147	\$55,584	\$27,360
Coppell ISD	\$69,026	\$74,127	\$65,781	\$59,319	\$27,438
Ennis ISD					
Mansfield ISD	\$70,859	\$78,900	\$65,682	\$60,595	\$18,913
Midlothian ISD	\$65,309	\$62,657	\$61,228	\$55,192	\$19,625
Midway ISD	\$66,417	\$74,024	\$61,798	\$51,220	\$22,495
Prosper ISD	\$74,207	NR	\$81,049	\$53,531	\$26,853
Red Oak ISD	\$66,924	\$65,621	\$63,527	\$51,081	\$19,597

Source: Texas Education Agency 2018-19 Staff Salaries and FTE Counts

**A Review of Services for Students with Disabilities
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- The average salary for Waxahachie ISDs educational diagnosticians is above the state, below the Region and below five of seven comparable districts.
- An average salary for Waxahachie ISDs speech language pathologists is above the state and the region and above six of seven comparable districts.
- The average salary for Waxahachie ISDs teachers is above the state, below the region and above five of seven comparable districts.
- The average salary for Waxahachie ISDs educational aides is significantly above the state, the region, and six of seven comparable districts.

2018-19 Texas Actual Financial Data:

- Waxahachie ISDs Total Revenue Per Student is above the state and all seven comparable districts.
- Waxahachie ISDs Operating Expenditure for Instruction is higher than Texas and higher than six of seven comparable districts.
- Waxahachie ISDs Budgeted Percentage for Special Education is higher than the state and all comparable districts.
- Waxahachie ISDs Program Expenditure per Student with a Disability is higher than the state and all comparable districts.

Chart 11. Faculty Survey Results Regarding Effective and Efficient Use of Personnel and Capital Resources

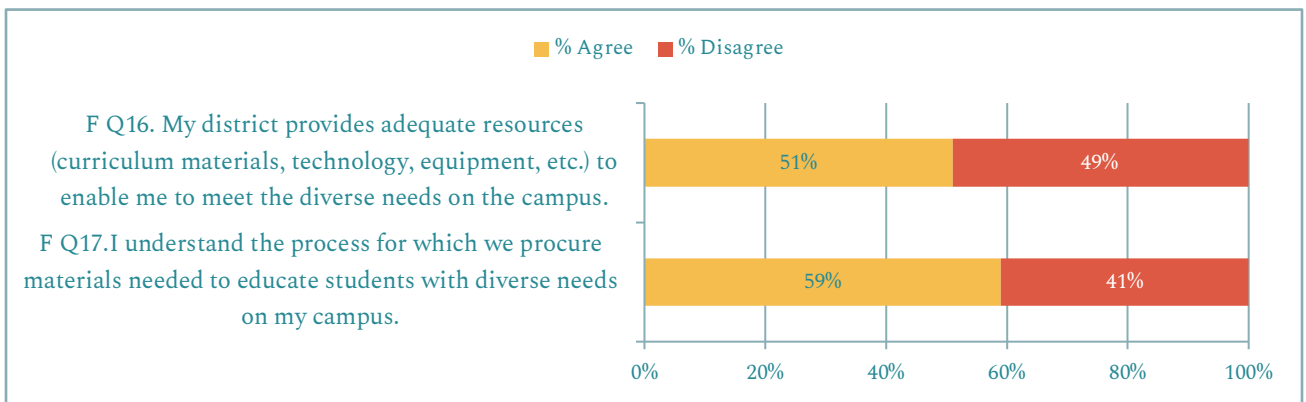
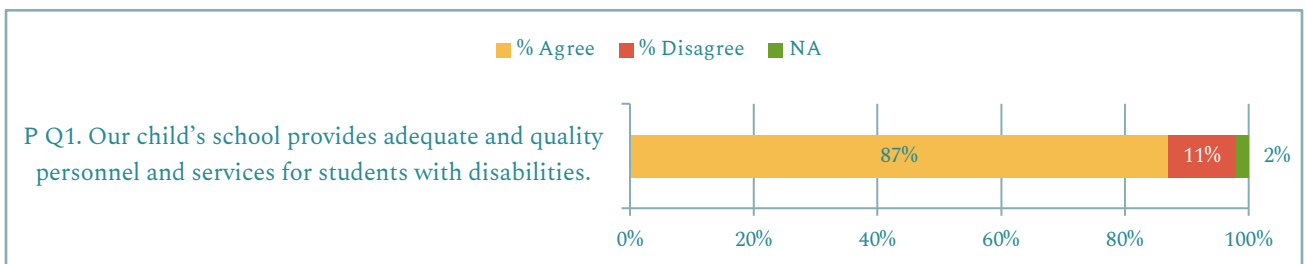


Chart 12. Parent Survey Results Regarding Effective and Efficient Use of Personnel and Capital Resources



Recommendations for Theme 4

Effective and Efficient Use of Personnel and Capital Resources

1. Critically analyze the staffing needs for the district based on the information provided in this report. It is important that there is direct clear communication regarding the services campuses should be provided, how to determine which services a student needs, and to provide staff the tools, training and resources to provide those services. The district must make some decisions to ensure consistency of services from campus to campus. The district should review the need as well as the data that reflects the effectiveness of a content mastery or lab Class. Many times, the staff who are assigned to those positions can more effectively and efficiently provide that same level of support to students in a scheduled in-class support time.
2. Obtain expert analysis of the evaluation process and criteria for disability identification to determine if the high percentage of students identified for services in WISD are issues with assessment or if this is simply the natural make-up of the community and the school district.
3. Ensure service providers are trained in research-based practices for serving high needs students such as those identified with autism, behavioral needs, and social emotional needs. Lack of training can often lead to a belief there are inadequate resources available to meet the needs of these students.
4. Provide teachers and other service providers training in organization and time management. It is very important that districts provide the tools to work smarter and not harder.

THEME 5

Full Compliance with Federal, State, and Local Mandates.

Waxahachie ISD Quality Standard #7

A highly effective and efficient process for identifying students with disabilities that is timely and complies with current child find requirements. The process is consistent across all campuses and includes informing stakeholders or the process and conducting comprehensive evaluations that lead to quality goals and objectives.

Waxahachie ISD Quality Standard #4

Full compliance with local, state and federal mandates relative to students with disabilities.

Compliance with state and federal mandates for implementation of services and supports for students with disabilities is an ongoing challenge for many districts. In Texas, there are compliance requirements related to academic progress and proficiency on the state mandated assessment that contributes to an overall district accountability rating. There is also a state compliance system, the Results Driven Accountability System (RDA) (previously known as Performance Based Monitoring Analysis System, PBMAS) in which targets are set by the state for priority areas and lastly, the State Performance Plan (SPP) which is a federal compliance system

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utilized in every state. It is important to note that many of the indicators on the state RDA system mirror the SPP, yet the target performance standard is different, and compliance is often measured in a different statistical calculation. Although compliance does not define the quality of services, staff or supports in a district, it is one measure that can contribute to the overall effectiveness of a quality special education program.

The following chart is a summary of the strengths and areas of concerns related to Theme 5. These areas will be addressed with supportive information based on the activities of the study.

Table 14. Strengths and Areas of Concern Currently Impacting Compliance With Federal, State, and Local Mandates in Waxahachie ISD

Strengths
1. The district has an effective and efficient process for child find in place.
2. The district has addressed the recent state compliance issues for child find and dyslexia identification.
Areas of Concern
1. Waxahachie ISD did not meet the target indicators in five areas on the RDA System of Accountability (0 is the state standard with 1-4 considered to be below standard);
2. Out of the 12 student eligibility folders reviewed there was one folder in total compliance.

Area of Concern 1

Texas evaluates special education through a Results Driven Accountability (RDA) System. Scores are performance level (PL) scores and they range from 0-4, the higher the score the lower the district performed in that particular area. Although the district “Met the Standard” for the state accountability system, Waxahachie ISD was above the PL Indicator score of 0 in 13 of the 21 areas for which performance indicators are given on the 2019 RDA report. Areas in which WISD received a score greater than zero are: Sped STAAR 3-8 Passing Rate for Math (PL1), Reading (PL2), Science (PL2), social Studies (PL2), and Writing (PL 3), SPED STAAR EOC Passing Rate for Science (PL 2), Social Studies (PL 2) and ELA (PL3), SPED Graduation Rate (PL1), APED Regular Early Childhood Program Rate (Ages 3-5) (PL 2), Percent of SPED Students Served in General Ed. Class 80% or more of the day For 6-21 year old students (PL1), SPED in Regular Class less than 40% of the day (PL1), Significant Disproportionality for SPED Representation in 3-21 Year Old African American Students. The district should focus on addressing any score that is above a zero and a score that is above zero or increasing over multiple years.

The State Performance Plan is another Accountability System that is utilized by TEA to measure special education compliance on Federal accountability standards that exist for every state. Although some of the indicators seem to be similar, there is no level system and the standard for all states (consequently the district) is set by the federal government and the calculations to determine the standard are sometimes a different statistical analysis. Waxahachie ISD met the State Compliance Targets on 11 of the 28 items on the State Performance Plan for 2019 District Profile

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(School Year 2017-2018). WISD did not meet the targets on 7 indicators: Graduation Rate, Drop Out Rate, Statewide Assessment Proficiency Rate in reading and in math, Educational Environment, Ages 6-21-inside the regular class less than 40% of the day, Educational Environment, Ages 3-5 regular early childhood program, and Ages 3-5, separate special education class, separate school or residential facility. The State Performance Plan is a federal reporting requirement with targets set for the state. Districts are evaluated based on the state targets. The state of Texas did not meet the target in five of the seven areas, which is why Waxahachie ISD did not meet the target.

COMPLIANCE WITH STATE AND FEDERAL TARGETS FOR STUDENTS WITH DISABILITIES

Table 15: Data Comparison from 2019 TEA RDA for Special Education Assessment Participation/Least Restrictive Environment (LRE) and Dropout %

	STAAR-Alt Participation	LRE 3-5 Regular Ed.	LRE 6-21 > 80%	LRE 6-21 < 40%	SE Dropout Rate
State Target		30-100%	70-100%	0-10%	0-1.8%
Texas Actual	1.4	29.7 (1)	69.7 (1)	14.9 (1)	1.9 (1)
Region 10	1.4	25.3 (1)	70.1 (0)	14.3 (1)	1.7(0)
Waxahachie ISD	1.5	14.8 (2)	67.7 (1)	14.9(1)	2.1 *
Coppell ISD	0.8	28.2 (1)	75.2(0)	16.8 (1)	NA
Ennis ISD	1.2	26.9 (1)	81.7(1)	10.4(0)	0,7(0)
Mansfield ISD	1.2	7.8% (3)	63.1% (1)	17.1% (1)	1.4% (0)
Midlothian ISD	1.4	15.5(2)	66.3 (1)	12.7 (1)	1.0 (0)
Midway ISD	1.3	26.5 (1)	59.4 (1)	18.7 (1)	NA
Prosper ISD	0.6	20.2 (1)	76.3 (0)	8.5 (0)	NA
Red Oak ISD	1.1	24.5 (1)	65.1 (1)	15.0 (1)	0.6(0)

Source: Texas Education Agency 2019 RDA State, Region and District Reports

*Report Only

- The district’s participation rate for students with disabilities on the STAAR-Alt was slightly above the state actual and above the region rates. WISD STAAR ALT participation rate was higher than the seven comparable districts. The participation rate among the comparable districts ranged from 0.6-1.5.
- Waxahachie ISD is significantly below the state target (30-100) for Least Restrictive Environment (LRE) for student’s ages 3-5 who are in regular education environments. All comparable districts are not in compliance with the targets for this group. Two of the seven are in substantial non-compliance.
- Waxahachie ISD is below the state targets for Least Restrictive Environment regarding the number of student’s ages 6-to-21 who spend 80% or more of the day in general education settings. This data is below the state, region 10 and three comparable districts. Two of the seven districts met the state targets.

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- The district did not meet compliance standards for students ages 6 to 21 who are spending less than 40% of the school day in general education settings. The state, region and five of seven comparable districts did not meet the standard which is 10.0. Waxahachie ISD exceeded the minimal standard by 4.9 points.

The Special Education Dropout Rate for Waxahachie ISD is above the state target, state actual and Region rate. The dropout rate for WISD is higher than all comparable districts. Three of seven comparable districts did not report a Dropout Rate.

STUDENT PERFORMANCE

Table 16: Students with Disabilities Graduation Rates: Region, State, District

STATE	RATE
Texas (Including Charter)	77.9
Region 10 ESC	77.6 (1)
Waxahachie ISD	73.8(1)

Source: Texas Education Agency RDA 2019

- Waxahachie ISD's graduation rate for students with disabilities is below the state and Region 10 ESC rate.
- The graduation rate does not meet the state target for compliance.

Table 17: Graduation Rates for Students with Disabilities 2019 District Rates

DISTRICT	STUDENTS WITH DISABILITIES
Waxahachie ISD	73.8 (1)
Coppell ISD	75.0% (1)
Ennis ISD	87.5 (0)
Mansfield ISD	81.0 (0)
Midlothian ISD	87.5 (0)
Midway ISD	68.6 (2)
Prosper ISD	90.9 (0)
Red Oak ISD	78.3 (1)

Source: Texas Education Agency 2019 RDA

- Waxahachie ISD's graduation rate does not meet the Texas compliance standard (target 80-100%) with for students with disabilities.
- Waxahachie ISD's graduation rate for students with disabilities is below six of the seven comparable districts. Three of seven comparable districts did not meet the state target for graduation of students with disabilities.

