

## Regular Meeting

Monday, November 9, 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.

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

### V. **HUMAN RESOURCES.**

- A. Consideration to approve the personnel report as recommended by the superintendent that include employment, retirements, resignations, positions changes, and other matters as discussed in closed session pursuant to Gov't Code 551.074.
- B. Consideration to approve additional professional and paraprofessional positions as recommended by the superintendent.
- C. Consideration to approve modification to the 2020-21 payscale impacting mechanics.

### VI. **RECOGNITIONS. (No earlier than 6:00 P.M.)\***

VII. **REPORTS.**

- A. Learning Gaps Due to COVID-19 Outbreak.

VIII. **CONSENT AGENDA.**

- A. Consideration and approval of Minutes from previous meetings.
- B. Consideration to approve Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.
  - 1. Financial Reports.
  - 2. Budget Amendments/Transfers/Purchase Order Approval/Bid Report.
- C. Consideration with possible action to ratify agreement with PowerSchool Group, LLC for electronic records management software for the Human Resources Department.
- D. Consideration with possible action to approve a Memorandum of Understanding between the University of Texas-Tyler and Waxahachie ISD to establish a partnership to provide residents of the 2020-2021 Principal Resident Program with course content focused on best practices.
- E. Consideration with possible action to approve the Gifted and Talented Policies and Procedures.
- F. Consideration with possible action to declare vehicles surplus for purpose of disposition.
- G. Consideration with possible action to approve local plan for identification of students at-risk of dropping out of school.

IX. **ADJOURN.**

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020**

Subject: **Human Resources Report**

Presented by: **Monica James**

**Action**

**Background:**

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

**Recommendation:**

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

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020**

Subject: **Recognitions**



**Background:**

This month, we will recognize the following:

- Employees of the Month from Wedgworth, Curriculum & Instruction, and Special Education

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020**

Subject: **Learning Gaps Due to Covid-19 Outbreak**



**Background:**

All school districts are required to measure district and campus outcomes in the following:

- Student Achievement
- Student Progress
- Closing the Gaps

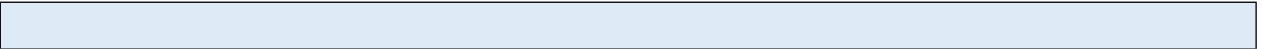
WISD has elected to use the nationally normed MAP (Measures of Academic Progress) assessment for measuring achievement and growth in K-12 math, reading, language usage, and science. This tool provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. MAP reports assist staff in visualizing, consolidating and coordinating data to make it easier to interpret and apply to classroom instruction and each student intervention.

Examples of MAP reports used by the district, campuses, teachers and families are attached.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020** \_\_\_\_\_ -

Subject: **Minutes** \_\_\_\_\_



The minutes for October 12, 2020 and October 26, 2020 are included for the Board.

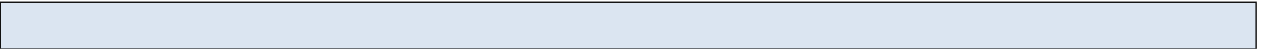
**Recommendation:**

The minutes listed above be approved as presented.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: November 9, 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 SEPTEMBER 2020**

Actual Invested Funds:	\$26,479,973.17
Actual Cash Balance:	<u>\$ 468,807.80</u>

**Total Cash Balance (Sept. 30th):**                    **\$26,948,780.97**

Estimated Oct. 20 Tax Revenue:	\$ 875,300.00
Estimated Oct. 20 State/Other Revenue:	\$ 8,415,300.00
Estimated Oct. 20 Payroll Expenses:	\$ -6,750,300.00
Estimated Oct. 20 A/P Expenses:	<u>\$ -1,669,450.00</u>

**Projected Cash Balance end (Oct. 31st):**   **\$27,819,630.97**

There are no anticipated cash flow problems for the District.



**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2020-21**  
(updated monthly with actuals)

Projected 2020-21 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 24,436,155	\$ 26,948,781	\$ 27,819,631	\$ 27,672,931	\$ 42,125,731	\$ 53,581,406	\$ 50,063,006	\$ 43,536,976	\$ 39,375,076	\$ 33,981,376	\$ 30,401,526	\$ 28,093,126	\$ 50,098,324
Local Tax Revenue	\$ 95,974	\$ 875,300	\$ 3,475,600	\$ 21,750,400	\$ 18,760,300	\$ 3,780,400	\$ 550,400	\$ 235,400	\$ 176,500	\$ 145,900	\$ 176,500	\$ 75,650	\$ 54,943,698
State/Other Revenue	\$ 11,245,653	\$ 8,415,300	\$ 4,922,500	\$ 1,364,100	\$ 1,185,375	\$ 1,185,300	\$ 1,214,170	\$ 4,023,700	\$ 2,960,800	\$ 4,970,200	\$ 6,190,300	\$ 7,266,500	\$ 105,042,022
Payroll Expenses	\$ (6,511,776)	\$ (6,750,300)	\$ (6,759,400)	\$ (6,975,800)	\$ (6,691,700)	\$ (6,740,300)	\$ (6,750,300)	\$ (6,780,500)	\$ (6,790,500)	\$ (6,800,350)	\$ (6,879,400)	\$ (6,750,300)	\$ (81,180,626)
Accounts Payable	\$ (2,317,225)	\$ (1,689,450)	\$ (1,785,400)	\$ (1,685,900)	\$ (1,798,300)	\$ (1,743,800)	\$ (1,540,300)	\$ (1,640,500)	\$ (1,740,300)	\$ (1,895,600)	\$ (1,795,800)	\$ (1,975,800)	\$ (21,588,375)
Ending Balance	\$ 26,948,781	\$ 27,819,631	\$ 27,672,931	\$ 42,125,731	\$ 53,581,406	\$ 50,063,006	\$ 43,536,976	\$ 39,375,076	\$ 33,981,376	\$ 30,401,526	\$ 28,093,126	\$ 26,709,176	\$ (102,769,001)

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

Projected 2020-21 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 24,436,155	\$ 25,694,005	\$ 26,564,844	\$ 26,418,144	\$ 40,870,944	\$ 52,326,619	\$ 48,808,219	\$ 42,282,189	\$ 38,120,289	\$ 32,726,589	\$ 29,146,739	\$ 26,838,339	
Local Tax Revenue	\$ 475,300	\$ 875,300	\$ 3,475,600	\$ 21,750,400	\$ 18,760,300	\$ 3,780,400	\$ 550,400	\$ 235,400	\$ 178,500	\$ 145,900	\$ 176,500	\$ 75,650	\$ 50,477,650
State/Other Revenue	\$ 9,152,700	\$ 8,415,300	\$ 4,922,500	\$ 1,364,100	\$ 1,185,375	\$ 1,185,300	\$ 1,214,170	\$ 4,023,700	\$ 2,980,600	\$ 4,970,200	\$ 6,190,300	\$ 7,266,500	\$ 52,850,745
Payroll Expenses	\$ (6,575,800)	\$ (6,750,300)	\$ (6,759,400)	\$ (6,975,800)	\$ (6,691,700)	\$ (6,740,300)	\$ (6,750,300)	\$ (6,780,500)	\$ (6,790,500)	\$ (6,800,350)	\$ (6,879,400)	\$ (6,750,300)	\$ (81,244,650)
Accounts Payable	\$ (1,794,350)	\$ (1,689,450)	\$ (1,785,400)	\$ (1,685,900)	\$ (1,798,300)	\$ (1,743,800)	\$ (1,540,300)	\$ (1,640,500)	\$ (1,740,300)	\$ (1,895,800)	\$ (1,795,800)	\$ (1,975,800)	\$ (21,065,800)
Ending Balance	\$ 25,694,005	\$ 26,564,855	\$ 26,418,144	\$ 40,870,944	\$ 52,326,619	\$ 48,808,219	\$ 42,282,189	\$ 38,120,289	\$ 32,726,589	\$ 29,146,739	\$ 26,838,339	\$ 25,454,389	\$ (102,310,150)

Projections based on these assumptions:

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

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

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

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

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

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

	LOCAL MAIN.	I & S	OSCB ESCROW	CAPITAL	ENTERPRISE	TOTAL
Beginning Balances	09/01/20	\$ 449,356.98	\$ 261,617.42	\$ 282,349.98	\$ 638,453.14	\$ 1,631,777.52
Add: Deposits		\$ 8,848,451.75	\$ 6,500.13	\$ 286,214.16	\$ 181,071.06	\$ 9,322,237.10
Less: Disbursements		\$ (8,829,000.93)	\$ (1,000.00)	\$ (286,193.80)	\$ (218,095.01)	\$ (9,334,289.74)
Ending Balances	09/30/20	\$ 468,807.80	\$ 267,117.55	\$ 282,370.34	\$ 601,429.19	\$ 1,619,724.88
Add: Investments		\$ 26,479,973.17	\$ 1,882,949.76	\$ 1,817,341.53	\$ 0.00	\$ 31,729,860.51
TOTALS		\$ 26,948,780.97	\$ 2,150,067.31	\$ 1,549,596.05	\$ 2,099,711.87	\$ 601,429.19

