

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

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Thursday, January 16, 2020

Regular Meeting

4:00 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.

**4:00 PM - (CALL TO ORDER)**

- I. 4:00 PM - (CALL TO ORDER)
  - A. INTRODUCTION
    1. CALL TO ORDER
    2. ROLL CALL
    3. 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
      - b. PERSONNEL
        1. Conduct Superintendent's Summative Evaluation
        2. Superintendent's Contract
      - c. REAL ESTATE
      - d. ECONOMIC DEVELOPMENT
    4. OPEN SESSION TO TAKE ACTION, IF ANY, ON ITEMS DISCUSSED IN CLOSED SESSION
- II. 6:00 p.m. - BOARD ROOM (REGULAR OPEN BOARD MEETING)
  - A. INTRODUCTION OF REGULAR MEETING
    1. United States and Texas Flags Pledges of Allegiance
    2. Recognitions
      - a. School Board Recognitions  
**Presenter:** Dr. Shannon Allen
    3. PUBLIC COMMENTS
  - B. STUDENT OUTCOMES
    1. Superintendent's Report
    2. Cabinet Report
      - a. SGS Update  
**Presenter:** Jody Slaughter
      - b. Bilingual ESL Update  
**Presenter:** Jenny Angelo
  - C. INFORMATION ITEMS
    1. Update on Personnel Activities  
**Presenter:** Derwin Samuels
    2. Report for December 2019 Tax Collections  
**Presenter:** Cheryl Hernandez
    3. Report for General Fund Revenue and Expenditures  
**Presenter:** Cheryl Hernandez
    4. Report for Campus Activity Funds  
**Presenter:** Cheryl Hernandez
  - D. CONSENT AGENDA





## Board Exhibit Cover Sheet

**Meeting Date:** December 17, 2019

**Agenda Item/Exhibit Number:** **II.C.2.a.**

**Agenda Item Title:** System of Great Schools Update

**Cabinet Level Presenter(s):** Jody Slaughter

**Additional Presenter(s):** none

**Executive Summary:** Update of the System of Great Schools priorities

**Recommendation:**

**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

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

December 13, 2019  
\_\_\_\_\_  
Date

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

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



## Department of Innovation

Meeting Date: December 17, 2019  
Presented by: Jody Slaughter  
Subject: System of Great Schools update

### INFORMATION ITEM:

**As the district makes movement toward a System of Great Schools, the following items are being presented for your approval to move forward.**

- You are being asked to review the Learn4Life application and approve moving forward in negotiating performance contracts and charter applications for a partnership with Learn4Life and Beaumont ISD to operate the Paul Brown Alternative Center beginning in the 2020-2021 school year.
- You are being asked to review the Young Learners application and approve moving forward in negotiating performance contracts and charter applications for a partnership with Learn4Life and Beaumont ISD for a PK Center to open in the 2020-2021 school year.

Jody Slaughter,  
Chief Innovation Officer  
[Jslaug1@bmtisd.com](mailto:Jslaug1@bmtisd.com)  
409-617-5280 wk; 409-656-2388 cell

BISD Administration  
3395 Harrison Avenue  
Beaumont, Texas 77706

## OVERVIEW OF PARTNERSHIPS FOR THE 2020-2021 SCHOOL YEAR

### YOUNG LEARNERS SCHOOL: PK Partnership

**Mission:** The mission of Young Learners School (YLS) is to provide a quality pre-kindergarten program that prepares children for Kindergarten.

**Vision:** The vision of Young Learners School is to ensure the provision of a quality early childhood education program that builds kindergarten readiness skills and enables children to become successful members of society capable of adapting to the cultural, intellectual, and social challenges of a changing world.

YLS innovated the concept of pre-kindergarten partnerships in Texas. When established in 2001, YLS in collaboration with three Head Start partners enrolled approximately 500 students. In 2005, partnerships with licensed child care centers formed. Through collaborative partnerships, thousands of children in this previously unidentified population of students have been afforded access to a quality kindergarten readiness program. Consequently, Houston ISD and area school districts are receiving thousands of disadvantaged students capable of demonstrating kindergarten readiness skill levels comparable to that of their non-disadvantaged peers.

Young Learners School is a unique educational program that innovated the concept of prekindergarten partnerships in Texas. We provide quality kindergarten readiness programs to eligible students and prepare them for successful transitions to kindergarten and beyond; providing immediate and longitudinal relief to districts. Our teachers are well prepared and meet high quality requirements legislatively mandated. Program services provided are aligned with the Texas Prekindergarten Guidelines, kindergarten standards and local education policies. The concept is to improve student achievement when effectively meeting the academic and social-emotional needs of Beaumont ISD students in their first feeder pattern.

## **LEARN4LIFE: Paul A Brown Alternative School Partnership**

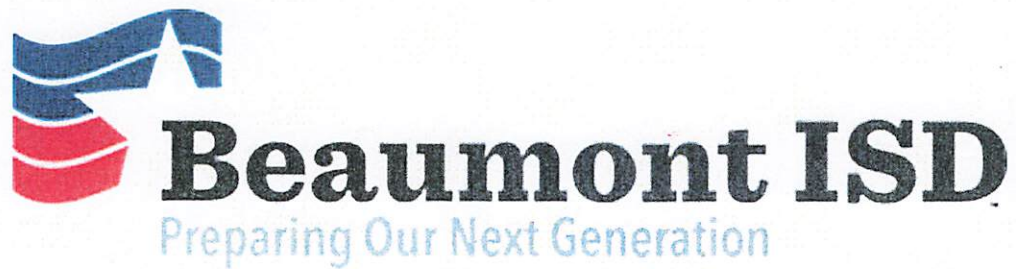
**Mission:** The mission of Learn4Life (L4L) is to re-engage students who have either dropped out or who are in danger of dropping out of school and then increase their personal and academic skills to support them in becoming career, college and/or military ready according to their own personal paths.

L4L will seek to accomplish this mission by engaging students who are no longer enrolled in a traditional classroom program or students who will benefit from a personalized learning education. It is the goal of L4L to significantly impact the Beaumont community by educating students who have been disenfranchised and providing the students with the opportunity to graduate and be a productive and contributing member of the community. We will be actively engaged, through a partnership with the district, in recovering disengaged students and re-engaging them in a pathway to diploma attainment with the goal of successfully preparing students for work or college.

**Vision:** The vision of L4L is that all students we serve will have a flexible learning option enabling them to complete their high school education, become civically engaged, employed, lifelong learners. L4L will prepare the students of Beaumont with the educational skills necessary in the 21st-century. In addition to academic skills such as clear oral and written communication and math skills, the education programming places emphasis on civic engagement and the importance of responsible participation in our great state of Texas, a global society, local community, the workforce and the economy.

Learn4Life operates 19 charters that include 70 sites in California, Ohio, and Michigan. Learn4Life has implemented an accelerated program that serves students who have disengaged from their traditional high school and have dropped out or are at risk of dropping out. Upon enrollment, learning gaps are identified, and a personal learning program is created for each student that includes a combination of one-on-one tutoring, flexible use of time, small group instruction, career technology education, and independent study; all which contribute to putting students on track for graduation. Our team has deep expertise in curriculum, assessment, intervention, special programs, English language learning, Special Education, and student services. Extensive operational support ensures the safety and security of students adhering to local regulatory guidelines, maintains technology systems, secures and maintains quality facilities, and provides human resource support for all charters.

We strongly believe that Learn4Life will be a collaborative partner with BISD, helping to successfully achieve a 4-year graduation rate increase from 87% in 2018 to 95% for the graduating class 2023. In partnership with BISD, Learn4Life will help to decrease the 37% of Beaumont students who are at risk of dropping out along with recovering the 4% of students who have dropped out of BISD high schools.



## **2019-2020 Call for Quality Schools Application**

## I. Overview of the Call for Quality Schools

Beaumont ISD's vision is to, in collaboration with the entire community, create an inclusive environment of academic excellence that supports the diverse needs of all learners. To realize this vision, Beaumont ISD (BISD) is committed to establishing and nurturing new in-district partnerships to cultivate, augment, and recruit the best leadership and talent to serve Beaumont's kids.

Through the Call for Quality Schools, BISD is seeking partners inside the district as well as outside to design new and reimagine existing in-district schools to support our most at-need students.

Several guiding principles are core to BISD's vision and expectations for future partnerships. The ideal partner will be aligned with BISD on its commitment to quality, equity, and collaboration, as outlined below.

### ***QUALITY***

- All partners must be committed to serving students and families through a shared definition of student success.
- All partners commit to and will describe how they will contribute to BISD's goal of all district schools delivering a high-quality education for our students and how their partnership aligns with BISD's core beliefs.

### ***EQUITY***

- Partners must focus on meeting the needs of all students, particularly Beaumont's most vulnerable populations.
- All partners must receive the same access to funding and resources to ensure that all schools have the opportunity to achieve success for their students.

### ***COLLABORATION***

- All partners will commit to collaborating with BISD to provide high-quality options for all of Beaumont's children and to sharing effective practices.
- BISD is committed to supporting partners in developing great schools.

## II. Opportunities for Partnership with BISD

BISD is seeking partners to operate innovative school models within the district to help us ensure we provide all of Beaumont's children with a high-quality education. To that end, BISD is looking to collaborate on multiple partnerships to build more great schools in Beaumont, especially for its most at-need students.

While partnership models of all types will be considered, special consideration will be given to applications that focus on the following:

- Alternative high school
- Middle school
- Pre-K
- Dual language

## III. BISD Support for Partnerships

BISD will provide partners access to a variety of supports and ensure a central point of contact to engage with the district. Details for supports will be negotiated via a Memorandum of Understanding (MOU) but could include:

- Funding
- Facilities
- Human capital
- Academic program
- Operational supports such as transportation, food, and maintenance

Additionally, select partners may be eligible for additional funding with regards to planning and implementation from the Texas Education Agency (TEA). See TEA resources available last year on the [Texas Partnerships](#) website. BISD will be following up with these select partners during the Shared Due Diligence phase to discuss potential grant opportunities and a timeline of when these opportunities will be made available.

#### IV. Timeline and Shared Due Diligence Process

Applications will be accepted electronically on a rolling basis to [nextgen@bmtisd.com](mailto:nextgen@bmtisd.com) between June 26, 2019 and August 15, 2019.

The full application process consists of three main phases outlined below, beginning with the submission of this written application.

Timeframe	Description	Important Dates
<b>Phase One</b> June '19 – Aug '19	<b>Written Application</b> Submit proposal to BISD	6/27 – Application goes live 7/11 – Webinar/Q&A (11 AM CT) 8/15 – Application due
<b>Phase Two</b> Sept '19	<b>Interviews &amp; Shared Due Diligence</b> Hold in-person interviews with BISD and activate shared due diligence by BISD and partners	9/09 – Interviews and shared due diligence begin with BISD
<b>Phase Three</b> Sept '19 - Dec '19	<b>Selection and Board Vote</b> Complete diligence, final MOU, and Board vote	9/16 – Begin MOU negotiations (prior to vote) 12/19 – Board vote 12/20 – Partners notified

## V. Application Form

### 1. Applicant Information

<b>Name of Applicant Organization</b>	Leaders in Education, dba, Young Learners School
<b>Primary Contact Person</b>	Lillian L Conway
<b>Mailing Address</b>	8432 Bissonnet Houston Texas 77074
<b>Phone Number</b>	713-772-7100
<b>Email</b>	lconway@younglearners.org

### 2. School Information

**NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.**

<b>Proposed School / Campus Name:</b>	Young Learners School-Beaumont		
<b>Model / Specialty</b> <i>(Mark all that apply)</i>			
<input type="checkbox"/> Alternative High School	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> Middle School	<input type="checkbox"/> Dual Language
<input type="checkbox"/> STEM	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Blended Learning	
<input type="checkbox"/> Other <i>(list)</i> :	<input type="checkbox"/> Disability <i>(list)</i> :		

### 3. Applicant Description

(250 word maximum)

Please describe your organization and the team envisioned to lead the partnership work.

Leaders in Education, Inc., a 501C3 not-for-profit corporation, which operates Young Learners School. Young Learners School, established in 2001, was founded by Dr. Spyros Catechis, a school psychologist. Dr. Catechis along with other national and local leaders recognized the need to create and provide quality kindergarten readiness programs to underserved and educationally disadvantaged preschool students in Texas. The concept is to meet student needs in the community settings where they are enrolled, by providing access to quality instruction and learning opportunities implemented by certified and effective teachers. Targeted students will ultimately attend their district's community schools. After enrolling into the YLS program, they transition to kindergarten capable of demonstrating achievement levels comparable to and often exceeding that of their peers. Dr. Spyros Catechis, Founder & CEO, Janelle James, Superintendent of Schools and Lillian Conway, YLS Director of Education/Principal will collaborate with partner administrators to produce desired student achievement outcomes in compliance with local, state and federal guidelines.

### 4. School Overview

(3 page maximum, including prompts)

- A. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students.

The mission of Young Learners School is to provide a quality pre-kindergarten program that prepares children for Kindergarten. The vision of Young Learners School is to ensure the provision of a quality early childhood education program that builds kindergarten readiness skills and enables children to become successful members of society capable of adapting to the cultural, intellectual, and social challenges of a changing world.