Area of Concern 2

Student Eligibility Folder Reviews

Documentation for special education services and supports has become quite onerous and documents are often 20-50 pages in length for each ARD/IEP committee meeting and each assessment report. Clerical errors are not unusual. Many districts have adopted an electronic system for documentation of completion and storage of special education documentation. WISD has such a system and also requires paper documentation and a hard copy of the eligibility folder to be maintained. Having two systems of maintaining documentation is time consuming and not required. Any hard copy documentation must be scanned into the electronic system and any documents completed in the electronic system must be printed out to maintain in a hard copy format. For efficiency purposes, this also requires that each special education provider have access to a scanner and a printer (there were multiple comments regarding the lack of access to these items). A majority of the required documentation reviewed was contained in the hard copy eligibility folder. However, there were a couple of folders where the document was only located in the electronic archives. The folders provided were neat and mostly well organized. Out of the twelve folders reviewed, only one folder was in total compliance. The other eleven folders were missing items such as signatures on evaluations or waivers, boxes not checked in required areas, or other minor clerical errors. There were two folders in which the timeline for assessment was a concern. Systemically, there is some concern regarding how speech services are documented on the schedule of services. Documentation of these services requires the description of services to include the frequency of services, the amount of time in which services will be delivered, and if services will be delivered in a general or a special education setting. Highly recommended by TEA is that services be documented on a weekly or bi-weekly basis with the minutes of each session very clear. This is also best practice. Services in the folder were typically documented for speech as the total amount of sessions, with the total amount of minutes per grading period. For example: 20 minutes, 14x a grading period. A person, parent, or provider in any district should be able to look at a schedule of services and clearly have an understanding of what services will be provided a student on a weekly basis, who will be providing those services (special education staff, related services personnel, or general education staff), and if those services will be provided in a special or a general education environment. There also appeared to be some confusion regarding how a REED could be conducted, who the participants needed to be, who needed to sign the REED document, and when and if an ARD should be held to review the REED information. All above items are mostly training issues. There is a need for a system to monitor folders for systemic errors, or obvious confusion regarding practices and procedures for documentation.

Recommendations for Theme 5

Compliance with Local, State, and Federal Mandates

1. Address all compliance issues by reviewing the indicators on the SPP and the RDA that do not meet the state target and disaggregate the data by campus if possible. Specifically, the

LRE data. This data should be reviewed with central office and campus administrators. Special education accountability is a district-wide responsibility. Monitoring of compliance, as well as leadership in best practice interventions, is the responsibility of the special education leadership. Develop an action plan to address the desired changes.

2. Produce a clearly written set of special education policies and procedures and use a dissemination plan that makes certain all district teaching staff, campus and central office administrators, and assessment and related services personnel understand and feel confident in implementation of the necessary practices to be compliant and provide quality research-based supports and services to students with disabilities.
3. Develop a system to audit folders on an annual basis to identify systemic issues in documentation and implementation of the local, state and federal guidelines for special education.
4. Provide annual and ongoing training and monitoring for all responsible for ARD documentation.
5. Utilize a system of total electronic management. When staff are required to maintain an electronic system as well as a paper document, system errors in archiving can occur. Requiring staff to maintain two data systems can add to the workload of those responsible. With appropriate training and safeguards for archival and storage in place, an electronic system can be more efficient.

While important to have the correct signatures, dates, and data as part of the paper record of special education service delivery, by no means is this the most important indicator of compliance. The extent to which the meaning and the spirit of the law is understood and followed is of utmost importance. Are students with disabilities achieving academic and behavioral success? Are they afforded the procedural safeguards guaranteed to them and to their parents? Are they educated in the least restrictive environment? Are their teachers, facilities, materials, and other tangibles equitable to those provided their non-disabled peers? Are they welcome on their home campus or are they shuffled to other, more willing schools through a decision that represents principal pressure? Are their teachers providing the same curricular materials and training as their non-special education peers? These are the questions that reflect the true nature of a free and appropriate public education.

CONCLUSION

During the evaluation process, numerous positive influences for improved services for students with disabilities in Waxahachie ISD were identified, including a commitment to excellence and improvement, and caring and willing staff. The district possesses the leadership, skills, and resources to make significant and positive improvements for all students.

This evaluation of services for students with disabilities represents an inquiry into the status of present services and the perceptions of multiple stakeholder groups. This report was developed with the active participation and support of many educators within Waxahachie ISD that was called upon to provide data, perceptions, and recommendations. Stetson and Associates, Inc. greatly appreciates the assistance and candor of all involved in the process and the district is to be commended for taking positive steps to ensure effective and equitable practices for students with disabilities are in place across all of its schools.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Texas Association of School Boards – Pay Study**



Background:

The Texas Association of School Boards was retained to complete a District pay study that will help to determine how salaries are aligned with similar sized districts and comparative educational markets locally and throughout the state. TASB completed the review and shared recommendations for the District.

TASB will be available to answer questions based on the presentation information provided to the board on May 11, 2020.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020** _____

Subject: **Managed Technology Services** _____



Mr. Kahlden will be available to answer questions about the managed technology services process and recommendation for award.

Waxahachie Independent School District

Request for Proposal - Response Scoring Sheet

Responses to RFP #: 20-260 Managed Technology

RFP Subject: Managed Technology
 Campus: Technology

Initial Publication Date: 04/19/20
 Second Publication Date: 04/26/20
 Response Opening Date: 05/07/20 Time: 2:00 PM

Cost of Service		Scope of Service				Response Complete	References Vendors	Total	Proposed Cost of 1 yr
Purchase Price	Total LT Cost	Vendor Quality	Meet Needs	Past Relationship	HUB Comp	Response	References		
30	10	15	15	5	5	10	10	100	
20	6	15	15	7	0	10		73	\$ 309,912.00
25	8	15	15	0	5	10		78	\$ 224,295.96
30	10	14	14	0	0	10		78	\$ 135,915.00
								0	

Unified Connexions
 Premier Logitech
 Howard EDU

<NOTE> Due to date of RFP opening in proximity to board meeting, vendor references have not been checked at this time. Staff will work to check references next week before finalizing contract with any particular vendor.

STAFF RANKING OF RESPONSES

- Premier Logitech
- Howard EDU
- Unified Connexions

In accordance with Local Government Code 271.9051, the local respondent vendor is not within 5% of the lowest respondent vendor, therefore location is not eligible as a decision factor in this award.

Kahled
5/8/20

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **COVID-19 Updates**

Background:

At its regular meeting held on Monday, April 13, 2020, the Board of Trustees voted unanimously to delegate authority to Superintendent Dr. Bonny Cain to respond to the COVID-19 emergency. Since the May 11, 2020 meeting report, the district has taken the following steps to respond to COVID-19:

- Setting graduation ceremony dates for both high schools.
- Completion of the 2019-20 school year via distance learning.
- Providing families with times to pick up personal items from campuses and return district property.
- Distribution of student meals on Mondays, Wednesdays, and Fridays at five locations throughout the district.
- Wi-Fi access available for students at more than 20 locations throughout the district.
- Used standing approval to purchase additional technology devices for 2020-2021 school year.
- Submitted attestation to TEA for the Missed School Day / Instructional Continuity Attestation waiver related to Spring 2020 offering of instruction. We have also prepared the CPR Instruction Requirements waiver for the same period.

Waxahachie ISD
BOARD OF TRUSTEES

Date: June 8, 2020 -

Subject: Minutes



The following minutes for May, 2020 are included for the Board:

May 11, 2020

Recommendation:

The minutes listed above be approved as presented.

Minutes May 11, 2020
Board of Trustees Regular Meeting
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met May 11, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 5:00 P.M. All trustees were present with the exception of Clay Schoolfield. WISD Superintendent Dr. Bonny Cain was also present. Deputy Superintendent Lee Auvenshine, Assistant Superintendent Ryan Kahlden, Dr. David Averett, Lisa Mott, Monica James, and Jenny Bridges, as well as other administrators, were present in the building to be called as necessary. The Board entered closed session at 5:00 P.M. to discuss personnel. (Gov't Code 551.001). Mr. Schoolfield arrived just after Closed Session.

The Board reconvened to Open Session at 5:56 P.M. Trustee Melissa Starnater gave the invocation and Trustee John Rodgers led the pledges to the American and Texas flags.

Open Forum:

- Steve Wilson addressed the board concerning consent items F & G.
- Amy Fuller addressed the board concerning the seniors of 2020.
- Blake Nail addressed the board concerning the seniors of 2020.
- Kayla Milholen addressed the board concerning seniors of 2020.

Trustee Debbie Timmermann made a motion to approve the personnel report as presented in closed session. Trustee Kim Kriegel seconded, and the motion passed 7-0.

Reports:

- TASB Representative Janelle Guillory presented the Waxahachie ISD Employee Opinion Survey.
- TASB Representative Luz Cadena gave an overview of the Waxahachie ISD Pay Study.
- Project Manager Mikel Craig updated the progress on the Agriscience Facility and Max H. Simpson Elementary School.
- Superintendent Dr. Bonny Cain updated the Board as to what has been done within the district with regard to COVID-19. The Board received a packet of information showing what has been done to recognize the Seniors of 2020.
- Executive Director of Elementary Learning Lisa Mott shared the plans for PreK and Kindergarten pre-registration and the addition of PK classes to Marvin Elementary and Northside Elementary. She explained the proposed zoning for PK students.
- Assistant Superintendent Ryan Kahlden presented the required annual investment report. This report will be on the June agenda for approval.
- Mr. Kahlden presented on Proclamation 2020, the adoption of secondary ELAR materials.

Consent Agenda Items F and G were pulled from Consent and moved to Action items. The bid report for technology recommendations under Item B was pulled to be a Workshop item in June. Judd McCutchen made a motion to approve Consent Agenda Items A, B as modified, C, D, E, and H. Clay Schoolfield seconded, and the motion carried 7-0.

Assistant Superintendent Ryan Kahlden presented information concerning items F & G. After discussion, Trustee John Rodgers made a motion to approve former Consent Agenda Item F. Trustee Clay Schoolfield seconded, and the motion passed 7-0.

No action was taken on former Consent Agenda Item G.

Trustee Judd McCutchen made a motion to designate Melissa Starnater as a delegate to the TASB Delegate Assembly and Debbie Timmermann as the alternate. Clay Schoolfield seconded, and the motion passed 7-0.

Trustee Kim Kriegel made a motion to adjourn. Debbie Timmermann seconded, and the motion carried 7-0.

The meeting adjourned at 8:41 P.M.

Dusty Autrey, President

Judd McCutchen, Secretary

Minutes May 21, 2020
Board of Trustees Special Meeting
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met May 21, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 5:02 P.M. All trustees were present. WISD Superintendent Dr. Bonny Cain, Deputy Superintendent Lee Auvenshine, Assistant Superintendent Ryan Kahlden, Executive Directors David Averett, Susan Holt and Lisa Mott were also present, along with other district administrators.

No one spoke in Open Forum.

Dr. Cain opened the discussion regarding possible adjustments being needed to the 2020-21 Academic Calendar due to the COVID-19 pandemic.

Mr. Kahlden addressed the school funding requirements including days of instruction, minutes of instruction, and average daily attendance rate.

Dr. Averett reviewed Texas Education Agency's stance of likely short-term disruptions during the 2020-21 school year and their advisements.

Mrs. Mott discussed possible options to the 2020-21 calendar.

Dr. Holt addressed Professional Development implications.

More surveys and emails will be sent out to gather as much input from all stakeholders as possible prior to making any decisions.

Trustee Clay Schoolfield made a motion to adjourn. Melissa Starnater seconded, and the motion carried 7-0.

The meeting adjourned at 6:28 P.M.

Dusty Autrey, President

Judd McCutchen, Secretary

Waxahachie ISD
BOARD OF TRUSTEES

Date: June 8, 2020

Subject: Budget and Finance



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 APRIL 30, 2020**

Actual Invested Funds:	\$39,865,535.90
Actual Cash Balance:	<u>\$ 678,535.04</u>

Total Cash Balance (April 30th): \$40,544,070.94

Estimated May 20 Tax Revenue:	\$ 475,600.00
Estimated May 20 State/Other Revenue:	\$ 2,375,900.00
Estimated May 20 Payroll Expenses:	\$ -6,475,300.00
Estimated May 20 A/P Expenses:	<u>\$ -1,975,800.00</u>

Projected Cash Balance end (May 31st): \$ 34,944,470.94

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	\$ 34,944,470	\$ 30,714,710	\$ 27,654,790	
Local Tax Revenue	\$ 156,775	\$ 65,997	\$ 2,766,900	\$ 21,062,624	\$ 18,067,034	\$ 4,749,925	\$ 683,257	\$ 231,535	\$ 475,600	\$ 335,400	\$ 280,400	\$ 97,964	\$ 48,983,410
State/Other Revenue	\$ 14,447,809	\$ 7,609,514	\$ 4,451,808	\$ 919,079	\$ 443,926	\$ 495,995	\$ 1,693,176	\$ 2,979,205	\$ 2,375,900	\$ 3,525,600	\$ 4,640,800	\$ 5,475,800	\$ 49,058,612
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)	\$ (6,475,300)	\$ (6,105,360)	\$ (6,105,470)	\$ (6,275,300)	\$ (74,541,036)
Accounts Payable	\$ (1,993,534)	\$ (1,663,232)	\$ (1,596,809)	\$ (1,663,765)	\$ (1,546,569)	\$ (2,147,861)	\$ (1,267,055)	\$ (1,770,621)	\$ (1,975,800)	\$ (1,985,400)	\$ (1,875,650)	\$ (2,485,650)	\$ (21,971,946)
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	\$ 34,944,470	\$ 30,714,710	\$ 27,654,790	\$ 24,467,604	\$ (96,512,981)