PERCENTAGE OF CURRENT YEAR REVENUES  
General Operating and Interest & Sinking

	Total Levy (Budgeted)	9/30/2020	Percentage
<b>2019-20 Tax Collections</b>			
Current	\$ 65,922,774	0.00	0.00%
Prior Yr. Delinquent	\$ 390,000	184,779.00	47.37%
Penalties	\$ 330,000	22,584.00	6.84%
<b>2020-21 Tax Collections</b>			
Current	\$ 69,389,090	0.00	0.00%
Prior Yr. Delinquent	\$ 390,000	106,216.45	27.23%
Penalties	\$ 330,000	21,055.24	6.38%
<b>2019-20 Other Revenue</b>			
	\$ 47,947,290	12,553,187.29	26.18%
<b>2020-21 Other Revenue</b>			
	\$ 50,228,878	11,501,532.34	22.89%
<b>2019-20 Total Revenue</b>			
	\$ 114,590,064	12,760,550.29	11.13%
<b>2020-21 Total Revenue</b>			
	\$ 120,337,968	11,528,804.03	9.58%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
9/1/2020	G/O	POOL	TASB LONE STAR	\$23,005,999.04	**9/30/2020	0.087	0.087	\$23,005,999.04	\$1,637.52	\$23,007,636.56
9/1/2020	G/O	POOL	TEX-POOL	\$980,800.15	**9/30/2020	0.147	0.147	\$980,800.15	\$118.82	\$980,918.97
9/1/2020	G/O	POOL	TASB LONE STAR	-\$189,616.67	withdrawal			-\$189,616.67	\$0.00	-\$189,616.67
9/1/2020	G/O	POOL	TASB LONE STAR	-\$16,815.04	withdrawal			-\$16,815.04	\$0.00	-\$16,815.04
9/1/2020	G/O	POOL	TASB LONE STAR	-\$77,912.34	withdrawal			-\$77,912.34	\$0.00	-\$77,912.34
9/4/2020	G/O	POOL	TASB LONE STAR	\$23,227.75	**9/30/2020	0.087	0.087	\$23,227.75	\$1.44	\$23,229.19
9/4/2020	G/O	POOL	TASB LONE STAR	-\$38,448.63	withdrawal			-\$38,448.63	\$0.00	-\$38,448.63
9/4/2020	G/O	POOL	TASB LONE STAR	-\$1,036,033.63	withdrawal			-\$1,036,033.63	\$0.00	-\$1,036,033.63
9/4/2020	G/O	POOL	TASB LONE STAR	-\$45,432.12	withdrawal			-\$45,432.12	\$0.00	-\$45,432.12
9/4/2020	G/O	POOL	TASB LONE STAR	-\$47,707.99	withdrawal			-\$47,707.99	\$0.00	-\$47,707.99
9/8/2020	G/O	POOL	TASB LONE STAR	\$9,243.42	**9/30/20	0.087	0.087	\$9,243.42	\$0.48	\$9,243.90
9/8/2020	G/O	POOL	TASB LONE STAR	\$44,347.80	**9/30/20	0.087	0.087	\$44,347.80	\$2.33	\$44,350.13
9/9/2020	G/O	POOL	TASB LONE STAR	\$1,305.19	**9/30/20	0.087	0.087	\$1,305.19	\$0.07	\$1,305.26
9/10/2020	G/O	POOL	TASB LONE STAR	\$1,476.83	**9/30/20	0.087	0.087	\$1,476.83	\$0.07	\$1,476.90
9/11/2020	G/O	POOL	TASB LONE STAR	\$935.07	**9/30/20	0.087	0.087	\$935.07	\$0.04	\$935.11
9/11/2020	G/O	POOL	TASB LONE STAR	-\$42,326.91	withdrawal			-\$42,326.91	\$0.00	-\$42,326.91
9/11/2020	G/O	POOL	TASB LONE STAR	-\$130,125.33	withdrawal			-\$130,125.33	\$0.00	-\$130,125.33
9/11/2020	G/O	POOL	TASB LONE STAR	-\$21,458.25	withdrawal			-\$21,458.25	\$0.00	-\$21,458.25
9/11/2020	G/O	POOL	TASB LONE STAR	-\$101,758.52	withdrawal			-\$101,758.52	\$0.00	-\$101,758.52
9/11/2020	G/O	POOL	TASB LONE STAR	-\$95,723.96	withdrawal			-\$95,723.96	\$0.00	-\$95,723.96
9/14/2020	G/O	POOL	TASB LONE STAR	\$271.85	**9/30/20	0.087	0.087	\$271.85	\$0.01	\$271.86
9/15/2020	G/O	POOL	TASB LONE STAR	\$188.34	**9/30/20	0.087	0.087	\$188.34	\$0.01	\$188.35
9/15/2020	G/O	POOL	TASB LONE STAR	\$85,511.02	**9/30/20	0.087	0.087	\$85,511.02	\$3.06	\$85,514.08
9/16/2020	G/O	POOL	TASB LONE STAR	\$122.29	**9/30/20	0.087	0.087	\$122.29	\$0.00	\$122.29
9/16/2020	G/O	POOL	TASB LONE STAR	-\$261,470.29	withdrawal			-\$261,470.29	\$0.00	-\$261,470.29
9/17/2020	G/O	POOL	TASB LONE STAR	\$3,302.87	**9/30/20	0.087	0.087	\$3,302.87	\$0.10	\$3,302.97
9/18/2020	G/O	POOL	TASB LONE STAR	-\$155,511.76	withdrawal			-\$155,511.76	\$0.00	-\$155,511.76
9/18/2020	G/O	POOL	TASB LONE STAR	-\$69,498.84	withdrawal			-\$69,498.84	\$0.00	-\$69,498.84
9/18/2020	G/O	POOL	TASB LONE STAR	-\$32,351.73	withdrawal			-\$32,351.73	\$0.00	-\$32,351.73
9/18/2020	G/O	POOL	TASB LONE STAR	-\$87,290.20	withdrawal			-\$87,290.20	\$0.00	-\$87,290.20
9/21/2020	G/O	POOL	TASB LONE STAR	-\$85,511.02	withdrawal			-\$85,511.02	\$0.00	-\$85,511.02
9/23/2020	G/O	POOL	TASB LONE STAR	\$2,394.10	**9/30/20	0.087	0.087	\$2,394.10	\$0.04	\$2,394.14
9/23/2020	G/O	POOL	TASB LONE STAR	\$77,374.00	**9/30/20	0.087	0.087	\$77,374.00	\$1.29	\$77,375.29
9/23/2020	G/O	POOL	TASB LONE STAR	\$15,508.85	**9/30/20	0.087	0.087	\$15,508.85	\$2.53	\$15,511.38
9/23/2020	G/O	POOL	TASB LONE STAR	\$10,865.41	**9/30/20	0.087	0.087	\$10,865.41	\$0.18	\$10,865.59
9/23/2020	G/O	POOL	TASB LONE STAR	\$253,955.20	**9/30/20	0.087	0.087	\$253,955.20	\$4.24	\$253,959.44
9/23/2020	G/O	POOL	TASB LONE STAR	\$1,500.77	**9/30/20	0.087	0.087	\$1,500.77	\$0.03	\$1,500.80
9/23/2020	G/O	POOL	TASB LONE STAR	\$13,615.21	**9/30/20	0.087	0.087	\$13,615.21	\$0.23	\$13,615.44
9/23/2020	G/O	POOL	TASB LONE STAR	\$2,590.00	**9/30/20	0.087	0.087	\$2,590.00	\$0.04	\$2,590.04
9/24/2020	G/O	POOL	TASB LONE STAR	-\$5,991,475.95	withdrawal			-\$5,991,475.95	\$0.00	-\$5,991,475.95
9/24/2020	G/O	POOL	TASB LONE STAR	\$1,960,532.00	**9/30/20	0.087	0.087	\$1,960,532.00	\$28.04	\$1,960,560.04
9/25/2020	G/O	POOL	TASB LONE STAR	-\$3,302.87	withdrawal			-\$3,302.87	\$0.00	-\$3,302.87
9/25/2020	G/O	POOL	TASB LONE STAR	\$142,787.00	**9/30/20	0.087	0.087	\$142,787.00	\$1.70	\$142,788.70

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

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
9/25/2020	G/O	POOL	TASB LONE STAR	\$ 8,718,243.00	**9/30/20	0.087	0.087	\$ 8,718,243.00	\$103.90	\$8,718,346.90
9/25/2020	G/O	POOL	TASB LONE STAR	-\$ 148,871.31	withdrawal			-\$ 148,871.31	\$0.00	-\$148,871.31
9/25/2020	G/O	POOL	TASB LONE STAR	-\$ 76,258.29	withdrawal			-\$ 76,258.29	\$0.00	
9/25/2020	G/O	POOL	TASB LONE STAR	-\$ 46,370.72	withdrawal			-\$ 46,370.72	\$0.00	
9/25/2020	G/O	POOL	TASB LONE STAR	-\$ 22,773.51	withdrawal			-\$ 22,773.51	\$0.00	
9/28/2020	G/O	POOL	TASB LONE STAR	\$ 49,514.40	**9/30/20	0.087	0.087	\$ 49,514.40	\$0.24	\$0.24
9/29/2020	G/O	POOL	TASB LONE STAR	\$ 358.98	**9/30/20	0.087	0.087	\$ 358.98	\$0.00	\$0.00
9/30/2020	G/O	POOL	TASB LONE STAR	\$ 1,313.93	**9/30/20			\$ 1,313.93	\$0.00	\$0.00
9/30/2020	G/O	POOL	TASB LONE STAR	-\$ 248,966.18	withdrawal			-\$ 248,966.18	\$0.00	
9/30/2020	G/O	POOL	TASB LONE STAR	\$ 0.33	interest adj			\$ 0.33	\$0.00	\$0.00
9/30/2020	G/O	POOL	TASB LONE STAR	\$ 1,565.30	interest			\$ 1,565.30	\$0.00	\$0.00
10/1/2020	G/O	POOL	TASB LONE STAR	\$ 3,877.61	in transit			\$ 3,877.61	\$0.00	\$0.00
10/2/2020	G/O	POOL	TASB LONE STAR	\$ 90.71	in transit			\$ 90.71	\$0.00	\$0.00
10/3/2020	G/O	POOL	TASB LONE STAR	\$ 4,048.00	in transit			\$ 4,048.00	\$0.00	\$0.00
9/30/2020	G/O	POOL	TEX-POOL	\$ 118.81	interest			\$ 118.81	\$0.00	\$0.00
			SUB-TOTAL:	\$ 26,479,973.17				\$ 26,479,973.17		
9/1/2020	I&S	POOL	TASB-LONE STAR	\$ 1,851,520.10	**9/30/20	0.087	0.087	\$ 1,851,520.10	\$132.40	\$ 1,851,652.50
9/4/2020	I&S	POOL	TASB-LONE STAR	\$ 8,338.20	**9/30/20	0.087	0.087	\$ 8,338.20	\$0.52	\$8,338.72
9/8/2020	I&S	POOL	TASB-LONE STAR	\$ 3,067.39	**9/30/20	0.087	0.087	\$ 3,067.39	\$0.16	\$3,067.55
9/9/2020	I&S	POOL	TASB-LONE STAR	\$ 467.85	**9/30/20	0.087	0.087	\$ 467.85	\$0.02	\$467.87
9/10/2020	I&S	POOL	TASB-LONE STAR	\$ 518.99	**9/30/20	0.087	0.087	\$ 518.99	\$0.02	\$519.01
9/11/2020	I&S	POOL	TASB-LONE STAR	\$ 328.89	**9/30/20	0.087	0.087	\$ 328.89	\$0.01	\$328.90
9/14/2020	I&S	POOL	TASB-LONE STAR	\$ 97.69	**9/30/20	0.087	0.087	\$ 97.69	\$0.00	\$97.69
9/15/2020	I&S	POOL	TASB-LONE STAR	\$ 47.94	**9/30/20	0.087	0.087	\$ 47.94	\$0.00	\$47.94
9/16/2020	I&S	POOL	TASB-LONE STAR	\$ 42.79	**9/30/20	0.087	0.087	\$ 42.79	\$0.00	\$42.79
9/28/2020	I&S	POOL	TASB-LONE STAR	\$ 15,386.79	**9/30/20	0.087	0.087	\$ 15,386.79	\$0.07	\$15,386.86
9/29/2020	I&S	POOL	TASB-LONE STAR	\$ 125.53	**9/30/20	0.087	0.087	\$ 125.53	\$0.00	\$125.53
9/30/2020	I&S	POOL	TASB-LONE STAR	\$ 466.39	**9/30/20	0.087	0.087	\$ 466.39	\$0.00	\$466.39
9/30/2020	I&S	POOL	TASB-LONE STAR	\$ 132.34	interest			\$ 132.34	\$0.00	\$132.34
10/1/2020	I&S	POOL	TASB-LONE STAR	\$ 1,389.32	in transit			\$ 1,389.32	\$0.00	\$1,389.32
10/2/2020	I&S	POOL	TASB-LONE STAR	\$ 32.60	in transit			\$ 32.60	\$0.00	\$32.60
10/5/2020	I&S	POOL	TASB-LONE STAR	\$ 986.95	in transit			\$ 986.95	\$0.00	\$986.95
			SUB-TOTAL:	\$ 1,882,949.76				\$ 1,882,949.76		
9/1/2020	QSCB	POOL	TASB-LONE STAR	\$ 1,549,486.03	**9/30/20	0.087	0.087	\$ 1,549,486.03	\$110.80	\$ 1,549,596.83
9/30/2020	QSCB	POOL	TASB-LONE STAR	\$ 110.02	interest			\$ 110.02	\$0.00	\$110.02
			SUB-TOTAL:	\$ 1,549,596.05				\$ 1,549,596.05		

