

**Official Agenda and Meeting Notice  
of the Board of the  
Beaumont Independent School District  
in the Board Room of the Beaumont ISD Administration Building**

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Tuesday, December 14, 2021

Regular Meeting

4:30 PM

The items on this agenda may be taken in any order.

As directed under the Texas Open Meetings Act, Texas Government Code, Chapter 551 (the "Act"), if during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board is required, then such closed session will be held by the Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the Board may conveniently meet in closed session concerning any and all purposes permitted by the Act.

**4:30 PM - (CALL TO ORDER)**

**I. INTRODUCTION**

**A. ROLL CALL**

1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

**a. LEGAL**

1. Pending or contemplated litigation matters and status report

1. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

1. Consider approval of settlement in *Gayle W. Botley CPA v. Beaumont ISD*; Cause No. B-202754; in the 60<sup>th</sup> Judicial District Court of Jefferson County, Texas
2. Consider Superintendent's Recommendation Regarding Student Intradistrict Transfer
3. Approve Revised Engagement of Orgain Bell & Tucker LLP
4. Discuss LSG Quarterly Tracker
5. Discuss Redistricting

**b. PERSONNEL**

1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
2. Consider Recommendation for Designation of Hearing Officer in Level 3 Parent Complaint: M.H.
3. Superintendent Goals
4. Discussion of BISD Police Department

**c. REAL ESTATE**

1. Deliberation regarding the purchase, exchange, lease or value of real property
  1. Consider sale of property located at 950 W. Virginia Beaumont, Texas 77705

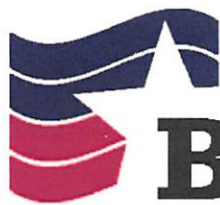
**d. ECONOMIC DEVELOPMENT**

1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations

**II. PUBLIC HEARING**



# 2021 ANNUAL FINANCIAL MANAGEMENT REPORT



**Beaumont ISD**<sup>TM</sup>  
Preparing Our Next Generation

# INTRODUCTION

## INTRODUCTION

The Financial Integrity Rating System of Texas (FIRST) was developed by the Texas Education Agency (TEA) in response to senate Bill 875 of the 76<sup>th</sup> Texas Legislature in 1999. It is administered by TEA and calculated on information submitted to TEA via our Public Education Information Management System (PEIMS) submission each year.

Each school district is required to prepare an annual financial accountability report and hold a public hearing within two months of the receiving the official ratings.

The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the quality of financial management decisions.

The School FIRST rating system for the rating year 2020-21 (based on 2019-20 data) consists of 20 base indicators.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts: "A" for "Superior"; "B" for "Above Standard"; "C" for "Meets Standard"; and "F" for "Substandard Achievement". Districts that receive the "Substandard Achievement" ratings under the School FIRST must file a corrective action plan with TEA.

This is the 20<sup>th</sup> year of the Schools FIRST rating system. Beaumont Independent School District currently has a rating of "Superior" for the 2020-2021 fiscal year.

**FIRST**  
**(Financial Integrity Rating System of Texas)**  
**2020-2021 Ratings Based on 2019-20**  
**School Year Data**



**Financial Integrity Rating System of Texas**

**2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> <b>BEAUMONT ISD(123910)</b>	<b>Publication Level 1:</b> 8/4/2021 2:00:38 PM
<b>Status:</b> <b>Passed</b>	<b>Publication Level 2:</b> 8/6/2021 11:10:55 AM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/6/2021 11:10:55 AM
<b>District Score:</b> 92	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	6/8/2021 3:46:49 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	6/8/2021 3:46:49 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	6/8/2021 3:46:49 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that</u>	7/1/2021 9:07:31 AM	Yes Ceiling Passed

	<u>the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>		
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/28/2021 11:10:50 AM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:49 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:49 PM	6
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:49 PM	10
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	7/2/2021 1:35:35 PM	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:51 PM	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:51 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:51 PM	6
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total</u>	6/8/2021 3:46:51 PM	10

	<u>staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>		
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	6/8/2021 3:46:52 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:46:52 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:46:52 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/8/2021 3:46:52 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:46:52 PM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:46:52 PM	Ceiling Passed
			92 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			92 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

## CEILING INDICATORS

<p>Did the school district meet the criteria for any of the following <b>ceiling indicators</b> 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>		
<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

# **SUPERINTENDENT'S CONTRACT**



## Superintendent's Current Employment Contract



The Superintendent's contract has been posted on the district website at [www.bmtisd.com](http://www.bmtisd.com)



The contract will remain posted for the next twelve months

## **OTHER REQUIRED INFORMATION**



**Reimbursements Received by the Superintendent and Board of Trustees  
Fiscal Year Ending June 30, 2021**

	Meals	Lodging	Registration	Transportation	Other	Total
Dr. Shannon Allen	\$ 40.00	\$ 211.74	\$ 875.00	\$ 318.08	\$ 38.00	\$ 1,482.82
Darrell Antwine			983.13			\$ 983.13
Zenobia Bush			163.13			\$ 163.13
Robert C. Dunn			1,018.13			\$ 1,018.13
Joe Evans			410.00			\$ 410.00
Tillie Hickman			1,913.13			\$ 1,913.13
Stacey Lewis			-			\$ -
Kevin Reece			133.13			\$ 133.13
Woodrow Reece			1,088.13			\$ 1,088.13
Thomas Sigee			618.13			\$ 618.13
Denise Wallace-Spooner			1,418.09			\$ 1,418.09

**Outside Compensation and/or Fees Received by the Superintendent  
Fiscal Year Ending June 30, 2021**



The Superintendent did not receive any outside compensation



## **Gifts Received by the Superintendent and Board of Trustees**

(Gifts that had an economic value of \$250 or more in the aggregate)

**Fiscal Year Ending June 30, 2021**



The Superintendent and the Board of Trustees did not receive gifts that totaled \$250 or more

## **Business Transactions Between BISD and the Board of Trustees**

**Fiscal Year Ending June 30, 2021**



No business transactions occurred between BISD and the Board of Trustees



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.B.2.**

**Agenda Item Title:** Bilingual/ESL Department 2020 – 2021 Annual School District Report

**Cabinet Level Presenter(s):** Jenny Angelo, Executive Director of Curriculum & Instruction

**Additional Presenter(s):** Blanca Jones, Director of Bilingual, ESL, and Foreign Language;  
Julie Smith and Maria McClelland, Bilingual/ESL Supervisors;  
Alberto Iglesias, Title III Parent and Community Engagement Liaison

**Executive Summary:** The Bilingual/ESL Department will present an informational overview of the 2020 – 2021 Annual School District Report

**Recommendation:**

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

\_\_\_\_\_  
**December 8, 2021**  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# 2020- 2021 Annual School District Report

Educational Performance of English Learners in BISD

# VISION

- The Beaumont ISD Bilingual and English as a Second Language (ESL) department supports the District's Vision, Mission, and Strategic Plan in assuring that all students receive an equitable education that addresses their affective, linguistic, and cognitive needs to acquire the necessary skills, values, and knowledge to compete successfully as productive citizens.



# MISSION

- Our mission is to enable limited English proficient students to become competent in listening, speaking, reading, and writing in English, in both, academic and social settings according to federal regulations and Texas state policy.
- Our goal is to provide instruction in such a way that values each student's home language and ensures pride in the student's native culture.

# BILINGUAL & ESL PROGRAMS

## Bilingual Education Pre-K through 5th

- The Beaumont Independent School District Bilingual Education model encompasses the **Transitional Bilingual/Early Exit** for Spanish speaking students.
- This model is designed to service identified Limited English Proficient in both, English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction **not earlier than two or later than five years** after the student enrolls in school.

PK: English Oracy & Literacy is introduced

Kinder: Math in English is introduced

1<sup>st</sup>: Science in English is introduced; math in English continues

2<sup>nd</sup>:  
1<sup>st</sup> semester math and science in English continues

3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>:  
All instruction is provided in English

2<sup>nd</sup> semester all instruction is provided in English

## BISD Campuses with Bilingual Program

LUCAS PK	4 year old
CALDWOOD ELEMENTARY	K - 5th
FLETCHER ELEMENTARY	PK, K, 2nd, 4th, 5th
PIETZSCH MCARTHUR ELEMENTARY	K-3rd

## English as a Second Language Model Pre-K through 12

- The Beaumont Independent School District's English as a Second Language model encompasses the ESL Pull-Out Program and ESL Content-Based Program. Both programs address the affective, linguistic, and cognitive needs of ELLs designed to develop proficiency in listening, speaking, reading, and writing in the English language.

### BISD CAMPUSES WITH ESL PROGRAM

**ALL**

# STUDENT AND TEACHER DEMOGRAPHICS

Limited English Proficient students 2020-2021: **2,283**

Limited English Proficient students 2019-2020: **2,388**

## Monitors: 506

First Year Monitored after exit from bilingual or ESL – 118  
Second Year Monitored after exit from bilingual or ESL – 135  
Third Year Monitored after exit from bilingual or ESL – 125  
Fourth Year Monitored after exit from bilingual or ESL - 127

**TOTAL 2,789**

## TEACHERS CERTIFICATIONS

### CERTIFIED TEACHERS SERVING EB STUDENTS

BILINGUAL	14
ESL	165

### NON -CERTIFIED TEACHERS SERVING EB STUDENTS (WAIVERS)

BILINGUAL	7
ESL	52

## TRAININGS

85 virtual trainings were provided to 421 different participants including:

- 268 content area teachers
- 62 teachers of English Learners
- 25 principals
- 21 administrators other than principals
- 45 instructional aides

# STATE ASSESSMENTS

## STAAR RESULTS 2020 - 2021

	CALDWOOD	FLETCHER	P. MAC
	%	%	%
<b>3RD READING</b>			
REGULAR	44	45	20
BILINGUAL	34	55	23
<b>3RD MATH</b>			
REGULAR	15	52	6
BILINGUAL	10	44	26
<b>4TH READING</b>			
REGULAR	29	58	
BILINGUAL	35	37	
<b>4TH WRITING</b>			
REGULAR	23	56	
BILINGUAL	17	17	
<b>4TH MATH</b>			
REGULAR	16	42	
BILINGUAL	33	12	
<b>5TH READING</b>			
REGULAR	45	63	
BILINGUAL	50	56	
<b>5TH MATH</b>			
REGULAR	28	61	
BILINGUAL	31	35	
<b>5TH SCIENCE</b>			
REGULAR	25	61	
BILINGUAL	18	15	

Comparison  
between  
regular and  
bilingual  
students

% Of students who tested and passed the STAAR assessments

## English Learner Proficiency Levels (TELPAS):

2019-2020

N/A Due to Covid-19

2020-2021

2,134 students tested

130 advanced high

577 advanced

750 intermediate

247 beginner

429 no composite score available

## STUDENTS THAT EXITED BILINGUAL OR ESL

9

- **TELPAS SCORE:** ADVANCED HIGH in all four domains
- **LAS Links Assessment** (teacher recommendation)  
(Grade 1: Listening and Speaking; Grades 2-12: Listening, Speaking, Reading, and Writing).



# ON GOING



- Ensure program consistency across all schools.
- Clear communication of expectations (bilingual framework, ESL pull-out scheduling guidelines, etc.)
- Coaching teachers and substitute teachers of Els.
- Collaboration with core subjects and instructional coaches to ensure the adopted EL curriculum and assessments are used by teachers.
- On going teacher, paraprofessional, and school administration personnel training.
- Ensure usage of Summit K-12 TELPAS Readiness (online program) for all ELs in the district
- Creation of teacher committees (ESL and Foreign Languages) to improve procedures and train other teachers in the district.
- Purchase of supplemental instructional materials including STAAR materials for elementary campuses.
- District-wide LPAC audits (Periodical PEIMS coding audits to ensure appropriate funding).
- LPAC Clerks (3) designated scheduling to assist schools with compliance
- Progress monitoring of over 2,700 Bilingual/ESL/Denial/Monitored students every nine-week grading period.

# 2020-2021 Title III Community Liaison

## On going

- ✓ Parent resources (meetings to provide strategies for parents each grading period)
- ✓ Parent Nights (Bilingual Parent Resource Night - Nov. 2020)
- ✓ BISD First Annual Multicultural Night (Spring 2021)
- ✓ Literacy Program (training for parents on how to teach their students)
- ✓ Parent Book Study
- ✓ English classes for adults
- ✓ Computing classes for adults
- ✓ Community outreach (Monthly Classes for Hispanic Families)
- ✓ Monthly meetings with our Hispanic Parent Advisory Committee

- 31 Parent trainings to 192 participants



- Designated 5 classrooms for the Newcomer Program at West Brook HS.
- Purchased and delivered furniture, technology, instructional materials, and classroom supplies.
- Interviews are in progress for the four core subject teachers (ELAR, math, social. studies, and science) that will comprise the program. The HR and BIL/ESL departments have been working together to recruit teachers outside of the district.
- Current enrollment trends indicate a projected participation of 40 or more students for the first class. These students will be part of the 2025 class cohort and will maintain enrollment in their home campus.

### **Program Structure**

- Half day program to ensure connection to the home campus, cohort counselors, equal access to extracurricular activities and CTE opportunities.
- small class size: 15-20 students

### **Core Curriculum**

- Existing ELAR curriculum (ESOL 1: Edge, ELDA 1: Get Ready, ESL Reading: Pathways).
- Math, science, and social studies courses will follow the established district curriculum using differentiated sheltered instructions specific for newcomers including research based strategies from the ELLevation platform.



**Thank you for the opportunity to  
give an overview of the 20 -21  
Bilingual/ELL Annual Report!**

**Questions?**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.D.1.**

**Agenda Item Title:** Update on Personnel Activities

**Cabinet Level Presenter(s):** Derwin Samuels, Jr., Executive Director of Human Resources

**Additional Presenter(s):** N/A

**Executive Summary:** Attached is a listing of newly hired and separated employees for November 2021

**Recommendation:** Informational Item Only

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

Derwin Samuels, Jr.  
Cabinet Level Presenter's Signature

12/8/2021  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**New Employee Assignment Report**  
**Hiring Date Range: 11-01-21 through 11-30-2021**

<b>Campus/Department</b>	<b>Assignment</b>	<b>Employee Name</b>	<b>Start Date</b>
<b>ELEMENTARY SCHOOLS</b>			
Caldwood Elementary School	Tutor-Learning Loss Retire	Nancy Sheffield	11/8/2021
Charlton-Pollard Elementary	Special Education Aide	Toyre Jones	11/15/2021
Curtis Elementary School	Special Education Aide	Kimberly Clark	11/16/2021
Curtis Elementary School	Special Education Aide	Trisha Honea	11/1/2021
Fletcher Elementary School	Special Education Aide	Tamia Bailey	11/3/2021
Fletcher Elementary School	Teacher Elementary School	Felipe Perez	11/9/2021
Guess Elementary School	Teacher Elementary School	Tiffany Sterling	11/8/2021
Homer Elementary School	Teacher Elementary School	Melody McClain Edwards	11/16/2021
Martin Elementary	Counselor Elementary	Penny Kichamu	11/10/2021
Martin Elementary	Parent/School Liaison	Brittany Ducote	11/30/2021
Martin Elementary	ROAR Liaison	Bessie Coleman	11/8/2021
Martin Elementary	Teacher Elementary School	Alfred Beverly	11/16/2021
Pietzsch Elementary School	District Aide	Avery Jagoe	11/9/2021
Pietzsch Elementary School	Paralibrarian	Unique Joubert	11/9/2021
Regina Elementary School	Parent/School Liaison	Tatanisha Milton	11/15/2021
Lucas Pre K	District Aide	Christin Cardenas	11/15/2021

<b>Campus/Department</b>	<b>Assignment</b>	<b>Employee Name</b>	<b>Start Date</b>
<b>MIDDLE SCHOOL</b>			
Marshall Middle School	Clerk Counselor	Teresa Maceda	11/29/2021
Marshall Middle School	Special Education Aide	Kristy Boyd	11/3/2021
Marshall Middle School	Teacher Middle School	Amber Campbell	11/8/2021
Marshall Middle School	Teacher Middle School	Cecilia Palacio	11/3/2021
Vincent Middle School	Special Education Aide	Georgia Kibbles	11/30/2021

Campus/Department	Assignment	Employee Name	Start Date
<b>HIGH SCHOOL</b>			
Beaumont United High School	Teacher High School	David Green	11/16/2021
Beaumont United High School	Teacher High School	Sinhue Noriega	11/17/2021
Beaumont United High School	Tutor-Learning Loss Retiree	Valerie Haley	11/11/2021
West Brook High School	Special Education Aide	Roshon Mathews	11/29/2021
Brown Alternative Center	Paralibrarian	Jeanette Mouton	11/29/2021
Brown Alternative Center	Teacher High School	Sylvia Edwards	11/10/2021

Campus/Department	Assignment	Employee Name	Start Date
<b>PERSONNEL</b>			
Personnel	Human Resources Recruiter	Raquel Dontigney	11/30/2021
Curriculum and Instruction	Coordinator Accelerated Learning	Janna Carter	10/25/2021
Curriculum and Instruction	ESSER Assistant	Lillie Hubbard	10/25/2021

Campus/Department	Assignment	Employee Name	Start Date
<b>SPECIAL EDUCATION</b>			
Special Education	Diagnostician	Kathryn Peoples	11/8/2021
Special Education	Director, Special Education HS Feeder Patterns	Tina Lee	11/15/2021

# EMPLOYEE SEPARATION REPORT

Separation Date Range: 11-01-2021 through 11-30-2021

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>ELEMENTARY SCHOOL</b>				
Dishman Elementary School – 126	Teacher Elementary School	11/19/2021	Inman, Magan L	Resign
Pietzsch Elementary School – 125	District Aide	11/5/2021	Edwards, Lakeshia D	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MIDDLE SCHOOL</b>				
Marshall Middles School – 046	Teacher Middles School	11/30/2021	Ash, Linda S	Resign
Smith Middles School – 042	Teacher Middles School	11/29/2021	Linton, Asia Lee	Resign
Vincent Middles School – 048	Clerk Assistant Principal	11/19/2021	Subject, Latonya R	Resign
Vincent Middles School – 048	Special Education Aide	11/4/2021	Winfield, Betty J	Resign
Vincent Middles School – 048	Special Education Aide	11/26/2021	Templeton, Erielle R	Resign
Vincent Middles School – 048	Teacher Middle School	11/5/2021	Comeaux, Ursula A	Death
Vincent Middles School – 048	Teacher Middle School	11/26/2021	Paciotti, Karen D	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>HIGH SCHOOL</b>				
Beaumont United High School – 014	Special Education Aide	11/5/2021	Barker, Kathy P	Resign
Beaumont United High School – 014	Teacher High School	11/12/2021	Jones, Jennifer L	Resign
West Brook High School – 008	Teacher High School	11/16/2021	Daw, Jai X	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>TRANSPORTATION</b>				
Transportation Bus Attendants – 531	Transportation Bus Attendant	11/11/2021	Smith, Derrick L	Termination
Transportation Bus Attendants – 531	Transportation Bus Attendant	11/12/2021	Lee, Antoinette M	Termination
Transportation Bus Attendants – 531	Transportation Bus Attendant	11/19/2021	Allen, Jaylen L	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>CUSTODIAL SERVICES</b>				
Custodial Services – 513	Custodian	11/9/2021	Hardy, Darrell L	Resign
Custodial Services – 513	Custodian	11/18/2021	Leday, Jerrick J	Resign
Custodial Services – 513	Custodian – 200 Days	11/2/2021	Gilder, Mariya S	Resign
Custodial Services – 513	Custodian – 200 Days	11/3/2021	Ozane, Sandra	Resign
Custodial Services – 513	Custodian – 200 Days	11/30/2021	Berry, Jessica L	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>FOOD &amp; NUTRITION SERVICE</b>				
Food and Nutrition Service – 833	Food Service Supervising Manager	11/15/2021	Lewis, Brandi	Resign
Food and Nutrition Service – 833	Food Service Worker – 7 Hours	11/8/2021	Jefferson, Marion J	Resign
Food and Nutrition Service – 833	Food Service Worker – 8 Hours	11/4/2021	Cude, Brandy Is	Resign
Food and Nutrition Service – 833	Food Service Worker – 6 Hours	10/19/2021	Hawkins, Barbara L	Resign
Food and Nutrition Service – 833	Food Service Worker – 7 Hours	10/8/2021	Wheeler, Luzon M	Resign
Food and Nutrition Service – 833	Food Service Worker – 7 Hours	10/15/2021	Finnell, Tiera M	Resign



# Board Exhibit Cover Sheet

Meeting Date: December 14, 2021

Agenda Item/Exhibit Number: **III.D.2.**

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact\* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez  
Cabinet Level Presenter's Signature

12/6/21  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**Tax Collection Report**  
*November 30, 2021*

	<b>Taxes Collected</b>			
	<b>11/30/21</b>		<b>11/30/20</b>	
	M & O	I & S	M & O	I & S
Current	5,052,887.63	1,404,345.47	4,667,254.28	1,226,940.71
Delinquent	99,390.92	24,212.46	(1,797,945.01)	19,723.81
Penalties & Interest	70,457.06	15,428.29	40,776.40	9,653.00
<b>Totals</b>	<b>5,222,735.61</b>	<b>1,443,986.22</b>	<b>2,910,085.67</b>	<b>1,256,317.52</b>

	<b>Current Taxes</b>			
	<b>Tax Levy</b>	<b>Collections for 11/30/2021</b>	<b>YTD Current Collections</b>	<b>Collected Percentage</b>
	142,389,873.74	6,457,233.10	8,118,221.50	5.70%

<b>Two Year Comparison</b>	
<b>Current Year as of 11/30/2021</b>	<b>Prior Year as of 11/30/2020</b>
5.70%	6.10%

AGENDA:  
 December 14, 2021



## Board Exhibit Cover Sheet

Meeting Date: December 14, 2021

Agenda Item/Exhibit Number: **III.D.3.**

Agenda Item Title: Report – General Fund Summary

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact\* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez  
Cabinet Level Presenter's Signature

12/6/21  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT  
**GENERAL FUND**  
 Budget vs. Expenditures  
 November 30, 2021

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
<b>REVENUES</b>					
Property Tax Collection (including delinquencies)	118,385,278	-	2,656,298	-	115,728,980
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,801,554	66,860	296,425	-	13,505,129
State Program Revenues	36,727,869	630,055	42,118,999	-	(5,391,130)
Federal Program Revenues	4,105,646	16,747	641,883	-	3,463,763
Other Financing Sources	425,000	-	497,444	-	(72,444)
<b>Total Revenues</b>	<b>173,445,347</b>	<b>713,662</b>	<b>46,211,049</b>	<b>-</b>	<b>127,234,298</b>
<b>EXPENDITURES</b>					
11 Classroom	89,101,355	6,783,212	32,349,593	759,116	55,992,646
12 Library	1,303,563	84,478	401,500	40,534	861,529
13 Staff Development	593,927	11,344	155,526	32,969	405,431
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	4,091,227	239,908	1,484,357	17,240	2,589,630
23 Principal, Asst. Principals, Office Clerical	11,651,664	696,378	3,821,356	40,905	7,789,403
31 Counselors	5,855,341	391,958	2,275,261	73,448	3,506,632
32 Social Workers	338,879	13,752	80,220	-	258,659
33 Nurses	2,149,667	169,481	828,852	3,065	1,317,750
34 Transportation	5,723,207	426,182	1,971,833	440,761	3,310,613
36 After School Activites	5,589,784	288,167	2,176,830	477,723	2,935,231
41 Administration	7,021,200	365,985	2,747,207	301,717	3,972,276
51 Maintenance and Utilites	32,297,868	1,789,574	9,359,149	6,774,479	16,164,240
52 Police and Monitoring Services	3,175,118	233,926	1,092,108	212,359	1,870,651
53 Data Processing Personnel	4,078,301	93,837	1,488,520	663,402	1,926,379
61 Parent involmnet Liaisons, Day Car Workers	227,235	3,888	7,106	-	220,129
71 Debt Service	1,114,965	-	1,114,964	-	1
81 Facilities Acquisition & Construction	338,051	-	313,972	19,100	4,979
93 Fiscal Agent - Shared Service for Deaf Program	380,000	191,847	191,847	-	188,153
95 Juvenile Justice Alternative Ed Program	150,000	-	-	150,000	-
99 Tax Appraisal & Collections	1,314,465	-	267,215	-	1,047,250
<b>Total Expenditures</b>	<b>176,495,817</b>	<b>11,783,916</b>	<b>62,127,599</b>	<b>10,006,819</b>	<b>104,361,399</b>
<b>Net increase (decrease)</b>	<b>(3,050,470)</b>				<b>22,872,899</b>