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2019-20
(original projections)
(September actual)

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	\$ 29,379,948	\$ 28,960,148	\$ 38,885,048	\$ 51,226,968	\$ 49,256,678	\$ 43,032,868	\$ 39,121,528	\$ 33,911,028	\$ 30,226,018	\$ 28,425,398	
Local Tax Revenue	\$ 156,775	\$ 465,300	\$ 3,875,200	\$ 17,375,400	\$ 19,730,250	\$ 4,750,360	\$ 1,200,550	\$ 639,450	\$ 475,600	\$ 335,400	\$ 280,400	\$ 97,964	\$ 49,382,649
State/Other Revenue	\$ 14,447,809	\$ 7,450,300	\$ 3,874,600	\$ 800,750	\$ 695,470	\$ 760,450	\$ 550,490	\$ 3,650,400	\$ 2,765,000	\$ 3,680,400	\$ 5,600,250	\$ 5,345,300	\$ 49,621,219
Payroll Expenses	\$ (6,104,115)	\$ (6,105,550)	\$ (6,204,300)	\$ (6,375,650)	\$ (6,108,400)	\$ (6,205,800)	\$ (6,109,450)	\$ (6,250,790)	\$ (6,475,300)	\$ (6,105,360)	\$ (6,105,470)	\$ (6,275,300)	\$ (74,425,485)
Accounts Payable	\$ (1,993,534)	\$ (1,875,600)	\$ (1,965,300)	\$ (1,875,600)	\$ (1,975,400)	\$ (1,275,300)	\$ (1,865,400)	\$ (1,950,400)	\$ (1,975,800)	\$ (1,595,450)	\$ (1,575,800)	\$ (2,100,650)	\$ (22,024,234)
Ending Balance	\$ 29,445,499	\$ 29,379,949	\$ 28,960,148	\$ 38,885,048	\$ 51,226,968	\$ 49,256,678	\$ 43,032,868	\$ 39,121,528	\$ 33,911,028	\$ 30,226,018	\$ 28,425,398	\$ 25,492,712	\$ (96,449,719)

Projections based on these assumptions:

The beginning balance is based on the adjusted 8/31/19 cash balance of \$645,066 plus the actual invested balance of \$22,293,499

Tax revenue is based on total taxes budgeted for 19-20 and divided per month based on 18-19 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.

The September amounts are actuals. The October thru August are projected amounts. 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 19-20 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
 APRIL 2020

	<u>LOCAL MAIN</u>	<u>I & S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	\$ 777,535.13	\$ 261,424.61	\$ -	\$ 334,482.86	\$ 1,197,712.48	\$ 2,571,155.08
Add: Deposits	\$ 7,698,764.15	\$ 84.87	\$ -	\$ 1,344,007.60	\$ 332,600.77	\$ 9,075,457.39
Less: Disbursements	\$ (7,797,764.24)	\$ -	\$ -	\$ (1,346,154.74)	\$ (142,160.37)	\$ (9,286,079.35)
Ending Balances	\$ 678,535.04	\$ 261,509.48	\$ -	\$ 332,335.72	\$ 1,088,152.88	\$ 2,360,533.12
Add: Investments	\$ 39,865,535.90	\$ 13,255,218.26	\$ 1,383,576.30	\$ 8,420,609.70	\$ 0.00	\$ 62,924,940.16
TOTALS	\$ 40,544,070.94	\$ 13,516,727.74	\$ 1,383,576.30	\$ 8,752,945.42	\$ 1,088,152.88	\$ 65,285,473.28

PERCENTAGE OF CURRENT YEAR REVENUES
 General Operating and Interest & Sinking

	<u>Total Levy</u> (Budgeted)	<u>4/30/2020</u>	<u>Percentage</u>
2018-19 Tax Collections			
Current	\$ 61,076,286	60,015,462.06	98.26%
Prior Yr. Delinquent	\$ 390,000	182,652.45	46.83%
Penalties	\$ 330,000	430,500.45	130.45%
2019-20 Tax Collections			
Current	\$ 65,922,774	64,390,946.62	97.68%
Prior Yr. Delinquent	\$ 390,000	415,069.08	106.43%
Penalties	\$ 330,000	213,198.31	64.61%
2018-19 Other Revenue	\$ 36,828,156	22,654,989.34	61.52%
2019-20 Other Revenue	\$ 44,496,311	31,918,742.79	71.73%
2018-19 Total Revenue	\$ 98,624,442	83,283,604.30	84.44%
2019-20 Total Revenue	\$ 111,139,085	96,937,956.80	87.22%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
4/1/2020	G/O	POOL	TASB LONE STAR	\$43,373,844.17	**4/30/2020	0.559	0.559	\$43,373,844.17	\$19,938.90	\$43,393,783.07
4/1/2020	G/O	POOL	TEX-POOL	\$979,715.11	**4/30/2020	0.570	0.570	\$979,715.11	\$458.91	\$980,174.02
4/1/2020	G/O	POOL	TASB LONE STAR	-\$ 627,394.67	Withdrawal			-\$ 627,394.67	\$0.00	-\$627,394.67
4/1/2020	G/O	POOL	TASB LONE STAR	-\$ 63,153.50	Withdrawal			-\$ 63,153.50	\$0.00	-\$63,153.50
4/6/2020	G/O	POOL	TASB LONE STAR	\$ 14,450.39	**4/30/20	0.559	0.559	\$ 14,450.39	\$5.31	\$14,455.70
4/6/2020	G/O	POOL	TASB LONE STAR	-\$ 168,507.08	Withdrawal			-\$ 168,507.08	\$0.00	-\$168,507.08
4/6/2020	G/O	POOL	TASB LONE STAR	\$ 19,660.63	**4/30/20	0.559	0.559	\$ 19,660.63	\$7.23	\$19,667.86
4/7/2020	G/O	POOL	TASB LONE STAR	-\$ 19,660.63	Withdrawal			-\$ 19,660.63	\$0.00	-\$19,660.63
4/7/2020	G/O	POOL	TASB LONE STAR	\$ 35,227.83	**4/30/20	0.559	0.559	\$ 35,227.83	\$12.41	\$35,240.24
4/7/2020	G/O	POOL	TASB LONE STAR	\$ 3,149.60	**4/30/20	0.559	0.559	\$ 3,149.60	\$1.11	\$3,150.71
4/8/2020	G/O	POOL	TASB LONE STAR	\$ 35,896.57	**4/30/20	0.559	0.559	\$ 35,896.57	\$12.09	\$35,908.66
4/9/2020	G/O	POOL	TASB LONE STAR	\$ 9,194.78	**4/30/20	0.559	0.559	\$ 9,194.78	\$2.96	\$9,197.74
4/9/2020	G/O	POOL	TASB LONE STAR	-\$ 199,848.80	Withdrawal			-\$ 199,848.80	\$0.00	-\$199,848.80
4/13/2020	G/O	POOL	TASB LONE STAR	\$ 24,832.87	**4/30/20	0.559	0.559	\$ 24,832.87	\$6.47	\$24,839.34
4/14/2020	G/O	POOL	TASB LONE STAR	\$ 5,223.27	**4/30/20	0.559	0.559	\$ 5,223.27	\$1.28	\$5,224.55
4/15/2020	G/O	POOL	TASB LONE STAR	-\$ 218,081.87	Withdrawal			-\$ 218,081.87	\$0.00	-\$218,081.87
4/15/2020	G/O	POOL	TASB LONE STAR	\$ 10,923.42	**4/30/20	0.559	0.559	\$ 10,923.42	\$2.51	\$10,925.93
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 6,048.62	**4/30/20	0.559	0.559	\$ 6,048.62	\$1.30	\$6,049.92
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 495.00	**4/30/20	0.559	0.559	\$ 495.00	\$0.11	\$495.11
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 86,051.84	**4/30/20	0.559	0.559	\$ 86,051.84	\$18.45	\$86,070.29
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 123,603.84	**4/30/20	0.559	0.559	\$ 123,603.84	\$26.50	\$123,630.34
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 8,539.09	**4/30/20	0.559	0.559	\$ 8,539.09	\$1.83	\$8,540.92
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 1,362.34	**4/30/20	0.559	0.559	\$ 1,362.34	\$0.29	\$1,362.63
4/16/2020	G/O	POOL	TASB LONE STAR	\$ 10,195.25	**4/30/20	0.559	0.559	\$ 10,195.25	\$2.19	\$10,197.44
4/17/2020	G/O	POOL	TASB LONE STAR	\$ 12,199.89	**4/30/20	0.559	0.559	\$ 12,199.89	\$2.43	\$12,202.32
4/20/2020	G/O	POOL	TASB LONE STAR	\$ 1,053.41	**4/30/20	0.559	0.559	\$ 1,053.41	\$0.16	\$1,053.57
4/21/2020	G/O	POOL	TASB LONE STAR	\$ 4,534.30	**4/30/20	0.559	0.559	\$ 4,534.30	\$0.62	\$4,534.92
4/21/2020	G/O	POOL	TASB LONE STAR	\$ 107,505.02	**4/30/20	0.559	0.559	\$ 107,505.02	\$14.82	\$107,519.84
4/22/2020	G/O	POOL	TASB LONE STAR	\$ 16,199.87	**4/30/20	0.559	0.559	\$ 16,199.87	\$1.98	\$16,201.85
4/23/2020	G/O	POOL	TASB LONE STAR	\$ 11,574.31	**4/30/20	0.559	0.559	\$ 11,574.31	\$1.24	\$11,575.55
4/23/2020	G/O	POOL	TASB LONE STAR	\$ 48,914.00	**4/30/20	0.559	0.559	\$ 48,914.00	\$5.24	\$48,919.24
4/24/2020	G/O	POOL	TASB LONE STAR	-\$ 5,597,359.28	Withdrawal			-\$ 5,597,359.28	\$0.00	-\$5,597,359.28
4/24/2020	G/O	POOL	TASB LONE STAR	-\$ 94,567.02	Withdrawal			-\$ 94,567.02	\$0.00	-\$94,567.02
4/24/2020	G/O	POOL	TASB LONE STAR	-\$ 39,539.82	Withdrawal			-\$ 39,539.82	\$0.00	-\$39,539.82
4/24/2020	G/O	POOL	TASB LONE STAR	\$ 2,556,254.00	**4/30/20	0.559	0.559	\$ 2,556,254.00	\$234.90	\$2,556,488.90
4/24/2020	G/O	POOL	TASB LONE STAR	\$ 1,655.18	**4/30/20	0.559	0.559	\$ 1,655.18	\$0.15	\$1,655.33
4/27/2020	G/O	POOL	TASB LONE STAR	\$ 4,512.50	**4/30/20	0.559	0.559	\$ 4,512.50	\$0.21	\$4,512.71
4/29/2020	G/O	POOL	TASB LONE STAR	-\$ 107,505.02	Withdrawal			-\$ 107,505.02	\$0.00	-\$107,505.02
4/30/2020	G/O	POOL	TASB LONE STAR	-\$ 211,701.74	Withdrawal			-\$ 211,701.74	\$0.00	-\$211,701.74
4/30/2020	G/O	POOL	TASB LONE STAR	\$ 6,655.48	**4/30/20	0.559	0.559	\$ 6,655.48	\$0.00	\$6,655.48
4/30/2020	G/O	POOL	TASB LONE STAR	-\$ 353,417.84	Withdrawal			-\$ 353,417.84	\$0.00	-\$353,417.84
4/30/2020	G/O	POOL	TASB LONE STAR	\$ 19,228.66	Interest			\$ 19,228.66	\$0.00	\$19,228.66
4/30/2020	G/O	POOL	TEX-POOL	\$ 366.51	Interest			\$ 366.51	\$0.00	\$366.51