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

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD COST	PROJ. INT.	PAR
8/1/2020	BLDG.	POOL	TASB-LONE STAR	\$2,109,508.17	**8/31/20	0.087	\$2,109,508.17	\$155.87	\$2,109,664.04
9/4/2020	BLDG.	POOL	TASB-LONE STAR	-\$24,535.61	withdrawal		-\$24,535.61	\$0.00	-\$86.75
9/4/2020	BLDG.	POOL	TASB-LONE STAR	-\$15,865.50	withdrawal		-\$15,865.50	\$0.00	-\$314.70
9/18/2020	BLDG.	POOL	TASB-LONE STAR	-\$90,508.40	withdrawal		-\$90,508.40	\$0.00	-\$29,567.19
9/18/2020	BLDG.	POOL	TASB-LONE STAR	-\$138,991.43	withdrawal		-\$138,991.43	\$0.00	-\$12,536.04
9/18/2020	BLDG.	POOL	TASB-LONE STAR	-\$1,083.74	withdrawal		-\$1,083.74	\$0.00	-\$1,619,313.88
9/24/2020	BLDG.	POOL	TASB-LONE STAR	-\$6,112.83	withdrawal		-\$6,112.83	\$0.00	-\$244.85
9/25/2020	BLDG.	POOL	TASB-LONE STAR	-\$34.20	withdrawal		-\$34.20	\$0.00	-\$291.57
9/25/2020	BLDG.	POOL	TASB-LONE STAR	-\$14,518.75	withdrawal		-\$14,518.75	\$0.00	-\$2,973.25
9/25/2020	BLDG.	POOL	TASB-LONE STAR	-\$656.17	withdrawal		-\$656.17	\$0.00	-\$13,196.48
9/30/2020	BLDG.	POOL	TASB-LONE STAR	\$139.99	interest		\$139.99	\$0.00	-\$6,112.76
				\$1,817,341.53			\$1,817,341.53		
			TOTAL INVESTED:	\$31,729,860.51					
			total does not include						
			scholarship investments						
9/1/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$885,435.41	**9/30/2020	0.216	\$885,435.41	\$157.05	\$885,592.46
9/18/2020	SCH.	POOL-PLUS	TASB-LONE STAR	-\$2,000.00	withdrawal		-\$2,000.00		
9/30/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$156.48	interest		\$156.48		
			SCHOLARSHIP TOTAL:	\$883,591.89			\$887,591.89		
<p>HEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 09/30/2020.</p> <p>INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.</p>									
RYAN KAHLIDEN, ASST. SUP. FOR BUSINESS & FINANCE					WENDY ROSS, DIRECTOR OF ACCOUNTING				

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

**WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF SEPTEMBER 2020**

<b>GENERAL FUND</b>	<b>YTD ACTUAL</b>	<b>ORIGINAL BUDGET</b>	<b>REVISED BUDGET</b>	<b>YTD %</b>	<b>PRIOR YTD %</b>
REVENUES	11,490,764.22	100,220,605	100,220,605	11.45%	13.59%
EXPENDITURES	4,596,807.49	98,898,378	100,390,081	4.57%	2.21%
<b>SPECIAL PROGRAMS</b>					
REVENUES	558,151.34	3,156,925	3,544,752	15.74%	34.32%
EXPENDITURES	91,946.62	3,997,779	4,233,314	2.17%	0.86%
<b>INTEREST &amp; SINKING</b>					
REVENUES	38,039.81	20,117,363	20,117,363	0.18%	0.31%
EXPENDITURES	1,000.00	17,543,956	17,543,956	0.00%	0.00%
<b>CAPITAL PROJECTS</b>					
REVENUES	160.35	15,573	15,573	1.02%	13.17%
EXPENDITURES	7,852.74	1,380,534	1,380,534	0.56%	0.07%
<b>ENTERPRISE FUNDS</b>					
REVENUES	266,154.37	5,058,199	5,058,199	5.26%	8.91%
EXPENDITURES	146,418.05	5,058,199	5,058,199	2.89%	5.38%

FC OBJ	FYTD Activity	2020-21		2020-21		Unencumbered	Balance	FYTD %
		Encumbered	Amount	Original Budget	Revised Budget			
00 LOCAL/INTER. SOURCES	148,684.41	0.00	51,518,443	51,518,443	51,369,758.59	0.29		
00 STATE PROGRAM REV.	11,334,913.50	0.00	46,702,162	46,702,162	35,367,248.50	24.27		
00 FEDERAL PROG. REV.	6,469.21	0.00	2,000,000	2,000,000	1,993,530.79	0.32		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	697.10	0.00	0	0	-697.10	0.00		
00 gen	11,490,764.22	0.00	100,220,605	100,220,605	88,729,840.78	11.47		
-- Revenue	11,490,764.22	0.00	100,220,605	100,220,605	88,729,840.78	11.47		
00	92.70	0.00	0	0	-92.70	0.00		
00 PAYROLL COSTS	2.49	0.00	0	0	-2.49	0.00		
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
00 gen	95.19	0.00	0	0	-95.19	0.00		
11 PAYROLL COSTS	326,659.04	0.00	55,841,198	55,841,198	55,514,538.96	0.58		
11 PRO./CONTRACTED SVC.	23,220.00	0.00	1,321,658	1,299,408	1,252,538.00	3.61		
11 SUPPLIES	1,329,357.80	0.00	1,981,165	3,217,904	1,565,690.85	51.34		
11 OTHER OPERATING EXP.	6,788.53	0.00	370,831	358,045	337,132.87	5.84		
11 CAPITAL PROJECTS	0.00	0.00	12,000	12,000	12,000.00	0.00		
11 INSTRUCTION	1,686,025.37	0.00	59,526,852	60,728,555	58,681,900.68	3.37		
12 PAYROLL COSTS	-14,513.92	0.00	1,264,893	1,264,893	1,279,406.92	-1.15		
12 PRO./CONTRACTED SVC.	0.00	0.00	16,000	16,000	16,000.00	0.00		
12 SUPPLIES	0.00	0.00	121,200	121,200	105,913.67	12.61		
12 OTHER OPERATING EXP.	0.00	0.00	4,000	4,000	4,000.00	0.00		
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
12 INST. RESOURCES & ME	-14,513.92	0.00	1,406,093	1,406,093	1,405,320.59	0.05		
13 PAYROLL COSTS	60,677.47	0.00	1,202,393	1,202,393	1,141,715.53	5.05		
13 PRO./CONTRACTED SVC.	0.00	0.00	50,199	50,749	47,549.00	6.31		
13 SUPPLIES	0.00	0.00	2,403.66	57,285	54,881.34	4.20		
13 OTHER OPERATING EXP.	649.00	0.00	138,518	137,968	132,069.77	4.28		
13 CURRICULUM DEV. & INS	61,326.47	0.00	1,448,395	1,448,395	1,376,215.64	4.98		
21 PAYROLL COSTS	180,044.11	0.00	2,380,464	2,380,464	2,200,419.89	7.56		
21 PRO./CONTRACTED SVC.	0.00	0.00	4,500	4,500	4,500.00	0.00		
21 SUPPLIES	335.85	0.00	18,200	18,200	14,782.19	18.78		
21 OTHER OPERATING EXP.	1,269.86	0.00	44,848	44,848	42,593.49	5.03		
21 INSTRUCTIONAL LEADER	181,649.82	0.00	2,448,012	2,448,012	2,262,295.57	7.59		



FC OBJ	FYTD Activity	2020-21		2020-21		2020-21		2020-21	
		Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %			
23 PAYROLL COSTS	439,760.98	0.00	5,743,766	5,743,766	5,304,005.02	7.66			
23 PRO./CONTRACTED SVC.	851.01	0.00	6,000	6,000	5,148.99	14.18			
23 SUPPLIES	3,466.79	9,976.77	85,244	85,244	71,800.44	15.77			
23 OTHER OPERATING EXP.	3,020.00	2,141.00	71,317	70,317	65,156.00	7.34			
23 SCHOOL LEADERSHIP	447,098.78	12,117.77	5,906,327	5,905,327	5,446,110.45	7.78			
31 PAYROLL COSTS	173,749.65	0.00	2,878,091	2,878,091	2,704,341.35	6.04			
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00			
31 SUPPLIES	134.83	3,005.08	22,425	22,425	19,285.09	14.00			
31 OTHER OPERATING EXP.	0.00	450.00	12,612	12,612	12,162.00	3.57			
31 GUIDANCE & COUNSELIN	173,884.48	3,455.08	2,913,128	2,913,128	2,735,788.44	6.09			
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	7,208.79	0.00	1,259,348	1,259,348	1,252,139.21	0.57			
33 PRO./CONTRACTED SVC.	5,000.00	0.00	7,495	7,495	2,495.00	66.71			
33 SUPPLIES	4,133.44	2,015.37	28,900	28,900	22,751.19	21.28			
33 OTHER OPERATING EXP.	636.50	0.00	6,830	6,830	6,193.50	9.32			
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00			
33 HEALTH SERVICES	16,978.73	2,015.37	1,302,573	1,302,573	1,283,578.90	1.46			
34 PAYROLL COSTS	60,607.05	0.00	2,271,461	2,271,461	2,210,853.95	2.67			
34 PRO./CONTRACTED SVC.	925.90	17,930.98	165,400	120,400	101,543.12	15.66			
34 SUPPLIES	12,640.60	45,477.07	493,500	415,950	357,832.33	13.97			
34 OTHER OPERATING EXP.	63,699.00	900.00	133,667	154,167	89,568.00	41.90			
34 CAPITAL PROJECTS	0.00	0.00	4,000	106,050	106,050.00	0.00			
34 PUPIL TRANSPORTATION	137,872.55	64,308.05	3,068,028	3,068,028	2,865,847.40	6.59			
35 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00			
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00			
35 FOOD SERVICES	0.00	0.00	0	0	0.00	0.00			
36 PAYROLL COSTS	122,233.64	0.00	2,928,131	2,928,131	2,805,897.36	4.17			
36 PRO./CONTRACTED SVC.	12,642.03	450.00	179,689	179,689	166,596.97	7.29			
36 SUPPLIES	18,347.40	43,039.77	290,252	295,252	233,864.83	20.79			
36 OTHER OPERATING EXP.	62,958.93	45,691.16	626,945	626,945	518,294.91	17.33			
36 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00			