- B. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

Students enrolled will meet one or more of the following mandated eligibility requirements: (1) unable to speak or understand English; (2) eligible for the national free or reduced-price lunch program (educationally disadvantaged); (3) homeless; (4) have a parent or guardian on active duty in the United States armed forces, Texas state military forces, or the reserves; (5) have a parent or guardian who was injured or killed while on active duty in the United States armed forces, Texas state military forces, or the reserves; (6) currently be in foster care or was previously in foster care (7) the child of a person eligible for the Star of Texas Award Based upon eligibility qualifiers, we anticipate that upon enrollment our students will be unable to proficiently demonstrate knowledge and understanding of age appropriate language, literacy, math skills and socio-emotional skills. As a campus, three challenges that we predict and have experience with are: (1) capacity

to meet external basic and socio emotional needs (2) supports from parents and guardians in vulnerable households and (3) school/community acceptance. Many students in this population do not have access to high-quality pre-K programs due to cost, availability, or lack of knowledge about the benefits of investing in early education. Cognizant recognition of the impact that existing factors, needs and challenges has on the lives of not only prekindergarten students served, but families, school systems and communities, both locally and globally is what validates our mission and heightens our aspiration to expand the provision of quality kindergarten readiness opportunities to ALL eligible students.

- C. **Education Plan / School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Districts and schools, like BISD, that serve students living in underprivileged households consequently encounter challenges considerably greater than those serving wealthier families. Kindergarten readiness, human capital and limited financial resources allocated prekindergarten students are specific district challenges, often overlooked and theoretically overwhelming.

Young Learners School is a unique educational program that innovated the concept of prekindergarten partnerships in Texas. We provide quality kindergarten readiness programs to eligible students and prepare them for successful transitions to kindergarten and beyond; providing immediate and longitudinal relief to districts. Our teachers are well prepared and meet high quality requirements legislatively mandated. Program services provided are aligned with the Texas Prekindergarten Guidelines, kindergarten standards and local education policies. The concept is to improve student achievement when effectively meeting the academic and social-emotional needs of BISD students in their first feeder pattern.

We have been and helping districts meet academic and socio-emotional needs of students transitioning to elementary campuses since 2001. Our longevity as an organization and can be attributed to many factors which includes but is not limited to: our understanding of the impact that professional skills, transparent data management, capacity building and positive practices has on goal attainment and stakeholder perceptions. It is our consistent ability to effectively produce desired student achievement outcomes that has sustained trusting collaborations, facilitated growth, expanded our reach and increased our enrollment numbers.

Documented evidence of organizational and instructional effectiveness is represented in various sources of qualitative and quantitative data sources, a few of which are listed below:

Qualitative: Evident Growth Mindset, Stakeholder surveys, Parent participation, School and community volunteers, Staff morale; Application of professional learning; Transition planning activities

Quantitative: Home-School Communications; Formal and informal assessment; Special education referrals; Comparative academic achievement and behavioral data and Kindergarten Formal assessments; Educational Program Evaluating Research;

Key components contributing to YLS Model effectiveness listed below are:

**Instructional Approaches:**

- Lessons, learning environment and activities are purposefully designed utilizing various instructional approaches and reflective of academic and child development concepts. (Intentional Teaching)
- Instruction implemented to all or most students together (for not longer than 15 minutes) include: Theme related and engaging read aloud activities, Rigorous open-ended questions, allowance of appropriate response time, teach and model growth mindset and behavior expectations (Whole Group)
- Differentiated instructional approaches are implemented utilizing multiple means of representation, engagement and expression. (Universal Design for Learning)
- Utilize relevant data from various sources to identify instructional needs, develop targeted lessons, patterns and monitor goal progress toward desired outcomes, (Small Group, Data-Driven)
- Implementation of tiered instructional strategies and interventions that allow *ALL* students equitable access to the curriculum and learning opportunities that fosters the development grit, resilience and growth mindsets. (MTSS-Multi-Tiered Systems of Supports/Rtl)
- Bilingual instructional approaches include all of the above and the adaptation of content based language, strategic whole groups, building and maintaining positive relationships, targeted and small group/individual instruction, as well.
- **Assessment Strategies**
  - Strategic questioning that require in depth response (i.e. why/how)
  - Evaluate student's ability to reflect on and demonstrate "real life" application
  - Integrated technology/Student portfolios
  - Documentation/Data sheets
  - Differentiated/Tiered Assessments/Multiple means of engagement, expression, representation
  - Pre-screeners (formal and informal), Children Learning Institute (CLI Engage) Data, Snapshots, Socio- Emotional and Behavior Data (Conscious Discipline)
- **Non-Negotiables**
  - Demonstrate an authentic belief in the achievement and acceptance of *ALL*
  - Teach the state/district approved, research-based curriculum with fidelity
  - Implement flexible and rigorous instructional approaches that provide students time and opportunities to learn
  - Data management practices that improves student achievement and teacher and program effectiveness
  - Communicate with parents and community stakeholders regularly and in a variety of ways
- **Effective Teachers and Administrators**
  - Teachers are certified and/or completing additional qualifications required to meet Prekindergarten High Quality Measures, relevant targeted professional development applied with fidelity and supportive follow-up; equitably staffed bilingual and ESL

teachers and bilingual teacher interventionists/coaches, new teacher mentors and degreed academic tutors

- Monthly PLC Meetings; Bi-weekly Targeted Cluster Meetings, Weekly Coaching and Professional Learning Application Supports, Weekly Monitoring of Lesson and Intervention Strategy Effectiveness, Intentional Instructional Coaching, Bi-monthly Intervention Assistance Team meetings

- **School/Community Relationships**

- Positive relationship built on trust and transparency
- Safe culture of acceptance and belonging
- Family Engagement Plan
- Presence of Growth Mindset is evident
- Frequent school-home communications delivered in various ways in students' home language include but are not limited to:
  - electronic messaging
  - parent conferences, home visits
- Parent Workshops:
  - Growth Mindset (At home activities, conversation guides)
  - Family Literacy & Math Activities (Mornings/afternoon/weekends),
  - Kindergarten transition plan which includes and transition ceremonies.
- Ongoing volunteer opportunities
- Shared Decision Making Committee-Parent Representative

## 5. Applicant Experience and Demonstration of Results

(1 page maximum):

Please describe any relevant experience (and, if applicable, provide a list of districts or cities) with designing and implementing your proposed model. Please also include specific results (e.g. school or student outcomes or other changes observed).

Please describe any relevant experience (and, if applicable, provide a list of districts or cities) with designing and implementing your proposed model. Please also include specific results (e.g. school or student outcomes or other changes observed).

YLS innovated the concept of pre-kindergarten partnerships in Texas. When established in 2001, YLS in collaboration with three Head Start partners enrolled approximately 500 students. In 2005, partnerships with licensed child care centers formed. Through collaborative partnerships, thousands of children in this previously unidentified population of students have been afforded access to a quality kindergarten readiness program. Consequently Houston ISD and area school districts are receiving thousands of disadvantaged students capable of demonstrating kindergarten readiness skill levels comparable to that of their non-disadvantaged peers.

YLS 2019-20 Collaborative Partners include two school districts: Houston Independent School District and Southwest Schools, A Texas State Charter School; Three Head Start Agencies: AVANCE Head Start, Gulf Coast Community Services Association, Harris County Department of Education and Twenty-Nine Licensed Child Care Centers. Approximately 1700 students were

served at 28 site locations, during the 2018-19 school year, alone. That number is equivalent to approximately 10% of the total number pre-kindergarten students in HISD.

## **Specific Results**

Students who were dually enrolled during the 2015–2016 school year in a prekindergarten program and were later enrolled in HISD kindergarten in 2016–2017 had higher mean standard scores than their Head Start Standalone peers on the 2016 Iowa Assessments, English language arts (ELA) (123.6 vs 122.3) and math (121.8 vs. 120.8) as well as on the Logramos language arts (LA) (167.8 vs. 165.7) and math (163.5 vs 161.8) subtests.

The gap in performance between economically-disadvantaged and non-economically disadvantaged students was either small or in favor of economically-disadvantaged ELA Head Start Standalone and dually enrolled and Head Start Standalone math students who took the Iowa Assessments subtests.

The gap in performance between economically-disadvantaged and non-economically disadvantaged students was either small or in favor of economically-disadvantaged dually enrolled, HISD-PreK, and non-HS/HISD-PreK who took the Logramos LA and math subtests and Head Start Standalone students who took the Logramos LA subtest.

Dually-enrolled AVANCE (125.4), HCDE (122.1), and Baker Ripley (formerly NCI) (123.2) students had mean standard scores on the Iowa Assessments ELA subtest that were higher than those of their Head Start Standalone peers (121.4, 121.0, and 122.5, respectively).

Economically-disadvantaged students who were enrolled in HCDE Head Start had a higher mean standard score compared to the non-economically disadvantaged peers on the 2016 Logramos LA and Math subtests.

The conclusion is that YLS' economically disadvantaged students performed as well as or better than their non-economically disadvantaged peers-based on the preceding research data results.

## **6. Operational Model and Cost Summary**

(1 page maximum):

Briefly describe your operating model, including a short narrative summary of budget requirements in addition to any relevant financial models to provide a clear view of cost and operations.

Attached is a basic budget outline based on anticipated costs. The per pupil amount is based on pre-k funding for the 2018-2019 school year.

## **7. Relevant Appendices**

(no more than 5 pages):

Please attach any relevant resumes, budgets, and demonstration of results that would inform BISSD's review of the application.





**Quality Schools Proposal  
August 19, 2019**

**Presented by:  
Texas First Education  
&  
Learn4Life-Beaumont**

A proposal to educate and graduate Beaumont's Opportunity Youth

Contact Information:

Bill Toomey, CDIO

845 Proton Road, San Antonio, TX 78258

[btoomey@learn4life.org](mailto:btoomey@learn4life.org)

C: 562-413-4342

**1. Applicant Information**

<b>Name of Applicant Organization</b>	Texas First Education
<b>Primary Contact Person</b>	Bill Toomey, Chief Development and Implementation Officer
<b>Mailing Address</b>	845 Proton Road San Antonio, TX 78258
<b>Phone Number</b>	562-413-4342
<b>Email</b>	btoomey@learn4life.org

**2. School Information**

<b>Proposed School / Campus Name:</b>	Learn4Life-Beaumont		
<b>Model / Specialty (Mark all that apply)</b>			
<input checked="" type="checkbox"/> Alternative High School	<input type="checkbox"/> Pre-K	<input type="checkbox"/> Middle School	<input type="checkbox"/> Dual Language
<input type="checkbox"/> STEM	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input checked="" type="checkbox"/> Blended Learning	
<input type="checkbox"/> Other (list):	<input type="checkbox"/> Disability (list):		

### **3. Applicant Description**

Learn4Life operates 19 charters that include 70 sites in California, Ohio, and Michigan. Learn4Life has implemented an accelerated program that serves students who have disengaged from their traditional high school and have dropped out or are at risk of dropping out. Upon enrollment, learning gaps are identified, and a personal learning program is created for each student that includes a combination of one-on-one tutoring, flexible use of time, small group instruction, career technology education, and independent study; all which contribute to putting students on track for graduation. Our team has deep expertise in curriculum, assessment, intervention, special programs, English language learning, Special Education, and student services. Extensive operational support ensures the safety and security of students adhering to local regulatory guidelines, maintains technology systems, secures and maintains quality facilities, and provides human resource support for all charters.

We strongly believe that Learn4Life will be a collaborative partner with BISD, helping to successfully achieve a 4-year graduation rate increase from 87% in 2018 to 95% for the graduating class 2023. In partnership with BISD, Learn4Life will help to decrease the 37% of Beaumont students who are at risk of dropping out along with recovering the 4% of students who have dropped out of BISD high schools.

The Learn4Life-Beaumont leadership team includes:

- Tony Abrams, Principal, Texas Expansion Education Division
- Dr. Pat Hill, Vice President of Student Services
- Jessica Shopoff, School and Market Analyst
- Bill Toomey, Chief of Development and Innovation
- Dr. Caprice Young, National Superintendent

Detailed biographies are in the appendix.

## **4. School Overview**

### **A. Mission and Vision**

#### **Mission**

The mission of Learn4Life (L4L) is to re-engage students who have either dropped out or who are in danger of dropping out of school and then increase their personal and academic skills to support them in becoming career, college and/or military ready according to their own personal paths.

L4L will seek to accomplish this mission by engaging students who are no longer enrolled in a traditional classroom program or students who will benefit from a personalized learning education. It is the goal of L4L to significantly impact the Beaumont community by educating students who have been disenfranchised and providing the students with the opportunity to graduate and be a productive and contributing member of the community. We will be actively engaged, through a partnership with the district, in recovering disengaged students and re-engaging them in a pathway to diploma attainment with the goal of successfully preparing students for work or college.