**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
5/1/2020	G/O	POOL	TASB LONE STAR	\$ 9,867.10	in transit			\$ 9,867.10	\$0.00	\$9,867.10
5/4/2020	G/O	POOL	TASB LONE STAR	\$ 6,849.39	in transit			\$ 6,849.39	\$0.00	\$6,849.39
5/5/2020	G/O	POOL	TASB LONE STAR	\$ 10,488.93	in transit			\$ 10,488.93	\$0.00	\$10,488.93
			SUB-TOTAL:	\$ 39,865,535.90				\$ 39,865,535.90		
4/1/2020	I&S	POOL	TASB-LONE STAR	\$13,167,458.50	**4/30/2020	0.559	0.559	\$13,167,458.50	\$6,049.82	\$13,173,508.32
4/6/2020	I&S	POOL	TASB-LONE STAR	\$ 4,910.29	**4/30/2020	0.559	0.559	\$ 4,910.29	\$1.80	\$4,912.09
4/7/2020	I&S	POOL	TASB-LONE STAR	\$ 12,627.10	**4/30/2020	0.559	0.559	\$ 12,627.10	\$4.45	\$12,631.55
4/8/2020	I&S	POOL	TASB-LONE STAR	\$ 11,864.13	**4/30/2020	0.559	0.559	\$ 11,864.13	\$4.00	\$11,868.13
4/9/2020	I&S	POOL	TASB-LONE STAR	\$ 3,310.30	**4/30/2020	0.559	0.559	\$ 3,310.30	\$1.06	\$3,311.36
4/13/2020	I&S	POOL	TASB-LONE STAR	\$ 8,920.34	**4/30/2020	0.559	0.559	\$ 8,920.34	\$2.32	\$8,922.66
4/14/2020	I&S	POOL	TASB-LONE STAR	\$ 1,814.03	**4/30/2020	0.559	0.559	\$ 1,814.03	\$0.44	\$1,814.47
4/15/2020	I&S	POOL	TASB-LONE STAR	\$ 3,900.89	**4/30/2020	0.559	0.559	\$ 3,900.89	\$0.90	\$3,901.79
4/16/2020	I&S	POOL	TASB-LONE STAR	\$ 3,633.02	**4/30/2020	0.559	0.559	\$ 3,633.02	\$0.78	\$3,633.80
4/17/2020	I&S	POOL	TASB-LONE STAR	\$ 4,381.51	**4/30/2020	0.559	0.559	\$ 4,381.51	\$0.87	\$4,382.38
4/20/2020	I&S	POOL	TASB-LONE STAR	\$ 396.03	**4/30/2020	0.559	0.559	\$ 396.03	\$0.06	\$396.09
4/21/2020	I&S	POOL	TASB-LONE STAR	\$ 1,619.45	**4/30/2020	0.559	0.559	\$ 1,619.45	\$0.22	\$1,619.67
4/22/2020	I&S	POOL	TASB-LONE STAR	\$ 5,806.80	**4/30/2020	0.559	0.559	\$ 5,806.80	\$0.71	\$5,807.51
4/23/2020	I&S	POOL	TASB-LONE STAR	\$ 4,154.45	**4/30/2020	0.559	0.559	\$ 4,154.45	\$0.45	\$4,154.90
4/24/2020	I&S	POOL	TASB-LONE STAR	\$ 591.51	**4/30/2020	0.559	0.559	\$ 591.51	\$0.05	\$591.56
4/27/2020	I&S	POOL	TASB-LONE STAR	\$ 1,622.01	**4/30/2020	0.559	0.559	\$ 1,622.01	\$0.07	\$1,622.08
4/30/2020	I&S	POOL	TASB-LONE STAR	\$ 2,389.39	**4/30/2020	0.559	0.559	\$ 2,389.39	\$0.00	\$2,389.39
4/30/2020	I&S	POOL	TASB-LONE STAR	\$ 6,053.50	interest			\$ 6,053.50	\$0.00	\$6,053.50
5/1/2020	I&S	POOL	TASB-LONE STAR	\$ 3,540.25	in transit			\$ 3,540.25	\$0.00	\$3,540.25
5/4/2020	I&S	POOL	TASB-LONE STAR	\$ 2,461.33	in transit			\$ 2,461.33	\$0.00	\$2,461.33
5/5/2020	I&S	POOL	TASB-LONE STAR	\$ 3,763.43	in transit			\$ 3,763.43	\$0.00	\$3,763.43
			SUB-TOTAL:	\$13,255,218.26				\$13,255,218.26		
4/1/2020	QSCB	POOL	TASB-LONE STAR	\$1,382,942.33	**4/30/20	0.559	0.559	\$1,382,942.33	\$635.40	\$1,383,577.73
4/30/2020	QSCB	POOL	TASB-LONE STAR	\$633.97	interest			\$633.97		
			SUB-TOTAL:	\$1,383,576.30				\$1,383,576.30		
4/1/2020	BLDG.	POOL	TASB-LONE STAR	\$9,769,010.83	**4/30/2020	0.559	0.559	\$9,769,010.83	\$4,488.39	\$9,773,499.22
4/1/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 1,330,652.76	withdrawal			-\$ 1,330,652.76	\$0.00	
4/6/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 86.75	withdrawal			-\$ 86.75	\$0.00	
4/9/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 296.28	withdrawal			-\$ 296.28	\$0.00	
4/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 6,112.76	withdrawal			-\$ 6,112.76	\$0.00	
4/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 600.20	withdrawal			-\$ 600.20	\$0.00	

**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
4/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 14,518.75	withdrawal			-\$ 14,518.75	\$0.00	
4/30/2020	BLDG.	POOL	TASB-LONE STAR	\$ 3,866.37	interest			\$ 3,866.37	\$0.00	
				\$8,420,609.70				\$8,420,609.70		
			TOTAL INVESTED:	\$62,924,940.16						
			<i>total does not include</i>							
			<i>scholarship investments</i>							
4/1/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$906,616.11	**4/30/2020	1.333	1.333	\$906,616.11	\$993.45	\$907,609.56
4/30/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$990.76	interest			\$990.76		
			SCHOLARSHIP TOTAL:	\$907,606.87				\$907,606.87		

I HEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 04/30/2020. INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.

 RYAN KAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE

 WENDY ROSS, DIRECTOR OF ACCOUNTING

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

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD %
00 LOCAL/INTER. SOURCES	48,713,177.92	0.00	50,224,455	51,051,490	2,338,312.08	95.42
00 STATE PROGRAM REV.	29,489,080.21	0.00	41,254,505	43,878,449	14,389,368.79	67.21
00 FEDERAL PROG. REV.	1,106,820.27	0.00	2,000,000	2,000,000	893,179.73	55.34
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
00 OTHER RESOURCES	587.70	0.00	0	0	-587.70	0.00
00 gen	79,309,666.10	0.00	93,478,960	96,929,939	17,620,272.90	81.82
-- Revenue	79,309,666.10	0.00	93,478,960	96,929,939	17,620,272.90	81.82
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	29,937,696.89	0.00	52,427,633	52,224,446	22,286,749.11	57.33
11 PRO./CONTRACTED SVC.	538,802.67	76,622.76	1,028,282	1,080,620	465,194.57	56.95
11 SUPPLIES	1,122,505.86	413,527.66	1,564,547	2,326,292	790,257.98	66.03
11 OTHER OPERATING EXP.	60,297.83	17,630.52	560,395	444,916	366,987.15	17.52
11 CAPITAL PROJECTS	11,600.00	5,800.00	19,410	19,410	2,010.00	89.64
11 INSTRUCTION	31,670,903.25	513,580.94	55,600,267	56,095,684	23,911,198.81	57.37
12 PAYROLL COSTS	633,231.82	0.00	1,184,014	1,184,014	550,782.18	53.48
12 PRO./CONTRACTED SVC.	0.00	0.00	16,730	16,750	16,750.00	0.00
12 SUPPLIES	74,657.89	68,736.20	115,570	151,070	7,675.91	94.92
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	710,329.71	68,736.20	1,319,514	1,354,514	575,448.09	57.52
13 PAYROLL COSTS	473,736.87	0.00	747,966	743,616	269,879.13	63.71
13 PRO./CONTRACTED SVC.	53,154.02	0.00	63,000	60,548	7,393.98	87.79
13 SUPPLIES	12,455.21	391.58	53,430	408,982	396,135.21	3.14
13 OTHER OPERATING EXP.	59,490.21	1,570.96	111,588	131,615	70,553.83	46.39
13 CURRICULUM DEV.& INS	598,836.31	1,962.54	975,984	1,344,761	743,962.15	44.68
21 PAYROLL COSTS	1,250,623.85	0.00	1,971,687	1,960,987	710,363.15	63.78
21 PRO./CONTRACTED SVC.	3,246.33	0.00	6,700	6,700	3,453.67	48.45
21 SUPPLIES	11,288.15	3,174.20	13,500	25,357	10,894.65	57.03
21 OTHER OPERATING EXP.	18,549.15	2,165.62	33,700	34,341	13,626.23	60.32
21 INSTRUCTIONAL LEADER	1,283,707.48	5,339.82	2,025,587	2,027,385	738,337.70	63.58

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD \$
23 PAYROLL COSTS	3,596,573.29	0.00	5,782,170	5,783,242	2,186,668.71	62.19
23 PRO./CONTRACTED SVC.	9,397.02	9,492.00	9,500	26,042	7,152.98	72.53
23 SUPPLIES	49,337.22	10,925.69	69,201	83,470	23,207.09	72.20
23 OTHER OPERATING EXP.	17,517.48	1,136.00	76,080	57,881	39,227.52	32.23
23 SCHOOL LEADERSHIP	3,672,825.01	21,553.69	5,936,951	5,950,635	2,256,256.30	62.08
31 PAYROLL COSTS	1,736,473.77	0.00	2,806,138	2,806,139	1,069,664.23	61.88
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
31 SUPPLIES	40,986.55	3,415.85	110,712	55,014	10,611.60	80.71
31 OTHER OPERATING EXP.	2,888.82	0.00	13,605	11,163	8,274.18	25.88
31 GUIDANCE & COUNSELIN	1,780,349.14	3,415.85	2,930,455	2,872,316	1,088,550.01	62.10
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	679,471.10	0.00	1,194,294	1,194,294	514,822.90	56.89
33 PRO./CONTRACTED SVC.	5,000.00	0.00	3,400	7,495	2,495.00	66.71
33 SUPPLIES	37,057.33	1,492.97	32,055	50,187	11,636.70	76.81
33 OTHER OPERATING EXP.	3,969.42	905.16	6,830	6,830	1,955.42	71.37
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
33 HEALTH SERVICES	725,497.85	2,398.13	1,236,579	1,258,806	530,910.02	57.82
34 PAYROLL COSTS	1,545,487.90	0.00	2,019,530	2,019,530	474,042.10	76.53
34 PRO./CONTRACTED SVC.	84,240.01	17,628.86	99,300	122,700	20,831.13	83.02
34 SUPPLIES	184,373.48	56,071.30	284,381	268,673	28,228.22	89.49
34 OTHER OPERATING EXP.	106,318.76	547.17	70,900	76,900	-29,965.93	138.97
34 CAPITAL PROJECTS	390,632.00	78,927.50	291,986	573,494	103,934.50	81.88
34 PUPIL TRANSPORTATION	2,311,052.15	153,174.83	2,766,097	3,061,297	597,070.02	80.50
35 PAYROLL COSTS	22,752.77	0.00	0	0	-22,752.77	0.00
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
35 FOOD SERVICES	22,752.77	0.00	0	0	-22,752.77	0.00
36 PAYROLL COSTS	1,691,911.32	0.00	2,914,823	2,914,823	1,222,911.68	58.05
36 PRO./CONTRACTED SVC.	164,366.35	120.00	181,689	185,243	20,756.65	88.79
36 SUPPLIES	153,393.76	122,536.71	290,084	341,436	65,505.53	80.81
36 OTHER OPERATING EXP.	332,672.94	34,817.26	591,482	505,109	137,618.80	72.75
36 CAPITAL PROJECTS	0.00	0.00	0	23,216	23,216.00	0.00

FC OBJ	2019-20		2019-20		2019-20		Unencumbered Balance	2019-20 FYTD \$
	FYTD Activity	Amount	Original Budget	Revised Budget	2019-20	2019-20		
36 COCURR./EXTRACURR.AC	2,342,344.37	157,473.97	3,978,078	3,969,827	1,470,008.66	62.97		
41 PAYROLL COSTS	1,545,040.15	0.00	2,312,032	2,308,032	762,991.85	66.94		
41 PRO./CONTRACTED SVC.	396,229.49	48,899.49	425,657	411,457	-33,671.98	108.18		
41 SUPPLIES	64,811.63	4,936.30	54,200	104,690	34,942.07	66.62		
41 OTHER OPERATING EXP.	101,255.23	28,837.17	201,643	199,353	69,260.60	65.26		
41 CAPITAL PROJECTS	0.00	0.00	25,300	15,300	15,300.00	0.00		
41 GENERAL ADMINISTRATI	2,107,336.50	82,672.96	3,018,832	3,038,832	848,822.54	72.07		
51 PAYROLL COSTS	2,953,740.46	0.00	4,406,403	4,386,403	1,432,662.54	67.34		
51 PRO./CONTRACTED SVC.	1,653,721.06	58,224.40	2,316,845	2,367,376	655,430.54	72.31		
51 SUPPLIES	443,610.25	74,014.40	555,438	629,438	111,813.35	82.24		
51 OTHER OPERATING EXP.	722,054.19	598.00	473,000	473,800	-248,852.19	152.52		
51 CAPITAL PROJECTS	171,453.37	58,126.00	305,532	244,401	14,821.63	93.94		
51 PLANT MAINTENANCE &	5,944,579.33	190,962.80	8,057,218	8,101,418	1,965,875.87	75.73		
52 PAYROLL COSTS	708,072.61	0.00	1,089,343	1,074,343	366,270.39	65.91		
52 PRO./CONTRACTED SVC.	23,192.03	18,950.50	186,000	492,500	450,357.47	8.56		
52 SUPPLIES	21,372.68	787.60	16,800	25,300	3,139.72	87.59		
52 OTHER OPERATING EXP.	1,820.37	0.00	3,865	3,865	2,044.63	47.10		
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
52 SECURITY & MONITORIN	754,457.69	19,738.10	1,296,008	1,596,008	821,812.21	48.51		
53 PAYROLL COSTS	632,999.20	0.00	886,814	866,614	233,614.80	73.04		
53 PRO./CONTRACTED SVC.	206,906.11	4,985.00	274,683	290,883	78,991.89	72.84		
53 SUPPLIES	235,669.13	67,545.40	356,632	405,518	102,303.47	74.77		
53 OTHER OPERATING EXP.	8,533.01	396.81	38,989	19,103	10,173.18	46.75		
53 CAPITAL PROJECTS	0.00	11,381.00	50,000	50,000	38,619.00	22.76		
53 DATA PROCESSING SERV	1,084,107.45	84,308.21	1,607,118	1,632,118	463,702.34	71.59		
61 PAYROLL COSTS	159,101.15	0.00	237,300	237,300	78,198.85	67.05		
61 PRO./CONTRACTED SVC.	345.00	1,286.00	1,781	1,781	150.00	91.58		
61 SUPPLIES	1,387.15	1,116.85	15,241	15,241	12,737.00	16.43		
61 OTHER OPERATING EXP.	1,379.75	1,633.75	10,908	10,908	7,894.50	27.63		
61 COMMUNITY SERVICES	162,213.05	4,036.60	265,230	265,230	98,980.35	62.68		
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	0.00	0	0	0.00	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	3,235,273.73	1,735,590.71	925,000	5,926,349	955,484.56	83.88		
81 FACILITIES ACQ. & CO	3,235,273.73	1,735,590.71	925,000	5,926,349	955,484.56	83.88		
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		
99 PRO./CONTRACTED SVC.	394,458.66	0.00	500,000	500,000	105,541.34	78.89		
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
99 Other Governmental C	394,458.66	0.00	500,000	500,000	105,541.34	78.89		
-- Expense	58,801,024.45	3,044,945.35	92,438,918	98,995,180	37,149,208.20	62.47		