FC OBJ	FYTD Actvily	2020-21		Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %
		2020-21	2020-21					
36 COCURR./EXTRACURR.AC	216,182.00			89,180.93	4,025,017	4,030,017	3,724,654.07	7.58
41 PAYROLL COSTS	177,630.84			0.00	2,374,671	2,374,671	2,197,040.16	7.48
41 PRO./CONTRACTED SVC.	2,444.01			18,120.00	439,843	439,843	419,278.99	4.68
41 SUPPLIES	7,761.44			10,096.83	81,590	81,590	63,731.73	21.89
41 OTHER OPERATING EXP.	49,838.00			11,599.00	185,867	185,867	124,430.00	33.05
41 CAPITAL PROJECTS	0.00			0.00	7,000	7,000	7,000.00	0.00
41 GENERAL ADMINISTRATI	237,674.29			39,815.83	3,088,971	3,088,971	2,811,480.88	8.98
51 PAYROLL COSTS	324,732.74			0.00	4,651,052	4,651,052	4,326,319.26	6.98
51 PRO./CONTRACTED SVC.	32,779.14			60,695.50	2,370,199	2,370,199	2,276,724.36	3.94
51 SUPPLIES	30,791.60			105,208.24	727,068	727,068	591,068.16	18.71
51 OTHER OPERATING EXP.	879,253.00			0.00	803,000	903,000	23,747.00	97.37
51 CAPITAL PROJECTS	0.00			223.20	261,972	261,972	261,748.80	0.09
51 PLANT MAINTENANCE &	1,267,556.48			166,126.94	8,813,291	8,913,291	7,479,607.58	16.08
52 PAYROLL COSTS	7,375.50			0.00	974,504	974,504	967,128.50	0.76
52 PRO./CONTRACTED SVC.	7,929.00			14,300.00	454,643	454,643	432,414.00	4.89
52 SUPPLIES	268.50			4,824.96	25,300	25,300	20,206.54	20.13
52 OTHER OPERATING EXP.	6,250.00			770.00	3,865	3,865	-3,155.00	181.63
52 CAPITAL PROJECTS	0.00			0.00	0	0	0.00	0.00
52 SECURITY & MONITORIN	21,823.00			19,894.96	1,458,312	1,458,312	1,416,594.04	2.86
53 PAYROLL COSTS	64,756.55			0.00	957,745	957,745	892,988.45	6.76
53 PRO./CONTRACTED SVC.	58,068.69			4,458.00	598,613	568,613	506,086.31	11.00
53 SUPPLIES	22,300.75			22,619.61	421,232	362,232	317,311.64	12.40
53 OTHER OPERATING EXP.	0.00			3,817.93	38,989	38,989	35,171.07	9.79
53 CAPITAL PROJECTS	0.00			0.00	50,000	50,000	50,000.00	0.00
53 DATA PROCESSING SERV	145,125.99			30,895.54	2,066,579	1,977,579	1,801,557.47	8.90
61 PAYROLL COSTS	18,028.26			0.00	233,870	233,870	215,841.74	7.71
61 PRO./CONTRACTED SVC.	0.00			1,631.00	1,781	1,781	150.00	91.58
61 SUPPLIES	0.00			184.52	15,241	15,241	15,056.48	1.21
61 OTHER OPERATING EXP.	0.00			0.00	10,908	10,908	10,908.00	0.00
61 COMMUNITY SERVICES	18,028.26			1,815.52	261,800	261,800	241,956.22	7.58
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	2020-21		2020-21		2020-21		2020-21	
	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	0.00	139,289.80	625,000	900,000	760,710.20	15.48		
81 FACILITIES ACQ. & CO	0.00	139,289.80	625,000	900,000	760,710.20	15.48		
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
91 CONT.INST.SVCS.\PUBL	0.00	0.00	0	0	0.00	0.00		
95 PRO./CONTRACTED SVC.	0.00	0.00	15,000	15,000	15,000.00	0.00		
95 PYMTS.TO JJAEP PROGR	0.00	0.00	15,000	15,000	15,000.00	0.00		
99 PRO./CONTRACTED SVC.	0.00	0.00	525,000	525,000	525,000.00	0.00		
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
99 Other Governmental C	0.00	0.00	525,000	525,000	525,000.00	0.00		
-- Expense		4,596,807.49	98,898,378	100,390,081	94,833,522.94	5.53		
Grand Revenue Totals	11,490,764.22	0.00	100,220,605	100,220,605	88,729,840.78	11.47		
Grand Expense Totals	4,596,807.49	959,750.57	98,898,378	100,390,081	94,833,522.94	5.53		
Grand Totals	6,893,956.73	959,750.57	1,322,227	169,476	6,103,682.16	-4,067.81		
	Profit	Loss	Profit	Loss	Loss	Loss		

Number of Accounts: 12759

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

FC OBJ	2020-21		2020-21		2020-21 Comment	2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 STATE PROGRAM REV.	90,989.21	0.00	4,585.00	203,345.00		112,355.79	44.75
00 FEDERAL PROG. REV.	467,162.13	0.00	3,152,340.00	3,341,407.00		2,874,244.87	13.98
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	558,151.34	0.00	3,156,925.00	3,544,752.00		2,986,600.66	15.75
-- Revenue	558,151.34	0.00	3,156,925.00	3,544,752.00		2,986,600.66	15.75
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 gen	0.00	0.00	0.00	0.00		0.00	0.00
11 PAYROLL COSTS	-596.31	0.00	948,920.00	964,700.00		965,296.31	0.06-
11 PRO./CONTRACTED SVC.	32,171.30	7,475.00	96,835.00	257,128.00		217,481.70	12.51
11 SUPPLIES	56,296.25	36,768.34	406,971.00	517,866.93		424,802.34	10.87
11 OTHER OPERATING EXP.	950.00	870.00	52,811.00	57,811.00		55,991.00	1.64
11 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
11 INSTRUCTION	88,821.24	45,113.34	1,505,537.00	1,797,505.93		1,663,571.35	4.94
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	964.94	0.00	264,052.00	280,972.00		280,007.06	0.34
13 PRO./CONTRACTED SVC.	6,371.96	45,704.92	124,500.00	180,147.00		128,070.12	3.54
13 SUPPLIES	0.00	17,998.75	17,774.00	35,773.00		17,774.25	0.00
13 OTHER OPERATING EXP.	7,000.00	0.00	137,008.00	132,508.00		125,508.00	5.28
13 CURRICULUM DEV. & INS	14,336.90	63,703.67	543,334.00	629,400.00		551,359.43	2.28
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.	0.00	0.00	0.00	0.00		0.00	0.00
21 INSTRUCTIONAL LEADER	0.00	0.00	0.00	0.00		0.00	0.00
23 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2020-21		2020-21		2020-21 Comment	2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	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	-11,211.52	0.00	1,472,641.00	1,472,641.00		1,483,852.52	0.76-
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
31 SUPPLIES	0.00	207.90	461,267.00	311,267.00		311,059.10	0.00
31 OTHER OPERATING EXP.	0.00	0.00	15,000.00	15,000.00		15,000.00	0.00
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
31 GUIDANCE & COUNSELIN	-11,211.52	207.90	1,948,908.00	1,798,908.00		1,809,911.62	0.62-
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	0.00		0.00	0.00
34 PUPIL TRANSPORTATION	0.00	0.00	0.00	0.00		0.00	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 OTHER OPERATING EXP.	0.00	0.00	0.00	7,500.00		7,500.00	0.00
41 GENERAL ADMINISTRATI	0.00	0.00	0.00	7,500.00		7,500.00	0.00

FC OBJ	2020-21		2020-21		2020-21		Comment	2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %			
51 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
51 PLANT MAINTENANCE &	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
52 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
52 SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
52 CAPITAL PROJECTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
52 SECURITY & MONITORIN	0.00	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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	91,946.62	109,024.91	3,997,779.00	4,233,313.93	4,032,342.40	2.17			
Grand Revenue Totals	558,151.34	0.00	3,156,925.00	3,544,752.00	2,986,600.66	15.75			
Grand Expense Totals	91,946.62	109,024.91	3,997,779.00	4,233,313.93	4,032,342.40	2.17			
Grand Totals	466,204.72	109,024.91	840,854.00	688,561.93	1,045,741.74	67.71			
	Profit	Loss	Loss	Loss	Loss				

Number of Accounts: 10872

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

FC OBJ	2020-21		2020-21		2020-21		2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	38,039.81	0.00	19,629,647	19,629,647	19,591,607.19	0.19		
00 STATE PROGRAM REV.	0.00	0.00	387,716	387,716	387,716.00	0.00		
00 FEDERAL PROG. REV.	0.00	0.00	100,000	100,000	100,000.00	0.00		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	38,039.81	0.00	20,117,363	20,117,363	20,079,323.19	0.19		
-- Revenue	38,039.81	0.00	20,117,363	20,117,363	20,079,323.19	0.19		
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	1,000.00	0.00	17,543,956	17,543,956	17,542,956.00	0.01		
71 DEBT SERVICES	1,000.00	0.00	17,543,956	17,543,956	17,542,956.00	0.01		
-- Expense	1,000.00	0.00	17,543,956	17,543,956	17,542,956.00	0.01		
Grand Revenue Totals	38,039.81	0.00	20,117,363	20,117,363	20,079,323.19	0.19		
Grand Expense Totals	1,000.00	0.00	17,543,956	17,543,956	17,542,956.00	0.01		
Grand Totals	37,039.81	0.00	2,573,407	2,573,407	2,536,367.19	1.44		
	Profit		Profit	Profit	Profit			

Number of Accounts: 28

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

FC OBJ	2020-21		2020-21		2020-21		Unencumbered Balance	2020-21 FYTD %
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Comment			
00 LOCAL/INTER. SOURCES	160.35	0.00	9,500	9,500		9,339.65	1.69	
00 STATE PROGRAM REV.	0.00	0.00	6,073	6,073		6,073.00	0.00	
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00	
00 gen	160.35	0.00	15,573	15,573		15,412.65	1.03	
-- Revenue	160.35	0.00	15,573	15,573		15,412.65	1.03	
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	1,739.91	1,635.36	0	0		-3,375.27	0.00	
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00	
11 INSTRUCTION	1,739.91	1,635.36	0	0		-3,375.27	0.00	
12 SUPPLIES	0.00	0.00	0	0		0.00	0.00	
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00	
12 INST. RESOURCES & ME	0.00	0.00	0	0		0.00	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./EXTRACUR.AC	0.00	0.00	0	0		0.00	0.00	
51 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00	
51 SUPPLIES	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	6,112.83	0.00	80,534	80,534		74,421.17	7.59	



FC OBJ	2020-21		2020-21		Comment	2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
81 SUPPLIES	0.00	0.00	0	0		0.00	0.00
81 OTHER OPERATING EXP.	0.00	0.00	0	0		0.00	0.00
81 CAPITAL PROJECTS	0.00	0.00	1,300,000	1,300,000		1,300,000.00	0.00
81 FACILITIES ACO. & CO	6,112.83	0.00	1,380,534	1,380,534		1,374,421.17	0.44
-- Expense	7,852.74	1,635.36	1,380,534	1,380,534		1,371,045.90	0.57
Grand Revenue Totals	160.35	0.00	15,573	15,573		15,412.65	1.03
Grand Expense Totals	7,852.74	1,635.36	1,380,534	1,380,534		1,371,045.90	0.57
Grand Totals	7,692.39	1,635.36	1,364,961	1,364,961		1,355,633.25	0.56
	Loss	Loss	Loss	Loss		Loss	Loss