#### **Vision**

The vision of L4L is that all students we serve will have a flexible learning option enabling them to complete their high school education, become civically engaged, employed, lifelong learners. L4L will prepare the students of Beaumont with the educational skills necessary in the 21st-century. In addition to academic skills such as clear oral and written communication and math skills, the education programming places emphasis on civic engagement and the importance of responsible participation in our great state of Texas, a global society, local community, the workforce and the economy.

### **B. Educational Need and Anticipated Student Population**

Learn4Life-Beaumont anticipates serving students who have dropped out of high school or who are at risk of dropping out of the Beaumont Independent School District. As of the 2017-18 school year the 4-year graduation rate of BISD was 86.9% with 37.6 % of all BISD students at risk of dropping out. We anticipate that the student population of Learn4Life – Beaumont will mirror that of the BISD and will serve approximately 10% English Language Learners, 7-10% special education with approximately 80% of our students eligible for free/reduced lunch.

Our model is designed to serve students often referred to as Opportunity Youth – students 16-24 not enrolled in school or working full time. This group of students must often overcome significant barriers to getting an education. Pregnancy, homelessness, foster care, substance abuse and other life challenges make it difficult to attend school and be engaged. The Learn4Life staff members become positive constants in students' lives, embracing them as individuals and inspiring them to excel. We ensure that the adversity our students face evolves into resiliency and advancement as they advance toward graduation and lifelong success.

California-based Learn4Life charter schools have a proven model to help at-risk students get a diploma and job training. Our program includes personalized learning, flexibility, one-on-one attention, and workforce readiness programs infused with trauma-informed practices and community partnerships. Learn4Life schools have graduated more than 16,000 students over the past 18 years. High school dropouts are ineligible for 90 percent of jobs and eight times more likely to end up in jail. We help change their stories.

Based on discussions with BISD staff, there appear to be at least 500 currently enrolled students that are

chronically absent and therefore trending to become opportunity youth. This number is based on 5,000 high school students with at least 10% classified as chronically absent. L4L in partnership with BISD will identify these students before they drop out and through our collaboration stop this downward trend. TEA data suggests that Beaumont high schools are losing approximately 275 students each year. Getting ahead of this trend is critical to the success of these students, the district and the community.

In addition, according to 2017 American Communities Survey data, the greater Beaumont area is currently home to more than 3,050 young adults with less than a high school diploma. Between those already out of school and those presenting as chronically absent, there are more than 4,000 youth in Beaumont that could benefit from our collaboration.

**Location:** Learn4Life anticipates utilizing a selected district facility. Discussions with BISD staff have been held to explore possible facility locations and it is anticipated that the Learn4Life facility will be centrally located so that we can serve as many students as possible.

### **C. Education Plan / School Design**

L4L is built on a strong foundation of high expectations for academic achievement of all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive on-going professional development in unpacking learning standards so that students develop the skills necessary to successfully advance from one grade level to the next. The curriculum is built on the Texas Essential Knowledge and Skills (TEKS) for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

L4L has designed its program with the aim of bringing about maximum individual academic and personal development for each student. Administrators and teachers will create an environment that fosters the following:

- Active, hands-on learning
- Conceptual learning that leads to understanding along with acquisition of basic skills
- Interactive teaching and cooperative learning
- Broad range of relevant content integrated across traditional subject matter divisions
- Inclusive culture of respect for each other, the learning process and the individual challenges that students bring to the program

L4L has four key elements: flexible scheduling, independent study blended model; 3-tier MTSS informed individualized instructional model; and Social-Emotional Learning. These elements work together to solidify a well-rounded education for the whole student. The school design elements listed below illustrate the L4L belief that high school education is not a one size model and that our model is designed to meet all needs of the students we serve.

#### **1. Flexible Scheduling**

Flexible Scheduling allows students who have adult responsibilities that would have typically posed as obstacles the opportunity to complete high school at their own pace without interrupting their daily life commitments. We will use the following scheduling strategies In order to generate ADA:

- **Flexible School Year:** allows for year-round academic calendar. Our proposed calendar will have 270 instructional days and therefore provide a significantly greater opportunity for students to attend school and generate revenue to keep the school funded. A year-round calendar is critical to providing access to students who must juggle other responsibilities in addition to attending school.

- **Flexible School Day**: provides for delivering an educational program in 4-hours/day instead of 7 hours/day.
- **Multi-tracks**: allows for using multiple start times for each 4-hour period, thereby creating more flexibility and therefore more opportunity to attend school.

The result of this plan will provide students with 270 instructional opportunities over the course of the year instead of the traditional 180 days. If students attend just 60% of the time, they will generate 165 days of ADA, or 92% ADA utilization.

## **2. Blended Learning Model**

L4L will use several instructional modalities to implement a blended learning model with small group instruction; and online courses. Students may work primarily within one of these pathways or within a combination of them for a blended learning approach.

- **Independent Study**: Independent Study is the most highly utilized modality. In this mode, students work with mentor teachers to develop an Individual Graduation Plan. Students may access individualized instruction, including tutors and other educational support staff, as frequently as needed. All instruction is based on the student's baseline NWEA MAP scores determined at enrollment.
- **Small Group Instruction (SGI)**: SGI is a direct instruction model with class sizes usually ranging anywhere from 5 to 18 students. In SGI classes students are typically on the same paced curriculum as in Independent Study and complete semester classes in 10 to 12 weeks with two sessions a week. Many of our students greatly benefit from having the opportunity to combine independent study with small group instruction to accelerate their learning and course completion.
- **In-School/Online Courses**: L4L-Beaumont will be equipped with the technology necessary to support online courses that students can take in school and at home. L4L has a comprehensive online course catalog which allows for students to complete specialized coursework at an individualized pace and with consideration for an appropriate learning environment. When completing courses online, students are still supported by a Mentor Teacher who manages the academic plan with students.

## **3. 3-tier Student-Centered Individualized Curriculum and Instructional Model**

All L4L students, at the time of enrollment, are required to complete the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) in reading/language usage and math. NWEA assessments provide insight into the learning gaps that may have contributed to a student's lack of previous academic success and provide a roadmap to make progress moving forward. As such, each student at L4L is assigned an individual learning plan based on the RIT score derived from the MAP assessment. All courses have three tiers with the tiers based on the average reading Lexile needed to complete the assignments and performance tasks of the course.

## **4. Social-Emotional Learning**

Students who enroll at L4L and have personal issues related to social emotional development are able to secure support from teachers and the staff. Staff members are available to work with students and families on matters that are not directly related to academics. Relationships are the key to creating safe learning environments. If necessary, the staff will refer students to the appropriate Mental Health Services Department for follow-up and additional support services, as needed. Our collaboration with BISD will support the DAEP program as we are accustomed to working with kids that have been through significant trauma and are looking for a solution.

## 5. Applicant Experience and Demonstration of Results

L4L has a long history and extensive experience of serving an at-risk population of students who have not been successful in a traditional high school setting. During the 2018-19 school year Learn4Life collaborated with over 150 community partners to educate more than 45,000 students. Eighty-six percent of participating students graduate either with a diploma from Learn4Life or return to their school of residence to graduate. Learn4Life has 19 charters (with over 80 resource centers) in California, as well as one charter with two schools in Ohio. Additionally, a new charter was authorized by Central Michigan University for five sites with the first site opened in Flint, MI in August 2018.

The following is a list of charter schools implementing the L4L model:

<b>California Charters</b>	
Alta Vista Innovation High School	Marconi Learning Academy
Ambassador Philip V. Sanchez II Public Charter School	Mission Academy
Antelope Valley Learning Academy	Mission View Public Charter
Assurance Learning Academy	Orange County Workforce Innovation High School
Crescent Valley Public Charter School II	Paseo Grande Charter School
Crescent View South Public Charter School II	San Diego Workforce Innovation High School
Crescent View West Public Charter	Vista Norte Public Charter School
Desert Sands Public Charter School	Vista Real Charter High School
Diego Hills Central Public Charter School	<b>Charters Outside of California</b>
Diego Valley East Public Charter School	Flex High Ohio - Columbus
Kings Valley Academy II	Flex High Michigan - Flint

Learn4Life's educational model has demonstrated success for at-risk students, high-risk students and recovered dropouts and has met and exceeded state and local accountability metrics in both California and Ohio. Prior to the implementation of a new statewide accountability system in California Learn4Life schools fell under the designation of Alternative School Accountability Measures (ASAM). During this time, Learn4Life's progress was measured by the Academic Performance Index (API) score and was rated against other ASAM schools with similar opportunities and challenges. In 2012, during the last year API scores were implemented, the Learn4Life schools with 99 students or fewer averaged an API score of 670, with 26.50 points in growth from 2011 to 2012. In comparison, the average API score for all ASAM schools with 99 students or less was 544.72, with an average growth score of 8.09. Similarly, the Learn4Life schools averaged an API score of 624.71, and growth score of 39.29 with schools of 100 or more students. All other ASAM schools with 100 or more students averaged an API score of 555.38 and growth scores of 9.08. This score reflects our school's ability to demonstrate improvement on statewide assessments and address achievement gaps between high performing and low performing students.

The new Dashboard for Alternative School Status (DASS) will be used starting Fall of 2019. Since the onset of the accountability transition, the number of Learn4Life graduates has grown from 989 to 2,826 students. In the 2016-2017 SY, students completed an average of 2.67 credits per learning period (every 4 weeks) out of a normal annual course load of 10 to 12 credits, a number that has remained relatively consistent over the years as a result of our relentless efforts to keep students in and progressing through school. In Ohio, our schools are exceeding the state averages and we believe that Beaumont students will achieve the same success given that the Columbus, Ohio demographics mirror the demographics of students that we will serve in Beaumont. Ohio scores represent students that have dropped out at least once and have been unschooled for at least 80 days before they enroll with Learn4Life.

## 6. Operational Model and Cost Summary

The Learn4Life-Beaumont Texas based non-profit, Texas First Education (TFE) will hire and manage staff except for a PIEMS focused person. We prefer to ask BISD for this critical assistance. In turn, TFE will contract with LLAC (a CA based services corp. that currently supports operations for more than 40,000 students across three states) to provide all the services necessary to run the program, including staffing the marketing effort. The typical cost for these management services is 15% of the state revenue.

The cost summary illustrates that this program is sustainable within Y1 and will extinguish any planning debt in Y2. The key to success will be the collaborative effort with BISD to recruit students for the program. The core piece of the partnership will be working with BISD counselors to identify cases of chronic absenteeism. Our full-time counselor will be focused every day on supporting BISD staff to identify these students. Catching the chronically absent before they hit the street will be a critical step in arresting the current drop out trend. We will work with BISD to determine a minimum referral target and a joint commitment to finding and enrolling students in the program.

Our mission requires our commitment to reach beyond BISD referrals. L4L marketing and outreach will scour the city to find and engage kids that have already dropped out. We will have a full-time community liaison that will engage with organizations such as Franklin House, the HOW Center and Boys and Girls Clubs. We will also market through signage, attendance at community events, social media and staff a call center to ensure that inquiries are managed efficiently.

Resources will also be dedicated to retaining students once they enroll. Communication and tracking of a student's progress and attendance by teachers, tutors and student relations staff keep more than 90% of our students engaged in school thereby creating a consistent economic performance necessary to provide a viable educational model.

**Growth and Revenue Flow:** Enrollment will be continuous throughout the year. As a result, hiring is also year-round so that resources are only added to meet student demand. This approach will keep spending aligned with the need and is supported by actual attendance making growth efficient. For example, fractional FTEs indicate an expectation that we will hire during the year rather than load up resources in the fall before student counts materialize. The one exception to this practice is the start-up period because much of the staff must be on the ground before school opens for the first time, and we need a critical mass of teachers and resources to teach even a small number of students. This over-resourced opening is one reason why it is so important to ramp up enrollment aggressively.

**Facilities:** The floor plan on page 13 shows that the facility needs are modest. We can operate a center to serve 300 students in 12-15,000 sq. ft. We are skilled at making efficient use of the space as our model is designed to cycle students through the facility. It is our intention to make significant use of the Taylor Career Center. The budget includes funds to support travel to get our students to this incredible facility.

**Food:** L4L will provide *grab 'n go* options such as fruit, sandwiches and healthy snacks in addition to the two meals a day provided by the district. In addition, we plan to work with the Southeast Texas Foodbank to support not only students, but the families as well.

**The Team:** All roles will work together to create a positive learning environment in a small space. Principal- responsible for promoting and fostering a school culture that values and supports learning; Admin Assistant - primarily responsible for manning the reception desk and assist as needed; Teachers work 1:1 and in small group instruction to keep students on track; Tutors support teachers and students to provide extra instructional support; Counselors refer students for wrap around services and serve as the primary contact with BISD counselors; Student Relations-follows up with students, including home visits if needed; and Community Liaison: devotes time to community outreach including connecting with the Taylor Career Center.