## Board Exhibit Cover Sheet

Meeting Date: December 14, 2021

Agenda Item/Exhibit Number: **III.D.4.**

Agenda Item Title: Report – Campus Activity Funds and Donations

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact\* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez  
Cabinet Level Presenter's Signature

12/6/21  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS  
NOVEMBER 2021**

<b>West Brook High School</b>	<b>\$ 35,790.00</b>
<b>Explanation:</b>	Car Registrations, Textbook Fines, Program Ads, Chromebook Fees, Yearbooks, Student IDs
<b>Beaumont United High School</b>	<b>\$ 5,200.00</b>
<b>Explanation:</b>	Car Registrations, Chromebook Fees, Transcript Fees, AP Fees, Library Fines, Student IDs
<b>Smith Middle School</b>	<b>\$ 2,236.00</b>
<b>Explanation:</b>	Commissions/Vending Machines, Fundraiser Proceeds
<b>King Middle School</b>	<b>\$ 173.00</b>
<b>Explanation:</b>	Commissions/Vending Machines
<b>Marshall Middle School</b>	<b>\$ 14,259.00</b>
<b>Explanation:</b>	Yearbooks, Gym Suits, Library Lost Books, LED Signs, Chromebook Fees
<b>Odom Academy</b>	<b>\$ 18,316.00</b>
<b>Explanation:</b>	Fundraiser Proceeds, Chromebook Fees
<b>Vincent Middle School</b>	<b>\$ 9,297.00</b>
<b>Explanation:</b>	Gym Suits, Cell Phone Fines, Chromebook Fees
<b>Amelia Elementary</b>	<b>\$ 2,625.00</b>
<b>Explanation:</b>	Chromebook Fees, Donation
<b>Caldwood Elementary</b>	<b>\$ 323.00</b>
<b>Explanation:</b>	Library Fines, Fundraiser Proceeds
<b>Curtis Elementary</b>	<b>\$ 6,216.00</b>
<b>Explanation:</b>	Chromebook Fees, Library Lost Books
<b>Fletcher Elementary</b>	<b>\$ 4,620.00</b>
<b>Explanation:</b>	Chromebook Fees
<b>Guess Elementary</b>	<b>\$ 992.00</b>
<b>Explanation:</b>	Commissions/Vending Machines
<b>Regina Howell Elementary</b>	<b>\$ 10,232.00</b>
<b>Explanation:</b>	Agenda Books, Chromebook Fees, Fundraiser Proceeds
<b>Homer Drive Elementary</b>	<b>\$ 11,733.00</b>
<b>Explanation:</b>	Commissions/Vending Machines, Donation
<b>Pietzsch Elementary</b>	<b>\$ 12,826.00</b>
<b>Explanation:</b>	Commissions/Vending Machines, Chromebook Fees, Fundraiser Proceeds
<b>Dishman Elementary</b>	<b>\$ 1,137.00</b>
<b>Explanation:</b>	Commissions/Vending Machines, Chromebook Fees
<b>Blanchette Elementary</b>	<b>\$ 150.00</b>
<b>Explanation:</b>	Chromebook Fees
<b>Martin Elementary</b>	<b>\$ 520.00</b>
<b>Explanation:</b>	Chromebook Fees

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS, CONTINUED  
NOVEMBER 2021**

<b>Phalen Leadership Academy (Jones-Clark ES)</b>	<b>\$ 1,720.00</b>
<b>Explanation:</b> Chromebook Fees , Commissions/Vending Machines	
<b>Charlton-Pollard Elementary</b>	<b>\$ 138.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Fehl Price Classical Academy</b>	<b>\$ 270.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Bingman Pre-K Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Lucas Pre-K Center</b>	<b>\$ 50.00</b>
<b>Explanation:</b> Donation	
<b>Pathways Learning Center</b>	<b>\$ 360.00</b>
<b>Explanation:</b> Chromebook Fees, Student IDs	
<b>Taylor Career Center</b>	<b>\$ 678.00</b>
<b>Explanation:</b>	
<b>Brown Center</b>	<b>\$ 110.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Transportation Dept</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Maintenance Dept</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Administration Building</b>	<b>\$ 175.00</b>
<b>Explanation:</b> Donation	
<b>Admin. Annex Building</b>	<b>\$ 1,812.00</b>
<b>Explanation:</b> Donation	
<b>Police Dept.</b>	<b>\$ 51.00</b>
<b>Explanation:</b> Crash Report Fees	
<b>Early College H.S.</b>	<b>\$ 3,875.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Fundraiser Proceeds	
<b>School for the Deaf (Deaf Ed.)</b>	<b>\$ -</b>
<b>Explanation:</b>	

**CAMPUS ACTIVITY FUNDS  
BUDGET CHANGE REPORT - NOVEMBER 2021**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>				
Local Revenue - Other Sources	461.00.5749.00	285,488	145,884	431,372
<b><u>Expenditures</u></b>				
	<b><u>School Leadership</u></b>			
West Brook High School	461.XX.6499.00.008.00.000	86,852	35,790	122,642
Beaumont United High School	461.XX.6499.00.014.00.000	13,583	5,200	18,783
Smith Middle School	461.XX.6499.00.042.00.000	2,614	2,236	4,850
King Middle School	461.XX.6499.00.043.00.000	8,532	173	8,705
Marshall Middle School	461.XX.6499.00.046.00.000	33,057	14,259	47,316
Odom Academy	461.XX.6499.00.047.00.000	28,088	18,316	46,404
Vincent Middle School	461.XX.6499.00.048.00.000	11,093	9,297	20,390
Amelia Elementary	461.XX.6499.00.101.00.000	1,105	2,625	3,730
Caldwood Elementary	461.XX.6499.00.104.00.000	4,827	323	5,150
Curtis Elementary	461.XX.6499.00.105.00.000	13,995	6,216	20,211
Fletcher Elementary	461.XX.6499.00.110.00.000	7,212	4,620	11,832
Guess Elementary	461.XX.6499.00.112.00.000	7,916	992	8,908
Regina Howell Elementary	461.XX.6499.00.118.00.000	18,789	10,232	29,021
Homer Drive Elementary	461.XX.6499.00.123.00.000	2,664	11,733	14,397
Pietzsch Elementary	461.XX.6499.00.125.00.000	3,014	12,826	15,840
Dishman Elementary	461.XX.6499.00.126.00.000	2,949	1,137	4,086
Blanchette Elementary	461.XX.6499.00.127.00.000	1,920	150	2,070
Martin Elementary	461.XX.6499.00.128.00.000	1,479	520	1,999
Phalen Leadership Academy (Jones-Clark)	461.XX.6499.00.129.00.000	12,048	1,720	13,768
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	2,150	138	2,288
Fehl Price Classical Academy	461.XX.6499.00.131.00.000	2,647	270	2,917
Bingman Pre-K Center	461.XX.6499.00.132.00.000	735	-	735
Lucas Pre-K Center	461.XX.6499.00.133.00.000	813	50	863
Pathways Learning Center	461.XX.6499.00.006.00.000	75	360	435
Taylor Career Center	461.XX.6499.00.009.00.000	3,384	678	4,062
Brown Center	461.XX.6499.00.012.00.000	1,542	110	1,652
Transportation Dept	461.XX.6499.00.811.00.000	729	-	729
Maintenance Dept	461.XX.6499.00.819.00.000	449	-	449
SSA Deaf Program	461.XX.6499.00.838.00.000	526	-	526
Administration Building	461.XX.6499.00.842.00.000	2,213	175	2,388
Admin. Annex Building	461.XX.6499.00.843.00.000	339	1,812	2,151
Police Dept.	461.XX.6499.00.850.00.000	42	51	93
Early College H.S.	461.XX.6499.00.013.00.000	8,107	3,875	11,982
	Total Expenditures	<u>285,488</u>	<u>145,884</u>	<u>431,372</u>
<b>BUDGET CHANGE</b>				
	Total Revenues	285,488	145,884	431,372
	Total Expenditures	<u>(285,488)</u>	<u>(145,884)</u>	<u>(431,372)</u>
	Adjusted Surplus	-	-	-

## DONATION REPORT - NOVEMBER 2021

### MONETARY DONATIONS

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
WBHS Girls Basketball Booster Club	West Brook High School Girls Basketball	865.00.2190.00.008.00.S09	1,432
Education First Federal Credit Union	Homer Elementary General Campus	461.00.5749.00.123.00.C47	9,083
		<b>Total Monetary Donations</b>	<b>10,515</b>

### RECORD OF DONATED ITEMS

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
<i>No activity for the month</i>			



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.D.5.**

**Agenda Item Title:** Head Start's Annual Report to the Public

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** The Annual Report to the Public is compiled at the end of each program year to allow transparency of the Head Start program for community, parents, and staff to view. The report contains information on the annual budget, audit results, program goals, school readiness goals, program statistics, and more designed to cover all requirements of the Head Start Act. This power point is available on the Bingman Head Start website and is made available for the board to review.

**Recommendation:** Information Item Only: This does not require a signature from the board, only documentation of the viewing.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

**12/8/21**

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**OFFICIAL MINUTES OF THE BOARD OF THE  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING  
3395 HARRISON AVENUE BEAUMONT, TEXAS**

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**November 16, 2021**

*Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551*

The Board Members of the Beaumont Independent School District met in regular meeting on Tuesday, November 16, 2021, in the Board Room of the Administration Building located at 3395 Harrison Avenue in Beaumont, Jefferson County, Texas. The meeting was called to order at 4:04 p.m. by Robert C. Dunn, Sr., Presiding Officer.

**CALL TO ORDER**

President, Robert Dunn established a quorum.

**ROLL CALL**

**PRESENT:** Robert C. Dunn, Sr., Trustee & President  
Stacey Lewis, Jr., Trustee & Secretary  
Joe A. Evans, Jr., Trustee  
Tillie Hickman, Trustee  
Kevin W. Reece, Trustee (arrived at 4:15 p.m.)

Dr. Shannon Allen, Superintendent

**ABSENT:** Denise Wallace-Spooner, Trustee  
Woodrow Reece, II, Trustee & Vice President

Superintendent's Evaluation Workshop – Dr. Danny Lovett, Region 5 ESC presented the Board with the following information:

- Goals and Priorities
- Components of Objective One:
  - Statement of Goals and Priorities
  - Superintendent's evaluation instrument
  - Written evaluation procedure
- Written Evaluation Procedures
  - Procedures for setting goals
  - Define expectations
  - Set priorities
  - Formative conference (today is the formative conference)
  - Summative conference (rate and turn in to superintendent)
- Evaluation

- Evaluation Calendar
- Goals and Evidence of Attainment\*
- Superintendent Self-Evaluation
- Evaluation Instrument
- Rating Scale
  - Goals may include a rating scale to be used in measuring their attainment
  - The scale should be mutually agreed upon by the Board/Superintendent Team
  - The evaluation instrument may include comments that are correlated to the rating
- Evaluation of the Superintendent
  - The Superintendent must be evaluated only on the stated goals set forth by the board/superintendent team, in conjunction with student performance criteria. (TAPR)
  - Concerns relating to job performance may be addressed during the school year and opportunity given for performance improvement before the final evaluation.
- May include State Criteria
  - Instructional management
  - School or organizational morale
  - School or organization improvement
  - Personnel management
  - Management of administrators, fiscal and facilities functions
  - Student management
  - School or community relations
  - Professional growth
  - Academic excellence indicators and campus performance objectives
  - School board relations
- TEC 39.054 Uses of Performance Report
  - The information is
- Commissioner's Student Performance Domain/Superintendent Appraisal
- Contract Renewal
  - Contract renewal should be based on the evaluation
  - Superintendent's contracts may run from 1 to 5
  - Contracts may include incentives, including but not limited to salary and term
- Calendar

At 5:24 p.m., the board went in to closed session.

1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076,

551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

a. LEGAL

1. Pending or contemplated litigation matters and status report
2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

**NO ACTION.**

b. PERSONNEL

1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
2. Chapter 21 Contract Termination

It was moved by Stacey Lewis, and seconded by Tillie Hickman, that the Board declare the Chapter 21 contract of Jai Xandra Daw void due to lack of certification and terminate the employee pursuant to Texas Education Code section 21.0031(b)(1)(A).

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Kevin Reece

NAYS: NONE.

MOTION PASSED: 5-0 (2 absent)

c. REAL ESTATE

1. Deliberation regarding the purchase, exchange, lease or value of real property

**NO ACTION.**

d. ECONOMIC DEVELOPMENT

1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations
  1. Discuss commercial or financial information received from Arbor Renewable Gasoline-Phase 1 LLC with whom the District may be commencing economic development negotiations

At 6:00 PM, the board convened its open meeting.

II. **6:00 PM - PUBLIC HEARING**

(Public Hearing on the Application of Arbor Renewable Gasoline-Phase 1 LLC (Comptroller Application No: 1631) for an Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Property Tax Code.)

A. **ACTION ITEM(S)**

1. Consider and adopt Findings under the Texas Economic Development Act on the Application of Arbor Renewable Gasoline-Phase 1 LLC, Comptroller Application No: 1631, for an Appraised Value Limitation on Qualified Property for School District Maintenance and Operations Taxes

It was moved by Tillie Hickman, and seconded by Stacey Lewis, that the Board adopt Findings under the Texas Economic Development Act on the Application of Arbor Renewable Gasoline-Phase 1 LLC, Comptroller Application No: 1631, for an Appraised Value Limitation on Qualified Property for School District Maintenance and Operations Taxes.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr.,  
Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: None

MOTION PASSED: 5-0 (2 absent)

B. **PUBLIC COMMENTS**

NONE.

1. Consider and approve Agreement with Arbor Renewable Gasoline-Phase 1 LLC, Comptroller Application No: 1631, for an Appraised Value Limitation on Qualified Property for School District Maintenance and Operations Taxes

It was moved by Stacey Lewis, and seconded by Joe Evans, that the Board approve the Agreement with Arbor Renewable Gasoline-Phase 1 LLC, Comptroller Application No: 1631, for an Appraised Value Limitation on Qualified Property for School District Maintenance and Operations Taxes.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr.,  
Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: None

MOTION PASSED: 5-0 (2 absent)

### III. **BOARDROOM (REGULAR OPEN BOARD MEETING)**

#### A. INTRODUCTION OF REGULAR MEETING

1. United States and Texas Flags Pledges of Allegiance – West Brook High School NJROTC posted the colors and the US and Texas flags was led by two fifth-grade scholars from Phalen Leadership Academies at Jones-Clark Elementary: Daven Lindsey and Paulina Figueroa. Daven Lindsey led the pledge in English and Paulina Figueroa led the pledge in Spanish
2. Recognitions- Denise McLean, Director for Community Relations
  - West Brook Marching Band
  - Beaumont United Student Council
  - National Parent Involvement Day

#### B. STUDENT OUTCOMES

1. **Superintendent's Report**-Dr. Shannon Allen, Superintendent of Schools, presented the following information to the Board:
  - Vision
  - Mission
  - Core Beliefs #
  - 1<sup>st</sup> 9-week data review

- Fall Stakeholder engagement
- PACS Program

2. Cabinet Report

- a. **Board Progress Monitoring Update** – Dr. Anita Frank, Assistant Superintendent for Elementary Administration, presented the following information to the Board:

- Presentation Goals
- Vision and Mission
- Core Beliefs
- Board outcome Goals
- Yearly Targets
- 2021 Focus Areas
  - Effective Instruction
  - Teacher Support Strategies
  - Culture and Climate
- Plan of Action Early Literacy
- Elementary Reading 3-5
- Elementary Math
- Plan of Action for Secondary Data
- Secondary Reading
- Secondary Math
- Importance of Parent Involvement
- EM3 Walkthroughs
- Comprehensive Supporting Strategies

C. PUBLIC COMMENTS

**2 ½ Minutes**

1. **Kelley Arfeen**, 1740 Thomas Road, signed up to address the board regarding Social Media issues, use of cell phones. **DID NOT SPEAK**
2. **Linda Gilmore**, 4695 Beale, signed up to address the board regarding receiving broken children at the schools, we are a forgotten area in this program.

D. INFORMATION ITEMS

1. Update on Personnel Activities-Derwin Samuels, Executive Director of Human Resources, presented information on the Personnel activities for the month of October 2021.
  2. Report for Tax Collections—Cheryl Hernandez, Chief Financial Officer, presented information on the Tax Collections Report for the month of October 2021.
  3. Report for General Fund Revenue and Expenditures—Cheryl Hernandez, Chief Financial Officer, presented information on the General Fund Revenue and Exepeditures Report for the month of October 2021.
  4. Report for Campus Activities Funds and Donations—Cheryl Hernandez, Chief Financial Officer, presented information on the Campus Activities Funds and Donations for the month of October 2021.
  5. Report for Quarterly investments—Cheryl Hernandez, Chief Financial Officer, presented information on the Quarterly Investments
- E. CONSENT AGENDA
1. Minutes of October 21, 2021 Regular Board Meeting, and October 18, 2021, Joint Meeting with the City of Beaumont.
  2. Approve Personnel Recommendations including Chapter 21 Hiring
  3. Approve the Resolution of Votes Cast for the Jefferson Central Appraisal District Board of Directors
  4. Approve revisions to Board Policies BE and BED (LOCAL) and Board Operating Procedures
  5. Adopt Board Policy EHBA (LOCAL) and EHB (LOCAL)
  6. Approve recommended vendor award for RFQ 22.06 – Architectural and Engineering
  7. Approve recommended vendor award for RFP 22.07 - Paraprofessional Development Services
  8. Approve recommended vendor award for RFP 22.08 - Licensed Specialist School Psychology Services (LSSP)

9. Approve recommended vendor award for RFP 22.11 - Fencing Projects
10. Approve membership in Central Texas Purchasing Alliance
11. Approval of project delivery and contract award method to be used for construction contracts
12. Consider Approval of a Supplemental Stipend for the Lead Occupational Therapist and Lead Physical Therapist for the 2021-2022 School Year
13. Approve Facility Use Agreement with the City of Beaumont

It was moved by Stacey Lewis, and seconded by Tillie Hickman, that the Board approve the items on the Consent Agenda as presented to the Board.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr.,  
Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: None

MOTION PASSED: 5-0 (2 absent)

F. ACTION ITEMS

1. Action, if any, on items discussed in closed session is stated above.
2. Approve Budget Amendments

It was moved by Stacey Lewis, and seconded by Tillie Hickman, that the Board approve the budget amendments.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr., Tillie Hickman,  
Stacey Lewis, and Kevin Reece

NAYS: NONE

MOTION PASSED: 5-0 (2 absent)

3. Approve Purchases of \$50K or More

It was moved by Stacey Lewis, and seconded by Tillie Hickman, that the Board approve Purchases of \$50K or More.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr., Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: NONE

MOTION PASSED: 5 – 0 (2 absent)

4. Approve the 2021-2022 Annual Financial Report

It was moved by Joe Evans, and seconded by Stacey Lewis, that the Board approve the 2021-2022 Annual Financial Report.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr., Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: NONE

MOTION PASSED: 5-0 (2 absent)

5. Approve recommended vendor award for RFP 22.09 – indoor Air Quality

It was moved by Stacey Lewis, and seconded by Joe Evans, that the Board approve the recommended vendor award for RFP 22.09 to Centrix Energy as the district’s awarded vendor for indoor Air Quality.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Joe A. Evans, Jr., Tillie Hickman, Stacey Lewis, and Kevin Reece

NAYS: NONE

MOTION PASSED: 5-0 (2 absent)

6. Discuss and Possible Action regarding Continuing the current Mask Mandate

It was moved by Kevin Reece, and seconded by Joe Evans, that the Board approve suspending the mask mandate after the Thanksgiving holidays.

**Amended Motion.** It was moved by Kevin Reece, and seconded by Joe Evans, that the Board approve suspending the mask mandate until after the Thanksgiving holidays and delegate the authority to the Superintendent to set parameters by which the mandate can be reinstated.

**2<sup>nd</sup> Amended Motion.** It was moved by Stacey Lewis, to postpone discussion of the mask mandate until the January 2022 board meeting to assess COVID 19 after the holiday season.

**Motion Failed due to lack of a second.**

President Robert Dunn then called for a vote on the original amended motion:

YAYS:            Robert C. Dunn, Sr., Joe A. Evans, Jr., Tillie  
                         Hickman, and Kevin Reece

NAYS:            Stacey Lewis

MOTION PASSED:    4-1 (2 absent)

**ADJOURNMENT**

It was moved and seconded to adjourn this meeting, the meeting adjourned at 8:23 p.m.



## **Administration's Hiring Recommendation**

Alfred Beverly

Amber Campbell

Cecilia Palacio

David Green

Felipe Perez

Kathryn Peoples

Melody McClain Edwards

Penny Kichamu

Sinhue Noriega

Sylvia Edwards

Tina Lee



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.3.**

**Agenda Item Title:** Approve Quarterly Progress Tracker

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):**

**Executive Summary:** The Quarterly Progress Tracker is a tool designed to monitor, track, and score the board's continual work and progress through the Lone Star Governance Integrity Instrument. A Quarterly Progress Tracker score that has been verified by a Lone Star Governance Coach can be added to the Lone Star Governance Leaderboard.

**Recommendation:** The Board approves the Quarterly Progress Tracker.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

**12/8/21**

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

## **Beaumont Independent School District Quarterly Progress Tracker**

The Quarterly Progress Tracker is a tool designed to monitor, track, and score the board's continual work and progress through the Lone Star Governance Integrity Instrument. A Quarterly Progress Tracker score that has been verified by a Lone Star Governance Coach can be added to the Lone Star Governance Leaderboard.

The Quarterly Tracker addresses the following areas of the Texas Framework:

- Vision and Goals 1: The board has adopted student outcome goals.
- Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal.
- Vision 3: The board has adopted constraints.
- Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)
- Progress and Accountability 1: The board invests at least half of its time to improving student outcomes.
- Progress and Accountability 2: The board evaluates, but does not interfere with progress toward improving student outcomes.
- Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision.
- Advocacy and Engagement: The board promotes the vision.
- Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.