Number of Accounts: 227

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

FC OBJ	2020-21		2020-21		2020-21		2020-21	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	189,643.35	0.00	2,094,625	2,094,625	1,913,981.65	8.62		
00 STATE PROGRAM REV.	0.00	0.00	184,459	184,459	184,459.00	0.00		
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	85,511.02	0.00	2,779,115	2,779,115	2,693,603.98	3.08		
00 gen	266,154.37	0.00	5,058,199	5,058,199	4,792,044.63	5.26		
-- Revenue	266,154.37	0.00	5,058,199	5,058,199	4,792,044.63	5.26		
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	32,261.74	0.00	2,150,611	2,150,611	2,118,349.26	1.50		
35 PRO./CONTRACTED SVC.	0.00	0.00	10,000	10,000	10,000.00	0.00		
35 SUPPLIES	113,999.21	0.00	2,302,990	2,302,990	1,560,315.16	32.25		
35 OTHER OPERATING EXP.	0.00	0.00	7,000	7,000	7,000.00	0.00		
35 CAPITAL PROJECTS	0.00	0.00	65,000	65,000	65,000.00	0.00		
35 FOOD SERVICES	146,260.95	0.00	4,535,601	4,535,601	3,760,664.42	17.09		
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
51 PRO./CONTRACTED SVC.	0.00	0.00	88,500	88,500	88,500.00	0.00		
51 PLANT MAINTENANCE &	0.00	0.00	88,500	88,500	88,500.00	0.00		
61 PAYROLL COSTS	-1,336.77	0.00	393,965	393,965	395,301.77	-0.34		
61 PRO./CONTRACTED SVC.	0.00	0.00	13,421	13,421	13,421.00	0.00		
61 SUPPLIES	1,481.87	0.00	21,700	21,700	15,607.61	28.08		
61 OTHER OPERATING EXP.	12.00	0.00	5,012	5,012	5,000.00	0.24		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	157.10	0.00	434,098	434,098	429,330.38	1.10		
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	146,418.05	633,286.15	5,058,199	5,058,199	4,278,494.80	15.41		
Grand Revenue Totals	266,154.37	0.00	5,058,199	5,058,199	4,792,044.63	5.26		
Grand Expense Totals	146,418.05	633,286.15	5,058,199	5,058,199	4,278,494.80	15.41		
Grand Totals	119,736.32	633,286.15	0	0	513,549.83	0.00		
	Profit	Loss			Profit			

FC OBU	2020-21 FYTD Activity	Encumbered Amount	2020-21 Original Budget	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
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Number of Accounts: 970

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

Waxahachie ISD 2020-21 Budget Summary September 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
<b>REVENUES</b>											
5700 LOCAL REVENUE	51,518,443	51,518,443	148,684	203,345	90,989	19,629,647	38,040	9,500	160	2,094,625	180,643
5800 STATE PROGRAM REVENUES	46,702,162	46,702,162	11,334,914	3,341,407	467,162	387,716		6,073		184,459	
5900 FEDERAL REVENUES	2,000,000	2,000,000	6,469			100,000					
7900 OTHER RESOURCES/TRANSFERS			697							2,779,115	85,511
<b>TOTAL REVENUES</b>	<b>100,220,605</b>	<b>100,220,605</b>	<b>11,490,764</b>	<b>3,544,752</b>	<b>558,151</b>	<b>20,117,363</b>	<b>38,040</b>	<b>15,573</b>	<b>160</b>	<b>5,058,199</b>	<b>266,154</b>
<b>APPROPRIATIONS BY FUNCTION</b>											
00 TRANSFERS BETWEEN FUNDS			95								
11 INSTRUCTIONAL RESOURCES & MEDIA SER	59,526,852	60,728,555	1,686,025	1,853,506	88,821				1,740		
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,406,093	1,406,093	(14,514)								
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,448,395	1,448,395	61,326	633,400	14,337						
21 INSTRUCTIONAL LEADERSHIP	2,448,012	2,448,012	181,650								
23 SCHOOL ADMINISTRATION	5,906,327	5,905,327	447,099								
31 GUIDANCE AND COUNSELING SERVICES	2,913,128	2,913,128	173,884	1,738,908	(11,212)						
32 SOCIAL WORK SERVICES	-	0	0								
33 HEALTH SERVICES	1,302,573	1,302,573	16,979								
34 STUDENT (PUPIL) TRANSPORTATION	3,068,028	3,068,028	137,873								
35 FOOD SERVICES			0								
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	4,025,017	4,030,017	216,182							4,535,601	146,261
41 GENERAL ADMINISTRATION	3,088,971	3,088,971	237,674	7,500							
51 PLANT MAINTENANCE AND OPERATION	8,813,291	8,913,291	1,267,556							88,500	
52 SECURITY & MONITORING SERVICES	1,458,312	1,458,312	21,823								
53 DATA PROCESSING SERVICES	2,066,579	1,977,579	145,126								
61 COMMUNITY SERVICES	261,800	261,800	18,028							434,098	157
71 DEBT SERVICE		0				17,543,956	1,000				
81 FACILITIES	625,000	900,000									
95 JJAEP	15,000	15,000						1,380,534	6,113		
99 OTHER	525,000	525,000									
<b>TOTAL APPROPRIATIONS AND TRANSFERS</b>	<b>98,898,378</b>	<b>100,390,081</b>	<b>4,596,807</b>	<b>4,233,314</b>	<b>91,947</b>	<b>17,543,956</b>	<b>1,000</b>	<b>1,380,534</b>	<b>7,853</b>	<b>5,058,199</b>	<b>146,418</b>
<b>TOTAL REVENUES OVER (UNDER) APPROPRIATIONS</b>	<b>1,322,227</b>	<b>(169,476)</b>	<b>6,893,957</b>	<b>(688,562)</b>	<b>466,205</b>	<b>2,573,407</b>	<b>37,040</b>	<b>(1,364,961)</b>	<b>(7,692)</b>	<b>-</b>	<b>119,736</b>

Waxahachie ISD  
BOARD OF TRUSTEES

Date: November 9, 2020

Subject: Budget and Finance



**Background:**

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

**Recommendation:**

Review and approve as presented.

**BID REPORT**  
**NOVEMBER 9, 2020 MEETING**

1. The Business Office requests an amendment to the previously approved list of vendors for the category of Maintenance Related Contracted Services. The vendor's RFP response was received and documented by the posted deadline, however, was accidentally left off the list submitted at the October Board meeting for approval. We request that Your Comfort Air located in Waco, Texas be added to the approved list of vendors for this category.
  
2. The Business Office makes the recommendation of MSB Consulting Group, LLC as the vendor of choice for Medicaid Consulting and Billing Services (RFP Number 21-100). Four RFP responses were received for consideration. The District has been utilizing MSB for these services for several years and feel that their services have been excellent and without major concerns or problems. The percentage fee was competitive with the other RFP responses based on the scope of services to be provided.

Waxahachie ISD 2020-21 Proposed Budget Amendments for November 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
<b>REVENUES</b>						
5700 LOCAL & INTER. SOURCE REVENUE	51,518,443	51,518,443			51,518,443	
5800 STATE PROGRAM REVENUES	46,702,162	46,702,162			46,702,162	
5900 FEDERAL REVENUES	2,000,000	2,000,000		-	2,000,000	
7900 OTHER RESOURCES				-	-	
<b>TOTAL REVENUES</b>	<b>100,220,605</b>	<b>100,220,605</b>	-	-	<b>100,220,605</b>	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	59,526,852	60,728,555			60,728,555	
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,406,093	1,406,093				
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,448,395	1,448,395			1,448,395	
21 INSTRUCTIONAL LEADERSHIP	2,448,012	2,448,012			2,448,012	
23 SCHOOL ADMINISTRATION	5,906,327	5,905,327			5,905,327	
31 GUIDANCE AND COUNSELING SERVICES	2,913,128	2,913,128			2,913,128	
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,302,573	1,302,573			1,302,573	
34 STUDENT (PUPIL) TRANSPORTATION	3,068,028	3,068,028				
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	4,025,017	4,030,017			4,030,017	
41 GENERAL ADMINISTRATION	3,088,971	3,088,971			3,088,971	
51 PLANT MAINTENANCE AND OPERATION	8,813,291	8,913,291	10,000		8,923,291	Moving \$10,000 out of campus refresh account in function 81 to function 51 for ag barn improvements
52 SECURITY & MONITORING SERVICES	1,458,312	1,458,312			1,458,312	
53 DATA PROCESSING SERVICES	2,066,579	1,977,579			1,977,579	
61 COMMUNITY SERVICES	261,800	261,800				
71 DEBT SERVICE					-	
81 FACILITIES	625,000	900,000		(10,000)	890,000	Moving \$10,000 out of campus refresh account in function 81 to function 51 for ag barn improvements
95 JJAEP	15,000	15,000			15,000	
99 OTHER GOVERNMENTS	525,000	525,000			525,000	
<b>TOTAL APPROPRIATIONS</b>	<b>98,898,378</b>	<b>100,390,081</b>	<b>10,000</b>	<b>(10,000)</b>	<b>100,390,081</b>	
	<b>Yes</b>	<b>No</b>				
Approved by Board:			Date:		Signed:	

**Waxahachie ISD 2019-20 Proposed Enterprise Funds Budget  
Amendments for November 2020**

	Adopted Ent. Fund	Amended Ent. Fund	Proposed Budget Amendments- Increases Ent. Fund	Proposed Budget Amendments- (Decreases) Ent. Fund	Proposed Revised Budget Ent. Fund	Explanation
	7XXX	7XXX	7XXX	7XXX	7XXX	
5700 LOCAL & INTER. SOURCE REVENUE	2,094,625	2,094,625	2,000		2,096,625	Increase to Day Care Center budget based on special funds received.
5800 STATE PROGRAM REVENUES	184,459	184,459	-	-	184,459	
5900 FEDERAL REVENUES						
7900 OTHER RESOURCES	2,779,115	2,779,115			2,779,115	
<b>TOTAL REVENUES</b>	<b>5,058,199</b>	<b>5,058,199</b>	<b>2,000</b>	<b>-</b>	<b>5,060,199</b>	
<b>APPROPRIATIONS BY FUNCTION</b>						
11 INSTRUCTIONAL RESOURCES & MEDIA SER	-	-	-	-	-	
12 INSTRUCTIONAL RESOURCES & MEDIA SER	-	-	-	-	-	
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	-	-	-	-	-	
21 INSTRUCTIONAL LEADERSHIP	-	-	-	-	-	
23 SCHOOL ADMINISTRATION	-	-	-	-	-	
31 GUIDANCE AND COUNSELING SERVICES	-	-	-	-	-	
32 SOCIAL WORK SERVICES	-	-	-	-	-	
33 HEALTH SERVICES	-	-	-	-	-	
34 STUDENT (PUPIL) TRANSPORTATION	-	-	-	-	-	
35 FOOD SERVICES	4,535,601	4,535,601			4,535,601	
36 COCURRICULAR/EXTRACURRICULAR ACTIV.						
41 GENERAL ADMINISTRATION						
51 PLANT MAINTENANCE AND OPERATION	88,500	88,500			88,500	
52 SECURITY & MONITORING SERVICES						
53 DATA PROCESSING SERVICES						
61 COMMUNITY SERVICES	434,098	434,098	2,000		436,098	Increase to Day Care budget based on special funds received.
71 DEBT SERVICE						
81 FACILITIES						
8900 OTHER USES						
<b>TOTAL APPROPRIATIONS</b>	<b>5,058,199</b>	<b>5,058,199</b>	<b>2,000</b>	<b>-</b>	<b>5,060,199</b>	
	<b>Yes</b>	<b>No</b>				
<b>Approved by Board:</b>						
<b>Date:</b>						
<b>Signed:</b>						