## **7. Relevant Appendices**

### **Leadership Team**

**Tony Abrams, Principal, Texas Education:** Anthony (Tony) Abrams received his Bachelor of Science in Kinesiology from Cal State Northridge, a Masters of Education in School Counseling, and a PPS credential from the University of LaVerne. He started his career in education 24 years ago as an assistant football coach which led to the roles of health education teacher, math teacher and counselor. Anthony came to Learn4Life in 2013 as a school counselor, and his natural ability to lead and assist others through compassion, integrity and education were well received and appreciated. He pushed to further his educational goals by becoming the Learning Center Coordinator, Assistant Principal, and holds the title of Principal. His dedication and passion for supporting at-risk youth was evident as he diligently and compassionately worked with students, parents and teachers. His accomplishments in athletics, education, counseling and administration have given him valuable experience and insight. His sensitivity and practical approach to understanding students and their individual learning needs, have made him an asset to his team.

**Patrick Hill, Vice President of Student Services:** Dr. Hill is the Vice President of Student Services with Learn4Life, where he has worked for sixteen years. Dr. Hill was a Special Education Teacher for students with severe disabilities specializing in autism for six years prior to joining Learn4Life in the same capacity. He then served as the Special Education Director with the organization. Dr. Hill holds a bachelor's degree in Business Administration from Gonzaga University, a master's degree in special education from the University of Washington, and a Doctorate in Education Administration and Leadership from La Sierra University. He also holds a California Clear Teaching Credential in special education and business education and has five years of adjunct college instruction experience with California State University Bakersfield and Green River Community College. His volunteer activities include autism consultation, and CEO Council, Executive Committee, and Steering Committee membership for the El Dorado County Charter Special Education Local Plan Area.

**Jessica Shopoff, School and Market Analyst:** Prior to Jessica's current role, she spent almost a decade supporting students in online schools at K12, Inc. She served in a variety of roles focused on Every Student Succeeds Act (ESSA), state accountability policy and frameworks, and data-driven decision making. Mrs. Shopoff is an educator at heart and her professional career includes time spent as an elementary teacher, lead high school advisor, and regional data specialist. She holds a BA in Interdisciplinary Studies from the University of Texas at Dallas and a M.Ed in Educational Technology Leadership from Lamar University. In her free time, Mrs. Shopoff enjoys reading, watching football, hiking and camping in the Texas Hill Country, and spending time with her husband and four kids.

**William Toomey, Chief of Development and Innovation:** William (Bill) Toomey, Executive Vice President-Chief Development and Innovation Officer at Learn4Life Charter Schools, has been working with the at-risk youth population for 22 years and has focused his work on the independent student/ blended learning environment. Mr. Toomey's knowledge of the at-risk student population is extensive and comprehensive. Mr. Toomey holds an Illinois and California Teaching Credential along with Master's Degree in Education Administration and an Administrative Credential, and has been instrumental in growing schools in enrollment and academic achievements along with developing and maintaining the Charter School's policies and procedures. Bill's has been able to secure new contract schools and charters in California, Chicago, Illinois, Memphis, Tennessee, Columbus, Ohio, Flint, Michigan and Shreveport, Louisiana to open 20 schools and serve over 50,000 students. Bill has formerly served as 3rd and 5th grade Teacher, Principal, Deputy Superintendent of a large Charter network and Area Manager with Sylvan Learning

Systems in the Chicago Public Schools and Compton Unified School District. Bill managed the Sylvan-Compton Unified contract in 26 schools under the leadership of state appointed superintendent Dr. Randolph Ward. Bill was also awarded "Sylvan National Educator of the Year" in 1997 and one of his schools, Donoghue Elementary in Chicago, was awarded "Sylvan National School of the Year" in 1998.

**Caprice Young, National Superintendent:** Caprice was the Founding CEO/President of the California Charter School Association and led the movement from 2003 through 2008. In 2017, she was inducted into the National Charter School Hall of Fame. She was a member of the founding boards of Democrats for Education Reform and the Los Angeles Advisory Council, LAUSD SELPA Charter Operated Programs - Executive Committee, and President of the National Public Charter Schools Association. She has served on the boards or as CEO of several charter school organizations and more than a dozen education-related not-for-profit organizations. Dr. Young currently is the Founder and President of the Education Growth Group and teaches in the UCLA GSE&IS doctoral program. She currently serves on two EdTech corporate boards (Itslearning and Schoola.com/Olivel.com) and the Fordham Foundation and Institute board of directors. She is the former CEO and Superintendent of the Magnolia Educational and Research Foundation, a non-profit public charter schools organization serving 4,000 TK-12th grade students in ten high-performing STEAM schools throughout Southern California. In addition, she is an EdTech expert and the former CEO of KC Distance Learning (formerly a Knowledge Universe Education subsidiary) where she dramatically expanded sales, revenue and EBITDA prior to guiding the company's sale. She has held leadership positions in technology, education, government, philanthropy, and business, including Interim CEO, Inner City Education Foundation Public Schools; Vice President, Laura and John Arnold Foundation; Technology Strategist and Senior Manager, IBM Global Services; Assistant Deputy Mayor for Technology, City of Los Angeles; and Acting Budget Director, Los Angeles County Metropolitan Transportation Agency. Dr. Young was a member and president of the Board of Education of the Los Angeles Unified School District (1999-2003). Dr. Young has been recognized as a CSULA Distinguished Educator, a CASA Honoree, and a Coro Crystal Eagle for excellence in public service. She is a member of the Pahara Fellowship in Education and the Aspen Global Leaders Network. She earned her BA from Yale University, MPA from the University of Southern California (where she was an Ides of March Scholar), and Doctor of Education from UCLA.

## Texas First Education - Planning Budget for Years 1-3

	Planning	YEAR 1	YEAR 2	YEAR 3
Enrollment		175	275	350
Average Daily Attendance %		70%	75%	80%
Average Daily Attendance		123	206	280

### Revenues

Loan	\$ 125,000			
Grants/Philanthropy	\$ -	\$ 200,000	\$ 25,000	\$ 25,000
State Revenues	\$ -	\$ 984,000	\$ 1,664,480	\$ 2,285,080
<b>Total Revenues</b>	<b>\$ 125,000.00</b>	<b>\$ 1,184,000</b>	<b>\$ 1,689,480</b>	<b>\$ 2,310,080</b>

### Expenses

	FTE		FTE		FTE		FTE	
<b>Personnel Costs</b>								
Principal	0.25	\$ 21,250	1.00	\$ 85,000	1.00	\$ 86,700	1.00	\$ 88,434
Administrative Assistant	0.25	\$ 10,400	1.00	\$ 41,600	1.00	\$ 42,432	1.00	\$ 43,281
Teachers	0.10	\$ 5,000	4.00	\$ 200,000	10.00	\$ 510,000	12.00	\$ 624,240
Tutors	0.10	\$ 3,744	1.50	\$ 56,160	4.00	\$ 152,756	5.00	\$ 194,765
Student Relations	0.10	\$ 3,432	1.00	\$ 34,320	2.00	\$ 70,012	3.00	\$ 107,118
Community Liasion	0.25	\$ 10,400	1.00	\$ 41,600	1.00	\$ 42,432	1.00	\$ 43,281
Counselor	0.25	\$ 13,750	1.00	\$ 55,000	1.50	\$ 84,150	2.00	\$ 114,444
Benefits	-	\$ 17,293	-	\$ 130,680	-	\$ 251,470	-	\$ 309,239
<b>Total Personnel Costs</b>	<b>1.30</b>	<b>\$ 85,269</b>	<b>10.50</b>	<b>\$ 644,360</b>	<b>20.50</b>	<b>\$ 1,239,952</b>	<b>25.00</b>	<b>\$ 1,524,802</b>
<b>School Operations</b>								
Instructional Materials/Supplies/IT		\$ -		\$ 199,200		\$ 82,400		\$ 112,000
Student Transportation		\$ -		\$ 16,200		\$ 32,400		\$ 48,600
Student Meals		\$ -		\$ 7,500		\$ 11,786		\$ 15,000
Student Recruitment/Marketing		\$ 20,000		\$ 25,000		\$ 60,000		\$ 60,000
<b>Total School Operations</b>		<b>\$ 20,000</b>		<b>\$ 247,900</b>		<b>\$ 186,586</b>		<b>\$ 235,600</b>
<b>Contracted Services</b>								
Debt Service				\$ 80,000		\$ 45,000		
Management Fee		\$ -		\$ 147,600		\$ 149,672		\$ 446,512
Legal & Audit		\$ -		\$ 22,000		\$ 22,000		\$ 22,000
Spec. Ed. Services		\$ -		\$ -		\$ -		\$ -
<b>Total Contracted Services</b>		<b>\$ -</b>		<b>\$ 249,600</b>		<b>\$ 216,672</b>		<b>\$ 468,512</b>
<b>Facility Operations &amp; Maintenance</b>								
Insurance		\$ -		\$ 12,500		\$ 12,750		\$ 13,005
Building Lease		\$ -		\$ -		\$ -		\$ -
Building Repairs & Maintenance		\$ -		\$ 10,000		\$ 10,300		\$ 10,609
Utilities		\$ -		\$ -		\$ -		\$ -
<b>Total Facility Operations &amp; Maintenance</b>		<b>\$ -</b>		<b>\$ 22,500</b>		<b>\$ 23,050</b>		<b>\$ 23,614</b>
<b>Total Expenses</b>		<b>\$ 105,269</b>		<b>\$ 1,164,360</b>		<b>\$ 1,666,260</b>		<b>\$ 2,252,528</b>
<b>Net Income</b>		<b>\$ 19,731</b>		<b>\$ 19,640</b>		<b>\$ 23,220</b>		<b>\$ 57,552</b>
<b>Fund Balance</b>		<b>\$ 19,731</b>		<b>\$ 39,371</b>		<b>\$ 62,591</b>		<b>\$ 120,143</b>

### Key Assumptions:

Revenue: \$8,000/ADA increasing 1% annually.

Assume \$200K start-up funding in Y1 from 1882 based grants and some ongoing philanthropy. Grants will not be used for ongoing expenses.

Personnel Costs: COLA=2%; Personnel model is used to adequately staff positions based on enrollment and avg. salary

1 Principal : 800 students

1 Tutor : 75 students

1 Admin Asst : 800 students

1 Student Relations : 150 Students

1 Teacher : 30 students

1 Community Liasion : 800 Students

1 Counselor: 350 students

Benefits: 25.44% of annual wages which includes Social Security 6.2%; Medicare 1.45%; State Unemployment .65%;

Worker's Comp 1%; ER cost of health/vision/dental 11.14%; Retirement Contribution 5%

Instructional Materials/Supplies/IT : Based on historical averages \$400/ADA. Includes cost of Textbooks, Curriculum, instructional supplies, testing materials, SPED/Remediation materials and misc student consumables. All TEKS aligned.

IT: laptop carts and staff computers and collateral materials purchased as needed.

Student Transportation: Bus pass cost at \$2/day/student for days when the district bus service is not available. (e.g. summer and Saturdays)

We have also accounted for additional costs to transport students to the Taylor Career Center.

Student Meals: Supplemental "grab 'n go" options, which is in addition to district provided meals. Bulk provided by the district.

Management Fee: 15% of revenues annually. Our practice is to ensure operations are covered first and if necessary, collect earned fees at a later time. In this budget, we anticipate collecting as much as \$100K of the Y2 fee in Y3.

Loan: We will solicit grants to facilitate the planning phase and are prepared to make a \$125K no-interest loan to support planning as we raise the funds to ensure timely implementation of the program.