## TEXAS FRAMEWORK: VISION AND GOALS

### Vision and Goals 1: The board has adopted student outcome goals

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have a vision.</li> <li><input type="checkbox"/> The board does not have goals.</li> <li><input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> adopted a vision statement;</li> <li><input checked="" type="checkbox"/> owned the vision development process while working collaboratively with the superintendent;</li> <li><input checked="" type="checkbox"/> adopted three to five goals; and</li> <li><input checked="" type="checkbox"/> owned the goal development process while working collaboratively with the superintendent.</li> </ul>		<p>All goals are specific, quantifiable, <b>student outcome goals</b> that include</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> a <b>population</b>;</li> <li><input checked="" type="checkbox"/> a five-year <b>deadline</b> of a month and year;</li> <li><input checked="" type="checkbox"/> a <b>baseline</b>; and</li> <li><input checked="" type="checkbox"/> <b>annual student group targets</b>.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All board members and the superintendent agree that the student outcome goals                             <ol style="list-style-type: none"> <li>1. will challenge the organization;</li> <li>2. require adult behavior change;</li> <li>3. are <b>influenceable</b> by the superintendent; and</li> <li>4. are the superintendents first priority for resource allocation.</li> </ol> </li> <li><input checked="" type="checkbox"/> The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals.</li> </ul>		<ul style="list-style-type: none"> <li>All board members and the superintendent                             <ul style="list-style-type: none"> <li><input type="checkbox"/> have committed the vision and student outcome goals to memory;</li> <li><input type="checkbox"/> know the current status of each student outcome goal; and</li> <li><input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.</li> </ul> </li> </ul>	

## TEXAS FRAMEWORK: VISION AND GOALS

### Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<p><i>The board does not meet focus if any of the following are true:</i></p>		<p><i>The board is preparing to focus if the following is true.</i></p>		<p><i>The board approaches focus if all prior conditions and the following are true.</i></p>		<p><i>The board meets focus if all prior conditions and the following are true.</i></p>		<p><i>The board masters focus if all prior conditions and the following are true.</i></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have goal progress measures (GPMs).</li> <li><input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are GPMs.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The board has adopted GPMs for each student outcome goal.</li> <li><input checked="" type="checkbox"/> The superintendent owned the GPM development process while working collaboratively with the board.</li> <li><input checked="" type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The board has adopted no more than three GPMs for each student outcome goal.</li> <li><input checked="" type="checkbox"/> All GPMs are student outputs, not adult inputs or outputs, that include               <ol style="list-style-type: none"> <li>1. a population;</li> <li>2. a five-year deadline of a month and year;</li> <li>3. a baseline; and</li> <li>4. annual student group targets.</li> </ol> </li> </ul>		<p>All board members and the superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> will challenge the organization;</li> <li><input checked="" type="checkbox"/> require adult behavior change;</li> <li><input checked="" type="checkbox"/> are influenceable by the superintendent; and</li> <li><input checked="" type="checkbox"/> are all <b>predictive</b> of their respective student outcome goals.</li> </ul>		<p>All board members and the superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members.</p>	

**TEXAS FRAMEWORK: VISION AND GOALS**

**VISION 3: The board has adopted constraints**

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have constraints.	The board has <input checked="" type="checkbox"/> adopted 1 to 5 superintendent constraints; and <input checked="" type="checkbox"/> owned the constraint development process while working collaboratively with the superintendent.		Each superintendent constraint describes a single operational action of class of actions the superintendent may not use or allow.		<input type="checkbox"/> The board has adopted one to five board self-constraints. <input type="checkbox"/> The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent constraints. <input type="checkbox"/> All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values.		<input type="checkbox"/> The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All board members and the superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members.		

## TEXAS FRAMEWORK: VISION AND GOALS

### Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have constraint progress measures (CPMs).</li> <li><input checked="" type="checkbox"/> The board is treating the annual targets for constraints as if they are CPMs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has adopted CPMs for each superintendent constraint.</li> <li><input type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board.</li> <li><input type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint.</li> <li><input type="checkbox"/> All CPMs include:               <ol style="list-style-type: none"> <li>1. a one- to five-year deadline of a month and year;</li> <li>2. a baseline; and</li> <li>3. <b>annual targets.</b></li> </ol> </li> </ul>	<p>All board members and the superintendent agree that the CPMs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> will challenge the organization to focus on the vision;</li> <li><input type="checkbox"/> will challenge the organization to uphold community values;</li> <li><input type="checkbox"/> are all predictive of their respective constraint; and</li> <li><input type="checkbox"/> are influenceable by the superintendent.</li> </ul>	<p>All board members and the superintendent agree there is broad community ownership of the CPMs through involvement and communication with students, staff, and community members.</p>					

## TEXAS FRAMEWORK: Progress and Accountability

### Progress and Accountability 1: The board invests at least half of its time to improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have student outcome goals, GPMS, constraints, CPMS, or annual targets.</li> <li><input type="checkbox"/> The board does not track its use of time in board authorized public meetings.</li> <li><input type="checkbox"/> The board does not have a monitoring calendar.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors               <ol style="list-style-type: none"> <li>1. each student outcome goal at least four times per year;</li> <li>2. no more than two student outcome goals per month;</li> <li>3. each constraint at least once per year.</li> </ol> </li> <li><input checked="" type="checkbox"/> The calendar spans the length of the student outcome goals.</li> <li><input type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the time use tracker.</li> </ul>	10% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.	25% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.	50% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.					

## TEXAS FRAMEWORK: Progress and Accountability

### Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Any individual board member does not know if the school system is in low performing status and for how long.</li> <li><input type="checkbox"/> Any individual board member does not know if any campus is in low performing status and for how long.</li> <li><input type="checkbox"/> Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes.</li> <li><input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months.</li> </ul>	<p>The board has</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument;</li> <li><input checked="" type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago;</li> <li><input checked="" type="checkbox"/> been provided copies of the superintendent's implementation plan(s) to make progress towards the student outcome goals; and</li> <li><input checked="" type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law.</li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument;</li> <li><input type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and</li> <li><input type="checkbox"/> evaluates the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker.</li> <li><input type="checkbox"/> One quarter ago the board               <ol style="list-style-type: none"> <li>1. Performed a self-evaluation using the LSG Integrity Instrument; and</li> <li>2. voted to approve the quarterly progress tracker.</li> </ol> </li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> unanimously approved the current quarterly progress tracker;</li> <li><input type="checkbox"/> has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and</li> <li><input type="checkbox"/> considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar.</li> </ul>		

**TEXAS FRAMEWORK: Systems and Processes**

**Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision**

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has not received a monitoring report.</li> <li><input type="checkbox"/> There were six or more board authorized public meetings in a month (unless a state of emergency was declared).</li> <li><input type="checkbox"/> Any meeting of the board lasted longer than eight hours.</li> <li><input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The board receives and votes on monitoring reports that include                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> the student outcome goal and GPM or constraint and CPM being monitored;</li> <li><input checked="" type="checkbox"/> the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets;</li> <li><input checked="" type="checkbox"/> the superintendent's interpretation of performance; and</li> <li><input checked="" type="checkbox"/> supporting information that describes any needed next steps.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda.</li> <li><input checked="" type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed                             <ol style="list-style-type: none"> <li>1. an average of four meetings per month;</li> <li>2. an average of three hours per meeting; and</li> <li>3. an average of five other topics per meeting.</li> </ol> </li> <li><input type="checkbox"/> The board has                             <ol style="list-style-type: none"> <li>1. reviewed its existing local policies; and</li> <li>2. only adopted local policies pertaining to board work.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed:                             <ol style="list-style-type: none"> <li>1. an average of three meetings per month;</li> <li>2. an average of two hours per meeting; and</li> <li>3. an average of three other topics per meeting.</li> </ol> </li> <li><input type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the public meeting.</li> <li><input type="checkbox"/> No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).</li> </ul>					

## TEXAS FRAMEWORK: Advocacy and Engagement

### Advocacy and Engagement: The board promotes the vision

Does Not Meet Focus	0 Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals.</li> <li><input type="checkbox"/> The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board authorized public meetings and/or required hearings.</li> </ul>	<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen for and discuss the vision and values of their students; and</li> <li><input type="checkbox"/> listen for and discuss the vision and values of their staff and community members.</li> </ul>		<p>The board has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provided time during regular scheduled board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and</li> <li><input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12-month period.</li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the board most frequently holds regularly scheduled meetings; and</li> <li><input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous six-month period.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period.</li> <li><input type="checkbox"/> Newly selected board members have received an orientation on Lone Star Governance by fellow board members or an LSG Coach prior to being seated.</li> </ul>	

## TEXAS FRAMEWORK: Synergy and Teamwork

**Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.**

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has not adopted board operating procedures.</li> <li><input type="checkbox"/> The board does not have a policy that contains a template of ethics and conflicts of interest statement;</li> <li><input type="checkbox"/> The board has not been able to achieve a quorum in two or more board-authorized public meetings during the previous three months.</li> <li><input type="checkbox"/> Board members serve on committees formed by the superintendent or staff.</li> <li><input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.</li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> affirms that at least every two years, it has reviewed all policies governing board operating procedures;</li> <li><input checked="" type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months;</li> <li><input checked="" type="checkbox"/> agrees that a committees' role is to advise the board, not to advise the staff;</li> <li><input checked="" type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and</li> <li><input checked="" type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months.</li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system;</li> <li><input checked="" type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and</li> <li><input checked="" type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members.</li> </ul>		<p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months;</li> <li><input type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures;</li> <li><input type="checkbox"/> agrees that every member has completed all statutorily required trainings; and</li> <li><input type="checkbox"/> rather than the superintendent, led the completion of Lone Star Governance tasks.</li> </ul>		<p>All board members and the superintendent</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have completed the Lone Star Governance Workshop;</li> <li><input type="checkbox"/> agree that all board members have adhered to all adopted board constraints during the previous three months; and</li> <li><input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months.</li> </ul>	

## QUARTERLY PROGRESS TRACKER

School Board: Beaumont Independent School District				Date: 12/14/21		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1				12	15	15
Vision and Goals 2				12	15	15
Vision and Goals 3				3	9	10
Vision and Goals 4				0	1	5
Progress and Accountability 1				0	1	15
Progress and Accountability 2				1	2	5
Systems and Processes				4	4	15
Advocacy and Engagement				0	1	10
Synergy and Teamwork				3	9	10
<b>Total</b>				<b>35</b>	<b>57</b>	<b>100</b>

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

<i>Board Member Signatures:</i>	% Student Outcome Minutes	Vote Count for	Vote Count Against

### EVALUATION NOTES

The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to [LSG@tea.texas.gov](mailto:LSG@tea.texas.gov).

**Beaumont Independent School District  
Strategic Plan 2020 - 2025  
Board Goals and Goal Progress Measures**

**Why This Matters**

In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a Pre-K through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public Pre-K through 12th grade educational continuum:

- Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
- Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

The School Finance Commission recommended that each public district or charter network be required to:

- Establish locally developed board goals
- Annually report their goal progress publicly along with any other board goals that they measure their progress against. These data should be made available at the district and campus level.
  - Metrics should be disaggregated by various student groups, including family income, native language, ethnicity, gender, and special population

### **House Bill 3**

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

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)

The goals must be specific and quantifiable (measurable goals)

- Each goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
- Annual targets must be included for each goal in addition to the 5-year deadline target.

### **Goals for Early Childhood Literacy and Mathematics**

While 3rd grade is the only grade required for HB 3 goal setting, it is best practice that plans include progress measures for PreK-2nd grade to understand growth toward 3rd grade reading proficiency. This also aligns with the HB 3 mandate that districts use integrated assessments for PreK-3rd grade to diagnose reading development and comprehension.

Yearly target goals and closing the gaps student group yearly target goals will be presented to the Board to adopt at a later date. Due to the COVID-19 pandemic we did not administer end of year assessments to students. The team is currently awaiting the results of the beginning of the year assessments. This data will be used to create the additional targets for the Early Childhood Literacy and Math goals.

**Beaumont Independent School District's  
2020-2025 Board Outcome Goals**

1. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from **16%** to **55%** by June 2025.
2. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from **11%** to **50%** by June 2025.
3. The percentage of graduates that meet the criteria for CCMR will increase from **49%** to **70%** by August 2025.
4. Beaumont ISD will improve its perception in the community as indicated on an annual *net promoter* survey score.
5. Beaumont ISD will double the number of students enrolling/entering some form of higher education. Higher education being defined as military service, industry based certification, two-year community college, or four-year university.
6. The district will increase the number of A or B-rated schools across the district from **2** to **8** by 2025.

**Early Literacy Goal:** The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Early Childhood Literacy Board Outcome Goal													
The percent of 3 <sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.													
Yearly Target Goals													
2020	2021	2022	2023	2024	2025								
25%	16%	25%	35%	45%	55%								
Closing the Gaps Student Groups Yearly Targets													
	African American	His.	White	American Indian N/A	Asian	Pacific Islander N/A	Two or More Races	Special Ed	Eco. Dis.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	11%	18%	39%	*	42%	*	22%	2%	10%	*	7%	*	*
2022	20%	27%	48%	*	51%	*	31%	11%	19%	*	16%	*	*
2023	30%	37%	58%	*	61%	*	41%	21%	29%	*	26%	*	*
2024	40%	47%	68%	*	71%	*	51%	31%	39%	*	36%	*	*
2025	50%	57%	78%	*	81%	*	61%	41%	49%	*	46%	*	*

### **Early Literacy Progress Measures:**

- Progress Measure 1: The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 55% in October 2020 to 73% by May 2025.
- Progress Measure 2: The percent of K students meeting grade level criterion on the mCLASS assessment in Reading will increase from 19% in January 2021 to 37% by May 2025.
- Progress Measure 3: The percent of 1st grade students meeting grade level criterion on the mCLASS assessment will increase from 22% in October 2020 to 40% by May 2025.
- Progress Measure 4: The percent of 2nd grade students meeting grade level criterion on the mCLASS assessment will increase from 35% in October 2020 to 53% by May 2025.

**Early Math Goal:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Early Childhood Math Board Outcome Goal													
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.													
Yearly Target Goals													
2020	2021	2022	2023	2024	2025								
22%	11%	22%	30%	40%	50%								
Closing the Gaps Student Groups Yearly Targets													
	African American	His	White	Amer Indian N/A	Asian	Pacific Islander N/A	Two or More Races	Special Ed	Eco. Dis.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	6%	13%	29%	*	42%	*	13%	0%	7%	*	10%	*	*
2022	17%	24%	40%	*	53%	*	24%	11%	18%	*	21%	*	*
2023	25%	32%	48%	*	61%	*	32%	19%	26%	*	29%	*	*
2024	35%	42%	58%	*	71%	*	42%	29%	36%	*	39%	*	*
2025	45%	52%	68%	*	81%	*	52%	39%	46%	*	49%	*	*

**Early Math Progress Measures:**

- Progress Measure 1: The percent of PreK students meeting grade level criterion on the CIRCLE assessment in math will increase from 74% in October 2020 to 92% by June 2025.
- Progress Measure 2: The percent of K students meeting grade level criterion on the district Math assessment will increase from 51% in September 2020 to 69% by May 2025.
- Progress Measure 3: The percent of 1st grade students meeting grade level criterion on the district Math assessment will increase from 30% in September 2020 to 48% by May 2025.
- Progress Measure 4: The percent of 2nd grade students meeting grade level criterion on the district Math assessment will increase from 32% in September 2020 to 50% by May 2025.

**College, Career, and Military Readiness Goal:** The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.

CCMR Board Outcome Goal													
The percentage of graduates that meet the criteria for CCMR will increase from 45.3% to 70% by August 2025.													
Yearly Target Goals													
2020	2021	2022	2023	2024	2025								
45%	49%	49%	55%	62%	70%								
Data Collection Year = 2019	Data Collection Year = 2020	Data Collection Year = 2021	Data Collection Year = 2022	Data Collection Year = 2023	Data Collection Year = 2024								
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	40%	52%	71%	*	82%	*	60%	39%	42%	*	33%	*	*
2022	40%	52%	71%	*	82%	*	60%	39%	42%	*	33%	*	*
2023	46%	58%	77%	*	88%	*	66%	45%	48%	*	39%	*	*
2024	53%	65%	84%	*	95%	*	73%	52%	55%	*	46%	*	*
2025	61%	73%	92%	*	100%	*	81%	60%	63%	*	54%	*	*

**College, Career, and Military Readiness Progress Measures:**

- Progress Measure 1: The percent of CCMR students that meet TSI criteria for Math and English Language Arts will increase from 27% to 35% by August 2025.
- Progress Measure 2: The percent of CCMR students that complete dual credit classes will increase from 11% to 20% by August 2025.
- Progress Measure 3: The percent of CCMR students that complete an industry-based certification will increase from 8% to 20% by August 2025.

## **Additional Board Goals**

**Goal:** Beaumont ISD will improve its perception in the community as indicated on an annual *net promoter* survey score.

**Goal:** Beaumont ISD will double the number of students enrolling/entering some form of higher education. Higher education being defined as military service, industry based certification, two-year community college, or four-year university.

**Goal:** The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2024.

## **Guardrails and Theory of Action**

### **Superintendent Guardrails**

- The superintendent shall not allow campus administration or staff to eliminate, or neglect the implementation of a positive behavior intervention system on each campus.
- The superintendent shall not allow campus administration or staff to eliminate, or neglect teacher timely submissions of standards- based lesson plans using the district's lesson plan format.
- The superintendent shall not allow campus administration or staff to eliminate PLCs.
- The superintendent shall not allow high school campuses to reduce the number of Industry Based Certification opportunities offered.

### **Board Guardrails**

- The Board shall not modify AE Local more than once per year.
- The Board shall not perform or appear to perform any of the responsibilities delegated to the superintendent.
- The Board shall not violate any board-adopted policy or board operating procedures.

**Theory of Action (Large Guardrail)** Where does the board see the district now and in 5 years?

**Now**

- **Managed Instruction:** If the district's central administration directs all instructional materials and methods; and if the central administration ensures that students experience consistency and quality of instructional delivery across all campuses; then the district, through central administration, will be able to accomplish the Board's student outcome goals while operating with the Board's constraints.

**In 5 years**

- **System of Great Schools:** If the district devolves autonomy from the central administration to campuses; and if the district empowers parents to make choices; and if the district creates performance contracts with campuses; and if the district annually evaluates performance of and demand for high performing campuses; and if the district makes strategic decisions regarding growing access to high performing schools and addressing low performers; then will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.

## School Board Monitoring Calendar

**2021-2022**

Month	Goal / Progress Measure	Professional Development
<b>August 19, 2021</b> ✓	EL Goal, EM Goal, CCMR Goal, SGS Goals (STAAR Data, TAPR, TSDS Summer Submission)	Strategic Planning – District Work Plans
<b>September 16, 2021</b> ✓	CCMR Goal - GPM 2 & 3 (Dual Credit, Industry Based Certification)	
<b>October</b>		
<b>November 16, 2021</b> ✓	EL Goal - GPM 1, 3, 4 (mCLASS); EM Goal - GPM 1, 2, 3, 4 (district assessment, CIRCLE) CCMR Goal - GPM 1 & 3 (TSI, Industry Based Certification) SGS Goal - (9 week assessment data)	
<b>December</b>		
<b>January</b>	EM Goal - GPM 1, 2, 3, 4 (district assessment, CIRCLE)	
<b>February</b>	EL Goal - GPM 1, 2, 3, 4 (mCLASS) CCMR Goal - GPM 1 & 3 (Dual Credit, Industry Based Certification)	
<b>March</b>		
<b>April</b>	EM Goal - GPM 2, 3, 4 (district assessment) SGS Goal	
<b>May</b>		
<b>June</b>	EL Goal - GPM 1, 2, 3, 4 (mCLASS); EM Goal - GPM 1, 2, 3, 4 (district assessment, CIRCLE)	
<b>July</b>	EL Goal, EM Goal, SGS Goal (Preliminary STAAR Data)	Lone Star Governance Strategic Planning



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.4.**

**Agenda Item Title:** Approve local policy amendments contained in TASB Policy Update 118.

**Cabinet Level Presenter(s):** Shannon Allen, Superintendent

**Additional Presenter(s):**

**Executive Summary:** Consider approval of revision to local board policies as recommended by TASB in Update 118. A summary is included with the enclosed coversheet.

**Recommendation:** Approve local policy amendments in accordance with Policy Update 118.

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):** Sierra Fisher

Shannon Allen \_\_\_\_\_  
Cabinet Level Presenter's Signature Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact) Date

Sierra D. Fisher \_\_\_\_\_  
General Counsel's Signature **12/07/2021**  
Date

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### ATTN(NOTE)

#### GENERAL INFORMATION ABOUT THIS UPDATE

##### Please note:

Changes at Update 118 are based almost exclusively on legislation from the 87th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

For more information about the bills mentioned below and other changes from the 87th Legislative Session, download the free *2021 Legislative Summary for TASB Members* PDF at <https://store.tasb.org/legislative-summary-for-tasb-members-pdf/>.

The *Local Policy Overview* for Update 118, available in the myTASB Policy Service Resource Library at <https://www.tasb.org/services/policy-service/mytasb/policy-manual-update-resources.aspx>, provides a general, high-level overview of the changes to the (LOCAL) policies included in the update. **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

**Changes to the policy manual based on bills from the special called sessions will be included in Update 119.**

#### A(LEGAL)

#### BASIC DISTRICT FOUNDATIONS

The A Section table of contents has been updated to include the new codes AIE, Investigations, and AEA, Educational Equity.

In Update 119, Policy Service will be reviewing districts' AE(LOCAL) and recoding any equity provisions to the new AEA(LOCAL).

#### AE(LEGAL)

#### EDUCATIONAL PHILOSOPHY

The objectives of public education have been updated to reflect HB 4509 revisions regarding instruction on American patriotism.

#### AG(LEGAL)

#### HOME-RULE DISTRICTS

Provisions on home rule districts have been updated to reflect the applicability of Education Code Chapter 39 and special investigations (SB 1365) and parental options to retain students (SB 1697) for these districts.

#### AIA(LEGAL)

#### ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Details regarding accountability performance ratings have been added from SB 1365, including the effects of "Not Rated" and D ratings.

#### AIB(LEGAL)

#### ACCOUNTABILITY: PERFORMANCE REPORTING

Revisions to the quality of learning indicators are from HB 4545.

#### AIC(LEGAL)

#### ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Significant changes from the 87th Legislature, Regular Session address:

- The authority of conservators, management teams, and boards of managers;

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### **Beaumont ISD**

- Interventions and consequences for D ratings;
- Revisions regarding campus turnaround plans;
- Appeals of interventions and sanctions; and
- New intervention programs, including designation as a resource campus and required compliance with the strong foundations grant program requirements.

We have also added an existing prohibition on student trustees participating in a closed board meeting when a personnel matter is being considered.

Provisions on monitoring reviews and on-site investigations have been moved to AIE, Investigations.

### **AIE(LEGAL)                      ACCOUNTABILITY: INVESTIGATIONS**

Provisions on special investigations (formerly *special accreditation investigations*) and monitoring reviews and activities have been revised as a result of SB 1365 and moved to this new code on investigations.

### **BA(LEGAL)                      BOARD LEGAL STATUS**

The provision regarding the board's governance authority has been moved to BAA(LEGAL), which addresses the board's powers and duties.

### **BAA(LEGAL)                      BOARD LEGAL STATUS: POWERS AND DUTIES**

The provision regarding the board's governance authority has been moved from BA(LEGAL) and revised to better reflect statutory wording.

SB 1365 adds exceptions to the board's exclusive power to govern and oversee the management of the district to address the appointment of a board of managers.

Provisions on the board's authority related to district property have been deleted, as they are included at other codes.

### **BBA(LEGAL)                      BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS**

Changes to this legally referenced policy include:

- Clarification regarding felony convictions for eligibility and service as a board member (HB 1540 and Attorney General Opinion KP-0251); and
- Revisions to the definition of "residence" (SB 1111).

### **BBBA(LEGAL)                      ELECTIONS: CONDUCTING ELECTIONS**

Provisions updated in accordance with HB 3107 include those related to election orders, election notices, filing information, delivery or submission of election documents, drawings to determine the order of names on the ballot, and temporary branch polling places.

SB 1116 requires a new internet posting 21 days before election day with information about the upcoming election.

Requirements regarding early voting rosters have been updated in accordance with HBs 1382 and 1622.

### **BBBB(LEGAL)                      ELECTIONS: POST-ELECTION PROCEDURES**

HB 3107 clarifies processes for tied votes and runoff elections.

SB 1116 includes a new requirement to post online detailed information on election results.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **BBBD(LLEGAL) ELECTIONS: CAMPAIGN ETHICS**

Amended Ethics Commission rules change the definition of "political advertising" to address text messages.

#### **BBD(LLEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION**

The State Board of Education must require school safety training for trustees per HB 690 and work with the Texas School Safety Center to develop curriculum and materials by January 1, 2022.

#### **BBFA(LLEGAL) ETHICS: CONFLICT OF INTEREST DISCLOSURES**

A definition of "contract" has been added to assist with application of conflicts disclosure provisions. Other provisions have been reordered, reworded, and removed for readability.

#### **BDF(LLEGAL) BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES**

HB 1525 imposes new meeting requirements for school health advisory councils, including posting of meeting details in advance of meetings and preparing and posting meeting minutes and recordings.