Grand Revenue Totals	79,309,666.10	0.00	93,478,960	96,929,939	17,620,272.90	81.82
Grand Expense Totals	58,801,024.45	3,044,945.35	92,438,918	98,995,180	37,149,208.20	62.47
Grand Totals	20,508,641.65	3,044,945.35	1,040,042	2,065,241	19,528,935.30	-993.04
	Profit	Loss	Profit	Loss	Loss	

Number of Accounts: 12377

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

Federal Programs Board Report (Date: 4/2020)

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	2019-20 Comment	Unencumbered Balance	2019-20 FYTD \$
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 STATE PROGRAM REV.	310,293.21	0.00	265,802.00	969,485.00		659,191.79	32.01
00 FEDERAL PROG. REV.	1,401,113.28	0.00	2,853,096.00	3,936,108.00		2,534,994.72	35.60
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	1,711,406.49	0.00	3,118,898.00	4,905,593.00		3,194,186.51	34.89
-- Revenue	1,711,406.49	0.00	3,118,898.00	4,905,593.00		3,194,186.51	34.89
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	686,637.36	0.00	1,301,039.00	1,356,520.00		669,882.64	50.62
11 PRO./CONTRACTED SVC.	143,162.86	47,529.50	324,048.00	364,123.00		173,430.64	39.32
11 SUPPLIES	342,585.75	36,870.80	198,509.00	951,574.00		572,117.45	36.00
11 OTHER OPERATING EXP.	19,666.44	3,636.84	50,311.00	57,618.00		34,314.72	34.13
11 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
11 INSTRUCTION	1,192,052.41	88,037.14	1,873,907.00	2,729,835.00		1,449,745.45	43.67
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	14,727.10	0.00	9,498.00	26,040.00		11,312.90	56.56
13 PRO./CONTRACTED SVC.	37,886.15	200.00	10,914.00	56,214.00		18,127.85	67.40
13 SUPPLIES	0.00	0.00	46,818.00	46,818.00		46,818.00	0.00
13 OTHER OPERATING EXP.	27,673.53	2,822.15	114,500.00	169,437.00		138,941.32	16.33
13 CURRICULUM DEV.& INS	80,286.78	3,022.15	181,730.00	298,509.00		215,200.07	26.90
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	65.95	1,459.00	907.00		0.77	92.64
21 INSTRUCTIONAL LEADER	840.28	65.95	1,459.00	907.00		0.77	92.64
23 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Comment	Unencumbered Balance	2019-20 FYTD %
23 PRO./CONTRACTED SVC.	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
23 OTHER OPERATING EXP.	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
31 PAYROLL COSTS	635,519.50	0.00	1,124,096.00	1,171,532.00		536,012.50	54.25
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
31 SUPPLIES	16,271.23	0.00	25,000.00	461,267.00		444,995.77	3.53
31 OTHER OPERATING EXP.	4,363.59	0.00	15,000.00	15,000.00		10,636.41	29.09
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
31 GUIDANCE & COUNSELIN	656,154.32	0.00	1,164,096.00	1,647,799.00		991,644.68	39.82
32 PAYROLL COSTS	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
32 SOCIAL WORK SERVICES	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
33 SUPPLIES	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
34 PAYROLL COSTS	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
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
34 CAPITAL PROJECTS	0.00	0.00	0.00	80,000.00		80,000.00	0.00
34 PUPIL TRANSPORTATION	0.00	0.00	0.00	80,000.00		80,000.00	0.00
35 PAYROLL COSTS	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
35 FOOD SERVICES	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
36 PRO./CONTRACTED SVC.	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
36 OTHER OPERATING EXP.	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
41 PAYROLL COSTS	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
51 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2019-20		2019-20		2019-20	2019-20		Unencumbered	2019-20
	FYTD Activity	Amount	Original Budget	Revised Budget		Comment	Balance		
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	0.00	0.00	67,235.00	67,235.00		67,235.00	67,235.00	0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	77,374.00	77,374.00		77,374.00	77,374.00	0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	144,609.00	144,609.00		144,609.00	144,609.00	0.00	0.00
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	506.00	0.00	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	506.00	0.00	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	1,929,333.79	91,125.24	3,366,307.00	4,902,165.00		2,881,705.97	39.36		
Grand Revenue Totals	1,711,406.49	0.00	3,118,898.00	4,905,593.00		3,194,186.51	34.89		
Grand Expense Totals	1,929,333.79	91,125.24	3,366,307.00	4,902,165.00		2,881,705.97	39.36		
Grand Totals	217,927.30	91,125.24	247,409.00	3,428.00		312,480.54	6,357.27-		
	Loss	Loss	Loss	Profit		Profit			

Number of Accounts: 10717

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

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	17,241,497.58	0.00	17,260,125	17,260,125	18,627.42	99.89		
00 STATE PROGRAM REV.	334,450.00	0.00	300,000	300,000	-34,450.00	111.48		
00 FEDERAL PROG. REV.	52,343.12	0.00	100,000	100,000	47,656.88	52.34		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	17,628,290.70	0.00	17,660,125	17,660,125	31,834.30	99.82		
-- Revenue	17,628,290.70	0.00	17,660,125	17,660,125	31,834.30	99.82		
00 DEBT SERVICE	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		
71 DEBT SERVICE	5,893,575.00	0.00	17,660,125	17,660,125	11,766,550.00	33.37		
71 DEBT SERVICES	5,893,575.00	0.00	17,660,125	17,660,125	11,766,550.00	33.37		
-- Expense	5,893,575.00	0.00	17,660,125	17,660,125	11,766,550.00	33.37		
Grand Revenue Totals	17,628,290.70	0.00	17,660,125	17,660,125	31,834.30	99.82		
Grand Expense Totals	5,893,575.00	0.00	17,660,125	17,660,125	11,766,550.00	33.37		
Grand Totals	11,734,715.70	0.00	0	0	11,734,715.70	0.00		
	Profit				Loss			

Number of Accounts: 28

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

FC OBJ	2019-20		2019-20		2019-20 Comment	2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	162,318.86	0.00	256,000	256,000		93,681.14	63.41
00 STATE PROGRAM REV.	3,608.04	0.00	5,679	5,679		2,070.96	63.53
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00
00 gen	165,926.90	0.00	261,679	261,679		95,752.10	63.41
-- Revenue	165,926.90	0.00	261,679	261,679		95,752.10	63.41
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	0.00	29,490.95	0	200,000		170,509.05	0.00
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
11 INSTRUCTION	0.00	29,490.95	0	200,000		170,509.05	0.00
12 SUPPLIES	0.00	0.00	0	100,000		100,000.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
12 INST. RESOURCES & ME	0.00	0.00	0	100,000		100,000.00	0.00
35 SUPPLIES	0.00	0.00	0	0		0.00	0.00
35 FOOD SERVICES	0.00	0.00	0	0		0.00	0.00
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./EXTRACURR.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	0.00	0.00	0	0		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
51 PLANT MAINTENANCE &	0.00	0.00	0	0		0.00	0.00
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	53,898.62	0.00	75,456	75,456		21,557.38	71.43

FC OBJ	2019-20		2019-20		2019-20	2019-20	2019-20		Unencumbered	2019-20
	FYTD Activity	Amount	Original Budget	Revised Budget			Comment	Balance		
81 PRO./CONTRACTED SVC.	5,653.91	0.00	0	0				-5,653.91	0.00	
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	11,234,076.89	1,177,874.36	21,700,000	21,400,000				8,988,048.75	52.50	
81 FACILITIES ACQ. & CO	11,295,884.42	1,177,874.36	21,775,456	21,475,456				9,001,697.22	52.60	
-- Expense	11,295,884.42	1,207,365.31	21,775,456	21,775,456				9,272,206.27	51.87	
Grand Revenue Totals	165,926.90	0.00	261,679	261,679				95,752.10	63.41	
Grand Expense Totals	11,295,884.42	1,207,365.31	21,775,456	21,775,456				9,272,206.27	51.87	
Grand Totals	11,129,957.52	1,207,365.31	21,513,777	21,513,777				9,176,454.17	51.73	
		Loss	Loss	Loss				Loss	Loss	

Number of Accounts: 224

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

FC OBJ	2019-20		2019-20		2019-20		Unencumbered Balance	2019-20 FYTD %
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Budget			
00 LOCAL/INTER. SOURCES	1,484,846.29	0.00	1,857,116	1,857,116	372,269.71	79.95		
00 STATE PROGRAM REV.	70,505.29	0.00	149,197	149,197	78,691.71	47.26		
00 FEDERAL PROG. REV.	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 RESOURCES	1,751,161.89	0.00	2,441,404	2,441,404	690,242.11	71.73		
00 gen	3,306,513.47	0.00	4,447,717	4,447,717	1,141,203.53	74.34		
-- Revenue	3,306,513.47	0.00	4,447,717	4,447,717	1,141,203.53	74.34		
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00		
35 PAYROLL COSTS	1,186,942.33	0.00	2,078,060	2,078,060	891,117.67	57.12		
35 PRO./CONTRACTED SVC.	3,519.94	4,919.00	10,000	10,000	1,561.06	84.39		
35 SUPPLIES	1,468,405.11	234,458.06	1,880,700	1,960,700	257,836.83	86.85		
35 OTHER OPERATING EXP.	2,524.00	0.00	11,000	11,000	8,476.00	22.95		
35 CAPITAL PROJECTS	0.00	0.00	80,000	80,000	0.00	0.00		
35 FOOD SERVICES	2,661,391.38	239,377.06	4,059,760	4,059,760	1,158,991.56	71.45		
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
51 PRO./CONTRACTED SVC.	1,873.43	0.00	88,440	88,440	86,566.57	2.12		
51 PLANT MAINTENANCE &	1,873.43	0.00	88,440	88,440	86,566.57	2.12		
61 PAYROLL COSTS	217,621.09	0.00	233,940	233,940	16,318.91	93.02		
61 PRO./CONTRACTED SVC.	19,786.40	3,182.80	12,923	29,678	6,708.60	77.40		
61 SUPPLIES	16,187.08	2,130.35	22,250	25,748	7,430.57	71.14		
61 OTHER OPERATING EXP.	194.00	51.75	5,012	1,729	1,483.45	14.21		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	253,788.57	5,364.90	274,125	291,095	31,941.53	89.03		
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00		
-- Expense	2,917,053.38	244,741.96	4,422,325	4,439,295	1,277,499.66	71.22		
Grand Revenue Totals	3,306,513.47	0.00	4,447,717	4,447,717	1,141,203.53	74.34		
Grand Expense Totals	2,917,053.38	244,741.96	4,422,325	4,439,295	1,277,499.66	71.22		
Grand Totals	389,460.09	244,741.96	25,392	8,422	136,296.13	4,624.32		
	Profit	Loss	Profit	Profit	Loss	Profit	Loss	

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD
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Number of Accounts: 964

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

WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF APRIL 2020

GENERAL FUND	YTD ACTUAL	ORIGINAL BUDGET	REVISED BUDGET	YTD %	PRIOR YTD %
REVENUES	79,309,666.10	93,478,960	96,929,939	81.82%	81.66%
EXPENDITURES	58,801,024.45	92,438,918	98,995,180	59.39%	63.24%
SPECIAL PROGRAMS					
REVENUES	1,711,406.49	2,974,289	4,905,593	34.88%	43.01%
EXPENDITURES	1,929,333.79	3,221,698	4,902,165	39.35%	44.88%
INTEREST & SINKING					
REVENUES	17,628,290.70	17,660,125	17,660,125	99.82%	103.23%
EXPENDITURES	5,893,575.00	17,660,125	17,660,125	33.37%	37.63%
CAPITAL PROJECTS					
REVENUES	165,926.90	261,679	261,679	63.41%	99.23%
EXPENDITURES	11,295,884.42	21,775,456	21,775,456	51.87%	10.18%
ENTERPRISE FUNDS					
REVENUES	3,306,513.47	4,447,717	4,447,717	74.34%	73.32%
EXPENDITURES	2,917,053.38	4,422,325	4,439,295	65.71%	68.26%