## How a Learning Center Works

The operational model and team are indistinguishable from each other. The team is the model. The complimentary and, at times overlapping roles, define how a learning center can be effective and efficient at the same time. A learning center will typically have the following staff: principal, Administrative Assistant, teachers, tutors, counselor, student relations and retention, and a community liaison. We also have SPED certified staff, though we are proposing that BISD manage SPED services. The best way to understand how a center works is to walk around the room (see info graphic below):

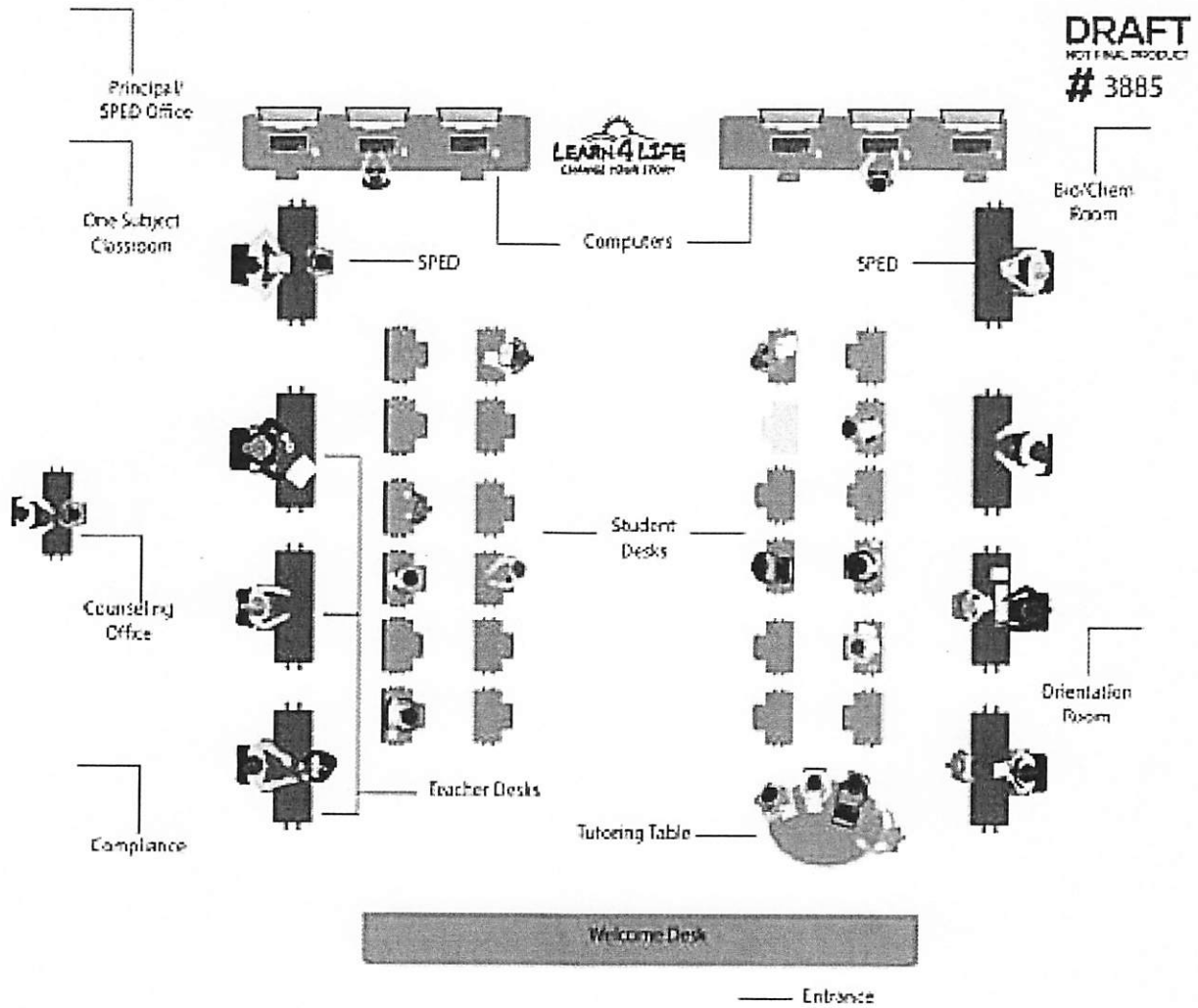
**Reception Desk:** When a student enters the center, they may have any number of objectives in mind: a teacher or tutor appointment, group study, or class discussion. Upon arrival, students are greeted by a smiling face at the reception desk. There are several reasons why this is important. The receptionist can manage several items. The receptionist gets the student signed in so we're keeping good track of attendance. If they happen to notice that the student may be stressed or have some other issue, the receptionist is empowered to engage with any number of other adults to support the student. Fundamentally what this means is that by the time the student enters the learning area, many issues that might interfere with the learning process have been solved or at least identified, and a corrective action has been put in process. The receptionist be responsible for manning the reception desk, but all staff are trained to step in as needed to ensure that the reception desk is always staffed.

**Teacher Desks:** Around the perimeter are teacher desks. A core part of the learning process is one-on-one instruction. A student will literally sit with a teacher to go over lessons. When the student has completed the assignment and is ready to test on the material, the test is administered to the student at the student's desk. The student then receives immediate feedback from the teacher, once the test is completed. If the student passes the unit, the teacher will introduce the next unit.

**Student Desks/Tutoring Table:** In the middle are student desks and a tutoring table. Students can attend the learning center as often as they like. In this format, students can work independently in a quiet space, an opportunity not typically found on campus in a high school environment. Tutors will support students with 1:1 and small group instruction either at the tutoring tables or in a side room.

**Additional Student Support Rooms:** The model is designed to use an inclusive "push in" model for special education support we also add a couple of extra rooms to support itinerant services or other pull out services described in the individual plan, provide space for group instruction such as biology or chemistry or reading intervention, an office for the school leader, or a day care room for children of young parents. There is no magic number of rooms, and we are creative in finding ways to make use of the spaces we have. Whether it's staff-to-staff or staff-to-student communication, sometimes privacy is essential. In terms of interaction and oversight, this format is critical to our success. Because teacher desks are around the perimeter, we provide constant yet unobtrusive oversight of student activity, which directly supports the learning process. Given the challenging life experiences most of our students have faced, one of the greatest benefits is that the center offers a quiet space for learning.

# Learning Center Floor Plan





## Board Exhibit Cover Sheet

**Meeting Date:** January 16, 2020

**Agenda Item/Exhibit Number:** **II.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 December 2019.

**Recommendation:** Information 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):**

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

Derwin Samuels, Jr.  
Cabinet Level Presenter's Signature

1/8/2020  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**New Employee Assignment Report**  
**Hiring Date Range: 12-01-2019 through 12-31-2019**

Campus/Department	Assignment	Employee Name	Start Date
<b>ELEMENTARY SCHOOLS</b>			
Caldwood Elementary School	ESL Aide	Gonzalez, Paloma	12/4/2019
Caldwood Elementary School	ROAR Liaison	Smith, Dana	12/2/2019
Dishman Elementary School	Teacher Elem School	Hadnot, Monica	12/9/2019
Martin Elementary School	District Aide	Gooden, Latossha	12/19/2019
Regina Elementary School	ROAR Liaison	Bolden, Tameka	12/2/2019

Campus/Department	Assignment	Employee Name	Start Date
<b>MIDDLE SCHOOLS</b>			
Smith Middle School	Principal Middle School	Lee, Andrea	12/9/2019
Vincent Middle School	Teacher Middle School	Wright, Tanisha	12/2/2019

Campus/Department	Assignment	Employee Name	Start Date
<b>INFORMATION TECHNOLOGY</b>			
Information Technology	Computer Technician	Justice, Ryan	12/16/2019
Information Technology	Technology Support Specialist	Keys, Jerry	12/10/2019

Campus/Department	Assignment	Employee Name	Start Date
<b>WAREHOUSE</b>			
Textbooks	Temporary Textbook Helper	Corbin, Keadrian	12/2/2019
Textbooks	Temporary Textbook Helper	Sayrie, Tazhawn	12/17/2019

Campus/Department	Assignment	Employee Name	Start Date
<b>SCHOOL ADMINISTRATION</b>			
Office of School Administration	District Coordinator for School Improvement	Cheatham, Anetra	12/17/2019

**EMPLOYEE SEPARATION REPORT**  
**Hiring Date Range: 12-01-2019 through 12-31-2019**

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>ELEMENTARY SCHOOLS</b>				
Amelia Elementary School - 101	Nurse	12/19/2019	Walker, Gayla E	Resign
Amelia Elementary School - 101	Teacher Elem School	12/19/2019	Brooks, Toni Pavlik	Retire
Bingman Pre-K - 132	Head Start Aide	12/19/2019	Moffett, Jessica Ann	Resign
Fletcher Elementary School - 110	Teacher Elem School	12/19/2019	Huerta, Karina	Retire
Homer Elementary School - 123	Counselor Elementary	12/19/2019	Batiste, Ava C	Retire
Pietzsch Elementary School - 125	Special Education Aide	12/11/2019	Nelson, Juanita Lewis	Resign
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MIDDLE SCHOOLS</b>				
King Middle School - 043	Special Education Aide	12/19/2019	Martin, Wanda L	Retire
Marshall Middle School - 046	Teacher Middle School	12/19/2019	Minkley, Bruno	Resign
Odom Middle School Academy - 047	Secretary Principal	12/9/2019	Manuel, Cherri	Termination
Smith Middle School - 042	Librarian	12/19/2019	Thompson, Betty A	Retire
Smith Middle School - 042	Special Education Aide	12/19/2019	Lewis, Kenishia	Termination
Vincent Middle School - 048	Teacher Middle School	12/3/2019	Armstrong, Heather Ann	Resign
Vincent Middle School - 048	Teacher Middle School	12/19/2019	Long, Cory T	Resign
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>HIGH SCHOOLS</b>				
Beaumont United High School - 014	Assistant Principal	12/19/2019	Abel, Brian B	Resign
Beaumont United High School - 014	Teacher High School	12/4/2019	Chambers, Lorita Tyler	Resign
Career Center - 009	Teacher High School	12/19/2019	Teague, Carrie Lynn	Resign
West Brook High School - 008	Teacher High School	12/19/2019	Tenner, Regina T	Retire
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>TRANSPORTATION DEPARTMENT</b>				
Bus Driver - 531	Transportation Bus Driver	12/17/2019	Watkins, Vita Strother	Resign
Bus Driver - 531	Transportation Bus Driver	12/17/2019	Greer, Eric Duane	Termination
Mechanic Shop - 533	Transportation Mechanic	12/19/2019	Talcott, Donald E	Retire
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>POLICE DEPARTMENT</b>				
Police Department - 510	Police Officer	12/10/2019	Valdez, Robert Lee	Resign
Police Department - 510	Public Safety Officer	12/3/2019	Noel, Breanna Dshawn	Resign
Police Department - 510	Public Safety Officer (Full Time)	12/2/2019	Jackson, Barry F	Resign
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>CURRICULUM &amp; INSTRUCTION</b>				
Curriculum and Instruction - 801	Admin Assistant to Exec. Director	12/19/2019	Overbey, Thelma Joyce	Retire
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>CHILD NUTRITION SERVICES</b>				
Food and Nutrition Service - 833	Food Service Worker - 7 Hours	12/12/2019	Pappion, Juanita Clark	Termination
Food and Nutrition Service - 833	Food Service Worker - 8 Hours	12/19/2019	Chapman, Alethia Marie	Resign
Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MAINT/OPERATIONS</b>				
Custodial Services - 513	Head Custodian	12/19/2019	Arrieta, Maria Carmen S	Resign
Operations - 515	Laundryman	12/19/2019	Doffoney Sr, Furtis	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>SPECIAL EDUCATION</b>				
Special Education - 814	Sped Ed Transition Specialist	12/19/2019	Barnes, Cynthia E	Retire
Special Education - 814	Speech Language Pathologist	12/19/2019	Raborn, Mallory Elizabeth	Resign



**Tax Collection Report**  
**December 31, 2019**

	<b>Taxes Collected</b>			
	<b>12/31/19</b>		<b>12/31/18</b>	
	M & O	I & S	M & O	I & S
Current	20,855,598.49	5,462,231.25	24,344,601.28	5,946,870.18
Delinquent	68,307.26	16,016.12	130,226.62	33,203.90
Penalties & Interest	46,051.89	8,876.95	49,383.78	12,427.15
<b>Totals</b>	<b>20,969,957.64</b>	<b>5,487,124.32</b>	<b>24,524,211.68</b>	<b>5,992,501.23</b>

	<b>Current Taxes</b>			<b>Collected Percentage</b>
	<b>Tax Levy</b>	<b>Collections for 12/31/2019</b>	<b>YTD Current Collections</b>	
	137,240,954.46	26,317,829.74	34,413,780.99	25.08%

<b>Two Year Comparison</b>	
<b>Current Year as of 12/31/2019</b>	<b>Prior Year as of 12/31/2018</b>
25.08%	27.23%

AGENDA:  
 January 16, 2020



**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**GENERAL FUND**  
 Budget vs. Expenditures  
 December 31, 2019

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
<b>REVENUES</b>					
Property Tax Collection (including delinquencies)	105,133,145	20,969,958	28,884,402	-	76,248,743
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,264,528	(1,023,173)	5,214,741	-	8,049,787
State Program Revenues	53,186,373	14,808	43,384,711	-	9,801,662
Federal Program Revenues	3,655,285	232,141	1,082,181	-	2,573,104
Other Financing Sources	2,369,308	0	2,408,775	-	(39,467)
<b>Total Revenues</b>	<b>177,608,639</b>	<b>20,193,734</b>	<b>80,974,810</b>	<b>-</b>	<b>96,673,297</b>
<b>EXPENDITURES</b>					
11 Classroom	92,665,526	6,242,925	39,179,775	459,129	53,026,622
12 Library	1,445,647	85,680	606,341	58,402	780,904
13 Staff Development	652,025	32,141	156,037	87,838	408,150
21 Asst Sups, Directors, Supervisors, Curriculum Coordinato	3,724,085	209,788	1,646,094	46,065	2,031,926
23 Principal, Asst. Principals, Office Clerical	10,361,467	604,595	4,440,357	49,147	5,871,963
31 Counselors	5,640,362	365,803	2,496,496	53,491	3,090,375
32 Social Workers	394,368	15,284	118,339	-	276,029
33 Nurses	2,111,791	136,907	976,930	2,754	1,132,107
34 Transportation	6,161,570	430,757	3,267,096	647,251	2,247,223
36 After School Activites	5,481,049	299,011	2,161,810	397,400	2,921,839
41 Administration	7,611,223	294,713	2,890,970	263,754	4,456,499
51 Maintenance and Utilites	34,075,494	1,565,952	15,117,947	3,391,612	15,565,935
52 Police and Monitoring Services	2,995,406	186,097	1,330,386	446,872	1,218,148
53 Data Processing Personnel	3,380,479	66,920	1,446,674	280,687	1,653,118
61 Parent involment Liaisons, Day Car Workers	158,581	10,546	23,978	415	134,188
71 Debt Service	1,114,965	-	1,114,964	-	1
81 Facilities Acquisition & Construction	3,826,301	-	1,065,529	2,598,521	162,251
93 Fiscal Agent - Shared Service for Deaf Program	339,300	173,494	173,494	-	165,806
95 Juvenile Justice Alternative Ed Program	150,000	-	-	-	150,000
99 Tax Appraisal & Collections	1,500,000	339,920	673,623	-	826,377
<b>Total Expenditures</b>	<b>183,789,639</b>	<b>11,060,533</b>	<b>78,886,840</b>	<b>8,783,338</b>	<b>96,119,461</b>
<b>Net increase (decrease)</b>	<b>(6,181,000)</b>		<b>2,087,970</b>		