COPIES  
 WHITE VENDOR  
 YELLOW RECEIVING

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

REQ. NUMBER: 9370021049  
 VENDOR KEY : LABATFOS001  
 PAGE NUMBER: 1  
 REQ. DATE : 10/26/2020  
 SHIP DATE : 10/26/2020  
 SHIP VIA : Best Way  
 FISCAL YEAR: 2020-2021  
 ENTERED BY : HODGEMAR000

PRINTED 10/30/2020

COMPANY: LABATT FOOD SERVICE PO BOX 137 SAN ANTONIO, TX 78291-0137	                 	DELIVER TO: WISD CHILD NUTRITION 631 SOLON RD WAXAHACHIE, TX 75165  ATTN: MARY HODGE
---	--	---

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Food Purchases--All district cafeterias	220000.00000	220000.00
1	EACH	Non-Food/Supplies Purchases--All district cafeterias	80000.00000	80000.00
		Region 10 Vendor		
		TOTAL		300,000.00

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

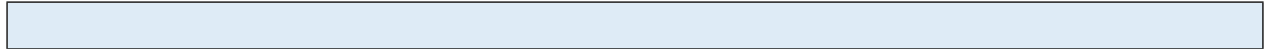
P.O.: 9370021049 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : LABATFOS001

ACCOUNT	AMOUNT
701 E 35 6341 00 937 0 99 000	220,000.00
701 E 35 6342 00 937 0 99 000	80,000.00

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020** \_\_\_\_\_

Subject: **Ratify contract with PowerSchools** \_\_\_\_\_



**Background:**

In September 2019, the Human Resources department executed an agreement with PowerSchool Group, LLC for an electronic records management solution. The executed agreement is for a three year period with a total price of approximately \$51,000.

**Recommendation:**

Ratify the agreement with PowerSchool Group, LLC for electronic records management system.



PowerSchool Group LLC  
 150 Parkshore Dr, Folsom, CA 95630  
 Quote # Q-215145-1

Quote Expiration Date: 9/30/2019

Prepared By: **Kristen White**  
 Customer Name: **Waxahachie Independent School District**  
 Enrollment: **7,000**  
 # of Schools: **1.00**  
 Contract Term: **36 Months**  
 Start Date: **10/1/2019**  
 End Date: **9/30/2022**

Customer Contact: **Monica James**  
 Title: **Director of HR**  
 Address: **411 N. Gibson St.**  
 City: **Waxahachie**  
 State/Province: **Texas**  
 Zip Code: **75165**  
 Phone #: **(972) 923-4631**

Product Description	Quantity	Unit	Extended Price
<b>License and Subscription Fees</b>			
Unified Talent (TalentEd) Records	7,000.00	Students	USD 8,200.00
Unified Talent (TalentEd) Records Contracts	7,000.00	Students	USD 6,800.00
UT Records One Time Discount	1.00	Each	USD -3,750.00
Unified Talent (TalentEd) Sync	7,000.00	Students	USD 1,500.00
<b>License and Subscription Totals:</b>			<b>USD 12,750.00</b>

<b>Professional Services and Setup Fees</b>			
UT Records Implementation Guided Remote	7,000.00	Students	USD 3,750.00
Unified Talent (TalentEd) Sync Implementation	1.00	Each	USD 0.00
<b>Professional Services and Setup Fee Totals:</b>			<b>USD 3,750.00</b>

<b>Quote Total</b>	
<b>Year One Total</b>	<b>USD 16,500.00</b>

<b>Annual Ongoing Fees</b>			
Unified Talent (TalentEd) Records	7,000.00	Students	USD 8,200.00
Unified Talent (TalentEd) Records Contracts	7,000.00	Students	USD 6,800.00
Unified Talent (TalentEd) Sync	7,000.00	Students	USD 1,500.00
<b>Annual Ongoing Fees Total:</b>			<b>USD 16,500.00</b>

Fees for subsequent years within the term bound by the Start Date and End Date detailed on this quote will be equal to the 'Annual Ongoing Fees' amount uplifted by 3.0% in each following year.

On-Going PowerSchool Subscription/Maintenance & Support Fees are invoiced at then current rates & enrollment per terms of the Licensed Product and Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases.

Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order.

In the event that this quote includes promotional pricing, such promotional pricing may not be valid for the entire period stated on this quote.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and shall not impact the terms or conditions reflected in this quote and the applicable PowerSchool Licensed Product and Services Agreement.

This quote is subject to and incorporates the terms and conditions of the PowerSchool Licensed Product and Services Agreement found at <https://www.powerschool.com/customer-contract-terms-and-conditions-us-6-2-17/>

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:



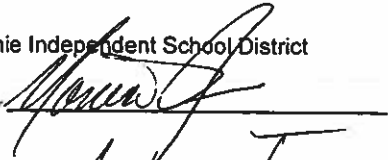
Printed Name: Gregg Clevenger

Title: Chief Financial Officer

Date: 8-30-2019

Waxahachie Independent School District

Signature:



Printed Name:

MONICA JAMES

Title:

Executive Director Human Resources

Date:

9/15/2019

# Waxahachie Independent School District

## Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping.

Name of Person securing quotes: Monica James  
Department: Human Resources  
Budget Allocated for Purchase: \_\_\_\_\_  
Item(s) being quoted: Online Records System

Vendor #1: Company Name: PowerSchool - Unified Talent Employee Records  
Representative: Kristen White  
Vendor Approved via: Tips/Taps  
Amount Quoted: \$16,500.00

Vendor #2: Company Name: Docunav - LaserFiche  
Representative: Kelly McCormick  
Vendor Approved via: BuyBoard  
Amount Quoted: Option 1: \$19,154.98; Option 2: \$26,617.00; Option 3: \$13,617.03

Vendor #3: Company Name: Frontline:  
Representative: Adolfo Urquieta  
Vendor Approved via: Region 19  
Amount Quoted: \$4200 startup/ \$21356.00 recurring

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use PowerSchool/Unified Talent for the procurement of Digital Records. The lowest option is not comprehensive and includes limited licenses. Forms must be set up by LaserFiche whereas PowerSchools gives us options for customization.

  
\_\_\_\_\_  
Campus Principal / Department Head / Administrator

9/5/2019  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Business Office Approval

\_\_\_\_\_  
Date

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020**

Subject: **MOU between UT Tyler and WISD**



**Background:**

The University of Texas-Tyler and Waxahachie ISD desire to establish a partnership that provides residents of the WISD 2021-2022 Principal Resident Program with course content focused on best practices in campus leadership, including a focus on instructional leadership. This MOU is contingent upon WISD being the recipient of a 2020-2021 Principal Residency Grant, Cycle 4, from the Texas Educational Agency.

**Recommendation:**

Approve the MOU between The University of Texas-Tyler and Waxahachie ISD.

## MEMORANDUM OF UNDERSTANDING

Between

Waxahachie Independent School District and The University of Texas - Tyler

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as “MOU”) is made and entered into by and between The University of Texas at Tyler (hereinafter referred to as “University” or “EPP”), and Waxahachie Independent School District, (hereinafter “ISD” or “LEA”), pursuant to the authority granted in compliance with Program Guidelines: 2021-2022 Principal Residency Grant Program, Cycle 4 (RFA #701-20-128; SAS #276-21) and as authorized by the Elementary and Secondary Education Act (ESSA), Title II, Part A.

WHEREAS, the parties to this MOU desire to establish a partnership that provides residents of the Waxahachie ISD 2021-2022 Principal Resident Program with course content focused on best practices in campus leadership, including a focus on instructional leadership;

WHEREAS, this MOU is contingent upon Waxahachie ISD being the recipient of a 2020-21 Principal Residency Grant, Cycle 4, from the Texas Education Agency;

WHEREAS, this MOU does not contain any financial obligations for either the University or the ISD;

WHEREAS, under this MOU, both parties agree to adhere to the Purpose of the 2021-2022 Principal Grant Program, as stated on page 3 of the Program Guidelines: 2021-2022 Principal Residency Grant Program, Cycle 4;

WHEREAS, this MOU is designed to outline agreed upon guidelines and responsibilities of the University and the ISD based upon the Program Guidelines of the 2021-2022 Principal Grant Program, Cycle 4, and the TEA General and Fiscal Guidelines Applicable to Grants published after July 1, 2018;

WHEREAS, under this MOU, both parties agree to comply with the Program Guidelines of the 2021-2022 Principal Residency Grant Program, Cycle 4, TEA General and Fiscal Guidelines Applicable to Grants Published After July 1, 2018, and TEA General Provisions and Assurances;

WHEREAS, under this MOU, both parties agree to comply with the provisions outlined in the TEA Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower-Tiered Covered Transactions and in the TEA Lobbying Certification;

WHEREAS, under this MOU, Waxahachie ISD, the grant “applicant,” and UT Tyler, the Educator Residency Program (EPP), agree to comply with the Statutory/Program Assurances listed on page 4 of the of the 2021-2022 Principal Residency Grant Application;

- *The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.*

- *The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.*
- *The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.*
- *The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.*
- *The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.*
- *The applicant assures that the principal residency is full-time and at least 1-year in length.*
- *The applicant assures that residents do not have significant classroom responsibilities.*
- *The applicant assures that residents do not hold a principal certification in the state of Texas.*
- *The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.*
- *The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2020.*
- *The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.*
- *The applicant assures that Chart 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs and Chart 1: Principal Residency Grant Fidelity of Implementation Rubric for EPPs will be utilized to design and implement residency.*
- *The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [HeatherSalaz@tea.texas.gov](mailto:HeatherSalaz@tea.texas.gov) for approval.*
- *The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.*

WHEREAS, under this MOU, both parties agree on the required contents of this MOU, which are outlined on pg. 7 of the Program Guidelines: 2020-21 Principal Residency Grant Program, Cycle 4;



- a. *Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving*
- b. *Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures*
- c. *Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed*
- d. *Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts*
- e. *Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals*
- f. *Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level*

WHEREAS, Waxahachie ISD Principal Residents will be required to meet minimum entrance requirements and to apply and gain acceptance into The University of Texas at Tyler and the School of Education, prior to beginning residencies;

WHEREAS, Waxahachie ISD applied for Principal Residents for the 5 campuses, and the District verifies that all campuses are eligible for the 2020-21 Principal Residency Grant because at least one or more campuses was identified as needing “Additional Targeted Support” or “Targeted Support” by TEA.