#### **CBA(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE**

An existing provision regarding the purpose of the Foundation School Program has been added.

#### **CBB(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL**

We have referenced an existing provision that prohibits the use of federal loan or grant funds to procure or obtain foreign telecommunications equipment.

#### **CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES**

Provisions on ad valorem taxes were affected by several bills.

- HB 1525 includes exceptions to the prohibition on levying a maintenance tax at a rate with the intent to create a surplus in maintenance tax revenue to pay the district's debt service. We have also added a reference to the consequences of violating the prohibition without an applicable exception.
- SB 1438 addresses the calculation and adoption of tax rates in a disaster area.

Because provisions permitting a district to adopt a tax rate before adopting a budget no longer align with current statutes and TEA processes for calculating the maximum compressed rate, they have been deleted from the policy.

#### **CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS**

Legislation affected several provisions on tax exemptions and payments:

- SB 1427 clarifies that the temporary exemption for qualified property damaged by disaster applies only to physical damage.
- SB 1438 repeals the provisions permitting a governing body to adopt a temporary exemption for qualified property damaged by disaster, making the exemption automatic.
- HB 988 addresses exemptions for goods-in-transit when the district is in a disaster area.
- SB 742 expands the existing provision regarding installment payments in a disaster area to include property in an *emergency* area.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### CCH(LLEGAL)

#### LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

A recent attorney general opinion clarifies that an employee of an appraisal district may not serve as a trustee in a school district that is a participating entity in the appraisal district.

HB 988 creates a criminal offense for a board member, officer, or employee of a participating taxing unit, such as a school district, who communicates with the appraisal district to influence a property's appraisal value unless the person owns or leases the property.

The circumstances under which a person is ineligible to serve on the board of directors of an appraisal district were revised by SB 63, and additional detail on eligibility restrictions have been added from existing law.

Provisions on adjusting the number of appraisal board members in special circumstances have been removed.

#### CDC(LLEGAL)

#### OTHER REVENUES: GIFTS AND SOLICITATIONS

HB 1525 requires a district to accept donations from a parent-teacher organization or association to fund supplemental educational staff positions and spend the donation for the designated purpose.

Under HB 3979, a district is prohibited from accepting private funding for curriculum or professional development for a course as described by Education Code 28.002(h-3)(3), which pertains to certain social studies course content and requirements.

#### CE(LLEGAL)

#### ANNUAL OPERATING BUDGET

SB 1365 prohibits use of local funds to initiate or maintain an action against the state or officer of the state arising out of a decision, order, or determination that is final and unappealable under the Texas Education Code, unless specifically authorized.

The bill also creates a criminal offense for a board member who votes to approve an expenditure in violation of an Education Code provision for a purpose for which the funds may not be spent.

#### CFA(LLEGAL)

#### ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

A reference to the updated *Financial Accountability System Resource Guide*, adopted June 2021, has been added.

#### CFC(LLEGAL)

#### ACCOUNTING: AUDITS

A reference to the updated *Financial Accountability System Resource Guide*, adopted June 2021, has been added.

#### CFD(LOCAL)

#### ACCOUNTING: ACTIVITY FUNDS MANAGEMENT

Recommended revisions to this local policy are to align with the recently adopted amendments to the *Financial Accountability System Resource Guide (FASRG)*, Module 1, Appendix H, on activity funds. (See the *FASRG Financial Accounting and Reporting Appendices* at <https://tea.texas.gov/sites/default/files/fasrg17-module1-farappendices-final-accessible.pdf>.)

Substantive changes include clarification that student activity funds are those funds raised and collected by student clubs and organizations. Approval to spend those funds rests solely with the student organization or club, with disbursement management and approvals by the principal and sponsor.

A more specific reference to the district's accounting practices and procedures was added regarding management of expenditures.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### **Beaumont ISD**

#### **CH(LLEGAL) PURCHASING AND ACQUISITION**

The Professional Services Procurement Act was revised to address procurement of services by forensic analysts and science experts (HB 3774) and physicians, optometrists, and registered nurses under certain circumstances (SB 799).

A definition of a "contingent fee contract" for legal services has been added from SB 1821, and other revisions on this topic are from HB 1428.

SB 799 also amends provisions on management fees under cooperative purchasing contracts.

#### **CHE(LLEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS**

Districts are prohibited from entering into certain contracts with a company for goods and services unless the contract contains written verification that the company:

- Does not boycott energy companies, as described (SB 13); and
- Does not discriminate against a firearm entity or firearm trade association, as described (SB 19).

Existing statutory provisions on vendor conflict of interest questionnaires have been added for completeness.

#### **CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES**

HB 1476 imposes additional requirements on districts regarding disputed invoices with vendors.

#### **CHG(LLEGAL) PURCHASING AND ACQUISITION: REAL PROPERTY AND IMPROVEMENTS**

Revisions to the annual eminent domain reporting requirements have been added from SB 157.

#### **CHH(LLEGAL) PURCHASING AND ACQUISITION: FINANCING PERSONAL PROPERTY PURCHASES**

SB 58 adds cloud computing services to the definition of personal property under the Public Property Finance Act.

Existing legal sources related to the Public Property Finance Act have been added for completeness and address lease-purchase contracts and fair processes for competitive bidding.

#### **CK(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT**

Changes from HB 3597 include the following:

- A district will have three, not six, months to respond to a notification from the Texas School Safety Center (TxSSC) that the district failed to report the results of its safety audit.
- A copy of a memorandum of understanding or mutual aid agreement between a district and another entity addressing school safety and security issues provided to the TxSSC is confidential and not subject to disclosure under the Public Information Act.

#### **CKA(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS**

Extensive revisions to this legally referenced policy on asbestos are a result of amended Texas Asbestos Health Protection rules effective July 8, 2021.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### CKB(LLEGAL)

#### SAFETY PROGRAM/RISK MANAGEMENT: ACCIDENT PREVENTION AND REPORTS

HB 3597 requires the commissioner of education in consultation with other relevant entities to adopt rules on emergency drills and exercises. The previous Administrative Code provisions have been removed pending development of the new rules.

Before a district may conduct an active threat exercise, the district must comply with new notice provisions and other requirements in accordance with SB 168. The [Regulations Resource Manual](#) includes a sample notification form.

#### CKC(LLEGAL)

#### SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Legislative cleanup resulted in several revisions to this legally referenced policy on emergency plans:

- HB 3607 removes a reference to an expired statute;
- HB 3597 clarifies that a multihazard emergency operations plan must include responding to a train derailment if a district *facility*, rather than a *school*, is within 1000 yards of a railroad track; and
- HB 3597 corrects a reference to the *five*, not *four*, phases of emergency management to be addressed in a multihazard emergency operations plan.

#### CKD(LLEGAL)

#### SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES

Although still required, the annually provided instruction on cardiopulmonary resuscitation and the use of automated external defibrillators no longer has to meet guidelines under the Health and Safety Code. (SB 199)

#### CKE(LLEGAL)

#### SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

HB 1788 addresses a school district's immunity from liability for damages resulting from a reasonable action by security personnel to maintain safety at a school campus, including actions relating to possession or use of a firearm. The district also has immunity from liability for any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

We have revised the provisions on authorizing handguns from Attorney General Opinion GA-1051 in light of the repeal of Penal Code 46.035 by HB 1927.

#### CKEA(LLEGAL)

#### SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

SB 24 adds new pre-employment procedures that law enforcement agencies must follow before hiring a licensed peace officer.

If the Texas Commission on Law Enforcement (TCOLE) provides model policies on the topics required in law, a law enforcement agency must, within 180 days of TCOLE providing the policies, adopt a policy on the required topics and may adopt the model policies. (HB 3712)

A law enforcement agency that intends to use a drone for law enforcement purposes must, no later than January 1, 2022, adopt a policy regarding the use of force by means of a drone. (HB 1758)

HB 929 amends existing provisions on body-worn cameras and requires an officer to keep the camera activated during an investigation in which the officer is participating.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **CKEB(LEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS**

SB 741 permits a school marshal to carry a concealed handgun and eliminates the previous requirement for the firearm to be locked in a secure safe within the marshal's immediate reach if the marshal has direct, regular contact with students.

#### **CKEC(LEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS**

SB 1191 amends the definition of a school resource officer to exclude a peace officer who only provides services at extracurricular activities.

#### **CLA(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY**

A new requirement to post human trafficking warning signs has been added from SB 1831.

#### **CLE(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: FLAG DISPLAYS**

Pursuant to SB 797, schools must display in each building a poster or framed copy of the national motto that also includes representations of the U.S. and state flags if donated or purchased from private donations.

#### **CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING**

HB 3261 expands the items and services on which a district can use its technology and instructional materials allotment (TIMA).

The bill also eliminates the provision requiring a district to purchase items in a specified order.

#### **CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION**

SB 204 permits a district to operate a transportation system for interdistrict transfer students outside district boundaries and without having an interlocal agreement with the transferring district if the district meets applicable certification requirements and has a policy that prohibits the screening of transfer requests using academic performance, disciplinary history, or attendance records.

**Please contact your policy consultant if your district will use this approach and you need changes to FDA(LOCAL).** The [Regulations Resource Manual](#) includes a sample certification statement.

A district in a disaster area is eligible for transportation funding for the cost of transporting a meal or instructional materials in accordance with SB 462.

Other revisions are to better match legal sources.

#### **CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY**

SB 1267 repeals provisions on school bus emergency evacuation training.

#### **CO(LEGAL) FOOD AND NUTRITION MANAGEMENT**

SB 1351 revises provisions permitting a campus to donate surplus food. Links have also been updated.

#### **CQ(LEGAL) TECHNOLOGY RESOURCES**

SB 475 adds "robotic process automation" to the examples of next generation technology.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### CQA(LLEGAL)

#### TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The list of required internet postings has been updated to include:

- Election information and election results (SB 1116);
- Notice of school health advisory council (SHAC) meetings, minutes, and recordings (HB 1525);
- A link to the comptroller website to find information on the district's agreements to limit appraised property values (existing requirement);
- Information regarding compliance with requirements for a district that will operate a transportation system outside district boundaries without an interlocal agreement (SB 204); and
- The district's employment policy and any referenced regulations (HB 750).

The optional posting pertaining to annual notice of programs for college credit has been updated as a result of SB 1095.

#### CQB(LLEGAL)

#### TECHNOLOGY RESOURCES: CYBERSECURITY

Reporting of a breach of system security to TEA now includes a requirement to also report to an entity with which TEA contracts and may be made by district employees other than the cybersecurity coordinator per SB 1696.

Cybersecurity training requirements were amended by HB 1118 and SB 1267.

Security breach notifications under the Business and Commerce Code were amended by HB 3746.

#### CQB(LOCAL)

#### TECHNOLOGY RESOURCES: CYBERSECURITY

Based on HB 1118 and SB 1267, the provision addressing board delegation to the superintendent regarding cybersecurity training has been revised to:

- Reflect the elimination of the annual training requirement (except for the cybersecurity coordinator); and
- Give the superintendent the authority to impose consequences for failure to complete required training.

Recommended revisions regarding reports of breaches involving student information are based on SB 1696, which permits the district, rather than the cybersecurity coordinator, to report breaches to TEA and others as required by law.

Sample procedures in the [Regulations Resource Manual](#) have also been updated based on these changes.

#### CRD(LLEGAL)

#### INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

SB 1444 permits a district participating in TRS ActiveCare to opt out of participation as described and prohibits a district participating in TRS ActiveCare from offering health coverage that is not provided under TRS ActiveCare.

Other revisions are to reorder provisions for better flow, remove unnecessary provisions, and better reflect legal sources.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **CV(LEGAL) FACILITIES CONSTRUCTION**

HB 2581 amends provisions on contracting procedures for construction projects, including evaluation of submissions and criteria for awarding construction contracts.

SB 338 permits a district to adopt and incorporate into relevant contracts the Texas Facilities Commission's uniform general conditions.

#### **CVB(LEGAL) FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS**

HB 2581 requires a district using competitive sealed proposals for construction projects to make the evaluations public within 7 business days of the contract award and provide the evaluations to all offerors. A reference to provisions on weighting the value assigned to price has also been added.

#### **DBA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS**

New provisions from HB 1525 and SB 1356 permit members of teacher organizations and other eligible individuals to participate in a tutoring program to provide supplemental instruction to students as overseen by the superintendent.

#### **DC(LEGAL) EMPLOYMENT PRACTICES**

A new posting requirement from HB 750 requires a district to post on its website the employment policy required by Education Code 11.1513(a) and any regulations referenced in the policy. Any form referenced in the policy must be posted on the district's intranet or at a district administrative office.

HB 1525 requires a district to accept donations from a parent-teacher organization or association to fund supplemental educational staff positions and spend the donation for the designated purpose.

#### **DEA(LEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN**

With limited exceptions, HB 1525 requires a district to maintain salaries provided for the 2019–20 school year under HB 3, 86th Legislative Session, as long as the employee remains employed by the district.

Revisions regarding TRS surcharges for rehired retirees include:

- A prohibition against a district passing on to a retiree the cost of TRS surcharges (SB 202); and
- A temporary exemption from TRS surcharges through February 1, 2025, when a retiree is employed to mitigate student learning loss (SB 288).

#### **DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS**

HB 1525 eliminates the requirement that a teacher be certified to be designated a master, exemplary, or recognized teacher under a local optional teacher designation system.

Changes to provisions on mentor teachers and achievement academy stipends are from SB 1267.

#### **DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

Districts that employ peace officers must implement two new leave provisions.

- SB 1359 requires a policy allowing the use of paid mental health leave by officers who experience a traumatic event in the scope of employment.
- HB 2073 requires the board to develop and implement a paid quarantine leave policy for district peace officers who are ordered to isolate or quarantine because of possible or known exposure to a communicable disease while on duty.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

In July, Policy Service sent an email with information on local policy changes to districts which our records show employ peace officers. If your district employs peace officers and has not yet contacted the district's policy consultant for policy revisions, please do so.

#### **DEC(B)(LEGAL) LEAVES AND ABSENCES: MILITARY LEAVE**

HB 1589 adds new disaster leave provisions for employees in the military who are called to state active duty in response to a disaster.

#### **DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION**

HB 2519 requires notice to employees whom the district reports to SBEC for contract abandonment and limits SBEC's authority to sanction a teacher who files a resignation after the 45th day but no later than the 30th day before the first day of instruction.

#### **DFE(LOCAL) TERMINATION OF EMPLOYMENT: RESIGNATION**

Revisions to this local policy on resignations are guided by a recent commissioner of education proposal for decision. Based on the relevant statutory wording, a contract employee's resignation effective at the end of the school year must be filed with the board of trustees or the board's designee, and the board's designee, typically the superintendent, may not further delegate the ability to receive these resignations. As a result, we recommend revising the policy language to give the superintendent *or other person designated by board action* the authority to accept these resignations.

New recommended text states that if a contract employee provides a resignation to a supervisor who has not been designated by the board to accept such resignations, the supervisor shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

We have also clarified that a superintendent may delegate authority to accept at-will resignations to other administrators.

The [Regulations Resource Manual](#) includes sample resolutions if the board chooses to designate a district employee, in addition to the superintendent, to accept contract employee resignations.

#### **DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES**

As a result of HB 3979, a teacher in a required social studies course may not be compelled to discuss a current event or widely debated and currently controversial issue of public policy or social affairs.

#### **DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY**

SB 6 provides that a person is not liable for injury or death caused by exposing an individual to a pandemic disease during a pandemic emergency except as provided by law.

#### **DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT**

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

#### **DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

SB 45 clarifies that an employer commits an unlawful employment practice for failing to take immediate and appropriate corrective action regarding sexual harassment that the employer or employer's agents knew or should have known was occurring.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### **Beaumont ISD**

SB 282 prohibits a district from using public money to settle or pay a sexual harassment claim against a board member or an officer or employee of the district.

#### **DMA(LEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

Numerous revisions throughout this legally referenced policy on staff development are a result of SB 1267, which amends current requirements and requires SBEC, by June 1, 2022, to create a clearinghouse on continuing education and training requirements that includes recommendations for the frequency of training.

Boards must develop a professional development policy by August 1, 2022, that includes a schedule of training based on the clearinghouse or notes any differences between the board policy and the clearinghouse recommendations. Policy Service will provide local policy recommendations following publication of the clearinghouse.

Other legislation affecting this policy includes:

- HB 159, requiring certain elements be included in educator staff development;
- HB 1525, delaying requirements for teacher literacy achievement academies;
- HB 2681, requiring teachers of elective Bible courses to be certified in one of three areas and complete commissioner-developed training; and
- SB 199, eliminating the requirement for instruction on cardiopulmonary resuscitation and the use of automated external defibrillators to meet guidelines under the Health and Safety Code.

#### **DP(LEGAL)                      PERSONNEL POSITIONS**

SB 179 mandates that the board adopt a policy requiring a school counselor to spend at least 80 percent of the school counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). See DP(LOCAL), below, for more information.

Provisions in relevant employment contracts cannot conflict with the policy, and a district must annually assess the policy.

#### **DP(LOCAL)                      PERSONNEL POSITIONS**

Revisions regarding school counselors are based on SB 179, which mandates that the board adopt a policy requiring a school counselor to spend at least 80 percent of total work time on duties that are components of a comprehensive school counseling program (CSCP). If the board determines that, because of staffing needs in the district or at a campus, a school counselor cannot spend 80 percent of work time on CSCP components, the policy must address further details regarding the counselor's duties.

The recommended policy text is structured for the administration, rather than the board, to make the initial administrative determination about a counselor's job duties. If the board approves that determination, the board shall direct the superintendent to develop a revised job description for that counselor that will address the requirements in law.

The list of principal qualifications has been adjusted to include a reference to the job description.

In accordance with these revisions, TASB HR Services has revised its model job descriptions available to subscribers in the HR Library at <https://www.tasb.org/services/hr-services/mytasb/model-job-descriptions/campus-instruction.aspx>.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **E(LEGAL) INSTRUCTION**

The E Section table of contents has been revised to change the subtitle of EKBA to English Learners/Emergent Bilingual Students to align with changes from SB 2066.

#### **EB(LEGAL) SCHOOL YEAR**

A district may receive full ADA if it provides at least 43,200 minutes of instructional time to students enrolled in a school operating an adult high school charter school program in accordance with SB 1615.

#### **EEB(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE**

Class size limits have been extended to prekindergarten by SB 2081.

#### **EEL(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES**

Driver training *schools* are renamed driver training *providers* by HB 1560.

#### **EF(LEGAL) INSTRUCTIONAL RESOURCES**

SB 348 clarifies that a parent is entitled to review teaching and instructional materials while a child is participating in virtual or remote learning and to observe virtual instruction.

#### **EHA(LEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM**

As provided by SB 6, a district is not liable for damages or monetary relief from a cancellation or modification of a course, program, or activity if the action is due to a pandemic emergency.

#### **EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

Provisions on required instruction have been added to reflect HB 4509 revisions regarding instruction on American patriotism, Texas history, and the free enterprise system.

HB 1525 imposes several requirements regarding human sexuality curriculum materials, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

SB 123 revises the list of topics that must be addressed in character education programs.

#### **EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on HB 1525, which imposes several requirements regarding human sexuality curriculum materials, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

#### **EHAD(LEGAL) BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION**

Driver training *schools* are renamed driver training *providers* by HB 1560.

#### **EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

SB 89 requires districts to add supplemental information to the individualized education program (IEP) of any child who was enrolled in special education during the 2019–20 or 2020–21 school years.

The admission, review, and dismissal committee of a student who is participating in the new supplemental special education services and instructional materials program created by SB 1716 must provide certain information to parents and cannot consider the supplemental services when developing the IEP.

HB 785 imposes new requirements when a student has a behavioral improvement or intervention plan.

#### **EHBB(LEGAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

HB 1525 eliminates the statutory requirement for a district to annually certify its gifted and talented program to the commissioner.

#### **EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

Numerous legislative changes affect this legally referenced policy on compensatory and accelerated services.

- The compensatory education allotment may be used for services of an instructional coach (HB 1525).
- The list of students at risk of dropping out of school excludes students who are retained in prekindergarten (SB 1697) and includes students enrolled in a dropout recovery school (HB 572) and students participating in an adult high school charter school program (SB 1615).
- The term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).
- New provisions have been added on required services after an unsatisfactory performance on state assessments, including accelerated instruction, accelerated learning committees, and parent requests for specific teachers (HB 4545).

#### **EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

Recommended revisions to this local policy include references to accelerated instruction and accelerated learning committees as revised by HB 4545 and direct parents to FNG, the district's existing grievance policy, for complaints about educational plans.

The text also explains that parental requests for a student to be assigned to a particular teacher following a student's unsatisfactory performance on a grade 3, 5, or 8 math or reading assessment shall be handled in accordance with the district's administrative procedures. The [Regulations Resource Manual](#) includes sample procedures and a form for these parental requests.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to [this policy topic](#).

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### **Beaumont ISD**

#### **EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL**

SB 2066 revises the term "limited English proficient" to "emergent bilingual" in several instances and adds a definition of the new term.

#### **EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION**

In addition to existing career and technology education program notification requirements, SB 1095 adds a requirement for the district to provide parents notification of certain work-based education programs offered by the district.

#### **EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN**

Eligibility for free prekindergarten enrollment for three-year-olds has been extended by HB 725 to children who were in foster care in another state.

Subject to certain requirements, a parent may elect for a student to repeat prekindergarten or enroll in prekindergarten for the first time if the student would have been eligible the previous year and has not yet enrolled in kindergarten (SB 1697).

To obtain an exemption from requirements regarding prekindergarten classes for four-year-olds, a district must first solicit proposals for partnerships (HB 1525).

A prekindergarten program provided by a private entity must comply with class size limits (SB 2081).

#### **EHBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES**

As revised by HB 3257, instruction required during Holocaust Remembrance Week must include materials developed or approved by the Texas Holocaust, Genocide, and Antisemitism Advisory Commission.

#### **EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT**

In addition to existing career and technology program notification requirements, SB 1095 adds a requirement for the district to provide notice of work-based education programs offered by the district, such as internships, externships, apprenticeships, or a Pathways in Technology Early College High School (P-TECH) program, and to notify parents of the qualifications for enrolling in these programs. A district must also provide notice regarding subsidies to take college advanced placement tests or international baccalaureate examinations.

An agreement with an institution of higher education must designate an employee of the district or the higher education institution as responsible for providing academic advising to students who will enroll in a dual credit course, as specified by SB 1277.

#### **EI(LLEGAL) ACADEMIC ACHIEVEMENT**

Revised Administrative Code rules require the academic achievement record to reflect compliance with the requirement to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA).

SB 1888 eliminates the Early High School Graduation Scholarship Program.

#### **EIE(LLEGAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION**

HB 4545 eliminates grade advancement provisions for students in grades 5 and 8.

SB 1697 creates parental options to retain students in prekindergarten through grade 8 or retake a high school credit course, even if the student has met the promotion standards or passed the course. In addi-

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

tion, a parent may enroll a student in prekindergarten or kindergarten as specified if the student was eligible the previous year. The bill includes a process to be followed if the district disagrees with the request. However, if the parent participates in that process, the parent may make the final decision whether the student will be retained. The retention provisions for grades 4–8 and for high school courses expire September 1, 2022.

#### EIE(LOCAL)

#### ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

Outdated provisions on grade advancement testing have been removed as a result of HB 4545, including provisions on assignment of retained students, which were based on Administrative Code provisions addressing grade advancement requirements. The statement about eliminating the practice of retaining students is recommended for deletion, as it is only needed if a district operates an optional extended year program (OEYP) under Education Code 29.082.

Accelerated instruction is now addressed at EHBC.

**Please review your policy and contact your policy consultant if the district's grade level promotion standards need revision.** The article "Level-Up? Promotion to the Next Grade Depends on Board Policy" (available in the TASB Member Center at <https://www.tasb.org/members/enhance-district/local-promotion-standards/>) provides additional information on grade level promotion standards.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### EIF(LEGAL)

#### ACADEMIC ACHIEVEMENT: GRADUATION

SB 369 adds details regarding how a school counselor reports compliance with the requirement for a student to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA).