Waxahachie ISD 2019-20 Budget Summary April 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	51,051,490	48,713,178			17,260,125	17,241,498	256,000	162,319	1,857,116	1,484,846
5800 STATE PROGRAM REVENUES	41,254,505	43,878,449	29,489,080	969,485	310,293	300,000	334,450	5,679	3,608	149,197	70,505
5900 FEDERAL REVENUES	2,000,000	2,000,000	1,106,820	3,936,108	1,401,113	100,000	52,343				
7900 OTHER RESOURCES/TRANSFERS		588								2,441,404	1,751,162
TOTAL REVENUES	93,478,960	96,929,939	79,309,666	4,905,593	1,711,406	17,660,125	17,628,291	261,679	165,927	4,447,717	3,306,513
APPROPRIATIONS BY FUNCTION											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	55,600,267	56,095,684	31,670,903.25	2,729,835	1,192,052			200,000			
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,319,514	1,354,514	710,329.71					100,000			
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	975,984	1,344,761	598,836.31	298,509	80,287						
21 INSTRUCTIONAL LEADERSHIP	2,025,587	2,027,385	1,283,707.48	907	840						
23 SCHOOL ADMINISTRATION	5,936,951	5,950,635	3,672,825.01								
31 GUIDANCE AND COUNSELING SERVICES	2,930,455	2,872,316	1,780,349.14	1,647,799	656,154						
32 SOCIAL WORK SERVICES		0	0.00								
33 HEALTH SERVICES	1,236,579	1,258,806	725,497.85								
34 STUDENT (PUPIL) TRANSPORTATION	2,766,097	3,061,297	2,311,052.15	80,000							
35 FOOD SERVICES		0	22,752.77								
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	3,978,078	3,969,827	2,342,344.37							4,059,760	2,661,391
41 GENERAL ADMINISTRATION	3,018,832	3,038,832	2,107,336.50								
51 PLANT MAINTENANCE AND OPERATION	8,057,218	8,101,418	5,944,579.33	144,609						88,440	1,873
52 SECURITY & MONITORING SERVICES	1,296,008	1,596,008	754,457.69								
53 DATA PROCESSING SERVICES	1,607,118	1,632,118	1,084,107.45								
61 COMMUNITY SERVICES	265,230	265,230	162,213.05	506						291,095	253,789
71 DEBT SERVICE		0	0.00			17,660,125	5,893,575				
81 FACILITIES	925,000	5,926,349	3,235,273.73					21,475,456	11,295,884		
99 OTHER	500,000	500,000	394,458.66								
TOTAL APPROPRIATIONS AND TRANSFERS	92,438,918	98,995,180	58,801,024	4,902,165	1,929,334	17,660,125	5,893,575	21,775,456	11,295,884	4,439,295	2,917,053
TOTAL REVENUES OVER (UNDER) APPROPRIATIONS	1,040,042	(2,065,241)	20,508,642	3,428	(217,927)	-	11,734,716	(21,513,777)	(11,129,958)	8,422	389,460

Waxahachie ISD
BOARD OF TRUSTEES

Date: June 8, 2020

Subject: Budget and Finance



Background:

Presented for Board consideration and approval are several purchase orders over \$50,000; budget amendments/transfers between functions; a final payment requiring Board approval; bid report.

Recommendation:

Review and approve all as presented.

Waxahachie ISD 2019-20 Proposed Budget Amendments for May 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	50,224,455	51,051,490			51,051,490	
5800 STATE PROGRAM REVENUES	41,254,505	43,878,449	300,000		44,178,449	Increase budget by \$300,000 -for state revenue increase projected
5900 FEDERAL REVENUES	2,000,000	2,000,000			2,000,000	
7900 OTHER RESOURCES						
TOTAL REVENUES	93,478,960	96,929,939	300,000		97,229,939	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	55,600,267	56,095,684	304,676			Move \$200 from 23 to 11 for HSOC extra duty pay. Move \$4476 from 13 to 11 for band purchase. Increase to function 11 by \$300,000 based on extra revenue anticipated from state - will use for additional chromebook purchase.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,319,514	1,354,514				
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	975,984	1,344,761		(4,476)		Move \$4476 from 13 to 11 for band purchase/
21 INSTRUCTIONAL LEADERSHIP	2,025,587	2,027,385				
23 SCHOOL ADMINISTRATION	5,936,951	5,950,635		(200)		Move \$200 from 23 to 11 for HSOC extra duty pay.
31 GUIDANCE AND COUNSELING SERVICES	2,930,455	1,872,316				
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,236,579	1,258,806				
34 STUDENT (PUPIL) TRANSPORTATION	2,766,097	3,061,297				
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	3,978,078	3,969,827		(18,000)		Move \$18,000 from athletic budget into function 51 maintenance budget to cover a portion of gym floor resurfacing/repairs.
41 GENERAL ADMINISTRATION	3,018,832	3,038,832				
51 PLANT MAINTENANCE AND OPERATION	8,057,218	8,101,418	25,000			Move \$18,000 from 36 athletic budget to 51 maintenance budget to fund a portion of gym floor repairs. Move \$7000 from function 81 to 51 for Dunaway HVAC work.
52 SECURITY & MONITORING SERVICES	1,296,008	1,596,008				
53 DATA PROCESSING SERVICES	1,607,118	1,632,118				
61 COMMUNITY SERVICES	265,230	265,230				

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 WHITE VENDOR
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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: 9000020499
 VENDOR KEY : INDECO S000
 PAGE NUMBER: 1
 P.O. DATE : 05/29/2020
 SHIP DATE : 05/29/2020
 SHIP VIA : DELIVER/INST
 FISCAL YEAR: 2019-2020
 ENTERED BY : ROSS WEN001

PRINTED 05/29/2020

COMPANY:
 INDECO SALES, INC.
 805 E 4TH AVENUE
 BELTON, TX 76513

DELIVER TO:
 WISD COLEMAN JR. HIGH
 1000 N. HIGHWAY 77
 WAXAHACHIE, TX 75165

 ATTN: WENDY ROSS/BRAD ANDREWS

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
		REGION 18 APPROVED VENDOR LIST		
1200	EACH	4F296E ARTCO BELL CORP 4100 SERIES CANTILEVER 20 X 26 29" FIXED LAM-BANDED FLAT EDGE NYLON BLACK PRESSED LINEN BLACK	111.00000	133200.00
1	EACH	INSTALL - DELIVERY AND INSTALLATION BY INDECO	6800.00000	6800.00
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	140,000.00

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.: 9000020499 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : INDECO S000
 ACCOUNT AMOUNT
 199 E 11 6399 77 999 0 99 000 140,000.00

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

P.O. NUMBER: 0730020321
VENDOR KEY : APEX LEA000
PAGE NUMBER: 1
P.O. DATE : 05/29/2020
SHIP DATE : 05/29/2020
FISCAL YEAR: 2019-2020
ENTERED BY : ECHOLPAI000

PRINTED 06/01/2020

COMPANY:
APEX LEARNING, INC.
1215 4TH AVENUE STE 1500
SEATTLE, WA 98161

DELIVER TO:
WISD CENTRAL ADMINISTRATION
411 N GIBSON ST.
WAXAHACHIE, TX 75165

ATTN: PAISLEE ECHOLS

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
		CREDIT RECOVERY AND TUTORIALS FOR WISD		
1	UNIT	QUOTE # 00004844	96366.00000	96366.00
		WISD CONTACT: DEBBIE NEEDHAM 9729234727		
		VENDOR APPROVED- GPISD EPCNT EXP: 8/31/22		
		USE P.O. NUMBER ON ALL CORRESPONDENCE	TOTAL	96,366.00

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.: 730020321 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : APEX LEA000
ACCOUNT AMOUNT
199 E 13 6399 73 999 0 99 000 96,366.00

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

P.O. NUMBER: 0730020322
VENDOR KEY : NWEA 000
PAGE NUMBER: 1
P.O. DATE : 05/29/2020
SHIP DATE : 05/29/2020
FISCAL YEAR: 2019-2020
ENTERED BY : ECHOLPAI000

PRINTED 06/01/2020

COMPANY:	DELIVER TO:
NWEA	WISD CENTRAL ADMINISTRATION
121 NW EVERETT STREET	411 N GIBSON ST.
PORTLAND, OR 97209	WAXAHACHIE, TX 75165
	ATTN: PAISLEE ECHOLS

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
		STUDENT GROWTH AND PERFORMANCE DIAGNOSTIC SYSTEM		
1	UNIT	QUOTE # 000027483	166675.00000	166675.00
		WISD CONTACT: DEBBIE NEEDHAM 9729234727		
		VENDOR APPROVED - GPISD EPCNT EXP: 8/31/21 / WISD RFP # 15-7116		
		USE P.O. NUMBER ON ALL CORRESPONDENCE	TOTAL	166,675.00

<u>TAX EXEMPTIONS</u>	PURCHASE APPROVED BY:
TAX EXEMPT ENTITY NO BACK ORDERS ACCEPTED	
	CHIEF FINANCIAL OFFICER

=====
P.O.: 730020322 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : NWEA 000
ACCOUNT AMOUNT
199 E 13 6399 73 999 0 99 000 166,675.00

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YELLOW RECEIVING

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

P.O. NUMBER: 9000020505
VENDOR KEY : SECURITY002
PAGE NUMBER: 1
P.O. DATE : 06/01/2020
SHIP DATE : 06/01/2020
SHIP VIA : DELIVER INST
FISCAL YEAR: 2019-2020
ENTERED BY : ROSS WEN001

PRINTED 06/01/2020
REPRINTED PO

COMPANY:	SECURITY DETECTION 2517 S. MEMORIAL DR. TREASURE ELECTRONICS, INC. TULSA, OK 74129	DELIVER TO:	WISD MAINTENANCE WAREHOUSE 631 SOLON RD WAXAHACHIE, TX 75165 ATTN: MARK BOSHER/VARIOUS CAMPUSES
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QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
20	EACH	1168441 GARRETT PD6500i K-12 PACKAGE COMES WITH 3 YEAR WARRANTY, CASTER SET, LITHIUM BATTERY MODULE, WIRELESS SJNC AND GARRETT SUPERSCANNER V 2225420 LITHIUM ION BATTERY MODEULE FOR PD6500I (ADDITIONAL) SERVICE, LABOR, DELIVERY AND INSTALLATION AND ABASIC OPERATOR TRAINING. 1 UNIT AT EACH OF THE 20 LOCATIONS BID 20-270 METAL DETECTORS	3150.00000	63000.00
4	EACH		1196.00000	4784.00
20	EACH		150.00000	3000.00
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	70,784.00

<u>T A X E X E M P T I O N S</u> TAX EXEMPT ENTITY NO BACK ORDERS ACCEPTED	PURCHASE APPROVED BY: CHIEF FINANCIAL OFFICER
--	--

=====
P.O.: 9000020505 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : SECURITY002
ACCOUNT AMOUNT
429 E 52 6395 00 999 0 99 952 70,784.00

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

P.O. NUMBER: 9000020508
VENDOR KEY : BAT FIRE000
PAGE NUMBER: 1
P.O. DATE : 06/01/2020
SHIP DATE : 06/01/2020
SHIP VIA : BEST WAY
FISCAL YEAR: 2019-2020
ENTERED BY : ROSS WEN001

PRINTED 06/01/2020

COMPANY:

BAT FIRE & SECURITY SERVICE
PO BOX G
WAXAHACHIE, TX 75168

DELIVER TO:

WISD MAINTENANCE WAREHOUSE
631 SOLON RD
WAXAHACHIE, TX 75165

ATTN: SECURITY DEPARTMENT/MARK BOSHER

<u>QUANT.</u>	<u>UNIT OF MEASURE</u>	<u>DESCRIPTION</u>	<u>UNIT COST</u>	<u>TOTAL COST</u>
		BAT SELECTED AS VENDOR BASED ON RFP 20-280- ACTIVE SHOOTER ALERT SYSTEM		
1	EACH	ONBOARDING OF DIR-S SOFTWARE 3 YEAR LICENSE CAMPUS WIDE ACTIVE SHOOTER ALWARM SYSTEMS SEPARATE FROM FIRE ALARM SYSTEM	5374.00000	5374.00
16	EACH		4500.00000	72000.00
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	77,374.00

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.: 9000020508 ACCOUNT SUMMARY (FOR INTERNAL USE)
ACCOUNT

VENDOR KEY : BAT FIRE000
AMOUNT

429 E 52 6629 00 999 0 99 952

77,374.00

The Business Office requests approval for final and complete payment to CMC Network Solutions as detailed on the following attached PO. The work is completed and has been approved by Jeff Robinson.

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: 9000020107
VENDOR KEY : CMC NETW000
PAGE NUMBER: 1
P.O. DATE : 11/13/2019
SHIP DATE : 11/13/2019
SHIP VIA : NA
FISCAL YEAR: 2019-2020
ENTERED BY : ROSS WEN001

PRINTED 11/13/2019

COMPANY:
CMC NETWORK SOLUTIONS, LLC
2700 RESEARCH DRIVE STE 100
PLANO, TX 75074

DELIVER TO:
WISD CENTRAL ADMINISTRATION
411 N GIBSON ST.
WAXAHACHIE, TX 75165

ATTN: JEFF ROBINSON

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	CATEGORY 1 DARK FIBER FOR SIMPSON ELEMENTARY - ERATE PROJECT - BOARD APPROVED 11/11/2019	138858.76000	138858.76

USE P.O. NUMBER ON ALL CORRESPONDENCE

Ryan -
 Since work is complete - does Board need to approve this payment - ??
 W. Ross
 Yes.
 JK

OK Per
 J. Robinson
 to pay -
 WK
 5/13/20

T A

APPROVED BY:

TAX EXEMPT
NO BACK C

Kahld

CHIEF FINANCIAL OFFICER

=====

P.O.: 9000020107 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : CMC NETW000
ACCOUNT	AMOUNT
161 E 81 6629 00 999 0 99 161	138,858.76

BID REPORT
JUNE 8, 2020 BOARD MEETING

The Business Office requests Board Approval of the following approved vendor lists for 2020-21 based on RFP responses per category received on May 27, 2020:

- School, Office, General Supplies, Equipment and Services (list attached)
- Athletic Related Supplies, Equipment and Services (list attached)
- Library Related Supplies, Equipment and Services (list attached)
- Nursing Related Supplies, Equipment and Services (list attached)
- Commercial Printing (list attached)
- Special Education Related Contracted Services (list attached)

The Business Office requests approval of the vendor BAT Security for RFP #20-280 Active Shooter Alert System. RFP submissions were opened on April 16, 2020 at 2:00 p.m. and have been ranked and reviewed by Mark Boshier and Ryan Kahlden.