**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS  
DECEMBER 2019**

<b>West Brook High School</b>	<b>\$ 53,268.00</b>
<b>Explanation:</b> Car Registrations, Lost Books, Commissions/Vending Machines, Program Ads, Yearbooks, Donation	
<b>Beaumont United High School</b>	<b>\$ 7,596.00</b>
<b>Explanation:</b> Football Ads, Commissions/Vending Machines, Donation	
<b>Smith Middle School</b>	<b>\$ 2,229.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>King Middle School</b>	<b>\$ 3,609.00</b>
<b>Explanation:</b> Fundraiser	
<b>South Park Middle School</b>	<b>\$ 823.00</b>
<b>Explanation:</b> Fundraiser, Cell Phone Fines	
<b>Marshall Middle School</b>	<b>\$ 15,948.00</b>
<b>Explanation:</b> Gym Suits, Gym Locks, LED Sign Sales, Commissions/Vending Machines, Donation	
<b>Odom Academy</b>	<b>\$ 9,213.00</b>
<b>Explanation:</b> Dormant Account Transfers, Donation	
<b>Vincent Middle School</b>	<b>\$ 7,807.00</b>
<b>Explanation:</b> Gym Suits, Student IDs, Agenda Books, Cell Phone Fines	
<b>Amelia Elementary</b>	<b>\$ 1,010.00</b>
<b>Explanation:</b> Library Fines/Lost Books, Donation	
<b>Caldwood Elementary</b>	<b>\$ 663.00</b>
<b>Explanation:</b> Library Fines/Lost Books, Donation	
<b>Curtis Elementary</b>	<b>\$ 7,873.00</b>
<b>Explanation:</b> Library Fines/Lost Books, Fundraiser, Donation	
<b>Fletcher Elementary</b>	<b>\$ 2,521.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Library Fines/Lost Book, Donation	
<b>Guess Elementary</b>	<b>\$ 8,019.00</b>
<b>Explanation:</b> Book Fair, Donation	
<b>Regina Howell Elementary</b>	<b>\$ 5,828.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Donation	
<b>Homer Drive Elementary</b>	<b>\$ 609.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Library Fines/Lost books, Donation	
<b>Pietzsch Elementary</b>	<b>\$ 7,839.00</b>
<b>Explanation:</b> Fundraiser, Book Fair	
<b>Dishman Elementary</b>	<b>\$ 6,401.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Book Fair	
<b>Blanchette Elementary</b>	<b>\$ 4,173.00</b>
<b>Explanation:</b> Library Fines/Lost Books, Commissions/Vending Machines	
<b>Martin Elementary</b>	<b>\$ 107.00</b>
<b>Explanation:</b> Fundraiser	

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS, CONTINUED  
DECEMBER 2019**

<b>Jones-Clark Elementary</b>	<b>\$ 516.00</b>
<b>Explanation:</b> Basketball Game, Donation	
<b>Charlton-Pollard Elementary</b>	<b>\$ 644.00</b>
<b>Explanation:</b> Library Fines/Lost Books, Basketball Game, Donation	
<b>Fehl Price Elementary</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Bingman Pre-K Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Lucas Pre-K Center</b>	<b>\$ 250.00</b>
<b>Explanation:</b> Donation	
<b>Pathways Learning Center</b>	<b>\$ 162.00</b>
<b>Explanation:</b> Cell Phones Fines	
<b>Taylor Career Center</b>	<b>\$ 1,776.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Brown Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Transportation Dept</b>	<b>\$ 235.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Maintenance Dept</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Administration/Annex Building</b>	<b>\$ 238.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Police Dept.</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Early College H.S.</b>	<b>\$ 2,068.00</b>
<b>Explanation:</b> Car Registrations, Textbooks	

**CAMPUS ACTIVITY FUNDS  
BUDGET CHANGE REPORT - DECEMBER 2019**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>				
Local Revenue - Other Sources	461.00.5749.00	436,894	151,425	588,319
<b><u>Expenditures</u></b>				
	<b><u>School Leadership</u></b>			
West Brook High School	461.XX.6499.00.008.00.000	176,691	53,268	229,959
Beaumont United High School	461.XX.6499.00.014.00.000	17,496	7,596	25,092
Smith Middle School	461.XX.6499.00.042.00.000	6,143	2,229	8,372
King Middle School	461.XX.6499.00.043.00.000	8,679	3,609	12,288
South Park Middle School	461.XX.6499.00.045.00.000	27,270	823	28,093
Marshall Middle School	461.XX.6499.00.046.00.000	48,315	15,948	64,263
Odom Academy	461.XX.6499.00.047.00.000	33,409	9,213	42,622
Vincent Middle School	461.XX.6499.00.048.00.000	14,440	7,807	22,247
Amelia Elementary	461.XX.6499.00.101.00.000	4,918	1,010	5,928
Caldwood Elementary	461.XX.6499.00.104.00.000	9,539	663	10,202
Curtis Elementary	461.XX.6499.00.105.00.000	11,393	7,873	19,266
Fletcher Elementary	461.XX.6499.00.110.00.000	8,091	2,521	10,612
Guess Elementary	461.XX.6499.00.112.00.000	7,683	8,019	15,702
Regina Howell Elementary	461.XX.6499.00.118.00.000	21,588	5,828	27,416
Homer Drive Elementary	461.XX.6499.00.123.00.000	5,577	609	6,186
Pietzsch Elementary	461.XX.6499.00.125.00.000	648	7,839	8,487
Dishman Elementary	461.XX.6499.00.126.00.000	3,004	6,401	9,405
Blanchette Elementary	461.XX.6499.00.127.00.000	1,129	4,173	5,302
Martin Elementary	461.XX.6499.00.128.00.000	4,213	107	4,320
Jones-Clark Elementary	461.XX.6499.00.129.00.000	6,556	516	7,072
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	1,805	644	2,449
Fehl Price Elementary	461.XX.6499.00.131.00.000	2,853	-	2,853
Bingman Pre-K Center	461.XX.6499.00.132.00.000	1,378	-	1,378
Lucas Pre-K Center	461.XX.6499.00.133.00.000	1,621	250	1,871
Other Locations		16	-	16
Pathways Learning Center	461.XX.6499.00.006.00.000	-	162	162
Taylor Career Center	461.XX.6499.00.009.00.000	4,443	1,776	6,219
Brown Center	461.XX.6499.00.012.00.000	325	-	325
Transportation Dept	461.XX.6499.00.811.00.000	144	235	379
Maintenance Dept	461.XX.6499.00.819.00.000	713	-	713
Administration/Annex Building	461.XX.6499.00.842.00.000	2,405	238	2,643
Police Dept.	461.XX.6499.00.850.00.000	-	-	-
Early College H.S.	461.XX.6499.00.013.00.000	4,409	2,068	6,477
	<b>Total Expenditures</b>	<b>436,894</b>	<b>151,425</b>	<b>588,319</b>
<b>BUDGET CHANGE</b>				
	Total Revenues	436,894	151,425	588,319
	Total Expenditures	<u>(436,894)</u>	<u>(151,425)</u>	<u>(588,319)</u>
	Adjusted Surplus	-	-	-

## DONATION REPORT - DECEMBER 2019

### MONETARY DONATIONS

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
Jimmy Robertson	West Brook High School - Baseball Club	865.00.2190.00.008.00.S07	20
Kinsel Auto Group	West Brook High School - Choir	865.00.2190.00.008.00.S13	100
Elizabeth McKim	West Brook High School - Baseball Club	865.00.2190.00.008.00.S07	20
BUHS All Sports Booster	Beaumont United High School - Key Club	865.00.2190.00.014.00.S46	300
BUHS All Sports Booster	Beaumont United High School - JAG Club	865.00.2190.00.014.00.S39	300
American Valve & Hydrant	Beaumont United High School - Choir	865.00.2190.00.014.00.S13	300
The Kades Group - McTeacher Night	Charlton-Pollard Elementary - General Campus	461.00.5749.00.130.00.C47	50
Kinsel Auto Group	Fletcher Elementary - Choir	865.00.2190.00.110.00.S13	100
Kinsel Auto Group	Marshall Middle School - Choir	865.00.2190.00.046.00.S13	100
Kinsel Auto Group	Caldwood Elementary - Choir	865.00.2190.00.104.00.S13	100
The Kades Group - McTeacher Night	Caldwood Elementary - General Student	865.00.2190.00.104.00.S32	86
The Kades Group - McTeacher Night	Lucas Pre-K - General Campus	461.00.5749.00.133.00.C47	50
ExxonMobil Foundation	Amelia Elementary - STEM Program	487.00.5749.00.101.00.STM	500
TRI-CON	Roy Guess Elementary - Math and Science Grants	496.00.5749.00.112.00.273 496.00.5749.00.112.00.295	500
The Kades Group - McTeacher Night	Homer Drive Elementary - General Campus	461.00.5749.00.123.00.C47	79
Kinsel Toyota	Charlton-Pollard Elementary - Choir	865.00.2190.00.130.00.S32	100
The Kades Group - McTeacher Night	Marshall Middle School - General Student	865.00.2190.00.046.00.S32	116

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Total Amount Donated 2,821

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NOTE: Tropical Storm Imelda donations will be reported when all donations are received.

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

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DECEMBER 17, 2019

*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, December 17, 2019, 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 4:07 p.m. by Thomas Sigeo, Presiding Officer.

**CALL TO ORDER**

President, Thomas Sigeo established a quorum.

**ROLL CALL**

**PRESENT:** Thomas P. Sigeo, Sr., Trustee & President  
Denise Wallace-Spooner, Trustee & Vice President  
Nathan Cross, Trustee & Secretary  
Angela Corbin Bransford, Manager  
Zenobia Randall Bush, Trustee

Dr. Shannon Allen, Superintendent

**ABSENT:** NONE.

At 4:08 p.m., the board went in to closed session.

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:

At 5:36 p.m., the board reconvened in open session.

1. **LEGAL**

a. Pending or contemplated litigation matters and status report

**NO ACTION.**

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

**NO ACTION.**

- c. Consider Special Education Due Process Resolution Agreement

It was moved by Zenobia Bush, and seconded by Thomas Sigeo, to approve the agreement to resolve the pending Special Education Due Process matter, N.O., b/n/f A.O. and L.O. vs. Beaumont Independent School District; TEA Docket 331-SE-0519 and authorize the Superintendent to sign the Agreement on behalf of the Board and take any additional steps as may be required to complete the terms.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

**2. PERSONNEL**

- a. 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

- 1. Conduct Superintendent's Evaluation Instrument

It was moved by Denise Spooner, and seconded by Zenobia Bush, to approve the evaluation instrument for the Superintendent of Schools for the 2019-2020 school year.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

- 2. Conduct Superintendent's Formative Evaluation

**NO ACTION.**

- 3. Chapter 21 Contract Abandonments

It was moved by Nathan Cross, and seconded by Denise Spooner, authorized the Superintendent, on behalf of the Beaumont ISD Board of Trustees notify the State Board of Educator Certification that the Board requests sanctions against the following named employees' teacher certificates:

- Heather Armstrong
- Jami Smith
- Stephanie Hafford-Williams
- David Wilson

It was further moved that the record of this action, as well as the correspondence sent to the State Board, reflect the following:

- before voting on this Motion, the Board considered the resignation request of the Teachers;
- the Board considered the reason or reasons and any other information, provided by the teachers to demonstrate good cause; and
- the Board finds that their resignations not in compliance with any of the accepted methods of resignation promulgated in TEC § 21.210(a) or (b) and that good cause for their resignations, therefore, does not exist.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross and Angela Bransford.

NAYS: Zenobia Bush

MOTION PASSED: 4-1

**3. REAL ESTATE**

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

**NO ACTION.**

**4. ECONOMIC DEVELOPMENT**

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

**NO ACTION.**

**D. OPEN SESSION TO TAKE ACTION, IF ANY, ON ITEMS DISCUSSED IN CLOSED SESSION**

**II. 5:30 p.m. - PUBLIC HEARING**

A. School FIRST (Financial Integrity Rating System of Texas) Report — Cheryl Hernandez, CFO, presented the following information to the Board:

- 15 Indicators that the district is rated on and what they mean for the district
- Defeating \$8.4M of Debt will be paid down
- Indicator 6 Rating for Administrative Cost Ratio
- Indicator 8 for Long Term Solvency

**III. 6:00 p.m. – BOARD ROOM (REGULAR OPEN BOARD MEETING)**

A. INTRODUCTION OF REGULAR MEETING

1. United States and Texas Flags Pledges of Allegiance— the pledge to the US and Texas flags was led by Martin Luther King MS 8<sup>th</sup> grade student Abigail Saavedra. Beaumont United High School NJROTC posted the colors.