The statutory expiration date for individual graduation committees was repealed by HB 1603.

Provisions on the Texas First Early High School Completion Program are from SB 1888.

Revised Administrative Code rules clarify that the requirement to demonstrate proficiency in specific communication skills for graduation may be satisfied beginning in grade 8.

#### EK(LEGAL)

#### TESTING PROGRAMS

We have removed TEA obligations regarding reimbursement procedures for college preparation assessments.

#### EKB(LEGAL)

#### TESTING PROGRAMS: STATE ASSESSMENT

The statutory term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).

SB 1267 permits the district employee who oversees test administration to require other district employees who administer assessments to repeat test administration training.

References to the Texas Success Initiative Assessment, Version 2.0 (TSIA2) have been added as a result of revised Administrative Code rules.

Revisions regarding accelerated instruction are based on HB 4545.

#### EKBA(LEGAL)

#### STATE ASSESSMENT: ENGLISH LEARNERS/EMERGENT BILINGUAL STUDENTS

The statutory term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **EL(LEGAL)                      CAMPUS OR PROGRAM CHARTERS**

HB 3607 revises funding provisions applicable when a district contracts with an open-enrollment charter school to jointly operate a campus.

SBs 1365 and 1697 revise the list of laws applicable to charter campuses or programs.

#### **EMB(LEGAL)                      MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES**

HB 3979 adds numerous restrictions for a social studies course in the required curriculum.

#### **EMI(LEGAL)                      MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY OF RELIGION**

HB 2681 permits a district to offer an elective course on the Bible beginning in grade 6, rather than grade 9.

#### **FD(LEGAL)                      ADMISSIONS**

A statement has been added for new provisions from HB 4545 regarding enrollment in prekindergarten and kindergarten under certain circumstances. A cross-reference has also been added to EIE(LEGAL).

SB 746 requires a parent to provide to the district in writing the parent's contact information.

In accordance with SB 1615, a student enrolled in an adult high school charter school program is entitled to the benefits of the available school fund if the student is under 50 years of age.

#### **FDA(LEGAL)                      ADMISSIONS: INTERDISTRICT TRANSFERS**

SB 481 allows a student to transfer to another district if the student's current district will offer only virtual instruction for more than one grading period during the school year.

A cross-reference to CNA has been added for provisions on operating a transportation system outside the district to transport interdistrict transfer students.

#### **FDAA(LEGAL)                      INTERDISTRICT TRANSFERS: PUBLIC EDUCATION GRANTS**

SB 1365 revises public education grants to make a student eligible if the student is assigned to a campus with any unacceptable performance rating.

#### **FDB(LEGAL)                      ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS**

SB 1365 revises public education grants to make a student eligible if the student is assigned to a campus with any unacceptable performance rating.

#### **FDE(LEGAL)                      ADMISSIONS: SCHOOL SAFETY TRANSFERS**

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

#### **FDE(LOCAL)                      ADMISSIONS: SCHOOL SAFETY TRANSFERS**

Recommended revisions are to reflect a change from HB 375, which amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

HB 699 requires a school district to excuse a student's absence resulting from a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, if proper documentation is provided.

SB 289 creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license.

HB 3165 provides an affirmative defense to truant conduct if absences were due to a child's voluntary absence from home because of abuse.

#### FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE

We have added text to address SB 289, which creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license. **Contact the district's policy consultant if your district will not permit these excused absences.** The [Regulations Resource Manual](#) includes at FEA a sample form for students to verify an absence to visit a driver's license office and, at FEB, a chart listing acceptable documentation for absences, including for learner permits and driver's licenses.

Various references about providing verification of the absences addressed in the policy have been consolidated into a single statement.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

HB 699 prohibits a district from considering excused absences resulting from a serious or life-threatening illness or related treatment in determining whether a student has satisfied attendance requirements for a final grade or credit.

#### FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

Numerous revisions are recommended to this local policy on attendance for credit.

- As reflected in the revision at Absences Considered, in calculating whether a student has met the 90 percent attendance requirement, HB 699 creates an exception for absences resulting from a serious or life-threatening illness or related treatment. The [Regulations Resource Manual](#) includes sample letters to notify parents of student absences, which have been updated to reflect this exception.
- Administrative details on documentation of student illnesses have been included in the *Model Student Handbook* and are recommended for deletion.
- Provisions on the attendance committee's consideration of the best interest of the student, extenuating circumstances, and conditions for awarding credit or a final grade have been revised and reordered to emphasize a student's mastery of the essential knowledge and skills and maintaining a passing grade rather than assigning a student to attend programs for an amount of time equivalent to the student's absences.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### FED(LEGAL) ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 699 prohibits a district from referring a student to truancy court and requires a district to provide counseling to a student who is absent due to a severe or life-threatening illness or related treatment.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

The sample Truancy Prevention Measures Checklist in the [Regulations Resource Manual](#) has been updated to reflect this change.

#### **FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT**

SB 1267 requires that training on unassigned epinephrine auto-injectors be in accordance with the district's professional development policy, which must be adopted by August 1, 2022, following publication of the SBEC clearinghouse on continuing education and training requirements. See DMA(LEGAL) above for information.

SB 6 addresses immunity of certain medical professionals for injury or death caused by care, treatment, or failure to provide care or treatment relating to a pandemic disease.

#### **FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION**

HB 3597 provides flexibility regarding the requirement for a district's threat assessment team to include a variety of members with extensive expertise and now requires the superintendent to ensure, *to the greatest extent practicable*, that the members have the required expertise.

#### **FFBA(LEGAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE**

SB 1267 requires that training on trauma-informed care be in accordance with the district's professional development policy, which must be adopted by August 1, 2022, following publication of the SBEC clearinghouse on continuing education and training requirements. See DMA(LEGAL) above for information.

The bill also repeals the requirement to report on training compliance to TEA.

#### **FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH**

As required by SB 279, student identification cards must include the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line and may include a local suicide prevention hotline, if available.

#### **FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

HB 3379 changes the standard of reporting child abuse and neglect from "cause to believe" to "*reasonable* cause to believe."

In addition, we have reordered provisions to better align with the structure of FFG(LOCAL) and have added an existing definition for completeness.

#### **FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

Recommended revisions to this local policy incorporate HB 3379 changes to the standard of reporting child abuse and neglect from "cause to believe" to "*reasonable* cause to believe."

A reference to the definition of a person responsible for the care, custody, or welfare of a child has been added for clarification.

We have also clarified that training will be as required by law and district policy in anticipation of the new district professional development policy that must be in place by August 2022. See DMA above for more information.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### FFH(LLEGAL)

#### STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Dating violence training is now only required on campuses that instruct students in grade six or higher in accordance with SB 1267.

An adjustment to the Note on Title IX explains that the Office for Civil Rights (OCR) has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

#### FFI(LLEGAL)

#### STUDENT WELFARE: FREEDOM FROM BULLYING

In accordance with SB 2050, district bullying policies must address prevention and mediation of bullying incidents and comply with minimum standards adopted by TEA. Policy Service will recommend local policy revisions following publication of the TEA minimum standards.

#### FL(LLEGAL)

#### STUDENT RECORDS

Changes in federal law prompted revisions regarding access to student information by military recruiters, who may have access to a student's district-provided email address unless a parent has advised the district not to release this information.

#### FL(LOCAL)

#### STUDENT RECORDS

At Types of Education Records, we have replaced an outdated reference to the "grade placement committee" with a reference to the "accelerated learning committee" in accordance with HB 4545.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### FM(LLEGAL)

#### STUDENT ACTIVITIES

The requirement for the UIL to provide training to extracurricular students in recognizing the symptoms of catastrophic injuries and the risks of using dietary supplements has been removed by SB 1267.

HB 1080 provides that a district may not exclude a student from participating in a UIL activity solely because the student receives outpatient mental health services from a mental health facility or is absent for this purpose.

A district may permit homeschool students to represent the school in UIL activities as provided by HB 547. **If your district will permit homeschool students to participate in UIL activities and you currently have a provision in FD(LOCAL) prohibiting nonenrolled students from participating in curricular or extracurricular activities, please contact your policy consultant for an adjustment to that policy.**

HB 2721 prohibits a student from participating in any future extracurricular activity sponsored by the district or the UIL if the UIL determines that the student caused bodily injury to an extracurricular official in retaliation for the official's performance of duties.

Other provisions have been reordered for better flow.

#### FNCD(LLEGAL)

#### STUDENT CONDUCT: TOBACCO USE AND POSSESSION

SB 248 amends the definition of "e-cigarette" to include the liquid solution or other material used in the device.

# Explanatory Notes

## TASB Localized Policy Manual Update 118

### Beaumont ISD

#### **FNCG(LLEGAL)                      STUDENT CONDUCT: WEAPONS**

HB 1927 prompted revisions regarding the Penal Code offense of unlawful carrying of weapons and a reference to the appropriate legal source for handgun offenses.

HB 957 removes firearm silencer from the list of prohibited weapons in Texas Penal Code 46.05.

#### **FNG(LLEGAL)                      STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES**

SB 348 clarifies that a parent is entitled to review teaching and instructional materials while a child is participating in virtual or remote learning and to observe virtual instruction.

#### **FOC(LLEGAL)                      STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING**

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

#### **FOD(LLEGAL)                      STUDENT DISCIPLINE: EXPULSION**

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

#### **FOF(LLEGAL)                      STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES**

When a district takes disciplinary action that constitutes a change of placement for a student who receives special education services, HB 785 requires the district to take certain actions relating to functional behavior assessments and behavioral intervention plans.

#### **GBA(LLEGAL)                      PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION**

The name of an employee accused of an improper relationship between an educator and student is confidential until the employee is indicted for the offense, except as specified by HB 246. The [Regulations Resource Manual](#) includes sample procedures to address release of this information by a campus.

Provisions on the release of personal information have been revised for:

- Board members (HB 1082); and
- Current or honorably retired peace officers and commissioned security officers (SB 841).

Confidentiality of crime victim information has been revised based on HB 2357.

The sample election of confidentiality forms in the [Regulations Resource Manual](#) have been updated to reflect these changes.

#### **GBAA(LLEGAL)                      INFORMATION ACCESS: REQUESTS FOR INFORMATION**

Changes to this policy on requests for information are from SB 1225.

- If a district's physical offices are closed, but staff is working remotely, the district must make a good faith effort to continue responding to Public Information Act (PIA) requests for information.
- Provisions on temporary suspension of the PIA due to a catastrophe apply only when a district is *significantly* impacted and limit extensions of a suspension to only once per catastrophe.

Explanatory Notes  
TASB Localized Policy Manual Update 118

**Beaumont ISD**

**GKA(LLEGAL)                      COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

HB 1927 revises the Penal Code's list of places where the possession of weapons is prohibited. Changes in federal law prompted revisions regarding the use of unmanned aircraft systems.

**GKD(LLEGAL)                      COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES**

HB 525 protects religious organizations from closure by a governmental entity during a disaster. HB 1239 amends the Texas Religious Freedom Restoration Act to prohibit a government agency or public official from ordering the closure of a place of worship and clarifies that the Act cannot be suspended by the governor during a disaster.

**GKE(LLEGAL)                      COMMUNITY RELATIONS: BUSINESS, CIVIC, AND YOUTH GROUPS**

Districts may not regulate learning pods in accordance with SB 1955.

**GNB(LLEGAL)                      RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS**

Changes to the provisions on core services provided by education service centers reflect that the gifted and talented allotment was reinstated by HB 1525.

**GNC(LLEGAL)                      RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES**

Provisions requiring certain districts to develop a plan to increase enrollment in higher education were deleted by SB 1677.

**GRB(LLEGAL)                      RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL COOPERATION CONTRACTS**

Provisions on entering into intergovernmental support agreements with a branch of the armed forces have been added as a result of SB 780.



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

**Fiduciary  
Responsibility**

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District-~~approved~~ accounting practices and procedures, and the [Texas Education Agency \(TEA\) Financial Accountability System Resource Guide](#).

**Student Activity  
Funds**

The Superintendent ~~or designee~~ shall ensure that student activity accounts are maintained to manage all class funds, ~~organization funds~~, and ~~any~~ other funds raised and collected by [student clubs or organizations from students](#) for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and  
Expenditure

Funds collected by student groups shall be used only for purposes authorized by the [student club or organization](#). ~~or upon approval of the sponsor~~. The principal ~~and sponsor or designee~~ shall [manage and](#) approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

**District and Campus  
Activity Funds**

The Superintendent shall [ensure District accounting practices and procedures address](#) ~~establish regulations governing~~ the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

**Carryover Funds**

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If [a club or an](#) organization ceases to function or exist, the unexpended funds ~~of the organization~~ shall be credited to the appropriate administrative activity account.

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

**Coordinator** The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters ~~and as required by law report to TEA breaches of system security.~~

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

1. Determine the cybersecurity training program to be used in the District; ~~annually completed by each employee and Board member; and~~
2. Verify and report compliance with ~~staff~~ training requirements in accordance with guidance from the Department of Information Resources; ~~and~~
- ~~2.3.~~ Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

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

**Security Breach Notifications** Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

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

The ~~District~~ ~~District's cybersecurity coordinator~~ shall disclose a breach involving sensitive, protected, or confidential student information ~~as required by TEA and parents in accordance with~~ law.

TERMINATION OF EMPLOYMENT  
RESIGNATION

DFE  
(LOCAL)

**General  
Requirements**

All resignations shall be submitted in writing to the Superintendent or ~~other person designated by Board action in accordance with this policy~~ ~~designee~~. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

**At-Will Employees**

The Superintendent ~~or designee~~ shall be authorized to accept the resignation of an at-will employee at any time. ~~The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.~~

**Contract Employees**

The Superintendent or ~~other person designated by Board action~~ ~~designee~~ shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. ~~If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action.~~ The resignation requires no further action by the District and is accepted upon receipt ~~by the Superintendent or other person designated by Board action.~~

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. ~~If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action.~~ ~~The Superintendent or other person designated by Board action~~ ~~The Superintendent or other Board designee~~ shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

**Withdrawal of  
Resignation**

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

**Principal  
Qualifications**

In addition to the minimal certification requirement, ~~athe~~ principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage ~~budgets~~budget and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
1. Other qualifications deemed necessary by the Board and included in the job description.

**School Counselors**

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

7. If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision. -

**Human Sexuality  
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

~~Each student~~ ~~Students at all grade levels~~ who ~~has~~~~have~~ been identified as being at risk of dropping out of school, who ~~is~~~~are~~ not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment, shall be provided accelerated and/or compensatory educational services.

**Accelerated Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily ~~based~~ on a state-mandated ~~needs~~ assessment. ~~The principal shall ensure that each identified student is receiving services.~~

**Accelerated Learning Committee**

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG. ~~The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.~~

~~Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.~~

~~{See EIE}~~

**Curriculum Mastery**

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving  
Special Education  
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for  
Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten

A student in kindergarten shall not be retained unless the ~~accelerated learning committee (ALC)~~ ~~Grade Placement Committee (GPC)~~ and the student's parent ~~unanimously~~ determine that promotion would be detrimental to the student's academic success; ~~however, the parent may request retention in accordance with law.~~

Grades 1–5-

In grades 1–5, promotion to the next ~~grade~~ level shall be based on an overall average of 70 ~~or above~~ on a scale of 100 ~~based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in in both language arts and mathematics.~~ ~~In accordance with the Student Success Initiative grade advancement requirements for grade 5, mastery of reading and mathematics shall be required of a student in grade 5 in addition to any other necessary academic information as determined by the District.~~

~~Grades 6–8~~

Grades 6–8

In grades 6–8, promotion to the next grade ~~level~~ shall be based on an overall average of 70 ~~requires a grade of 70 or above~~ on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills). If a student scores below 70 on a scale of

100 in two to three core subjects, which are, language arts, mathematics, science, and/or social studies, the student shall be retained and shall be required to attend summer school. If the student successfully completes summer school, he or she shall be promoted to the next grade level.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

**Accelerated Instruction**

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.~~

**Grade Advancement Testing**

~~Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.~~

**Definition of "Parent"**

~~For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the GPC for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]~~

**No Alternate Assessment Instrument**

~~The District shall use only the statewide assessment instrument for the third testing opportunity.~~

**Standards for Promotion Upon Appeal**

~~If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.~~

~~The student shall not be promoted unless:~~

- ~~1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and~~

~~2.—The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.~~

~~Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.~~

~~Transfer Students~~

~~When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.~~

~~If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.~~

~~Assignment of Retained Students~~

~~In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:~~

- ~~1.—The student's parent requests that the student be assigned to the same or a similar campus setting; or~~
- ~~2.—The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
  - ~~a.—Recommendations from the student's teachers.~~
  - ~~b.—Observed social and emotional development of the student.~~~~

~~Reducing Student Retention~~

~~The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]~~

**Safe Schools Data**

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
  - a. Attempted murder;
  - b. Indecency with a child;
  - c. Aggravated kidnapping;
  - d. Aggravated assault on someone other than a District employee or volunteer;
  - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
  - f. Aggravated robbery; or
  - g. Continuous sexual abuse of a young child or [disabled individual children](#).

**School Safety Transfers**

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

**From a Persistently Dangerous School**

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a  
Violent Criminal  
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer  
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

**Excused Absences**

In addition to excused absences required by law, the District shall excuse absences for the following purposes. [A student shall be required to submit verification of these absences in accordance with administrative regulations.](#)

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. ~~A student shall be required to submit verification of such visits in accordance with administrative regulations.~~

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. ~~A student shall be required to submit verification of such activities in accordance with administrative regulations.~~

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. ~~A student shall be required to submit verification of service in accordance with administrative regulations.~~

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

**Withdrawal for Nonattendance**

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

**Students Attending Homeschools**

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing  
Compulsory  
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

**Consideration of All Absences Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District ~~All absences~~ shall be considered in determining whether a student has attended the required percentage of days under this policy.

**Attendance Committees**

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent ~~or designee~~ shall make the specific appointments in accordance with legal requirements.

**Parental Notice of Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

**Methods for Regaining Credit or Awarding a Final Grade**

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

~~A student~~ ~~Students~~ who ~~has~~ ~~have~~ lost credit or ~~has~~ ~~have~~ not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

**Personal Illness**

~~The~~ When a student's absence for personal illness exceeds three consecutive days, the principal or attendance committee may require verification that the student present a statement from a physician or health-care provider in accordance with administrative regulations clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying ~~an~~ the absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding ~~if~~ a student's ~~student has established a questionable pattern of~~ absences and how, the student can be awarded credit ~~principal~~ or a final grade, the attendance committee shall attempt to ensure ~~may require~~ that its decision is in the best interest of the ~~a~~ student. The Superintendent shall develop administrative regulations to document the attendance committee's decision ~~present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.~~

**Guidelines on Extenuating Circumstances**

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject. ~~adhere to the following guidelines to determine attendance for award of credit or a final grade:~~

When Days of Attendance

1. ~~If~~ makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences ~~as that are allowed under compulsory attendance requirements shall be considered~~ days of attendance for award of credit or a final grade. [See FEA] ~~(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]~~

Transfers / Migrant Students

2. ~~A transfer or migrant student incurs absences only after his or her enrollment in the District.~~

Documentation

3. ~~The attendance committee shall consider the acceptability and authenticity of documented reasons for the student's absences.~~

Consideration of Control

4. ~~The~~ committee shall consider whether the reasons for the absences were ~~for reasons~~ out of the student's or parent's or student's control and.

Student's Academic Record

5.2. ~~The committee shall consider~~ whether documentation for ~~or not the absence is acceptable~~ student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

~~Information from  
Student or Parent~~

~~6.3.~~ The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

~~Best Interest  
Standard~~

~~In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

**Imposing Conditions  
for Awarding Credit  
or a Final Grade**

The attendance committee shall consider the student's unique circumstances and, if necessary, shall ~~may~~ impose ~~any of the following~~ conditions for ~~awarding students with excessive absences to regain~~ credit or ~~be awarded~~ a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
1. Completing additional assignments, as specified by the committee or teacher.
2. Attending tutorial sessions as scheduled, ~~which may include Saturday classes or before and after school programs.~~
2. Completing other instructional programs, as specified by the committee.
- ~~3. Maintaining the attendance standards for the rest of the semester.~~
- ~~4.3.~~ Taking an examination to earn credit. [See EHDB]
- ~~5. Attending a flexible school day program.~~
- ~~6. Attending summer school.~~

In all cases, the student must ~~also~~ earn a passing grade in order to receive credit.

**Appeal Process**

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has **reasonable** cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

### Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. **As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.**  
[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>1</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>

**Comprehensive System**

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

**Cumulative Record**

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

**Custodian of Records**

The ~~principal~~~~principal~~ is custodian of all records for currently enrolled students. ~~The Superintendent and/or principal~~~~The Superintendent and/or principal~~ is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

**Types of Education Records**

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by ~~an accelerated learning~~~~a-grade placement~~ committee convened for the student.
5. Health services record, including:
  - a. The results of any tuberculin tests required by the District.

- b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
  - c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

**Access by Parents**

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents

may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

**Access by School Officials**

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

**Transcripts and  
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records  
Responsibility for  
Students in Special  
Education**

The ~~senior director of special education~~ **senior director of special education** shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at ~~the office of the senior director of special education~~ **the office of the senior director of special education**.

**Procedure to Amend  
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.





# **PACE PURCHASING COOPERATIVE**

## **INTERLOCAL AGREEMENT**

Member Name: \_\_\_\_\_ County District Number: \_\_\_\_\_

Education Service Center, Region 20 (Coop) and the above named agency (member) enter into the following cooperative service arrangement.

This agreement is effective \_\_\_\_\_ (date) and shall automatically renew unless either party gives ninety (90) days prior notice of non-renewal. This agreement may be terminated with or without cause by either party upon thirty (30) days written notice.

### **The Coop will:**

- Handle bidding procedures
- Abide by all procurement laws in the State of Texas
- Enter proposals for tabulation and evaluation
- Arrange for an Award Committee to test, evaluate and award proposals
- Develop award information forms for member use
- Send award information to vendors
- Develop system for gathering evaluation information from members on vendor performance and product quality
- Provide comparison information with previous awards to evaluate effectiveness of proposals

### **The Member will:**

- Designate a member employee to serve as a liaison with Coop
- Identify delivery location within Member on purchase orders
- Prepare purchase orders for items awarded on proposals
- Ensure timely payments to vendors who receive proposal awards
- Provide Coop with evaluation forms regarding vendor and product concerns
- Ensure a Resolution is properly executed if required

### **Authorization:**

Education Service Center, Region 20 and the PACE Purchasing Cooperative executed a contract to provide cooperative purchasing services to government entities.

RESOLUTION

WHEREAS, it is the intent of \_\_\_\_\_  
(Name of Entity)  
to join and participate in the PACE Purchasing Cooperative, being organized and administered by the Education Service Center, Region 20.

WHEREAS, authority for this commitment is authorized by Article 791.011 Interlocal Cooperation Act as amended and would allow for substantial savings to be realized by volume purchasing of specific commodity items.

BE IT RESOLVED, that \_\_\_\_\_  
(Name of Entity)  
Board of Trustees hereby joins in and elects to participate in the PACE Purchasing Cooperative being organized and administered by the Education Service Center, Region 20 and recognizes that there will be no fee for participation.

BE IT FURTHER RESOLVED, that \_\_\_\_\_  
(Name of Entity)  
Board of Trustees hereby authorizes its Superintendent/CEO to execute such documents as are appropriate and necessary to implement the Entity's participation in said PACE Purchasing Cooperative.

We certify the foregoing is a true and correct copy of the resolution duly adopted by  
\_\_\_\_\_, of \_\_\_\_\_, Texas. In  
(Name of Entity) (City)  
witness thereof, I/we have hereunto set my/our hand(s) this \_\_\_\_\_ day of  
\_\_\_\_\_, 2017.