SCHOOL OFFICE, GENERAL SUPPLIES/EQUIPMENT/SERVICES

June 2020-May 2021

VENDOR	LOCATION	PRICING/DISCOUNT OFFERED	EPONT AGREEMENT
5 SPARROWS, LLC	KALISPELL, MT	NO DISCOUNT OFFERED	YES
A PLUS COMP SCI, LLC	CYPRESS, TX	NO DISCOUNT OFFERED	YES
A.M. DESIGNS, LLC.	ROGERS, TX	NO DISCOUNT OFFERED	YES
AARON'S DESIGNS	RED OAK, TX	NO DISCOUNT OFFERED	YES
AMERICASE/AMERIGRAPHIX	WAXAHACHIE, TX	NO DISCOUNT OFFERED	YES
BACKYARD LAWNMASTER, LLC	WAXAHACHIE, TX	NO DISCOUNT OFFERED	YES
BEN E. KEITH FOODS DFW	FT. WORTH, TX	COST PLUS MARK UP	YES
BRAZOS FOREST PRODUCTS, L.P.	GRAND PRAIRIE, TX	NO DISCOUNT OFFERED	YES
BROWN & BIGALOW, INC.	ST. PAUL, MN	10% PLUS - DISCOUNT	YES
BUSINESS ESSENTIALS	GRAPEVINE, TX	15-35% DISCOUNT	YES
CARTER'S CUSTOM PICTURE FRAMING	MAYPEARL, TX	NO DISCOUNT OFFERED	YES
CENGAGE LEARNING	MASON, OH	NO DISCOUNT OFFERED	YES
CLEVER PROTOTYPES/STORYBOARD THAT	NEEDHAM, MA	SEE LIST WITH RFP	YES
COUGHLAN COMPANIES/DBA CAPSTONE	NORTH MANKATO, MN	25% DISCOUNT	YES
CUSTOM SPORTSWEAR INC.	SEWELL, N.J.	NO DISCOUNT OFFERED	YES
DR. MIKE!	WIMBERLEY, TX	SEE LIST WITH RFP	YES
DREAM RANCH OFFICE SUPPLIES	KRUM, TX	10% DISCOUNT	YES
EAI EDUCATION	OAKLAND, NJ	15% DISCOUNT OFFERED	YES
ELLIS COUNTY MUSIC CENTER, INC.	WAXAHACHIE, TX	30% DISCOUNT	YES
FISHER SCIENTIFIC COMPANY LLC	HANOVER PARK, IL	OMNIA/US COMMUNITIES PRICING	YES
FLASH VISUAL MEDIA/BLUESTEM INTEGRATED	TULSA, OK	SEE PRICING WITH RFP	YES
FOODTRONIX	GRAPEVINE, TX	SEE LIST WITH RFP	YES
GANDY INK	SAN ANGELO, TX	NO DISCOUNT OFFERED	YES
INDUSTRIAL GRIND COFFEE	SAN DIEGO, CA	\$10/LB OF COFFEE PLUS SHIPPING	YES
INSTITUTE FOR LEARNING PERSPECTIVES	AUSTIN, TX	10-25% BASED ON VOLUME	YES
JOSTENS	ARLINGTON, TX	NO DISCOUNT OFFERED	YES
KALDI GOURMET COFFEE, INC.	WILMINGTON, NC	SEE WEBSITE FOR PRICING WWW.KALDI.COM	YES
KAMICO INSTRUCTIONAL MEDIA, INC.	SALADO, TX	0-20% BASED ON ITEM AND QUANTITY	YES
KEITH ACE HARDWARE	RED OAK, TX	10% DISCOUNT	YES
LAKESHORE LEARNING	CARSON, CA	SEE PRICING WITH RFP	YES
LONE STAR LEARNING	LUBBOCK, TX	NO DISCOUNT OFFERED	YES
MCCOYS	SAN MARCOS, TX	PLAN B DISCOUNT SCHEDULE APPLIES	YES
MCGRAW HILL LLC	COLUMBUS, OH	NO DISCOUNT OFFERED	YES
MED EL	DURHAM, NC	SEE LIST WITH RFP	YES
NASCO EDUCATION	FORT ATKINSON, WI	10-20% DISCOUNT	YES
NORCOSTCO, INC.	DALLAS, TX	0-25% DISCOUNT	YES
OTICON INC.	SOMERSET, NJ	SEE LIST WITH RFP	YES
PERFECTION LEARNING CORP.	LOGAN, IA	12%-30% DISCOUNT	YES
POLKADOTS	WAXAHACHIE, TX	10% DISCOUNT	NO
QEP PROFESSIONAL BOOKS	PLANO, TX	0-35% DISCOUNT	YES
QUICKWAY SIGNS	WAXAHACHIE, TX	SEE LIST WITH RFP	YES
RALLY!EDUCATION	GLEN HEAD, NY	SEE CATALOG WITH RFP	YES
REALLY GOOD STUFF, LLC	SHELTON, CT	3% DISCOUNT	YES
RENAISSANCE LEARNING, INC.	WISCONSIN RAPIDS, WI	VOLUME DISCOUNT OFFERED	YES

RIFTON EQUIPMENT	RIFTON, NY	25% DISCOUNT	YES
RIVERSIDE ASSESSMENTS/RIVERSIDE INSIGHTS	ITASCA, ILLINOIS	SEE LIST OF DISCOUNTS WITH RFP	YES
S&S WORLDWIDE	COLCHESTER, CT	20% OFF CURRENT PRICE LIST	YES
SAMI LABS	BOSTON, MA	STEAM COURSE KIT \$1,304 UP TO 30 STUDENTS	YES
SCHOOL HEALTH CORPORATION	ROLLING MEADOWS, IL	13% DISCOUNT	YES
SCHOOL TEE FACTORY	SEWELL, NJ	NO DISCOUNT OFFERED	YES
SONOVA, USA INC.	WARRENVILLE, IL	SEE CATALOG WITH RFP	YES
SPARKLE	MESQUITE, TX	VOLUME DISCOUNT OFFERED	YES
STAGE ACCENTS	NORTHVALE, NJ	NO DISCOUNT OFFERED	YES
STUTTERING THERAPY RESOURCES, INC.	MCKINNEY, TX	SEE LIST WITH RFP	YES
STYROLITE CHAIR, LLC	MANSFIELD, TX	NO DISCOUNT OFFERED	YES
SUPPORTING SUCCESS FOR CHILDREN WITH HEARING LOSS, INC.	TAMPA, FL	NO DISCOUNT OFFERED	YES
TEXTBOOK WAREHOUSE	ALPHARETTA, GA	5-37% DISCOUNT	YES
THE GRADE NETWORK, INC.	CHICAGO, IL	SEE PRICING WITH RFP (SOME 5% DISCOUNT)	YES
THE MASTER TEACHER	MANHATTAN, KS	SEE PRICING WITH RFP	YES
THE TEXAS SPORTSLOCKER, LLC	WAXAHACHIE, TX	NO DISCOUNT OFFERED	YES
TUTTEO INC.	CLAYMONT, DE	TEACHER PACK \$75 (UP TO 49 STUDENTS)	YES
WESTERN PSYCHOLOGICAL SERVICES	TORRANCE, CA	NO DISCOUNT OFFERED	YES
WORTHINGTON DIRECT	DALLAS, TX	NO DISCOUNT OFFERED	YES

LIBRARY RELATED SUPPLIES, EQUIPMENT, SERVICES

JUNE 2020-MAY 2021

VENDOR	LOCATION	PRICING/DISCOUNT	EPCNT AGREEMENT
ABDO PUBLISHING COMPANY	MINNEAPOLIS, MN	PRICES REFLECT 30% DISCOUNT	YES
BOOKSOURCE	SAINT LOUIS, MO	25% DISCOUNT	YES
BRODART CO.	WILLIAMSPORT, PA	15% DISCOUNT	YES
BUSINESS ESSENTIALS	GRAPEVINE, TX	15-35% DISCOUNT	YES
CAPSTONE	NORTH MANKATO, MN	5-25% DISCOUNT	YES
CENGAGE/GALE	BOSTON, MA	NO DISCOUNT OFFERED	YES
DEMCO, INC.	MADISON, WI	5-15% DISCOUNT	YES
EBSCO	IPSWICH, MA	UP TO 35% DISCOUNT	YES
FOLLETT SCHOOL SOLUTIONS, INC.	MCHENRY, IL	SEE LIST WITH RFP	YES
GUMDROP BOOKS/CENTRAL PROGRAMS, INC.	BETHANY, MO	0-70% DISCOUNT	YES
MACKIN	BURNSVILLE, MN	5-45% DISCOUNT	YES
PRESTWICK HOUSE	CLAYTON, DE	SEE WEBSITE FOR PRICING	YES
RENAISSANCE LEARNING, INC.	WISCONSIN RAPIDS, WI	VOLUME DISCOUNTS APPLY	YES
SCHOLASTIC LIBRARY PUBLISHING, INC.	DANBURY, CT	0-40% DISCOUNT	YES
SOMMER ASSOCIATES, LLC	DALLAS, TX	SEE LIST WITH RFP	YES
THE LIBRARY STORE	TREMONT, IL	UP TO 50% DISCOUNT	YES
WORLD BOOK, INC.	CHICAGO, IL	3-12% PRICES REFLECTED IN CATALOG	YES

ATHLETIC RELATED SUPPLIES/EQUIPMENT/SERVICES

JUNE 2020-MAY 2021

VENDOR	LOCATION	PRICING/DISCOUNT	EPCNT AGREEMENT
ALREADY GEAR, INC.	DALLAS, TX	20% DISCOUNT	YES
BIGGER FASTER STRONGER, INC.	SALT LAKE CITY, UT	SEE PRICING WITH RFP	NO
BSN SPORTS	DALLAS, TX	10% DISCOUNT	YES
C3LOGIX	CLEVELAND, OH	SEE PRICING WITH RFP	YES
CLEVER ITEMS, LLC	ARLINGTON, TX	SEE PRICE LIST WITH RFP	YES
CUSTOM SPORTSWEAR, INC.	SEWELL, NJ	NO DISCOUNT OFFERED	YES
GOPHER SPORT/GOPHER PERFORMANCE	OWATONNA, MN	10% DISCOUNT	YES
HAPPY FEET, INC.	MONTEREY, CA	SEE PRICING WITH RFP	YES
HUDL/AGILE SPORTS TECHNOLOGY, I NC.	LINCOLN, NE	NO DISCOUNT OFFERED	YES
IMAGE MAKER 4U	HUGHES SPRINGS, TX	SEE PRICING WITH RFP	YES
KORNEY BOARD AIDS, INC.	ROYTON, TX	NO DISCOUNT OFFERED	YES
MEDCO SUPPLY CO./ PERFORMANCE HEALTH	AMHERST, NY	0-25% DISCOUNT	YES
MFAC, LLC	WEST WARWICK, RI	NO DISCOUNT OFFERED	YES
NASCO EDUCATION, LLC	FORT ATKINSON, WI	15% DISCOUNT	YES
OLD BRICKYARD GOLFCOURSE	FERRIS, TX	25% DISCOUNT	YES
PORTA PHONE CO.	NARRAGANSETT, RI	10% DISCOUNT	YES
PYRAMID SCHOOL PRODUCTS	TAMPA, FL	25% DISCOUNT	YES
RAPID REBOOT	LINDON, UT	SEE PRICING WITH RFP	YES
RIDDELL	NORTH RIDGEVILLE, OH	1-40% DISCOUNT	YES
S & S WORLDWIDE	COLCHESTER, CT	20% DISCOUNT	YES
SCHOOL TEE FACTORY	SEWELL, NJ	NO DISCOUNT OFFERED	YES
THE SOCCER CORNER	PLANO, TX	20-30% DISCOUNT	YES
THE TEXAS SPORTS LOCKER, LLC	WAXAHACHIE, TX	NO DISCOUNT OFFERED	YES
TRIPLEXPOSURE PHOTOGRAPHY	ENNIS, TX	5% DISCOUNT	YES
US GAMES	DALLAS, TX	15% DISCOUNT	YES

NURSING RELATED SUPPLIES, EQUIPMENT, SERVICES

JUNE 2020-MAY 2021

VENDOR

MEDCO SUPPLY COMPANY/ PERFORMANCE HEALTH
SCHOOL NURSE SUPPLY, INC.