The board recessed for 10 minutes at 5:50 p.m. The Board reconvened the meeting at 6:02 p.m.

2. Recognitions

- Cheryl Hernandez, CFO recognized TASB BuyBoard purchasing Co-op Representative Vance Hamilton who presented the Board with a \$37,409 rebate Check.
- Dr. Anita Frank, Assistant Superintendent for Elementary Administration – Child Nutrition staff of Beaumont United High School and Director, Tiffany Eckenrod.
- Dr. Anita Frank, Assistant Superintendent for Elementary Administration – presented the Elementary Fine Arts School Choir: Amelia, Charlton Pollard, Fletcher, Martin and Regina ES and the directors:

B. STUDENT OUTCOMES

1. Superintendent's Report— Dr. Shannon Allen, Superintendent presented the following information to the board:

- BISD Strategic Planning Overview
- Vision and Mission
- Core Beliefs
- What is Strategic Planning?
- Strategic plan overview
- Internal Strategic Plan Steering Committee
- Create Visioning Task Force
- Conduct Visioning Sessions (Put on the calendar)

## OFFICIAL MINUTES

December 17, 2019

- Goal Development
- Develop Performance Objectives
- Solicit and Collect Stakeholder Feedback
- Develop Task Forces by Target Area
- Create Annual Work Plans
- Develop Quarterly Reports to share with Board
- Timeline

### 2. Cabinet Reports

**NO REPORT.**

### 3. School Reports

**NO REPORT.**

## C. INFORMATION ITEMS

1. Update on Personnel Activities—Derwin Samuels, Executive Director for Human Resources, updated the Board on the newly hired employees and separations report during the month of November.
2. Report for November 2019 Tax Collections—Cheryl Hernandez, CFO, presented a report for the month of November for the M&O and the Debt Service.
3. Report for General Fund Revenue and Expenditures—Cheryl Hernandez, CFO, presented a report on the general fund revenue and expenditures for the month of November 2019.
4. Report for Campus Activity Funds—Cheryl Hernandez, CFO, presented a report on the month of November 2019 Campus Activity Funds.
5. Report for Quarterly Investment Report—Cheryl Hernandez, CFO, presented a report on the district's investment position.
6. Threat Assessment and Safe & Supportive School Teams—Dr. Anita Frank, Assistant Superintendent for Elementary Administration, presented the following information to the Board:
  - Senate Bill 11 as it relates to the Threat Assessment and Safe & Supportive School Teams
  - SB11 Requirements
  - What do the teams do?
  - When is Threat Assessment Appropriate?
  - Next Steps
  - Composition of the Team
  - BISD's Model
  - Work Flow Management

## OFFICIAL MINUTES

December 17, 2019

- Team Oversight
- The Threat Assessment

### D. PUBLIC COMMENTS

#### 2 ½ Minutes

1. **Rodney Deneklan**, 4105 Chaison Avenue, Apartment B, signed up to speak to the board about Keeping South Park Middle School.

#### 1 ½ Minutes

1. **Karen Prater Young**, 5444 Folsom Drive, #2, signed up to speak to the board about Bullying, Discipline, Community Reconnecting. Ms. Young **DID NOT SPEAK**
2. **Karla Rojo**, 4170 Inez Avenue, Solo Pedimos Una Reunion entire Padres Ioponas y Ustedes

### E. CONSENT AGENDA

1. Minutes of Regular Board Meeting on November 12, 2019 and Special Board Meeting (Training) on November 13, 2019
2. Approve Personnel Recommendations including Chapter 21 and Director Employees
  - a. Personnel Recommendations
  - b. Approve Hiring of Six (6) Additional Positions for the 2019-2020 School Year
  - c. Approve the Hiring of Two (2) Additional Positions in the Regional Day School for the Deaf for the 2019-2020 School year

It was moved by Zenobia Bush, and seconded by Denise Spooner, to approve the Consent Agenda.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

### F. ACTION ITEMS

1. Approve Budget Amendments

It was moved by Denise Spooner, and seconded by Zenobia Bush, to approve the Budget Amendments.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

2. Approve Purchases of \$50K or More

It was moved by Zenobia Bush, and seconded by Nathan Cross, to approve the Purchases over \$50K or More.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

3. Approve Amendments Affecting Policy FD (LOCAL)

It was moved by Denise Spooner, and seconded by Angela Bransford, to approve the Amendments Affecting Policy FD (LOCAL).

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

4. Approve Revision to Board Operating Procedures Pertaining to Guidelines for Addressing the Board as presented

It was moved by Denise Spooner, seconded by Angela Bransford to approve the revisions to Board Operating Procedures pertaining to guidelines for addressing the board as presented.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

**OFFICIAL MINUTES**

**December 17, 2019**

NAYS: None

MOTION PASSED: 5-0

5. Approve Participation in the BBVA Credit Card Program

It was moved by Denise Spooner, and seconded by Angela Bransford, to approve the Participation in the BBVA Credit Card Program.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

6. Approve Revolution Foods for RFP 20.04 - Child Nutrition Meal Delivery Services

It was moved by Denise Spooner, and seconded by Thomas Sigeo, to approve Revolution Foods for RFP 20.04 – Child Nutrition Meal Delivery Services.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

7. Approve Superintendent's Evaluation Instrument

**NO ACTION.** (Approved via closed session)

8. Approve the 2019-2020 Targeted Improvement Plans

It was moved by Zenobia Bush, and seconded by Thomas Sigeo, to approve the 2019-2020 Targeted Improvement Plans.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

9. Approve Resolution for Amendment to District of Innovation Plan

It was moved by Zenobia Bush, and seconded by Angela Bransford, to approve the Resolution for Amendment to District of Innovation Plan.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Nathan Cross, Angela Bransford and Zenobia Bush.

NAYS: None

MOTION PASSED: 5-0

The meeting adjourned at 7:25 p.m.



# Board Exhibit Cover Sheet

Meeting Date: January 16, 2020

Agenda Item/Exhibit Number: **II.E.2.**

Agenda Item Title: Approve Hiring Chapter 21 and Director Employees

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

Additional Presenter(s): N/A

Executive Summary: Listed below are Chapter 21 Employees recently hired within the District

Recommendation: Approve Administration's Hiring Recommendation of:

- Monica Hadnot
- Andrea Lee
- Tanisha Wright
- Anetra Cheatham


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

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

1/9/2020  
 \_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date



## Board Exhibit Cover Sheet

**Meeting Date:** January 16, 2020

**Agenda Item/Exhibit Number:** **II.F.3.**

**Agenda Item Title:** Approve Purchases over \$50,000

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Jenny Angelo

**Executive Summary:** The attached list reflects the purchases over \$50,000.

**Recommendation:** Approve purchases in the amounts shown on attached list.

**Budget Impact\* (if applicable):** Federal Fund - \$ 82,500.00

**Funding Source (if applicable):** Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031 and 2 CFR 200

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

**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



## Federal Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Texas Educational Solutions	Curriculum	MindPlay Virtual Reading Coach is a computer-based, individualized, adaptive reading program to address gaps in phonemic awareness, reading fluency, comprehension, and grammar/writing skills. It is appropriate for usage in grades K-12. Identified 2nd grade students and Tier III students will be using the program three to four times per week to rectify reading gaps and elevate reading levels.	BuyBoard #573-18	\$82,500.00
<b>Total Cost</b>				<b>\$82,500.00</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:** Waterford Early Learning **Quote Total:** \$300 per student

**Summary:** Waterford Early Learning is a computer based program that covers phonological awareness with a recommended usage time of 15-20 minutes per day. Student progress results vary.

**Vendor Name:** Voyager Language Live **Quote Total:** \$78 per student

**Summary:** Voyager Language Live is a computer based program that provides word and text training with a recommended usage time of 30 minutes per day. Student progress results vary.

**Vendor Name:** MindPlay Virtual Reading Coach **Quote Total:** \$110 per student


**Summary:** MindPlay VRC is a computer based program that provides phonemic awareness, comprehension, grammar and sentence construction practice with a recommended usage time of 120 minutes per week. Student progress results are guaranteed 1 year of growth with 20 hours of usage.

**Vendor Selected:** MindPlay Virtual Reading Coach - Texas Educational Solutions

### Selection Justification:

MindPlay Virtual Reading Coach is a computer-based individualized, adaptive reading program to address gaps in phonemic awareness, reading fluency, comprehension, and grammar/writing skills. It is appropriate for usage in grades K - 12. Identified 2nd grade students and Tier III students in other grade levels will be using the program three to four times per week to rectify reading gaps and elevate reading levels.

**Name of Person Completing this Form:** J. Angelo/T.Arnstrong

**Signature:** 

**NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.**

**Texas Educational Solutions  
Corporate Office  
2303 Ranch Road 620S  
Suite 160-240  
Lakeway, TX 78734  
832.725.3987 – Cell  
[joyce@txedsol.com](mailto:joyce@txedsol.com)**

**Joyce Wehnes-Mills and Nancy Metz  
Educational Consultants**

***MindPlay Virtual Reading Coach (MVRC) Proposal*  
presented to  
Jenny Angelo, Executive Director of Curriculum and Instruction  
Beaumont ISD  
4315 Concord Road  
Beaumont, TX 77703  
409.617.5008  
[jangelo@bmtisd.com](mailto:jangelo@bmtisd.com)**

**January 7, 2020**

***MindPlay Virtual Reading Coach (MVRC) by MindPlay***

750 Single Student Subscription Licenses for 1 year @ \$110 each	<u>\$82,500.00</u>
Total	\$82,500.00

Please Note: Professional Development Staff Training can be provided at \$1,000.00 per ½ day.

**P.O. may be e-mailed to [joyce@txedsol.com](mailto:joyce@txedsol.com).**

**Thank you for allowing Texas Educational Solutions to  
assist you in meeting the needs of your students.**



## Board Exhibit Cover Sheet

**Meeting Date:** January 16, 2020  
**Agenda Item/Exhibit Number:** II.F.3.  
**Agenda Item Title:** Beaumont ISD Academic Calendar 2020 - 2021  
**Cabinet Level Presenter(s):** Jenny Angelo, Executive Director of Curriculum & Instruction  
**Additional Presenter(s):** NA

**Executive Summary:** The District Textbook Committee developed and approved three calendar drafts for the 2020 - 2021 school year which were submitted for district-wide voting in January 2020.

**Recommendation:** To approve the Beaumont ISD 2020 - 2021 Academic Calendar which received the most votes in district-wide voting held on January 13 and 14, 2020.

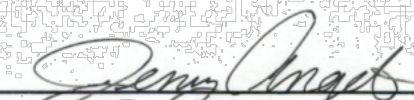
**Budget Impact\* (if applicable):** NA

**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

\_\_\_\_\_  
January 7, 2020  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



## **Explanations of January Budget Amendments**

### **General Fund GF – 9**

- Record increase in revenue from insurance recovery.
- Transfer \$2,000 from instructional extra duty to instructional leadership extra duty for coordinator extra duty – West Brook HS (008).
- Transfer \$379 from school leadership travel to staff development travel – Curtis ES (105).
- Transfer \$600 from school leadership travel to instructional general supplies – Charlton-Pollard ES (130).
- Transfer \$29 from staff development travel to instructional general supplies – Planetarium (841).
- Transfer \$250 from staff development travel to guidance & counseling travel – Martin ES (128).
- Transfer \$450 from instructional general supplies to staff development travel – Blanchette ES (127).
- Transfer \$375 from school leadership travel to staff development travel – Curtis ES (105).
- Transfer \$40,000 from health services professional services to instructional salaries to reimburse budget for SPED settlement – Special Education (814).
- Transfer \$15,000 from instructional student tuition to staff development extra duty to reimburse budget for TEA consulting services for CTE personnel – Career & Technical Education (807).
- Transfer \$2,400 from co-curricular travel to staff development travel for Texas Industrial Vocational Association conference – Taylor Career Center (009).
- Transfer a total of \$586 from health services general supplies & instructional media services reading materials to instructional general supplies – Pathways (006).