AUTHORIZED SIGNATURE: \_\_\_\_\_

NAME and TITLE: \_\_\_\_\_

AUTHORIZED SIGNATURE: \_\_\_\_\_

NAME and TITLE: \_\_\_\_\_

**PACE PURCHASING COOPERATIVE**

INTERLOCAL AGREEMENT

Member Name: \_\_\_\_\_ County District Number: \_\_\_\_\_

Please send a signed Interlocal Agreement to (or fax to 210-370-5776 or e-mail to [jim.metzger@esc20.net](mailto:jim.metzger@esc20.net)):

Education Service Center, Region 20  
Attn: PACE Coop  
1314 Hines Ave  
San Antonio, TX 78208.

**Public Entity**

**Education Service Center, Region 20**

**BY:** \_\_\_\_\_  
**Authorized Signature**

**BY:** \_\_\_\_\_  
**Authorized Signature**

\_\_\_\_\_  
**Title**

**Purchasing Coordinator**  
\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Person**

**Jim Metzger**  
\_\_\_\_\_  
**Contact Person**

\_\_\_\_\_  
**Title of Contact Person**

**Purchasing Coordinator**  
\_\_\_\_\_  
**Title of Contact Person**

\_\_\_\_\_  
**Street Address**

**210-370-5204**  
\_\_\_\_\_  
**Phone Number**

\_\_\_\_\_  
**City, State, Zip**

**210-370-5776**  
\_\_\_\_\_  
**Fax Number**

\_\_\_\_\_  
**Phone/Fax Number**

**[jim.metzger@esc20.net](mailto:jim.metzger@esc20.net)**  
\_\_\_\_\_  
**E-mail Address**

\_\_\_\_\_  
**E-mail Address**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.6.**

**Agenda Item Title:** Approve recommended vendors for RFP 22.04 Psychological and Diagnostic Testing

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Dr. Tyrell White

**Executive Summary:** A Request for Proposals (RFP) was issued for Psychological and Diagnostic Testing. There were three qualified responses. The RFP is for one year with three additional one-year renewal options.

**Recommendation:** Approve AMN Healthcare award for Psychological and Diagnostic Testing.

**Budget Impact\* (if applicable):** Estimated \$40,000.00

**Funding Source (if applicable):** Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

12/8/21  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

Beaumont ISD

RFP #22.04 Psychological and Diagnostic

		AMN	Therapia	Stepping Stones				
Line #	Description							
1	Price (35)	30.00	30.00	35.00				
2	Technical Capabilities / Experience (15)	15.00	10.00	10.00				
3	Understanding of district needs (15)	12.00	10.00	5.00				
4	Qualifications / Financial Stability (15)	15.00	12.00	10.00				
5	Minority or Woman owned business (5)	0.00	0.00	0.00				
6	Presentation (5)	5.00	4.00	5.00				
7	Best Value Tradeoff (10)	10.00	0.00	10.00				
	Carroll	87.00	66.00	75.00				
	White	85.00	65.00	70.00				
	<b>AVERAGE</b>	<b>86.00</b>	65.50	72.50				

Best Value Tradeoff utilized for proximity to district

Bid Evaluators:

Carroll

White



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.8.a.**

**Agenda Item Title:** Head Start Interagency Agreement

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Beaumont Independent School District and the Bingman Head Start Program have maintained a long and successful Grantee/Federal relationship. The benefits of this effective collaborative have helped provide comprehensive, quality, professional and human services to the personnel, parents and students involved in the Head Start Program.

**Recommendation:** The Board approves the Head Start Interagency Agreement

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

**12/8/21**

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

Beaumont Independent  
School District/ BINGMAN  
HEAD START

Interagency Agreement



12/8/2021

# BISD/BINGMAN HEAD START

## Interagency Agreement

Beaumont Independent School District and the Bingman Head Start Program have maintained a long and successful Grantee/Federal relationship. The benefits of this effective collaborative have helped provide comprehensive, quality, professional and human services to the personnel, parents and students involved in the Head Start Program.

The new federal mandates, which focus on effective management systems as well as quality services, require that the Grantee and Head Start Program enter into a written agreement outlining the provisions and expectations of each party.

The agreement reads...

### **As the Grantee Agency the benefits and expectations provided the Head Start Program include:**

- Use of buildings and grounds located at 5265 S. Kenneth Street as in-kind services with written method for allocating in-kind rental costs
- Provide all renovations as in-kind services
- Maintain said buildings and grounds to include custodial services, food services, and maintenance services personnel as in-kind
- Appoint an Executive Director and Fiscal Manager as in-kind personnel
- Provide collaborative services of the BISD Director of Food Services, Personnel, Special Services, Public Relations, Special Education, Title I, Communications, Nurses, ESL, Staff Development, Transportation and Early Childhood Supervisor, Provide the services of a diagnostician as needed
  - √ Pay the salaries of a PPCD teacher and two PPCD aides
  - √ Pay the salary of the Head Start speech pathologist
  - √ Pay the salary of the ESL aide
  - √ Pay the salaries of fifteen Head Start teachers
- Provide pre-service and in-service training and technical assistance as needed
- Provide state and local curriculum materials and resources
- Approve Policy Council and Parent Committee officers and by laws
- Provide for Governing Body representation on Head Start Policy Council
- Provide for shared decision-making between Policy Council and Grantee Agency on the operation, governance and maintenance of the Program
- Draft a written impasse policy statement to resolve possible differences between the Governing Body (Grantee) and the Policy Council, and help reach consensus

- The Child Nutrition Department receives funding from the National School Lunch Program, which indirectly receives funds from USDA. The Nutrition department is a separate entity from the grantee and Head Start. The USDA funds received pay to support and maintain their department. These services are provided for our program and will provide a monthly printout from USDA.

**As the Head Start Program the benefits and expectations provided the Grantee Agency include:**

- Pay salaries and fringe benefits of **all** Head Start personnel with the exception of those listed above
- Write and manage the Head Start Program Refunding Grant
- Maintain and operate the daily Program in accordance with Head Start Performance Standards and Beaumont ISD Policies and Procedures
- Adhere to all District policies and procedures
- Communicate Head Start policies, procedures and standards to the Grantee Agency
- Implement a quality, comprehensive, program of services for low-income children and families
- Provide developmentally appropriate curriculum and delivery, assessment, and programming for the three and four-year-olds served
- Provide a clean, safe, environment that is conducive for learning
- Form community collaboration to extend federal, state and local funds and Services
- Report directly to the Assistant Superintendent of Elementary Administration (Head Start Executive Director)
- Develop a written plan for the operation of the Head Start Program
- Collaborate with the fiscal manager to insure that Head Start funds are expended appropriately
- Provide relevant training for early childhood caregivers
- Provide parenting classes and educational opportunities for Head Start parents
- Maintain an efficient and effective system of record-keeping and reporting
- Manage human resources and monitor and appraise curriculum delivery
- Insure compliance with all federal, state and local laws
- Insure effective Program planning and maintain Program accountability
- Be proactive in increasing the visibility of Head Start in the community

**Interagency Agreement Plan Signature Page**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.8.b.**

**Agenda Item Title:** Head Start Policy Council By-laws and Officers for 2021-2022

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** The Office of Head Start (OHS) requires the Board to approve the Policy Council By-laws and officers yearly. The Policy Council By-Laws include rules that regulate the Policy Council in the areas of functions/duties, meetings, membership, parent representation, community representation, officers, committees, personnel, and conflicts of interest.

**Recommendation:** The Board approves the 2021-2022 Head Start Policy Council By-laws and Officers.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

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12/8/21  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

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General Counsel's Signature

\_\_\_\_\_  
Date

BISD

# Beaumont Independent School District / Bingman Head Start

Policy Council By-Laws and Officers



12/8/2021

# BISD/BINGMAN HEAD START

2021-2022

## HEAD START POLICY COUNCIL BY-LAWS

### Article I Name:

The name of the organization shall be the Bingman Head Start Policy Council, Beaumont Independent School District.

### Article II Purpose

- 1) To involve parents and interested community people in the development of policies and procedures used in the operation of the Head Start program.
- 2) To provide opportunity for parents' ideas to be used in evaluation /assessment and to promote parent involvement in planning as required by the Performance Standards.

### Article III Functions/Duties:

- 1) Operate within the Performance Standards
- 2) To work with the grantee and Board of Trustees through a shared governance plan, and therefore, serve as a link between public and private organizations, and the community it serves
- 3) Have the opportunity to initiate suggestions and ideas for program improvements and planning, and to receive a report on action taken by the administering agency with regard to its recommendations
- 4) Plan, coordinate, and organize agency-wide activities for parents with the assistance of staff
- 5) Approve the expenditure of parent Activity Funds
- 6) Assist with self-assessment of the Head Start Program
- 7) To give advice, comments, ideas, and consent regarding the program plans and program proposal
- 8) To assist in giving Head Start parents an opportunity to comment and/or evaluate the program annually
- 9) To receive and review financial expenditures on quarterly basis, along with monthly reports
- 10) Assist with the funding application prior to submission to the regional office
- 11) Discuss and approve the strategic plans for the program, including short-range plans
- 12) Review and approve personnel policies
- 13) Approve the hiring/termination of Head Start staff
- 14) Be involved with the parent committee; to assist them in being involved in Head Start
- 15) Assist in recruiting volunteers and families for the program
- 16) Approving the selection process
- 17) Approve the program's community complaint procedure
- 18) Attend all Policy Council meetings

### Article IV. Meetings

- 1) The Council will meet at least every month and as needed through called meetings from the chairman.
- 2) A quorum constitutes with at least five parents and one community representative.
- 3) Robert's Rules of Order, revised should govern meetings.
- 4) The Policy council shall establish a timeline for meetings through voting.
- 5) Meetings should start on time.
- 6) Concerns/questions/comments shall be written on a form and submitted to the secretary.

### Article V. Membership

- 1) The total membership shall be a minimum of ten; with at least fifty-one percent being parents of Head Start children currently enrolled, plus community representatives.
- 2) Terms of membership will be no more than three years

- 3) Parent members must be elected to serve each year.
- 4) The chairman will fill vacancies from community members.
- 5) The Policy Council must approve community representatives.

#### Article VI Parent Representation

- 1) A parent is defined as the one who is related to the child currently enrolled as the father, mother, primary caregiver, foster parent, guardian, or the person with whom the child has been placed with for purposes of adoption pending final adoption decree.
- 2) Parents may submit written concerns to the secretary prior to the Policy Council meeting to be addressed at the meeting.
- 3) Parents may choose to give reports at parent committee meetings to keep other parents informed about the program.

#### Article VII Community Representation

- 1) Community representatives are people from the local community who have an interest in the program and are familiar with the families and resources the families use and need.
- 2) The Policy Council must approve the community representatives yearly.
- 3) Each community representative will serve twelve months. If approved yearly, he/she may serve up to three years.

#### Article VIII Officers:

- 1) Officers shall consist of president, vice-president (or 2), secretary, and assistant secretary. Vacancies will be filled by appointments. A treasurer may be elected.
- 2) Chairman shall preside at the general meetings and serve as official to sign the annual proposal, as well as other grants that become available.
- 3) The secretary is responsible for accurate minutes of each regular and called meeting.
- 4) Officers may serve two years. They may be replaced if they miss two consecutive meetings.
- 5) Elections will be held during the fall of each year.
- 6) The officers will form the executive committee.
- 7) The president may appoint officers to replace those who do not serve efficiently.
- 8) The president may be replaced if he/she misses three meetings. Another election may be held.

#### Article IX Committees:

- 1) Special committees will be appointed by the chairman as needed.
- 2) Create a Personnel Committee consisting of at least one parent and one community representative. This committee will be responsible for interviewing prospective people for available positions and making recommendations to the Policy Council to be hired.
- 3) Create a Budget Committee whose duties will be, but not limited to reviewing the budget recommendations of the Head Start staff prior to the staff's presentation of said budget to the Policy Council for its approval or input.
- 4) Create a by-laws Committee to address possible revisions necessary for the operation of the Policy Council.

#### Article X Personnel:

- 1) The responsibility of the hiring and terminating personnel rests with the Personnel Director of BISD and the Board of Trustees, with approval given by the Policy Council. The Director of Head Start and the Personnel Committee members will have the opportunity to interview personnel hired.
- 2) The chairman will appoint enough members of Policy council to be available in the summer to assist with this process and to fill a quorum requirement.
- 3) If an employee is to be dismissed, the officers of Policy Council will meet to consider the issue.
- 4) Personnel policies related to hiring and dismissal will be available to the Policy Council and reviewed each spring.

#### Article XI Alternates

Alternates may be elected in the event that members of Policy council are not attending meetings regularly. If a member misses three consecutive meetings, He/she may be removed from the Policy Council. Personal illnesses, death, and work schedule changes are considered valid. An alternate may be used to replace someone who does not have valid excuses, but he/she must be trained and attend meetings to be familiar and Policy Council. If alternates are elected, they shall have all the rights and privileges of members, with the exception of voting.

Article XII Conflicts of Interest

- 1) No person employed by Bingman Head Start may serve on Policy Council. Staff members may be invited to attend meetings.
- 2) Policy Council members may apply for employment with the program, but must resign if there is a job offer.

Article XIII Amendments:

The by-laws can be changed at a meeting with seven (7) days prior notice in writing of the proposed change.

### **Policy Council Board**

The Policy Council elected officers were as follows for the 2021-2022 School Year:

President – Desiree Irvine

Vice-President – Brianuina Cox

Secretary – Sonja Matthews

Asst. Secretary – Shameka Holman

CEIC Parent Representative – Desiree Irvine

CEIC Community Representative - Vacant

**Policy Council Board Approval**

**Signature Page**

\_\_\_\_\_  
**Board of Trustees Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Principal/Director**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:**

**Agenda Item Title:** Head Start Selection Process

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Before the application process begins to enroll students into Head Start, the criteria must be established. A point system is used to determine the students with the highest need for enrollment based on the criteria established in the Selection Process and the updated Poverty Guidelines for 2020-2021.

**Recommendation:** The Board approves the Head Start Selection Process.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

**12/8/21**

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

Beaumont ISD

Beaumont Independent School  
District/ BINGMAN HEAD  
START

Selection Process



## **Selection Process**

### **2021-22**

The Selection Process is a valuable tool, which is used in the program to carefully screen, prioritize, and choose the neediest families for the program. The Policy Council assists the Head Start staff with revising, updating, reviewing, and approval of the Selection Process annually. Registration for the upcoming school term starts as soon as tax returns are available for families or whenever verification of income is accessible. During this time, potential Head Start children are registered and deemed eligible/over-income. Parents present a variety of documents including, but not limited to the copy of the certified birth certificate for age verification, up-to-date immunization records, the current tax return forms, all sources of income, Medicaid Card, and any other documents necessary, as each situation may be different. The Selection Process is also used for the waiting list and includes the following categories: family structure, categorically eligible, number of children in the family, total family income, wide variety of needs/concerns, medical/dental screenings, disabilities, date of application, age of the child, and other category. This program has always copied all documents used to determine eligibility for the program, and in accordance with the Final Rule on Head Start's eligibility, which was issued on February 10, 2015, every document will continue to be copied/ and or scanned and placed in the child's folder / ChildPlus managerial software. A form is also signed by the person who completes the income on families and placed in the folder, as well. This final ruling also stresses the importance of training the staff that is responsible for determining eligibility, Policy Council, managers, and the governing body. This training included confidentiality, being sensitive to family situations and cultures, how families are selected, along with the dangers of not reporting income as presented from families and the possibility of being charged with fraud, if it occurs. Policy Council and the governing body will be trained annually. The ERSEA staff and management team will continue to have training as needed, including informal sessions.

Because of the Selection Process, families are selected in an unbiased setting. The goal of this process is to ensure that the neediest families are served first. The child's name is listed on the form, along with the categories discussed above. These items are given points and the numbers are totaled in the last column. Children are then selected according to the ones with the highest numbers first, and children under special circumstances, such as those in CPS care, categorically eligible (homeless, foster care, public assistance) and those with diagnosed disabilities through IDEA, are given priority. Children with other health impairments may receive extra points, as well. Parents are encouraged to share information during the registration process, for it is imperative to assigning the correct points to each individual situation. In the event that families have the same number of points, additional information about the family situation is important to get the full scope of the family needs. Additional points may be added for certain hardships/situations. Being able to transition into kindergarten/first grade is essential for all families. Students who are old enough to attend kindergarten will not be kept in Head Start; the grantee expects these children to be enrolled in public schools. This program does not accept first come, first served, but points are given to families according to the month they registered as an incentive to come in and register. Each person is given a copy of a checklist which indicates that a place on the roll is not guaranteed due to the completion of the application; the selection process determines placement. The checklist is signed by the parent; a copy is given to him/her

and original is kept on file. Parents are informed that if the child is accepted, a letter and/or phone call will be received, welcoming them to Head Start, along with orientation details. The registration procedure includes building a relationship with the family without committing/promising placement. A waiting list is maintained the entire school year, using the same Selection Process. Children are ranked according to need.

## 2021-2022

**Family Structure:** Homeless-**50** Foster-**40** Public Assistance-**30**  
Single Parent-**20** Married-**10** Grandparent-**15** Disabled/Retired Adult-**10**

**# of Children:** **1** point for each child (**including the enrolling child**)

**Income Guideline:** 25%- 5 pts, 50% pts- 4 pts, 75%- 3 pts, (Meets Guideline)- 2 pts,  
100%-130%- 1 point, Over-Income- 0 points

Availability of Kindergarten/ First grade- **1 point**

**Needs:** CPS Placement- **20 pts**, Child Support- **3 pts**, ESL- **20 pts**  
Deployed in Military- **10pts**, Food Stamps- **2 pts**, WIC- **5 pts**,  
GED- **1 pt**, HS Diploma- **1 pt**, No HS Diploma- **10pts**,  
In School- **10pts**, Incarcerated Parent- **10 pts**, Housing Asst.-**2 pts**  
Teen Parent- **20 pts** (under 18 yrs. old at the time of birth)

**Insurance:** Medicaid- **10pts**, Chips- **5pts**, Private- **3pts**, No Insurance- **15 pts**

**Medical/Dental screening:** 1 point for each

**Disability:** Identified by IDEA- **20 pts**, Low Developmental- **10 pts**, Suspected  
Disability- **5 pts**

**Date of App:** Feb- **5**; Mar- **4**; April- **3**; May- **2**; June-Aug- **1pt**

**Age of Child:** Jan-Sept 1- **1point** Sept 2- Dec- **2 points**

**Income:**

<b>2 Points</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>1 Point</b>
<b>Income Guideline</b>	<b>25%</b>	<b>50%</b>	<b>75%</b>	<b>130% over</b>
<b>1- 12,880</b>	<b>3,220</b>	<b>6,440</b>	<b>9,660</b>	<b>16,744</b>
<b>2- 17,420</b>	<b>4,355</b>	<b>8,710</b>	<b>13,065</b>	<b>22,646</b>
<b>3- 21,960</b>	<b>5,490</b>	<b>10,980</b>	<b>16,470</b>	<b>28,548</b>
<b>4- 26,500</b>	<b>6,625</b>	<b>13,250</b>	<b>19,875</b>	<b>34,450</b>
<b>5- 31,040</b>	<b>7,760</b>	<b>15,520</b>	<b>23,280</b>	<b>40,352</b>
<b>6- 35,580</b>	<b>8,895</b>	<b>17,790</b>	<b>26,685</b>	<b>46,254</b>
<b>7- 40,120</b>	<b>10,030</b>	<b>20,060</b>	<b>30,090</b>	<b>52,156</b>
<b>8- 44,660</b>	<b>11,165</b>	<b>22,330</b>	<b>33,495</b>	<b>58,058</b>

**\$4,540 per additional household member**

**Selection Process Signature Page**

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**Board President**

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**Date**

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**Head Start Policy Council Chairperson**

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**Date**

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**Head Start Director/Principal**

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**Date**

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**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.8.d.**

**Agenda Item Title:** Head Start Shared Decision-Making Process

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** As stated in the Head Start Performance Standards, Bingman Head Start has outlined a formal structure of shared governance for the Beaumont Independent School District's Head Start Program which ensures that Board, Policy Council, Program parents, staff and community can be actively involved in giving input and making decisions for the Head Start program. This is our formal Shared-Decision Making Process document.

**Recommendation:** The Board approves the Head Start Shared Decision-Making Process

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

12/8/21

\_\_\_\_\_  
Date

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\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

BISD

Beaumont Independent School  
District / Bingman Head Start  
Shared Decision-Making Policy



12/8/2021

**Beaumont Independent School District  
Bingman Head Start**

**Shared Decision-Making Plan**

As outlined in the Head Start Performance Standards, Bingman Head Start has established a formal structure of shared governance for the Beaumont Independent School District's Head Start Program which ensures that Board, Policy Council, Program parents, staff and community can be actively involved in giving input and making decisions for the Head Start program. Responsibilities fall into three general areas, Program Planning, General Procedures, and Human Resources, as delineated below. Planning, implementation and oversight of the Head Start program are given to three formal groups, each with different types of responsibility:

- Governing Board
- Policy Council
- Head Start staff

**General responsibility** – the group with the legal and fiscal responsibility that guides and oversees the carrying out of the functions described through the individual or group given operating responsibility.

**Operating responsibility** – the individual or group that is directly responsible for carrying out or performing the functions consistent with the general guidance and oversight from the group holding general responsibility.

**Must approve or disapprove** – the group that must be involved in the decision-making process prior to the point of seeking approval. If it does not approve, a proposal cannot be adopted, or the proposed action taken, until agreement is reached between the disagreeing group.

**Determined locally** – Functions as determined by the local governing body and in accordance with all Head Start regulations.

**Part 1 – PROGRAM PLANNING**

**Required Functions**

1. Procedures for program planning, (1301 and 1302.102 shown on Appendix A )

Who does what?

- The **Board Liaison** and **Policy Council** will be involved in the decision making process prior to giving approval and must approve or disapprove:
  - Procedures for planning
  - The philosophy and goals
  - All funding applications and amendments to those applications
  - Criteria for defining the recruitment, selection and enrollment of families
  - Policy Council/Parent Committee reimbursement

- Annual self assessment
- The **Governing Board** will Direct the **Board Liaison** to work with **Head Start staff** to complete the following tasks then make recommendations to the Board for final approval of the items at the Board meeting:
  - Annually review the procedures and timelines for program planning
  - Annually review the Head Start philosophy and goals to ensure they support the vision and broad goals of our Head Start Program and meet the fiscal and programmatic intent of the annual Head Start grant application.
  - Annually review suggestions and supporting materials from staff and Policy council related to adopt the recruitment, selection, and enrollment criteria for Head Start families.
  - Annually review materials that report progress on goals, enrollment, self assessment and community assessment information to assist with the planning process by posing questions and offering suggestions.
  - Review, approve, and submit to the Chair of the Governing Board all funding applications and amendments to applications for the Board, bringing concerns to the full membership if they arise. An application summary will be presented to the Board by the Board Liaison at the next regular meeting.
  - Annually review the reimbursement policy and rates for expenses related to participation on Policy Council, governance activities and committees.