LOCATION

AMHERST, NY
SCHAUMBURG, IL

PRICING/DISCOUNT

0-25% DISCOUNT
7% DISCOUNT

EPCNT AGREEMENT

YES
YES

COMMERCIAL PRINTING

JUNE 2020-MAY 2021

VENDOR

SHOWMARK MEDIA, LLC

LOCATION

SHELTON, CT

PRICING/DISCOUNT

SEE LIST WITH RFP

EPCNT AGREEMENT

YES

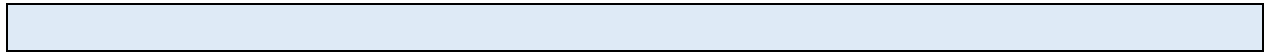
SPECIAL EDUCATION RELATED CONTRACTED SERVICES

ACCOUNTABLE HEALTHCARE STAFFING, INC. ADVANCED SCHOOL STAFFING	BOCA RATON, FL BROOMFIELD, CO	SCH PSYCH(BILINGUAL), DIAGNOSTICIANS, SPEECH/LANGUAGE, PHYSICAL THERAPY, PA ASSISTANTS, OCCUPATIONAL, OP ASSISTANTS, SPED TEACHERS, AMERICAN SIGN LANGUAGE TRANSLATION/INTERPRETERS, MUSIC THERAPISTS, AUDIOLOGISTS, REGISTERED NURSES, LVN, COUNSELORS, VISUALLY IMPAIRED TEACHERS, BEHAVIOR ANALYSTS, BEHAVIOUR SPEC/TECH, TEACHER OF ORIENTATION/MOBILITY SCHOOL PSYCHOLOGY, BEHAVIOUR ANALYST, BILINGUAL, TELETHERAPIST	\$36-\$76/PER HOUR BASED ON SERVICE \$80-\$85 PER HOUR BASED ON SERVICE
ARDOR HEALTH SOLUTIONS BMA TECHNOLOGY CALLIER CENTER FOR COMMUNICATION DISORDERS CENTER FOR VISION HEALTH/LOW VISION CLINIC CRISIS PREVENTION INSTITUTE DINAH GRAHAM DON JOHNSTON INC. EAST TEXAS EDUCATIONAL CONTRACTING (CHRISTINE R. COHEN)	DELRAY BEACH, FL WOODWAY, TX DALLAS, TEXAS DALLAS, TEXAS MILWAUKEE, WI DALLAS, TEXAS VOLO, IL DALLAS, TEXAS	SCHOOL PSYCHOLOGY, SPEECH LANG PATH, SPEECH LANG PATH ASSISTANT, OT, PT, OT, PT ASSISTANT, RM, LVN, SPED TEACHER, SOCIAL WORKER, OT, PT TELE THERAPY, BILINGUAL THERAPIST TIE TRACKING SOFTWARE/SUPPORT/504 AUDIOLOGY SERVICES LOW VISION EVALUATION, COMPREHENSIVE EYE EXAM NON VIOLENT CRISIS INTERVENTION/TRAINING PSYCHOLOGICAL ASSESSMENT SERVICES HUMAN LEARNING TOOLS/CURRICULUM SERVICES PSYCHOLOGICAL ASSESSMENT SERVICES PSYCH. EVAL/CONSULTATIONS, FUNCTIONAL BEHAVIOUR, PSYCH SERV., SCHOOL PSYCHOLOGY, BEHAVIOR INTERVENTION/ASSESSMENTS/SERVICES LICENSED PROFESSIONAL COUNSELOR	\$55-\$67 PER HOUR BASED ON SERVICE \$175/PER STATION SEE REP RESPONSE \$90-\$275 BASED ON SERVICE \$3,450/NEW INSTRUCTOR; \$1,090 RENEWING \$800 PER DAY FOR THE SCHOOL YEAR SEE RESPONSE FOR PRICING \$800 PER DAY FOR THE SCHOOL YEAR
INVO HEALTH CARE JIM FOWLER/CROSSROADS COUNSELING LIFE COUNSELLING, PLLC	DOYLESTOWN, PA WAXAHACHIE, TX WAXAHACHIE, TX	PSYCH. EVAL/CONSULTATIONS, FUNCTIONAL BEHAVIOUR, PSYCH SERV., SCHOOL PSYCHOLOGY, BEHAVIOR INTERVENTION/ASSESSMENTS/SERVICES LICENSED PROFESSIONAL COUNSELOR PSYCHOLOGICAL SERV/COUNSELING, BEHAVIOUR INTERVENTION ASSESSMENTS AND SERVICES	\$44-\$77 PER HOUR BASED ON TYPE OF SERVICE \$75 PER HOUR \$60-\$75 PER HOUR BASED ON HOURS PER WEEK
SOLIANT SONOVA USA SUMMIT SPEECH THERAPY	TUCKER, GA WARRENVILLE, IL FRISCO, TEXAS	ADAPTIVE PE TEACHERS, APPLIED BEHAVIOUR ANALYST, ASSISTIE TECH SPEC, AUDIOLOGIST, BEHAVIOR SPEC, BEHAVIOUR ANALYST, OT ASSISTANT, DIAGNOSTICIAN, COUNSELORS, HEARING IMPAIRED SPECIALIST, LIFE SKILLS TEACHER, LPN/LVN, MUSIC THERAPIST, ORIENTATION/MOBILITY SPECIALIST, OT, PT, PARAPROFESSIONAL, PSYCH SCHOOL, PT ASSISTANT, RBT, RN,SCHOOL PSYCHOLOGISTS, PSYCHOMETRIST, CPT, SIGN LANGUAGE INTERPRETER, SOCIAL WORKER, SPED TEACHER, SPEECH LANG PATH, SPEECH LANG PATH ASSISTANT, TEACHER OF AMERICAN SIGN LANGUAGE HEARING EQUIPMENT REPAIRS AND SERVICES SPEECH/LANGUAGE/OCCUPATIONAL/OT-PT/ PHYSICAL/LSP EVALUATION AND THERAPY	\$55-\$76 PER HOUR BASED ON SERVICE EDUCATIONAL PRICING APPLIES \$68-\$250 PER HOUR BASED ON TYPE OF THERAPY
TEXAS SCHOOL NEUROPSYCHOLOGY AND EDUCATION SERVICES	WACO, TX	BILINGUAL EVALUATIONS, HEARING IMPAIRED SERVICES, LOW VISION, LSSP, BEHAVIOUR INTERVENTION, DIAGNOSTICIAN, SPEECH SERVICES, OT, COUNSELING, MUSIC THERAPY, BCBA, PT SPEECH LANG PATH, SPEECH LANG PATH ASSISTANTS, OT, OT ASSISTANTS, PT, PT ASSISTANTS, SCHOOL PSYCHOLOGISTS, CERTIFIED BEHAVIOR ANALYSTS, BEHAVIOR SPECIALISTS, SPED TEACHERS, SOCIAL WORKERS, TEACHER FOR VISUALLY IMPAIRED, AUDIOLOGISTS, SIGN LANGUAGE INTERPRETERS, RM, LPN	\$75-\$135 PER HOUR BASED ON SERVICE
THE STEPPING STONES GROUP THERAPIA STAFFING	LAFAYETTE, CO CORAL SPRINGS, FL	SCHOOL PSYCHOLOGIST, BEHAVIORAL THERAPY, TEACHER OF VISUALLY IMPAIRED, PT, OT, OBIM, DIAGNOSTICIAN, PT ASSISTANT, OT ASSISTANT(BILINGUAL AVAILABLE)	\$68-\$70 PER HOUR BASED ON SERVICE \$61-\$71 PER HOUR BASED ON SERVICE

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Kellogg & Sovereign E-Rate Board Resolution**



Background:

This resolution authorizes filing of the Form 471 applications for funding year 2020-21 and the payment of the applicant's share upon approval of funding and receipt of services.

Recommendation:

That the Board approve the Kellogg & Sovereign Resolution for Schools and Libraries Universal Services (E-Rate) for 2020-21.



E-Rate Board Resolution

We have completed your E-Rate Application(s) for the 2020-21 funding year.

The final requirement is approval by your Board to pay your share of the requested services subject to E-Rate funding and receipt of services.

Include the FOLLOWING WORDING on your next board agenda:

Vote to approve or disapprove Resolution for Schools and Libraries Universal Services (E-Rate) for 2020-21. This resolution authorizes filing of the Form 471 applications for funding year 2020-21 and the payment of the applicant's share upon approval of funding and receipt of services.

RETURN TO KELLOGG & SOVEREIGN:

1. The approved E-Rate Board Resolution
2. INCLUDE the Board Agenda
3. AND the Approved Minutes (when available).

Send all documents once your minutes have been approved.

Contact your account manager if you have any questions: 580-332-1444

RESOLUTION

Be it resolved that the governing board for WAXAHACHIE INDEP SCHOOL DIST

1. Authorizes the filing of FCC Form 471, Schools and Libraries Universal Service Program Services Ordered and Certification Form for the services and/or products as detailed in the attached report, "E-Rate Requests, FY 2020", for the fiscal year 07/01/2020-06/30/2021.
2. Authorizes payment of the applicant's share subject to the following conditions:
 - (1) approval of funding of the discounted portion by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) and
 - (2) receipt of services during the fiscal year 07/01/2020-06/30/2021.

Application #	Pre-Discount Amount	E-Rate Amount	Applicant's Share
201022386	\$35,748.00	\$21,448.80	\$14,299.20
Totals	\$35,748.00	\$21,448.80	\$14,299.20

Signature: _____ Date: _____

Printed Name: _____ Title: _____

E-Rate Requests, FY 2020 (07/01/2020-06/30/2021)

Applicant Name:WAXAHACHIE INDEP SCHOOL DIST

Billed Entity #: 140530

471 App #	FRN	Service Provider	SPIN	Category	Pre-Disc Amount	Disc	Requested Amount	Applicant Share
201022386	2099032855	Zayo Group, LLC	143030047	Data Transmission And/or Internet Access	35,748.00	60%	21,448.80	14,299.20

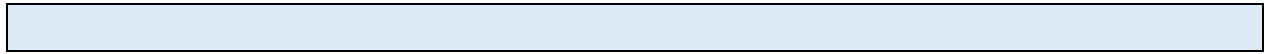
Totals for 471 App # 201022386: 35,748.00 21,448.80 14,299.20

Totals for Billed Entity # 140530: 35,748.00 21,448.80 14,299.20

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Annual Investment Report**



Background:

At the May meeting Mr. Kahlden gave a presentation and review of the annual investment report, investment strategies, and policies associated with Public Funds Investment Act.

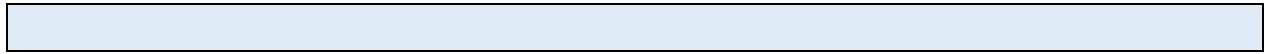
Recommendation:

The Board is asked to approve the annual investment report and investment strategies as presented.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **Annual TEKS IMA Certification**



Background:

TEA requires certification annually from each District that receives and expends Instructional Materials Allotment (IMA) funds for the purchase of curriculum and instructional materials. This certification details the grade levels and subjects that we provide instruction consistent with TEKS standards, as set and required by TEA.

Recommendation:

The Board is asked to approve the annual TEKS IMA Certification.

Allotment and TEKS Certification, 2020-21

The district superintendent, along with the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

- 1) This district's technology and instructional materials allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) For the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) Upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

Certified	Grade Level	Certified	Subject Area
<input checked="" type="checkbox"/>	Kindergarten	<input checked="" type="checkbox"/>	CAREER & TECHNICAL EDUCATION (CTE)
<input checked="" type="checkbox"/>	Grade 1	<input checked="" type="checkbox"/>	ENGLISH LANGUAGE ARTS AND READING
<input checked="" type="checkbox"/>	Grade 2	<input checked="" type="checkbox"/>	ENGLISH LANGUAGE PROFICIENCY STANDARDS
<input checked="" type="checkbox"/>	Grade 3	<input checked="" type="checkbox"/>	FINE ARTS
<input checked="" type="checkbox"/>	Grade 4	<input checked="" type="checkbox"/>	HEALTH
<input checked="" type="checkbox"/>	Grade 5	<input checked="" type="checkbox"/>	LANGUAGES OTHER THAN ENGLISH
<input checked="" type="checkbox"/>	Grade 6	<input checked="" type="checkbox"/>	MATHEMATICS
<input checked="" type="checkbox"/>	Grade 7	<input checked="" type="checkbox"/>	SCIENCE
<input checked="" type="checkbox"/>	Grade 8	<input checked="" type="checkbox"/>	SOCIAL STUDIES
<input checked="" type="checkbox"/>	Grade 9	<input checked="" type="checkbox"/>	TECHNOLOGY APPLICATIONS
<input checked="" type="checkbox"/>	Grade 10		
<input checked="" type="checkbox"/>	Grade 11		
<input checked="" type="checkbox"/>	Grade 12		

Signature of Superintendent

Signature

Signatures of Board President and Secretary or Governing Board Officers

Board President

Board Secretary

Scan the signed certification document and attach it to an [Instructional Materials Help Desk](#) ticket with the following subject line: [your district] certification (ex: Anywhere ISD)

Waxahachie ISD
BOARD OF TRUSTEES

Date: June 8, 2020

Subject: Managed Technology Services

Consent

On May 7, 2020, the business office opened and reviewed responses from three providers related to RFP 20-260 Managed Technology Services. The intent of this solicitation was to provide the district with an outside vendor who would lead our technology department, with the retirement of Mr. Robinson. Additionally, this contract would provide traditional consulting work such as evaluating the robustness of our network infrastructure, the quality and number of devices on hand for staff and student use, and helping with planning of technology resources for a growing district. The intent of the engagement is for 1 year and re-evaluated after that initial period to see if it is feasible to continue with the engagement or to seek a permanent replacement as Director of Technology.

We received three responses that each complied with all aspects of the RFP solicitation, but each contained significantly different pricing. After reviewing the response documents, and contacting references, I feel it is in the best interest of Waxahachie ISD to award the contract for managed technology services to Premier Logitech.

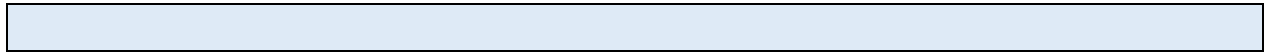
Recommendation:

Approve contract for managed technology services with Premier Logitech for 1 year.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **June 8, 2020**

Subject: **2020-2021 Academic Calendar**



Background:

In response to COVID-19 the district is considering changes to the 2020-21 academic calendar. TEA guidance and calendar options were presented at the May 21, 2020 board meeting. The district conducted a survey of all stakeholders for input on all presented options. Survey results were compiled and given to board members for consideration. The district is anticipating further guidance from TEA related to calendar options.

Recommendation:

That the Board discuss its desire/concerns for the 2020-21 Calendar.