WHEREAS, under this MOU, both parties agree to provisions, assurances, program goals, evaluation and modification methods, program requirements, grant fund requests, and general contents of the final 2021-2022 Principal Residency Grant Program application submitted by Waxahachie ISD;

WHEREAS, under this MOU, Waxahachie ISD agrees to provide a copy of the approved WISD 2021-2022 Principal Residency Grant Program application to the University of Texas at Tyler;

and

WHEREAS, Waxahachie ISD included partial or full cost of Principal Residents attending University of Texas at Tyler, including tuition, fees, and books, by Principal Residents in the Request for Grant Funds, as well as the unique cost of field supervision that has been budgeted within the grant;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

1. PURPOSE:

*This grant program seeks to provide LEAs with an opportunity to build strong campus leaders and help support internal leadership pipelines through full-time, year-long principal residencies.*

*LEAs that are awarded this grant will:*

- 1) Identify strong principal residents from among their current staff through a targeted recruitment and selection process.*
- 2) Partner with an effective principal educator Residency program (EPP) that provides residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership.*
- 3) Design and implement a year-long, full-time residency with a focus on authentic campus-based leadership experiences in partnership with the EPP.*

*A full-time, year-long residency is defined as a program in which residents are consistently engaged in authentic campus-based leadership experiences in a clinical setting for a minimum of a school year. Residents may not have significant classroom responsibilities during this time period.*

## 2. PROGRAM DESCRIPTION:

*As part of this grant program, LEAs and EPP partners must provide residents with a year-long, full-time residency consisting of:*

- Sustained and rigorous clinical learning in an authentic school setting;*
- Evidence-based coursework focused on best practices in campus leadership, including a concentrated focus on instructional leadership;*
- Ongoing support from an effective mentor principal or school leader;*
- Authentic leadership opportunities; and*
- An opportunity to practice and be evaluated in a school setting.*

## 3. TERM:

*The initial grant award period is February 1, 2020, to August 31, 2021.*

*However, under this MOU, both parties agree to comply with any evaluation and reporting requirements of TEA prior to, during, or after the term of this grant:*

*By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.*

*Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.*

## 4. PERFORMANCE MEASURES:

*Also, under this MOU, both parties agree to collect data and report on the following mandatory performance measures:*

- 1. Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes.*

2. *Post residency placement information for all principal residents.*
3. *Demographic information of principal residents.*
4. *Residents' program completion rates.*
5. *Residents' satisfaction rates with IHE/EPP and mentor principal.*
6. *Number of applicants for principal residency within an LEA.*
7. *Residents' certification test scores.*
8. *Program Self-Evaluation*
  - a. *Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Chart 2*
  - b. *Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Chart 1*
9. *Resident Evaluation*
  - a. *Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Chart 2*
  - b. *Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Chart 1*

5. RESIDENTS COST OF ATTENDANCE (Tuition, Books, Fees, etc.):

Although reimbursement for some or all of the cost of attendance has been included in the grant application, WISD Principal Residents are responsible for the payment of costs associated with attending The University of Texas - Tyler. Neither the University nor the ISD are responsible for any or all costs of attendance for Principal Residents.

6. DUTIES OF UNIVERSITY:

Beyond adhering to the Program Guidelines and General Provisions of this grant, the University agrees to fulfill the indicators and criteria in *Chart 1: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* of the 2021-2022 Principal Residency Grant Program, Cycle 4 application.

*Chart 1: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* outlines 4 Domains and with corresponding Quality Management (QM) indicators and criteria to meet the Program Guidelines and General Provisions of this grant.

## Chart 1: Principal Residency Grant Fidelity of Implementation Rubric for EPPs

### Domain 1: Residency Design

<p><b>Residency Design</b></p>	<ul style="list-style-type: none"> <li>• Residency design is co-developed by EPP faculty, district, and mentors.</li> <li>• Residency design is anchored to EPP coursework and articulates clear and specific learning <i>and</i> career development goals/targets for each resident</li> <li>• Residency design includes             <ul style="list-style-type: none"> <li>○ structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts</li> <li>○ associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul> </li> </ul>
<p><b>Residency Quality</b></p>	<ul style="list-style-type: none"> <li>• Residency experiences are guided by criterion standards and data systems, including fidelity of implementation rubrics, that produce actionable information on the quality and efficacy of clinical experiences.</li> <li>• Residency standards include expectations for the duration of the clinical experience, relevant high-level leadership tasks, high-quality onsite guidance and modeling, coordination between EPP program and district sites to ensure high-quality learning experiences for candidates.</li> </ul>
<p><b>Residency Coaching</b></p>	<ul style="list-style-type: none"> <li>• Residents receive detailed, high-quality feedback and coaching support from EPP staff, mentors, <i>and</i> school site supervisors</li> <li>• Residents receive coaching on topics including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul>
<p><b>Residency Supervision</b></p>	<ul style="list-style-type: none"> <li>• Residents are supervised throughout the duration of their clinical experience by EPP staff, mentors, <i>and</i> a school-site supervisor(s).</li> <li>• Performance expectations and evaluation criteria are clearly defined, prior to beginning the residency experience, by EPP staff and school site supervisors.</li> </ul>

### Domain 2: Residency Experience

<p><b>Authentic leadership opportunities</b></p>	<ul style="list-style-type: none"> <li>• Residency implementation includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts</li> <li>• Residency implementation includes associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul>
--	--

<b>Formative Feedback</b>	<ul style="list-style-type: none"> <li>Residency utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals.</li> </ul>
<b>Performance Benchmarking</b>	<ul style="list-style-type: none"> <li>Residency provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>Residency uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.</li> </ul>

### Domain 3: Course Content

<b>Standards</b>	<ul style="list-style-type: none"> <li>Courses are based on leader performance standards found in Texas Administrative Code 241.15</li> <li>Courses are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Courses articulate clear learning objectives for residents that identify <i>both</i> the leadership practices to be developed and the tasks that will be performed to develop those practices.</li> </ul>
<b>Course Design</b>	<ul style="list-style-type: none"> <li>Course designs explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures.</li> </ul>
<b>Course Scaffolding</b>	<ul style="list-style-type: none"> <li>Courses are organized and logically sequenced to ensure that: concepts, knowledge, and skills build upon each other in a structured progression of learning.</li> </ul>

## Domain 4: Residency Graduate Performance Outcomes

<b>Exit Competencies</b>	<ul style="list-style-type: none"> <li>District and EPP staff have developed exit performance expectations for residency graduates based off the associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> <li>Residents are evaluated by district and EPP staff based on the exit performance expectations and those that successfully meet expectations continue to school district hiring.</li> </ul>
<b>State Certification</b>	<ul style="list-style-type: none"> <li>Program graduates pass the Texas 268 certification exam on the first attempt and are certified and licensed by the state upon program completion.</li> </ul>
<b>Job Performance (Long-term)</b>	<ul style="list-style-type: none"> <li>Residency graduates placed in leadership positions either meet or exceed expectations on district performance evaluations during their induction period.</li> </ul>

### 7. DUTIES OF ISD:

Beyond adhering to the Program Guidelines and General Provisions of this grant, the University agrees to fulfill the indicators and criteria in *Chart 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* of the 2021-2022 Principal Residency Grant Program, Cycle 4 application.

*Chart 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* outlines 4 Domains and with corresponding Quality Management (QM) indicators and criteria to meet the Program Guidelines and General Provisions of this grant.

### **Chart 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs**

#### **Domain 1: Resident Recruitment and Selection**

<b>Recruitment Practices</b>	<ul style="list-style-type: none"> <li>Practices are designed to recruit applicants who have the maximum potential for becoming effective school leaders, especially in low-performing schools</li> <li>Practices include: referrals from district and campus-based leadership, a digital presence (social media, emails, etc.), and event-based outreach that involves direct interaction with prospective residents.</li> <li>There is evidence that intentional strategies are being implemented to expand the ethnic and gender diversity of candidate pools.</li> </ul>
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<b>Applicant Identification</b>	<ul style="list-style-type: none"> <li>• Applications are screened to ensure that applicants meet admission standards including             <ul style="list-style-type: none"> <li>○ evidence of measurable student achievement</li> <li>○ strong evaluations/appraisals</li> <li>○ interpersonal leadership</li> <li>○ effective problem solving</li> <li>○ effective responses to observations and feedback</li> <li>○ growth mindset</li> </ul> </li> </ul>
<b>Predictor Assessments</b>	<ul style="list-style-type: none"> <li>• Screened applicants participate or utilize a combination of the following during interviews             <ul style="list-style-type: none"> <li>○ cognitive ability</li> <li>○ behavioral</li> <li>○ simulation</li> <li>○ role-play</li> <li>○ multi-rater assessment instruments and techniques</li> </ul> </li> </ul>
<b>Resident Selection</b>	<ul style="list-style-type: none"> <li>• Resident final selection processes include a formal interview of finalists by a committee comprised of Educator Residency Program (EPP) and district staff to confirm that applicants are             <ul style="list-style-type: none"> <li>○ genuinely motivated to lead a school, especially a low-performing school</li> <li>○ likely to successfully complete program requirements</li> <li>○ are viewed as potential hires by the school district</li> <li>○ possess a growth mindset</li> </ul> </li> </ul>

## Domain 2: Residency Design

<b>Residency Design</b>	<ul style="list-style-type: none"> <li>• Residency design is co-developed by EPP faculty, district, and mentors.</li> <li>• Residency design is anchored to EPP coursework and articulates clear and specific learning <i>and</i> career development goals/targets for each resident</li> <li>• Residency design includes             <ul style="list-style-type: none"> <li>○ structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts</li> <li>○ associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul> </li> </ul>
<b>Residency Quality</b>	<ul style="list-style-type: none"> <li>• Residency experiences are guided by criterion standards and data systems, including fidelity of implementation rubrics, that produce actionable information on the quality and efficacy of clinical experiences.</li> <li>• Residency standards include expectations for the duration of the clinical experience, relevant high-level leadership tasks, high-quality onsite guidance and modeling, coordination between EPP program and district sites to ensure high-quality learning experiences for candidates.</li> </ul>

<b>Residency Coaching</b>	<ul style="list-style-type: none"> <li>Residents receive detailed, high-quality feedback and coaching support from EPP staff, mentors, <i>and</i> school site supervisors</li> <li>Residents receive coaching on topics including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul>
<b>Residency Supervision</b>	<ul style="list-style-type: none"> <li>Residents are supervised throughout the duration of their clinical experience by EPP staff, mentors, <i>and</i> a school-site supervisor(s).</li> <li>Performance expectations and evaluation criteria are clearly defined, prior to beginning the residency experience, by EPP staff and school site supervisors.</li> </ul>

### Domain 3: Residency Completion Performance Outcomes

<b>Authentic leadership opportunities</b>	<ul style="list-style-type: none"> <li>Residency implementation includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts</li> <li>Residency implementation includes associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> </ul>
<b>Formative Feedback</b>	<ul style="list-style-type: none"> <li>Residency utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals.</li> </ul>
<b>Performance Assessments</b>	<ul style="list-style-type: none"> <li>Residency provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>Residency uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.</li> </ul>

### Domain 4: Residency Completion Performance Outcomes

<b>Exit Competencies</b>	<ul style="list-style-type: none"> <li>District and EPP staff have developed exit performance expectations for residency graduates based off the associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.</li> <li>Residents are evaluated by district and EPP staff based on the exit performance expectations and those that successfully meet expectations continue to school district hiring.</li> </ul>
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<b>School District Hiring</b>	<ul style="list-style-type: none"> <li>• Successful residency graduates are hired as principals and/or assistant principal leadership positions within the district upon program completion.</li> </ul>
<b>Job Placement and Retention (Long-term)</b>	<ul style="list-style-type: none"> <li>• Residency graduates hired as principals and/or assistant principals by a school district are placed in vacancies in low performing schools.</li> <li>• Residency graduates remain in the same school for at least three years.</li> </ul>
<b>Job Performance (Long-term)</b>	<ul style="list-style-type: none"> <li>• Residency graduates placed in leadership positions either meet or exceed expectations on district performance evaluations during their induction period.</li> </ul>

8. TERMINATION OF THE MOU:

Once the grant has been received, neither party to this MOU may, for any reason, terminate this MOU agreement or any parts of this MOU agreement.