## **Part 2 – GENERAL PROCEDURES**

### **Required Functions**

1. The composition of the Policy council and the procedures by which policy group members are chosen. (1301.3)

### **Who does what?**

- The **Head Start director** will see that the PC Bylaws are reviewed annually and that the current composition of PC matches the Bylaws. If changes to the Bylaws are recommended by PC, the Head Start Director will share their suggestions with the Board Liaison. If the Board Liaison has suggestions to offer, the Head Start Director will share them with the Policy council for consideration.
- The **Governing Board Liaison**, acting for the Board and **Policy Council** will review the Policy Council Bylaws annually and approve changes necessary, especially related to composition of Policy Council and how members are chosen. The Governing Board Liaison will facilitate inclusion for the consideration of all Board Liaison recommendations as a Board agenda item for the Board meeting at which the annual Head Start report is presented.
- The Governing Board will ask that the Board Liaison annually review the bylaws and new PC member list in order to provide any needed guidance and establish that elections were held as outlined by the Bylaws. The Liaison will

make recommendations for Board action on required items at Board meetings. Authority for other functions related to the composition and formation (total size and the procedures for election of parent and community members) of the Policy council is ceded to the Policy Council. (1304.50(b)(1))

*See Policy Council Bylaws*

2. Grantee agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program. (1301.2)

**Who does what?**

- The **Executive Director** and the **Head Start** Director will develop written policies about Board roles and responsibilities related to management procedures and functions necessary to implement a high quality Head Start program and support other Beaumont Independent School District programs
  - The **Board Liaison** will provide the **Governing Board**, as appropriate, opportunities to give input on roles and responsibilities related to management and oversight of the Head Start program.
  - The **Governing Board** guides and oversees the establishment and implementation of policies related to Board roles and responsibilities, management procedures and functions necessary to implement a high quality program. Board members must understand the Head Start philosophy and the role of parents and the Policy council in the head Start shared governance structure, including the need to secure approval of policies and procedures by the Policy Council.
3. The Board and the Policy Council will develop procedures that outline shared decision making and implement these procedures to effectively provide guidance for the Head Start program.

**Who does what?**

- The **Board Liaison** and **Head Start Director** help develop, plan for and implement the processes established by the Board for shared decision making.
  - The **Governing Board** and **Policy Council** must be involved in the process of establishing/revising the procedures for shared decision making and must also give formal approval or disapproval of the procedures.
  - The **Governing Board** guides and oversees the establishment and implementation of the process for shared decision making. The Board directs **Policy Council** and the **Board Liaison**, to develop/revise general procedures that support involvement of all invested groups.
4. Each grantee and Policy Council jointly must establish written procedures for resolving internal disputes, including impasse procedures between the Board and Policy council (1301.6)

**Who does what?**

- The **Head Start Director** will work with the **Board Liaison** and **Policy Council** to annually review and revise as needed, the internal dispute resolution procedure and implement this procedure should it become necessary because of a disagreement between the Board and Policy council. The **Board Liaison** recommends agenda items for the Board meeting at which the Head Start Director presents the annual Head Start report.
- The **Board Liaison** and **Policy Council** annually review and revise as needed the procedure resolving internal complaints including an impasse between the two groups. The Liaison will bring a recommendation for changes and/or approval to the Board at their fall meeting where a formal vote will be taken. **Policy Council** will also formally vote to approve or disapprove the Policy annually.
- The Governing Board guides and oversees the establishment and implementation of internal dispute resolution and impasse procedures.

*See Policy Council Bylaws*

5. Procedures will be established and maintained for hearing and resolving community complaints about the program.

**Who does what?**

- The **Head Start Director** will work with the **Board Liaison** and members of Policy council to annually review and revise as needed, the procedure for resolving community complaints. The **Head Start Director** will implement this procedure if it becomes necessary because a complaint cannot be resolved at the program level.
  - The **Board Liaison** and **Policy Council** annually review and revise as needed the procedure for resolving community complaints. The Liaison will bring a recommendation for changes and /or approval to the Board at their fall meeting where a formal vote will be taken. **Policy Council** will also formally vote to approve or disapprove the Policy annually.
  - The **Governing Board** authorizes the **Board Liaison** to act on their behalf in the review and revision of the procedure for hearing and resolving community complaints and to bring a recommendation for approval to the fall meeting of the entire Board. They also direct the Agency Director to assist with the process as needed.
6. Grantee agencies will ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 1303.11.

**Who does what?**

- The **Head Start Director** along with the **Executive Director** will develop policies and training about Board responsibilities related to appropriate internal controls necessary to implement a high quality Head Start program and support other Beaumont Independent School District Programs.
- The **Board Liaison** will guide and oversee the establishment of, training about and implementation of internal controls.

- The **Policy Council** has no responsibilities for this requirement.
7. The annual independent audit will be conducted in accordance with 1303.3 (45CFR part75).

**Who does what?**

- The **Fiscal Officer** will participate in arranging the audit as determined by the Governing Board. The **Head Start Director** will provide information as needed for audit of the Head Start program.
- The **Governing Board** will guide and oversee the audit process so it is carried out and they receive the final report from the auditor. In addition, they will direct and monitor any corrective actions necessary.
- The **Policy Council** has no responsibilities for this requirement
- Bingman Head Start will conduct an annual self assessment. Results will be shared with the Board and Policy Council.

**Part 3 – HUMAN RESOURCE MANAGEMENT**

**Required Functions**

1. Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants and volunteers. (1302.9)

**Who does what?**

- The **Governing Board** will review and approve all Beaumont Independent School Districts Personnel Policies. The **Board Liaison**, acting for the Board and **Policy Council** will review all drafts/changes to all personnel policies affecting Head Start employees, including Standards of Conduct and recommend changes as an element of the development process. PC and Board will approve / disapprove the final policies.
- The **Governing Board** directs the **Personnel Director** and whomever she/he selects to develop general personnel policies which meet applicable state and federal regulations. The **Head Start Director** in turn will review and update Head Start policies to meet Head Start Performance Standards.

*See Beaumont Independent School District Personnel Policies.*

2. Decisions to hire or terminate the Head Start Director.(1302.91)

Who does what?

- The **Governing Board** and **Policy Council** will approve or disapprove, after involvement in the process, the termination or hiring of the Head Start Director.

- The **Board Liaison** will direct the process for termination of the Head Start Director, should it be needed and will supervise the development of a plan for recruitment and selection of a new Head Start Director.
- The **Governing Board** directs the **Board Liaison** to manage the process for termination or hiring of an Head Start director as needed, including planning for involvement of Policy council and approval of the Region VI office.

*See BISD Personnel Policies*

3. Decision to hire or terminate any person who works primarily for the Head Start program. (1302.91; 642(c)(2)(D) of the Head Start Act)

**Who does what?**

- The **BISD Personnel Director** and the **Board of Trustees** oversee the process for hiring or terminating Head Start staff according to Beaumont ISD Personnel Policies and the Head Start Performance Standards. The **Head Start Director** consults with the campus based Personnel Committee consisting of one policy council parent and one community representative.
- **Policy Council** will approve or disapprove, after involvement in the process, the hiring or termination of anyone who works primarily for Head Start.
- The **Governing Board** guides and oversees personnel hiring and termination procedures to ensure they are carried out to meet applicable state and federal laws and meet Head Start Performance Standards.

*See procedures outlined in the Policy Council Bylaws and BISD Personnel Policies.*

**Shared Decision-Making Policy Signature Page**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.E.8.e.**

**Agenda Item Title:** Head Start Impasse Policy

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** The Impasse Policy establishes procedures for resolving internal disputes, including impasse procedures between governing boards and policy groups. Within the Impasse Policy are the roles and responsibilities of both the Board of Managers and the Policy Council board.

**Recommendation:** The Board approves the Head Start Impasse Policy.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

**12/8/21**

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

Beaumont ISD

Beaumont Independent School  
District /Bingman Head Start



Impasse Policy

12/8/2021

## **Beaumont Independent School District/Bingman Head Start**

### **INTERNAL DISPUTE RESOLUTION FOR BOARD OF TRUSTEES and HEAD START POLICY COUNCIL**

Beaumont Independent School District (BISD) Board of Trustees and Head Start Policy Council jointly have established procedures for resolving internal disputes, including impasse procedures between governing boards and policy groups.

Beaumont I.S.D./Bingman Head Start will use 1304.50 Appendix A to flow the issue or task. In the event of a disagreement or problem, the Board of Trustees, Policy Council, and administrators will follow the Beaumont I.S.D./Bingman Head Start Mediation and Impasse Procedure.

#### **ROLE AND RESPONSIBILITIES OF THE GOVERNING BOARD**

The governing board's general responsibility (i.e., legal and fiscal responsibility) is to insure that the Head Start program is administered in accordance with federal, state and local regulations. Also included as a part of the board's responsibility is the authority to establish a Head Start Policy Council with appropriate parent and community representation. It is the Board's responsibility to insure that the Policy Council acts in accordance with Head Start standards and that Policy Council approval is obtained in all actions where approval is required prior to implementation of local agency policy.

#### **ROLE AND RESPONSIBILITIES OF THE POLICY COUNCIL**

The Policy Council's major responsibility is to insure that the concerns of Head Start parents are adequately addressed. Its existence insures a system of checks and balances whereby a formal structure is provided for parent involvement in decision-making activities. The Policy Council should be consulted in the decision-making process prior to seeking approval. If they do not approve, the proposal cannot be adopted or action taken, until agreement is reached.

This procedure was developed and formally adopted on a pro-active basis. Therefore, the Beaumont I.S.D./Bingman Head Start will follow the procedure in the successive steps that follow:

#### **STEP-I**

- A. If the Head Start Director, Executive Director, Policy Council and/or Board of Trustees fail to reach an agreement during the shared decision-making process the following should take place:

1. Head Start Director, Executive Director, Board and Policy Council should work cooperatively to identify and diagnose issues, problems, disagreements or concerns.
2. Develop a plan or series of alternative plans to solve the issue, problem, disagreement or concern.
3. Choose the best plan from series of alternative solutions or plans.
4. Evaluate the success or outcome of the chosen plan.
5. If an agreement cannot be met precede to Step II.

B. The decisions that are made by the Board of Trustees, Policy Council, Head Start Director, and Executive Director will affect the quality of the Program, the effectiveness of the operation, the amount and the quality of community support. It is therefore essential for all involved in the shared decision-making process to understand their role and responsibility.

## **STEP-II**

### **A. Voluntary Negotiation**

1. Beaumont I.S.D./Bingman Head Start will submit issues, problems or concerns to voluntary negotiation after dispute has failed through the shared decision-making process.
2. The Policy Council will select two representatives and the governing board will select two representatives to meet with the assistance of an outside person, or a professional consultant, who has Head Start knowledge to try to solve the issues, problems or concerns.
3. Within ten days, the Policy Council will hold a special meeting for consideration of volunteer negotiators proposed decision or action.
4. If an agreement cannot be met and impasse occurs, proceed to Step III.

## **STEP-III**

Where there is impasse between the Board of Trustees and the Policy Council, notification must be made to the ACF Regional Office within ten days of knowledge of the impasse.

The Regional Administrator or his/her designee will hold one or more meetings that the Grantee's Executive Director, the Head Start Director, the Board of Trustees' Chairperson and the Policy Council Chairperson will be required to attend. The purpose of the meeting is to resolve the issues to the mutual satisfaction of both parties and avoid the possibility of adverse action. If the meeting(s) is not successful in resolving the issue, the Grantee should, within ten days, submit the dispute to a professional mediator.

1. The Policy Council will designate two members to a mediation panel within 14 days.

2. The Board of Trustees will designate two members to a mediation panel within 14 days.
3. The Regional Office will provide assistance in selecting a professional mediator.
4. The fifth member of the panel will be selected by the four members of the panel. He/she will be the chairperson of the mediation panel and will be an impartial person of good reputation and standing.
5. The professional mediator will set the guidelines and criteria for the mediation panel whose duty it is to resolve the issue in dispute as expeditiously and fairly as possible at the minimum expense to the parties involved.
6. The mediation panel will notify the Policy Council, the Grantee Board and the Regional Office within ten (10) working days of its binding decision on issues of impasse.

### **Cost Incurred**

Cost incurred in mediation will be absorbed in accordance with the cost principle of accounting for Head Start.

### **Statement of Commitment**

If, in the event impasse meetings and/or mediation become necessary, the parties are committed to cooperate fully, respect the process and each other, and work diligently with the established panel in an effort to resolve differences. The process represents the true spirit of Head Start and thus, both reflect the tenets of the regulation.

**Impasse Policy Signature Page**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Approval Date**



**Board Exhibit Cover Sheet**

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.F.2.**

**Agenda Item Title:** Approve Resolution for Non-Duty Premium Pay

**Cabinet Level Presenter(s):** Derwin Samuels, Cheryl Hernandez

**Additional Presenter(s):** Tiffany Eckenrod

**Executive Summary:** Child nutrition workers will be required to report to work while the District is closed from December 20, 2021-January 2, 2022 in order to receive shipments and prepare for the make-up day scheduled on January 3, 2022. In order to incentivize the employees to report to work during the holiday, the administration is recommending nonexempt child nutrition workers receive holiday compensation in the amount of two times the employees' regular rate of pay for all hours worked from December 20, 2021-January 2, 2022 up to 40 hours per week. Nonexempt child nutrition workers are the only employees being required to work on days that were previously identified as non-duty days during the holiday, as such, only nonexempt child nutrition workers will be eligible for the benefit.

**Recommendation:** Approve Resolution for Non-Duty Day Premium Pay

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):** N/A

Derwin Samuels, Jr.  
Cabinet Level Presenter's Signature

12/9/21  
Date

Cheryl Hernandez  
\*CFO Signature (required if there is a budget impact)

12/9/21  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE BEAUMONT INDEPENDENT SCHOOL DISTRICT**

WHEREAS, several Beaumont Independent School District campuses are required to participate in a make-up day on January 2, 2022;

WHEREAS, children will be served two-meals on the make-up day;

WHEREAS, child nutrition workers will be required to work on the make-up day and days during the District holiday from December 20, 2021 through January 2, 2022 to receive, prepare, and serve food to the children;

WHEREAS, the child nutrition department is understaffed and workers are necessary to prepare for the make-up day to receive food shipments and prepare food for students on the make-up day;

WHEREAS, there is a significant public purpose for the Beaumont Independent School District to ensure that it continues to retain employees who exceed expectations and to boost job satisfaction and productivity in order to safely and effectively serve all students;

WHEREAS, in recognition of nonexempt child nutrition workers reporting to work on non-duty days, as identified in the 2021-2022 Duty Day Calendar incorporated and marked Exhibit A, the Board therefore seeks to provide nonexempt child nutrition workers additional compensation on the days they report to work on non-duty days during the District holiday;

NOW THEREFORE, be it resolved as follows:

- (1) The Board of Trustees of the Beaumont Independent School District finds a public purpose exists as stated in this Resolution;
- (2) The Board of Trustees of the Beaumont Independent School District, as part of the 2021-2022 budget adoption, authorizes all nonexempt child nutrition workers that report to work on a non-duty day from December 20, 2021, through January 2, 2022 be paid at a rate of two-times the employees' regular rate of pay for all hours worked up to 40 hours per week;
- (3) The Superintendent has the authority and discretion to implement this Resolution in accordance with its terms;
- (4) This Resolution expires on June 30, 2022.

SIGNED this 14th day of December, 2021.

\_\_\_\_\_  
President, Beaumont ISD Board of Trustees

\_\_\_\_\_  
Secretary, Beaumont ISD Board of Trustees

# 2021 - 2022 Employee 183 - Cafeteria

August							September							October							November						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		10	11	12	13	14			1	2	3	4						1	2		1	2	3	4	5	6	
15	16	17	18	19	20	21	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
22	23	24	25	26	27	28	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
29	30	31					19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
							26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

December							January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1			1	2	3	4	5			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						27	28	29	30	31		
							30	31																			

April							May						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	
24	25	26	27	28	29	30							

**Start Date: 8/10/2021**

**End Date: 5/27/2022**

**Calendar Summary:**

			<u>Days Worked</u>	<u>Days Compensated</u>
Work Days:	183			
Staff Development Days:	0	August	14	14
Paid Holidays:	0	September	21	21
Paid Days Not In Calendar:	0	October	21	21
Total Flex Days:	<0>	November	17	17
Compensated Days:	183	December	13	13
Non Compensated Days:	0	January	19	19
Non Paid Holidays:	28	February	20	20
Non Work Days:	108	March	18	18
		April	20	20
		May	20	20

Paid Holiday
  Non Working Day
  Non Compensated Day
  Non Paid Holiday
  Inclement Weather Day
  Staff Development



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.F.3.**

**Agenda Item Title:** Approve Budget Amendments

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:**

**Recommendation:** Approve budget amendment GF-6 and accept amendments SR-10, SR-11 and SR-12


**Budget Impact\* (if applicable):**

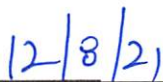
**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

## Explanations of December Budget Amendments

### General Fund GF-6

- Transfer \$7,300 from instructional general supplies to co-curricular general supplies for the Beaumont United mural in the main gym – Beaumont United HS (014).
- Transfer \$2,400 instructional extra duty to instructional leadership extra duty for coordinator extra duty for after school tutorials – Beaumont United HS (014).
- Transfer a total of \$173,535 from instructional salaries to:
  - Tax Costs for increase in JCAD fees - \$135,535
  - Human Resources for TIA consultant to assist with incentive program - \$38,000
- Transfer \$7,500 from instructional leadership extra duty to instructional exempt employee stipends to set up CTSO stipends – Career & Technical Education (807).
- Transfer \$10,000 from staff development professional services to instructional fixed assets for printers & laptops for instructing CTE students – Career & Technical Education (807).
- Transfer \$1,000 from instructional general supplies to staff development travel for teacher workshops & conference – Charlton-Pollard ES (130).
- Transfer \$100 from instructional general supplies to health services general supplies to purchase additional nurse's supplies for the campus – Pathways (006).

### SR-10

- Fund 211 Title I 21-22 Budget Transfer of funds to cover Project POS to Region 5.

### SR-11

- Fund 244 Carl Perkins 21-22 Budget Carl Perkins budget increased from TEA Carry Forward amounts.

### SR-12

- Fund 282 ARP Esser III Cover Purchases for Instructional items while waiting on additional funds from TEA.

**2021-2022 BUDGET AMENDMENT NUMBER GF-6**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
199.11.6399.01.014.11.000	45,250	(7,300)	37,950
199.36.6399.01.014.99.000	1,000	7,300	8,300
199.11.6117.01.014.11.000	2,406	(2,400)	6
199.21.6117.04.014.30.301	2,000	2,400	4,400
199.11.6119.90.014.11.000	3,659,249	(173,535)	3,485,714
199.99.6213.70.703.99.000	1,314,465	135,535	1,450,000
199.41.6299.78.728.99.000	23,700	38,000	61,700
199.21.6411.52.807.22.000	7,500	(7,500)	-
199.11.6118.52.807.22.000	7,760	7,500	15,260
199.13.6219.52.807.22.000	10,000	(10,000)	-
199.11.6395.52.807.22.000	277,221	10,000	287,221
199.11.6399.01.130.11.000	4,000	(1,000)	3,000
199.13.6411.01.130.99.000	600	1,000	1,600
199.11.6399.04.006.29.000	4,261	(100)	4,161
199.33.6399.60.006.99.000	50	100	150
		-	-
Total Expenditures		-	
<b>Net Change in the General Fund Budget</b>		-	

---

**2021-2022 BUDGET CHANGE**

Total Revenues/Other Sources	173,445,347		173,445,347
Total Expenditures	176,495,817	-	176,495,817
2021-2022 Adjusted	(3,050,470)	-	(3,050,470)

**2021-2022 BUDGET AMENDMENT NUMBER SR-10**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b>Instruction</b>			
211.11.6399.00.830.24.000	288,767	(4,000)	284,767
211.11.6411.00.830.24.000	191,600	2,000	
<b>Instructional Leadership</b>			
211.21.6411.00.830.24.000	-	2,000	2,000
	-	-	-
<b>Total Expenditures</b>		<u>-</u>	

Net (Increase) Title I Part A

-

**2021-2022 BUDGET CHANGE**

Total Revenues/Other Sources	7,340,029		7,340,029
Total Expenditures	<u>7,340,029</u>		<u>7,340,029</u>
2021-2022 Adjusted	-	-	-

**2021-2022 BUDGET AMENDMENT NUMBER SR-11**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenue</u>	274,783	52,045	326,828

<u>Instruction</u>			
244.11.6395.00.908.22.000	-	52,045	52,045
Total Expenditures		<u>52,045</u>	

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Net (Increase) Title I Part A 52,045

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**2021-2022 BUDGET CHANGE**

Total Revenues/Other Sources	274,783	52,045	326,828
Total Expenditures	<u>274,783</u>	<u>52,045</u>	326,828
2021-2022 Adjusted	-	-	-

**2021-2022 BUDGET AMENDMENT NUMBER SR-12**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b>Instruction</b>			
282.21.6299.00.858.24.000		1,000,000	
<b>Plant Maintenance &amp; Operations</b>			
282.51.6639.00.858.99.000	24,000,000	(1,000,000)	23,000,000
<b>Total Expenditures</b>		<u>-</u>	

Net (Increase) ARP ESSER III

-

**2021-2022 BUDGET CHANGE**

Total Revenues/Other Sources	38,072,811	-	38,072,811
Total Expenditures	<u>38,072,811</u>	<u>-</u>	38,072,811
2021-2022 Adjusted	-	-	-



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.F.4.**

**Agenda Item Title:** Approve Purchases over \$50,000.00

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** D'Lana Barbay, Dr. Tyrell White, Jenny Angelo, Peggy Haynes

**Executive Summary:** The attached list reflects the purchase over \$50,000.00.

**Recommendation:** Approve purchases in the amounts shown on attached list.

**Budget Impact\* (if applicable):** General Fund - \$273,175.40  
Federal Fund: - \$205,507.95

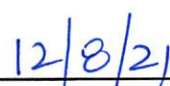
**Funding Source (if applicable):** General Fund / Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031, EDGAR, 2 CFR 200

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL), CV (Legal) and (Local), CVF (Legal) and (Local)

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



## General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Silsbee Ford Fleet	Maintenance	Purchase 4 Ford F150 trucks and 6 Ford Rangers for maintenance department	BuyBoard #601-19 TIPS #2021-320	\$273,175.40
<b>TOTAL</b>				<b>\$273,175.40</b>

## Federal Fund

Parker Business Forms	Curriculum	Production of books to comply with House Bill 4545 for all grades and campuses.	Region V #20201202	\$76,782.35
Education Advanced	Curriculum	This is staffing and master scheduling tool that allows students to schedule all courses.	BuyBoard #579-19	\$73,073.00
N2Y Unique Learning	Special Education	Curriculum includes materials and grade bands K-12.	ESC 19 #19-7335	\$55,652.60
<b>TOTAL</b>				<b>\$205,507.95</b>

# QUOTE ANALYSIS FORM

Form version 7.23.2019



## INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
  - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

### Quote Analysis Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.

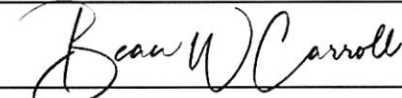
Vendor Name:	Silsbee Ford	Quote Total:	\$ 273,175.40
Summary:	Purchase of 4 full-sized utility tucks and 6 mid-sized utility trucks.		
Vendor Name:	Chevrolet	Quote Total:	No vehicles to quote
Summary:	Purchase of 4 full-sized utility tucks and 6 mid-sized utility trucks.		
Vendor Name:	Dodge	Quote Total:	No vehicles to quote
Summary:	Purchase of 4 full-sized utility tucks and 6 mid-sized utility trucks.		

Vendor Selected: Silsbee Ford (BuyBoard & TIPS)

Selection Justification: Ford is the only manufacturer able to fulfill the order. Chevrolet has halted production of utility vehicles until 2023.

Dodge is not taking order for utility series vehicles.