### **Special Revenue SR-4**

- Fund 263 Title III Transfer of funds from instructional to Community involvement budget which is to be used for Bilingual Parent Night Supplies needed for Event

**2019-2020 BUDGET AMENDMENT NUMBER GF- 9**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>			
199.00.5745.00.000.00.000	3,000,000	<u>1,640,600</u>	4,640,600
Total Revenues		<b>1,640,600</b>	
 <b><u>Expenditures</u></b>			
199.11.6117.04.008.30.301	20,830	(2,000)	18,830
199.21.6117.04.008.30.301	-	2,000	2,000
199.23.6411.04.105.30.000	1,125	(379)	746
199.13.6411.04.105.30.000	6,375	379	6,754
199.23.6411.04.130.30.000	2,125	(600)	1,525
199.11.6399.04.130.30.000	29,716	600	30,316
199.13.6411.49.841.99.295	500	(29)	471
199.11.6399.49.841.11.295	605	29	634
199.13.6411.04.128.30.000	2,000	(250)	1,750
199.31.6411.04.128.30.000	1,000	250	1,250
199.11.6399.04.127.30.000	21,355	(450)	20,905
199.13.6411.04.127.30.000	-	450	450
199.23.6411.01.105.99.000	1,000	(375)	625
199.13.6411.01.105.21.000	800	375	1,175
199.33.6219.65.008.23.000	50,000	(40,000)	10,000
199.11.6119.90.814.23.000	1,129,683	40,000	1,169,683
199.11.6223.52.009.22.000	77,190	(15,000)	62,190
199.13.6117.49.801.24.232	100,000	15,000	115,000
199.36.6412.02.009.22.000	12,228	(2,400)	9,828
199.13.6411.02.009.22.000	22,800	2,400	25,200
199.33.6399.60.006.99.000	401	(301)	100
199.12.6329.40.006.99.000	485	(285)	200
199.11.6399.04.006.29.000	4,015	586	4,601
Total Expenditures		<u>-</u>	
<b>Net Change in the General Fund Budget</b>		<b><u>1,640,600</u></b>	

**2019-2020 BUDGET CHANGE**

Total Revenues/Other Sources	177,608,639	1,640,600	179,249,239
Total Expenditures	<u>183,789,639</u>	<u>-</u>	<u>183,789,639</u>
2019-2020 Adjusted	(6,181,000)	1,640,600	(4,540,400)

**2019-2020 BUDGET AMENDMENT NUMBER SR-4**

	<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>			
Total Revenue		<u>-</u>	-
<b><u>Expenditures</u></b>			
<b><u>Instructional</u></b>			
211.11.6399.00.809.25.00	56,852	(1,500)	55,352
<b><u>Community Service</u></b>			
211.61.6399.00.809.25.000		<u>1,500</u>	1,500
		<u>-</u>	
Net (Increase) Title III Part A LEP		-	
<hr/>			
<b>2019-2020 BUDGET CHANGE</b>			
Total Revenues	206,852	-	206,852
Total Expenditures	<u>206,852</u>	<u>-</u>	<u>206,852</u>
2019-2020 Adjusted	-	-	-



## Board Exhibit Cover Sheet

**Meeting Date:** January 16, 2020

**Agenda Item/Exhibit Number:** **II.F.5.**

**Agenda Item Title:** Approve Engineer for Beaumont United High School Science Building HVAC Remodel Project

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Tony Aguilar and Clifton English

**Executive Summary:** The Beaumont United High School Science Building is in need of a re-engineered HVAC system. The system does not perform properly given the design of the building. It is a freon system that uses 100% outside air. For pressurization purposes, the equipment cannot perform properly and is continuously breaking down. During cold weather, the system cannot provide enough heat for the building. Costly repairs are constantly being made. We are requesting approval to hire Salas O'Brien for engineering services required for the Beaumont United High School Science Building HVAC Remodel project. The firm will provide all the required engineering, electrical, mechanical, and plumbing components for the project as well as oversee the project from start to finish.

**Recommendation:** Approve engineer, Salas O'Brien, for the Beaumont United High School Science Building HVAC Remodel project for \$56,740.00.

**Budget Impact\* (if applicable):** \$56,740.00

**Funding Source (if applicable):** General Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** GC 2269

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



**SALAS O'BRIEN**

| expect a difference |

10930 W Sam Houston Pkwy,  
North Suite 900  
Houston, Texas 77064  
281.664.1900 | 281.664.1912 (f)  
[www.salasobrien.com](http://www.salasobrien.com)

November 14, 2019

Beaumont ISD  
1650 Caldwell  
Beaumont, TX 77701  
409-656-4300

Attention: Mark McClelland

Project: Ozen H.S. – Science Building HVAC Modifications

Salas O'Brien, LLC shall provide Mechanical consulting engineering for the aforementioned Project as shown in Attachment "A".

The FIXED FEE for these BASIC PROFESSIONAL ENGINEERING SERVICES is Fifty-Six Thousand Seven Hundred and Forty DOLLARS (\$56,740.00).

Services in addition to the basic services are ADDITIONAL SERVICES OF THE ENGINEER (See Attachment "B"). Compensation shall be in accordance with the terms and conditions described in Attachment "C". Additional services, if authorized by you in advance in writing, will be billed at our STANDARD HOURLY RATES FOR ENGINEERS AND TECHNICAL PERSONNEL used on the Project (See Attachment "D").

If you accept the Proposal, please sign where noted below and return a copy to our office to serve as our authorization.

Thank you for considering our firm for this Project.

Energetically Yours,  
**Salas O'Brien**

Sean Holder, P.E.  
Principal

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Mark McClelland

Attachments

- A. Basic Professional Engineering Services
- B. Additional Services of The Engineer
- C. Compensation
- D. Hourly Rates for Engineers and Technical Personnel

**Client Project Number:** \_\_\_\_\_  
*(If applicable, please provide your project number when you sign this agreement and return)*

## **ATTACHMENT "A"**

### **BASIC PROFESSIONAL ENGINEERING SERVICES**

#### **DESIGN DOCUMENT PHASE**


1. Participate in conferences as required to establish the scope of the project and the requirements of the Mechanical, Electrical, and Plumbing.
2. Determine the type of Mechanical, Electrical, and Plumbing Systems, which meet the Owner's requirements. Study alternative Mechanical and Electrical energy systems to develop recommendations. The scope of these services does not include detailed economic feasibility or operating cost studies.
3. Visit the building to perform a complete site investigate of the existing HVAC, Electrical and Plumbing systems. This shall include documenting all field measurements and existing conditions required in the generation of the bid documents.
4. Prepare drawings and specifications for the Mechanical, Electrical, and Plumbing portion of the project.

#### **BIDDING PHASE**

1. Prepare and issue addenda as required during the bidding period.
2. Organize and provide a pre-bid meeting with Contractors bidding project.

#### **CONSTRUCTION PHASE**

1. This office will prepare AIA Document A101 Contract between the Contractor and Beaumont ISD. This office will obtain the Insurance Certificate, Performance and Payment Bonds from the contractor and issue to Beaumont ISD.
2. This office will Review Mechanical, Electrical and Plumbing Submittal Data / Shop Drawings and endeavor to assure that the quality of the material and equipment meets the requirements of the Contract Documents.
3. This office will work with the contractor to ensure the equipment is shipped in a timely manner to meet project schedule.
4. We will ensure the successful initiation, planning, execution, monitoring, controlling and closure of the project.
5. Make one visit to the site per week to observe the progress and quality of the executed work and to determine in general, if the work is proceeding in accordance with the Contract Documents.
6. Furnish periodic reports, in conjunction with site observations, of progress of work and contractor's compliance with the approved progress schedule.
7. This office will review all AIA G702 & 3 Application and Certificate of Payment from the contractor, after this office approves these applications for payment we will sign them and send to Beaumont ISD.

- 
8. After completion of the project this office will issue the AIA G704 Certificate of Substantial Completion and all closeout documents within contract documents.
  9. Prior to final Payment to the contractor this office will ensure all lien releases are obtain.

**PROJECT SCHEDULE**


1. Site investigations and floor plan creation shall commence upon signed proposal and notice to proceed.
2. 90% design documents for review issued two (4) weeks after Notice to Proceed.
3. 100% design documents issued one (3) week after receiving review comments on the 90% design document package.

## **ATTACHMENT "B"**

### ADDITIONAL SERVICES OF THE ENGINEER

If authorized in writing by the OWNER, the ENGINEER shall furnish or obtain from others, Additional Services of the following types, which are not considered normal or customary BASIC PROFESSIONAL ENGINEERING SERVICES, except to the extent, provide otherwise in Proposal.

1. Shop Drawing Stipulation:
  - a. Show drawings and submittals shall be processed a maximum of two (2) times only. Services related to shop drawings and submittals, which are incomplete, rejected, or otherwise not approved, shall be invoiced to the Owner through the prime consultant.
  - b. Additional Services required by field corrections or remedies due to services not in conformance with Contract Documents by the General Contractor or his Subcontractors shall be invoiced to the Owner, through the Prime Consultant.
  - c. Additional Services required due to corrections, remedies, or field observation resulting from the General Contractor or his Subcontractors' failure to complete the Punch List items shall be invoiced to the Owner through the prime consultant, who may seek remedy from the Contractor (s).
2. Technical observation of construction by a full or part-time representative and supporting staff as required.
3. Observing or guiding detail performance or capacity tests of Mechanical, Electrical, Plumbing and Technology Systems during construction, during start-up, or upon completion of the project.
4. Preparation of Drawings and/or Specifications for Construction Contract Change Order Documents.
5. Preparation of alternate designs for the purposes of obtaining alternate bids.
6. Preparation of the documents for prepurchase of equipment or "out of sequence" construction work.
7. Acceleration of the Design/Construction Phase of the project requiring overtime working hours.
8. Preparation of special reports and supporting documents for testimony at Regulatory Agencies.
9. Preparing to serve or serving as a consultant or witness for OWNER in any litigation, public hearing, or other legal or administrative proceeding involving the project.
10. Additional or extended services during the Construction Phase of the project made necessary by:
  - a. Work damaged by fire or other cause during construction.
  - b. Defective or neglected work of the Contractor.
  - c. Prolongation of the contract time by more than sixty days.
  - d. Acceleration of the construction progress schedule requiring services beyond normal working hours.
  - e. Default by the Contractor.

- 
11. Furnishing services of special consultants for other than the normal services incident to this part of the project.
  12. Unusual travel and subsistence and other out-of-pocket costs to the Engineer, in connection with the project.
  13. Employing the services of a professional estimating firm to provide detailed itemized material and labor costs estimates.
  14. Investigations involving detailed consideration of operations, maintenance, and overhead expenses; the preparation of feasibility studies, cash flow and economic evaluations, rate schedules and appraisals.
  15. Services resulting from significant changes in extent of the project or its design and revising previously accepted studies, reports, design documents, or Contract Documents when such revisions are due to causes beyond the Engineer's control.
  16. Additional services in connection with the design of the following utilities 5'-0" beyond the building exterior.
    - a. Domestic Water Supply.
    - b. Fire Protection Water Supply.
    - c. Sanitary Sewer.
    - d. Storm Sewer.



**ATTACHMENT "C"**

COMPENSATION

A statement will be rendered to you by the 25<sup>th</sup> day of the month for the work performed that month. Payment will be due by the 10<sup>th</sup> day of the following month.

A statement will be rendered to you, by the 25<sup>th</sup> day of the month, for all reimbursable costs for reproduction and related material for that month. Payment will be due by the 10<sup>th</sup> day of the following month.

Reimbursable costs include and are not limited to: cost of transportation, lodging and board; overnight mail; outside courier service; special presentation boards; multiple copies of Drawings and Specifications outside of the normal interoffice routine.

Other reimbursable expenses will not be incurred without your prior approval.

**ATTACHMENT "D"**

STANDARD HOURLY RATES  
FOR ENGINEERS AND TECHNICAL PERSONNEL

PRINCIPAL	\$230.00
SENIOR VICE PRESIDENT	\$210.00
VICE PRESIDENT	\$195.00
ASSOCIATE VICE PRESIDENT	\$185.00
PROJECT MANAGER	\$170.00
DEPARTMENT HEAD	\$170.00
CONSTRUCTION MANAGEMENT	\$150.00
PROFESSIONAL ENGINEER	\$150.00
GRADUATE ENGINEER	\$135.00
DESIGNER	\$100.00
CAD/REVIT TECHNICIAN	\$85.00
OFFICE STAFF	\$70.00

Rate Table 2018



## Board Exhibit Cover Sheet

**Meeting Date:** January 16, 2020

**Agenda Item/Exhibit Number:** **II.F.8.**

**Agenda Item Title:** Teacher Hiring incentives for Critical Shortage Subjects/Hard to Fill Campuses

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

**Additional Presenter(s):**

**Executive Summary:** In order to address immediate recruiting vacancies for teachers, we recommend approving teacher hiring incentives and a retention stipend for high need campuses. A recommended list will be finalized and presented to the board.

**Recommendation:** Approve teacher hiring incentives and a retention stipend for Vincent and King Middle Schools.

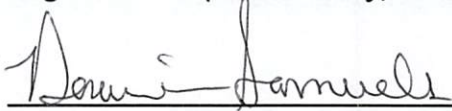
**Budget Impact\* (if applicable):** To be determined, but will be reflected in the 2020-2021 adopted budget.

**Funding Source (if applicable):** Title II (Fund 255)

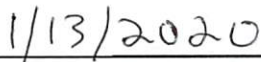
**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

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

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

  
\_\_\_\_\_

Cabinet Level Presenter's Signature

  
\_\_\_\_\_

Date

  
\_\_\_\_\_

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

  
\_\_\_\_\_

Date

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

\_\_\_\_\_  
Date