By signing this Agreement, both parties acknowledge they agree to and will actively abide by its terms. Only authorized representatives of the ISD and University may enter into the agreement of this MOU.

This agreement was EXECUTED on **xxx**

**Waxahachie ISD**

\_\_\_\_\_  
Name of Authorized Agent (PRINT)

\_\_\_\_\_  
Title of Authorized Agent (PRINT)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**The University of Texas at Tyler**

\_\_\_\_\_  
Name of Authorized Agent (PRINT)

\_\_\_\_\_  
Title of Authorized Agent (PRINT)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Waxahachie ISD  
BOARD OF TRUSTEES

Date: November 9, 2020

Subject: Gifted & Talented Policies & Procedures



**Background:**

All districts are accountable for services as described in the Texas State Plan for the Education of the Gifted/Talented Students where performance measures are included for six aspects of GT service design. Written policies must be approved by the district board of trustees. (Texas Administrative Code Title 19, Part II Chapter 89 Subchapter A)

**Recommendation:**

Approve the policies as presented.



**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
POLICY AND PROCEDURES  
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**

School Board Approved

(Pending Board Approval)

**Nondiscrimination**

*Waxahachie ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

## TABLE OF CONTENTS

	Page
State Goal for Gifted Students	3
State Definition of Gifted/Talented	3
Waxahachie ISD's Definition of Gifted/Talented	3
Waxahachie ISD's Gifted/Talented Program Goals	4
Identification Procedures and Processes	5 - 6
Screening, Assessment, Qualification	7 - 8
Additional Policies and Procedures	
• Transfer Procedure	9
• Appeal Process	9
• Furlough Procedure	9
• Reassessment Procedure	10
• Exit Procedure	10
Provision of Services	11
Professional Development	12
Evaluation of Program	12

## **STATE GOAL FOR SERVICES FOR GIFTED STUDENTS**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

## **STATE DEFINITION OF GIFTED/TALENTED STUDENT**

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## **WAXAHACHIE INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED**

Waxahachie ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- (1) Exhibits high performance capability in general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

## **WAXAHACHIE INDEPENDENT SCHOOL DISTRICT'S GOAL FOR THE GIFTED/TALENTED SERVICES**

The Waxahachie ISD Gifted and Talented program provides instructional opportunities and other services designed to meet the unique needs of gifted and talented students. The teachers serving identified gifted and talented students have met the state requirements necessary for assignment of gifted and talented students. As needed, the teacher will meet the students' needs through modified delivery of instruction by accelerating and/or providing for greater depth, complex content, and enrichment activities. Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

### **PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

## IDENTIFICATION PROCEDURES AND PROCESSES

### K-12

Waxahachie Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

#### **Texas Administrative Code §89.1: Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

### District Identification Timeline:

Phase I Screening Process for grades K-12: Data collection from beginning of the year and middle of the year assessments	September - January
Phase II Screening Process for grades K-12: After written parental permission to test and permission to participate are obtained, Teacher/Parent Rating Scales collected, evaluations conducted	January - March
Gifted/Talented committee meets on kindergarten screenings	February
Written parental permission for services obtained for identified students in grade K	February
Services begin for identified kindergarten students	Prior to March 1
Gifted/Talented committee meets on grades 1-12 screenings	May
Gifted/Talented committee meets on reassessment of grade 5 students for recommendation of advanced course selection in grade 6	May
Services begin for identified students	August

### DISSEMINATING INFORMATION

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held annually.



## SCREENING/ASSESSMENT PROCESS

Beginning in kindergarten, we consider all students for gifted education services; therefore, parents do not need to apply or refer students for program participation. In January, district staff pull testing data for all students and actively identify students who meet initial criteria. Upon parental approval, G/T personnel conduct evaluations in which quantitative and qualitative data are reviewed. A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrence Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
- Teacher and/or Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), Scales for Identifying Gifted Students (SIGS), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Student product/portfolio and/or student interview

## QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the Advanced Academics office.

## **ADDITIONAL POLICES AND PROCEDURES**

### **TRANSFER OF STUDENTS**

All students who have participated in gifted and talented programs prior to coming to Waxahachie ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Waxahachie ISD's criteria. If the transfer data is insufficient, Waxahachie ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

### **APPEALS PROCESS**

Once the identification process is complete, parents or guardians are notified of the results. A parent/guardian may appeal an identification decision by writing an appeal letter to the Assistant Director of Advanced Academics after the committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information. The Assistant Director of Advanced Academics will contact the parent/guardian within 10 business days of the committee's decision. Should the parent/guardian have further concerns, he or she may contact the Assistant Superintendent of Curriculum and Instruction.

### **FURLOUGH PROCEDURE**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. This period may not be shorter than one grading period or longer than one school year. Furloughs are designed to be short-term and temporary. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. A furlough does not indicate a permanent exiting of the program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

## **REASSESSMENT**

Waxahachie ISD will gather quantitative data for identified students at the 5<sup>th</sup> grade level to determine appropriate recommended program placement when a student moves from the elementary level to the junior high school level. If there is any concern regarding the performance or placement of the student, the Assistant Director of Advanced Academics will contact the parent and confer about available options. Options available are counseling, course selection, requesting a furlough, or exiting the student from the program.

## **EXIT**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

## PROVISION OF STUDENT SERVICES

Waxahachie Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

### **Texas Administrative Code §89.3. Student Services**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- (3) In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. For profoundly gifted students, credit by examination is available through the Assistant Director of Advanced Academics to assist students in acceleration through classes and/or grade levels. For students requiring this option, an Advanced Learning Plan will be developed.

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

Waxahachie Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

## **PROGRAM EVALUATION**

Waxahachie ISD will annually evaluate the effectiveness of the gifted program and the results of the evaluation shall be addressed in the district/campus improvement plans. The District shall include parents in the evaluation process and shall share the information with board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **November 9, 2020**

Subject: **Declare Vehicles Surplus**



**Background:**

In accordance with CI (LOCAL), the following vehicles are presented for the purpose of being declared surplus for the purpose of auctioning them off.

Type	Year	Make	VIN (last four)
Bus	1992	International	8101
Bus	2000	Freightliner	7903
Bus	2000	Freightliner	7902
Bus	2004	International	2216
Bus	2004	International	2217
Bus	2006	International	2107
Bus	2006	International	5108

**Recommendation:**

Approve designation of listed vehicles as surplus for the purpose of disposition.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: November 9, 2020

Subject: Locally defined at-risk indicator



**Background:**

Texas Education Code section 29.081 details the requirements of, provisions for, and identification of students eligible for compensatory education services. Specifically, there are 14 indicators defined in subparagraph (d) that identify students at-risk of dropping out of school. These state promulgated indicators can be supplemented with a locally defined indicator, as long as the students qualifying under the local indicator do not exceed 10% of the total number of students identified by the 14 state indicators.

STAAR/EOC exams were not administered in the Spring of 2020 and for some students (currently in 4<sup>th</sup> grade), this would have been the first state assessment to measure knowledge and mastery of topics and subjects. Because the state assessments were not administered, some students have not been identified as at-risk of dropping out of school (by the state's standards) and therefore are ineligible to receive compensatory education services.

In using the newly purchased MAP diagnostic program, the District would like to locally identify all current 4<sup>th</sup> graders who have not achieved at score of 40% as at-risk of dropping out of school for purposes of offering compensatory education services.

**Recommendation:**

Approve local plan to identify 4<sup>th</sup> grade students who did not meet the score of 40% on any core subject, as determined using the fall MAP assessment, as at-risk of dropping out of school under a locally defined plan.



**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**  
**Plan to locally identify Students At-Risk of Dropping out of School**

**Authorization:** Texas Education Code §29.081(d), §29.081(g)

**Justification:** Texas Education Code section 29.081, subsection (d) spells out the 14 criteria that school districts are to utilize to identify students as “at-risk” of dropping out of school. This designation is critical for accountability and funding purposes and should be as accurate as possible when submitting our PEIMS data. The 14 listed indicators are:

1. Was not advanced from one grade level to the next for one or more school years;
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment

facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

During the 2019-2020 school year, the standardized state assessment (STAAR/EOC) requirements were waived for all public school districts as a response to the COVID-19 pandemic. While this was generally well received by staff and parents, some students who otherwise need to additional resources and intervention opportunities afforded by the “at-risk” determination will be otherwise unable to receive those services.

Indicator #4 evaluates students on a readiness assessment that is administered during the current school year for grades Pre-K through 3. Indicator #3 identifies students who do not perform satisfactorily on the appropriate standardized state assessment (STAAR/EOC). The first administering of the STAAR exam is in third grade. Since the STAAR was not administered in the spring of 2020, students who were in third grade and have now promoted to fourth grade without taking the STAAR exam, because indicator #4 only applies to the current year for grades Pre-K through 3.

Under Texas Education Code section 29.081, subsection (g), the district may identify a student who satisfied local eligibility criteria adopted by the board of trustees to receive services, in addition to those identified in subsection (d).

During the 2020-2021 school year, Waxahachie ISD is administering the MAP diagnostic exam/program to all students across the district to better gauge what topics/disciplines/standards students are struggling with, or behind in academically. MAP is standardized against a national average and is predictive of student success on the appropriate STAAR exam, when administered.

In using the MAP results, the District would locally identify all students, currently in fourth grade, who score below 40% in any subject area as at-risk of dropping out of school. This designation would only be utilized in the current year as we expect the STAAR exam to be administered in the spring which would revert back to identification under state at-risk standard #3.