Name of Person Completing this Form: Beau W. Carroll

Signature: 

**NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.**



**PRODUCT PRICING SUMMARY**  
**TIPS USA 200206 TRANSPORTATION VEHICLES**  
**VENDOR- Silsbee Ford, 1211 Hwy 96 N., Silsbee TX 77656**

End User: BEAUMONT ISD Prepared by: RICK BROWN  
 Contact: \_\_\_\_\_ Phone: 409.659.1555  
 Email: ADEVULT@BMTISD.COM Email: RBROWN.SILSBEEFLEET@GMAIL.COM  
 Product Description: FORD RANGER Date: November 16, 2021

A. Bid Item: R4E A. Base Price: \$ **25,808.00**

**B. Factory Options**

Code	Description	Bid Price	Code	Description	Bid Price
	2021 FORD RANGER CREW CAB 2WD	\$ -	Z1	EXTERIOR - WHITE	
99H	2.3L ECOBOOST 4CYL	\$ -	AS	INTERIOR - VINYL	
44U	10 SPEED AAUTOMATIC	\$ -			
101A	101A PACKAGE	\$ 1,135.00			
	inc. POWER IWNDOWS / LOCKS /				
	BLUETOOTH / KEYLESS				
X73	ELECT LOCKING REAR DIFF	\$ 420.00			

Total of B. Published Options: \$ **1,555.00**

Published Option Discount (5%) \$ **(210.75)**

**C. Unpublished Options [not to exceed 25%]** \$= 0.0 %

Description	Bid Price	Options	Bid Price

Total of C. Unpublished Options: \$ -

D. VEHICLE REGISTRATION \$ **166.75**

E. Lot Insurance (for in-stock and/or equipped vehicles): \$ -

F. Contract Price Adjustment: FLEET DISCOUNT \$ **(1,200.00)**

G. Additional Delivery Charge: \_\_\_\_\_ \$ -

H. Subtotal: \$ **26,119.00**

I. Quantity Ordered 6 x H = \$ **156,714.00**

J. Trade in: \_\_\_\_\_ \$ -

K. TIPS Administrative Fee (INCLUDED IN PRICE) \$ -

L. Total Purchase Price Including TIPS Fee \$ **156,714.00**

**BUYBOARD #601-19**  
**Vehicles and Heavy Duty Trucks**  
**PRODUCT PRICING SUMMARY BASED ON CONTRACT**

VENDOR: SILSBEE FORD & SILSBEE TOYOTA  
 1211 U.S. HWY 96N  
 SILSBEE, TX 77656

End User: BEAUMONT ISD Silsbee Rep: RICK BROWN 409.659.1555  
 Contact: STEVE TATUM Phone/email: RBROWN.SILSBEEFLEET@GMAIL.COM  
 Phone/email: statum@bmtisd.com Date: Friday, November 5, 2021  
 Product Description: FORD F150

A. Bid Series: 133 \$ 18,188.00

**B. Published Options [Itemize each below]**

Code	Options	Bid Price	Code	Options	Bid Price
	2022 FORD F150 EXT CAB 2WD	\$ 5,348.00	YZ	EXTERIOR - WHITE	\$ -
	145" WB / 6 1/2' BED	\$ -		INTERIOR - GRAY VINYL	\$ -
99B	3.3L V6 ENGINE	\$ -			
44G	AUTOMATIC TRANSMISSION	\$ -			
85A	POWER WINDOWS / LOCKS	\$ 1,170.00			
	POWER MIRRORS				
	KEYLESS ENTRY				
	REAR VIEW CAMERA				
XL6	3.73 ELOCKING REAR	\$ 570.00			
53A	TRAILER TOW PACKAGE	\$ 975.00			

Total of B. Published Options: \$ 8,063.00

**C. Unpublished Options [Itemize each below, not to exceed 25%]** S= 11.6 %

Options	Bid Price	Options	Bid Price
WEATHERGUARD LADDER RACK	\$ 693.00		
WEATHERGUARD TOOL BOX	\$ 766.04		
WG LOW SIDE RAIL BOX X2	\$ 1,228.36		
EQ SERVICES	\$ 354.20		

Total of C. Unpublished Options: \$ 3,041.60

- D. Pre-delivery Inspection:
- E. Texas State Inspection:
- F. Manufacturer Destination/Delivery:
- G. Floor Plan Interest (for in-stock and/or equipped vehicles): \$ -
- H. Lot Insurance (for in-stock and/or equipped vehicles): \$ -
- I. Contract Price Adjustment: FLEET / TOW DISCOUNT \$ (577.25)
- J. Additional Delivery Charge: 0 miles \$ -
- K. Subtotal: \$ 28,715.35
- L. Quantity Ordered 4 x K = \$ 114,861.40
- M. Trade in:
- N. BUYBOARD Administrative Fee (\$400 per purchase order) \$ 400.00
- O. TOTAL PURCHASE PRICE INCLUDING BUYBOARD FEE \$ 115,261.40

# QUOTE ANALYSIS FORM

Form version 7.23.2019



## INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
  - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

### Quote Analysis Summary

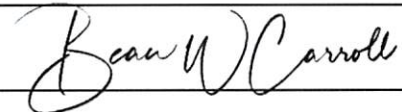
All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.

<b>Vendor Name:</b>	Parker Business Forms	<b>Quote Total:</b>	\$ 76,782.35
<b>Summary:</b>	Average of 100 page books for a total of 1.5M page project. This is in response to HB 4545.		
<b>Vendor Name:</b>	Office Depot	<b>Quote Total:</b>	\$ 162,375.00
<b>Summary:</b>	Average of 100 page books for a total of 1.5M page project. This is in response to HB 4545.		
<b>Vendor Name:</b>	FedEx Office	<b>Quote Total:</b>	\$ 180,000.00
<b>Summary:</b>	Average of 100 page books for a total of 1.5M page project. This is in response to HB 4545.		

**Vendor Selected:** Parker Business Forms

**Selection Justification:** Parker provided the lowest price and the best timeline. They are also a local vendor and a member of Region V purchasing cooperative.

**Name of Person Completing this Form:** Beau W. Carroll

**Signature:** 

**NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.**



PO BOX 20583, Beaumont, TX 77720-0583  
 Main: 409.842.5251 Fax: 409.842.5528  
 www.parkerbf.com

**QUOTATION**

036958

Page: 1

QUOTE DATE: 12/3/2021

EXPIRES: 1/2/2022

CLIENT NO: BIRD  
 TEL: (409) 617-5000  
 FAX:

For:  
  
 BMT INDP SCHOOL DISTRICT  
  
 3395 HARRISON  
 BEAUMONT TX 77706

FOB: PLANT  
  
 TERMS:  
  
 CONSULTANT:  
 PB HOUSE

ITEM	DESCRIPTION					
1.	COPY JOB	8.5" X 11" COPY JOB	Type:	Size:	Plies:	
		Quantity	Unit	Mfg. Time	Unit Price	Ext. Amount
		A. 15000.000	EA/1	15 Days	3.80	57,000.00

\*\*\*\* ESTIMATE BASED ON THE FOLLOWING SPECS \*\*\*\*

- 15 different books
- 1,000 of each
- 100 (average) pages each (approx 50 sheets)
- Stapled upper corner
- Prints black only front/back

Overruns or underruns not exceeding 10% of the order qty will constitute acceptable delivery. We reserve the right to review this quotation if not ordered within 30 days. Sales Tax and/or shipping not included.

THANK YOU  
 For this Opportunity  
 To Offer Our Services!



PO BOX 20583, Beaumont, TX 77720-0583  
 Main: 409.842.5251 Fax: 409.842.5528  
 www.parkerbf.com

**QUOTATION**

036746

Page: 1

QUOTE DATE: 11/10/2021

EXPIRES: 12/10/2021

CLIENT NO: BISD  
 TEL: (409) 617-5000  
 FAX:

For:

FOB: PLANT

BMT INDP SCHOOL DISTRICT

TERMS:

3395 HARRISON  
 BEAUMONT TX 77706

CONSULTANT:  
 PB HOUSE

ITEM	DESCRIPTION		Type:	Size:	Plies:
	Quantity	Unit	Mfg. Time	Unit Price	Ext. Amount
1. COPY JOB	8.5" X 11" COPY JOB				
	A. 695.000	EA/1	7 Days	3.88	2,696.60
	PART 1 - 4TH GRADE 102 pages				
2. COPY JOB	8.5" X 11" COPY JOB				
	A. 695.000	EA/1	7 Days	3.65	2,536.75
	PART 2 - 4TH GRADE 96 pages				
3. COPY JOB	8.5" X 11" COPY JOB				
	A. 695.000	EA/1	7 Days	5.55	3,857.25
	PART 3 - 4TH GRADE 146 pages				
4. COPY JOB	8.5" X 11" COPY JOB				
	A. 810.000	EA/1	7 Days	3.77	3,053.70
	PART 1 - 5TH GRADE 99 pages				
5. COPY JOB	8.5" X 11" COPY JOB				
	A. 810.000	EA/1	7 Days	3.88	3,142.80

Overruns or underruns not exceeding 10% of the order qty will constitute acceptable delivery. We reserve the right to review this quotation if not ordered within 30 days. Sales Tax and/or shipping not included.

THANK YOU  
 For this Opportunity  
 To Offer Our Services!



PO BOX 20583, Beaumont, TX 77720-0583  
 Main: 409.842.5251 Fax: 409.842.5528  
 www.parkerbf.com

**QUOTATION**

036746

Page: 2

QUOTE DATE: 11/10/2021

EXPIRES: 12/10/2021

CLIENT NO: BISSD  
 TEL: (409) 617-5000  
 FAX:

FOB: PLANT

TERMS:

CONSULTANT:  
 PB HOUSE

For:

BMT INDP SCHOOL DISTRICT

3395 HARRISON  
 BEAUMONT TX 77706

ITEM	DESCRIPTION	Quantity	Unit	Type: Mfg. Time	Size: Unit Price	Plies: Ext. Amount
6.	COPY JOB					
	PART 2 - 5TH GRADE 102 pages					
	8.5" X 11" COPY JOB					
	A.	810.000	EA/1	7 Days	5.55	4,495.50
	PART 3 - 5TH GRADE 146 pages					

Overruns or underruns not exceeding 10% of the order qty will constitute acceptable delivery. We reserve the right to review this quotation if not ordered within 30 days. Sales Tax and/or shipping not included.

THANK YOU  
 For this Opportunity  
 To Offer Our Services!

# INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



## INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
  - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

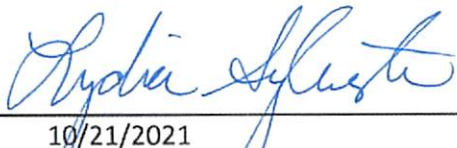
### Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

<b>Vendor Name:</b>	Education Advanced	<b>Quote Total:</b>	\$73,073	Cardonex software
<b>Summary:</b>	This is a robust staffing and master scheduling tool that allows campuses to ensure students are able to select and be scheduled into all courses including electives such as programs of study, fine arts and AP courses. This program has been used successfully in the district previously.			
<b>Vendor Name:</b>	Frontline Education	<b>Quote Total:</b>	\$366,549	
<b>Summary:</b>	After review, this program was not selected as it does not allow for interactive scheduling of courses. This program is currently used in the district but does not meet the need for advanced scheduling. Invoicing was obtained - no formal quote.			
<b>Vendor Name:</b>	Xello	<b>Quote Total:</b>	\$86,920.90	
<b>Summary:</b>	This program was also reviewed and was not selected as it is does not contain a detailed scheduling and staffing feature. This program is targeted towards CTE and would not meet our scheduling needs. Formal quote was obtained.			

Vendor Selected: Education Advanced

Name of Person Completing this Form: Lydia Sylvester

Signature:   
 Date: 10/21/2021

**NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.**



Education Advanced, Inc  
 2702 E. Fifth St, #372  
 Tyler, TX 75701  
 (903) 858-4497  
[accounts@educationadvanced.com](mailto:accounts@educationadvanced.com)  
<http://www.educationadvanced.com>

Sales Rep Jill Blankenship

Bill To Name Beaumont ISD  
 Bill To 3395 Harrison Ave  
 Beaumont, TX 77706-5009  
 USA

Quote Number 00003346  
 Created Date 11/17/2021  
 Expiration Date 12/15/2021

Product	Line Item Description	Sales Price	Quantity	Total Price
Cardonex Implementation, Training, & Technical Assistance	School Year 2021-2022	\$28,073.00	1.00	\$28,073.00

Quote for Services has been submitted for your approval. Terms of agreement for services will be governed by Company's Subscription Services Agreement.

Subtotal \$28,073.00  
 Discount 0.00%  
 Total Price \$28,073.00

Notes Please send PO to  
[accounts@educationadvanced.com](mailto:accounts@educationadvanced.com)

Quote Acceptance Information

Accepted By \_\_\_\_\_

Signature \_\_\_\_\_

Accepted Date \_\_\_\_\_



**Education Advanced, Inc**  
 2702 E. Fifth St, #372  
 Tyler, TX 75701  
 (903) 858-4497  
[accounts@educationadvanced.com](mailto:accounts@educationadvanced.com)  
<http://www.educationadvanced.com>

Sales Rep            Jill Blankenship

Bill To Name        Beaumont ISD  
 Bill To                3395 Harrison Ave  
                           Beaumont, TX 77706-5009  
                           USA

Quote Number      00003347  
 Created Date        11/17/2021  
 Expiration Date    11/30/2021

Product	Line Item Description	Sales Price	Quantity	Total Price
Cardonex Subscription Renewal	School Year 2021-2022	\$1.00	45,000.00	\$45,000.00

Quote for Services has been submitted for your approval. Terms of agreement for services will be governed by Company's Subscription Services Agreement.

Subtotal            \$45,000.00  
 Discount            0.00%  
 Total Price         \$45,000.00

Notes                Please email PO to  
                           [accounts@educationadvanced.com](mailto:accounts@educationadvanced.com)

**Quote Acceptance Information**

Accepted By \_\_\_\_\_

Signature \_\_\_\_\_

Accepted Date \_\_\_\_\_



### Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

*Ex: Vendor Name: ABC Publishing      Ex: Quote Total. \$ 11,569.00*

*Ex: Summary: ABC Publishing provides all books/materials needed at a comparable price. Also, includes free 2-day shipping.*

<b>Vendor Name:</b>	Houghton Mifflin Harcourt	<b>Quote Total:</b> \$78,199.45	<a href="#">HMH Quote</a>
---------------------	------------------------------	---------------------------------	---------------------------

**Summary:**      HMH has a program for Special Education, the quote is for Math, Science and Social Studies grades K-12. Reading is already in place for the district.

<b>Vendor Name:</b>	Acellus Academy	<b>Quote Total:</b> \$449,400.00	<a href="#">Acellus Quote</a>
---------------------	-----------------	----------------------------------	-------------------------------

**Summary:**      The CybrSchool quote is used by schools who may need to provide remote learning to students as well as in person instruction. These Acellus student licenses can be used by students working at home or in the classroom.

<b>Vendor Name:</b>	Unique Learning	<b>Quote Total:</b> \$55,652.60	<a href="#">Unique Learning System Quote</a>
---------------------	-----------------	---------------------------------	--

**Summary:**      Unique Learning Systems has been used in the district for over four years the curriculum includes materials, differentiation and grade bands K-12.

**Vendor Selected:**      Unique Learning Systems

**Name of Person Completing this Form:**      Kimberly Smith

**Signature:**

**NOTE:** THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

Proposal for  
Beaumont Ind School District

**Total Cost of Proposal (PO Amount): \$78,199.45**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Beaumont ISD	Beaumont ISD
3395 Harrison Ave	
Beaumont, TX 77706-5009	Beaumont, TX 77704-0672
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase. Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 12/2/2021

Proposal Expiration Date: 1/16/2022



**Houghton Mifflin Harcourt**

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Kimberly Smith  
ksmith@bmtisd.com

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Acellus CybrSchool

## Enrollment Form Approval

### Homeschool with Acellus

CybrSchool LLC is the Sole Source for these items. [Terms & Conditions](#)

Date Issued: 11/19/2021  
Proposal Number: 930829

**District:** Beaumont ISD  
**Location:** Beaumont, TX

[Edit](#)

**Contact:** Ms. Kimberly Smith, Academics for Life Specialist  
**Phone:** 409 617-5216  
**Email:** ksmith@bmtisd.com

QTY	DESCRIPTION	PRICE	EXTENDED PRICE
1,498	Acellus CybrSchool License - \$300/student <ul style="list-style-type: none"><li><a href="#">View Course List</a></li><li>License valid for 1 year.</li></ul>	\$ 300.00	\$ 449,400.00
Amount to be Paid by District:			\$ 449,400.00

Upon acceptance of this enrollment form your school will be given access to Acellus and an invoice will be sent.

- Click here to indicate that you have read and agree to the terms of the [CybrSchool Agreement](#).
- Click here to certify that you the have authority to bind the District and are signing as an authorized agent of the District.

Quote No. Opportunity No. Date Q-79049 OPP-158006

11/11/2021



<b>Remit To</b> n2y, LLC PO Box 550 Huron, OH 44839	<b>Contact Info</b> Kimberly Smith ksmith@bmtisd.com
--	--

<b>Bill To</b> Beaumont ISD 3395 Harrison Avenue Beaumont, Texas 77706	<b>Ship To</b> Beaumont ISD 3395 Harrison Avenue Beaumont, Texas 77706
---	---

Date Payment Terms RFP / Contract # Purchase Order 11/11/2021 Net 30

Qty	Item	Description	Type	Sub No.	Sub Start Date	Sub End Date	Unit Cost	Amount
40	SSX	SymbolStix PRIME® / SYMBOLSTIX®	Renewal	146014	12/14/2021	12/13/2022	\$141.90	\$5,676.00
65	ULS	Unique Learning System®	Renewal	104961	12/14/2021	12/13/2022	\$640.46	\$41,629.90
38	NWS	News2you™	Renewal	126495	12/14/2021	12/13/2022	\$219.65	\$8,346.70

Thank you for your business! In need of additional assistance? Please call us at (419) 433-9800 or (800) 697-6575.

Sub-Total: \$55,652.60  
Sales Tax: \$0.00  
Total: \$55,652.60

**Please Note:**

1. This Quote, exclusive of sales tax, is valid for 90 days. Purchase orders or payments via credit card must be received within 90 days from the date of this Quote to guarantee the listed price.
2. Multi-year



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.F.5.**

**Agenda Item Title:** Approve Resolution to Discontinue Participation in TRS-ActiveCare

**Cabinet Level Presenter(s):** Peggy Haynes

**Additional Presenter(s):** Cheryl Hernandez

**Executive Summary:** Two years ago, the district implemented an alternative medical plan to TRS ActiveCare under the District of Innovation. Recently the state has mandated that a district must participate in TRS ActiveCare fully or opt out and offer a district provided alternative plan. The majority of our employees elected the alternative plan. In reviewing the benefits and rate changes to TRS ActiveCare, we will feel it is in the best interest of our employees to offer an alternative medical plan.

**Recommendation:** Approve Resolution to Discontinue Participation in TRS-ActiveCare

**Budget Impact\* (if applicable):**

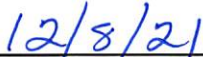
**Funding Source (if applicable):**

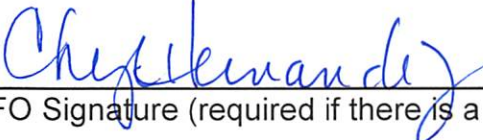
**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

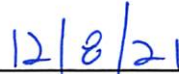
**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

  
Cabinet Level Presenters Signature

  
Date

  
\*CFO Signature (required if there is a budget impact)

  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**RESOLUTION OF THE BEAUMONT INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES TO DISCONTINUE PARTICIPATION WITH TRS-ACTIVECARE**

WHEREAS, the Texas legislature passed Senate Bill 1444 (SB 1444) providing TRS-ActiveCare employers more flexibility in selecting health coverage for their employees;

WHEREAS, SB 1444, permits current TRS-ActiveCare employers to leave TRS-ActiveCare by notifying TRS of the employer's intent to leave TRS-ActiveCare on or before December 31st of the year before the plan year they intend to leave the plan;

WHEREAS, Senate Bill 1444, requires a current TRS-ActiveCare employer that leaves TRS-ActiveCare to remain out of TRS-ActiveCare for at least a five-year period before it may elect to rejoin TRS-ActiveCare;

WHEREAS, TRS has stated to leave TRS-ActiveCare the TRS-ActiveCare employer must report its intent through the Reporting Entity Portal and submit a Notice of Election to Discontinue Form, which contains the district's reporting entity number and support from the entity's governing body through a board resolution or meeting minutes to TRS-ActiveCareAdmin@trs.texas.gov; and

WHEREAS, the Board of Trustees has determined it is in the district's and employees' best interest to leave TRS-ActiveCare effective September 1, 2022.

NOW, THEREFORE, BE IT RESOLVED that the Beaumont Independent School District Board of Trustees of reporting entity number 0368, approves discontinuing participation with TRS-ActiveCare effective September 1, 2022.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Board of Trustees directs the Superintendent to complete and return the Notice of Election to Discontinue Participation in TRS-Active Care to TRS as required by Chapter 34 section 41.30 of the Texas Administrative Code.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

**CERTIFICATE FOR RESOLUTION**

I hereby certify that the foregoing resolution was presented to the BISD Board of Trustees during a regular called meeting on December 14, 2021. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Abstentions: \_\_\_\_\_

To certify which, witness my hand and the official seal of BISD this 14th day of December, 2021.

Signed: \_\_\_\_\_  
Board President

Signed: \_\_\_\_\_  
Board Secretary



## Notice of Election to Discontinue Participation in TRS-ActiveCare

All elections to discontinue participation in TRS-ActiveCare must be in writing using this form. An incomplete form will not be deemed received by Teacher Retirement System of Texas (TRS) for purposes of determining whether a valid election has been exercised.

In order to express your entity's commitment to discontinue participation in TRS-ActiveCare, this Notice of Election to Discontinue Participation in TRS-ActiveCare must be completed and received by TRS no later than December 31<sup>st</sup> of the year preceding the plan year in which the election will be effective. An official from the entity with the authority to bind the entity to the terms of this election, herein after referred to as the Authorized Official, must attest to the following by initialing each item.

On behalf of \_\_\_\_\_, I attest to the following:  
*Entity Name*                      *TRS Reporting Number*

1. \_\_\_ Notice of Election. The above referenced entity hereby provides Notice of Election to Discontinue Participation in TRS-ActiveCare, in accordance with 34 T.A.C. § 41.30.
2. \_\_\_ Supporting Documentation. The decision to discontinue participation in TRS-ActiveCare has the support of the entity's Board of Trustees or other governing body, as reflected in the attached documentation (for example Board Resolution or approved meeting minutes).
3. \_\_\_ Deadline and Effective Date. The entity is aware that the completed Notice of Election to Discontinue Participation in TRS-ActiveCare must be received by December 31<sup>st</sup> of the year preceding the plan year in which the election will be effective. The entity is also aware that an incomplete notice will not be accepted as a valid Notice of Election to Discontinue Participation in TRS-ActiveCare.
4. \_\_\_ Exclusion Period. The entity is aware that each time the entity elects to discontinue participation in TRS-ActiveCare, the entity is committing to leave TRS-ActiveCare for a minimum of five years. After five years of non-participation, the entity may submit a Notice of Election to Participate in TRS-ActiveCare.

See 34 T.A.C. § 41.30 and Insurance Code § 1579.155, for additional information.

I attest that I have the authority to bind the entity referenced within this Notice of Election to Discontinue Participation in TRS-ActiveCare and that the information provided above is true and complete. I hereby provide Notice of Election to Discontinue Participation in TRS-ActiveCare.

\_\_\_\_\_  
Name of Entity

\_\_\_\_\_  
Mailing Address of Entity

\_\_\_\_\_  
Name of Authorized Official (Print)

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Email Address of Authorized Official

\_\_\_\_\_  
Title of Authorized Official

\_\_\_\_\_  
Date of Signature

Please email this completed form and supporting documents to [TRS-ActiveCareAdmin@trs.texas.gov](mailto:TRS-ActiveCareAdmin@trs.texas.gov).



## Board Exhibit Cover Sheet

**Meeting Date:** December 14, 2021

**Agenda Item/Exhibit Number:** **III.F.6.**

**Agenda Item Title:** '22 – '23 Beaumont ISD Academic Calendar

**Cabinet Level Presenter(s):** Jenny Angelo, Executive Director of Curriculum & Instruction

**Additional Presenter(s):** NA

**Executive Summary:** The District Calendar Committee developed and approved calendar drafts for the '22 – '23 school year which were submitted for district-wide voting.

**Recommendation:** To approve the Beaumont ISD '22 – '23 Academic Calendar which received the most votes in district-wide voting held December 8 - 12, 2021.

**Budget Impact\* (if applicable):** NA

**Funding Source (if applicable):** NA

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** NA

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

December 8, 2021

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date